

Evaluation
of
**The Clinton Community School's
Student Adventures Programs**
2020 - 2021

Cohort 11

Whittier Elementary School
Grades K-5
and Clinton Middle School
Grades 6-8

Cohort 13

Bluff, Jefferson and Eagle Heights
Elementary Schools
Grades K-5

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I. Overview

Study Purpose:

The purpose of this study is to assess the effectiveness of *Student Adventures* programs for students at Bluff, Jefferson, Eagle Heights, and Whittier Elementary schools and for students at Clinton Middle School by measuring change in individual student behaviors related to academic preparedness, reading proficiency, math proficiency, and academic success. In addition, the study seeks to determine if the program is effective in addressing risk factors that lead to ATOD behaviors and in increasing protective assets.

Research Questions:

1. Are at-risk students served by *Student Adventures* programs exhibiting improvements in academic success?
2. Are students served by *Student Adventures* programs exhibiting declines in problematic behaviors that interfere with academic success, and increases in behaviors that promote success?
3. Are schools targeting students at greatest risk for academic failure for participation in *Student Adventures* after school programs, while still allowing open access for all students who wish to participate?
4. In the 2020-2021 academic year of *Student Adventures* programs at these schools, did project personnel follow the project management structure as outlined in their proposals to the Iowa State Department of Education?
5. In the 2020-2021 year of *Student Adventures* programs at these schools, are the efforts of the *Student Adventures* Program Director, Site Coordinators, and other staff offering activities responsive to the needs of *Student Adventures* students and their families.

Study Assumptions and Delimitations:

Seven study assumptions were made prior to the analysis of the available data and project documentation:

1. Program attendance data during COVID 19 closures and hybrid learning is accurate for each student.
2. FAST and iReady Assessment tests are administered and scored in accordance with applicable protocols and procedures. FAST and iReady benchmark-scores accurately assess non-proficiency and proficiency.
3. Edmentum tests are administered and scored in accordance with applicable protocols and procedures. Edmentum benchmark-scores accurately assess non-proficiency and proficiency.
4. Students with incomplete assessments were excluded from data sets for purposes of analysis.
5. Program personnel recorded student program attendance numbers, student demographic data, and free-and-reduced lunch status accurately.
6. All survey participants are truthful and answer questions to the best of their ability.
7. Confidentiality is maintained for all students, parents, teachers, and staff participating in surveys and/or standardized assessments.

A number of delimitations are considered in evaluating this program:

1. Conclusions for the 2020-2021 academic year are drawn from data reflecting COVID closures resulting in periods of time where all learning was online or students were placed in a hybrid learning environment. As a result, attendance tracking and days students could attend the programs was limited.
2. Conclusions drawn from data are only as accurate as the information supplied by the Clinton Community School District, the *Student Adventures* Program Director and *Student Adventures* Site Coordinators.
3. Students who transferred into the Clinton School District mid-year may not have assessment baseline data available for comparative purposes and are excluded from the comparative data for the 2020-2021 evaluation.
4. Conclusions can be inferred only for those students engaged in assessment procedures at the time of program evaluation.
5. Program participation and attendance may reflect only a "portion" of the interventions engaged in by students and families, and may reflect learning outside of *Student Adventures* programs; specifically, targeted problem-solving and interpersonal skills gained from the normal school curriculum or gained from resources outside the *Student Adventures* learning environment.
6. Any standardized testing procedure is subject to the influence of motivational and environmental variables present while the subject is testing that confound the accuracy of such measures.
7. Standardized testing may reflect only a "portion" of the interventions engaged in by students and families, and may reflect on learning outside of *Student Adventures* programs; specifically, targeted problem-solving and interpersonal skills gained from the normal school curriculum or gained from resources outside the *Student Adventures* learning environment.

Ethical Considerations:

According to the purpose of the study (the analysis of the effectiveness of *Student Adventures* programs), it was imperative that we conducted the study openly, without prejudice, and follow strict ethical guidelines. To that end, the study was structured under the following guidelines:

- An independent evaluator was chosen, Illowa Resource Development, Inc., to ensure an evaluation that was unbiased, open, and completed by an experienced evaluator.
- Within Illowa Resource Development, Inc., data was analyzed by evaluators from outside the Clinton school district and community; with no association to any community agency.
- When data aberrations appeared evident, evaluators communicated with Clinton Community School District *Student Adventures* personnel to determine the nature of the aberration and discuss potential solutions to ensure ongoing data validity. Requests for data reconciliation occurred prior to start of formal evaluation.
- Results of the evaluation will be made to the Iowa Department of Education, the Clinton Community School District, and the greater community of Clinton.

Research Approach:

Both quantitative and qualitative research approaches were incorporated in the evaluation of the research components included in this report.

- **Student Adventures Database** (Qualitative and Quantitative): Student demographics, program attendance, service utilization and baseline data for the 2020-2021 school year.

- **Review of Documentation (Qualitative):** The Program Director made available to the project evaluator material pertinent to the evaluation. Such materials included participant data, program attendance data, contracted service hours for partnering agencies, sample program schedules, activity lists for each participating school, staff and advisory board meeting minutes, and survey results. Materials were compiled and analyzed to assess project results as to the appropriateness and effectiveness of current materials, curriculum, and processes involved in meeting the written goals and objectives of the grant.
- **Standardized Testing (Quantitative and Normalized):** FAST, iReady and Edmentum reading and math scores were delineated into proficiency levels to establish ongoing academic achievement.
- **Parent/Student/Staff, Teacher, Agency Surveys (Quantitative and Qualitative):** Program surveys were completed by teachers, parents, and students. Surveys were completed in Spring 2021 and upon return to school in Fall 2021 due to COVID disruptions.
- **Review of Documentation (Pre-Experimental Design):** Illowa Resource Development, Inc. conducted a subjective review of project documentation and materials. Where appropriate, the review was verified by District sources.

Evaluation of
Cohorts 11 and 13

**C11: Whittier Elementary (Grades K-5)
and Clinton Middle School (Grades 6-8)**

**C13: Bluff, Jefferson and Eagle Heights
Elementary Schools (Grades K-5)**

II. Cohorts 11 and 13 Center-Level Information Before and After School Programs

Evaluation Note: Cohort 13 involves students (grades K-5) at Bluff, Jefferson, and Eagle Heights Elementary Schools. Cohort 11 involves Whittier Elementary students (grades K-5) and Clinton Middle School (grades 6-8).

Characteristics of School-Day Centers

COVID-19 Statement

In the 2020-2021 academic year, the COVID-19 pandemic had a widespread impact on the 21st Century programs in the Clinton Community School District. Per CDC recommendations and in an effort to minimize COVID-19 infections and keep students, teachers, and staff safe, the Clinton Community School District submitted a state waiver in November 2020 to move to online learning across the district. That move was in direct response to the COVID-19 pandemic. In one week, 101 district employees were absent from work, 35 confirmed positive COVID-19 infections between staff and students, and over 400 students and staff were quarantined.

During this exceptional year, the Clinton Community School District's 21st Century programs experienced the lowest enrollment and attendance in the program history. The fluid nature of the pandemic interfered with every aspect of the program. Parents and students expressed fear of catching COVID-19 infection, and many of our program partners had COVID restrictions in place, preventing them from coming into the school. It was a difficult challenge to synchronize and plan activities of an educational nature.

The 21st Century program had to innovate in order to carry out activities under the stringent circumstances. Initially, Zoom programming was the only option and students in the program participated via Zoom once or twice a week, with staff concentrating on academic remediation. There were many students who could not fully participate due to poor internet or lack of equipment. Staff also provided emotional/social support for students expressing emotional difficulties related to the pandemic and the impact it was having on them and their families.

When the district shifted to hybrid learning in the Spring of 2021, new challenges arose as a result. During the hybrid learning period, students were going to other buildings, such as Clinton High School and Clinton Middle School, for classes. They were also divided into two groups, group A and group B, alternated attending every other day. When group A was receiving in person instruction, group B was receiving online instruction, and vice versa. Each student was effectively attending school, at the most, 2-3 times a week. Anxiety over COVID-19 was still a major issue with many parents refusing to send their children to the Afterschool program.

These factors, attributed to the pandemic, contributed to significantly lower enrollment and participation in the program throughout the 2020-2021 year. Program staff are working diligently to produce better outcomes in terms of enrollment, participation, and academic gains for the 2021-2022 school year. The recent availability of the COVID vaccine for all children will, to some extent, decrease fear and anxiety around COVID-19. We are slowly seeing higher enrollment and more robust

participation in the 21st Century program this Fall of 2021. (*Chol Chagai, CCSD Director of Afterschool Programs*).

Before and After-School Programs (Hours of Operation and Staffing Patterns): The *Student Adventures* before and after-school program operated at Bluff, Jefferson, Eagle Heights, and Whittier Elementary schools, as well as Clinton Middle School (CMS). Each school had its own dedicated site with hours and times of operation as noted in the table below. In the 2020-2021 academic year, all four elementary schools offered 18.15 hours of before and after-school programming each week, which equates to **72.6 hours of programming each month**. Clinton Middle School offered 15.45 hours of before and after-school programming each week which equates to **62 hours of programming each month**. During school closures, attempts were made to engage students virtually. During hybrid learning times in Fall 2020, the number of hours offered did not change, however, students were on an A-B schedule and did not have the opportunity to attend in person five days per week.

