

Local Evaluation for *Grantee Name*
2020-2021

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	
Grantee Name	Cedar Rapids CSD
Program Director Name	Steph Stulken
Program Director E-mail	sstulken@crschools.us
Program Director Phone	319-558-1334
Evaluator Name	Miriam Landsman
Evaluator E-mail	Miriam-landsman@uiowa.edu
Evaluator Phone	319/335-1257
Additional Information from Grantee (optional)	Project Director: Jenny Becker jbecker@zachjohnsongol.com J

Center Information Table	
Cohort	Centers
<i>(If not in a cohort, leave that cohort info blank)</i>	<i>(Enter Names of Centers, separated by commas)</i>
Cohort 10	
Cohort 11	Grant Elementary, Grant Wood Elementary, Hoover Elementary, Nixon Elementary, Taylor Elementary
Cohort 12	
Cohort 13	
Cohort 14	
Additional Information from Grantee (optional)	Taylor Elementary is privately funded

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	
• Needs Assessment Process	X
• Key People Involved	X
• Development of Objectives	X
Program Description	
• Program days and hours	X
• List of activities	X
• Location of centers	X
• Attendance requirements	X
• Governance (board, director, etc.)	X
Program Highlights	X

Kids on Course University (KCU) is in its fifth year as a 21CCLC summer-only program serving children and families in the Cedar Rapids Community School District. KCU is a collaboration with the Zach Johnson Foundation and the Cedar Rapids Community School District. KCU has served about 700 children each summer with high quality programming that meets their academic, nutrition and social-emotional needs in small class sizes taught by certified teachers at no cost to participants.

For the summer of 2020, the COVID-19 pandemic required a different type of programming. All the schools had been shut down, in-person activities were unsafe, and many in the community were out of work and struggling financially. The Cedar Rapids Community School District had implemented a meal distribution program at the outset of the pandemic, knowing that food insecurity would be a challenge for many families in the district. With permission from IDOE, KCU launched a program to distribute food and learning materials to benefit children and families in their homes, knowing that the challenge of food insecurity would be a continued problem for many vulnerable children and families in the community. The overall goal of the summer program was to extend the feeding program, keeping children nourished, while providing enrichment and learning activities to families.

Beginning June 8, 2020, Kids on Course University (KCU) distributed a “grab and go” hot lunch and breakfast for the next day as well as books, packets, and other academic support materials from nine school parking lots in the district, located strategically in all four quadrants of Cedar Rapids. Two of these sites are not part of the 21CCLC grant and were funded privately.

There was a Site Leader at each of the nine sites, working under the direction of the KCU Program Director, Steph Stulken. AmeriCorps Members, volunteers and other staff were also assigned to sites. Each site needed approximately three people to safely distribute the estimated 400 to 1,200 meals daily, five days a week, each week for nine weeks. The sites were open for meal distribution from 10:30 am – 1 pm daily, with staff arriving early to ensure proper logistics and safety and staying one hour after distribution in order to properly clean the site and make preparations for the following day.

Food, preparation, and administration costs related to nutrition were paid for by the USDA - Summer Meals program in alignment with federal guidance. A donor stepped forward to provide weekend food bags so there would be no gap in nutrition. Materials including books, academic materials and PPE were funded through the 21CCLC, the Zach Johnson Foundation, United Way of East Central Iowa, the Greater Cedar Rapids Community Foundation, Cedar Rapids School Schools Foundation, and various private donors. The program continued through August 7, 2020.

Kids on Course University Governance:

Eric Christenson, Cedar Rapids Community School District, Executive Director, Elementary Schools

Steph Stulken, Kids on Course University Program Director

Beth Malicki, Zach Johnson Foundation Board Member

Jonathan Galbraith, Cedar Rapids Community School District Building and Grounds Manager

Matt Dunbar, Cedar Rapids Community School District Custodial and Grounds Manager

Suzy Ketelsen, Cedar Rapids Community School District Food & Nutrition

Jennifer Hook Cedar Rapids Community School District Food & Nutrition

Patti Lucas, Cedar Rapids Community School District Confidential Secretary

Sherry Luskey, Cedar Rapids Community School District Accountant Manager

Greg White, Zach Johnson Foundation AmeriCorps Program Director

Jenny Becker, Zach Johnson Foundation Executive Director

Cassie Mitvalsky, Kids on Course Program Director

During the nine-week program, the following results were achieved:

246,016 meals were served

1321 students picked up books and participated in family nights

7926 meals were provided to families during family nights.

