



# IOWA AFTERSCHOOL STATE EVALUATION REPORT 2016



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## Executive Summary of Iowa 21<sup>st</sup> Century Community Learning Centers

Afterschool programs in Iowa are changing the lives of at-risk children by improving attendance and behavior, providing enrichment based learning and supporting academic gains in reading and math through a whole child focus on supporting the developmental needs of children.

Originally created in 1994 through the *Elementary and Secondary School Act*, and expanded in 2001 through *No Child Left Behind (NCLB)*, the 21<sup>st</sup> Century Community Learning Centers (CCLC) program, provides students in high-need, high-poverty communities the opportunity to participate in afterschool programming. The 21<sup>st</sup> Century Community Learning Centers is a federal Title program (TITLE IV part B).

Effective afterschool programs bring a wide range of benefits to youth, families and communities. Afterschool programs can boost academic performance, reduce risky behaviors, promote physical health, and provide a safe, structured environment for the children of working parents. Below are highlights about the benefits of an afterschool program.

- **Attendance for chronically absent students improves by attending an afterschool program.**

“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).”

In Iowa, afterschool attendance is on the rise, moving from 42% in 2010 to 67% in 2016. The national average attendance has risen from 50 to 53%.

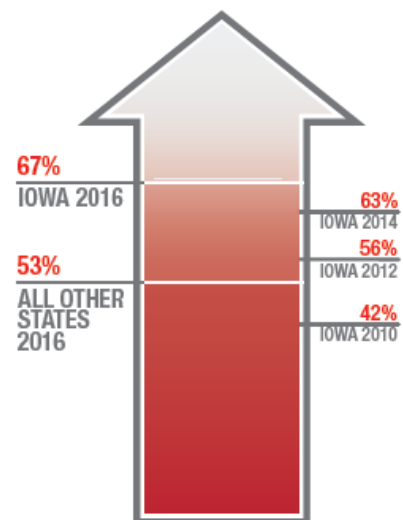
Parents report that children now attend school regularly because of the afterschool program.

- **Attending afterschool programs improve students’ academic performance.** A national evaluation found that over 40 percent of students attending 21st Century Community Learning Center programs improved their reading and math grades, and that those who attended more regularly were more likely to make gains (Naftzger et. al., 2007).

The US Dept. of Education Annual Performance Report (APR), data provide an annual update on the Government Performance and Results Act (GPRA) performance indicators associated with the 21<sup>st</sup> CCLC program.

**Iowa data showed that 66% of students improved in reading and 75% improved in Math compared with a 49% national average.**

*“We should spend less time ranking children and more time helping them to identify their natural competencies and gifts and cultivate these. There are hundreds and hundreds of ways to succeed. - Howard Gardner*



Iowa Attendance over 30 days



### ACADEMIC RESULTS OF THE PROGRAM:

**State of Iowa** The federal APR data reports that statewide **66.1% of Iowa 21<sup>st</sup> CCLC students made progress in reading** 75% made progress in Math. The national average was 49%

Grantee	Notable Local Achievements
Allamakee	<i>Regular attendees had a <b>74% proficiency rate for reading</b> for secondary students and <b>83% proficiency rate</b> for elementary students.</i>  <i>Regular attendees had an <b>89% proficiency rate</b> for mathematics for secondary students and <b>87% proficiency rate in reading</b> for elementary students.</i>
Andrew	<i>Regular attendees exhibited <b>87% literacy</b> and <b>86% mathematics achievement growth rate</b>.</i>
Davenport	<i>Cohorts 7, 8, &amp; 9 had <b>80% or more</b> of participant's proficient for adaptive behavior and social competence.</i>
Helping Services	<i><b>82% of participants were proficient or advanced in Math and 91% were proficient or advanced in Reading.</b></i>
Oelwein	<i>Cohorts 7, 8, &amp; 9 had <b>80% or more</b> of participant's proficient for adaptive behavior and social competence.</i>
St. Mark	<i>For Cohort 10, in Dubuque, <b>86% increased their literacy skills</b> and in Dyersville, <b>98% increased their literacy skills</b> based on a local assessment.</i>
Storm Lake	<b>82.7% of elementary regular attendees attained proficiency in reading</b> by the end of the school year (40.2% increase from fall scores)

- **Effective afterschool programs can improve classroom behavior** (Wisconsin Department of Public Instruction, 2010), school attendance, academic aspirations, and can reduce the likelihood that a student will drop out (Huang, Leon, La Torre, Mostafavi, 2008)
- The US Dept. of Education data reports that 63% of Iowa 21<sup>st</sup> CCLC students improved their behavior compared with 56% nationally. 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.
- **Participation in afterschool programs has been associated with reduced drug use** (Investing in Our Young People, University of Chicago, 2006) and criminal behavior (UCLA National Center for Research on Evaluation, Standards and Student Testing, 2007).
- David K. Mineta, Deputy Director of Demand Reduction, Office of National Drug Control Policy spoke on Substance Abuse Prevention Education in Afterschool Programs stated that every \$1 spent on prevention education saved \$20 in costs down the road. He extolled the success of afterschool programs in drug prevention.



- **Drug Prevention in Storm Lake, Iowa.** Officer John Bauer spent 12 weeks educating the TLC students in a Drug Prevention Program. The students learned a lot about the dangers of drug and alcohol. The Drug Prevention classes have made a huge impact for TLC students to be able to stay drug free.
- **Afterschool programs can play an important role in encouraging physical activity and good dietary habits.** Participation in afterschool programs has been associated with positive health outcomes, including reduced obesity (Mahoney, J., Lord, H., & Carryl, 2005).
- **Working families and businesses also derive benefits from afterschool programs that ensure that youth have a safe place to go while parents are at work.** Parents concerned about their children’s afterschool care miss an average of eight days of work per year, and this decreased worker productivity costs businesses up to \$300 billion annually (Brandeis University, Community, Families and Work Program, 2004 and Catalyst & Brandeis University, 2006).  
<http://youth.gov/youth-topics/afterschool-programs/benefits-youth-families-and-communities>

87% of parents in Iowa are satisfied with the afterschool program their child attends.

[http://www.afterschoolalliance.org/policyStateFacts.cfm?state\\_abbr=IA](http://www.afterschoolalliance.org/policyStateFacts.cfm?state_abbr=IA)



## Iowa ranks first in the nation in the percent of children under 6 years of age with all parents in the labor force (75.6 percent) - U.S. Census Bureau

Because so many Iowa families have both parents working, children need the adult supervision and support provided by an afterschool program. One of the favorite activities according to children is “cooking club” where they learn to prepare a variety of simple and nutritious meals.



In 2012, a funding formula was developed that was linked to the number of children served. This resulted in an increase in children served with the grant funds.

**Cohort VII-2012** - 1,743 additional children were 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 additional children were served. Budget meetings with grantees, meetings with community partners and outreach to community partners combined to increase the number of children we could serve through this grant.

**Cohort IX- 2014** - 3,244 additional children were 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 additional children were served. This cohort provided 12 grants, with two new rural locations and one new urban location.

**Cohort XI-2016** - 2,299 additional children were served. This cohort provided 11 grants with two new rural and two new urban locations. The number of sites increased to 102.

### Iowa Community Partners:

Partnerships in the community are critical to expanding services and support for at-risk children. Iowa applicants are required to have community partnerships for this grant. Across the state, our programs are partnered with 646 different community businesses, non-profits, churches, city and county agencies to provide enriching learning experiences for children,

- Iowa has dramatically increased the number of community partners over the years to help enrich, support and sustain afterschool programs.

**2012**  
50 partners

**2015**  
414 partners

**2016**  
646 partners

## Food Insecurity - 1 in 5 Iowa children does not have enough to eat.

*“Recent research shows that many children who do not have enough to eat wind up with diminished capacity to understand and learn.*

*Children don’t have to be starving for this to happen. Even mild undernutrition—the kind most common among poor people in America – can do it.”*

- Carl Sagan (Astrophysicist)



**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>



Iowa faces challenges and opportunities in meeting the needs of children and investing in their future.

The Iowa 21st Century Community Learning Centers provides a healthy snack afterschool, and working with community partners, about half of the programs provide a full meal to help at-risk children with food insecurity.

Food Banks are great partners to address the issue of hunger.

<http://www.foodbankiowa.org/NewsandEvents/CombatHunger.aspx>

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

A 2010 study from "The Journal of Nutrition" found that undernourished 2-year-olds were 16 percent more likely to fail at least one grade in school and entered school later than their well-nourished counterparts. The scientists behind the study determined that this could decrease the child's lifetime income by about 10 percent. The United Nations Standing Committee on Nutrition says that even in mild or moderate situations, stunted growth resulting from poor nutrition is correlated with poor academic performance and lowered mental capacity.

What if we could solve the “achievement gap” by feeding children three nutritious meals a day?

Dr. David E. Barrett, a Harvard Medical School psychologist, and Dr. Marian Radke-Yarrow, a National Institutes of Health child development psychologist, performed research focused on behavioral issues in 6- to 8-year-old children. Their research showed that social behaviors were even more susceptible to the negative effects of poor nutrition than learning functions were. The children in the study who had poor nutrition during the critical two-year period after birth appeared withdrawn, less active and were less helpful than their well-nourished counterparts. <http://www.livestrong.com/article/465374-how-poor-nutrition-affects-child-development/>

The University of Mississippi reports that: School-age children who ate breakfast did better on performance tests than children with no breakfast.

<http://www.nfsmi.org/documentlibraryfiles/PDF/20080612091850.pdf>

### Good Nutrition Is Essential If Learning Is to Occur

Investing in nutrition is a necessity, not a luxury, in today’s world. When children go to school without breakfast, their performance goes down by around 0.1 standard deviations (4 percentiles) but only if they are malnourished or from poorer backgrounds.

Years of malnutrition have a cumulative effect that needs to be reversed, and a combination of nutritional and psychosocial interventions can have a greater effect on cognitive development and physical growth than either intervention alone.

[https://www.unscn.org/files/Publications/Briefs\\_on\\_Nutrition/Brief2\\_EN.pdf](https://www.unscn.org/files/Publications/Briefs_on_Nutrition/Brief2_EN.pdf)



What is one of the most prominent obstacles hindering the **child’s learning process**? Hunger.

Chronic hunger can prevent students from making the most of a formal education, no matter how hard they try to ignore its effects. The sad truth is that hunger can have physical and psychological effects on young people that make learning substantially difficult.

Studies from the American Psychological Association reveal the **psychological effects** of hunger on education. Hunger has been observed to cause depression, anxiety and withdrawal, all of which are obstructions to a child trying to focus on education.

Hunger can also cause behavioral problems. In a classroom setting, a single child’s behavior can affect the rest of the students, the teacher’s attention and the overall learning atmosphere. In this case, hunger not only disturbs the affected child’s learning, but the learning of others as well.

Food, more specifically nutrient-rich food, is necessary for a school-aged child to make the most of a formal education.

<https://borgenproject.org/effects-of-hunger-on-education/>



## Student Behavior

**In Iowa, 23% (114,865) of K-12 youth are responsible for taking care of themselves after school.**

<http://www.halton.ca/cms/one.aspx?portalId=8310&pageId=28948>



Children who are not supervised at home or through an afterschool program can engage in risky behaviors that can lead to criminal activity. Gangs recruit young people at an early age and without programs to support parents and children and provide a positive learning environment, many children will be tempted by the message of gang members.

Police Officers around Iowa have reported to me that the 21<sup>st</sup> Century afterschool program results in a decrease in youth crime in their communities. This is consistent with national data.

### LOCAL DATA

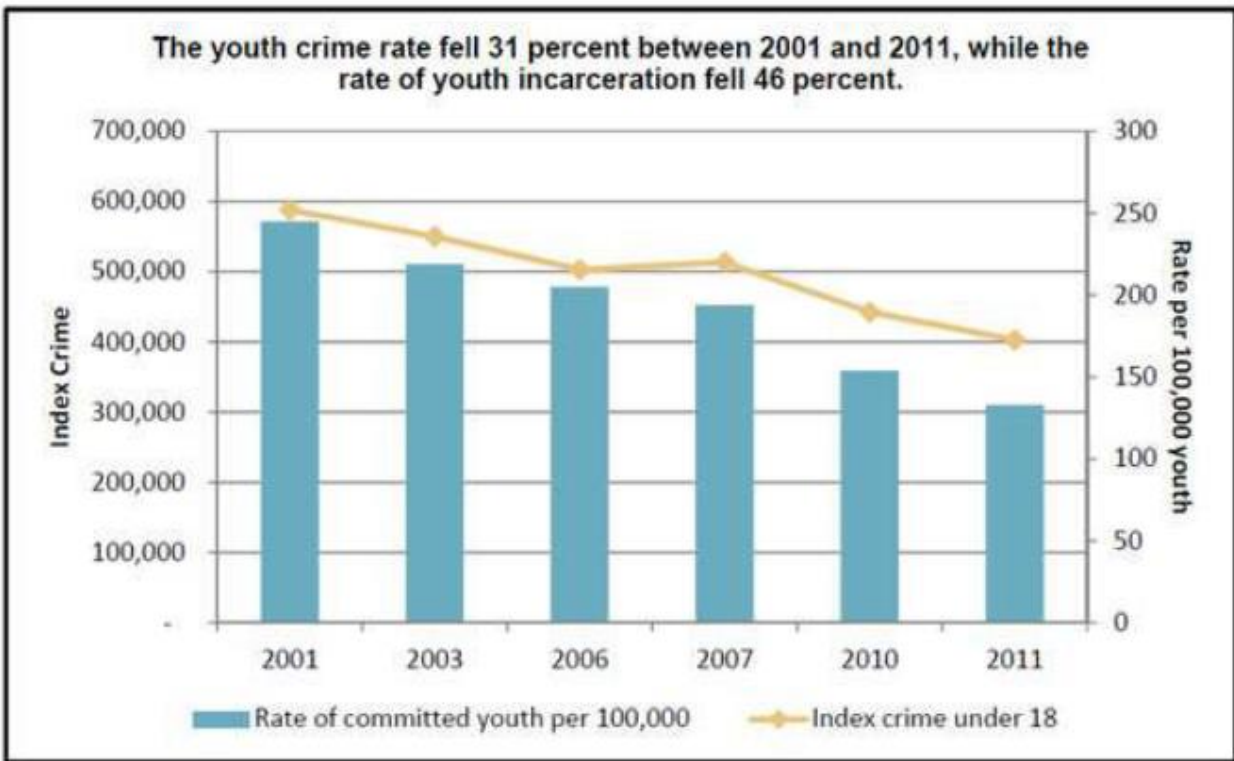
Council Bluffs Police Department data showing a decline in youth crime since the 21<sup>st</sup> Century Community Learning Centers afterschool program began at 2 Middle Schools.

Time of Day	Before 21 <sup>st</sup> Century Afterschool	Year 1 2014	Year 2 2015	Year 3 2016
2:00 PM	124	63	61	74
3:00 PM	70	70	59	61
4:00 PM	67	59	56	39
5:00 PM	49	73	57	41
<b>Total per Year</b>	<b>310</b>	<b>265</b>	<b>233</b>	<b>215</b>

**Effective after-school programs save \$5.29 for every \$1 spent** (on crime reduction alone) because participants commit fewer crimes.<sup>[ix]</sup> (This return is for crime reduction alone and does not factor in the other benefits of an afterschool program)

[http://www.afterschoolalliance.org/printPage.cfm?idPage=BC05E8A3-1E0B-E803-CADCD9D1B482AD0B#\\_ednref9](http://www.afterschoolalliance.org/printPage.cfm?idPage=BC05E8A3-1E0B-E803-CADCD9D1B482AD0B#_ednref9)

## National Data:



**Arrests source:** Puzzanchera, C. and Kang, W. (2014). "Easy Access to FBI Arrest Statistics 1994-2011." Online. Available: [www.ojdp.gov/ojstatbb/ezaucr/](http://www.ojdp.gov/ojstatbb/ezaucr/). **Residential placement source:** Sickmund, M., Sladky, T.J., Kang, W., and Puzzanchera, 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.

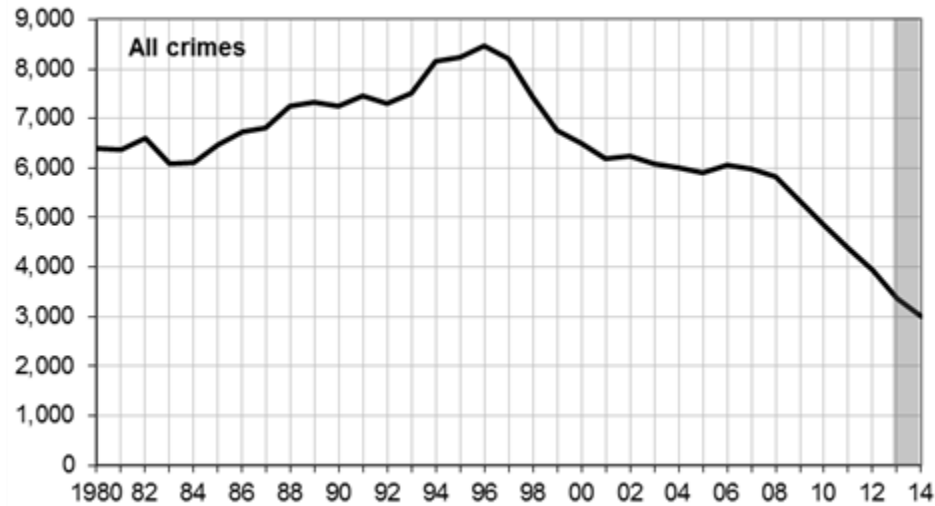
**Positive Correlation with Reduced Youth Crime** - In 2001, The U.S. Congress expanded the 21st Century program through the No Child Left Behind Act. This Investment resulted in a 31% in youth crime that has been sustained for over 12 years. If we increased funding for afterschool, we could see a further drop in youth crime.

**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 for afterschool prevention programs? Perhaps we would see a 60% to 90% decline in youth crime by increasing funding for afterschool?

In 1994, The U.S. Congress created 21st Century Community Learning Centers through the Elementary and Secondary Education Act.

**Arrests per 100,000 juveniles ages 10-17, 1980-2014**



Notice the long term effect that afterschool programs have had reducing 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. This funding contributed to a downward trend in youth crime.

[https://www.ojjdp.gov/ojstatbb/crime/JAR\\_Display.asp?ID=qa05200](https://www.ojjdp.gov/ojstatbb/crime/JAR_Display.asp?ID=qa05200)

**The national “average cost” of incarcerating a single child under 18 is \$148,767 per year.**

**In Iowa, we can run a full year afterschool and summer school program for 100 children for the same amount.** [http://www.justicepolicy.org/uploads/justicepolicy/documents/sticker\\_shock\\_final\\_v2.pdf](http://www.justicepolicy.org/uploads/justicepolicy/documents/sticker_shock_final_v2.pdf)

We spend \$21 billion to keep kids locked up each year, but only \$1 billion to prevent this with afterschool and summer school programs. Which is the most effective use of taxpayer dollars?

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*....We find that each new high school graduate would yield a public benefit of \$209,000 in higher government revenues and lower government spending..*

— Clive Belfield, Professor of Economics, Queens College, City University of New York; Henry M. Levin, William H. Kilpatrick Professor of Economics & Education, Teachers College, Columbia University

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**Dropout Prevention** – 21<sup>st</sup> CCLC funds provide access to programs that have had impact on lowering the number of school dropouts (*The Costs of Dropping Out of School in Iowa*, by James R. Veale).

- Students in Iowa exhibited a 90.5% high school graduation rate in 2014-2015 while 1.69% of students in grades 7-12 dropped out of school.
- Dropouts are over 5 times as likely to be incarcerated as graduates are.
- Dropouts, on average, receive 37% less lifetime earnings than the average Iowan or \$583,335.

- Dropouts are twice as likely to be unemployed as those who finished high school and due to unemployment receive up to \$2.35 million per year.
- Because of the lower earnings, dropouts pay less taxes. A shortfall of \$2.8 million in 2016.
- **The cost of dropout prevention programs return 32% more than they cost.**

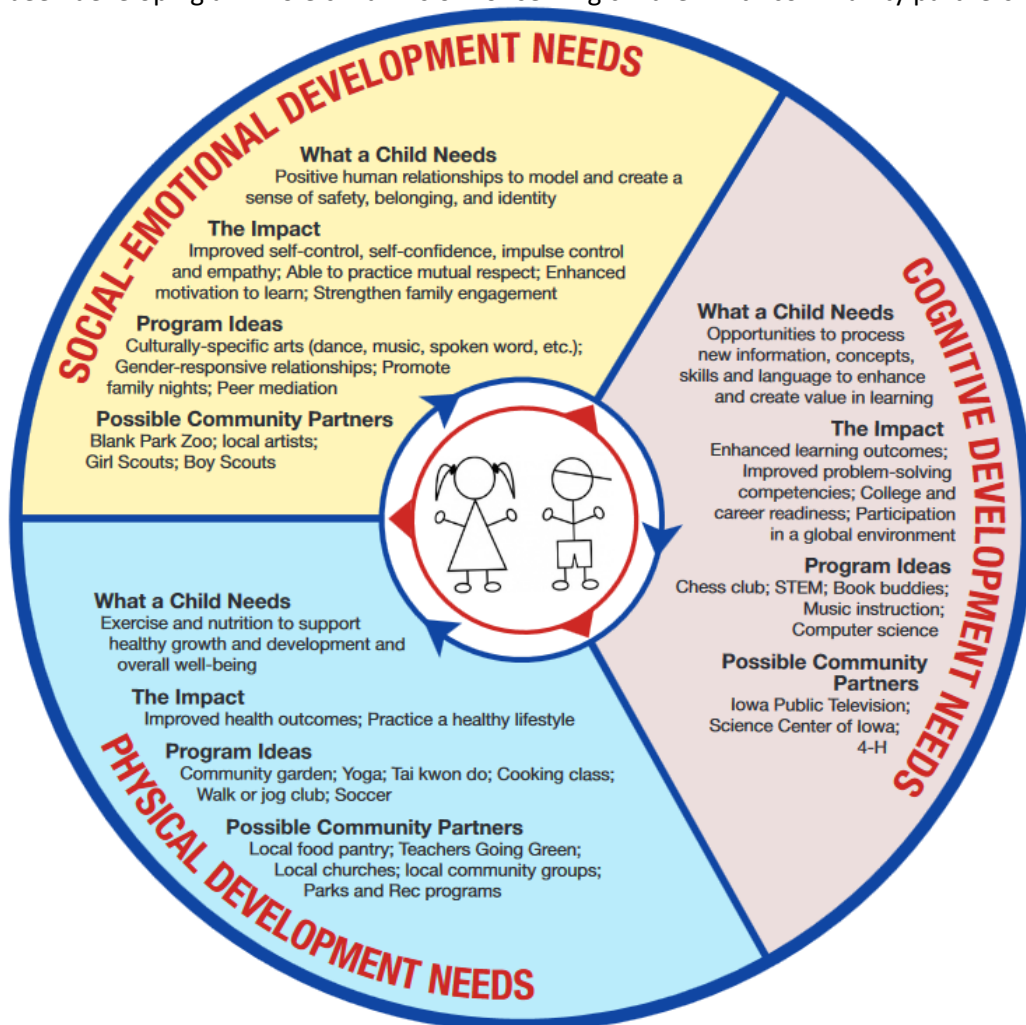
The Corporation for National and Community Service that estimated the lost economic potential to be as much as \$4.7 trillion dollars for all 6.7 million disconnected youth (who did not have access to an afterschool program)

**Serving the Whole Child** – Through a wealth of community partners across the state, the 21<sup>st</sup> Century Programs have begun to go above and beyond what is required because we care about Iowa’s kids.

Davenport began a full service school model by expanding the support services of 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. This has been expanded and all the sites now serve a full meal for children each day.

Des Moines has 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.

Iowa has been developing a “whole child” vision for serving children with community partners.



## 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>)

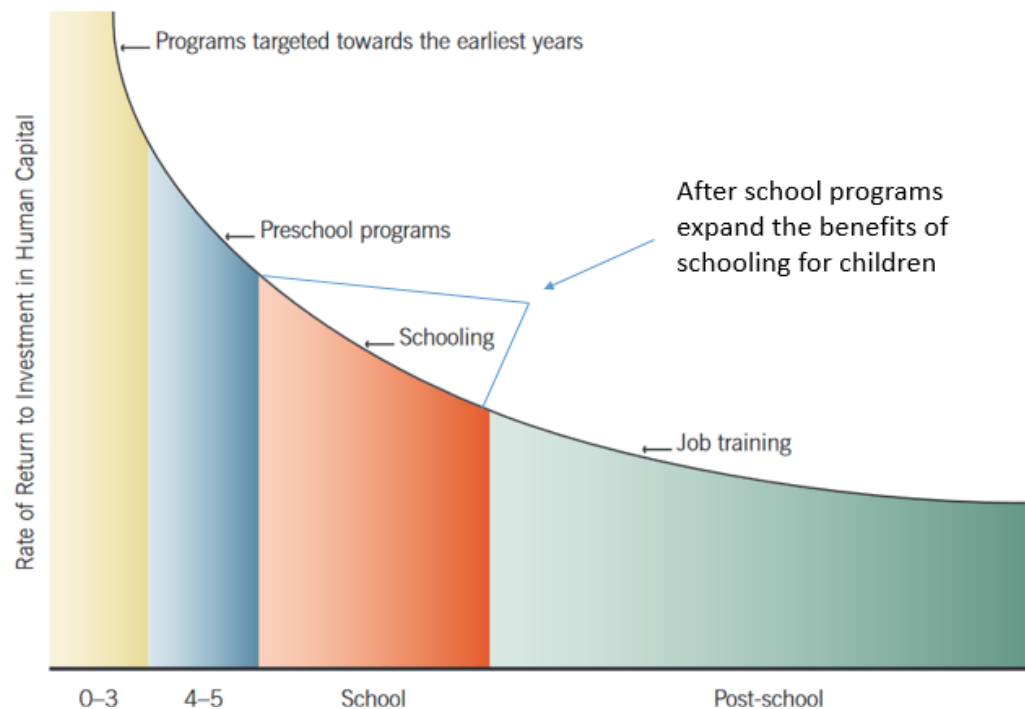
**“many major economic and social problems such as crime, teenage pregnancy, dropping out of high school, and adverse health conditions are linked to low levels of skill and ability in society (49).”** A focus on achievement test scores ignores important non-cognitive factors that promote success in school and life (49).”

