



IOWA AFTERSCHOOL STATE REPORT 2015



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Executive Summary

Afterschool programs in Iowa are changing the lives of children. A year ago, afterschool programs were in danger of losing all federal funding. An article appeared online that claimed (without valid data) that afterschool programs did not make a difference for children. However, programs around the country sent in their data, provided results of academic, attendance and behavior improvement to the US Dept. of Education and the Afterschool Alliance. Congress listened and voted to support the 21st Century program. The Senate (85 to 12) and the House (369 to 64) both supported the 21st Century Community Learning Centers program by overwhelming majorities. And while this is good news, we need to understand why afterschool is so important and why it should serve more at-risk children in the future.

There are several key areas where an afterschool program can make a big difference for at-risk children and they are outlined below:

Focus on Serving Children - In 2012, Iowa began a model for afterschool programs that was focused on serving children. A student needs assessment would guide the goals and work of the projects. We would increase efficiency through reduced administrative costs while increasing emphasis on partnerships resulting in more children being served through this federal (TITLE IV part B) grant. Our community partnerships have grown from a few dozen in 2012 to over 414 today in communities across the state supporting the needs of children. Because of these partnerships, thousands of additional children are able to participate in afterschool programs.

Cohort VII-2012 - 1,743 children were added to be served. This was the first year, we began to track the number of children served and adopted a funding formula based on the number of children to be served.

Cohort VIII-2013 - 2,250 children were added to be served. Budget meetings with grantees, meetings with community partners and adoption of a funding formula combined to increase the number of children we could serve through this grant.

Cohort IX- 2014 - 3,244 children were added to be served. Des Moines had an exceptional partnership with United Way to provide summer school for 1,000 Middle School children, which raised our numbers in this cohort.

Cohort X-2015 - 2,564 children were added to be served. This cohort provided 12 grants, with two new rural locations and one new urban location. Technical Assistance Meetings are provided across the state and through a webinar to encourage and assist applicants in this process.

Attendance - When a 21st Century afterschool program goes into a school with at-risk children, with ELL issues, achievement gap issues and chronic absenteeism issues, attendance improves and children with histories of chronic absenteeism start to come to school because of this program. The importance of regular attendance must be emphasized as foundational to the long-term success of at-risk children.

“If a child does not come to school, all of our plans to help them will fail.”

“Improving attendance is an essential strategy for reducing achievement gaps. State and national data shows that students from low-income families are more likely to be chronically absent than their peers (Ginsburg, Jordan, Chang, 2014).”

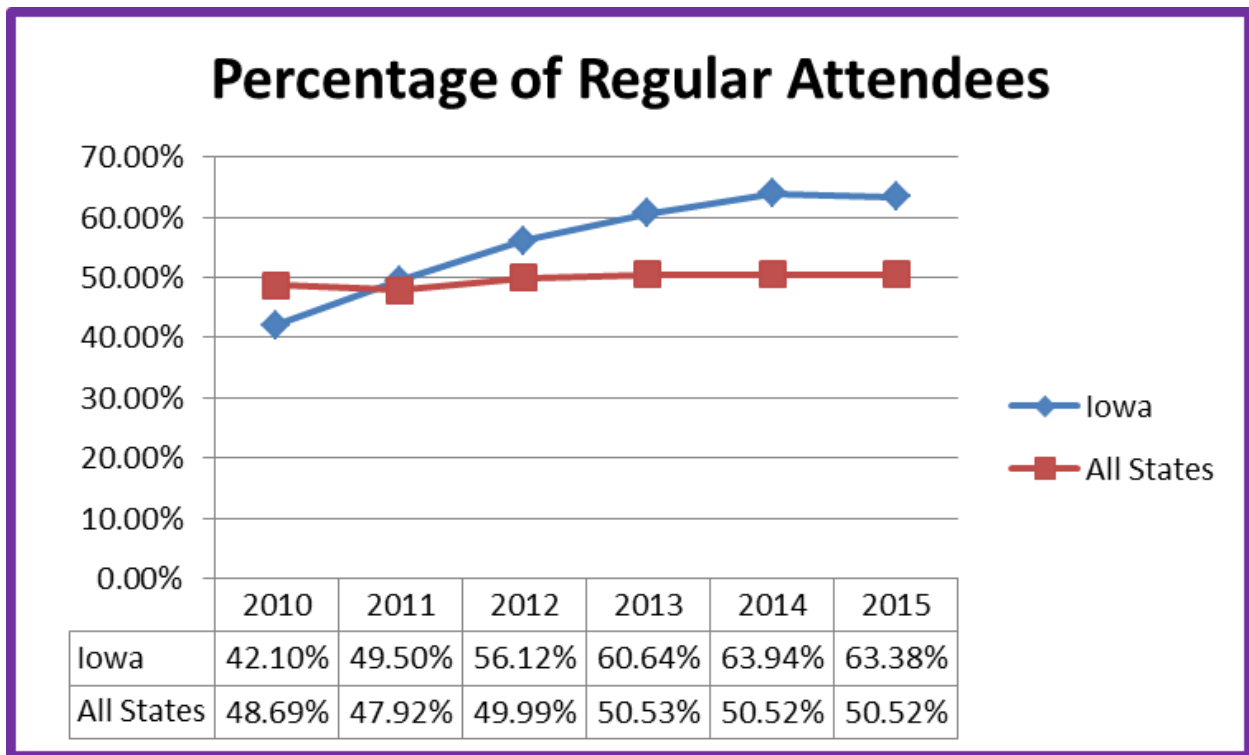
We have several outstanding examples of improved attendance to cite:

In Des Moines, with the highest levels of urban poverty in the state, schools with 21st Century afterschool programs have seen attendance improve with River woods (96%), Capitol View (94%), King (94%), Hillis (96%). In Davenport, Hayes Elementary (94%), and Madison Elementary (93%).

In Postville, Iowa, Cora Darling Elementary/Middle school, with a high population of at-risk and ELL children, has changed student outcomes because of their afterschool support for children. 62% of students are proficient, 57% growth rate and attendance is at 95%. Data source:

<http://reports.educateiowa.gov/schoolreportcard>

Statewide data as reported in the federal data system shows the growth that Iowa has had in regular attendance. This chart shows only those students who have attended more than 30 consecutive days in the program.



It should be noted that improved attendance is a direct result of increased professional development for staff and the development of a community of practice to share good methodology in youth programming. This allows programs to provide high quality and engaging activities for children that make their learning fun while providing developmentally appropriate enrichment.

We provide monthly webinars, an annual state conference, new grantee workshop, fall workshop, and five working committees to build capacity, share best practices and improve the quality of youth programming around the state.

Student Behavior - Principals and teachers report that when the at-risk child joins a 21st CCLC program, there are FEWER referrals to the office and behavior improves. The more the child attends, the more they improve, the more new friends they make and the more they learn. This program provides an incentive for children to come to school and to be engaged in learning.

Full Service Schools Model - Iowa has been engaged in developing a “whole child” vision for serving children in collaboration with community partners. Davenport began a full service school by expanding the support services beyond a typical 21st Century afterschool program with help from the district and the local community. At Madison Elementary a community food bank and medical supports are provided. Davenport presented their model of a full service school at the 2015 Summer Institute. Des Moines has announced a food bank and dental care program and Allamakee Community Schools is partnered with the University of Iowa to provide free dental care to students.

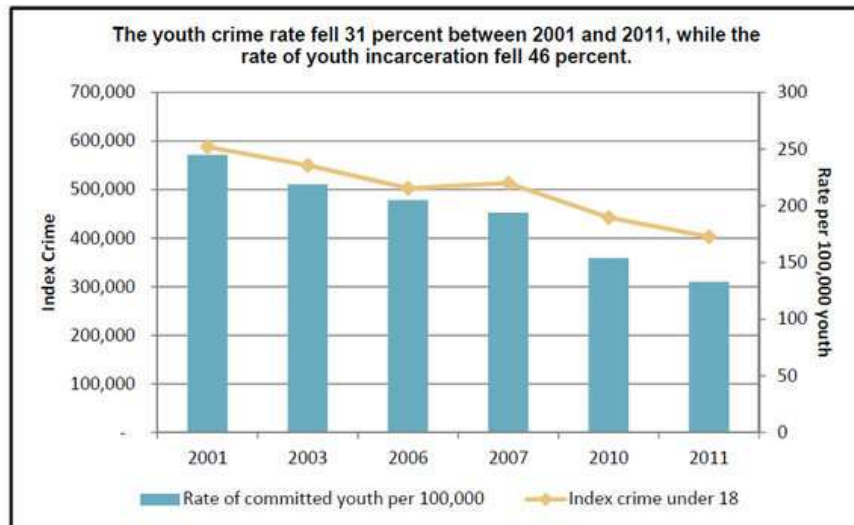
Food Insecurity - 1 in 5 Iowa children does not have enough to eat.
<http://www.foodbankiowa.org/NewsandEvents/CombatHunger.aspx>

The 21st Century Community Learning Program provides a healthy snack afterschool, and **close to half of the programs provide a full meal to help at-risk children with food insecurity.** Researchers examining the role of food insecurity in cognitive outcomes found that food-insecure 6-11 year-olds scored lower than their food-secure peers on a measure of child intelligence and were more likely to have seen a child psychologist. The same study also found that these children had a harder time getting along with others, were more likely to have repeated a grade, and had lower arithmetic and general achievement test scores than food-secure children in the same age group.

http://www.childrenshealthwatch.org/wp-content/uploads/toohungrytolearn_report.pdf

By third grade, children who had been food insecure in kindergarten saw a 13% drop in their reading & math test scores compared to food-secure peers (Food Research and Action Center)

When they are in school, children who are food-insecure, may experience increases in an array of behavior problems, including fighting, hyperactivity, aggression, anxiety, mood swings, and bullying. (Feeding America website - Slack & Yoo, 2005; Whitaker, Phillips, & Orzol, 2006; Slopen, Fitzmaurice, Williams, & Gilman, 2010; Huang, 2010) - <http://www.iowafba.org/impacts-hunger-education>



Arrests source: Puzanchera, C. and Kang, W. (2014). "Easy Access to FBI Arrest Statistics 1994-2011." Online. Available: www.ojdp.gov/ojstatbb/ezaucr/. **Residential placement source:** Sickmund, M., Sladky, T.J., Kang, W., and Puzanchera, C. (2013). "Easy Access to the Census of Juveniles in Residential Placement." Online. Available: <http://www.ojdp.gov/ojstatbb/ezacjrp/>. Note: Index crimes include arrests of youth under 18. Youth in residential placement include youth under 21.

Correlation with Reduced Youth Crime - In 2001, The U.S. Congress expanded the 21st Century program through the No Child Left Behind Act. Through NCLB, Congress increased the funding for the 21st Century program from \$40 million to \$1 billion. In 2001, funding for 21CCLC doubled to 846 million. It continued to increase to 900 million and in 2008 to 1 billion dollars (notice the chart for this year).

This data illustrates that an “ounce of prevention” (the 21st Century Program) is worth a pound of cure – Youth incarceration (costs \$21 billion per year).

If spending \$1 billion a year for afterschool to prevent youth incarceration can contribute to a 31% reduction, what might happen if we spent \$2 or even \$3 billion in prevention programs? Could we see a 60% or 90% decline in youth crime by increasing funding for afterschool? Anecdotal information from Iowa law enforcement corroborates this chart with reports of reduced youth crime as a result of local afterschool programs.

In July, 2015 **David K. Mineta**, Deputy Director of Demand Reduction, Office of National Drug Control Policy spoke on ***Substance Abuse Prevention Education in Afterschool Programs at the USDOE Summer Institute***. He remarked that every \$1 spent on prevention education saved \$20 in costs down the road. He extolled the success of afterschool programs in drug prevention.

However, the reality is that the Office of Drug Control Policy budget increased from 2015 (25 billion) to 30 billion in the 2017 budget, while afterschool funding was reduced to 1 billion (from 1.1 billion). If the allocation of 10% of the ONDCP budget were provided for educational prevention (\$3 billion), the results could provide substantial drug prevention among school age youth.

Student Achievement - We expect that gains for an at-risk student will first emerge as growth. It is not realistic to think that a child with years of difficulty being successful in school will suddenly become proficient on a state assessment. It takes time and effort. Iowa has a research based criteria for programs to provide 60 hours of contact time per month. It is reasonable to expect growth toward proficiency that is sustained and cumulative because of the positive learning experiences a child gains from afterschool participation. In Iowa, we see academic growth across the state and some programs report exceptional results. Bluff Elementary in Clinton, Iowa, reports that children in the afterschool program have higher literacy proficiency than those who are not in the program. In Des Moines, Hillis Elementary reports that 88% of children made improvements in reading. 93% of Morris Elementary students went from non-proficient to proficient in reading. It is important to understand that this improvement is a result of adequate contact time with children, building their self-esteem and confidence that incrementally leads to academic growth through attention to the needs of the whole child. Our long term goal is not merely success on a test, but success in life and this is a process with dedication to the needs of children.

Full Service Schools Model - Iowa has been engaged in developing a “whole child” vision for serving children in collaboration with community partners. Davenport began a full service school by expanding the support services beyond a typical 21st Century afterschool program with help from the district and local community. At Madison Elementary a community food bank and medical supports are provided. Davenport presented their model of a full service school at the 2015 Summer Institute. Des Moines has announced a food bank and dental care program and rural Allamakee Community Schools is partnered with the University of Iowa to provide free dental care to students. With additional support for this program, we could make sure that no child in Iowa goes hungry.

Changing lives by investing in Children - Professor James Heckman, Nobel Prize winner in Economics, writes in the “Case for Investing in Disadvantaged Young Children” (<http://heckmanequation.org/content/resource/case-investing-disadvantaged-young-children>)

That “many major economic and social problems such as crime, teenage pregnancy, dropping out of high school, and adverse health conditions are linked to low levels of skill and ability in society (49).”

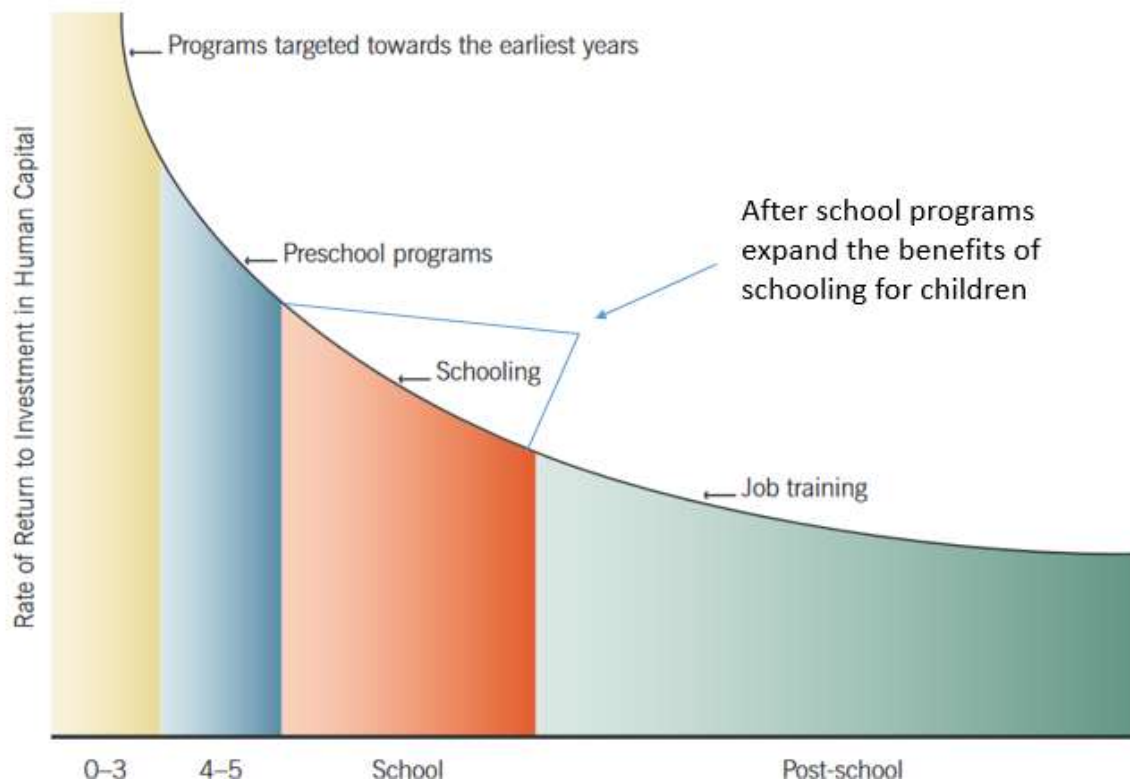
“Currently, Public Policy in the United States and many other countries focuses on promoting and measuring cognitive ability through IQ and achievement tests. A focus on achievement test scores ignores important non-cognitive factors that promote success in school and life (49).”

“If society intervenes early enough, it can improve cognitive and social emotional abilities and the health of disadvantaged children (50)”

It is important to note the quality of the economist we cite. Professor Heckman was awarded a Nobel Prize in Economics and has years of experience with comprehensive long term projections about investment in programs for children. Those who argue against investing in children provide superficial arguments focused on short-term costs without considering the long term benefits to society.

Chart from James Heckman showing the returns on Investment in Children:

Returns to a Unit Dollar Invested



https://childandfamilypolicy.duke.edu/pdfs/10yranniversary_Heckmanhandout.pdf

Youth Engagement - One area we have made substantial improvement in is with encouraging youth to be active participants in their own learning. In programs where youth are encouraged to be active participants and provide input into activities, there are higher rates of attendance and waiting lists because of the increased demand.

Here is a letter from a Middle School student suggesting a sign language club (when students are actively involved in their own learning, participation and engagement is much higher than enrichment activities without student input).

Dear Mrs Washinowski,
I think that WMS should have a sign language club after school. About 38% of people in the U.S. are deaf or hearing impaired. Most people can not communicate with them because over 85% do not know how to sign.

Long Term Benefits of a sustained afterschool program - In Cedar Falls, Iowa, Holmes Jr. High began with a 21st Century grant and when funding expired, they kept the work going with community partnerships and embedded support for students within the school day calendar. They have been doing this support for 14 years and the results are outstanding and illustrate what is possible by providing sustained support for children. Holmes Jr. High average academic score is number 1 in reading and number 2 in math among similar size schools.

FRL Proficiency Data – Reading

(2008-2014 six year average)

School	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	Average	Rank
Cedar Falls Holme's Jr. High	57.14	65.79	79.16	61.7	56.41	61.11	63.55	1
Johnston M.S.	58.34	60	69.33	60.61	63.51	63.64	62.57	2
Cedar Falls Peet Jr. High	58.06	58.33	69.23	48.39	59.46	69.44	60.5	3
Burlington Stone M.S.	59.32	69.23	56.94	55.55	46.75	66.28	59.01	4

FRL Proficiency Data – Math

(2008-2014 six year average)

School	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	Average	Rank
Johnston M.S.	67.5	49.02	76.92	71.64	78.73	80.26	70.67	1
Cedar Falls Holme's Jr. High	71.43	63.16	65.22	59.57	61.54	69.44	65.06	2
Ames M.S.	61.36	55.84	62.07	72.6	69.75	68.66	65.03	3

The Iowa Afterschool Alliance

The Iowa Afterschool Alliance (IAA) (<http://www.iowaafterschoolalliance.org/>) contracts with the Iowa Department of Education to provide technical assistance and support to Iowa's 21st Century Community Learning Centers.

The IAA provides technical assistance and support to grantees via both virtual and in-person check-ins and professional development opportunities. One example of this support includes the monthly Best Practice webinars facilitated by the IAA, which are shared with the statewide afterschool learning community as best practices examples. The archive of the best practice webinars can be found online: <https://www.youtube.com/user/SPPG84?feature=watch>.

Additionally, the IAA facilitates the peer review process of the annual 21CCLC Request for Applications, along with regional professional development workshops. An annual, statewide, professional development conference is planned, organized, developed and staffed by the IAA. The IAA provides in-kind support for the work of afterschool in the form of participation and training in STEM and Literacy for afterschool programs and developing collaboration with statewide non-profits engaged in providing services to at-risk children in Iowa.

Best Practice Site Visits are made by the Iowa Afterschool Alliance to grantee program sites across the state and entail the identification of best practices and professional development support through on-site observation and discussions with grantees and partners.

Programs are observed by IAA staff and practices are noted in a site visit report, in a template developed and approved by the Iowa Department of Education, which usually includes two to four pages of narrative and data. Practices noted and discussed with grantees during these site visits include professional development, sustainability plans, staffing and volunteers, types of programming offered, age ranges served, and methods of ensuring academic achievement, family engagement, and academic enrichment (the three-pronged approach to 21CCLC programming).

The IAA has historically followed up on site visits by contacting grantees to answer any questions or to connect them with community partners or resources that can help them meet areas of need and grant goals (*Iowa Afterschool Alliance*).

Site	Date of Visit
Des Moines CSD	March 24, 2015
Council Bluffs CSD	April 16, 2015
Burlington CSD	April 30, 2015
Bettendorf CSD	September 15, 2015
Siouxland Human Investment Partnership (SHIP)	September 29, 2015
Storm Lake CSD	September 30, 2015
Allamakee CSD	October 14, 2015
St. Mark Youth Enrichment	October 15, 2015

Des Moines CSD	October 20, 2015
Iowa City CSD	October 29, 2015
Davenport CSD	November 5, 2015

Best Practices with key points and comments from each of the site visit reports are listed in the table below.

Iowa 21st CCLC Site Visits – Identified Best Practices

Grantee Organization	Best Practice	Key Points & Comments
Allamakee CSD – West Elementary School and Postville Darling Elementary and Middle School	Embracing Diversity and Student Needs	The schools observed have high diversity rates and the site coordinators, director and staff were observed to demonstrate inclusivity and catering to both the student and family needs.
	Integration of STEM Concepts	STEM excellence was demonstrated in the activities in which the students participated; the intentional focus on integrating the various aspects of STEM (science, technology, engineering, math, art and more) was observed to be a best practice.
Bettendorf CSD – Armstrong Elementary School	Integration with the School Day	There is seamless integration between Rocket Academy (OST) and the school building/school day and the teachers come by the program just to say hello to the students in the OST program. The staff knows all of the parents and participates in school-day activities, and integrates with the school staff team well.
	Communication	Rocket Academy utilizes newsletters, Facebook and Twitter communication to communicate with both colleagues and parents. In the newsletter, they feature staff members so that parents can get to know more about them. They have a good connection with the families. Eastman posts a list for the parents by grade level that indicates which students are in reading or math. Parents sign the kids out and initial their name to indicate that they have been signed out.
	Attendance System and Technology	Teacher Kit is utilized as the attendance system, which has facial recognition capabilities and can be accessed via a cell phone so that Eastman has consistent access to the system. Furthermore, they have incorporated a lot of technology into the OST program. During the school inter-session, the kids make movies and have movie screenings to show what they have completed. Neil Armstrong is a new building in the district and very technologically-equipped.
Davenport CSD – Madison and Jefferson Elementary Schools	School-day support from administration and teachers	It was observed that both the school administrators and teachers support the afterschool program. Several teachers were observed helping with programming and the administrators expressed great support for the program. The

		Principal's support of the afterschool program has spread to his colleagues in the district. There is also a Coach position in the program, and this position focuses on best practices and reviews the site with a best practice lens.
	Full-service model	Madison's full-service model targets the needs of the whole student (which includes the family); this model is proving to be a successful best practice. Along with the full-service model, the Stepping Stones program is excelling in the building and managing of partnerships.
Des Moines Independent CSD – Stowe Elementary School	International Baccalaureate (IB) Best Practices	IB Best practices are incorporated into the 21CCLC program, which facilitates the alignment of the afterschool program with the school-day curricula, best practices and philosophy.
	Quality staff/certified teachers	Quality staff were observed at the program, which includes certified teachers who utilize best practices, both from the district and the IB philosophy, which contributes to serving the whole needs of the students served.
Iowa City CSD - Lucas Elementary School	Connecting with Families	The program staff reported connecting with families to be a best practice. This is also an area of need, as it is difficult to connect with the parents of those students who ride the bus.
	Blended Learning	There is an intentional blending of 21CCLC and non-21CCLC students, which contributes to alignment with the school day, as well as not isolating the 21CCLC students from the rest of the school. This also contributes to the positive relationships between the students, as well as facilitator-student interactions.
Siouxland CSD – East and North Middle Schools	Student Voice	Beyond the Bell surveyed the incoming 6th graders and asked them to pick the top five ideas for clubs. They are also putting together a Student Leadership Committee that will voice their opinion on what they would like to do in the clubs. Each student had to pitch their interest to the class and the students voted on the various ideas.
	Certified Teachers	There is an emphasis on having certified teachers deliver the academic portion of the program for consistency and alignment with the school-day.
St. Mark Community Center - Marshall Elementary School	Partnerships	The St. Mark program has a wide-variety of partnerships which contribute to the program's strength and help to meet student needs.
	Strong Program Leadership Structure	The program has a very sturdy leadership structure and it is evident that the team members enjoy working with one another and this positivity also has positive impacts on the students; Conscious Discipline is another concept that rolls into this positive philosophy.
Storm Lake CSD – Storm Lake Middle School	Student leadership and autonomy	An 8th grade student was observed helping during the sign-in process. Carlson provides a "volunteer" lanyard for the students in leadership roles. Student choice and autonomy is promoted in the program and these students show pride in being able to contribute to the program.