Stakeholder feedback, reported in this summary, found that the distribution of food, books, and other learning materials was highly valued and appreciated, especially during this difficult summer of the pandemic.

3. Demographic Data

Demographic Data Required Elements	Complete?
2020-2021 School Year Attendance Tables	
• 2020-2021 School Year Attendance Summary Table	NA
• 2020-2021 School Year Attendance Ethnicity Table	NA

• 2020-2021 School Year Attendance Special Needs Table	NA
Summer of 2020 Attendance Tables	
• Summer of 2020 Attendance Summary Table	NA
• Summer of 2020 Attendance Ethnicity Table	NA
• Summer of 2020 Attendance Special Needs Table	NA
Attendance Discussion	NA
Partnerships	
• 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 2020 and the Spring of 2021. There are separate tables for the Summer of 2020. Leave blank any cohorts that do not apply.*

21 st CCLC Program 2020-2021 School Year Attendance <i>Summary</i> Table				
Cohort	Attendees	Total Attendance	Male	Female
<i>Leave Blank if NA</i>		<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>
Cohort 10	All			
	Regular*			
Cohort 11	All			
	Regular*			
Cohort 12	All			
	Regular*			
Cohort 13	All			
	Regular*			
Cohort 14	All			
	Regular*			

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

21 st CCLC Program 2020-2021 School Year Attendance <i>Ethnicity</i> Table							
Cohort	Attendees	White	Hispanic/ Latino	American Indian/ Alaska Native	Black/ African American	Asian/ Pacific Islander	Unknown Race*
<i>Leave Blank if NA</i>		<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>
Cohort 10	All						
	Regular*						
Cohort 11	All						
	Regular*						
Cohort 12	All						
	Regular*						
Cohort 13	All						

	Regular*						
Cohort 14	All						
	Regular*						

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

21 st CCLC Program 2020-2021 School Year Attendance <i>Special Needs</i> Table				
Cohort	Attendees	LEP	Free and Reduced Price Lunch (FRPL)	Special Needs
<i>Leave Blank if NA</i>		<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>
Cohort 10	All			
	Regular*			
Cohort 11	All			
	Regular*			
Cohort 12	All			
	Regular*			
Cohort 13	All			
	Regular*			
Cohort 14	All			
	Regular*			

*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 2020 ONLY. Leave blank any cohorts that do not apply.*

21 st CCLC Program Summer 2020 Attendance <i>Summary</i> Table				
Cohort	Attendees	Total Attendance	Male	Female
<i>Leave Blank if NA</i>		<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>
Cohort 10	All			
	Regular*			
Cohort 11	All			
	Regular*			
Cohort 12	All			
	Regular*			
Cohort 13	All			
	Regular*			
Cohort 14	All			
	Regular*			

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

21 st CCL Program Summer 2020 Attendance <i>Ethnicity</i> Table							
Cohort	Attendees	White	Hispanic/Latino	American Indian/	Black/African	Asian/Pacific	Unknown Race

				Alaska Native	American	Islander	
<i>Leave Blank if NA</i>							
Cohort		<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>
	All						
Cohort 10	Regular*						
	All						
Cohort 11	Regular*						
	All						
Cohort 12	Regular*						
	All						
Cohort 13	Regular*						
Cohort 14	All						
	Regular*						

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

21 st CCLC Program Summer 2020 Attendance <i>Special Needs</i> Table				
Cohort	Attendees	LEP	Free and Reduced Price Lunch (FRPL)	Special Needs
<i>Leave Blank if NA</i>		<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>
Cohort 10	All			
	Regular*			
Cohort 11	All			
	Regular*			
Cohort 12	All			
	Regular*			
Cohort 13	All			
	Regular*			
Cohort 14	All			
	Regular*			

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

Attendance Discussion.

Attendance Discussion Required Elements	Complete?
General discussion on attendance including	
• Percentage of 21 st CCLC attendance compared to total population.	NA
• Percentage of attendees who are FRPL.	NA
• Efforts to increase and keep attendance high.	NA
• Recruitment efforts.	NA

<ul style="list-style-type: none"> Discussion on how contact hours requirement is being met. <i>60 hours per month (3 hours per day x 5 days a week) during weeks when school is in session (not counting Christmas or Spring Break)</i> <i>Explain WHY attendance met or did not meet grant goals.</i> 	NA
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Attendance discussion:

Attendance was not relevant to the Summer 2020 program due to the pandemic.

