



IOWA AFTERSCHOOL REPORT 2013

Iowa Department of Education



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EXECUTIVE SUMMARY OF IOWA 21ST CENTURY COMMUNITY LEARNING CENTERS

EXECUTIVE SUMMARY

*Vic Jaras, Educational Technology and 21st CCLC Afterschool Consultant
Iowa Department of Education*

Afterschool in Iowa is primarily funded by the 21st Century Community Learning Centers (CCLC), a federal program (TITLE IV B). 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 data compiled in the Iowa Kids Count Report of 2011.

For Fiscal Year 2013, Iowa ranked among six states that increased the number of children served with 21st CCLC funds, while 42 states decreased the number of children served due to Federal sequestration (funding cuts). Nationally, 60,109 fewer children were served through this program. In Iowa, by working with grantees with their initial budgets, we provided afterschool to an additional 364 children.

Afterschool is unique because of its focus on the needs of the whole child. Providing funds for breakfast and a snack because hungry children have difficulty learning alongside providing supportive academic help and enrichment activities to engage kids and get them excited about learning.

In regular school, success is generally measured with the results of an academic assessment. With afterschool, we work with the children who are at-risk, who have behavior and emotional issues, and who need academic help. We work to build self-confidence in a child, and improve motivation and engagement, so they keep trying in school while providing enrichment activities that are educationally sound and fun for the kids. If a child improves their attendance, behavior and participation but made only marginal grade improvement, this is still a success in the life of that child, while it would not be reflected in a standardized assessment.

We are partnered with the United Way to provide literacy coaches to afterschool programs, and have distributed a 400 page guide to afterschool literacy courtesy of the Connecticut Dept. of Education. We



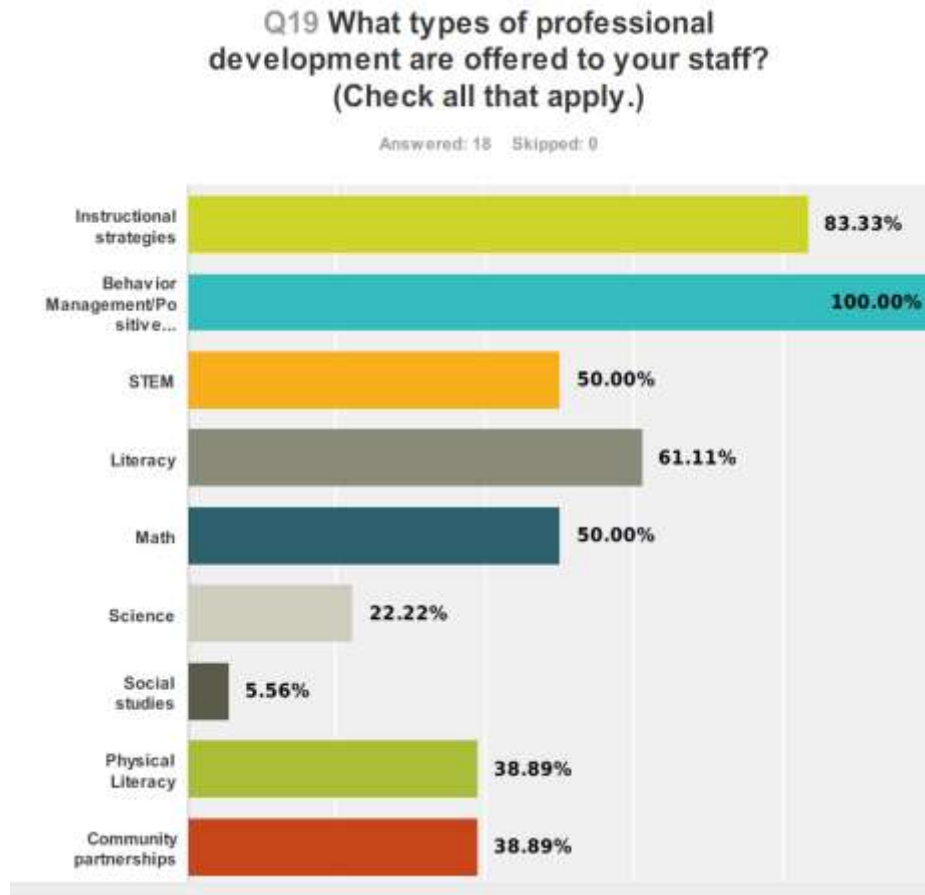
partner with Iowa Public Television and use the PBS Electric Company Curriculum in many of our

programs. We are expanding our outreach to public and private schools and community partners that serve the needs of Iowa children.

In 2013, we started our first state afterschool conference to provide professional development, best practices, and networking for those providing or planning to provide afterschool programs.

Our goal is to expand these professional development opportunities to improve existing programs and to train those ready to start new programs in their community. We are developing and expanding our efforts to provide training and resources for any district or community group that wants to run an afterschool program.

With the help of the Iowa Afterschool Alliance, the Iowa Department of Education has increased afterschool professional development through monthly webinars, meetings, events, partnerships, conferences, websites, and resource materials for grantees.



Our Statewide survey reported that program professional development focuses on areas of high need.

Improved Monitoring- The Iowa Department of Education developed a comprehensive monitoring tool that is aligned with Elementary and Secondary Education Act statutes to provide a clear snapshot of the operation of local grant programs as well as feedback on performance to the program Director and the State program Officer. This monitoring tool was embedded into the grant application to communicate expectations and goals in a clear and concise manner.

Data Reporting- In addition to the Federal PPICS data, we have an annual survey for grantees, site visits and best practice site visits all of which generate data that is reflected in this report.

The Iowa Department of Education has two primary contracts to provide services for 21st CCLC grantees. One is an annual contract with the Iowa Afterschool Alliance and their work involves coordination of technical assistance meetings, providing professional development, dissemination of resources, coordination of an annual conference and assisting in the annual application process and peer review. The second annual contract is with ERMS, our state evaluators for this grant, who review PPICS, local evaluation and all other data to provide impartial evaluation for our state afterschool program.

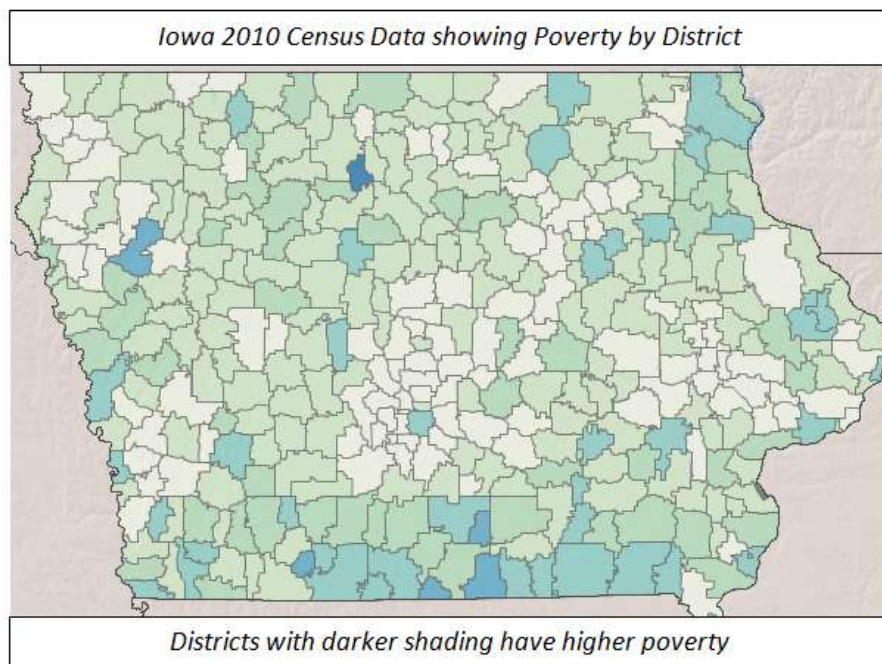
MEETING THE NEEDS OF ALL IOWA CHILDREN

Iowa faces both challenges and opportunities in meeting the needs of children and investing in their development. The state continues to struggle with increasing poverty and hunger, changing demographics, parents working outside the home, and limited resources to meet these needs. Iowa, time and again, finds ways to meet its challenges, especially when it comes to our children and youth. The state is second in the nation in volunteering, and through collaboration with communities and partners, can make a difference in the lives of Iowa children with afterschool and summer school programs.

According to the US Census, Iowa ranks first in the nation in the percent of children under 6 years of age with all parents in the labor force (75.6 percent).¹ Some communities have limited afterschool or summer school programs through partnerships with Community Based Organizations (CBOs). Because of limited funds, many local programs operate a few days a week during the school year and for a couple of weeks in summer.

Data from Every Child Matters, says that Iowa has 115,000 children living in poverty. Much of that poverty is found in rural districts with a concentration in Iowa's southern counties (see map below). The National Afterschool Alliance reports that Iowa serves 11 percent of the children who need afterschool programs, which is below the national average of 15 percent. The Iowa Afterschool Alliance strives to work with all districts and community groups to promote afterschool programs.

It is important to understand the *big picture* in meeting the needs of Iowa children. Federal funds provide for only 11 percent of the needs of children in the state. They were designed to provide models of best practice in afterschool, and place emphasis on developing sustaining partnerships within local



communities. We need a long-term goal of collaboration and partnerships with many different groups to work toward the goal of serving all children, no matter how long it takes us to get there. Federal funding provides resources and guidance to create model programs that others can learn from and emulate. To

¹ U.S. Census Bureau, 2010 American Community Survey, Table R2302, "Percent of Children under 6 Years Old with All Parents in the Labor Force."

scale-up afterschool, we need to communicate the data we have about existing afterschool programs, collaborate with districts and community groups that want to offer afterschool in any capacity, and establish partnerships with higher education and community groups for staffing, activities, support, and field trips.

What would it cost to provide for all the children in the state who need afterschool? If we calculate a cost of \$1,200 (the national average cost- <http://www.wallacefoundation.org/knowledge-center/after-school/key-research/Documents/The-Cost-of-Quality-of-Out-of-School-Time-Programs.pdf>) per child per year to provide afterschool and summer school, the annual cost to provide for 100 percent of Iowa children would be \$138 million. In Iowa, we can operate afterschool programs below the national average at \$535 per child based on the average cost per child in Iowa 21st CCLC programs. In Iowa, it would cost us \$61 million to scale-up high quality afterschool programming statewide to serve all children in need.

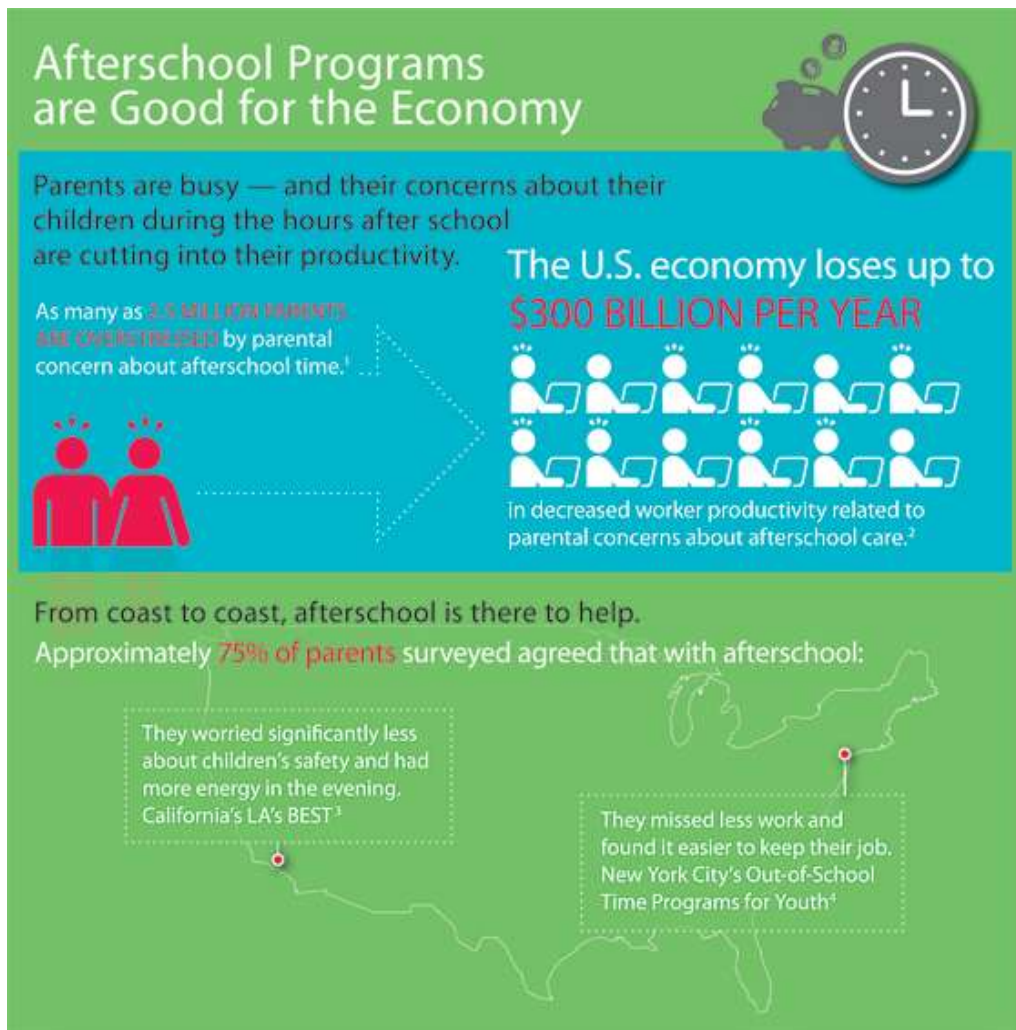
However, since around 70 percent of the cost of a program is staffing, volunteers (seniors, college and high school students and community groups) can help reduce these operating costs between 30 to 50 percent. This will take dedicated effort to build and cultivate partnerships between Community-Based Groups, Districts and Institutions of Higher Education, and this could provide a systemic safety-net for Iowa children in the future.

Some states provide supplemental funding for afterschool, like the state of California which provides \$550 million in state funds for afterschool programs in addition to the \$130 million in federal 21st CCLC funds they receive.

This is a ratio of 4.3 state to federal funding that promotes investment in the development needs of children and youth.

(http://www.afterschoolalliance.org/policyStateFacts.cfm?state_abbrev=CA).

If Iowa were to provide supplemental state funding modeled after California, it would equal \$25.8 million (based on a 4.3 ratio of state to federal funding).



We should not expect that funding will be immediate. Developing the funding infrastructure to support all children will be a long process, based on communication of data, establishing and meeting goals for children's needs, and by cultivating a growing group of partners and supporters who see the importance of investing in Iowa children for long-term benefits.

Nobel laureate in economics Professor James Heckman has posited that a combination of early education and participation in afterschool programs can reduce drug use among youth by nearly 50 percent while reducing the likelihood of their skipping school by half.²

(Graphic from the Mott Foundation showing National data about afterschool programs)

“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 cost of incarceration for each inmate in Iowa in 2012 was \$84.85 per day, or about \$30,970 per year. This is more than 5 times the state cost of general education per pupil. This cost of incarceration does not include court costs, damage to property, loss in productivity, increased insurance rates, loss of human life, incapacitation, or hospital costs for the victim—all of which may be due to the criminal act.³

INTRODUCTION TO PHYSICAL LITERACY

*Ed Thomas, Ed.D., Health, Physical Education, and Substance Abuse Prevention Consultant
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 promote a lifetime of fitness.

² “Investing in Our Young People,” University of Chicago, 2006.

³ THE COSTS OF DROPPING OUT OF SCHOOL IN IOWA: 2013 UPDATE. Dr. James R. Veale, Statistical/Research Consultant & Educator & Dr. Raymond E. Morley, EdOptions.

Great civilizations including the Ancient Greeks stressed the importance of ongoing physical/motor development. Highly evolved systems of school-based physical literacy focus on the individual needs of each child while creating a sense of cohesion and clearly defined opportunities for all students to become intelligent followers as well as leaders.

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 are growing increasingly less fit.



Governor Terry Branstad's vision includes a statewide effort aimed at making Iowa our Nation's healthiest state. School-based efforts to reshape Iowa's physical culture are an essential component of enduring reform. Before and afterschool 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 the 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 complex beyond 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 numerous unique components. It is, for instance:

1. Student-led – 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-based – 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.

Three training centers for physical literacy have been established at Graceland University, Loras College, and Iowa Wesleyan.



THE IOWA AFTERSCHOOL ALLIANCE

The Iowa Afterschool Alliance (IAA) has been under contract with the Iowa Department of Education to provide professional development and help facilitate technical assistance with grantees. The Alliance serves on the Governor's STEM committee and facilitates collaboration with Community Groups around Iowa. Their work has been instrumental in providing quality support to grantees, like a partnership with United Way to provide literacy coaches for afterschool. The IAA provides in-kind funding through Mott Foundation and Noyce Foundation grants that help us expand our afterschool outreach activities.

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 VISITS

The Best Practice Site visits were designed by the Iowa Department of Education 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 best practices for afterschool across the state. Examples 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.

SITE VISIT REPORTS

The Iowa Afterschool Alliance conducted site visits at eight of the Iowa 21st CCLC Grantee locations in the calendar year 2013.

1. Clinton CSD – Jefferson and Bluff Elementary Schools
2. Council Bluffs CSD – Carter Lake Elementary School
3. Iowa City CSD – Hills and Weber Elementary
4. Mahaska County YMCA – Oskaloosa Elementary School
5. Mid-Iowa Community Action (MICA) – Rogers Elementary School
6. Siouxland Human Investment Partnership – Spalding Park Elementary
7. Storm Lake – Elementary Tornado Academy (ETA)
8. Van Buren CSD – Can Buren Community Junior-Senior High School

The site visits reports each included 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. Since the site visits were conducted to assist each individual grantee, it is not appropriate to include all the site visit report details in this state report. However, the identified best practices could impact current and future after school programs.

Examples from each of the eight grantee organizations' site visit report are listed in the table below.

Iowa 21st CCLC Site Visits – Identified Best Practices

Grantee Organization	Best Practice	Key Points & Comments
Clinton CSD – Jefferson and Bluff Elementary Schools	Support of Teachers	Each site had a high number of teachers involved with the academic assistance, connecting them to the school day and ensuring that they were familiar with what each student was working on. The teachers are also great advertisers of the program and recommend students who they believe would benefit from the program.
	Community Partnerships	There are many community partners that help enrich the activities in the Clinton out-of-school time program. For example, at Jefferson, present during the site visit were Tiffany Harris from the Area Substance Abuse Council, and Janna Linville, the YWCA Youth Director. Tiffany provides programming year-round, and her focus is on middle school students prevention of drugs and education. Janna has been YWCA's Youth Director since 2006, and she provides programming.
Council Bluffs CSD – Carter Lake Elementary School	Academic Support	The club commits time to homework help and tutoring first, so that it gets completed prior to parents picking the student up; however, they also make sure that the students have fun during programming so that they will return.
	Communication	Communication is a best practice on all levels, between the school and the club, as well as with parents. The club has surveyed the parents and the results reflected high approval, the parents support the club and it is also a safe place for the students.
Iowa City CSD – Hills and Weber Elementary Schools	Utilizing resources efficiently	Combined the us/them by making everything more integrated. They (staff and administrators) commented that the students are not able to tell the difference in the programs, whether funded by 21CCLC or not, because they share the same behavior management plan, follow the same school day plan, and try to do everything alike, as well as aligning with the school day.
Mahaska County YMCA – Oskaloosa Elementary School	Scheduling	The program does a good job of seamlessly transitioning students into the after school time. Program currently runs half-hour rotations in age groups. The students rotate between three stations (homework/reading; club - there are 2 to 3 choices every week; and small group interaction).
Mid-Iowa Community Action (MICA) – Rogers Elementary School	Individualized plan for every student	Before the start of the summer program, teachers put together both a plan for reading and math for every 100 students participating in the program. This is how Roger's University tracks improvement made and goals reached with each student. They also have an electronic file for each student where they can track trends in their development, attendance, and goals met.
Siouxland Human Investment Partnership – Spalding Park Elementary Schools	Sustainability	The program continues to ensure sustainability by seeking grants and fundraising. They have also been successful in working toward expanding programming in areas which were previously needs, such as middle school programming.
	Staffing	Beyond the Bell employs a large number of staff and their efforts to reorganize the staffing structure this year has contributed to more

Grantee Organization	Best Practice	Key Points & Comments
Storm Lake – Elementary Tornado Academy (ETA)	Communication	<p>efficiency and a positive response from staff so far.</p> <p>The program staff and administration has great communication between everyone involved in the program. Lynn and Michelle communicate on a consistent basis. Lynn's involvement in various other leadership teams, both on the school and district levels, is a great asset to the program due to the ability to streamline efforts. (Lynn Redenbaugh is the ETA Coordinator and Michelle Huntress is the Instructional Strategist.)</p>
Van Buren CSD – Can Buren Community Junior- Senior High School	Tailored Activities	<p>Activities are tailored to meet the interests of the students and to get them excited about the program. The students are surveyed and asked regarding what they would like to do and what would get them to come to “afterschool enrichment.” Examples of activities include the digital photography group, cooking classes, making banners to cheer on the Van Buren Basketball team, etc.</p>

ABOUT IOWA 21CCLC

21st Century Community Learning Centers

About The **PROGRAM MODEL**



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).

By The **NUMBERS (2013)**

Data is compiled using federal and state sources

31 Grants **TO** **18** Entities

60 Sites

423 Paid and Unpaid Partners

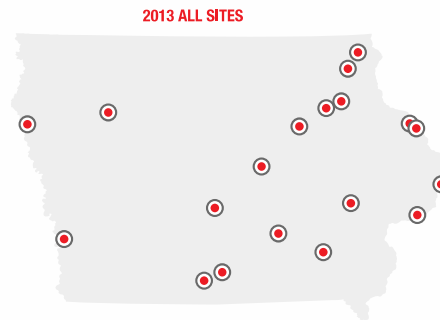
11,950 Students Served School Year and Summer

Funding **REQUESTED & AWARDED**



21/12 APPLICATIONS RECEIVED/AWARDED
Average Request = \$553,000
Request Range = \$171,000 - \$900,000

Map of **SITES**



IMPACTS*



Statewide Staff : Student Ratio

1:14 [without volunteers]

Of these staff, **40%** are certified teachers

Average cost per student **\$535** annually

Of the **11,950 SERVED**

63%
are eligible to receive free or reduced price lunch
STATE = 40%

15%
are categorized Limited English Proficient
STATE = 5%

11%
are students with a disability
STATE = 12%



* Durlak, J.A., Weissberg, R.P. and Pachan, M. "A Meta-Analysis of After-School Programs That Seek to Promote Personal and Social Skills in Children and Adolescents." American Journal of Community Psychology, 2010, pp. 249-309

Note: The data presented in this graphic includes recent updates, while the rest of the report represents data from the previous 2012-2013 school year and some figures are different as a result.

EVALUATION METHODS

Educational Resource Management Solutions (ERMS)

Dr. Ron Cravey and Ernest Sinclair

According to the U.S. Department of Education (<http://www2.ed.gov/programs/21stcclc/index.html>), the purpose 21st Century Community Learning Centers is to create programs 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 perform their own internal evaluations of their individual programs. Each Center developed a list of objectives and these objectives should provide guidance regarding the best method(s) for evaluation. For 2013, local 21st CCLC grantees were provided with guidelines outlining what should be included in local evaluations. The guidelines included five basic areas to be included in local evaluations.

1. Profile and Performance Information Collection System (PPICS) Linkage. Local evaluations should have data that matches that in PPICS and PPICS data should be accurate and complete.
2. Demographic Data. A description of the overall 21st CCLC Program should be included and have data showing attendance for both students and parents for classes, workshops, meetings, etc.
3. Objectives. Objectives should be measurable and local evaluations should include methodology for evaluation and justification for PPICS objectives' status.
4. Performance summary. Summaries should provide readers with a snapshot on how centers performed during the year.
5. Recommendations. In insure improvement for future years, local evaluations should include recommendations on what needs to stay the same, changed or added.