Integration with the school day

High support from school administration and teachers is evident. The TLC program is integrated with the school activities.

The IAA provides a monthly newsletter to the afterschool community and maintains a web-based resource site to provide PD and support materials to all afterschool programs in Iowa:

<https://iowa21cclc.wikispaces.com/>.

In addition, the Iowa Afterschool Alliance provides ongoing outreach to the non-profit community in Iowa and provides Science, Technology, Engineering and Math (STEM) support for 21st Century programs through additional grants and collaboration with the Governor's STEM initiative. The IAA was awarded the STEM Next Challenge Grant which is a 2-year continuation of the Noyce Foundation grant for statewide STEM-building efforts in out-of-school time. All information from this work is available at

<http://iowanoycestem.wikispaces.com/>

The IAA, in partnership with United Way, provides afterschool Enrichment Coaches who are focusing on literacy, and working with several afterschool sites in Des Moines. All information from this work is available at <http://ostinitiative.wikispaces.com>.

The partnership with the Iowa Afterschool Alliance in the last few years has resulted in the statewide increase in community partners around the state from 24 to 414 because of outreach, formal and informal meetings and workshops held around the state to collaborate on behalf of at-risk children.

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, supporting 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 **parent engagement** (offering literacy and educational services to the families of participating students).

Technical assistance and support for the 21CCLC programs in Iowa is provided by the Iowa Afterschool Alliance.

By the NUMBERS (2015)

Data is compiled using federal and state sources

42 Grants TO 21 Entities

93 Sites

414 Paid and Unpaid Partners

13,410* Students Served School Year and Summer

Funding REQUESTED & AWARDED

\$8.6 MILLION REQUESTED

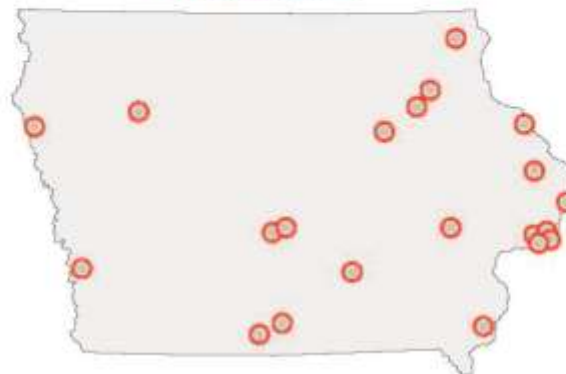
\$6.7 MILLION AWARDED



15 APPLICATIONS RECEIVED
Average Request = \$672,000
Request Range = \$184,000 - \$900,000

21CCLC MAP

2015 Program Locations



IMPACTS**

Grades and Academic Achievement
Bonding to School
Social Behaviors
Child Self-Perceptions
Problem Behaviors

Statewide Staff : Student Ratio

1:12 [without volunteers]

44% are certified teachers

Average cost per student \$687 annually***

Of the 13,410 STUDENTS

71% average free or reduced price lunch rate
STATE = 39%

19% are categorized Limited English Proficient
STATE = 2.5%

12% are students with a disability
STATE = 12%

* Indicates number from the previous year of PPICS reporting. Currently, no federal data system is available that would reflect updated data for students served.

** Durlik, J.A., Weissberg, R.P. and Pachtan, 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

*** Based on 11,736 children cited in 21CCLC contracts. However, programs have been able to serve additional children through partnerships, as reflected in the number of students served school year and summer, above.

The State of Iowa's Children

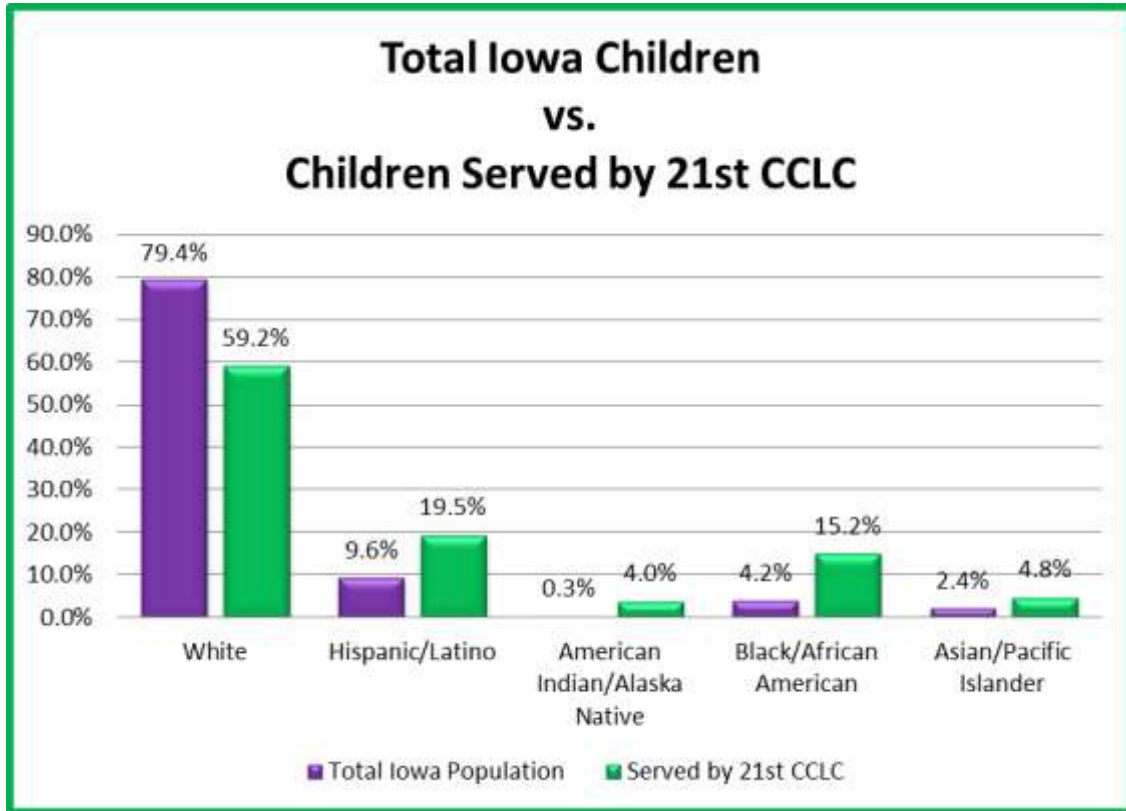
The Children's Defense Fund (CDF) published a new report [The State of America's Children 2014](#). The report is described by the CDF in the statement below.

In 1964, President Lyndon Johnson declared a War on Poverty in his State of the Union Address. Fifty years later, how have American children fared? CDF's new report [The State of America's Children 2014](#) finds child poverty has reached record levels and children of color are disproportionately poor. This is a comprehensive compilation and analysis of the most recent and reliable national and state-by-state data on population, poverty, family structure, family income, health, nutrition, early childhood development, education, child welfare, juvenile justice, and gun violence. The report provides key child data showing alarming numbers of children at risk.

Although the Iowa 21st CCLC was not developed using data from the [State of America's Children 2014](#) report, most children served by the Iowa 21st CCLC Programs are at risk. The [State of America's Children 2014](#) used statistics from 2012. Where available, statistics were updated with the latest data.

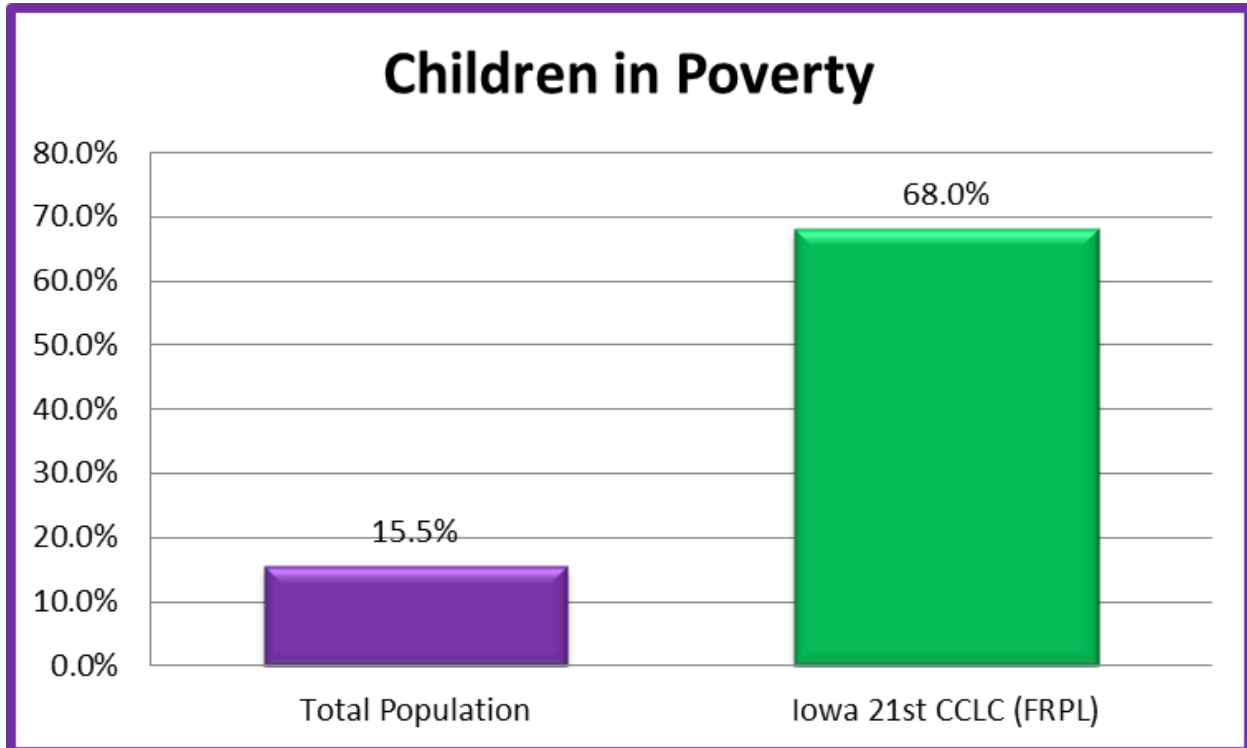
Point 1. Child Population. 725,954 children lived in Iowa in 2014; 20.58 percent were children of color, an increase from 19.4 percent children of color in 2012.

The Iowa 21st CCLC Program serves a higher percentage of children of color when compared to the total child population. Overall, 43.42 percent of children served by Iowa 21st CCLC were children of color (*Note: Data for 21st CCLC is from the 2014 State Evaluation. Updated data was not available because reporting was not yet activated in the new federal data collection system at the time of the 2015 Iowa State Evaluation*).



Point 2. Child Poverty. Nearly 1 in 6 (15.5 percent) of Iowa's children were poor in 2014, a total of 110,381 children, which is a decrease from 112,573 children in 2012.

In the Iowa 21st CCLC Program, 68.15 percent of regular attendees served were poor as identified by being eligible for Free or Reduced Price Lunch (FRPL). *(Note: Data for 21st CCLC is from the 2014 State Evaluation. Updated data was not available because reporting was not yet activated in the new federal data collection system at the time of the 2015 Iowa State Evaluation).*



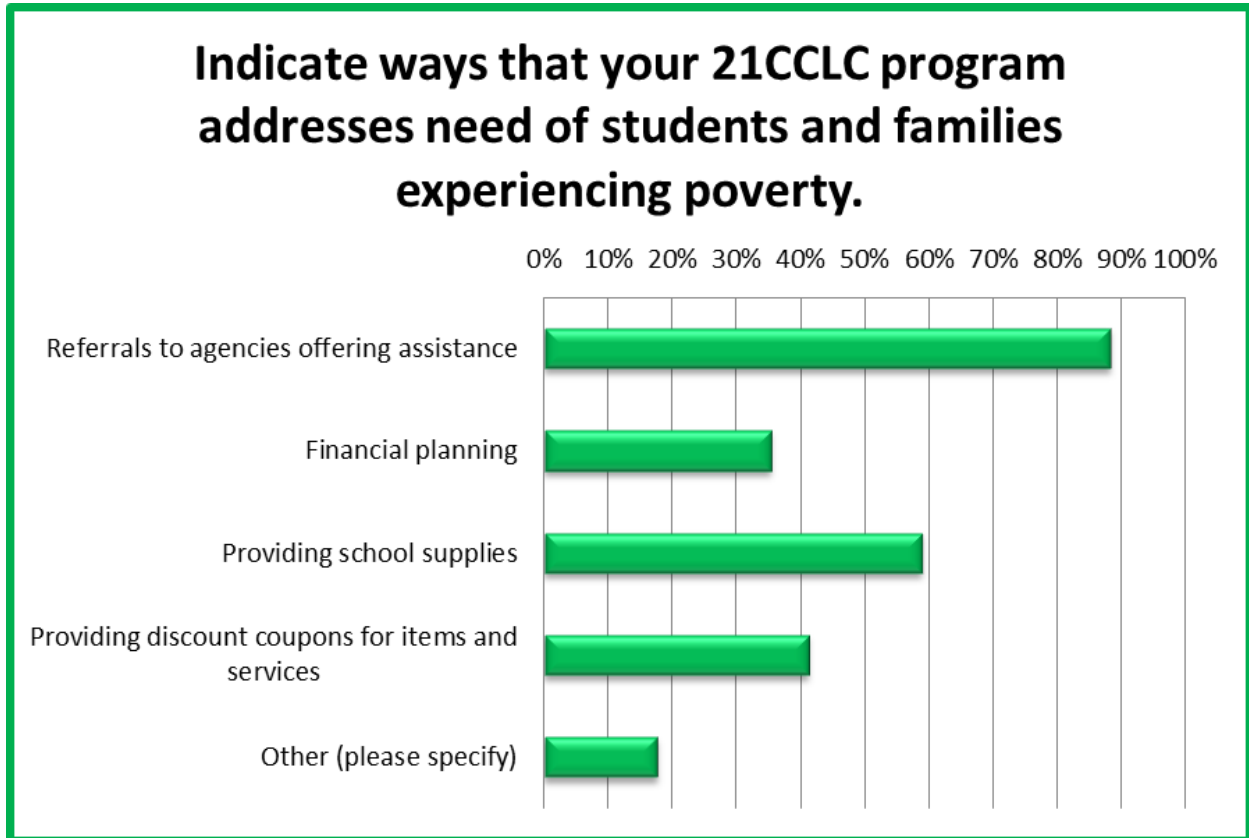
Point 3. Child Hunger and Homelessness. Child poverty in Iowa leads to unacceptable child homelessness and hunger.

Every Iowa 21st CCLC Center provided snacks for students and over half of the Centers offer a full meal or expanded snack.

88.24 percent of Iowa 21st CCLC Centers provide snacks and/or meals that meet or exceed Child and Adult Care Food Program (CACFP) guidelines.

"I don't have to be home alone anymore and I get to meet lots of new people" (CCLC Student).

Iowa 21st CCLC Programs offer a variety of assistance measures for students and families experiencing poverty.



Other Ways reported were:

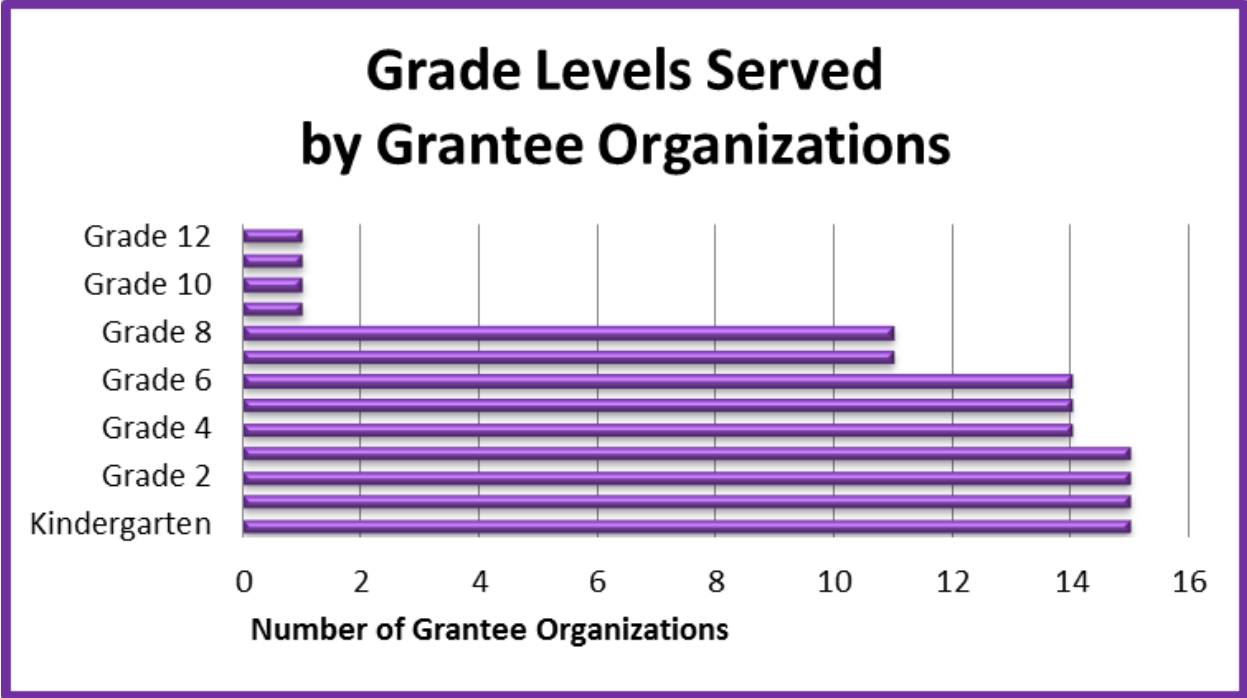
- » Wellness family events, literacy family events, career fair for students.
- » Work with families to help them qualify for DHS assistance, job search, soft skill, literacy classes.
- » Partnerships with organizations that can help, Food Pantry, etc.
- » Parent education.
- » Assist with connecting to community resources.
- » Provide warm winter clothing.
- » Assist parents with GLE and basic academic skill acquisition through local community college.
- » Free clothing and household items event twice per school year.

Point 4. Child Health. Although the majority of Iowa’s children have access to health coverage, that does not guarantee enrollment in coverage, jeopardizing their education and their future.

- Iowa 21st CCLC Programs provide guidance to parents needing assistance.
- Iowa 21st CCLC Programs serve snacks and meals that meet nutritional requirements.
- Iowa 21st CCLC Programs provide activities that promote healthy lifestyles.
- Iowa 21st CCLC Programs provide education on general health knowledge for students.
- Iowa 21st CCLC Programs have partners from the public health community, including medical institutions.

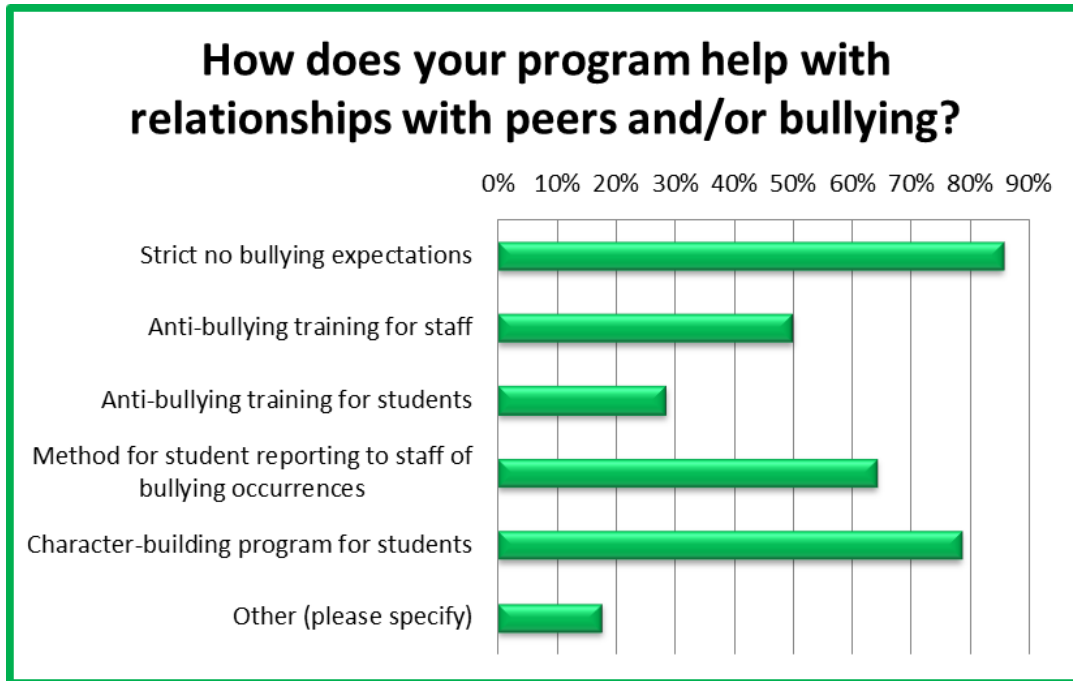
Point 5. Early Childhood and Education. Lack of early childhood investments deprives children of critical supports in the early years and reduces school readiness. Iowa’s schools fail to educate all children, closing off a crucial pathway out of poverty.

Iowa 21st CCLC Programs served all grade levels.



Point 6. Children Facing Special Risks. Many vulnerable children need treatment, services and permanent families. Too many Iowa children are involved in the juvenile justice system.

Iowa 21st CCLC Programs have anti-bullying programs in place.



Other methods reported were:

- » Method for parent reporting to staff of bullying.
- » Training for staff is district led.
- » Follow the District's Positive Behavior Supports program.

Iowa 21st CCLC Programs provide leadership opportunities for students.



The other opportunity reported was:

- Older students engage with younger students in activities.

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 of 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 2014-2015, 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.

- » 21st CCLC Data Collection Tool Linkage. Local evaluations should have data that matches that in the national database and data should be accurate and complete.
- » 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.
- » Objectives. Objectives should be measurable and local evaluations should include methodology for evaluation and justification for PPICS objectives' status. Examples of objectives with SMART (specific, measurable, attainable, relevant, and time-bound) ratings were included.
- » Performance summary. Summaries should provide readers with a snapshot on how centers performed during the year.
- » Recommendations. To insure improvement for future years, local evaluations should include recommendations on what needs to stay the same, be changed or added.
- » Sustainability. The local evaluation should include a discussion of plans to continue or increase the scope of the afterschool program.

The complete guidelines document is included in Appendix A.

The U.S. Department of Education announced that for 2014-2015, a new data collection and reporting tool would be implemented. The 21st CCLC Data Collection Tool was not finished at the time of this state evaluation. To fill any gaps, grantees were asked to provide additional information requested by state evaluators.

Center Evaluations

Each of the 19 grantee organizations examined for this 2014-2015 state evaluation of the 21st CCLC programs in Iowa was tasked with performing an evaluation of their programs. 19 grantee organizations supplied evaluations of their programs. The local evaluations received varied in their extensiveness, from a 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	<u>Website</u>
Allamakee CSD	https://sites.google.com/a/allamakee.k12.ia.us/communityconnections/home/evaluation
Bettendorf CSD	http://mt.bettendorf.k12.ia.us/ http://na.bettendorf.k12.ia.us/Rock-it/
Boys & Girls Club of Cedar Valley (Blackhawk County)	www.cedarvalleyclubs.org
Burlington CSD	http://www.burlington.k12.ia.us/ShowPage.aspx?WebLinkID=1411
Central Decatur CSD	http://www.centraldecatur.org/north-elementary/cardinal-muscle/
Clinton CSD	http://www.clinton.k12.ia.us/pi_21st_century.cfm
Council Bluffs CSD	http://www.cb-schools.org/parents-students/student-support/before-after-school-care/middle-school/cb-dreams-program/data-evaluation/
Davenport CSD	http://www.davenportschools.org/steppingstones/program-information/evaluation-reports/
Des Moines Independent CSD	www.21cclcdm.com
Dubuque CSD	http://www.dbqschools.org/district/programs/leadership-enrichment-school-programs-leap/
Iowa City CSD	http://www.iowacityschools.org/pages/ICCSD/Departments/Health_Services/Youth_and_Family_Development/7820225246705999156
Mid-Iowa Community Action	http://www.micaonline.org/#!ru/chvt
Oelwein CSD	http://oelwein.k12.ia.us/programs.cfm?subpage=1327208
Oskaloosa CSD	http://www.mahaskaymca.org/index.php/youth/early-learning/21cclc
St. Mark Youth Enrichment	http://www.stmarkyouthenrichment.org/evaluation
Siouxland Human Investment Partnership	www.beyondthebell.us.com
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/ http://storm-lake.k12.ia.us/tlc

21st CCLC Data Collection Tool

The 21st CCLC Data Collection Tool was not finished at the time of this state evaluation. To fill any gaps, grantees were asked to provide additional information requested by state evaluators.

