Local Evaluation for *Neil Armstrong Elementary School*
2019-2020

Overview

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

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

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

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

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

1. **General Information**

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

Basic Information Table	
Item	**Information**
Date Form Submitted	**November 30, 2020**
Grantee Name	**Rock-It-Academy**
Program Director Name	**Jennifer Watkins and Colleen Gould**
Program Director E-mail	**jwatkins@bettendorf.k12.ia.us** **cgould@bettendorf.k12.ia.us**
Program Director Phone	**(563) 359-8275 ext. 4330**
Evaluator Name	**Dr. Edward Gronlund**
Evaluator E-mail	**ecgronlund@gmail.com**
Evaluator Phone	**(563) 563-0844**
Additional Information from Grantee (optional)	

Center Information Table	
Cohort	**Centers**
(If not in a cohort, leave that cohort info blank)	*(Enter Names of Centers, separated by commas)*
Cohort 10	
Cohort 11	
Cohort 12	
Cohort 13	
Cohort 14	**Neil Armstrong Elementary School, Bettendorf, IA 52722**
Additional Information from Grantee (optional)	

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

2. **Introduction/Executive Summary**

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

The Neil Armstrong Elementary School, Bettendorf Community School District, submits its 21st CCLC 2019-2020 Local Evaluation Report to the Iowa Department of Education. The *Rock-It Academy*, a Cohort 14 grant, implemented its first program year and it was a success. The program met its goals and objectives despite the COVID 19 pandemic closing all school statewide mid-March 2020 and school did not reopen to finish the 2019-2020 school year.

The program's objectives were developed during the application's needs assessment process. The students, parents, stakeholders, and partners participated in developing the goals and objectives of the program. The goals are to: increase student achievement; increase student, parent and staff communication to improve student success; and increase student attachment to education, their peers, and community. The report presents Rock-It Academy's accomplishment of these goals by implementing the following strategies: [1] establish a safe, consistent, structured, and supportive before and after school environments; [2] provide academic assistance in reading and mathematics; [3] provide educational environment enrichment; [4] encourage family literacy; and [5] supply activities to support academic achievement such as social skill instruction, physical activities, and health snacks.

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 needs assessment feedback provides information to effectively integrate reading and mathematics instructional supports into the before, after, and summer school program to improve student academic performance. The program leaders were engaged with partners to provide learning activities and recreational time that is beneficial to students. The program leaders communicated with parents constantly so that the program updated parents regarding their child's progress and involvement. This needs assessment process has been invaluable to the program leaders' decision-making so that the program meets and exceeds the GPRA measures and the program's goals and objectives.

The program is full and has a student waiting list. The key people involved in the program were Jennifer Watkins (Co-Director), Colleen Gould (Co-Director), Jayme Olson (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 were developed to meet student and community learning needs through the

participation of the stakeholders in the needs assessment process. The local objectives include: 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 COVID 19 pandemic shortened the school year however the program was able to successfully meet its local objectives

Program Description

The program is located in the Neil Armstrong Elementary School, Bettendorf Community School District located in Bettendorf, Iowa. 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 and 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

An objective of the program is to develop a broader perspective and enhance the students' experiences.   The program had two service learning projects. Christmas Boxes for Homeless Veterans and Butterfly Way Station were the two projects. These service learning projects demonstrate the projects' dedication to developing well-rounded future contributors to the community.

Christmas Boxes for Homeless Veterans: Students collected and/or donated a variety of items for homeless Veterans. Boxes were packed with warm gloves, hats, food, batteries, gum, gift cards to Subway, and playing cards. Students helped assemble and wrap the boxes. The students also made cards for the Veterans.

Butterfly Way Station: Students researched what a Way Station was and how to create one. Students learned about which plants were best suited for a Way Station. Students worked in small groups to weed, mulch, and plant plants. Students also painted a fence and keep the Way Station free of weeds. The Way Station project was continued in collaboration with the Quad Cities Botanical Center horticulturist, PTA, and Rock-It Academy parents/families. Students engaged in learning activities regarding butterflies, habitats, and plant life.

The following report provides evidence and information surrounding Rock-It Academy's successful accomplishment of its goals and objectives as well as impact on building strong community and school relationships to support the development of the community's youth.

3. **Demographic Data**

Demographic Data Required Elements	Complete?
2019-2020 School Year Attendance Tables	X
• 2019-2020 School Year Attendance Summary Table	X
• 2019-2020 School Year Attendance Ethnicity Table	X
• 2019-2020 School Year Attendance Special Needs Table	X
Summer of 2019 Attendance Tables	X
• Summer of 2019 Attendance Summary Table	X
• Summer of 2019 Attendance Ethnicity Table	X
• Summer of 2019 Attendance Special Needs Table	X
Attendance Discussion	X
Partnerships	X
• Partnerships Table	X
• Partnerships Discussion	X
Parent Involvement Information and Discussion	X

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

21st CCLC Program 2019-2020 School Year Attendance *Summary* Table				
Cohort	Attendees	*Total Attendance*	*Male*	*Female*
Leave Blank if NA		***Enter #***	***Enter #***	***Enter #***
Cohort 14	All	100	41	59
	Regular*	97	39	58

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

21st CCLC Program 2019-2020 School Year Attendance *Ethnicity* Table							
Cohort	Attendees	White	Hispanic/ Latino	American Indian/ Alaska Native	Black/ African American	Asian/ Pacific Islander	Unknown Race
Leave Blank if NA		***Enter #***	***Enter #***	***Enter #***	***Enter #***	***Enter #***	***Enter #***
Cohort 14	All	**67**	**12**	**3**	**17**	**1**	
	Regular*	**67**	**10**	**3**	**17**	**1**	

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

21st CCLC Program 2019-2020 School Year Attendance *Special Needs* Table				
Cohort	Attendees	*LEP*	*Free and Reduced Price Lunch (FRPL)*	*Special Needs*
Leave Blank if NA		***Enter #***	***Enter #***	***Enter #***
Cohort 14	All	1	56	12
	Regular*	1	54	12

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

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

21st CCLC Program Summer 2019 Attendance *Summary* Table				
Cohort	Attendees	*Total Attendance*	*Male*	*Female*
Leave Blank if NA		***Enter #***	***Enter #***	***Enter #***
Cohort 14	All	67	38	29
	Regular*	60	33	27

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

21st CCL Program Summer 2019 Attendance *Ethnicity* Table							
Cohort	Attendees	White	Hispanic/ Latino	American Indian/ Alaska Native	Black/ African American	Asian/ Pacific Islander	Unknown Race
Leave Blank if NA							
Cohort		***Enter #***	***Enter #***	***Enter #***	***Enter #***	***Enter #***	***Enter #***
Cohort 14	All	33	13		21		
	Regular*	29	12		19		

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

21st CCLC Program Summer 2019 Attendance *Special Needs* Table				
Cohort	Attendees	*LEP*	*Free and Reduced Price Lunch (FRPL)*	*Special Needs*
Leave Blank if NA		***Enter #***	***Enter #***	***Enter #***
Cohort 14	All	4	54	27
	Regular*	3	52	26

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

Attendance Discussion.

Attendance Discussion Required Elements	Complete?
General discussion on attendance including	X
• Percentage of 21st CCLC attendance compared to total population.	X
• Percentage of attendees who are FRPL.	X
• Efforts to increase and keep attendance high.	X
• Recruitment efforts.	X
• Discussion on how contact hours requirement is being met. *60 hours per month (3 hours per day x 5 days a week) during weeks when school is in session (not counting Christmas or Spring Break)*	X
• *Explain WHY attendance met or did not meet grant goals.*	

33% (100 students) of the 300 students enrolled in the Neil Armstrong Elementary School attended the 21st CCLC school year program.

32% (97 regular attendee students) of the 300 students enrolled in the Neil Armstrong Elementary School attended the 21st CCLC school year program regularly (30 days or more).

19% (56 students) of the 300 students enrolled in the Neil Armstrong Elementary School are Free Reduced Price Lunch (FRPL) students attending the 21st CCLC school year program.

