

Local Evaluation for *Rock-It Academy*
Iowa 21st CCLC for 2017-2018

Overview

To assist grantees with meeting the local evaluation requirements, the Iowa DOE provides a standardized form for local evaluations of the 21st CCLC Programs. Each grantee is required to complete the local evaluation form with data from the previous school year. Each grantee must submit **ONE** evaluation that encompasses all centers funded by the grantee. Cohorts 8-12 are to be included for reporting data for the 2017-2018 school year. Reported data will be from the Fall of 2017 and the Spring of 2018. Data will also be reported for the Summer of 2017. The table below lists the eight required sections of the local evaluation. Each section includes a checklist of required items to include. The completed form should be saved with the filename <Grantee Name 21st CCLC Local Evaluation Form 2017-2018>. The form must be completed and submitted in Word format. *(Note: Instructions for clarifications are shown in RED.)*

Required Section	Complete?
1. General Information	X
2. Introduction/Executive Summary	X
3. Demographic Data	X
4. GPRA Measures	X
5. Local Objectives	X
6. Anecdotal Data	X
7. Sustainability Plans	X
8. Summary and Recommendations	X

1. General Information

General Information Required Elements	Complete?
Basic Information Table	X
Center Information Table	X

Basic Information Table	
Item	Information
Date Form Submitted	
Grantee Name	Rock-It Academy
Program Director Name	Jennifer Watkins and Amber Briggs
Program Director E-mail	jwatkins@bettendorf.k12.ia.us abriggs@bettendorf.k12.ia.us
Program Director Phone	(563) 359-8275 ext. 4340
Evaluator Name	Dr. Edward Gronlund
Evaluator E-mail	egronlund@mbaea.org
Evaluator Phone	(563) 344-6315
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)</i>
Cohort 8	
Cohort 9	Neil Armstrong Elementary School, Bettendorf, IA 52722
Cohort 10	
Cohort 11	
Cohort 12	
Additional Information from Grantee (optional)	

2. Introduction/Executive Summary

Introduction/Executive Summary Required Elements	Complete?
Program Implementation	X
<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	X
<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
Program Highlights	X

The Neil Armstrong Elementary School, Bettendorf Community School District, submits its 21st CCLC 2017-2018 Local Evaluation Report to the Iowa Department of Education. The ***Rock-It Academy*** implemented its fourth program year and it was a success. The program is a Cohort Nine grantee and it is the fourth-year the program has published a local evaluation report.

The program leaders with responsibilities for facilitating the Rock-It Academy are Jennifer Watkins and Amber Briggs, Co-Directors, and Dave Hlas, Neil Armstrong Elementary School Principal. Dr. Edward Gronlund, Program Evaluator, and his Mississippi Bend Area Education Agency's (MBAEA) evaluation team partnered with the new district program leaders.

Program Implementation

The program leaders relied on the advisory committee, partners, parents, and teachers for feedback to continually improve the program. These groups provide the necessary needs assessment feedback to make program decisions. The program leaders are focused on meeting and exceeding the GPRA measures and the program's goals and objectives. The needs assessment feedback provides information to effectively integrated reading and mathematics instructional supports into the before, after, and summer school program to improve student academic performance. The program leaders engage with partners to provide learning activities and recreational time that is beneficial to students. The program leaders are communicating with parents constantly so that the program updates parents regarding their child's progress and involvement. This needs assessment process has been invaluable to the program's success. The program is full and has a student waiting list.

The key people involved in the program were Jennifer Watkins and Amber Briggs (Co-Directors), Dave Hlas (Principal), teachers as tutors, and Youth Mentors. These individuals are engaged in delivering the program daily. The program was also successful because it has volunteers and community partners within the area providing a multitude of varying supports. The program evaluator, Dr. Gronlund, is also involved to provide technical assistance.

The program's objectives include a student academic growth, providing literacy and mathematics nights for students and parents, supporting student goal setting, engaging parents in parent-teacher conferences, student service learning, students having extended learning opportunities, improved student social skills, students having fun learning, and improved student behavior, motivation, and their ability to get along with others. The program has been successful in meeting the goals and objectives the past four years. The program leaders have heard repeatedly from parents and students the program is appreciated.

Program Description

Rock-It Academy is in session each day that Neil Armstrong Elementary School is in session per the Bettendorf Community School District yearly calendar. The program operates from 7:00 to 8:00 a.m. Monday thru Friday and 3:20 to 5:30 p.m. Monday, Tuesday, Thursday, and Friday. Wednesday is an early out day the program operates from 2:30 to 5:30 p.m. every Wednesday. Therefore, Rock-It Academy programming is 66 hours and 40 minutes per month exceeding the 60 hour requirement.

The program also offers summer school for 30 days from 8:00 to 12:30 p.m. Monday-Friday during the months of June, July, and August. Additionally, City of Bettendorf Parks and Recreation provide parks and recreation programming free of charge from 12:30 to 4:30 p.m. Monday thru Friday during the months of June, July, and August.

The program includes the following best practices: [a] participating students receive social skill building programming that emphasize character development and increased cultural awareness through such activities as cooking and music; [b] participating students receive academic supports by Iowa certified teachers who individually provide evidence-based instructional time for students; and [c] participating students receive physical well-being programming such as healthy foods, physical exercise, team work, and recreational activities.

Program Highlights

First and foremost, Rock-It Academy provides a valuable community service to low income parents and potentially at-risk children. The biggest highlight is these children are academically growing and the program activities expand their learning and recreational opportunities. Additionally, parents have opportunities to engage with their children in these academic endeavors through family nights, parent-teacher conferences, and at-home activities with their children. The program is full and it has a student waiting list.

This past year the program had **virtual field trips**. The program during YR4 offered more opportunities for students to visit exciting places of interest around the United States through virtual field trips. There were many benefits of the virtual field trips:

- all of the virtual field trips were free.
- these trips allowed students access to “travel” to different places around the globe that they wouldn't be able to go to otherwise.
- these trips offered a more interactive, immersive experience for the students.
- the trips were aligned with what the students were interested in learning.

The virtual field trips for the 2017-2018 year included Mt. Rainier National Park, Point Lobos Hidden Forest, and The Elephant Sanctuary in Tennessee. The students enjoyed visiting these places and being able to talk to an expert and see the animals. Students were able to interact with real people in real time and were able to have authentic experiences.

Another big highlight was the **STEM** grant from the Putnam Museum. The Putnam Museum received funding through John Deere to provide afterschool programming for new outreach sites. The activities were all STEM related, including natural science, engineering, robotics, and electricity. An outreach specialist from the Putnam Museum came to Rock-It Academy for one hour each week. The program had a rotating schedule for the 33 weeks that the specialist came to our program so every student had the same number of opportunities to participate in the activities. Students were engaged and excited to participate. Each of the activities was hands-on and allowed for collaboration and problem solving. Students also got to take what they made home with them at the end of the activity. This was a great opportunity for students to share with parents and family members what they did and what they learned.

3. Demographic Data

Demographic Data Required Elements	Complete?
2017-2018 School Year Attendance Tables	X
• 2017-2018 School Year Attendance Summary Table	X
• 2017-2018 School Year Attendance Ethnicity Table	X
• 2017-2018 School Year Attendance Special Needs Table	X
Summer of 2017 Attendance Tables	X
• Summer of 2017 Attendance Summary Table	X
• Summer of 2017 Attendance Ethnicity Table	X
• Summer of 2017 Attendance Special Needs Table	X
Attendance Discussion	X
Partnerships	X
• Partnerships Table	X
• Partnerships Discussion	X
Parent Involvement Information and Discussion	X

2017-2018 School Year Attendance. *Enter data in the appropriate fields in the tables below. Data will be from the Fall of 2017 and the Spring of 2018. There are separate tables for the Summer of 2017. Leave blank any cohorts that do not apply.*

21 st CCLC Program 2017-2018 School Year Attendance Summary Table				
Cohort	Attendees	Total Attendance	Male	Female
<i>Leave Blank if NA</i>		<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>
8	All			
	Regular*			
9	All	93	51	42
	Regular*	88	45	43
10	All			
	Regular*			
11	All			
	Regular*			
12	All			
	Regular*			

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

21 st CCLC Program 2017-2018 School Year Attendance <i>Ethnicity</i> Table							
Cohort	Attendees	White	Hispanic/ Latino	American Indian/ Alaska Native	Black/ African American	Asian/ Pacific Islander	Unknown Race
<i>Leave Blank if NA</i>		<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>
8	All						
	Regular*						
9	All	70	9	0	15	0	0
	Regular*						
10	All						
	Regular*						
11	All						
	Regular*						
12	All						
	Regular*						

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

21 st CCLC Program 2017-2018 School Year Attendance <i>Special Needs</i> Table				
Cohort	Attendees	LEP	Free and Reduced Price Lunch (FRPL)	Special Needs
<i>Leave Blank if NA</i>		<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>
8	All			
	Regular*			
9	All	0	93	7
	Regular*	0	88	7
10	All			
	Regular*			
11	All			
	Regular*			
12	All			
	Regular*			

