



IOWA AFTERSCHOOL REPORT 2012



Iowa Department of Education



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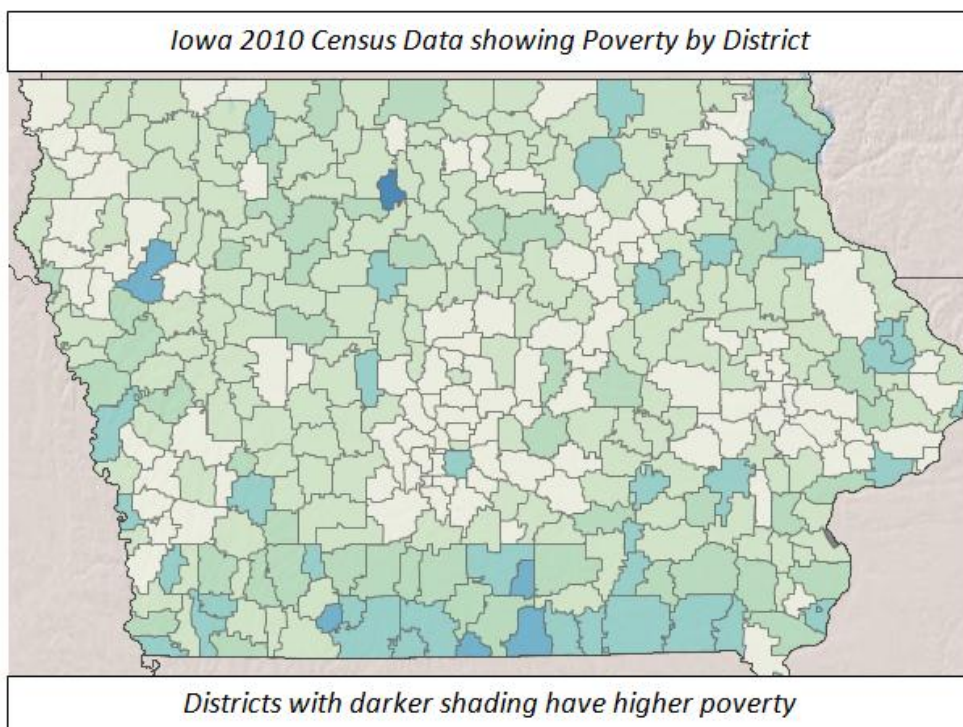
EXECUTIVE SUMMARY

- Vic Jaras, Iowa Department of Education

Afterschool in Iowa is primarily funded by the 21st Century Community Learning Centers (CCLC) federal Title IVB program. All federal title programs target children in poverty. Over the last ten years from 2000 to 2010 poverty among Iowa children has increased beyond the national average (33 percent) in the following categories: Rural Counties (42.8 percent), Suburban Counties (46.5 percent), and Urban Counties (57.4 percent) according to US Census data compiled in the Iowa Kids Count Report of 2011.

With poverty increasing among our children, it behooved us to develop different strategies that focused on serving more children more efficiently.

The Iowa Department of Education and the Iowa Afterschool Alliance established a vision exemplified through setting long-term goals to serve all children who need afterschool programs.



Data from Every Child Matters states that 98,000 Iowa children live in poverty. From 1969 to 2009, while the United States' rates of children in poverty have grown at a rate of 3.1 percent, the rates for Iowa cities have climbed 6.1 percent, almost twice the national rate of growth (Peters).

The 21st CCLC grant provides funding to develop models of afterschool programs that can be shared and replicated around the state. Each proposal undergoes a rigorous peer review process and those with the highest scores are further reviewed to ensure that the Iowa Department of Education is providing for the largest number of children through an equitable distribution of grant awards.

In Iowa, another factor we must consider is children home alone. There has been a rise in children being home alone due to both parents working and single parent households

- In Iowa, 32 percent (166,583) of K-12 youth are responsible for taking care of themselves after school.
- Of all Iowa children not currently enrolled in afterschool, 35 percent (161,290) would be likely to participate if an afterschool program were available in their community.
- Ninety-two percent of parents in Iowa are satisfied with the afterschool program their child attends.
- Eleven percent (58,123) of Iowa's K-12 children participate in afterschool programs, including 5,613 kids in programs supported by the U.S. Department of Education's 21st Century Community Learning Centers initiative, the only federal program dedicated to afterschool.

“Working parents need a safe place for their children during the afterschool hours before they come home. School-based learning centers can provide safe, drug-free, supervised and cost-effective havens for students and families. We need to continue to support them.”

- Tom Harkin
U.S. Senator

Children are the future of Iowa and we must invest wisely in them for long term academic, social and economic benefits. Afterschool and summer school programs specifically target children who need extra support. Although academic improvement is a priority, 21st CCLC programs provide support for the needs of the whole child.

“Early interventions for disadvantaged children promote schooling, raise the quality of the workforce, enhance the productivity of schools and reduce crime, teenage pregnancy and welfare dependency. They raise earnings and promote social attachment.”

- Nobel Prize-winning economist James Heckman
The Economics of Investing in Children

In the past 18 months the number of children being served in Iowa has increased with each new application.

In 2012, 1,700 children were added through new grant applications and in 2013, an additional 2,250 children will receive services because of the 21st CCLC grant.

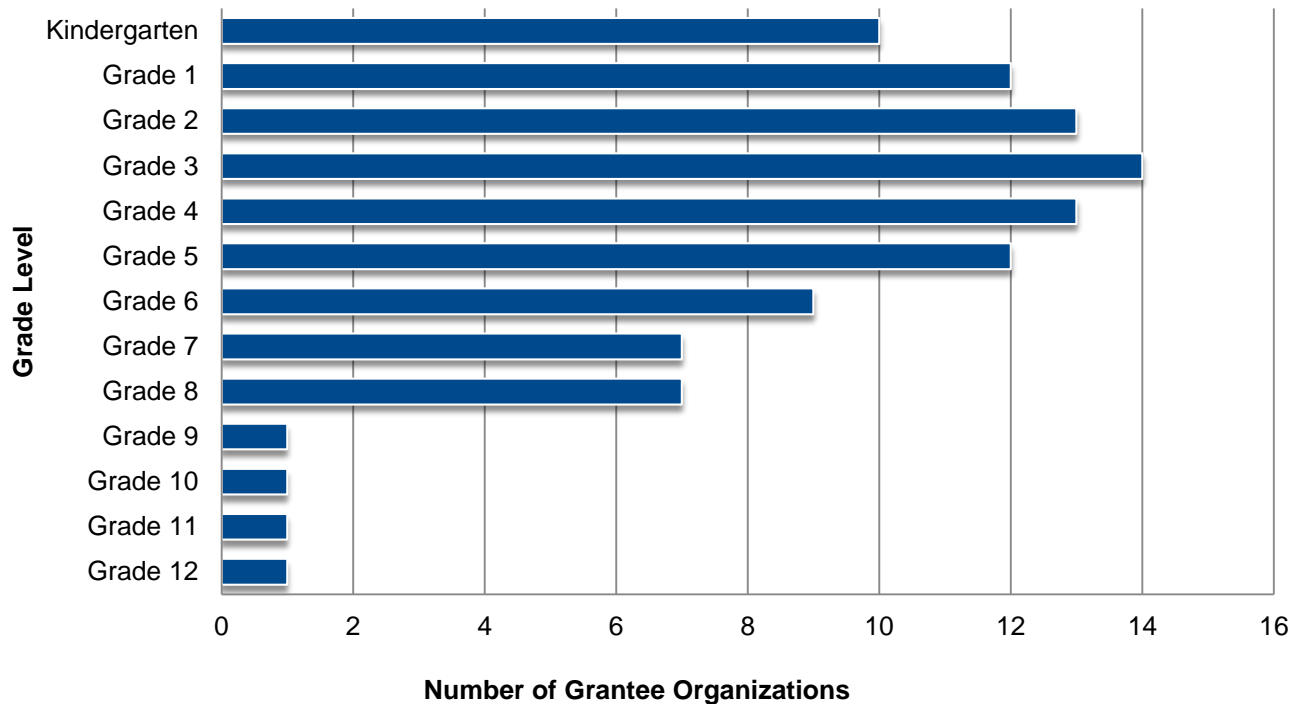
The Iowa Department of Education promotes statewide opportunities through Iowa community colleges to provide adult literacy services for grantees to improve our efficiency and continue to serve more children because of the contribution of partnerships.

Additionally, through our partnership with the Iowa Afterschool Alliance, the Iowa Department of Education is providing resources to any afterschool programs in Iowa regardless of funding. A guide for program start-up is available at http://www.iowaafterschoolalliance.org/documents/cms/docs/resources/Impact_Afterschool_Start-Up_Guide_2012_1_17_hng.pdf and resources are available on the 21CCLC wiki page at <https://iowa21cclc.wikispaces.com/Resources>.

Consider early literacy – Iowa afterschool is in a unique position to contribute to the goal of preparing every child to read by 3rd grade.

In Iowa, there exists a predominance of elementary level 21st CCLC sites, as compared nationally. This demographic trend puts Iowa afterschool programs in a position to support early literacy development by 3rd grade.

Iowa Grade Levels Serve by Grantee Organizations



The challenges ahead of us as a state are huge. We will need millions of dollars to serve the needs of Iowa children for afterschool and summer school. Investing in Iowa's children is an investment in the future. We are building the infrastructure necessary to support engaged, thoughtful citizens that are crucial to Iowa's success.

This report provides a glimpse of what afterschool programs are doing across Iowa to meet the needs of children.

THE IOWA AFTERSCHOOL ALLIANCE

The Iowa Afterschool Alliance has been under contract with the Iowa Department of Education to provide professional development and help facilitate technical assistance with grantees. Their work has been instrumental in providing quality support and professional development to grantees.

The Iowa Afterschool Alliance maintains a web Wiki site to support grantees. The URL for this site is <https://iowa21cclc.wikispaces.com/>.

Iowa Best Practice Site Visit Reports

The Best Practice Site visits were designed by the Iowa Department of Education program consultant to help grantees develop a statewide learning community through the sharing of best practices among 21st CCLC centers. Each month a statewide webinar is held to highlight some of the observed best practices in the 21st CCLC program across the state. Examples of best practices featured on the webinars have included partnerships with credit unions, program scheduling, funding and marketing, and individualized student planning. Upon demand, special webinars focusing on a specific topic are offered. Topics covered have included evaluation and PPICS data collection.

The Iowa Afterschool Alliance conducted site visits at nine of the Iowa 21st CCLCs in the first half of fiscal year 2012 (July through December 2012). The grantees visited included Blackhawk Boys and Girls Club (Waterloo, Iowa), Des Moines Community School District (CSD), Davenport CSD, Dubuque CSD, Fort Dodge CSD, Linn County Extension, Siouxland Human Investment Partnership (Sioux City), St. Mark Community Center (Dubuque), and Starmont CSD (Arlington).

The site visit reports completed for each visit include a grantee profile, a list of partners for the 21st CCLC program, a site visit summary, a list of observed best practices, and a list of identified support needs. The identified best practices could impact current and future afterschool programs.

Examples from the grantee organizations' site visit reports are listed in the table below.

Grantee Organization	Best Practice	Key Points & Comments
Blackhawk Boys and Girls Club	Mentoring	The Boys and Girls Club has various mentoring events for students. They provide opportunities such as photography club, art club, music lessons, golf clinics, health classes, computer classes, dance clinics, gardening activities and more.
Davenport CSD	Pre-service orientation for all partners/ enrichment providers	Davenport Out-of-School Time (OST) has developed a pre-service orientation for all partner enrichment providers that introduce the organization staff to the philosophy of OST, best practices in enrichment, history of the program, program vision, and modeling high-quality enrichment. This orientation recognizes

Grantee Organization	Best Practice	Key Points & Comments
		<p>that these providers may be more youth development-experts rather than issue experts and provides them good examples of how to structure activities through planning-doing-and reflecting. The orientation also provides guidance on how to lay the foundation for activities while allowing students to steer the activities. It positions providers as facilitators rather than teachers.</p>
Des Moines CSD	Multi-site program coordination and management of 11 sites	<p>The Des Moines 21CCLC manager has done a good job of sharing the overall vision of the 21CCLC program – educational support, enrichment and family support – but allowing for flexibility at the site level. The roles of 21CCLC director at the district level and the site coordinators is clearly delineated and allows for the district to support the sites to find efficiencies to ensure the high level of service to a large number of students. The Des Moines 21CCLC is a good example of creating economies of scale in order to serve a large number of students regularly at multiple sites.</p>
Dubuque CSD	Program variety	<p>The club format provides students a lot of variety in programming. Some of the offerings are most likely activities the students would not normally be exposed to, such as Bridge and broom ball. Providers and volunteers with the expertise lead the activities and the 21CCLC program director coordinates the schedule and transportation to and from the activities. The students are given the choice of activities they would like to try. Participation in the activities is tracked to assess interest. Students were participating in the various clubs, including art. Other clubs were meeting off-site at the time of the site visit.</p>
Fort Dodge CSD	Staffing and volunteers	<p>The program has certified teachers involved in all aspects of the program, including the academic portions as well as enrichment. Students who participate in BLAST have made significant academic gains, and the program credits this in part to the highly qualified and trained staff in the program. This also ensures a strong connection</p>

Grantee Organization	Best Practice	Key Points & Comments
		<p>between program work and academics during the school day.</p>
Linn County Extension	Project Based Learning (PBL)	<p>One of the biggest successes of the program has been with PBL. Ann Torbert of Linn County Extension has trained 140 staff in PBL at the School Age Care Alliance Conference.</p>
Siouxland Human Investment Partnership (SHIP)	Sustainability	<p>The program obtained public safety funds for the prevention of crime through Out of School Time. They have also been able to sustain programs by moving to a fee system. At the elementary levels SHIP has charged fees from the beginning of programming, which has been helpful for sustainability.</p>
St. Mark Community Center	Use of volunteers	<p>St. Mark has significantly expanded its mentoring and tutoring programs that rely on volunteers. Expectations are clearly communicated, including the requirement that mentors commit to a full year, and mechanisms for feedback on the experience and volunteers, themselves, have been established.</p> <p>The program utilizes over 50 mentors that work with students one-on-one all year. The volunteers must commit to the whole year, which can be challenging but is necessary to develop that relationship. Fifty-two tutors are paired with students; a significant increase from just two in 2011.</p>
Starmont CSD	Communication	<p>All teachers, principals, advisory board members and school board members are in support of this program, largely because they had been informed of the goals from the beginning of the project. The program managers communicate regularly with each other, school staff, and parents.</p>

ABOUT IOWA 21CCLC

21st Century Community Learning Centers

21st Century Community Learning Centers is a U.S. Department of Education program, administered by the states, that supports out-of-school-time learning opportunities for students in high-poverty, low-performing areas. The Iowa Department of Education administers 21CCLC funding in Iowa through grant competitions. 21CCLC programs focus on **academic support** (helping students meet state and local standards in core academic subjects), **academic enrichment** (providing activities that complement learning from the school day), and **parental engagement** (offering literacy and other educational services to the families of participating students).

About The **PROGRAM MODEL**

Here are examples of how some Iowa 21CCLC programs address the three focus areas:



Academic Support

The S.T.A.R.S. afterschool program in Linn County/Cedar Rapids incorporates a segment into their programming called F.L.A.M.E.S., which is an intensive reading program that students attend several times per week. The program links academic, school-day objectives to afterschool programming by incorporating reading objectives and enrichment activities. This link has resulted in increased academic achievement, supported by afterschool program activities.



Academic Enrichment

Students at East Elementary in Waukon work with a retired science teacher, taking field trips to Palmers Creek to conduct water and soil tests. The same teacher also provides a taxidermy class, taking advantage of the rural community resources. This hands-on learning approach exposes students to unique avenues into STEM fields.



Parental Engagement

The Beyond the Bell program, a partnership between Siouxland Human Investment Partnership and the Sioux City Community Schools, has been creative in engaging families of the children they serve in their afterschool program. In addition to excellent communication with parents via the parent handbook and consistent parent newsletters, the program engages parents through activities, such as family fun night. Research has shown parent involvement in children's education is a key factor in student success.

By The **NUMBERS (2012)**

33
Grantees

61
Sites

298
Partners

5,455
Students Served

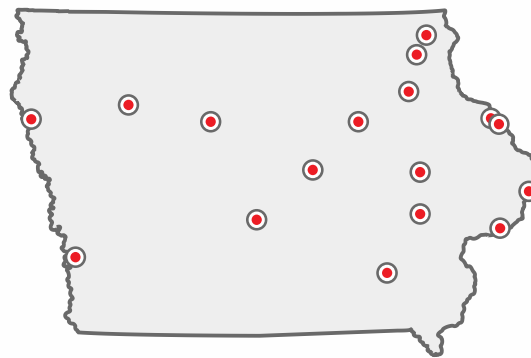
Funding **AVAILABLE & AWARDED**

\$15.6 MILLION
REQUESTED

\$5.5 MILLION
AWARDED



Map of **SITES**



IMPACTS*



IOWA PHYSICAL LITERACY

- Dr. Ed Thomas, Iowa Department of Education

Physical literacy is very different from the sports-centered philosophy of physical education where a few children are elevated to the status of a player and everyone else is reduced in status to an observer. In contrast, physical literacy allows for the participation of all children and provides personal self-motivation to improve their physical well-being and promises a lifetime of fitness.

Why do we need Physical Literacy?

Declining physical vitality now threatens our national productivity, homeland security and cultural evolution. Millions of our children and youth have been tested nationwide, and the results are clear. Research confirms a direct correlation between the physical/motor fitness and academic success of K-12 students. Strong bodies promote sound minds, and our children and youth are growing increasingly less fit.



Iowa Governor Terry Branstad's vision includes a statewide effort aimed at making Iowa the nation's healthiest state. School-based efforts to reshape Iowa's physical culture are an essential component of enduring reform. Before and after school programs can and should provide meaningful opportunities for all students to develop into physically literate adults.

The dominant sports and games approach used for generations cannot produce the fit adults we need for a strong and productive future. Schools across the nation are shifting their physical education efforts to a fitness-based approach. Iowa's *Team Fitness* (ITF) model for quality physical development of all students includes attention to three vital physical/motor fitness components:

1. **Structure** – Good posture and body mechanics are critical foundations for lifetime physical/motor fitness. School-acquired postural deficiencies impede movement and contribute to unnecessary injuries.
2. **Function** – Human development is more complex than our current understanding, but efforts to apply nature's laws to education practice pay dividends as children grow into adulthood.
3. **Motion** – If we teach our children to move well and for noble purpose, we will not have to encourage them to move often.

The ITF model includes the following unique components:

1. Student leadership – All students are encouraged to become instructional leaders.
2. Video AIM Cycle – Maximum use of video technology is used to assess, instruct, and motivate students.
3. Skill basis – The ITF concept is focused on progressive physical/motor skill development.

The Iowa model embraces the timeless notion that children and youth that move well will move often and maintain lifetime physical/motor fitness. The before and after school component of the team fitness concept is critical, and provides all students with the daily reinforcement and motivation to move mindfully.

Goals of physical literacy:

1. All children participate and the program recognizes the needs of the whole child for optimum health and wellness.
2. Nutrition, healthy lifestyles and physical activity that all children can engage in will make an impact on childhood obesity.
3. Improved posture will contribute to better health and development of young bodies
4. Breathing and movement that helps the body will contribute to the development of the whole child.
5. Children learn to teach others and this helps them to apply the principles of physical literacy to their lives and to educate other children.



"Sound minds are best developed in sound bodies. Academic success is clearly linked to physical and motor fitness. Iowa's educational strategies must include both physical and cognitive development."

- Jason Glass, Ed. D
Director of the Iowa Department of Education

EVALUATION METHODS

- Dr. Ron Cravey & Ernest Sinclair, Educational Resource Management Solutions (ERMS)

According to the U.S. Department of Education, the purpose of the 21st Century Community Learning Centers (CCLC) program is to create local community centers for students during non-school hours that will help students with academic achievement in core subjects as well as provide enrichment activities and educational services to the families of participating children.

Although there are some standard measures that centers are required to utilize, centers in Iowa are expected to conduct their own internal evaluations of their individual program. Each center developed a list of objectives and these objectives should provide guidance regarding the best method(s) for evaluation.

The standard measures of evaluation the U.S. Department of Education requires are submitted via the Profile and Performance Information System (PPICS), an online tool that allows compilation and comparison of data among centers, grantees, and states. The PPICS provides a mechanism to collect information on operational characteristics and collect data on performance indicators as established by the U.S. Department of Education.

In addition to collecting information on the operational characteristics of 21st CCLC programs, a primary purpose of PPICS is to collect data to help measure performance in meeting the Government Performance and Results Act (GPRA) indicators established for the program. The GPRA indicators, outlined by the U.S. Department of Education, is a primary tool by which the U.S. Department of Education evaluates the effectiveness and efficiency of 21st CCLCs operating nationwide relative to two primary objectives defined for the program.

1. Participants in 21st Century Community Learning Center programs will demonstrate educational and social benefits and exhibit positive behavioral changes.
2. 21st Century Community Learning Centers will develop afterschool activities and educational opportunities that consider the best practices identified through research findings and other data that lead to high-quality enrichment opportunities that positively affect student outcomes (i.e., used highly qualified staff; offer afterschool programs every day and on weekends; structure afterschool curriculum on school-based curriculum, etc.).

CENTER EVALUATIONS

Each of the 17 grantee organizations implementing 21st CCLC programs in Iowa was tasked with performing an evaluation of their programs. Eleven grantee organizations supplied local evaluations reports or summaries of their programs. The local evaluations received were varied in their extensiveness, ranging from a single page listing main points to a 111-page comprehensive report.

PPICS DATA

The PPICS data provided program operational data that is referenced in this state report. In addition, the standard national survey results were reported, both for the state level and grantee level. In addition to standard reports available on the PPICS website, downloads were available that allowed more detailed analysis.

Iowa State End-of-year Survey

As a culminating evaluation instrument, an online survey was developed with an evaluation committee comprised of grantee representatives. This was sent electronically to each grantee organization initially on November 1, 2012 with the deadline for completion of November 30, 2012. The response rate for this data collection instrument was 100 percent, with all grantees responding (Perry CSD was not included in the survey). The end-of-year survey asked for information in the following eight main categories:

1. Program information
2. Fees
3. Transportation
4. Snacks and Meals
5. Staff and Professional Development
6. Student Population
7. Student Needs, Achievement, and Programming
8. Family Engagement

The end-of-year survey results provide data that gives a synopsis of the Iowa program and these areas are explored in more detail in the program findings section.

Program Findings

Beginning in 2003, the Iowa Department of Education offered competitive federal grants for the 21st CCLC program. To provide information on how well the 21st CCLC programs are performing, data from three different collections was examined. Local center evaluations provided data on center objectives and student and parent perceptions of the programs. The Profile and Performance Information System (PPICS) provides data on grantee operations, center objectives, and as survey results on changes in student behavior. The end-of-year survey gave an overview of the grantee organizations' activities.

PROGRAM OPERATIONS

Attendance and Funding. Each year, the number of students participating in 21st CCLC programs has increased. As seen in the table below, in 2011-2012, Iowa had 17 active grantee organizations involved in 21st CCLC activities with 6,900 students participating and 3,415 students designated as regular attendees (regular student attendees are defined as students who attended the program 30 days or more during the school year). The 21st CCLC grants provided \$6,505,853 for 21st CCLC activities. In addition other state and local in kind and matching funds were used to ensure quality afterschool programs that benefited students (*PPICS*).