Before and After School Hours of Operation per School Site					
	Monday	Tuesday	Wednesday	Thursday	Friday
Bluff (C13)	6:30-7:30 a.m. and 2:45-5:00 p.m.	6:30-7:30 a.m. and 2:45-5:00 p.m.	6:30-7:30 a.m. and 12:45-5:00 p.m.	6:30-7:30 a.m. and 2:45-5:00 p.m.	6:30-7:30 a.m. and 2:45-5:00 p.m.
Jefferson (C13)	6:30-7:30 a.m. and 2:45-5:00 p.m.	6:30-7:30 a.m. and 2:45-5:00 p.m.	6:30-7:30 a.m. and 12:45-5:00 p.m.	6:30-7:30 a.m. and 12:45-5:00 p.m.	6:30-7:30 a.m. and 2:45-5:00 p.m.
Eagle Heights (C13)	6:30-7:30 a.m. and 2:45-5:00 p.m.	6:30-7:30 a.m. and 2:45-5:00 p.m.	6:30-7:30 a.m. and 12:45-5:00 p.m.	6:30-7:30 a.m. and 2:45-5:00 p.m.	6:30-7:30 a.m. and 2:45-5:00 p.m.
Whittier (C11)	6:30-7:30 a.m. and 2:45-5:00 p.m.	6:30-7:30 a.m. and 2:45-5:00 p.m.	6:30-7:30 a.m. and 12:45-5:00 p.m.	6:30-7:30 a.m. and 2:45-5:00 p.m.	6:30-7:30 a.m. and 2:45-5:00 p.m.
CMS (C11)	7:00-8:00 a.m. and 3:30-5:15 p.m.	7:00-8:00 a.m. and 3:30-5:15 p.m.	7:00-8:00 a.m. and 1:30-5:15 p.m.	7:00-8:00 a.m. and 3:30-5:15 p.m.	7:00-8:00 a.m. and 3:30-5:15 p.m.

Program Staffing Patterns: The District provided a general description of staff to student ratios in the major components of its school year programs delineated by elementary school.

School	Activity	# of Staff	Ratio
Bluff Elementary	Snack/Homework Completion	2	12.5 to 1 staff
	Academic Remediation	1	5 to 1 staff
	Field Trips	2	12.5 to 1 staff
	Enrichment	1	9 to 1 staff
	Recreation	2	12.5 to 1 staff

	Early Risers (Before School) Activities	1	14 to 1 staff
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School	Activity	# of Staff	Ratio
Eagle Heights Elementary	Snack/Homework Completion	2	10 to 1 staff
	Academic Remediation	1	5 to 1 staff
	Field Trips	2	10 to 1 staff
	Enrichment	1	6 to 1 staff
	Recreation	2	10 to 1 staff
	Early Risers (Before School) Activities	1	10 to 1 staff

School	Activity	# of Staff	Ratio
Jefferson Elementary	Snack/Homework Completion	2	14 to 1 staff
	Academic Remediation	1	7 to 1 staff
	Field Trips	2	14 to 1 staff
	Enrichment	1	9 to 1 staff
	Early Risers (Before School) Activities	1	12 to 1 staff

School	Activity	# of Staff	Ratio
Whittier Elementary	Snack/Homework Completion	2	15 to 1 staff
	Academic Remediation	1	7 to 1 staff
	Field Trips	2	15 to 1 staff
	Enrichment	1	10 to 1 staff
	Early Risers (Before School) Activities	1	15 to 1 staff

School	Activity	# of Staff	Ratio
CMS	Snack/Homework Completion	2	11 to 1 staff
	Academic Remediation	3	7.3 to 1 staff
	Field Trips	2	14 to 1 staff
	Enrichment	1	7 to 1 staff
	Morning Star (Before School) Activities	1	10 to 1 staff

Each site has a Site Coordinator and Site Facilitator. The Coordinator and Facilitator are the lead people at each site. They are supported by teachers, enrichment partners, and program aides (when needed). Student to staff ratios reflect the *average* on any given day and can fluctuate based on daily attendance.

Academic remediation and enrichment ratios in the before and after-school programs are appropriate.

Enrichment Activities Staffing Patterns: The tables that follows list contracted community service provider hours across each cohort.

Cohort 13: Professional Staff Contracted Hours per School Site (After-School)				
	Bluff	Jefferson	Eagle Heights	Type of Activity
Certified Teachers	175	272.25	228	Academic Remediation
New Directions (ASAC)	0	17.5	17.5	Drug/Violence Prevention
YWCA	22	24	19	Fitness
Clinton Community College	3	3	3	College Financial Ed, Family Night Activities, Volunteer reading
Bridgeview Center	31	30	26	Pro-social Skill Development
Clinton County Sheriff	2.5	2.5	2.5	Personal Safety
Women's Health Services	23	22	24	Health
Conservation Office	4	4	4	Environmental Science
ISU	25	18	25	STEM

Cohort 11: Professional Staff Contracted Hours per School Site (After-School)			
	Whitter	CMS	Type of Activity
Certified Teachers	158.75	6*	Academic Remediation* Note: Due to COVID and lack of tutor, CMS Coordinator Hillary Huebner facilitated tutoring herself
New Directions (ASAC)	26	10	Drug/Violence Prevention
YWCA	23	8	Fitness
Clinton Community College	3	35	College Financial Ed, Family Night Activities, Volunteer Reading
Bridgeview Center	23	9	Pro-social Skill Development
Clinton County Sheriff	2.5	2.5	Personal Safety
Women's Health Services	26	9	Health
Conservation Office	4	4	Environmental Science
ISU	22	21	STEM

The CCSD's contracted community service providers each contributed to a wide variety of prevention and enrichment activities. Variability in hours reflects the unique needs of each individual school and scheduling of activities for each individual school. Again, hours are less than the prior year for most contracted providers due to COVID closures, hybrid school scheduling, and COVID restrictions among individual providers.

Teacher and contracted staff hour variability between schools reflects on the number of regular attendees at each site, as well as the types of activities deemed most appropriate by school staff and Program Coordinators for their unique population of students and families. As stated earlier, Student Adventures staff made substantial efforts to continue to work with families virtually when schools closed, and to accommodate the A-B scheduling in Fall 2020 and early Spring 2021, but the number of families willing or available to participate decreased substantially in the 2020-2021 school year.

After School Program Activities: The Program Director provided evaluators with a gross overview of the types of activities and the average frequency of those activities within the elementary school *Student Adventures* programs. Activities are delineated by type and average frequency of occurrence.

Cohorts 11 and 13 Activities Offered				
<i>Of Note: Hybrid Learning affected these activities in Fall 2020; Regular programming resumed Spring of 2021</i>				
Activity or Service	How often Type of Activity was Provided			
	4-5 Times a Week	1-3 Times a Week	1-3 Times a Month	Less than Once a Month
Academic Enrichment Programs (Certified Teachers, ISU, Staff)		X		
Academic Remediation (Certified Teachers)	X			
Homework Help (Certified Teachers and Aides)	X			
Science Enrichment (Clinton County Conservation)				X
Recreation (YWCA and Staff)		X		
Substance Abuse Prevention (ASAC)			X	
Violence Prevention (Bridgeview)			X	
Prosocial Skills (Bridgeview and ASAC)			X	
Expanded Library Service Hours			X	
Activities to Promote Parent Involvement (Staff, Clinton Community College)			X	
Women's Health Services			X	
Other: Personal Safety (Clinton County Sheriff)				X
Family Financial Literacy Activities (Clinton Community College and Staff)				X

In addition to the major partners listed above, *Student Adventures* has an additional 37 community partners that provide services to the students. The number of additional partners decreased in 2019-2020 due to business closures, some specific to COVID and others simply due to other financial issues

preventing the business from remaining viable. No partners were lost in 2020-2021, and two were added.

Examples of the many community partners who provide services to *Student Adventures* (list is not fully inclusive) include: The Figge Art Museum, Clinton County Humane Society, Putnam Museum, Cinnamon Ridge Dairy Farm, Helium Trampoline Park, Mississippi River Museum, NASA Project, the Erickson Center and Bickelhaupt Arboretum.

Prototypical Programming Schedules: The *Student Adventures* Program Director provided evaluators with prototypical schedules for elementary-school afterschool program sites and for the middle school afterschool program site.

C11 and C13: Elementary School (Grades K-5): After School Scheduling (Prototypical)				
2:45-5:00	2:45-5:00	2:45-5:00	2:45-5:00	2:45-5:00
Monday	Tuesday	Wednesday	Thursday	Friday
Snack	Snack	Snack	Snack	Snack
Homework Help	Homework Help	Homework Help	Homework Help	Homework Help
1 st - 2 nd Grade Enrichment ISU; Bridgeview; New Directions; Conservation: ISU	2 nd Grade Math Remediation Mindworks	Field Trip Enrichment	1 st -2 nd Grade Reading Remediation Mindworks	Arts and Crafts PE: YWCA Family Friday
3 rd Grade Math Remediation Mindworks	3 rd Grade Enrichment: ISU; Bridgeview; New Directions; Conservation; ISU	Field Trip Enrichment	3 rd Grade Reading Remediation Mindworks	Arts and Crafts PE: YWCA Family Friday
4 th -5 th Grade Reading Remediation Mindworks	4 th Grade Math Remediation Mindworks	Field Trip Enrichment	4 th -5 th Grade Enrichment YWCA; ISU; Bridgeview; New Directions; Conservation; ISU	Arts and Crafts PE: YWCA Family Friday

In a typical week, tutoring/academic remediation activities rotate with enrichment activities offered by community partners. On Wednesdays (early-out days), field trips to community events offer children the opportunity to learn more about their community, about activities available to their families, to engage in STEM-based learning, and to participate in community service activities. In the before-school program (*Early Risers* and *Morning Stars*), students get homework assistance, participate in reading circles, and learn social skills through games.