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

Summer of 2017 Attendance. *Enter data in the appropriate fields in the tables below. Data will be from the Summer of 2017 ONLY. Leave blank any cohorts that do not apply.*

21 st CCLC Program Summer 2017 Attendance <i>Summary</i> Table				
Cohort	Attendees	Total Attendance	Male	Female
<i>Leave Blank if NA</i>		<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>
8	All			
	Regular*			
9	All	51	32	19
	Regular*	44	28	16
10	All			
	Regular*			

11	All			
	Regular*			
12	All			
	Regular*			

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

21 st CCL Program Summer 2017 Attendance <i>Ethnicity</i> Table							
Cohort	Attendees	White	Hispanic/ Latino	American Indian/ Alaska Native	Black/ African American	Asian/ Pacific Islander	Unknown Race
	<i>Leave Blank if NA</i>	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>
8	All						
	Regular*						
9	All	30	7	0	14	0	0
	Regular*						
10	All						
	Regular*						
11	All						
	Regular*						
12	All						
	Regular*						

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

21 st CCLC Program Summer 2017 Attendance <i>Special Needs</i> Table				
Cohort	Attendees	LEP	Free and Reduced Price Lunch (FRPL)	Special Needs
	<i>Leave Blank if NA</i>	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>
8	All			
	Regular*			
9	All	1	51	17
	Regular*	1	44	15
10	All			
	Regular*			
11	All			
	Regular*			
12	All			
	Regular*			

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

Attendance Discussion.

Attendance Discussion Required Elements	Complete?
General discussion on attendance including	
<ul style="list-style-type: none"> Percentage of 21st CCLC attendance compared to total population. Percentage of attendees who are FRPL. Efforts to increase and keep attendance high. Recruitment efforts. 	

- | | |
|---|--|
| <ul style="list-style-type: none"> 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> | |
|---|--|

Rock-It Academy had **32%** (93 students attended divided by 294 students enrolled within the school) of the total school population attend the school year program. The program had **95%** (88 student regularly attended divided by 93 students that attended the program) of the attending school year students attended 30 or more days (regular attendees). Rock-It Academy had **30%** (88 regular attendee students divided by 294 students enrolled within the school) of the school's student population attend 30 days or more (regular attendees). The entire school was considered "free and reduced priced lunch" because Neil Armstrong Elementary qualified for "community-based" federal meal funding (CEP), which means that all students, regardless of their ability to pay, received free lunch and breakfast. Therefore, **100%** of the student population are designated are FRPL (free and reduced price lunch eligibility).

The program leaders have worked to increase and keep attendance high through the "Strive for 5" initiative supported by the United Way of the Quad-Cities Area's Education Council and the Arconic Foundation (local corporate enterprise foundation). The initiative's goal is to encourage families and students to "strive for less than five" absences in a school year. Additionally, the program leaders work diligently to build relationships with families in an effort to strengthen the student's and caregiver's positive sense of connectedness to the school and the program. The program leaders also provide several opportunities throughout the year for families to be involved and participate in our program; Literacy Night, Family Night, Talent Show, Winter Sing, and Holiday Shop are a few examples of events that are held throughout the year to encourage family participation. The program leaders also encourage families to volunteer for field trips, special events, or weekly program support.

The program leaders have found families within the school district are requesting their children attend Neil Armstrong Elementary School. The positive reputation of the Rock-It Academy within the community is generating interest by parents. Parents that already have their children in the program are proactive to ensure their child stays in the program. The best recruiting effort has been the program providing children with a quality and meaningful program.

Rock-It Academy is in session each day that Neil Armstrong Elementary School is in session per the Bettendorf Community School District yearly calendar. The program operates from 7:00 to 8:00 a.m. Monday thur Friday and 3:20 to 5:30 p.m. Monday, Tuesday, Thursday, and Friday. Wednesday is an early out day the program operates from 2:30 to 5:30 p.m. every Wednesday. Therefore, Rock-It Academy programming is 66 hours and 40 minutes per month exceeding the 60 hour requirement.

The program also offers summer school for 30 days from 8:00 to 12:30 p.m. Monday-Friday during the months of June, July, and August. Additionally, City of Bettendorf Parks and Recreation provide parks and recreation programming free of charge from 12:30 to 4:30 p.m. Monday thru Friday during the months of June, July, and August.

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 2017-2018 Partnerships Table					
Name of Partner (Enter name of Partner)	Paid/ Unpaid	Contribution Type (From list above)	Staff Provided (Describe if applicable)	In-kind Value (Monetary Value if unpaid partner)	Number of Centers Served (Input the number of centers this partner served)
Bettendorf Community School District	Paid	3	12 Program staff members	\$81,877	Neil Armstrong
Bettendorf Community Schools Foundation	Unpaid	3	6 Volunteers	\$4,200	Neil Armstrong
Bettendorf Fire Department	Unpaid	3	5 Volunteers	\$500	Neil Armstrong
Bettendorf Hy-Vee	Paid	3	1 Volunteer	\$500	Neil Armstrong
Bettendorf Public Library	Unpaid	3	1 Volunteer	\$300	Neil Armstrong
Bettendorf Parks and Recreation Department	Paid	3	5 Paid	\$6,500	Neil Armstrong
Putnam Museum	Unpaid	3	1 Volunteer	\$5,500	Neil Armstrong
Americorps/Reading Corps	Unpaid	3	1 Volunteer	\$1,500	Neil Armstrong
Girl Scouts	Unpaid	3	5 Volunteers	\$2,500	Neil Armstrong
United Way of the Quad Cities	Unpaid	6	20 Volunteers	\$3,500	Neil Armstrong
Bettendorf Rotary	Unpaid	3	5 Volunteers	\$2,500	Neil Armstrong
Mississippi Bend Area Education Agency	Paid/Unpaid	1	4 Volunteers	\$3,000	Neil Armstrong

Name of Partner (Enter name of Partner)	Paid/ Unpaid	Contribution Type (From list above)	Staff Provided (Describe if applicable)	In-kind Value (Monetary Value if unpaid partner)	Number of Centers Served (Input the number of centers this partner served)
Neil Armstrong Elementary PTA	Unpaid	3	6 Volunteers	\$4,500	Neil Armstrong
One Eighty of the Quad Cities	Unpaid	4, 6	5 Volunteers	\$2,500	Neil Armstrong
Riverbend Food Bank	Unpaid	4	0 Volunteers	\$65,000	Neil Armstrong
Chick-fil-A	Unpaid	4	0 Volunteers	\$650	Neil Armstrong
Marco's Pizza	Unpaid	4	0 Volunteers	\$600	Neil Armstrong
St. John Vianney	Unpaid	4	5 Volunteers	\$1,000	Neil Armstrong
Subway	Unpaid	4	0 Volunteers	\$500	Neil Armstrong

Partnerships Discussion.

Partnerships Discussion Required Elements	Complete?
General discussion on Partnerships including	X
• Summary of partnerships table.	X
• Total unpaid and paid partners.	X
• Efforts to recruit partners.	X
• Highlights of partnerships.	X
• How partnerships help program serve students.	X

The program has 19 partners. **Fifteen are unpaid** partnerships, **three paid** partnerships, and one combination paid/unpaid partnership. These partners are invaluable to the success of the program. The program's advisory committee annually generates possible partnership candidates and the program director does make contact to identify new partnerships.

A few partnership highlights have been: [a] St. John Vianney increased the number of backpacks with snacks from 75 students to 100 students; [b] St. John Vianney gave an additional \$500 Hy-Vee gift card each month to supplement the food pantry; [c] the John Deere Foundation and Lights on Afterschool Alliance provided a grant for a STEM instructor from the Putnam Museum to provide every week various STEM hands-on activities with the participating students; and [d] the Running Club ran for Animal Cruelty Awareness.

The partners' support includes providing the participating families with food and food for students attending the program. The partners provide programming so that students have engaging learning opportunities. The partners provide volunteers to assist with various programming events.

The program leaders recruited new partners in 2017-2018 was through partnering with the local high school. Bettendorf High School students can earn a Community Service Letter so the leaders reached out to high school teachers and offered program participation as a way for students to earn service points. The program was able to recruit three full-time volunteers from the high school in 2017-2018. It helped build community within the district and participating students enjoyed building relationships with the student high school volunteers.

Parent Involvement Information and Discussion.

Parent Involvement Information and Discussion Required Elements	Complete?
Number and description of parent meetings and/or events.	X
Number of parents at each meeting and/or event.	X
Description of communication with parents (flyers, letters, phone calls, personal contact, etc.)	X
Efforts to increase parental involvement.	X

Rock-It Academy parent involvement has been a key factor in the program's student learning success. The following are examples of the parent involvement: [a] parents volunteer to chaperone field trips, help with special program events during program time, and assist with service projects; [b] a parent group works with teachers to plan and develop the after school programming; [c] parents are participating in family nights and parent nights; [d] parents are attending parent-teacher conferences; [e] parents assisted in the new run for animal cruelty awareness this year and the parents provided monetary support as well as supporting students involved in the run; [f] parents volunteered to help with our outreach service projects in the community; [g] family members helped facilitate our Rock-It Academy clubs such as chess club and woodworking club; [h] parents helped during our Career Day, sharing about their career; i) parents donated supplies for Rock-It Academy; and [j] parents helped during our Talent Show and provided sound equipment and assistance during rehearsals.