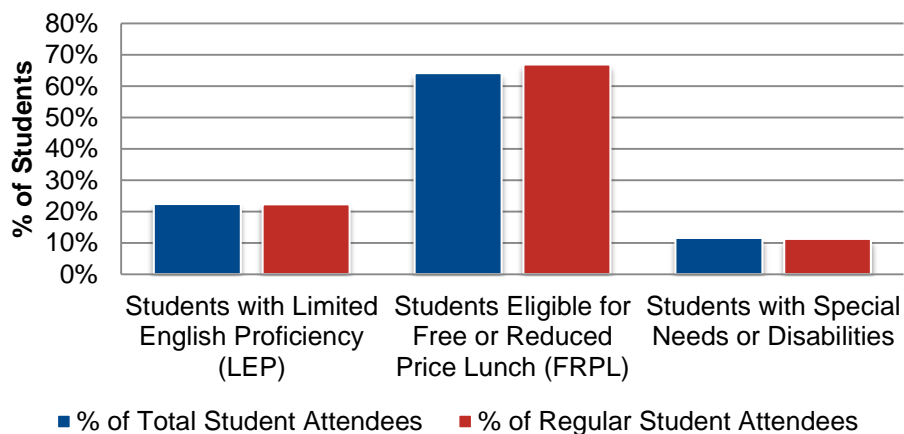
IOWA 21ST CENTURY COMMUNITY LEARNING CENTERS (2011-2012)

Learning Center	Total Student Attendees	Regular Student Attendees
Allamakee CSD	407	270
Blackhawk Boys and Girls Club	199	107
Clinton CSD	338	247

Learning Center	Total Student Attendees	Regular Student Attendees
Council Bluffs CSD	300	257
Davenport CSD	313	182
Des Moines CSD	1827	1095
Dubuque CSD	569	57
Ft Dodge CSD	146	132
Iowa City CSD	226	226
Linn County Extension	67	40
Mid Iowa Community Action	78	31
Perry CSD	380	13
Siouxland Human Investment Partnership (SHIP)	1210	875
St. Mark Community Center	206	125
Starmont CSD	62	53
Storm Lake CSD	350	118
Van Buren CSD	222	38
Iowa State Total	6,900	3,866

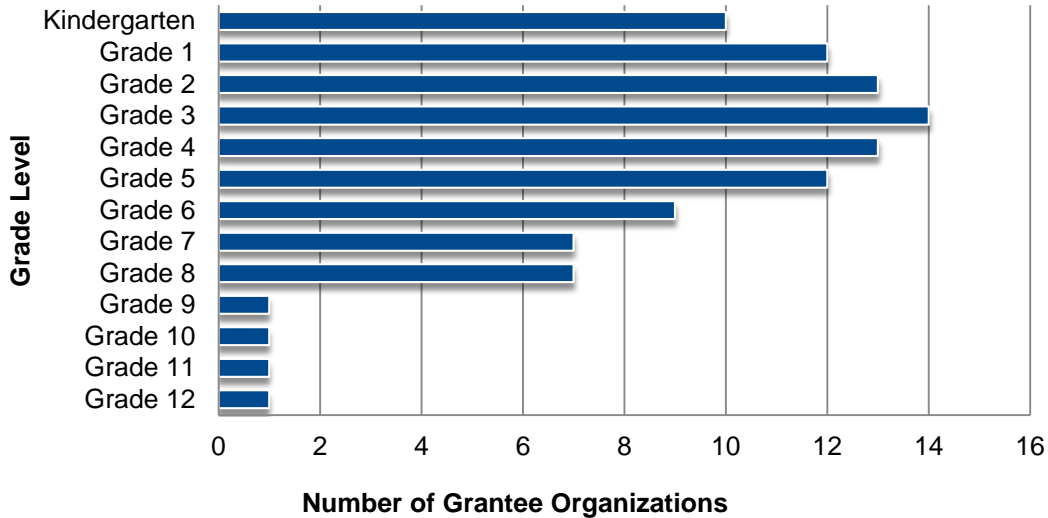
The grantee organizations for the 21st CCLC programs in Iowa target students eligible for Free or Reduced Price Lunch (FRPL), students with Limited English Proficiency (LEP) and students with special needs or disabilities. Of the regular student attendees, 66 percent were eligible for FRPL and 22 percent were identified as LEP. An additional 12 percent of students were those with special needs or disabilities (*PPICS*).

Special Services or Program Classification for Student Attendees



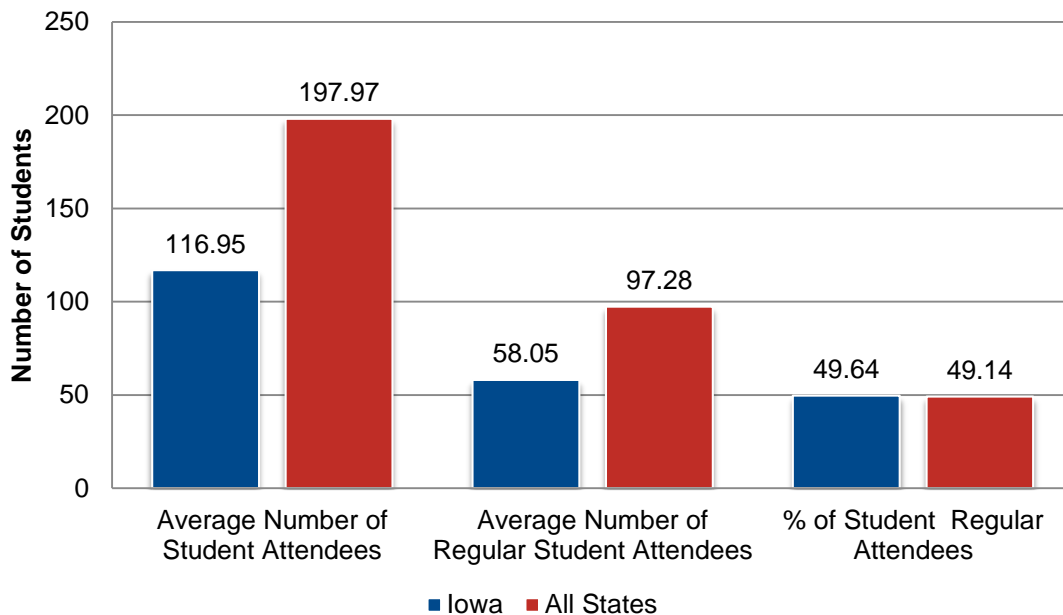
All grade levels are represented in the student population of attendees in the Iowa 21st CCLC programs. At least nine grantee organizations reported serving grade levels K-6, seven grantee organizations serve grades 7 and 8, and one grantee organization serves grades 9-12 (*end-of-year survey data*).

Grade Levels Served by Grantee Organizations



As can be seen in the chart below, the average number of students in the Iowa program is less than the average number of students for all states. However, the percentage of all students who are regular attendees is similar when Iowa data is compared with data for all states (*PPICS*).

Iowa and All States Number of Attendees and Regular Attendees

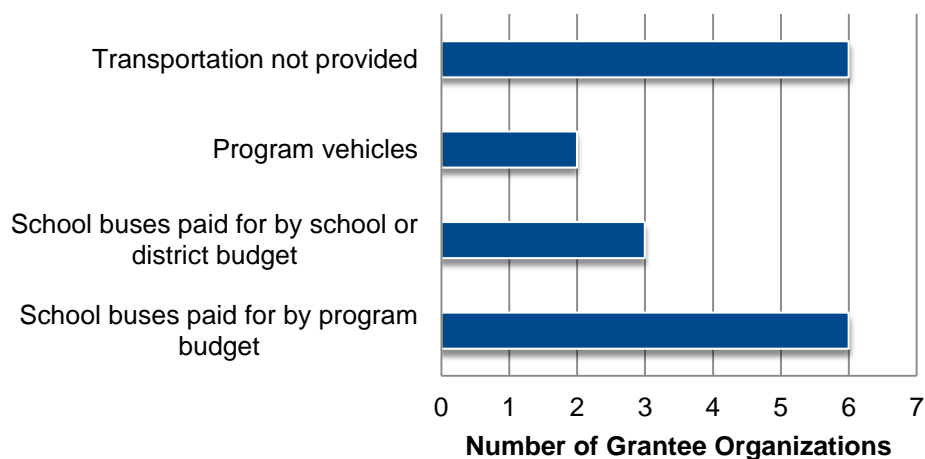


Partnerships. Partners in the 21st CCLC program provide not only funding, but in-kind services, volunteer staffing, and other needs unique to each center. Iowa had 248 partners and 97 subcontractors working with grantee organizations to help the 21st CCLC programs be successful. The types of contributions made by partners and the number of partners are shown in the table below (*PPICS*).

Contribution Type	# of Partners	# of Subcontractors
Provide Evaluation Services	44	19
Raise Funds	18	2
Provide Programming / Activity-Related Services	172	86
Provide Goods	79	30
Provide Volunteer Staffing	84	10
Provide Paid Staffing	102	75
Other	51	7
Total with Data Reported	248	97
No Data Reported	0	0
TOTAL	248	97

Transportation. Of the 16 grantee organizations responding to the end-of-year survey, four provide transportation to the 21st CCLC program and eight provide transportation home after the program. The chart below shows that nine grantee organizations use school buses for transportation, and six of those utilizing school buses pay for them with grant funds (*end-of-year survey data*).

How is transportation provided?



Snacks and Meals. All meals and snacks served at the 21st CCLC programs meet USDA guidelines. Some of the meals are provided by the Child and Adult Care Food Program (CACFP) and of the programs not using the Child and Adult Care Food Program, they must ensure that the nutritional value of the snacks and meals meet the USDA guidelines. In addition, 47 percent of the programs make efforts to exceed the basic nutritional standards set by the USDA, as indicated in the comments below made by program administrators (*end-of-year survey data*).

We serve a dairy product for every snack plus fruits, vegetables, protein sources, and/or whole grains.

Include more beans, fruits and veggies and introduce the students to new, healthy foods.

Seek and acquire supplemental nutrition sources, including Wellmark's afterschool Coordinated Approach to Children's Health (CATCH) program, Iowa State University's nutrition programs, and the Midwest Dairy Council over the past year.

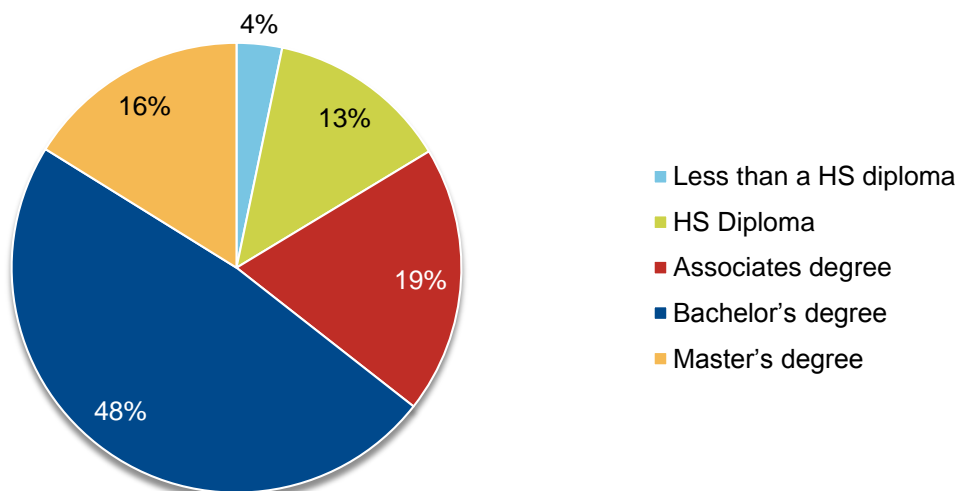
We provide nutritional education and health promoting activities throughout our program on a regular basis.

Our food service director approves all menus and orders to see that students are getting nutritious snacks.

We work with community agencies to come in and work with the students on health and nutrition. We offer and teach healthy food alternatives, cooking classes, and a health and nutrition curriculum.

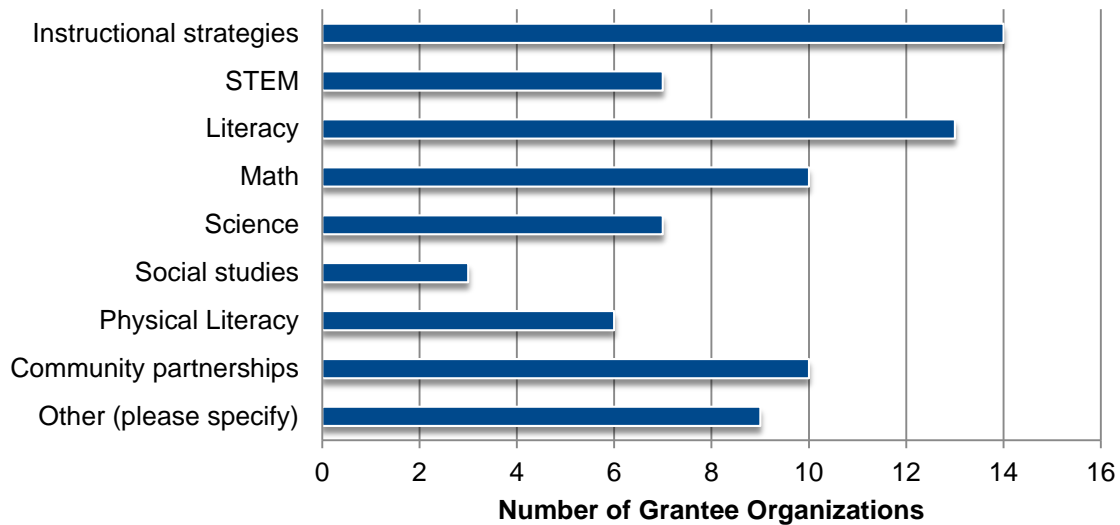
Staffing and Professional Development. A key component of any educational program is the staff and to improve the effectiveness of the staff efforts, appropriate professional development is required. The 16 organizational programs providing responses to the end-of-year survey indicated they have a total of 520 paid staff, of which 290 are certified teachers. As illustrated in the chart below, 64 percent of the paid staff has a bachelor's or master's degree (*end-of-year survey data*).

Education Level of Paid Staff



All grantee organizations responding to the end-of-year survey provide professional development opportunities for center staff. In-person trainings are utilized by all of them and in addition, teleconferences and webinars are used by 31 percent and 69 percent respectively (*end-of-year survey data*).

Professional Development Offerings

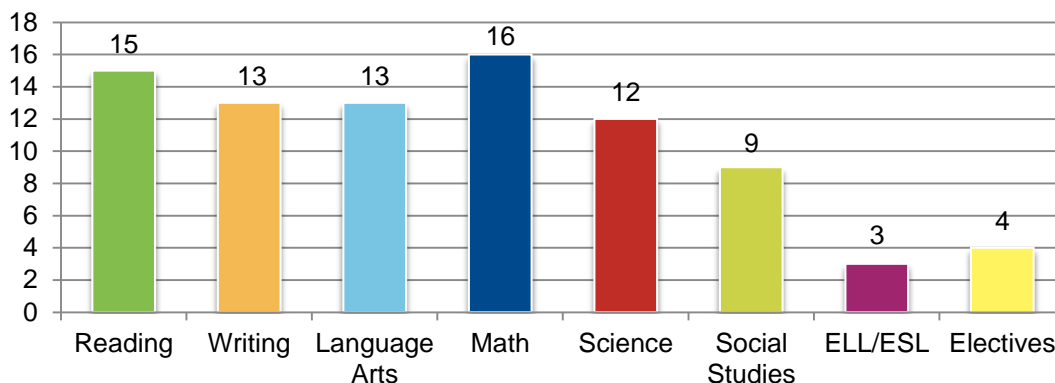


Provided Support. The 21st CCLC programs in Iowa offered support for families experiencing poverty and a variety of academic support mechanisms for students.

Fifteen grantee organizations refer students and families experiencing poverty to agencies offering assistance. In addition, nine grantee organizations provide school supplies, six grantee organizations provide discount coupons for items and services, and two grantee organizations provide financial planning services (*end-of-year survey data*).

Academic support is a key component of 21st CCLC programs and all programs in Iowa provided support in every subject area. All grantee organizations responding to the end-of-year survey provided academic support in mathematics and 15 grantee organizations provided academic support in reading (*end-of-year survey data*).

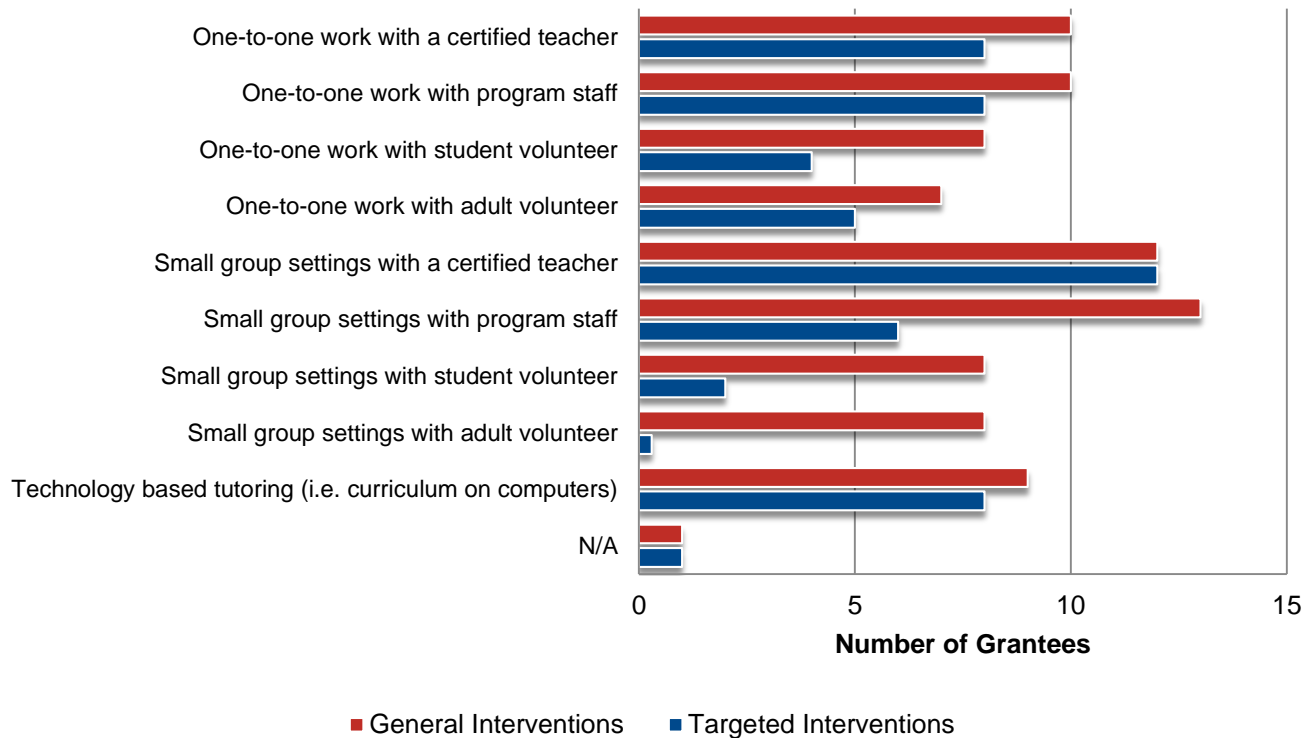
Academic Support by Subject Area



Academic support in the 21st CCLC programs included general and targeted interventions. Although both intervention methods included some technology-based tutoring, the majority of interventions involved personal help in both small groups and one-to-one sessions with students (*end-of-year survey data*).

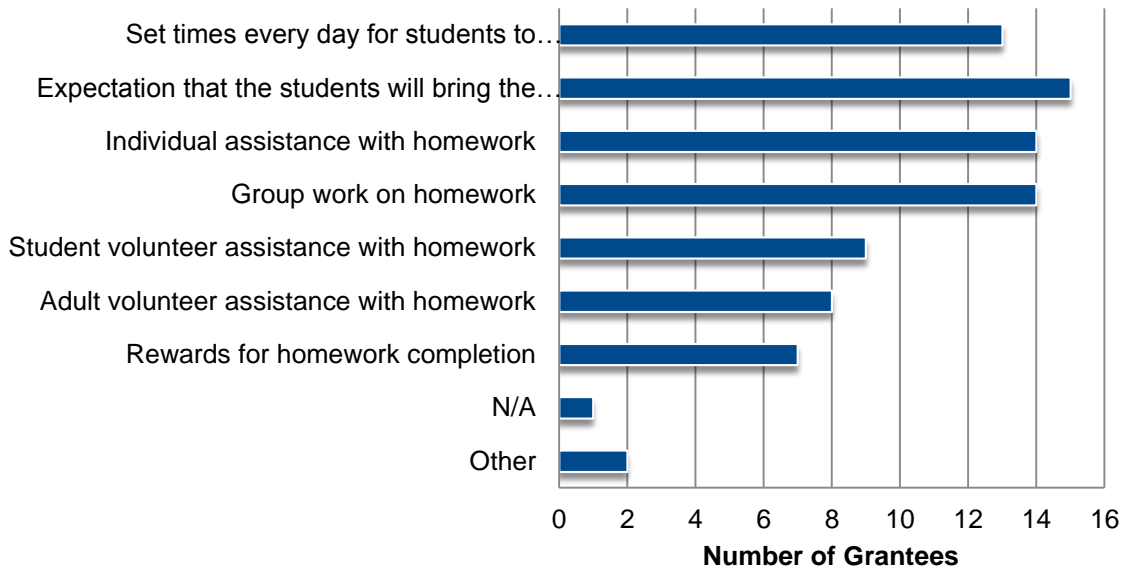
All 16 grantee organizations responding to the end-of-year survey provided targeted academic interventions (targeted to individual needs). Fourteen grantee organizations responding to the end-of-year survey provide general academic support (academic activities or programs not targeted to individual student needs).

Academic Support - Interventions by Number of Grantee Organizations



Fifteen of the grantee organizations responding to the end-of-year survey provide homework time (time and/or assistance to complete homework assigned during school day). A variety of methods are employed to assist students with homework completion. Fifteen of the grantee organizations reported they expected students to bring their homework to the 21st CCLC program and one grantee organization (in the other category) have teachers deliver homework packets to the 21st CCLC program for students (*end-of-year survey data*).

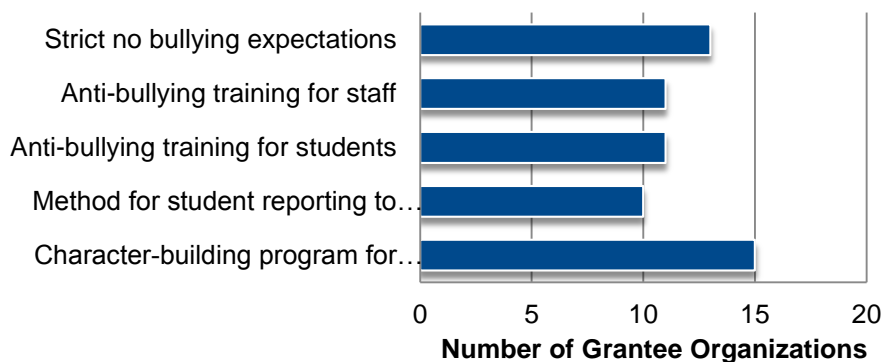
Homework Assistance Methods



Student Behavior. In order to affect behavior changes in students, 21st CCLC programs have included activities and strategies proven to improve these outcomes. Grantee organizations were asked how they encouraged students' motivation to learn. Fifteen grantee organizations provided enrichment activities tied to student achievement and 12 grantee organizations offer rewards or recognition for student achievement in the program. In addition, five grantee organizations offer rewards or recognition for student achievement on report cards or state testing and one grantee organization recognized that the staff serving as positive role models was a part of their attempts to encourage students' motivation to learn (*end-of-year survey data*).

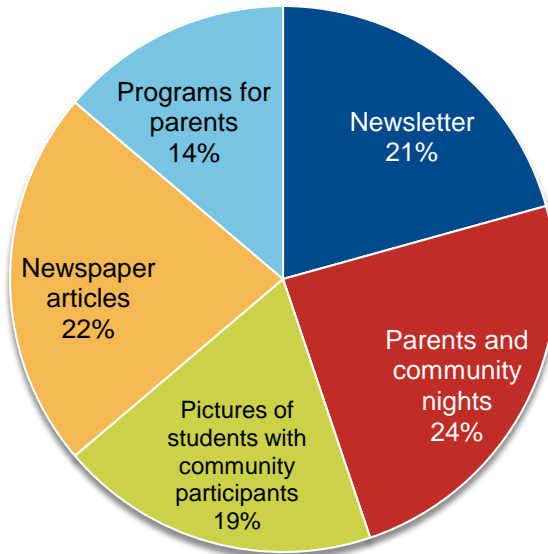
According to the National Center for Educational Statistics (NCES), in 2009 about 28 percent of 12- to 18-year-old students reported having been bullied at school during the school year and six percent reported having been cyber-bullied. The 21st CCLC programs in Iowa have implemented strategies to help students' relationships with peers and/or bullying. Fifteen of the grantee organizations have character-building programs for students and 13 have strict no-bullying expectations. Anti-bullying training for both staff and students is provided by 11 grantee organizations and 10 grantee organizations have specific methods for students to report bullying to staff (*end-of-year survey data*).

Anti-Bullying Strategies



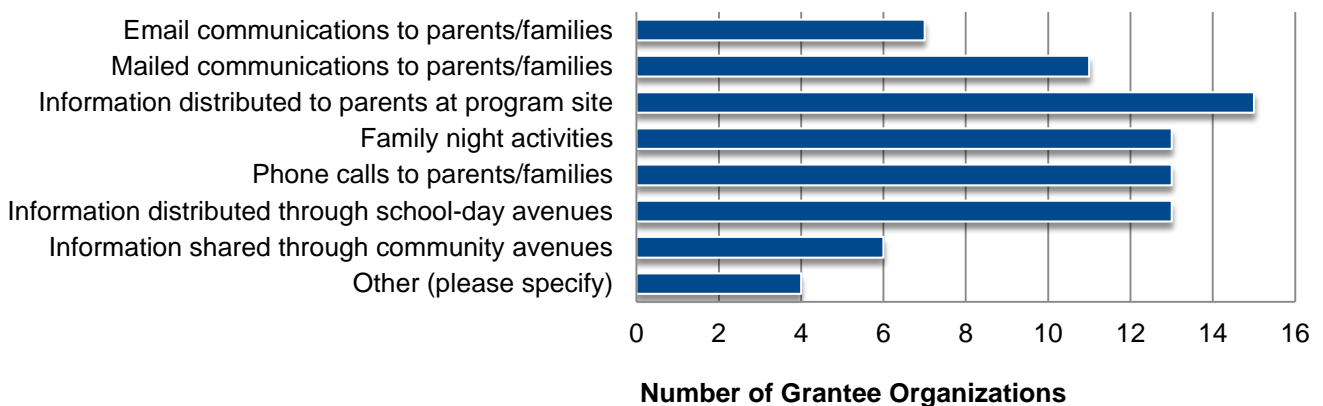
Parent and Community Participation. Participation in 21st CCLC programs by parents and community members is encouraged by all grantee organizations. A balanced variety of methods was used to encourage community participation as seen by the chart below (*end-of-year survey data*).