57% (54 regular attendee students) of the 97 students attending regularly (30 days or more) the 21st CCLC school year program are Free Reduced Price Lunch (FRPL).

Rock-It-Academy has a student waiting list to attend the program. The program's benefits are well known by parents therefore the program does not have a recruitment effort. The program's goal is to provide services to approximately 100 students. **The program had 100 school year attending students thus it met its attendance goal for 2019-2020 school year.** The program attendance level was established based on the grant funding level.

The program operates 180 days during the school year. The program before school hours are 7:00 a.m. to 8:00 a.m. Monday thru Friday and 3:20 p.m. to 5:30 p.m. (3 hours per school day x 180 school day = 540 hours or 60 hours per month). The program also includes an additional hour every Wednesday because the district has an early out every Wednesday. Early outs provide an additional 36 hours of program support for students. The program exceeds the 60 hour per month requirement.

The summer school program is 30 days from 8:00 a.m. to 12:30 p.m. (135 hours of programming per summer. The City of Bettendorf provides additional recreation support from 12:30 p.m. to 4:30 p.m. (4 hour per summer school day) that includes parks and recreation programming.

The 21st CCLC school year and summer program includes the following best practices: [a] participating students receive social skill building programming that emphasize character development and increased cultural awareness; [b] participating students receive academic supports by Iowa certified teachers who individually provide evidenced-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.

The COVID 19 pandemic closed all school districts across Iowa mid-March 2020 and schools did not reopen to finish the school year in May. The summer 2020 program could not open because regional safety guidance did not allow students to gather. The 2020-2021 school year program has made adjustments because the Bettendorf Community School District has only half the students attending on a given school day. It appears the pandemic will impact the program for the entire 2020-2021 school year.

Partnerships Table. *Enter data in the appropriate fields in the table below. Add rows as needed. In-kind value must be reported as a monetary value (i.e. $1,200). Contribution type must be one of the following eight items. The number of each item may be used in the table (i.e. 4 in place of Provide Food). If a partner has more than one contribution type, enter all of them in the Contribution Type cell.*

1. *Provide Evaluation Services*
2. *Raise Funds*
3. *Provide Programming / Activity-Related Services*
4. *Provide Food*
5. *Provide Goods*
6. *Provide Volunteer Staffing*

7. *Provide Paid Staffing*
8. *Other*

21ˢᵗ CCLC Program 2019-2020 Partnerships Table					
Name of Partner *(Enter name of Partner)*	Type*: Full/ Partial/ Vendor *(descriptions below)*	Contribution Type *(From list above)*	Staff Provided *(Describe if applicable)*	In-kind Value *(Monetary Value if unpaid partner)*	Number of Centers Served *(Input the number of centers this partner served)*
Bettendorf Community School District	Full	7	6 Program Staff Members	$54,500	1
Bettendorf Fire Department	Full	6	5 Volunteers	$600	1
Bettendorf Community Schools Foundation	Full	6	5 Volunteers	$3,800	1
Bettendorf Parks and Recreation Department	Partial	6	5 Volunteers	$6,450	1
Bettendorf Police Department	Full	6	4 Volunteers	$4,500	1
Bettendorf Hy-Vee	Partial	6	1 Volunteer	$550	1
Bettendorf Public Library	Full	6	2 Volunteers	$250	1
Bettendorf Rotary	Full	6	3 Volunteers	$650	1
Dr. Edward Gronlund	Partial	1	1 Evaluator	$1,500	1
Girl Scouts	Full	6	5 Volunteers	$600	1
Lion's Club and Eye Care Pavilion	Full	6	3 Volunteers	$15,250	1
Neil Armstrong PTA	Full	6	6 Volunteers	$3,450	1
One Eighty of the Quad Cities	Full	6	8 Volunteers	$4,500	1
Riverbend Food Bank	Full	4	5 Volunteers	$64, 350	1
St. John Vianney	Full	4	3 Volunteers	$17,250	1
The Hovey Foundation	Full	4	3 Volunteers	$1,200	1

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

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

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

The program has 16 partners. **Fifteen are unpaid** partnerships and one combination paid/unpaid partnership. These partners are invaluable to the success of the program. The program's partner recruiting process is the advisory committee annually generates possible partnership candidates and the program directors make contact to identify new partnerships. The program has a positive working relationship with its partners.

The program directors met multiple times with the Bettendorf Community Schools Foundation Board of Directors to discuss sustainability and ways to connect with local area businesses and community members who would be willing to help support the program. The district's foundation is another resource to identify and recruit new partners.

A few partnership highlights have been: [a] One Eighty of the Quad Cities brought a free weekly program to the school in which students could participate (voluntarily). This program provided games, songs, and snacks. [b] Riverbend Food Bank increased donations for the food pantry and also started providing toiletries and office supplies. [c] Neil Armstrong Elementary PTA was instrumental in funding and creating the Butterfly Way Station, including training for students and hands-on activities related to the species of vegetation, butterflies, and continued care of the area.

The partners' support includes providing the participating families with food and food for students attending the program. The partners help to strengthen and support the program resulting in improved program quality and a more efficient use of resources. The partners provide valuable educational support programming that extends learning and engages students in real world learning experiences. The positive relationship between the partners and Rock-It Academy helps to foster high quality and engaging activities along with promoting staff and family engagement.

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

Numerous studies have shown that parent engagement is one of the strongest predictors for healthy child development. Rock-It Academy parent involvement has been a key factor in the program's success not only academically, but socially and emotionally as well. The following are examples of the parent involvement: [a] parents volunteered to clean the school grounds with the students and worked in teams to pull weeds, plant new landscaping, and put down mulch; [b] parents and families participated in

family literacy night, game night, and Rock-It Academy meetings; [c] parents attended parent/teacher conferences; [d] parents and families donated supplies to the Rock-It Academy program; [e] parents collaborate with Rock-It staff to plan and coordinate events and activities; [f] parents partnered with the Botanical Center, Rock-It staff, school staff, the administrator, and students to create the Butterfly Way Station.

Literacy Night was **Thursday, September 26, 2019** with **53 families** in attendance with a total of **134** people in attendance. During fall 2019, Parent-teacher conferences had **98% attendance**. There were no parent/teacher conferences in the spring because of school closure due to COVID 19 pandemic. The attendance for fall conferences was higher than the fall of 2018. The parents, students, school staff, partners, and other community members contribute to the program's advisory committee. The Rock-It Academy directors work with the advisory committee and administrator to monitor evaluation of program activities. Activities that do not yield results are cut from the program budget. Program needs identified by the advisory committee are given priority in funding decisions. The advisory committee met on **October 24, 2019** and the advisory had planned to meet again on **April 16, 2020** but did not because of school closure due to COVID 19 pandemic.

Parent involvement in Rock-It Academy is high. Families are grateful for the free before and after school programming. Because the program has a lengthy waiting list, parents are also highly motivated to keep their child in the program. The new grant program continues at the same high level of parental involvement found in the prior five years of the program during the Cohort 10 grant program.

The Rock-It Academy directors and Youth Mentors are continually seeking ways to communicate with families. Facebook, phone calls, emails, monthly newsletters; both electronic and paper copies, the Remind App, and monthly calendars are ways that are used to communicate with parents. The staff also wrote positive notes home to and made personal calls to families recognizing positive behavior and leadership. After the school closure due to COVID 19 pandemic, the directors and Youth Mentors created videos that were posted on Facebook and sent to families via email. In the videos, the directors and Youth Mentors shared what they were doing in quarantine and gave positive, uplifting messages to the students and families. This was an extra way to let the students know that the staff was safe and doing well and that they were thinking about the students and missing them.