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

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 (below) from James Heckman showing the returns on Investment in Children:

### Returns to a Unit Dollar Invested



[https://childandfamilypolicy.duke.edu/pdfs/10yranniversary\\_Heckmanhandout.pdf](https://childandfamilypolicy.duke.edu/pdfs/10yranniversary_Heckmanhandout.pdf)



**Youth Engagement** - One area we have made substantial improvement in is with encouraging youth to become active participants in their own learning.

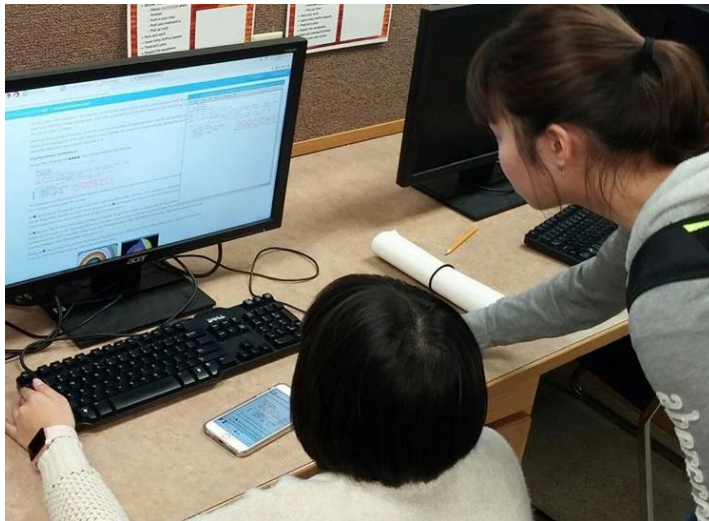
In programs around the state, young people are encouraged to be leaders in their learning and provide input about activities. This results in higher rates of attendance, lower rates of discipline and waiting lists because of the increased demand for the program.

In the Iowa afterschool programs, we provide a wide variety of activities or clubs for children to learn about Science and Technology, Engineering and Math (STEM).

We have partnered with Google to provide Google CS first, where students learn to create online games and learn about coding. We have partnered with NASA and students have created space-related projects. We are one of the largest STEM groups in Iowa and we will be expanding into Computer Science activities in the future.



**Afterschool programs provide all kids with a chance to learn and have fun at the same time.**



We have no trouble getting girls interested in technology during afterschool. They love to code.

**Afterschool programs are the future of education.**

## The Iowa Afterschool Alliance

Best Practice Site Visits are made by the Iowa Afterschool Alliance under contract with the Iowa Department of Education and entails the identification of best practices and areas of support needed through on-site observation and discussions with grantees and partners. These site visits are also a primary way to gauge needed professional development support through on-site observation and discussions with grantees and partners.

The IAA provides technical assistance and support to grantees and the Iowa Department of Education via virtual and in-person check-ins and professional development opportunities, as well as administrative support throughout the grant year. The IAA provides the following services under contract with the Iowa Department of Education:

- Best Practice visits to grantees
- Maintenance of an online repository of grant information at <http://iowa21cclc.wikispaces.com>
- Identification and sharing of resources via email to grantee network
- Monthly best practice webinars. Archive accessible at <https://www.youtube.com/user/SPPG84?feature=watch>
- Coordination, logistics, and facilitation of an annual New Grantee Orientation
- Coordination and logistics of an annual Fall Institute
- Ad-hoc training and professional development on topics ranging from STEM and literacy to grant writing and advisory boards
- Coordination and facilitation of grantee network committees. Focus areas are family engagement, general support, evaluation, communication, and conference planning
- Facilitation of regular grantee input and feedback on various topics including evaluation and data collection
- Administrative support to the Request For Applications (RFA) process
- Facilitation of state level grantee reporting
- Development and dissemination of internal and external 21CCLC communication materials
- Coordination and logistics for the annual Impact After School Conference that draws 200 afterschool providers to Des Moines each year
- Support, as needed, to grantees within the Iowa 21<sup>st</sup> Century Community Learning Centers network

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.

The table below lists the site visits and includes the grantee, the cohort, and the location of the center visited. Six of the sites visited were from cohort 11. Cohort 11 grantees were not included in the main part of the 2015-2016 state evaluation but site visits to those grantees provided insight and information that is useful and information from them is included in the site visits section of the state evaluation for 2015-2016.

Site	Cohort	Center Location	Date of Visit
Audubon CSD	Cohort 11	Audubon Elementary School	October 6, 2016
Boys & Girls Clubs of the Cedar Valley	Cohort 10	Waterloo Boys and Girls Club	November 8, 2016
Council Bluffs CSD	Cohort 11	Abraham Lincoln High School	November 16, 2016
Cedar Rapids CSD	Cohort 11	Harrison Elementary School	July 7, 2016
Des Moines CSD	Cohort 11	Cattell Elementary School	November 14, 2016
Hamburg CSD	Cohort 11	Marnie Simons Elementary	November 2, 2016
Helping Services for Northeast Iowa	Cohort 10	West Union Elementary	October 24, 2016
Tanager Place	Cohort 11	Hoover Elementary School	December 1, 2016

The site visits reports included a grantee profile, a list of partners for the 21<sup>st</sup> CCLC program, a site visit summary, a list of observed best practices, and a list of identified support needs. Since the site visits were conducted to assist each individual grantee, it is not appropriate to include all the site visit report details in this state report.

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

Iowa 21<sup>st</sup> CCLC Site Visits – Identified Best Practices

Grantee Organization	Best Practice	Key Points & Comments
Audubon CSD – Audubon Elementary School	Teacher Committee	The grant has institutionalized a teacher committee to work with the director on aligning activities and academics supports to the school day. The teachers include a physical education teacher, special education teacher, and general curriculum teacher. These meetings are scheduled for monthly. This is a good example of ensuring alignment between the school day and afterschool time.
Boys & Girls Clubs of the Cedar Valley – Waterloo Boys and Girls Club	Utilizing the community college for frontline professional development	The program offers quarterly training, as well as a week-long summer training, but they also utilize Hawkeye Community College for staff training. The college offers a 75 percent discount to the program, making it a good partner to diversify the PD offered staff.
	Offering music lessons	The Boys and Girls Clubs offer voluntary music lessons to youth. It is great to see small group instruction on instruments with youth that may not otherwise get the chance to practice or explore different musical instruments and music.
	Meals and snacks	The Boys and Girls Clubs served over 27,000 meals and snacks last year. Their partnership with the Food Bank is extremely valuable. When the IAA visited, the site was feeding each youth dinner that attended program that day, around 150 youth. The received a snack at the beginning of program, too. This is a very important service that afterschool programs provide in our communities.
Council Bluffs CSD – Abraham Lincoln High School	Advisory Councils	The Council Bluffs District 21CCLC programs utilize several advisory councils, including one of community members and partners that focuses on the program as a whole across the district and youth advisory councils. The program will add policymakers to their community advisory council to further make the connection to state and local policy. The main advisory council for the program has about 45 individuals on it. They give input on what the program should be doing to support students. The program will soon create their own youth advisory council by asking teachers to select students to participate in this capacity and to meet once per month to give input on the program.
	High Quality Clubs	Each club observed appeared to have deeper goals than just to meet each week. They seemed to hold a lot of value to the students and gave them significant opportunities to dive into subjects that may not get a lot of time in the core curriculum of their school day.
	Family Engagement	The program’s family engagement events seem to be doing very well. They cited several activities that had drawn 70 to 100

		people at each event. They have had a family engagement meeting at the beginning of the year at the same time as conferences to get more families to participate. They have tried to tie events to school activities and the site coordinator will personally call families to invite them to events and to get them to show up.
Cedar Rapids Community School District – Harrison Elementary School	Family Engagement	Most importantly, according to the program, is their practice of calling each enrolled family before the summer starts to get their input on the goals for their child over summer. The teachers are responsible for this task. This activity engages parents early and says to them that the program values their opinion. Throughout the summer, the program also sends progress monitoring home with their students so parents are kept up-to-date on the progress of their child.
	Authentic Writing	Students were observed in a classroom engaged in authentic writing. The students communicate with local retirees. The letters are sent even if illegible, and the retirees write back. It is coordinated well so that all students receive letters regularly.
	Teacher PD	The Kids on Course PD is uniquely geared towards their staff of certified teachers. The Program Director leads front-loaded PD early in the summer for all certified teachers working in the summer program. The PD occurs over two days prior to the program start, with the first day focuses around the vision for the program and the vision for curriculum and activities. The second day is site-based and focuses on familiarizing the teachers with program processes, including attendance, and the layout of the schools. Since teachers come from all over the district to just five elementary sites, they may be unfamiliar with the building.
Des Moines Independent CSD – Cattell Elementary School	Seeking Staff through Local Colleges and Universities	Local colleges and universities can be a great source of staff, especially considering the unique hours required of the positions (a few hours in the morning, a few in the afternoon). It is particularly valuable to develop relationships with education and social work departments, since these are students that are most likely to want to and be able to work with young children.
	Integrating 21CCLC and Fee-Based Programs	Cattell Elementary is one of several 21CCLC and child care sites to begin the transition to full integration of the programs. This will ensure that there is no separation of programming and that all children have access to high-quality learning opportunities after school and over the summer, regardless of their ability to pay.
Hamburg CSD – Marnie Simmons Elementary School	Extending Programming by Taking Advantage of External Resources and Grants	The program is looking to expand programming in STEM and outdoor education by taking advantage of opportunities through other entities. The program has received a grant from their regional STEM hub, which is a good practice. These hubs have significant resources and funds available for high-quality, active



		<p>learning STEM in the region and should be accessed by programs more often. The program is also reaching out to the United States Department of Agriculture for a Farm School Grant to extend its offerings in outdoor education, including developing a co-op and further developing hydroponics.</p>
	Creative Snacks	<p>It is a good practice to bring in a community member to be in charge of snack and healthy eating. Because the volunteer is a retiree, they are able to pay minimum wage and have a single person dedicated to this activity. Students get good snacks and a friendly face each day.</p>
	Student and Parent Input	<p>The program collects student and parent input on the clubs they provide. This is a good way to ensure clubs are of value to those they serve. It is also a way to give students and parents a voice in the programming.</p>
Helping Services for Northeast Iowa - West Union Elementary	CBO Relationship with schools	<p>There is a solid relationship with the schools – from the superintendent to teachers and the curriculum director. The superintendent and Northeast Services have a strong working relationship, one that existed prior to the grant development. The director of the program has a standing meeting with the building principal. The curriculum director of the school observes the program and makes recommendations. The site director meets regularly with the curriculum director to get input on programming. School leaders were also instrumental in writing the grant for funding.</p>
	Use of Centers	<p>The program utilizes centers and the students rotate through the schedule each day. There are times when all youth are together, such as for snack and meditation, but then they are broken into grades and will rotate through each of the centers each day. This is a good way to structure programming so activities are all going on at once and youth have the chance to participate in the activities. It also ensures more dynamic and varied programming for youth. It is important that the centers be well-staffed and be tailored to the age group being served at the time for the centers to work.</p>
Tanager Place - Hoover Elementary School	Use of volunteers	<p>The program utilizes a lot of volunteers. The program estimates they have roughly 200 volunteers that are somehow connected to the program annually over both sites, Hoover and Taylor Elementary Schools.</p>
	Partnerships through a Collaborative Network	<p>The YouthPort model is ideal for 21st Century programming. The partnership includes three agencies serving the Cedar Rapids area: Young Parents Network, Boys and Girls Clubs of Cedar Rapids, and Tanager Place. This collaboration ensures that the highest need youth are served in 21st Century programming and that the programs are using the different services of the agencies to diversify and strengthen aspects of programming. For instance, Young Parents Network is skilled at family engagement. Boys and Girls Clubs have youth service focus, and Tanager offers behavioral health counseling and supports to the highest need youth. This makes for a robust referral network to ensure youth are fully supported for the greatest outcomes.</p>

Refugee family engagement	The program serves a large population of African refugees, requiring unique support and strategies for engagement. The program utilizes the expertise of the Young Parents Network for family engagement and has found that parents are using children’s books to learn to read English themselves. The program has developed their own system using children’s books. They have pasted in their own definitions into the book with mailing labels. They have found that parents can be intimidated by words, so they prioritize pictures in their guidance.
Utilizing own network to learn new strategies	The Boys and Girls Clubs across Iowa are a natural network for peer learning. The Boys and Girls Clubs of Cedar Rapids reached out to the Cedar Valley Clubs for ideas on programming strategies that they have found valuable. This is a great practice for coming up with new ideas or running ideas by another provider for suggestions or advice.

The IAA provides a monthly newsletter to the Iowa afterschool community. Back issues may be accessed on the IAA website at [www.iowaafterschoolalliance.org](http://www.iowaafterschoolalliance.org).

The Iowa Afterschool Alliance provides ongoing outreach to the non-profit community in Iowa and provides Science, Technology, Engineering, and Math (STEM) support for 21<sup>st</sup> Century programs through additional grants and collaboration with the Governor’s STEM Initiative ([www.iowastem.org](http://www.iowastem.org)). The IAA was awarded a STEM Next Challenge Grant to continue activities begun in 2014 to develop a statewide system for out-of-school time STEM. All information from this work is available at <http://iowastemactivelearning.wikispaces.com>.

The IAA, in partnership with United Way of Central Iowa, coordinates the work of afterschool Enrichment Coaches who are focusing on literacy enrichment, and working with a dozen afterschool sites in Central Iowa. 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 646 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 (2016)**

Data is compiled using federal and state sources

**42** Grants **TO** **21** Entities

**102** Sites

**646** Paid and Unpaid Partners

**13,432** Students Served School Year and Summer

#### Funding **REQUESTED & AWARDED**

**\$11.6 MILLION** REQUESTED

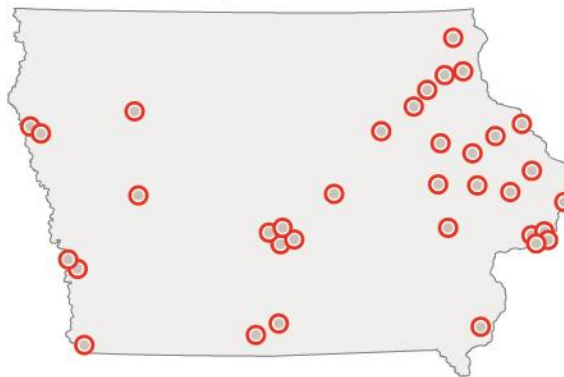
**\$6.2 MILLION** AWARDED



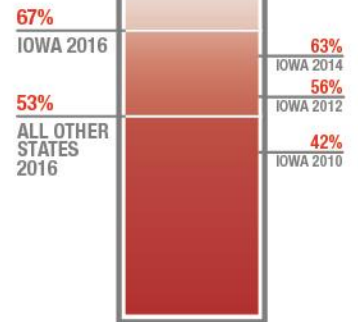
**19 APPLICATIONS RECEIVED**  
Average Request = \$612,000  
Request Range = \$539,000 - \$900,000

#### 21CCLC **MAP**

2016 Program Locations



#### **67% Regular Attendance\*\***



#### **Statewide Staff : Student Ratio\***

**1:16** [without volunteers]

**48%** are certified teachers

Average cost per student **\$684** annually

#### Of the **13,432 STUDENTS**

**65%**  
average free or reduced price lunch rate  
**STATE = 42%**

**13%**  
are categorized Limited English Proficient  
**STATE = 6%**

**12%**  
are students with a disability  
**STATE = 13%**

\* Indicates number from the previous year of reporting.  
\*\* Based on attendance of 30 days or more over the school year.

## The State of Iowa's Children

The Children's Defense Fund (CDF) published a 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.

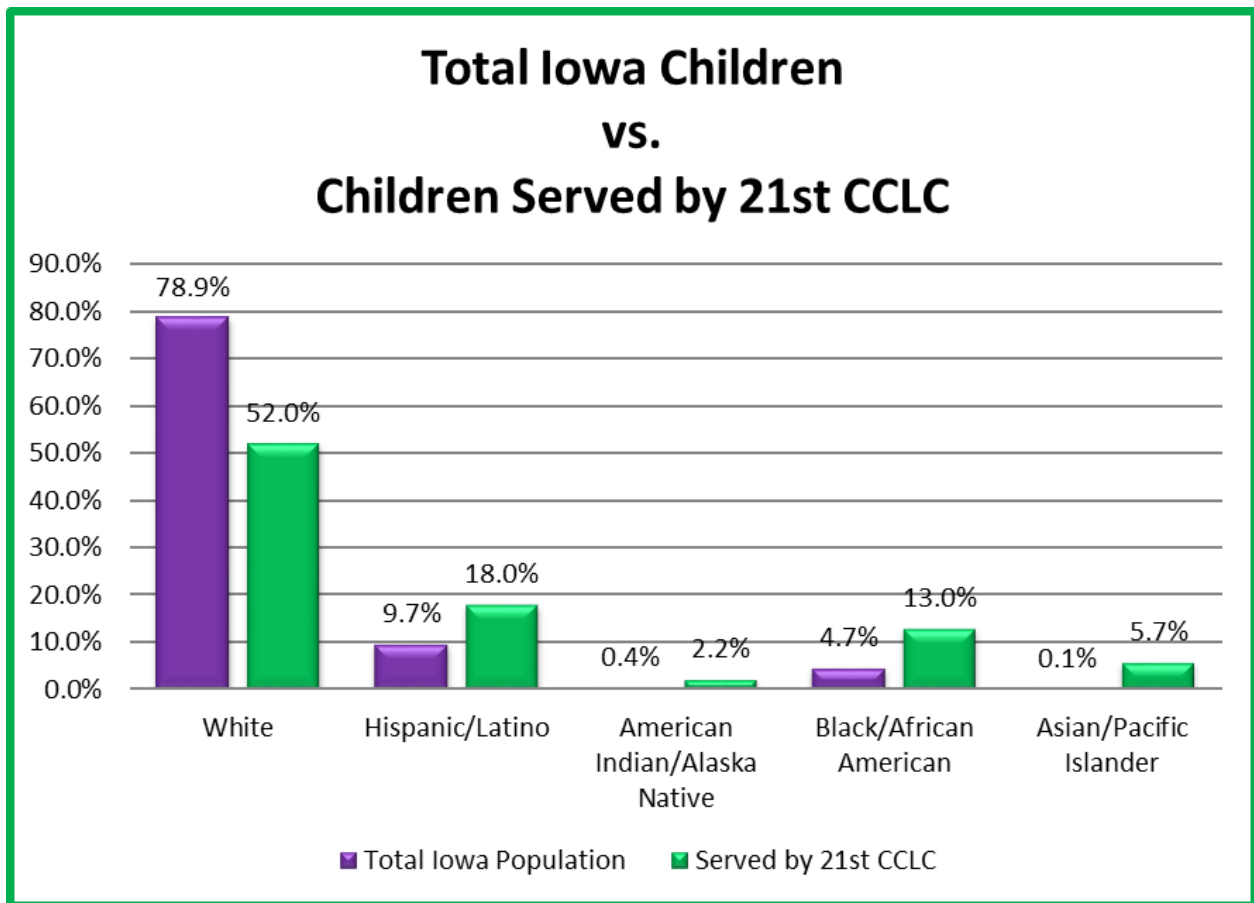
Although the Iowa 21<sup>st</sup> CCLC was not developed using data from the [State of America's Children 2014](#) report, most children served by the Iowa 21<sup>st</sup> CCLC Programs are at risk. Thus, an examination of the 21<sup>st</sup> CCLC Program and how it may be addressing the main data points regarding children at risk provided in the [State of America's Children 2014](#) may be insightful.

The [State of America's Children 2014](#) used statistics from 2012. Where available, statistics were updated with the latest data.

**Point 1. Child Population.** 728,796 children lived in Iowa in 2015; 21.08 percent were children of color, an increase from 20.58 percent children of color in 2012 (*Kids Count Data Center*).

The Iowa 21<sup>st</sup> CCLC Program serves a higher percentage of children of color when compared to the total child population. Overall, 38.9 percent of children served by Iowa 21<sup>st</sup> CCLC were children of color.

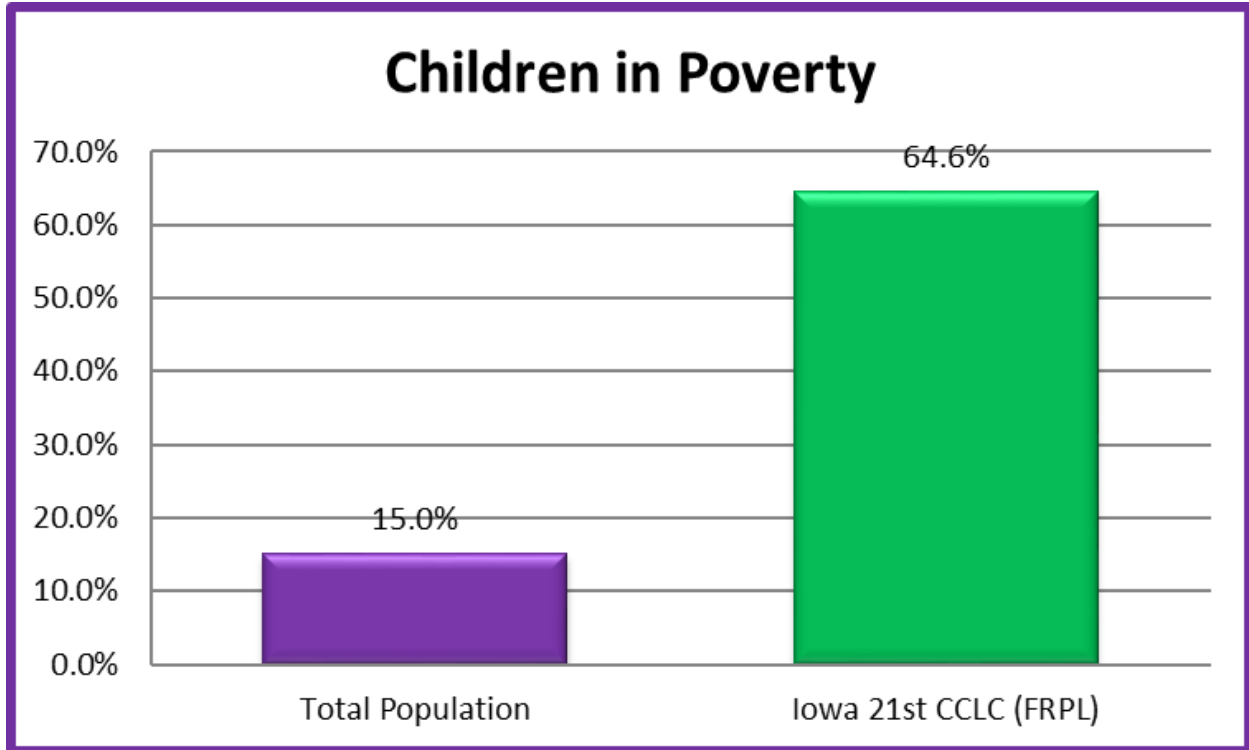
★ “The Club helps keep the kids of all races, and nationalities involved in the community. The Club helps instill self-respect and dignity for self and families.” (21<sup>st</sup> CCLC Parent).





**Point 2. Child Poverty.** Approximately 15 percent of Iowa’s children were poor in 2015, a total of 106,000 children, which is a decrease from 110,381 children in 2014.

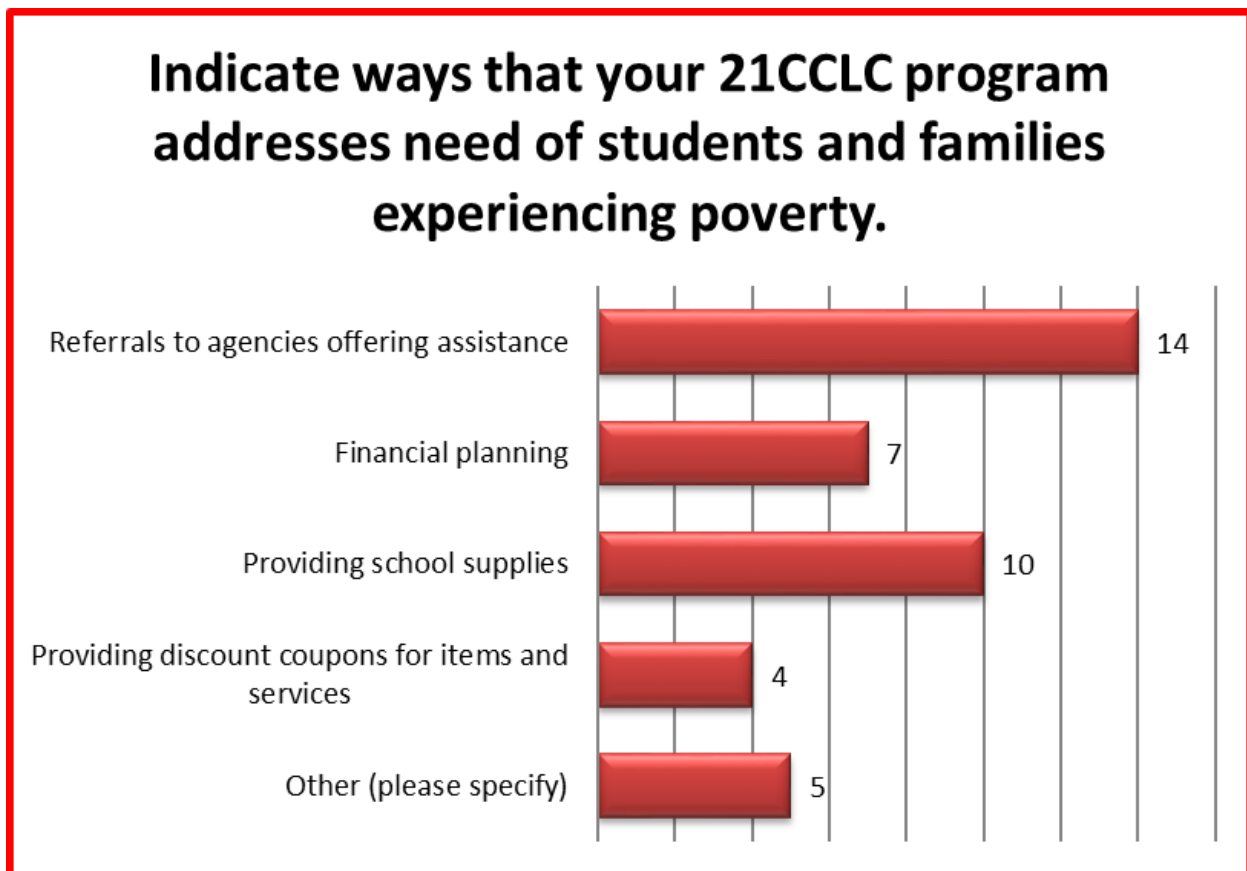
In the Iowa 21<sup>st</sup> CCLC Program, 64.6 percent of regular attendees served were poor as identified by being eligible for Free or Reduced Price Lunch (FRPL).