The complete guidelines document is in Appendix A.

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 GPRA indicators established for the program. The GPRA indicators, outlined by the U.S. Department of Education, are a primary tool by which ED 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 16 grantee organizations implementing 21st CCLC programs in Iowa was tasked with performing an evaluation of their programs. All 16 of the grantee organizations supplied evaluations on their programs. The local evaluations received varied in their extensiveness, from a one page summary of main points to multiple documents. Below is a table listing the grantee organizations and their 21st CCLC Program website. Websites are required to at least provide the results of their local evaluations but other content may be included.

Grantee Organization	Program Website
Allamakee CSD	https://sites.google.com/a/allamakee.k12.ia.us/communityconnections/
Black Hawk Boys & Girls Club	www.cedarvalleyclubs.org
Clinton CSD	http://www.clinton.k12.ia.us/pi_after_school.cfm/
Council Bluffs CSD	Not Provided
Davenport CSD	www.davenportcommunityschools.org/steppingstones
Des Moines Independent CSD	www.21cclcdm.com
Dubuque CSD	www.LEAPdubuque.com
Fort Dodge CSD	http://www.fort-dodge.k12.ia.us/en/schools/butler_elementary/blast/
Iowa City CSD	www.iowacityschools.org
Linn County Extension	http://www.extension.iastate.edu/linn/page/stars-learning-center
Mid-Iowa Community Action	www.micaonline.org
Siouxland Human Investment Partnership	www.beyondthebell.us.com
St. Mark Community Center	www.stmarkyouthenrichment.org
Starmont CSD	https://sites.google.com/a/starmont.k12.ia.us/stars-before-and-after-school-program/home
Storm Lake CSD	https://sites.google.com/a/slcsd.org/stormlakeeta/
Van Buren CSD	Not Provided

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.

END OF YEAR SURVEY

As a culminating evaluation instrument, a survey was sent to each grantee organization. The survey was completed by 15 of the grantee organizations. Van Buren CSD did not complete the survey. The end-of-year survey asked for information in eight main categories.

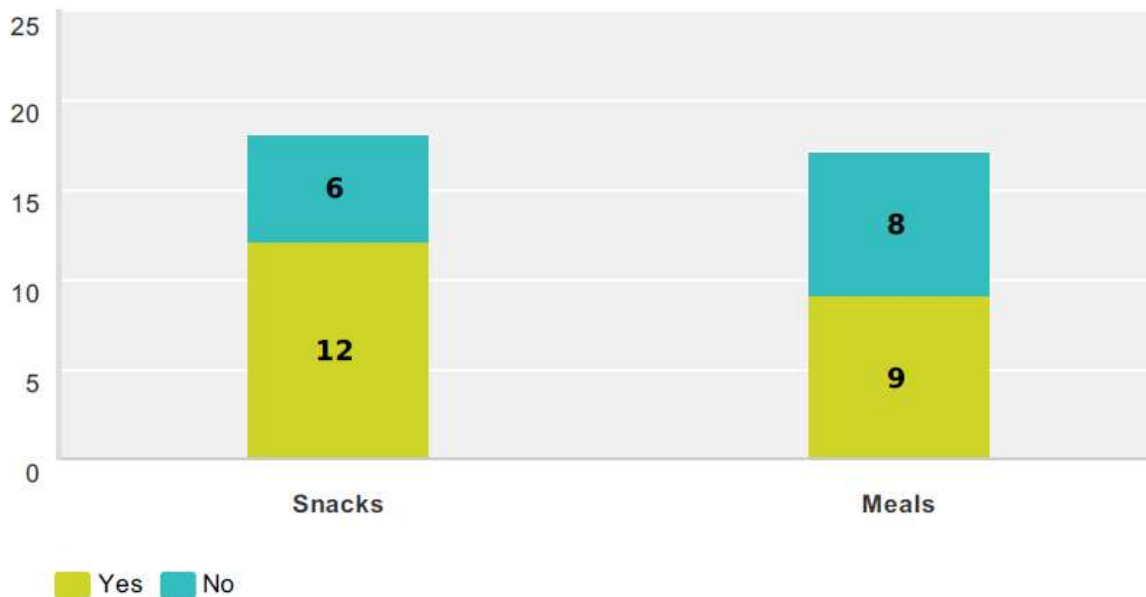
1. Program information
2. Fees
3. Transportation
4. Snacks and Meals
5. Staff and Professional Development
6. Student Population
7. Student Needs, Achievement, and Programming
8. Family Engagement

The end-of-year online survey results provide data that gives a synopsis of the Iowa program.

Iowa 21CCLC Statewide Annual Evaluation Survey 2013

Q14 Does your program use the Child and Adult Food Care Program?

Answered: 18 Skipped: 0



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. 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 changes in student behavior. The Final 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 2012-2013, Iowa had 16 active grantee organizations involved in 21st CCLC activities with 7,571 students participating and 4,563 students designated as regular attendees (regular student attendees were students who attended the program 30 days or more during the school year). The table also includes attendance totals for 2011-2012, illustrating an increase in total attendance from 6,900 students in 2011-2012 to 7,571 students in 2012-2013. Regular attendees increased from 3,866 to 4,563 during the same time period. The 21st CCLC grants provided \$5,602,451 for 21st CCLC activities during 2012-2013. In addition other state and local in kind and matching funds were used to ensure quality after school programs that benefited students (*data from PPICS*).

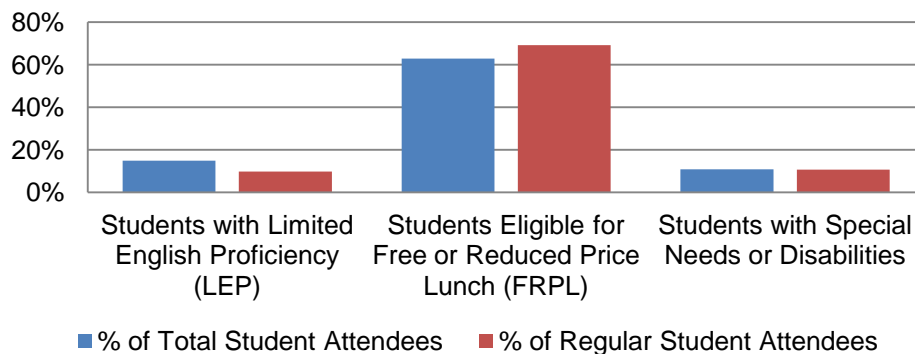
Iowa 21st Century Community Learning Centers Attendees (2011-2012 and 2012-2013)

Grantee	Total Student Attendees		Regular Student Attendees	
	2011-2012	2012-2013	2011-2012	2012-2013
Allamakee CSD	407	1163	270	622
Black Hawk Boys & Girls Club	199	159	107	102
Clinton CSD	338	351	247	257
Council Bluffs CSD	300	274	257	212
Davenport CSD	313	362	182	255
Des Moines Independent CSD	1827	1951	644	1156
Dubuque CSD	569	534	57	87
Fort Dodge CSD	146	136	132	130

Grantee	Total Student Attendees		Regular Student Attendees	
	2011-2012	2012-2013	2011-2012	2012-2013
Iowa City CSD	226	377	226	367
Linn County Extension	67	54	40	35
Mid-Iowa Community Action	78	94	31	67
Perry CSD	380	-	13	-
Siouxland Human Investment Partnership	1210	1450	875	870
St. Mark Community Center	206	182	125	145
Starmont CSD	62	138	53	57
Storm Lake CSD	350	281	118	181
Van Buren CSD	222	65	38	20
Iowa State Totals	6,900	7,571	3,415	4,563

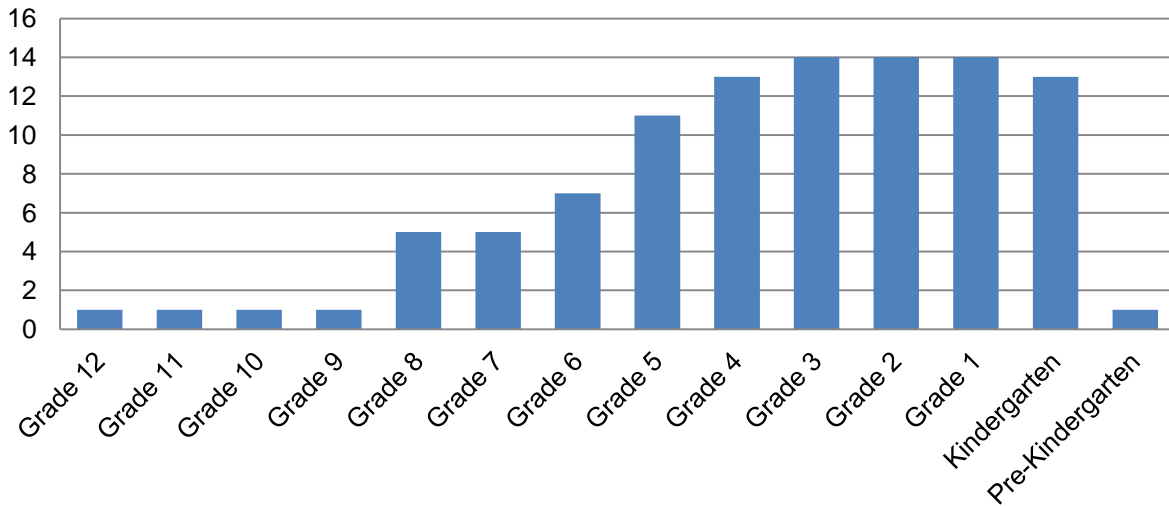
The grantee organizations for the 21st CCLC programs in Iowa serve students eligible for Free or Reduced Price Lunch (FRPL), students with Limited English Proficiency (LEP) and students with special needs or disabilities. Of the regular student attendees, 69 percent were eligible for FRPL and 10 percent were identified as LEP. An additional 11 percent of students were those with special needs or disabilities (data from PPICS).

Special Services or Programs Classification for Student Attendees



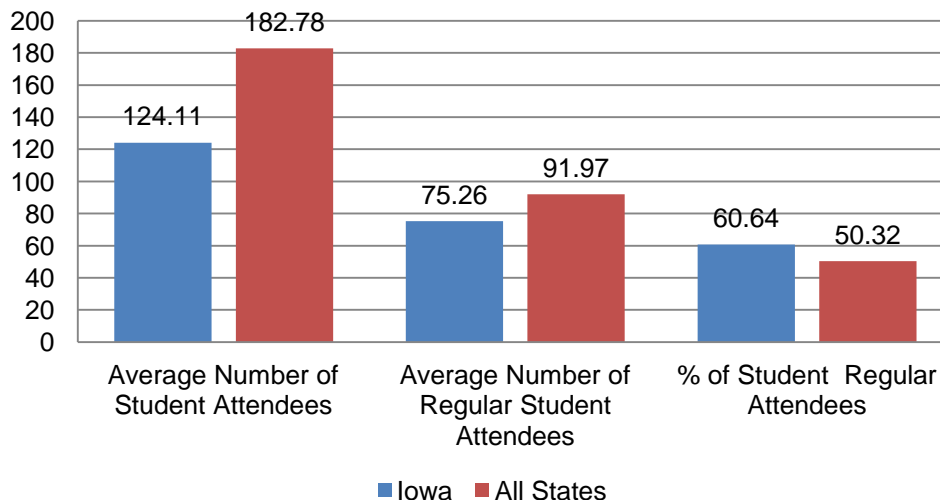
All grade levels are represented in the student population of attendees in the Iowa 21st CCLC programs. Allamakee CSD reported they served grades K-12 and Siouxland CSD served grades Pre-K -8. Three grantee organizations served grade levels K-8, three grantee organizations served grades K*6, and five grantee organization served grades K-5 (*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 students who are regular attendees is greater when Iowa data is compared with data for all states (*data from 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 369 partners (like 4H Club, YMCA, Boys and Girls Clubs, Community Colleges and local non-profits) and 151 subcontractors working with grantee organizations to help the 21st CCLC programs be successful and develop sustainability. The types of contributions made by partners and the number of partners contributing to each contribution type are shown in the table below (*data from PPICS*).

21st CCLC Program Partners for Iowa for 2012-2013

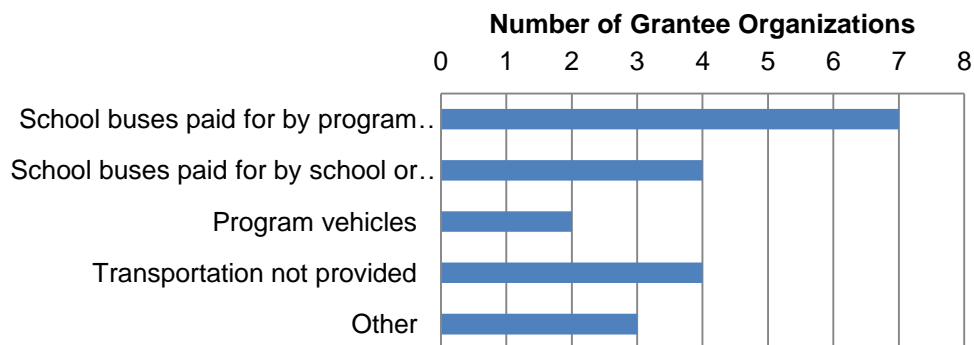
Contribution Type	# of Partners	# of Subcontractors
Provide Evaluation Services	57	26
Raise Funds	36	7
Provide Programming / Activity-Related Services	256	132
Provide Goods	140	63
Provide Volunteer Staffing	112	33
Provide Paid Staffing	141	104
Other	36	5
Totals*	369	151

**Totals reflect number of unique partners providing contributions*

TRANSPORTATION

Of the fifteen grantee organizations responding to the end-of-year survey, four provide transportation both to and from to the 21st CCLC program, two provide transportation only to the program, four provide transportation only home from the program and five do not offer transportation. The chart below shows how transportation was provided. Seven organizations used school buses paid for by the grant and four organizations used school buses provided by the school district. Two organizations used program vehicles. Three organizations indicated that partners (YMCA, ASAP) provided transportation and one organization reported that they provided transportation for field trips only (*end-of-year survey data*).

How is transportation provided?



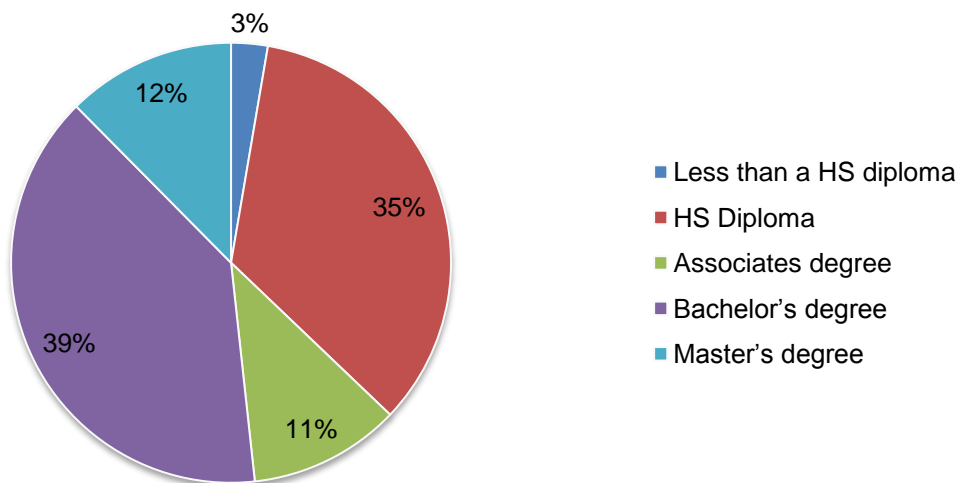
SNACKS AND MEALS

All meals and snacks served at the 21st CCLC programs meet or exceed USDA guidelines. Some of the meals are provided by the Child and Adult Food care program and of the programs not using the Child and Adult Food care program, they insure that the nutritional value of the snacks and meals at least meet the USDA guidelines. (*end-of-year survey data*).

STAFFING AND PROFESSIONAL DEVELOPMENT

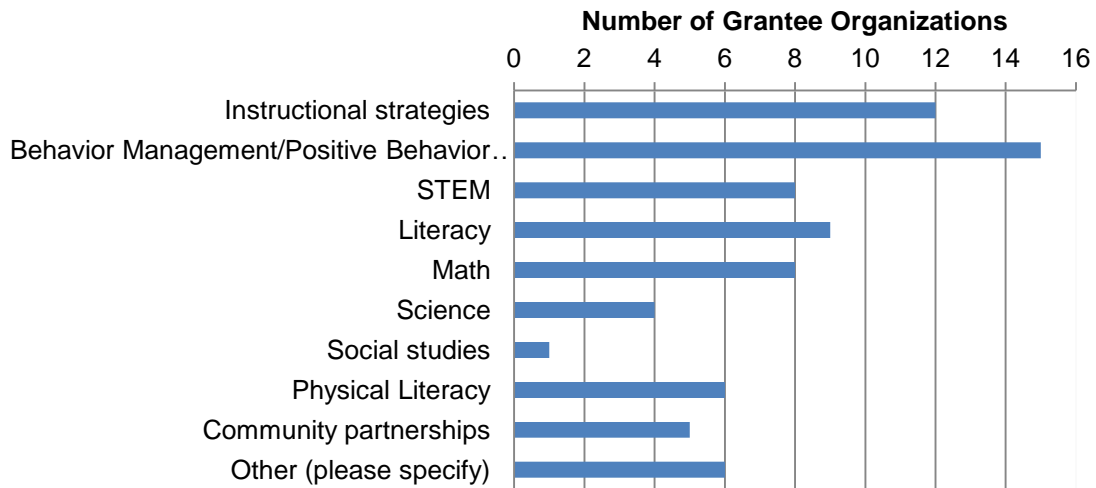
A key component of any educational program is the staff and to improve the effectiveness of the staff efforts, appropriate professional development is required. The fifteen organizational programs providing responses to the end-of-year survey indicated they have a total of 781 paid staff, of which 308 are certified teachers. As illustrated in the chart below, 39 percent of the paid staff has a Bachelor's degree and 12 percent of paid staff has a Master's degree (*end-of-year survey data*).

Education Level of Paid Staff



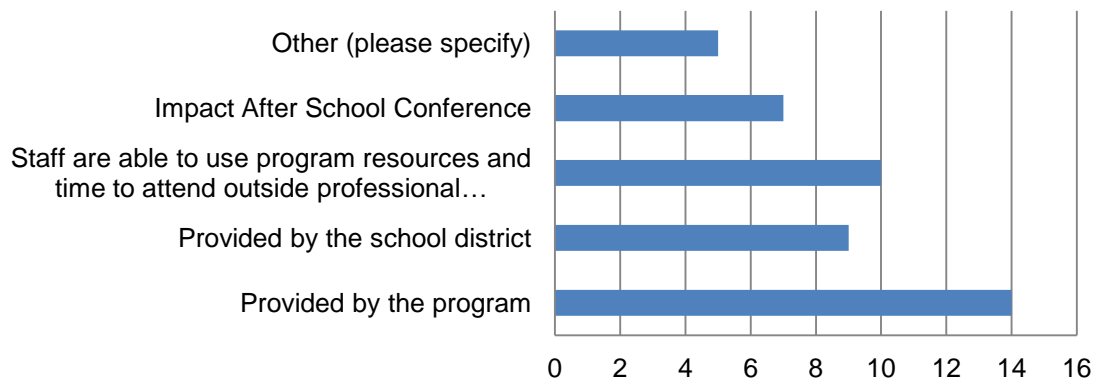
All grantee organizations responding to the end-of-year survey provide professional development opportunities for center staff. Professional development in behavior management/positive behavior supports is offered by all organizations. Twelve organizations include instructional strategies in their offerings. Other offerings include STEM, literacy, math, science, social studies, physical literacy and community involvement. In addition six organizations listed other professional development offerings including CPR, first aid, leadership and fitness and nutrition (*end-of-year survey data*).

Professional Development Offerings



In-person trainings are utilized by all 15 of the grantee organizations. In addition, ten organizations utilize professional conferences, eight use webinars and two grantee organizations use teleconferences for professional development. Professional development is offered to staff by 21st CCLC programs and by school districts. In addition, staff members are able to use program resources and attend outside professional development. Impact after school conferences are another method used to provide professional development. The chart below summarizes the number of ways professional development is provided (*end-of-year survey data*).

How is professional development offered to staff?

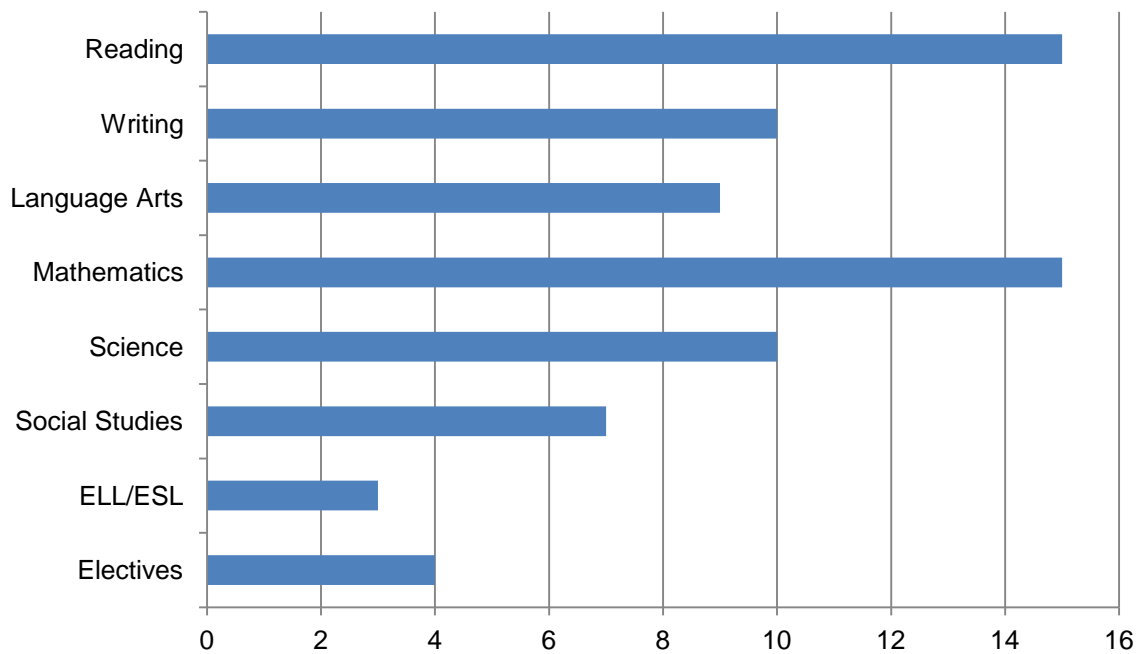


PROVIDED SUPPORT

The 21st CCLC programs in Iowa offered support for families experiencing poverty and a variety of academic support mechanisms for students. Eleven grantee organizations referred students and families experiencing poverty to agencies offering assistance. In addition, seven grantee organizations provided school supplies, three grantee organizations provided discount coupons for items and services, and three grantee organizations provided 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 various subject areas. All fifteen grantee organizations responding to the end-of-year survey provided academic support in reading and mathematics. Additional support is provided in other subject areas as seen in the chart below (*end-of-year survey data*).