Methods of Encouraging Community Participation



Parental and family involvement in student programming was encouraged. Of the 16 grantee organizations responding to the end-of-year survey, 15 reported distributing information to parents and families at the program site. Other ways communication was undertaken with parents and families was with email, surface mail, and phone calls. All four of the other responses used some type of electronic media to encourage participation by families and parents, including web pages and Facebook.

Ways Families are Encouraged to Participate



Program Objectives

Objectives set by grantees vary from center to center but are required to be classified according to U.S. Department of Education classification guidelines. In the table below, the status of objectives as defined by grantees is shown by classification. Most grantees reported meeting or making progress on a least one stated objective (*PPICS*).

IOWA 21ST CCLC STATUS OF OBJECTIVES

Percentage of Grantees

Objective Classification	Met At Least One Objective	Did Not Meet, but Progressed Toward At Least One Stated Objective	Did Not Meet, and No Progress Made Toward At Least One Stated Objective	Unable to Measure Progress on At Least One Stated Objective
Improve Student Achievement	70.37%	66.67%	3.7%	7.41%
Improve Student Behavior	66.67%	55.56%	3.7%	7.41%
Participation in Core Educational Services	40.74%	33.33%	3.7%	3.7%
Participation in Enrichment Activities	48.15%	37.04%	7.41%	7.41%
Participant Retention	55.56%	33.33%	0%	11.11%
Hours of Operation	22.22%	29.63%	3.7%	3.7%
Activity/Service Provision	66.67%	48.15%	7.41%	3.7%
Community Collaboration	59.26%	40.74%	3.7%	11.11%
Social Development	74.07%	44.44%	0%	7.41%
Safe and Secure Environment	66.67%	44.44%	0%	11.11%

The PPICS teacher survey data is for Annual Performance Report (APR) year 2012. In the survey, teachers were asked to examine the regular attendees (students with regular attendance of at least 30 days) in the 21st CCLC program and provide a percentage of students showing improvement in three general areas and 10 detailed indicators.

1. Academic achievement
 - a. Turning in homework on time
 - b. Completing homework to teacher's satisfaction
 - c. Academic performance
 - d. Coming to class motivated to learn
2. Participation

- a. Participating in class
 - b. Volunteering in class
 - c. Attending class regularly
 - d. Being attentive in class
3. Behavior
- a. Behaving in class
 - b. Getting along well with others

For each of the detailed areas, teachers rated 21st CCLC students according to four main criteria.

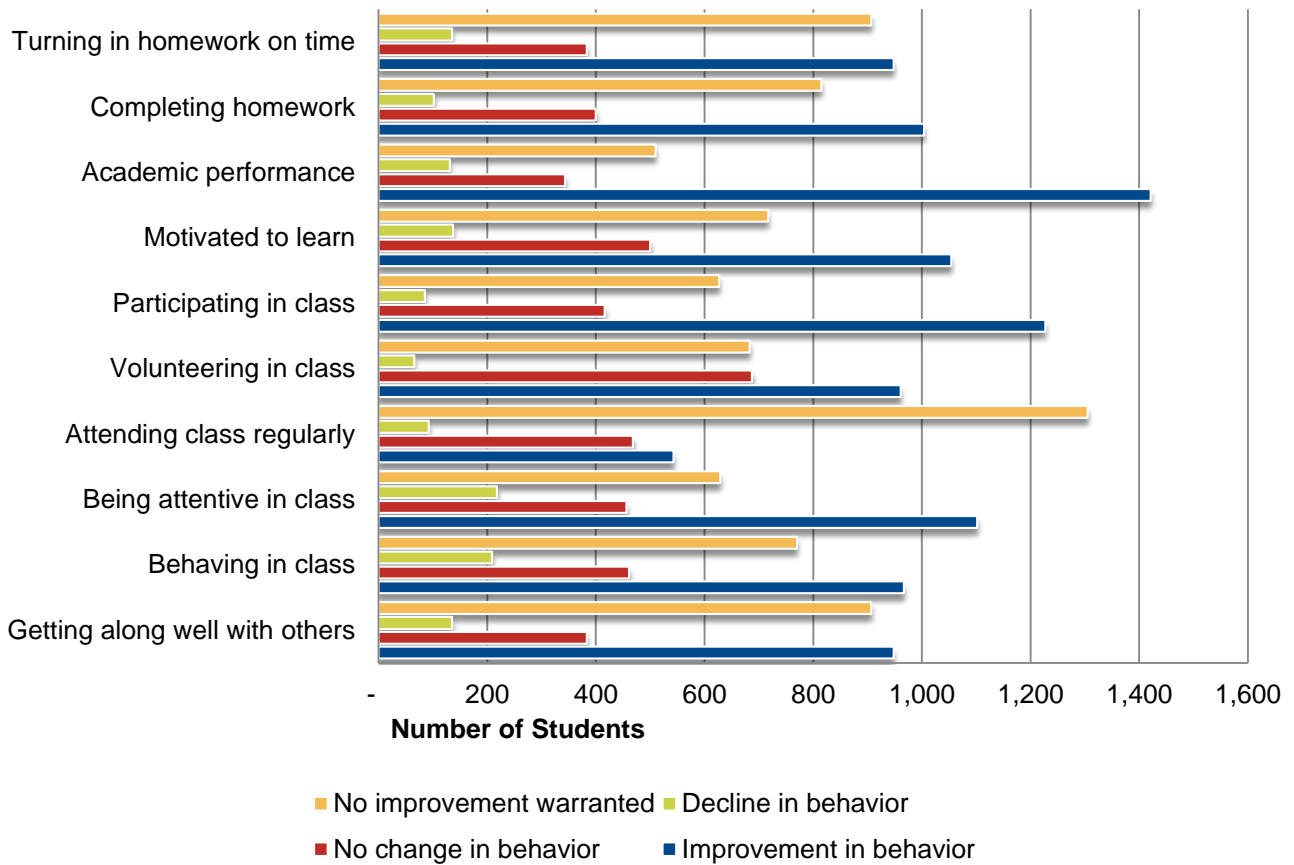
- Student behavior did not warrant an improvement in behavior
- Student behavior showed a decline
- Student behavior did not show a change
- Student behavior showed an improvement

The chart below summarizes the teacher responses from all grantee organizations in Iowa for students with regular attendance in 21st CCLC programs. Although many students were identified by teachers as not warranting change, of those who did, more students exhibited a positive change in behavior than had no change or a decline in behavior. This was true for all indicators (*PPICS*).

For students identified as warranting changes in behavior, a majority in each general measured area exhibited a positive change as identified by teachers. The positive change percentage was over 50 percent in all three areas while a decline in behavior occurred among less than 12 percent of students (*PPICS*).

General Indicator for Student Behavior Change	Percent Positive Change in Behavior	Percent No Change in Behavior	Percent Decline in Behavior
Academic Achievement	59%	31%	11%
Participation	66%	28%	6%
Behavior	66%	26%	8%

Iowa 21st CCLC Changes in Student Behavior from Teacher Survey Results



SUMMARY AND RECOMMENDATIONS

Summary

Iowa's 17 grantee organizations served 6,900 students in 2011-2012 and 66 percent of those students were eligible for the Free or Reduced Price Lunch (FRPL) program.

Although most students attending 21st CCLC programs are in kindergarten through fifth grades, programs are available for all grade levels. The Iowa 21st CCLC programs are supported by 248 partners and 97 subcontractors who have all contributed to the program's many successes.

Staff members have many opportunities for professional development and 67 percent of program staff members have a bachelor's or master's degree. These staff members ensured there was academic support for all subject areas and that academic interventions are varied in both types of intervention and methods of delivery.

Students who teachers identified as warranting change in the 21st CCLC program exhibited an overall positive change in all areas, as high as 66 percentage points in the areas of participation and behavior and 59 percent in academic achievement.

21st CCLC programs in Iowa met or made progress on the majority of set program objectives. In all objective classification areas, progress was not made on less than eight percent in any one area.

Parents showed an appreciation for the program. For example, when parents in the Siouxland Human Investment Partnership (SHIP) program called "Beyond the Bell," were asked if they felt their children benefited from being in the summer program, 96.9 percent agreed or strongly agreed. That is considerable support by any measure.

Comments from parents and teachers across the state reflect appreciation for the 21st CCLC program.

Just keep doing what you are doing. You are doing a great job. Thank you. (SHIP Parent)

Thank you for a great summer program! (SHIP Parent)

It has helped my child with his homework. It has helped me as a single mom to work normal hours so I don't have to take off early and lost out on my paycheck. (Ft. Dodge Parent)

Great program—wish more of my students were part of it. (Ft. Dodge Teacher)

We teach students to treat others the way they want to be treated. (Ft. Dodge Teacher)

Having my son go to STARS Summer Camp everyday has improved my life IMMENSELY, and given other parents great peace of mind. (Linn County Parent)

You have a wonderful program. My daughter started to ride the bus to school but still insisted getting up early and coming to the program once a week. Thank you! (St. Mark Community Center Parent)

This is a great program for children and teaches them many things. I hope that they continue this program because it is benefiting our children today. (St. Mark Community Center Staff Member)

Recommendations

The Iowa 21st CCLC program is serving students well. For further improvement, the following recommendations are made.

1. Research is needed on how to increase the number of students served by Iowa 21st CCLC programs. While the proportion of regular attendees to all attendees is in line with the national average for 21st CCLC programs, it is recommended that the program be expanded to more students in need.
2. Grantee organizations should be given guidance on performing local evaluations. Five of the grantee organizations did not provide local evaluations. Additionally, the 12 local evaluations provided had extreme variances in quality and quantity of data and data analysis. The evaluation of the Beyond the Bell (BTB) program submitted by the Siouland Human Investment Partnership was exemplary and provided data on all facets of the program, including PPICS information and also student achievement and other data on progress toward meeting objectives.
3. Local evaluations should include justification for ratings given on meeting objectives.
4. Clarification is needed for grantee organizations on entering PPICS data and keeping PPICS data consistent. Data should also be consistent across PPICS, end-of-year state survey, and local evaluation reports.
5. In the PPICS database, there is a discrepancy regarding monetary contributions from partners. For example, surface analysis suggests that some grantee organizations place the same amount in both the contribution and monetary worth of contracts for subcontractor partners, while other grantee organizations did not. Since these two amounts cancel each other out, the final totals for partner contributions does not accurately reflect what was donated.

Grantees

Following is a synopsis of each Iowa 21st CCLC program. The synopses focus on partnerships, objectives, and the results of teacher surveys. Data reported was obtained from the Profile and Performance Information System (PPICS) and individual grantee organization evaluation reports.

For each grantee organization, the number of partners is given with the amount of funding they provided as reported in PPICS. Next is a list of objectives developed by each grantee organization and any supporting data that was provided in grantee organization evaluations, if provided. The federal responses to the teacher survey regarding changes in student behavior are summarized and shown on a comparison chart. A summary is provided at the end of each grantee organization section.

ALLAMAKEE CSD

The Allamakee Community School District (ACSD) involved all three of its elementary schools in the 21st CCLC program. The center has 270 students attending regularly.

The ACSD 21st CCLC program obtained the involvement of 37 partners. Partners provided funding and assistance in all other contribution types as indicated in the PPICS data.

To measure the success of the 21st CCLC program, ACSD developed the following six objectives to measure success:

1. To improve student scores in reading.
2. To improve student scores in math.
3. To improve student scores in science.
4. Students will demonstrate that they can use technology in multiple settings.
5. Students will take responsibility for their own actions by following the four ACSD bully rules.
6. Parents and community will feel welcome at school activities and will be encouraged to collaborate to meet CCLC/CSIP goals.

For the first three objectives, ACSD reported success. Students with regular attendance in the 21st CCLC program improved their reading, math and science scores on the Iowa Assessment/ITBS standardized tests from 2010-2011 to 2011-2012. As can be seen in the table below, the mean gain scores increased significantly as shown by a p-value of less than 0.5.

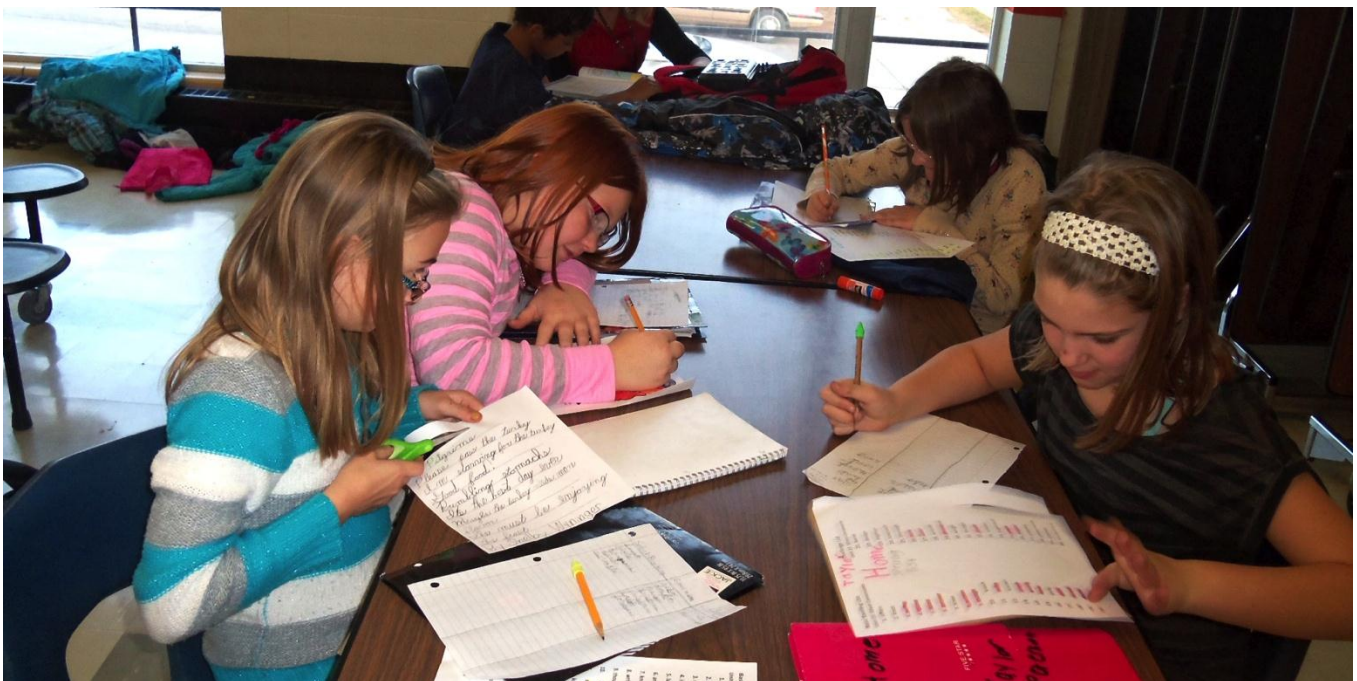
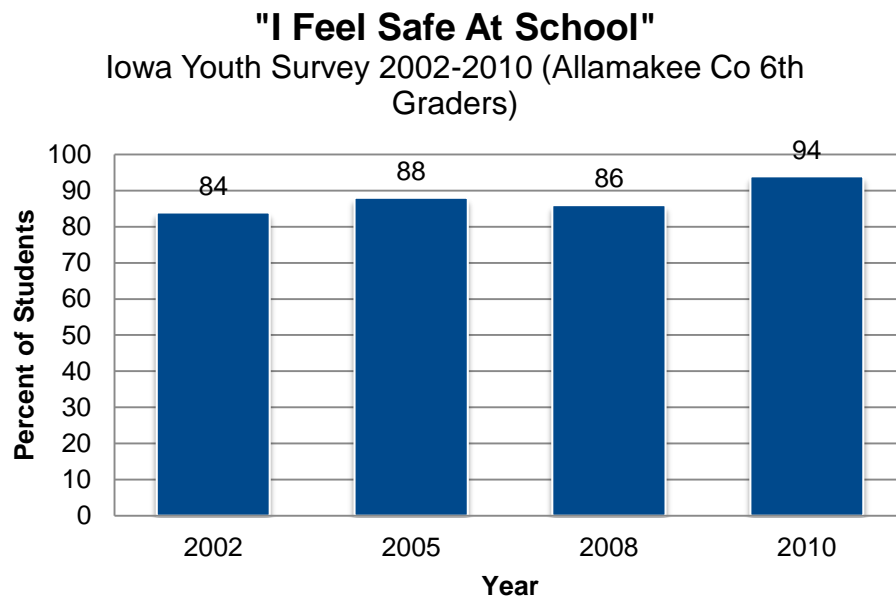
SUMMARY STATISTICS FOR IOWA ASSESSMENT/ITBS GAIN SCORES IN READING, MATHEMATICS, AND SCIENCE FROM 2010-11 TO 2011-12

Subject	N	Mean (Gain Score)	SD (Gain Score)	p-value	Effect size (d)
Reading	175	9.943	16.383	.000	0.607
Mathematics	213	9.793	12.644	.000	0.775
Science	130	11.908	23.637	.000	0.504

ACSD also reported success with the fourth objective concerning technology. Contacts in technology for the three elementary schools in the 21st CCLC program totaled 7,111. This compared with 8,207.5 in 2010-11, 6,507 in 2009-10, and 5,146 in 2008-09. Although the number of contacts in 2010-2011 was higher than the number of contacts in 2011-2012, the contact data shows an upward trend. The type of contacts varied. Students used a variety of learning software applications, including “Spell-e-vator,” “Math Facts in a Flash,” “Math Trek 123,” and websites such as www.multiplication.com, containing classroom activities, flashcards, and other resources for teaching multiplication. An “Internet scavenger hunt” game involved having the student select a subject, find information about it via an Internet search engine, develop several questions with answers on the webpage(s) containing the information on the desired subject, then instruct the other students on how to get to the site and

ask them the questions (playing the role of teacher). In addition, students used Microsoft *Word* to make posters for clubs and graphics software to make background pictures for e-mail accounts.

Objective five (Students will take responsibility for their own actions by following the four ACSD bully rules) was not fully realized, but progress was made toward meeting the objective. A survey given to sixth graders asked them to rate their response to the prompt "I feel safe at school." The chart below shows the percentage of students responding "strongly agree" or "agree." Although this survey was given to all sixth graders and not just those in the 21st CCLC program, the responses indicated that an overwhelming majority do feel safe while at school.



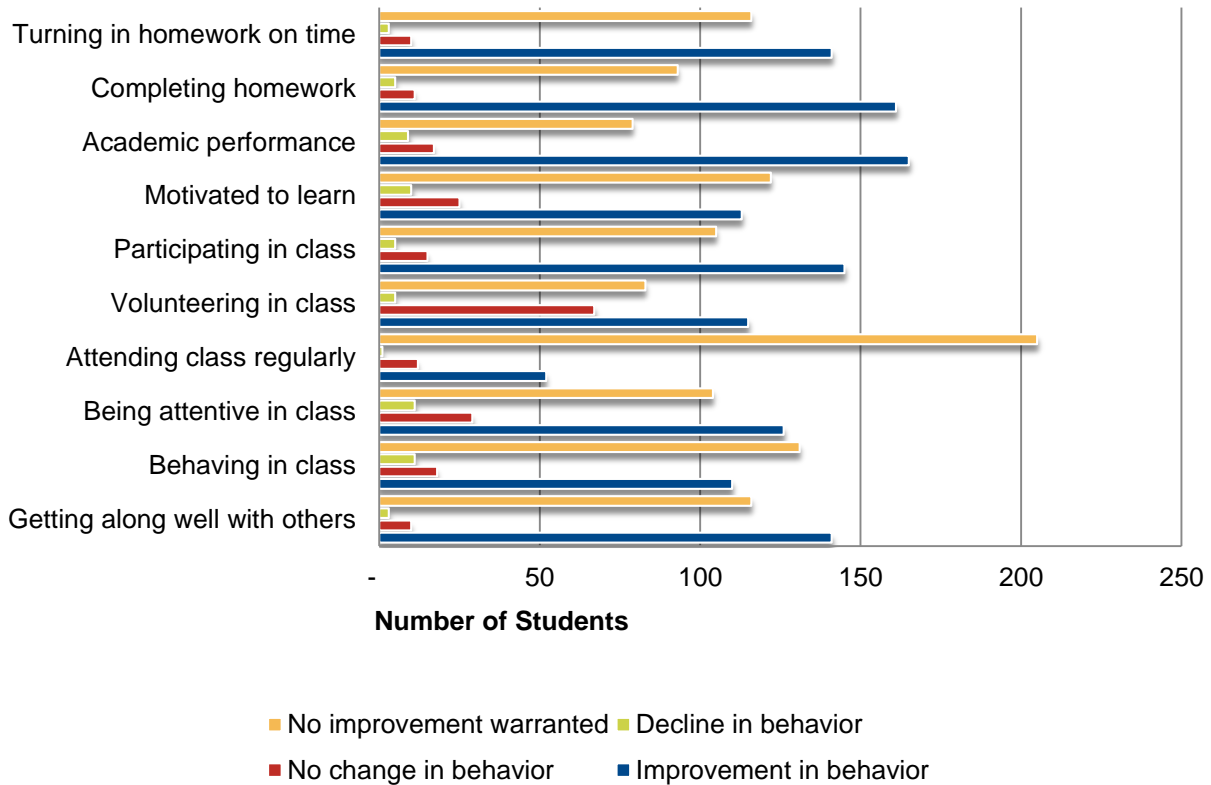
A variety of activities were utilized to increase family/parental involvement (objective six) and ASCD reported that these activities have led to success for objective six. The activities for the 2011-12 school year included:

- Parent/teacher conferences at all three schools in the fall and spring, with parent attendance of 95-96 percent at East Elementary, 95 percent at West Elementary, and 100 percent at Waterville Elementary;
- Parent meetings in the classroom in all three schools, with attendance of 55 percent at East Elementary and 69 percent at West Elementary;
- “Muffins with Mom” brought in 135 parents and “Doughnuts with Dad” brought in 112 parents at West Elementary;
- Family nights (e.g., math, reading literacy) held three to four times at all three schools, with parents and students attending;
- Advisory board meetings at all three schools, with student and parent involvement at East and West Elementary, and student involvement at Waterville;
- Meet the Teacher Night at East Elementary brought in approximately 90 percent of parents;
- Daily contact with most parents of students in 21st CCLC when they pick up their child (typically for five minutes or less).

In the teacher survey for APR year 2012, teachers indicated that when students exhibited changes in behavior, that change was usually positive. Very few students showed a decline or no change in behavior. The biggest change seemed to be in the academic performance area. Students completed their homework, turned in homework on time, increased their performance in the classroom, and came to class motivated to learn. Surveys from Allamakee CSD teachers reflected the behavior on all 270 regular attending students.



Allamakee CSD Changes in Student Behavior from Teacher Survey Results



Allamakee has evidence of success for the 21st CCLC program. The community has shown its support as evidenced by the number of partners contributing funding and assistance in all other contribution types.

Five of the six objectives were met and the sixth has shown some progress. Teachers registered improvement in behaviors for regular attendees in the program.

BLACKHAWK BOYS AND GIRLS CLUB

The Blackhawk Boys and Girls Club operates programs at Poyner Elementary School in Evansdale, Iowa, and Dr. Walter Cunningham Elementary School in Waterloo, Iowa, under the 21st CCLC program. There were 107 total students participating in the programs with regular attendance.

The centers have the same five partners. Partners provide funding and assistance in all other contribution types as indicated in the PPICS data.

Both sites in the Blackhawk Boys and Girls Club program had six common objectives to measure success. In addition, the Poyner Elementary School program added an objective to increase number of student assets.

Objective	Poyner Elementary School	Dr. Walter Cunningham Elementary School
Improve school attendance.	Did not meet, but progressed toward the stated objective	Did not meet, but progressed toward the stated objective
Improve grades.	Did not meet, but progressed toward the stated objective	Did not meet, but progressed toward the stated objective
Improve attitude toward school.	Met the stated objective	Met the stated objective
Improve social skills.	Did not meet, but progressed toward the stated objective	Met the stated objective
Increase relationships with caring adults.	Met the stated objective	Met the stated objective
Increase community involvement of youth.	Met the stated objective	Met the stated objective
Increase number of assets	Met the stated objective	NA

The Blackhawk Boys and Girls Club reported that 54 percent of their members had improved or maintained total absences compared to the year before, indicating progress toward this goal.

Regarding the second goal to improve grades, 95 percent of members had rising or stable reading comprehension fluency scores compared to the year before, a positive progression toward meeting the goal.

The program at the Blackhawk Boys and Girls Club stated that 92 percent of their members said the Club helped them learn the difference between right and wrong and 80 percent felt the Club taught them how to make positive choices. Both of these could be considered as indicators for improving social skills.