C 11: Middle School (Grades 6-8): Afterschool Scheduling (Prototypical)				
3:30-5:15	3:30-5:15	1:30-5:15	3:30-5:15	3:30-5:15

Monday	Tuesday	Wednesday	Thursday	Friday
Snack	Snack	Snack	Snack	Snack
Homework Assistance	Homework Assistance	Homework Assistance	Homework Assistance	Homework Assistance
Enrichment: ISU; New Directions, Bridgeview, Women's Health, etc.	Reading, Math and Science Remediation	Field Trips	Reading, Math and Science Remediation	Enrichment: Tae Kwon Do, Dance, Career Planning, Time Mgmt etc.

Individual schools also provided sample monthly calendars that are distributed to parents, available online, and posted throughout each school buildings. Each calendar highlighted all regular and special events taking place in the *Student Adventures* program for the upcoming month.

Center Participation (Before and After-School Programs)

Total Numbers Served: The table below represents the total number of students served in each Cohort. In Cohort 13, 88 students in grades K-5 participated in the before and/or afterschool programs at Bluff, Eagle Heights and Jefferson Elementary Schools in the 2020-2021 year. In Cohort 11, 57 students at Whittier Elementary and Clinton Middle School participated in the before and/or afterschool program. Program enrollment rates are as follows:

2020-2021 Cohorts 11 and 13 Attendance: Student Adventures Day-School Programs		
	Cohort 13	Cohort 11
All Attendees	88	57
Regular Attendees	80	46
Percent Regular Attendance	91%	81%

In Cohort 13, the number of students targeted in the CCSD's original application for school day attendance was 156/school year program. Due to COVID restrictions and hybrid learning, the number of enrolled participants dropped significantly, with enrollment reaching only 58% of the target goal this year.

In Cohort 13, among enrolled students, 91% were regular attendees, an increase of 7% regular attendance from the 2019-2020 school year. In these elementary schools, among regular attendees, students achieved **a daily attendance rate of 82%**. Despite COVID obstacles, **57% of students attended for 100+ days**.

In Cohort 11, the number of students targeted in the CCSD’s original application for school day attendance for Whittier was 75/school year program. Again, due to COVID issues, enrollment dropped this year to 33 students, with enrollment reaching only 44% of the target goal.

Of those attending at Whittier, 91% were regular attendees. **At Whittier Elementary School, 60% of students attended for 100+ days in 2020-2021.**

In Cohort 11, the number of students targeted in the CCSD’s original application for school day attendance at CMS was 65/school year program. With COVID restrictions, twenty-four students attended *Student Adventures* at some point in the academic year – reflecting achievement of only 37% of the target goal.

In Cohort 11, 16 students (67%) of CMS students were regular attendees. This lower percentage of regular attendees reflects the fact that middle school students often participate in other afterschool activities outside of the program requiring their attendance (sports, drama, etc.). Participation in those activities is seen as equally as important as participation in the *Student Adventures* program.

One hundred and forty-five students participated in the Student Adventures program at some point in the 2020-2021 academic year and thirty-seven attended the summer of 2020 program. The table that follows illustrates the breakdown by school of students attending the *Student Adventures* programs at each site.

Cohorts 11 and 13: 2020-2021 Delineated Attendance		
	School Year (Before and After School)	Summer 2020**
Bluff	30	3
Jefferson	30	15
Eagle Heights	28	6
Whittier	33	11
CMS	24	2
Total	145	37

***Due to COVID Restrictions, the summer camp in 2020 ran only two weeks

Gender breakdown in each cohort confirms that there is parity in terms of gender balance in each cohort.

2020-2021 Cohorts 11 and 13: Total Participants by Gender Before and/or After School Student Adventures Programs				
	Cohort 11 - Male	Cohort 13 - Male	Cohort 11 - Female	Cohort 13 - Female
	27	43	30	45
Gender Split	70 Males		75 Females	

Cohort 11 LSES and IEP Status: In Cohort 11, 63% of the total students served were of low socioeconomic status. 18% of students had IEPs in place and 7% had special needs.

Cohort 13 LSES and IEP Status: In Cohort 13, 82% of the total students were eligible for free and reduced lunch. 11% of students had IEPs in place and 7% had special needs.

Student Characteristics: In these programs, 68% of *regular* attendees in the *Student Adventures* before and/or after-school programs were Caucasian and 32% of minority status. The table below highlights the demographic breakdown in each cohort.

2020-2021 Ethnic Demographics: Cohorts 11 and 13 – Before and/or After school Student Adventures Programs				
	Cohort 11		Cohort 13	
	All Attendees <i>n</i> = 57	Regular Attendees <i>n</i> = 46	All Attendees <i>n</i> = 88	Regular Attendees <i>n</i> = 80
Caucasian	40 (70%)	31 (67%)	61 (69%)	55 (69%)
African Amer.	11 (19%)	10 (22%)	15 (17%)	14 (18%)
Hispanic/Latino	6 (11%)	5 (11%)	9 (10%)	9 (11%)
Asian	0	0	2 (2%)	1 (1%)
Native American	0	0	1 (1%)	1 (1%)
Other Race	0	0	0	0

The percentage of minority students (32%) indicates that the schools are able to engage minority students and their families in the program. The combined minority population in these *Student Adventures* programs is reflective of the minority populations of each school, where the total student population excluding white, not of Hispanic origin students, is 29%.

The District has successfully targeted minority and low socioeconomic students for inclusion in the *Student Adventures* programs while remaining open to any student wishing to participate regardless of ethnicity or socioeconomic level.

III. Center Level Information - Summer Programs

2020 *Student Adventures* summer programs at Bluff, Jefferson, Eagle Heights, Whittier, and Clinton Middle School ran from 9:00 a.m. to 3:00 p.m. Monday through Thursday and 9:00 a.m. to 2:00 p.m. on Fridays for two weeks in June. The significantly shortened summer program (normally six weeks) was due to COVID restrictions among staff, service providers, parents not working due to employer COVID restrictions, and hesitation on the part of parents to send their children due to potential COVID exposure. Site schedules and staffing patterns were provided to evaluators. The short program offered

academic remediation, academic enrichment, limited recreation, and limited prevention activities for enrollees.

Cohorts 11 and 13: 2020 Summer Program Participants			
	Cohort 11	Cohort 13	Total
All Attendees	13	24	37
Regular Attendees	12	22	34
Percent Regular Attendance	92%	92%	92%

Student attendance in the summer programs decreased significantly this year due to COVID restrictions. Regular attendance, however, is noted to be higher in the summer programs this year compared to the regularly run 6-week program in prior summers; indicating that students were engaged in these summer activities.

In terms of gender, both cohorts had more female than males participants.

Cohorts 11 and 13: 2020 Summer Program Participants Delineated by Gender				
	Cohort 11 - Male	Cohort 13 - Male	Cohort 11 - Female	Cohort 13 - Female
	5	8	8	16
Gender Split	13		24	

Among *regular* summer program attendees in Cohort 11, 50% were minority students (double the prior summer); reflecting an adequate capture of students within the general population of these schools who are more likely to be at risk of academic failure and/or delinquency. In Cohort 13, 45% of students attending the summer programs were of minority status, an increase of 7% from the prior summer.

Cohorts 11 and 13: 2020 Summer Program Ethnic Demographics				
	Cohort 11		Cohort 13	
	All Attendees <i>n</i> = 13	Regular Attendees <i>n</i> = 12	All Attendees <i>n</i> = 24	Regular Attendees <i>n</i> = 22
Caucasian	7 (54%)	6 (50%)	13 (54%)	12 (54%)
African Amer.	5 (38%)	5 (42%)	6 (25%)	5 (23%)
Hispanic/Latino	1 (8%)	1 (8%)	2 (8%)	2 (9%)
Asian	0	0	3 (13%)	3 (14%)
Native American	0	0	0	0
Other Race	0	0	0	0

Cohort 11 LSES and IEP Status (Summer program): In Cohort 11, 69% of students with regular attendance were of low socioeconomic status. 15% of students had an LEP in place. Two students had special needs.

Cohort 13 LSES and IEP Status (Summer program): In Cohort 13, 88% of students with regular attendance were eligible for free or reduced lunch. 17% percent of students had an LEP in place and 21% had special needs.

Summer 2020 Program Activities: As stated earlier, in the summer programs, the day focused on reading, math, and science enrichment through exploration of world cultures, literature, geography, and arts. Though only two weeks in length, activity schedules and curriculum provided represent a well-designed and well-coordinated program that is clearly academic and yet engaging.

IV. Cohorts 11 and 13: Program Goals and Objectives

****Note:** Both Cohort 11 and 13 have identical Goals and Objectives. For purposes of this evaluation, both cohorts are evaluated together.

Goal 1 (G1): Provide at-risk grade K-5 students at Bluff, Jefferson, Eagle Heights, and Whittier Elementary Schools and at-risk grade 6-8 students at Clinton Middle School with early and ongoing academic assistance to meet and/maintain reading and math proficiency.

Objective G1-1: When matched by similar demographics to non-participants in their school, a higher percentage of K-8th grade *Student Adventures* participants will be proficient in reading and math as measured by FAST and/or NWEA and/or Iowa Assessments.