YR4 Literacy Night was **August 2017** with **60 families** in attendance and a STEM (Mathematics) Night was **March 2018** with **58 families** in attendance with a total of **278** attending the two events. Parent-teacher conferences had fall 2017 98% attendance and spring 2018 had 97% attendance which is a three-year pattern of above 90% with the past program year being the highest attendance rate. The parents, students, school staff, partners, and other community members contribute to the program's advisory committee. The advisory committee met **December 14, 2017** and **April 10, 2018** to have program conversations.

Parents are involved in the program because the program has limited space and it has a waiting list; therefore, parents are highly motivated to keep their child in the program. The program leaders are not experiencing declining parental involvement.

The program leaders continually explore ways to communicate with parents. The program leaders use Facebook, phone calls, emails, monthly newsletter sent electronically, a paper copy sent home with students, and a monthly calendar to communicate with parents. The program leaders will write positive notes and call home to personalize their parental communications. The program leaders use scheduled meetings throughout the year to gather information and feedback from parents. The program

leaders hosting Literacy Night once a year is a big opportunity to connect with parents and listen. The program leaders invite parents and/or family members to attend celebrations such as our holiday party in December, Mother's Day celebration, and Father's Day celebration as an another parent connection. The program leaders are exploring using *Survey Monkey* to gather parent feedback and suggestions. The leaders may use an electronic app "Remind" as a possible communication tool. The program leaders may set-up a table at the events so that parents may sign-up for flyers and information that meets their needs. Lastly, the program leaders are sensitive to the schedules and requirements of working parents so that parent needs are accommodated.

4. GPRA Measures

For 2017-2018, the US DOE has indicated that 21st CCLC Programs should measure 14 performance indicators that follow the Government Performance and Results Act (GPRA). Please note the GPRA data intends to measure student improvement based on how many regular attendees needed improvement. If you do not have this number, then enter the total number of Regular Attendees for each grade level instead. Also note that reading scores can be used for GPRA Measures 4-6 – Improvement in English. This is the same data reported online to the APR Data System.

GPRA Measures Required Elements	Complete?
GPRA Measures Data Table	X
<ul style="list-style-type: none"> Name of Assessment Tools Used for Each Measure. 	X
<ul style="list-style-type: none"> Data Entered for all Applicable Measures. 	X
GPRA Measures Discussion	X

GPRA Measures Data Table.

GPRA Measures	Number of Regular Student Attendees Needing Improvement	Number of Students Who Improved	Percentage of Students Who Improved
GPRA Measures 1-3 – Improvement in Mathematics			
Assessment Tool Used: <i>FastBridge</i> standardized assessment administered fall, winter, and spring			
1. The number of elementary 21st Century regular program participants who improved in mathematics from fall to spring.	12	10	83%
2. The number of middle/high school 21st Century regular program participants who improved in mathematics from fall to spring.			
3. The number of all 21st Century regular program participants who improved in mathematics from fall to spring.	12	10	83%
GPRA Measures 4-6 – Improvement in English			
Assessment Tool Used: <i>FastBridge</i> standardized			

GPRA Measures	Number of Regular Student Attendees Needing Improvement	Number of Students Who Improved	Percentage of Students Who Improved
assessment given administered fall, winter, & spring			
4. The number of elementary 21st Century regular program participants who improved in English from fall to spring.	19	7	37%
5. The number of middle/high school 21st Century regular program participants who improved in English from fall to spring.			
6. The number of all 21st Century regular program participants who improved in English from fall to spring.	19	7	37%
GPRA Measures 7-8 – Improvement in Proficiency			
Assessment Tool Used: <i>FASTBridge</i> standardized assessment administered fall, winter, and spring			
7. The number of elementary 21st Century regular program participants who improve from not proficient to proficient or above in reading.	19	8	42%
8. The number of middle/high school 21st Century regular program participants who improve from not proficient to proficient or above in mathematics.			
GPRA Measures 9-11 – Homework and Class Participation			
Assessment Tool Used: Teacher qualitative survey			
9. The number of elementary 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	26	20	77%
10. The number of middle/high school 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.			
11. The number of all 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	26	20	77%
GPRA Measures 12-14 – Student Behavior			
Assessment Tool Used: Teacher qualitative survey			
12. The number of elementary 21st Century regular program participants with teacher-reported improvements in student behavior.	46	41	89%

GPRA Measures	Number of Regular Student Attendees Needing Improvement	Number of Students Who Improved	Percentage of Students Who Improved
13. The number of middle/high school 21 st Century regular program participants with teacher-reported improvements in student behavior.			
14. The number of all 21 st Century regular program participants with teacher-reported improvements in student behavior.	46	41	89%

GPRA Measures Discussion.

GPRA Measures Discussion Required Elements	Complete?
Total or Regular Attendance Used?	X
Discussion of high performing and low performing areas.	X
Description of data collecting instrument.	X
Discussion of difficulties on any GPRA Measure.	X
Assessment of 21 st CCLC Program based solely on GPRA Measures.	X

The GPRA measures were calculated using the **regular attendee** students in the program. The program leaders found the GPRA measures demonstrated the positive impact of additional support academically given to participating students. The program has also had a positive impact on student non-academic growth.

The program leaders' analysis of the program using GPRA mathematics measure demonstrates the positive impact of the program over the past three years. Only 13% of the regular attendees needed were in need of mathematics improvement. The positive outcome was 83% of those few students improved. Likewise, only 20% of the regular attendees were not proficient. The reading proficiency measure has inherent difficulties because a non-proficient student must be reasonably within a year's academic reading growth to reach proficiency; therefore, the 42% success rate is misleading. The program leaders continue to focus on improving student reading performance so that these non-proficient students will eventually reach the proficiency achievement level.

The evaluation team shared a proficiency benchmark measure is difficult to reach if students begin the school year too far below the proficiency benchmark. A single school year gain to reach the benchmark may be beyond feasibility for some students. The evaluation team encouraged the program leaders to focus their attention on continually improving student performance so that eventually the student may reach the proficiency benchmark. Evaluator warned that teachers may become exhausted trying to find a "silver bullet" to reach a higher GPRA attainment percentage rather than focusing their energy on instructional strategies that result in steady student improvement.

GPRA measures are determined using standardized assessments that students currently take. *FastBridge® Reading* and *Mathematics* are assessments teachers have background knowledge, align to their instruction, and understand how to use the student feedback. The program uses surveys to gather

and tabulate feedback regarding teacher perceptions of homework completion, class participation, and student behavior change. The GPRA measures and program goals have similar program outcomes and the 2017-2018 outcomes were a positive indicator of the program's impact.

5. Local Objectives

STARTING JULY 1, 2017, GPRA MEASURES WERE THE OFFICIAL OBJECTIVES. Additional local objectives should be added to help your local organizations better serve your community. However, these local objectives will be considered as additional information since the GPRA Measures will always serve as the official objectives. Data will be from the Summer and Fall of 2017 and the Spring of 2018.

Local Objectives Required Elements	Complete?
Local Objectives Data Tables	X
• Rating of each Objective as listed below.	X
• Full Methodology used for measurement.	X
• Justification for Rating	X
Local Objectives Discussion	X

Local Objectives Data Tables.