The Blackhawk Boys and Girls Club additionally met the last three stated goals: increase relationships with caring adults, increase community involvement of youth, and increase number of assets. In the provided local

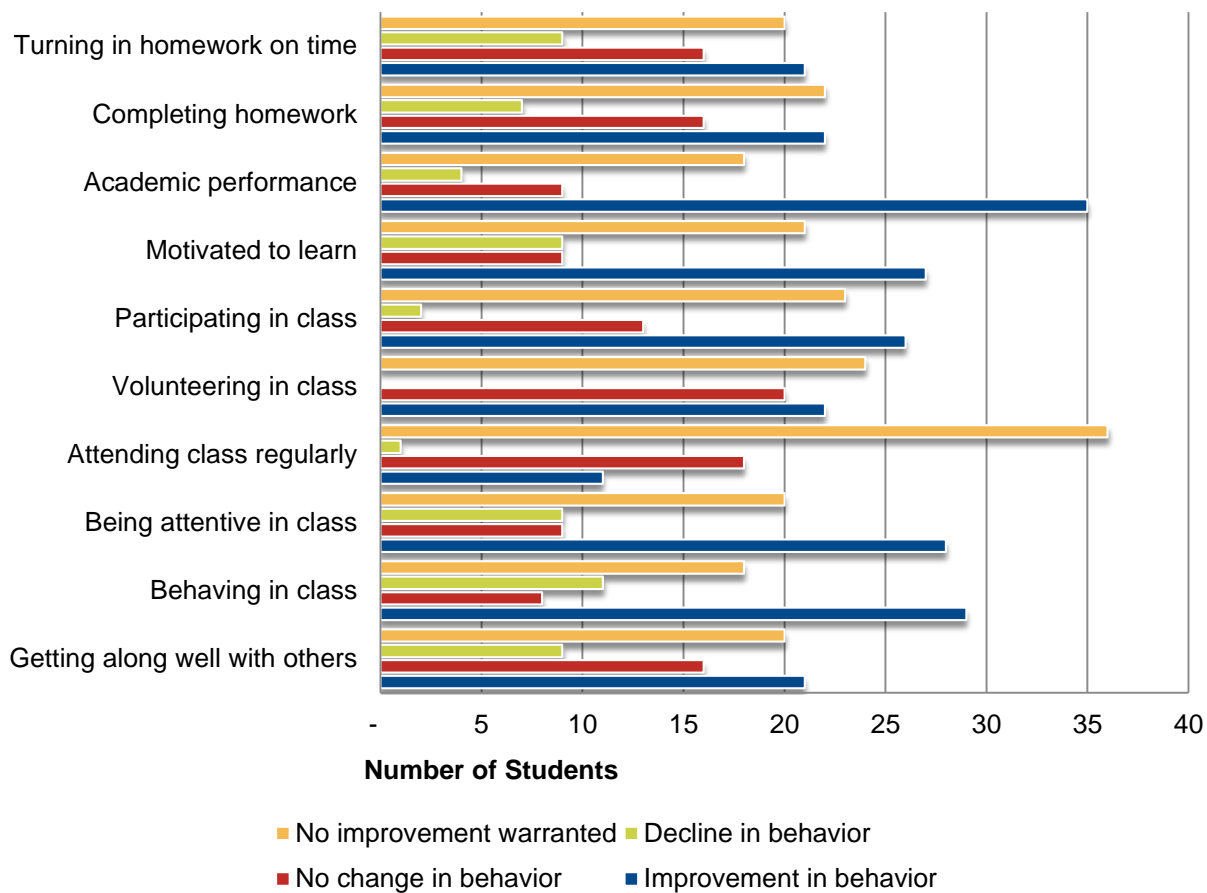


evaluation, no data was provided justifying the ratings given on each of these three goals. Data on meeting attendance, numbers of students participating in community outreach, and increased resources are examples of the type of data that would help determine whether the stated objectives were met.

Data from the teacher survey can be seen below for the Blackhawk Boys and Girls Club. Information on 66 students was received from teachers submitting the surveys. The 21st CCLC program seems to have the biggest impact on improving student behavior in three areas. Thirty-five students showed improvement in academic performance, 29 students improved their behavior in class, and 28 students are more attentive in class.

Black Hawk Boys & Girls Club

Changes in Student Behavior from Teacher Survey Results



The Blackhawk Boys and Girls Club reported success for the 21st CCLC program. The Club has five community partners who have contributed funding and assistance in all other contribution types. The local evaluation has shown objectives were either met or progress was made toward meeting the objectives. It is recommended that the local evaluation include methodology on how progress for objectives was measured. In all areas surveyed, teachers stated improvement in behaviors for regular attendees in the program.

CLINTON CSD

Clinton CSD operates six centers under two grants. Bluff Elementary, Eagle Heights Elementary, and Jefferson Elementary operate under one grant and Whittier Elementary, Washington Middle School and Lyons Middle School operate under the second. The number of students with regular attendance at all six schools was 135. The two programs had a combined total of 61 partners supporting the centers at the six schools. Partners provided funding and assistance in all other contribution types as indicated in the PPICS data.

Each of the programs had three objectives. The objectives for each program are similar. The objectives for each program are listed in the chart below. The chart also lists the success rate as reported by Clinton CSD.

Objective	Bluff Elementary School Eagle Heights Elementary School Jefferson Elementary School	Whittier Elementary School Washington Middle School Lyons Middle School
Provide before, after and summer programs that empower students to meet and/or exceed the CCSD's CSIP proficiency goals in reading, math and other core academic areas through the provision of remedial and academic enrichment education.	Met the stated objective	NA
Provide before, after and summer program that increase positive bonding to school and decrease truancy and early initiation into substance use by offering expanded prevention, recreation and wellness activities.	Met the stated objective	NA
Provide before, after and summer programs that support family literacy by providing access to literacy programs, opportunities and services.	Did not meet, but progressed toward the stated objective	NA
To provide before, after and summer programs that empower students to meet and/or exceed the CCSD's CSIP proficiency goals in reading and math, through the provision of remedial and academic enrichment education.	NA	Did not meet, but progressed toward the stated objective

Objective	Bluff Elementary School Eagle Heights Elementary School Jefferson Elementary School	Whittier Elementary School Washington Middle School Lyons Middle School
To provide before, after and summer programs that increase positive bonding to school and decrease truancy and early initiation into substance use by offering enrichment in the areas of substance abuse (SA) prevention, the arts, wellness and recreation.	NA	Met the stated objective
To provide before, after and summer programs that support family literacy by providing access to literacy programs, opportunities and service.	NA	Did not meet, but progressed toward the stated objective
Increase number of assets	Met the stated objective	NA

Clinton CSD stated that they had met or made progress toward the objectives for each of the programs. The local evaluation listed goals for the 21st CCLC Program. For each goal, objectives were given and a list of activities was tied to each objective, however, the objectives in the local evaluation do not match the objectives in the PPICS database. An attempt was made to match data from the local evaluation report to the objectives in the PPICS database as reflected in the analysis below. Future local evaluations should include objectives as listed in the PPICS database.

Student Achievement Objectives

Bluff, Eagle Heights, and Jefferson Elementary schools: Provide before, after and summer programs that empower students to meet and/or exceed the CCSD's CSIP proficiency goals in reading, math and other core academic areas through the provision of remedial and academic enrichment education. Clinton CSD reported this objective had been met.

Whittier Elementary School, Washington and Lyons Middle schools: To provide before, after and summer programs that empower students to meet and/or exceed the CCSD's CSIP proficiency goals in reading and math, through the provision of remedial and academic enrichment education. Clinton CSD reported this objective had not been met, but that progress had been made toward this objective.

In the local evaluation, the local evaluator discussed the problems with trying to compare test scores from 2010-2011 to the test scores from 2011-2012. For the fall of 2011, the Iowa Tests of Basics Skills was replaced with the new Iowa Assessments. According to the Clinton CSD 21st CCLC local evaluations, the two tests cannot be used for cross-comparison. The local evaluator stated, "The best the District can do this year is to collect baseline data from the 2011 Iowa Assessments for the 2011-2012 cohort of participants and wait for comparative analysis with the 2012 Iowa Assessments." Below is a table for all campuses in Clinton CSD 21st CCLC delineating students into low, intermediate, and high achievement bands for math and reading. The table only represents percentage

scores of students in 21st CCLC programs who had Iowa Assessments baseline data. The local evaluation included ITBS data from 2010, but only Iowa Assessments data from 2011 is shown here.

CLINTON CSD MATH AND READING PROFICIENCY (STUDENTS IN 21ST CCLC PROGRAMS)

School	Math Proficiency			Reading Proficiency		
	<i>Low</i>	<i>Intermediate</i>	<i>High</i>	<i>Low</i>	<i>Intermediate</i>	<i>High</i>
Bluff Elementary School	38%	53%	9%	48%	45%	7%
Eagle Heights Elementary School	35%	52%	13%	24%	61%	15%
Jefferson Elementary School	35%	52%	13%	14%	71%	15%
Whittier Elementary School	50%	45%	5%	19%	69%	5%
Washington Elementary School	70%	30%	0%	80%	20%	0%
Lyons Elementary School	61%	34%	5%	67%	33%	0%

There is no discussion in the local evaluation regarding the progress on meeting the objectives in the PPICS database. Since the objectives in PPICS state that students will meet proficiency goals set by Clinton CSD, it should be relatively easy to compare the data in the table above to the goals. For future evaluation, Clinton CSD should align the local evaluation to the objectives listed in the PPICS database and provide appropriate data analysis.

Student Behavior

Bluff, Eagle Heights, and Jefferson Elementary schools: Provide before, after and summer programs that support family literacy by providing access to literacy programs, opportunities and services. Clinton CSD reported this objective had been met.

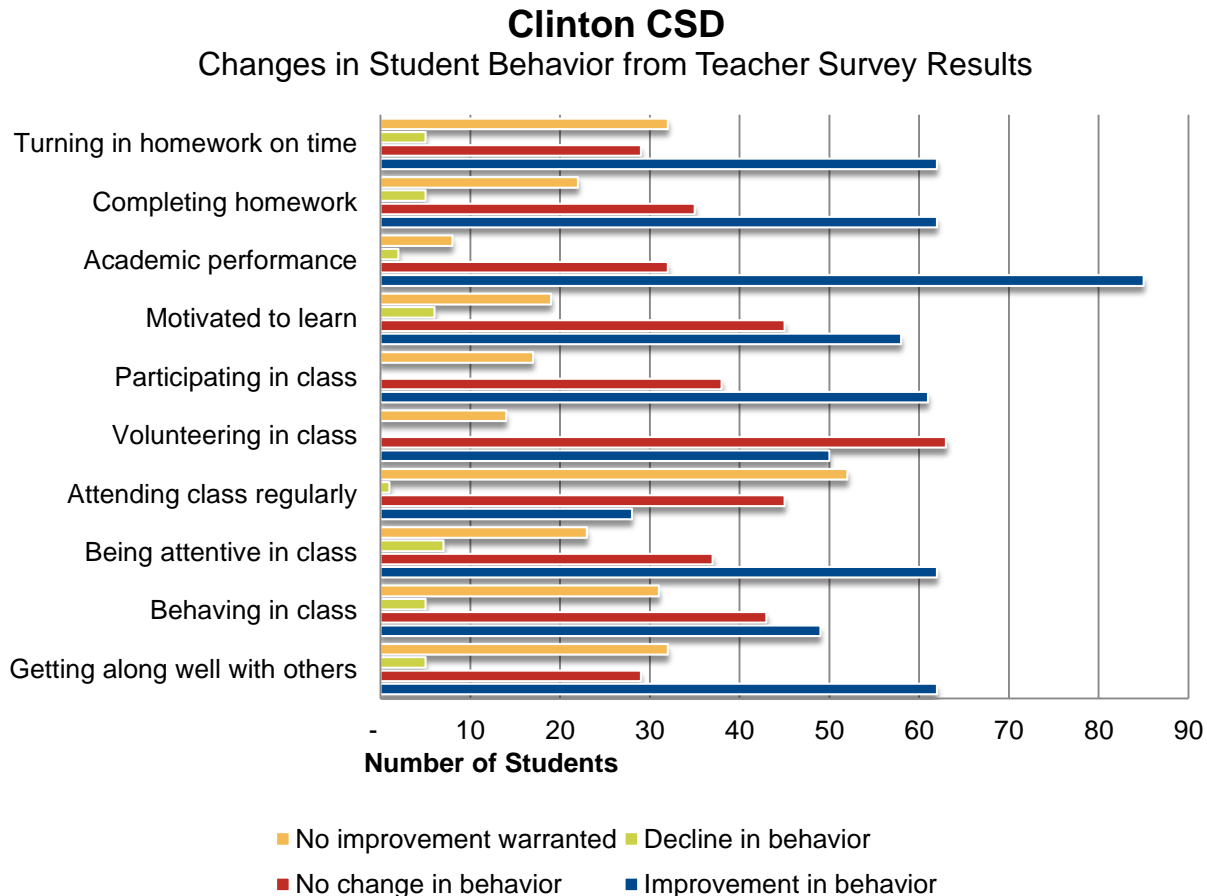
Whittier Elementary School, Washington and Lyons Middle schools: To provide before, after and summer programs that support family literacy by providing access to literacy programs, opportunities and service. Clinton CSD reported this objective had not been met, but that progress had been made toward this objective.

The local evaluation included a comparison between Clinton CSD and all Iowa schools of the results of the Iowa Youth Survey given to 11th grade students each year from 2005-2010. The local evaluator notes that this data is of limited value in determining the effectiveness of the 21st CCLC program for two reasons.

First, the data includes all students in Clinton CSD, not just those of students in the 21st CCLC program. Second, few students in the 21st CCLC were in the 11th grade at the time of the surveys, stating "...youth in the current program were not part of 2005 and some were not part of the 2008 cohort." This information is not specific enough to make any conclusions regarding the progress of meeting the objectives outlined in the PPICS database. Clinton CSD should develop instruments to measure the student behavior objectives. Possible ways to

do so could be surveys, interviews, and tracking of students participation in activities specific to changing student behaviors.

Data from the teacher survey can be seen below for Clinton CSD. Teachers submitted results on 130 students. The 21st CCLC program seems to have the biggest impact in the academic achievement area, especially in the academic performance indicator, where 85 students showed improvement.



Family Literacy

The local evaluator provided the following information regarding family literacy goals. In addition, the local evaluator said Clinton CCSD had not met their objectives for Family Literacy and recommended better reporting of activities and/or an increase in activities to meet the family literacy goals.

The district provided evaluators with staff meeting minutes where information regarding some of these activities was discussed. Three specific family nights were noted: Lights On (an ongoing community event every fall); A Computer Literacy night on October 27th; and a Family Literacy night on February 9th. No information was provided regarding other family literacy events (including GED solicitation or completion through Clinton Community College). No attendance numbers were provided except for Lights On (915 attendees).

Clinton CSD has reported success for the 21st CCLC program. Clinton CSD has 61 community partners who have contributed funding and assistance in all other contribution types. The local evaluation report did not include methodology and data analysis indicated how ratings were determined. In all areas surveyed, teachers registered improvement in behaviors for regular attendees in the program, especially in the area of academic achievement.

COUNCIL BLUFFS CSD

Council Bluffs CSD had three centers and four sites. The sites were located at Carter Lake Elementary School served by the Carter Lake Boys & Girls Club. Hoover Elementary School and Roosevelt Elementary served by the Council Bluffs Boys & Girls Club, Plus the Edison Elementary School served by the Council Bluffs Community Education Foundation. The number of students with regular attendance at the four sites was 257.

The Council Bluffs CSD program had three partners supporting the Centers at the four sites. Partners provided funding and assistance in all other contribution types as indicated in the PPICS data.

The 21st CCLC for Council Bluffs CSD developed three objectives to help determine the success of the program.

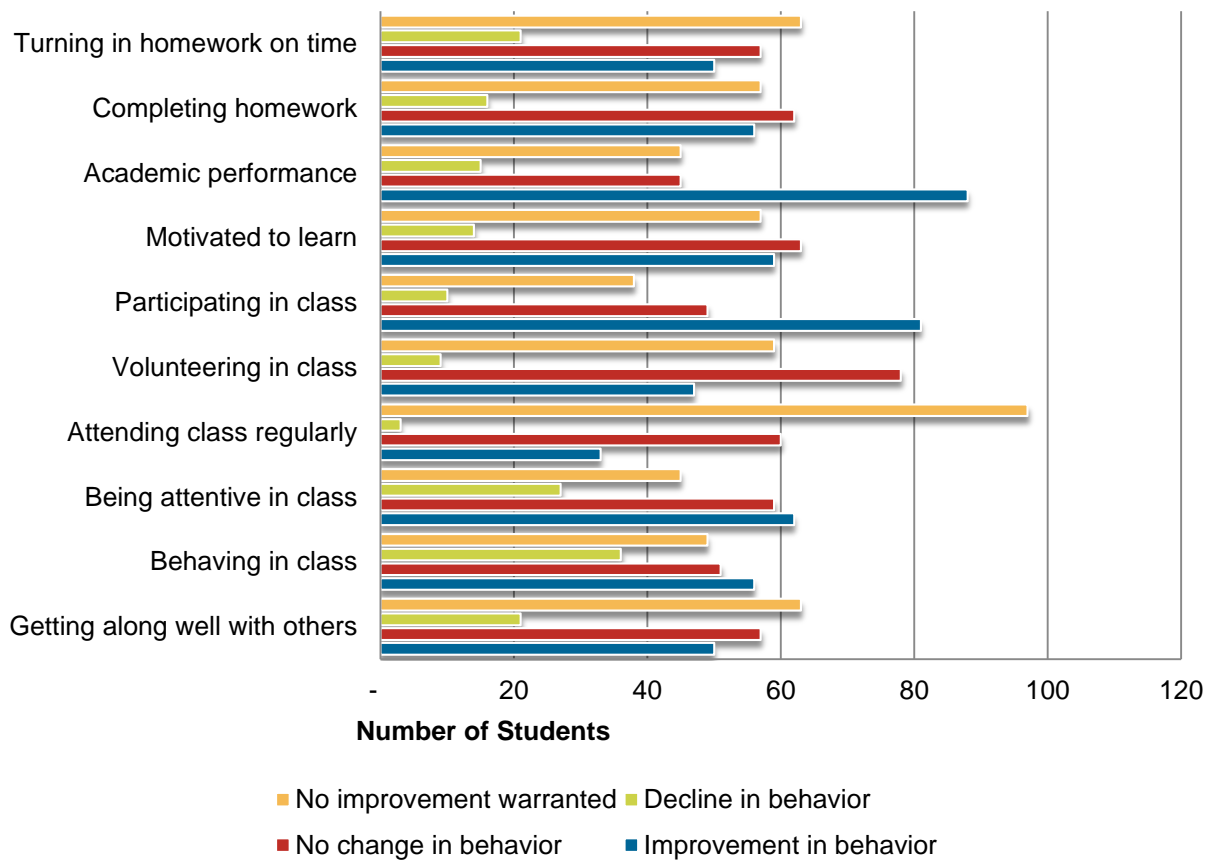
1. 75 percent of all program participants will experience an annual increase in proficiency in reading and math as measured by their performance on the ITBS/ITED.
2. 85 percent of all parents will indicate on post-surveys that the program has had a significant positive impact on their child in the areas of educational and social skill development.
3. 50 percent of the program participants will participate in a family literacy activity jointly with a parent each year of the project.

For the first objective, Council Bluffs CSD reported making progress toward the objective. Council Bluffs CSD local reading data wall evaluation showed 59 percent of the regular attendees made no change while 37 percent gained one or two levels. At this time there was no district match assessment to be used for evaluation purposes. For the second objective, Council Bluffs CSD stated they had met the objective. Parents were asked on the parents' surveys how their children's behaviors had changed in terms of ten indicators. On average, 84.6 percent of parents said their children's behaviors had changed for the better. The highest percentage indicated was 92.6 percent for both paying attention in class and getting along well with others. The lowest percentage was 63 percent for attending class regularly. For the third objective, Council Bluffs CSD reported they had met the objective. The three sites offered a minimum of two family nights at each site. Food was provided for each which helped increase attendance. For future evaluations, Council Bluffs CSD should include attendance numbers reflecting the number of program participants attending the activities.

Data from the teacher survey can be seen below for Council Bluffs CSD. Information on 193 students was received from teachers submitting the surveys. The largest impact on student behavior reported by teachers was on the academic performance indicator (88 students showed improvement). On most indicators approximately the same number of students showed no change in behavior as showed a positive change in behavior.

Council Bluffs CSD

Changes in Student Behavior from Teacher Survey Results



Council Bluffs CSD has reported success for the 21st CCLC program. Council Bluffs CSD has four community partners who have contributed funding and assistance in all other contribution types. Council Bluffs CSD said that all objectives were either met or progress was made toward meeting the objectives. In all areas surveyed, teachers registered improvement in behaviors for some of the regular attendees in the program, especially in the area of academic achievement, but many students showed no change in their behaviors.

DAVENPORT CSD

Davenport CSD operates three grants at seven schools. Centers are located at Buchanan Elementary School, Monroe Elementary School, Smart Intermediate School, Williams Intermediate School, Wood Intermediate School, Young Intermediate School, and the Lincoln Academy of Integrated Arts. The number of students with regular attendance under the three grants was 192.

The Davenport CSD programs had five partners supporting the centers at the seven schools. Partners provided funding and assistance in all other contribution types as indicated in the PPICS data.



Kids learning how to fish at the Mississippi River in Davenport.

Each of the three grants for Davenport 21st CCLC developed objectives to help determine the success of the program. The objectives for each program and the status of meeting the objectives are shown in the table below.

Objective	Buchanan Elementary School Monroe Elementary School	Smart Intermediate School Williams Intermediate School Wood Intermediate School Young Intermediate School	Lincoln Academy of Integrated Arts
Improve social competencies	Met the stated objective	NA	Met the stated objective
Improve student achievement	Did not meet, but progressed toward the stated objective	NA	Did not meet, but progressed toward the stated objective
Increase student connectedness to school	Did not meet, but progressed toward the stated objective	NA	Did not meet, but progressed toward the stated objective
Increase student achievement among low-performing groups	NA	Met the stated objective	
Increase post-secondary awareness of participants related to education and careers	NA	Met the stated objective	
Reduce incidents of violent and criminal activity among participants during the hours of operation	NA	Met the stated objective	
Increase the number of reported developmental assets among participants	NA	Met the stated objective	

Davenport CSD reported progress toward two of its goals (improve student achievement and increase student connectedness to school) and success in meeting all other objectives. The local evaluation included data on the objectives for Buchanan Elementary School, Monroe Elementary School, and Lincoln Academy of Integrated Arts. The local evaluation did not include information on the objectives for Smart, Williams, Wood, and Young Intermediate Schools. For future evaluations, data and data analysis on all programs needs to be included. The data analysis should include what benchmarks are used to determine progress ratings on objectives.

The local report provided a list of assessment instruments used to measure the project on the objectives for all elementary schools in the 21st CCLC program and the Lincoln Academy of Integrated Arts. The assessment instruments were also used to measure the progress on objectives for three other elementary schools that utilize a fee based system. The assessments shown in the tables below were obtained from the local evaluation. Although the tables do not show exact linkage to the objectives in the PPICS database, the items assessed did allow connections to be made. In future evaluations, assessment instruments should be tied to objectives and benchmarks should be listed.



Davenport Community School District Out of School Time Programs

2011-2012 School Year

Stepping Stones Administered Assessments

Sites	Assessment Periods	Items Assessed	Instrument Used
Lincoln Academy for the Integrated Arts (21 st Century CLC)	August (pre) December (mid) May (post)	<ul style="list-style-type: none"> High Frequency Words Fluency 	<ul style="list-style-type: none"> High Frequency Words (Treasures, K-2) Common Sight Words (Natomas Tutoring, 3-5)
Monroe Elementary (21 st Century CLC)		<ul style="list-style-type: none"> School Connectedness 	<ul style="list-style-type: none"> Words Correct Per Minute (Rigby Reads Fluency Assessment, Houghton Mifflin Harcourt)
Fillmore Elementary (Fee-based)		<ul style="list-style-type: none"> Social Competencies 	<ul style="list-style-type: none"> Sense of School as Community Scale, Developmental Studies Center, 1997 Perceived Social Competence Scale, Developmental Studies Center, 1993

School Administered Assessments

Site	Assessment Periods	Items Assessed by Grade Level	Instrument Used by Grade Level
Buchanan Elementary (21 st Century CLC)	August (pre)* May (post)	K: PSF (Phoneme Segmentation Fluency)	K-2: DIBELS (Dynamic Indicators of Basic Early Literacy Skills)
Garfield Elementary (Fee-based)	*Kindergarten "pre assessment" is in December for PSF	1: CLS (Correct Letter Sounds) WWR (Whole Words Read)	3-5: SRI (Scholastic Reading Inventory)
McKinley Elementary (Fee-based)		2: DORF (DIBELS Oral Reading Fluency)	
		3-5: Lexile Score	

Improve social competencies. For this objective, scores on the *Perceived Social Competence Scale* (Developmental Studies Center, 1993) were not included in the local evaluation. For future evaluations, scores from this assessment as well as data analysis should be included. In addition, data could be collected on participation attendance in activities designed to improve student social competencies. Surveys could also be used to obtain student perceptions of their social competencies.