**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 70 percent of Centers offer a full meal or expanded snack.
- \* All Iowa 21<sup>st</sup> CCLC Centers provide snacks and/or meals that meet or exceed Child and Adult Care Food Program (CACFP) guidelines.

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



*Other Ways reported were:*

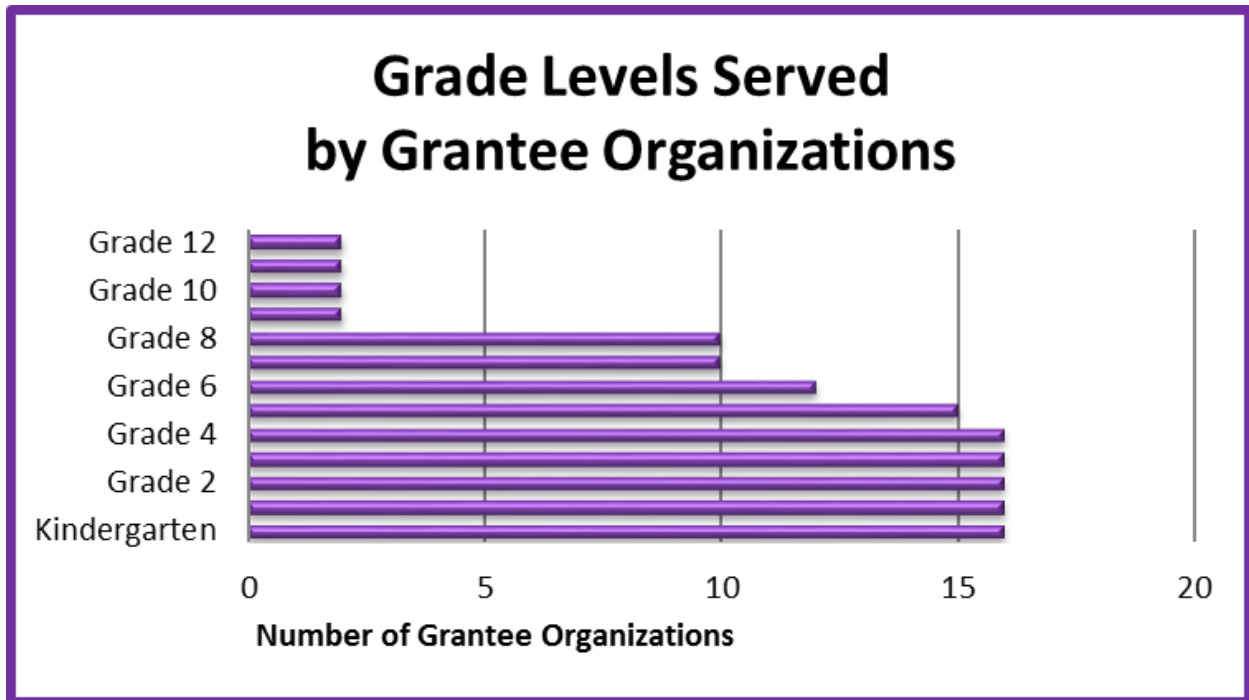
- *Offering Bridges out of Poverty programming by West Burlington School District.*
- *Free child care for parents who are working or looking for work.*
- *Families Matters Program.*
- *Our agency provides Citizenship, English classes and Drivers Education classes.*
- *Providing warm winter clothing during the Holidays.*

**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 21<sup>st</sup> CCLC Programs provide guidance to parents needing assistance.
- \* Iowa 21<sup>st</sup> CCLC Programs serve snacks and meals that meet nutritional requirements.
- \* Iowa 21<sup>st</sup> CCLC Programs provide activities that promote healthy lifestyles.
- \* Iowa 21<sup>st</sup> CCLC Programs provide education on general health knowledge for students.
- \* Iowa 21<sup>st</sup> CCLC Programs have partners from the public health community, including medical institutions.
- \* Iowa 21<sup>st</sup> CCLC Programs promote home safety through partnerships with fire and police departments.

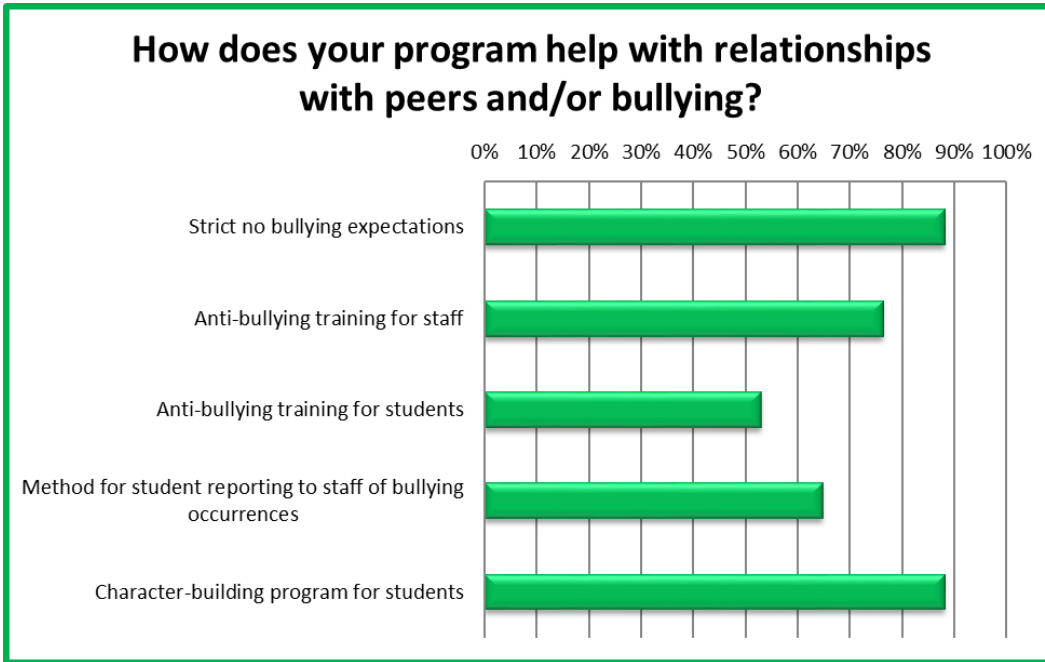
**Point 5. Early Childhood and Education.** Lack of early childhood investments deprives children of critical supports in the early years and reduces school readiness. Iowa’s schools fail to educate all children, closing off a crucial pathway out of poverty.

Iowa 21<sup>st</sup> 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 21<sup>st</sup> CCLC Programs have anti-bullying programs in place.



Iowa 21<sup>st</sup> CCLC Programs provide leadership opportunities for students.



The other opportunity reported was:

- Student Advisory Councils at each Middle School Site.

## Evaluation Methods

*Educational Resource Management Solutions (ERMS)*

*Dr. Ron Cravey and Ernest Sinclair, M.Ed.*

According to the U.S. Department of Education (<http://www2.ed.gov/programs/21stcclc/index.html>), the purpose of 21<sup>st</sup> 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.

To evaluate the 21<sup>st</sup> CCLC Programs in Iowa, three main sources of data were used: Local Evaluations, Site Visit Reports and an end-of-year survey. In addition, the Iowa DOE provided information and data as requested. Additional information was gathered from the 2014-2015 US DOE APR report.

### Local Evaluations

Although there are standard measures that Centers are required to utilize, Centers in Iowa are expected to perform their own internal evaluations of their individual programs. For 2015-2016, local 21<sup>st</sup> CCLC grantees were provided with a form developed to ensure that local evaluations included data needed for the state evaluation as well as provide information for local grantees that could be used to improve their programs. The form included eight required elements. A main focus of the state evaluation is the percentage of attendees scoring proficient or better on reading and mathematics assessments, mirroring the Iowa School Report Card.

- 1. Title (Grantee Name) and File Saved with Correct Nomenclature**
- 2. General Information**
  - a. Basic Information Table*
  - b. Center Information Table*
- 3. Introduction/Executive Summary**
- 4. Demographic Data**
  - a. Attendance Summary Table*
  - b. Attendance Discussion*
  - c. Partnerships Summary Table*
  - d. Partnerships Discussion*
  - e. Parent Involvement*
- 5. Objectives**
  - a. Objective Summary Tables (all Cohorts)*
  - b. Objectives Discussion (including Statistical Analysis)*
- 6. Anecdotal Data**
  - a. Success stories*
  - b. Best Practices*
  - c. Pictures*
  - d. Student, teacher, parent, and community input*
- 7. Sustainability plans**
  - a. Formal sustainability plan, if available*
  - b. Discussion on steps to be taken for the future of the program*
- 8. Summary and recommendations**
  - a. Short summary of the program.*
  - b. Dissemination of local evaluation.*

- c. *Recommendations for objectives.*
- d. *Recommendations on future plans for change.*

The complete form can be downloaded from the Iowa DOE at

<https://www.educateiowa.gov/documents/title-programs/2016/09/local-evaluation-form>

Instructions for completing the form is at <https://www.educateiowa.gov/documents/title-programs/2016/09/iowa-21st-cclc-local-evaluation-form-instructions-final-9-9-16>

Grantees were provided with timeline for the local evaluation. It can be found at

<https://www.educateiowa.gov/documents/title-programs/2017/03/iowa-local-evaluator-timeline>

Each of the 18 grantee organizations examined for this 2015-2016 state evaluation of the 21<sup>st</sup> CCLC programs in Iowa was tasked with performing an evaluation of their programs. The 18 grantee organizations supplied evaluations of their programs. Below is a table listing the grantee organizations and their 21<sup>st</sup> CCLC Program website. Websites are required to at least provide the results of their local evaluations but other content may be included.

Grantee Organization	Website
Allamakee CSD	<a href="https://sites.google.com/a/allamakee.k12.ia.us/communityconnections/home/evaluation">https://sites.google.com/a/allamakee.k12.ia.us/communityconnections/home/evaluation</a>
Andrew CSD	<a href="http://www.andrew.k12.ia.us/school-activities/after-school-programs-leap-1">http://www.andrew.k12.ia.us/school-activities/after-school-programs-leap-1</a>
Bettendorf CSD	<a href="http://mt.bettendorf.k12.ia.us/steamer-success-academy">http://mt.bettendorf.k12.ia.us/steamer-success-academy</a>
Boys & Girls Club of Cedar Valley	<a href="http://www.cedarvalleyclubs.com/program-info">http://www.cedarvalleyclubs.com/program-info</a>
Burlington CSD	<a href="http://www.bcsds.org/academics/21st-century-learning-centers">http://www.bcsds.org/academics/21st-century-learning-centers</a>
Central Decatur CSD	<a href="http://www.centraldecatur.org/north-elementary/cardinal-muscle/">http://www.centraldecatur.org/north-elementary/cardinal-muscle/</a> <a href="http://www.centraldecatur.org/south-elementary/cardinal-muscle/">http://www.centraldecatur.org/south-elementary/cardinal-muscle/</a>
Clinton CSD	<a href="http://www.clinton.k12.ia.us/pi_21st_century.cfm">http://www.clinton.k12.ia.us/pi_21st_century.cfm</a>
Council Bluffs CSD	<a href="http://www.cb-schools.org/parents-students/student-support/before-after-school-care/middle-school/cb-dreams-program/data-evaluation/">http://www.cb-schools.org/parents-students/student-support/before-after-school-care/middle-school/cb-dreams-program/data-evaluation/</a>
Davenport CSD	<a href="http://www.davenportschools.org/steppingstones/program-information/evaluation-reports/">http://www.davenportschools.org/steppingstones/program-information/evaluation-reports/</a>
Des Moines ISD	<a href="http://www.21cclcdm.com/data-and-evaluation.html">http://www.21cclcdm.com/data-and-evaluation.html</a>
Helping Services of Northeast Iowa	<a href="https://www.helpingservices.org/about/substance-abuse-prevention/tigerhawk-connections-learning-center/#Evaluation">https://www.helpingservices.org/about/substance-abuse-prevention/tigerhawk-connections-learning-center/#Evaluation</a>
Iowa City CSD	<a href="http://www.iowacityschools.org/pages/ICCSD/Departments/Youth_and_Family_Development/7820225246705999156">http://www.iowacityschools.org/pages/ICCSD/Departments/Youth_and_Family_Development/7820225246705999156</a>



Oakridge  
Neighborhood  
Services <http://oakridgeneighborhood.org/services/youth-programs/>

Oelwein CSD <http://oelwein.k12.ia.us/programs.cfm?subpage=1327208>

St. Mark Youth  
Enrichment <http://www.stmarkyouthenrichment.org/evaluation>

Siouxland Human  
Investment  
Partnership [www.beyondthebell.us.com](http://www.beyondthebell.us.com)

Storm Lake CSD <https://sites.google.com/a/slcsd.org/stormlakeeta/>  
<http://www.storm-lake.k12.ia.us/middle-school-tlc>

## 21<sup>st</sup> CCLC Data Collection Tool

Text coming?

### Site Visits

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. In addition, monitoring and compliance visits were made by the Iowa Department of Education.

### End-of-year Survey

As a culminating evaluation instrument, a survey was sent to each grantee organization. The survey was completed by 17 of the grantee organizations in Cohorts 7, 8, 9 and 10 that were used for the state evaluation for 2015-2016. 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 provided data that gives a synopsis of the Iowa program.

## Program Findings

Beginning in 2003, The Iowa Department of Education offered competitive federal grants for the 21<sup>st</sup> CCLC program. To provide information on how well the 21<sup>st</sup> CCLC programs are performing, data from two main sources was examined. Center evaluations provided the bulk of data. Local evaluations were prepared using a state proscribed template that included demographic data, center objectives data, anecdotal information, sustainability plans, and recommendations for improvement of the local 21<sup>st</sup> CCLC programs. In addition to local evaluations, an End-of Year Survey was completed by grantees. Survey results gave an overview of the grantee organizations' activities.

## Program Operations

*Attendance and Funding.* Each year, the number of students participating in 21<sup>st</sup> CCLC programs has increased. As seen in the table below, in 2015-2016, Iowa had 18 active grantee organizations involved in 21<sup>st</sup> CCLC activities with 13,432 students participating and 7,995 students designated as regular attendees (regular student attendees were students who attended the program 30 days or more during the school year). The table also includes attendance totals for 2014-2015, illustrating an increase in total attendance from 10,965 students in 2014-2015 to 13,432 students in 2015-2016. Regular attendees increased from 6,950 to 7,995 during the same time period. The 21<sup>st</sup> CCLC grants provided \$8,066,481.30 to grantees for 21<sup>st</sup> CCLC activities during 2014-2015. In addition other state and local in kind and matching funds were used to ensure quality after school programs that benefited students (*data from Local Evaluations and Iowa DOE*).

**Iowa 21<sup>st</sup> Century Community Learning Centers Attendees (2014-2015 and 2015-2016)**

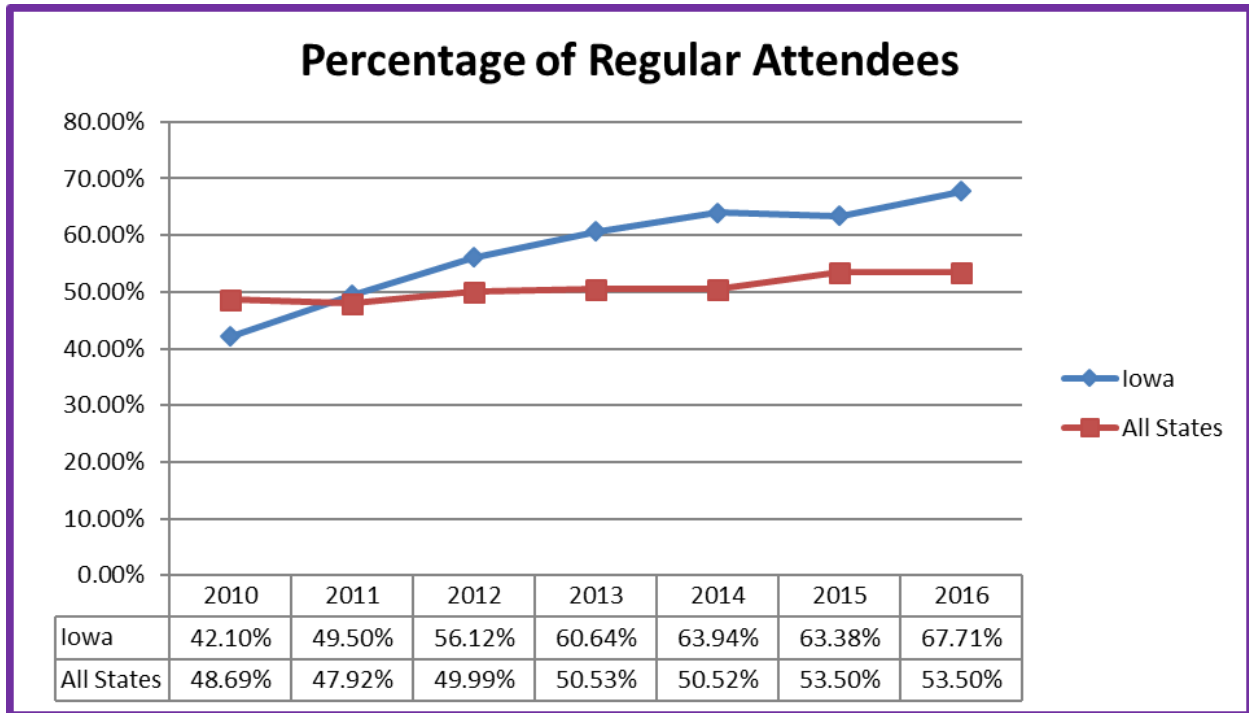
Grantee	Total Student Attendees		Regular Student Attendees*	
	2014-2015	2015-2016	2014-2015	2015-2016
Allamakee CSD	1,237	1,182	763	737
Andrew CSD	-	126	-	77
Bettendorf CSD	136	239	89	190
Boys & Girls Club of the Cedar Valley	73	130	50	80
Burlington CSD	400	605	246	320
Central Decatur	190	172	137	88
Clinton CSD	294	304	226	266
Council Bluffs CSD	1,472	2,053	373	627
Davenport CSD	453	338	218	272
Des Moines Independent CSD	3,487	3,845	2,402	2,236
Helping Services	-	122	-	97
Iowa City CSD	273	309	272	308

Oakridge Neighborhood Services, Inc.	-	<b>159</b>	-	<b>142</b>
Oelwein CSD	473	<b>276</b>	473	<b>236</b>
Oskaloosa CSD	125	<b>101</b>	83	<b>77</b>
St. Mark Youth Enrichment	174	<b>312</b>	161	<b>217</b>
Siouxland Human Investment Partnership	903	<b>2,569</b>	856	<b>1,662</b>
Storm Lake CSD	482	<b>590</b>	346	<b>363</b>
Iowa State Totals	10,965	<b>13,432</b>	6,950	<b>7,995</b>

*\*Regular attendees attended the 21<sup>st</sup> CCLC programs for at least 30 days.*

Although the average numbers of attendees are lower 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 21<sup>st</sup> CCLC Program nationwide has hovered around 50% since 2010, Iowa's percentage of regular attendance has increased from about 42% to almost 70%. *(Note: The 2016 Iowa Regular attendance percentage reflects regular attendees who were funded entirely by 21<sup>st</sup> CCLC grant funds.)*

Iowa Attendance on The Rise:

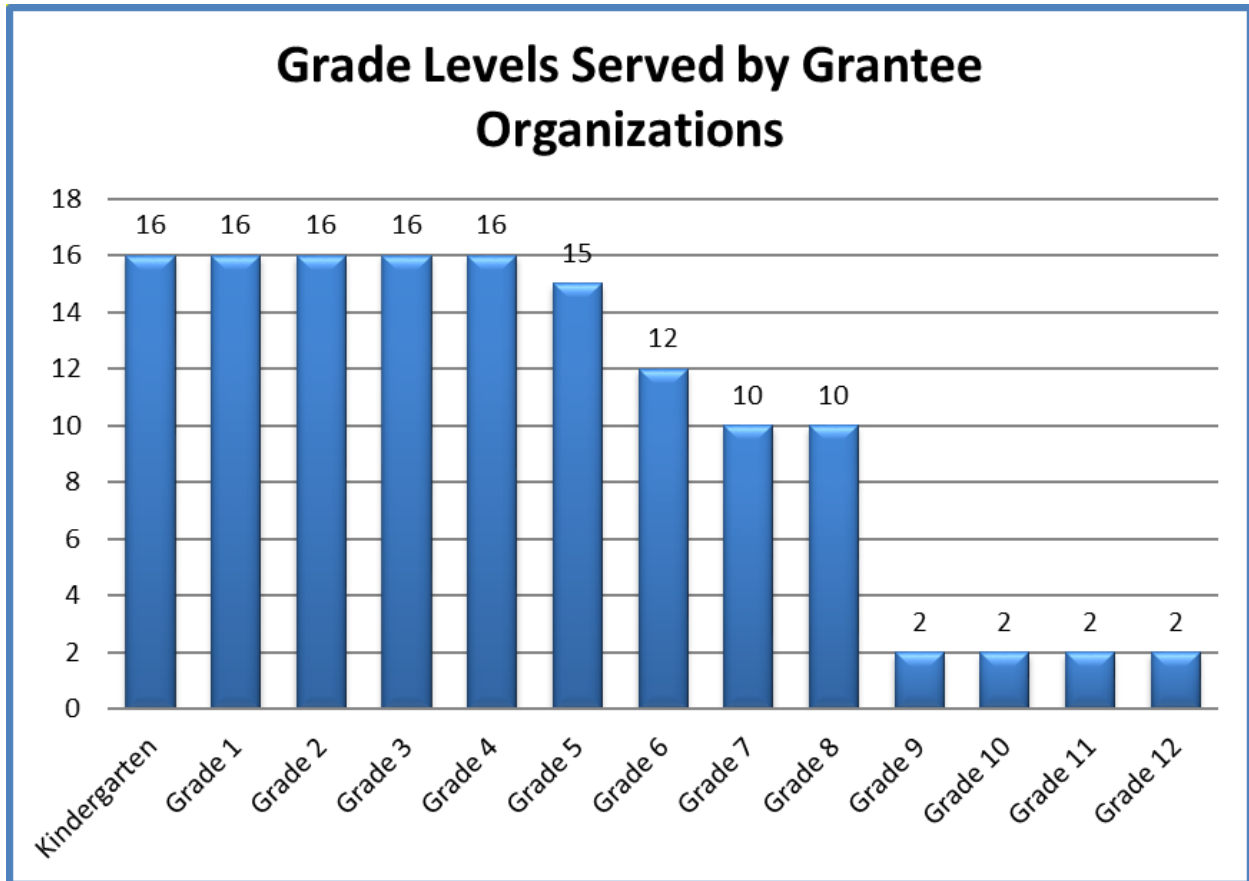


In addition to the higher percentage of regular attendees, Iowa 21<sup>st</sup> CCLC programs service students at a lower cost per student than the national average.

**The national average for cost per student for 2013-2014 was \$1,542.80. The statewide cost per student for the Iowa 21<sup>st</sup> CCLC programs for 2015-2016 was \$683.19.**

*(Note: The 2015-2016 Iowa cost per student reflects the total students who were funded entirely by 21<sup>st</sup> CCLC grant funds. Rural programs cost more than urban programs.)*

Iowa 21<sup>st</sup> 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, two organization served students in grades K-12, ten organizations served students in grades K-8, twelve organization served students in grades K-6, fifteen grantee organizations served students in grades K-5, and sixteen grantee organization served students in grades K-4. (*End-of-Year Survey data*).



**Partnerships.** Partners in the 21<sup>st</sup> CCLC program provided not only funding, but in-kind services, volunteer staffing, and fulfilling other needs unique to each center. Iowa 21<sup>st</sup> CCLC programs had 646 paid and unpaid partners working with grantee organizations to help the 21<sup>st</sup> CCLC programs be successful and develop sustainability. Most partners were unpaid and many played a major part in the success and growth of 21<sup>st</sup> CCLC Centers. The table below lists the number of paid and unpaid partners by their contributions. (*data from Local Evaluations*).