Objective G1-2: 75% of parents will agree that their child's academics have improved and that the *Student Adventures* program provides extra academic support as measured by parent surveys.

Objective G1-3: 75% of regular attendees in the *Student Adventures* program will agree that they are doing better in school since attending the program as measured by student surveys.

Objective G1-4: Teachers with students enrolled in the *Student Adventures* programs will agree that 60% of their students have improved academic performance as measured by teacher surveys.

Goal 2 (G2): Increase positive youth development and decrease school truancy at Bluff, Jefferson, Eagle Heights, and Whittier Elementary Schools and Clinton Middle School by offering recreation, prevention, and wellness activities for K-8th grade students.

Objective G2-1 65% of *Student Adventures* participants will decrease their school absences to less than 5 days absent from the regular school day and less than 5 days absent from *Student Adventures* programs.

Objective G2-2: 75% of students in the *Student Adventures* program will agree that they like the program and look forward to the program and 75% of parents agree that their child has better social skills as measured by student and parent surveys.

Objective G2-3: Teachers agree that 60% of their students are more engaged in the learning process, are behaving well in class, and are getting along well with others as measured as by teacher surveys and school behavior reports.

Goal 3: Support family literacy by providing access for parents of at-risk children at Bluff, Jefferson, Eagle Heights, and Whittier Elementary schools and Clinton Middle School to literacy programs, opportunities, and services.

Objective G3-1 50% of parents with students in the *Student Adventures* program will participate in a minimum of 2 family literacy and/or ESL activities/year as evidenced by activity/participation records.

Objective G3-2 60% of parents attending Family Literacy events will agree that the event(s) helped them assist their child to succeed as measured by event-specific post-activity evaluations.

2020-2021 Qualitative Progress: Goals and Planned Activities

To address this component of the evaluation matrix, activities designated in the program plan and data supporting the implementation of those activities are addressed. Qualitative process data investigates the ability of the CCSD to successfully implement the strategies outlined in its original grant proposal to achieve the program’s objectives. Outcome data for objectives under each goal are addressed later in this report (see outcome data).

Goal One

Goal I (G1): Provide at-risk students with early and ongoing academic assistance to meet and/or maintain reading and math proficiency

Activity 1) The CCSD will contract certified teachers to provide targeted reading; reinforcing foundational reading skills for K-8 students.

Activity 2) The CCSD will contract certified teachers to provide targeted math interventions matched to the Iowa Core Curriculum for K-8 students.

Activity 3) Clinton Community College students and other community volunteers will serve as “Reading and Math Buddies” for K-4 grade levels as part of service-learning requirements at their respective colleges and/or mentoring. 5th – 8th graders will also serve as “Reading Buddies” for K-4 students.

Activity 4) Homework assistance will available at all 5 sites every day and monitored by certified teachers and/or teacher’s aids. Adult mentors from our mentoring programs will be merged into the program for students in both mentoring and the Student Adventures program.

Activity 5) The CCSD will provide Academic enrichment utilizing the Quantum Leap Series from Mindworks, STEM-based service learning through Clinton Conservation, STEM-based DNA fingerprinting and DNA-Analysis through Clinton County Sherriff’s Department, Field trips to museums, historic places, and STEM activities through Iowa State University Extension.

Supporting Evidence for Activities 1-5:

The CCSD provided daily schedules highlighting targeted reading and math interventions. Schedules alternated reading and math intervention for each grade level with reading and math interventions alternating every other day. Summer programs had targeted reading and math interventions every day. Teachers provided the following hours of targeted interventions at each school:

Cohorts 11 and 13: 2020-2021 Academic Remediation Hours per School After School Student Adventures Program					
	Bluff	Jefferson	Eagle Heights	Whittier	CMS
Certified Teachers (After School)	175	275.25	228	158.75	6*

Certified Teachers (Summer)	30.25	30	31	33	19.75
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*At CMS, tutoring was provided by the site facilitator rather than certified teachers

From data gathered, homework assistance was available at all three sites as follows, dependent on each school's COVID restrictions and hybrid scheduling:

- Jefferson Elementary = 9 hours/week (before and after school program combined)
- Eagle Heights Elementary = 9 hours/week (before and after school program combined)
- Bluff Elementary = 9 hours/week (before and after school program combined)
- Whittier Elementary = 9 hours/week (before and after school program combined)
- Clinton Middle School = 10 hours/week (before and after school program combined)

At each center, homework completion was scheduled every day, five days a week, as noted in the prototypical schedules below. Homework assistance was also available in the *Early Risers* and *Morning Stars* before school programs 5 days per week.

Cohorts 11 and 13 (Grades K-5): After School Scheduling (Prototypical)				
6:30-7:30 am* 3:45-5:00 pm	6:30-7:30 am* 2:45-5:00 pm	6:30 – 7:30 am* 12:45-5:00 pm	6:30-7:30 am* 2:45-5:00 pm	6:30-7:30 am* 2:45-5:00 pm
Monday	Tuesday	Wednesday	Thursday	Friday
Snack	Snack	Snack	Snack	Snack
Homework Help	Homework Help	Homework Help	Homework Help	Homework Help
2 nd Grade Enrichment ISU; Bridgeview; New Directions; Conservation: ISU	2 nd Grade Math Remediation Mindworks	Field Trip Enrichment	2 nd Grade Reading Remediation Mindworks	Arts and Crafts PE: YWCA Family Friday
3 rd Grade Math Remediation Mindworks	3 rd Grade Enrichment: ISU; Bridgeview; New Directions; Conservation; ISU	Field Trip Enrichment	3 rd Grade Reading Remediation Mindworks	Arts and Crafts PE: YWCA Family Friday
4 th Grade Reading Remediation Mindworks	4 th Grade Math Remediation Mindworks	Field Trip Enrichment	4 th Grade Enrichment YWCA; ISU; Bridgeview; New Directions; Conservation; ISU	Arts and Crafts PE: YWCA Family Friday

* Before school programs focused solely on homework help and STEM games

Cohort 11: Middle School (Grades 6-8): Afterschool Scheduling (Prototypical)				
7:00-8:00 am* 3:30-5:15 pm	7:00-8:00 am* 3:30-5:15 pm	7:00-8:00 am* 1:30-5:15 pm	7:00-8:00 am* 3:30-5:15 pm	7:00-8:00 am* 3:30-5:15 pm
Monday	Tuesday	Wednesday	Thursday	Friday
Snack	Snack	Snack	Snack	Snack
Homework Assistance	Homework Assistance	Homework Assistance	Homework Assistance	Homework Assistance
Enrichment: ISU; New Directions, Bridgeview, Women's Health, etc.	Reading, Math and Science Remediation	Field Trips	Reading, Math and Science Remediation	Enrichment: Tae Kwon Do, Dance, Career Planning, Time Mgmt etc.

Before school programs focused solely on homework help and STEM games

The tables that follow note the number of hours devoted to academic enrichment by community providers. Field trips on early out days were not allowed until April 2021 when COVID restrictions were lifted. Examples of field trips related to academic enrichment included the Discovery Center, Naibi Zoo, the Putnam Historical Museum, the Clinton Fire Department, etc.

Cohort 13: Academic Enrichment Contracted Hours per School Site (After-School)				
	Bluff	Jefferson	Eagle Heights	Type of Activity
Clinton Community College	3	3	3	Family Literacy Activities
CC Conservation Office	4	4	4	Environmental Science
ISU	25	18	25	STEM
Field Trips	4	4	4	History and Culture

Cohort 11: Academic Enrichment Contracted Hours per School Site (After-School)			
	Whitter	CMS	Type of Activity
Clinton Community College	3	35	Family activities, finance, college prep
Conservation Office	4	4	Environmental Science
ISU	22	21	STEM
Field Trips	3	4	History and Culture

Evidence provided supports that both appropriate hours and staff were dedicated to the provision of the planned activities to meet Objectives G1-1 through G1-4 under Goal I. The designated curriculum was utilized to meet the objectives.

Conclusion: All planned activities under Goal I are met.

Goal Two

Goal 2 (G2): Increase positive youth development and decrease school truancy through Student Adventures programs at Bluff, Jefferson, Eagle Heights, and Whittier Elementary Schools and Clinton Middle School by offering recreation, prevention, and wellness activities for grade K-8 students.

Activity 1) Initiate Early Risers and Morning Stars before school programs focusing on work with math manipulatives, strategy puzzles, board games, and circle reading (K-5) and homework help (6-8).

Activity 2) Contract with the Clinton YWCA to provide fitness/recreation activities and provide opportunities for community recreation utilizing field trips.

Activity 3) Contract with New Directions to provide ATOD prevention activities and the Clinton County Sheriff's Department to provide safety education.

Activity 4) Contract with Bridgeview Center for Mental Health to provide social skills development activities.

Activity 5) For 5th – 8th grade students, CCSD teachers will provide additional computer literacy classes to better prepare students for middle school and high school work.

Supporting Evidence for Activities 1-5:

Bluff, Jefferson, Eagle Heights, and Whittier Elementary Schools offered an *Early Risers Before School* Program from 6:30 a.m. to 7:30 a.m., Monday through Friday, for the entire academic year. At Clinton Middle School, Student Adventures offered the Morning Starts program from 7:00-8:00 a.m., Monday through Friday.