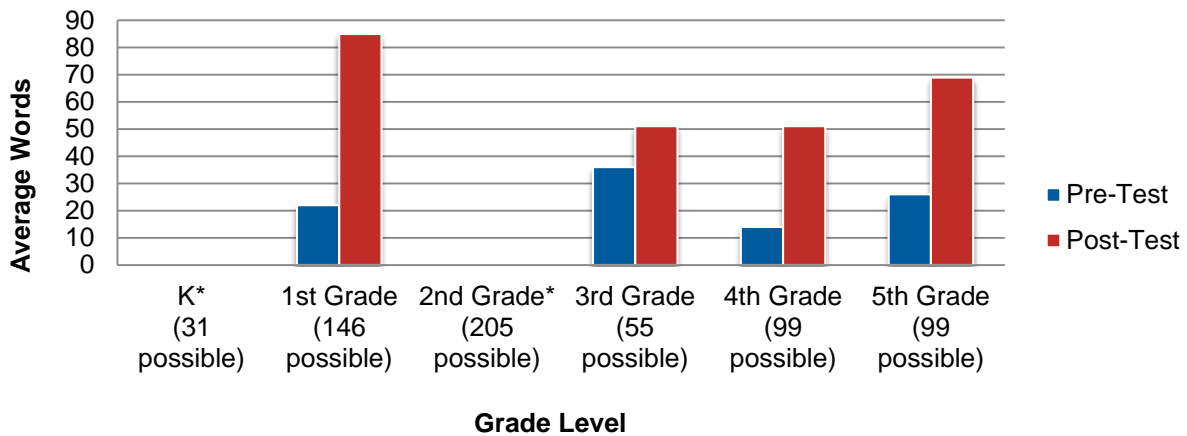
Improve student achievement. Charts on student performance on the identified assessment instruments were included in the local evaluation. Charts summarizing pre-and pre-test scores on average high frequency words and average fluency are shown below for the Lincoln Academy of Integrated Arts and Monroe Elementary School.

Both assessments showed students made higher scores on the post-tests when compared to the pre-tests.

This could contribute to progress on student achievement goals. No benchmarks were submitted indicating how progress would be measured.

Average High Frequency Words by Grade Level for Lincoln Stepping Stones School Year 2011-2012

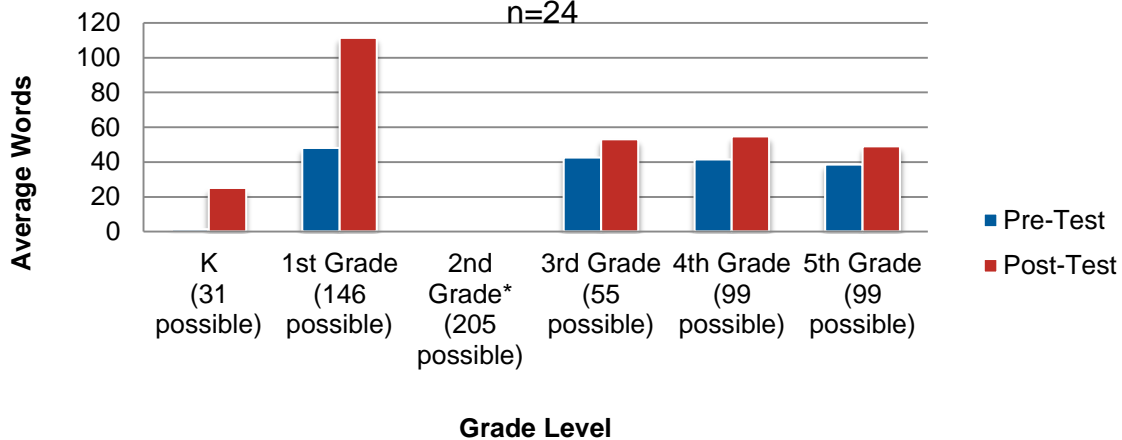
n=13



*=No data available for this grade level

Average High Frequency Words by Grade Level for Monroe Stepping Stones School Year 2011-2012

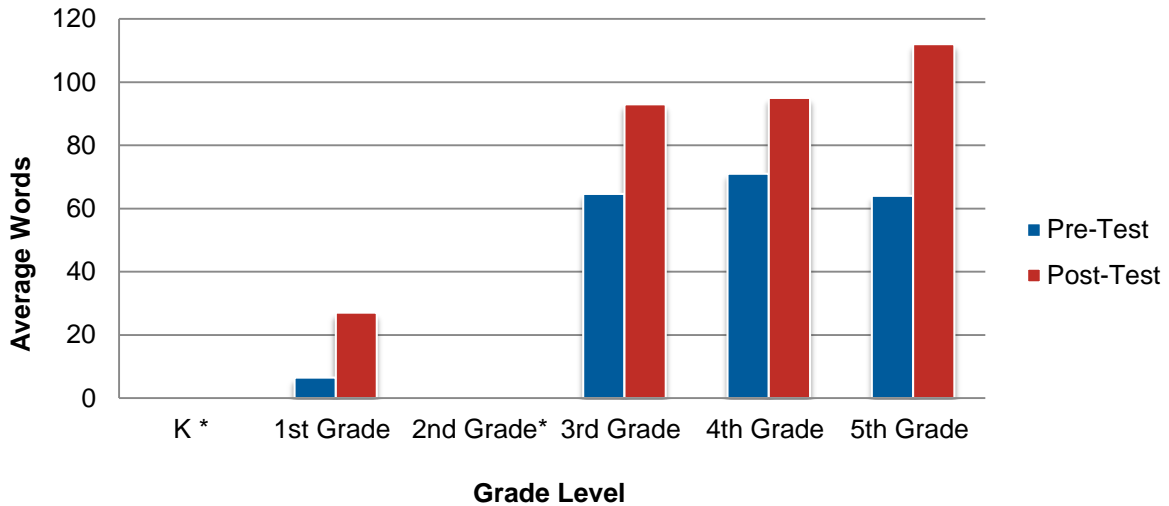
n=24



*=No data available for this grade level

Average Fluency (Words Correct per Minute) by Grade Level for Lincoln Stepping Stones School Year 2011-2012

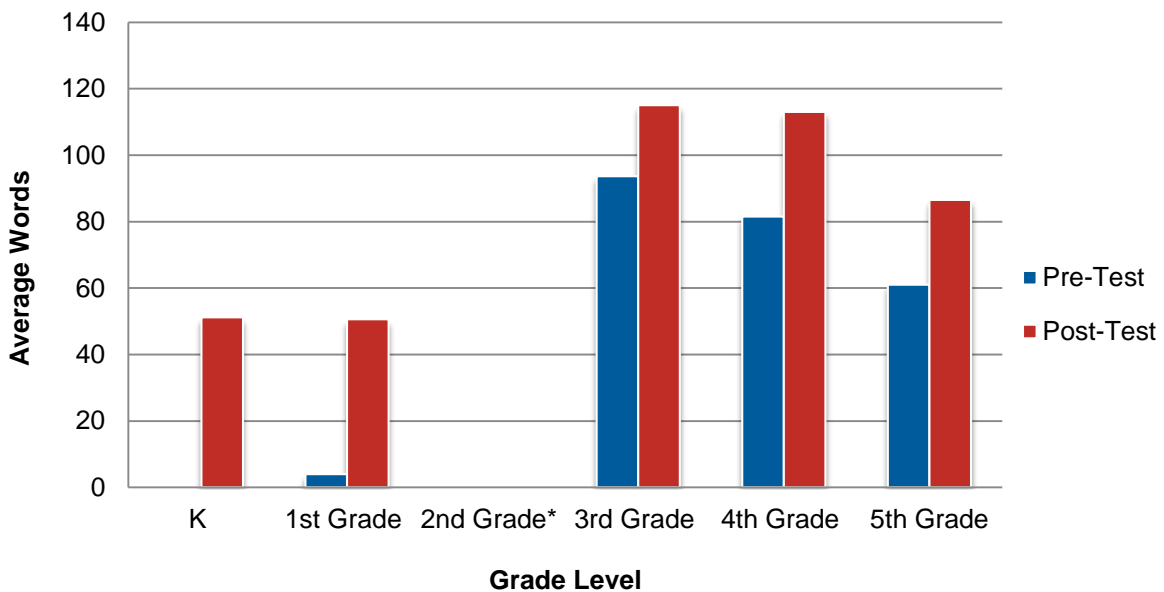
n=13



*=No data available for this grade level

Average Fluency (Words Correct per Minute) by Grade Level for Monroe Stepping Stones School Year 2011-2012

n=24

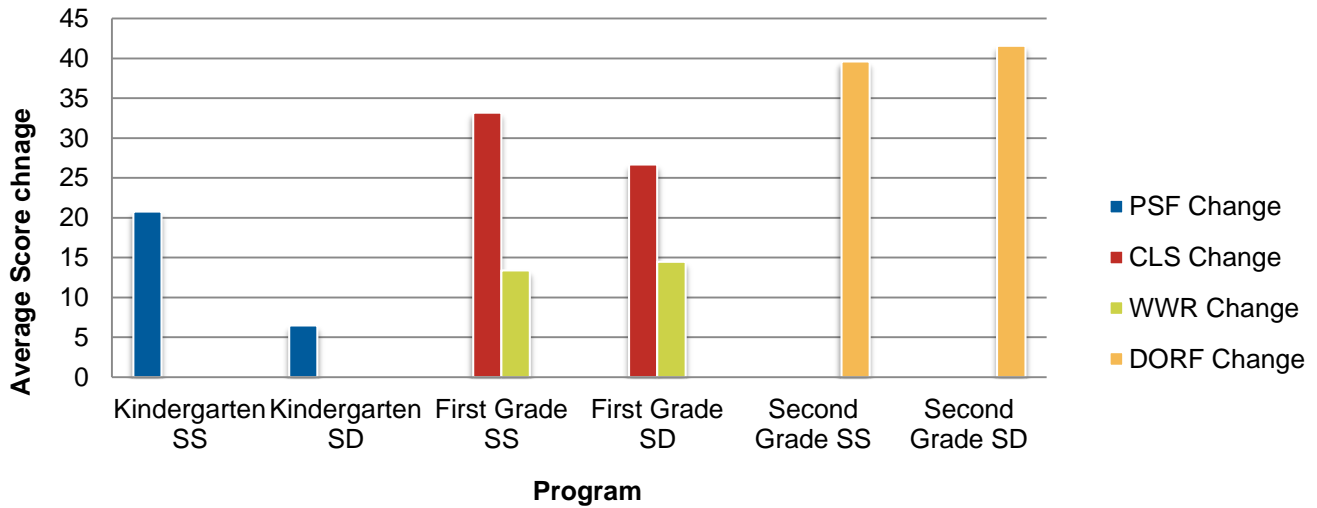


*=Data not available for this grade level

In the local evaluation, charts for Buchanan Elementary were included showing the average change by grade level in scores on the pre-test and post-tests for assessments as indicated. Student scores increased on all assessments but no benchmarks were indicated that showed how progress on objectives would be measured.

Buchanan Elementary Grades K-2

n=49

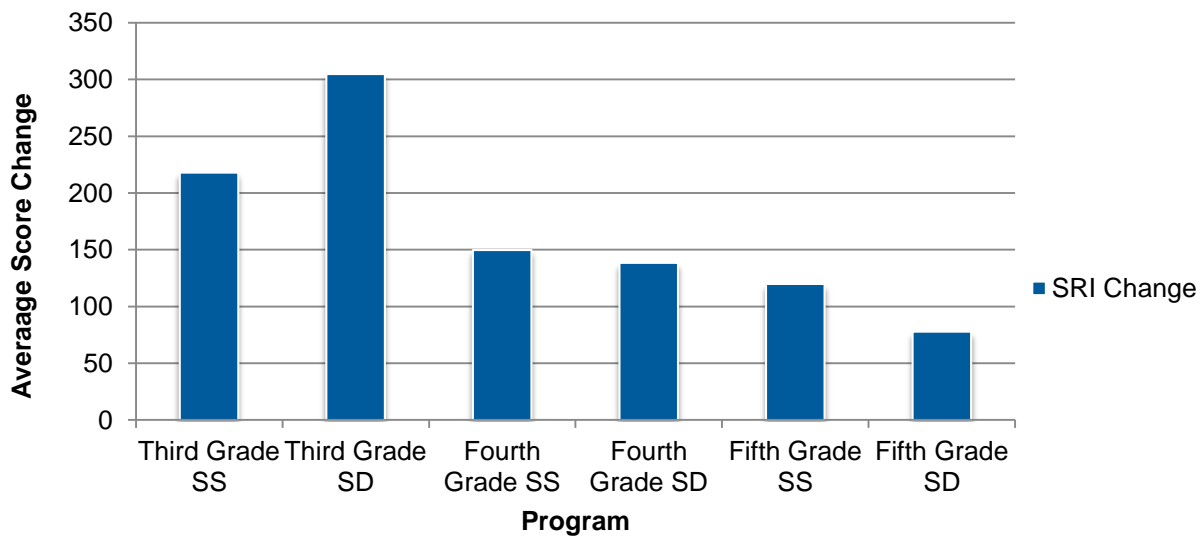


PSF=Phoneme Segmentation Fluency
 CLS=Correct Letter Sounds

WWR=Whole Words Read
 DORF= DIBELS Oral Reading Fluency

Buchanan Elementary Grades 3-5

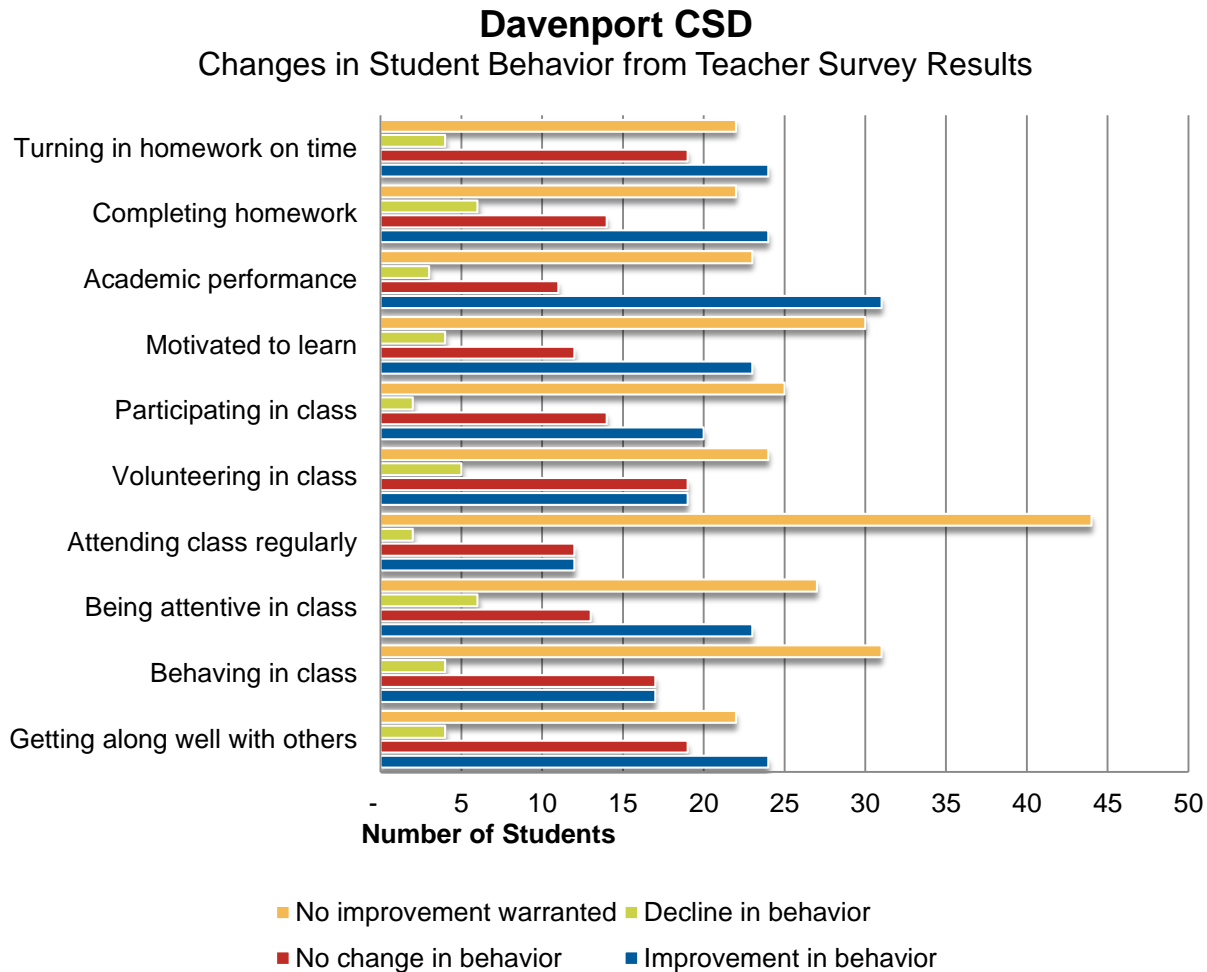
n=19



SRI= Scholastic Reading Inventory

Increase student connectedness to school. In the local evaluation no scores from the *Sense of School as Community Scale* (Developmental Studies Center, 1997) were listed. In future local evaluations data from this instrument should be included if it is to be used to measure progress on the student connectedness goal.

Data from the teacher survey can be seen below for Davenport CSD. Information on 71 students was received from teachers submitting the surveys. For students who teachers identified as warranting change, some students' behavior improved for every indicator. Many students showed no change in behavior and only a few students (six or less) showed a decline in behavior.



Davenport CSD has reported success for its three 21st CCLC programs. Davenport CSD has five community partners who have contributed funding and assistance in all other contribution types. Davenport CSD said that all objectives were either met or progress was made toward meeting the objectives. The local evaluation provided data indicating progress on student achievement goals, but only on two of the three 21st CCLC programs in Davenport CSD. Data on all programs and objectives should be included in future evaluations. In all areas surveyed, teachers registered improvement in behaviors for many of the regular attendees in the program and only a few students showed a decline in behavior.

DES MOINES CSD

Des Moines CSD operates two grants at a total of ten schools. Centers are located at Hiatt Middle School, Harding Middle School, Carver Elementary School, Moulton Extended Learning School, Callanan Middle School, Goodrell Middle School, Hoyt Middle School, Meredith Middle School, McCombs Middle School, and Weeks Middle School. The number of students with regular attendance was 1095.

Des Moines CSD programs had two partners supporting the centers at the ten schools. Partners provided funding and assistance in all other contribution types as indicated in the PPICS data.

Each of the two programs for Des Moines 21st CCLC had 20 objectives to measure the success of the program.



The objectives for the programs and the status of meeting the objectives are shown in the table below.

Objective	Hiatt Middle School Harding Middle School Carver Elementary School Moulton Extended Learning School	Callanan Middle School Goodrell Middle School Hoyt Middle School Meredith Middle School McCombs Middle School Weeks Middle School
Continually improve the program as measured by program evaluation.	Met the stated objective	Met the stated objective
Increase number of programs/services offered in 21 st CCLC schools.	Met the stated objective	Did not meet, but progressed toward the stated objective
Serve 21 st CCLC students and families with high quality staff.	Met the stated objective	Met the stated objective
Increase number of students and families participating through a variety of marketing strategies.	Met the stated objective	Did not meet, but progressed toward the stated objective
Strengthen communication and coordination between the 21 st CCLC and school staff.	Met the stated objective	Met the stated objective
Increase academic success of students.	Met the stated objective	Met the stated objective

Objective	Hiatt Middle School Harding Middle School Carver Elementary School Moulton Extended Learning School	Callanan Middle School Goodrell Middle School Hoyt Middle School Meredith Middle School McCombs Middle School Weeks Middle School
Provide a continuum of academic success for students that extends student learning beyond the school day.	Met the stated objective	Did not meet, but progressed toward the stated objective
Provide academic, social, and cultural support for English Language Learners.	Met the stated objective	Met the stated objective
Increase student and parent technology literacy.	Met the stated objective	Did not meet, but progressed toward the stated objective
Support students as they transition from 5th to 6th grade and from 8th to 9th grade.	Met the stated objective	Met the stated objective
Provide a variety of programs in the areas of art, music, dance, and drama.	Met the stated objective	Met the stated objective
Provide a variety of interest-based clubs and classes.	Met the stated objective	Met the stated objective
Provide a variety of sports and fitness programs.	Met the stated objective	Met the stated objective
Use community based learning, project-based learning, expeditions, and Service Learning.	Met the stated objective	Did not meet, but progressed toward the stated objective
Provide opportunities for personal development, leadership, and other aspects of positive youth development.	Met the stated objective	Met the stated objective
Based on parent interest, provide Adult Basic Education, GED, and college credit courses.	Did not meet and no progress toward the stated objective	Did not meet and no progress toward the stated objective
Based on parent interest, provide ESL classes, and/or Spanish GED.	Did not meet and no progress toward the stated objective	Did not meet and no progress toward the stated objective
Provide programs and activities to promote family development and parent education.	Met the stated objective	Did not meet, but progressed toward the stated objective

Objective	Hiatt Middle School Harding Middle School Carver Elementary School Moulton Extended Learning School	Callanan Middle School Goodrell Middle School Hoyt Middle School Meredith Middle School McCombs Middle School Weeks Middle School
Assist parents in their development of career/vocational skills.	Dropped the stated objective entirely	Did not meet and no progress toward the stated objective
Increase parent involvement.	Met the stated objective	Did not meet, but progressed toward the stated objective

As evidenced in the table, Des Moines CSD reported mixed progress for the objectives. The first grant met the objective for 17 of the objectives, made no progress toward two of the objectives, and dropped one objective entirely. The second grant met the objective for 10 of the objectives, made progress toward seven of the objectives, and made no progress toward three of the goals.

As a local evaluation, Des Moines CSD provided four documents for each site in their 21st CCLC program.

1. Data on math and reading assessments. This document was a breakdown of the number of 21st CCLC regular attendees' math and reading assessment results. For math and reading, a count was provided showing changes in assessment results between the 2010-2011 and 2011-2012 school years. The number of students who scored in the low, intermediate and high categories was delineated along with the number of students who exhibited an increase, a decrease or no change in scores from year to year. Below are tables summarizing the data provided (data for Moulton Extended Learning School was not in the data package). The data could help determine the progress of student achievement objectives but benchmark goals for scores were not provided in the local evaluation. For future local evaluations, benchmark goals should be included.