Another useful way the Rock-It staff communicated with families was during the scheduled meetings throughout the year, where information and feedback was gathered and information shared. Literacy Night and Game Night were two of the bigger opportunities to connect with parents and hear from them. Rock-It directors and Youth Mentors invited parents and/or family members to attend the fall festival in October, the holiday party in December, and other celebrations throughout the year. Due to school closure because of COVID 19 pandemic, the Mother's Day celebration, Father's Day celebration, and end-of-year celebration did not occur. This year, the staff used *Survey Monkey* to gather feedback and suggestions from all families as some families were unable to attend in-house events. Additionally, tables were set up at all school events that had flyers about Rock-It, yearly calendar of events, signup sheets for volunteering, and other important information about the program. Parents and families could speak to the directors and some of the Youth Mentors as well. Finally, the directors and Youth Mentors are sensitive to the schedules and requirements of working parents so many efforts were made to communicate electronically in order to accommodate those needs.

4. **GPRA Measures**

For 2019-2020, the US DOE has indicated that 21ˢᵗ CCLC Programs should measure 14 performance indicators that follow the Government Performance and Results Act (GPRA). Please note the GPRA data intends to measure student improvement based on how many <u>regular attendees needed improvement</u>. If you do not have this number, then enter the total number of Regular Attendees for each grade level instead. Also note that reading scores can be used for GPRA Measures 4-6 – Improvement in English. This is the same data reported online to the APR Data System.

GPRA Measures Required Elements	Complete?
GPRA Measures Data Table	X
• Name of Assessment Tools Used for Each Measure.	X
• Data Entered for all Applicable Measures.	X
GPRA Measures Discussion	X

GPRA Measures Data Table.

GPRA Measures	Number of Regular Student Attendees Needing Improvement	Number of Students Who Improved	Percentage of Students Who Improved
GPRA Measures 1-3 – Improvement in Mathematics			
Assessment Tool Used: *FastBridge*®			
1. The number of elementary 21ˢᵗ Century regular program participants who improved in mathematics from fall to spring.	31	27	87%
2. The number of middle/high school 21ˢᵗ Century regular program participants who improved in mathematics from fall to spring.	NA	NA	NA
3. The number of all 21ˢᵗ Century regular program participants who improved in mathematics from fall to spring.	31	27	87%
GPRA Measures 4-6 – Improvement in English			
Assessment Tool Used: *FastBridge*®			
4. The number of elementary 21ˢᵗ Century regular program participants who improved in English from fall to spring.	58	49	84%
5. The number of middle/high school 21ˢᵗ Century regular program participants who improved in English from fall to spring.	MA	NA	NA
6. The number of all 21ˢᵗ Century regular program participants who improved in English from fall to spring.	58	49	84%

GPRA Measures	Number of Regular Student Attendees Needing Improvement	Number of Students Who Improved	Percentage of Students Who Improved
GPRA Measures 7-8 – Improvement in Proficiency			
Assessment Tool Used: *FastBridge*®			
7. The number of elementary 21st Century regular program participants who improve from not proficient to proficient or above in reading.	58	49	84%
8. The number of middle/high school 21st Century regular program participants who improve from not proficient to proficient or above in mathematics.	NA	NA	NA
GPRA Measures 9-11 – Homework and Class Participation			
Assessment Tool Used: Teacher Survey			
9. The number of elementary 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	89	77	87%
10. The number of middle/high school 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	NA	NA	NA
11. The number of all 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	89	77	87%
GPRA Measures 12-14 – Student Behavior			
Assessment Tool Used: Teacher Survey			
12. The number of elementary 21st Century regular program participants with teacher-reported improvements in student behavior.	79	69	87%
13. The number of middle/high school 21st Century regular program participants with teacher-reported improvements in student behavior.	NA	NA	NA
14. The number of all 21st Century regular program participants with teacher-reported improvements in student behavior.	79	69	87%

GPRA Measures Discussion.

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

The GPRA measures were tabulated using the **regular attendee** students in the program. The program had success achieving improvement in reading, mathematics, and positive academic behaviors by the regular attendees. The assessment instruments used to determine the GPRA measures are:

87% Student Math Improvement: GPRA #1 and #3 – *FastBridge® Mathematics (aMath subtest)* a standardized norm-referenced assessment that is administered fall, winter, and spring. The assessment is calibrated to reflect student mathematics academic growth during an academic school year. The assessment is used statewide by all school districts to measure student mathematics performance. The COVID 19 pandemic closed the school district mid-March 2020 therefore the program did not have SPRING test administration students results therefore the growth reflects FALL to WINTER testing.

84% Student English (Reading) Improvement: GPRA #4 and #6 – *FastBridge® Reading (Grades K-2 Reading Composite and Grades 3-5 aReading subtests)* a standardized norm-referenced assessment that is administered fall, winter, and spring. The assessment is calibrated to reflect student reading academic growth during an academic school year. The assessment is used statewide by all school districts to measure student reading performance. The COVID 19 pandemic closed the school district mid-March 2020 therefore the program did not have SPRING test administration students results therefore the growth reflects FALL to WINTER testing.

84% Student Reading Proficiency Improvement: GPRA #7 – *FastBridge® Reading (Grades K-2 Reading Composite and Grades 3-5 aReading subtests)* a standardized norm-referenced assessment that is administered fall, winter, and spring. The assessment is calibrated to reflect student reading academic growth during an academic school year. The assessment is used statewide by all school districts to measure student reading performance. The COVID 19 pandemic closed the school district mid-March 2020 therefore the program did not have SPRING test administration students results therefore the growth reflects FALL to WINTER testing.

87% Student Homework and Class Participation Improvement: GPRA #9 and #11 – Teachers responded to a qualitative survey with their feedback regarding student academic behavior improvement. Teachers used their responses to the required teacher survey provided by the Iowa Department of Education to formulate a summative judgement of whether or not each regular attendee improved. The required survey with teacher feedback is presented in local evaluation section. The required survey does elicit teacher feedback on students turning in their homework on time, completing homework to the teacher's satisfaction, and participating in class.

87% Student Behavior Improvement: GPRA #12 and #14 – Teachers responded to a qualitative survey with their feedback regarding student behavior improvement. Teacher used their responses to the required teacher survey provided by the Iowa Department of Education to formulate a summative judgement of whether or not each regular attendee improved. The required survey with teacher feedback

is presented in the local evaluation section. The required survey does elicit teacher feedback on students being attentive in class, behaving well in class, and getting along well with others.

The end-of-school-year closure caused by the COVID 19 pandemic prevented the completion of the reading and mathematics assessments. The program had planned to administer *FastBridge*® reading and mathematics a reliable and valid norm-referenced measure fall, winter, and spring each school year. The district was unable to administer the *FastBridge*® assessment during the spring 2020 administration window because the district was closed due to the pandemic.

The program leaders and evaluator concluded the temporary reporting adjustment for 2019-2020 report will fairly reflect the impact of the program during the shortened school year. The program leaders and evaluator also concluded the counting adjustment utilized for the initial year of the program did most likely produce a conservative estimate rather than overly optimistic number of real student academic progress. Unfortunately, the pandemic has altered the 2020-2021 school year, year two of the program, as well so the full academic impact of the pandemic is unknown at this time.

The program leaders and evaluator concluded that 2019-2020 school year program was highly successful based on the GPRA measures. The number of regular attendees that improved in mathematics was 87%, reading was 84%, academic behavior was 87%, and classroom behavior was also 87%. The program leaders and evaluator also concluded that the before and after school as well as summer program supports to improve student academic performance, broaden student academic experiences, extend student academic engagement time, and provide supports to parents is a powerful and impactful multi-faceted holistic approach to improving student academic performance and building a strong academic foundation under students.