Weekly activities schedules at each school noted that Fridays were utilized for YWCA recreational activities, and arts and crafts. In addition to academic enrichment, weekly field trips, beginning in late Spring 2021 (delayed because of COVID restrictions) provided opportunities for recreation (bowling, canoeing, martial arts, etc.) as well as pottery, Reusable usables, theater, etc.

Cohort 13: Recreation/Wellness Hours per School Site (After-School)				
	Bluff	Jefferson	Eagle Heights	Type of Activity
YWCA	22	24	19	Fitness
Women's Health Services	23	22	24	Health
Field Trips	2	2	2	Recreation-focused

Cohort 11: Recreation/Wellness Hours per School Site (After-School)			
	Whittier	CMS	Type of Activity
YWCA	23	8	Fitness
Women's Health Services	26	9	Health

Field Trips	2	2	Recreation-focused
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The CCSD provided evaluators with the numbers of hours New Directions provided ATOD services in each school, with the exception of Bluff Elementary School. Hours provided varied significantly between schools but it should be noted that New Directions underwent substantial personnel changes in the 2020-2021 year. New Directions has been a provider of such services for over a decade in the District’s programs. The Clinton County Sheriff’s Department provided a variety of safety activities, including “Home Alone”, 911, Internet Safety, Bike Safety, etc.

Cohort 13: Professional Staff Contracted Hours per School Site (After-School)				
	Bluff	Jefferson	Eagle Heights	Type of Activity
New Directions (ASAC)	0	17.5	17.5	Drug/Violence Prevention
Clinton County Sheriff	2.5	2.5	2.5	Personal Safety

Cohort 11: Professional Staff Contracted Hours per School Site (After-School)			
	Whitter	CMS	Type of Activity
New Directions (ASAC)	26	10	Drug/Violence Prevention
Clinton County Sheriff	2.5	2.5	Personal Safety

The CCSD provided evaluators with the number of hours Bridgeview Center provided services in each school. Activities included character development, anti-bullying, emotional regulation, and communication.

Cohort 13: Professional Staff Contracted Hours per School Site (After-School)				
	Bluff	Jefferson	Eagle Heights	Type of Activity
Bridgeview Center	31	30	26	Pro-Social Skill Development

Cohort 11: Professional Staff Contracted Hours per School Site (After-School)			
	Whitter	CMS	Type of Activity
Bridgeview Center	23	9	Pro-Social Skill Development

Conclusions: Planned activities under Goal 2 are met.

Goal Three

Goal 3: Support family literacy by providing access for parents of at-risk children at Bluff, Jefferson, Eagle Heights, and Whittier Elementary schools and Clinton Middle School to literacy programs, opportunities and services.

Activity 1) Partner with Clinton Community College to provide family literacy events.

Activity 2) Partner with Clinton Community College to provide adult computer and financial literacy workshops.

Activity 3) Develop and maintain parent communication portals.

Supporting Evidence:

No family activities were held during the 2020-2021 academic year as the District was following CDC guidelines limiting all events to no more than ten individuals.

A great deal of evidence was provided regarding communication structures. Each school provided printed monthly calendars (which parents receive) as well as monthly newsletters to parents informing them of upcoming events, contact numbers for site personnel, and stories of program activities and successes.

The *Student Adventures* programs also has a dedicated Facebook page, which highlights activities, events, photos of students working in the program and successes that students and parents may access.

Conclusion: Planned Activities under Goal 3 were partially met.
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Program Oversight Data

The District included meeting minutes for each of the following entities involved in program oversight: 1) The *Student Adventures* Community Governance Board. 2) The *Student Adventures* Partner Advisory Board. 3) *Student Adventures* Staff Meeting Minutes.

The *Student Adventures* Community Governance Board met on the following date:

- April 22, 2021

Meeting minutes were provided to evaluators for the date the Governance Board met. Governance Board meeting minutes included substantial discussion on the search for a new *Student Adventures* Director, difficulties with enrollment due to COVID concerns, COVID/Esser funding possibilities, discussion of Summer 2021 enrollment numbers, sustainability planning, and preparation for the Cohort 13 upcoming state visit.

The *Student Adventures* Partner Advisory Board met on the following dates:

- December 17, 2020
- February 18, 2021

The *Student Adventures* Partner Advisory board consists of membership of those partners who are actually contracted to provide their community services within the schools in the *Student Adventures* programs. Meeting minutes were provided to evaluators for each date the Partner Advisory Board met. Partner Advisory Board meeting minutes included reporting of current staffing and activities in the

afterschool program, ideas for new programs to be implemented (for example; ISU suggested the program “The Mindful Teen Workshop Series”), summer planning, and ongoing updates on funding and additional grant procurement.

Student Adventures program staff met monthly beginning in December 2020 (as COVID restrictions for the school began to be lifted). Meeting minutes were provided to evaluators for each date staff met, as well as sign-in sheets. Meeting minutes reflect substantial planning of daily schedules, staffing patterns, calendar and newsletter distribution to parents, COVID requirements (masking at all events and social distancing), budgeting, field trips and special activities coordination, staff training opportunities, reports from staff trainings, summer planning, and ongoing planning for the 2020-2021 academic year.

V. Outcome Data: Student Achievement (Before, After-school and Summer Programs)

Goal I (G1): Provide at-risk grade K-5 students at Bluff, Jefferson, Eagle Heights, and Whittier Elementary Schools and Clinton Middle School with early and ongoing academic assistance to meet and/or maintain reading and math proficiency.

Objective G1-1: After 12 months of participation in the Student Adventures Program, when matched by a similar demographic of non-participating participants in their school, a higher percentage of K-8 grade Student Adventures participants will be proficient in reading and math as measured by Iowa Assessments and/or FAST Assessments.

COVID-19 Statement: Evaluators note that 2020-2021 was, again, an exceptional year for data collection as school was initially online in Fall 2020, then moved to a hybrid schedule (partially online and partially in person), and then finally to full face-to-face classes Spring 2021. As such, students lost ground in terms of academic instruction and ongoing learning disruptions most likely have had an impact on achievement outcomes.

Explanation of Scoring Measures

It should be noted that due to COVID disruptions, data does not represent an entire year’s participation in a full Student Adventure program. As such, any representation that an outcome was not met, should be interpreted within this context.

For grades K-1, FAST tests were used to determine whether or child was proficient in the subject at their particular grade level. Proficiency in reading for grades K-5 was determined using FAST CBMr benchmarks for each grade level.

Proficiency in math was determined using FAST aMath scores for grades K-1 and iReady benchmarks for grades 2-5. Students meeting benchmarks were designated as proficient. Progress was determined using assessment scores from Fall 2020 and late Spring 2021.

All assessments used state-determined benchmarks indicating whether or not students are “On-level” at each school and within each grade. Students scoring “On-level” were designated as proficient. Progress was determined using assessment scores from Fall 2020 and late Spring 2021.

For grades 6-8, the District used Edmentum to assess reading and math. Scores are designated as “Below grade”, “On grade” or “Above grade.” Students scoring as “On-grade” or “Above grade” were designated as proficient. Progress was determined using assessment scores from Fall 2020 and late Spring 2021.

Note: In this exceptional year, the District provided data for every participant in the Student Adventures program. That said; interpretation of the data must be made in light of ongoing program disruptions and a Fall online and then hybrid schedule which prevented students from participating for a full five days per week until Spring of 2021.

Cohort 13 Student Adventures Math Outcomes: The CCSD presented evaluators with data for all participants with any level of involvement in Student Adventures school year programs. In the table that follows, all *Student Adventures* regular participants in Cohort 13 are assessed using the FAST (K-1) or iReady (2-5) scores from Fall 2020 and Spring 2021.

Cohort 13 Math Outcomes per Individual School Student Adventures Regular Attendees Math Improvement			
	Fall 2020 FAST and iReady Assessments Needing Improvement	Spring 2021 FAST and iReady Assessments Improved	Percent Improved
Bluff	22	16	73%
Jefferson	24	20	83%
Eagle Heights	19	12	63%
Total Cohort	65	48	74%

Cohort 13 Math Outcomes per Individual School Student Adventures Regular Attendees Below Proficiency to Proficiency Achievement			
	Fall 2020 FAST and iReady Assessments Below Proficiency	Spring 2021 FAST and iReady Assessments At or Above Proficiency	Percent Moving from Below Proficiency to Proficiency
Bluff	22	6	27%
Jefferson	24	13	54%
Eagle Heights	19	10	53%
Total Cohort	65	29	45%

Cohort 13 Comparative Math Outcomes: These comparative results must be approached with caution. In the table that follows, all Student Adventures participants in Cohort 13 are assessed using the District’s proficiency FAST scores (K-1) and iReady scores (2-5) for Spring of 2021.

Cohort 13 Math Outcomes Comparative Data All Student Adventures Cohort 13 Attendees vs Students not in the Program		
<i>No Data</i>	Spring 2021 % Proficient – FAST and iReady Reports All Clinton FRL Elementary Students Grades K-5	Spring 2021 % Proficient - FAST and iReady Reports All Student Adventures Students Grades K-5
	On-Level (Proficient)	On-Level (Proficient)
Bluff	51%	47%
Eagle Heights	47%	69%
Jefferson	53%	63%
Average – All Schools	50%	60%

When using these measures, *Student Adventures* students in two of the three target schools evidenced a higher percentage of proficiency when matched with matched FRL status students in each of their respective schools. 74% of students improved in math across the academic year and 45% were able to move from non-proficient to proficient in that time.