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

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

Cohort 8 Table

Cohort 8 Objectives	Objective Rating	Methodology/Justification for Rating

Cohort 9 Table

Cohort 9 Objectives	Objective Rating	Methodology/Justification for Rating
GOAL 1 – Objective 1a. Children actively participate in literacy and math activities as recorded by staff.	YR4 MET THE STATED OBJECTIVE	<u>Methodology:</u> The program leaders will record student participation numbers. The students participating in academic literacy and mathematics supplemental supports. The objective will be measured using a simple tally of students using the supports. <u>Justification:</u> All Neil Armstrong Elementary students receive supplemental instruction through <i>Imagine Learning</i> and <i>ST Math</i> software products plus other supports. These research-based supports assist all students with individualized learning opportunities. 109 (100%) regular program attendees actively participated in literacy and mathematics support activities. The student count includes individual student participation within the school and summer program without duplicating names.
GOAL 1: Objective 1b. In annual surveys, school staff report that participants improve academically.	YR4 MET THE STATED OBJECTIVE	<u>Methodology:</u> The program leaders will informally survey school staff to receive feedback regarding the student success. This is a subjective and qualitative approach to create a working relationship between program leaders and classroom teachers to gather highly detailed and student specific input. <u>Justification:</u> Teachers reported to program leaders that participating Rock-It Academy students had academic improvement. Table 3 presents evidence that teachers reported regular attendee students improved academically based on their academic behaviors.
GOAL 1: Objective 1c. Participants' literacy and math achievement increase as measured by Iowa Assessment scores, grades, and other BCSD assessments.	YR4 MET THE STATED OBJECTIVE	<u>Methodology:</u> Student reading and math standardized assessments results will be gathered and analyzed to measure increased achievement. <i>FASTBridge</i> ® reading and math will be used as the quantitative standardized measures. Student achievement increase will be based on gains/growth. <u>Justification:</u> Rock-It Academy regular program attendees had a positive average achievement growth and/or gain rate in reading and mathematics. 95% (93 students with scores) had positive reading growth and 98% (86 students with scores) had positive math growth. The academic achievement evidence is presented in Table 1 and Table 2.
GOAL 2: Objective 2a. At least 20 families at Neil Armstrong Elementary attend Family Literacy events regularly.	YR4 MET THE STATED OBJECTIVE	<u>Methodology:</u> The program leaders will record the number of families attending the family events. The objective will be measured using a simple tally of participants at these events. <u>Justification:</u> Rock-It Academy held two events. The first event was a literacy night with <u>60 families</u> and a second event was a mathematics or STEM night with <u>58 families</u> . The two events together had 278 participants. The family nights had more than 20 families per event; therefore, the program objective was met.
GOAL 2: Objective 2b. Program parents collaborate with teachers in cooperative IAP goal setting.	YR4 MET THE STATED OBJECTIVE	<u>Methodology:</u> The program leaders will simply record the participation of parents and teachers working together on the Individualize Afterschool Plan (IAP). <u>Justification:</u> The program leaders' recorded 6 parents participated with teachers in the IAP process and goal setting.
GOAL 2: Objective 2c. Program parents attend twice yearly	YR4 MET THE STATED	<u>Methodology:</u> The program leaders will simply record the parent-teacher conference participation rate. <u>Justification:</u> Fall parent-teacher conferences had 98% participation rate and spring

Cohort 9 Objectives	Objective Rating	Methodology/Justification for Rating
conferences with school and program staff.	OBJECTIVE	conferences had 97% participation rate. The program leaders set 80% as the benchmark participation rate and program exceeded the objective's benchmark rate.
GOAL 2: Objective 2d. Parents, students, partners, and other community members contribute to the program's advisory committee.	YR4 MET THE STATED OBJECTIVE	<u>Methodology:</u> The program leaders will facilitate an annual advisory committee meeting according to the project specifications. <u>Justification:</u> The program leaders have held two advisory committee meetings. Advisory meetings were held on December 17, 2017 and April 10, 2018.
GOAL 3: Objective 3a. At least 30 children at Neil Armstrong Elementary participate in a service learning project.	YR4 MET THE STATED OBJECTIVE	<u>Methodology:</u> The program leaders will record the number of children participating in the service learning project. The objective will be measured using a simple tally of participants at these events. <u>Justification:</u> Rock-It Academy had 109 (100%) of the regular program attendees participating in the service learning project. Thus, the program exceeded the target regular program attendee participated rate of at least the 30 children. The student count includes individual student participation within the school and summer program without duplicating names.
GOAL 3: Objective 3b. At 80% of Neil Armstrong Elementary participants attend field trips to community partner sites.	YR4 MET THE STATED OBJECTIVE	<u>Methodology:</u> The program leaders will record the number of students attending field trips. The objective will be measured using a simple tally of attending field trips. <u>Justification:</u> Rock-It Academy had 17 field trips and each field trip had more than 80% of the participants attending and the average participation rate was 95%. The program exceeded the 80% program objective.
GOAL 3: Objective 3c. Program staff report increased social skills in start and end-of-year assessments.	YR4 MET THE STATED OBJECTIVE	<u>Methodology:</u> The program leaders will informally survey school staff to receive social skill feedback regarding progress from the beginning to the end of the school year. This is a subjective and qualitative approach to create a working relationship between program leaders and classroom teachers to gather highly detailed and student specific input. <u>Justification:</u> Teachers informally reported, Table 3, that participating Rock-It Academy regular attendees had social skills improvements.
GOAL 3: Objective 3d. Neil Armstrong Elementary participants report that the program is "fun" and they like to attend.	YR4 MET THE STATED OBJECTIVE	<u>Methodology:</u> The program leaders will informally survey participating students to receive feedback regarding the enjoyment. This is a subjective and qualitative approach to create a working relationship between program leaders and participating students to gather specific student feedback. <u>Justification:</u> Program leaders found student feedback to be very positive toward the program and their high attendance rate validates the informal student feedback.
GOAL 3: Objective 3e. In annual surveys, school staff report that students who need to do so improve their behavior, are more motivated, and increase their ability to get along with others.	YR4 MET THE STATED OBJECTIVE	<u>Methodology:</u> The program leaders will informally survey school staff to receive feedback regarding improved student behavior, motivation, and positive interaction with others. This is a subjective and qualitative approach to create a working relationship between program leaders and classroom teachers to gather highly detailed and student specific input. <u>Justification:</u> Teachers reported to program leaders, Table 3, that participating Rock-It Academy students had positive behavior, motivation, and social skill growth.

Cohort 10 Table

Cohort 10 Objectives	Objective Rating	Methodology/Justification for Rating

Cohort 11 Table

Cohort 11 Objectives	Objective Rating	Methodology/Justification for Rating

Cohort 12 Table

Cohort 12 Objectives	Objective Rating	Methodology/Justification for Rating

Local Objectives Discussion.

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

Statistical Analysis as Applicable

Rock-It Academy program has three goals and twelve objectives. The program goals are to increase achievement, communication, and attachment. Goal 1, Objective 1c, is increasing literacy and mathematics achievement and it is a quantifiable target. The *FASTBridge*® reading and mathematics assessments are used because it is administered fall, winter, and spring so that teachers may use the academic performance feedback to adjust whole group, small group, and individualized instruction to meet student academic learning needs. This performance feedback provides the program leaders with comparative data to make program decisions. The program leaders acknowledge that the comparative measure is to determine if 21st Century Grant program is making a difference at Neil Armstrong Elementary the highest poverty rate (55%) school in the district.

The evaluation team's review process looked at the remaining objectives and found two methodology groupings. The team found objectives 1b, 2b, 2d, 3c, 3d, and 3e as a grouping. These

objectives are implementation feedback that describes gathering input from stakeholders and using the feedback to target program adjustments to meet student learning and engagement needs. Objective 1b is a teacher survey regarding observed improved student achievement, 2b is parental input on program curriculum development, 2d is an advisory committee providing program input, 3c is teacher input regarding observed increases in student social skills, 3d is student feedback regarding whether or not the program is fun, and 3e is teacher survey input regarding observed positive student behaviors. This grouping of objectives is subjective and/or qualitative. The feedback has been gathered, informally and often, by program leaders as anecdotal comments during the multitude of interactions with students, teachers, parents, and community partners. Program leaders have been hesitant to rely on formal survey feedback because these electronic surveys have yielded very low return rates each time attempted. Therefore, program leaders capture and compile feedback from stakeholders during the program events, program time, school day, and email correspondence.

Objectives 1a, 2a, 2c, 3a, and 3b were another grouping identified by the evaluation team. These objectives are implementation activity outcomes that set activity performance targets. Objective 1a is recording participation rates, 2a is setting a minimum participation rate target, 2c is tabulating parent-teacher conference attendance numbers, 3a is a minimum student participation rate target for service learning projects, and 3b is a student field trip participation rate target. The program leaders simply report whether or not they have met the desired program implementation outcome. This objective grouping is also subjective and/or qualitative. This grouping of objectives ensures that key expectations of the 21st Century Grant are met and the Rock-It Academy operates purposefully as a supplemental academic support program. These subjective targets are indicators that prescribed program implementation activities have sufficient participation rates.

Program Feedback

Table 1: *FastBridge*® Reading and Mathematics Assessment Fall to Spring Student Outcomes

Grade Level	# of Students	Assessment	Reading		
			Regular Attendees	Growth Percentile	
				School	District
Kindergarten	7	CompK	1.12	56.5	43.1
1 st Grade	11	Comp1	1.16	67.2	54.4
2 nd Grade	13	aReading	2.49	44.8	46.8
3 rd Grade	27	aReading	1.57	47.2	41.5
4 th Grade	20	aReading	1.15	46.8	47.1
5 th Grade	15	aReading	1.38	50.8	54.4
Gain Score Average			1.48	52.2	47.9

Grade Level	# of Students	Assessment	Mathematics		
			Regular Attendees	Growth Percentile	
				School	District
1 st Grade	11	aMath	.99	41.0	36.9
2 nd Grade	13	aMath	.78	50.5	48.5
3 rd Grade	27	aMath	.70	46.2	43.0
4 th Grade	20	aMath	.83	56.0	48.0
5 th Grade	15	aMath	1.30	57.7	62.0
Gain Score Average			.92	50.3	47.7

Table 2: Iowa Assessment Reading and Mathematics 2018 Spring Outcomes

Reading Grades 3-5	Rock-It Regular Attendees (63)	All Neil Armstrong Students	All Bettendorf CSD Students
Spring 2017	203	202	207
Spring 2018	209	218	228
Iowa Assessment Standard Score Average			