Best Practice Site Visits

Best Practice Site Visits are made by the Iowa Afterschool Alliance. Although site visits were not made to every grantee, the site visit reports provided additional information for programs visited. These are different from the monitoring and compliance visits made by the Iowa Dept. of Education.

End-of-year Survey

As a culminating evaluation instrument, a survey was sent to each grantee organization. The survey was completed by 16 of the grantee organizations. Oskaloosa 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 survey results provide data that gives a synopsis of the Iowa program.

Program Findings

The Iowa Department of Education offers competitive grants for the 21st Century Community Learning Centers (CCLC) program. It is a Federal Title program (Title IV part B). Information on how well the 21st CCLC programs are performing, with data from three different collections was examined. Center evaluations provided data on center objectives and student and parent perceptions of the programs. The federal database provided data on grantee operations, center objectives, and changes in student behavior. At the time of this report, the reporting section of the database was not available. Center evaluations, site visit reports and personal correspondence with Program Directors was used to gather the required data. The End-of Year Survey gave an overview of the grantee organizations activities.

Program Operations

Attendance and Funding. Each year, the number of students participating in 21st CCLC programs has increased. As seen in the table below, in 2014-2015, Iowa had 19 active grantee organizations involved in 21st CCLC activities with 10,965 students participating and 6,950 students designated as regular attendees (students who attended the program 30 days or more). The table includes attendance totals for 2013-2014, illustrating an increase in total attendance from 7,937 students in 2013-2014 to 10,965 students in 2014-2015. Regular attendees increased from 5,034 to 6,950 during the same time period. The 21st CCLC grants provided \$6,681,551.00 to grantees during 2014-2015.

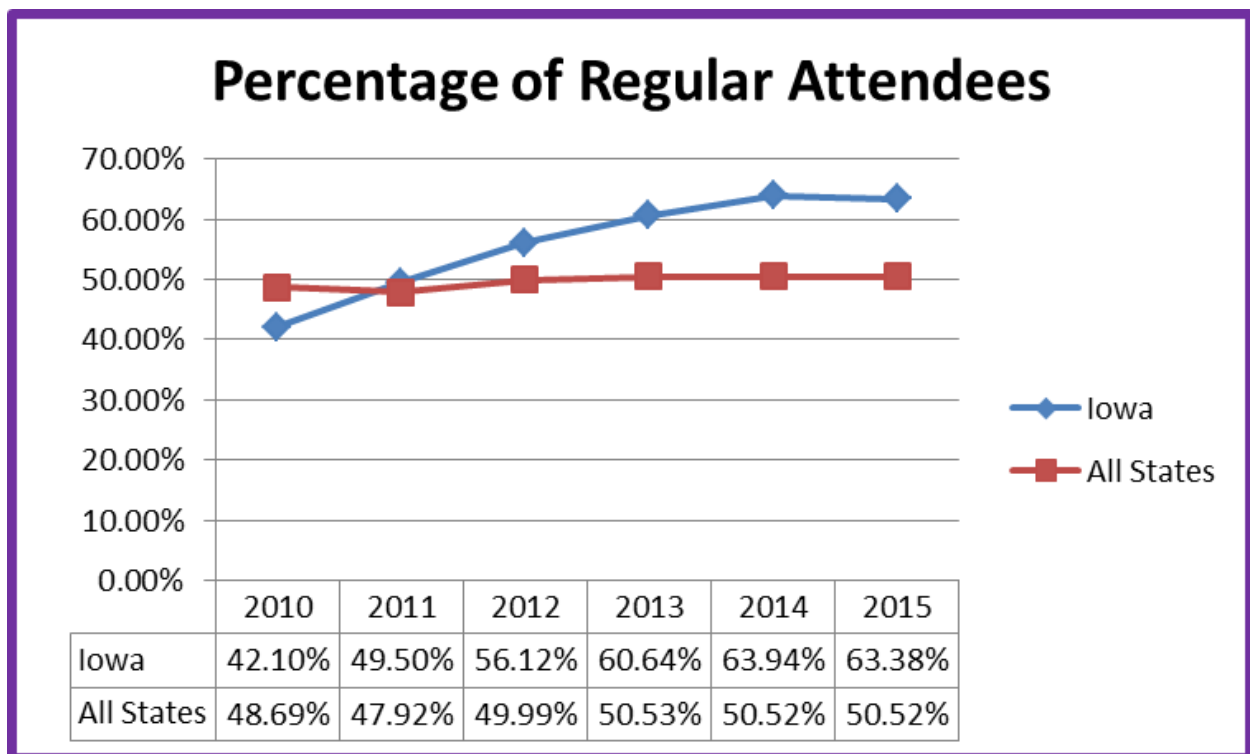
Iowa 21st Century Community Learning Centers Attendees (2012-2013 and 2013-2014)

Grantee	Total Student Attendees		Regular Student Attendees*	
	2013-2014	2014-2015	2013-2014	2014-2015
Allamakee CSD	1258	1237	769	763
Bettendorf CSD	-	136	-	89
Black Hawk Boys & Girls Club	64	73	54	50
Burlington CSD	-	400	-	246
Central Decatur	276	190	226	137
Clinton CSD	348	294	207	226
Council Bluffs CSD	-	1472	-	373
Davenport CSD	426	453	246	218
Des Moines Independent CSD	2549	3487	1614	2402
Dubuque CSD	480	574	111	124
Iowa City CSD	308	273	308	272
Mid-Iowa Community Action	95	84	76	84
Oelwein CSD	365	473	265	473

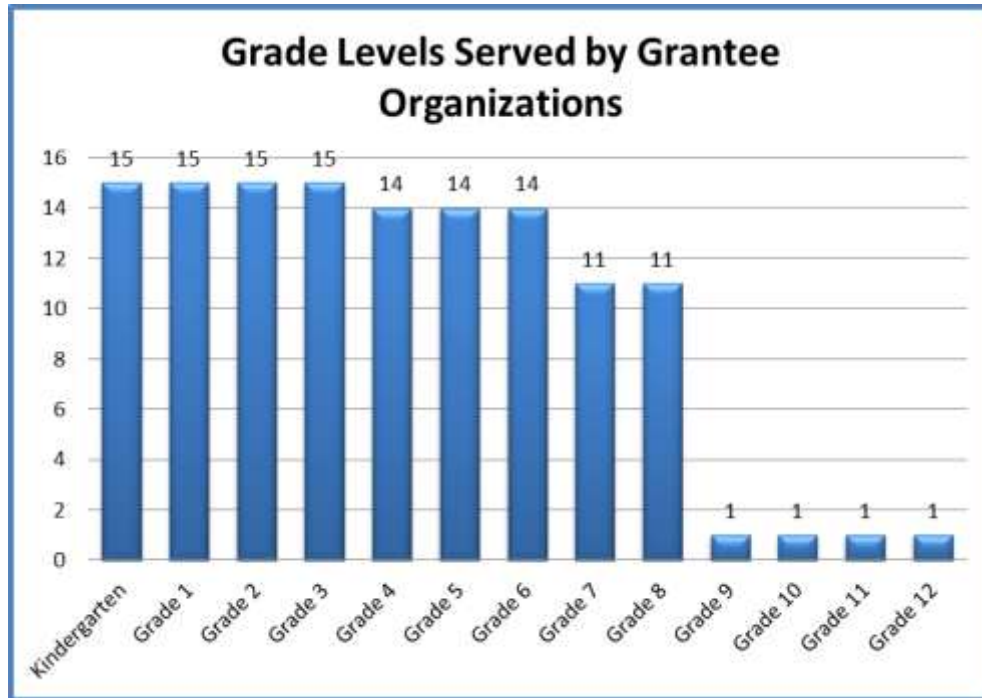
Oskaloosa CSD	54	125	47	83
Siouxland Human Investment Partnership	1021	903	682	0856
St. Mark Community Center	210	174	180	161
Starmont CSD	137	135	69	47
Storm Lake CSD	346	482	180	346
Iowa State Totals	7,937	10,965	5,034	6,950

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

Although the average number of students is smaller in Iowa than in the US as a whole, the percentage of Iowa attendees who are defined as regular attendees is higher than the U.S. average. While the percentage of regular attendees for all 21st CCLC Program nationwide has hovered around 50% since 2010, Iowa's percentage of regular attendance has increased from about 42% to 63%. (Note: The 50% figure for the national regular attendance was extrapolated from previous years due to reports from the federal database not being available.)



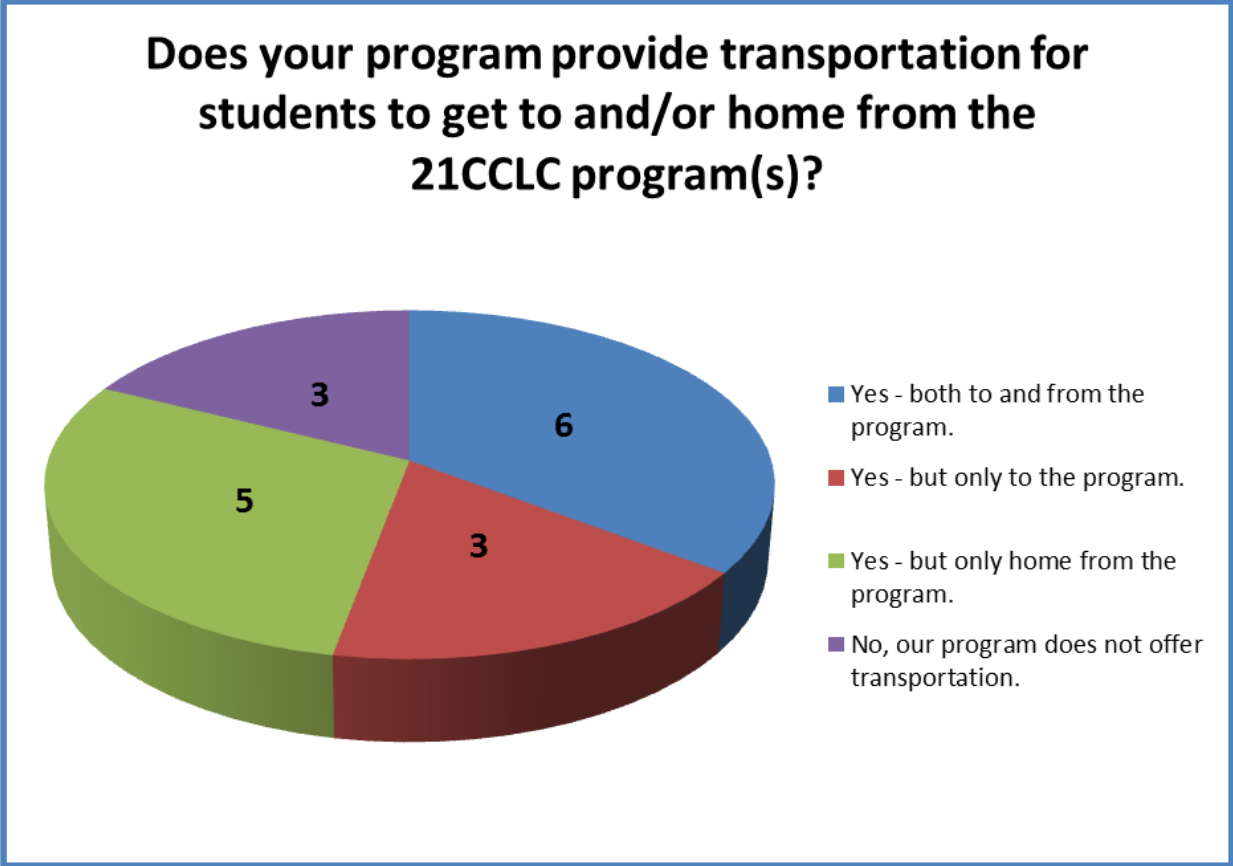
Iowa 21st CCLC Centers served students in grades K-8, the most crucial grade levels identified by the State of America's Children 2014 report. Of the 17 organizations responding to the End-of-Year Survey, 1 organization served students in grades K-12, 8 organizations served students in grades K-8, 3 organization served students in grades K-6, 2 grantee organizations served students in grades K-5, 1 grantee organization served students in grades K-3, and 2 grantee organization served students in grades 6-8. (*End-of-Year Survey data*).



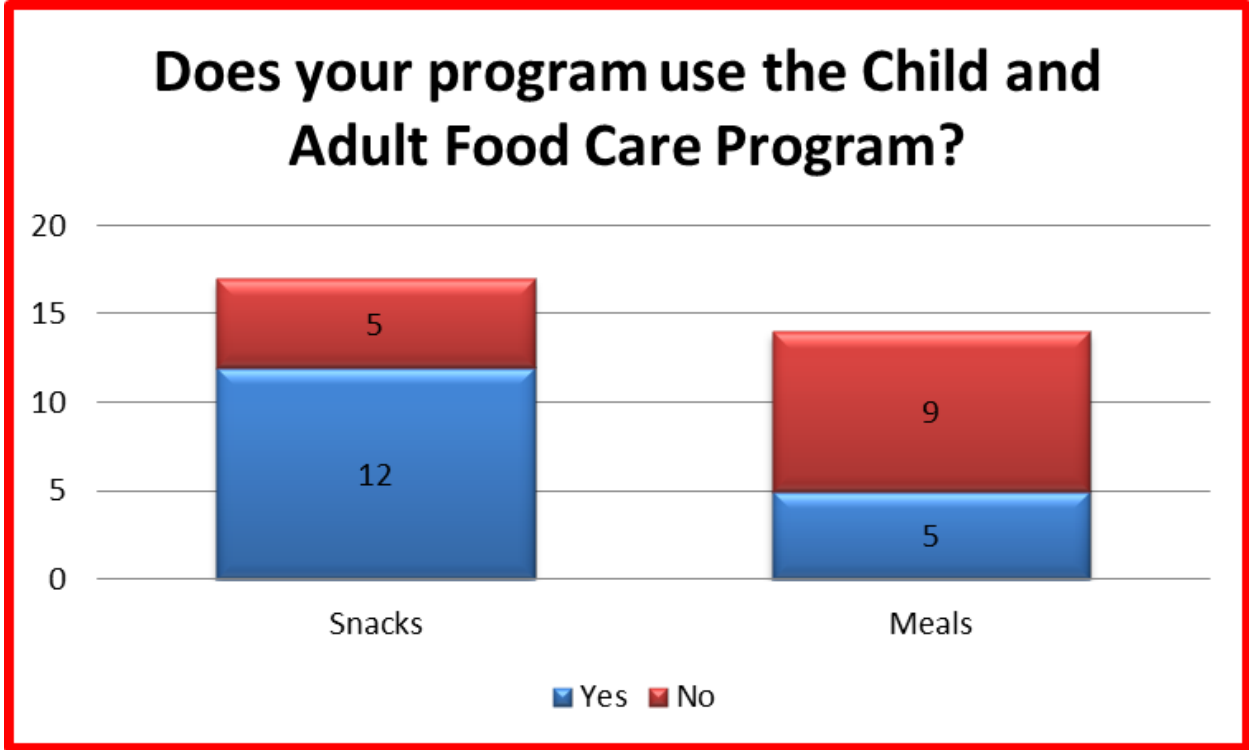
Partnerships. Partners in the 21st CCLC program provide not only funding, but in-kind services, volunteer staffing, and fulfilling other needs unique to each center. Iowa 21st CCLC programs had 486 partners working with grantee organizations to help the 21st CCLC programs be successful and develop sustainability. Most partners were unpaid and many played a major part in the success and growth of 21st CCLC Centers. Some examples are listed below but all programs related similar stories (*data from Local Evaluations*).

- » At Allamakee CSD, a request for an automotive club led to donations of time and money from most local automotive related businesses in the area and an expansion from simple automotive knowledge to the addition of welding.
- » At Bettendorf CSD, Alcoa not only provided volunteer staffing but also Holiday Gift Baskets and meals during the Christmas season.
- » Most programs had the local police and fire departments as partners. These departments provided safety lessons as would be expected but also provided mentoring for students, including coaching programs, leading clubs and assisting with homework.
- » At Davenport CSD, a former attendee volunteered to teach theater and STEM Activities to current students. She developed her own eight week lesson that culminated in a student cast play.
- » At Dubuque CSD, the Dubuque Regional Humane Society provides programming on topics such as “Bite Safety” and “Animal Care and Responsibility” at no cost.
- » Oelwein CSD partners with Retired and Senior Volunteers (RSVP) who provide over 60 volunteers to read, tutor and mentor students.

Transportation. Of the seventeen grantee organizations responding to the End-of-Year Survey, six provided transportation both to and from the 21st CCLC program sites, three provided transportation only to the program sites, five provided transportation only home from the program sites and three did not offer transportation (*data from End-of-Year Survey*).

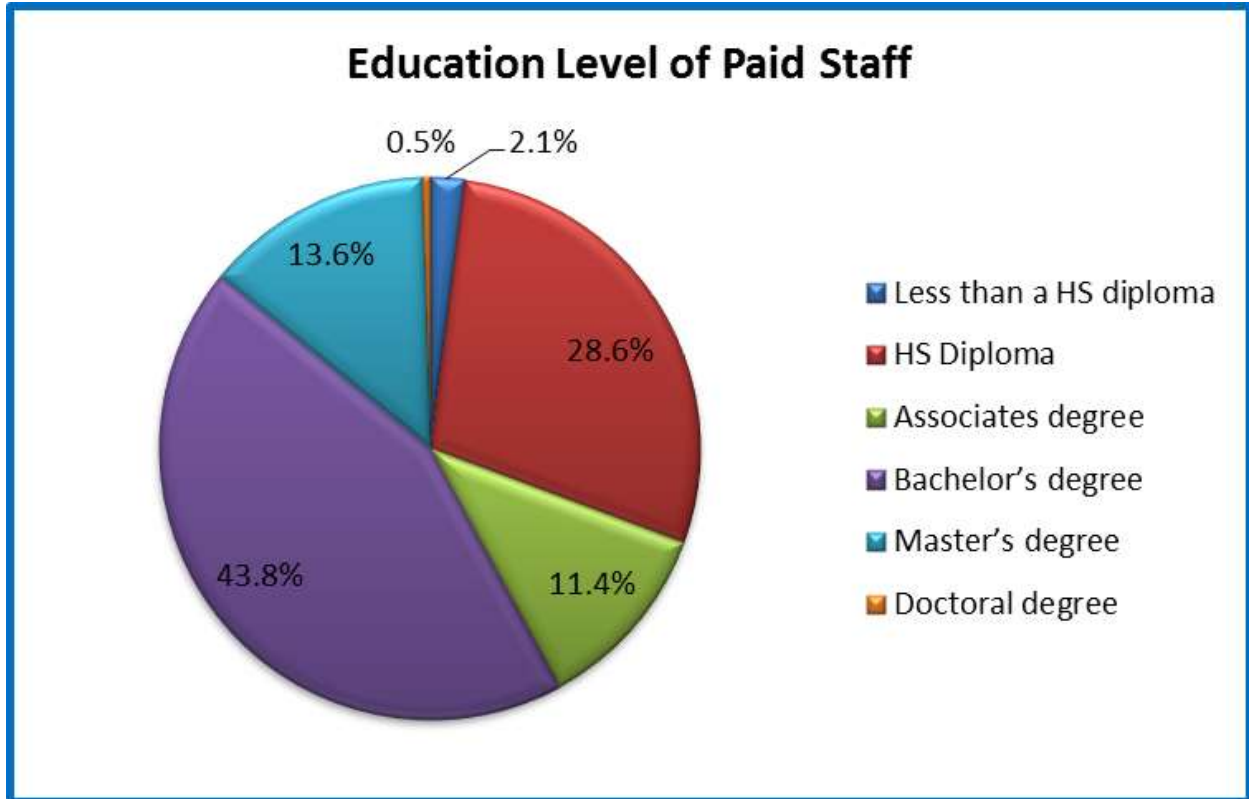


Snacks and Meals. All organizations provide snacks for students and some provide full meals and/or extended snacks. As seen in the chart below, five of the organizations use the Child and Adult Food Care Program (CACFP) for meals and twelve of the organizations use the CACFP for snacks. Of the four organizations not using CACFP, two reported their snacks and/or meals meet or exceed USDA guidelines and two organizations reported they did not know if their snacks and/or meals met USDA guidelines. (*end-of-year survey data*).

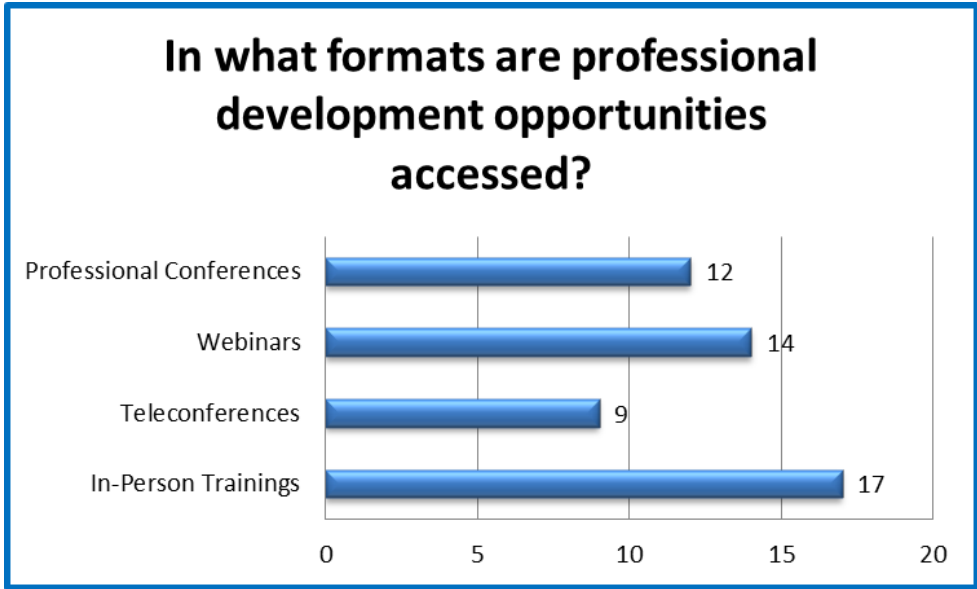


When asked, “*If eligible (that is, if at least 50% of students are eligible for free and reduced price lunch), is your program utilizing the At-Risk Afterschool Meals program under CACFP?*,” six organizations said yes, two reported they were not eligible, two reported they did not know and seven reported they did not know about the At-Risk Afterschool Meals program under CACFP (*end-of-year survey data*).

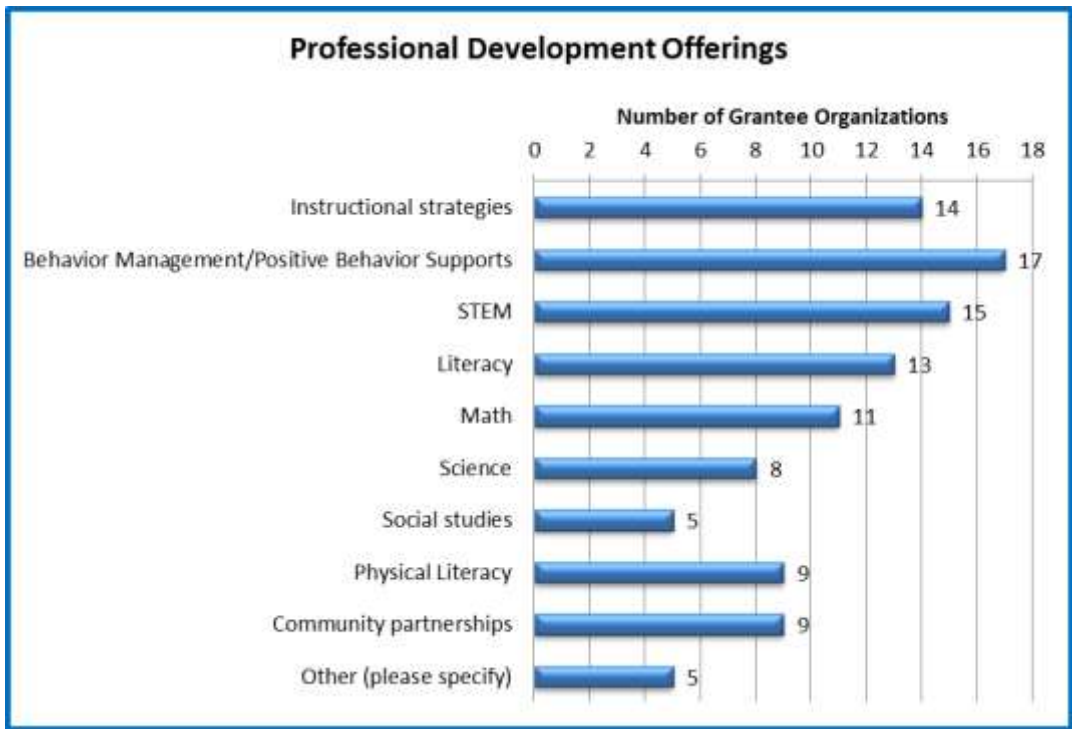
Staffing and Professional Development. A key component of any educational program is the staff and to improve the effectiveness of the staff efforts, appropriate professional development is required. The 17 organizational programs providing responses to the End-of-Year Survey indicated they have a total of 1,024 paid staff, of which 440 are certified teachers. As illustrated in the chart below, 43.8% of the paid staff have a Bachelor's degree and 13.6% of paid staff have a Master's degree (*end-of-year survey data*).