**Total Program Partners for Iowa 21<sup>st</sup> CCLC by Contribution Type**

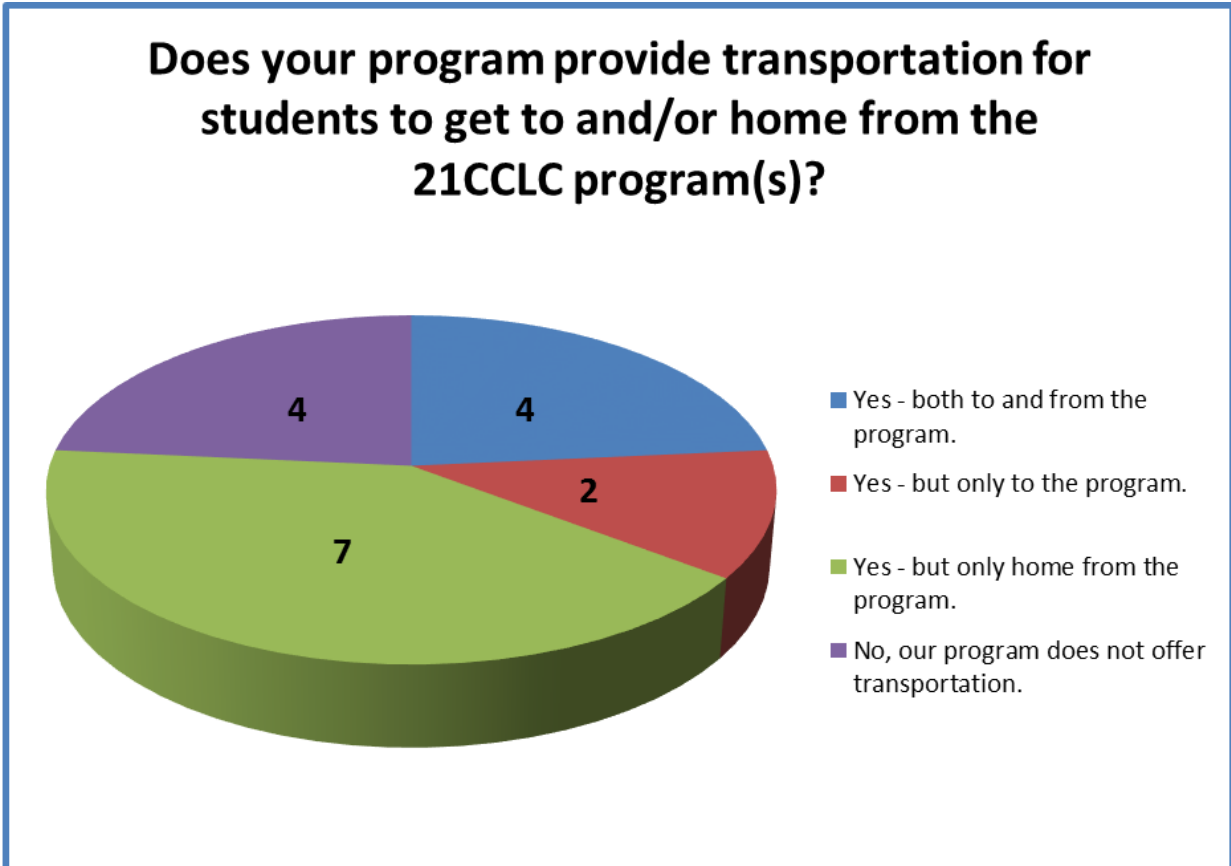
Contribution Type	# of Paid Partners	# of Unpaid Partners
<b>Provide Evaluation Services</b>	18	16
<b>Raise Funds</b>	3	34
<b>Provide Programming / Activity-Related Services</b>	127	271
<b>Provide Goods</b>	60	93
<b>Provide Volunteer Staffing</b>	10	73
<b>Provide Paid Staffing</b>	93	60
<b>Other</b>	4	18
<b>TOTAL</b>	315	565

*TOTAL paid and unpaid partners: 646*

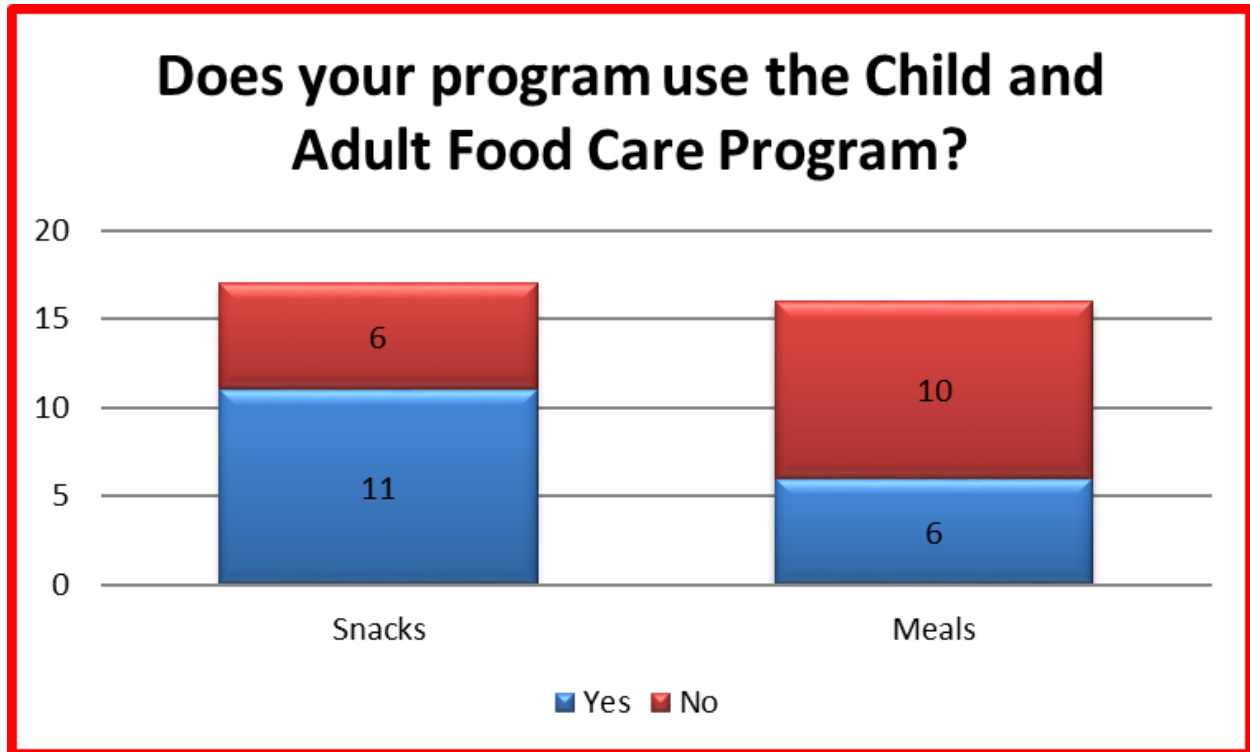
*Some partners provided more than one type of service.*



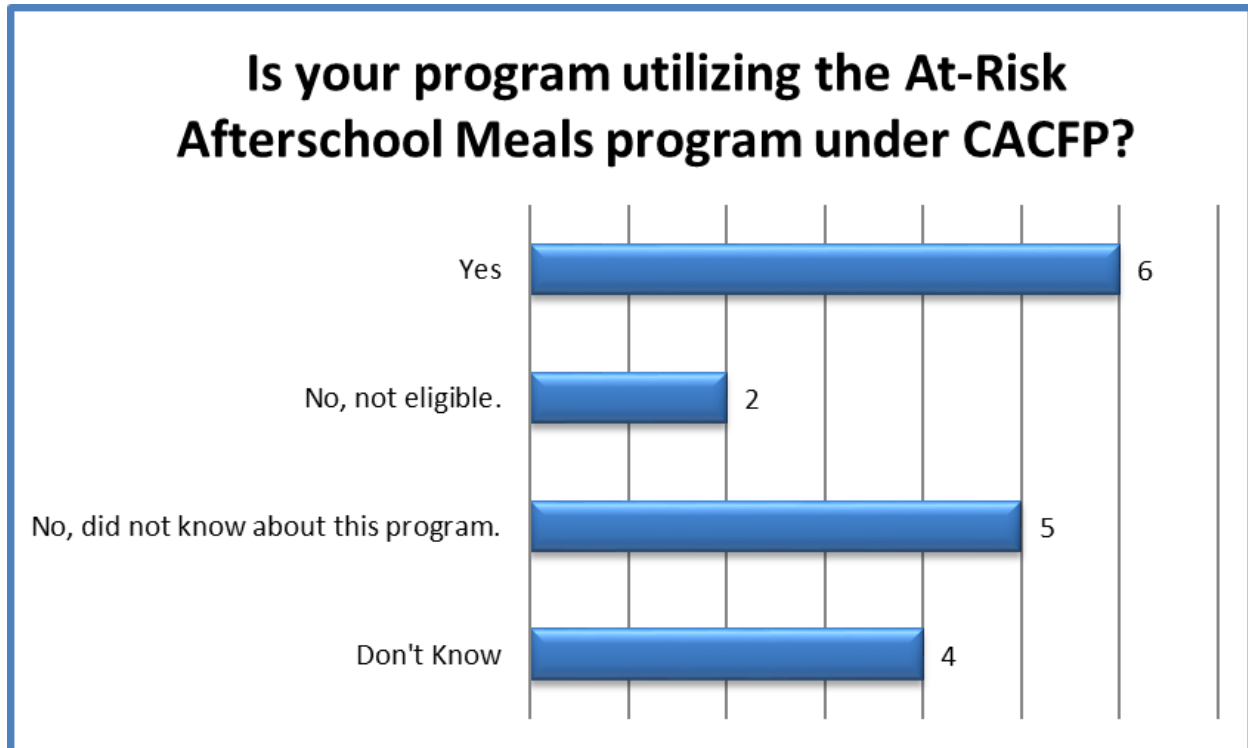
**Transportation.** Of the seventeen grantee organizations responding to the End-of-Year Survey, four provided transportation both to and from the 21<sup>st</sup> CCLC program sites, two provided transportation only to the program sites, seven provided transportation only home from the program sites and four did not offer transportation (*data from End-of-Year Survey*).



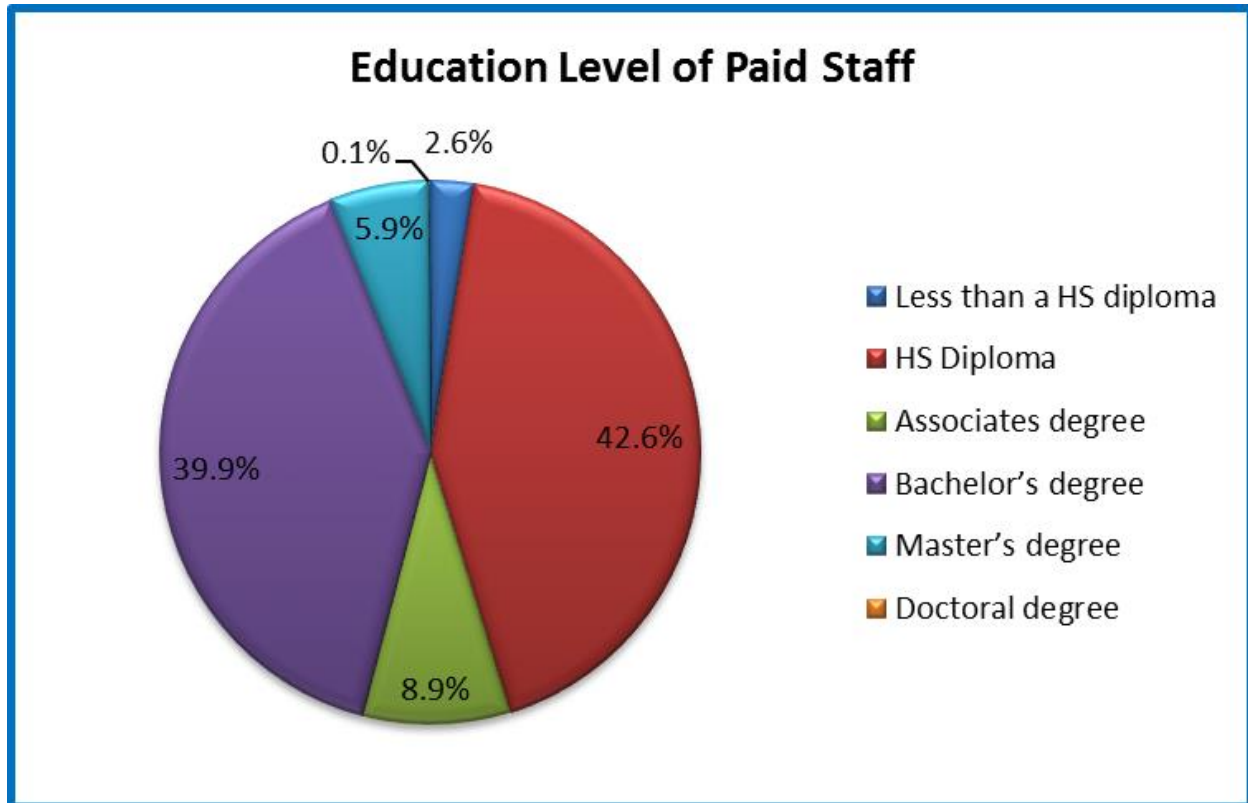
**Snacks and Meals.** All organizations provide snacks for students and some provide full meals and/or extended snacks. As seen in the chart below, six of the organizations use the Child and Adult Food Care Program (CACFP) for meals and eleven of the organizations use the CACFP for snacks. Of the five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



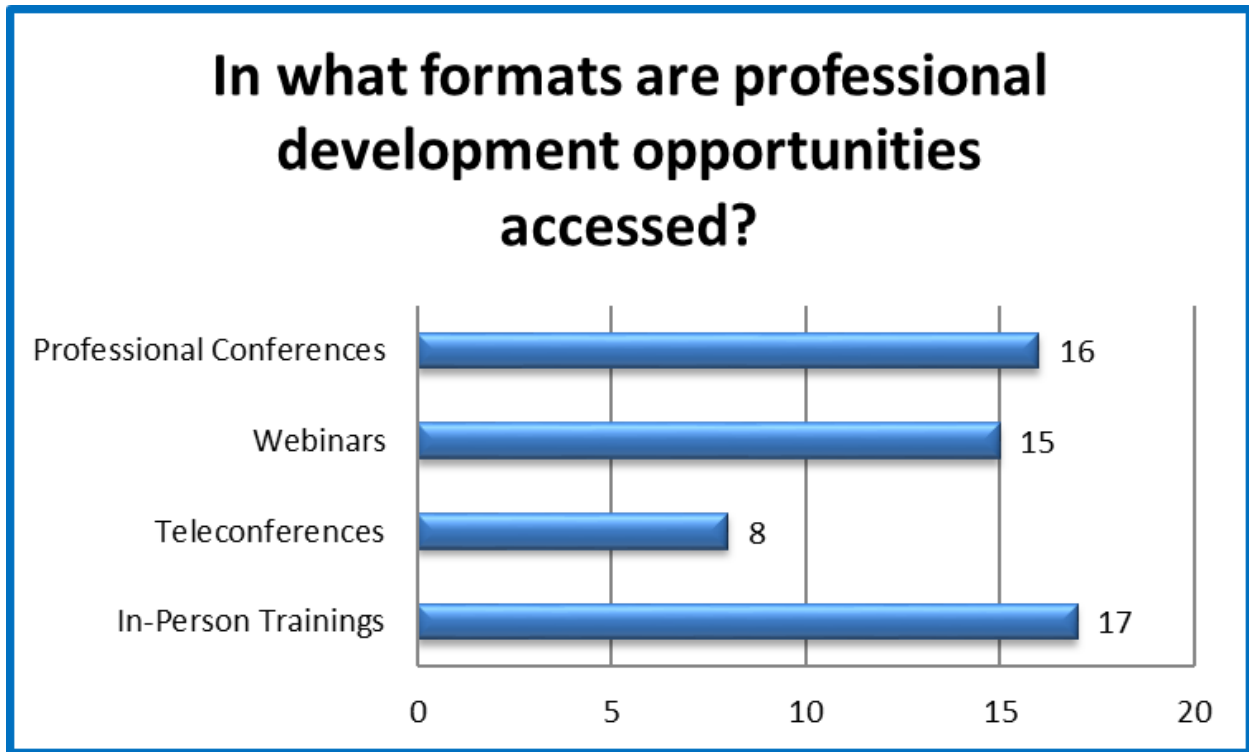
When asked, “If eligible (that is, if at least 50% of students are eligible for free and reduced price lunch), is your program utilizing the At-Risk Afterschool Meals program under CACFP?,” six organizations said yes, two reported they were not eligible, four reported they did not know and five reported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



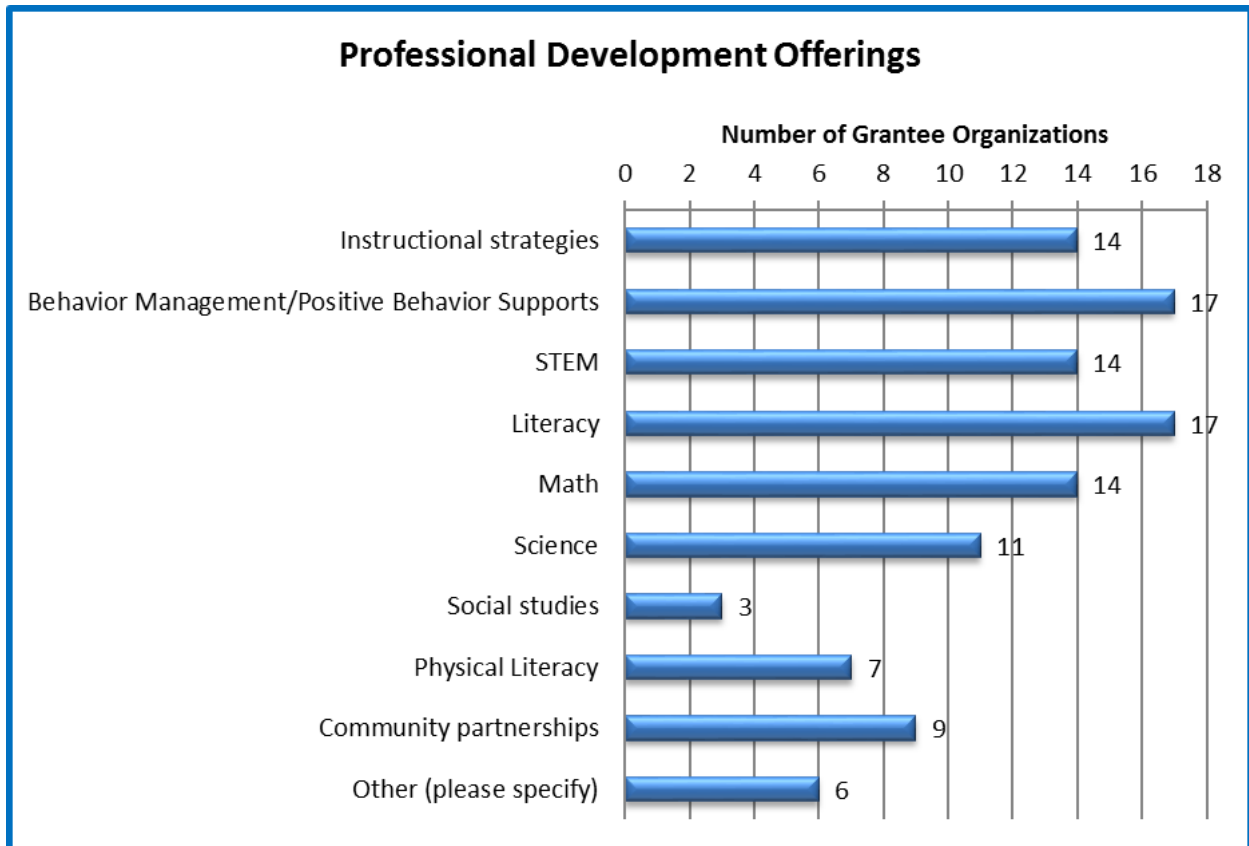
**Staffing and Professional Development.** A key component of any educational program is the staff and to improve the effectiveness of the staff efforts, appropriate professional development is required. The 17 organizational programs providing responses to the End-of-Year Survey indicated they have a total of 659 paid staff, of which 292 are certified teachers. As illustrated in the chart below, 39.9% of paid staff have a Bachelor's degree and 5.9% 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*).

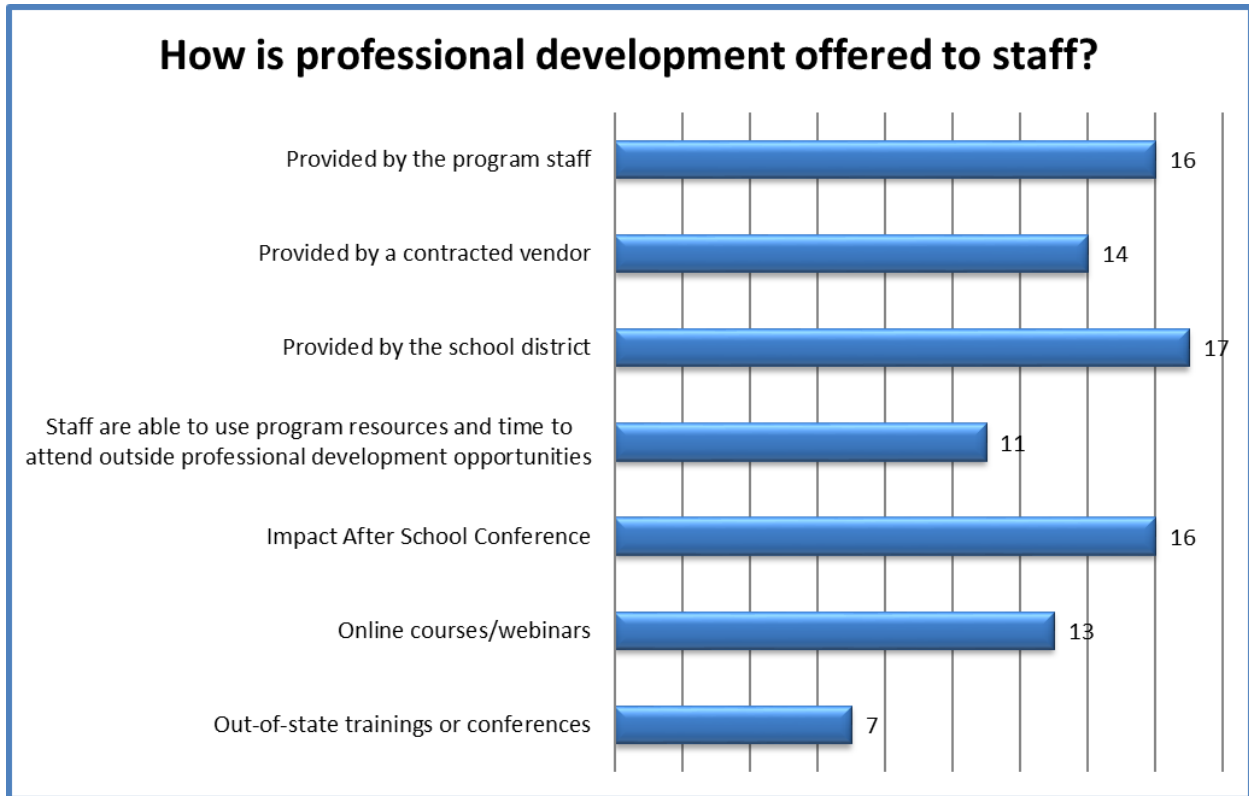


All grantee organizations responding to the end-of-year survey provide professional development offerings for center staff. Professional development in behavior management/positive behavior support and literacy were offered by all seventeen organizations. Fourteen organizations include instructional strategies, STEM and Math literacy in their offerings. Eleven organizations offered Science. Other offerings include community partnerships, physical literacy, and social studies. In addition, six organizations listed other professional development offerings including CPR/1st aid, bloodborne pathogens, Gallup Strengths, Leader in Me Training (7 Habits), Positive Youth Development Principles and Practice and Social and Emotional Learning (SEL) (*end-of-year survey data*).