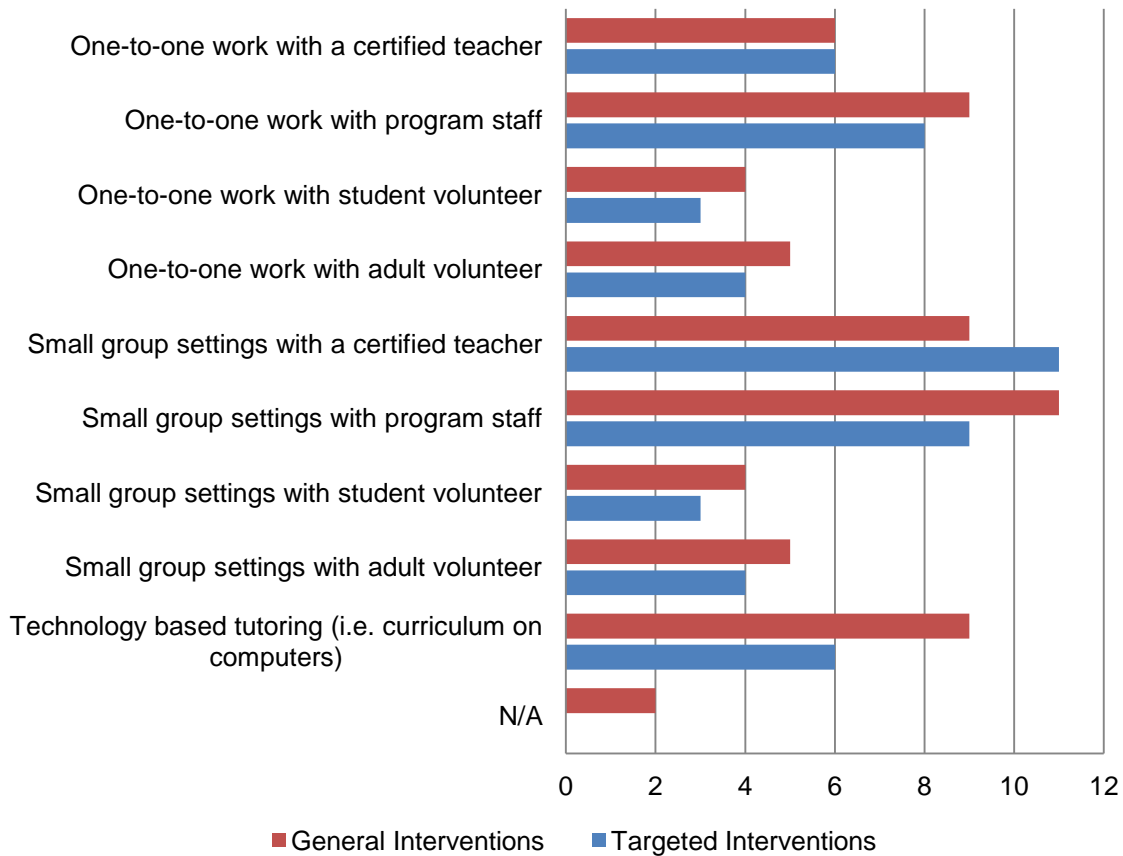
Academic Support by Subject Area



Academic support in the 21st CCLC programs included general interventions 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*).

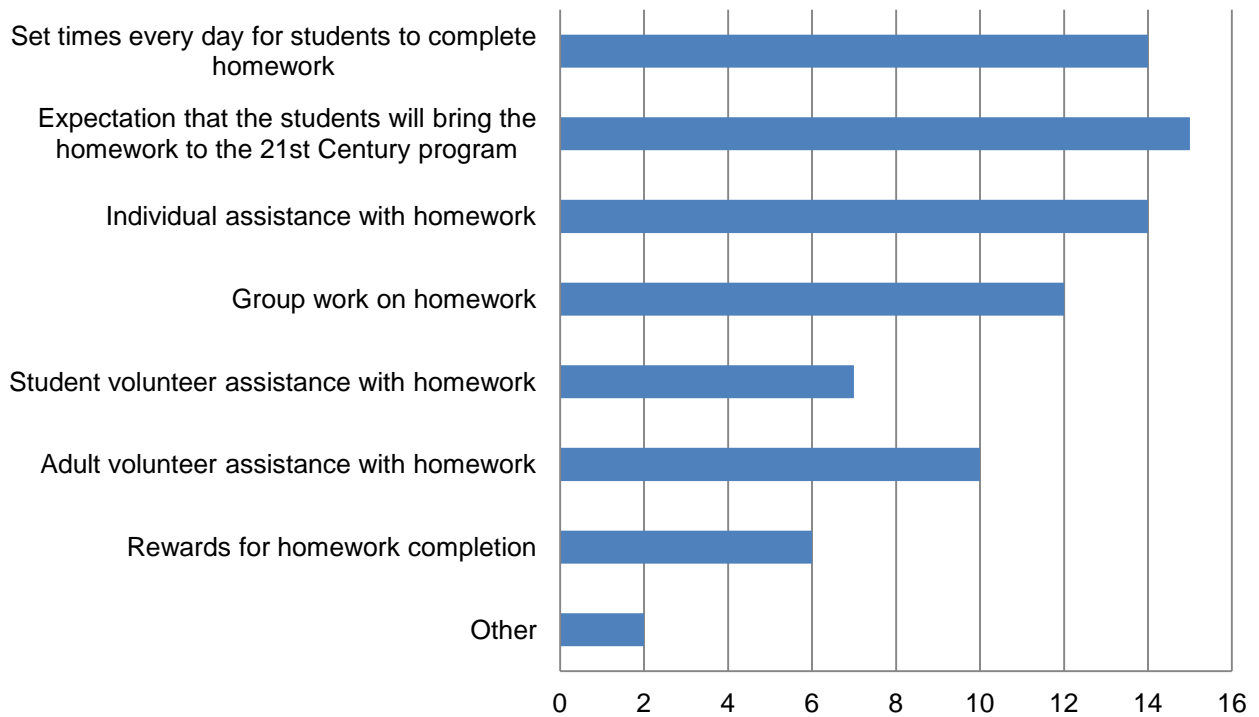
1. Thirteen of the grantee organizations responding to the end-of-year survey provided targeted academic interventions (targeted to individual needs).
2. Thirteen of the grantee organizations responding to the end-of-year survey provide general academic support (academic activities or programs not targeted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

Academic Support - Interventions by Number of Grantee Organizations



3. Fourteen 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 Century program. In the other category, one grantee organization has daily check-ins with teachers while another communicates with parents on completion or non-completion of homework (*end-of-year survey data*).

Homework Assistance Methods

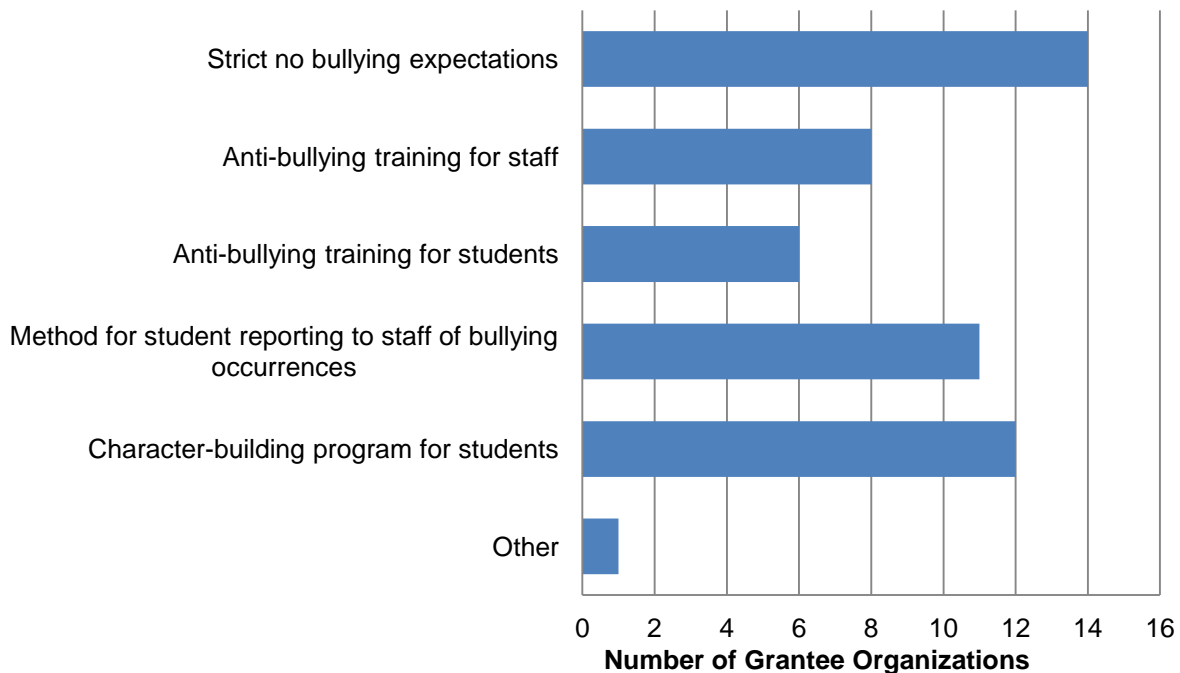


STUDENT BEHAVIOR

In order to affect behavior changes in students, 21st CCLC programs have included activities and strategies. Grantee organizations were asked how they encouraged students' motivation to learn. Fourteen grantee organizations responding to the end of year survey provided enrichment activities tied to student achievement and thirteen grantee organizations offer rewards or recognition for student achievement in the program. In addition, three grantee organizations offer rewards or recognition for student achievement on report cards or state testing (*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 6 percent reported having been cyber-bullied. The 21st CCLC programs in Iowa have implemented strategies to help students' relationships with peers and/or bullying. Twelve of the grantee organizations have character-building programs for students and fourteen have strict no bullying expectations. Anti-bullying training for both staff (eight organizations) and students (six organizations) is provided and twelve grantee organizations have specific methods for students to report bullying to staff. In addition, one organization includes communication with parents regarding expectations and how to report an incident (*end-of-year survey data*).

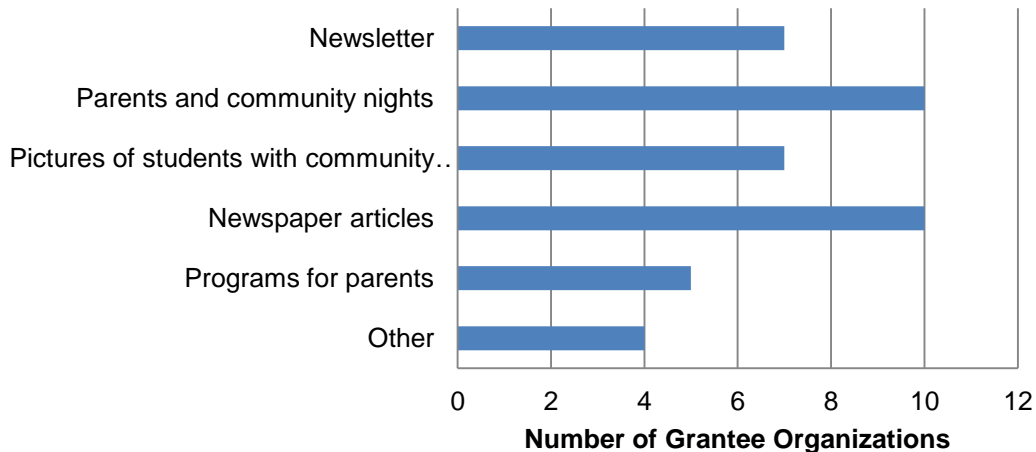
Anti-Bullying Strategies



PARENT AND COMMUNITY PARTICIPATION

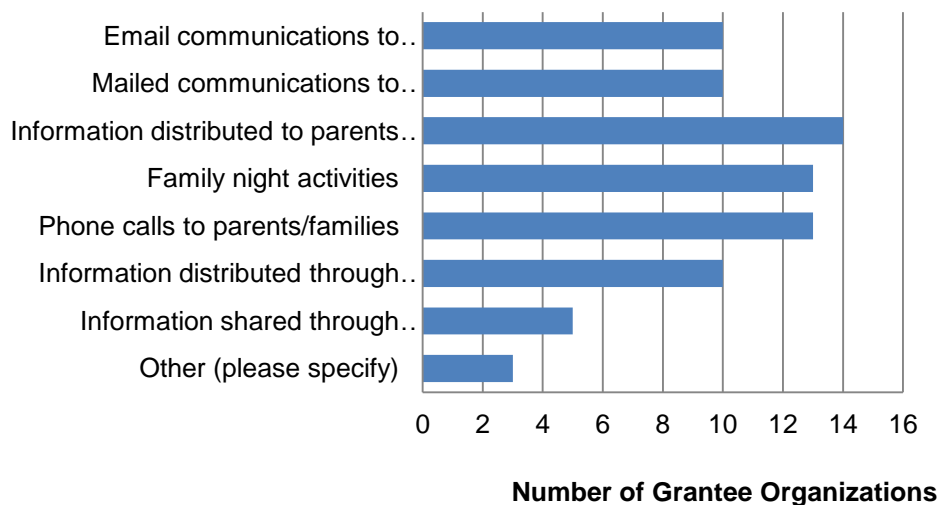
Participation in 21st CCLC programs by parents and community members is encouraged by all grantee organizations. A balanced variety of methods was used to encourage community participation as seen in the chart below. For example, ten organizations held parent and community nights (*end-of-year survey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

Methods of Encouraging Community Participation



Parental and family involvement in student programming was encouraged. Of the fifteen grantee organizations responding to the end-of-year survey, fourteen reported distributing information to parents and families at the program site. Other ways communication was undertaken with parents and families was with e-mail, surface mail, and phone calls (*end-of-year survey data*).

Ways Families are Encouraged to Participate



PROGRAM OBJECTIVES

Objectives reported by grantees vary from center to center but are required to be classified by U.S. Department of Education classification guidelines. In the table below, the status of objectives as defined by grantees is shown by classification. All grantees submitted data on status of objectives. Most grantees reported meeting or making progress on a least one stated objective. No grantees reported not meeting and making no progress toward at least one stated objective (*data from PPICS*).

**Iowa 21st CCLC Status of Objectives
Percent 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	85.71 percent	53.57 percent	0 percent	3.57 percent
Improve Student Behavior	67.86 percent	50 percent	0 percent	0 percent
Participation in Core Educational Services	42.86 percent	28.57 percent	0 percent	0 percent
Participation in Enrichment Activities	39.29 percent	32.14 percent	0 percent	3.57 percent
Participant Retention	42.86 percent	35.71 percent	0 percent	3.57 percent
Hours of Operation	28.57 percent	14.29 percent	0 percent	3.57 percent
Activity/Service Provision	53.57 percent	53.57 percent	0 percent	3.57 percent
Community Collaboration	64.29 percent	39.29 percent	0 percent	3.57 percent
Social Development	67.86 percent	46.43 percent	0 percent	0 percent
Safe and Secure Environment	53.57 percent	50 percent	0 percent	3.5

The federal teacher survey data is for APR year 2013. 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 ten 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

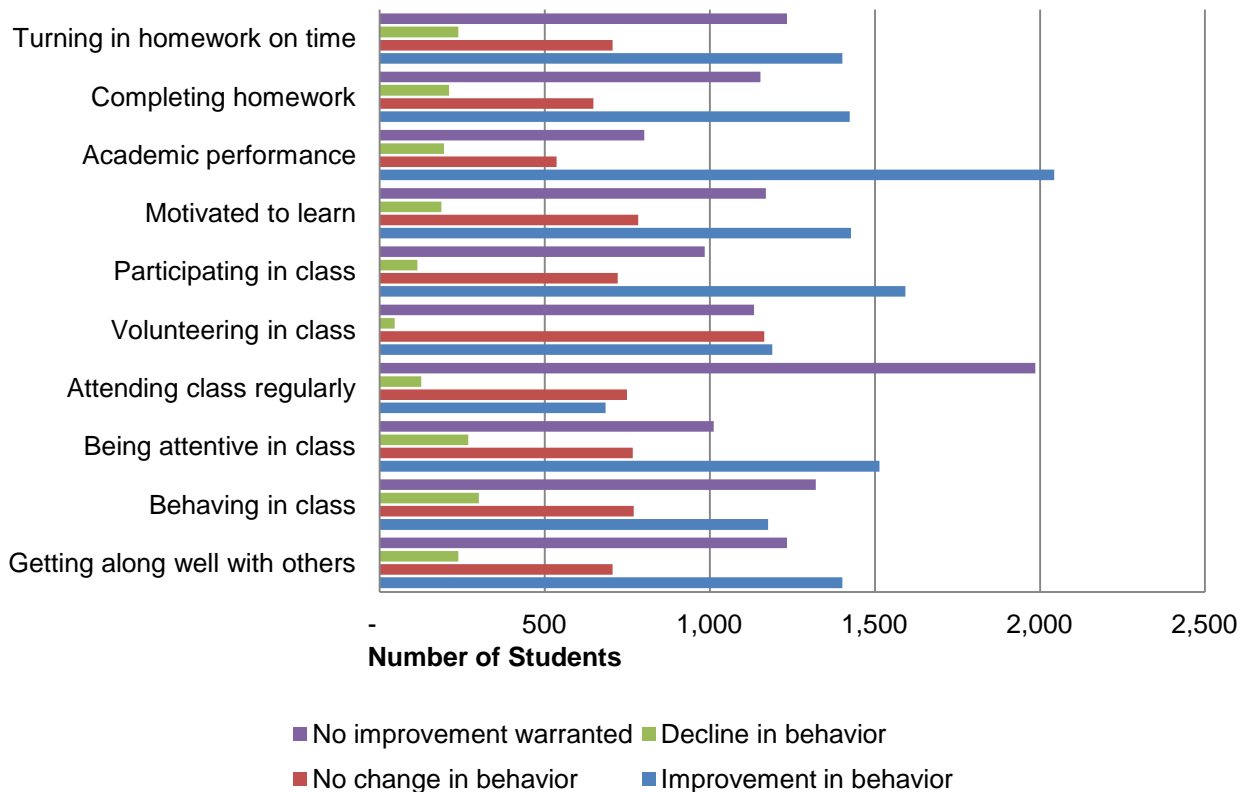
For students identified as warranting changes in behavior, a majority in each general measured area exhibited a positive change as identified by teachers. The positive change percentage was over 50 percent in all three areas while a decline in behavior occurred in less than 12 percent of students (*data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

Iowa 21st CCLC Teacher Survey Percentages of Behavior Changes

General Indicator for Student Behavior Change	Percent Positive Change in Behavior	Percent No Change in Behavior	Percent Decline in Behavior
Academic Achievement	54 percent	36 percent	11 percent
Participation	62 percent	33 percent	5 percent
Behavior	61 percent	29 percent	10 percent

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 with the exception of attending class regularly (*data from PPICS*).

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



SUMMARY AND RECOMMENDATIONS

SUMMARY

The Iowa 21st CCLC program met students' needs. Iowa's 16 grantee organizations served 7,591 students in 2012-2013 (a ten percent increase over the previous year) and 66 percent of these students were eligible for the Free or Reduced Price Lunch (FRPL) program. Although most students attending 21st CCLC programs are in grades K-8, programs are available for all grade levels. The Iowa 21st CCLC programs are supported by 369 partners and 151 subcontractors who have all contributed to successes reported by 21st CCLC Programs.

Staff members have many opportunities for professional development and 51 percent of staff members have a Bachelor's or Master's degree. These staff members insured there was academic support for all subject areas and 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 62 percentage points in the area of participation and 61 percent in the area of behavior.

21st CCLC programs in Iowa met or made progress on the majority of set objectives for the programs. In all objective classification areas, progress was not made on less than 4 percent in any one area.

Parents showed an appreciation for the program. For example, when parents in the Council Bluffs 21st CCLC Program were asked to rate their overall satisfaction with the quality of the program, 100 percent answered they were satisfied or highly satisfied. When students in the Siouxland Human Investment Partnership (SHIP) program entitled "By the Bell" were asked if the program has helped their children do better in school, 83.4 percent agreed or strongly agreed. When surveyed, 75 percent of students from Poyner Elementary (Blackhawk Boys and Girls Club) said they would be home by themselves if there was no afterschool program.

Comments from students, parents and teacher reflected appreciation for the program.

This program is an invaluable asset to our family. I am extremely pleased with the extent the staff will go to for these children. You are all very greatly appreciated! (Council Bluffs Parent).

The program is available the hours needed most (Beyond the Bell Parent).

If not for BLAST probably wouldn't get the homework completed (Ft. Dodge Teacher).

It has helped me as a single mom to stay at work for more hours and able to work more with my child when I am home on other things besides homework. Thank you! My son enjoys coming (Ft. Dodge Parent).

We highly value the home work help and academic reinforcement she receives here (at STARS) along with social/life skills—which make this a well rounded program! (STARS Parent).

LEAP is awesome - I get to hang out with my friends and have fun in really cool activities! (Dubuque Student).

RECOMMENDATIONS

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

- Grantee organizations should be given more guidance on performing local evaluations. The local evaluations for 2012-2013 were more complete than the evaluations for 2011-2012, but many local evaluations lacked details needed to form a complete picture of the local program.
- Grantee organizations need guidance on how to set objectives. In some cases, local programs had many objectives that overlapped or were not easily measureable. This was evident by the number of objectives that local evaluations noted could not be measured or were dropped entirely.
- Monitoring of websites should be done. Many referenced local websites did not have 21st CCLC Program evaluations on them (a requirement of receiving grant funds). It is also possible that local organizations need help on the most efficient way to set up a webpage for their 21st CCLC Program.

GRANTEES

Below is a synopsis of each Iowa 21st CCLC program. These 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 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 PPICS data for 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) had six centers under two grants. Collectively, the six sites served 623 students with regular attendance. The ACSD 21st CCLC programs obtained the involvement of 81 partners. Partners provided funding and assistance in all other contribution types as indicated in the PPICS data (PPICS).



Allamakee CSD 21st CCLC Program Summary Chart

Grantee	Number of Partners	Centers	Regular Attendees*
Allamakee CSD 07/08	53	Waterville Elementary School	47
		West Elementary School	103
		East Elementary School	127
Allamakee CSD 2012-07	28	Cora B. Darling Elementary/Middle School (Postville)	90
		Allamakee Junior High School	131
		Waukon High School	125
TOTALS	81		623

*Regular attendees attended the after school programs for at least 30 days.

Each of the two grants had its own objectives.

ALLAMAKEE CSD 07/08

To measure the success of the 21st CCLC program, Waterville, West, and East Elementary Schools developed 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.

Success was reported for the first three objectives. Students with regular attendance in the 21st CCLC program improved their scores on the Iowa Assessment/ITBS standardized tests from 2011-2012 to 2012-2013. Mean gain scores on all three assessments increased significantly. The table below shows the mean gain scores (*Local Evaluation*).

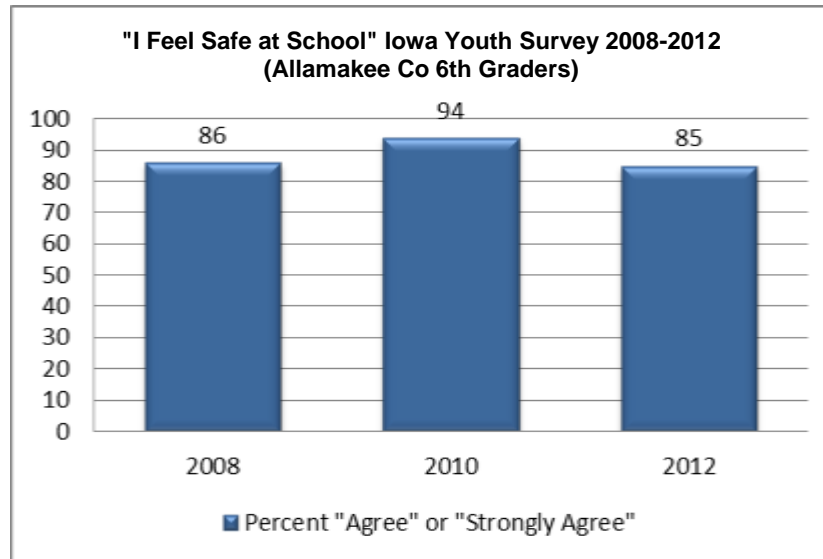
Allamakee CSD 07/08 21st CCLC Student Mean Gain Scores on the Iowa Assessment/ITBS

Subject	N	Mean Gain Score	Effect size
Reading	169	16.94	1.05
Mathematics	169	18.44	1.31
Science	137	18.15	0.85

Success was also reported with the fourth objective (technology). Contacts in technology for the three elementary schools in the 21st CCLC program totaled 7,199. This compared with 7,111 in 2011-2012, 8,207.5 in 2010-11, 6,507 in 2009-10, and 5,146 in 2008-09. 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. In addition, students used *Word* (Microsoft Corporation) to make posters for clubs, and graphics software to make background pictures for e-mail accounts (*Local Evaluation*).