Cohort 13 Reading Outcomes: The CCSD presented evaluators with data for all participants with any level of involvement in the *Student Adventures* school year program. 79% of Cohort 13 students improved their scores in reading as measured by FAST Assessments. Jefferson had the highest level of improvement in reading and Bluff had the lowest level of improvement.

Cohort 13 Reading Outcomes per Individual School Student Adventures Regular Attendees Reading Improvement			
	Fall 2020 FAST Assessments Needing Improvement	Spring 2021 FAST Assessments Improved	Percent Improved
Bluff	18	13	72%
Jefferson	13	11	85%
Eagle Heights	17	14	82%
Total Cohort	48	38	79%

Cohort 13 Reading Outcomes per Individual School Student Adventures Regular Attendees Below Proficiency to Proficiency Achievement			
	Fall 2020 FAST Assessments Below Proficiency	Spring 2021 FAST Assessments At or Above Proficiency	Percent Moving from Below Proficiency to Proficiency
Bluff	18	5	28%
Jefferson	13	7	54%
Eagle Heights	17	8	47%
Total Cohort	48	20	42%

Cohort 13 Comparative Reading Outcomes: In the table that follows, all Student Adventures participants in Cohort 13 are assessed using the District’s proficiency FAST scores for Spring of 2021.

Cohort 13 Reading Outcomes Comparative Data All Student Adventures Cohort 13 Attendees vs Students not in the Program		
<i>No Data</i>	Spring 2021 % Proficient – FAST Reports All Clinton FRL Elementary Students Grades K-5	Spring 2021 % Proficient - FAST Reports All Students Adventures Students Grades K-5
	On-Level (Proficient)	On-Level (Proficient)
Bluff	43%	57%
Eagle Heights	58%	68%
Jefferson	48%	80%
Average – All Schools	50%	68%

Highlights from the *Student Adventures* Cohort 13 math and reading outcomes include the following:

- By Spring 2021, on average, *Student Adventures* students scored above the district average proficiency for math in a matched population of students.
- When matched with similar status students in their respective schools, *Student Adventures* students had reading proficiency levels significantly above proficiency reading levels of non-participants.
- 79% of students improved their reading scores and 74% improved their math scores.

Cohort 11 Math Outcomes: The CCSD presented evaluators with data for all participants with any level of involvement in Student Adventures school year programs. In the table that follows, all *Student Adventures* regular participants in Cohort 11 are assessed using FAST scores (K-1), iReady scores (grades 2-5) and Edmentum scores (grades 6-8) from Fall 2020 and Spring 2021.

Cohort 11 Math Outcomes per Individual School Student Adventures Regular Attendees Math Improvement			
	Fall 2020 FAST, iReady and Edmentum Assessments Needing Improvement	Spring 2021 FAST, iReady and Edmentum Assessments Improved	Percent Improved
Whittier	24	17	71%
CMS	13	9	69%
Total Cohort	37	26	70%

Cohort 11 Math Outcomes per Individual School Student Adventures Regular Attendees Below Proficiency to Proficiency Achievement			
	Fall 2020 FAST, iReady and Edmentum Assessments Below Proficiency	Spring 2021 FAST, iReady and Edmentum Assessments At or Above Proficiency	Percent Moving from Below Proficiency to Proficiency
Whittier	24	13	54%
CMS	13	5	38%
Total Cohort	37	18	49%

Cohort 11 Comparative Math Outcomes: In the table that follows, all Student Adventures participants in Cohort 11 are assessed using the District’s proficiency FAST scores (K-1), iReady scores (2-5), and Edmentum scores (6-8) for Spring of 2021.

Cohort 11 Math Outcomes Comparative Data All Student Adventures Cohort 11 Attendees vs Students not in the Program		
	Spring 2021 % Proficient – FAST, iReady and Edmentum Reports All Clinton FRL Elementary Students Grades K-8	Spring 2021 % Proficient – FAST, iReady and Edmentum Reports All Student Adventures Students Grades K-8
	On-Level (Proficient)	On-Level (Proficient)
Whittier	54%	58%
CMS	52%	54%
Average – All Schools	53%	56%

When using these measures, *Student Adventures* students in both target schools evidenced a higher percentage of proficiency when matched with elementary and middle school students at each of their respective sites.

Cohort 11 Reading Outcomes: The CCSD presented evaluators with data for all participants with any level of involvement in the *Student Adventures* school year program. 80% of Cohort 11 students improved their scores in reading as measured by FAST Assessments. Jefferson had the highest level of improvement in reading and Bluff had the lowest level of improvement.

Cohort 11 Reading Outcomes per Individual School Student Adventures Regular Attendees Reading Improvement			
	Fall 2020 FAST and Edmentum Assessments Needing Improvement	Spring 2021 FAST and Edmentum Assessments Improved	Percent Improved
Whittier	14	12	86%
CMS	11	8	72%
Total Cohort	25	20	80%

Cohort 11 Reading Outcomes per Individual School Student Adventures Regular Attendees Below Proficiency to Proficiency Achievement			
	Fall 2020 FAST and Edmentum Assessments Below Proficiency	Spring 2021 FAST and Edmentum Assessments At or Above Proficiency	Percent Moving from Below Proficiency to Proficiency
Whittier	14	7	50%
CMS	11	5	45%
Total Cohort	25	12	48%

Cohort 11 Comparative Reading Outcomes: In the table that follows, all Student Adventures participants in Cohort 11 are assessed using FAST (K-5) or Edmentum (6-8) proficiency benchmark scores for Spring of 2021.

Cohort 13 Reading Outcomes Comparative Data All Student Adventures Cohort 13 Attendees vs Students not in the Program		
	Spring 2021 % Proficient – FAST Reports All Clinton FRL Elementary Students Grades K-5	Spring 2021 % Proficient - FAST Reports All Students Adventures Students Grades K-5
	On-Level (Proficient)	On-Level (Proficient)
Whittier	51%	59%
CMS	58%	62%
Average – All Schools	55%	61%

Highlights from the *Student Adventures* Cohort 11 math and reading outcomes include the following:

- By Spring 2021, of the 16 *Student Adventures* regular attendees in the middle school below proficiency in math in the Fall of 2020, 38% had achieved proficiency in math.
- Compared with matched students in the general population, CMS students achieved proficiency levels 4 percentage points higher in reading than students not participating in the program.
- Similarly, when matched with a similar population of LSES students in their school, Whittier *Student Adventures* students had proficiency levels in reading 9 percentage points above a matched population and 4 percentage points above a matched population in math.
- Following school COVID shut-down in Spring 2020, students experienced significant achievement losses with many beginning the Fall 2020 semester two grade levels behind in both reading and math. In the whole Cohort, by Spring 2021, 70% of participants improved in math and 80% improved in reading.

VI. Participant Surveys (After-School Programs)

Objective G1-2: 75% of parents will agree that their child’s academics have improved and that the Student Adventures program provides extra academic support as measured by parent surveys.

Parent Surveys (2020-2021): Due to low enrollment due to COVID shut down and then hybrid learning days, parent survey return rate was low and must be interpreted with caution.

Cohorts 13 Parent Surveys (n = 26) 2020-2021				
The after school program is a program that:	Strongly Agree	Agree	Disagree	Strongly Disagree
Has caring staff that show concern	13	11	2	0
Is a safe place for my children	22	4	0	0
Provides extra academic support	15	8	1	0
Provides good enrichment activities	13	13	0	0
Has opportunities for student success	16	8	0	0
Has healthy physical activities	14	10	0	0
Provides good adult role models	16	16	2	0
Is necessary in the school	16	10	0	0
Meets my needs as a parent	16	6	4	0

Cohort 13 Parent Surveys (n = 26) 2020-2021			
My child(ren):	Yes	No	No Change Needed
Has improved in turning in homework	14	3	9
Gets along better with others	17	2	5
Attitude about school is better	16	3	5
Academics has improved	20	2	2
Has better social skills	20	2	4
Has more self confidence	19	2	3
Makes better use of their time	15	5	6
Has more learning opportunities	18	3	3
Has improved school attendance	8	7	11

In Cohort 13 (2020-2021), 90% of parents felt that the Student Adventures program resulted in improved academics for their child and 88% of parents felt that their child had better social skills; two key focuses of the program.

Cohorts 11 Parent Surveys (n = 9) 2020-2021				
The after school program is a program that:	Strongly Agree	Agree	Disagree	Strongly Disagree
Has caring staff that show concern	8	1	0	0
Is a safe place for my children	8	1	0	0
Provides extra academic support	5	4	0	0
Provides good enrichment activities	8	1	0	0
Has opportunities for student success	8	1	0	0
Has healthy physical activities	7	2	0	0
Provides good adult role models	8	1	0	0
Is necessary in the school	8	1	0	0
Meets my needs as a parent	8	1	0	0

Cohort 11 Parent Surveys (n = 9) 2020-2021			
My child(ren):	Yes	No	No Change Needed
Has improved in turning in homework	3	0	6
Gets along better with others	6	1	2

Attitude about school is better	4	3	2
Academics has improved	7	0	2
Has better social skills	7	1	1
Has more self confidence	5	1	3
Makes better use of their time	5	4	0
Has more learning opportunities	8	0	1
Has improved school attendance	3	0	6

Conclusion: In 2020-2021 Cohorts 11 and 13, of the 35 parents who returned surveys, the assessment question, “Provides extra academic support” met the criterion of 75% with 98% percent of parents agreeing to that statement. Of the 31 parents who felt their child needed improvement in academics, 27 (94%) felt their child’s academics had improved. **Objective G1-2 is met for the 2020-2021 year.**

Improvements Needed for G1-2: Evaluators suggest distributing surveys to parents at several points throughout the year and especially to parents whose child leaves the program early. Distributing at only one point (the end of the year) will capture only those who typically would endorse the program. In addition, with school closures and hybrid learning situations due to COVID, capturing parent responses at multiple points would likely have resulted in a higher return rate. Low return rates tend to skew numbers toward either very positive responses (parents who really endorse the program) or very negative responses (parents unhappy with the outcomes for their child) while the middle drops out. The CCSD may wish to consider alternative methods for survey distribution and collection that would result in a higher return rate from parents. Having surveys available online might increase participation and may be a viable means of capturing parents whose children leave the program throughout the year.