Mathematics Grades 3-5	Rock-It Regular Attendees (63)	All Neil Armstrong Students	All Bettendorf CSD Students
Spring 2017	203	184	190
Spring 2018	212	207	212
Iowa Assessment Standard Score Average			

Table 3: Teacher Perception of the Rock-It Academy’s “Affect” Impact on Students

Changes in Behaviors on Which Teachers Reported:	21st Century Learning Centers Teacher Survey						
	Did Not Need to Improve	Acceptable Level of Functioning Not Demonstrated Early in School Year— Improvement Warranted					
		Significant Improvement	Moderate Improvement	Slight Improvement	No Change	Slight Decline	Moderate Decline
Turning in homework on time		50%	38%	12%			
Completing homework to your satisfaction	12%	88%					
Participating in class		38%	50%		12%		
Volunteering (e.g., extra credit, more responsibilities)		38%	50%	12%			
Attending class regularly		50%	38%	12%			
Being attentive in class		25%	63%		12%		
Behaving well in class		50%	38%	12%			
Performing academically		100%					
Coming to school motivated to learn		38%	50%		12%		
Getting along well with other students		75%	13%		12%		

Table 4: Three-Year Parent-Teacher Conference Attendance Pattern

Program Year	Fall Conferences	Spring Conferences
YR2	94%	92%
YR3	96%	94%
YR4	98%	97%

Table 5: Rock-It Academy Advisory Committee Members

Member Group	Representatives
Community Members	Steve Mokusak- <i>Bettendorf Hy-Vee Store Manager</i> Steve Grimes- <i>City of Bettendorf Parks and Recreation Director</i> Dr. Don Doucette- <i>Chancellor Eastern Iowa Community Colleges</i> Gerry Voelliger- <i>Fire Chief, Bettendorf Fire Department</i> Phil Redington- <i>Police Chief Bettendorf Police Department</i> Michael Raso- <i>Superintendent, Bettendorf CSD</i>
School Staff Members	Dave Hlas- <i>Principal at Neil Armstrong Elementary School</i> Jennifer Watkins, <i>Program Co-Director</i> Amber Briggs, <i>Program Co-Director</i> Becca DeGeorge, <i>5th Grade Teacher</i> Holly Moreland, <i>Reading/Title I</i> Colleen Gould, <i>Teacher/Librarian</i> Jessica Stewart, <i>Kindergarten Teacher</i> Erika Dvorak, <i>3rd Grade Teacher</i>
Parents	Kyle and Richelle Kuboushek, Michael and Courtney Neighbor, Cassie Beard, and Mylene Anderson

Table 6: Rock-It Academy Advisory Structure

Rock-It Academy Community Advisory Structure	
Purpose	To identify advocates; To collaborate on the delivery of effective services and resources (social, emotional, educational, physical health, recreational, youth development) for the 21 st Century Community Learning Centers; and To provide an active forum for community members (in the health, the arts, business, recreational, police/ fire departments, educational, and non-profit sectors) to become personally involved and connected with the 21 st Century Community Learning Centers.
Start-up	Identify on-going community-based groups that meet in the areas being served; Identify program needs; Identify community members/partners that share your mission and vision and have the capacity to add value to the program; and Draft a letter to selected community partners to attend a 21 st CCLC open house to discuss the purpose of the Community Advisory Committee and to establish a calendar of quarterly meeting dates.

Representatives	Project Director(s); Representatives from each program advisory (youth, parent, etc.); School day staff (Principal, Assistant Principal, teacher); Business representative; Community-based Organization representative; Community Recreation representative; Community Health/Medical Representative; College/University Representative; Music/Arts Representative.
Committee Goals	Oversee holistic needs of the 21 st CCLC program; Fill the gaps in services for the 21 st CCLC families; Provide consultation, services, resources, and collaboration efforts for the 21 st CCLC; and Leverage members' knowledge and skills and to provide awareness of services that will enhance the quality of student and family life.
Sustainability	Start meeting on time and end meeting on time; Give three-week advance notice of meeting date, time and location. Consider giving a year calendar of meeting dates; Develop an agenda in advance; Request additional agenda items prior to meeting; Keep advisory members informed about relevant program related topics and needs; Communicate frequently via phone and e-mail, and provide updates on student growth.

Table 7: Rock-It Academy 2017-2018 Learning Activities

Date	Field Trip Description	Community Partner	# of Students	80% Attendance Goal
09/05/17	Stone's Apple Barn		85	97%
09/20/17	Homecoming Parade	Bettendorf CSD	70	80%
09/21/17	Hy-Vee Dietitian (in-house)	Hy-Vee	88	100%
10/18/17	Country Corner		86	98%
10/28/17	Yoga		88	100%
11/15/17	Air FX		70	80%
11/29/17	Festival of Trees		84	96%
01/17/18	Zumba (in-house)		88	100%
01/31/18	Putnam Museum		82	93%
02/01/18	Virtual Field Trip to Mt. Rainier in Washington State		75	85%
02/14/18	Bettendorf Family Museum (grades K-2) Big River Bowling (grades 3-5)		87	99%

Date	Field Trip Description	Community Partner	# of Students	80% Attendance Goal
02/22/18	Virtual Field Trip to Point Lobos Hidden Forest		92	84%
03/28/18	Nahant Marsh		85	97%
04/11/18	John Deere Pavilion and Museum		88	100%
04/18/17	Hy-Vee Dietitian (in-house)	Hy-Vee	88	100%
04/24/18	Virtual Field Trip to see Harbor Seals at Point Lobos Hidden Forest		88	100%
06/06/18	Virtual Field Trip to Elephant Sanctuary in Tennessee		88	100%

Goal 1: Increase students' academic achievement. The program leaders and evaluation team found evidence that Rock-It Academy successfully met the increased student reading and mathematics achievement goal. The program leaders and evaluation team concluded from the program feedback that the desired outcome for each objective had been met.

Objective 1a: Children actively participate in literacy and math activities as recorded by staff. Program leaders reported 109 (100%) of the regular attendees (individual students from school year and summer participation) actively participated in the academic supplemental activities. These supplemental activities were provided throughout the school day and during the program's extended learning time as well as summer school.

Reading

YR2 95 regular program attendees actively participated in reading instruction supports

YR3 109 regular program attendees actively participated in reading instruction supports

Reading Instructional Supports. The following is a list of supports students may receive (the support activity may vary for each student based on their learning need): *Imagine Learning* software; small group and/or individual homework assistance; reading time to individually extend their skill building; sight word activities; word building games; and literacy enrichment.

Mathematics

YR2 95 regular program attendees actively participated in math instruction supports

YR3 109 regular program attendees actively participated in math instruction supports

Mathematics instructional supports. The participating students had access to an effective mathematical thinking software support. The participating students logged online to *ST Math* software an innovative logical thinking program that builds algorithm problem –solving skills so that students have a strong mathematical thinking foundation. The participating students also may receive small group and/or individual homework assistance as well as other math enrichment activities based on their learning need.

Objective 1b: In annual surveys, school staff report that participants improve academically.

Program leaders have received positive feedback regarding improved student academic growth from the preschool and K-5 grade level teachers (8 teachers) as well as the two academic interventionists, an instructional coach and school counselor. Neil Armstrong is a two section elementary and the program leaders have daily access to all faculty members. The program leaders and faculty frequently engage in student progress academic conversations through the building's "response-to-intervention" (RTI) approaches. Table 3 provides the evidence through positive teacher feedback about improved student academic behavior. GPRA measure #9 and #12 also provide evidence the objective was met.

Objective 1c: Participants' literacy and math achievement increase as measured by Iowa Assessment scores, grades, and other BCSD assessments. Program leaders and evaluation team found evidence that Neil Armstrong Elementary School's literacy and math achievement increased using a standardized assessment measure. The program met its increased student achievement objective.

Table 1 and Table 2 presents evidence of regular program attendee grade level reading and mathematics student achievement growth based on fall to spring testing. Table 1 provides evidence the regular attendees exceeded their annual projected reading and mathematics growth using the *FastBridge*® fall to spring standardized assessment. Table 1 also provides evidence Neil Armstrong Elementary at each grade level nearly matched or exceeded the district's percentile growth in reading and mathematics (Grade 5 mathematics was an exception.). Table 2 provides evidence the program regular attendees, Neil Armstrong Elementary School, and the Bettendorf School District all improved their average standard score on the standardized norm-referenced Iowa Assessment. Noteworthy is the 2018 regular attendees matched the district average standard score. The GPRA measures 1-8, pages 11 and 12, are another indicator reading and mathematics student performance increased.

The reading and mathematics achievement summary is students demonstrated positive increases in achievement. 95% or 88 students, total 93 students, had positive growth on the *FastBridge*® standardized reading assessment. 98% or 84 students, total 86 students, had positive growth on the *FastBridge*® standardized mathematics assessment. 19 students had a fall reading assessment below the benchmark and 7 of those students reached the reading benchmark in the spring. 9 students had a fall mathematics assessment below the benchmark and 2 of those students reached the mathematics benchmark in the spring. Therefore, students demonstrated increases in reading and mathematics achievement and Table 1 validates the positive academic program impact because regular attendees, on average, exceeded their expected academic achievement growth rate in reading and mathematics.