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*

21 st CCLC Program 2020-2021 Partnerships Table					
Name of Partner <i>(Enter name of Partner)</i>	Type*: Full/ Partial/ Vendor <i>(descriptions below)</i>	Contribution Type <i>(From list above)</i>	Staff Provided <i>(Describe if applicable)</i>	In-kind Value <i>(Monetary Value if unpaid partner)</i>	Number of Centers Served <i>(Input the number of centers this partner served)</i>
Zach Johnson Foundation	Full	2, 7	3	\$75,000	all
Cedar Rapids Community Foundation	Full	2		\$22,000	all
Diamond V Mills	Full	2		\$30,000	all5
Kirkwood Community College	Full	3		\$1000	all5

Kids on Course AmeriCorps Program	Full	7	27 Summer AmeriCorps Members	\$66,150	all5
Cedar Rapids Schools Foundation	Full	2		\$15,000	all5
Cedar Rapids Public Library	Full	3		\$500	all5
Dr. Miriam Landsman	Vendor	1			all5
Grand Canyon University	Full	6	2	\$280	1
HACAP Back Pack Program	Partial	5		\$800	5
City of Cedar Rapids	Full	7		\$15,000	All
United Way of East Central Iowa	Full	7		\$5,000	All
Van Meter	Full	7		\$3,000	All
The Bookhouse	Vendor	5			All
Riverside Casino	Full	3		\$500	All

**Full – partner works with local program at no cost to the program*

Partial – partner works with local program by providing discounted costs/rates

Vendor – services only provided with a cost to the program

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

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

Partnerships allowed students in Cedar Rapids Community schools to eat two nutritious meals a day and to have food bags over the weekend. These partnerships also provided weekly learning activities for children to work on at home, and opportunities for children to select from a variety of new books to read at home, helping to keep their reading skills up.

The Zach Johnson Foundation provided staff support for planning and execution. The AmeriCorps program provided three to four members at each location. In addition, the Kids on Course AmeriCorps Program Director developed and implemented safety protocols for all locations.

Funding partners included the Greater Cedar Rapids Community Foundation as well as the Cedar Rapids Schools Foundation and the United Way of East Central Iowa.

VanMeter, Inc. provided a PPE donation, making sure that the distribution sites were safe for all staff.

Partnerships with the City of Cedar Rapids and the United Way of East Central Iowa were vital to the program's efforts to impact literacy and connect with vulnerable families in the community. The City of Cedar Rapids received a grant to fund our family nights, which lead to nearly 8000 meals being distributed to families in need. In addition, students received brand new books at family nights through a partnership with the Take 5 Summer Reading program, administered by the United Way of East Central Iowa.

Partners such as the Bookhouse, the Cedar Rapids Public Library and Riverside Casino provided materials and enrichment activities that were distributed to families. Dr. Miriam Landsman conducted site visits, talked with parents, staff, volunteers, and stakeholders, analyzed parent survey data and compiled results.

Parent Involvement Information and Discussion.

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

Parent involvement discussion:

Due to the pandemic and school closures, KCU was not able to offer parent nights as in previous years. However, parents had a key role in the program that was offered during Summer 2020. It was parents, sometimes grand-parents or great-grandparents, who drove to the child's school, mostly on a daily basis, to pick up meals and learning materials.

The evaluator, Dr. Landsman, observed the distribution process at two of the schools. She noted the interactions between parents and teachers or volunteers as each parent drove up to pick up the day's meals. There were friendly exchanges, sometimes discussions about whether the parent had decided about their child(ren) going back to school in person or continuing remotely. Some parents came alone, while others brought a car full of children. When there were children present, the teacher or volunteer

would often talk/make some connection with the child. These interactions were friendly and caring. In some instances, one adult came to collect meals for multiple families. Consistent with frequent comments in parent surveys, the evaluator found the process to be very well organized, efficient, quick, friendly, and safe.

Dr. Landsman also noted that in previous years, one area in which parents expressed concern was in communication with teachers. The circumstances of this pandemic summer appeared to strengthen the connection between parents and their child(ren)'s school, since the primary point of contact was the parent.