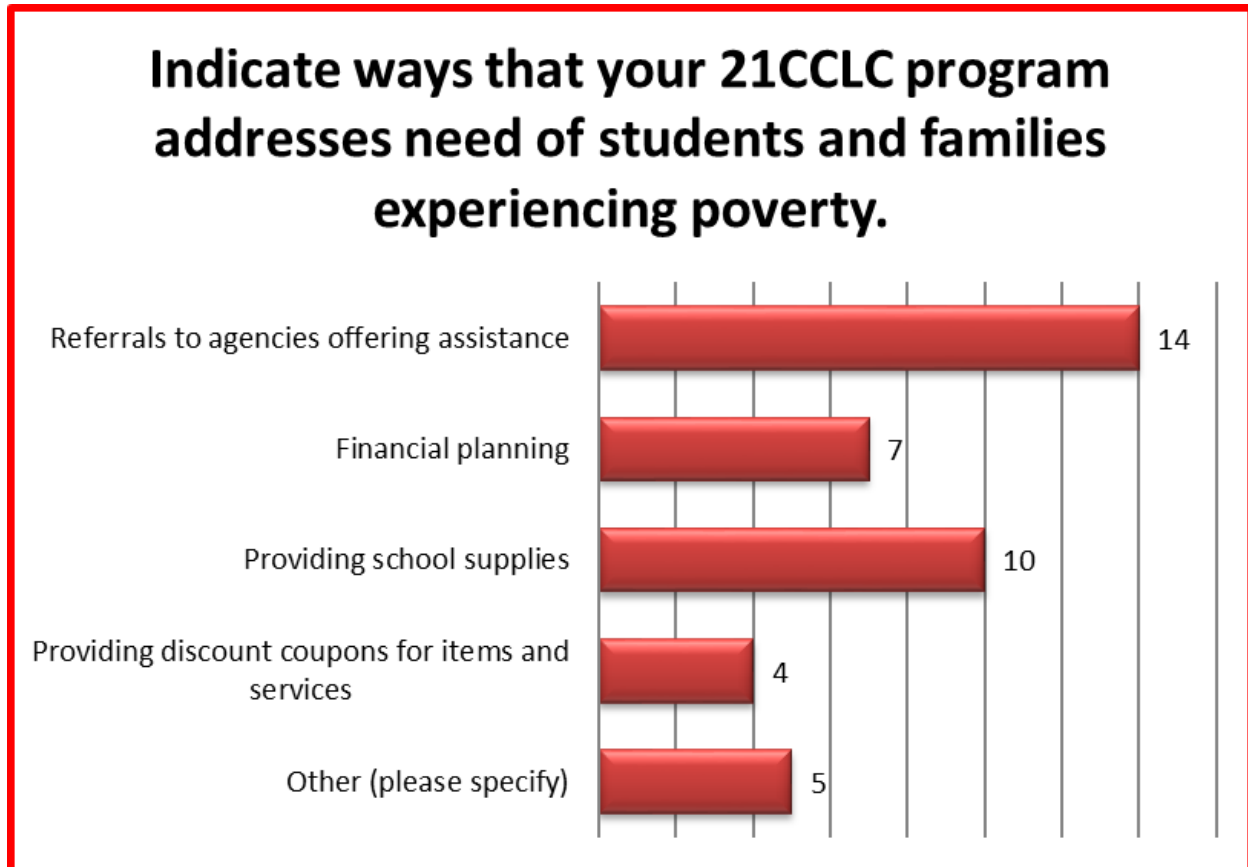




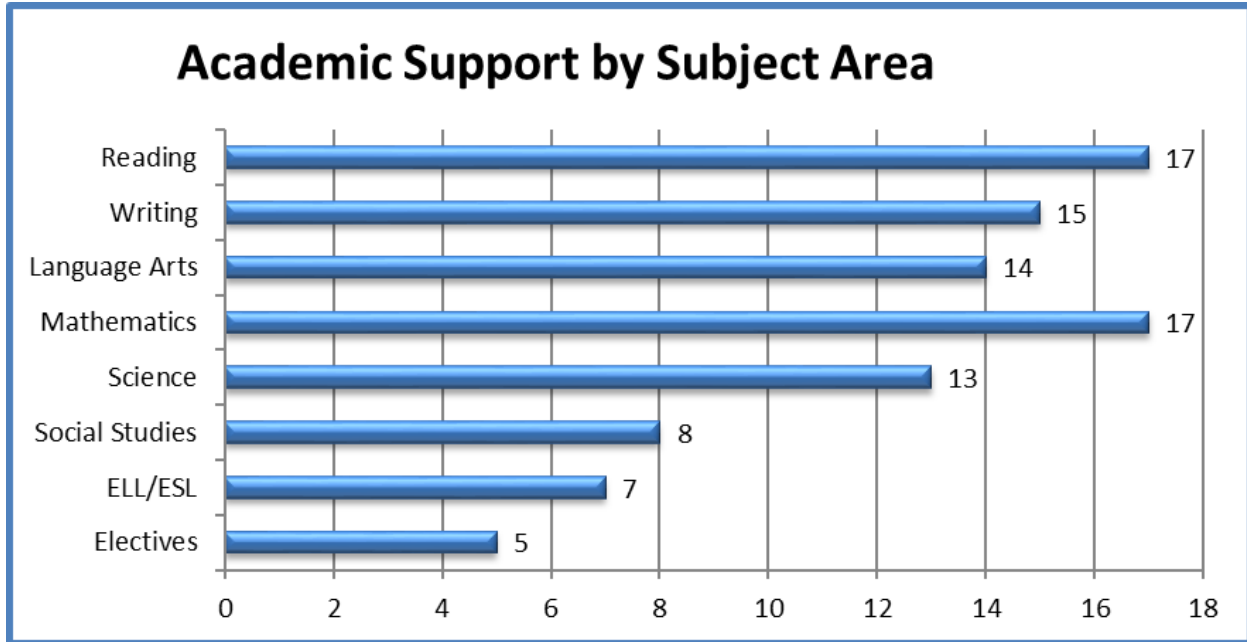
Professional development is offered to staff in a variety of ways. School districts provided training for 17 of the 21<sup>st</sup> CCLC Programs and 16 of the 21<sup>st</sup> CCLC Programs utilized staff to provide training. In addition, 16 organizations sent staff to the Impact Afterschool Conference, 14 used contracted vendors for professional development, 13 used online courses/webinars and 7 grantee organizations send staff to out-of-state trainings or conferences. In 11 programs, staff members are able to use program resources and time to attend outside professional development opportunities. The chart below summarizes the number of ways professional development is provided (*End-of-Year Survey data*).



**Provided Support.** The 21<sup>st</sup> CCLC programs in Iowa offered support for families experiencing poverty as well as providing a variety of academic support mechanisms for students. Fourteen grantee organizations referred students and families experiencing poverty to agencies offering assistance. In addition, ten grantee organizations provided school supplies, four grantee organizations provided discount coupons for items and services, and even grantee organizations provided financial planning services. Other ways 21<sup>st</sup> CCLC programs provided support included Offering Bridges out of Poverty programming by West Burlington School District, free child care for parents who are working or looking for work, Families Matters Program, and having an outside agency provide Citizenship, English classes and Drivers Education classes (*End-of-Year Survey data*).

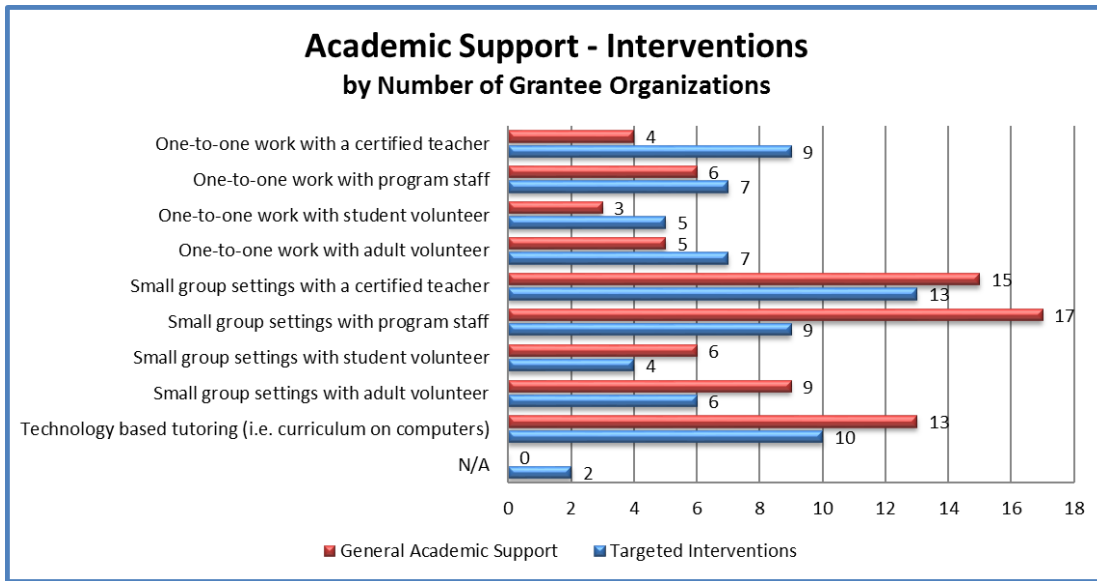


**Academic support** is a key component of 21<sup>st</sup> CCLC programs and all programs in Iowa provided support in various subject areas. All 17 grantee organizations responding to the end-of-year survey provided academic support in mathematics and reading. Additional support was provided in other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

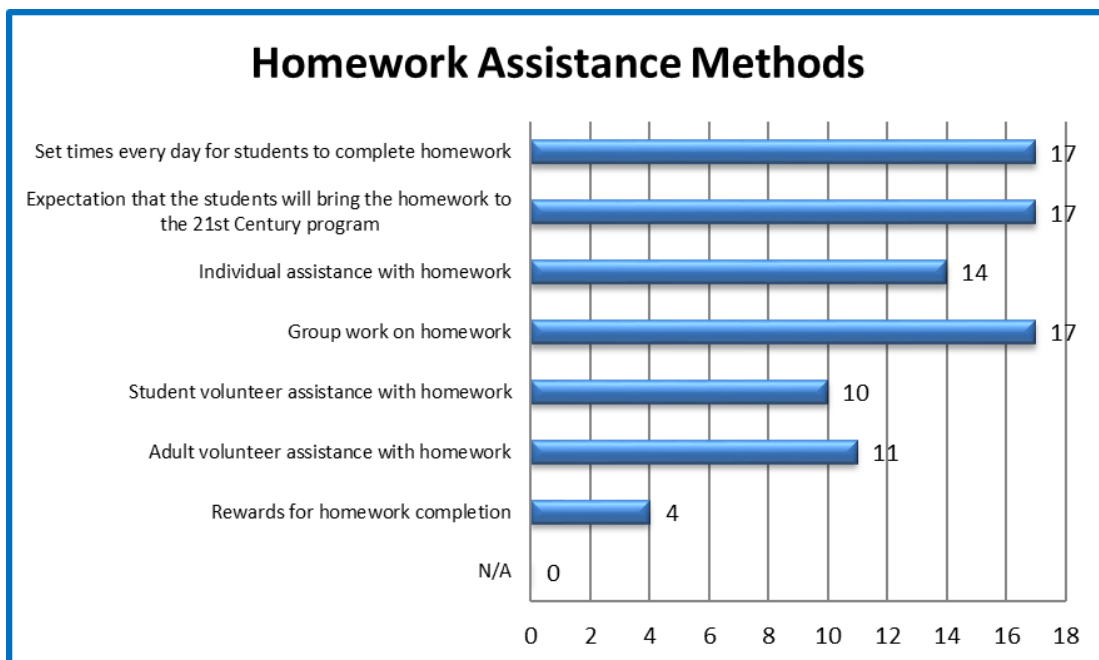


Academic support in the 21st CCLC programs included general interventions and targeted interventions. The majority of interventions involved personal help in small groups and technology based tutoring (*End-of-Year Survey data*).

- Ten of the grantee organizations responding to the end-of-year survey provided targeted academic interventions (targeted to individual needs).
- All 17 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).

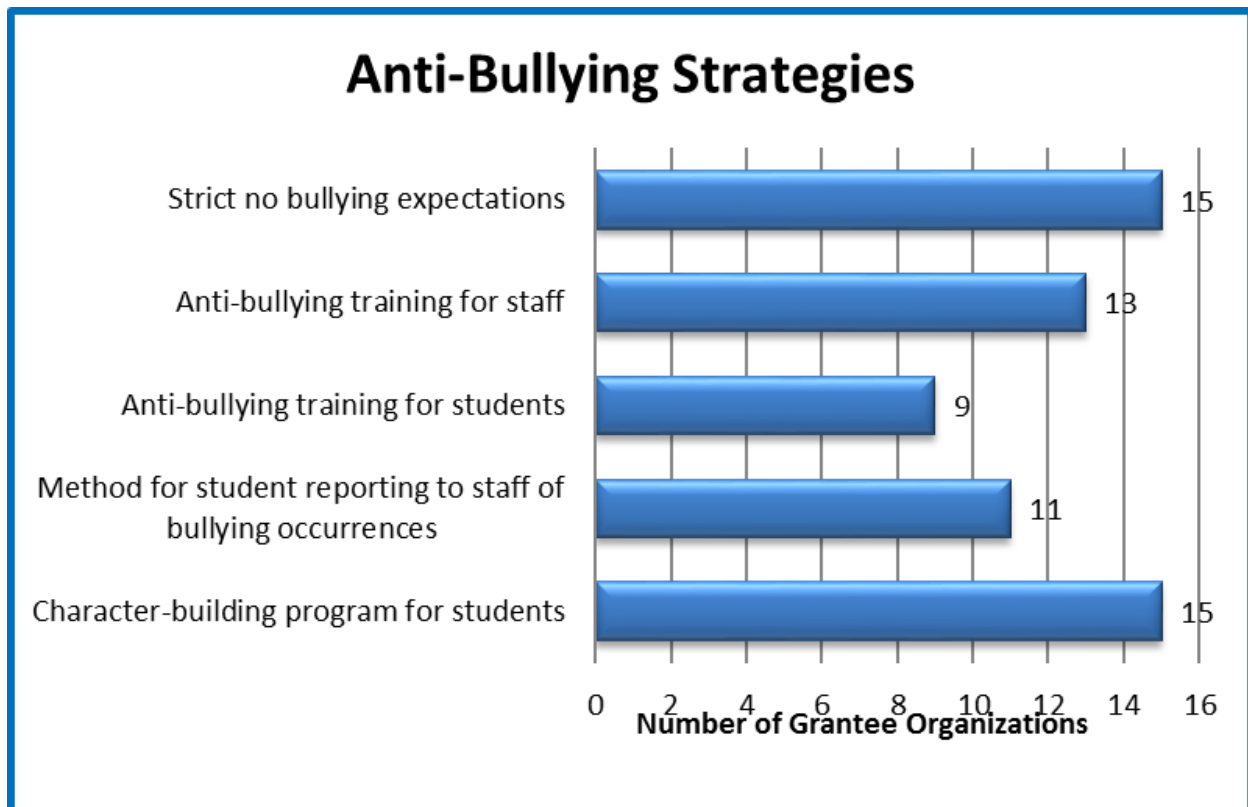


All 17 of the seventeen grantee organizations responding to the end-of-year survey expected students to bring homework to the 21<sup>st</sup> CCLC Center and had set times every day for students to complete homework. Seventeen organizations provided group work on homework and fourteen organizations provided individual assistance with homework (*end-of-year survey data*).

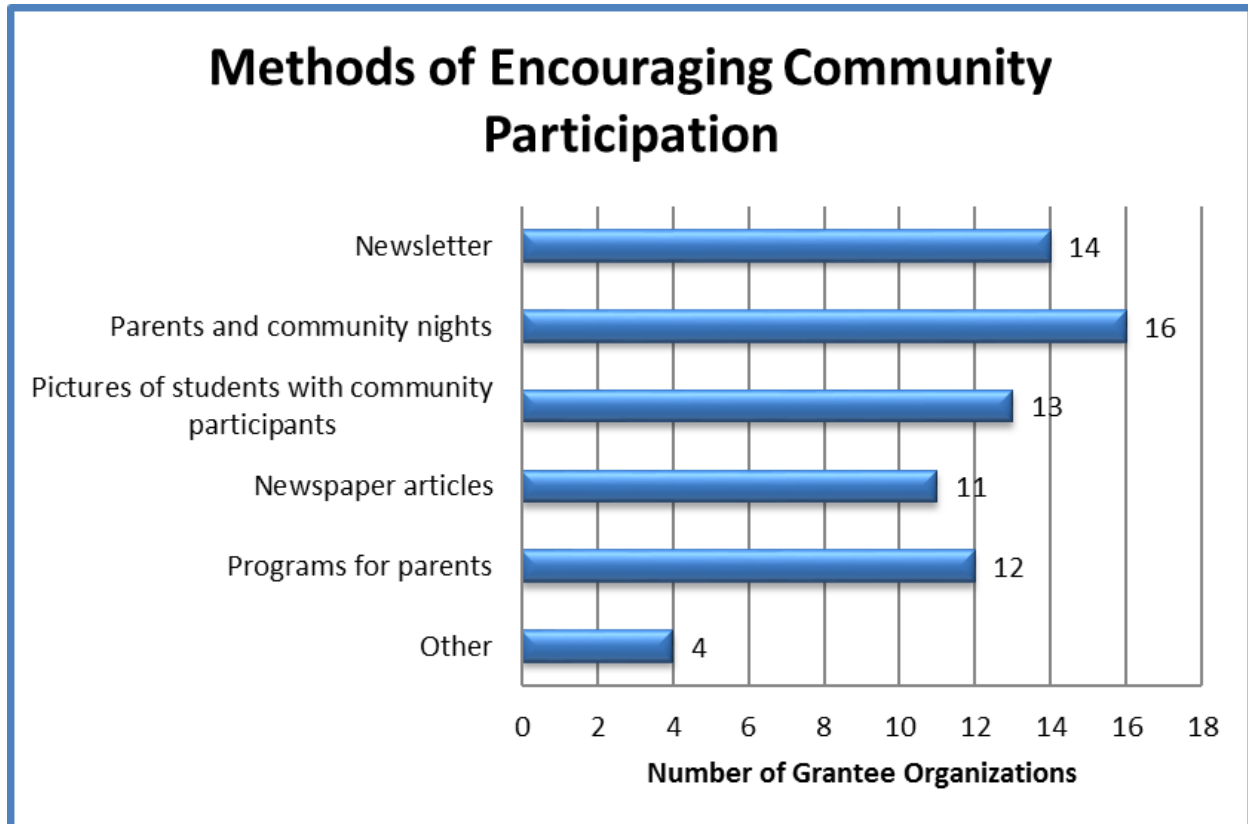


**Student Behavior.** In order to affect behavior changes in students, 21<sup>st</sup> CCLC programs have included activities and strategies. Grantee organizations were asked how they encouraged students' motivation to learn. Fifteen grantee organizations responding to the end of year survey provided enrichment activities tied to student achievement and eight grantee organizations offer rewards or recognition for student achievement in the program. In addition, three grantee organizations offer rewards or recognition for student achievement on report cards or state testing (*end-of-year survey data*).

According to the National Center for Educational Statistics (NCES), in 2012-2013 21.5 percent of 12- to 18-year-old students reported having been bullied at school during the school year and 6.9 percent reported having been cyber-bullied. The 21<sup>st</sup> CCLC programs in Iowa have implemented strategies to help students' relationships with peers and/or bullying. Fifteen of the grantee organizations had character-building programs for students and strict no bullying expectations. Anti-bullying training for both staff (13 organizations) and students (9 organizations) is provided and 11 grantee organizations have specific methods for students to report bullying to staff (*End-of-Year Survey data*).

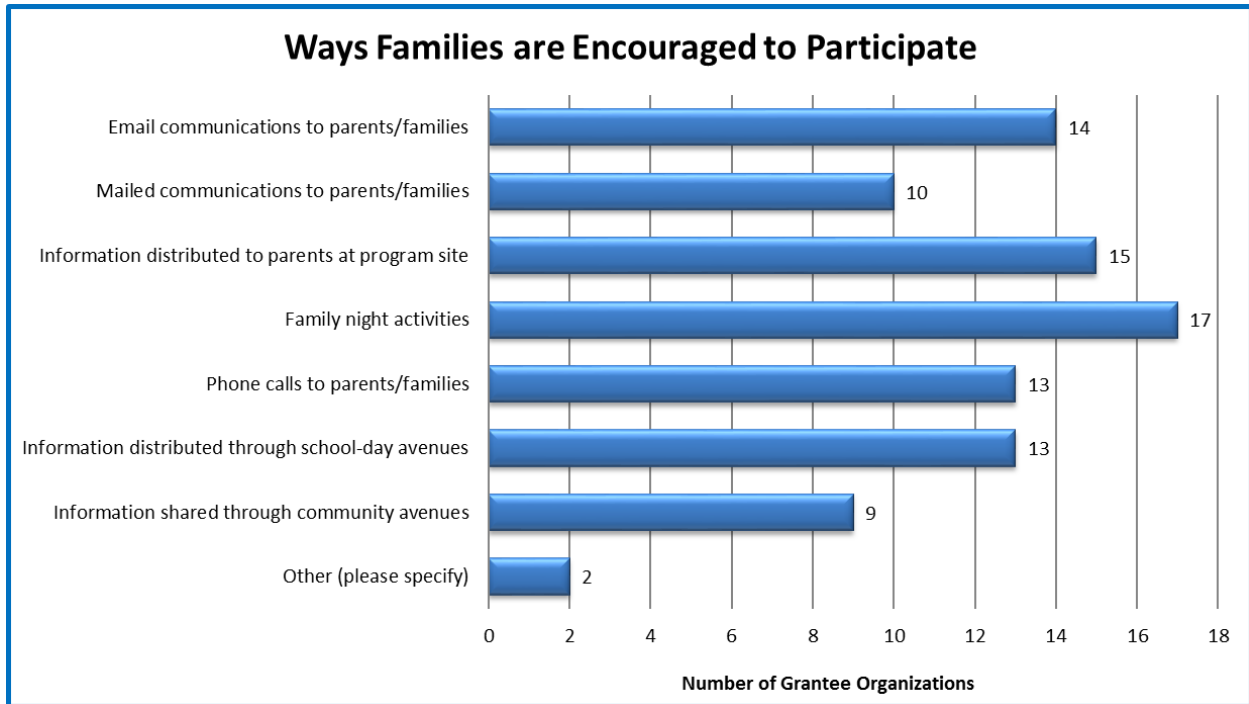


**Parent and Community Participation.** Participation in 21<sup>st</sup> CCLC programs by parents and community members is encouraged by all grantee organizations. A balanced variety of methods was used to encourage community participation as seen the chart below. For example, 16 organizations held parent and community nights (*End-of-Year Survey data*).





Parental and family involvement in student programming was encouraged. Ways communication was undertaken with parents and families included distributing information to parents and families at the program site, distributing information through school-day avenues, phone calls to parents/families, e-mail, and surface mail. Family night activities were held by all 17 organizations (*End-of-Year Survey data*).



## Program Objectives

All Iowa 21<sup>st</sup> CCLC set objectives with the purpose of measuring the success of their programs. For the 18 grantees used for this evaluation period (2014-2015), a total of 244 objectives were developed (*Total does not include Oskaloosa CSD. Data on objectives from Oskaloosa CSD was not available at the time of this evaluation*). 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 21<sup>st</sup> CCLC Centers seems positive with 89.8 percent of objectives either met or not met but progress was made.

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	8			
Andrew CSD	5	5			
Bettendorf CSD	21	20	1		
Black Hawk Boys and Girls Club	8	5	2		1
Burlington CSD	21	9	9	3	
Central Decatur CSD	1		1		
Clinton CSD	18	6	10	1	1
Council Bluffs CSD	12	6		4	
Davenport CSD	12	3	8	1	
Des Moines CSD	20	16	4		
Helping Services	10	3	7		
Iowa City CSD	12		12		
Oakridge Neighborhood Services, Inc.	15	8	6		1
Oelwein CSD	5	5			
St Mark Youth Enrichment	22	12	9		1
Siouxland Human Investment Partnership	44	31	3	2	8
Storm Lake CSD	10	9	1		
<b>Total</b>	<b>244</b>	<b>146</b>	<b>73</b>	<b>11</b>	<b>12</b>
<b>Percentage</b>		<b>59.8%</b>	<b>29.9%</b>	<b>4.5%</b>	<b>4.9%</b>

## Summary and Recommendations

### Summary

The Iowa 21st CCLC program continues to be successful at meeting students' needs. For 2015-2016, the Iowa state evaluation examined 18 grantee organizations with a total of 93 sites. The 93 Centers served 13,482 total students (a 38 percent increase over the previous year) with 11,807 students funded with 21<sup>st</sup> CCLC federal funds (Grantees identified as being in Cohorts 7, 8, 9 and 10). These 93 Centers served a total of 10,965 students (a 22.5 percent increase over the previous year). Iowa 21st CCLC centers provided programs for all grade levels. The Iowa 21st CCLC programs were supported by 646 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 were qualified and 57.9% of staff members had a Bachelor's, Master's or Doctorate degree.

21st CCLC programs in Iowa met (59.8 percent) or made progress (29.9 percent) on the majority of set objectives for the programs. Progress was not made on 4.5 percent of objectives and 4.9 percent of objectives were reported as not measured.

Parents showed an appreciation for the program. At Burlington CSD, 98% of parents surveyed expressed satisfaction with the 21<sup>st</sup> CCLC Program and 84% reported that because of the program, they have a greater opportunity to have a role in their child's education. Over 98 percent of Council Bluffs CSD parents said the 21<sup>st</sup> CCLC Program has had a positive impact on students' education growth. Des Moines CSD held a 21<sup>st</sup> CCLC Maker's Convention showcasing student work from all 21<sup>st</sup> CCLC sites and it was attended by over 500 people (families, community members, students and district staff). Helping Services held four events attended by 676 family members. At Oelwein CSD, over 850 students, parents and community members attended 21<sup>st</sup> CCLC events. SHIP held 50 events for families and 246 families attended. In response to a survey, 100 percent of parents at Storm Lake CSD reported that they had a positive experience and/or learned a new skill attending family nights.

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



*"My child has a safe and friendly place to go before and after school. He is always asking to stay as late as possible so he can either do the projects or go on trips, he never complains about before or after school program. He gets upset when I tell him it's time to leave. He has really opened up and knows kids throughout the whole school. I also noticed his reading has gotten much better as well" (Bettendorf CSD 21<sup>st</sup> CCLC Parent).*



*"The Club helps keep the kids of all races, and nationalities involved in the community. The Club helps instill self-respect and dignity for self and families." (BCCCV 21<sup>st</sup> CCLC Parent).*



*"I go in the mornings and it's a nice way to get me pumped up and have a good day" (Council Bluffs CSD Student).*



*"Everyone is nice to me." (Stepping Stones Student)*



*"I have my daughter here because she needs new learning activities and I have seen a huge change in her. You guys are doing AWESOME!!" (Helping Services 21<sup>st</sup> CCLC Parent)*



*"The 21st Century grant has provided Edmunds and Oakridge the opportunity to partner and to provide students continued support to keep students actively engaged in academics through extended learning opportunities all throughout the year." (21st CCLC School Principal)*



*"Our parents have consistently asked for registrations for next year so they can make sure they get a spot. They comment on how much they need and enjoy our program and don't want to be on the wait list!" (SHIP 21<sup>st</sup> CCLC Staff Member)*

## Recommendations

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

1. The local evaluation template reduced significantly extra requests for data from grantees and provided the minimum elements needed in local evaluations. It is recommended that the local evaluation template be analyzed to find ways to improve it. Analysis should include input from grantees, the Iowa DOE and the state evaluators.
2. Site visits continue to provide guidance to 21<sup>st</sup> CCLC Grantees. Best Practices Site visits from the Iowa Afterschool Alliance should continue as well as the compliance visits from the Iowa DOE.
3. The local objectives sometimes do not cover important aspects of the program needed to determine the 21<sup>st</sup> CCLC effectiveness. Efforts to address objectives should include:
  - a. Setting up a minimum number of objectives to measure specific areas based on U.S. DOE guidelines (GPRA Measures) and the Iowa State Report Card. In addition, categories for objectives should be developed to help identify achievement from a statewide perspective.
  - b. Better guidelines in the Local Evaluation template to require discussion on how objective ratings were determined, especially those objectives that were not met.
  - c. Training on how to write appropriate objectives for 21<sup>st</sup> CCLC Programs.
4. Formal standalone sustainability plans should be developed by each grantee that provide for continuation of centers as federal funding is decreased.
5. All grantee (center) directors and local evaluators should attend training on the local evaluation form.