Goal 2: Increase student, parent, and school staff communication to improve student success. The program leaders and evaluation team found evidence that Rock-It Academy created a student, parent, and school staff communication loop that supported improved student success. The leaders and team concluded from the program feedback that the desired outcome for each objective had been met.

Objective 2a: At least 20 families at Neil Armstrong Elementary attend Family Literacy events regularly. The program held literacy and mathematics night and each event had more than 20 families attending. The program met *Objective 2a.*

YR4 Literacy Night was **August 2017** with **60 families** in attendance and a STEM (Mathematics) Night was **March 2018** with **58 families** in attendance with a total of **278** attending the two events.

Literacy Night: Neil Armstrong teachers and staff as well as Rock-It Academy Youth Mentors helped to facilitate different three different activities throughout the evening that families could attend.

Neil Armstrong teachers and Youth Mentors shared reading strategies and did fun hands-on activities. A meal was provided which helped families whose parents worked up until the start of the event. Additionally, every child in attendance received a new book of his/her choice.

Mathematics Night: There were various learning stations set up around the building facilitated by teachers and Youth Mentors. Families could come and go in an “Open House” type setting and choose the activities they wanted to participate in. These stations were designed for exploration and hands-on learning in order to engage students in problem-solving and higher-ordering thinking. It also helped parents/guardians to learn how they can support their child as it relates to math strategies, etc. There were also math games and math manipulatives raffled off at the end of the evening.

Objective 2b: Program parents collaborate with teachers in cooperative IAP goal setting. The following parents collaborated on the Individualized Afterschool Plan (IAP) during the 2017-2018 school year: Michael and Courtney Neighbor, Richelle and Kyle Kuboushek, Cassie Beard, and Mylene Anderson were the parents involved in the Individualize Afterschool Plan (IAP) collaboration with teachers. The parental involvement aspect provides program leaders input and feedback to continually keep students and families engaged in the program’s activities. The objective was met.

Objective 2c: Program parents attend twice-yearly conferences with school and program staff. The program objective was met. The program had increased attendance from prior year 2016-2017 and the program exceed its 80% attendance program benchmark. Table 4 presents the three-year parent-teacher attendance pattern. The objective was met.

Parent Attendance Rate at Parent-Teacher Conferences

YR4 **98% FALL** (2017) parent-teacher conferences
 YR4 **97% SPRING** (2018) parent-teacher conferences

Objective 2d: Parents, students, school staff, partners, and other community members contribute to the program’s advisory committee. The advisory committee met **December 14, 2017** and **April 10, 2018** to have program conversations. Table 5 presents the list of parents, school staff, partners, and community members participating as advisory committee participants. Table 6 has the advisory committee structure presented.

December 14, 2017, the advisory Committee met to review the program operations and sustainability. The discussion focused on how to build capacity within the school and district. It was decided to collaborate more intentionally through various activities and outreach efforts with the Mark Twain 21st CCLC program. Partnering with the Neil Armstrong PTA and working together as a team in order to build sustainability. The committee’s efforts continue to focus on sustainability funding. The April 10, 2018 meeting had Dallon Christensen the Director of Finance and Business Services support the committee’s brainstorming ideas regarding future funding and bring suggestions on how the district can support Rock-It Academy.

GOAL 3: Increase student attachment to education, their peers, adults, and the community. The program leaders and evaluation team found evidence that Rock-It Academy successfully met the increasing student attachment/engagement to education, their peers, adults, and the community goal.

Objective 3a: At least 30 children at Neil Armstrong Elementary participate in a service learning project. The program leaders organize service learning to include all students. Therefore, the

service learning activities had 109 students (100%) of the student participate which is more than 30 student objective outcomes. The following student learning activities were conducted during 2017-2018:

Service Learning: The running club ran for Animal Cruelty Awareness in conjunction with US Road Running; a virtual running organization. The goal was to encourage our students and families to be healthy and active by running or walking, while also supporting a worthy charity or cause. This year, the students chose to run for Animal Cruelty Awareness. The goal was for students to run a 5k. The students were able to run at their own pace during Rock-It hours and they logged their time. Each student received a medal at the end of their personal 5k completion. The students also learned about the different ways that the ASPCA (The American Society for the Prevention of Cruelty to Animals) finds solutions to help prevent animal cruelty.

Service Learning: Students held a book drive to collect gently used books for use at clinics and hospitals in the area. The students wanted to make sure that children had a lot of good books to read when they were at the hospital or at the doctors' office. Students were excited to help deliver the books too.

Service Learning: Students read with Alzheimer's patients at the Iowa Masonic. This was a great time for the students and residents at the Masonic Lodge. Not only were students able to practice their fluency by reading aloud, they also were able to talk with the patients and brighten their day.

Service Learning: Students picked up litter around the school and at the local park 4 times throughout the year. This was linked with Earth Day, the emphasis on keeping our school clean and having pride for the school, and taking care of the environment. Many of the students play at the local park and were very proud to have helped clean the park. Students were also excited to help clean up around the school.

Objective 3b: At least 80% of Neil Armstrong Elementary participants attend field trips to community partner sites. Program leaders presented Table 7 as evidence that 80% or more of the program participants met the field trip attendance goal. The Table 7 provides evidence that the seventeen FY4 activities had 80% or more program participants attend. The average attendance was 95%. The program leaders acknowledge their fellow teachers and partners for their efforts to make these events possible. The high attendance rate reflects the students' high interest and enjoyment from field trips.

Objective 3c: Program staff report increased social skills in start and end-of-year assessments. The program leaders reported teachers provided their subjective assessment of their efforts to increase social skills. The program during YR4 offered more opportunities for students to experience to exciting places of interest around the United States through virtual field trips. There were many benefits of the virtual field trips: [a] all of the virtual field trips were free; [b] they allowed students access to "travel" to different places around the globe that they wouldn't be able to go to otherwise; [c] they offered a more interactive, immersive experience for the students; and [d] the trips were aligned with what the students were interested in learning. The virtual field trips for the 2017-2018 year included Mt. Rainier National Park, Point Lobos Hidden Forest, and The Elephant Sanctuary in Tennessee. The students enjoyed visiting these places and being able to talk to an expert and see the animals. Students were able to interact with real people in real time and were able to have authentic experiences.

Objective 3d: Neil Armstrong Elementary participants report that the program is "fun" and they like to attend. The program leaders provided typical student comments about the program as evidence of meeting *Objective 3d*. The program leaders presented the following student comments as evidence:

“I really like coming to Rock-It. The Staff are really nice and they make me feel good about myself. I also like going on the fun field trips. I love Rock-It!” -3rd grade girl

“Rock-It is fun. I like being in the running club, seeing my friends, and playing games outside. It’s never boring like it would be if I had to walk home after school and be alone until my mom got home from work. I like staying at school.” -4th grade boy

“I love Rock-It! I get to do fun art stuff and I get to play with my friends. I also like it when Ms. Black reads to me.” -Kindergarten girl

“I think Rock-It is really cool. I’ve been in Rock-It since I was in 1st grade and I feel like it’s helped me to be a better student and friend. I’ve learned a lot from Ms. Amber and I like that I can talk to her when I need help. We go on fun field trips and we do a lot of fun things in the program.” -5th grade girl

“Rock-It rocks! It’s the best ever. It’s fun to be involved in the different clubs at Rock-It and to be able to do it with my friends. We also have good snacks! I love Rock-It.” 2nd grade boy

Objective 3e: In annual surveys, school staff report that students who need to do so improve their behavior, are more motivated, and increase their ability to get along well with others. Table 3 presents evidence the program has met *Objective 3e*. Teachers, Youth Mentors, the building principal, the building school counselor and the *PBIS* team continue to work together to effectively and efficiently incorporate the school-wide behavior expectations; ARMS (Active Listening, Responsibility, Manners, and Self-Control). GPRA measures #9 and #12 data reported are pulled from the teacher survey feedback found in Table 3.

6. Anecdotal Data

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

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

Quotes

Parent shared: *“Our daughter was struggling with reading and writing and was well below where she should’ve been for her grade level. As a result of this she often didn’t want to go to school and she felt disconnected to school. We were told about the before and after school program; Rock-It Academy at Neil Armstrong Elementary and were able to get our daughter into the program. We saw the positive impact, almost immediately. She felt more connected to school and her self-confidence grew. She was excited to go to school so she could stay for the Rock-It program. Through their small group tutoring*

and daily support with reading and writing we've also seen great progress in her academics in the classroom. Her teacher has mentioned the change she sees in the classroom and we've definitely seen a change at home. We love this program and are so grateful for the positive impact it's had on our daughter!"