Parent surveys also included opportunities for parents to list activity preferences for their child in their respective afterschool program as well as a comment section. Parents were also invited via the surveys to volunteer in the afterschool program. A question for the Program Director would be how the CCSD attempts to capture and utilize those parents who express interest in volunteering. If parent volunteers are being utilized, contacts and hours in the program should be recorded for evaluation purposes.

VI. Participant and Teacher Surveys (After-School Programs)

Objective G1-3: 75% of regular attendees in the Student Adventures program will agree that they are doing better in school since attending the program as measured by student surveys.

Student Surveys: Student surveys were administered to 2020-2021 program participants at the end of the 2021 academic year. Student return rate was about 37%. Therefore, additional surveys were given to students who participated in the program during the 2020-2021 academic year in Fall 2021 to better capture the student population.

Student Surveys Cohort 13 (n=45 and n=43)				
	Yes Fall 2021	Yes Spring 2021	No Fall 2021	No Spring 2021
I like it	43	39	2	4
I look forward to coming to the program	45	37	0	6
I am very comfortable talking to after school staff and teachers	36	37	9	6
I feel like there is someone in the program to help when I need it	38	38	7	5
I think I am doing better in school since I started coming here	42	35	3	8

Student Surveys Cohort 11 (n=25 and n=15)				
	Yes Fall 2021	Yes Spring 2021	No Fall 2021	No Spring 2021
I like it	23	15	2	0
I look forward to coming to the program	23	14	2	1
I am very comfortable talking to after school staff and teachers	21	12	4	3
I feel like there is someone in the program to help when I need it	20	12	5	3
I think I am doing better in school since I started coming here	21	14	4	1

Conclusion: In the *Student Adventures* program, the assessment question, “I think I am doing better in school since I started coming here” was endorsed by 112 of 128 students completing surveys or 88%. **Objective G1-3 is met.**

Objective G1-4: Teachers with students enrolled in the Student Adventures programs will agree that 60% of their students have improved academic performance as measured by teacher surveys.

Teacher Surveys: Only 39 of a possible 145 teacher surveys were completed in the 2020-2021 academic year, likely due to continual disruptions in the learning environment and substantial prep time needed to accommodate students across different learning environments. Only six teacher surveys were completed for Cohort 11 middle school students and only two for Whittier Elementary students. As such, Cohort 11 data does not represent a valid sample. While the surveys distributed are more extensive, results reported here are only the results needed for GRPA requirements via the State of Iowa evaluation.

Cohort 13 Teacher Surveys Results 2020-2021 (n=30)			
	# Needing Improvement	# of students improved	% improved
Homework Completion + Class Participation	28	21	72%
Improvement in Behavior	14	8	57%

C11: Middle School Teacher Surveys Results 2020-2021 (n=6; invalid sample)			
	# Needing Improvement	# of students improved	% improved
Homework Completion + Class Participation	N/A	N/A	N/A
Improvement in Behavior	Invalid Sample		

C11 and C13: Elementary School Program Participants Needing Improvement Teacher Surveys Results 2020-2021 (n=33)			
	# Needing Improvement	# of students improved	% improved
Homework Completion + Class Participation	29	21	72%
Improvement in Behavior	15	9	60%

In the 2020-2021 Cohort 13 data, *Student Adventures* program at Bluff, Jefferson and Eagle Heights Elementary Schools, teachers responded that they saw academic improvement for 72% of students needing improvement. In the combined elementary school data from Cohorts 13 and 11, 72% of students made academic gains. Teachers also reported that 60% of elementary students had behavioral improvements. **Objective G1-4 is met for the elementary schools with the data provided, but sample size is questionable as to validity. Data provided for Cohort 11 was not a valid sample.**

Objective G2-1: 65% of Student Adventures participants will decrease their school absences to less than 5 days absent from the regular school day and the Student Adventures program as measured by program and District attendance records.

Attendance data could not be adequately measured due to COVID shut-downs, A/B hybrid scheduling, and student absences due to required quarantine when exposed to COVID. As such, attempts to adequately measure if students were absent less than five days was not attempted for this year's evaluation. We can, however extrapolate from attendance in the scheduled afterschool programs offered.

In Cohort 13, 91% of students were regular attendees and the average daily attendance rate per student was 82%.

In Cohort 11, 81% of students were regular attendees and the average attendance rate per student was 74%.

Objective G2-1 is met but with qualifications.

Objective G2-2: 75% of students in the Student Adventures program agree that they like the program and look forward to coming to the program and 75% of parents agree that their child has better social skills as measured by parent surveys.

Returning to the surveys presented earlier, across all three schools, 93% of Cohort 13 and 95% of Cohort 11 students surveyed said that they “Liked” the programs in 2020-2021. In addition, 93% of Cohort 13 and 93% of Cohort 11 said they “Looked forward to coming to the program.” Both of these percentages meet the criterion of 75% response rates.

In terms of parent responses (see previous survey results), 88% percent of Cohort 13 and 88% of Cohort 11 parents who felt their child needed improvement endorsed the statement, “Has better social skills.” This percentage meets the 75% criterion. **Objective G2-2 is met.**

Objective G2-3: Teachers agree that 60% of their students are more engaged in the learning process, are behaving well in class, and are getting along well with others.

The teacher survey sample for 2020-2021 consisted of only 39 surveys out of a possible 145 Student Adventures participants. These results include all students (not just those needing improvement). Though the sample size is being used for this evaluation, the sample should be considered statistically invalid.

- Behaving well in class: Cohort 13: 65% and Cohort 11: invalid sample
- Getting along well with others: Cohort 13: 72% and Cohort 11: invalid sample
- Participating well in class: Cohort 13: 69% and Cohort 11: invalid sample

Objective G2-3 is met for all elementary school. Middle School sample was invalid.

Objective G3-1: 50% of parents with students in the Student Adventures program will participate in a minimum of 2 family literacy activities/year as evidenced by event/participation records

Objective G3-2: 60% of parents attending Family Literacy events will agree that the event(s) helped them assist their child to succeed as measured by post-activity evaluations.

The Student Adventures Director shared with evaluators that no family events were held in 2020-2021 because the District was following CDC guidelines where no more than 10 persons were allowed to gather due to potential COVID spread.

Objectives G3-1 and G3-2 were not met due to CDC COVID 19 social distancing restrictions.

A great deal of evidence was provided regarding communication structures. The district provided printed monthly schedules (which parents receive). Each site has a dedicated web presence. Each site also had a unique monthly newsletter that parents received informing them of upcoming events, contract numbers for site personnel, and stories of program activities and successes.

VII. Cohorts 11 and 13: Conclusions and Recommendations

COVID-19 Statement: *Evaluators note that 2020-2021 was, again, an exceptional year for data collection as schools were in flux and all data should be viewed in light of learning losses due to ongoing COVID disruptions.*

In terms of attendance and adjustments to the program, attendance will clearly not be at the levels it would normally be, due to school closures and hybrid learning. The District did make a concerted effort to offer ongoing online academic assistance to Student Adventures students but again, attendance in these sessions was much lower than the hybrid and/or face-to-face afterschool program. A shortened face-to-face outdoor summer program was offered with attendance at about 30% of historical attendance numbers.

Summary of Progress on Objectives

Based on information provided to evaluators, achievement of objectives is noted as follows:

Goal I (G1): Provide at-risk grade K-8 students at Bluff, Jefferson, Eagle Heights, Whittier and Clinton Middle School with early and ongoing academic assistance to meet and/maintain reading and math proficiency.

Objective G1-1: When matched by similar demographics to non-participants in their school, a higher percentage of K-8th grade *Student Adventures* participants will be proficient in reading and math as measured by FAST and/or NWEA and Iowa Assessments.

Outcomes:

Cohort 13: By Spring of 2021, 60% of Student Adventures program participants were proficient in math compared to 50% among a demographically matched population of non-participating students. 68% of Student Adventures program participants were proficient in reading compared to 50% among a demographically matched population of non-participating students.

Objective G1-1 is met for math and reading in Cohort 13.

Cohort 11: By Spring of 2021, 58% of Student Adventures elementary-school program participants were proficient in math compared to 54% among a demographically matched population of non-participating students. 54% of Student Adventures middle-school program participants were proficient in math compared to 52% among a demographically matched population of non-participating students. 59% of Student Adventures elementary-school program participants were proficient in reading compared to 51% among a demographically matched population of non-participating students. 62% of Student Adventures middle-school program participants were proficient in reading compared to 55% among a demographically matched population of non-participating students.

Objective G1-1 is met for math and reading in Cohorts 11.

Objective G1-2: 75% of parents will agree that their child's academics have improved and that the Student Adventures program provides extra academic support as measured by parent surveys.