Objective 5 (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.” This survey was given to all sixth graders and not just those in the 21st CCLC program. Although the number of 6th graders who reported feeling safe at school decreased from 86 percent in 2008 to 85 percent in 2012, the responses indicated that an overwhelming majority do feel safe while at school (*Local Evaluation*).



A variety of activities were utilized to increase family/parental involvement (objective 6) and ASCD reported that these activities have led to success for objective 6. The activities for the 2011-12 school year included (*Local Evaluation*):

- Parent/teacher conferences at all three schools in the fall and spring, with parent attendance of 92-93 percent at East Elementary, 95-96 percent at West Elementary, and 100 percent at Waterville Elementary;
- Open House at East and West with 86-87 percent of parents attending;
- Parent meetings in the classroom in each of the schools, with attendance of 72 percent at East Elementary and 73 percent at West Elementary;



- "Muffins with Mom" (143 parents) and "Doughnuts with Dad" (125 parents) at West Elementary;
- Family nights (e.g., math, reading literacy, and technology) held 3-4 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;

- Daily contact with most parents of students in CCLC (60 percent at East Elementary, 100 percent at West and Waterville Elementary) when they pick up their child (typically for five minutes or less).

ALLAMAKEE CSD 2012-07

For Allamakee Junior High School, Waukon High School and Cora B. Darling Elementary/Middle School in Postville, four objectives were set to evaluate the 21st CCLC program. (*PPICS*).

- Improve student achievement in reading;
- Improve student achievement in mathematics;
- Increase the positive youth developmental 40 assets;
- Families increase their communication skills; build relationships and their career options with secondary education.

ASCD reported that the objectives were met for the reading and mathematics objectives. Students who were regular attendees in the 21st CCLC program made significant gains on reading and mathematics scores from 2011-2012 to 2012-2013. The gains in mean scores for each school are in the following table (*Local Evaluation*).

Allamakee CSD 2012-07 21st CCLC Student Mean Gain Scores on the Iowa Assessment/ITBS

School	Mean Gain in Reading Score	Mean Gain in Mathematics Score
Cora B. Darling Elementary/Middle School	9.9	14.2
Allamakee Junior High School	13.3	20.2
Waukon High School	14.7	20.7

ACSD reported meeting objective 3, increase the positive youth development assets based on results from the Iowa Youth Survey and school attendance data. Three questions were selected from the Iowa Youth Survey administered in 2012 in grades 6, 8 and 11: (1) I feel safe at school; (2) My teachers care about me; and (3) I can get help and support when I need it from someone in my home. The results are to be used as baseline data for determining improvement for objective three from year to year although the results indicate there is already a fairly high level of family support and school support/safety (*Local Evaluation*).

- 85 percent of 6th graders, 84 percent of 8th graders, and 90 percent of 11th graders (86 percent overall, in the three grades) agreed (or strongly agreed) with the statement “I feel safe at school.”
- 85 percent of 6th graders, 84 percent of 8th graders, and 77 percent of 11th graders (82 percent overall, in the three grades) agreed (or strongly agreed) with the statement “My teachers care about me.”
- 92 percent of 6th graders, 87 percent of 8th graders, and 83 percent of 11th graders (88 percent overall, in the three grades) agreed (or strongly agreed) with the statement “I can get help and support when I need it from someone in my home.”

Students attending 21st CCLC for at least 30 days at all three campuses had a significant improvement in school attendance from 2011-2012 to 2012-2013. Overall, for students attending 21st CCLC for at least 30 days who had an unacceptable level of attendance in 2011-2012, 36.9 percent overall improved their attendance to acceptable in 2012-2013 (*Local Evaluation*).

For objective 4, families increase their communication skills; build relationships and their career options with secondary education. ASCD chose to use results from the English Language Development Assessment (ELDA) for students and parents and community partners' collaboration in 21st CCLC. The ELDA was given to selected students at Cora B. Darling Elementary/Middle School in 2011-2012 and 2012-2013. The assessment measures English proficiency in four domains: reading, writing, listening and speaking English. Significant improvement was made in the reading, listening and speaking domains as well as overall. The chart below summarizes the mean gains for each domain (*Local Evaluation*).

Allamakee CSD 2012-07 21st CCLC Student Mean Gain Scores on the ELDA

Domain	N	Mean Gain	SD Gain	P-value	Statistically Significant?*	Effect Size
Reading	34	0.500	1.482	.058	Yes	0.34
Writing	34	0.088	1.111	.646	No	0.08
Listening	34	0.441	1.307	.058	Yes	0.34
Speaking	34	0.382	0.985	.001	Yes	0.39
Proficiency	33	0.636	0.783	.000	Yes	0.81

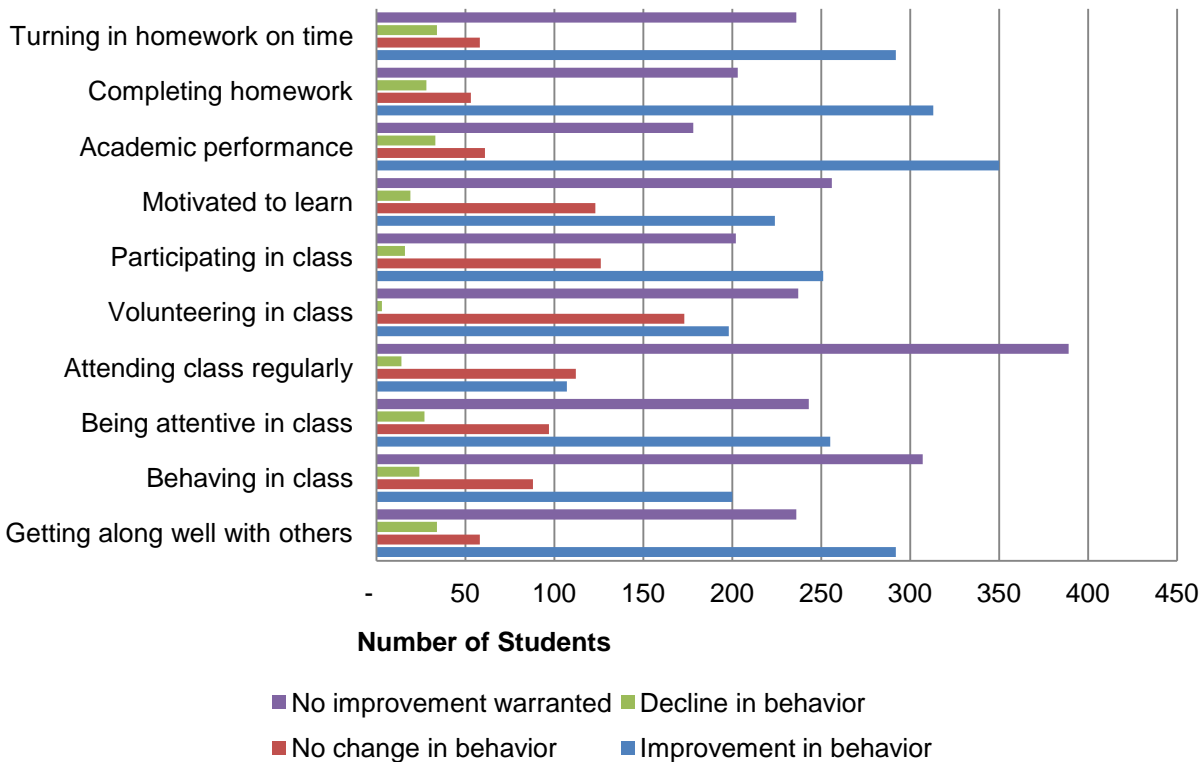
*Significant $p < .10$

ALLAMAKEE CSD OVERALL

In the teacher survey for APR year 2013, 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. Surveys from Allamakee CSD teachers reflected the behavior on 622 regular attending students.



Allamakee CSD Changes in Student Behavior from Teacher Survey Results



Allamakee Community School District has registered success for the 21st CCLC program for 2012-2013. ASCD added three schools to its afterschool program. Regular attendees increased from 270 students in 2011-2012 to 623 students in 2012-2013. The community has shown its support as evidenced by the increased number of partners contributing funding and assistance in all other contribution types. In 2011-2012, 37 partners participated and in 2012-2013, 81 partners participated in the 21st CCLC programs. All objectives were either met or progress was made toward achieving them. The local evaluation was done well and included information on objectives and their ratings. Teachers registered improvement in behaviors in all areas on the teacher survey.

"We have been coming to afterschool since third grade. We love coming, playing, learning and doing other things. We have lots of fun here and I hope the fun continues." -Allamakee Student

Blackhawk Boys and Girls Club

The Blackhawk Boys and Girls Club had programs at Poyner Elementary School and Dr. Walter Cunningham Elementary School for the 21st CCLC program. There were 118 students participating in the program with regular attendance. The Centers had the same five partners. Partners provided funding and assistance in all contribution types as indicated in the PPICS data (*PPICS*).

Both Elementary School Programs 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 assets. The objectives and how the Blackhawk Boys and Girls Club reported their success is shown in the table below (*PPICS*).

Blackhawk Boys and Girls Club CSD 21st CCLC Program Summary Chart

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

IMPROVE SCHOOL ATTENDANCE

At Poyner Elementary School, students taking part in the 21st CCLC Program miss an average of 5.69 days of school while the district average is 8.5 missed days of school. At Cunningham Elementary School, students taking part in the 21st CCLC Program miss an average of 5.69 days of school while the district average is 8.15 missed days of school (*Local Evaluation*).

Improve grades. Poyner Elementary Students who attended 21st CCLC regularly missed and average of 5.69 days of school while the district average was 2.86. Regular attendees at Cunningham Elementary School had a GPA of 3.14 compared with 2.86 for the district average (*Local Evaluation*).

Improve attitude towards school. The 21st CCLC Program at Poyner and Cunningham Elementary Schools provided programs to help students' attitude toward school, including homework assistance, reading clubs, math and science activities and computer classes. When surveyed, 80 percent of students in the 21st CCLC Program said that the Boys and Girls Club reminds them to do their best in school. The

local evaluations did not clarify why the two Programs received different ratings on the objective to *improve attitude towards school (Local Evaluation)*.

IMPROVE SOCIAL SKILLS AND INCREASE RELATIONSHIPS WITH CARING ADULTS.

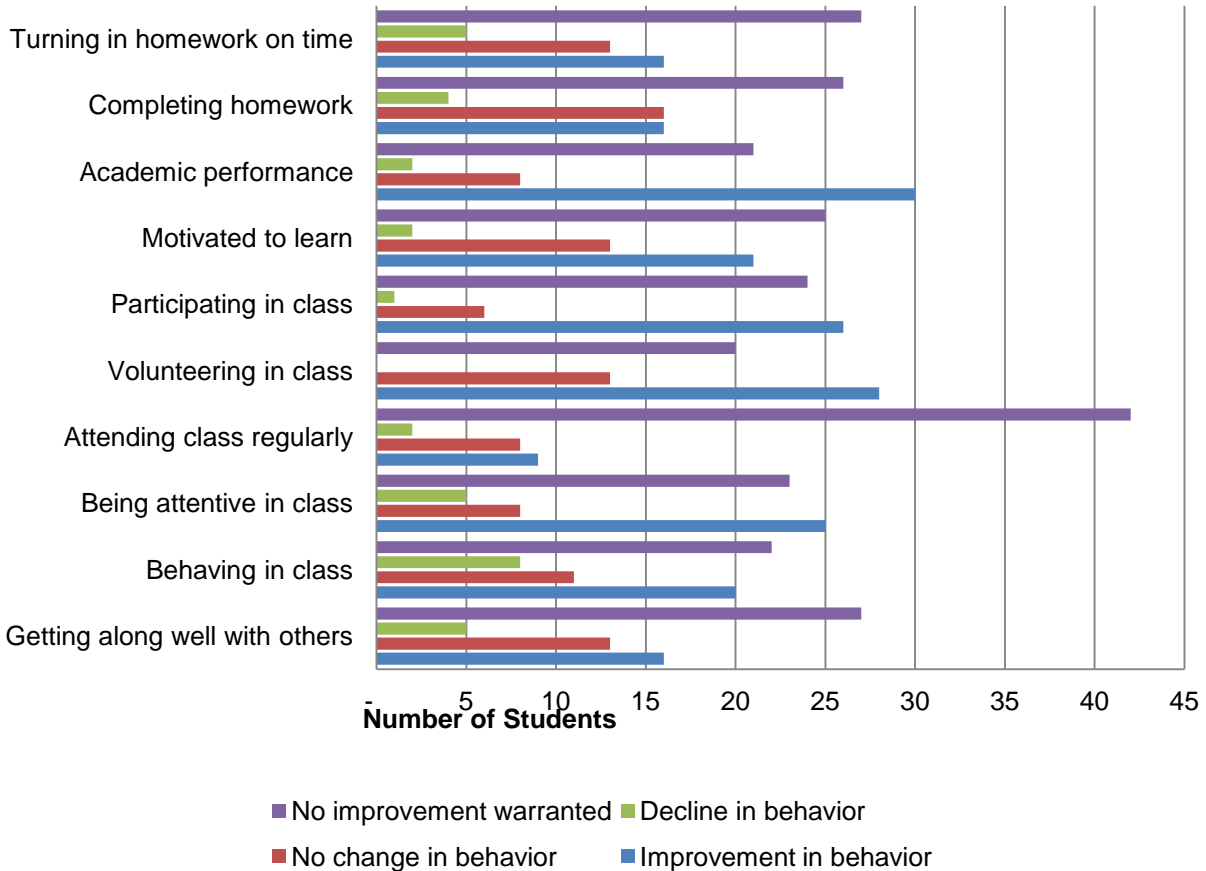
Both Poyner and Cunningham Elementary School 21st CCLC Programs provided programs and activities to help students improve their social skills. Poyner Elementary reported that regular attendees have an average of 1.5 behavior referrals per year compared to the district average of 6.9 behavior referrals per year. Students from Cunningham Elementary School were given the opportunity to be in the Great Futures Mentoring Program. Over 50 percent of the students participated and mentors reported that 100 percent of students in the mentoring program had a decrease in antisocial behavior and increase in perception of social support. It was not clear from the local evaluations why the two programs had different ratings on the objective to *improve social skills (Local Evaluation)*.

When surveyed, 75 percent of students from Poyner Elementary said they would be home by themselves if there was no afterschool program.

Increase community involvement of youth and Increase number of assets. Both 21st CCLC Programs have service learning programs. All students from Poyner Elementary School take part in the program and 50 percent of students from Cunningham participate. When surveyed, 88 percent of students from Poyner Elementary School reported they enjoyed helping others and volunteering (*Local Evaluation*).

Data from the teacher survey can be seen below for the Blackhawk Boys and Girls Club. Information on 61 students was received from teachers submitting the surveys. The 21st CCLC program seems to have the biggest impact on improving student behavior in four areas. Thirty students showed improvement in academic performance, twenty eight students improved volunteering in class, twenty six students improved their class participation and twenty five students were more attentive in class (*PPICS*).

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 Club said that all objectives were either met or progress was made toward meeting the objectives. The local evaluation was a substantial improvement over the evaluation for 2011-2012 although more explanation and data analysis was needed. In all areas surveyed, teachers registered improvement in behaviors for regular attendees in the program.

Clinton CSD

Clinton CSD had two programs with centers at six schools. Bluff, Eagle Heights, and Jefferson Elementary Schools were in one program and Whittier Elementary School, Washington Middle School and Lyons Middle School were in the second program. The number of students with regular attendance at all six schools was 152 (*Local Evaluation*).

The two programs had a combined total of 67 partners supporting the Centers at the six schools. Partners provided funding and assistance and all other contribution types as indicated in the PPICS data (*PPICS*).

Each of the programs had three objectives. Although similar, the objectives for each program were not worded identically and all are objectives are listed in the chart below. The chart also lists the success rate as reported by Clinton CSD (*PPICS*).

Clinton CSD 21st CCLC Objectives

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.	Did not meet, but progressed toward 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.	Did not meet, but progressed toward 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
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 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

Clinton CSD stated that they had met or made progress toward the objectives for each of the programs. Clinton CSD provided two local evaluations, one for each of the 21st CCLC Programs. The local evaluation included goals for the 21st CCLC Program that were divided into objectives and activities. However, the objectives in the local evaluation do not match the objectives in the PPICS database exactly. It is recommended that Clinton CSD revisit the objectives in the PPICS database and edit them to better meet the needs and goals as outlined in the local evaluations.

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 not been met, but that progress had been made toward this objective (PPICS).



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 (PPICS).

The local evaluation compared Iowa Assessment data from 2011 and 2012 for reading and mathematics at all six campuses. Assessment data was disaggregated into three achievement bands: Low, Intermediate, and High. Progress was set by target goals for each campus. As can be seen in the table below, only Bluff and Eagle Heights Elementary Schools had significant progress meeting the Clinton CSD goal. Since summer programs had ten or less students participating per program, summer data is not presented in this table (*Local Evaluation*).

Clinton CSD 21st CCLC Iowa Assessment Summary

School	Reading	Mathematics
Bluff Elementary	Significant progress moving from Low to Intermediate Band	Significant progress moving from Low to Intermediate Band
Eagle Heights	Significant progress moving from Low to Intermediate Band	Significant progress moving from Low to Intermediate Band

School	Reading	Mathematics
Jefferson Elementary	Did not meet target goals	Did not meet target goals
Whittier Elementary	Decreased but low capture rate affects validity	Progress but low capture rate affects validity
Washington Middle	No Improvement	No Improvement
Lyons Middle	No Improvement	No improvement

STUDENT BEHAVIOR

Bluff, Eagle Heights, and Jefferson Elementary schools. *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.* Clinton CSD reported this objective had not been met, but that progress had been made toward this objective (PPICS).

Whittier Elementary School, Washington and Lyons Middle schools. *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 SA prevention, the arts, wellness and recreation.* Clinton CSD reported this objective had been met (PPICS).

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." It is not clear why different ratings were given to the objectives in PPICS since the above information on the Iowa Youth Survey was identical in each of the Clinton CSD local evaluations (*Local Evaluation*).

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.

FAMILY LITERACY

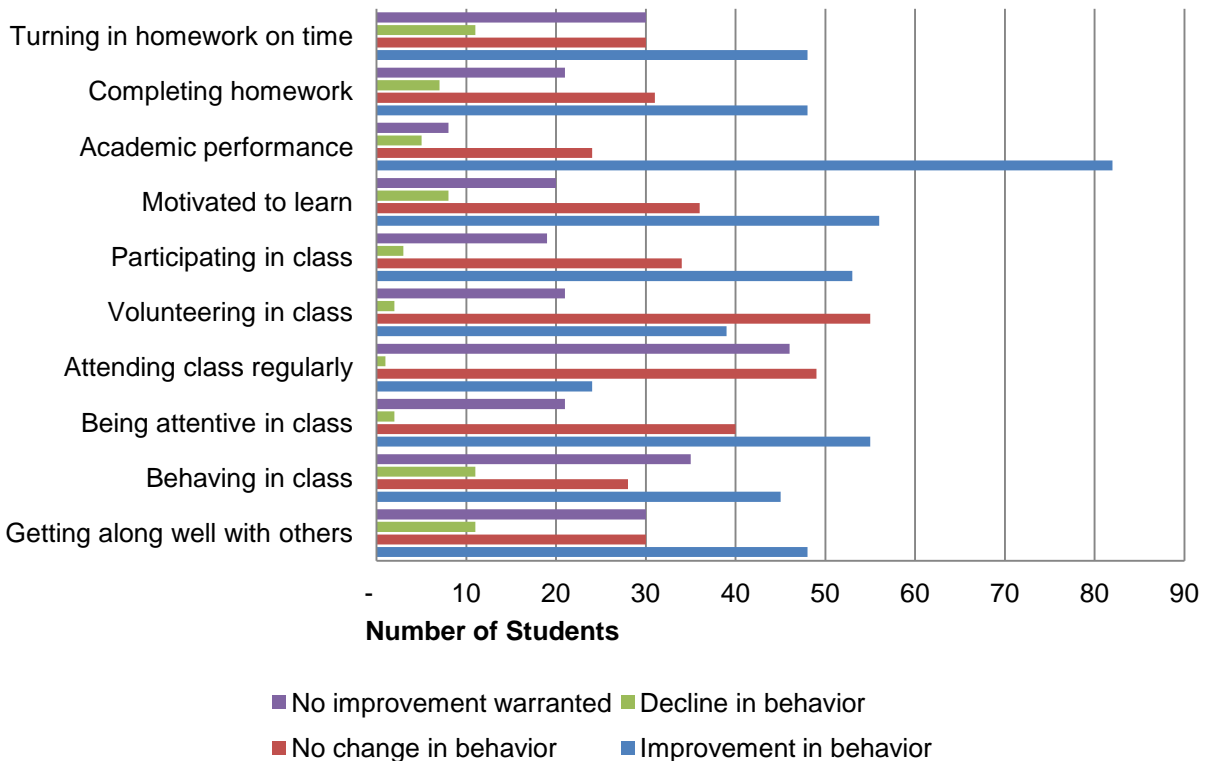
Bluff, Eagle Heights and Jefferson Elementary schools. *Provide before, after and summer programs that support family literacy by providing access to literacy programs, opportunities and services.* Clinton CSD reported this objective had not been met, but that progress had been made toward this objective (PPICS).

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 (PPICS).

The local evaluator stated the Clinton CSD provided staff meeting minutes where information on Family Literacy Activities was included. Three specific family nights were listed.

Data from the teacher survey can be seen below for Clinton CSD. Information on 120 students was received from teachers submitting the surveys. The 21st CCLC program seems to have the biggest impact in the academic achievement area, especially in the academic performance indicator, where 82 students showed improvement.

Clinton CSD Changes in Student Behavior from Teacher Survey Results



Clinton CSD has reported success for the 21st CCLC program. Clinton CSD has 67 community partners who have contributed funding and assistance in all other contribution types. In all areas surveyed, teachers registered improvement in behaviors for regular attendees in the program, especially in the area of academic achievement.

Although Clinton CSD said that all objectives were either met or progress was made toward meeting the objectives, the local evaluations are based on local goals that are not directly tied to the objectives listed in PPICS. In addition, the local evaluators found Clinton CSD deficient in tracking Family Literacy activities. It is suggested that Clinton CSD revisit the objectives in PPICS and make a concerted effort to adjust them so they are aligned with the goals in the local evaluations.

Council Bluffs CSD

Council Bluffs CSD has three centers. The centers are located at Carter Lake Boys & Girls Club serving Carter Lake Elementary School, Council Bluffs Boys & Girls Club serving Hoover Elementary and Roosevelt Elementary Schools, and Edison Elementary School managed by the Council Bluffs Community Education Foundation. The number of students with regular attendance at the four centers was 212 (PPICS).

The Council Bluffs CSD program had three partners supporting the Centers. The partners listed are the partners who manage the three centers: Carter Lake Boys and Girls Club, Council Bluffs Boys and Girls Club and the Council Bluffs Community Education Foundation. The partners provided programming/activity-related services, goods/materials, volunteer staffing and paid staffing. All received some funding from the grant (PPICS).

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.