Parent shared: *"Our family recently moved here from out-of-state and we have no family living near us. The transition was very difficult for our two boys. Fortunately, we were able to enroll the boys in the Rock-It Academy program at Neil Armstrong. This has made all the difference for our boys. They've made great friends and it's helped them feel connected so much sooner than they would have if they hadn't been a part of this program. Through the field trips and enrichment activities the boys have had wonderful opportunities to visit local museums, libraries, parks, and other recreational facilities in the community. They've also enjoyed the clubs that are offered during Rock-It program such as Chess Club and the Mentoring Club. Having these amazing opportunities is so amazing. We've never been a part of a school that offers all of these things and it's free! I cannot say enough how important and significant this program has been for our family. Thank you for providing it!"*

Teacher shared: *"Our Rock-It program improves our school in so many ways! It provides a safe place for students to go before and after school and it provides daycare for those families who may not be able to afford it elsewhere. It provides a healthy breakfast and snack to students who may not receive one otherwise and it provides an opportunity for students to build positive relationships with adults and other students outside of the classroom. Rock-It creates opportunities for students to receive tutoring on academic skills they may be struggling with and with the field trips, it allows students to experience things they might not normally get to do. My Rock-It students are so excited to go to Rock-It each day. Our school would not be the same without this program!"*

Teacher shared: *"Rock-It Academy is a wonderful program that allows students to make connections with other students and staff outside of their classroom. I have seen tremendous academic growth in my Rock- It students and their ability to problem solve, as they have more opportunities to practice and learn their skills with adults and peers during the after school program. Rock- It is a blessing to our school and the population of students and families we host."*

Volunteer shared: *"The Rock-It program has been a great resource for the students I tutor. So many students need reading interventions and there simply isn't enough time in the school day to provide help for all of them. But the Rock-It program gives me the opportunity to help more students. I greatly appreciate that extra time to help more students become better readers."*

Volunteer shared: *"I'm a high school student who has been volunteering at Rock-It for a year now. I really love coming to Rock-It and helping the students read, do their homework, and just have a person to talk to. I've been able to get to know the students really well and have built great relationships. I wish I would've had a place like Rock-It when I was younger. I also like the staff. They're really kind and a lot of fun!"*

Volunteer shared: *"I get the opportunity to volunteer monthly to help the students with robotics and coding. I work in the community and am thankful my employer allows me to volunteer in the community. I think Rock-It is an amazing program for young students. I enjoy teaching the students about robotics and coding (both things I enjoy and do in my work). Seeing the student's excitement for learning and being able to help them grapple with challenges has been very rewarding."*

Volunteer shared: *"I enjoy volunteering at Rock-It Academy! Spending time with the students and being able to be a role model and example to them is awesome. It's been a real blessing to me to have the opportunity to help with this amazing program!"*

Key People

The program has co-directors, teachers, and youth mentors. The teachers provide academic support such as tutoring. The youth mentors provide a variety of activities during the program time to keep student engaged. The program has volunteers and partners that have varying roles to support the program so that program may provide students with field trips. The Bettendorf City Recreational Department provides engaging outdoor programming during the summer school program. Additionally, the Bettendorf City Library and Lights on Afterschool-Afterschool Alliance are key partners contributing to the success of the program.

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

The goal of Neil Armstrong Elementary Rock-It Academy 21st Century Community Learning Center program is to address student needs in three areas: academic achievement, social skill building, and physical well-being. These goals were addressed in a variety of ways.

1) Social skill building: the program emphasizes character development and increased cultural awareness. This year the program focused on student cooperative learning opportunities in order to increase confidence, teamwork, and character development. One of the ways we did this was through a weekly "Game Day!" Groups of students were sometimes pre-selected by our Youth Mentors and other times students could choose their own teams to play with. Parents donated games like Hoot Owl, Hoot, Mole Rats in Space, Bandido, and Mmm! Instead of players trying to beat each other, they worked *together* to beat the game or to reach a common goal. Students worked together to solve problems and find solutions. Not only were the students engaged in the games, they were learning valuable social skills. Having the students work together on the same team helped them to develop friendships and allowed them to brainstorm and talk about different strategies to win the game. The great thing is, they worked together and had to rely on one another to reach their common goal. This is something that students will need all throughout their life.

Additionally, Rock-It Academy collaborated with Neil Armstrong's counselor to incorporate the weekly counseling lessons and the growth mindset lessons into the Rock-It Academy program. These lessons align with the *Positive Behavior Interventions and Supports* (PBIS) which the school uses to establish behavioral supports and social culture needed for all students to achieve social, emotional, and academic success. The program also worked to increase social competence through the use of the "Second Step" and *Olweus* curriculum that the district used during the school day. Lessons were aligned to what was being taught during the school day and students were able to practice the skills and strategies being taught through interactions with peers and adults.

During the 2017-2018 school year students within the Rock-It program mentored other younger students. The mentoring program was an integral part of our social skill building component. Older students were reading buddies, and partners during field trips and art projects. They also did various activities such as

running club together. This helped to increase leadership and responsibility. The students really enjoyed having a “buddy” and it was an authentic way to build character qualities such as confidence, responsibility, work ethic, manners, and kindness. The program staff and Rock-It Academy Youth Mentors promote a positive and respectful environment. They serve as advocates and role models. This is an important component of the program to build character and support students becoming productive citizens.

2) Academics: the program pursues increased academic achievement; Iowa-certified teachers assessed students three times during the school year in the fall, winter, and spring and assisted in delivering appropriate instruction for Rock-It Academy students. Regular input from the Neil Armstrong principal and teachers helped to ensure that Rock-It Academy programming was aligned with the school day instruction and was based on building student achievement goals. Rock-It Academy believes that homework assistance and tutoring on specific skills is valuable and necessary but also believes that it’s critical to motivate and inspire students’ enthusiasm and curiosity about what they are learning in school and connect that knowledge in meaningful ways. All students were given daily opportunities to review skills and concepts, to apply them in different settings, and build confidence and self-efficacy. The ongoing emphasis on student-centered learning and goal-setting centered on the following: [a] increasing excitement for learning through authentic learning experiences; [b] providing application and practice in a way that strengthens learning, builds connections, and builds confidence based on personal goal-setting and accomplishment; and [c] providing multiple opportunities for students to apply their knowledge in meaningful ways in real world settings.

3) Physical Well-Being: The run for Animal Cruelty Awareness was added during 2017-2018 as a way for students to support a worthy cause while exercising and enjoying the outdoor running track. Students set goals for running each week with the end goal of running a 5k. Additionally, Rock-It Academy provided a variety of opportunities for physical activity such as yoga, Zumba, and Jiu-jitsu that improves physical, mental, and social well-being. The program provided healthy meals and snacks as well as a variety of daily recreational activities that combined learning and physical exercise while developing teamwork skills. Organized games and during the week taught teamwork and skills in soccer, basketball, and football. Program students also participated in Bettendorf Intramural sports throughout the school year. Daily free play outside, weather permitting, or inside the gym provided exercise and movement for all Rock-It Academy students.

IMPACT: The program attendance rate is high; therefore, the program leaders cannot distinguish as to what specific program activity has a greater impact on the attendance rate. The program has a waiting list and parents are very motivated to keep their child in the program. The program’s ability to incorporate classroom teacher as tutors and such supplemental reading and math instructional software products has definitely been beneficial to students regarding their improved academic performance. The overall ability of the program to successfully keep students and their families engaged in school is another factor that has contributed to improved student academic achievement.

Pictures





Student, teacher, parent, and stakeholder input

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

The program leaders have engaged students, teachers, parents, and stakeholders in ongoing dialogue to gather feedback and input. The parent nights held in August and March where families were invited to participate in literacy and math activities in which parents/guardians could learn useful strategies to use at home. Families could rotate to different rooms in the building and choose the activities they wanted to participate in. There were teachers in each room modeling a reading or math strategy or activity. Participants also made something or had something to take home to use as a tool to work with their child(ren). These events were also an opportunity to give books to all children in attendance.

Another way the program leaders have worked to increase communication and open dialogue is with a “comment box” where parents and students can write down suggestions, comments, and/or ideas for any number of things. The program leaders believe both students and parents voices and input should be heard in order to continue making the program the most effective it can be. This year Rock-It Academy partnered with the PTA in order to increase collaboration and partnership with parents and families. Rock-It Youth Mentors attended monthly PTA meetings throughout the year and volunteered to help with events in the school. In turn, the PTA helped to sponsor various events and activities geared specifically for funding and assisting Rock-It Academy. Events such as Dine and Dash and book drives where the proceeds and goods went to Rock-It Academy are a couple of examples of this partnership. The Youth Mentors and Program Co-Directors also encourage parents to communicate through email or in person. This ‘open door’ policy has been instrumental in parents feeling that their voice is heard and has also brought about positive changes in programming.

The local evaluation report already has quotes from students, parents, teachers, and volunteers on pages 26, 27, and 28 of the report. The quotes are not duplicated in this section.

The program wants to highlight **virtual field trips**. The program during YR4 offered more opportunities for students to visit exciting places of interest around the United States through virtual field trips. There were many benefits of the virtual field trips: all of the virtual field trips were free; these trips allowed students access to “travel” to different places around the globe that they wouldn’t be able to go to otherwise; these trips offered a more interactive, immersive experience for the students; and the trips were

aligned with what the students were interested in learning. The virtual field trips for the 2017-2018 year included Mt. Rainier National Park, Point Lobos Hidden Forest, and The Elephant Sanctuary in Tennessee. The students enjoyed visiting these places and being able to talk to an expert and see the animals. Students were able to interact with real people in real time and were able to have authentic experiences.