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



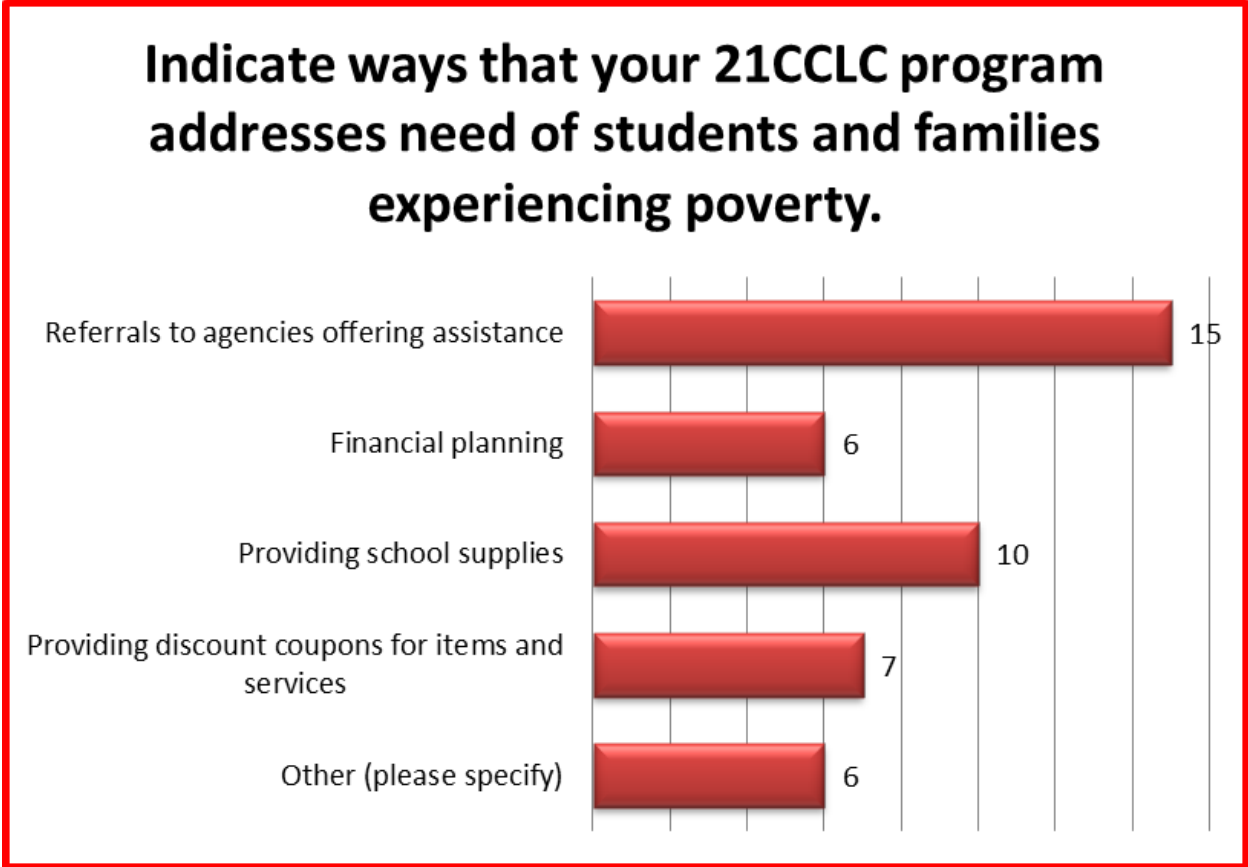
Professional development in behavior management/positive behavior support is offered by all seventeen organizations. Thirteen organizations include literacy in their offerings and nine organizations include community partnerships in their offerings. Other offerings include STEM, math, science, social studies, and physical literacy. In addition, five organizations listed other professional development offerings including Policies and Procedures, Understanding Poverty, Service Learning, CPR, first aid, blood borne pathogens, Conscious Discipline, Social Emotional Development, Trauma Informed Care, Character Development, and Food Program Requirements (*end-of-year survey data*).



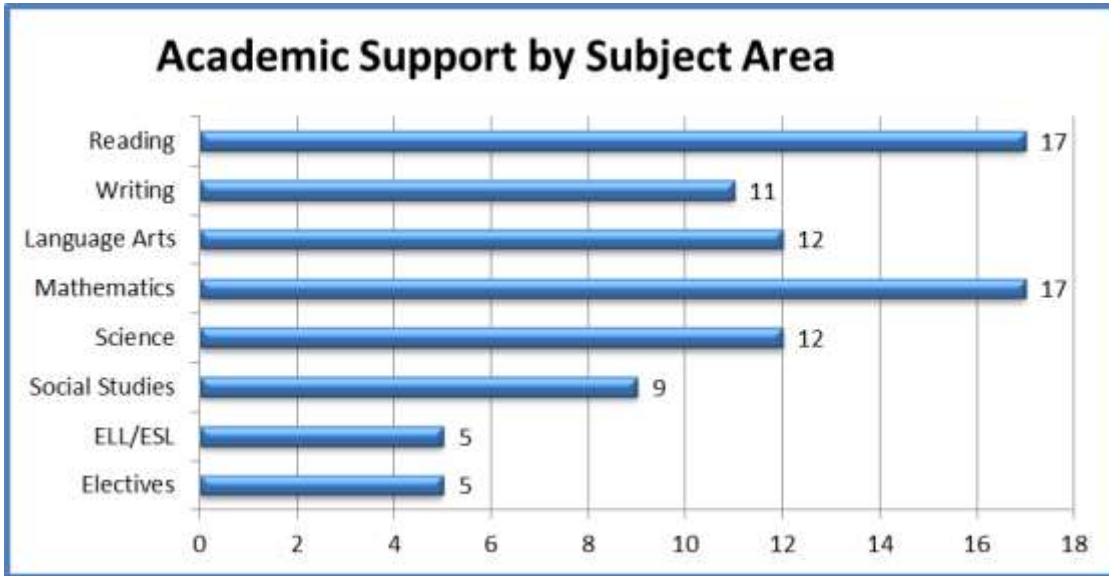
Professional development is offered to staff in a variety of ways. School districts provided training for 15 of the 21st CCLC Programs and 14 of the 21st CCLC Programs utilize staff to provide training. In addition, 10 organizations utilize professional conferences, 14 use webinars and 11 grantee organizations use contracted vendors for professional development. In 8 programs, 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 and 12 organizations reported utilizing them. The chart below summarizes the number of ways professional development is provided (*End-of-Year Survey data*).



Provided Support. The 21st CCLC programs in Iowa offered support for families experiencing poverty as well as providing a variety of academic support mechanisms for students. Fifteen grantee organizations referred students and families experiencing poverty to agencies offering assistance. In addition, 10 grantee organizations provided school supplies, 7 grantee organizations provided discount coupons for items and services, and 6 grantee organizations provided financial planning services. Other ways 21st CCLC programs provided support included supplying clothing and general supplies, parent education, and support classes like wellness and career fairs (*End-of-Year Survey data*).

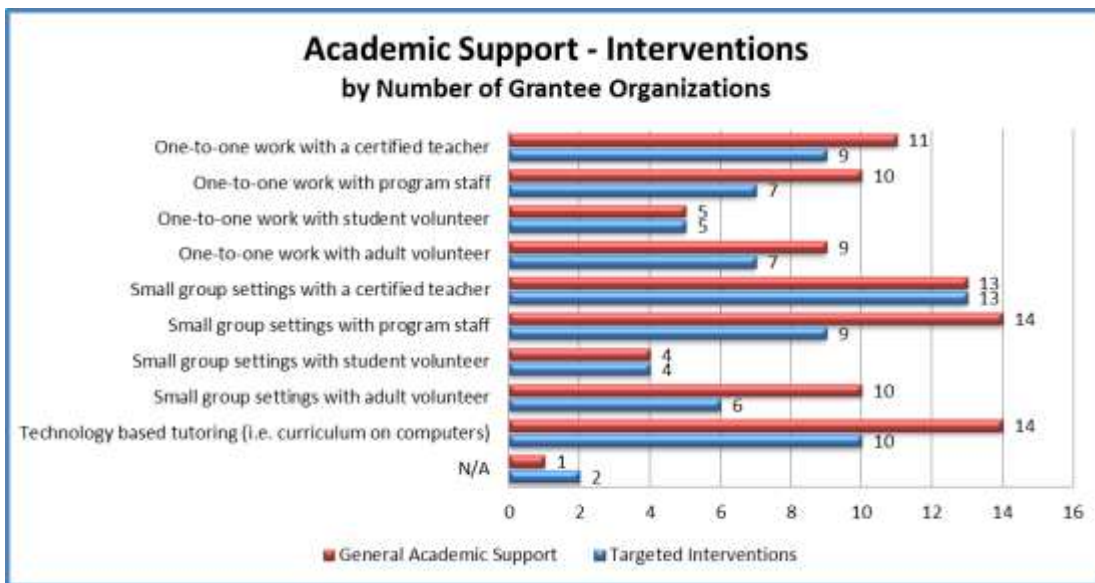


Academic support is a key component of 21st CCLC programs and all programs in Iowa provided support in various subject areas. All 17 grantee organizations responding to the end-of-year survey provided academic support in mathematics and reading. Additional support is provided in other subject areas as seen in the chart below (*end-of-year survey data*).

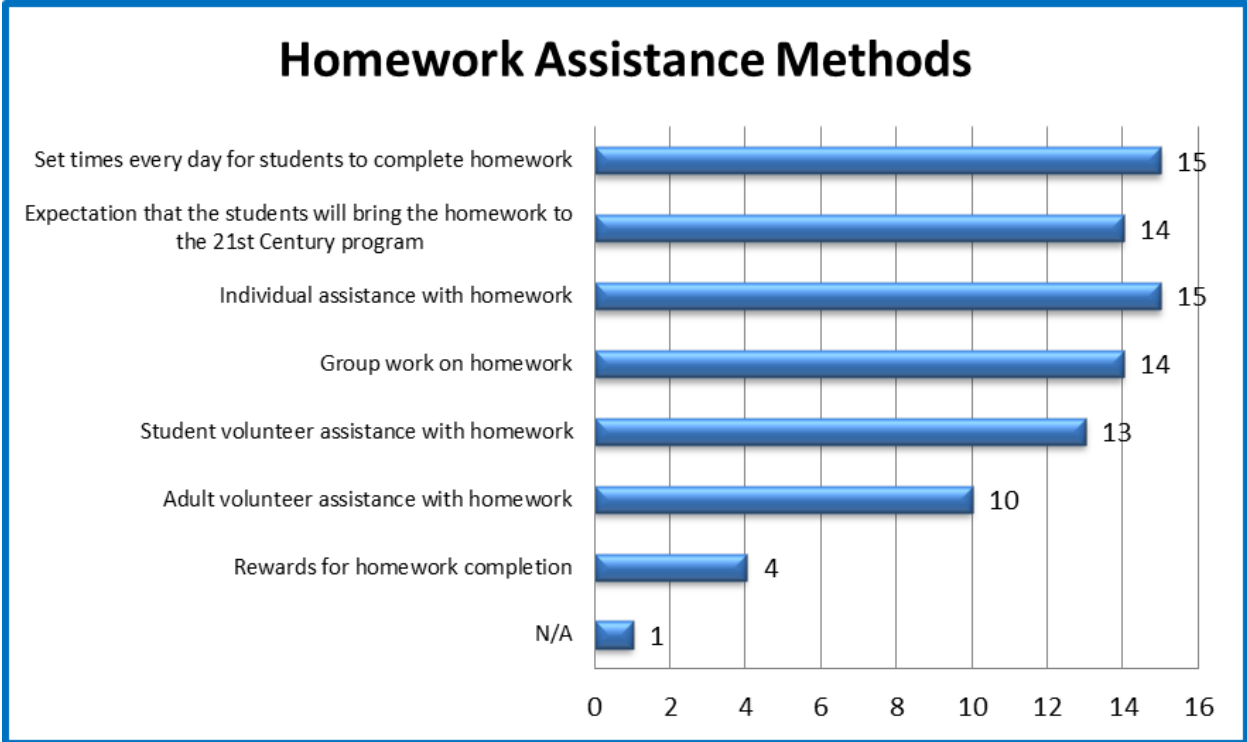


Academic support in the 21st CCLC programs included general interventions and targeted interventions. Although both intervention methods included some technology based tutoring, the majority of interventions involved personal help in both small groups and one-to-one sessions with students (*End-of-Year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

- » Fifteen of the grantee organizations responding to the end-of-year survey provided targeted academic interventions (targeted to individual needs).
- » Sixteen of the grantee organizations responding to the end-of-year survey provided general academic support (academic activities or programs not targeted to individual student needs).

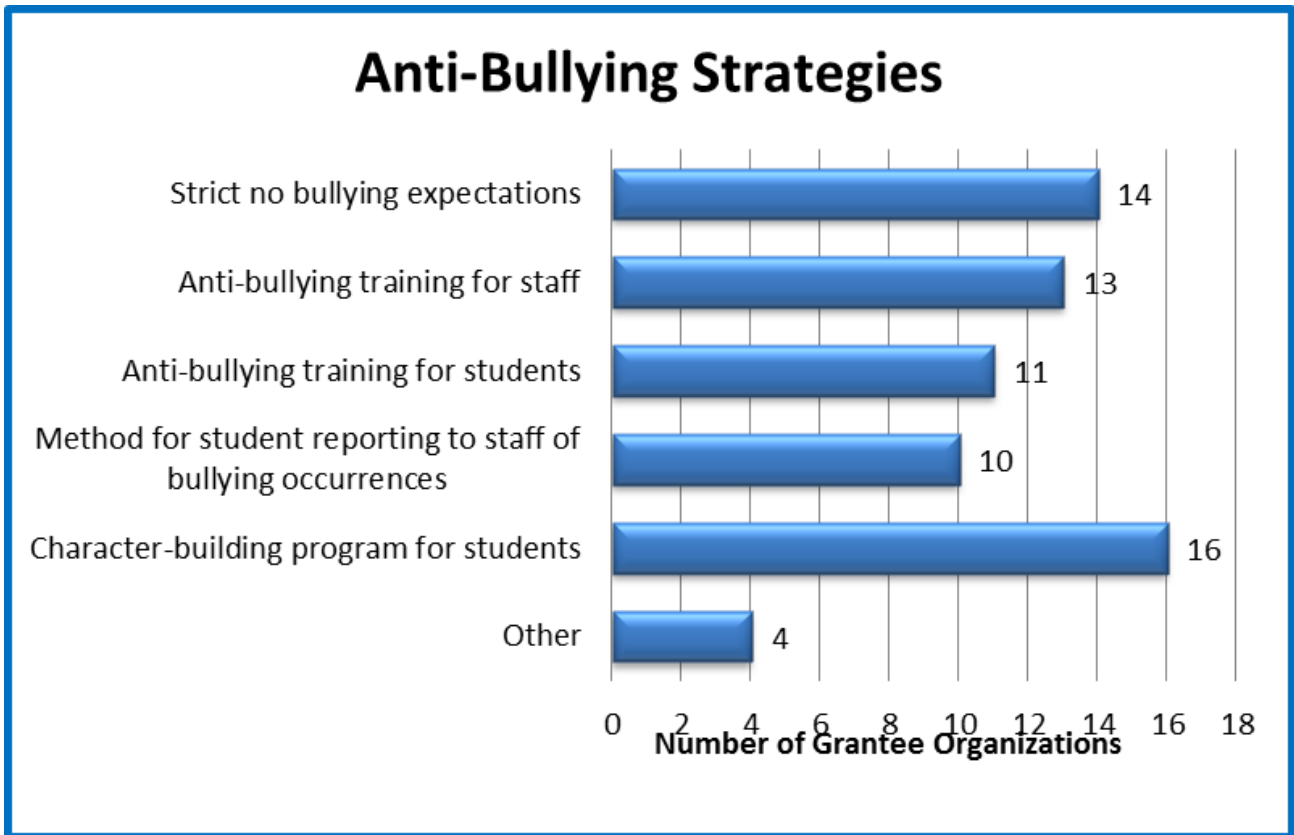


Sixteen of the seventeen grantee organizations responding to the end-of-year survey provided homework time (time and/or assistance to complete homework assigned during school day). One Center provides a summer session only and homework assistance is not needed. A variety of methods are employed to assist students with homework completion. Fourteen of the grantee organizations reported they expected students to bring their homework to the 21st CCLC program where they are provided individual assistance and group assistance with homework (*end-of-year survey data*).



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. Fifteen grantee organizations responding to the end of year survey provided enrichment activities tied to student achievement and eleven grantee organizations offer rewards or recognition for student achievement in the program. In addition, six grantee organizations offer rewards or recognition for student achievement on report cards or state testing (*end-of-year survey data*).

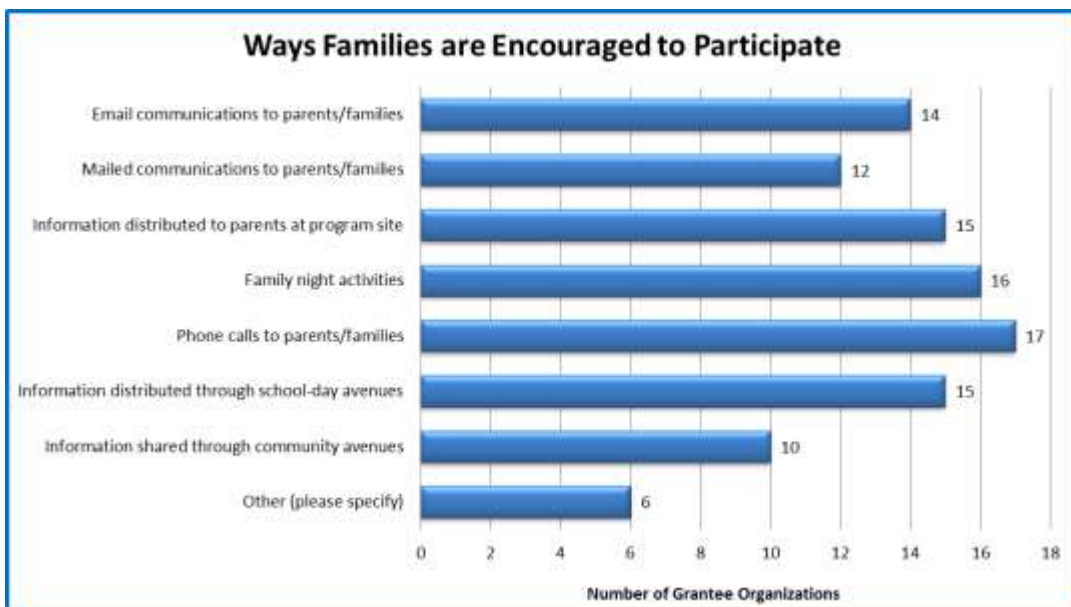
According to the National Center for Educational Statistics (NCES), in 2009 about 28 percent of 12- to 18-year-old students reported having been bullied at school during the school year and 6 percent reported having been cyber-bullied. The 21st CCLC programs in Iowa have implemented strategies to help students' relationships with peers and/or bullying. Sixteen of the grantee organizations have character-building programs for students and fourteen have strict no bullying expectations. Anti-bullying training for both staff (13 organizations) and students (11 organizations) is provided and 10 grantee organizations have specific methods for students to report bullying to staff (*End-of-Year Survey data*).



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 the chart below. For example, 15 organizations held parent and community nights (*End-of-Year Survey data*).



Parental and family involvement in student programming was encouraged. All of the 17 grantee organizations responding to the end-of-year survey reported making phone calls to parents/families. Other ways communication was undertaken with parents and families was distributing information to parents and families at the program site, e-mail, and surface mail. Family night activities were held by sixteen organizations (*End-of-Year Survey data*).



Program Objectives

All Iowa 21st CCLC set objectives with the purpose of measuring the success of their programs. For the 19 grantees used for this evaluation period (2014-2015), a total of 150 objectives were developed. Many grantees used the same objectives for each Center but objective ratings varied. For this reason, each center was listed as having its own set of objectives for this overall analysis. Overall success of the Iowa 21st CCLC Centers seems positive with 87.7 percent of objectives either met or not met but progress was made. (*Data on objective ratings from Bettendorf CSD was not available at the time of this evaluation.*)

Grantee	Number of Objectives (All Cohorts)	Met the Stated Objective	Did Not Meet, but Progressed Toward the Stated Objective	Did Not Meet, and No Progress Made Toward Stated Objective	Unable to Measure Progress on Stated Objective
Allamakee CSD	8	7	1		
Bettendorf CSD	12	NA			
Black Hawk Boys and Girls Club	4	1	3		
Burlington CSD	8	2	4		2
Central Decatur CSD	2		2		
Clinton CSD	15	7	6		2
Council Bluffs CSD	6	4	2		
Davenport CSD	9	1	4	1	3
Des Moines CSD	19	16	3		
Dubuque CSD	4	4			
Iowa City CSD	9	1	8		
Mid-Iowa Community Action	16	9	3		4
Oelwein CSD	3	2	1		
Oskaloosa CSD	10	3	4	3	
Siouxland Human Investment Partnership	10	6	2	2	
St Mark Youth	8	2	6		
Starmont CSD	4	2	2		
Storm Lake CSD	3	3			
Total	150	70	51	6	11
Percentage		50.7%	37.0%	4.3%	8%

Percentages are based on a total of 138 total objectives since ratings for Bettendorf were not available.

Summary and Recommendations

Summary

The Iowa 21st CCLC program continues to be successful at meeting students' needs. For 2014-2015, Iowa had 21 grantee organizations with a total of 93 sites. The 93 Centers served 13,410 total students. The state evaluation for 2014-2015 examined 19 organizations with 68 centers (Grantees identified as being in Cohorts 6, 7, 8, and 9). These 68 Centers served a total of 10,965 students (a 38 percent increase over the previous year). Although most students attending 21st CCLC programs are in grades K-5, programs are available for all grade levels. The Iowa 21st CCLC programs are supported by 486 partners, most of them providing services at no charge.

To improve results, professional development is available for staff members on a variety of subjects and professional development is provided in different formats, including face to face and web-based. Staff members ensured there was academic support for all subject areas and academic interventions are varied in both types of intervention and methods of delivery. Staff members are qualified as shown by 57.9% of staff members having a Bachelor's, Master's or Doctorate degree.

21st CCLC programs in Iowa met or made progress on the majority of set objectives for the programs. Progress was not made on 4.6 percent of objectives but 8% of objectives were reported as not measured.

Parents showed an appreciation for the program. At St. Mark, 86% of parents indicated that they chose St. Mark's programming because it provides a safe place for their child. According to a parent survey 86.5% of parents with children in the Beyond the Bell (BTB) program would enroll their children in BTB in the future. At Des Moines, 96% of parents rated the program "good" or "excellent" on parent feedback surveys.

Comments from students, parents and teachers across the sites reflected appreciation for the program.

"I love the fact that they work on reading and math... but still get to do fun things!" (Des Moines Parent).

"My kids don't want to leave when it is time to go home" (Davenport Parent).

"I love afterschool programs because I have the opportunity to do things my family couldn't afford." (Council Bluffs Student).

I don't have to be home alone anymore and I get to meet lots of new people. (Des Moines Student).

Recommendations

The Iowa 21st CCLC is serving students exceptionally well and has increased the number of students in 21stCCLC. For further improvement, the following recommendations are provided.

1. Because the Federal Database was not finished, extra effort was extended by Program Directors to provide needed data pieces. Part of the reason this extra effort was needed was due to the variety of local evaluations. It is recommended that a local evaluation template be developed. This template should provide grantee organizations the information needed to help fill data gaps while giving grantees the flexibility to meet their evaluation needs.

2. A substantial number of objectives (8 %) were reported as not measured. In many cases, these same objectives have been repeated from year-to-year. It is recommended that training on how to change, delete, and/or add objectives be pursued for grantee organizations.
3. Sustainability plans were generally lacking. A greater emphasis on sustainability for the future of after school programs should be included in evaluations and be covered in any developed local evaluation template.
4. Site visits proved valuable. Site visits from the Iowa Afterschool Alliance and the Iowa DOE should continue.