Council Bluffs provided a local evaluation that included information on the objectives and their ratings. The local evaluation stated:

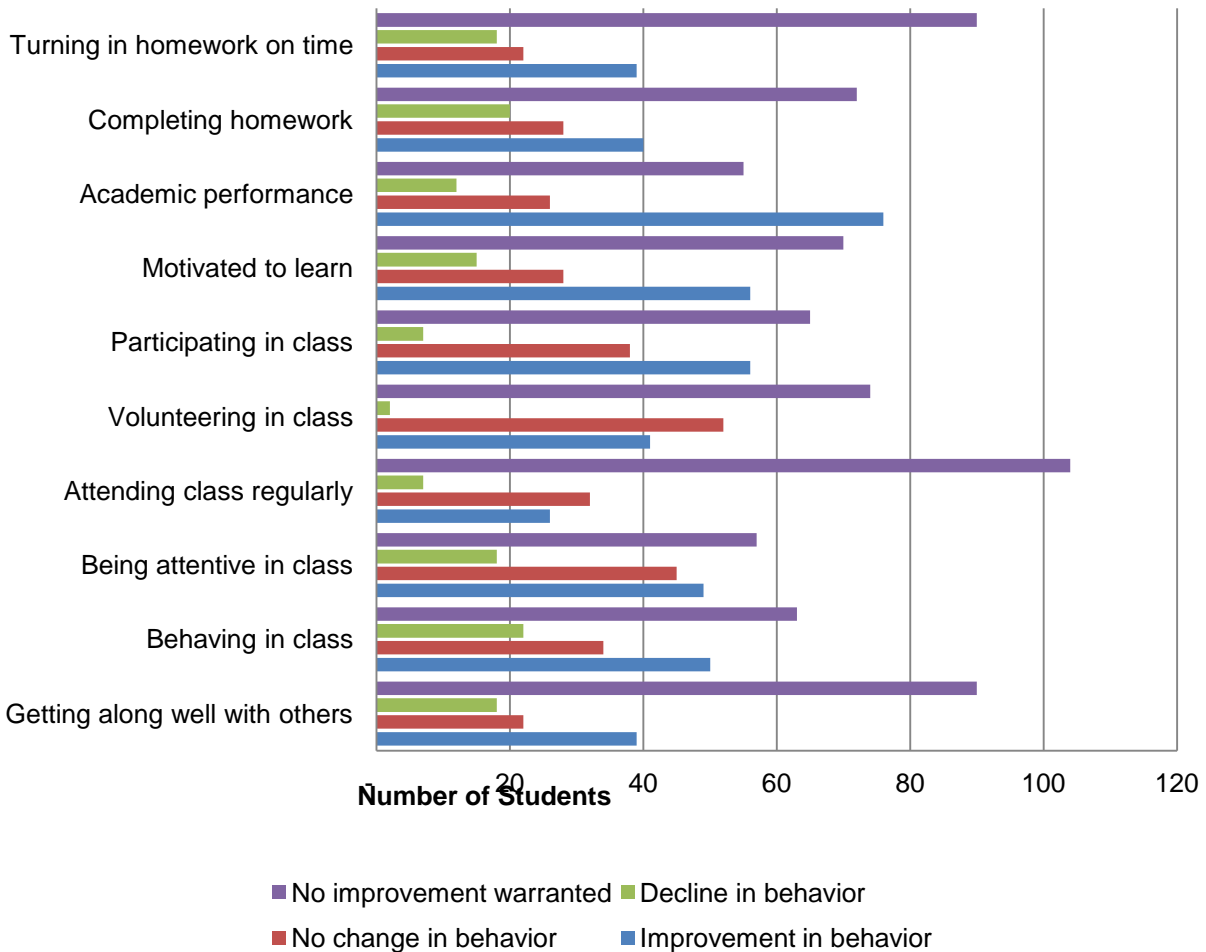
“For the first objective, Council Bluffs CSD reported making progress toward the objective. Council Bluffs CSD local reading data wall evaluation showed 59 percent of the regular attendees made no change while 37 percent gained one or two levels. At this time there was no district match assessment to be used for evaluation purposes. For the second objective, Council Bluffs CSD reported they had met the objective. The parent surveys showed 84.6 percent of parents indicated the program had a positive impact on their child. 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. A highlight of a family literacy night is demonstrated in the picture below, Bingo for Books.”

It is recommended that future local evaluations include more detail. The first objective is rated as “*unable to measure progress on the stated objective*” in PPICS but the local evaluation rates the first objective as “making progress toward the objective.” No information was given on what reading data was being used and an explanation on why matching assessments were not available was needed. For the third objective, family nights are listed but numbers of participants is needed to justify the rating of met the objective.

Data from the teacher survey can be seen below for Council Bluffs CSD. Information on 169 students was received from teachers submitting the surveys. The largest impact on student behavior reported by

teachers was on the academic performance indicator where 76 students exhibited a positive change in behavior. For all indicators at least twice as many students exhibited a positive change in behavior as exhibited a negative change in behavior (PPICS).

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 three community partners who have contributed programming/activity-related services, goods/materials, volunteer staffing and paid staffing. Council Bluffs CSD said that all objectives were either met or progress was made toward meeting the objectives. There was a discrepancy between the local evaluation and PPICS. It is recommended that the local evaluation include more detail, including explanation of methodology used in determining progress on objectives. In all areas surveyed, teachers registered improvement in behaviors regular attendees in the program, especially in the area of academic achievement.

Davenport CSD

The Davenport CSD 21st CCLC Program, called Stepping Stones, had five schools in the program. A total of 254 regular attendees were served by the five sites. The Centers each had four partners in common and the Lincoln Academy of Arts had two additional partners. Partners provided funding, services and other assistance as indicated in the PPICS data (*PPICS*).

Davenport CSD 21st CCLC Program Summary Charts

Grantee	Number of Partners	Centers	Regular Attendees*
Davenport CSD 01/10	4	Buchanan Elementary School	38
		Monroe Elementary School	56
Davenport CSD 07/08	6	Lincoln Academy of Integrated Arts	36
Davenport CSD 2012-07	4	Hayes Elementary School	60
		Washington Elementary School	64
TOTALS	14		254

*Regular attendees attended the after school programs for at least 30 days

Each of the three programs for Davenport 21st CCLC developed objectives to help determine the success of the program. The objectives for each program are shown in the table below. Davenport CSD reported that they met all the stated objectives (*PPICS*).



Davenport CSD 21st CCLC Objectives

Objective	Buchanan Elementary School Monroe Elementary School	Lincoln Academy of Integrated Arts	Hayes Elementary School Washington Elementary School
Improve social competencies	Met the stated objective	Met the stated objective	
Improve student achievement	Met the stated objective	Met the stated objective	
Increase student connectedness to school	Met the stated objective	Met the stated objective	
Stepping Stones participants will increase the amount of homework completed.	NA	NA	Met the stated objective
Stepping Stones participants will increase proficiency in reading and math.	NA	NA	Met the stated objective
Stepping Stones participants will increase pro-social behavior and decrease disruptive behavior.	NA	NA	Met the stated objective

The local evaluation focused on the academic achievement goals, particularly in reading and mathematics. To measure reading achievement, Davenport CSD used the following assessments.

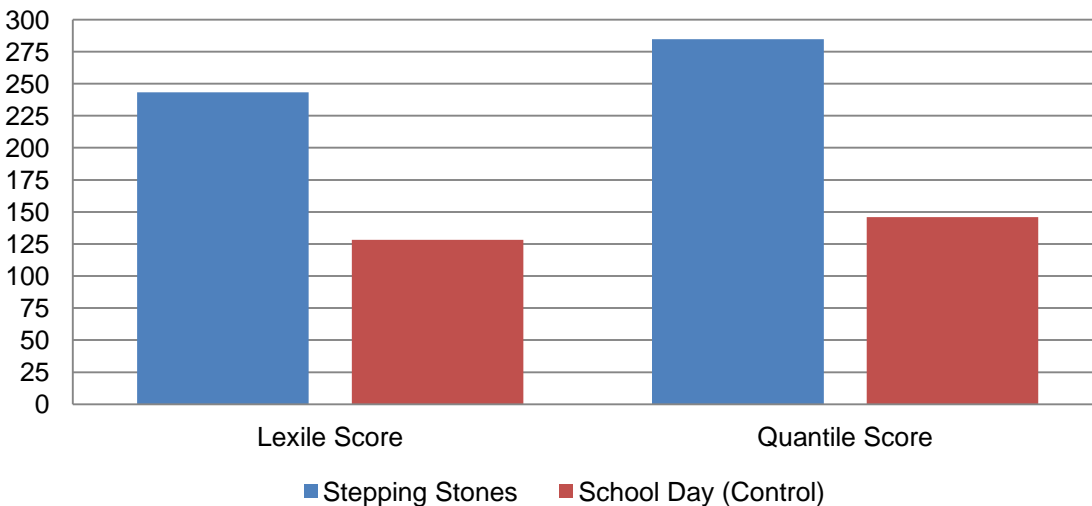
1. Kindergarten: Phoneme Segmentation Fluency
2. Grade One: Correct Letter Sounds and Whole Words Read
3. Grade Two: Oral Reading Fluency
4. Grades Three-Five: Scholastic Reading Inventory (reading comprehension level on the Lexile Framework for Reading).



For the mathematics assessment, the Scholastic Math Inventory was used for grades three-five, specifically the level reported for the Quantile Framework for Mathematics.

The local evaluation stated that scores of students in the 21st CCLC Program (Stepping Stones) were compared with peers from the same school who were not regular attendees of the 21st CCLC Program. Included in the local evaluation were graphs of the data obtained from the assessment instruments. However, no analysis was given. Examining the graphs shows mixed results for students in kindergarten and first grade and small differences for students in grade two. Scores for students in grades 3-5 show the most improvement. For example, the graph below compares the scores between students in the Stepping Stones Program and those not in the program for grades 3-5 for both reading and mathematics (*Local Evaluation*).

Stepping Stones 2012-2013 School Year Program Evaluation



Stepping Stones 2012-2013 School Year Program Evaluation

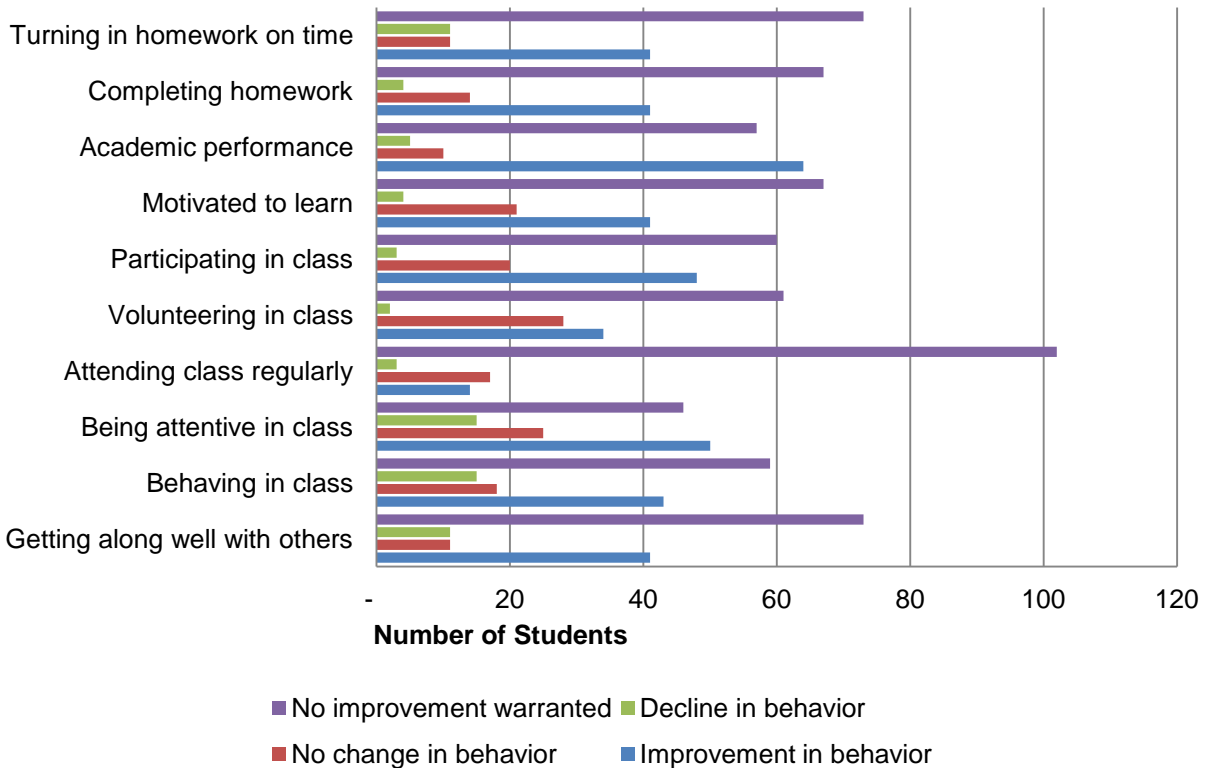
Aggregate Average Change in Grades Three - Five Lexile and Quantile Assessment Scores for Students with Free or Reduced Lunch Status

To measure social competencies and student behavior, the local evaluation stated that they were assessed at the building level in two ways: teacher surveys collected as part of the PPICS requirement; and student behavior forms used by site leader to document and address anti-social behavior by students during the program (*Local Evaluation*).

No data was presented from the local evaluation in either of these two instruments. It is not clear how the objective ratings in PPICS for these areas were ascertained. Future local evaluations should discuss how ratings were obtained, including details on data analysis.

Data from the teacher survey can be seen below for Davenport CSD. Information on 136 students was received from teachers submitting the surveys. For students teachers identified as warranting change, some students' behavior improved for every indicator. Most students were identified as not needing improvement in the areas of the survey.

Davenport CSD Changes in Student Behavior from Teacher Survey Results



Davenport CSD has reported success for its three 21st CCLC programs. Davenport CSD has six community partners who have contributed funding and assistance. Davenport CSD said that all objectives were met. The local evaluation provided information on student achievement but no data on other objectives. 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 had two programs that included eleven schools. The number of students with regular attendance at the four centers was 1,186. Des Moines CSD programs had seven partners supporting the Centers at the ten schools (two partners' assisted at all ten schools). Partners provided additional funding and assistance as indicated in the PPICS data (*PPICS*).



Des Moines CSD 21st CCLC Program Summary Chart

Grantee	Number of Partners	Centers	Regular Attendees*
Des Moines Independent CSD 07/08	5	Callanan Middle School	174
		Goodrell Middle School	56
		Hoyt Middle School	66
		Meredith Middle School	64
		McCombs Middle School	80
		Weeks Middle School	79
Des Moines Independent CSD 2012-07	4	Brody Middle School	72
		Capitol View Elementary School	159
		King Elementary School	124
		McKinley Elementary School	168
		Monroe Elementary School	144
TOTALS	9		1,186

For the Des Moines Independent CSD 07/08 grant, 20 objectives were listed to measure the success of the 21st CCLC Program. Des Moines reported they had met seventeen of the objectives, dropped two of the objectives and revised one objective. The objectives and their status are listed below (*PPICS*).

Des Moines CSD 07/08 21st CCLC Objectives

Objective	Status of Objective
Improve the program as measured by program evaluation.	Met the stated objective
Increase the number of programs/services offered in 21st CCLC schools through collaboration with community agencies.	Met the stated objective
Increase the number of high quality staff.	Met the stated objective
Increase the number of students and families participating through a variety of marketing strategies; active recruitment of students below level in reading, math, and science.	Met the stated objective
Strengthen communication and coordination between the 21st CCLC and school staff to ensure program alignment and continuity.	Met the stated objective
Increase the academic success of struggling students through intensive instruction in reading, math, and science.	Met the stated objective
Provide a continuum of academic assistance for all students that extends student learning before/after school, Saturdays, and during the summer.	Met the stated objective
Provide academic, social, and cultural support for English Language Learners.	Met the stated objective
Increase student and parent technology literacy and use of computers as a learning tool through instruction.	Met the stated objective
Support students as they transition from 5th to 6th grade and from 8th to 9th grade with a variety of strategies.	Met the stated objective
Provide a variety of programs in areas of art, music, dance, and drama.	Met the stated objective
Provide a variety of interest-based clubs and classes.	Met the stated objective
Provide a variety of sports and fitness programs.	Met the stated objective
Expand students' experiences and background knowledge through the use of community-based learning, project-based learning, expeditions, and Service Learning.	Met the stated objective
Provide opportunities for personal development, leadership, and other aspects of positive youth development.	Met the stated objective

Objective	Status of Objective
Provide education classes for adults/parents for college credit.	Dropped the stated objective entirely
Provide ESL classes and or Spanish, GED at the school site.	Revised the stated objective
Provide programs and activities to promote family development and parent education.	Met the stated objective
Assist parents in their development of career/vocational skills through collaboration with Iowa Workforce Development and activities.	Dropped the stated objective entirely
Increase parent involvement through outreach activities, increased communication, and leadership roles in the 21st CCLC program.	Met the stated objective

Five objectives were used to determine the effectiveness of the Des Moines Independent CSD 2012-07 grant. (PPICS).

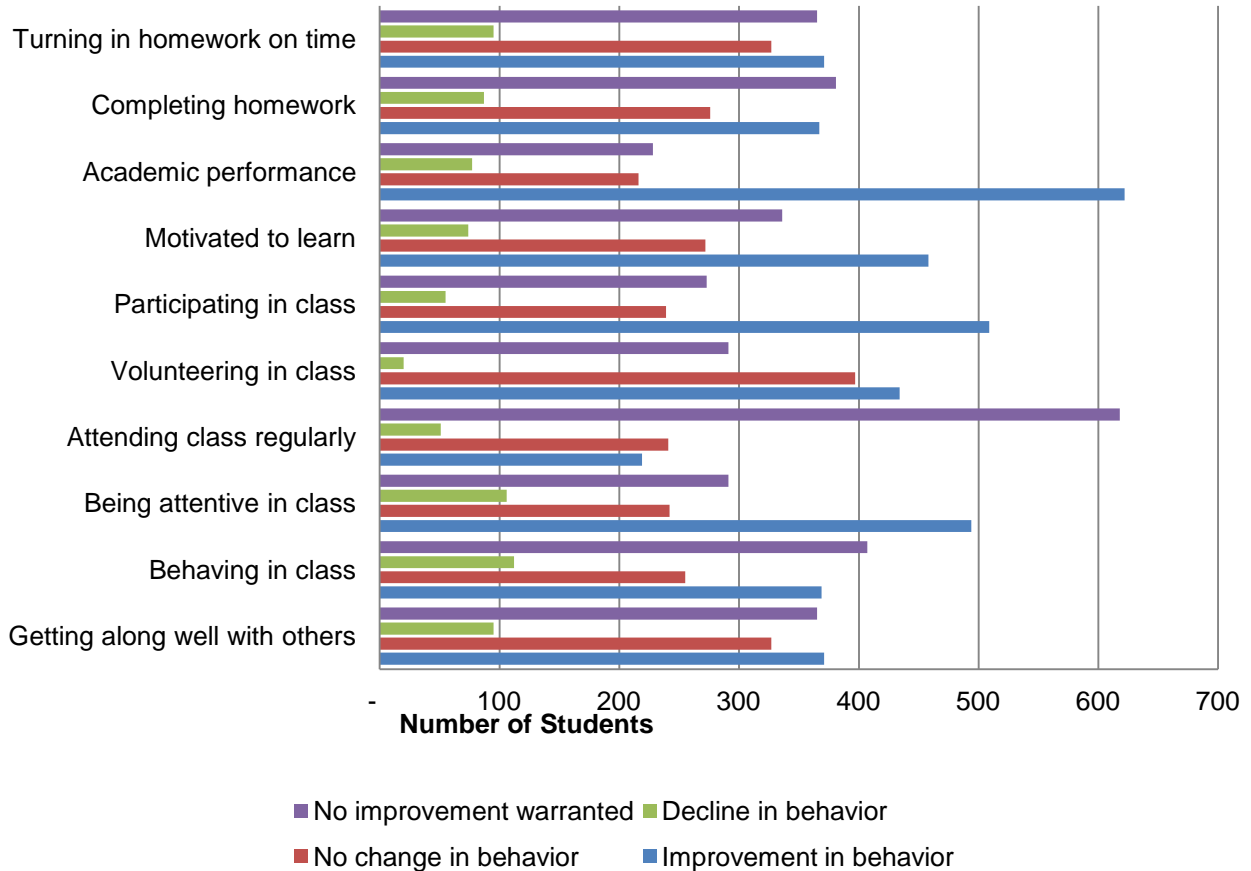
1. DMPS will provide afterschool academic support 5 days per week, for 1-3 hours per day, to students in the identified schools.
2. 80 percent of participants will make gains in reading levels as measured by formative assessments.
3. 80 percent of students will make gains in math levels as measured by formative assessments.
4. 24 percent of non-proficient participants will improve from not proficient to proficient or above in math on state assessments annually.
5. 24 percent of non-proficient participants will improve from not proficient to proficient or above in reading on state assessments annually.

Des Moines CSD reported they had met the first objective and did not meet, but made progress on the other four objectives. For a local evaluation Des Moines CSD sent in PPICS information but no local evaluation. No summary or discussion of how objective status was derived was included.

Data from the teacher survey can be seen below for Des Moines CSD. Information on 1,158 students was received from teachers submitting the surveys. For students 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 219 attending class regularly to 622 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 programs. Des Moines CSD has seven community partners who contributed funding and assistance. The Des Moines Independent 07/08 grant had 20 objectives and seventeen of them were reported as having been met. The Des Moines Independent 2012-07 grant had five objectives and met or made progress on all of them. Since evaluation documents did not include data analysis or a summary, it is unclear how the objectives' statuses were determined. Future local evaluations should include analysis and discussion of results. In all areas surveyed, teachers registered improvement in behaviors for most of the regular attendees in the program who warranted changes in behavior.

Dubuque CSD

Dubuque CSD had two schools in the 21st CCLC program, called Leadership Enrichment After School Programs (LEAP). Thomas Jefferson Middle School and George Washington Middle School serve a total of 87 students who have regular attendance. Dubuque CSD programs had eleven partners supporting the Centers at the two schools. Partners provided funding and assistance as indicated in the PPICS data (PPICS).

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

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

Dubuque CSD reported they had met the stated objective for all four objectives. For the first objective, several measures were used to determine the objective's status, including recruitment, course offerings, attendance, homework assistance and academic achievement (*Local Evaluation*).