Another big highlight was the **STEM** grant from the Putnam Museum. The Putnam Museum received funding through John Deere to provide afterschool programming for new outreach sites. The activities were all STEM related, including natural science, engineering, robotics, and electricity. An outreach specialist from the Putnam Museum came to Rock-It Academy for one hour each week. The program had a rotating schedule for the 33 weeks that the specialist came to our program so every student had the same number of opportunities to participate in the activities. Students were engaged and excited to participate. Each of the activities was hands-on and allowed for collaboration and problem solving. Students also got to take what they made home with them at the end of the activity. This was a great opportunity for students to share with parents and family members what they did and what they learned.

7. Sustainability Plans

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

The Bettendorf Community School District and community partners are committed to the Rock-It Academy program continuing once the grant funding ends. The district and program leaders are also considering reapplying after the current grant funding ends. The program thus far has demonstrated very positive student academic outcomes. The school, district, and community partners are currently considering ways to generate continued funding for the Rock-It Academy.

The current application's sustainability plan is:

The Advisory Committee will access 21st Century Community Learning Centers resources to develop a local sustainability plan. They and program supporters will seek commitment and support from partner organizations, businesses, community organizations, and grants. As described above, a generous benefactor enables some afterschool programming in Bettendorf. In addition to 21st Century Community Learning Centers grants, supporters will explore such sustainability sources as the City of Bettendorf, the Scott County Riverboat Authority, and United Way. Several community-based organizations already contribute materials and services to Neil Armstrong, including the Lions Club, Hy-Vee, and the Bettendorf Rotary Club. Bettendorf Community Schools Foundation grants have funded innovative learning opportunities such as Stand and Learn desks for children and Yoga calming classes. Supporters will seek to maintain and expand these and other contributions.

Bettendorf Community School District uses existing programs to offer the most effective use of public resources. Bettendorf Community School District schools use facilities, such as the Bettendorf Public Library and Family Museum, by making one contact and sharing information at regular meetings. This enables equitable services at each school, while meeting individual student needs. Public entities contribute time and resources to Bettendorf Community School District schools, including the Bettendorf Police and Fire Departments, the Genesis Health System, and Bethany for Children and Families. Neil Armstrong Elementary will use these established relationships to build on systems that are already in place

and generate sustainability for the new before, afterschool, and summer programs. District buses will transport children between the program and their homes.

Bettendorf Community School District uses state and federal resources effectively. Last year, the Bettendorf Community School District applied for and received an Innovation Grant at Neil Armstrong Elementary from the Iowa Department of Education for K-3 for “Focused Learning Increases Proficiency,” which provides a full-time behavior/literacy coach and paraprofessionals for K-3 for 60 minutes per day in each classroom to assist with self-regulation, positive behavior, and increased engagement in literacy. The district will support the proposed programs by providing meals and snacks through the U.S. Department of Agriculture Food and Nutrition Service. The school will refer families to such community resources as: Mississippi Bend Area Education Agency for PBIS training; Bettendorf Community School District Outreach Program housed at the Edison Academy, an alternative high school with two social workers who help families plan for living, food, clothing, transportation, and medical arrangements; therapists from the Vera French Community Mental Health Center who provide on-site counseling to children and families at Neil Armstrong Elementary; Eastern Iowa Tech Community Colleges for Adult Basic Education, ESL, and GED; and Community Action Agency of Eastern Iowa for Early Head Start, Head Start, money management, and financial assistance.

To promote sustainability, stakeholders will ensure that the program continues to target children with academic needs, coordinates regularly with the local education agency, hires and retains certified teachers and other highly-qualified staff, and works closely with schools, parents, and children. Bettendorf Community School District is committed to sustaining the program in many ways, including provision of physical facilities, curriculum consultation, fiscal support, and advocacy. Finally, an active Advisory Committee and other stakeholders continue to seek new funding sources to ensure a broad support base, including exploration of local, regional, state, and national public and private sources. As evaluations demonstrate that the program produces good outcomes for academically disadvantaged children, community support for sustainability will increase.

8. Summary and Recommendations

Summary and Recommendations Required Elements	Complete?
Summary of program.	X
Dissemination of local evaluation.	X
Recommendations for local objectives.	X
Recommendations on future plans for change.	X

Summary of Program

Summary of Program Required Elements	Complete?
Reference introduction section.	X
Showcase successes of program.	X
Highlight items contributing to program success.	X
Include exemplary contributions from staff, teachers, volunteers and/or partners.	X

The program leaders and program evaluator have compiled the feedback and analysis from the 2017-2018 program year. The local evaluation report includes an Introduction and/or Executive Summary on pages 2-4, the program student demographic data is presented on pages 4-7, GPRA measure success is shared on pages 11-14, local objective outcomes are published on pages 15-26, anecdotal data narrative is found on pages 26-31, sustainability conversation is presented on pages 31-32, and the Summary and Recommendations are placed on pages 32-34.

The successes of the program are: [1] continued reading and mathematics academic group; [2] continued parent, family, and student connection to ongoing learning; [3] collaborative community stakeholder efforts to meet the engagement and child care needs of working parents; and [4] expand the learning opportunities for participating students during the school year and summer.

The program is successful because the Bettendorf Community School District, City of Bettendorf, community partners, Neil Armstrong Elementary Teachers, volunteers, and partners are willing to work together so that students and their families are supported. Everyone participating together “going the same direction” is biggest highlight and contribution to its success.

Dissemination of Local Evaluation.

Dissemination of Local Evaluation Required Elements	Complete?
Exact url where local evaluation is posted (required by US DOE).	X
Discussion of other methods of Dissemination (Board reports, community meetings, person to person, e-mail, etc.)	X

The local evaluation report has been uploaded to the Bettendorf Community School District website and the report may be viewed at:

<http://na.bettendorf.k12.ia.us/rock-it-academy>

The annual local evaluation report is reviewed the advisory committee and pertinent portions are shared with the partners to reinforce the student benefits gained from their support. All stakeholders are encouraged to go to the district’s website and review the report.

Recommendations for Local Objectives.

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

Although the objectives have been met all four years of the program and all objectives have been measured, in an effort to continuously strive to improve and strengthen the program, the program leaders and the advisory committee identified specific objectives to add for the following year.

One objective to be added will be to obtain parent input regarding the specific activities and programming that would be meaningful to the families of the Rock-It Academy program. This will be accomplished by doing a parent survey at the beginning of the school year as well as holding a Parent Focus Group. Using the data from the survey and suggestions from the Parent Focus Group decisions will be made regarding specific workshops or programs that could be held at the school to help parents, families, and students.

Rock-It Academy Co-Directors and Youth Mentors will also collaborate with the district Social Worker and school counselor to develop a list of local agencies that provide services that assist families and students. The list of agencies as well as brochures and information sheets will be organized in a

Resource Book. This resource will be in a place where all parents can easily access it. Additionally, Rock-It staff and directors will be knowledgeable about the resources in order to answer any questions. Rock-It Academy strives to be a safe place for parents and families to learn more about the programs and services that can best assist them.

The other objective will be to increase student engagement and academic achievement. This will be done through student polls and surveys as well as anecdotal observations by Rock-It Academy Youth Mentors and classroom teachers. Activities that are directly related to or are embedded to a student's interest are highly engaging and increase student learning. In allowing for choice in activities such as sewing club and chess club students will become more invested in what they are doing and what they are learning. Additionally, when students are able to make connections between what takes place in the classroom to what takes place at Rock-It Academy, learning becomes an active pursuit where students take ownership of their own learning, (developing self-efficacy), and can feel a sense of achievement.

In addition to the beginning of year polls, surveys, and observations, there will be ongoing checks throughout the year to gather feedback from students and parents regarding engagement and learning. Feedback and data from teachers, parents, students, and Rock-It Academy Youth Mentors will determine the activities and choices students are given. At the end of the year a final poll and survey will be given to determine the success of this endeavor.

Recommendations on Future Plans for Change.

Recommendations on Future Plans for Changing Required Elements	Complete?
Changes in activities.	X
Changes in recruitment efforts.	X
Changes in partnerships.	X
Changes for sustainability plans.	X
Other changes as suggested by governing body.	X

Jennifer Watkins, Co-Program Director, and Amber Briggs, Co-Program Director, are focused on program sustainability. The program leaders and advisory committee met twice during the past program year. The focus of the conversations has been sustainability. The program leaders are working continually with the advisory committee to identify new partnerships. The program has a waiting list; therefore, student recruitment efforts have not been needed. The program would need additional funding to expand the number of participating students.

The program leaders are considering conducting community ASSET assessment and generate a list of potential supporters. The program leaders also plan on looking at existing partners to see how they can develop those partnerships to address additional needs. For example, the leaders want to strengthen the program partnership with Eastern Iowa Community College District. The leaders are exploring if college students may be interested in volunteering their time and talents to assist the program implementation.