Results from parent survey

A parent survey distributed at the end of the summer program was completed by 431 parents. Respondents represented all nine schools, with a range of 9 to 82 respondents per school. The survey contained five brief response items analyzed quantitatively, and three open-ended items that were analyzed qualitatively and tallied by key themes. Responses are summarized below:

1. The question "How many children, under 18, did you get meals for?" yielded a median of 3. Eight percent of parents picked up meals for 1 child, nearly 30% for 2 children, 24% for 3 children, 15% for 4 children, and 10% for 5 children. About 10% of parents picked up meals for 6-10 children; and 2% of parents picked up meals for 11 or more children. These data indicate a wide range in the number of children for whom parents picked up food.

2. For the question "How often did you come to the meal site?" the most frequent response, by 67% of parents, was "daily." The response of "weekly" was reported by 21% of parents. Eleven percent said they came to the meal site "occasionally." This indicates that for the largest segment of families, food needs were being met daily by KCU.

Three Likert-type items asked parents to rate their level of satisfaction (very satisfied, satisfied, neutral, dissatisfied, very dissatisfied) with a statement about the program.

The meals helped to supply our family with needed food: 83% reported very satisfied, 16% satisfied, <1% neutral.

KCU and AmeriCorps volunteers were kind and respectful: 95% very satisfied, 5% satisfied, <1% neutral.

The weekly enrichments this summer gave my student an activity to keep connected to learning: 63% very satisfied, 24% satisfied, 12% neutral, <1% dissatisfied.

Responses to these survey items indicate that satisfaction was highest for the attitudes of the volunteers, a finding that was validated in the qualitative data analysis. Satisfaction with the food/meals was also very high. The slightly lower numbers for the enrichment activities (though still quite positive) may reflect the fact that not everyone made use of these activities.

The three open-ended survey questions were: *What did you appreciate most about the meal sites?*; *What would you have changed to make your experience better?*; and *If you participated in the Take 5 Summer Reading program, what was the highlight?* To analyze these responses, we identified key themes that emerged from parents' words, then tallied the number of respondents who articulated each theme. Since many parents listed more than one item, responses reported here exceed the total

number of people who completed the survey. In the Stakeholder Input section later in this report, we offer some of the parents' responses verbatim.

What did you appreciate most?

Ten key themes emerged from this question:

- 1) friendliness, kindness, helpfulness of staff/volunteers (n=138)
- 2) location/convenience/accessibility (n=106)
- 3) food variety/quality (n=71)
- 4) quick/efficient/organized process (n=54)
- 5) stress reduction/easing financial burden (45)
- 6) opportunity for social interaction (n=20)
- 7) enjoyable for the kids (n=18)
- 8) brought a sense of normalcy/routine (n=16)
- 9) safety protocols in place (n=12)
- 10) general comment of "everything" (n=13).

What would you have changed to make your experience better?

There were relatively few suggestions for this item; most parents indicated "nothing," offered a positive comment, or left it blank. The few suggestions included: 1) post the menu ahead of time (n=9); and 2) offer more variety/fresh produce (n=7). There were a couple of comments about specific food types, such as dairy-free, no meat, no pork, less fried food or sugar, or *less* healthy foods, but these were suggested by one or two respondents.

If you participated in the Take 5 Summer Reading program, what was the highlight?

Among those parents who responded to this question, there was an overwhelmingly positive response. Parents indicated that their child(ren) loved getting new books and/or getting to choose their books (n=64). Several parents commented on the children reading more (n=17), some commented on the additional food (n=10), and 2 parents noted that they did not participate because they learned about this opportunity too late.

In sum, results from the parent survey suggest a high level of satisfaction and appreciation of the services that KCU was able to offer during a very trying summer.

GPRA Measures

For 2020-2021, the US DOE has indicated that 21st CCLC Programs should measure 14 performance indicators that follow the Government Performance and Results Act (GPRA). Please note the GPRA data intends to measure student improvement based on how many regular attendees needed improvement. If you do not have this number, then enter the total number of Regular Attendees for each grade level instead. Also note that reading scores can be used for GPRA Measures 4-6 – Improvement in English. This is the same data reported online to the APR Data System.