DES MOINES READING ASSESSMENT - 21ST CCLC

Number of Regular Attendees with Assessment Scores

Category	Hiatt	Harding	Carver	Callanan	Goodrell	Hoyt	Meredith	McCombs	Weeks	TOTAL
Scored in the Highest Category in the prior year										
No Change	2	1	0	2	2	2	7	0	0	16
Decrease	1	4	0	1	4	3	1	0	2	16
Total for HIGH	3	5	0	3	6	5	8	0	2	32
Scored in the Intermediate Category in the prior year										
Increase	0	3	0	2	1	1	1	0	0	8

Number of Regular Attendees with Assessment Scores

Category	Hiatt	Harding	Carver	Callanan	Goodrell	Hoyt	Meredith	McCombs	Weeks	TOTAL
No Change	8	32	21	13	8	20	10	4	15	131
Decrease	7	23	7	12	4	4	7	5	12	81
Total for Intermediate	15	58	28	27	13	25	18	9	27	220
Scored in the Low Category in the prior year										
Increase	1	2	5	0	2	0	0	2	3	15
No Change	18	45	22	23	2	18	14	26	27	195
Total for Low	19	47	27	23	4	18	14	28	30	210
Total for Reading	37	110	55	53	23	48	40	37	59	462

DES MOINES MATH ASSESSMENT - 21ST CCLC

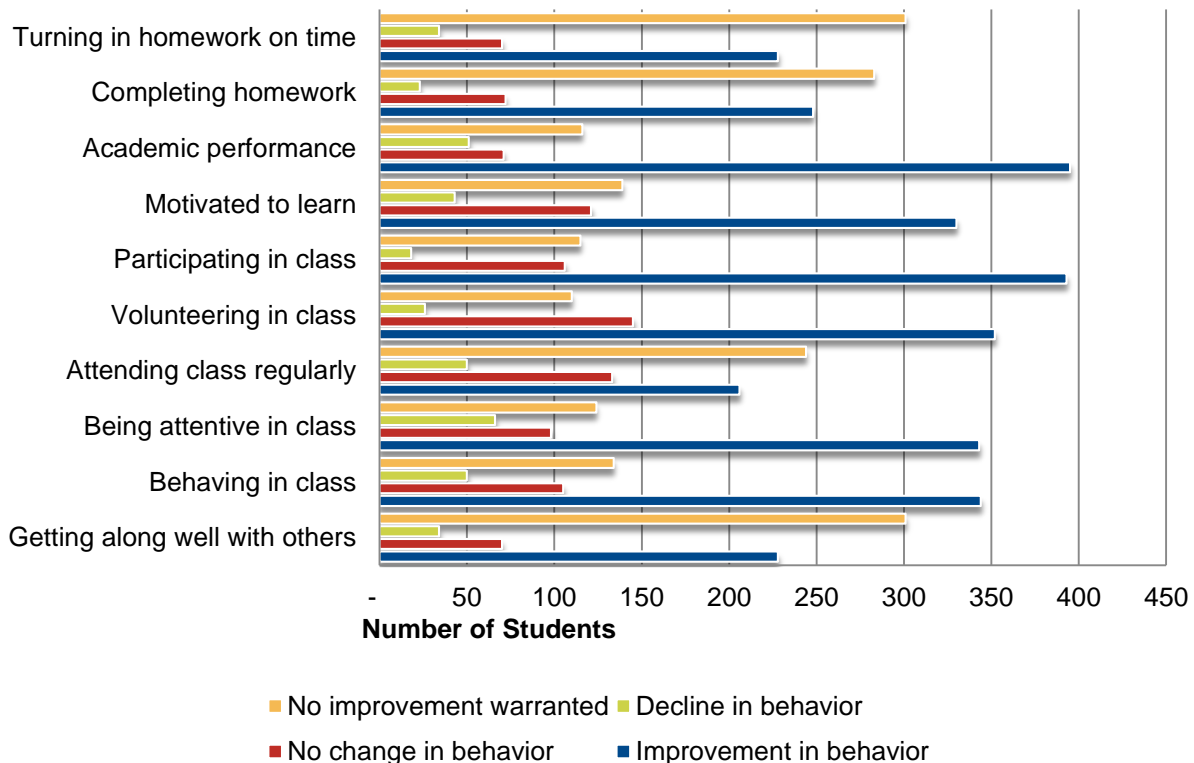
Number of Regular Attendees with Assessment Scores

Category	Hiatt	Harding	Carver	Callanan	Goodrell	Hoyt	Meredith	McCombs	Weeks	TOTAL
Scored in the Highest Category in the prior year										
No Change	1	2	0	3	1	4	5	0	1	17
Decrease	3	5	0	3	2	4	2	0	0	19
Total for HIGH	4	7	0	6	3	8	7	0	1	36
Scored in the Intermediate Category in the prior year										
Increase	0	0	0	0	2	0	0	0	0	2
No Change	16	40	16	17	7	22	12	5	19	154
Decrease	5	16	6	6	6	5	7	9	7	67
Total for Intermediate	21	56	22	23	15	27	19	14	26	223
Scored in the Low Category in the prior year										
Increase	2	9	10	2	4	2	2	0	8	39
No Change	10	38	23	24	1	11	12	23	24	166
Total for Low	12	47	33	26	5	13	14	23	32	205
Total for Math	37	110	55	55	23	48	40	37	59	464

2. Average daily attendance data. Attendance data is a viable measure of progress on some objectives. For example, Des Moines CSD included the objective “Increase number of students and families participating through a variety of marketing strategies.” However, the average daily attendance data was for the overall program and was not specific enough to determine the progress on this or similar objectives.
3. Activities by category. This document detailed the number of hours per week activity categories were provided. This data could be used to help determine the progress toward meeting objectives dealing with the offering of specific activities such as “Provide a variety of programs in the areas of art, music, dance, and drama.” In order to do so, benchmark goals on meeting the objectives are needed.
4. Operations data. This document consisted of the typical hours per week the 21st CCLC program was open. This data can also be used to help determine progress for objectives dealing with providing services and activities. Specific ties to objectives are needed. For example, the number of hours of operation could help determine the progress of the objective stating “Provide opportunities for personal development, leadership, and other aspects of positive youth development,” but, in order to do so, a definition of how many hours would constitute success would need to be provided.

Data from the teacher survey can be seen below for Des Moines CSD. Information on 633 students was received from teachers submitting the surveys. For students who teachers identified as warranting change, many students made positive gains in behavior on the identified criteria. The number of students exhibiting positive change ranged from 206 attending class regularly to 395 improving academic performance.

Des Moines Independent CSD Changes in Student Behavior from Teacher Survey Results



Des Moines CSD has reported mostly success for its two 21st CCLC grants. Des Moines CSD has two community partners who have contributed funding and assistance in all other contribution types. Des Moines CSD has 20 objectives for the two grants and reported mixed success in meeting these objectives. In all areas surveyed, teachers registered improvement in behaviors for most of the regular attendees in the program who warranted changes in behavior. The local evaluation contained data but it was not clear how the data related to the progress of achieving objectives since no data analysis was included.

DUBUQUE CSD

Dubuque CSD operates two schools under their 21st CCLC grant. Thomas Jefferson Middle School and George Washington Middle School serve a total of 57 students who have regular attendance.

Dubuque CSD programs have 12 partners supporting the centers at the two schools. Partners provided funding and assistance in all other contribution types as indicated in the PPICS data.

The 21st CCLC for Dubuque CSD developed four objectives to help determine the success of the program:

- To increase the well-being of middle school students by focusing on academic achievement.
- Enhance the health and social well-being of students enrolled in after school programming.
- To promote preparation for a productive adulthood by providing high quality and structured activities for ASP middle school students.
- To promote supportive family structures and safe home environments.

Dubuque CSD reported making progress toward the first, second, and fourth objectives and meeting objective three. The site visit report conducted by the Iowa Afterschool Alliance was submitted as a local evaluation document. The site visit report includes a breakdown of each objective into measurable parts as shown below.

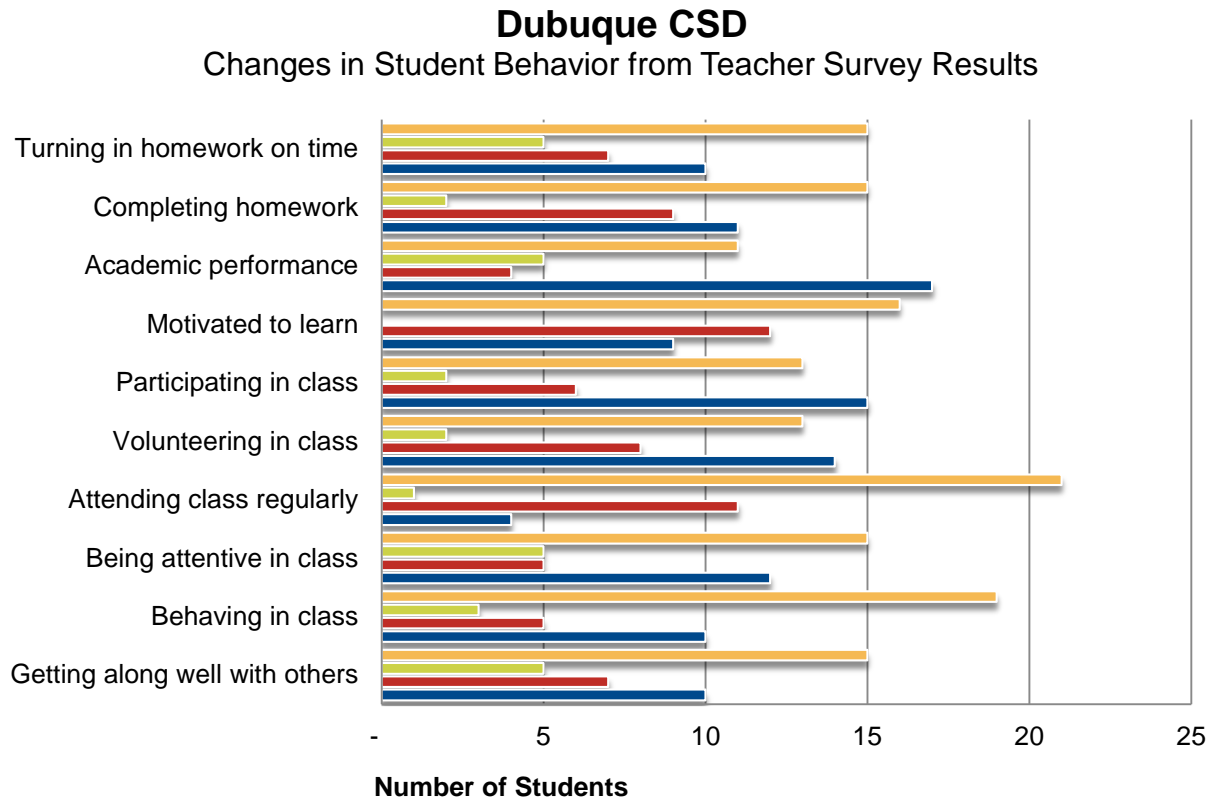
Goals:

1. To increase the well-being of middle school students by focusing on academic achievement.
 - Objective 1: To annually recruit 75 percent of students in the regular school day instructional decisions making (IDM) who need academic interventions and supports for After School Programming (ASP) as measured through ASP attendance and IDM rosters.
 - Objective 2: Engage 60 percent of the ASP students in at least one extended service learning activities each year as measured by the sign in sheets.
 - Objective 3: Increase by two percent a year the number of ASP students who achieve expected Rausch Unit (RIT) growth as measured by fall to spring and spring to spring Measures of Academic Progress (MAP) tests.
2. Enhance the health and social well-being of students enrolled in afterschool programming.
 - Objective 1: By the end of each school year, increase the self-efficacy of ASP students by five percent as measured by the Morgan-Jinks scale.
 - Objective 2: By the end of each school year, decrease the number of suspensions ASP students receive by five percent as measured by building suspension data.
 - Objective 3: Increase the regular school day attendance of ASP students by three percent annually as measured by school attendance reports.
 - Objective 4: Decrease by one percent a year, ASP students who are in an unhealthy Body Mass Index (BMI) range
3. To promote preparation for a productive adulthood by providing high quality and structured activities for ASP middle school students.

- Objective 1: To successfully recruit and serve at least 350 students in ASP each year of the grant as measured by ASP attendance reports.
 - Objective 2: To recruit, hire, and retain quality programming staff as measured by annual student and parent satisfaction surveys
 - Objective 3: To deliver high quality professional development to all staff members on an annual basis as measured by professional development agendas and sign in sheets.
4. To promote supportive family structures and safe home environments.
- Objective 1: To have 60 percent of the families with children enrolled in ASP participate in at least two family events each year of the grant as measured by event sign-in sheets.
 - Objective 2: By the end of the family programming offerings each year, 60 percent of participating families will increase their knowledge of how to help their adolescent children with homework as measured by pre and post session tests.
 - Objective 3: To make the community (including parents and children) an integral part of planning and guiding afterschool programming for Jefferson and Washington Middle Schools as measured by stakeholder membership on the After School Programming Advisory Council and community of Out of School Time committee.

The site visit report did not include a description on how each measure tied to the progress ratings given to the objectives in the PPICS database. A data analysis should be provided as part of the local evaluation. The data analysis needs to provide evidence of progress for the objectives identified in the PPICS database.

Data from the teacher survey can be seen below for Dubuque CSD. Information on 37 students was received from teachers submitting the surveys. Almost one half of students warranted no change in behavior, leaving a small number of students teachers rated for change. Except for attending class regularly, more students exhibited a positive change in behavior than had no change or a decline in behavior.



■ No improvement warranted ■ Decline in behavior
■ No change in behavior ■ Improvement in behavior

Dubuque CSD has reported mixed success for its 21st CCLC programs. Dubuque CSD has 12 community partners who have contributed funding and assistance in all other contribution types. Dubuque CSD has four objectives for the 21st CCLC program and reported progress toward three of the objectives and meeting the fourth. The local evaluation consisted of a site visit report from the Iowa Afterschool Alliance. The report outlined how objectives would be measured but no actual data or analysis was included. In all but one area surveyed, teachers registered improvement in behaviors for most of the regular attendees in the program who warranted changes in behavior but the number of students (37) makes it difficult to draw conclusions.

FORT DODGE CSD

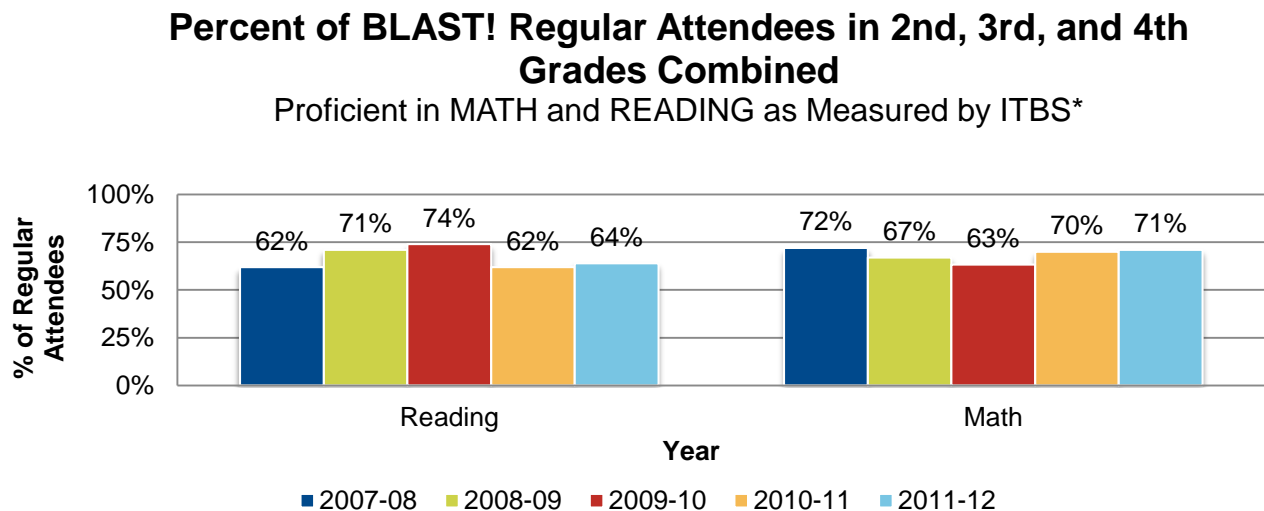
Fort Dodge CSD has one school operating under their 21st CCLC grant. Butler Elementary School serves a total of 132 students who have regular attendance.

Fort Dodge CSD programs has nine partners supporting the 21st CCLC at Butler Elementary School. Partners provided funding and assistance in all other contribution types as indicated in the PPICS data.

Fort Dodge CSD developed three objectives to help determine the success of the 21st CCLC program.

1. By 2013, Butler Elementary students will demonstrate reasonable progress in math.
2. By 2013, Butler Elementary students will show reasonable progress in reading.
3. By 2013, Butler parents and caregivers will be active participants in the education of their children.

Fort Dodge CSD reported that all three objectives were met. The local evaluation included a series of bar graphs displaying attendance and math and reading scores on the ITBS for second, third and fourth grade students in the 21st CCLC program. Below is an example of the graphs submitted. The example displays the percent of students proficient in math and reading for students in the 21st CCLC program over a five year period. No information was provided on what level of proficiency would translate to meeting the progress of the two achievement goals. The local data analysis should include the methodology used to determine progress.



Also included in the site visit report was anecdotal data in the form of quotations from parents and teachers. It is possible the anecdotal data was used to help measure progress on the third objective, “By 2013, *Butler parents and caregivers will be active participants in the education of their children.*” The local evaluation did not make clear how progress was measured. Future evaluations should indicate how the measure of progress ties to the objective(s).

Great program—wish more of my students were part of it.

We teach students to treat others the way they want to be treated.

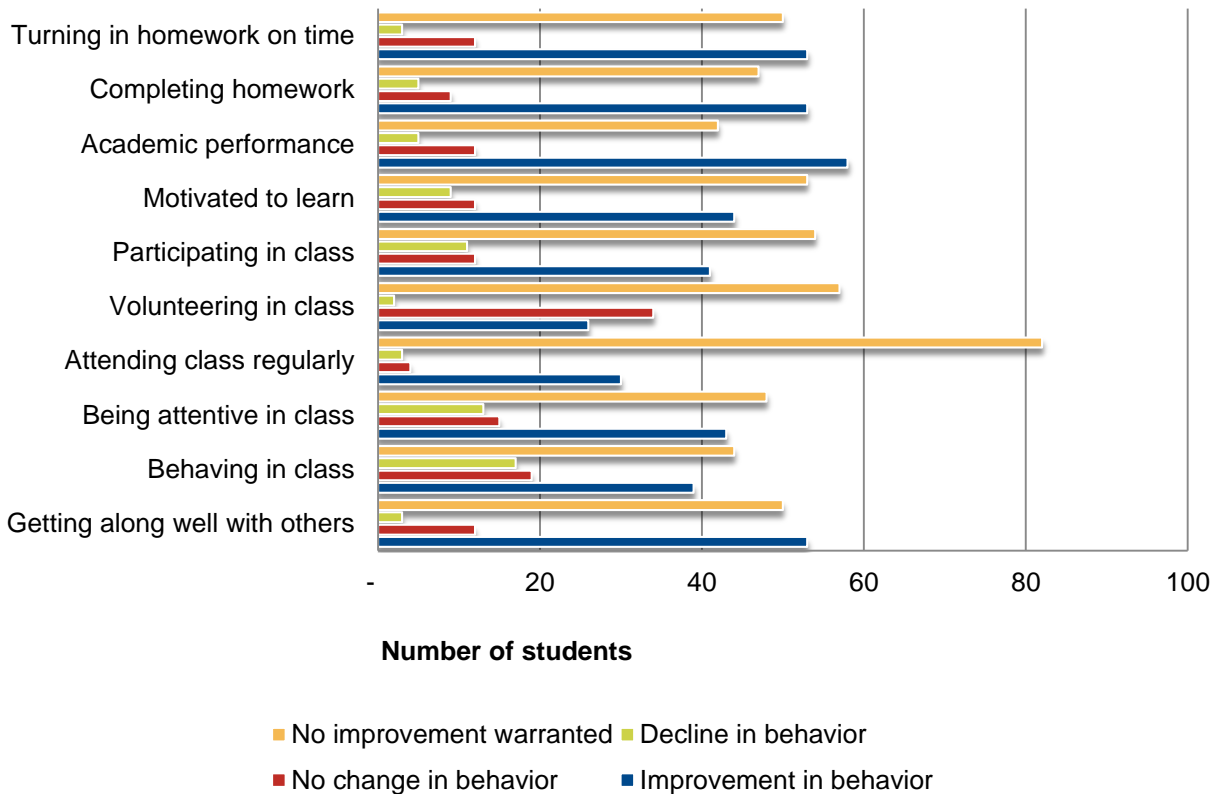
My older child enjoyed BLAST! so much that she returned to help after advancing to middle school. It has helped my child with his homework. It has helped me as a single mom to work normal hours so I don't have to take off early and lose out on my paycheck.



Data from the teacher survey can be seen below for Fort Dodge CSD. Information on 120 students was received from teachers submitting the surveys. As seen in the chart, for students who warranted change, positive change occurred in all identified criteria.

Fort Dodge CSD

Changes in Student Behavior from Teacher Survey Results



Fort Dodge CSD has reported success for its 21st CCLC programs. Fort Dodge CSD has nine community partners who have contributed funding and assistance in all other contribution types. Fort Dodge CSD set three objectives for the 21st CCLC program and reported meeting all three objectives. The data included in the local evaluation did not include any data analysis. It is not clear how the ratings of progress for objectives were calculated. The responses to the teacher survey indicated that there was a positive change in behavior in all criteria.

IOWA CITY CSD

Iowa City CSD operates four sites in the 21st CCLC program. Grant Wood Elementary School, Hills Elementary School, Kirkwood Elementary School, and Roosevelt Elementary School serve a total of 226 students with regular attendance.

Iowa City CSD programs had 17 partners supporting the 21st CCLC. Partners provided funding and assistance in all other contribution types as indicated in the PPICS data.

Each of the Iowa City CSD 21st CCLC schools have three objectives to help determine the success of the 21st CCLC program. . The objectives for each program and the status of meeting the objectives are shown in the table below.

Objective	Grant Wood Elementary School	Hills Elementary School	Kirkwood Elementary School	Roosevelt Elementary School
All students at <i>(school name)</i> will demonstrate increased competency in reading, mathematics and science (Academic and Learning Support Goal).	Met the stated objective	Did not meet, but progressed toward the stated objective	Met the stated objective	NA
Students at <i>(school name)</i> will demonstrate appropriate social skills, have positive self-images, and display appropriate behaviors both at school and at home.	Met the stated objective	Met the stated objective	Met the stated objective	Did not meet, but progressed toward the stated objective
<i>(School name)</i> Families will be active supporters of their child's educational growth.	Did not meet, but progressed toward the stated objective	Met the stated objective	Did not meet, but progressed toward the stated objective	Did not meet, but progressed toward the stated objective
Students at Roosevelt will demonstrate increased competency in reading and math.	NA	NA	NA	Met the stated objective

As is seen in the table, the centers in the Iowa City CSD program had varied success in meeting objectives as reported by Iowa City CSD. The local evaluation report consisted of a table of 21st CCLC student scores on the Developmental Reading Assessment (DRA) and Dynamic Indicators of Basic Early Literacy Skills (DIBELS) scores for the 2011-2012 school year. These reading assessments did not include a data analysis showing progress toward achievement goals. Future evaluations should include data and data analysis for reading, math and other subjects identified in objectives. The data analysis should indicate how progress is measured.

The local evaluation did not include information on the two additional goals:

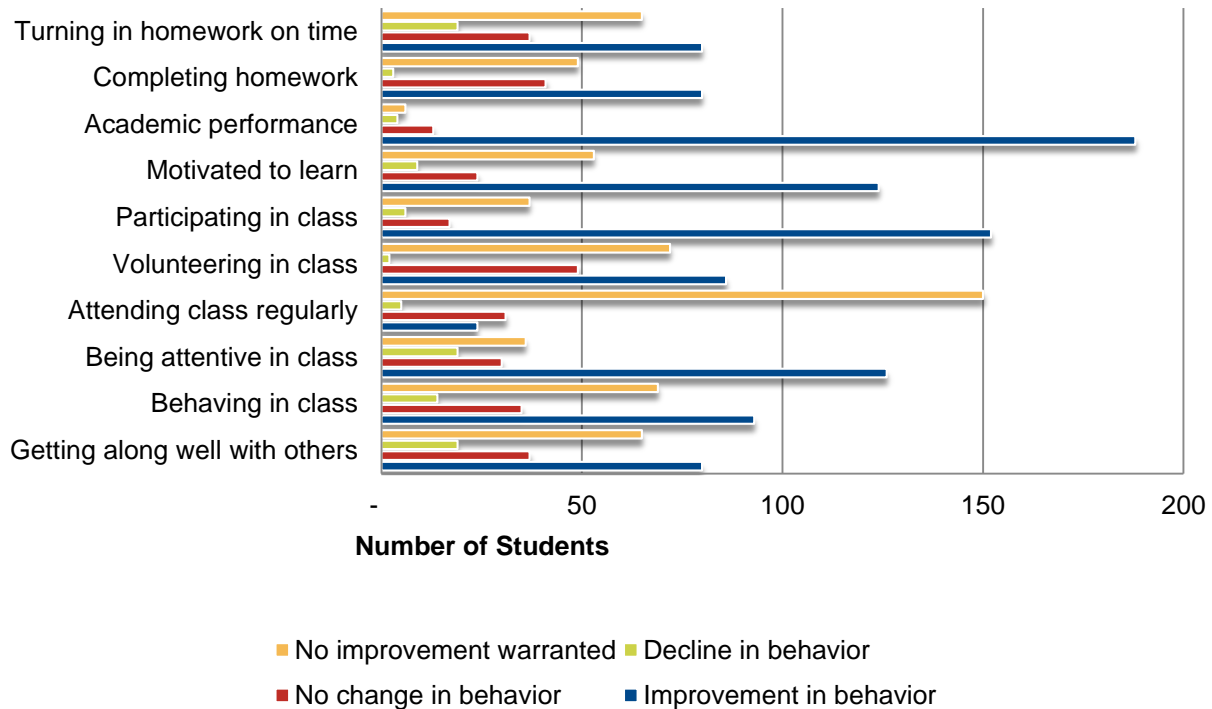
- Students at (school name) will demonstrate appropriate social skills, have positive self-images, and display appropriate behaviors both at school and at home.
- (School name) families will be active supporters of their child's educational growth.

Appropriate instruments that could assist in measuring progress of these two goals include surveys, interview and attendance records from meetings and events. Future evaluations should include data and analysis for all objectives.



Data from the teacher survey can be seen below for Iowa City CSD. Information on 214 students was received from teachers submitting the surveys. As seen in the chart, for students who warranted change, positive change occurred in all identified criteria with the exception of attending class regularly. For four of the criteria, more than 120 students showed improvement. For academic performance, 188 students (or 88 percent) improved their performance.

Iowa City CSD Changes in Student Behavior from Teacher Survey Results



Iowa City CSD has reported success for its 21st CCLC programs. Iowa City CSD has 17 community partners who have contributed funding and assistance in all other contribution types. Each of the four schools in the Iowa City CSD 21st CCLC program set three objectives for the 21st CCLC program and reported meeting or making progress toward three objectives. Future evaluations should include data and data analysis for all objectives. The responses to the teacher survey indicated that there was a positive change in behavior in all criteria and for four areas, more than 50 percent of total students showed improvement.