5. **Local Objectives**

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

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

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* <u>*must*</u> *be provided in the Methodology/Justification column.*

Cohort 14 Table

Cohort 14 Objectives	Objective Rating	Methodology/Justification for Rating
Goal 1: Increase student academic achievement.		
1a. Children actively participate in literacy and math activities recorded by staff.	**MET OBJECTIVE**	<u>Methodology</u>: The program leaders will record student participation numbers using the academic technology supports provided by the district. The objective will be measured using a simple tally of students using these academic supports. <u>Justification</u>: All Neil Armstrong Elementary students receive supplemental instruction through *ST Math* software plus other academic technology supports. These research-based supports assist all students with individualized learning opportunities. **100% of the regular program attendees actively participated in literacy and mathematics academic supports.**
1b. School staff report participants improve academically, in annual surveys.	**MET OBJECTIVE**	<u>Methodology</u>: The program leaders will use a qualitative teacher survey instrument annually to track regular attendee academic improvement. <u>Justification</u>: Teachers reported to program leaders that participating regular attendee students improved academically. The tabulated teacher survey responses are presented in TABLE 1 as evidence of meeting the objective.
1c. Participant's increase in literacy, math achievements increase as measured by Iowa assessments scores, grades, and other district assessments.	**MET OBJECTIVE**	<u>Methodology</u>: Student reading and math standardized assessments results will be gathered and analyzed to measure increased achievement. *FASTBridge*® 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. **<u>Regular attendees K-5 in reading and mathematics had POSTIVE average growth (an increase).</u>** The academic achievement evidence is presented in Table 2.
Goal 2: Increase student, parent, and staff communication and to increase student attachment to learning.		
2a. At least 20 Neil Armstrong families attend Family Literacy Events regularly.	**MET 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>53 families</u> and a second event was a Game Night with <u>40 families</u>. The two events together had 275 participants. **The family nights had more than 20 families per event; therefore, the program objective was met.**

Cohort 14 Objectives	Objective Rating	Methodology/Justification for Rating
2b. Program parents collaborate with teachers in cooperative IAP goal setting.	**MET OBJECTIVE**	Methodology: The program leaders will simply record the participation of parents and teachers working together on the Individualize Afterschool Plan (IAP). Justification: **The program leaders' recorded 4 parents participated with teachers in the IAP process and goal setting**.
2c. Program parents attend twice-yearly conferences with school and program staff.	**MET OBJECTIVE**	Methodology: The program leaders will simply record the parent-teacher conference participation rate. The program leaders set an 80% parent attendance rate as a benchmark. Justification: Fall parent-teacher conferences had **98% participation rate**. The COVID 19 pandemic prevented holding the spring parent-teacher conferences. **The Fall parent-teacher conferences met the objective.**
2d. Parents, students, school staff, partners, and other community members contribute to the program's Advisory Committee.	**MET OBJECTIVE**	Methodology: The program leaders will facilitate an annual advisory committee meeting according to the project specifications. Justification: The program leaders have held two advisory committee meetings. **Advisory meetings were held on October 24, 2019.** COVID 19 pandemic closed the school and the **April 16, 2020 meeting was cancelled.**
Goal 3: Increase student attachment to education, peers, adults, and the community.		
3a. At least 30 Neil Armstrong children participate in service learning projects.	**MET OBJECTIVE**	Methodology: 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. Justification: Rock-It Academy had 100% of the regular program attendees participating in two 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.
3b. At least 80% of Neil Armstrong participants attend field trips to community partner sites.	**MET OBJECTIVE**	Methodology: 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. Justification: Rock-It Academy had **10** field trips and each field trip had more than 80% of the participants attending and the average participation rate was 94%. **The program exceeded the 80% program objective.** *Due to COVID 19 pandemic, the field trips occurred from August- the middle of March when school went to all online. The remaining, scheduled field trips from March-June were cancelled.*
3c. Program staff report increased social skills in start and end-of-year assessments.	**MET OBJECTIVE**	Methodology: 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. Justification: Teachers informally reported that participating **Rock-It Academy regular attendees had social skills improvements therefore the objective was met**.
3d. 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 students.	**MET OBJECTIVE**	Methodology: 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. Justification: Teacher survey, Table 1, provided evidence that the objective was met. The Table 1 survey states: **88%** of regular attendees needing

Cohort 14 Objectives	Objective Rating	Methodology/Justification for Rating
		to improve their behavior did improve; **71%** of regular attendees needing to improve their motivation to learn did improve; and **83%** of regular attendees needing to improve getting along with others did improve.

Local Objectives Discussion.

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

Remember to include a Local Objectives discussion

The program leaders and local evaluator, Dr. Edward Gronlund, have collaborated to present a discussion of the local objectives and 2019-2020 objectives' results. The local evaluator's conclusions and/or feedback are presented in the local objective discussion. The COVID 19 pandemic shortened the school year. Bettendorf Community School District cancelled classes beginning mid-March 2020 and did not resume classes to finish the 2019-2020 school year, June 2020. The pandemic prevented students from participating in the SPRING administration of the standardized literacy and mathematics. The program used the FALL to WINTER test administration for reporting program results. Likewise, the teacher survey feedback reflects teacher observations during a shortened school year. The program did not have an opportunity to fully deliver the program during the 2019-2020 school year.

The academic analysis presented uses a standardized norm-referenced assessment that is used statewide to measure student academic improvement in reading and mathematics. This standardized assessment, *FastBridge®*, is administered three times during the school year that allows teachers opportunities to identify student academic strengths and weaknesses. The assessment also includes the capacity to progress monitor student progress as teachers deploy interventions. The student behavior analysis presented uses subjective or qualitative teacher survey feedback as well as informal gathering of comments/feedback from students and parents. Several program objectives presented are merely program operational targets such as holding parent meetings, parent-teacher conferences, field trip attendance, and so on. This is year one of Cohort 14 program therefore data are not available to make comparisons with a prior year to identify any improvements.

GOAL 1: Increase student academic achievement.

1a. Children actively participate in literacy and math activities recorded by staff.

Methodology: The program leaders will record student participation numbers using the academic technology supports provided by the district. The objective will be measured using a simple tally of students using these academic supports.

Justification: All Neil Armstrong Elementary students receive supplemental instruction through *ST Math* software plus other academic technology supports. These research-based supports assist all students with individualized learning opportunities. **100% of the regular program attendees actively participated in literacy and mathematics academic supports.**

OBJECTIVE MET: Neil Armstrong Elementary School has incorporated academic learning software for <u>all students</u>. The program continues the use of these software programs during program delivery time so that students have an opportunity to accelerate and/or remediate specific literacy and mathematics learning standards. Plus, teachers during the program time as well as during the school day provide students with individual supports to supplement the school's academic learning software. <u>ALL (100% or 100 students) program students received academic technology supports meeting the local objective target</u>.

1b. School staff report participants improve academically, in annual surveys.

Methodology: The program leaders will use a qualitative teacher survey instrument annually to track regular attendee academic improvement.

Justification: Teachers reported to program leaders that participating regular attendee students improved academically. The tabulated teacher survey responses are presented in TABLE 2 as evidence of meeting the objective.

Table 1: Teacher Perception of Student Learning Behaviors

Changes in Behaviors on Which Teachers Reported: 10 Teachers Responded	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	Significant Decline
Turning in homework on time	10%	30%	30%	20%	10%			
Completing homework to your satisfaction	30%	10%	20%	30%)	10%			
Participating in class	50%	20%	10%	20%				
Volunteering (e.g., extra credit, more responsibilities)			10%	40%	50%			
Attending class regularly	20%	10%	60%		10%			
Being attentive in class	10%	10%	70%	10%				
Behaving well in class	20%	20%	30%	20%	10%			
Performing academically	10%	40%	50%					
Coming to school motivated to learn	30%	10%	30%	10%	20%			
Getting along well with other students	40%	10%	30%	10%	10%			

*This survey is designed to collect information about changes in a particular student's behavior during the school year. Please select only one response for each of the questions asked in the table above. Please note that survey response options are divided into two primary groups: (1) **Did Not Need to Improve,** which suggests that the student had already obtained an acceptable level of functioning and no improvement was needed during the course of the school year; and (2) **Acceptable Level of Functioning Not Demonstrated Early in School Year– Improvement Warranted,** which suggests that the student was not functioning at a desirable level of performance on the behavior being described. If the student warranted improvement on a given behavior, please indicate the extent to which the student did or did not improve on that behavior during the course of the school year by indicating if they demonstrated **Significant Improvement, Moderate Improvement,** or one of the other levels listed above. If you believe the behavior described in a given question is not applicable for the student for whom you are completing the survey (e.g., homework is not given in your classroom because of the age of the student), please do not provide a response for that question.*

OBJECTIVE MET: Table 1 presents teachers' perception of program students that are regular attendees improving their learning behaviors as a result of program participation. Table 1 is a simple qualitative instrument developed and required by the Iowa Department of Education for all 21st CCLC programs. The feedback demonstrates regular attendees needing to improve their learning behaviors did improve. A simple analysis of the Table 1 represents approximately 23% of regular attendees, as an average, did not need to improve their learning behaviors; 65% of regular attendees, as an average, did need to improve their learning behaviors (significantly, moderately, and slightly improved) and did improve those behaviors; and only 12% of regular attendees, as an average, had no apparent change in learning behaviors. Another observation presented in Table 1 is 84% of the regular attendees that needed to improve their learning behaviors did improve those behaviors. The program leaders and local evaluator have set 75% as the program target regarding improving student behaviors. The 2019-2020 results exceeded the objective's designated target by 9 percentage points. The GPRA measures presented in this report are based on Table 1 teacher survey feedback. GPRA #1, teacher perception of student homework and class participation, is 87% student improvement and GPRA #14, teacher perception of improvement in student behavior, is 87% reported improvement in student behavior.