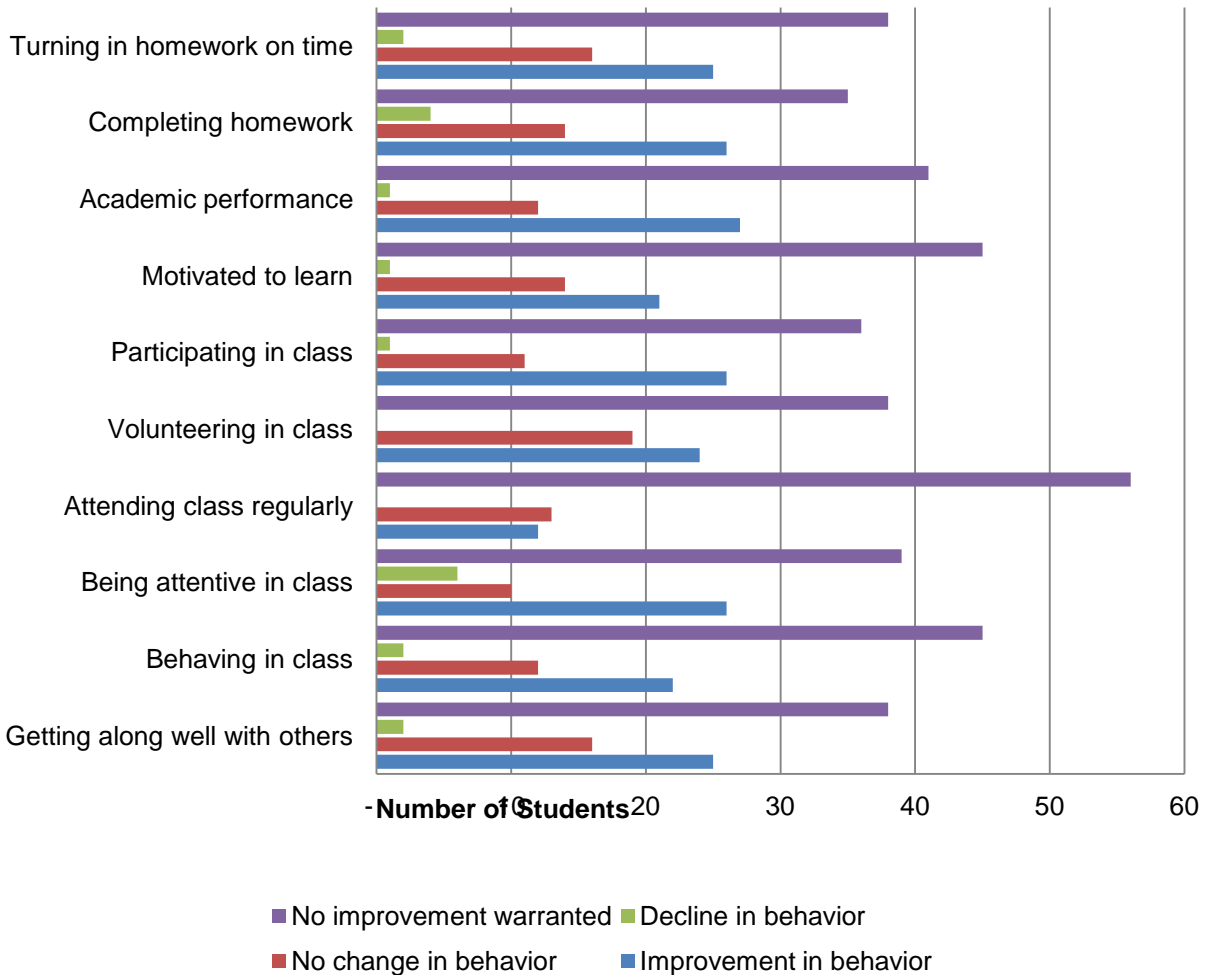
- All middle school students were targeted for recruitment and LEAP leaders have scheduled assemblies at both middle schools to encourage student participation. The goal for participation was 350 students and 533 students were served for 2012-2013. Regular attendees increased from 57 students in 2011-2012 to 87 students in 2012-2013.
- Attendance of students in the LEAP program was higher at both middle schools than the average attendance rate.
- Dubuque CSD used Measures of Academic Progress (MAP) tests to assess student achievement in reading and mathematics. For ten students who were involved in LEAP for both 2011-2012 and 2012-2013, nine of them registered growth on the MAP Mathematics and reading tests, with growth being highest in mathematics.
- On the annual teacher survey there were 27 reports by teachers of improvement in academic performance.

Dubuque CSD stated that "*the three other goal areas all addressed social development, and/or safe environment.*" Measures listed by the local evaluation regarding these three goals included the following (*Local Evaluation*).

1. LEAP leaders discussed with community providers the behavior expectations of middle school students and strategies for working effectively with middle school students.
2. Focus group participants said LEAP teachers had made a difference for them.
3. All student participants had to have parental permission for participation in any activity.
4. Course offerings included leadership and citizenship courses.
5. The number of office referrals for multiple year attendees was low with one exception.

Data from the teacher survey can be seen below for Dubuque CSD. Information on 81 students was received from teachers submitting the surveys. Many students were identified as not warranting change. Except for attending class regularly, more students exhibited a positive change in behavior than had no change or a decline in behavior (*PPICS*).

Dubuque CSD Changes in Student Behavior from Teacher Survey Results



Dubuque CSD has reported success for its 21st CCLC programs. Dubuque CSD has eleven community partners who have contributed funding and assistance. Dubuque CSD has four objectives for the 21st CCLC program and reported meeting all four objectives. The local evaluation was exemplary and included analysis and justification for the reported status of objectives. 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. Dubuque CSD has strategies in place to improve involvement by both students and adults.

Fort Dodge CSD

Fort Dodge CSD had one school in the 21st CCLC Program. Butler Elementary School serves a total of 130 students who have regular attendance. Fort Dodge CSD programs had eight partners supporting the 21st CCLC Program at Butler Elementary School. Partners provided funding and assistance as indicated in the PPICS data (*PPICS*).

Fort Dodge CSD developed three objectives to help determine the success of the 21st CCLC program called Butler's Learning After School Time! (BLAST!) (*PPICS and Local Evaluation*).

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. For the first two objectives, scores of students in the 21st CCLC Program on the Iowa Assessments results were compared to the scores of all students in Fort Dodge CSD and students at Butler Elementary School. Scores can be seen in the following table (*Local Evaluation*).

	3 rd Grade Reading	4 th Grade Reading	3 rd Grade Math	4 th Grade Math
BLAST	73.3 percent	60.0 percent	66.7 percent	66.7 percent
Butler	60.7 percent	59.1 percent	71.9 percent	71.0 percent
District	62.0 percent	61.9 percent	68.7 percent	67.6 percent

The Local Evaluation summarized the Iowa Assessment results in the table above, stating:

A higher percentage of third grade BLAST! students were proficient in reading (see table above). They had a consistent level of proficiency with the other groups in math. Sixty percent of fourth grade BLAST! students were proficient in reading and 67 percent were proficient in math. These scores are consistent with their peers at Butler and in the district.

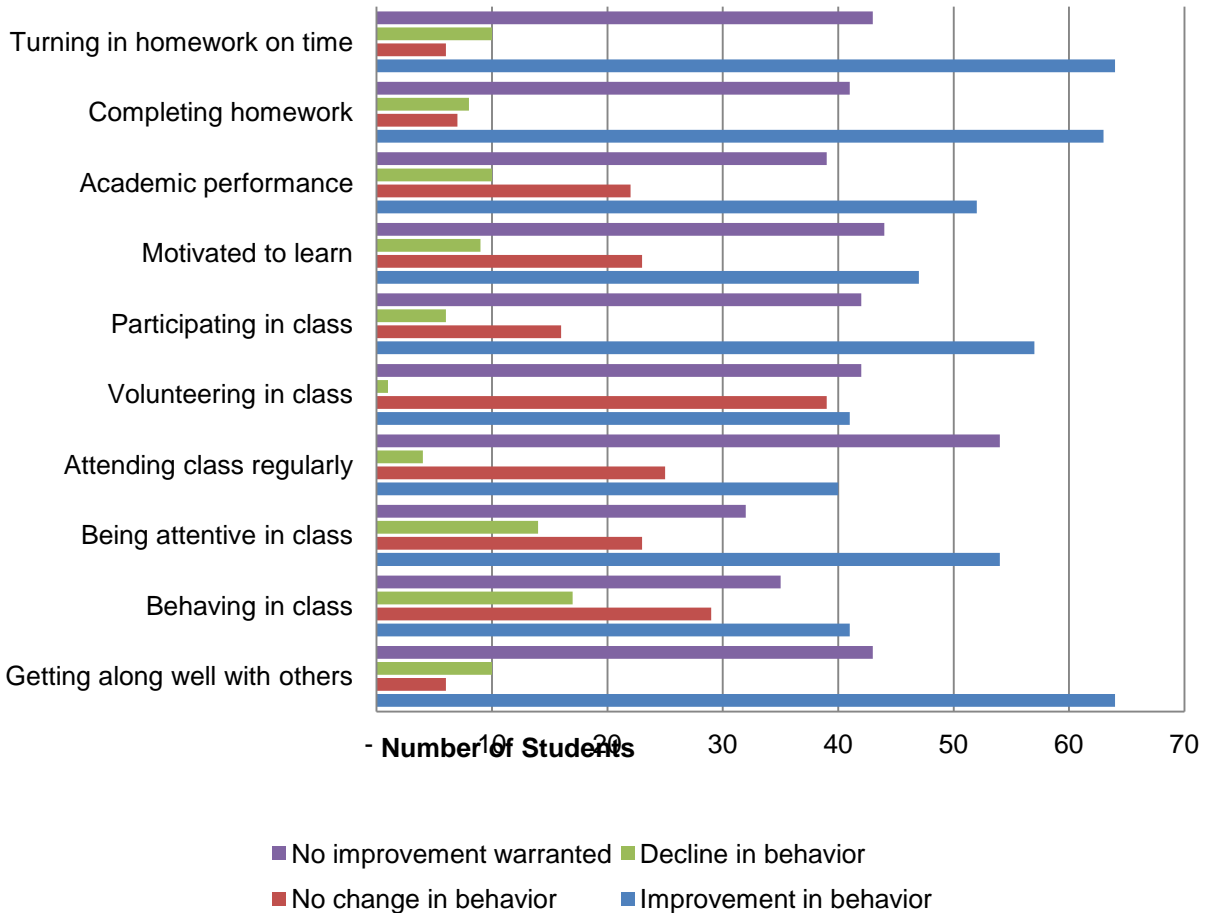
To assess the third objective, Fort Dodge CSD used surveys of parent, teachers, staff and students (*Local Evaluation*).

- Teachers responding to the survey reported that 92 percent of students completed homework to their teacher's satisfaction.
- All parents responding to the survey were satisfied or very satisfied with all areas of the BLAST! Program.
- All of the parents responding to the survey stated their children completed their homework at BLAST! at least some of the time.

- Of the thirty students responding to the survey, 25 reported they like the program, 28 felt safe while there, and 27 said they learned a lot.

Data from the teacher survey can be seen below for Fort Dodge CSD. Information on 123 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 (*PPICS*).

Fort Dodge CSD Changes in Student Behavior from Teacher Survey Results



Fort Dodge CSD has reported success for its 21st CCLC program (BLAST!). Fort Dodge CSD has eight community partners who have contributed funding and assistance. Fort Dodge CSD set three objectives for the 21st CCLC Program and reported meeting all three objectives. The local evaluation was very well done and identified the criteria used to rate the objectives and summarized results. The responses to the teacher survey indicated that there was a positive change in behavior in all criteria.

Iowa City CSD

Iowa City CSD had four schools 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 as indicated in the PPICS data (*PPICS*).

Iowa City CSD 21st CCLC Program Summary Chart

Grantee	Number of Partners	Centers	Regular Attendees*
Iowa City CSD - Grant Wood 07/08	6	Grant Wood Elementary School	86
Iowa City CSD - Hills 07/08	8	Hills Elementary School	64
Iowa City CSD - Kirkwood 01/10	4	Kirkwood Elementary School	62
Iowa City CSD - Roosevelt 07/08	4	Roosevelt Elementary School	65
Iowa City CSD 2012-07	6	Mark Twain Elementary School	90
TOTALS	15**		367

*Regular attendees attended the after school programs for at least 30 days.

**Total partners is less than the actual total since some partners assist at more than one center.

Each of the Iowa City CSD 21st CCLC schools had 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 (*PPICS*).

Iowa City CSD 21st CCLC Objectives

Objective	Grant Wood Elementary School	Hills Elementary School	Kirkwood Elementary School	Roosevelt Elementary School	Mark Twain Elementary School
All students at (<i>school name</i>) will demonstrate increased competency in reading, mathematics and science (Academic and Learning Support Goal).	Did not meet, but progressed toward the stated objective	Met the stated objective*	Did not meet, but progressed toward the stated objective	NA	Did not meet, but progressed toward the stated objective
Students at (<i>school name</i>) will demonstrate appropriate social skills, have positive self-images, and display	Did not meet, but progressed toward the stated	Met the stated objective	Did not meet, but progressed toward the stated	Did not meet, but progressed toward the stated	Met the stated objective

Objective	Grant Wood Elementary School	Hills Elementary School	Kirkwood Elementary School	Roosevelt Elementary School	Mark Twain Elementary School
appropriate behaviors both at school and at home.	objective		objective	objective	
(School name) Families will be active supporters of their child's educational growth.	Met the stated objective	Met the stated objective	Met the stated objective	Met 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	Did not meet, but progressed toward the stated objective	

**It was reported in the local evaluation that the information in PPICS was a typo and the actual status was "did not meet, but made progress toward the stated objective."*

Local Evaluations were provided by Iowa City CSD for each 21st CCLC site with the exception of Roosevelt Elementary School. Since an evaluation was not included for Roosevelt Elementary School, it is not possible to discuss how status was determined. The evaluations for the four other schools included justifications for objectives' statuses. Summaries for each objective are included below (Roosevelt Elementary School is not included since no evaluation was available).

All students at (school name) will demonstrate increased competency in reading, mathematics and science (Academic and Learning Support Goal). All four schools rated this objective as "not met but progressed toward the goal." Local evaluations listed DIBELS, DRA, SuccessMaker and Math Screening Assessment (summer only) scores along with teacher surveys and math unit reports as measures for determining the academic achievement goal. Some scores were not available and the local evaluations recommended improvements in data gathering techniques for future evaluations (*local evaluation*).

- Wood Elementary School. 53 percent of 21st CCLC students maintained or increased Math Screening Assessment scores over the summer. 100 percent of 21st CCLC students improved their scores on SuccessMaker in reading and mathematics and over 50 percent of students moved up one grade level. The local evaluation calls for Wood Elementary to adopt an additional math assessment and improve data gathering techniques.
- Hills Elementary School. 85.5 percent of students identified as needing improvement on the teacher survey improved their academics.
- Kirkwood Elementary School. 53 percent of 21st CCLC students maintained or increased Math Screening Assessment scores over the summer. 100 percent of 21st CCLC students improved their scores on SuccessMaker in reading and mathematics and over 50 percent of students moved up one grade level. 89.1 percent of students identified as needing improvement on the teacher survey improved their academics.

- Twain Elementary School. 53 percent of 21st CCLC students maintained or increased Math Screening Assessment scores over the summer. 100 percent of 21st CCLC students improved their scores on SuccessMaker in reading and mathematics and over 50 percent of students moved up one grade level. 82.2 percent of students identified as needing improvement on the teacher survey improved their academics.

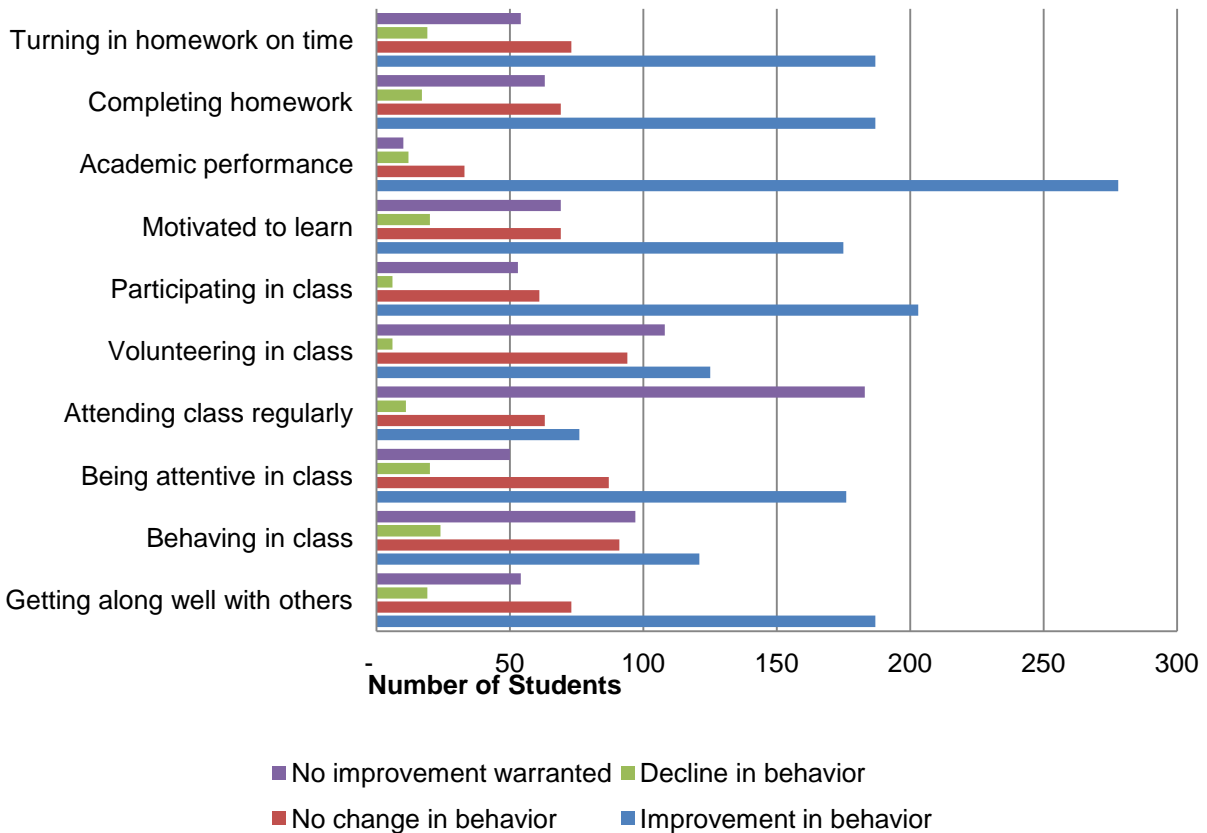
Students at (school name) will demonstrate appropriate social skills, have positive self-images, and display appropriate behaviors both at school and at home. Wood and Kirkwood Elementary schools rated this objective as “not met but progressed toward the goal” while Hills and Twain Elementary Schools rated this objective as “met the stated objective.” This objective was measured using behavior referrals, behavior tracking of students while in the program and the end of year teacher survey (*local evaluation*).

- Wood Elementary School. 83.8 percent of students identified as needing improvement on the teacher survey improved their behavior.
- Hills Elementary School. 45.2 percent of students identified as needing improvement on the teacher survey improved their behavior.
- Kirkwood Elementary School. 50.0 percent of students identified as needing improvement on the teacher survey improved their behavior.
- Twain Elementary School. 36.7 percent of students identified as needing improvement on the teacher survey improved their behavior.

Families will be active supporters of their child’s educational growth. Wood, Hills and Kirkwood Elementary Schools rated this objective as “met the stated objective” while Twain Elementary School rated this objective as “did not meet but progressed toward the stated objective.” The local evaluations all reported that in parent surveys, a majority of parents did not feel they were getting enough information on what their children were working on academically. To address this concern, teachers now send home monthly report cards. Recommendations for all schools included offering literacy classes for families in addition to literacy family nights. All schools reported that on the parent survey, 90 percent of parents indicated they agreed or strongly agreed that “I feel successful about my efforts to help my child learn (*local evaluation*).

Data from the teacher survey can be seen below for Iowa City CSD. Information on 333 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. For seven criteria, more than 175 students (more than 50 percent) showed improvement. For academic performance, 278 students or 83 percent improved their achievement (*PPICS*).

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 15 unique community partners who have contributed funding and assistance. Each of the five 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.

Local evaluations were very good and were provided for all schools except Roosevelt Elementary School. The local evaluations provided appropriate information on the local 21st CCLC Programs, including demographic data and justifications for ratings of objectives. The responses to the teacher survey indicated that there was a positive change in behavior in all criteria and for seven areas, more than 50 percent of total students showed improvement. **For academic performance, 278 students or 83 percent improved their achievement (PPICS).**

Linn County Extension

Linn County Extension had one school in the 21st CCLC program (STARS). Johnson Elementary School served 36 students who had regular attendance. The Linn County Extension program had nine partners supporting the 21st CCLC at Johnson Elementary School. Partners provided additional funding and assistance as indicated in the PPICS data (*PPICS*).

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

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.

For the second objective, “*participants will succeed in class*,” Linn County Extension reported the status was “did not meet, but progressed toward the stated objective. The local evaluation reported that although students in the 21st CCLC Program did make academic improvement as evidenced by ITBS scores and teacher surveys, not all students were proficient. The table below includes test score proficiency percentages for fourth and fifth grade students on the ITBS (*local evaluation*).

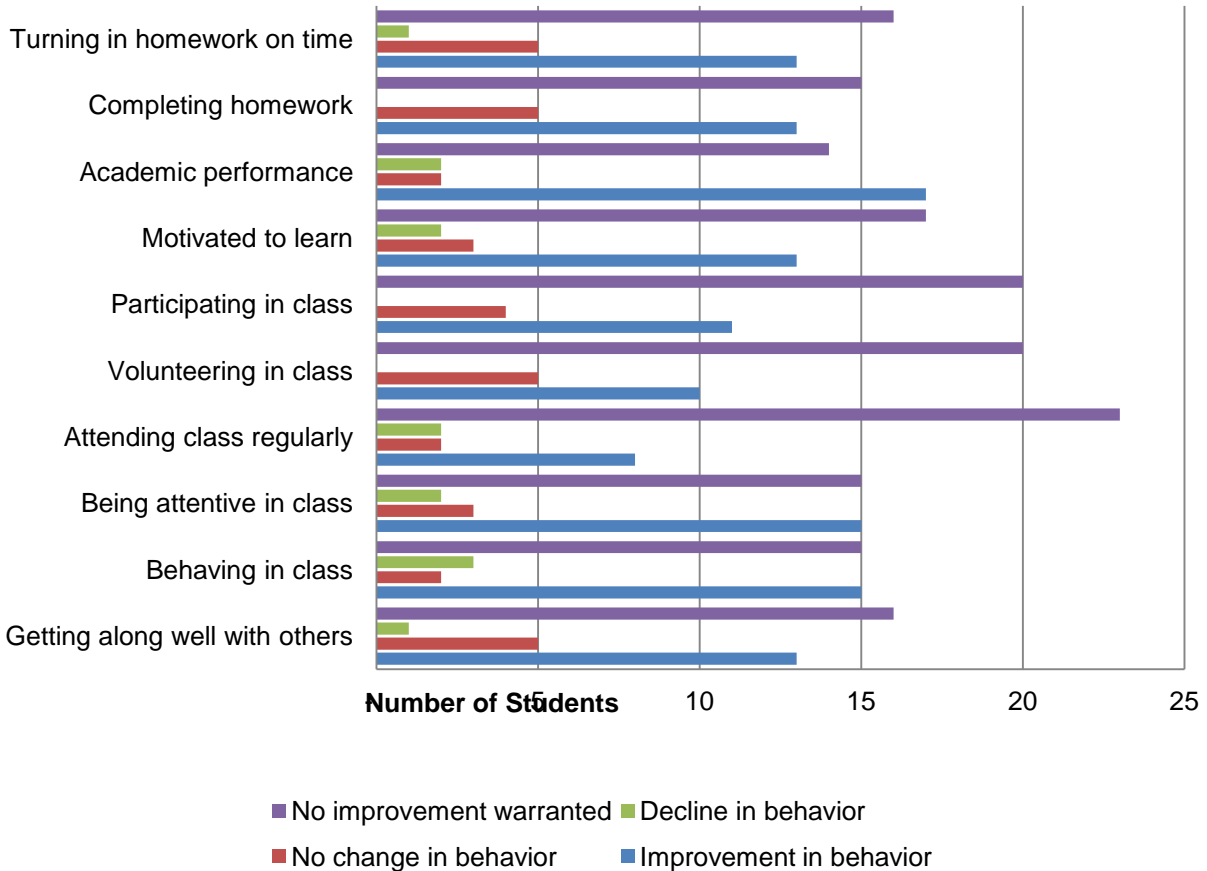
Linn County Extension ITBS Proficiency Percentages

Academic Area	2011-2012	2012-2013
Mathematics	43 percent	64 percent
Reading	21 percent	57 percent

Linn County Extension reported success in meeting the other three objectives. The local evaluation stated these three goals as measured by parent surveys, teacher surveys and staff evaluations of students. Activities supporting these objectives included project based learning, trips to local colleges and programming. For future evaluations, more detail should be included on scores from the measures used to rate objectives (*local evaluation*).

Data from the teacher survey can be seen below for Linn County Extension. Information on 35 students was received from teachers submitting the surveys. As seen in the chart, for students who warranted change, most exhibited positive change. For example, in the academic performance area, 17 improved their performance, 2 exhibited no change in behavior and 2 exhibited a decline in behavior (*PPICS*).

Linn County Extension Changes in Student Behavior from Teacher Survey Results



Linn County Extension reported success for its 21st CCLC program. Linn County Extension had nine community partners who have contributed funding and assistance. The Linn County Extension 21st CCLC program set four objectives for the 21st CCLC program and reported meeting three of the objectives and making progress toward the fourth objective. The local evaluation summarized the program and included rationale for rating the objectives. It is recommended that future local evaluations include more detail on rating instruments, including details on how scores relate to objectives' ratings. The responses to the teacher survey indicated that there was positive change in behavior for all areas.