## Grantees

The state of Iowa awarded 42 grants to 21 grantee organizations operating 93 sites in 2015-2016 for a total of \$8,066,481.30. The grants provided 93 sites for 21<sup>st</sup> CCLC Centers, serving 11,807 children with federal funds. This state evaluation for 2015-2016 examined 18 grantee organizations with 86 centers (Grantees identified as being in Cohorts 7, 8, 9 and 10). New grantees do not report evaluation data until they have completed one year of operations. *Data provided by Iowa DOE.*

Organization	Cohort	Schools
<b>Allamakee CSD</b>	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
<b>Andrew CSD</b>	10	Andrew Community Schools
<b>Bettendorf CSD</b>	9	Armstrong Elementary School
	10	Mark Twain Elementary School
<b>Boys &amp; Girls Club of Cedar Valley</b>	10	Central Middle School, George Washington Academy and Lincoln Elementary School
<b>Burlington CSD</b>	9	North Hill Elementary School, Leopold and Stone Middle Schools
<b>Central Decatur CSD</b>	8	Mormon Trail, North, and South Elementary Schools
<b>Clinton CSD</b>	8	Bluff, Eagle Heights and Jefferson Elementary Schools (Grades K,1 and 5)
	10	Bluff, Eagle Heights and Jefferson Elementary Schools (Grades 2-4)
<b>Council Bluffs CSD</b>	9	Wilson and Kirn Middle Schools
	10	Franklin, Longfellow and Rue Elementary Schools
<b>Davenport CSD</b>	7	Hayes and Washington Elementary Schools
	8	Jefferson Elementary School
	9	Madison Elementary School and JB Young K-8 School
	10	Buchanan Elementary School and Smart Intermediate School
<b>Des Moines Independent CSD</b>	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
	10	Stowe Elementary School
<b>Helping Services for Northeast Iowa</b>	10	North Fayette and West Union Elementary Schools
<b>Iowa City CSD</b>	7	Twain Elementary School
	8	Grant Wood Elementary School
	9	Lucas Elementary School
	10	Kirkwood Elementary School
<b>Oakridge Community Services</b>	10	Oakridge Variety Center and Oakridge Community Center
<b>Oelwein CSD</b>	8	Oelwein Middle and Parkside and Wings Park Elementary Schools
<b>Oskaloosa CSD</b>	8	Oskaloosa Elementary School
<b>St. Mark Youth Enrichment</b>	9	Audubon, Marshall and Lincoln Elementary Schools
	10	Dyersville Elementary School
<b>Siouxland Human Investment Partnership</b>	7	Bryant, Hunt and Longfellow (now Spalding) Elementary Schools
	8	Emerson and Unity Elementary Schools
	9	East, North and West Middle Schools
	10	Irving and Leeds Elementary Schools
<b>Storm Lake CSD</b>	7	Storm Lake Elementary School
	9	Storm Lake Middle School

Below is a synopsis of each Iowa 21<sup>st</sup> CCLC program in cohorts 7, 8, 9, and 10. Each synopsis includes attendance numbers and focuses on objectives, partnerships, parent involvement and sustainability. 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 attendees and partners is shown in a summary chart. Next is a list of objectives developed by each grantee organization and any supporting data that was provided in the grantee organization evaluations. Partnerships and parent involvement sections are next followed by information on sustainability plans. Other pertinent information is included if needed for clarification. At the end of each grantee organization section is a summary of each local organization's 21<sup>st</sup> CCLC Program.

## Allamakee CSD

### Allamakee CSD 21st CCLC Notable Facts:

- ✳ Postville CSD is a 100% FRPL school.
- ✳ All objectives for the 21st CCLC Program were met.
- ✳ Family Engagement is a proactive part of the 21st CCLC Program.
- ✳ Ninety-six (96) percent of graduating seniors at WHS indicated they were planning to pursue postsecondary education in 2016-17.
- ✳ The 21st CCLC program had 67 partners.
- ✳ Regular attendees had an 74% proficiency rate for reading for secondary students and 83% proficiency rate for elementary students.
- ✳ Regular attendees had an 89% proficiency rate for mathematics for secondary students and 87% proficiency rate for elementary students.
- ✳ Allamakee CSD has maintained the same services and hours of operation at 75% funding.

Allamakee CSD had six centers for the 2015-2016 school year. The six centers were funded by two grants. Centers for cohort 7 were located at Waukon Senior High School, Allamakee Junior High School, and Cora B. Darling Elementary/Middle School (Postville CSD). Centers for cohort 8 were located at East, West, and Waterville Elementary Schools. A total of 1,182 students were served by the 21<sup>st</sup> CCLC Program.

**Allamakee CSD 21<sup>st</sup> CCLC Program Summary Chart**

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Allamakee CSD	7	67	Waukon Senior High School, Allamakee Junior High School, and Cora B. Darling Elementary/Middle School	824	479
Allamakee CSD	8	67	East, West, and Waterville Elementary Schools	358	258
<b>TOTALS</b>		<b>67</b>		<b>1,182</b>	<b>737</b>

*Regular attendees attended 21<sup>st</sup> CCLC programs for at least 30 days.*





**Objectives.**

Allamakee CSD had four objectives for each cohort in the 21<sup>st</sup> CCLC Program for the 2015-2016 School Year. The tables below list each objective, how each objective was rated, and an explanation on how the objectives were measured and rated.

**Allamakee CSD 21<sup>st</sup> CCLC Program Objective Summary Chart**  
**Cohort 7**

Objective	Objective Rating	Methodology/Justification for Rating
<p><b>Objective 1. Regular attendees of the 21st Century CCLC afterschool program will improve reading scores on the Iowa Assessments from the previous year to current year, as measured by a variety of indicators.</b></p>	<p>Met the stated objective. [Note: Students in one school had impressive gain scores, but lower percent proficiency in 2015-16. Students in the other two schools had less impressive gain scores, but high percent proficiency in 2015-16. The less than impressive gain scores in the two schools were attributed to “ceiling effects” – students</p>	<p>Gain scores were computed from national standard reading scores. The mean gain score and effect size were calculated. The percent proficient in reading in the current year was also calculated. Over the three participating schools, the mean gain score was just under 10 points (9.86), the effect size was 0.43, and about 74% of the students in the current year were proficient in reading.</p>

performing so well in 2014-15 that it was difficult to show improvement in 2015-16.]

<p><b>Objective 2. Regular attendees of the 21st Century CCLC afterschool program will improve mathematics scores on the Iowa Assessments from the previous year to the current year, as measured by a variety of indicators.</b></p>	<p>Met the stated objective.</p>	<p>Gain scores were computed from national standard mathematics scores. The mean gain score and effect sizes were calculated. The percent proficient in mathematics in the current year was also calculated. Over the three participating schools, the mean gain score was 13.7 points, the effect size was 0.86, and about 89% of the students in the current year were proficient in mathematics.</p>
<p><b>Objective 3. Regular attendees of the 21st Century CCLC afterschool program will show an increase in their positive youth developmental assets by maintaining or improving their school attendance (an internal asset)</b></p>	<p>Met the stated objective. [Note: Although the criterion for maintaining an acceptable level of school attendance was not quite met, among those whose attendance worsened by missing more than 7 days, most (61%) missed between 7 and 10 days in 2015-16. Thus, most of the students failing to maintain acceptable attendance probably had legitimate reasons for their absences (e.g., sickness), rather than chronic absenteeism.]</p>	<p>Data on school days missed (absences) were analyzed for students who participated by attending the CCLC at least 30 days. The acceptable level of school attendance is seven (7) or fewer days missed per school year; more than seven days missed is unacceptable attendance. The percent improving school attendance to an acceptable level (of those with an unacceptable level in the previous year) and the percent maintaining school attendance at an acceptable level (of those with an acceptable level in the previous year) were calculated. The criterion for improving to acceptable attendance is 25%; the criterion for maintaining acceptable attendance is 75%. Of those with an unacceptable level of school attendance in 2014-15, 29.8% improved to an acceptable level in 2015-16. Of those with an acceptable level of school attendance in 2014-15, 71.6% maintained an acceptable level in 2015-16.</p>
<p><b>Objective 4. Regular attendees of the 21st Century CCLC afterschool program will increase communication skills, build relationships, and</b></p>	<p>Met the stated objective.</p>	<p>A finance class was offered to students and parents at WHS by a retired teacher. Pretest and posttest scores on a test were analyzed to determine improvement. The percent of the senior class at WHS planning to pursue postsecondary in 2016-</p>

increase career options with postsecondary education

17 was another indicator of success on this objective.

Of the 15 finance class attendees, the mean on the pretest was 14.2 and the mean on the posttest was 18, for a 3.8 (26.8%) gain. The comments from students and parents taking the class were very positive. Ninety-six (96) percent of graduating seniors at WHS indicated they were planning to pursue postsecondary education in 2016-17.

### Allamakee CSD 21<sup>st</sup> CCLC Program Objective Summary Chart

#### Cohort 8

Objective	Objective Rating	Methodology/Justification for Rating
<b>Objective 1. Regular attendees of the 21st Century CCLC afterschool program will improve reading scores on the Iowa Assessments from the previous year to current year, as measured by a variety of indicators.</b>	Met the stated objective.	Gain scores were computed from national standard reading scores. The mean gain score and effect size were calculated. The percent proficient in reading in the current year was also calculated. Over the three participating elementary schools, the mean gain score was 18.9 points, the effect size was 1.04, and about 83% of the students in the current year were proficient in reading.
<b>Objective 2. Regular attendees of the 21st Century CCLC afterschool program will improve mathematics scores on the Iowa Assessments from the previous year to the current year, as measured by a variety of indicators.</b>	Met the stated objective.	Gain scores were computed from national standard mathematics scores. The mean gain score and effect sizes were calculated. The percent proficient in mathematics in the current year was also calculated. Over the three participating elementary schools, the mean gain score was 16.1 points, the effect size was 1.25, and about 87% of the students in the current year were proficient in mathematics.
<b>Objective 3. Regular attendees of the 21st Century CCLC afterschool program will show an increase in their positive youth developmental assets by maintaining or improving their school attendance (an internal asset)</b>	Met the stated objective.	Data on school days missed (absences) were analyzed for students who participated by attending the CCLC at least 30 days. The acceptable level of school attendance is seven (7) or fewer days missed per school year; more than seven days missed is unacceptable attendance. The percent improving school attendance to an acceptable level (of those with an unacceptable level in the previous year) and the percent maintaining school attendance at an acceptable level (of those with an

acceptable level in the previous year) were calculated. The criterion for improving to acceptable attendance is 25%; the criterion for maintaining acceptable attendance is 75%.

Of those with an unacceptable level of school attendance in 2014-15, 55.1% improved to an acceptable level in 2015-16. Of those with an acceptable level of school attendance in 2014-15, 84.8% maintained an acceptable level in 2015-16.

<b>Objective 4. Regular attendees of the 21st Century CCLC afterschool program will increase communication skills, build relationships, and increase career options with postsecondary education</b>	Met the stated objective.	The relationship-building part of this objective is our main focus, with family/parent involvement as a measure of success. High involvement in parent-teacher conferences, parent meetings including Family STEM Nights and Lights On After School, and daily contact with nearly 100% of parents are evidence of family/parent involvement at all three elementary schools participating in this program/process.
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Allamakee CSD reported that all objectives were met. For objective 1 (*Regular attendees of the 21st Century CCLC afterschool program will improve reading scores on the Iowa Assessments from the previous year to current year, as measured by a variety of indicators*) and objective 2 (*Regular attendees of the 21st Century CCLC afterschool program will improve mathematics scores on the Iowa Assessments from the previous year to the current year, as measured by a variety of indicators*), the mean gain score, effect size and the percent of students proficient in reading and mathematics were calculated.

For reading, cohort 7 results showed the mean gain score was just under 10 points (9.86) and about 74% of the attendees were proficient in reading. For cohort 8, the mean gain score was 18.9 points and about 83% of the attendees were proficient in reading.

For mathematics, cohort 7 students had a mean gain score of 13.7 points and about 89% of the attendees were proficient in mathematics. For cohort 8, the mean gain score was 16.1 points and about 87% of the attendees were proficient in mathematics.

For objective 3 (*Regular attendees of the 21st Century CCLC afterschool program will show an increase in their positive youth developmental assets by maintaining or improving their school attendance (an internal asset)*), student attendance was compared from 2014-2015 to 2015-2016. An acceptable level of attendance was defined as students missing seven or fewer days per year. Unacceptable attendance was defined as more than seven days per year. For cohort 7, 29.8% of students with unacceptable attendance in 2014-2015 improved to as acceptable level of attendance while 71.6% of those with an acceptable level of attendance maintained an acceptable level. For cohort 8, 55.1% of students with an unacceptable level of attendance in 2015-2015 improved to an acceptable level in 2015-16. For students with an acceptable level of school attendance in 2014-15, 84.8% maintained an acceptable level in 2015-16.



For objective 4 (*Regular attendees of the 21st Century CCLC afterschool program will increase communication skills, build relationships, and increase career options with postsecondary education*), cohorts 7 and 8 used different measures to determine success. Cohort 7 measured this objective using results of a pretest and posttest from a finance class offered to students and parents at Waukon Senior High School and the percent of students in the senior class indicating they were planning to pursue postsecondary education. Of the 15 attendees in the finance class, the mean gain was 26.8% and comments from attendees were positive. Ninety-six (96) percent of graduating seniors at WHS indicated they were planning to pursue postsecondary education in 2016-17. For cohort 8, Allamakee CSD used family/parent involvement to measure the success of the objective. The local evaluation included evidence that parents participated in events and activities and parent meetings.

### Partnerships.

Allamakee CSD had 67 partners for its 21<sup>st</sup> CCLC Program. Allamakee CSD reported that within each partner group a large number of individuals supported the 21<sup>st</sup> CCLC Program. For example, ACS students had 81 individuals, Community Members had 61 individuals, Parents had 205 individuals, and Retired Senior Volunteer Program (RSVP) had 17 individuals.

### Parent Involvement.

Allamakee CSD reported that parents were involved in many aspects of the programs and made donations of time, supplies, and money. The key family engagement practices listed by Allamakee CSD were:

1. Positive, Ongoing Relationships with Families,
2. Connecting Families to School Day Staff and After School,
3. Welcoming Environment,
4. Flexibility,
5. Belonging,
6. Shared Ownership through collaborations with families/staff/school/community partners,
7. Respect between staff and families,
8. Asset Based Relationships with families, and
9. Modeling positive communication skills for families.



### Sustainability.

For its sustainability plan, in the local evaluation Allamakee provided several memoranda of understanding with several groups illustrating each group's commitment to the 21<sup>st</sup> CCLC Program. In addition, lists of supporters and partners were given, with monetary amounts (some in-kind) listed. A summary of sustainability efforts was given in the local evaluation.

*We are able to preserve the same services for children in the before and afterschool, Community Connections 21st Century Learning Center, with the same hours as we have been the last three years at 100% funding due to efficiency and meeting the requests of the students interests and*

*needs at the 75% funding rate. The following types of donations and in-kind partnerships fulfill the deficit needed in the next two years. In addition, supplies that are able to be used in subsequent years have already been purchased such as video equipment and automotive car-lift. (Local Evaluation)*

1. A number of Grants
2. Individual Donors
3. Allamakee Community Foundation
4. Local Support by Businesses
5. Faith-Based
6. Local Support by Agencies
7. Maintaining Program Services
8. Reductions of hourly wage

### **Allamakee CSD Summary.**

Allamakee Community School District had a successful 21<sup>st</sup> CCLC Program serving 1,182 students with regular attendees numbering 737. Allamakee had 67 partners that provided support and funding for the 21<sup>st</sup> CCLC program. Parents were active in the program and provided time, supplies and money. The local evaluation stated that parents attend many events but did not include parent attendance numbers. All objectives were met and a complete discussion of methodology and ratings justification was included in the local evaluation. In addition, appropriate recommendations for the 21<sup>st</sup> CCLC program for future years were listed in the local evaluation. Allamakee CSD has a sustainability plan that includes continuing the program when 21<sup>st</sup> CCLC grant funds are expended although the local evaluation did not include a succinct formal evaluation plan.



“Just today my daughter come home all excited about the Videography Club. She was explaining the process of making a video. She used correct vocabulary (director, reporter, anchor) when describing what she did. Having this language used is very beneficial. She can’t wait until the next club day. I also think the interaction with the high school students gives her a positive role model and something that she looks forward to doing. Her growth in Kids Club has been tremendous. She didn’t always want to attend Kids Club but now as she has gotten involved in clubs she really loves it! Thanks so much!! I also love getting information via email. You (site coordinator) do a great job using email to communicate with parents and are quick to respond.” (Allamakee CSD Parent).



For Veterans Day we were invited to be a part of the School Newspaper’s tribute to Veterans, I (site coordinator) gave the students in Kids Club homework for the night. I told them to talk to their family about someone they knew who was a veteran. The next day we handed out a strip of red, white, and blue paper to each student. They put the person’s first name and held it up for a large group picture, which turned out well. This activity engaged the students with their family on a club topic and also engaged the High School newspaper staff and their fellow Kids Club member who formally and informally about “their veteran.” (Allamakee CSD Local Evaluation).

## Andrew CSD

### Andrew CSD 21st CCLC Notable Facts:

- \* Andrew CSD is a rural district with 132 total students.
- \* The overall ALEAP objective is to support student learning success.
- \* 95.5 % of the total population attended 21st CCLC.
- \* Over 46% of attendees were identified as FRPL.
- \* 91.9% of the regular program attendees modeled desired leadership training outcomes.
- \* The 21st CCLC program provided 28 new activities and offerings during the 2015-2016 school year.
- \* The sustainability plan included 16 partners contributing \$19,500 in direct and in-kind assistance for the 21st CCLC Program.



Andrew CSD had one center for the 2015-2016 school year, the Andrew Community School District Leader Education After School Program (ALEAP). A total of 126 students were served by the 21<sup>st</sup> CCLC Program and 47.6% of these students were identified as FRPL. Sixteen partners supported the program, providing a variety of services. Parents attended two parent involvement activities and participated in field trips.

### Andrew CSD 21<sup>st</sup> CCLC Program Summary Chart

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Andrew CSD	10	16	Andrew CSD	126	77
<b>TOTALS</b>		<b>16</b>		<b>126</b>	<b>77</b>

*Regular attendees attended 21<sup>st</sup> CCLC programs for at least 30 days.*

## Objectives.

Andrew CSD had five objectives for the 21<sup>st</sup> CCLC Program for the 2015-2016 School Year. The table below lists each objective, how each objective was rated, and explanation on how the objectives were measured and rated.

**Andrew CSD 21<sup>st</sup> CCLC Program Objective Summary Chart**  
**Cohort 10**

Objective	Objective Rating	Methodology/Justification for Rating
<p><b>Objective 1. ALEAP participants will show accelerated growth in reading/language arts, math, and science skills.</b></p>	<p>Met the stated objective</p>	<p><u>Methodology:</u> Student reading and mathematics achievement gains were quantified using a standardized measure (FAST Literacy and i-Ready® Curriculum Associates reading and mathematics). The ALEAP FAST data and two small rural elementary schools within the region were compared to provide additional growth feedback. The FAST data were readily available within the statewide TIER system; therefore, it is not cost prohibitive for the evaluation team to gather the comparison data.</p> <p><u>Justification:</u> The objective target is growth and/or a gain in achievement. Therefore, the program leaders and evaluation team agreed to use at least half of the students demonstrating achievement growth as performance benchmark quantifying success. Regular program attendees had a positive 87% literacy and 86% mathematics achievement growth rate on the district assessment exceeding the 50% success benchmark. Additionally, regular program attendees' grades 2-5 had a .92 effect size performance difference on the CBM-R literacy assessment that demonstrated accelerated growth.</p>
<p><b>Objective 2. Students will model 7 Habits of Highly Effective People through leadership opportunities and responsibilities.</b></p>	<p>Met the stated objective</p>	<p><u>Methodology:</u> A survey was used to gather feedback from teacher observations of student leadership traits. The teachers rated their observations of students modelling the desired leadership traits. A five-point scale was used that began with emerging (1) leadership traits to advanced (5) leadership traits. The 1, 2, 3, 4, and 5 scale was devised using the 7 Habits framework. The survey was a qualitative method to inform implementation practices. The principal and faculty developed a simple rater reliability activity during faculty meeting conversations before the survey was administered.</p> <p><u>Justification:</u> The objective target set by the program leaders and evaluation team was 80% of the students will have a rating of 3 or higher. The teacher survey feedback was 91.9%</p>



		of the regular program attendees demonstrated the desired leadership traits. The survey scale tally was 1=0%, 2=8.1%, 3=16.2%, 4=41.9%, and 5=33.8%.
<b>Objective 3. Students will increase attendance and reduce behavior referrals during the school day.</b>	Met the stated objective	<p><u>Methodology:</u> The attendance and behavior referral incident rate was a comparison between 2014-2015 and 2015-2016 attendance and behavior referrals. The incident rate tabulation was quantified to inform program leaders of secondary benefits of the program's implementation.</p> <p><u>Justification:</u> The objective target is reducing the trend and/or rate overtime. Regular program attendee attendance was, on average, one-fifth (1/5) day per student per school year increase. The school lacked sufficient number of behavior referrals; therefore, an analysis was not conducted.</p>
<b>Objective 4. Students will set goals, monitor goals, and review goals with an adult throughout the program</b>	Met the stated objective	<p><u>Methodology:</u> A survey was used to gather feedback from teacher observations of student goal setting, monitoring, and reviewing observations. The teachers rated student skills from 1 (emerging) to 5 (advanced) scale. Teachers used student Learning Logs to inform their individual student rating. The survey was a qualitative method to inform implementation practices. The principal and faculty developed a simple rater reliability activity during faculty meeting conversations before the survey was administered.</p> <p><u>Justification:</u> The objective target is set by the program leaders and evaluation team is 80% of the students will have a rating of 3 or higher. The teacher survey feedback was 94.6% of the students had ratings of 3 or higher. The survey scale tally was 1=0%, 2=5.4%, 3=14.9%, 4=31.1%, and 5=48.9%.</p>
<b>Objective 5. Students will participate in activities and programs that are new or not currently in their interest area.</b>	Met the stated objective	<p><u>Methodology:</u> The program leaders reviewed the list of activities and programs delivered to students. The program leaders and evaluation team reviewed the activities to identify individual value and determine if students had access to a variety of activities. This was a subjective qualitative process so that program leaders were engaged in a mindful review of the activities offered.</p> <p><u>Justification:</u> The findings from the review process by the program leaders and evaluation team was the high attendance rate and student engagement led to the conclusion that year one activities met the program objective.</p>

All five of the objectives were met. For objective 1 (*ALEAP participants will show accelerated growth in reading/language arts, math, and science skills*) the program leaders and evaluation team reported that regular program attendees had a 10% higher growth rate in reading and a 12% higher growth rate in mathematics than non-regular attendees. The program leaders and evaluation team recognized that although a correlation was measured, it would be difficult to show causation.

For objective 2 (*Students will model 7 Habits of Highly Effective People through leadership opportunities and responsibilities*) Andrew CSD developed a teacher survey to measure student leadership traits. To meet the objective, 80% of students were to have a rating of three or higher on a five-point scale and 91.9% of students received a three or better.

For objective 3 (*Students will increase attendance and reduce behavior referrals during the school day*) the school had so few referrals, the objective was declared met.

For objective 4 (*Students will set goals, monitor goals, and review goals with an adult throughout the program*) a survey was developed for teachers to rate students from 1 (emerging) to 5 (advanced). To meet the goal, 80 % of students had to have a rating of 3 or more and 94.6% of the students had ratings of 3 or more.

For objective 5 (*Students will participate in activities and programs that are new or not currently in their interest area*) a subjective analysis was performed by the program leaders and evaluation team to determine if students had a variety of activities and if the participation rate was adequate for the activities. The review process showed that there was a high attendance rate and high student engagement in the activities.

### Partnerships.

Andrew CSD had 16 partners for its 21<sup>st</sup> CCLC Program. A variety of services were provided by the partners, including activities, in-kind goods and services, field trip experiences, staffing and volunteers. Contributing partners included Maquoketa YMCA, Hurstville Interpretive Center, Iowa State Extension, Matter Creative Center, Maquoketa Karate Club, Papa's Pumpkin Patch, Sundown Mountain Resort, Timber Lanes, Jackson County Conservation, Clover Kids 4H, Andrew City Library, Andrew Lions Club, Iowa Public Television, Parent Lighthouse Team, Little Hawk, and Mississippi Bend Area Education Agency.

### Parent Involvement.

Andrew CSD conducted two parent involvement activities; a Literacy and/or Math night and a Leadership night with student led sessions. Parent volunteers also served meals, helped organize events and attended field trips. Communication with parents was through flyers, Facebook and text reminders.

### Sustainability.

Andrew CSD has a formal sustainability plan that includes both community and school district support. The sustainability plan listed five efforts to promote sustainability for the 21<sup>st</sup> CCLC ALEAP Program.



1. *Ongoing professional development will build capacity in school staff to lead ongoing efforts beyond the term of the grant.*
2. *Community partners to provide in-kind services with outside sources funding ongoing resources.*
3. *Andrew Parent and Community Lighthouse Team will continue its annual donation to the school district with part of the funding tagged for the ALEAP.*
4. *Creation of the Andrew Schools Education Foundation to receive corporate gifts to support the ALEAP.*
5. *Resource allocation is prioritized by the district administration to continue support for low socioeconomic status students.*

Andrew CSD plans for ensuring sustainability of ALEAP included re-prioritizing existing funding (General Fund, Federal Title 1, and Dropout Prevention). Partner contributions are also a part of the sustainability plan and their total contributions for in-kind services were estimated at \$19,500.

### **Andrew CSD Summary.**

Andrew Community School District experienced success for the first year of its 21<sup>st</sup> CCLC Program. Called ALEAP (Andrew Community School District Leaders Education After School Program), the program served 126 students with a regular attendance of 77. The 126 students served was 95.5% of the total school population. The 16 partners for ALEAP are engaged and participate in a variety of ways, including curriculum development and staffing. Andrew CSD reported that parents volunteer and attend parental events but did not include parent attendance numbers in the local evaluation. All objectives were met and a complete discussion of methodology and ratings justification was included in the local evaluation. In addition, appropriate recommendations were included for each objective for future years. Andrew CSD has a formal sustainability plan that includes continuing the program when 21<sup>st</sup> CCLC grant funds are expended. Although the leadership and evaluation teams did not have any recommendations for future changes, they did state that there would be discussions with community partners on changes needed for the future.