1c. Participant's increase in literacy, math achievements increase as measured by Iowa assessments scores, grades, and other district assessments.

> Methodology: Student reading and math standardized assessments results will be gathered and analyzed to measure increased achievement. *FASTBridge*® reading and math will be used as the quantitative standardized measures. Student achievement increase will be based on gains/growth.

> Justification: Rock-It Academy regular program attendees had a positive average achievement growth and/or gain rate in reading and mathematics**. Regular attendees K-5 in reading and mathematics had POSTIVE average growth.** The academic achievement evidence is presented in Table 2.

Table 2: *FastBridge*® **Reading and Mathematics Assessment Fall to Winter Student Outcomes**

Grade Level & # Regular Attendees	Reading Performance		Mathematics Performance	
	Average Growth	Winter Proficiency Rate	Average Growth	Winter Proficiency Rate
Kindergarten - 18	17.3	62.6%	NA	53.5%
Grade 1 – 18	14.0	43.5%	7.0	77.4%
Grade 2 – 10	16.0	69.2%	3.4	77.5%
Grade 3 – 13	6.0	68.2%	3.3	68.5%
Grade 4 – 13	6.0	70.4%	4.2	74.7%
Grade 5 – 25	7.0	69.0%	3.2	77.2%

OBJECTIVE MET: The achievement growth presented in Table 2 and the three GPRA measures: #3 – 87% regular attendee mathematics growth rate; #6 – 84% regular attendee literacy growth rate; and #7 – 84% regular attendee reading proficiency growth rate. These achievement data are evidence that the program met its achievement increase objective.

GOAL 2: Increase student, parent, and staff communication and to increase student attachment to learning.

2a. At least 20 Neil Armstrong families attend Family Literacy Events regularly.

Methodology: 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.

Justification: Rock-It Academy had 100% of the regular program attendees participating in two service learning projects. **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.

2b. Program parents collaborate with teachers in cooperative IAP goal setting.

Methodology: The program leaders will simply record the participation of parents and teachers working together on the Individualize Afterschool Plan (IAP).

Justification: **The program leaders' recorded 4 parents participated with teachers in the IAP process and goal setting**.

OBJECTIVE MET: Program parents collaborated with teachers in cooperative IAP goal setting. The following parents collaborated on the Individualized Afterschool Plan (IAP) during 2019-2020. The parental involvement aspect provides program leaders input and feedback to continually keep students and families engaged in the program's activities. The program leaders and parents did collaborate thus the objective was met.

2c. Program parents attend twice-yearly conferences with school and program staff.

Methodology: The program leaders will simply record the parent-teacher conference participation rate. The program leaders set an 80% parent attendance rate as a benchmark.

Justification: Fall parent-teacher conferences had **98% participation rate**. The COVID 19 pandemic prevented holding the spring parent-teacher conferences. **The fall parent-teacher conferences met the objective.**

OBJECTIVE MET: The program set 80% parent attendance at parent-teacher conferences. The FALL parent-teacher conferences had 98% parent participation rate. The 98% participate rate exceeded the 80% participation target. The spring parent-teacher conferences were cancelled due to the COVID 19 pandemic. The program did provide support during the school closure. The school engaged students online and program leaders did have a limited opportunity to continue communication with students and parents.

2d. Parents, students, school staff, partners, and other community members contribute to the program's Advisory Committee.

> Methodology: The program leaders will facilitate an annual advisory committee meeting according to the project specifications.

> Justification: The program leaders have held two advisory committee meetings. **Advisory meetings were held on October 24, 2019.** COVID 19 pandemic closed the school and the **April 16, 2020 meeting was cancelled.**

   OBJECTIVE MET: An advisory meeting was held on October 24, 2019. The planned spring advisory meeting on April 16, 2020 was cancelled because the school had closed due to the COVID 19 pandemic. The advisory members are listed. The advisory committee processes the program's needs assessment feedback and reviews program progress toward its goals and objectives. The advisory committee recognized that the pandemic has altered the program's normal operations and the advisory committee has been supportive of the program leaders' efforts to bring sustain a high quality program during nationwide pandemic.

Rock-It Academy Advisory Committee

Member Group	Representatives
Community Members	Tim Cerin, Bettendorf Hy-Vee Store Manager Liz Solis-Willis, City of Bettendorf Parks & Recreation Director Dr. Dan Doucette, Chancellor Eastern Iowa Community College Steve Knorrek, Fire Chief, Bettendorf Fire Department Keith Kimball, Police Chief, Bettendorf Police Department Dr. Jim Spelhaug, Interim Superintendent
School Staff Members	Jayme Olson, Neal Armstrong Elementary Principal Jennifer Watkins, Program Co-Director & Literacy Coach Colleen Gould, Program Co-Director & Teacher Librarian Hailee Beals, 5ᵗʰ Grade Teacher Holly Moreland, Reading/Title I Teacher Paula Houston, Music Teacher Jessica Stewart, Kindergarten Teacher Erika Dvorak, 3ʳᵈ Grade Teacher
Parents	Kyle & Richelle Kuboushek, parents Michael & Courtney Neighbor, parents Cassie Beard, parent Mylene Anderson, parent Mehgan Wade, parent Justin & Lisa Hawker, parents

   The involvement of parents, staff, and community in the Rock-It Academy is an important factor in the success of the program. The dedicated program leaders rely on these stakeholders to provide feedback and support for program's activities. These stakeholders frequently comment on the value of the program for those students attending.

GOAL 3: Increase student attachment to education, peers, adults, and the community.

3a. At least 30 Neil Armstrong children participate in service learning projects.

Methodology: 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.

Justification: Rock-It Academy had 100% of the regular program attendees participating in two 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.

OBJECTIVE MET: The program had two service learning projects. Christmas Boxes for Homeless Veterans and Butterfly Way Station were the two projects.

Christmas Boxes for Homeless Veterans: Students collected and/or donated a variety of items for homeless Veterans. Boxes were packed with warm gloves, hats, food, batteries, gum, gift cards to Subway, and playing cards. Students helped assemble and wrap the boxes. The students also made cards for the Veterans.

Butterfly Way Station: Students researched what a Way Station was and how to create one. Students learned about which plants are best suited for a Way Station. Students worked in small groups to weed, mulch, and plant plants. Students also painted a fence and keep the Way Station free of weeds. The Way Station project was continued in collaboration with the Quad Cities Botanical Center horticulturist, PTA, and Rock-It Academy parents/families. Students engaged in learning activities regarding butterflies, habitats, and plant life.

All regular attendees (100%) participated in the two service learning projects therefore the program met the local objective of at least 30 students participating.

3b. At least 80% of Neil Armstrong participants attend field trips to community partner sites.

Methodology: 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.

Justification: Rock-It Academy had **10** field trips and each field trip had more than 80% of the participants attending and the average participation rate was 93%. **The program exceeded the 80% program objective.** *Due to COVID 19 pandemic, the field trips occurred from August-the middle of March when school went to all online. The remaining, scheduled field trips from March-June were cancelled.*

OBJECTIVE MET: Rock-It Academy had **10** field trips before the pandemic closed the program mid-March 2020 and each field trip had more than 80% of the participants attending. The average participation rate was 95%. All ten field trips had program attendance that exceeded the 80% program objective. The program did cancel four field trips because of the COVID 19 pandemic closed schools statewide.