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

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:			
1. The number of elementary 21 st Century regular program participants who improved in mathematics from fall to spring.			
2. The number of middle/high school 21 st Century regular program participants who improved in mathematics from fall to spring.			
3. The number of all 21 st Century regular program participants who improved in mathematics from fall to spring.			
GPRA Measures 4-6 – Improvement in English			
Assessment Tool Used: FAST assessment			
4. The number of elementary 21 st Century regular program participants who improved in English from fall to spring.			
5. The number of middle/high school 21 st Century regular program participants who improved in English from fall to spring.			

GPRA Measures	Number of Regular Student Attendees Needing Improvement	Number of Students Who Improved	Percentage of Students Who Improved
6. The number of all 21st Century regular program participants who improved in English from fall to spring.			
GPRA Measures 7-8 – Improvement in Proficiency			
Assessment Tool Used: FAST assessment			
7. The number of elementary 21st Century regular program participants who improve from not proficient to proficient or above in reading.			
8. The number of middle/high school 21st Century regular program participants who improve from not proficient to proficient or above in mathematics.			
GPRA Measures 9-11 – Homework and Class Participation			
Assessment Tool Used:			
9. The number of elementary 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.			
10. The number of middle/high school 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.			
11. The number of all 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.			
GPRA Measures 12-14 – Student Behavior			
Assessment Tool Used:			
12. The number of elementary 21st Century regular program participants with teacher-reported improvements in student behavior.			
13. The number of middle/high school 21st Century regular program participants with teacher-reported improvements in student behavior.			

GPRA Measures	Number of Regular Student Attendees Needing Improvement	Number of Students Who Improved	Percentage of Students Who Improved
14. The number of all 21st Century regular program participants with teacher-reported improvements in student behavior.			

GPRA Measures Discussion.

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

GPRA Measures Discussion

KCU was not able to collect GPRA measures due to the pandemic.

4. 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.	NA
• Full Methodology used for measurement.	NA
• Justification for Rating	NA
Local Objectives Discussion	NA

Local Objectives Data Tables.

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

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

Cohort 10 Table

Cohort 10 Objectives	Objective Rating	Methodology/Justification for Rating

Cohort 11 Table

Cohort 11 Objectives	Objective Rating	Methodology/Justification for Rating
KCU's regular objectives were waived during summer 2020	NA	NA

Cohort 12 Table

Cohort 12 Objectives	Objective Rating	Methodology/Justification for Rating

Cohort 13 Table

Cohort 13 Objectives	Objective Rating	Methodology/Justification for Rating

Cohort 14 Table

Cohort 14 Objectives	Objective Rating	Methodology/Justification for Rating

Local Objectives Discussion.

Local Objectives Discussion Required Elements	Complete?
<ul style="list-style-type: none"> Statistical Analysis as Applicable. 	NA

• Improvement over more than one year as observed.	NA
• Applicable graphs, tables, and/or charts.	NA
• Details on methodology and ratings as needed.	NA
• Clarification for objectives not met.	NA
• Clarification for objectives not measured.	NA

Local Objectives Discussion:

With prior approval from IDOE, KCU's local objectives were suspended during Summer 2020, due to the inability to provide formal programming during the pandemic.

5. 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)

From the evaluator's observations of the food distribution process, conversations with staff, teachers, volunteers, parents, and children, KCU's summer program filled a vital need in the community for nourishment, social interaction, and compassion during a very difficult summer. Even though families remained in their cars for safety, there was friendly interaction and connection evident with teachers and staff. Feedback from parents and staff indicated that this program was invaluable for families, especially those hit hard by unemployment and social isolation due to the pandemic. For some, this was their only opportunity to see or talk to another person outside of their family. And for many, receiving nutritious meals every day was essential for their children's well-being. The distribution process was well-organized, efficient, and safe---comments made by many parents on the survey distributed at the end of the summer.

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

Success Stories (names have been changed to protect the children)

During the spring and summer of 2020, small businesses were forced to close as COVID shut down the world. In Cedar Rapids, one small business was run by the parents of three girls. Not only was their income non-existent, they were quickly thrust into the role of teaching their elementary and middle school aged daughters.

Kids on Course took over the Cedar Rapids Community Schools drive up breakfast and lunch sites to serve the children and families of the community two meals each day. The Jones family had been accessing the meals as not just something to do every day, it became a lifeline for their families. Each day, they would pick up six meals to feed their daughters. That was food that they girls enjoyed, but also allowed for their family to reduce their grocery bill. When your business is shut, you still have to feed your family!