Outcomes:

Parent surveys were distributed to parents in the Spring of 2021. Because of the low return rate, ant results must be interpreted with caution.

Cohort 13: 90% of parents endorsed the statement that their child had “improved academics.”

Objective G1-2 is met for Cohort 13

Cohort 11: 100% endorsed the statement that their child had “improved academics.”

Objective G1-2 is met for Cohort 11

Objective G1-3: 75% of regular attendees in the *Student Adventures* program will agree that they are doing better in school since attending the program as measured by student surveys.

Outcomes:

Student surveys were administered to 2020-2021 program participants in the Spring of 2021 and again in the Fall of 2021 to capture students not completing the survey in Spring.

In the *Student Adventures* survey, the assessment question, “I think I am doing better in school since I started coming here” met the criterion of 75% with 88% percent of students agreeing to that statement.

Objective G1-3 is met.

Objective G1-4: Teachers with students enrolled in the *Student Adventures* programs will agree that 60% of their students have improved academic performance as measured by teacher surveys.

Outcomes:

Thirty-nine of a possible 145 surveys were returned (30 for Cohort 13 and 9 for Cohort 11), rendering the sample for Cohort 11 an invalid sample. Data presented can be viewed, but not considered reliable given the low return rate.

- In Cohort 11, 73% had teacher reported improvements in academics
- In Cohort 13, 70% had teacher reported improvements in academics

Objective G2-3 is met but with qualifications (poor sample size)

Goal 2 (G2): Increase positive youth development and decrease school truancy at Bluff, Jefferson, Eagle Heights, and Whittier Elementary Schools and Clinton Middle School by offering recreation, prevention and wellness activities for K-8th grade students.

Objective G2-1 65% of *Student Adventures* participants will decrease their school absences to less than 5 days absent from the regular school day and less than 5 days absent from *Student Adventures* programs.

Attendance data could not be adequately measured due to COVID shut-downs, A/B hybrid scheduling, and student absences due to required quarantine when exposed to COVID. As such, attempts to adequately measure if students were absent less than five days was not attempted for

this year's evaluation. We can, however extrapolate from attendance in the scheduled afterschool programs offered.

- In Cohort 13, 91% of students were regular attendees and the average daily attendance rate per student was 82%.
- In Cohort 11, 81% of students were regular attendees and the average attendance rate per student was 74%.

Objective G2-1 could not be determined due to COVID schedule disruptions.

Objective G2-2: 75% of students in the *Student Adventures* program will agree that they like the program and look forward to the program and 75% of parents agree that their child has better social skills as measured by parent surveys.

Outcomes:

Cohort 11: 95% of Cohort 11 students surveyed said that they "Liked" the programs from 2020-2021. 93% of Cohort 11 said they "looked forward to" the program. Both of these percentages meet the criterion of 75%.

Cohort 13: 93% of Cohort 13 said that they "Liked" the programs from 2020-2021. 93% of Cohort 13 said they "looked forward to" the program. Both of these percentages meet the criterion of 75%.

In terms of parent responses, 88% percent of Cohort 13 and 88% of Cohort 11 parents who felt their child needed improvement endorsed the statement, "Has better social skills." This percentage meets the 75% criterion.

Objective G2-2 is met for student responses but parent data was invalid.

Objective G2-3: Teachers agree that 60% of their students are more engaged in the learning process, are behaving well in class, and are getting along well with others as measured as by teacher surveys and school behavior reports.

Outcomes:

The teacher survey sample for 2020-2021 consisted of only 36 surveys out of a possible 145 Student Adventures participants. These results include all students (not just those needing improvement). Though the sample size is being used for this evaluation, the sample should be considered statistically invalid.

- Behaving well in class: Cohort 13: 65% and Cohort 11: 62%
- Getting along well with others: Cohort 13: 72% and Cohort 11: 68%
- Participating well in class: Cohort 13: 69% and Cohort 11: 70%

Objective G2-3 is met but should be viewed with caution due to sample size.

Goal 3: Support family literacy by providing access for parents of at-risk children at Bluff, Jefferson, Eagle Heights, and Whittier Elementary students and Clinton Middle School students Elementary schools to literacy programs, opportunities and services.

Objective G3-1: 50% of parents with students in the Student Adventures program will participate in a minimum of 2 family literacy activities/year as evidenced by event/participation records

Objective G3-2: 60% of parents attending Family Literacy events will agree that the event(s) helped them assist their child to succeed as measured by post-activity evaluations.

The Student Adventures Director shared with evaluators that no family events were held in 2020-2021 because the District was following CDC guidelines where no more than 10 persons were allowed to gather due to potential COVID spread.

A great deal of evidence was provided regarding communication structures. The district provided printed monthly schedules (which parents receive). Each site has a dedicated web presence. Each site also had a unique monthly newsletter that parents received informing them of upcoming events, contact numbers for site personnel, and stories of program activities and successes.

Objectives G3-1 and G3-2 were not met due to CDC COVID 19 social distancing restrictions.

Summary Points and Recommendations

In the after school, before school, and summer *Student Adventures* programs for grade K-8 students at Bluff, Jefferson, Eagle Heights, and Whittier Elementary Schools, and Clinton Middle School, *Student Adventures* staff are to be commended, especially during this very challenging year, for creating before, after school and summer school program activities that successfully align with the goals and objectives set forth in their Cohort 11 and Cohort 13 program proposals.

Evaluators note that these centers provided before, after, and summer school programs that targeted students of low socioeconomic status and/or students with low academic achievement in one or more academic areas while still being inclusive to all students within each school. Minority students being served reflect a proportionate percentage of minority students than in the overall school population for each school. Although overall enrollment was down significantly due to COVID, regular attendance in the program was on target, with 91% of students in Cohort 13 and 81% of students in Cohort 11 meeting the criterion of 30+ days for regular attendance. It should be noted that the lower percentage of regular attendance in Cohort 11 reflects largely middle school; where students may miss attending the program to participate in other afterschool activities such as sports or drama. Fifty-nine percent of attendees among both Cohorts attended for 100+ days.

Complete data sets were available for 99% of students enrolled in the programs. Outcome data reflects that program intervention produced significant progress in academic achievement outcomes, in spite of COVID disruptions. Comparing Spring 2021 proficiency levels with a similarly-matched demographic in the general student population, *Student Adventures* participants had higher proficiency levels than non-participants.

Each school under this grant presents unique challenges in that each serves a different population base within the community of Clinton. Given the individuality of the five schools, and the fact that these schools are linked under two *Student Adventures* cohorts, program personnel must continue to work to design effective activities and staffing patterns that align with the *unique* needs of their individual schools; while still retaining the overarching goals of the program.

Enrollment numbers and regular attendance at Clinton Middle School continue to warrant attention in terms of recruitment and retention. The Student Adventures program Director has noted that a new principal was appointed in the 2020-2021 academic year and feels that this principal is more supportive of the program and will play a principle role in assisting with recruitment.

The program has enlisted 45 community partners offering a total of \$84,964 dollars in financial support. A variety of sources support the program financially through grants, cut hourly rates for educators/facilitators for program components, partially discounted fees for community activities, and complete waving of fees or hourly rates for staff, educators and/or facilitators.

Management of these three centers is commendable. Communication structures are in place. The *Student Adventures* Director and Site Coordinators met regularly as outlined in the grant application. Meeting minutes reflect a variety of staff trainings available to site personnel. Each school has a *Student Adventures* Web/Facebook page and *Student Adventures* Newsletters are sent home with students and published on the web pages.

The *Student Adventures* Program Director has been effective in attempts to target program sustainability and a sustainability plan is on file with the *Student Adventures* Program Director and District. The plan includes goals, objectives, and timelines for meeting the objectives. The sustainability plan is reviewed and updated semi-annually.

One Clinton Community Governance Board Meeting was held quarterly and two Partner Advisory Board meetings were held. Meeting frequency for both groups decreased in 2020-2021, largely due to COVID impacts. Staff meetings were held every other week (with exceptions during school closures) throughout the 2020-2021 school year. Minutes from meetings note ongoing cooperation in new grant proposals, ongoing investigation of potential funding sources, programming discussions, recruitment efforts, problem-solving regarding students, scheduling, and budgeting, as well as information regarding staff trainings.

Parent and student perceptions of programs indicate that the vast majority of parents and students who completed surveys were satisfied with program offerings and find the centers a welcome addition to the Clinton Community.

Within the program goals, objectives, and activities to achieve the program objectives, evaluators note the following suggestions:

In the 2020-2021 academic year, completion of objectives meeting targets was substantial, considering the disruptions to school with COVID19. Personnel made good efforts to keep the program going virtually, accommodating the hybrid scheduling, and was able to provide a shortened and modified on-site summer program.

Historically (pre-COVID) program personnel should continue to develop strategies to engage parents in family literacy activities to move the percentage of families attending events closer to the target goal of 50% attending at least one event.

Parent and teacher return on surveys this year were not fully realized due to COVID19 and adjustments will need to be made on when and how those are delivered should there be ongoing issues with shutdowns or virtual options for parent's children.

Utilize prior *Student Adventures* students who have been successful in the program to work with younger students in the program to promote continuity of students and modeling of their own success.

Ongoing efforts to establish additional financial partners will be critical to keeping the programs open and running them at the capacity necessary to match student needs. Continued efforts in areas of private grants or contributions, reduced or waived fees from community partners, and the solicitation of more adult volunteers will be critical to ongoing sustainability.