Grantees

The state of Iowa awarded 42 grants to 21 grantees in 2014-2015 for a total of \$7,906,316.57. The awarded grants provided 93 sites for 21st CCLC Centers, serving 13,410 students. This state evaluation for 2014-2015 examined 19 organizations with 68 centers (Grantees identified as being in Cohorts 6, 7, 8, and 9). *Data provided by Iowa DOE.*

Organization	Cohort	Schools
Allamakee CSD	7	Postville Darling Elementary and Middle School, Waukon High School and Waukon Junior High School
	8	Waterville, West and East Elementary Schools. St. Patrick (non-pub) students go to East Elementary School
Bettendorf CSD	9	Armstrong Elementary School
Boys & Girls Club of Cedar Valley (Blackhawk County)	6	Cunningham Elementary School in Waterloo CSD
Burlington CSD	9	North Hill Elementary School, Leopold and Stone Middle Schools
Central Decatur CSD	8	Mormon Trail, North, and South Elementary Schools
Clinton CSD	6	Whittier Elementary School and Clinton Middle School
	8	Bluff, Eagle Heights and Jefferson Elementary Schools
Council Bluffs CSD	9	Wilson and Kirn Middle Schools
Davenport CSD	7	Hayes and Washington Elementary Schools
	8	Jefferson Elementary School
	9	Madison Elementary School and JB Young K-8 School
Des Moines Independent CSD	7	Brody Middle School and Capitol View, King, McKinley and Monroe Elementary Schools
	8	Garton and Hillis Elementary School
	8	Christ the King School and Morris and Samuelson Elementary Schools
	8	River Woods and Willard Elementary Schools
	9	Callahan, Goodrell, Harding, Hiatt, Hoyt, McCombs, Meredith, and Weeks Middle Schools
Dubuque CSD	6	Jefferson and Washington Middle Schools
Iowa City CSD	7	Twain Elementary School
	8	Grant Wood Elementary School
	9	Lucas Elementary School
Mid-Iowa Community Action	6	Rogers Elementary School

Oelwein CSD	8	Oelwein Middle and Parkside and Wings Park Elementary Schools
Oskaloosa CSD	8	Oskaloosa Elementary School
St. Mark Youth Enrichment	9	Audubon, Marshall and Lincoln Elementary Schools
Siouxland Human Investment Partnership	7	Bryant, Hunt and Longfellow (now Spalding) Elementary Schools
	8	Emerson and Unity Elementary Schools
	9	East, North and West Middle Schools
Starmont CSD	6	Starmont Elementary School
Storm Lake CSD	7	Storm Lake Elementary School
	9	Storm Lake Middle School

Below is a synopsis of each Iowa 21st CCLC program. Each synopsis focuses on partnerships, objectives, and the results of teacher surveys. Data reported was obtained from the individual grantee organization evaluation reports as well as information from Program Directors. In addition, data was provided by the Iowa DOE.

For each grantee organization, the number of partners is given if reported in the local evaluation. Next is a list of objectives developed by each grantee organization and any supporting data that was provided in the grantee organization evaluations. Additionally, sustainability plans and other pertinent information is included if it was provided in the local evaluation. At the end of each grantee organization section is a summary of each 21st CCLC Program.

Allamakee CSD

The Allamakee Community School District (ACSD) had seven centers under two grants for the 2014-2015 school year. Allamakee CSD cohort 7 served students at three secondary schools; Darling Elementary/Middle School in the Postville School District, Allamakee Junior High School, and Waukon High School. Allamakee CSD Cohort 8 served students at three elementary schools; Waterville, West, and East Elementary Schools. The East Elementary School Center also served students from St. Patrick, a non- public school. Collectively the seven sites served 1,237 total students. The 67 Partners provide services to the Program and participated in partnership meetings.

Allamakee CSD 21st CCLC Program Summary Chart

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Allamakee CSD	7	na	Darling Elementary/Middle School (Postville), Allamakee Junior High and Waukon High Schools	783	476
Allamakee CSD	8	na	Waterville, West and East (including St. Patrick) Elementary Schools	454	287
TOTALS		67		1,237	763

Information on Partners was taken from the End-of-year Survey.

Attendance data was taken from data files supplied by the Grantee.

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

OBJECTIVES.

Each of the two grants had the same objectives. The objectives and how ACSD rated them are shown in the table below.

Allamakee CSD 21st CCLC Program Summary Chart

Objective	Allamakee CSD Cohort 8	Allamakee CSD Cohort 7
Improve student achievement in reading.	Met the stated objective	Met the stated objective
Improve student achievement in math.	Met the stated objective	Met the stated objective
Increase positive youth developmental 40 Assets.	Met the stated objective	Met the stated objective
Families increase their communication skills, build relationships, and increase their career options with postsecondary education.	Met the stated objective	Did not meet, but progressed toward the stated objective

Success was reported for the first three objectives. Students with regular attendance in the 21st CCLC program improved their scores on the Iowa Assessment standardized tests from 2013-2014 to 2014-2015. Analysis of means between the two years was done on scores of students who had scores for both

years, which was less than the total number of regular attendees for 2014-2015. Mean gain scores on both reading and math assessments increased significantly. The table below shows the mean gain scores (*Local Evaluation*).

Allamakee CSD 21st CCLC Student Mean Gain Scores on the Iowa Assessment

	Subject	N	Mean Gain Score	Effect size
Allamakee CSD 2012-07	Reading	393	12.15	0.58
	Mathematics	393	15.28	1.06
Allamakee CSD 2013-06	Reading	288	18.98	1.04
	Mathematics	289	18.97	1.44

Success was also reported with the third objective (Increase positive youth developmental 40 Assets). Of the Search Institute's 40 Developmental Assets for Adolescents, the ACSD chose to measure this objective with the internal assets of achievement motivation and school engagement and the external assets of family support and school safety/support. To measure progress on the internal assets of achievement motivation and school engagement improvement in school attendance for regular attendees was compared from 2013-2014 to 2014-2015 for both the elementary and secondary programs.

In addition, for the elementary program, the number of disciplinary referrals was compared for the two years. To measure progress on the external assets of family support and school safety/support three items on the Iowa Youth Survey were used. The Iowa Youth Survey is given every two years to students in 6th, 8th and 11th grades who choose to participate. Results from the 2014 survey were compared to the results from the 2012 survey. ACSD saw regular attendees with unacceptable level of school attendance in 2013-2014 improve to an acceptable level in 2014-2015 for both grants (43.8 percent for the elementary grant and 27.2 percent for the secondary grant). During the same time period over 78 percent of regular attendees with an acceptable attendance record maintained attendance (*Local Evaluation*).



For all students at East and West Elementary (ACSD 2013-06) there were 40 discipline referrals for 2012-2013. In 2013-2014, there were 12 discipline referrals. In 2014-15, there were 36 discipline referrals. ACSD reported that this was an overall decrease in four referrals from 2012-2013 to 2014-2015 (10 percent reduction). Although the number of referrals was collected on all students and not just those who were in the 21st CCLC Program, the overall decrease in referrals was listed as a positive sign for objective three (*Local Evaluation*).

Three questions from the Iowa Youth Survey were selected for use in determining the success of Objective three. Results from both the 2012 and 2014 surveys were examined. The questions and the results for all ACSD students taking the survey in 2014 were:

1. 81% of 6th graders, 78% of 8th graders, and 89% of 11th graders (83% overall, in the three grades) agreed (or strongly agreed) with the statement “I feel safe at school.”
2. 88% of 6th graders, 81% of 8th graders, and 78% of 11th graders (83% overall, in the three grades) agreed (or strongly agreed) with the statement “My teachers care about me.”
3. 93% of 6th graders, 87% of 8th graders, and 83% of 11th graders (87% 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.”

ACSD concluded that these results indicated that CCLC participants had a fairly high level of perceived family support and school support/safety. It must be noted, however, that the survey results were from ASCD students overall and not just from attendees in the CCLC program (*Local Evaluation*).

Objective 4 (Families increase their communication skills, build relationships, and increase their career options with postsecondary education) was met for the secondary grant. For the elementary grant, the objective was not met, but progress was made toward meeting the objective. To determine progress on objective four for the elementary grant parent/family involvement activities at school was used. A list of activities included:

- » Parent/teacher conferences at all three schools in the fall and spring, with parent attendance of 94% at East (spring), 85% and 99% at West (fall and spring, respectively), and 100% at Waterville (both fall and spring);
- » Open House (Meet the Teacher Night) with 76% of parents attending at West Elementary;
- » Parent meetings in a classroom in each of three schools, with attendance of 51% at West Elementary (96 out of 189);
- » “Muffins with Mom” (302 parents and students) and “Doughnuts with Dad” (367 parents and students) at West Elementary;
- » Advisory board meetings at West and Waterville Elementary, with student and parent involvement;
- » Family STEM nights at West Elementary (18-28 parents attended six times in the fall);
- » Daily contact with parents of students in CCLC (100% at East, West, and Waterville Elementary) when they pick up their child (typically for five minutes or less).

For the elementary program, ASCD stated, “It appears that some success in this area has been achieved in ACSD” (*Local Evaluation*).

For the secondary program, progress on meeting this objective was measured using English Language Development Assessment (ELDA) scores for the elementary/middle school students in Postville and performance in a finance class presented to Waukon High School students and parents in April.

The ELDA was given to selected students in grades K-6. The ELDA measures four domains; reading, writing, listening, and speaking. Student scores showed a significant improvement was seen in all four domains and all but reading had an effect size greater than the 0.5 criterion used. A 12 week finance class was given to students and parents at Waukon High School. A pre-test and post-test was given to participants and 16 attendees (8 parents and 8 students) took the tests. Based on the results of the tests, attendees achieved educationally significant gains in finance knowledge (*Local Evaluation*).

PARTNERSHIPS.

Partners in the Allamakee 21st CCLC Program assist in many different ways, donating time, talents, supplies, and funding. In addition, the partners participate in program planning, evaluation, advisory, leadership and partnership meetings.

One example of outstanding work by a partner was the auto mechanics program. Conceived by parents and students, a mechanic suggested by a car dealership was paid a small hourly rate. A survey showed that students in the program had learned more than their parents had learned through life experience. A car lift was purchased and the mechanic coordinated and gathered donations from local car, parts, and tire businesses to install the lift. This led to students visits to the various businesses to learn about automotive careers.

“The Retired Senior Citizens Volunteer Program (RSVP) has individuals that are so dedicated to hearing children read that they come once a week and stay 2 or more hours. The elementary students love them and they enjoy coming. The need is so great that they continue to become more and more vested in the program and each child. It is demonstrated by the hugs and excitement that this is a huge success” - Program Director

SUSTAINABILITY.

To assist with sustainability efforts, ASCD has obtained and used various items. As explained in the local evaluation,

To assist in achieving sustainability through community involvement, we have a newly bound “data book” Engagement: The Pictures Tell the Story, prepared by Richard E. Morehouse. Previous publications include a “picture book” Community Connections ACSD/PCSD, and data books Allamakee Community Connections: Carrying Out Our Vision and Community Connections: Allamakee County Partnership. The picture book was created by “Photography by Brittany” (Brittany Todd) with pictures of program staff, participating students, parents, and community members in various program activities. The data books highlight parent and community involvement with Community Connections and contain qualitative as well as quantitative evaluation data about the program. These bound books will be significant marketing tools for program sustainability.

ALLAMAKEE CSD SUMMARY.

Allamakee Community School District has experienced success for the 21st CCLC program for 2014-2015. The Program served 1,237 students in 2014-2015 with a regular attendance of 763. Although specific information on partners was not available, the local evaluation indicated that meetings with partners were held and that partners provided support and guidance. All but one objective was met and progress was made toward achieving the one that was not met. The local evaluation consisted of two documents for each grant (a total of four reports) that could be combined into one overall evaluation. The local evaluations included information on objectives and their ratings as well as recommendation for improvement of the 21st CCLC Program. Sustainability plans are in the initial stages.

“I just wanted to write you a note and thank you for coordinating such great opportunities for my daughter” - 21st CCLC Parent

“I enjoy coming to the afterschool program because it is a safe environment for me to seek help on my homework. It is especially valuable because I am unable to come in before school, due to her parent’s work schedule and cannot get a ride, to ask her teacher questions and her teacher

was not around afterschool. I enjoy the afterschool staff because they do not simply give me an answer, but they help guide me to the solution” - 21st CCLC Student

Allamakee has a free dental program, in partnership with the University of Iowa (who provide dental students and several retired local dentists). The program provides free dental care to children several days a week.



Bettendorf CSD

For 2014-2015 Bettendorf CSD sponsored the Rock-it Academy (RIA) at Neil Armstrong Elementary School (NA). From the summer of 2014 until the spring of 2015, RIA served 136 students, 45.5 percent of the total student population at Neil Armstrong Elementary School.

Bettendorf CSD 21st CCLC Program Summary Chart

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Bettendorf CSD	9	8	Armstrong Elementary School	136	89
TOTALS		8		136	89

Information on Partners was taken from the End-of-year Survey.

Attendance data was taken from data files supplied by the Grantee.

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

**Total Attendees includes the summer program.*

OBJECTIVES.

Bettendorf had three goals with twelve objectives to measure the success of its 21st CCLC Program. Ratings for the objectives were not provided at the time of the state evaluation.

Goal 1: Increase students' academic achievement.

- » Objective 1a: Children actively participate in literacy and math activities as recorded by staff.
- » Objective 1b: In annual surveys, school staff report that participants improve academically.
- » Objective 1c: Participants' literacy and math achievements increase as measured by Iowa Assessments scores, grades, and other BCSD assessments.

Goal 2: Increase student, parent, and school staff communication to improve student success.

- » Objective 2a: At least 20 families at NAE attend Family Literacy events regularly.
- » Objective 2b: Program parents collaborate with teachers in cooperative IAP goal setting.
- » Objective 2c: Program parents attend twice-yearly conferences with school and program staff.
- » Objective 2d: Parents, students, school staff, partners, and other community members contribute to the program's advisory committee.

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

- » Objective 3a: At least 30 children at NAE participate in a service learning project.
- » Objective 3b: At least 80% of NAE participants attend field trips to community partner sites.
- » Objective 3c: Program staff report increased social skills in start and end-of-year assessments.
- » Objective 3d: NAE participants report that the program is "fun" and they like to attend.
- » Objective 3e: In annual surveys, school staff report that students who need to do so improve their behavior, are more motivated, and increase their ability to get along well with others.



PARTNERSHIPS.

The Bettendorf CSD 21st CCLC Program had eight partners actively participating. The Program pays enrollment fees for a Summer Playgrounds Program with Bettendorf Parks and Recreation but all other partners provide services at no charge. Services provided by partners included recreation activities, bike safety and fire safety, cooking lessons, field trips, and mentors and volunteers.

SUSTAINABILITY.

Bettendorf CSD is in the initial stages of developing a sustainability plan. Some ideas for sustainability have been discussed regarding additional funding but no formal plan has been adopted.

BETTENDORF CSD SUMMARY.

It is difficult to determine the success of the Bettendorf 21st CCLC Program. The Program served 136 students, 89 of them attending regularly. Goals and Objectives were provided by the Program Director but the local evaluation does not mention them and it was not possible to determine if goals were being achieved or even measured. The Program Director indicated that the Program has eight active partners providing services, seven of them at no charge. Sustainability plans were not evident but discussion on additional funding has been initiated.



“Alcoa also provides several Rock-It families with Holiday Gift Baskets and Holiday Meals during Christmas time” - 21st CCLC Director

Blackhawk Boys and Girls Club

Black Hawk Boys & Girls Club (BCG) of the Cedar Valley 21st CCLC Program was at Dr. Walter Cunningham Elementary School. There were 73 total students participating in the program and 18 partners provided funding and assistance.

Blackhawk Boys and Girls Club of the Cedar Valley Program Summary Chart

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Black Hawk Boys & Girls Club CSD	6	18	Boys and Girls Club in Waterloo	73	50
TOTALS		18		73	50

*Information on Partners was taken from the End-of-year Survey.
 Attendance data was taken from data files supplied by the Grantee.
 Regular attendees attended the after school programs for at least 30 days.*

OBJECTIVES.

The Black Hawk Boys & Girls Club identified four objectives to measure success.

Increase relationships with caring adults and improve social skills. Met the stated objectives of increase relationships with caring adults. Did not meet, but progressed toward the stated objective of improving social skills (Local Evaluation).

- » Students could participate in the Music Makers program, providing musical instrument lessons in small group sessions.
- » The Great Futures Mentoring Program gave 40% of students in the 21st CCLC Program a mentor who came once per week. Mentors reported a 90 percent decrease in anti-social behavior by students and a 90% increase in perception of social support.

Improve school attendance, improve grades, and improve attitude toward school. Met the stated objective of improving grades. Did not meet, but progressed toward the stated objective of improving attitude toward school (Local Evaluation).

- » 50 percent of teachers reported that the students in the program either did not need to improve or had improvement in participating in class and behaving in class
- » 57 percent of teachers also reported that students either didn't need to improve or had improvements in their academic performance.
- » Club Members have a higher GPA of 2.83 compared with 2.75 for the district average
- » Club Members miss less days of school, 5.79 compared with 10.03 for the district average.
- » Students in the 21st CCLC Program have fewer behavioral referrals than their peers that do not take part, 7.4 average referrals for these students versus the 10.05 district average.

Increase in healthy habits. Met the objective (Local Evaluation).

- » 100% of participants participated in programming about staying away from drugs, alcohol, and tobacco.
- » Students can take part in sports leagues like basketball, soccer, flag football, volleyball, and dance.

- » The local food bank provides a healthy snack and meal daily as well as weekly nutrition programs.
- » Students in the program participate in weekly nutrition education activities.
- » Students are offered the opportunity to take part in a healthy cooking class.

Increase community involvement of youth. Did not meet, but progressed toward the stated objective (Local Evaluation).

- » 50% of students in the 21CCLC program participate in weekly service learning programs culminating in monthly community involvement projects.

PARTNERSHIPS.

Partners in the BCG Program are all unpaid and provide a variety of services. The Waterloo Community School District bused youth from school to the program at no cost. The Northeast Iowa Food Bank provided healthy meals and snacks daily to the Club members. The University of Northern Iowa and Hawkeye Community College provided interns and volunteers. The Volunteer Center of the Cedar Valley provided a weekly program for Club members which gets them engaged in volunteering in the community. The Waterloo Police Department spoke to participants monthly about public safety, avoiding substance abuse, and gangs.

SUSTAINABILITY.

Sustainability plans include funding, volunteers, and partners. Besides the normal fund raising efforts that impact the budget, the Boys & Girls Clubs of the Cedar Valley has recently created an endowment with the Community Foundation of Northeast Iowa to ensure that youth have the opportunity to receive programming for many years to come. The BGC Board reviews the organization's established sustainability plan continuously to ensure that the Club does not become too dependent on one source in this ever changing economic environment. More than 500 volunteers contributed to BGC programs last year, increasing sustainability. Partners are unpaid and provide services as indicated above.

BOYS & GIRLS CLUBS OF THE CEDAR VALLEY SUMMARY.

Boys & Girls Clubs of the Cedar Valley has had success with its 21st CCLC Program. A total of 73 students attend and 50 students are regular attendees of the BCG 21st CCLC Program. All objectives were met or progress was made toward meeting them. Partners are active and provide services at no cost to the Program. Sustainability plans are in place and the BCG indicated that the program will continue.

Burlington CSD

Burlington CSD had three centers for 2014-2015. There were 228 regular attendees at the three centers and fifteen partners for the Burlington CSD centers (*Local Evaluation*).

Burlington CSD 21st CCLC Program Summary Chart

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Burlington CSD	9	15	Aldo Leopold and Edward Stone Middle Schools and North Hill Elementary Schools	400	246
TOTALS		15		400	246

Information on Partners was taken from the End-of-year Survey.

Attendance data was taken from data files supplied by the Grantee.

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

OBJECTIVES.

Burlington CSD listed three goals for the 21CCLC Program. Each goal had its own objectives. In addition to providing ratings for objectives and how progress on meeting objectives was measured, Burlington CSD added recommendations for objectives for the following year. Recommendations were specific to each objective and varied from changes in measurement devices to elimination of the objective.

Burlington CSD 21st CCLC Program Summary Chart

Objective	Method of Measurement	Rating of Progress
Goal 1: Improve academic achievement in reading and math by one year's growth.		
Objective 1: Students within the PIECES will make a .5 gain as measured on the STAR Math and STAR Reading programs by January 2015 and an additional .5 gain by the end of May 2015.	STAR Reading and Math scores from fall of 2014 were compared to scores in spring of 2015.	Did not meet the objective, but progress was made
Objective 2: Students within PIECES will achieve one year's growth based on Iowa Assessment standard score by end of May 2015.	Iowa Assessment scores from the 2013/2014 school year were compared to the 2014/2015 school year scores. Expected growth was then assessed using the Iowa Assessments growth chart.	Did not meet the objective, but progress was made
Goal 2: Decrease risk factors and improve protective factors.		
Objective 1: By May 2015, students in the program will have 6 or less unexcused absences per year.	School data on attendance.	Did not meet the objective, but progress was made
Objective 2: Students will decrease out of school suspensions and office referrals by 10% for the 2014-2015 academic school year.	School data on removals including, suspension, expulsion or interim setting was tracked. This was compared to data from 2013/2014 to 2014/2015 school year.	Met the stated objective

Objective 3: By May 2015, students in the PIECES program will demonstrate significant improvement in the following areas: confidence, persistence, organization and getting along with others as measured by student surveys.	Student Surveys. (Note: surveys were not administered).	Unable to measure the stated objective
Objective 4: By May 2015, students will be exposed to a minimum of five enrichment activities as measured by the number of community stakeholders contributing activities.	Reviewed programming schedules and the number of community organizations/businesses that contributed to programming.	Met the objective
Goal 3: Provide resources for improving parenting skills and family literacy		
Objective 1: By May 2015, 75% of our parents will report positive increases in their parent role and greater involvement in their children’s education as measured by evaluation surveys.	Evaluation Surveys. (Surveys were not administered.)	Unable to measure the stated objective
Objective 2: By May 2015, a minimum of 100 parent/non-parent community members will have participated in a minimum of 1 program/service areas in the areas of parenting skills, adult literacy, computer/technology or vocational training as measured by attendance logs.	There is no specific data available to support this objective.	Did not meet the objective, but progress was made

PARTNERSHIPS.

Burlington CSD had 15 partners for its 21st CCLC Program, all of them unpaid by the 21st CCLC budget. Partners were active and led activities. For example, the Burlington Public Library sponsored a scavenger hunt for attendees and the Burlington Police Department provided support throughout the program.

In 2014/2015 the Burlington Police Dept. partnered with the Burlington School District to help mentor, teach, and build relationships with the youth of the district in the after school program. The police department could see a need in the community to have their officers interacting in a positive manner with the youth of the community. In doing so we could also see the added benefit of deterring crime and enhancing the lives of all. Officers have volunteered to lead clubs, coach programs, and assist with homework assignments for the students to help enrich the students’ lives. These clubs and programs varied from law enforcement related topics (interviewing, report writing, hand cuffing, FTO, SRO, explorer post) to playing team related sports (football, basketball, and volleyball) (*Information from Burlington CSD*).

SUSTAINABILITY.

Burlington CSD reported, “The District is committed to sustaining the PIECES program beyond the grant which is why they fund the administrative positions with alternative funding sources.” All partners are unpaid and provide volunteers and services. In addition, the Burlington Kiwanis organization donates funding to help grow and continue the program.

BURLINGTON CSD SUMMARY.

The 21st CCLC Program for Burlington CSD has shown success. The four centers in the program serve 246 regular attendees. Although only two objectives were met, the local evaluation provided

recommendations for changes to the objectives to help them better measure the program goals. Partnerships are exceptional with the program with 15 unpaid partners providing volunteers and services and funding. No formal sustainability plan was described but Burlington CSD stated it was committed to continuing the Program beyond the grant.

“The Afterschool program has given kids at Ed Stone an opportunity to kids to get involved in something who don’t usually get involved in activities. It also helped kids learn how to deal with peers and stressful situations differently.” - Edward Stone Middle School Principal, Brian Johnson

“We always feel welcome during the special family nights. The staff is always ready to assist and make the evening fun for our entire family.” - 21st CCLC Parent

“As a parent I really appreciate how the 21st Century Before/After School program provides interesting, highly participatory activities for all its students. My children love it!” - 21st CCLC Parent

Central Decatur CSD

The Central Decatur 21st CCLC Program is a collaborative effort that partners Central Decatur and Mormon Trail Community School Districts, and Graceland University, Lamoni, Iowa. For 2014-2015, the Central Decatur 21st CCLC Program had centers at three schools: Mormon Trail, North and South Elementary Schools. The total number of students served was 190 (*Local Evaluation*).

Central Decatur CSD 21st CCLC Program Summary Chart

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Central Decatur CSD	9	9	Mormon Trail, North and South Elementary Schools	190	137
TOTALS		9		190	137

Information on Partners was taken from the End-of-year Survey.

Attendance data was taken from data files supplied by the Grantee.

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

OBJECTIVES.

Central Decatur CSD listed two objectives for each of the three centers for 2014-2015, which are the same as 2013-2014 (*Local Evaluation*).

Each 21st Century Community Learning Center site may have building specific needs. However, there are two main objectives that are embedded in each 21st century program. They are listed below:

Objective	Assessment Tool	Assessment Method
85% of students (attending 30 or more days) will be proficient in reading as measured by the MAP (Measures of Academic Progress) by June 2015. (grades 2-6)	MAP- Measures of Academic Progress	Spring testing-grades 2-6
85% of students (attending 30 or more days) will be proficient in math as measured by the MAP (Measures of Academic Progress) by June 2015. (grades 2-6)	MAP- Measures of Academic Progress	Spring testing-grades 2-6

The local evaluation rated the success of both objectives as not met, but progress was made toward the objective, stating "...that the learning centers fell short of the 85% proficiency objective; however, there is strong evidence of student growth in both Reading and Math across all grade levels and centers indicating critical and positive progression toward their original objective." The local evaluators recommended that students with regular attendance in the 21st CCLC Program be tracked over three years to determine the long term impact of the program.