As the weeks continued during the summer, every day, the girls would ride their bikes to the Grant Wood site with smiles on their faces. The KOC staff quickly formed a relationship with them and weekly, couldn't wait to give them the STEM challenge that was also provided. The family always mentioned that their daily outings to grab food was a highlight. Even bringing cookies for the staff that they interacted with daily. KOC allowed this small business' family to survive and even thrive during the months of extreme hardship. The store is now reopened, and the girls are back in person learning with their peers.

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

During the summer of 2020, the main goal of the program was the safe and efficient distribution of meals to hundreds of families each day. Each Site Leader worked closely with their partners in the Food and Nutrition Department, making sure that meals were held at the appropriate temperature and that protocols for safety were followed, given the ongoing status of the global pandemic.

To practice social distancing, each site was set up as a 'drive-through' so that participants could stay in their vehicle. Drivers indicated the number of meals they needed, and staff quickly implemented a system to communicate that number to the team inside of the building. Each day, as staff became familiar with families coming to the meal sites, they were able to anticipate the number of meals each family needed and have them bundled and ready to go.

Site managers monitored attendance and activity closely and adjustments were made to distribution practices as well as food preparation. In some cases, staff was reallocated to sites that experienced greater demand.

Throughout the duration of the program, several adjustments were made including use of additional signage, which assisted with traffic control and congestion, and increased the speed at which families received their meals.

The adjustments that were made to preparation, distribution, staffing and traffic signage led to a safe and efficient system, as evidenced by the survey response from families.

Pictures







Student, teacher, parent, and stakeholder input

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

Parents

At the end of the summer, a survey was distributed to parents, asking about their experiences with KCU's programming. Surveys were completed and returned by 431 parents. Results from this survey, as reported in the Parent Involvement section of this report, showed that parents highly valued and

appreciated the services provided. Below is a selection of verbatim responses to the three open-ended survey questions.

What did you appreciate the most about the meal sites?

Due to the pandemic, I have been laid off. The lunches helped our family greatly.

That you guys provided the kids meals in this hectic time.

Very helpful, taking care of 4 grandchildren.

All the volunteers are heroes and thank you so much!

Convenient, how nice it's been, the kids love it.

Proximity and following CDC guidelines.

Being able to have a healthy breakfast and lunch for my grandkids all during this difficult time.

Helped with food in the house and brought a sense of school normalcy home to the kids with the school lunch.

Every day children loved looking forward for me to get breakfast/lunch. Happy children are always a plus!

Seeing teachers every day.

I picked up meals for my grandsons. It gave me a chance to go see them and have the special time when they got so excited to see what I brought them!

Friendly faces when picking up food

I appreciate everything they do every day about the meal sites.

The convenience!

At our school so very close; masks worn

Meals on time, packaged well, niceness of the people

Quick, friendly, and courteous service along with daily check-in—extra mile!!

The staff were always polite and checking in on the families. No one was judgmental!

Getting food during a time when shopping feels risky and I wasn't working March-July. Just seeing people outside my family bubble and having someone to say hi to. Not having to bring my kids.

Other than the food, it gave the girls something to look forward to and to get to see staff they have missed dearly as well as make new friends.

Friendliness of the volunteers and the information and packets for the kids. Son also enjoyed having school meals even though it wasn't safe for him to go to school.

Some days it was the only thing for the kids to look forward to.

Helpful, kind workers

My child was able to stay connected to the school and enjoyed the smiling faces.

The opportunity to get out of the house and interact with others.

They're nice and helpful—they recognize our vehicle.

Staff was very friendly and helped with summer financial burden.

I'm on social security so when the great grandchildren come to spend the night it helps.

The convenience was very appreciated. I didn't have to bring the kids along which made me feel better.
Less corona exposure.

Friendliness, extra food sometimes, food for breakfast and lunch.

Not having to worry about what was for lunch every day.

Easy, organized, people were kind.

Drive-up, ready, safe, nutritious breakfast and lunches.

Friendly and fun activities for the kids.

The ease of picking up the meals and the positive attitude of staff even during inclement weather.

Convenient and nice variety, they loved wondering and seeing what they were going to have.