Date	Field Trip Description	Community Partner	# of Students	80% Attend Goal
9/11/2019	Apple Orchard – Grades K-2	Stone's Apple Barn	48	96%
9/18/2019	Apple Orchard – Grades 3-5	Stone's Apple Bard	45	
10/09/2019	Fire Safety Puppet Show	Bettendorf Fire Department	92	95%
10/16/2019	Pumpkin Patch – Grades K-2	Country Corner Pumpkin Patch	46	97%
10/24/2019	Pumpkin Patch – Grades 3-5		48	
12/04/2019	Comedy Sportz	Comedy Sportz	90	93%
12/11/2019	Darrin Crow Troubadour	Darrin Crow	85	88%
1/29/2020	Putman Museum – Grades 3-5	Putman Museum	49	98%
1/29/2020	Hy-Vee Dietician – Grades 3-5	Bettendorf Hy-Vee	36	88%
2/3/2020	Family Museum – Grades K-2	Bettenforf Family Museum	43	93%
3/25/2020	Quartermoon Tinsnips Bluegrass Band	Local Quad Cities Band	Cancelled (Pandemic)	
3/27/2020	Virtual Field Trip – Ancient Maze Cave	Microsoft Skype in the Classroom	Cancelled (Pandemic)	
4/8/2020	Virtual Field Trip – Elephant Sanctuary	Hohenwald, TN: Elephant Discovery Center	Cancelled (Pandemic)	
4/22/2020	Virtual Field Trip – Giant Sequoia	Calaveras Big Trees Association	Cancelled (Pandemic)	

3c. Program staff report increased social skills in start and end-of-year assessments.

Methodology: 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.

Justification: Teachers informally reported that participating Rock-It Academy regular attendees had social skills improvements therefore the objective was met.

OBJECTIVE MET: Program leaders informally interact with teachers regarding program student behavior improvement during the school day. The program leaders also gather teacher feedback found in Table 1. Program leaders received subjective teacher feedback indicating that the vast majority of participating students who need to improve social skills do improve.

3d. 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 students.

Methodology: 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.

Justification: Teacher survey, Table 1, provided evidence that the objective was met. The Table 1 survey states: 88% of regular attendees needing to improve their behavior did improve; 71% of regular attendees needing to improve their motivation to learn did improve; and 83% of regular attendees needing to improve getting along with others did improve.

OBJECTIVE MET: The portion of the teacher survey presented in Table 1 is represented below demonstrating the regular attended learning behavior changes. The three items presented are students improving their behavior, students are motivated to learn, and students getting along with other students. The evidence the local objective was met is demonstrated by the impressive percent improved below.

Teacher Survey Items Extracted from TABLE 1. Regular Attendees	Percent Improved	Percent Needed to Improve	Percent that Did Not Change Behavior	Percent that Did Not Need to Improve
Behaving well in class	88%	80%	10%	20%
Coming to school motivated to learn	71%	70%	20%	30%
Getting along well with other students	83%	60%	1-%	40%

6. **Anecdotal Data**

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

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

The program leaders work diligently to engage students, teachers, parents, and stakeholders in ongoing dialogue to gather feedback and input. The parent meeting (September 5), family Literacy Night (September 26), family Game Night (January 23), and the Rock-It Academy Talent Show (January 30), were ways in which the program provided opportunities for families and students to come together and be

connected. Many of the events such as the family Literacy Night were opportunities for learning and teaching. During the Literacy Night families could rotate to different rooms in the building and choose an activity 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.

Program leaders are always looking for ways to increase communication and open dialogue with families, stakeholders, teachers and students. Facebook, newsletters; both electronic and paper copy, phone calls, emails, monthly calendars, and face-to-face conversations were ways in which the program directors and staff communicate. This year the program directors added the Remind App as an effective way to communicate. (*REMIND is a communication platform that helps educators reach students and parents where they are. Messages are sent in real time to an entire class, a small group, or just a single person. With Remind, you can send text messages straight to any phone, including flip phones.)* Parents utilized this communication method more than any other as it was quick and easy. 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.

Additionally, 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. During the closing circle time each day, students were given opportunities to share their thoughts about the program and ideas to improve it. Students were able to share service project ideas and which clubs they thought would be fun to have at Rock-It. Allowing the students to have a voice had a positive impact on the programming and it brought a deeper sense of ownership and belonging to the students and Youth Mentors.

The program wants to highlight the **Swim and Soccer grants**. Program directors collaborated with local community partners to offer opportunities for students to participate in physical activities to increase both mental and physical health. The goal was to create opportunities for the students to have a healthy outlet to gain new skills, develop a sense of team and to connect with positive role models in the community. Both the swim grant for and the soccer grant were provided by funds from generous community donors who realize that every child in the Quad Cities may not have opportunities to participate in these types of programs otherwise. The students loved participating in these activities and looked forward to them each week. Celebrating successes along the way and recognizing student's accomplishments was impactful as well.

Another highlight is the **Clubs** that met weekly. Therapy Dogs, the Bettendorf library, Yoga, and Quest for Christ were a few of the clubs that met every week throughout the year. School clubs have a variety of benefits; one is that they help students develop their social skills, which is one of our main objectives. Realizing the importance of social and emotional skill building, students were given opportunities to fine-tune their interactions with their peers, youth mentors and volunteers. They also had the opportunity to connect with other students who share similar interests. These interactions form the basis for enduring friendships. Students were able to choose some of the clubs such as Quest for Christ. Nearly 50 students chose to attend Quest for Christ. Other clubs like the Therapy Dogs, yoga, and the library time were for all students. Students were able to choose these clubs so interest was very high. Students looked forward to participating in these weekly clubs. The community members also mentioned how much they enjoyed coming to our program and seeing the students. They said they often got more out of coming than they felt like they gave. The program directors realize that variety and choice are

important and worked hard to listen to student voice when putting the clubs together and took the suggestions of all students when coordinating these clubs. Other clubs that were going to happen in the spring were sign language club and sewing club. Due to COVID 19 pandemic, these clubs weren't able to meet, but will definitely be a choice when we're able to resume normal activities.

Success Stories

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

Remember to include a student success story

SUCCESS STORY: The program had a student who was enrolled with a history of academic struggles and serious behavior issues. He was often disrespectful to his teachers and struggled to get along with his peers. He had also missed several days of school. As a result, he fell behind in his learning and was not feeling connected to school. Fortunately, Rock-It Academy had an opening in his grade level so he was able to start attending before and after school. Almost immediately, this student began to thrive. He was surrounded by Rock-It staff who worked with him one-on-one and the students were kind and understanding. He felt connected and valued in ways he hadn't before. Now, this student is a leader and role model; he helps other students as a peer mentor and is doing exceedingly well at school. His teachers have mentioned several times how well he's doing and how he's much more respectful. His attendance also improved which increased his connectedness to school. The Rock-It staff was able to make connections and build a relationship with this young man's mother too by consistently reaching out and showing kindness and support. This mother is now a volunteer and is actively involved on Advisory committee.

Key people involved in the program are the 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 as well as engaging hands-on activities. The Bettendorf City Recreational Department provides engaging outdoor programming during the summer school program. Additionally, the Bettendorf City Library, the Bettendorf Fire Department, Hy-Vee and Quad Cities Canine Assistance Network are key partners contributing to the success of the program.