PARTNERSHIPS.

Central Decatur was supported by nine partners for the 21st CCLC Program. All of the partners were unpaid and included the Humeston Public Library and Leon Public Library, Graceland University and the Decatur County Rotary club.

SUSTAINABILITY.

Central Decatur does not have a formal sustainability plan in place but is actively recruiting new partners that would help with continuing the program once funding ends. Central Decatur reported that the program is committed to offering 21st CCLC services at little or no cost.

CENTRAL DECATUR CSD PROGRAM SUMMARY.

Central Decatur has experienced success with the 21st CCLC Program. The three centers in the Program serve a total of 190 students. The two shared objectives were not met, but progress was made toward meeting both of the objectives. The program at Central Decatur has nine active partners, all unpaid, that provide service and support for the program. Sustainability plans are just starting, with an emphasis on obtaining more partners.

“Parents verbally support the program and ask each year if it will be offered as it fills a void for school age childcare in each district”

- Amy Whittington, 21st CCLC School Principal



Clinton CSD

Clinton CSD had two programs with centers at five schools. The number of total students served at all five schools was 168, with 79 percent of student having regular attendance.

Clinton CSD 21st CCLC Program Summary Chart

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Clinton CSD	6	6	Whittier Elementary and Clinton Schools	126	91
Clinton CSD	8	6	Bluff, Jefferson and Eagle Heights Elementary Schools	168	135
TOTALS		7		294	226

Information on Partners was taken from the End-of-year Survey.

Attendance data was taken from data files supplied by the Grantee.

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

OBJECTIVES.

The two cohorts for Clinton CSD had goals and objectives. Cohort 6 had three goals with five objectives and Cohort 8 had three goals with ten objectives. The local evaluation provided complete information on how progress on objectives was measured and what problems in measuring occurred and how to address those problems.

Clinton CSD 21st CCLC Objectives

Objective	Rating of Progress
Cohort 6 – Whittier Elementary School and Clinton Middle School	
Goal G1: Staff Student Adventures Programs at Whittier Elementary, Washington Middle School and Lyons Middle School and 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.	
Objective G1-1: 70% of Student Adventures participants will move from reading and/or math non-proficient to proficient after two years of program participation as measured by Iowa Assessment scores each year.	Did not meet, but progressed toward the stated objective
Objective G1-2: 100% of Student Adventures participants will participate in a minimum of 2 hrs/week in the school year and 15 hrs/week for 4 weeks in the summer of academic enrichment classes.	Met the stated objective
Goal G2: Staff Student Adventures programs at Whittier Elementary, Washington Middle School and Lyons Middle School and provide before, after, and summer programs that increase positive bonding to school and decrease truancy and early initiation into substance use by offering by offering enrichment in the areas of substance abuse and violence prevention, recreation, personal safety, service-learning and wellness.	
Objective G2-1: 75% of Student Adventures participants will increase positive bonding to school as evidenced by a 5% per year of participation increase in their daily average school attendance and 85% attendance in Student Adventures programs as measured by	Did not meet, but progressed toward the stated objective

CCSD attendance records.

Objective G2-2: 50% of Student Adventures participants will delay their initiation into substance use by 1 year for each year of program participation as evidenced by IYS cohort data.	Unable to measure progress on the stated objective
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Goal G3: Staff Student Adventures programs at Whittier Elementary, Washington Middle School and Lyons Middle School and provide before, after, and summer programs that support family literacy by providing access to literacy programs, opportunities, and services.

Objective G3-1: 20% of parents will participate in a minimum of 2 family literacy activities/year offered through their school's Community Learning Center (Student Adventures) as evidenced by activity/participation records.	Met the stated objective
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Cohort 8– Bluff, Jefferson, and Eagle Heights Elementary Schools

Goal I (G1): Assist at-risk students in achieving Iowa Core Curriculum proficiency standards through Student Adventures programs at Bluff, Jefferson and Eagle Heights Elementary Schools by providing targeted reading/math intervention and remediation for early learners (K-1) students and students transitioning to middle school (Gr 5).

Objective G1-1: After 12 months in the Student Adventures program, when matched by similar demographics to non-participants in their school, a higher percentage of 5th grade Student Adventures participants will be at grade level as measured by Iowa Assessments.	Met the stated objective
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Objective G1-2: After 12 months in the Student Adventures program, when matched by similar demographics to non-participants in their school, a higher percentage of kindergarten and 1st grade Student Adventures participants will be at grade level as measured by Fall and Spring FAST assessments.	Met the stated objective
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Objective G1-3: 80% of parents will agree that their child's academics have improved and that the Student Adventures program provides extra academic support as measured by parent surveys.	Met the stated objective
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Objective G1-4: 80% of regular attendees in the Student Adventures program will agree that they are doing better in school since attending the program as measured by student surveys.	Met the stated objective
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Objective G1-5: Teachers with students enrolled in the Student Adventures programs will agree that 75% of their students have improved academic performance as measured by teacher surveys.	Did not meet, but progressed toward the stated objective
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Goal 2 (G2): Assist K-1 and 5th grade at-risk students in to increase positive bonding to school and community and decrease truancy through Student Adventures programs at Bluff, Jefferson and Eagle Heights Elementary Schools by offering prevention and wellness activities.

Objective G2-1 80% of Student Adventures participants will decrease their school absences to less than 5 days absent from the regular school day and less than 5 days absent from Student Adventures programs.	Did not meet, but progressed toward the stated objective
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Objective G2-2: 90% of students in the Student Adventures program will agree that they like the program and look forward to the program as measured by student surveys.	Met the stated objective
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Objective G2-3: Teachers with students enrolled in the Student	Did not meet, but
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Adventures program will agree that 75% of their students are more engaged in the learning process as measured by teacher surveys.	progressed toward the stated objective
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Goal 3: Support family literacy by providing access for parents of at-risk children at Bluff, Jefferson and Eagle Heights Elementary schools to literacy programs, opportunities and services.

Objective G3-1 50% of parents with students in the Student Adventures program will participate in a minimum of 2 family literacy and/or ESL activities/year as evidenced by activity/participation records.	Did not meet, but progressed toward the stated objective
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Objective G3-2 80% of parents attending Family Literacy events will agree that the event(s) helped them assist their child to succeed as measured by event-specific post-activity evaluations.	Unable to measure progress on the stated objective
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PARTNERSHIPS.

Clinton CSD had seven partners for the 21st CCLC Program. No listing of partners was provided and details on partnerships including how many unpaid and unpaid partners there were or exactly what services they offered was not in the local evaluation. For Cohort 6, the Clinton Recreation Department and Area Substance Abuse Council were listed as integral parts to action steps for Goal 2.

SUSTAINABILITY.

Future sustainability for the Clinton CSD 21st CCLC Program is addressed in the local evaluation. Minutes of the Governance Board for the Program indicated substantial discussion on sustainability planning. In addition, the local evaluation stated, "The Student Adventures Program Director has been effective regarding program sustainability and a sustainability plan is on file with the Student Adventures Program Director and District. The sustainability plan is reviewed annually."

CLINTON CSD SUMMARY.

Clinton CSD has experienced success with the 21st CCLC Program (Student Adventures Program). The Program served 226 regular attendees. All but one objective was either met or progress was made toward meeting the objective. One objective was not measured but the local evaluation indicated clarification of data was requested.

Partners are active but it is suggested that more detailed information on partners be included in future local evaluations. Clinton CSD has a sustainability plan on file and it is regularly updated.



Council Bluffs CSD

Council Bluffs CSD established the 21st CCLC Program as CB D.R.E.A.M.S. (Council Bluffs Developing Relationships Engaging All Middle Schoolers) at two campuses. Kirn and Wilson Middle Schools served more than 1,400 students, more than initially anticipated. The 21st CCLC Program at Wilson Middle School was supported by 52 partners and Kirn Middle School was supported by 50 partners (*Local Evaluation*).

Council Bluffs CSD 21st CCLC Program Summary Chart

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Council Bluffs CSD	9	30	Woodrow Wilson and Kirn Middle Schools	1,472	373
TOTALS		30		1,472	373

*Information on Partners was taken from the End-of-year Survey.
Attendance data was taken from data files supplied by the Grantee.
Regular attendees attended the after school programs for at least 30 days.*

OBJECTIVES.

The CB D.R.E.A.M.S. had six objectives. The objectives and how Council Bluffs CSD rated them are shown in the table below (*Local Evaluation*).

Council Bluffs CSD 21st CCLC Program Summary Chart

Objective	Success Rating
By June of each year, program participants will experience greater growth in reading as measured by performance on Iowa Assessments and/or district assessments as compared to nonparticipants after accounting for at risk factors.	Met the stated objective
By June of each year, program participants will experience greater growth in math as measured by performance on Iowa Assessments and/or district assessments as compared to nonparticipants after accounting for at risk factors.	Met the stated objective
By June of each year, participants will show a greater annual school attendance rate than nonparticipants.	Did not meet, but progressed toward the stated objective
By June of each successive year, 75% of program participants who participate 30 or more days will show an increase in hope, engagement, and sense of well-being measured by the Gallup Student Poll (2014-15 will be baseline year).	Did not meet, but progressed toward the stated objective
By June of each year, 75% 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, career focus, and social skill development.	Met the stated objective
By June of each year, at least 50% of program participants will have had family participation in at least one of the family literacy or family community resource sessions.	Met the stated objective*

*The Local Evaluation indicated that “overall, this objective was achieved however per site it fell short of the 50% participation goal.”

Council Bluffs reported that the following methods were used to determine the ratings for objectives. Supporting evidence was given in the local evaluation to support objective ratings (*Local Evaluation*).

- » Iowa State Assessment scores (Objective 1 & 2)
- » Average Daily Attendance records (Objective 3)
- » Gallup Student Poll (Objective 4)
- » Post Surveys for Parent Feedback (Objective 5)
- » Track Family Participation (Objective 6)
- » Student, Staff & Community Partner Surveys (Objective 5)
- » Youth Services software to track program attendance, participant and staff data

PARTNERSHIPS.

Partners for the Council Bluffs CSD 21st CCLC Program offered a variety of services at little or no cost. Partners included public organizations like the Omaha National Park Service, city service departments, and colleges. Business partners were also involved in the program and include hospitals, Google, senior centers and banks. Council Bluffs CSD gave special mention of Captain Curtis McKeon from the Council Bluffs Fire Department. He provided a curriculum that gave students hands-on experiences related to a firefighting career. Beyond that the curriculum set high expectations for the middle school students, including wearing appropriate attire, social skills and confidentiality needed when being present at a fire house. Council Bluff CSD stated, *“This amazing experience would not exist without the hard work, persistence and especially the engaging relationship building of Captain McKeon.”*



SUSTAINABILITY.

Council Bluffs CSD did not include specific sustainability plans but noted that they solicit partners that provide funding, in-kind donations and programming at no cost. Council Bluffs CSD also provided additional funding for the program.

COUNCIL BLUFFS CSD SUMMARY.



This was the first year for the Council Bluffs CSD 21st CCLC Program and it has experienced success. CB D.R.E.A.M.S. has served more students than anticipated and four of six objectives have been met. The Local Evaluation included recommendations for improvement. Partners play an active role and provide services and funding. A formal sustainability plan is not in place.

“The activities have really encouraged his risk-taking; he tried things that he didn't think he'd like and he loved them. They've helped with confidence because he's learned new things and is really proud of that learning. Definitely future thinking!” - Council Bluffs Parent

“I love afterschool programs because I have the opportunity to do things my family couldn't afford” - Council Bluffs Student

“What I like most about the Before/After School Activities is that there is a balance between fun and learning” - Council Bluffs Student

“I am so impressed by the number of community members and partners that have stepped up in our community. Our students and families have seen first hand the Council Bluffs community come together for a great cause!” - Council Bluffs Staff



Davenport CSD

The Davenport CSD 21st CCLC Program, called Stepping Stones, is a collaborative project of the City of Davenport Parks and Recreation, Davenport Community School District, and Iowa State University Extension and Outreach, Scott County. For 2014-2015, Stepping Stones had five schools in the program. A total of 453 students were served by the five sites (*Local Evaluation*).



Davenport CSD 21st CCLC Program Summary Chart

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Davenport CSD	7	na	Hayes and Washington Elementary Schools	207	96
Davenport CSD	8	na	Jefferson Elementary School	95	46
Davenport CSD	9	na	Madison Elementary School and JB Young K-8 School	151	76
TOTALS		18		453	218

*Information on Partners was provided by the Program Director.
Attendance data was taken from data files supplied by the Grantee.
Regular attendees attended the after school programs for at least 30 days.*

OBJECTIVES.

Each of the three programs for Davenport 21st CCLC developed three objectives to help determine the success of the program. The objectives for each program are shown in the table below. The table also includes how the rating was determined for each site (*Local Evaluation*).

Davenport CSD 21st CCLC Objectives

Objective	Madison/JB Young	Washington/Hayes	Jefferson
Stepping Stones participants will show increased growth in reading over the course of the school year in comparison to like-demographic students from the same school who do not participate in 21st CCLC programs.	Did not meet, but progressed toward the objective. This rating was selected because at some grade levels, Stepping Stones participants outpaced the growth of non-Stepping Stones participants, but not at all grade levels.	Did not meet, but progressed toward the objective. This rating was selected because at some grade levels, Stepping Stones participants outpaced the growth of non-Stepping Stones participants, but not at all grade levels.	Did not meet, but progressed toward the objective. This rating was selected because at some grade levels, Stepping Stones participants outpaced the growth of non-Stepping Stones participants, but not at all grade levels.
Stepping Stones participants will show increased growth in	Unable to be measured during the 2014-2015 school	Unable to be measured during the 2014-2015 school year.	Unable to be measured during the 2014-2015 school year.

<p>math over the course of the school year in comparison to like-demographic students from the same school who do not participate in 21st CCLC programs.</p>	<p>year.</p>		
<p>80% of Stepping Stones participants will be proficient for their grade level in teacher-preferred social behaviors, peer-preferred social behaviors, and classroom adjustment behaviors.</p>	<p>Did not meet stated objective. This rating was selected because fewer than 80% of students were rated as “proficient.”</p>	<p>Met stated objective. This rating was selected because more than 80% of regular Stepping Stones attenders received a score of “proficient.”</p>	<p>Did not meet, but progressed toward stated objective. This rating was selected because the number of students who scored “proficient” grew over the school year, fewer than 80% of regular Stepping Stones attenders received a score of “proficient” at the end of the school year.</p>

The local evaluation included how objectives were assessed, what assessment tool was used and the assessment timeline for the evaluation. A summary table from the local evaluation is shown below (*Local Evaluation*).

Objective	Assessment Tool	Assessment Method	Assessment Timeline
<p>Stepping Stones participants will show increased growth in reading over the course of the school year in comparison to like-demographic students from the same school who do not participate in 21st CCLC programs.</p>	<ul style="list-style-type: none"> Kindergarteners were not given a consistent, district-wide assessment during the 2014-2015 school year, due to statewide changes in accepted assessment products. First Grade students are assessed using DIBELS, and use the CLS (Correct Letter Sounds) and WWR (Whole Words Read) subscales. Second Grade students are assessed using DIBELS DORF (Daily Oral Reading Fluency) subscale. Third-Fifth Grade students at most sites use SRI (Scholastic Reading Inventory). However, one site uses MAP (Measures of Academic Progress). 	<p>Students are assessed during the school day, and information is shared with Stepping Stones administrative staff. Students who are regular Stepping Stones attenders (more than 30 days) have their free-reduced lunch status matched with non- Stepping Stones attenders from the same school. Growth over the course of the school year is compared between the two groups (Stepping Stones and non-Stepping Stones).</p>	<p>August (baseline) May (post assessment)</p>

Stepping Stones participants will show increased growth in math over the course of the school year in comparison to like-demographic students from the same school who do not participate in 21st CCLC programs.

Davenport Schools can no longer use Scholastic Math inventory (SMI) as the standardized district-wide assessment. No math assessment has currently replaced SMI.

80% of Stepping Stones participants will be proficient for their grade level in teacher-preferred social behaviors, peer-preferred social behaviors, and classroom adjustment behaviors.

- 1) The Walker-McConnell scale was designed to sample the two primary adjustment domains that usually are subsumed under the broad term of social competence – that is, adaptive behavior and interpersonal social competence. Adaptive behavior refers to the skills necessary to function independently in classroom instructional settings, and interpersonal social competence refers the skills necessary to maintain adequate social interactions and relationships with others. The Walker-McConnell scale consists of three subscales:
- 2) Teacher-Preferred Social Behavior, measuring peer-related social behavior that is highly valued or preferred by teachers.
- 3) Peer-Preferred Social Behavior, measuring peer-related behavior that is highly valued by peers.
- 4) School Adjustment Behavior, measuring adaptive social-behavioral competencies highly valued by teachers in classroom instruction contexts.

Students are assessed twice each year by Stepping Stones staff members, according to the instrumental instructions. Scores are tabulated and percentile equivalent scores are used to determine if students are deemed proficient for adaptive behavior and social competence, according to the scale psychometrics.

October (baseline)
May (post assessment)

PARTNERSHIPS.

Davenport CSD had 18 partners for the 21st CCLC Program, of which 10 were unpaid. Partners provided services to the program. Examples of direct student services provided included enrichment activities such as Japanese lessons, art lessons, STEM, and ZUMBA. Other services performed by partners were evaluation, providing support staff, and professional development for 21st CCLC staff members.

Two **standout** initiatives were reported by the Davenport CSD 21st CCLC Program Director.

Last year a former Stepping Stones student that is now in high school approached me about teaching theatre and STEM Activities to students in the program. She said she loved the afterschool program and wanted to give kids the same experience she had when she was a student. She had developed and written an 8 week progressive curriculum that differentiated for each grade level and culminated with the student performing their own play at the end of the 8 week experience. This experience was very successful and she has returned this year to offer the same thing at a different afterschool program.

We have a unique partnership with Palmer College of Chiropractic. Students can elect to participate in the work-study program America Reads and have the option of interviewing for a slot working within the Stepping Stones Program. All of these volunteers are working toward their Doctorate of Chiropractic and through America Reads Program they volunteer in the Stepping Stones program at least 7 hours per week providing additional academic support and mentoring to our students in the Stepping Stones Programs. This is at no cost to the Stepping Stones Program, the America Reads Program is a Federal Work Study Program and Palmer chose to adopt the Stepping Stones afterschool programs to place their students. We currently have a core of 15 Palmer Work Study students providing support within the programs each day.

SUSTAINABILITY.

Davenport CSD has a layered sustainability plan. Efforts for sustainability included in-kind support by partners, additional grant funding, employee gifts through payroll deduction, direct funding support from Title I and Iowa Schools in Need of Assistance (SINA), and increased volunteers from the Palmer College of Chiropractic through the America Reads Program.

DAVENPORT CSD SUMMARY.

Davenport CSD has experienced success with its 21st CCLC Program. Called Stepping Stones, the program served 418 total students at five centers. Objectives were not met for most cohorts but improvements in meeting and measuring objectives was included in the local evaluation. Partners provide needed services and a sustainability plan is being implemented.

“My children love all the activities they do here” - Stepping Stones parent



“This place would not be the same without the 21st CCLC grant. We are supporting our families in a way that I would never have imagined, both in and out of school. We have gained a whole new level of trust with our families and they know Madison is a safe place and that the staff at Madison cares about and for them. We have done all of this in a respectful and sensitive way. I couldn’t be prouder of how this grant has transformed our school!” - Principal, Madison Elementary

Des Moines CSD

Des Moines CSD 21st CCLC had three funding cohorts with 20 centers. The centers served almost 3,500 total students.

Des Moines CSD 21st CCLC Program Summary Chart

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Des Moines CSD	7	12	Brody Middle School and Capitol View, King, McKinley and Monroe Elementary Schools	1,161	666
Des Moines CSD	8	12	River Woods, Willard, Morris, Samuelson, Christ the King, Garton and Hillis Elementary Schools	1,366	947
Des Moines CSD	9	5	Callahan, Goodrell, Harding, Hiatt, Hoyt, McCombs, Meredith and Weeks Middle Schools	960	792
TOTALS		20		3,487	2,405

Attendance data was taken from data files supplied by the Grantee.

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

OBJECTIVES.

Each cohort of schools in the Des Moines CSD 21st Program had its own list of objectives. The objectives and their status are listed below. Included is justification for ratings (*Local Evaluation*).

Des Moines CSD 21st CCLC Objectives

Objective	Brody, Capitol View, King, McKinley, Monroe	Garton, Hillis, River Woods, Samuelson, Willard	Callanan, Goofrell, Harding, Hiatt, Hoyt, Meredith, McCombs, Weeks
DMPS will provide afterschool programming 5 days per week, for 1-3 hours per day, to students in identified schools.	Met the stated objective <i>21CCLC programs are offered an average of 5 days per week, for 3 hours per day at all schools.</i>	Met the stated objective <i>21CCLC programs are offered an average of 5 days per week, for 3 hours per day at all Cohort VIII schools.</i>	NA
80% of students will make gains in math levels as measured by formative assessments.	Did not meet, but progressed toward the stated objective <i>Overall cohort VII made 73% gains in math based on the SMI (scholastic math inventory)</i>	Did not meet, but progressed toward the stated objective <i>Overall cohort VIII made 77% gains in math based on the SMI (scholastic math inventory).</i>	NA

	<i>assessment, with McKinley and Monroe making the goal with 84% and 83% gains respectively.</i>		
80% of participants will make gains in reading levels as measured by formative assessments.	Met the stated objective <i>Overall cohort VII made 83.78% gains in reading based on the SRI (scholastic reading inventory) assessments.</i>	Met the stated objective <i>Overall cohort VIII made 88.59% gains in reading based on the SRI (scholastic reading inventory) assessments.</i>	NA
24% of non-proficient participants will improve from not proficient to proficient or above in math on state assessments annually. <i>This objective has been amended to reflect the SMART goal: 10% of non-proficient participants will improve from not proficient to proficient or above in math on state assessments annually.</i>	Met the stated objective <i>Overall cohort VII 16% of students improved from not proficient to proficient on state assessments. While this does not meet the original goal of 24%, it does meet the amended goal of 10%. The goal was amended to reflect the Iowa Consolidated State Application Accountability Workbook requirement of 10% for Safe Harbor.</i>	Met the stated objective <i>Overall cohort VIII 16.8% of students improved from not proficient to proficient on state assessments. While this does not meet the original goal of 24%, it does meet the amended goal of 10%. The goal was amended to reflect the Iowa Consolidated State Application Accountability Workbook requirement of 10% for Safe Harbor.</i>	NA
24% of non-proficient participants will improve from not proficient to proficient or above in reading on state assessments annually. <i>This objective has been amended to reflect the SMART goal: 10% of non-proficient participants will improve from not proficient to proficient or above in reading on state assessments annually.</i>	Met the stated objective <i>Overall cohort VII 14.1% of students improved from not proficient to proficient on state assessments. While this does not meet the original goal of 24%, it does meet the amended goal of 10%. The goal was amended to reflect the Iowa Consolidated State Application Accountability Workbook requirement of 10% for Safe Harbor.</i>	Met the stated objective <i>Overall cohort VIII 22% of students improved from not proficient to proficient on state assessments. While this does not meet the original goal of 24%, it does meet the amended goal of 10%. The goal was amended to reflect the Iowa Consolidated State Application Accountability Workbook requirement of 10% for Safe Harbor.</i>	NA
85% of participants will demonstrate improvement in homework completion, classroom participation, and behavior as measured by classroom teacher	NA	Met the stated objective	NA

reports.			
95% of participating families will indicate satisfaction with the program as measured by parent surveys.	NA	Met the stated objective <i>96% of parents rated the program "good" or "excellent" on parent feedback surveys.</i>	NA
DMPS will provide afterschool education enrichment activities in collaboration with community partners, that promote positive youth development, encourage student engagement, and offer extended learning opportunities.	NA	Met the stated objective <i>DMPS enjoys collaboration with a variety of community partners including: ASAP, CultureAll, Community Youth Concepts, Grubb YMCA, Global Arts Therapy, The Jane Foundation and United Way.</i>	NA
DMPS will provide family literacy events a minimum of four times per year to engage students and their families in interactive literacy activities.	NA	Met the stated objective <i>All 21CCLC sites held at least 4 family events over the course of the school year and participated in the 21CCLC Maker's Convention-attended by over 500 people.</i>	NA
Provide summer time academic enrichment activities 5 days per week, for 3-4 hours per day, for six weeks to students in identified schools.	NA	NA	Met the stated objective <i>Summer programming was offered in eight middle schools five days per week for eight hours per day, four hours more than the additional goal- which was made possible with partnerships from United Way and Des Moines Public Schools.</i>
80% of participants will maintain or improve their scores on the Scholastic Reading Inventory (SRI) from Spring to Fall. <i>This objective has been amended to reflect the SMART goal: 65% of participants will maintain or improve their scores on the SRI from spring to fall.</i>	NA	NA	Met the stated objective <i>Overall cohort IV 65.2% of students maintained or improved scores on the SRI. While this does not meet the original goal of 80%, it does meet the amended goal of 65%. The goal was amended after discussion with external evaluator and inspection of overall district growth patterns.</i>

80% of participants will maintain or improve their scores on the Scholastic Math Inventory (SMI) from Spring to Fall.