IOWA STATE UNIVERSITY – LINN COUNTY EXTENSION

Linn County Extension had one school in its 21st CCLC program. Johnson Elementary School serves a total of 36 students who have regular attendance.

The Linn County Extension program had nine partners supporting the 21st CCLC at Johnson Elementary School. Partners provided funding and assistance in all other contribution types as indicated in the PPICS data.

Linn County Extension developed four objectives to help determine the success of the 21st CCLC program.

1. Participants will have safe and supportive families, school and community.
2. Participants will succeed in school.
3. Participants will demonstrate positive social skills and healthy lifestyle choices.
4. Participants will be better prepared for a productive adulthood.

Linn County Extension reported that the first three objectives were not met, but progress was made toward meeting them and that the fourth objective was met.



The local evaluation was presented in the form of a flyer listing highlights of the 21st CCLC program at Johnson Elementary School. Highlights listed include:

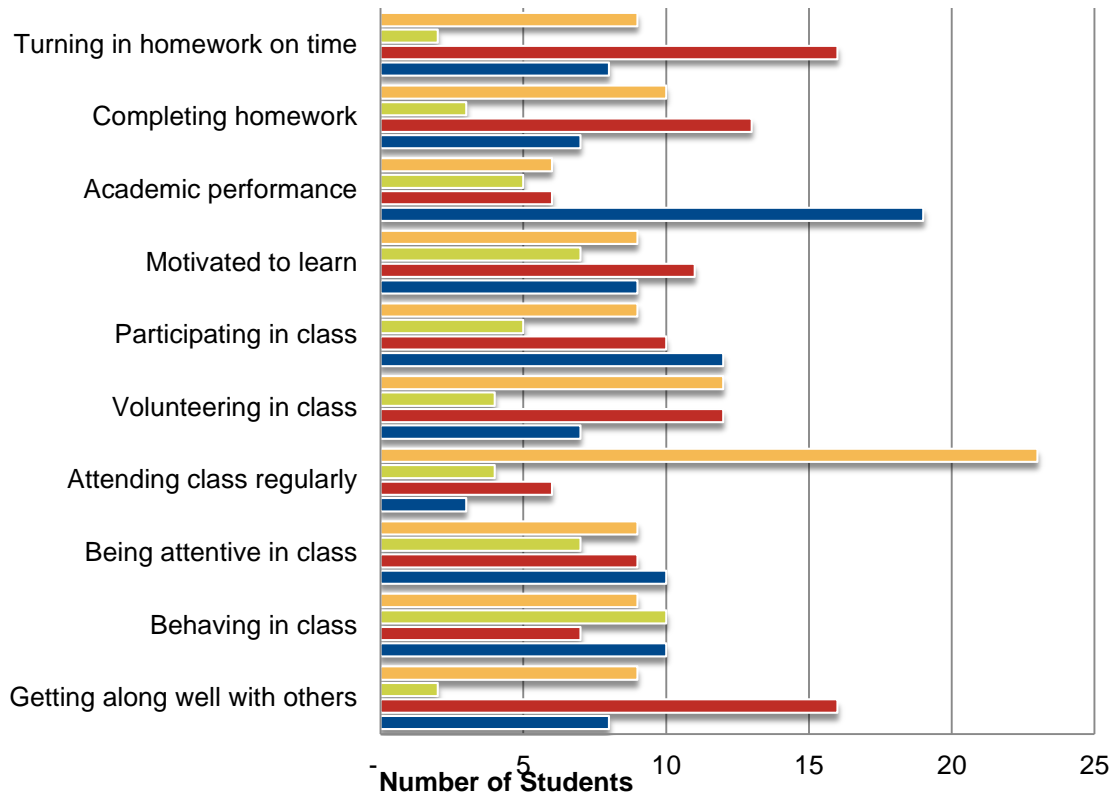
- Reading Proficiency
 - Fifty-six percent of 3rd graders in the program were proficient at the end of the school year
 - One hundred percent of 4th graders in the program were proficient at the end of the school year
 - Sixty-seven percent of 5th graders in the program were proficient at the end of the school year
- Math Proficiency
 - One hundred percent of students in the program who completed all math tests stayed the same or improved their scores
 - Students in the program who completed all math tests improved their math scores by an average of 8.53 SLE
- Teachers indicated that 80 percent of their students who attended the program need to improve academically. Of these students, 63 percent showed academic improvement.
- Summer Progress
 - Seventy-nine percent of students in the program improved their swimming skills.
- Seventy percent of students in the program improved their social skills.

The highlights in the flyer can be tied to the objectives. However, no information was included to indicate how the objective ratings were determined.



Data from the teacher survey can be seen below for Linn County Extension. Information on 36 students was received from teachers submitting the surveys. As seen in the chart, for students who warranted change, some positive change was recorded in all areas. For academic performance, 19 improved their performance. For other criteria, at least as many students exhibited no change and a decline in behavior compared to students who improved in behavior. For future evaluations, data analysis should be included that ties data to objective progress.

Linn County Extension Changes in Student Behavior from Teacher Survey Results



■ No improvement warranted ■ Decline in behavior
■ No change in behavior ■ Improvement in behavior

MID-IOWA COMMUNITY ACTION (MICA)

Mid-Iowa Community Action had one school in the 21st CCLC program. Rogers Elementary School serves a total of 31 students who have regular attendance. The program had seven partners supporting the 21st CCLC at Rogers Elementary School. Partners provided funding and assistance in all other contribution types as indicated in the PPICS data.

Mid-Iowa Community Action had 16 objectives to help determine the success of the 21st CCLC program.

1. Sixty-five percent of targeted students will improve their reading proficiency
2. Sixty-five percent of targeted students will improve their math proficiency
3. One hundred percent of participant children will attend, at minimum, three enrichment units.
4. Seventy-five percent of students will report increased knowledge in the topic area of each enrichment unit.
5. One hundred percent of students will participate in fitness targeted enrichment activities.
6. Seventy-five percent of students will increase their knowledge in regard to nutrition and physical fitness.
7. Ninety percent of students will attend swim lessons.
8. Seventy-five percent of children will improve their swimming skills.
9. Seventy-five percent of children attending swim lessons will increase their awareness of water safety.
10. One hundred percent of 1st – 4th grade students will experience service-learning component.
11. Seventy-five percent of students experiencing the service-learning component will express a commitment to helping others.
12. Ninety percent of students experiencing the service-learning component will express a sense of connectedness to the community and school.
13. Ninety percent of participants of the continuing education workshops will be able to identify community resources available for continuing their education.
14. Seventy-five percent of participants of the continuing education workshop will identify current barriers to further education and possible solutions to those barriers.
15. One hundred percent of family literacy participants will increase the amount of time they spend reading to their children.
16. Seventy-five percent of family literacy participants will increase their understanding of activities that will improve their child's literacy development.

Mid-Iowa Community Action reported that objectives one, two and seven were met and progress was made toward objective five. Mid-Iowa Community Action reported that they were unable to measure progress on all other objectives. No local evaluation was provided. Since each objective for Mid-Iowa includes specific targets (percentages), data could be obtained and analyzed to measure progress of the objectives. Data collected might include test scores, subject grades, attendance records for activities and events, surveys, and interviews.

No teacher surveys were completed for students in the Mid-Iowa Community Action 21st CCLC program. As part of the Iowa 21st CCLC program, data for PPICS needs to be complete and accurate. An effort should be made by Mid-Iowa Community Action to have teachers complete the necessary surveys.

Mid-Iowa Community Action developed 16 rigorous objectives for the 21st CCLC program. Of the 16 objectives, Mid-Iowa Community Action reported that they were unable to measure 12 of them while meeting or making progress toward four objectives. No local evaluation or site visit report was submitted. Mid-Iowa Community Action has nine community partners who have contributed funding and assistance in all other contribution types.

PERRY CSD

Perry CSD had one school in its 21st CCLC program. Perry Middle School serves a total of 13 students who have regular attendance.

The Perry CSD program had seven partners supporting the 21st CCLC at Perry Middle School. Partners provided funding and assistance in all other contribution types as indicated in the PPICS data.

Perry CSD developed the following four objectives to help determine the success of the 21st CCLC program:

1. Improve student achievement / improve academic performance in reading and mathematics.
2. Promote positive self-concept and skills which will lead to a productive adulthood.
3. Promote healthy habits and active lifestyles.
4. Promote family literacy, parenting skills, increased school and child involvement, and improved economic status of the family.

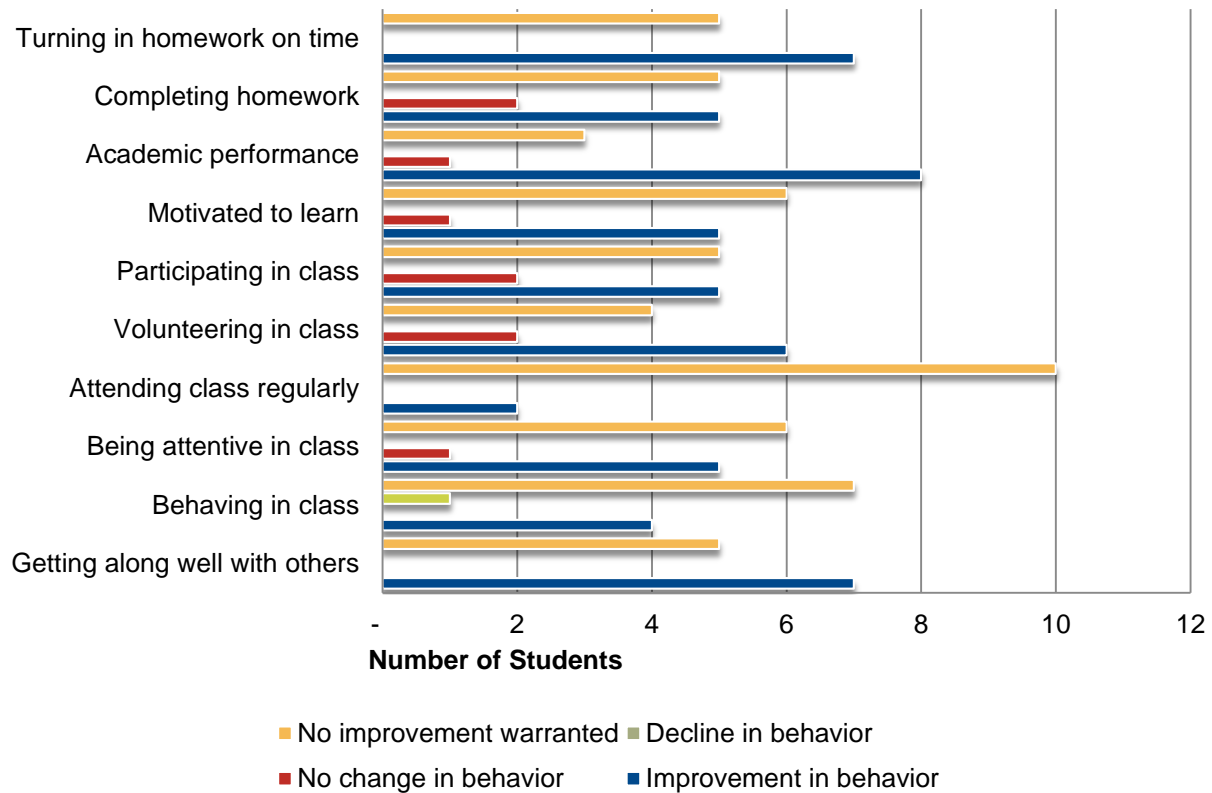
Perry CSD reported that progress was made in meeting the first two objectives and that the last two objectives were met. The local evaluation concentrated on the logistics and quality of the activities but no data was included to substantiate objective status ratings.

The local evaluation was submitted in the form of a checklist completed by the project evaluator. The checklist consisted of 46 items including ratings specific to each item. Most items dealt with logistics and classroom and school management. Some items indicated whether or not activities were provided in areas that could be tied to the objectives, including mathematics and reading. By itself, this data does not adequately address progress toward the objectives as stated in the PPICS database. Future evaluations need to include the methodology, data, and data analysis used to determine progress made toward objectives.

Data from the teacher survey is provided below for the Perry CSD 21st CCLC program. Information on 12 students was received from teachers submitting the surveys. As seen in the chart, most students were identified as warranting no change in behaviors. For students who warranted change, the most positive change was recorded for academic performance, completing homework, and getting along well with others. It should be noted that the number of students reported on is low.

Perry CSD

Changes in Student Behavior from Teacher Survey Results



Perry CSD reported success for its 21st CCLC program. Perry CSD has seven community partners who have contributed funding and assistance in all other contribution types. The Perry CSD 21st CCLC program set four objectives and reported meeting or making progress on all of them. The provided evaluation was a checklist of school logistics, classroom management, and specific program areas. The local evaluation did not include sufficient data and data analysis needed to determine progress made toward achieving objectives. The responses to the teacher survey indicate that there was some positive change in behavior, especially for academic performance, but the number of students reported on was small.

SIOUXLAND HUMAN INVESTMENT PARTNERSHIP (SHIP)

Siouxland Human Investment Partnership (SHIP) operates three grants at a total of 10 schools. The afterschool program is called Beyond the Bell. The school sites are located at Crescent Park Elementary School, Everett Elementary School, Whittier Elementary School, Emerson Elementary School, Leeds Elementary School, West Middle School, Irving Elementary School, Riverside Elementary School, Sacred Heart Elementary School, and Roosevelt Elementary School. The number of students with regular attendance at the ten sites is 875.

SHIP programs had six partners supporting the 10 schools. Partners provided funding and assistance in all other contribution types as indicated in the PPICS data.

Each of the three programs for SHIP developed objectives to help determine the success of the program. The objectives for each program and the status of meeting the objectives are shown in the table below.

Objective	Crescent Park Elementary School Everett Elementary School Whittier Elementary School	Emerson Elementary School Leeds Elementary School West Middle School	Irving Elementary School Riverside Elementary School Sacred Heart Elementary School Roosevelt Elementary School
Percentages of BTB students performing at the intermediate or high levels on the ITBS in mathematics will increase to meet District standards.	Met the stated objective	NA	NA
Percentages of BTB students performing at the intermediate or high levels on the ITBS in reading will increase to meet District standards.	Did not meet, but progressed toward the state objective	NA	NA
Increase collaboration among BTB students, BTB parents, BTB staff, and school staff to improve student success.	Met the stated objective	NA	NA
Increase parents' participation in Family Literacy programming to improve student success.	Met the stated objective	NA	NA
Improve safety by reducing violent incidents in the schools to meet District standards.	Did not meet, but progressed toward the state objective	NA	NA
BTB participants improve their school attendance to comply with District standards.	Met the stated objective	NA	NA

Objective	Crescent Park Elementary School Everett Elementary School Whittier Elementary School	Emerson Elementary School Leeds Elementary School West Middle School	Irving Elementary School Riverside Elementary School Sacred Heart Elementary School Roosevelt Elementary School
BTB participants have increased academic achievement to meet District standards.	Met the stated objective	NA	NA
BTB students will actively participate in math activities as recorded by their teachers.	NA	Met the stated objective	Met the stated objective
BTB students' math achievement will increase as measured by ITBS and grades.	NA	Met the stated objective	Met the stated objective
BTB students will actively participate in reading activities as recorded by their teachers.	NA	Met the stated objective	Met the stated objective
BTB students' reading grades will increase as measured by ITBS and class grade.	NA	Met the stated objective	Met the stated objective
Percentages of BTB parents attending parent-teacher conferences will increase by at least one percent per year.	NA	Unable to measure progress on the stated objective	NA
Students, parents, and staff will better communicate to meet the child's needs as measured by documentation on contacts from teacher and parent surveys.	NA	Met the stated objective	Met the stated objective
BTB students' violence-related discipline referrals will decline as documented by the District.	NA	Unable to measure progress on the stated objective	Unable to measure progress on the stated objective
BTB students' school suspensions will decline as documented by the District.	NA	Unable to measure progress on the stated objective	Did not meet, but progresses toward the stated objective

Objective	Crescent Park Elementary School Everett Elementary School Whittier Elementary School	Emerson Elementary School Leeds Elementary School West Middle School	Irving Elementary School Riverside Elementary School Sacred Heart Elementary School Roosevelt Elementary School
Parents of BTB students will participate in more scheduled family events than they did before their children entered the BTB program as measured by SCCSD and BTB records.	NA	Met the stated objective	Unable to measure progress on the stated objective
BTB participants' average grades are higher with BTB participation and closer to meeting District standards than their average grades were at the end of the previous school year.	NA	Met the stated objective	Unable to measure progress on the stated objective
More days of BTB participation correlate with greater improvement in average grades.	NA	Met the stated objective	Met the stated objective
Participants have fewer excused absences than they did before they participated in BTB.	NA	Unable to measure progress on the stated objective	Unable to measure progress on the stated objective
Participants have fewer unexcused absences than they did before they participated in BTB.	NA	Unable to measure progress on the stated objective	Unable to measure progress on the stated objective
Participants have fewer tardies than they did before they participated in BTB.	NA	Unable to measure progress on the stated objective	Unable to measure progress on the stated objective
Participants' attendance in all three areas (excused, unexcused, and tardies), which has historically been lower than other students' attendance, will improve at least to the extent that they are no different from other students' attendance.	NA	Met the stated objective	Met the stated objective
Percentages of BTB parents attending parent-teacher conferences will increase.	NA	NA	Unable to measure progress on the stated objective

Objective	Crescent Park Elementary School Everett Elementary School Whittier Elementary School	Emerson Elementary School Leeds Elementary School West Middle School	Irving Elementary School Riverside Elementary School Sacred Heart Elementary School Roosevelt Elementary School
Increase the percentage of parents who attend at least one school activity (other than parent-teacher conferences) for their children.	NA	NA	Met the stated objective

The evaluation provided by SHIP included data on all facets of the 21st CCLC program, including data analysis for rating the status of the objectives in the table above. Their program, *Beyond the Bell (BTB)*, stated that the program analysis included records for 90.3 percent of the children the program served during 2011-2012. The local evaluation provided a summary of the key components (see below) of the evaluation. The summary is complete and gives appropriate substantiation for the status ratings of the program objectives.

School attendance: Children who participate in BTB have significantly fewer days of excused absences from school than non-participants during all four quarters of 2011-2012. Also, elementary BTB children have fewer unexcused absences than children who do not participate in BTB during the first and last quarters of the year and fewer suspensions than children who do not participate in BTB during the second quarter. Controlling for other factors that influence attendance, BTB participation significantly reduces elementary absences and tardies in every quarter of 2011-2012. Analyses were unable to demonstrate that BTB affected school attendance at the middle school level, perhaps because of the missing records.

Discipline referrals: Although the Sioux City Community School District (SCCSD) provided data only for the most serious discipline referrals during 2011-2012, analyses showed that some schools had more referrals per capita than others. Overall, more than one-third (35.7 percent) of the elementary discipline referrals could be categorized as violence-related (e.g., bullying, fighting, “violent behavior”) and only about seven of each hundred (7.1 percent) of middle school referrals were violence-related. At both the elementary and middle school levels, BTB participants had significantly fewer discipline referrals than non-participants. Controlling for all other factors that influence discipline referrals, children who attended BTB in summer 2011 had fewer discipline referrals during two quarters of 2011-2012 than children who did not attend BTB, and children who attended BTB during the second quarter had fewer discipline referrals than non-participants.

Kindergarten literacy: During summer 2011, BTB provided 153 preschool children with six weeks of programming. The SCCSD provided Phonological Awareness Profile (PAP) scores for 122 (79.7 percent) of the 153 children BTB served. PAP scores confirmed that BTB served children with pre-literacy deficiencies, as intended, since children who attended BTB in summer 2011 had descriptively (but not significantly) lower PAP scores than children who did not attend BTB in summer 2011. However, summer BTB children with higher post-test scores in alphabet recognition, letter-sound recognition, and Parents Empowerment for Early Reading Strategies (PEERS) did have significantly higher PAP scores.

Standardized Tests for Annual Yearly Progress: In spring 2012, the SCCSD replaced the Iowa Test of Basic Skills (ITBS) and the Iowa Test of Educational Development (ITED) with the newly-developed Iowa Assessments from the University of Iowa. Because this was a new assessment for 2011-2012, this analysis is unable to compare percentages proficient for the previous year with the percentages proficient for this year. Descriptively, BTB participants had higher proficiency percentages in reading and science on the Iowa Assessments, and BTB participants had significantly higher math proficiency percentages.

Grade Point Averages (GPAs): During the first quarter, children participating in BTB had significantly lower Grade Point Averages (GPAs), which is appropriate because BTB targets children with academic deficiencies. Through 2011-2012, GPAs for BTB children increased, with a slight setback during the second quarter, but GPAs were not significantly different for BTB children and other children during the second and third quarters. By the fourth quarter, BTB participants had significantly higher GPAs than other children. Controlling for other factors that influence GPAs, BTB tutoring significantly improves GPAs during at least some quarters and over the year. Due to funding restrictions, BTB is not able to provide academic tutoring from certified teachers at all sites. Analyses were unable to demonstrate that BTB attendance without tutoring significantly influenced GPAs. Over the year, children participating in BTB at schools with academic tutoring improved their GPAs significantly and children who attended more days of BTB had greater increases in their GPAs.

Reading and Math Grades: Children participating in BTB had significantly lower math and reading grades during the first quarter of 2011-12 and there were no significant differences by BTB participation during the second quarter. In the third and fourth quarters, children participating in BTB had significantly higher math grades than other children. By the fourth quarter, BTB children had significantly higher reading grades, as well. Over the year, children who attended more days of BTB increased their math grades significantly. At the middle school level, BTB participants had lower first quarter reading and math grades than others. Those receiving BTB tutoring continued to increase their reading grades across the four quarters while others' reading grades declined steadily. BTB participants had significantly more reading gains over the school year. In math, both categories followed the same pattern of decline with a fourth quarter rebound, but BTB participants lost slightly less over the year than other children. BTB participants had lower first quarter reading and math grades than others. In math, both categories followed the same pattern of decline with a fourth quarter rebound, but BTB participants lost slightly less over the year than other children. Controlling for other factors that influence reading and math grades, middle school BTB participation significantly increased reading grades during two quarters and math grades during one quarter.

Matched Sample: Evaluators matched BTB participants with non-participants as like them as possible and repeated all the analyses described above. Evaluators selected all third to eighth grade participants at the nine schools where BTB provided academic assistance from certified teachers, for whom the district provided data, and who attended BTB for at least 30 days during the school year. Then, evaluators matched each one with a non-participant at the same school, in the same grade, and of the same gender.

Descriptively, BTB elementary children had more absences and tardies during the first quarter than non-participants. For excused absences, BTB children had more than non-participants in the third quarter and fewer than non-participants in the second and fourth quarters. For unexcused absences, BTB children had fewer in the fall and slightly more in the spring. For tardies and suspensions, BTB children had increasingly fewer than participants in the spring. Elementary children who attended more days of BTB in quarters three and four had significantly fewer tardies. Throughout the first three quarters, BTB middle school participants had fewer absences and lower absence percentages than non-participants.

In the annual standardized testing, greater percentages of children who participated in BTB were proficient in all three subject areas than percentages of children who did not participate, descriptively but not significantly. Children with higher BTB attendance had significantly higher science scores and significantly greater percentages of children achieved proficiency in all three areas as they attended more days of BTB.

Children who participated in BTB in each quarter had higher GPAs than children who did not participate in BTB.

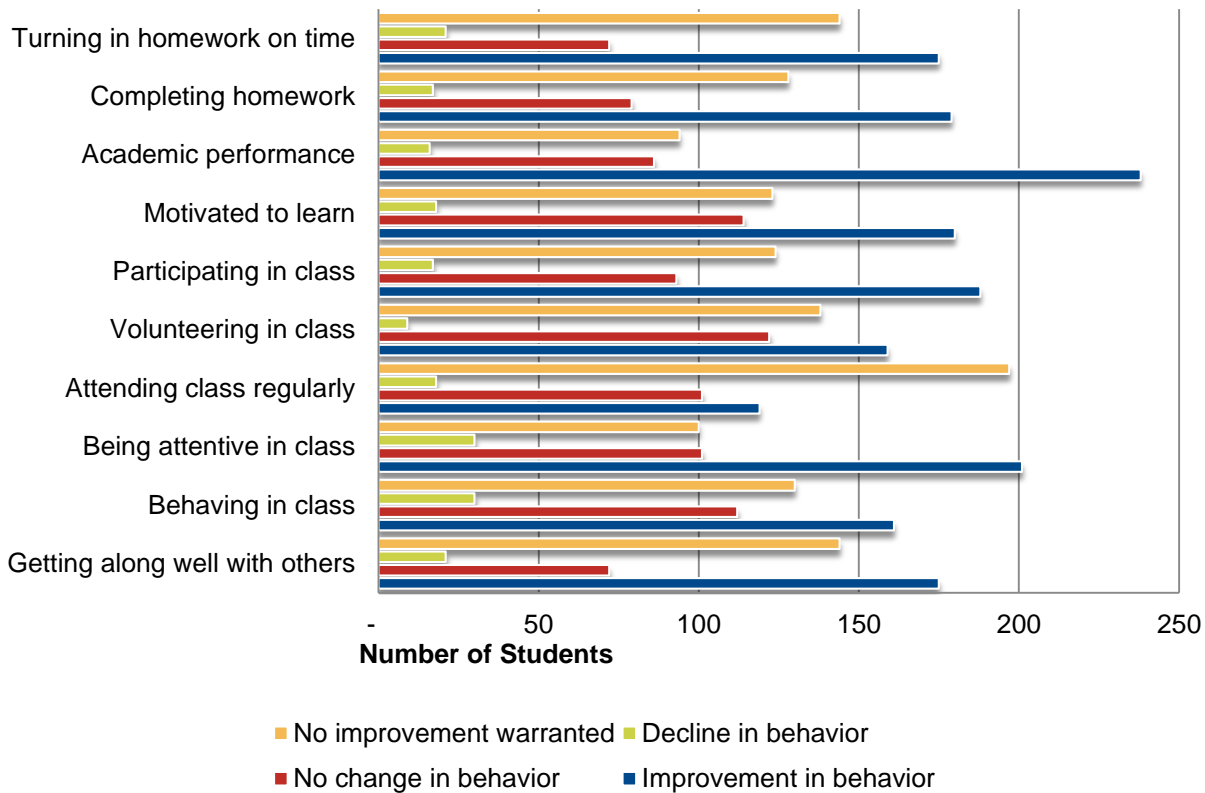
Over the year, BTB participants improved their GPAs, on average, while children who did not participate in BTB had slight declines in their GPAs. Over the year, BTB elementary children improved their reading and math grades while non-participants' reading and math grades declined. At West Middle School, BTB participants had lower reading grades during the first three quarters, then higher reading grades than others during the fourth quarter. West Middle School BTB participants had lower math grades than the others during all four quarters. However, they gained more (lost less ground) in both reading and math than the comparison group over the school year.