Student Quotes:

"I like to come to Rock-It Academy because it is fun and we do lots of things and meet new people. I like that I get to be with my friends and we get to play together outside. It's so fun!" -1st grade girl

"Coming to Rock-It is awesome! My favorite thing is when the therapy dogs come every week. I get to sit on the floor and pet them for as long as I want." -3rd grade girl

"This year was a lot of fun because we got to be a part of the swimming club. Me and my friends got to go to the YMCA to go swimming every week and then we got an award at the end. It was so cool!" -4th grade boy

"I like that we get to do fun crafts. Every week we get to do something different. I like the projects that the staff does with us. We get to hang them on the wall and then we take them home!" -2nd grade girl

"This is my last year at Rock-It. It's been good. I've been coming since I was in kindergarten and I still like it. Now I get to be a mentor and leader. It's awesome being able to help the younger students. I'm going to miss Rock-It when I go to middle school." 5th grade boy

"I get extra help on my math and reading, plus I get to do and learn new things on fun adventures with my Rock-it friends. I love it." -2nd grade girl

"I like to come to Rock-It Academy because it is fun and we do lots of things and meet new people. I like that I get to be with my friends and we get to play together outside. It's so fun!" -1st grade boy

Quotes from teachers and Rock-It Academy staff:

"Rock-It Academy provides students with a well-rounded experience. Student can get help with academics but also get to experience different field trips, guest speakers, and socialization opportunities that they might not get any other time. – Jayme Olson, Neil Armstrong Elementary Principal

"Being in Rock-It definitely helps you build relationships with students. I get one-on-one time with each and every one of the students. I can learn about them and they can learn about me. I think that really strengthens the teacher-student relationship and makes for a better program." – Melissa Paulsen, Rock-It Youth Mentor

"Rock-It has been such an exciting job for me. Through the years seeing how much kids learn and grow with each other has been fun, interactive adventure." – Stacey Tyler, Rock-It Youth Mentor

"Rock-It Academy has given me the opportunity to connect with students outside of the academic school day. I'm able to learn more about the students and take them under their wings by reading to them, teaching them new games, or helping with a craft. Students get the chance to participate in new learning opportunities as well as have fun. Rock-It Academy is a special place for students." – Collen Gould, Rock-It Academy Co-Director

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"I was able to collaborate with the directors of the Rock-It program to bring a swimming grant to all 3rd-5th grade Rock-It students who wanted to attend. We had a great group of students participate. I taught

them swim safety lessons at the school once a week and then they would come to the YMCA to practice what they'd learned in the pool. At the end of the eight weeks, we had an award ceremony where each student was recognized. I look forward to doing this again in the future." –John, Swim Director at the Bettendorf YMCA

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Best Practices

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

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

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 are addressed in a variety of ways.

1) <u>Social skill building:</u> the program emphasizes social skills and character. The program decided based on student behavior data and teacher surveys to focus on cooperative learning opportunities in order to increase confidence, teamwork, and character development. The program is focused on teaching social skills and character. Students are taught that being a good listener, showing kindness and compassion, and helping others are things that make up a person's character and that a person's character reflects a person's social skills. Throughout the year students are given opportunities to practice social skills and learn about how character and social skills are intertwined.

Students are able to participate in *Social Skill of the Week* which included the counseling theme from the school day. Youth Mentors meet with small groups of students and have circle time. On Monday, the social skill of the week is introduced and students participated in various activities throughout the rest of the week to practice the skill. One of the main strategies is weekly goal setting. Students set a social skill goal for the week and then practice that goal. At the end of the week the students share out in their small groups how they felt they did in meeting their goal. Youth Mentors encouraged their small group of students throughout the week by reminding them of their goal and providing positive feedback.

Another way Rock-It Academy helps to build community and character building is through a "Gratitude Board". Students, staff, and parents are able to share what they're grateful for throughout the year on the bulletin board. This board stays up all year and has changing themes each month. It is a place where students, staff, and parents could write down what/who they are grateful for. Each month there is a

different theme; apples for September, leaves for October, turkey feathers for November, etc. It was a positive visual reminder of all of the things people were grateful for.

> *"Students who feel accepted usually feel better about themselves and school, work harder, and learn better" –Robert Marzano (1997)*

Rock-It Academy includes peer-to-peer mentoring. Mentoring is an integral part of our social skills and character building emphasis. Older students are paired with younger students and older students help by being reading buddies, partners during craft time, and partners during field trips. They also engage in various activities such as games and tutoring/homework help when needed. It allows the students opportunities to practice social skills and build character qualities such as responsibility, confidence, work ethic, manners, and kindness through authentic interactions and life experiences. 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 in becoming productive citizens.

2) Academics: the program pursues increased academic achievement; Iowa-certified teachers assessed students three times a year 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 help to ensure that Rock-It Academy programming is aligned with the school day instruction and is based on building student achievement goals. Rock-It Academy believes that the program is a time for enrichment, support, practice and application and that it goes beyond tutoring and homework help. Rock-It Academy seeks to spark students' enthusiasm and curiosity about what they are learning during the school day as well as connecting the learning in a new way. All students are given daily opportunities to review skills and concepts, to apply them in different settings, and build confidence and self-efficacy. Students are also given opportunities to choose activities that interested them and Rock-It Academy staff helped to facilitate groups based on student choice. The following are ways the program emphasizes student-centered learning and goal-setting: [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: Rock-It Academy includes a running club that meets throughout the year. Students set personal goals such as increasing speed and being able to run longer without stopping. Students are encouraged to sign up for races in the community such as the Run for Carl race in September as a part of their goal-setting. Some of the Youth Mentors run the races with students. It is a great way to build relationships while focusing on physical fitness. Additionally, Rock-It Academy provides a variety of other opportunities for physical activity such as dancing, intramural sports, yoga, Zumba, and Jiu-jitsu that improves physical, mental, and social well-being. Students are also provided a variety of daily recreational activities that combined learning and physical exercise while developing teamwork skills. Organized games such as basketball, soccer, and football help to teach teamwork and increase skills. Daily free play outside, weather permitting or inside the gym provides exercise and movement for all Rock-It Academy students. The program also provides healthy snacks daily.

Pictures

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

St

Student, teacher, parent, and stakeholder input Required Elements	Complete?
Quotes from **s**tudent, 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

Student Quotes:

"I like to come to Rock-It Academy because it is fun and we do lots of things and meet new people. I like that I get to be with my friends and we get to play together outside. It's so fun!" -1st grade girl

"Coming to Rock-It is awesome! My favorite things is when the therapy dogs come every week. I get to sit on the floor and pet them for as long as I want." -3rd grade girl

"This year was a lot of fun because we got to be a part of the swimming club. Me and my friends got to go to the YMCA to go swimming every week and then we got an award at the end. It was so cool!" -4th grade boy

"I like that we get to do fun crafts. Every week we get to do something different. I like the projects that the staff does with us. We get to hang them on the wall and then we take them home!" -2nd grade girl

"This is my last year at Rock-It. It's been good. I've been coming since I was in kindergarten and I still like it. Now I get to be a mentor and leader. It's awesome being able to help the younger students. I'm going to miss Rock-It when I go to middle school." 5th grade boy

"I get extra help on my math and reading, plus I get to do and learn new things on fun adventures with my Rock-it friends. I love it." -2nd grade girl

"I like to come to Rock-It Academy because it is fun and we do lots of things and meet new people. I like that I get to be with my friends and we get to play together outside. It's so fun!" -1st grade boy

Quotes from teachers and Rock-It Academy staff:

"Rock-It Academy provides students with a well-rounded experience. Student can get help with academics but also get to experience different field trips, guest speakers, and socialization opportunities that they might not get any other time. – Jayme Olson, Neil Armstrong Elementary Principal

"Being in Rock-It definitely helps you build relationships with students. I get one-on-one time with each and every one of the students. I can learn about them and they can learn about me. I think that really strengthens the teacher-student relationship and makes for a better program." – Melissa Paulsen, Rock-It Youth Mentor

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7. Sustainability Plans

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

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

Sustainability: Rock-It Academy seeks commitment and on-going support from partner organizations, local business and community organizations. Community-based organizations such as, the City of Bettendorf, Lions Club, HyVee, and the Rotary Club, provide materials and services to the Academy. Bettendorf Community Schools Foundation grants fund innovative learning opportunities such

as *Stand and Learn Desks* for student. The Advisory Committee maintains and explores additional sources of program support.