This objective has been amended to reflect the SMART goal: 50% of participants will maintain or improve their scores on the SMI from spring to fall.

NA

NA

Did not meet, but progressed toward the stated objective
Overall cohort IV 44% of students maintained or improved scores on the SMI. This does not meet the original goal of 80%, nor the amended goal of 50%. The goal was amended after discussion with external evaluator and inspection of overall district growth patterns.

Provide a family literacy event to engage students and families in interactive activities, strengthening parent-child relationships and academic performance.

NA

NA

Met the stated objective
The culminating event of the summer brings together community partners, students and parents and a relationship building event.

95% of participating families will indicate satisfaction with the family literacy even as measured by parent surveys.

NA

NA

Met the stated objective
100% of participation families rated the program either "good" or "excellent" on parent feedback surveys.

PARTNERSHIPS.

Des Moines CSD 21st CCLC Programs had a variety of partners, both paid and unpaid. Partners provided services and funding. For example, the summer school program was supported financially by United Way and Des Moines CSD while AmeriCorps provided free staffing. Other programs provided by partners included "Half-Pints Poetry" by Movement 515 and Music Therapy by Kids in Harmony, Inc.

SUSTAINABILITY.

Sustainability for Des Moines CSD 21st CCLC Programs is being planned for and includes financial support, capacity building through one time purchases (technology and equipment) and creating a system of afterschool programs that can continue after 21st CCLC grant funds are unavailable. Des Moines CSD has hired three Community School Coordinators to assist with sustainability initiatives and an enterprise fund has been started to help the programs continue.



DES MOINES CSD SUMMARY.

Des Moines CSD has had success with its 21st CCLC Program. All objectives were either met or progress was made toward them. They served approximately 3,500 students and almost 70 percent attended regularly. Partners provided services and financial support and sustainability plans have not only been made, but are well into the implementation phase.

The greatest thing about 21CCLC are the friends you make. - CCLC Student

My child comes home happier every day! I like to see how excited she is to talk to me about her day. - CCLC Parent

I like that my kids have a lot of help to advance in reading, as that is one of the barriers I've had. Thank you for your availability and interest in helping us so that our kids can advance in their studies. - CCLC Student

I don't have to be home alone anymore and I get to meet lots of new people. - CCLC Student



Dubuque CSD: Leadership Enrichment After School Programs (LEAP)

Dubuque CSD 21st CCLC had centers at two schools. The centers served over 550 total students. Regular attendees increased 11.7 percent from the previous year, exceeding the 21st CCLC goal of increasing regular attendance by 10 percent.

Dubuque CSD 21st CCLC Program Summary Chart

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Dubuque CSD	6	15	Jefferson Middle School, Washington Middle School	574	124
TOTALS		15		574	124

Information on Partners was taken from the Local Evaluation.

Attendance data was taken from data files supplied by the Grantee.

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

OBJECTIVES.

Dubuque CSD had four objectives for its 21st CCLC Program and reported that all four objectives were met.

Dubuque CSD 21st CCLC Program Summary Chart

Objective	Progress	Measuring Instrument(s)
To increase the well-being of middle school students by focusing on academic achievement	Met the stated objective	Measured by attendance and participation, teacher surveys, MAP and ITBS scores
Enhance the health and social well-being of students enrolled in after school programming	Met the stated objective	Measured by attendance and participation, teacher surveys, annual BMI, office referrals
To promote preparation for a productive adulthood by proving high quality and structured activities for ASP Middle School Students	Met the stated objective	Measured by attendance and participation, teacher surveys, office referrals, anecdotal accounts
To promote supportive family structures and safe home environments.	Met the stated objective	Measured by surveys, anecdotal data and focus groups.

For each objective Dubuque CSD set several assessment targets to help measure achievement. If the assessment targets were achieved then the objective was achieved. For example to measure Objective 2 (*Enhance the health and social well-being of students enrolled in after school programming*), assessment targets included:

- » Improve Student Achievement
- » Reach Targeted Participation Levels in Core Educational Services

- » Meet Planned Hours of Operation
- » Offer a Particular Type of Activity or Service

PARTNERSHIPS.

LEAP had 15 partners providing services and assistance, most of them for free. Services provided for CCLC attendees included mentoring, diversity training, physical activities, outdoor education, STEM lessons, literacy based activities, and activities to promote self-esteem, teamwork and character building. For example, the LEAP Director reported,

E.B. Lyons Interpretive Center/Mines of Spain, National Mississippi River Museum and Aquarium and Dubuque County Conservation Swiss Valley Park are three like partnering organizations with unconventional tools: rivers, creeks, museums, water testing sites, wet labs, wetlands, prairies, to name a few. STEM curriculum is the base of all programs. Their educational aim is to inspire the next student generation through programs that improve science literacy and encourage environmental advocacy. Each agency has a 5 year relationship with the Dubuque ASP and listed as partners; offering programs at no expense such as “Bite Safety” to “Animal Care and Responsibility.”

SUSTAINABILITY.

The community partners and contractors listed have an existing five-year history of partnering with the Dubuque Schools ASP. All have at least 2 years of history with the ASP. Trusting relationships have been built between the Dubuque Schools and these partnerships. The preliminary MOU's are for the entire 5-year grant period, recognizing sustainable financial responsibilities through the grant period. None of the listed partners and contractors expressed concern regarding the length of the 5-year commitment and all listed have already provided history in sustaining programs throughout the years the project has been in place.

DUBUQUE CSD SUMMARY

The program served 124 students who were classified as regular attendees. Participation has been increasing and additional activities are already in place or are in the planning stages. Objectives were all achieved. Dubuque has many partners supplying services and material and these partners provide a role in the sustainability efforts of Dubuque CSD.

Iowa City CSD

Iowa City CSD had three schools in the 21st CCLC program. Kirkwood Elementary School, Grant Wood Elementary School, and Mark Twain Elementary School serve a total of 272 students with regular attendance. Iowa City CSD programs had 18 partners supporting the 21st CCLC. The partners provided funding and assistance.

Iowa City CSD 21st CCLC Program Summary Chart

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees*
Iowa City CSD	9	3	Lucas Elementary School	110	110
Iowa City CSD	8	5	Grant Wood Elementary School	78	78
Iowa City CSD	7	9	Mark Twain Elementary School	84	84
TOTALS		17		272	272

*Regular attendees attended the after school programs for at least 30 days. Information on Partners was taken from the End-of-year Survey.

OBJECTIVES.

All three centers for Iowa City CSD had the same objectives as listed in the table below.

Iowa City CSD 21st CCLC Objectives

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

Local Evaluations were provided by Iowa City CSD for each 21st CCLC site. The evaluations for the three schools included justifications for objectives’ statuses. Summaries for each objective are included below.

Objective 1:

All students at (school name) will demonstrate increased competency in reading and mathematics (Academic and Learning Support Goal). Local evaluations listed the Mastering Basic Math Facts curriculum, DRA, and a teacher report along with teacher surveys and math unit reports as measures for determining the academic achievement goal.



Success was reported for the first objective for all three elementary schools. The totals for Not Proficient dropped from 115 in the fall to 90 in the spring for a 22% decrease. The totals for Proficient grew from 131 in the fall to 172 in the spring for a 31% increase. For the second objective the center reported that 2 students showed a decrease in their scores from fall to spring while 260 students maintained or improved their level. Results for the mathematics objective show that 19 students decreased their level from fall to spring while 249 students maintained or improved their level. From the teacher reports on improved academics from all three campuses, 78 students were rated as no improvement needed, 122 students improved in their academics, 59 students showed no change and 20 students declined in their academics from fall to spring. Iowa City CSD reported progress has been made on this objective at all three campuses.

Objective 2:

(School name) Families will be active supporters of their child’s educational growth. Data from each of the local evaluations is displayed in the table below. Data was collected through surveys sent to parents of participating students at each of the three elementary schools.

I feel successful about my efforts to help my child learn—Parent Survey			
	Lucas Elementary	Grant Wood Elementary	Mark Twain Elementary
Strongly Agree	22%	64%	59%
Agree	77%	36%	41%
Disagree	0	0	0
Strongly Disagree	0	0	0

As shown in the above chart all responses to the Parent Survey were either in the Strongly Agree or Agree categories. (One response from Lucas Elementary did not answer this question on the survey.) All three campuses are striving to improve communication with parents in order to acquaint them with the improvements that their children are accomplishing. Face-to-face communication between staff and parents is encouraged at each site. While progress toward the goal has been achieved, all three campuses have made plans for the 2015-2016 school year to improve parent communication and participation. These include family events that will have a learning component and a purpose behind them, engaging with families at school pick up sites on a daily basis and for those kids who are bused home, home visits or phone calls will be made.

Objective 3:

Students at (school name) will demonstrate appropriate social skills, have positive self-images, and display appropriate behaviors both at school and at home. Pre and Post surveys were used to assess objective 3.

Data collected from the Teacher Report is aggregated in the chart below.

Improved Behavior – Teacher Report

	Lucas Elementary		Grant Wood Elementary		Mark Twain Elementary	
	N	%	N	%	N	%
No Improvement Needed	53	48%	23	29%	22	26%
Improved	29	26%	34	44%	29	35%
No Change	23	21%	17	22%	20	24%
Declined	6	.05%	4	5%	13	15%

The behavior referrals all programs use are the same as the school days. The CCLC programs at each campus are extensions of the school day and all campuses use PBIS (Positive Behavior Intervention Supports) as their behavior intervention. In addition all campuses track student behavior in their CCLC program and also use the teacher survey to measure how students have improved throughout the year. Progress has been made toward accomplishing this objective and plans have been made to enhance efforts toward that end. These include more culturally competency trainings for our staff in order to have staff trained in how to communicate better with students and families from different backgrounds.

Plans are in place at each campus to address those objectives that were not met and to take steps toward achieving those objectives.

PARTNERSHIPS.

Iowa City CSD has nine partnerships that provide support to the program. The Iowa Children’s Museum and Johnson County Extension 4-H are paid programs that support all sites. The other seven partners support various programs spread among the other sites. They offer STEM, art classes, cooking, foreign languages, writing projects, reading buddies, and more. As an example of how partners work with the centers, the Program Director related,

For the Lucas Elementary School site, it was reported that the Iowa Children’s Museum and 4H provide programming on a weekly basis. Other clubs include Spanish club, art, swimming and Friday is electronics day (iPads are provided to kids who do not have them). Swimming takes place twice per week. Once a month, the students attend an off-site fieldtrip. Transportation is offered with 21CCLC funding and 10-weeks of summer programming have been added. Those children who cannot afford the program are offered scholarships.



SUSTAINABILITY.

Sustainability efforts are supported by the school district and the partners. However, the 21st CCLC grants allow them program to serve the number of students they do. There is in-kind support from partners and local match from the District but due to CCA restrictions, many of the low-income families would not have access if the program did not offer 100% scholarships with grant funds. Iowa City has increased the amount of CCA in their BASP's but that still leaves a large population that needs help. Local tax dollars are currently used as match. The program is secure for another 5 years.

**IOWA CITY CSD SUMMARY.**

Iowa City Community School district has experienced success for the 21st CCLC program for the 2014-2015 school year. The program served 272 students in 2014-2015 and 100% of these students were classified as regular attendees. Iowa City CSD has nine partners who are providing logistic support and services to the program at various sites. One objective was met at one elementary school and progress was made toward achieving all objectives at all three elementary schools. The local evaluations for each campus provided information on objectives, their ratings and recommendations for improvement. Sustainability information shows that the program is secure for the next five years.

Mid-Iowa Community Action: (MICA)

Rogers University (RU) is a 29-day program held during the summer at Rogers Elementary School in Marshalltown, Iowa. The program is directed by Mid-Iowa Community Action (MICA) with the support of the Marshalltown Community School District. For 2015, there were a total of 93 students attending the program. The maximum number of days a student can attend RU is 29.

Mid Iowa Community Action 21st CCLC Program Summary Chart

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees*
Dubuque CSD	6	11	Rogers Elementary School	93	84
TOTALS		11		93	84

*Regular Attendees for MICA were limited to 29 maximum days of attendance.

OBJECTIVES.

The Rogers University program had 16 objectives. Progress on each objective is described in the chart below.

Objective	Progress	Measurement Instrument(s)
65% of targeted students will improve their reading proficiency	Met stated objective.	Measured by Iowa statewide assessment tests
65% of targeted students will improve their math proficiency	Met stated objective.	Measured by Iowa statewide assessment tests
100% of participant children will attend, at minimum, 3 enrichment units	Did not meet, but progressed toward the stated objective.	Measured by participation list for enrichment units
75% of students will report increased knowledge in the topic area of each enrichment unit	Met stated objective.	Measured using online student blogs, rubrics for multimedia projects, rubrics for student artwork, demonstration of student knowledge about fishing and gardening.
100% of students will participate in fitness targeted enrichment activities (FitKids)	Met stated objective.	Measured by student participation lists for the various physical activities
75% of students will increase their knowledge in regard to nutrition and physical fitness	Met stated objective	Measured by student survey results and participation lists of students involved in physical activities
90% of students will attend swim lessons	Met stated objective	Measured by participation lists of students attending swim lessons
75% of children will improve	Met stated objective	Measured by swimming instructor

their swimming skills		observations
75% of children attending swim lessons will increase their awareness of water safety	Met stated objective	Measured by swimming instructor observations
100% of 1st – 4th grade students will experience Service Learning component	Met stated objective	Measured by student participation lists
75% of students experiencing the Service Learning component will express a commitment to helping others	Did not meet, but progressed toward the stated objective	Measured by service learning survey completed by students
90% of students experiencing the Service Learning component will express a sense of connectedness to the community and school	Did not meet, but progressed toward the stated objective	Measured by service learning survey completed by students
90% of participants of the continuing education workshops will be able to identify community resources available for continuing their education	Unable to measure progress on stated objective	
75% 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 stated objective	
100% of family literacy participants will increase the amount of time they spend reading to their children	Unable to measure progress on stated objective	
75% of family literacy participants will increase their understanding of activities that will improve their child's literacy development	Unable to measure progress on stated objective	

Most objectives were met or progress was made toward meeting those objectives. Plans are in place to address those objectives that were not met. In order to obtain data on the objectives that RU was not able to measure this year, during 2015-2016 random surveys will be given to parents or families in order to collect appropriate data to measure progress toward achieving each objective.

PARTNERSHIPS.

Rogers University had 12 partners for the 21st CCLC Program. Seven of the partners were unpaid. Partners provided a variety of services including safety awareness, STEM activities, outdoor education, sports, and health awareness. Rogers University reported, *“While academics is the cornerstone of RU, the enrichment experiences are the brick and mortar to the program. Every day students have the opportunity to participate in a variety of programs and services offered by community partners.”*

SUSTAINABILITY.

Sustainability plans have not been formalized for the Rogers University 21st CCLC Program. The Program Director stated,

MICA will continue to support the Rogers University Summer Program, and receive the ongoing support from the school district both in-kind and financially. As we have seen great success in our program, we will continue with our current partnerships (listed above) to seek local grants and donations. MICA has considered making the model of the program smaller to lower the cost of the program, but will continue to have the intensity in reading and math to maintain summer learning.

“My kids all like coming to Rogers University, it’s just not a school to them, they enjoy all the opportunities and activities they get to do.” - Parent

MID-IOWA COMMUNITY ACTION SUMMARY.

MICA reported success for its 21st CCLC Program. The program served 93 students of which 84 were regular attendees. Of the sixteen objectives, nine were met, three were not met, but progress was made toward meeting them and for four objectives, progress was not measureable. Objectives that could not be measured are under scrutiny for possible changes or elimination. Rogers University had 12 partners who provided services, most of them unpaid. Sustainability plans are minimal but steps for sustainability were reported.

Oelwein CSD

Oelwein CSD had three centers with a total attendance of 473 students. All students attending were regular attendees. This program is called Husky Adventures in Oelwein.

Oelwein CSD 21st CCLC Program Summary Chart

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees*
Oelwein CSD	8	28	Oelwein Middle School, Parkside Elementary School, Wings Park Elementary School	473	473
TOTALS		28		473	473

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

OBJECTIVES.

Oelwein CSD had three objectives for the 21st CCLC Program. Progress on meeting the objectives and what instruments were used to measure success are seen in the table below.

Oelwein CSD 21st CCLC Program Summary Chart

Objective	Progress	Measuring Instrument(s)
Improve Academic Achievement	Met the stated objective	Measured by ITBS scores
Provide enrichment services that reinforce and complement the academic program	Met the stated objective	Measured by attendance and participation in enrichment activities
Provide family literacy and related education development services	Did not met but progress was made toward the stated objective	Measured by attendance and participation by family members

Oelwein CSD reported that the objectives were met for two of the objectives and progress was made toward the third objective. ITBS scores increased for students in the 21st CCLC Program. Enrichment services included STEM activities, critical thinking skills, homework assistance, and mathematics camps. Parents have been active in the program but Oelwein related that they would like to see more parents participate in the 21st CCLC Program.

PARTNERSHIPS.

The 21st CCLS Program had 28 partners with the only paid partner being the Oelwein CSD itself, mainly for staffing. Partners provided a variety of programming in the state of Iowa and in Northeast Iowa. The partners provided creative camps to the before school, after school and summer programming. The Oelwein CSD 21st CCLC Program is based on a “camp” concept. The camps include outdoor fitness activities, academic programming, and arts camps (drama, theater, music, art). The Program Director related several examples of partnerships.

Another important part of our collaboration with our partners is our 21st Century Advisory Board. The board is made up of partners that work with us to brainstorm, support and volunteer at family and student events. The board is active in every aspect of the programming.

One of the big celebrations we had with partnering is with the Oelwein Public Library. The library takes an active role in providing camps at the library and at our schools. The library reported a significant increase in book circulation after hosting camps. By partnering with the public library students and families became more familiar with the library and were taking advantage of other programs offered there.

SUSTAINABILITY.

Oelwein CSD does not have a formal sustainability plan in place but has made the Program highly visible throughout the community. The intent of this community awareness is to develop relationships with partners and community members to help continue the program if funding wanes.

“It was my personal goal to have Husky Adventures become a common phrase in our community”
- 21st CCLC Program Director

OELWEIN CSD SUMMARY.

Oelwein CSD has achieved success with its 21st CCLC Program. Regular attendees are 100 percent of the total attendees. Two of the objectives were met and progress was made toward meeting the third objective. Oelwein CSD has 28 partners, 27 of them unpaid that provide services and funding. Although a formal sustainability plan is not in place, efforts to make the program highly visible in the community were reported, a valuable part of continuing the Program.



“We never watch TV and I did not even know there was anything else to do but watch TV after school” - 21st CCLC Student

“It does not feel like school or learning, it feels like fun” - 21st CCLC Student

“When I read about this program I thought, no way will my kid want to stay after school for anything. He begged me to sign him up. I took off work the first day of his camp because I thought; if he lasts 30 minutes I will be shocked. He lasted and loves it. He signs up for everything. His whole attitude about school is different” - 21st CCLC Parent

Oskaloosa CSD

Oskaloosa CSD had one Center in its 21st CCLC Program at Oskaloosa Elementary School. The Center had 125 total attendees.

Oskaloosa CSD 21st CCLC Program Summary Chart

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees*
Oskalooska CSD	8	5	Oskaloosa Elementary School	125	83
TOTALS		5		125	83

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

Information on Partners was provided by the Program Director.

OBJECTIVES.

The Oskaloosa CSD 21st CCLC Local Evaluation did not list objectives for the program. The local evaluation did report information on academic achievement and a student survey with questions about student involvement, experience, satisfaction with the program and suggestions for future programming. The Program Director provided the following list of ten objectives and their ratings, including justification for the ratings assigned to each objective.

Oskaloosa CSD 21st CCLC Program Summary Chart

Objective	Progress	Measuring Instrument(s)
Attendance	Did not meet but progress was made toward the stated objective	Measured by attendance records.
80% of Students will increase literacy skill	Met the stated objective	Students were scored by MAP, ITBS, and AIMSWEB Assessments based on 3 or more days a week average attendance.
80% of students will increase Math skills	Did not meet but progress was made toward the stated objective	Math ITBS and MAP were the assessments used to score Math based on 3 or more days of average attendance.
80% of Students will participate in Healthy Exercise	Did not meet but progress was made toward the stated objective	Measured by attendance and self-report.
80% of Students report eating proper servings of food groups	Met the stated objective	Measured by self-report and attendance.
25% of parents volunteer	Did not meet stated objective	Measured by volunteer records.
20% of parents attend monthly Literacy nights	Did not meet stated objective	Measured by attendance.
10% of parents learn new literacy skill	Did not meet stated objective	Measured by self-report.

90% of students report learning new Technology skills	Did not meet but progress was made toward the stated objective	Measured by self-report.
100% of staff learn new skills through professional development	Met the stated objective	Measured by self-report.

Oskaloosa reported that of the ten objectives, three objectives were met, progress was made on four objectives and three objectives were not met. Student academic performance was measured by three different assessments in reading and two assessments in math. Depending on grade level, students participated in the MAP and ITBS reading and math assessments, as well as AIMSWEB.

Oskaloosa CSD reported that the student survey indicated students enjoy participating in the program. The local evaluation continued:

Specifically, students feel cared about by program staff and enjoy participating in activities, especially recess and time outside. The program may directly impact student consumption of fruits and vegetables, through healthy snacks and opportunities for student exercise. Over three fourths of program participants surveyed exercise on more than three days per week and half of program participants eat the 10 or more fruits and vegetables each day.

PARTNERSHIPS.

Oskaloosa had five partners providing services to the 21st CCLC Program. Four of the partners provided services at no charge. The fifth partner, Oskaloosa CSD paid teachers and staff with 21st CCLC funds.

SUSTAINABILITY.

Oskaloosa CSD did not report that a formal sustainability plan was in place. Efforts for sustainability included obtaining free services from partners, providing free activities for parents, and continuing to apply for grant funds.

OSKALOOSA CSD SUMMARY.

The Oskaloosa CSD 21st CCLC Program reported some success. Oskaloosa CSD served 125 students of which 83 were regular attendees. Seven of the ten objectives for the program were either met or progress was made toward meeting them and three objectives were not met. Information was provided about academic achievement in math and reading but results were mixed. Oskaloosa CSD has five partners, four of them unpaid that provide services. Sustainability plans are in the beginning stages.

Siouxland Human Investment Partnership: “Beyond the Bell” (BTB)

Siouxland CSD’s 21st CCLC Program (Beyond the Bell) consisted of three cohorts with centers at nine schools, six elementary schools and three middle schools. Total attendance was 903 students with 856 of these students having regular attendance.

Siouxland Human Investment Partnership (SHIP) 21st CCLC Program Summary Chart

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees*
SHIP	7	3	Bryant Elementary School, Hunt Elementary School, Spalding Park Elementary School	399	294
SHIP	8	3	Loess Hills Elementary School, Unity Elementary School, Sacred Heart Elementary School	366	278
SHIP	9	3	East Middle School, North Middle School, West Middle School	138	284
TOTALS		30**		903	856

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

**Information on Partners was taken from the End-of-year Survey. The total number of partners on the survey was 30 for Siouxland CSD. See the Partnership section below for more details.

OBJECTIVES.

Siouxland CSD set three goals with ten objectives for its 21st CCLC Program.

Siouxland CSD 21st CCLC Program Summary Chart

Goal/Objectives	Progress	Measuring Instrument(s)
Goal 1: Increase students’ academic achievement		
Objective 1a: Students actively participate in literacy and math activities as recorded by staff	Met the stated objective	Measured by attendance and participation records
Objective 1b: In annual surveys, school staff report that BTB students improve academically	Met the stated objective	Measured by teacher survey results
Objective 1c: BTB students’ literacy and math achievements increase as measured by Iowa Assessments scores and other BTB and LEA assessments	Met the stated objective	Measured by Iowa Assessment scores
Goal 2: Increase student, parent, and school staff communication to improve student success		
Objective 2a: At least 20 families at each site attend Family Literacy events	Did not met but progress was made toward the stated objective (met this objective for Sacred Heart and the	Measured by attendance lists

	public elementary schools but not for the middle schools)	
Objective 2b: BTB parents collaborate with teachers in cooperative IAP goal setting	Did not meet the stated objective	Parent participation in meetings (This goal will be removed for following year)
Objective 2c: BTB parents attend twice-yearly conferences with school and BTB staff	Did not meet the stated objective	Parents participating in conferences (This goal will be removed for the following year)
Objective 2d: BTB parents and school staff participate in the BTB Advisory Committee	Met the stated objective	Advisory Committee minutes
Goal 3: Increase student attachment to education, their peers, adults, and the community		
Objective 3a: At least 20 students at each site participate in the annual Service Learning Challenge	Met the stated objective	Measured by participation records
Objective 3b: At least 80% of BTB students participate in field trips to community partner sites	Met the stated objective	Measured by participation records
Objective 3c: In annual surveys, school-day teachers report that students who need to do so improve their behavior, are more motivated, and increase their ability to get along with others	Did not meet but progress was made toward the stated objective	Measured by teacher survey results

Siouxland CSD reported that six objectives were met, two objectives were not met but progress was made toward achieving the objective, and two objectives were not met. Below is a summary of the justification for each objective's rating.