Mid-Iowa Community Action

Mid-Iowa Community Action had one school in the 21st CCLC program. The program at Rogers Elementary School (Rogers University) is a 29 day summer program and serves a total of 67 students who have regular attendance. The Mid-Iowa Community Action program had seven partners supporting the 21st CCLC at Johnson Elementary School. Partners provided additional funding and assistance as indicated in the PPICS data (*PPICS*).

Mid-Iowa Community Action had 16 objectives to help determine the success of the 21st CCLC program. The objectives and their status are seen in the following table (*PPICS*).

Mid-Iowa Community Action 21st CCLC Objectives

Objective	Status of Objective
65 percent of targeted students will improve their reading proficiency	Met the stated objective
65 percent of targeted students will improve their math proficiency	Met the stated objective
100 percent of participant children will attend, at minimum, three enrichment units.	Did not meet, but progressed toward the stated objective
75 percent of students will report increased knowledge in the topic area of each enrichment unit.	Unable to measure progress on the stated objective
100 percent of students will participate in fitness targeted enrichment activities.	Met the stated objective
75 percent of students will increase their knowledge in regard to nutrition and physical fitness.	Unable to measure progress on the stated objective
90 percent of students will attend swim lessons.	Did not meet, but progressed toward the stated objective
75 percent of children will improve their swimming skills.	Unable to measure progress on the stated objective
75 percent of children attending swim lessons will increase their awareness of water safety.	Unable to measure progress on the stated objective
100 percent of 1st – 4th grade students will experience service-learning component.	Did not meet, but progressed toward the stated objective
75 percent of students experiencing the service-learning component will express a commitment to helping others.	Unable to measure progress on the stated objective
90 percent of students experiencing the service-learning component will express a sense of connectedness to the community and school.	Unable to measure progress on the stated objective
90 percent of participants of the continuing education workshops	Met the stated objective

Objective	Status of Objective
will be able to identify community resources available for continuing their education.	
75 percent of participants of the continuing education workshop will identify current barriers to further education and possible solutions to those barriers.	Unable to measure progress on the stated objective
100 percent of family literacy participants will increase the amount of time they spend reading to their children.	Unable to measure progress on the stated objective
75 percent of family literacy participants will increase their understanding of activities that will improve their child’s literacy development.	Unable to measure progress on the stated objective

The local evaluation for Mid-Iowa Community Action provided information on how objectives were measured and status assigned. Nine of the objectives were not assessed in 2013. Of the seven remaining, four objectives were rated as “*met the objective*” and three objectives were rated as “did not meet, but progresses toward the stated objective.” A summary of the local evaluation objectives’ ratings is seen below (*local evaluation* and *PPICS*).

65 percent of targeted students will improve their reading proficiency. For the 21st CCLC Program, the teaching staff and the principal reviewed student progress and determined the progress each student had made. For 2013, 89.2 percent of students met their individualized reading growth goal.

65 percent of targeted students will improve their math proficiency. For the 21st CCLC summer, the teaching staff and the principal reviewed student progress and determined the progress each student had made. For 2013, 89.2 percent of students met their individualized reading growth goal.

100 percent of participant children will attend, at minimum, three enrichment units. Each week of the summer program, one enrichment unit was taught for a total of three enrichment units. The local evaluation reported that 71 percent of students in the 21st CCLC Program attended all three weeks.

75 percent of students will report increased knowledge in the topic area of each enrichment unit. For the summer of 2013 no assessment was made for this objective.

100 percent of students will participate in fitness targeted enrichment activities. Fitness programming was offered every day of the program and 100 percent of students participated.

75 percent of students will increase their knowledge in regard to nutrition and physical fitness. For the summer of 2013 no assessment was made for this objective.

90 percent of students will attend swim lessons. Swimming lessons were taught during week three of the program and 83 students out of a total of 93 attended (88 percent).

75 percent of children will improve their swimming skills. For the summer of 2013 no assessment was made for this objective.

75 percent of children attending swim lessons will increase their awareness of water safety. For the summer of 2013 no assessment was made for this objective.

100 percent of 1st – 4th grade students will experience service-learning component. Attendance data from the ten days service learning opportunities was offered was analyzed and 71 percent of students attended.

75 percent of students experiencing the service-learning component will express a commitment to helping others. For the summer of 2013 no assessment was made for this objective.

90 percent of students experiencing the service-learning component will express a sense of connectedness to the community and school. For the summer of 2013 no assessment was made for this objective.

90 percent of participants of the continuing education workshops will be able to identify community resources available for continuing their education. The one parent attending the workshop offered completed the training.

75 percent of participants of the continuing education workshop will identify current barriers to further education and possible solutions to those barriers. Since only one parent participated in the workshop, no assessment was conducted for this objective.

100 percent of family literacy participants will increase the amount of time they spend reading to their children. For the summer of 2013 no assessment was made for this objective.

75 percent of family literacy participants will increase their understanding of activities that will improve their child's literacy development. For the summer of 2013 no assessment was made for this objective due to no parents participating in literacy development training.

No teacher surveys were completed for students in the Mid-Iowa Community Action 21st CCLC Program. Since the Program was a summer only program, teachers were not available to complete the survey.

Mid-Iowa Community Action has reported success for the 21st CCLC Program. Sixteen objectives were set to measure the success of the Program and all seven of the objectives measured were met or progress was made toward them. However, nine of the objectives were not assessed. A local evaluation was submitted that provided a description of the program, demographic data and analysis of the Program.



Siouxland Human Investment Partnership (SHIP)

Siouxland Human Investment Partnership (SHIP) had three programs that included ten schools called Beyond the Bell (BTB). The schools had four unique partners among them. SHIP programs had four unique partners supporting 21st CCLC Programs for the ten schools. Partners provided additional funding and assistance as indicated in the PPICS data. The number of students with regular attendance at the ten schools was 870. The chart below lists the grantees and schools with the number of partners and regular attendees (PPICS).

Grantee	Number of Partners	Centers	Regular Attendees*
Siouxland Human Investment Partnership 01/10	3	Crescent Park Elementary School	51
		Everett Elementary School	114
		Whittier Elementary School	94
Siouxland Human Investment Partnership 07/08	3	Irving Elementary School	104
		Riverside Elementary School	124
		Roosevelt Elementary School	67
		Sacred Heart Elementary School	38
Siouxland Human Investment Partnership 2012-07	2	Bryant Elementary School	97
		Hunt Elementary School	69
		Longfellow (now Spalding) Elementary School	112
TOTALS	4*		870

**Some partners provide services for more than one grant.*

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 below for each grant (PPICS).

SIouxLAND HUMAN INVESTMENT PARTNERSHIP 01/10.

Crescent Park, Everett and Whittier Elementary Schools developed seven objectives for the 21st CCLC Program.

Objective	Status of Objective
Percentages of BTB students performing at the intermediate or high levels on the ITBS in mathematics will increase to meet District standards.	Dropped the stated objective entirely
Percentages of BTB students performing at the intermediate or high levels on the ITBS in reading will increase to meet District standards.	Dropped the stated objective entirely
Increase collaboration among BTB students, BTB parents, BTB staff, and school staff to improve student success.	Did not meet, but progressed toward the state objective
Increase parents' participation in Family Literacy programming to improve student success.	Met the stated objective
Improve safety by reducing violent incidents in the schools to meet District standards.	Did not meet, but progressed toward the state objective
BTB participants improve their school attendance to comply with District standards.	Met the stated objective
BTB participants have increased academic achievement to meet District standards.	Did not meet, but progressed toward the state objective

SIouxLAND HUMAN INVESTMENT PARTNERSHIP 01/10 LIST OF OBJECTIVES WITH STATUS.

Siouxland Human Investment Partnership 07/08. Irving, Riverside, Roosevelt and Sacred Heart Elementary Schools developed sixteen objectives for the 21st CCLC Program.



Objective	Status of Objective
BTB students will actively participate in math activities as recorded by their teachers.	Met the stated objective
BTB students' math achievement will increase as measured by ITBS and grades.	Did not meet, but progressed toward the state objective
BTB students will actively participate in reading activities as recorded by their teachers.	Met the stated objective
BTB students' reading grades will increase as measured by ITBS and class grade.	Did not meet, but progressed toward the state objective
Percentages of BTB parents attending parent-teacher conferences will increase.	Dropped the stated objective entirely
Students, parents, and staff will better communicate to meet the child's needs as measured by documentation on contacts from teacher and parent surveys.	Did not meet, but progressed toward the state objective
BTB students' violence-related discipline referrals will decline as documented by the District.	Dropped the stated objective entirely
BTB students' school suspensions will decline as documented by the District.	Revised the stated objective
Increase the percentage of parents who attend at least one school activity (other than parent-teacher conferences) for their children.	Met the stated objective
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.	Met 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.	Did not meet, but progressed toward the stated goal
More days of BTB participation correlate with greater improvement in average grades.	Did not meet, but progressed toward the stated objective
Participants have fewer excused absences than they did before they participated in BTB.	Dropped the stated objective entirely
Participants have fewer unexcused absences than they did before they participated in BTB.	Did not meet, but progressed toward the stated objective
Participants have fewer tardies than they did before they participated in BTB.	Met the stated objective
Participants' attendance in all three areas (excused, unexcused, and	Did not meet, but

Objective	Status of Objective
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.	progressed toward the stated objective

SIouxLAND HUMAN INVESTMENT PARTNERSHIP 07/08 LIST OF OBJECTIVES WITH STATUS.

Siouxland Human Investment Partnership 2012-07. Hunt and Longfellow (now Spalding) Elementary Schools developed three objectives for the 21st CCLC Program.

Objective	Status of Objective
Increase student academic achievement	Met the stated objective
Increase student attachment to education, their peers, adults and the community	Did not meet, but progressed toward the stated objective
Increase student, parent and school staff communication to improve student success	Met the stated objective

SIouxLAND HUMAN INVESTMENT PARTNERSHIP 2012-07 LIST OF OBJECTIVES WITH STATUS.

The evaluation provided by SHIP included data on all facets of the 21st CCLC programs, including data analysis for rating the status of the objectives in the table above. The evaluation, entitled ***Beyond the Bell: 2012-2013 Evaluation Report***, stated that the report “used student, teacher and parent surveys along with information from CTB records and the Sioux City CSD to determine whether the program met its goals and objectives during the year.” The local evaluation provided a summary of the key components (see below) of the evaluation. The evaluation was complete and included data analysis for the status ratings of the program objectives. Below is information from the BTB local evaluation summary reflecting on the goals for the 21st CCLC Program.

One BTB goal is to serve academically disadvantaged children. Facts from the evaluation that suggest that the program met this goal:

- BTB served children at every public elementary school in Sioux City, along with children at the least economically advantaged parochial school.*
- Although BTB records are not complete concerning the children's lunch status, more than seven of each ten children for whom the BTB records are complete (72.6 percent) qualified for free or reduced cost lunches. BTB served 1,422 children at schools with more than 50 percent free and reduced lunch students. This was 84.3 percent of the children BTB served during 2012-13. Nearly eight of each 10 children BTB served during 2012-13 attended schools with more than 60 percent free and reduced lunch.*
- Families of more than four of each ten children BTB served identified their children as a race other than “white.”*

- *Research has demonstrated consistently that academic challenges occur more often for children from low-income families and minority racial categories.*

Another BTB goal is to provide an engaging and stimulating program that encourages children to attend regularly. Facts from the evaluation that suggest that the program met this goal:

1. *Considering summer 2012 in addition to the 2012-13 school year, BTB served 2,014 children over that calendar year. Of those, nearly two-thirds (64.1 percent) attended the program for more than 30 days, which is the criterion 21st Century Community Learning Centers uses to identify “regular attendance.” Of the 723 children who attended BTB for fewer than 30 days, 328 (45.4 percent) attended in the summer only. During summer 2012, BTB only provided 29 days of programming, so children who attended in summer only could not meet the regular attendance criterion. If the summer program had been one day longer, 80.4 percent of the children would have been in the regular attendance category.*
2. *In the student survey, every child identified what they liked best about BTB, but only 84.1 percent identified something they liked least. In response to the “What did you like least?” question, responses included “I like everything” and “Nothing, I like it completely.” When asked what they would like changed about BTB, one in each nine (11.1 percent) said “nothing.” Nearly all the children said they find the program activities interesting (92.5 percent) and said they enjoy attending BTB (95.0 percent).*
3. *Caring staff who do their jobs effectively contribute to regular attendance. On the student survey, nearly one in each seven children (13.5 percent) said they liked something about the staff best and 95.0 percent said they feel that the staff care about them. On the parent survey, nearly all respondents agreed that BTB staff have good classroom and behavior management skills (91.0 percent) and that “It is important to my child’s program staff that my child do well in school” (89.4 percent). Every parent who responded to the question said they agreed that their child usually enjoys the program.*

Another BTB goal is to encourage children to increase their social skills. Facts from the evaluation that suggest that the program met this goal:

- *More than nine of each ten children (91.7 percent) said they have many friends in the program on the student survey. Nearly one in each ten (9.5 percent) identified friends in the program as something they liked best about BTB.*
- *When asked what they like about BTB, 14.6 percent of the parents who responded said they liked the interaction their children experience in the program.*
- *Regular day school teachers reported that more than half the children who needed to improve in getting along well with others (50.8 percent) did improve during their year of BTB attendance. Of those who needed to behave better in class, 46.6 percent improved*



their behavior.

Another BTB goal is to increase communication among children, program staff, and staff at the schools the children attend. Facts from the parent survey that suggest that the program met this goal:

- *76.6 percent agreed that BTB staff work with their children's classroom teachers to help their children learn.*
- *88.1 percent agreed that their children's school principals support BTB.*
- *85.1 percent agreed that their children's classroom teachers support BTB.*
- *80.3 percent agreed that their children's school custodians and other classified personnel in their children's schools support BTB.*
- *98.7 percent agreed that BTB staff maintain open communication with parents.*

Another BTB goal is that children improve academically. Facts from the evaluation that suggest that the program met this goal:

- *Most of the children (84.1 percent) said they agree that they are able to complete their homework during the program. More than eight of each 10 (80.2 percent) said they do better in school because of attending BTB.*
- *Teachers identified children who needed to improve in each area on the teacher survey. For those who needed to improve, teachers said 55.7 percent improved in turning in their homework on time, 60.6 percent improved in completing homework to the teacher's satisfaction, 62.5 percent improved in class participation, 53.3 percent improved in being attentive in class, 57.2 percent increased their motivation to learn, and 70.2 percent improved their academic performance.*
- *In their survey, parents agreed that BTB staff recognize their children's academic needs (91.0 percent), staff help their children understand their homework (82.3 percent), and BTB helps their children do better in school (83.4 percent). When asked what they like about BTB, nearly one-fourth (22.0 percent) identified academic components of the program.*
- *Iowa Assessment scores show that reading proficiency among BTB attendees increased from 56.7 percent in 2011-12 to 59.2 percent in 2012-13 and mathematics proficiency increased from 62.2 percent in 2011-12 to 67.3 percent in 2012-13. Proficient achievement at the advanced level increased from 5.5 percent in 2011-12 to 8.4 percent in 2012-13 for reading and from 11.9 percent in 2011-12 to 15.2 percent in 2012-13 for mathematics.*

BTB goals include all the following for children who participate: regular school attendance, reducing tardiness and violence-related incidents, and increased academic achievement as measured by grades and standardized test scores. For 2012-13, the school district did not provide data to enable assessment of the goals related to school attendance, tardiness, violence-related incidents, or grades.

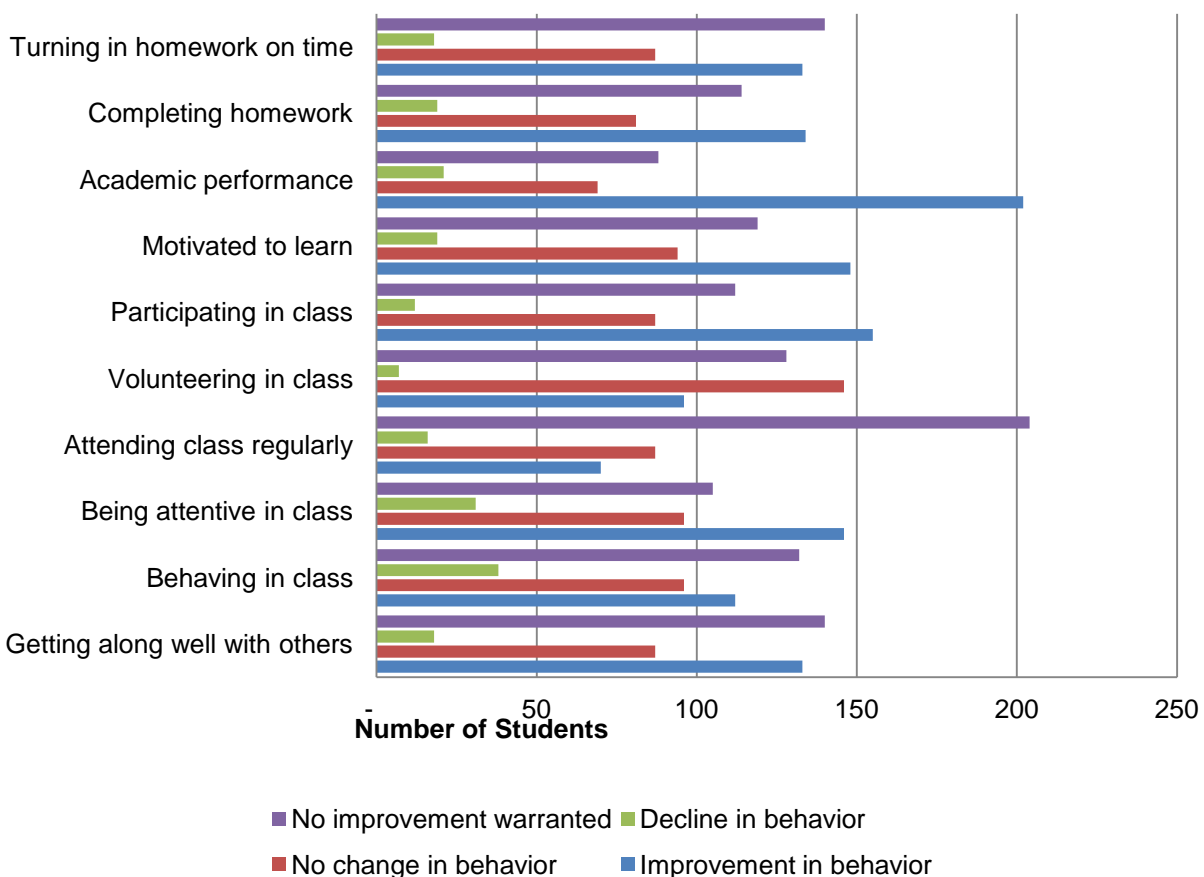
Since data on school attendance, tardiness, violence-related incidents, and grades was not provided by the district, the status of objectives related to those areas cannot be



substantiated. For future evaluations, data for those areas should be collected and used in the local evaluation.

Data from the teacher survey can be seen below for SHIP. Information on 389 students was received from teachers submitting the surveys. For the students that teachers identified as warranting change, most students' behavior improved for every indicator. The highest number of students exhibiting positive change (202 students) occurred in academic performance.

Siouxland Human Investment Partnership Changes in Student Behavior from Teacher Survey Results



SHIP has reported success 21st CCLC programs. SHIP has four unique community partners who have contributed funding and assistance. Of the 26 total objectives, 9 were met and 11 were not met, but progress was made toward the objectives. In addition, five objectives were dropped and one was revised. The local evaluation was exemplary and included data analysis and a summary of objectives' status. However, since data for some objectives was not available the local evaluation could not provide substantiation for objectives tied to the missing data. In all areas surveyed, teachers registered improvement in behaviors for most of the regular attendees in the program, especially in the academic achievement area.

St. Mark Community Center

St. Mark Community Center had three schools in the 21st CCLC program. Audubon Elementary School, Lincoln Elementary School and Marshall Elementary School serve a total of 145 students who have regular attendance. St. Mark Community Center had 23 partners supporting the 21st CCLC at Perry Middle School. Partners provided additional funding and assistance as indicated in the PPICS data (PPICS).

St. Mark Community Center developed ten objectives to help determine the success of the 21st CCLC program (PPICS).

Objective	Status of Objective
To improve reading comprehension of all students enrolled in SMCC programs so that they succeed in school.	Did not meet, but progressed toward the stated objective
To increase proficiency in basic math skills of all students enrolled in SMCC programs so that they succeed in school.	Did not meet, but progressed toward the stated objective
Positively affect student learning and engage all students through character development so that they will be healthy and socially competent.	Did not meet, but progressed toward the stated objective
Strengthen positive connection to school and enhance motivation in the classroom by providing fun enrichment activities for students.	Met the stated objective
Promote healthy lifestyles so all SMCC students will be healthy and socially competent.	Met the stated objective
Students in SMCC Moving UP program will be better prepared for the transition to middle school by participating in community experiences that enhance learning.	Met the stated objective
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.	Met the stated objective
Increase the number of families participating in literacy activities by providing access to a variety of these activities.	Met the stated objective
Increase literacy curriculum within SMCC Kids Connection and Moving UP programs.	Met the stated objective
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.	Met the stated objective

The local evaluation indicated mostly survey data was used to determine the status of the objectives as seen below (*local evaluation*).

Objectives: To improve reading comprehension and increase proficiency in basic math skills of all students enrolled in SMCC programs so that they succeed in school.

Teacher reporting indicates:

- improvements in being attentive in class, behaving well in class, academic performance, getting along well with other students, demonstrating respect for adults, and demonstrating respect for peers.
- that from 16 percent to 59 percent of students made some improvement in these areas during the school year. Areas with teachers indicating the highest incidence of student improvement (slight, moderate, or significant) include
 - academic performance (59 percent)
 - class participation (53 percent)
 - enjoying discussing activities from program (49 percent)

Staff reporting indicates:

- seventy-four percent or more of staff indicated that, overall, students in program improved somewhat or notably during program. Prompts that did not elicit ratings suggesting improvement indicated that no change took place except for one instance. One staff member indicated that students worsened in their respectfulness towards others. This was the only indicator of decline.

Community Partner reporting indicates:

- the programs do a nice job of structuring time for students in the after-school programs and supporting their learning, both academically and socially.
- resourceful collaboration with classroom teachers to assure that learning goals are met.
- an excellent job keeping updated on Math and Reading programs in the schools.

Objective: Positively affect student learning and engage all students through character development and promote healthy life styles so that they will be healthy and socially competent.

Overall reporting indicates:

- all adults who offered feedback suggest that overall students improved their behaviors in relation to St. Mark's goals. However, a higher percentage of students indicate struggles than staff, teachers, and parents report.



Teacher reporting indicates:

- from 0 percent to 11 percent of students made some decline in these areas during the school year. Teachers indicated the highest incidence of student decline (slight, moderate, or significant) in

- getting along well with other students (11 percent)
- demonstrating respect for peers in action and words (11 percent)
- behaving well in class (10 percent)
- thirty percent clearly saw a positive relationship between a child's growth and their participation in St. Mark's program. No participants indicated a negative relationship between child performance and St. Mark's. Many teachers used the space to indicate more clearly how the child's performance changed. Of those who targeted a decline in student performance, they often cited other factors that contributed to the decline. For example, one mentioned a student's struggles with ADHD, and another mentioned a student's challenges at home as being key factors in student decline.

Parent reporting indicates:

- students were learning about having good relationships. Parents cited the importance of children meeting friends at program, having a good attitude, playing well with others, and learning about respect.
- active play and other activities were strengths of the program.

Objective: Strengthen positive connection to school and enhance motivation in the classroom by providing fun enrichment activities for students.

Overall reporting indicates:

- participants appreciate the well-designed lessons, including differentiation, stations, and connections to school curriculum.

Student reporting indicates:

- clear preferences for arts and culture activities and science, technology, and logic.
- a desire to explore many different interests through a variety of choices.