Able to feed the kids during this rough time.

What would you have changed to make your experience better?

Everyone deserves high praise for making the best out of the circumstances.

I would change nothing because what they were doing was excellent.

So appreciated by my son and his family.

It was perfect!

It would have been nice to know ahead of time what the menu was –posted online?

Meals with more fresh fruit not in plastic bags.

Less broccoli, cauliflower, tomatoes, peppers.

Nothing--except you can probably save time and not package fruit -just do whole.

More dairy-free options—we have 1 kid with dairy allergies

Provide a vegetarian option daily.

If you participated in the Take 5 Summer Reading program, what was the highlight?

The books were wonderful. My kids loved to read every book from the program.

My child really enjoyed the books that she received. She was very eager to read them.

My girls were so excited to be able to select the books they wanted! They were so happy to be able to pick them up, didn't want to stop reading to eat the great supper you provided for us. Thank you for everything!

The kids loved getting new books! It was definitely a highlight in the summer.

My daughter loves to read! Getting books is one of her favorite things. She sat and read 2 the first day! She loved them! Thank you!

My son with special needs got some new books.

Seeing our child's ability to grow during these tough times.

My son really enjoyed picking out the books!

They loved all the books, good selections.

They got books and stuff and they were excited.

The kids read every day.

We try to keep the kids reading.

The extra meal was very nice and appreciated.

Several parents wrote additional comments at the end of the survey, for example:

Thanks to everyone who made this possible this summer!

The teachers went above and beyond to stay connected to the students. Examples are air hugs, zoom meetings, giving contact info, and bingo night.

Bless you all! It helps to know so many people truly care.

The staff was great and very friendly all the time! thanks for a great summer and lots of good meals.

The evaluator also talked with some parents as they drove through to pick up meals. Their comments were consistent with the survey responses. One parent was there to picking up food for nine families; she would leave packages at each family's door to ensure safety. Another parent described the service as "a lifesaver—I don't know how I would have fed my kids this summer." Another parent commented that "the volunteers are always so kind and friendly—the only bright spot in these times." One person who was picking up food for her grandchildren said "I'm so grateful to everyone for doing this."

Teachers/Volunteers/Students/Stakeholders

Although surveys were distributed only to parents this summer, the evaluator was able to talk to some staff, volunteers, and students during the site visits.

One teacher remarked that a benefit this summer was “getting to know the parents better, seeing them day after day.” One of the points of conversation between parents and teachers was whether their child would return to school in person or virtually, a decision that was on everyone’s mind as the school year was approaching. One staff member estimated that “about 40% want their children to go back in person, 60% virtual.”

Staff and volunteers expressed the value of this summer distribution program and the role they are playing: “A lot of families in this community are out of work, and they really need this help;” “I’m glad to be part of this;” and “I love seeing the kids and families, even if they’re in their cars.”

Students, who were in the cars with their parents, were shy about talking with the evaluator. One student quipped that coming here was “the best part of the day!” Another student said that they “liked the books and the paints.” Another liked the “playdoh and sidewalk chalk.” Looking at the food package being loaded into his car, one student said, “I hope it’s hamburger today!”

Partners

“During the summer of 2020, we were determined to do something important and meaningful for the kids in our community. There was so much uncertainty and so much need and were honored to be part of a program that kept kids and families nourished during challenging time. This program addressed food insecurity as well as family literacy and engagement.” - Pat Cobb, Board Chair, Zach Johnson Foundation

“The Kids on Course AmeriCorps program partnered with the Cedar Rapids Community School District during the summer of 2020, providing 26 AmeriCorps members to serve in the District’s COVID-19 response summer program. During the summer of 2020, these members were the frontline people handing out 250,000 food bags and enrichment activities to families over the summer at nine sites. The members graciously served in this non-traditional role and multiple members have since returned to the program for subsequent terms of service.” Greg White, Director of Kids on Course AmeriCorps Program

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 Discussion:

Original plan from grant application summary: The 21st CCLC funding this grant is requesting makes up about 30% of the total program budget for Kids on Course University. Six community partners are offsetting the cost of the program through donations or in-kind gifts, with more being recruited. That diversity of funding makes the program sustainable and maximizes the impact of any 21st CCLC funds. Currently six community groups have committed in-kind donations, dollars or services that reduce the KCU budget significantly. The Zach Johnson Foundation will continue to lead the effort to tap the vast resources of the Cedar Rapids community to ensure the long-term success of this program.