The Bettendorf Community School Districts collaborates with public resources such as the Bettendorf Public Library and Family Museum, the Bettendorf Fire and Police Departments, Genesis Health System, and Bethany for Children and Families to ensure student and family needs are consistently met. The district also accesses state and federal resources effectively. For example, the Neil Armstrong Elementary School applied for and received an Innovation Grant from the Iowa Department of Education. "Focused Learning Increases Proficiency" provides a full-time behavior/literacy coach and paraprofessionals to work in K-3 classrooms for 60 minutes per day. Program staff members assist with self-regulation, positive behavior, and increased engagement in literacy. The district assists the Rock-It Academy provides nutritious meals and healthy snacks through the United States Department of Agriculture Food and Nutrition Services. Neil Armstrong Elementary Schools refers students and families to community-based programs and services such as:

- Mississippi Bend Area Education Agency for "Positive Behavior Intervention and Support" family programs
- Bettendorf Community School District Outreach Program for families with housing, food, clothing, transportation, and medical arrangements
- Vera French Mental Health Center for mental health assessment, treatment and support
- Eastern Iowa Technical Community Colleges for Adult Basic Education, ESL, and GED programming, and
- The Community Action Agency of Eastern Iowa for Early Head Start, Head Start, financial assistance and management.

To promote the overall sustainability of Rock-It Academy, the Advisory Committee and community stakeholders ensure the program continues to:
- Identify and target students with academic needs
- Coordinates regularly with the Bettendorf Community School District
- Hires and retains certified teachers and staff
- Works closely with schools, parents, and students
- Explore funding opportunities such as Community Foundation, United Way, and Cultural Trust.

Bettendorf Community Schools continues to sustain the program by utilizing its resources to efficiently operate the program:

- Providing school facilities to house the Rock-It Academy,
- Provide curriculum and support for instructional practices,
- Financial support and advocacy, and
- Coordinate extended learning program costs within the district to create cost efficiencies.

2019-2020 School Year: The COVID 19 pandemic closed all school districts across Iowa mid-March 2020. The program did not provide services once the school district closed. The pandemic impacted the district's operations and surrounding community beginning mid-March 2020. The pandemic's disruption of daily normal life has curtailed the program leader's ability to implement the program as planned. The program has modified its programming to protect students, parents, staff, and partners by following CDC, state, and district guidelines.

This is the first year of the grant funding and the future sustainability of the program will be addressed by the program leaders once the impact of the pandemic is fully understood. The full economic impact of the pandemic is unknown within the Quad Cities region therefore it is difficult for partners to make future commitments.

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 report provides numerous references to the Rock-It Academy accomplishing the program three goals: increase student academic achievement; increase student, parent, and staff communication to improve student success; and increase student attachment to education, their peers, adults, and community. These goals were achieved by implementing the following strategies: [1] establish a safe, consistent, structured, and supportive before and after school environments; [2] provide academic assistance in reading and mathematics; [3] provide educational environment enrichment; [4] encourage family literacy; and [5] supply activities to support academic achievement such as social skill instruction, physical activities, and health snacks. The program also met its local objectives: 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 academic and student behavior success can be summarized by the GPRA measure successes: 87% student math improvement; 84% student reading improvement; 84% reading proficiency attainment; 87% homework and class participation improvement; and 87% student behavior improvement. Table 1 and Table 2 presented in the report provide additional student data regarding the program success.

The program's two service learning projects are highlights. Christmas Boxes for Homeless Veterans and Butterfly Way Station were the two projects. These service learning projects demonstrate the projects' dedication to developing well-rounded future contributors to the community.

> **Christmas Boxes for Homeless Veterans**: Students collected and/or donated a variety of items for homeless Veterans. Boxes were packed with warm gloves, hats, food, batteries, gum, gift cards to Subway, and playing cards. Students helped assemble and wrap the boxes. The students also made cards for the Veterans.

Butterfly Way Station: Students researched what a Way Station was and how to create one and students learned about which plants were best suited for a Way Station. Students worked in small groups to weed, mulch, and plant plants. Students also painted a fence and keep the Way Station free of weeds. The Way Station project was continued in collaboration with the Quad Cities Botanical Center horticulturist, PTA, and Rock-It Academy parents/families. Students engaged in learning activities regarding butterflies, habitats, and plant life.

The overall commitment and contributions of the school staff, parents, and partners is exemplary. The program would not be successful if not for the willingness of all stakeholders to dedicate their time and effort to making Rock-It Academy such a educationally rich program.

Dissemination of Local Evaluation.

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

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 by 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 view 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

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

The COVID 19 pandemic closed the school district mid-March 2020. The entire state closed down for much of April and May. The program leaders followed the state guidance therefore the program's operations and advisory meetings were cancelled. The program is in its first year of funding and the program was unable to complete its first year therefore the program leaders decided not to address any changes in objectives. All of the objectives were met in 2019-2020.

The local evaluator, Dr. Edward Gronlund, concluded from the program's feedback that it has met its local objectives. Dr. Gronlund supported the program leaders with modifying data analysis changes caused by the pandemic. Dr. Gronlund is currently working the program leaders to make any future data analysis modifications caused the pandemic.

The program leaders and local evaluator did not consider adding or changing the local objectives or changing the methods of measuring the objectives. The pandemic is altering school delivery during the current 2020-2021 school year. The district is currently operating with students physically in school ½ of the days and the program leaders and local evaluator are addressing program needs as the pandemic alters the school's educational programming. Currently teachers have reported the reduced number of students in school each day has reduced student behavior and provided more time for individual student attention to their learning needs which is positive feedback during these difficult times. The program leaders and local evaluator decided that too many unknowns at this time to make any program changes other than immediate decisions to implement the program given the pandemic's impact on schools.

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
	X

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

The COVID 19 pandemic closed the school district mid-March 2020. The entire state closed down for much of April and May. The continued impact of the pandemic has forced the program leaders to modify itself for 2020-2021 school year. The program leaders are making changes as needed to comply with CDC, state, and district pandemic guidance. The school district for 2020-2021 has modified its instructional delivery and the pandemic impact is likely to continue until the 2021-2022 school year. The program leaders are implementing the program as designed with the necessary modifications to meet pandemic guidance.

Dr. Edward Gronlund's, local evaluator, comments: "*The biggest issue facing the program is the COVID 19 pandemic. The pandemic closed the school mid-March 2020 and the pandemic continues to force education programming modifications. I am working with program leaders to implement the program as designed with modifications to accommodate limitations regarding person-to-person contact and proximity. It is difficult to consider improvements at a time when uncertainty exists regarding whether or not Iowa schools will remain open for in-person schooling rather than virtual learning.*"

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

Due to COVID 19 pandemic there were several changes that occurred in the program. While the pandemic had an effect on programming it did not deter the program leaders from the program's mission of serving students. The program leaders used a creative approach to adjust programming to meet the challenges of the pandemic.

From March 16, 2020 to August 2020, the district was closed and all learning was provided using online and/or virtual technologies. The before and after school program as well as the summer program did not operate. The program leaders adjusted during this time period by posting videos created by the Rock-It Academy staff on the academy's Facebook page for students and families. Rock-It Academy staff divided students into small groups and reached out personally to their small groups of students via email, Facebook, and regular mail. It was important to the program leaders that students maintained a personal connection with Rock-It Academy staff while the pandemic prevented in-person programming. Students and parents had a positive response to the continued interaction during these months that in-person programming was not possible. The staff and program leaders received emails from parents and students stating they were grateful to hear from staff and view the video updates. The program leaders recognized the continued virtual connection did sustain the program's efforts to have a positive impact on the social, emotional, behavioral, and academic outcomes. The program leaders felt the continued programming during the pandemic sustained and deepened the social bonds between staff and students and parents helping to further students and parents sense of feeling valued and cared about.

In addition to communicating with students and families, the program leaders facilitated a project. Each student painted a rock (or two) during the school closure time and brought the rock back to school when 2020-2021 school year began (August 2020). The students created a "Rock Path" at the school with their painted rocks. The path was a beautiful reminder of how program staff, students, and parents sustained a personal connection during the uncertain times of the pandemic and school closure.