Objective 1a: Students actively participate in literacy and math activities as recorded by staff. *According to BTB's participation records, all children who attended the program participated actively in literacy and math activities.*

Objective 1b: In annual surveys, school staff report that BTB students improve academically. *In all cases (refers to schools), the percentages who did improve academically were the highest improvement percentages for any item on the teacher survey.*

Objective 1c: BTB students' literacy and math achievements increase as measured by Iowa Assessments scores and other BTB and LEA assessments. *Between the 2014 and 2015 Iowa Assessments, BTB participants gained almost a point more than children who did not participate in BTB.*

Objective 2a: At least 20 families at each site attend Family Literacy events. *BTB met this objective for Sacred Heart and the public elementary schools but not for the middle schools.*

Objective 2b: BTB parents collaborate with teachers in cooperative IAP goal setting. *... it quickly became apparent that most parents were not able to participate in this activity because of their*

work schedules. *BTB needs guidance about how to remove this goal from its 21st CCLC site programs.*

Objective 2c: *BTB parents attend twice-yearly conferences with school and BTB staff. This is not operating as originally intended, so BTB needs guidance about how to remove this goal from its 21st CCLC site programs.*

Objective 2d: *BTB parents and school staff participate in the BTB Advisory Committee. ... evidenced by Advisory Committee meeting minutes.*

Objective 3a: *At least 20 students at each site participate in the annual Service Learning Challenge. BTB participation records show that all BTB participants took part in the annual Service Learning Challenge.*

Objective 3b: *At least 80% of BTB students participate in field trips to community partner sites. BTB participation records show that all BTB participants except one took part in field trips to partner sites.*

Objective 3c: *In annual surveys, school-day teachers report that students who need to do so improve their behavior, are more motivated, and increase their ability to get along with others. Survey results showed that about one in three BTB participants who needed to do so improved their behavior, were more motivated, and increased their ability to get along with others according to their daytime teachers.*

PARTNERSHIPS.

On the end-of-year survey given to all Iowa 21st CCLC grantees, Siouxland CSD reported that they had 26 total partners. In correspondence BTB Program Director said, *“there are three official partners: Siouxland Human Investment Partnership (SHIP), the Sioux City Community School District (SCCSD), and United Way of Siouxland (UW). Sacred Heart School is a private school, so the SCCSD did not support the program at Sacred Heart. SHIP is a paid partner. The SCCSD and UW are unpaid.”*

In addition to the official three partners according to the 21st CCLC application, other partners include the Council on Sexual Assault and Domestic Violence (CSADV), local Boy Scouts and Girl Scouts, Western Iowa Tech Community College (WITCC), Scarecrow Farms, WalMart, and Wells Fargo.

BTB partners provide a variety of assistance, including funding, materials, volunteers and field trips.

SUSTAINABILITY.

Siouxland CSD did not report a formal sustainability plan, but did provide a narrative on sustainability efforts.

In 2014-15, the school district provided General Fund dollars to support BTB programming. BTB used these funds to pay teachers at non-21st CCLC sites, updating curriculum to align with the District’s curriculum, and paid a small portion to BTB’s Academic Coordinator. BTB held two small fundraisers during 2014-15: Buffalo Wild Wings (\$500) and HyVee Operation Smiles (\$1,200). Although BTB families pay fees for their children’s participation, BTB



began charging no fees to families at 21st CCLC sites during the second semester of 2014-15. United Way provided \$12,096 for BTB's summer program for children about to enter kindergarten. Of this amount, \$8469 was from designated dollars and the rest from other United Way resources.

Two larger fundraising events are in the works for the future sustainability for BTB.

SIouxLAND HUMAN INVESTMENT PARTNERSHIP (SHIP): BEYOND THE BELL SUMMARY.

SHIP has experienced success for the BTB 21st CCLC program for 2014-2015. The program served 903 students from the summer of 2014 through the end of the school year in 2015. Although there is a discrepancy regarding the number of partners, it is evident that partners are active and provide services to all the sites. Goals and objectives were measured. Eight objectives were met or showed progress toward meeting them and two objectives are going to be deleted. Sustainability was addressed in the local evaluation. Students, parents and staff members were all surveyed about the various areas of the BTB program and the results were overwhelmingly positive.



"I love Beyond the Bell and all the services offered. I wish more people knew about Beyond the Bell." - Beyond the Bell Teacher and Parent



"The kids seem to be working together more & fighting less now that we have the centers." - Beyond the Bell Staff

"My daughter LOVES BTB, she gets mad if I pick her up." - Beyond the Bell Parent

"You all are so great with Ethan and me! Not only do you watch out for the children; you put up with the parents! Tuff job! :) Thanks for caring" - Beyond the Bell Parent.

St. Mark Youth Enrichment

St. Mark Youth Enrichment (formerly St. Mark Community Center) 2st CCLC has centers at four elementary schools in the Dubuque Community School District: Audubon, Lincoln, Marshall and Fulton Elementary Schools.

The total number of attendees was 174 and regular attendees numbered 161 students.



St. Mark Youth Enrichment 21st CCLC Program Summary Chart

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
St. Mark	9	39	Audubon Elementary School, Fulton Elementary School, Lincoln Elementary School, Marshall Elementary School	174	161
TOTALS		39		174	161

*Information on Partners was taken from the End-of-year Survey.
 Attendance data was taken from data files supplied by the Grantee.
 Regular attendees attended the after school programs for at least 30 days.*

OBJECTIVES.

St. Mark Youth Enrichment 21st CCLC set three goals with eight objectives to measure the success of the Program.

St. Mark Youth Enrichment 21st CCLC Program Summary Chart

Goal/Objectives	Progress	Measuring Instrument(s)
Goal 1: All students enrolled in St. Mark programs will demonstrate increased proficiency in reading and mathematics		
Objective 1a: 75% of enrolled students will demonstrate proficiency in annual literacy assessments conducted by DCSD and St. Mark, including: Dibels, Basic Reading Inventory, Observation Study, St. Mark pre and post-tests	Did not met but progress was made toward the stated objective	Measured by Iowa Assessment scores in literacy (Standardized test data such as DIBLES and BRI, could not be reported on due to a change in data sharing procedures)
Objective 1b: 75% of enrolled students will demonstrate proficiency in annual mathematics assessments conducted by DCSD and St. Mark, including Measure of Academic Progress, Iowa State tests, and St. Mark pre and post-tests	Did not met but progress was made toward the stated objective	Measured by Iowa Assessment scores in mathematics

Goal 2: All students enrolled in St. Mark programs will demonstrate increased competency in physical and social-emotional health, positive connection to community and school, and character development

Objective 2A: All actively enrolled students will participate in wellness activities and character building enrichment activities on a weekly basis	Met the stated objective	Measured by attendance and participation lists
Objective 2B: At least 75 % of enrolled students will regularly attend program and school	Met the stated objective	Measured by attendance records
Objective 2C: School day teacher surveys will report 75% of St. Mark enrolled students demonstrate a motivation to learn and participate in the classroom	Did not met but progress was made toward the stated objective	Measured by teacher survey results
Objective 2D: When surveyed, 90% of St. Mark students will report feeling safe and connected to a trusting adult	Did not met but progress was made toward the stated objective	Measured by student survey results

Goal 3: Families of students enrolled in St. Mark programs will demonstrate active engagement in the academic and social-emotional health of their children

Objective 3a: 75% of parents will report reading to child at home and checking homework	Did not met but progress was made toward the stated objective	Measured by parent attendance records
Objective 3b: When surveyed, 75% of parents will identify two positive character skills that are practiced at home	Did not met but progress was made toward the stated objective	Measured by parent survey results

St. Mark reported that the 21st CCLC Program had met two objectives and made progress on the other six objectives. The progress rating for each objective was discussed in the local evaluation and when an objective was not met, specific recommendations for the future of the objective were made. In general St. Mark Youth Enrichment listed the following areas of improvement and consideration.

- » There is suggestion that no change is occurring in the certain performance levels or behavior amongst the students. This includes state assessments scores for reading/literacy, math, and the changes of motivation to learn indicated by the school day teachers. There are several factors that may be impacting both of these areas, but it is difficult for St. Mark to determine the significance of the programs role in impacting these outcomes.
- » There were a couple of data gaps that occurred due to not directly measuring objectives, such as whether students feel connected to the adults in program, and whether parents are checking student's homework on a daily basis. Measurement for these objectives was difficult due the absences of these questions in the surveying process.
- » Higher attendance of parents to the family engagement events can be improved by offering more field trip like activities that are generally well attended.

PARTNERSHIPS.

Each 21st CCLC Center for St. Mark Youth Enrichment has the same 39 partners that provide services on a rotating basis. Services provided included:

- » Programming/Activity-Related Services
- » Goods/Materials
- » Paid Staffing
- » Volunteer Staffing
- » Work Study Students
- » In-kind Space for Program
- » Professional Development/Staff Training Opportunities
- » Funding/Raising Funds
- » Community Initiatives/Projects

The Program Director provided details of how partners help the 21st CCLC Program.

Some key partnerships have included My Brother's Keeper, Back to School Bash and Trims for Tales. St. Mark has been one of the founding members of the Dubuque area My Brother's Keeper. This network challenge by President Obama is to create a cradle to career system for young men of color to be successful. St. Mark has been able to partner and network with other non-profits working with many of the same children and finding gaps in service and reducing the duplication of services.



The Back to School Bash is something that St. Mark has been part of for the second year in a row now. Last year, 10 non-profits were brought together to bring services to the underrepresented populations in Dubuque.

SUSTAINABILITY.

St. Mark Youth Enrichment 21st CCLC does not have formal plans for sustainability but the Program Director stated:

St. Mark is committed to sustaining programs through strong partnerships, relationships, and community involvement with our mission always in mind. We are on the lookout for grants, individual donors, and business donors that align with our mission of providing innovative programs and services that cultivate the educational and social-emotional growth of youth and families. We seek ways to balance the need to expand to reach more families in need of our programs while finding other families who can pay for our services to offset cost of program. We look for other non-profit partners who can partner with us in mutually beneficial ways. For example, we might share space with other non-profit organizations in our community. We connect with individuals in the community who can volunteer their time and talents when doing so aligns with



our mission. An example of this is that we partner with local high schools and colleges to invite students to observe our program and learn more about our mission. We are committed to sharing outcomes with all our stakeholders, including parents, schools, staff, partners, and the community at large. We sustain individual student learning through focusing on social-emotional growth and reaching the whole person. We also focus on the whole family and parent involvement which contributes to sustainability.

ST. MARK YOUTH ENRICHMENT SUMMARY.

St. Mark experienced success for the 21st CCLC program for the 2014-2015 school year. The program served 161 students who were classified as regular attendees. Information was provided about the success of each objective along with plans to address any objectives that were not met. Partners were listed and information about the type of services they provided was included in the local evaluation or on the program website. Although no formal sustainability plans were discussed, sustainability is being worked on in collaboration with the local business community and the many program partners.



“Homework at home used to be such a battle, but since my two oldest started St. Mark, we no longer struggle with this” - St. Mark Youth Enrichment parent

“They (21st CCLC Program) provide so much more than just before and after school care. They connect with families. They provide enrichment opportunities that would not be possible to our families otherwise” - Audubon Elementary School Principal

“We love St. Mark so much. It’s the best time ever, and we are sad if we miss even one day! I love my teachers at St. Mark. I always want to hug them every time I go!” - St. Mark Youth Enrichment Kindergarten Student

Starmont CSD (S.T.A.R.S.)

Starmont CSD had one 21st CCLC Center at Starmont Elementary School. The Center had 135 total attendees and 47 regular attendees.

Starmont CSD 21st CCLC Program Summary Chart

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees*
Starmont CSD	6	8	Starmont Elementary School	135	47
TOTALS		8		135	47

Regular attendees attended the after school programs for at least 30 days. Information on Partners was reported by the Program Director.

OBJECTIVES.

Starmont CSD set four objectives for the 21st CCLC Program to measure the success of the Program.

Starmont CSD 21st CCLC Program Summary Chart

Objective	Progress	Measuring Instrument(s)
Increase student achievement in reading comprehension, math, and science. Student scores in reading, math, and science will improve annually as measured by ITBS	Met the stated objective	Measured by ITBS scores
Increase the use of technology in all core curriculum areas. Students will demonstrate that they can use technology in multiple settings	Did not met but progress was made toward the stated objective	Measured by student use of appropriate technology in various settings
Program will maintain a safe and drug free learning environment. Students will take responsibility for their own actions	Did not met but progress was made toward the stated objective	Measured by use of the Character Counts education system and the positive behavior support system (PBIS)
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 and meet S.T.A.R.S. goals	Met the stated objective	Measured by family survey results

Starmont CSD 21st CCLC Program reported that two of the objectives had been met and two were not met but progress had been made for both of them. Specific data analysis was not provided in the local evaluation but a general discussion of how progress was determined for each objective was included.

Objective 1. *Increase student achievement in reading comprehension, math, and science. Student scores in reading, math, and science will improve annually as measured by ITBS Scores on the ITBS and MAPS were examined for a four year span. An overall increase in scores was seen. It is not clear if the scores of just 21st CCLC attendees were examined or the scores for the total school population.*

Objective 2. *Increase the use of technology in all core curriculum areas. Students will demonstrate that they can use technology in multiple settings.* Different measures were used depending on the age of the students. Older students participated in research projects and a computer coding unit was implemented for all students.

Objective 3. *Program will maintain a safe and drug free learning environment. Students will take responsibility for their own actions.* The character counts education system and the positive behavior supports system were utilized to teach and encourage this objective.

Objective 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 and meet S.T.A.R.S goals.* The data to measure this objective is from family surveys. Additionally, community involvement was increased.

PARTNERSHIPS.

Starmont CSD had eight partners for the 21st CCLC Program. Six of the partners were unpaid and included:

1. Clayton County Conservation Board
2. Fayette County Conservation Board
3. Iowa State Extension Offices (Fayette and Clayton Counties)
4. PBS
5. Teachers and past students
6. Upper Iowa University

The unpaid partners provided student activities on outdoor education, STEM, academic support, and on-going evaluation.

SUSTAINABILITY.

Starmont CSD did not include a formal sustainability plan in the local evaluation. The program is considered essential to the community and areas for sustainability are being examined. Increasing the number of volunteers is planned for the future with the intention of recruiting from higher grades within the school itself, specifically from the National Honors Society, Student Council and FFA. Increasing funding through grants is already underway with targeted areas being STEM, extra-curricular, healthy eating and better literacy. In addition, fundraisers are being planned.

Starmont CSD Summary.

Starmont Community School District experienced success for the 21st CCLC program for 2014-2015. The program served 135 students, 47 students of which were regular attendees. The summer program reported an average of 67 participants but no information was provided as to how many of those were classified as regular attendees. The local evaluation supplied information about the success of meeting each of the four objectives along with how the success was measured.

Storm Lake CSD: Tornado Learning Club (TLC)

Storm Lake CSD had two 21st CCLC Centers at Storm Lake Elementary School and Storm Lake Middle School. The 21st CCLC Program is called the Tornado Learning Club (TLC). A Total of 482 students were served at The Storm Lake 21st CCLC Centers and 346 of these students were regular attendees.

Storm Lake CSD 21st CCLC Program Summary Chart

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees*
Storm Lake CSD	7	21	Storm Lake Elementary and Middle School	327	251
Storm Lake CSD	9	21	Storm Lake Middle School	155	95
TOTALS		21		482	346

Information on Partners was taken from the End-of-year Survey.

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

OBJECTIVES.

The 21st CCLC Program for Storm Lake CSD had three objectives for measuring success.

Storm Lake CSD 21st CCLC Program Summary Chart

Objective	Progress	Measuring Instrument(s)
Provide activities to help students meet and/or exceed proficiency goals in reading & math, and additional supports for ELL and low-SES students to close the achievement gaps.	Met the stated objective	Measured by ITBS scores
Provide a safe & constructive use of leisure time to help youth acquire new skills, hobbies & interests that improve academic performance & peer relations, & give participants greater aspirations for their future.	Met the stated objective	Measured by participation lists for all enrichment activities
Initiate new opportunities for parents to acquire literacy tools and skills, and parent/child relationship building experiences that will support their children's academic success.	Met the stated objective	Measured by participation lists of parents attending training and those who volunteered to assist in activities

Storm Lake CSD reported that all three objectives were met. The Local Evaluation included information on how the objectives were measured and how the ratings were determined.

PARTNERSHIPS.

Storm Lake CSD had 21 partners for its 21st CCLC Program and 19 were unpaid. A variety of services were provided by partners, including mentoring, outdoor activities, STEM activities, health awareness, safety classes, and animal health and safety.

Buena Vista University Students provide instruction for an Archery Club, Chemistry Club, Health Club, Physics Club and Science Club. In addition, BVU Professors and students led STEM lessons and outdoor lessons about the local environment. BVU students helped students become more active in the community and the BVU Dance Team teaches movement and dance.



SUSTAINABILITY.

Storm Lake University has a sustainability plan in place.

Plan of Action: For TLC sustainability

1. Continue to align the Middle School curriculum into the enrichment activities in TLC.
2. Continue to provide activities to help students meet and/or exceed proficiency goals in reading & math, and additional supports for ELL and low-SES students to help close achievement gaps.
3. Continue to initiate opportunities for parents to acquire literacy tools and skills and parent/child relationships that will support their children's academic success.
4. Continue to provide a safe & constructive use of leisure time to help youth acquire new skills, hobbies & interests that improve academic performance & peer relations, & give participants aspirations for their future.
5. Professional Development will focus on the training of the Instructional Assistants/College Students in learning how to engage the TLC students into more critical thinking-such as "What if... How can we..."
6. Continue having articles of the Tornado Learning Club enrichment activities and special events placed in the local newspapers and broadcast on the local radio station.
7. Continue communication with parents of students who are in TLC that includes e-mail, parent notices, the TLC website, and phone calls to parents. Continue the strong integration of the afterschool program into the overall school environment.

STORM LAKE CSD SUMMARY.

The TLC experienced success with the 21st CCLC program for 2014-2015 as evidenced by having met all three goals of their program. A total of 482 students attended the program and 346 of these students were regular attendees. The local evaluation also included information on how objectives were measured and how objective ratings were determined. Information was provided about partners for the TLC program and a sustainability plan is in place.



"I wanted to let you know what a wonderful job you are doing with TLC. My homeroom students are so excited everyday and tell me weekly of the new and fun things they are doing in the afterschool program!" - 5th grade teacher

"Mrs. Carlson I do not want to go on Winter break because I will not be in TLC" - TLC student statement to Mrs. Carlson, TLC Program Director

"You may never know how much your card means to me. It makes me feel good to know someone cares and I cried happy tears..." - Excerpt from letter from an Oncology patient to TLC student

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Appendix A

Iowa 21st Century Community Learning Centers Program

Guidelines for Local Evaluations to Meet State Level Evaluation Requirements

Developed by Educational Resource Management Solutions

Dr. Ron Cravey and Ernest Sinclair

2014-2015 School Year

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.

Outline of Minimum Required Elements

- 1) Overview
 - a) National Database (Pending)
 - b) Demographic Data
 - c) Activities
- 2) Objectives
 - a) SMART
 - b) Methodology for ratings
 - c) Rating explanation
- 3) Performance Summary
- 4) Recommendations
- 5) Sustainability

National Database (Replaces the Profile and Performance Information Collection System (PPICS))

NOTE: A new federal database is being developed. The new database should be operational in April of 2015. It is anticipated that the data items used in PPICS will be the same for the new database. This section of the guidelines will be updated as soon as details of the new database are known.

The National Database will provide a central depository for local organizations to enter information and data on local 21st CCLC programs. Information in National Database 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 the National Database should match any data reported in the local evaluation. For example, objectives should be identical.
- » National Database 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 data in the National Database. 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 mean the objective was not met.

OBJECTIVE EXAMPLES WITH SMART RATINGS

Below are examples of objectives with SMART ratings. However, since the overall goal of 21st CCLC Programs is to help students, it is important not to over emphasize writing the goal perfectly, but rather to ensure that the goal is one that will help students. Even if an objective is not written to contain all elements of SMART, a good explanation of how the objective was measured can be included in the local evaluation. Please note that these are examples only and ratings are somewhat subjective. For example, all objectives could be considered time-bound since 21st CCLC evaluations are done yearly and refer to a specific year.

Example 1. Example of a student achievement goal.

- » Students will improve mathematics skills.
 - Specific. No. What students? What skills? What improvement?
 - Measurable. No. What will improvement look like?
 - Attainable. No. No idea what meeting the goal would be?
 - Relevant. Maybe, if the objective applies to students in 21st CCLC.
 - Time-bound. No. No time constraints are listed.
- » Students in the 21st CCLC program will improve mathematics skills.
 - Specific. No. All students who attend at any time? What skills? What improvement?
 - Measurable. No. What will improvement look like?
 - Attainable. No. No idea what meeting the goal would be?
 - Relevant. Yes. Tied to student achievement, a goal of 21st CCLC.
 - Time-bound. No. No time constraints are listed.
- » Regular attendees of the 21st CCLC program will improve mathematics skills.
 - Specific. Better. Specific students identified. What skills? What improvement?
 - Measurable. No. What will improvement look like?
 - Attainable. No. No idea what meeting the goal would be?
 - Relevant. Yes. Tied to student achievement, a goal of 21st CCLC.
 - Time-bound. No. No time constraints are listed.
- » Regular attendees of the 21st CCLC program will pass mathematics.
 - Specific. Yes. Specific students identified and achievement tied to passing.
 - Measurable. Maybe, if we knew the definition of passing (i.e. C,D, 69, 70)
 - Attainable. Yes, if we agree that all students can pass.
 - Relevant. Yes. Tied to student achievement, a goal of 21st CCLC.
 - Time-bound. No. No time constraints are listed.
- » Regular attendees of the 21st CCLC program will pass mathematics with at least a C average.
 - Specific. Yes. Specific students identified and achievement tied to passing.
 - Measurable. Yes, the passing rate is defined.
 - Attainable. Yes, if we agree that all students can pass.
 - Relevant. Yes. Tied to student achievement, a goal of 21st CCLC.
 - Time-bound. No. No time constraints are listed.
- » Regular attendees of the 21st CCLC program for the 2013-2014 school year will pass mathematics with at least a C average.
 - Specific. Yes. Specific students identified and achievement tied to passing.
 - Measurable. Yes, the passing rate is defined.
 - Attainable. Yes, if we agree that all students can pass.
 - Relevant. Yes. Tied to student achievement, a goal of 21st CCLC.
 - Time-bound. Yes. The specific school year is listed.

Example 2. Example of a student achievement goal.

- » Students will improve their behavior.
 - Specific. No. What students? What improvement?
 - Measurable. No. What will improvement look like?
 - Attainable. No. No idea what meeting the goal would be?
 - Relevant. Maybe, if the objective applies to students in 21st CCLC.
 - Time-bound. No. No time constraints are listed.
- » Students in the 21st CCLC program will improve their behavior.
 - Specific. No. All students who attend at any time? What improvement?

- Measurable. No. What will improvement look like?
- Attainable. No. No idea what meeting the goal would be?
- Relevant. Yes. Tied to student behavior, a goal of 21st CCLC.
- Time-bound. No. No time constraints are listed.
- » Regular attendees of the 21st CCLC program will improve their behavior.
 - Specific. Better. Specific students identified. What improvement?
 - Measurable. No. What will improvement look like?
 - Attainable. No. No idea what meeting the goal would be?
 - Relevant. Yes. Tied to student behavior, a goal of 21st CCLC.
 - Time-bound. No. No time constraints are listed.
- » Regular attendees of the 21st CCLC program will receive fewer student referrals.
 - Specific. No. Specific students identified and goal tied to the number of referrals but fewer referrals compared to what?
 - Measurable. No. How many is fewer?
 - Attainable. Yes, if we determine the threshold for fewer.
 - Relevant. Yes. Tied to student behavior, a goal of 21st CCLC.
 - Time-bound. No. No time constraints are listed.
- » Regular attendees of the 21st CCLC program will receive fewer student referrals than they received in the previous year.
 - Specific. Yes. Specific students identified, goal tied to the number of referrals for the same students.
 - Measurable. Yes, assuming fewer is one less than the year before.
 - Attainable. Yes.
 - Relevant. Yes. Tied to student behavior, a goal of 21st CCLC.
 - Time-bound. Yes. Time constraints include the current and past years.

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.

Sustainability

A discussion of strategic plans to continue or increase the scope of the after school program should be included. Items that could be included for the sustainability section are funding, partnerships, and district support as well as other more unorthodox approaches to help the program continue or grow in the future.

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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