Objective: Students in Moving Up program will be better prepared for the transition to middle school by participating in community experiences that enhance learning and by strengthening positive decision making skills around academics and social interactions.

Overall reporting indicates:

- Student, parent, and staff responses about club were parallel in terms of their diversity. The student survey implies choices among certain categories (arts, STEM, fitness, service, etc.) and this fits the range of ideas offered by adults. Ensuring diversity and quality may be more important than offering a specific sport or cultural experience.

Objective: Increase the number of families participating in literacy activities by providing access to a variety of these activities.

Overall reporting indicates:

- With the low turn-out at family nights, one might consider additional ways to plan for or to require attendance at these programs. One staff member suggested holding them at pick up time since some families arrive early to watch their children during program. Staff may have other ideas to improve attendance since families are reporting time conflict as their main obstacle.

Objective: Increase literacy curriculum within the programs.

Efforts to incorporate themes and collaborate with community partners include:

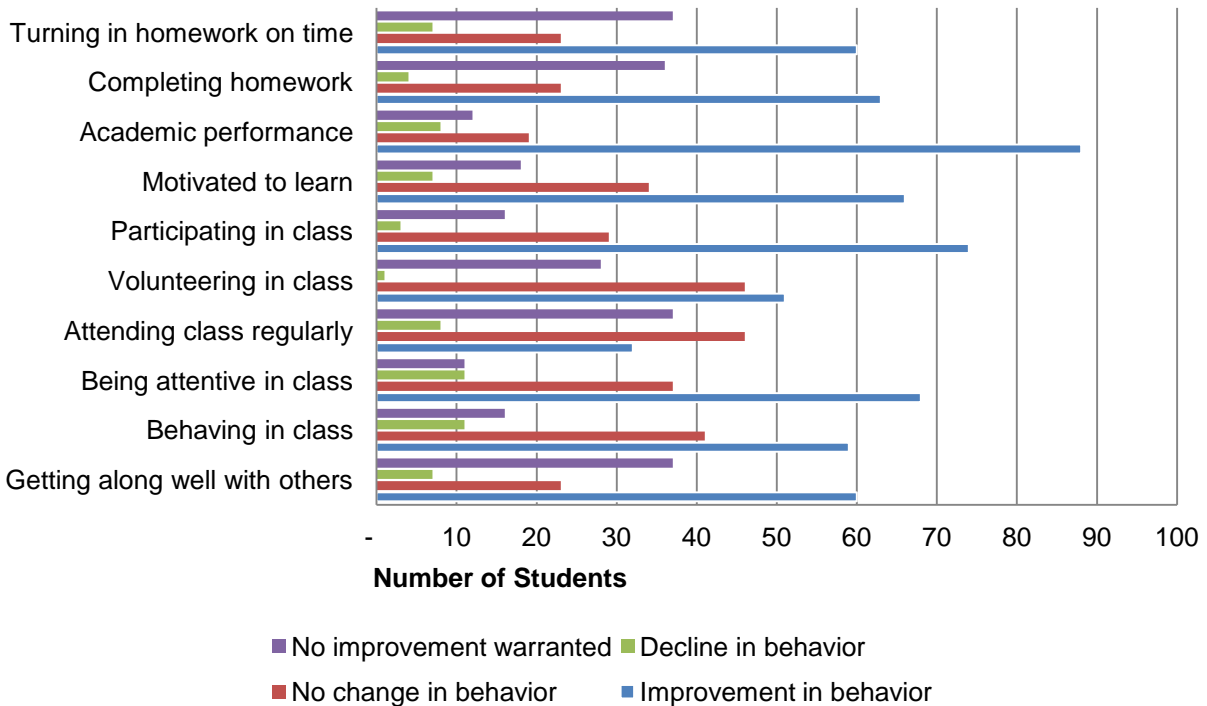
- Read Across America Day
- Theatre Productions
- Shakespeare Units with local college English class

Objective: 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.

This objective is really built into all of the others. Therefore, success in achieving the other objectives would equate to students who have developed attitudes and behaviors that lead to successful learning in middle school.

Data from the teacher survey can be seen below for the St. Mark Community Center 21st CCLC program. Information on 127 students was received from teachers submitting the surveys. As seen in the chart, more students exhibited a positive change in behavior than a decline or no change in behavior with the exception of attending class regularly. The largest number of student improving was in the academic performance area (88 students).

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



St. Mark Community Center reported success for its 21st CCLC program with 23 partners who have contributed funding and assistance. The program set ten objectives for the 21st CCLC program and reported meeting or making progress on all of them. The local evaluation provided information on each objective as well as a summary of the program and recommendations for changes to the 21st CCLC Program in the future. The responses to the teacher survey indicated that there was positive change in behavior, especially for academic performance.

Starmont CSD

Starmont CSD had one school in the 21st CCLC program (S.T.A.R.S.). Starmont Elementary School serves a total of 57 students who have regular attendance. The Starmont CSD had five partners supporting the 21st CCLC program at Starmont Elementary School. Partners provided additional funding and assistance as indicated in the PPICS data (*PPICS*).

The Starmont CSD 21st CCLC program developed four objectives to help determine the success of the program (*PPICS*).

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. The local evaluation included the following information regarding the four objectives and how their status was determined.

Objective 1. The local evaluation stated that approximately 75 percent of students increased or maintained their scores. For younger students not taking the ITBS, map testing was used for measuring progress. A data analysis should be included for this objective.

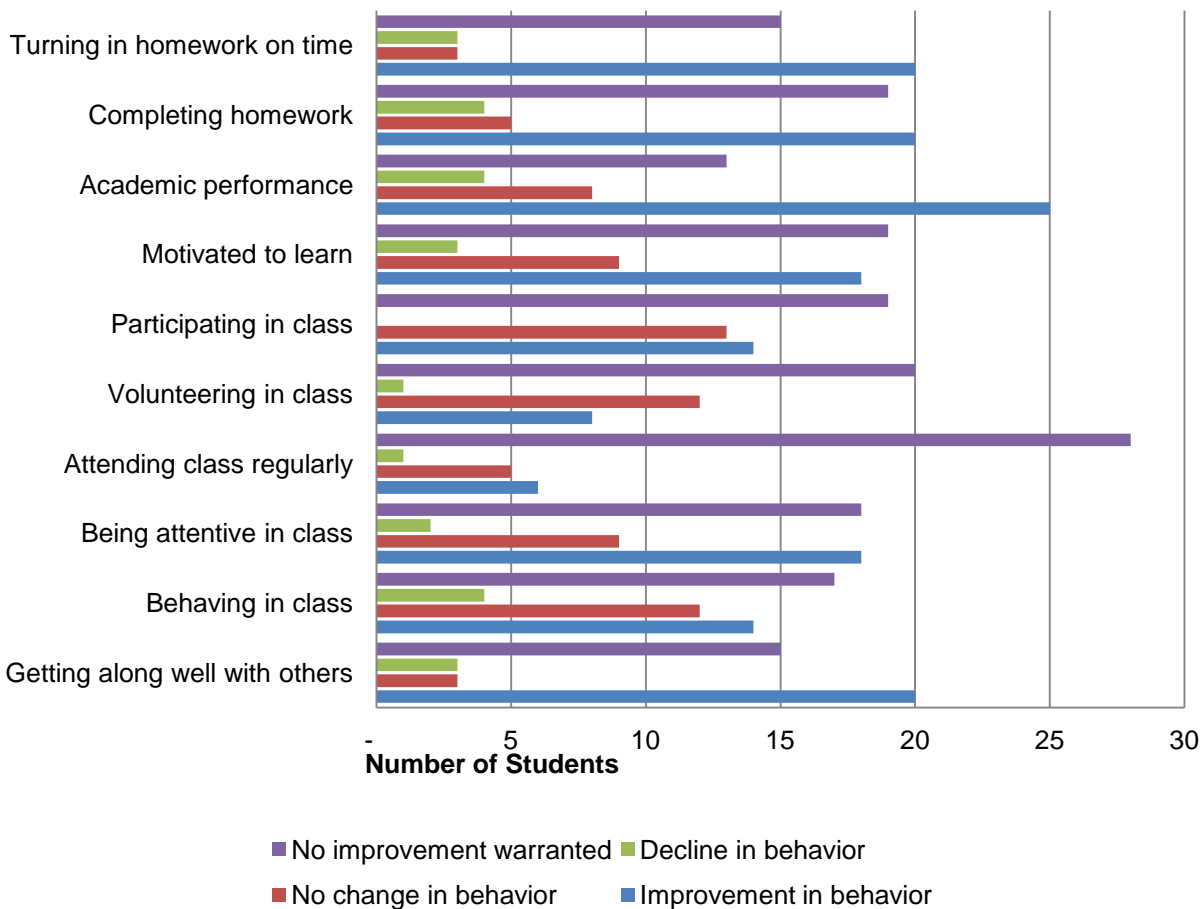
Objective 2. The local evaluation listed skills taught. The local evaluation needed more detail for this objective. Appropriate measures for this objective could include teacher observations, student surveys on the use of technology and simple computer skills test results.

Objective 3. The local evaluation reported that the programs used to help attain this objective are the character counts education system and the positive behavior support system. The local evaluation needed to explain what these programs were and provide data to support the objective rating. Surveys could be used to gather data if the programs do not include ways to measure progress.

Objective 4. The local evaluation stated that this objective was rated based on family surveys and community involvement. The local evaluation should include more detail. For example, questions and results from the family surveys could be included as well as attendance numbers from activities for the community.

Data from the teacher survey can be seen below for Starmont CSD. Information on 50 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 that teachers rated for change. Results were mixed. In the student achievement areas, more students exhibited an improvement in behavior than exhibited no change or a decline in behavior. A greater number of students declined in behavior or exhibited no change in behavior than improved in behavior in the areas of behaving in class and volunteering in class. Except for attending class regularly, more students exhibited a positive change in behavior than had no change or a decline in behavior (PPICS).

Starmont CSD Changes in Student Behavior from Teacher Survey Results



Starmont CSD has reported success for its 21st CCLC programs. Starmont CSD had five partners who contributed funding and assistance. Starmont CSD had four objectives for the 21st CCLC program and reported progress toward all four of the objectives. The local evaluation listed the objectives for the program and what mechanisms were used for their ratings but more detail was needed. It is recommended that the local evaluation include linkage to the PPICS data, demographic data, objectives progress and a performance summary. For students warranting changes in behavior, teachers registered improvement in behaviors for most students in all but two areas.

Storm Lake CSD

Storm Lake CSD had one school in the 21st CCLC program. Storm Lake Elementary School served a total of 179 students with regular attendance. The Storm Lake CSD had four partners supporting the 21st CCLC program at Storm Lake Elementary School. Partners provided funding and assistance as indicated in the PPICS data (PPICS).

The Storm Lake 21st CCLC program developed ten objectives to help determine the success of the program (PPICS).

- Train staff to provide small group & one-to-one reading/math tutoring and homework help.
- Train staff & provide support for Boehm Concepts & Electric Company materials.
- Hire & train staff to supervise Rosetta Stone software.
- Hire & train staff to supervise Rosetta Stone software.
- Train ETA staff in the use of the Character Counts! framework & computer rules, and encourage partnership with BVU to promote lifelong physical activity of students.
- Share benefits of program with non-ETA families.
- Encourage & develop new partnerships that support Family Night activities.
- Preserve partnerships with ICCC for adult ELL, GED, and Basic Education classes.
- Support SLES adult Rosetta Stone classes.
- Hire & train staff for extra library time & internet access.



Storm Lake CSD reported that eight objectives were met. Two objectives, “hire and train staff to supervise Rosetta Stone software” and “hire and train staff for extra library time and internet access” were dropped. The local evaluation included a summary for how objectives were rated as well as why two objectives were dropped from the list (*local evaluation*).

All professional development and training objectives were met through monthly staff meetings – train staff for small group tutoring, Boehm Concepts, Electric Company materials, Computer Pals activities, Character Counts! framework, ETA in Motion. Additional professional development was provided as needed by the SLES Instructional Strategist.

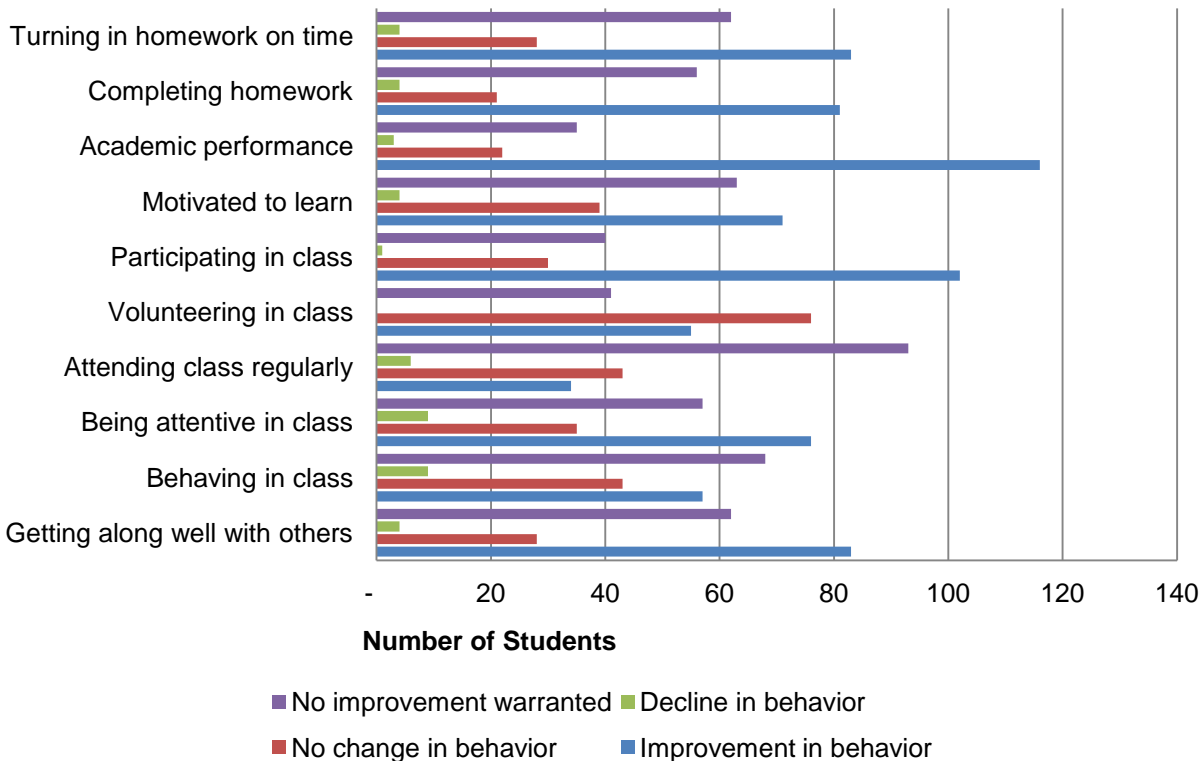
All partnership objectives were met – Family Night activities, ICCC, adult Rosetta Stone.

Two objectives were dropped for the 2012-13 school year:

Rosetta Stone for students, along with extra library time & internet access for adults – it was difficult to schedule time when technology and space was available for these activities. There are plans in place with the ELL coordinator and media center specialist to offer these during the 2013-14 school year.

Data from the teacher survey can be seen below for Storm Lake CSD. Information on 177 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 attending class regularly. 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 (PPICS).

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 four partners who have contributed funding and assistance. Storm Lake CSD has 10 objectives for the 21st CCLC program. Eight objectives were met and two objectives were dropped. The local evaluation was excellent. It included a summary of how objectives were rated as well as recommendations on including more detail for future evaluations. 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 had two schools in the 21st CCLC program. Van Buren Elementary Douds ATT School and Van Buren Community Jr-Sr High School served 20 students with regular attendance. Van Buren CSD had one partner, Van Buren County Register, supporting the 21st CCLC program. The partner provided advertisement for the 21st CCLC Program (*PPICS*).

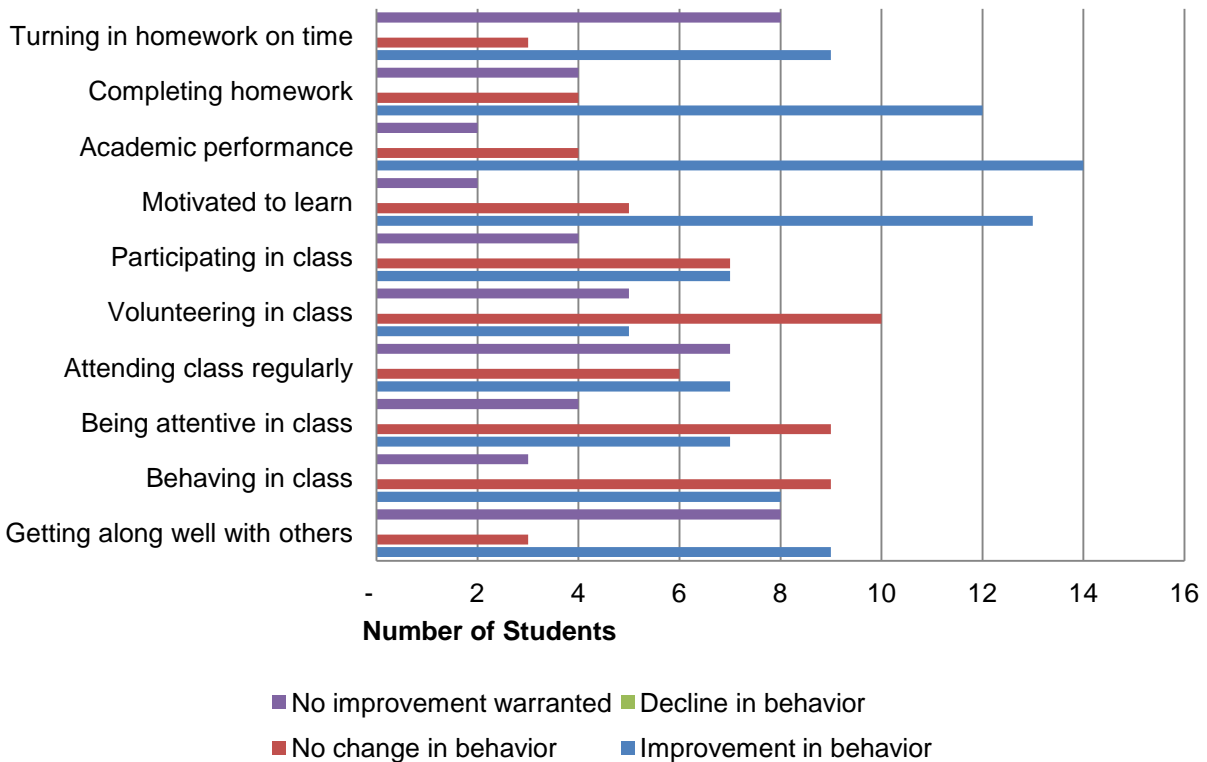
The Van Buren CSD 21st CCLC program developed three objectives to help determine the success of the program.

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. The local evaluation included a summary of the activities offered at the 21st CCLC Program, including demographic data (*local evaluation*).

Data from the teacher survey can be seen below for Van Buren CSD. Information on 20 students was received from teachers submitting the surveys. Of students identified as warranting changes in behavior, in three areas at least as many students had no change/decline in behavior as had a positive change in behavior. In the other seven areas, more students exhibited a positive change in behavior as exhibited no change and a decline in behavior (*PPICS*).

Van Buren CSD Changes in Student Behavior from Teacher Survey Results



Van Buren CSD has reported success for its 21st CCLC programs. Storm Lake CSD has one community partner who has contributed advertising services. Van Buren CSD had three objectives for the 21st CCLC program and reported that one objective was met and progress was made toward the other two objectives. The local evaluation included a summary of the 21st CCLC Program, including demographic data, activities offered and student participation and academic achievement. For students warranting changes in behavior, positive change was seen, but at least as many students exhibited no change/decline in behavior in three areas.

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APPENDIX A

NOTE: THE FOLLOWING INSTRUCTIONS WERE PROVIDED TO LOCAL GRANTEES AND LOCAL EVALUATORS

Iowa 21st Century Community Learning Centers Program
Guidelines for Local Evaluations to Meet State Evaluation Expectations
 Developed by Educational Resource Management Solutions
 Dr. Ron Cravey and Ernest Sinclair

Introduction

“The purpose of the 21st Century Community Learning Centers (21st CCLC) program, first authorized as a national program in 1996, is to provide grants to schools, community-based, faith-based, and/or non-profit organizations as partners for the establishment of community learning centers to keep children safe in the after school hours” (Iowa Department of Education). Organizations receiving 21st CCLC grants are required to evaluate their programs. The purpose of local evaluations is twofold. First, local evaluations should provide information centers need to improve their services. Second, these evaluations are to be submitted to the Iowa Department of Education for inclusion in the Iowa state level evaluation of all 21st CCLC Programs. The purpose of this document is to provide local organizations with guidelines on the minimum information that should be included in local evaluations for state monitoring purposes.

Profile and Performance Information Collection System (PPICS)

The PPICS system provides a central depository for local organizations to enter information and data on local 21st CCLC programs. Information in all PPICS sections should be complete. In general, it is important to insure that any information is entered correctly (i.e. - misspellings and typos should be corrected and capitalization and grammatical rules should be followed.)

- All data in PPICS should match any data reported in the local evaluation. For example, objectives should be identical.
- PPICS data needs to be complete and accurate. For example, partners and subcontractors are not the same entities.
- Teacher surveys need to be completed.

Demographic Data

The local evaluation should include a section on the demographics of the 21st CCLC Programs. Demographics data should match PPICS data. Items in this section would include the following.

- An overall description of program that can be used as a snapshot of the local center activities. This snapshot should include a summary of services and activities for students, parents and community members. In addition, demographic data on staff members should be given. Specific data on these items would consist of the following.
 - Total population
 - Numbers of attendees (regular and non-regular)
 - Attendee contact hours
 - Parent contact hours

- Number of parent meetings
- Number of staff training sessions

Objectives

The objectives for the 21st CCLC Program provide direction for local centers. This document does not delve into determining objectives for local centers but suggest local centers investigate using the SMART (specific, measurable, attainable, relevant, and time-bound) method for determining their objectives. Three main points should be included in the local evaluation regarding objectives.

First, objectives should be measurable and be written that way. For example, an objective that states, “Students will perform better in mathematics,” is not measurable. In comparison, an objective that states “Regular attendees in 21st CCLC will achieve an average final grade of 80 in mathematics,” is measurable.

Second, the local evaluation should discuss what methods were used to measure objectives. Methods could include testing, surveys, attendance, sign in sheets, lists of activities, etc.

Third, the objective rating given objectives in PPICS should be listed as well as an explanation on how each rating was reached. Each objective can be rated as met, not met, or not met but progress was made. Ideally, rating scales would have been determined at the beginning of the program. In the measurable objective “Regular attendees in 21st CCLC will achieve an average final grade of 80 in mathematics,” if final grades averaged 80 the objective was met. An average final grade of 70-80 might mean the objective was not met but progress was made, while an average final grade of below 70 might meant the objective was not met.

Performance Summary

A summary of how well 21st CCLC Programs provides organizations with an overall evaluation of center(s). Summaries should be short (one or two pages) and give readers of the evaluation a synopsis of how the center performed during the year. Summaries are also used in the state evaluation to provide introductions to each organization’s efforts.

Recommendations

After quantitative and qualitative data are analyzed and the center performance for the year is shown, recommendations should be made for future years. Areas and examples of recommendations could include the following.

- Changing objectives or how objectives are measured. For example, if objectives were all met, the measure of success may need to be increased for the following year.
- Operational changes could be suggested. For example, procedures on how to take and maintain records of attendance at parental meetings might need adjusting.
- Recommendations could be made to address concerns of parents, students, staff, and community members.

Closing

This document was developed to assist organizations with 21st CCLC Programs in providing local evaluations that include appropriate information for the Iowa state level evaluation. It is not intended as an inclusive guide to performing local evaluations.

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