Thus, matched sample analyses generally supported findings from analyses of the Sioux City public school K-8 evaluation.

Standardized test data and/or classroom grades could be analyzed to help measure student achievement and progress on objectives. Data from the teacher survey can be seen below for SHIP. Information on 436 students was received from teachers submitting the surveys. For the students that teachers identified as warranting change, most students' behavior improved for every indicator. This would correlate with the independent conclusions from the local evaluation report.

Siouxland Human Investment Partnership

Changes in Student Behavior from Teacher Survey Results



SHIP has reported success for its three 21st CCLC grants. SHIP has six community partners who have contributed funding and assistance in all other contribution types. On objectives where SHIP was able to measure progress, objectives were either met or progress was made toward the objectives. In all areas surveyed, teachers registered improvement in behaviors for most of the regular attendees in the program. It is evident by the quality of the SHIP external evaluation that the 21st CCLC programs are providing benefits to the students who attend.

ST. MARK COMMUNITY CENTER (DUBUQUE)

St. Mark Community Center (SMCC) operates three sites under the 21st CCLC program. Audubon Elementary School, Lincoln Elementary School and Marshall Elementary School serve a total of 125 students who have regular attendance.

St. Mark Community Center had 25 partners supporting the 21st CCLC at their three sites. Partners provided funding and assistance in all other contribution types as indicated in the PPICS data.

St. Mark Community Center developed 10 objectives to help measure the success of the 21st CCLC program:

1. To improve reading comprehension of all students enrolled in SMCC programs so that they succeed in school.
2. To increase proficiency in basic math skills of all students enrolled in SMCC programs so that they succeed in school.
3. Positively affect student learning and engage all students through character development so that they will be healthy and socially competent.
4. Strengthen positive connection to school and enhance motivation in the classroom by providing fun enrichment activities for students.
5. Promote healthy lifestyles so all SMCC students will be healthy and socially competent.
6. Students in SMCC Moving UP program will be better prepared for the transition to middle school by participating in community experiences that enhance learning.
7. Students in SMCC Moving UP program will be better prepared for the transition to middle school by strengthening positive decision-making skills by educating students of major social skills and academic issues that will arise in middle school and beyond.
8. Increase the number of families participating in literacy activities by providing access to a variety of these activities.
9. Increase literacy curriculum within SMCC Kids Connection and Moving UP programs.
10. Students enrolled in SMCC Moving UP program will be better prepared for the transition to middle school by developing attitudes and behaviors that lead to successful learning including time management, goal-setting and communication skills.



For the first three objectives, St. Mark Community Center reported that progress was made in meeting them and the objectives were met for the other seven objectives. The local evaluation consisted of survey responses. Surveys were given to parents, staff, students, volunteers and program partners. The survey response rate is shown in the table below.

Type of Survey	Surveys Sent Out	Survey Responses Received	Percent Response
Parents	124	46	37%
Staff	29	15	52%
Students	141	52	37%
Volunteers	68	25	37%
Program Partners	25	9	36%

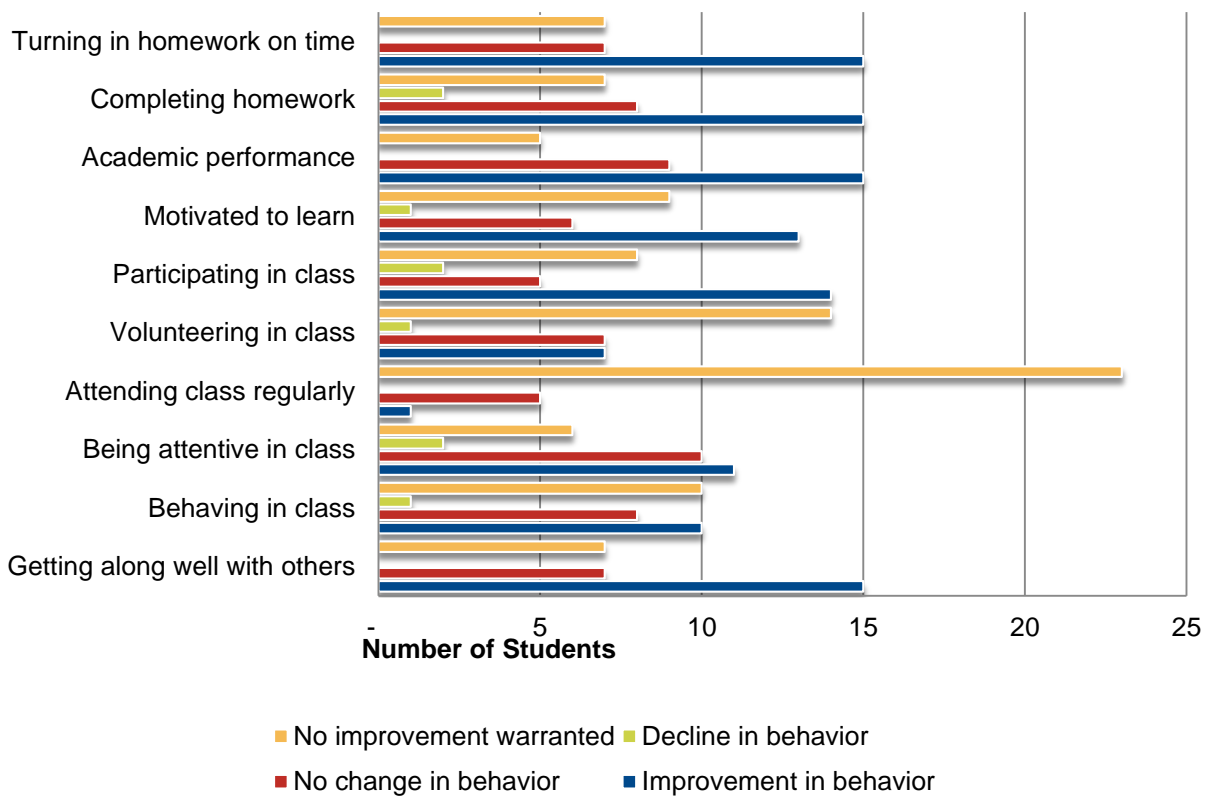
The local evaluation was incomplete but surveys were constructed to help rate the status of the last seven objectives for the program and would offer substantiation for the ratings as indicated. Data substantiating the ratings of the first three objectives, all regarding student achievement, was not found in the local evaluation.

Data from the teacher survey can be seen below for the St. Mark Community Center 21st CCLC program. Information on 29 students was received from teachers submitting the surveys.

As seen in the chart, student behavior change was mixed. For the academic achievement indicators, students showed positive change. Attending class regularly showed the least improvement in behavior as only one student improved. It should be noted that the number of students reported on is low (29 responses out of 121 requested).



St. Mark Community Center Changes in Student Behavior from Teacher Survey Results



St. Mark Community Center reported success for its 21st CCLC program. St. Mark Community Center has 25 community partners who have contributed funding and assistance in all other contribution types. The St. Mark Community Center 21st CCLC program set ten objectives for the 21st CCLC program and reported meeting or making progress on all of them. Although the provided evaluation was incomplete, it did provide substantiation for rating seven of the ten objectives. The responses to the teacher survey indicated that there was some positive change in behavior, especially for academic performance, but the number of students reported on was small.

STARMONT CSD

Starmont CSD operates one school in the 21st CCLC program. Starmont Elementary School serves a total of 53 students who have regular attendance.

The Starmont CSD had two partners supporting the 21st CCLC program at Starmont Elementary School. Partners provided funding and assistance in all other contribution types as indicated in the PPICS data.

The Starmont CSD 21st CCLC program developed four objectives to help determine the success of the program:

1. Increase student achievement in reading comprehension, math, and science. Student scores in reading, math, and science will improve annually as measured by ITBS.
2. Increase the use of technology in all core curriculum areas. Students will demonstrate that they can use technology in multiple settings.
3. Program will maintain a safe and drug free learning environment. Students will take responsibility for their own actions.
4. All partners in the community including parents and youth have strong relationships working towards common goals. Parents and community feel welcome at school activities and will be encouraged to collaborate to meet STARS goals.

Starmont CSD reported making progress toward all four objectives. No local evaluation was submitted. The site visit report from the Iowa Afterschool Alliance included benchmark values to be used in measuring the progress of objectives as seen below. A local evaluation should include the data and data analysis as outlined in the outcome portion from this list of objectives.

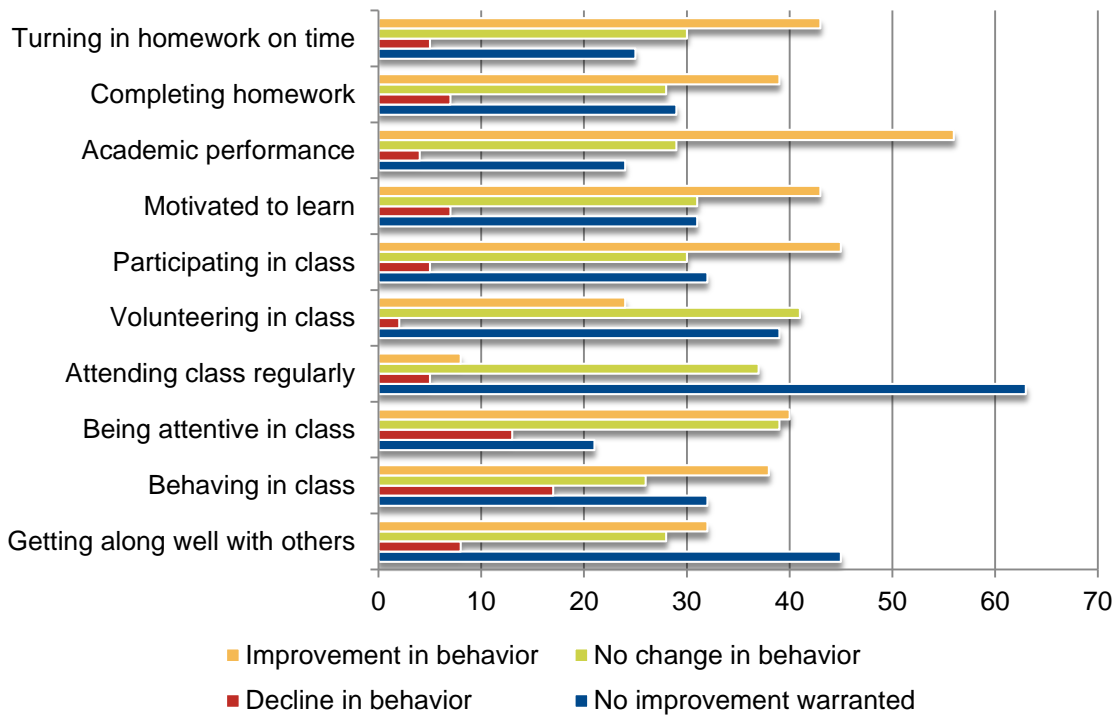
1. Increase student achievement in reading, math and science.
 - Objective: Student scores in reading, math and science will improve annually as measured by ITBS.
 - Outcome: The percentage of students scoring proficient on ITBS will increase by 10 percent by 2016.
2. Integrate technology into core curricular areas.
 - Objective: Students will demonstrate that they can use technology in multiple settings.
 - Outcome: The percentage of students scoring proficient on Starmont technology assessment will increase by 10 percent by 2016.
3. Have a safe and drug free learning environment.
 - Objective: Students will take responsibility for their own actions by following the common area rules.
 - Outcomes: The percentage of students reporting being bullied will decrease by 10 percent by 2016.
4. All partners in the community including parents and youth have strong relationships working towards common goals.
 - Objective: Parents and community will feel welcome at school activities and will be encouraged to collaborate to meet SSLCL/CSIP goals.

- Outcomes: The percentage of parents who attend parent activities and participate in family literacy activities will increase by 50 percent by 2016.

Data from the teacher survey can be seen below for Starmont CSD. Information on 44 students was received from teachers submitting the surveys. Approximately one half of students warranted no change in behavior for all indicators, leaving a small number of students who teachers rated for change. Except for attending class regularly, more students exhibited a positive change in behavior than had no change or a decline in behavior.

St. Mark Community Center

Changes in Student Behavior from Teacher Survey Results



Starmont CSD has reported success for its 21st CCLC programs. Starmont CSD has two community partners who have contributed funding and assistance in all other contribution types. Starmont CSD has four objectives for the 21st CCLC program and reported progress toward all four of the objectives.

STORM LAKE CSD

Storm Lake CSD operated one school in the 21st CCLC program. Storm Lake Middle School serves a total of 118 students who have regular attendance.

The Storm Lake CSD had five partners supporting the 21st CCLC program at Storm Lake Middle School. Partners provided funding and assistance in all other contribution types as indicated in the PPICS data.

The Storm Lake 21st CCLC program developed 14 objectives to help determine the success of the program:

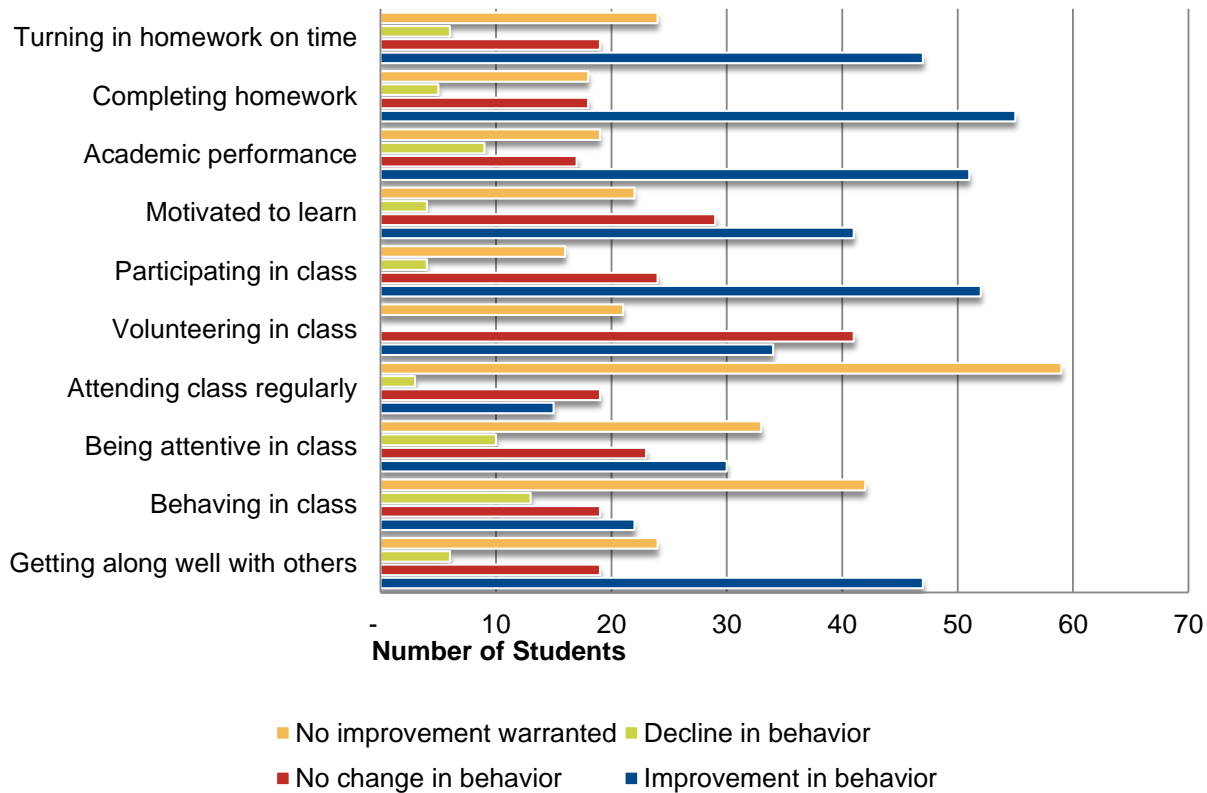
1. Create a before and after school program with expanded reading, math and science opportunities not offered during the regular classroom day.
2. Create a remedial summer program for students below instructional level in reading and math.
3. Establish bi-monthly meetings for all instructors/coordinators to plan, review and adjust program activities.
4. Create an ELL summer program.
5. Enhance partnership with BVU to expand the services of the BV Buddies Mentoring Program.
6. Provide students with an increased cultural awareness and new fine art skills.
7. Provide activities rich in teaching life skills.
8. Align hands-on enrichment activities with standards and benchmarks.
9. Provide students with social and leadership skills.
10. Partner with Iowa Central Community College to offer GED and ELL classes.
11. Partner with ISU Extension to provide multiple opportunities for parents to participate in activities connecting school and home.
12. Provide Love and Logic parenting classes in English and Spanish.
13. Provide parenting classes in student study skills.
14. Work with and support Storm Lake CSD's Hispanic parent liaison.

Storm Lake CSD reported that all objectives were met. Since no local evaluation was submitted, how ratings were determined are unknown. Suggestions for future evaluations include:

- Develop benchmarks for each objective. For example, for the objective, "Provide parenting classes in student study skills," a benchmark might be to have at least three activities with attendance of at least ten participants.
- Gather data as needed and defined by benchmarks. For the example above, a list of activities offered and attendance records would be sufficient. Other objectives might require surveys and/or interviews to collect data
- Provide data analysis. For surveys and interviews, analysis would need to be conducted to determine if benchmarks were met.

Data from the teacher survey can be seen below for Storm Lake CSD. Information on 96 students was received from teachers submitting the surveys. Of students identified as warranting changes in behavior, a majority had positive changes for all criteria except for volunteering in class and behaving in class, where more students had no change in behavior than had improved in behavior. For the academic achievement section, more students had a positive behavior change in all four criteria than had no change or a decline in behavior.

Storm Lake CSD Changes in Student Behavior from Teacher Survey Results



Storm Lake CSD has reported success for its 21st CCLC programs. Storm Lake CSD has five community partners who have contributed funding and assistance in all other contribution types. Storm Lake CSD has 14 objectives for the 21st CCLC program and reported meeting all objectives. Since no local evaluation or site visit report was submitted, ratings cannot be verified. For students warranting changes in behavior, teachers registered improvement in behaviors for most students in all but two areas.

VAN BUREN CSD

Van Buren CSD operates two schools in the 21st CCLC program. Van Buren Elementary/Douds ATT School and Van Buren Community Jr-Sr High School serve a total of 38 students who have regular attendance.

Van Buren CSD had one partner supporting the 21st CCLC program. The partner provided funding, programming and activity related services, and media indicated in the PPICS data.

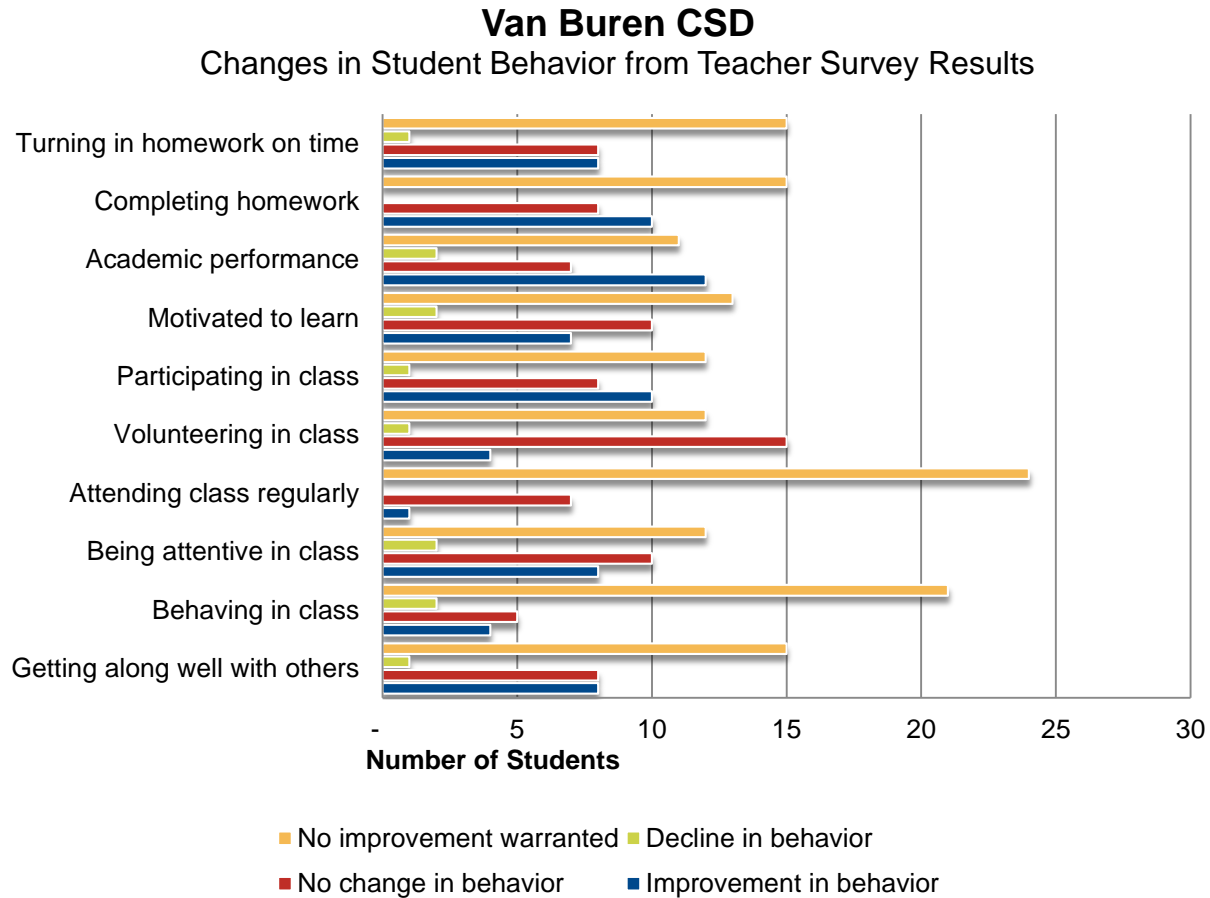
The Van Buren CSD 21st CCLC program developed three objectives to help determine the success of the program:

1. Improve student academic achievement.
2. Provide enriching activities to increase students' positive assets.
3. Provide family literacy and educational development.

Van Buren CSD reported that progress on the first and third objectives was made and that the second objective was met.

Van Buren CSD did not submit a local evaluation. In addition, no site visit report was provided. Local evaluations should include data specific to the objectives as well as data analysis showing how the data supports the ratings given to progress for objectives. For the first objective, "Improve student academic achievement," data could include standardized test scores and/or classroom grades. For the second and third objectives, a list of activities and attendance records for these activities could be used. To enrich the local evaluation, data could also be collected using surveys and/or interviews.

Data from the teacher survey can be seen below for Van Buren CSD. Information on 32 students was received from teachers submitting the surveys, all of them from the Van Buren Elementary/Douds ATT School Center. Of students identified as warranting changes in behavior, on average, at least as many students had no change/decline in behavior as had a positive change in behavior.



Van Buren CSD has reported success for its 21st CCLC programs. Van Buren CSD has one community partner who has contributed funding, programming and activity-related services, and media. Van Buren CSD has three objectives for the 21st CCLC program and reported that one objective was met and progress was made toward the other two objectives. No local evaluation or site visit report was submitted for the Van Buren CSD 21st CCLC program. Thus, no conclusions could be drawn as to the fidelity of the ratings given to the progress of objectives. For students warranting changes in behavior, positive change was seen, but at least as many students exhibited no change/decline in behavior.

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