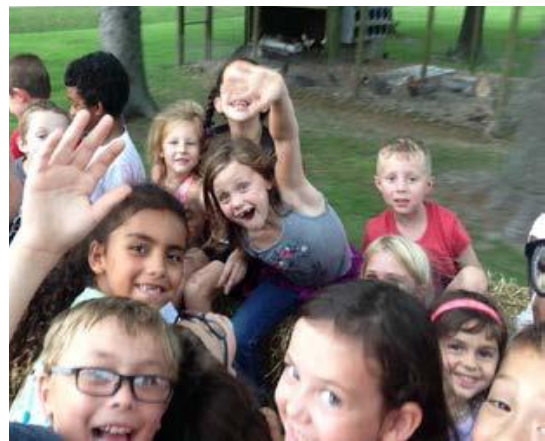
“A first grade student attended 143 days of the ALEAP programming. This student has received special education services in the area of reading and math for the past two years. He has made tremendous achievements in both literacy and math throughout the year and has since been dismissed from special education services” (Andrew CSD Local Evaluation).

## Bettendorf CSD

### Bettendorf CSD 21st CCLC Notable Facts:

- ★ 21st CCLC Program served students at Neil Armstrong Elementary School (300 total students) and Mark Twain Elementary School (312 total students).
- ★ The goal of the 21st CCLC program is to address student needs in three areas: academic achievement, social skill building, and physical well-being.
- ★ 180 attendees participated in service projects.
- ★ 26 partners contributed \$163,460 in monetary and in-kind support.
- ★ Between them, the two Centers had 21 objectives and 20 objectives were met.

Bettendorf CSD had two centers for the 2015-2016 school year. The two centers were funded by two grants. The center for cohort 9 (**Rock-It Academy**) was located at Neil Armstrong Elementary School. The center for cohort 10 (**Steamer Success Academy**) was located at Mark Twain Elementary School. A total of 239 students were served by the 21<sup>st</sup> CCLC Program.



### Bettendorf CSD 21<sup>st</sup> CCLC Program Summary Chart

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Bettendorf CSD	9	17	Neil Armstrong Elementary School	109	99
Bettendorf CSD	10	16	Mark Twain Elementary School	85	83
Bettendorf CSD	10	16	Mark Twain Elementary School (Summer Program)	45	8
<b>TOTALS</b>		<b>26</b>		<b>239</b>	<b>190</b>

*Regular attendees attended 21<sup>st</sup> CCLC programs for at least 30 days.*

## Objectives.

Bettendorf CSD had the same three goals for each cohort.

**GOAL 1:** Increase students' academic achievement.

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

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

Each cohort had its own objectives for each goal. Cohort 9 had 12 objectives and Cohort 10 had 9 objectives. The objectives for each cohort in the 21<sup>st</sup> CCLC Program for the 2015-2016 School Year are listed in the tables below. The tables also include how each objective was rated and an explanation on how the objectives were measured and rated.

### Bettendorf CSD 21<sup>st</sup> CCLC Program Objective Summary Chart

#### Cohort 9

Objective	Objective Rating	Methodology/Justification for Rating
<b>GOAL 1 – Objective 1a. Children actively participate in literacy and math activities as recorded by staff.</b>	Met the stated objective.	<u>Methodology:</u> The program leaders will record student participation numbers. The students participating in academic supplemental supports. The objective will be measured using a simple tally of students using the supports. <u>Justification:</u> All Neil Armstrong Elementary students receive supplemental instruction through Imagine Learning and ST Math software products. These research-based supports assist all students with individualized learning opportunities. 95 regular program attendees used these supports.
<b>GOAL 1: Objective 1b. In annual surveys, school staff report that participants improve academically</b>	Met the stated objective.	<u>Methodology:</u> The program leaders will informally survey school staff to receive feedback regarding the student success. This is a subjective and qualitative approach to create a working relationship between program leaders and classroom teachers to gather highly detailed and student specific input. <u>Justification:</u> Teachers reported to program leaders that participating Rock-It Academy students had academic improvement. (Program leaders did not report a number. It is a highly subjective qualitative process. The program leaders did receive positive teacher academic feedback.)
<b>GOAL 1: Objective 1c. Participants' literacy and math achievement increase as measured by Iowa</b>	Met the stated objective.	<u>Methodology:</u> Student reading and math standardized assessments results will be gathered and analyzed to measure increased achievement. FAST reading and math will be used as the quantitative standardized measure. Student achievement increase will be based on

**Assessment scores, grades,  
and other BCSD assessments.**

gains/growth. The non-21st Century grant elementary schools within the district will be used as a control group to determine the Rock-It Academy achievement growth trend.

Justification: Rock-It Academy regular program attendees had a positive average achievement growth and/or gain rate in reading and mathematics. The regular program attendees also had similar reading growth rates comparable to the control group.

**GOAL 2: Objective 2a. At least 20 families at Neil Armstrong Elementary attend Family Literacy events regularly.**

Met the stated objective.

Methodology: The program leaders will record the number of families attending the Family Literacy events. The objective will be measured using a simple tally of participants at these events.

Justification: Rock-It Academy held two events. The first event had 44 families (125 individuals) and second event had 47 families (144 individuals).

**GOAL 2: Objective 2b. Program parents collaborate with teachers in cooperative IAP goal setting.**

Met the stated objective.

Methodology: The program leaders will simply record the participation of parents and teachers working together on the Individualize Afterschool Plan (IAP).

Justification: Teachers and parents collaborated on the IAP process and goal setting.

**GOAL 2: Objective 2c. Program parents attend twice yearly conferences with school and program staff.**

Met the stated objective.

Methodology: The program leaders will simply record the parent-teacher conference participation rate.

Justification: October parent-teacher conferences had a 94% participation rate and February conferences had 92% participation rate. These were extremely high participation rates. The program leaders have set 80% as the benchmark participation rate.

**GOAL 2: Objective 2d. Parents, students, partners, and other community members contribute to the program's advisory committee.**

Met the stated objective.

Methodology: The program leaders will facilitate an annual advisory committee meeting according to the project specifications.

Justification: The program leaders have held two advisory committee meetings. The meetings were year one March 2015 and year two August 2015.

**GOAL 3: Objective 3a. At least 30 children at Neil Armstrong Elementary participate in a service learning project.**

Met the stated objective.

Methodology: The program leaders will record the number of children participating in the service learning project. The objective will be measured using a simple tally of participants at these events.

Justification: Rock-It Academy had 100% (109 students) of the regular program attendees participating in the service learning project. Thus, all 95 regular program attendees



		participated which is more than the 30 children target. The project was monthly school grounds clean-up and beautification.
<b>GOAL 3: Objective 3b. At 80% of Neil Armstrong Elementary participants attend field trips to community partner sites.</b>	Met the stated objective.	<u>Methodology</u> : The program leaders will record the number of students attending field trips. The objective will be measured using a simple tally of attending field trips. <u>Justification</u> : Rock-It Academy had 8 field trips and each field trip had more than 80% of the participants attending.
<b>GOAL 3: Objective 3c. Program staff report increased social skills in start and end-of-year assessments.</b>	Met the stated objective.	<u>Methodology</u> : The program leaders will informally survey school staff to receive social skill feedback regarding progress from the beginning to the end of the school year. This is a subjective and qualitative approach to create a working relationship between program leaders and classroom teachers to gather highly detailed and student specific input. <u>Justification</u> : Teachers informally reported to program leaders that participating Rock-It Academy students had social skills improvements. (A readily available social skill assessment does not currently exist.)
<b>GOAL 3: Objective 3d. Neil Armstrong Elementary participants report that the program is “fun” and they like to attend.</b>	Met the stated objective.	<u>Methodology</u> : The program leaders will informally survey participating students to receive feedback regarding the enjoyment. This is a subjective and qualitative approach to create a working relationship between program leaders and participating students to gather specific student feedback. <u>Justification</u> : Program leaders found students to be very positive toward the program and their attendance rates was also evidence they enjoyed participation.
<b>GOAL 3: 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 with others.</b>	Met the stated objective.	<u>Methodology</u> : The program leaders will informally survey school staff to receive feedback regarding improved student behavior, motivation, and positive interaction with others. This is a subjective and qualitative approach to create a working relationship between program leaders and classroom teachers to gather highly detailed and student specific input. <u>Justification</u> : Teachers reported to program leaders that participating Rock-It Academy students had positive behavior, motivation, and social skill growth. (A readily available measure of student behavior, motivation, and ability to get along with others does not currently exist.)

Bettendorf CSD reported that all objectives were met by the 21<sup>st</sup> CCLC Rock-It Academy at Neil Armstrong Elementary School. The evaluation team grouped the objectives into three methodologies: 1) Objective 1c is a quantifiable target; 2) Objectives 1b,2b,2d,3c,3d, and 3e required feedback from stakeholders and 3) Objectives 1a,2a,3a, and 3b were implementation activity outcomes.

For objective 1c (*Participants' literacy and math achievement increase as measured by Iowa Assessment scores, grades, and other BCSD assessments*), FAST (Formative Assessment System for Teachers) reading and mathematics scores were used. Scores of regular attendees at the Rock-It Academy were compared to scores of students at non-21<sup>st</sup> CCLC elementary schools within Bettendorf CSD (control group). Regular attendees in the 21<sup>st</sup> CCLC program attained higher growth rates than students in the control group.

Six objectives required feedback from stakeholders. For objective 1b (*In annual surveys, school staff report that participants improve academically*), program leaders received positive academic feedback. For objective 2b (*Program parents collaborate with teachers in cooperative IAP goal setting*), program leaders recorded parent/teacher collaboration and reported that collaboration had taken place on the IAP process and goal setting. For objective 2d (*Parents, students, partners, and other community members contribute to the program's advisory committee*), two advisory committee meetings were held as per project specifications. For objective 3c (*Program staff report increased social skills in start and end-of-year assessments*), program leaders informally surveyed school staff and reported that 21<sup>st</sup> CCLC attendees exhibited social skills improvement. For objective 3d (*Neil Armstrong Elementary participants report that the program is "fun" and they like to attend*), program leaders informally surveyed students and reported that students were very positive toward the program. For 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 with others*), program leaders informally surveyed school staff and reported that teachers said that students exhibited positive behavior, motivation, and social skill growth.

Four objectives were implementation activity outcomes. For objective 1a (*Children actively participate in literacy and math activities as recorded by staff*), 95 regular attendees used supplemental instruction through *Imagine Learning* and *ST Math* software products. For objective 2a (*At least 20 families at Neil Armstrong Elementary attend Family Literacy events regularly*), the 21<sup>st</sup> CCLC Program held two events. The first event had 44 families and the second event had 47 families. For objective 3a (*At least 30 children at Neil Armstrong Elementary participate in a service learning project*), 95 regular program attendees participated. For objective 3b (*At 80% of Neil Armstrong Elementary participants attend field trips to community partner sites*), the Rock-It Academy program held 8 field trips and more than 80% of the students attended.



Bettendorf CSD 21<sup>st</sup> CCLC Program Objective Summary Chart

## Cohort 10

Objective	Objective Rating	Methodology/Justification for Rating
<b>GOAL 1 – Objective 1a. In annual surveys, school staff say that participants improve academically.</b>	Met the stated objective.	<p><u>Methodology:</u> Teachers will annually complete a qualitative survey that includes five observable positive student academic behaviors within their classroom regarding student program participants. The teachers will respond to an eight point scale from significant improvement to significant decline.</p> <p><u>Justification:</u> The teacher survey tabulation from five academic improvement items indicated that 67% of the regular program attendees were already performing at the desired level, 22% of the regular program attendees improved, 2% of the regular program attendees declined, and 9% remained unchanged. The survey analysis indicated a 15:1 improvement to decline ratio.</p>
<b>GOAL 1: Objective 1b. Participants' literacy and math achievements increase as measured by grades, FAST universal screener scores, and other Bettendorf Community School District assessments.</b>	Met the stated objective.	<p><u>Methodology:</u> Student reading and math standardized assessments results will be gathered and analyzed to measure increased achievement. FAST reading and math will be used as a quantitative standardized measure. Student achievement increase will be based on average per pupil gains. A comparison will be made between Mark Twain Elementary regular program attendees and non-program attendees.</p> <p><u>Justification:</u> Steamer Success Academy regular program attendees had a positive average per pupil achievement increase in reading (33 point average per pupil gain) and mathematics (4.9 point average per pupil gain). The regular program attendees had a per pupil gain that was similar to the non-program Mark Twain students (differences were not significant).</p>
<b>GOAL 1: Objective 1c. Literacy and math achievement proficiency increase by 5% (Iowa Assessments scores).</b>	Met the stated objective.	<p><u>Methodology:</u> Student reading and math standardized Iowa Assessment results will be gathered and analyzed to measure increased achievement. Iowa Assessment reading and math proficiency rates will be used as the quantitative standardized measure.</p> <p><u>Justification:</u> The evaluation team found only 14 students that had sufficient data to tabulate. The reading outcome was 2014-2015 had 7 proficient and 7 not proficient. 2015-2016 had a positive change of 1 additional student</p>

becoming proficient. (2015-2016 = 8 proficient and 6 not proficient) Thus, Iowa Assessment reading had a 7% increase. The mathematics outcome was status quo with 9 students being proficient and 9 students being not proficient each year. The program director and evaluation team concluded the objective had been met based on the FAST data being positive gains.

**GOAL 2: Objective 2a. At least 20 families at Mark Twain Elementary attend Family Literacy events regularly.**

Met the stated objective.

Methodology: The program director will record the number of families attending the Family Literacy events. The objective will be measured using a simple tally of participants at these events.  
Justification: The program had 3 family literacy nights: 45 families attended on March 2, 2016; 25 families attended on April 6, 2016; and 22 families attended on May 19, 2016.

**GOAL 2: Objective 2b. Steamer Success Academy parents collaborate with teachers in cooperative IAP goal setting.**

Met the stated objective.

Methodology: Program director, program staff, and classroom teachers identify students needing additional reading assistance. These teachers collaborate with students and parents to establish an Individual Afterschool Plan (IAP). Program staff and teachers work together to implement the IAP and teachers share student progress with parents during the two school year parent-teacher conferences.  
Justification: Program director reported the IAP collaborative goal setting process was completed during year one.

**GOAL 2: Objective 2c. Parents, students, school staff, partners, and other community members participate in the program's Advisory Committee.**

Did not meet but made progress toward the stated objective.

Methodology: The program director will facilitate an annual advisory committee meeting according to the project specifications.  
Justification: The advisory committee did not meet during the initial implementation year. The project director has scheduled an advisory committee meeting for early 2017 to share the local evaluation report and gather input and/or feedback.

**GOAL 3: Objective 3a. At least 30 children at Mark Twain Elementary participate in a service learning project.**

Met the stated objective.

Methodology: The program director will record the number of children participating in the service learning project. The objective will be measured using a simple tally of participants at these events.  
Justification: All school year students (85) participated in 4 service learning projects.

<b>GOAL 3: Objective 3b. At least 75% of the participants say that the program is “fun” and they like to attend.</b>	Met the stated objective.	<p><u>Methodology:</u> The program director will informally survey participating students to receive feedback regarding the enjoyment. This is a subjective and qualitative approach to create a working relationship between program director and participating students to gather specific student feedback.</p> <p><u>Justification:</u> Program director held student focus groups and she reported that 75% replied the program is fun. The 76% of the regular school year attendees participated 90 or more days was an indicator that student like to attend.</p>
<b>GOAL 3: Objective 3c. 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 with others.</b>	Met the stated objective.	<p><u>Methodology:</u> Teachers will annually complete a qualitative survey that includes a behavior, motivation, and social interaction item. The teachers respond to an eight point scale from significant improvement to significant decline.</p> <p><u>Justification:</u> The teacher survey tabulation from three improvement items (behavior, motivation, and social interaction) indicated that 59% of the program students were already performing at the desired level, 27% of the program students improved, 3% of the program students declined, and 10% remained unchanged. The observation findings found 8:1 student improvement to decline ratio.</p>

Bettendorf CSD reported that all but one objective was met by the 21<sup>st</sup> CCLC Steamer Success Academy at Mark Twain Elementary School. Objective 2c was not met but progress was made toward the stated objective. The objectives were grouped into three data gathering and analysis areas: 1) Objectives 1 b and 1c were measured using quantifiable standardized statewide achievement results; 2) Objectives 1a,3b and 3c were measured by surveying stakeholders and gathering stakeholders’ feedback regarding program impact and 3) Objectives 2a,2b, 2c and 3a were measured by stakeholder participation in activities that were important to successful program implementation.

For objective 1b (*Participants’ literacy and math achievements increase as measured by grades, FAST universal screener scores, and other Bettendorf Community School District assessments*), FAST (Formative Assessment System for Teachers) reading and math scores were used. Student increases in achievement scores were examined and scores of regular attendees at the Steamer Success Academy were compared to scores of non-attendees. Regular program attendees gained an average of 33 points in reading and 4.9 points in mathematics. There was no difference in per pupil gain between attendees and non-attendees. For Objective 1c, (*Literacy and math achievement proficiency increase by 5% (Iowa Assessments scores)*), 14 students had sufficient data to tabulate. One student became proficient from 2014-2015 to 2015-2016 in reading and there was no change for mathematics. Since the one student in reading would be 1/14 or 7%, the evaluation team concluded the objective of 5% increase had been met.

Three objectives were measured by surveying stakeholders and gathering stakeholders' feedback regarding program impact. For objective 1a (*In annual surveys, school staff say that participants improve academically*), analysis of the teacher qualitative survey indicated a 15:1 improvement to decline ratio. For objective 3b (*At least 75% of the participants say that the program is "fun" and they like to attend*), the Program Director held student focus groups and reported that 75% of students replied that the program is fun. For objective 3c (*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 with others*), the teacher survey findings showed an 8:1 improvement to decline ratio.

Four objectives were measured by stakeholder participation in activities that were important to successful program implementation. For objective 2a (*At least 20 families at Mark Twain Elementary attend Family Literacy events regularly*), attendance at three Family Literacy Events was reported. Family attendance was 45, 25 and 22 families at the respective events. For objective 2b (*Steamer Success Academy parents collaborate with teachers in cooperative IAP goal setting*), the IAP process was completed during year one of the Program. For objective 2c (*Parents, students, school staff, partners, and other community members participate in the program's Advisory Committee*), the Advisory Committee did not meet during the implementation year but an Advisory Committee was scheduled for early 2017. Objective 2c was rated 'did not meet but made progress toward the stated objective.' For objective 3a (*At least 30 children at Mark Twain Elementary participate in a service learning project*), 85 students participated in 4 service learning projects.

### Partnerships.

Bettendorf CSD had 17 partners for the 21<sup>st</sup> CCLC Program at Neil Armstrong Elementary School and 16 partners for the 21<sup>st</sup> CCLC Program at Mark Twain Elementary School. Some partners provided services to both campuses but 26 different partners played various roles for the 21<sup>st</sup> CCLC Programs. Partners provided field trips, food, educational items, support for low income families and other funds and in-kind services. Examples included:

- The Bettendorf Fire Department delivered fire prevention programs and hosted field trips for both academies.
- The Bettendorf Police Department provided safety lessons and monthly school visits from a police officer for both academies.
- Four private donors donated curriculum kits, meals for students and local book store visits for the Steamer Success Academy.
- The Lion's Club and Eye Care Pavilion provided free eye screening for Rock-It Academy Students.
- St. John Vianney provided backpacks filled with healthy snacks for 80 plus families for the Rock-It Academy.



### Parent Involvement.

Bettendorf CSD reported that parents were involved in open houses, program orientation, informational phone calls and e-mails, and literacy nights. In addition, parents served as chaperones for field trips and volunteered for special events.

## Sustainability.

Bettendorf CSD sustainability plans are in the developmental stage. The Advisory Committee for 21<sup>st</sup> CCLC will develop the formal sustainability plan. The local plan will seek commitment and support from all stakeholders.

*To promote sustainability, stakeholders will ensure that the program continues to target children with academic needs, coordinates regularly with the local education agency, hires and retains certified teachers and other highly-qualified staff, and works closely with schools, parents, and children. Bettendorf Community School District is committed to sustaining the program in many ways, including provision of physical facilities, curriculum consultation, fiscal support, and advocacy. Finally, an active Advisory Committee and other stakeholders continue to seek new funding sources to ensure a broad support base, including exploration of local, regional, state, and national public and private sources. As evaluations demonstrate that the program produces good outcomes for academically disadvantaged children, community support for sustainability will increase. (Local Evaluation)*

The local evaluation listed the value of partner contributions to the Rock-It Academy at \$152,260 and Steamer Success Academy at \$11,200. Bettendorf CSD was listed as partner to the Rock-It Academy (\$93,000) but not as a partner of the Steamer Success Academy.

## Bettendorf CSD Summary.

Bettendorf Community School District experienced success with its 21<sup>st</sup> CCLC Program. Two 21<sup>st</sup> CCLC Centers serve 239 students with 190 students being regular attendees. The two Centers had 26 partners that provided over \$150,000 in in-kind and monetary support. Parents were active in the program, attending family nights and volunteering for various support roles. Twenty objectives were met and progress was made toward meeting the objective that was not met. The local evaluation contained several recommendations for change that would help in evaluating objectives and strengthen the 21<sup>st</sup> CCLC program. Bettendorf CSD has plans for sustainability but needs to formalize them.



“My child has a safe and friendly place to go before and after school. He is always asking to stay as late as possible so he can either do the projects or go on trips, he never complains about before or after school program. He gets upset when I tell him it's time to leave. He has really opened up and knows kids throughout the whole school. I also noticed his reading has gotten much better as well” (21<sup>st</sup> CCLC Parent).



Evan started the program in Kindergarten. He was shy, did not talk much when he came to the program. Parents expressed concern about his ability to read as he did not like to read at home or allow parents to listen to him. Throughout the year, staff worked to get to know Evan working with him for small amounts of time each day, providing opportunities to look at books, listen to stories, and providing a reading buddy. As the year progressed, Evan began allowing us to listen to him read books and discussing stories. He also has shown significant progress in communicating with staff and socializing with his peers.” (Local Evaluation)

## Boys & Girls Clubs of the Cedar Valley

### Boys & Girls Clubs of the Cedar Valley Notable Facts:

- \* BGCCV 21st CCLC served 210 students.
- \* BGCCV provided snacks and dinner for all attendees.
- \* The sustainability plan included \$113,000 in partner contributions.



The Boys and Girls Club of the Cedar Valley (BGCCV) 21<sup>st</sup> CCLC Program provided services for three schools in Cohort 10 for the 2015-2016 school year. A total of 210 students were served from Lincoln Elementary, Central Middle and George Washington Carver Academy Middle Schools. Of the 210 total students served 80 (61.5 percent) were regular attendees. Twelve partners provided a variety of services for the program. Parental involvement included involvement activities, family literacy nights and special events.

### Boys and Girls Club of the Cedar Valley 21<sup>st</sup> CCLC Program Summary Chart

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Boys and Girls Club of the Cedar Valley	10	12	BGCCV	130	80
<b>TOTALS</b>		<b>12</b>		<b>130</b>	<b>80</b>

*Regular attendees attended 21<sup>st</sup> CCLC programs for at least 30 days.*

### Objectives.

Boys and Girls Club of the Cedar Valley had eight objectives for the Cohort 10 21<sup>st</sup> CCLC Program for the 2015-2016 School Year. The table below lists each objective, how each objective was rated, and an explanation on how the objectives were measured and rated.

### Boys and Girls Club of the Cedar Valley 21<sup>st</sup> CCLC Program Objective Summary Chart Cohort 10

Objective	Objective Rating	Methodology/Justification for Rating
<b>Objective 1. Participants literacy and math achievements increase over the year and summer</b>	Met the stated objective	Not included in Local Evaluation



<b>Objective 2. For Spark participants with two years of Iowa Assessment scores, at least one-fourth will increase their proficiency category by the second year</b>	Unable to measure the stated objective	We will have this data by the end of our second year.
<b>Objective 3. At least 40 families attend one or more Family Literacy Event</b>	Met the stated objective	We had over 60 families attend one or more Family Literacy Events.
<b>Objective 4. Spark parents and school staff participate in the Spark Advisory Committee</b>	Did not meet but made progress toward the state objective	The committee is being formed and will meet for the first-time January 2017.
<b>Objective 5. Spark Participants have greater average school attendance and fewer tardies and discipline referrals than non-participants</b>	Met the stated objective	Chart below
<b>Objective 6. Spark students and parents report increased communication with their schools</b>	Met the stated objective	Not included in Local Evaluation
<b>Objective 7. At least 30 students participate in service learning projects</b>	Met the stated objective	Not included in Local Evaluation
<b>Objective 8. In annual surveys, school day teachers report that students who need to improve their behavior, are more motivated, and increase their ability to get along with others</b>	Did not meet but made progress toward the state objective	Not included in Local Evaluation

Five of the eight objectives were met, two objectives were not met but progress was made toward the state objective and one objective was rated at unable to measure the stated objective.

For objective 1 (*Participants literacy and math achievements increase over the year and summer*), the local evaluation did not contain methodology or justification for the rating of “met the objective.” The summary of the local evaluation stated, “*Notable outcomes include higher rates of school attendance and higher grades for those who attended the Club 61 or more times during the year*”.

Objective 2 (*For Spark participants with two years of Iowa Assessment scores, at least one-fourth will increase their proficiency category by the second year*) was rated as “unable to measure the stated objective.” This objective aimed to compare assessment scores of participants over two years and the local evaluation indicated the scores would be available the second year of the program. (Note: the term “Spark” is only included in the objectives list. It is not clear if this is the name of the program or something else).

Objective 3 (*At least 40 families attend one or more Family Literacy Event*) was rated as “met the stated objective.” The local evaluation reported that over 60 families attended events. However, there was no discussion on the methodology used (i.e. sign in sheets, door monitors counting attendees, etc.).