The multiple partners contributing more than 70% of the current budget for Kids on Course University is a strong demonstration of the long-term sustainability of this program. While the loss of 21st Century Learning Grant dollars would have a significant impact, the program would survive in some form if Congress no longer supported this federal program. Program leaders intend to apply for future 21CCLC dollars to continue the program at its current high level of effectiveness. The Zach Johnson Foundation is committed to continuing fundraising and partnership building to maintain and grow the program to reach even more students who need summer academic and emotional support.

The outreach for continued financial and in-kind support includes collaborations with the Boys and Girls Club of Cedar Rapids, and other summer program partners who could round out the day for students in Kids on Course University. Other summer partners such as Kirkwood Community College and the Kernels Minor League Baseball team have already committed to larger roles in providing enrichment and attendance incentives for students. A new partnership with the Cedar Rapids Ice Arena and City of Cedar Rapids Pools also will hold costs steady and will open up fun opportunities for children with financial barriers to these outings.

Finally, additional grants to buttress future financial needs have been completed and awarded for future summers. One of the main funders is the United Way of East Central Iowa, which is funding a non-21CCLC supported school, but is growing the program's reach by including a previously uninvolved high-needs school. Community meetings with donors regarding Kids on Course University's success has also increased the individual gifts to the program.

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

Kids on Course University (KCU) is in its fifth year as a 21CCLC summer-only program serving children and families in the Cedar Rapids Community School District. KCU is a collaboration with the Zach Johnson Foundation and the Cedar Rapids Community School District. KCU has served about 700 children each summer with high quality programming that meets their academic, nutrition and social-emotional needs in small class sizes taught by certified teachers at no cost to participants.

In the Summer of 2020, KCU received permission from IDOE to implement a very different type of program due to the pandemic and school closures. Between June 8 and August 7, 2020, KCU distributed a “grab and go” hot lunch and breakfast for the next day as well as books, packets, and other academic support materials from nine school parking lots in the district, located strategically in all four quadrants of Cedar Rapids.

There was a Site Leader at each of the nine sites, working under the direction of the KCU Program Director, Steph Stulken. AmeriCorps Members, volunteers and other staff were also assigned to sites. Each site needed approximately three people to safely distribute the estimated 400 to 1,200 meals daily, five days a week, each week for nine weeks. The distribution process was well-organized, efficient, safe, and accessible to families.

Stakeholder feedback, reported in this summary, found that the distribution of food, books, and other learning materials was highly valued and appreciated, especially during this difficult summer of the pandemic. With many families struggling financially due to layoffs, and feeling socially isolated due to the pandemic, the KCU 2020 Summer program offered friendly, caring support and nutritious meals to families throughout Cedar Rapids. Children benefitted additionally from access to new, free books of their own choosing, as well as other creative learning materials that they used at home. The ability to pivot during a time of crisis to meet community needs speaks to the staff’s commitment and creativity, and to strong support from community partners,

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

URL: <https://crschools.us/app/uploads/2021/11/Local-Evaluation-for-KCU-2021-21.pdf>

Local evaluation results will be disseminated on the program website, through presentations at stakeholder meetings, and distributed to all Zach Johnson Foundation board members. Information is also shared with donors, school board members, and via a newsletter to stakeholders.

Recommendations for Local Objectives.

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

Recommendations for Local Objectives:

Summer 2020 programming for KCU was unique to the circumstances created by the pandemic. The activities, participation in field trips, parents' receipt of report cards, and parent/guardian participation in family night, were suspended for summer 2020. To the extent possible they will resume in summer 2021.

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

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

Based on the unique circumstances of Summer 2020, we did not have any other suggestions for changing the program in Summer 2021. KCU was able to resume in-person educational programming in Summer 2021. This will be discussed in the Summer 2021 evaluation report.

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.

As noted throughout this report, the COVID-19 pandemic had a profound effect on the Summer 2020 program. With permission from IDOE, KCU offered a summer program that focused on food distribution as well as distribution of books and other learning activities for students to be able to complete at home, and safely. These services were utilized by a large segment of the community. Based on surveys and conversations with parents, staff and stakeholders, there was great appreciation for this assistance during a period of high stress and financial difficulty for so many families.