Objective 4 (*Spark parents and school staff participate in the Spark Advisory Committee*) was rated as “did not met but progress was made toward the stated objective.” The local evaluation indicated that the committee was being formed and that the committee would meet in January, 2017. There was no discussion in the local evaluation regarding the one year delay in forming the committee. (Note: the term “Spark” is only included in the objectives list. It is not clear if this is the name of the program or something else).

Objective 5 (*Spark Participants have greater average school attendance and fewer tardies and discipline referrals than non-participants*) was rated as “met the stated objective.” For justification, the local evaluation included charts of attendance and behavior referrals. The district average for days missed was reported as 8.4 days. The average days missed by BGCCV 21<sup>st</sup> CCLC attendees was 7.0. Attendees who attended the BGCCV 21<sup>st</sup> CCLC program 61 or more days averaged 6.3 days missed. Information on tardies was not included in the local evaluation.

The district average for referrals is 2.2 referrals per student. BGCCV members who attended 60 or fewer times had an average of 2 referrals per student and BGCCV members who attended 60 or more times had an average of 3 referrals per student. The summary of the local evaluation stated, “*Club members in general also had fewer discipline referrals than the district average regardless of the number of times present at the Club*”. However, this statement contradicts the data presented in the table that shows BGCCV members who attended 60 or more times with an average of 3 referrals and the district average at 2.2 referrals per student. Appropriate data from the School Behavior Referrals Chart is reproduced below.

**Figure 2: School Behavior Referrals that Differ by 2015 - 2016 Club Attendance Frequency**

Behavior Referrals	Club members who attended 60 or fewer times	Club members who attended 60 or more times	District Average
All	2	3	2.2

Note: Only behavioral referrals categorized as “major” were included.

Objective 6 (*Spark students and parents report increased communication with their schools*) was rated as “met the stated objective.” No methodology or justification for the rating was included in the local evaluation. (Note: the term “Spark” is only included in the objectives list. It is not clear if this is the name of the program or something else).

Objective 7 (*At least 30 students participate in service learning projects*) was rated as “met the stated objective.” No methodology or justification for the rating was included in the local evaluation.

Objective 8 (*In annual surveys, school day teachers report that students who need to improve their behavior, are more motivated, and increase their ability to get along with others*) was rated as “did not met but progress was made toward the stated objective.” No methodology or justification for the rating was included in the local evaluation. No teacher survey results were reported in the local evaluation.

### Partnerships.

The Boys and Girls Club of the Cedar Valley (BGCCV) had 12 partners for its 21<sup>st</sup> CCLC Program. BGCCV reported that the partners provided programming and goods. The largest partner was the Northeast Iowa Food Bank, providing weekly nutrition education and daily snack and dinner for every attendee. The University of Northern Iowa paid 75% of staff wages for student workers and Kaplan University



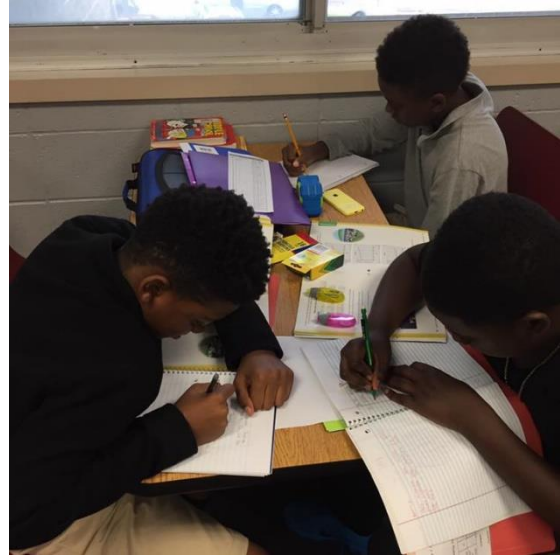
provided a work study program that included student worker wages. Other partners included Boy Scouts, Girl Scouts, Food Corps, Salvation Army, and Iowa Workforce Development.

### Parent Involvement.

The Boys and Girls Club of the Cedar Valley (BGCCV) reported that parent involvement has increased over the last two years. A family literacy night is held four times per year where a variety of activities are provided for students and their parents. In addition, family literacy nights are held each month.

### Sustainability.

The Boys and Girls Club of the Cedar Valley (BGCCV) including a sustainability plan as outlined in the original 21<sup>st</sup> CCLC application.



*The Boys & Girls Clubs of the Cedar Valley (BGC) has an annual budget of nearly \$650,000 based on grants, donations, and special events. BGC raises more than \$150,000 annually through its "It Just Takes One" solicitation campaign alone and a local donor provides support for youth scholarships. In an effort to increase sustainability, BGC 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. BGC does not use membership fees as a part of financial sustainability and maintains a low membership cost, \$25/year, to ensure that every child and family has the opportunity to use the program.*

*BGC uses existing programs to offer the most effective use of public resources. Through an integrated citywide system, all BGC sites use facilities, such as the Center for the Arts and The Museum, by making one contact and sharing information at BGC staff meetings. This enables equitable services at each site, while maintaining the ability to meet individual student needs. Waterloo Community Schools provides transportation from the schools to the BGC sites and United Way allows donors to designate BGC as the recipient of their donations.*

*BGC uses state and federal resources effectively. 21<sup>st</sup> CCLC currently supports programming at one site, the University of Northern Iowa provides work-study employees to BGC and the Club pays 25% of their wages, and a current grant from the Office of Juvenile Justice and Delinquency Prevention provides funding for one-on-one mentorships. BGC refers families to Iowa Workforce Development for employment assistance; to the Black Hawk County Community Action Agency for Early Head Start, Head Start, money management, financial assistance, and other benefits; and to Hawkeye Community College for Adult Basic Education, ESL, and high school equivalency programs.*

*For sustainability, GFA will target youth with academic needs, coordinate weekly with the schools, hire and retain certified teachers and other highly qualified staff, and work closely with schools,*

parents, and students. As GFA's employer of record and fiscal agent, BGC commits to sharing their longtime successful sustainability experience and substantial resources with the GFA Advisory Committee. In addition, BGC commits to sustaining the GFA program in many ways, including advocacy and support for finding funding opportunities and preparing grant applications. Finally, the GFA Advisory Committee will continuously seek new funding sources to ensure a broad support base, including local, state, and national public and private sources. (Local Evaluation)

Partner contributions are also a part of the sustainability plan. For example, the Northeast Iowa Food Bank provided meals and snack with an in-kind value of \$50,000 and the Waterloo Community School District provided transportation services with an in-kind value of \$63,000.

### Boys and Girls Club of the Cedar Valley (BGCCV) Summary.

The Boys and Girls Club of the Cedar Valley (BGCCV) 21<sup>st</sup> CCLC Program reported success. The program served 130 students. Partners were active and provided funds and services, including snacks and dinner for all attendees. Parents attended events, including a Thanksgiving meal provided by the Boys and Girls Club. Of the eight objectives for the program, five were reported as met. Sustainability plans are part of the bigger BGCCV picture and seem to be working. All of these indicators would suggest a successful program. However, the local evaluation was incomplete and it is suggested that the following items be addressed in the coming year's evaluation.

- Methodology and justification for objectives was not completed and not provided in detail. Four objectives had no information provided other than the objective rating. The other four objectives did not include enough detail. One objective (*Spark Participants have greater average school attendance and fewer tardies and discipline referrals than non-participants*) had conflicting information.
- A section on a student survey was included but it was not clear if this data was used to measure or justify objectives.
- In the objectives reference was made to **Spark**. There was no explanation on what **Spark** is.
- In the sustainability section the acronym GFA was used but not explained.



"The Club is a place where I trust in the supervision of my children. They are always proactive and no child feels left out. I love the staff and I am extremely proud of the direction that they are going." (BGCCV 21<sup>st</sup> CCLC Parent).



The Boys & Girls Clubs is a vital part of a whole community effort to keep our kids safe and engaged in positive social activities after school. Leadership at the Club work with the schools to reinforce things like character education, using similar language and making reference to our work. This helps students see the importance of that work outside of the classroom. As a school administrator, I value their work and hope it can continue." (BGCCV 21<sup>st</sup> CCLC School Principal).



"The Club helps keep the kids of all races, and nationalities involved in the community. The Club helps instill self-respect and dignity for self and families." (BGCCV 21<sup>st</sup> CCLC Parent).

## Burlington CSD

### Burlington CSD 21st CCLC Notable Facts:

- \* Burlington CSD 21st CCLC Program served 605 total students.
- \* The summer program had 109 attendees.
- \* 52% of attendees served were FRPL.
- \* 98% of parents surveyed expressed satisfaction with the program.
- \* The sustainability plan included 26 partners contributing \$39,920 in direct and in-kind assistance for the 21st CCLC Program.



Burlington CSD had three centers for the 2015-2016 school year. The 21<sup>st</sup> CCLC Program, called PIECES (Partners in Education, Community Educating Students) was at Aldo Leopold Middle School, Edward Stone Middle School, and North Hill Elementary School. The center at North Hill Elementary School included a summer program. A total of 605 students were served by the 21<sup>st</sup> CCLC Program and 52% of these students were identified as FRPL. In addition, 109 students attended the summer program at North Hill Elementary. The 21<sup>st</sup> CCLC Program had 26 partners that provided goods and services. Parents had an opportunity to attend eight events held throughout the school year and a parent survey indicated 98% expressed satisfaction with the program.

### Burlington CSD 21<sup>st</sup> CCLC Program Summary Chart

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Burlington CSD	9	26	Aldo Leopold Middle, Edward Stone Middle, and North Hill Elementary Schools	605	320
<b>TOTALS</b>		<b>26</b>		<b>605</b>	<b>320</b>

*Regular attendees attended 21<sup>st</sup> CCLC programs for at least 30 days.*

*Note: North Hill Elementary School held a summer program that had 109 students in attendance.*

### Objectives.

Burlington CSD listed eight objectives for the 21<sup>st</sup> CCLC Program for the 2015-2016 School Year. One of the objectives was school level specific making seven actual objectives for each center. The objectives

were the same for each center but rated individually by center. The table below lists each objective, how each objective was rated, and an explanation on how the objectives were measured and rated.

### Burlington CSD 21<sup>st</sup> CCLC Program Objective Summary Chart

#### Cohort 10

Objective	North Hill Elementary School Objective Rating and Methodology/Justification	Aldo Leopold Middle School Objective Rating and Methodology/Justification	Edward Stone Middle School Objective Rating and Methodology/Justification
<b>Objective 1.</b> <b>Elementary students who are regular attendees will make greater than one year's growth pm their FAST Assessment scores by June 30, 2016</b>	Did not meet but made progress toward the stated objective. FAST scores from fall 2015 were compared to scores in spring 2016. On average, 65% of students were at a proficient level.	NA	NA
<b>Objective 2.</b> <b>Middle school students who are regular attendees of PIECES will make greater than one year's growth on their Skills Iowa Assessments by June 30, 2016.</b>	NA	Did not meet but made progress toward the stated objective. 46% made one year's growth in reading scores and 48% had one year's growth in math scores.	Did not meet but made progress toward the stated goal. 60% made one year's growth in reading scores and 62% had one year's growth in math scores
<b>Objective 3.</b> <b>100% of students who regularly attend PIECES will achieve one year's growth based on Iowa</b>	Did not meet but made progress toward the stated objective. 64% of North Hill students achieved one year's growth.	Did not meet but made progress toward the stated objective. 46% made one year's growth in reading scores and 48% had one year's growth in math scores.	Did not meet but made progress toward the stated goal. 60% made one year's growth in reading scores and 62% had one year's growth in math scores

**Assessment  
standard scores  
by June 30.**

<p><b>Objective 4.</b> <b>Students who regularly attend the PIECES program will decrease out of school and in school suspensions by 10% for the 2015/2016 school year.</b></p>	<p>Met the stated objective. Not included in Local Evaluation.</p>	<p>Did not meet the stated objective Increased suspensions</p>	<p>Did not meet the stated objective Increased suspensions</p>
<p><b>Objective 5. By May of 2016, 50% of students who attend PIECES regularly will have six or less days of missed school.</b></p>	<p>Met the stated objective 69% fewer than 6 absences.</p>	<p>Met the stated objective 41.3% fell in the range of 6 days.</p>	<p>Met the stated objective 20% fell in the range of 6 days.</p>
<p><b>Objective 6.</b> <b>Students who regularly attend the PIECES program will decrease ODRs by 10% for the 2015/2016 school year.</b></p>	<p>Met the stated objective 26% of students decreased office referrals.</p>	<p>Met the stated objective 40 % fewer office referrals.</p>	<p>Did not meet the stated objective ODRs increased in both incidents and number of students.</p>
<p><b>Objective 7. By May 2016, students will be exposed to a minimum of five enrichment activities as measured by the number of community</b></p>	<p>Met the stated objective 26 community partners contribute to regular enrichment opportunities.</p>	<p>Met the stated objective 26 community partners contribute to regular enrichment opportunities.</p>	<p>Met the stated objective 26 community partners contribute to regular enrichment opportunities.</p>

**stakeholders  
contributing  
activities.**

<b>Objective 8. By May 2016, 75% of our parents will report greater involvement in their children's education as measured by evaluation surveys.</b>	Did not meet but made progress toward the stated objective. 49 parents were surveyed. Out of the 49, 84% of the parents' report that because of the program, they have a greater opportunity have a role in their child's education.	Did not meet but made progress toward the stated objective. 49 parents were surveyed. Out of the 49, 84% of the parents' report that because of the program, they have a greater opportunity have a role in their child's education.	Did not meet but made progress toward the stated goal. 49 parents were surveyed. Out of the 49, 84% of the parents' report that because of the program, they have a greater opportunity have a role in their child's education.
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The Center at North Hill Elementary School met four objectives and did not meet but made progress on three objectives. The Center at Aldo Leopold Middle School met three objectives, did not meet but made progress on three objectives and did not meet one objective. The Center at Edward Stone Middle School met two objectives, did not meet but made progress on three objectives and did not meet two objectives.

Objective 1 (*Elementary students who are regular attendees will make greater than on year's growth pm their FAST Assessment scores by June 30, 2016*) was specific to North Hill Elementary School. To measure this objective student scores on the Formative Assessment System for Teachers (FAST) assessment were compared from fall 2015 to spring 2016. On average, 65% of students were at a proficiency level. The local evaluation did not indicate what threshold of growth was used to determine if the objective was met.

Objective 2 (*Middle school students who are regular attendees of PIECES will make greater than on year's growth on their Skills Iowa Assessments by June 30, 2016*) was specific to Aldo Leopold and Edward Middle Schools. To measure this objective student scores on the Iowa Assessment were compared from the 2014-2015 to 2015-2016 school years. Both centers reported that the objective was not met, but progress was made toward the stated objective. For Aldo Leopold students, 46% made one year's growth in reading and 48% had one year's growth in mathematics as indicated by test results. For Edward Stone students, 60% made one year's growth in reading and 62% had one year's growth in mathematics as indicated by test results. The local evaluation did not indicate what threshold of growth was used to determine if the objective was met.

The other six objectives were common ones for all three centers. Objective 3 (*100% of students who regularly attend PIECES will achieve one year's growth based on Iowa Assessment standard scores by June 30*) was measured by comparing FAST scores (elementary students) and Iowa Assessment standard scores (middle school students) from the 2014-2015 school year to scores from the 2015-2016 school year. All three centers reported the objective was not met but progress was made toward the stated objective. North Hill Elementary School attendees achieved a 64% growth. For Aldo Leopold Middle



School students, 46% made one year's growth in reading and 48% had one year's growth in mathematics. For Edward Stone Middle School students, 60% made one year's growth in reading and 62% had one year's growth in mathematics. The local evaluation did not indicate what threshold of growth was used to determine if the objective was met. It is not clear why the same methodology is used to measure progress on this objective and objective 2 for the centers at the two middle schools.

Objective 4 (*Students who regularly attend the PIECES program will decrease out of school and in school suspensions by 10% for the 2015/2016 school year.*) was met at the North Hill Elementary Center and not met at both Middle School Centers. To measure progress on this objective, data from student reports from each of the three schools was analyzed. Specific numbers were not provided in the local evaluation.

Objective 5 (*By May of 2016, 50% of students who attend PIECES regularly will have six or less days of missed school*) was met at all three centers. To measure progress on this objective, data from student reports from each of the three schools was analyzed. At the North Hill Elementary Center, 69% of attendees had fewer than 6 absences, at the Aldo Leopold Center, 41.3% fell in the range of 6 days, and at the Edward Stone Center, 20% fell in the range of 6 days. The local evaluation did not include an explanation on how the two Middle School Centers met the objective of 50% although the reported percentages were less at both centers.

Objective 6 (*Students who regularly attend the PIECES program will decrease ODRs by 10% for the 2015/2016 school year*) was met by the centers at North Hill Elementary and Aldo Leopold Middle Schools and was not met by the Center at Edward Stone Middle School. To measure progress on this objective, data from student reports from each of the three schools were analyzed. For North Hill Elementary School, 26% of students decreased office referrals and at Aldo Leopold Middle School, there were 40% fewer office referrals. Attendees at Edward Stone Middle School had increased ODR's in both incidents and number of students.

Objective 7 (*By May 2016, students will be exposed to a minimum of five enrichment activities as measured by the number of community stakeholders contributing activities*) was met at all three centers. The local evaluation reported that activity logs indicated that the 26 community partners contributed to regular enrichment opportunities.

Objective 8 (*By May 2016, 75% of our parents will report greater involvement in their children's education as measured by evaluation surveys*) was rated as not met but progress was made toward the state objective. The common evaluation method used was a parent survey. Of the 49 parents surveyed, 84% of the parents reported that because of the program they had a greater opportunity to have a role in their child's education. The local evaluation did not indicate what threshold of measurement was used to determine whether or not the object was met.

### **Partnerships.**

Burlington CSD had 26 partners for its 21<sup>st</sup> CCLC Program. The partners provided a variety of services.

*The PIECES program enjoys a collaborative relationship with 26 diverse organizations located in the greater Burlington area. Survey responses collected from PEICES program partners indicate that these partners strongly agree that the program is important to the community, and enjoy partnering with the BCSD in the after school programming. Partners feel that the most*

*successful elements of the BCSD's after school programming are providing/connecting families to organizations and resources outside the school district; encouraging parents and students to do activities together; and that the program is run by individuals who honestly care about the children in their care. The community partners have provided program attendees with the opportunity to participate in leadership and team building activities, science and technology activities, literacy and community service. The contributions of these community partners has afforded the program attendees a wider range of activities and experiences, broadening their exposure to new ideas and concepts (Local Evaluation).*

### **Parent Involvement.**

Burlington CSD had eight events during the 2015-2016 school year, with three of them being Family Night Events. The December Family Night Event focused on literacy, the February Event offered workshops (social media and my child, school dances, dating and consent, and cooking and nutrition) and the March Event focused on environmental topics. A total of 124 attendees came to the events. Parents were asked to complete a Parent Survey and results were positive.

*Of the responses, 98% of parents were satisfied with the program; 70% of the parents who responded had attended the Family Nights; of the parents who attended the Family Nights, 100% felt more connected to the program as a result of having attended. 84% of the parents reported that because of the program, they have a greater opportunity to have a role in their child's education. Parents indicated in the survey that they like the opportunity for their student to gain new learning experiences and interaction with students not in their child's regular classroom; the staff cares about their child; their child has started to love school; and their child has someplace to go after school. (Local Evaluation)*

### **Sustainability.**

Burlington CSD indicated that rather than a stand-alone sustainability plan, the sustainability plan was integrated throughout the original funding document. The local evaluation listed in-kind contributions from Burlington CSD of \$43,429.50 in salaries of staff supporting the program. Partners have contributed a total of \$39,920.

### **Burlington CSD Summary.**

Burlington Community School District experienced mixed success for its 21<sup>st</sup> CCLC Program. Called PIECES, the program served 605 students with a regular attendance of 320 and 52% of the students were identified as FRPL. In addition, the Center at North Hill Elementary School had a summer program that served 109 students. The 26 partners for PIECES indicated the importance of the program and contributed in a variety of ways, including leadership and team building activities, science and technology activities, and literacy and community service. Burlington CSD reported that parents supported the program and attended parental events. Each center had seven objectives for a total of 21 objectives. Nine of the objectives were met but it was not clear from the local evaluation how some of the objective ratings were determined. Burlington CSD reported that they do not have a formal sustainability plan but that the plan is integrated throughout the grant funding document. The only recommendation for objectives in the local evaluation was to change the 100% requirement for academic achievement. Other recommendations included establishing student leadership groups, expanding the program to allow more students to attend, addressing the increase in ODR's and suspensions, and to more broadly distribute parent and community partner surveys. Future evaluations



should clarify the methodology used to determine the ratings for objectives and include a stand-alone sustainability plan.



“R.T. is a 3rd grade student with challenging behaviors. During the regular school day, he is served in a program for students with challenging behavior per his IEP. R.T. has excelled in the After School program at North Hill. R.T. participates in all activities, he’s made friends, he’s completed his homework nearly every night and is currently on the Honor Roll at North Hill. The after school program appears to offer slightly less structure, but enough for R.T. to work within while not feeling the need to test limits. He craves responsibility and he seeks out opportunities to assist the adults. Given the challenges R.T. brought with him this school year, it’s wonderful that he’s benefitted so greatly from the After School program” (Burlington CSD Local Evaluation).

## Central Decatur CSD

### Central Decatur CSD 21st CCLC Notable Facts:

- \* Central Decatur CSD had three centers that served 172 students.
- \* 100% of Central Decatur CSD 21st CCLC regular attendees met their weekly at-home reading requirements.
- \* 97% of attendees feel the adults at the 21st CCLC Program care about them.
- \* The four partners were considered critical to the 21st CCLC Program and provided \$7,200 in in-kind services.

Central Decatur CSD had three centers for the 2015-2016 school year. Two centers were located at South and North Elementary Schools and were called the Cardinal Muscle Program. A third center was located at Mormon Trail Elementary School in Mormon Trail CSD and was called the Saints Afterschool Program. A total of 172 students were served by the 21<sup>st</sup> CCLC Program and 30% of these students were identified as FRPL. Central Decatur CSD had four partnerships supporting the 21<sup>st</sup> CCLC Program and over 20% of parents attended family night events.

Central Decatur CSD 21<sup>st</sup> CCLC Program Summary Chart

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Central Decatur CSD	8	4	Central Decatur CSD: South and North Elementary Schools Mormon Trail CSD: Mormon Trail Elementary School	172	88
<b>TOTALS</b>		<b>4</b>		<b>172</b>	<b>88</b>

*Regular attendees attended 21<sup>st</sup> CCLC programs for at least 30 days.*



### Objectives.

Central Decatur CSD had only one objective for the 21<sup>st</sup> CCLC Program for the 2015-2016 School Year. The objective was “85% of grades 2-6 students (attending 30 or more days) will be proficient in reading as measured by the Measures of Academic Progress (MAP) by June, 2015”. The rating reported for the objective was “did not meet, but made progress toward the stated objective.” The methodology reported by Central Decatur CSD to measure the success of the objective was “Spring 2016 MAP assessment results normed cut score at each grade level to determine proficiency.”

*Program impact and student growth were measured by the percentage of student participants (who attended 30 or more days) who tested as proficient on the MAP Reading and Math assessments using National Standard Score (NSS) as a determinant of proficiency. The three year data (to be submitted to the PPICS depository) consistently evidences 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. In addition to test data, survey responses from parents, teachers and students continue to be overwhelmingly positive. This finding was supported by anecdotal evidence cultivated through informal interviews and dialogue which the evaluators had with parents, teachers, and students. (Local Evaluation).*

### Partnerships.

Central Decatur CSD had four partners for its 21<sup>st</sup> CCLC Program. The partners were Graceland University, Leon Public Library, Decatur Public Health and student clubs and athletes from Central Decatur. Partners provided evaluation services, programming/activity related services, goods and volunteer staffing.

### Parent Involvement.

Central Decatur CSD conducted family night events (at least four times per year). The events provided parents with tools to support their child’s school success and included suggested fun activities to do at home. Responses to parent surveys were mostly positive regarding the 21<sup>st</sup> CCLC Program.



### Sustainability.

Central Decatur CSD has a three-year plan for the 21<sup>st</sup> CCLC Program. The third year of the program included a focus on sustainability. Details of the sustainability plan were not included in the local evaluation. A summary indicated that partnerships would be a large part of the sustainability plan. Partners provided \$7,200 in in-kind value for the 21<sup>st</sup> CCLC Program.

*The 21st century program sites have explored ways to increase the role of community partners. The use of Graceland facilities, staff, and students has increased over the previous year. In addition, partnering with the local library has allowed the programs to offer additional programs and opportunities while keeping costs at a minimum. We continue to reach out to all agencies in our area to gain partners and increase opportunities for students while remaining sustainable. Parent pay options have been explored, but local data suggests this would cause a significant decrease in attendance. (Local Evaluation)*

### Central Decatur CSD Summary.

Central Decatur Community School District has reported success for its 21<sup>st</sup> CCLC Program. The program served 172 students with a regular attendance of 88. The four partners for Central Decatur CSD's 21<sup>st</sup> CCLC Program were described as critical to the success of the program and participated in a variety of ways, including programming and volunteer staffing. Central Decatur CSD reported that 20%-30% of parents attended parental events but did not include parent attendance numbers in the local evaluation. Central Decatur CSD had only one objective for the program and it was not met but progress was made toward the stated objective. A discussion of how the objective was measured was included and a recommendation from the local evaluators was to track students over time to establish the long-term impact of the program. Central Decatur CSD did not have a formal sustainability plan but plans for the future included more reliance on partnerships. The local evaluators included appropriate recommendations including the formation of a committee to assist with funding, leveraging the relationship with Graceland University to bring more cultural and off site enrichment opportunities for students, continuing STEM activities, and exploring ways the 21<sup>st</sup> CCLC Program can support the initiative to make all third-grade students proficient in reading.

The local evaluation included information on several aspects of the program, including academic time, recreation time, enrichment activities, and field trips. However, there was only one objective and it was to measure academic success in reading. To further showcase successes of the 21<sup>st</sup> CCLC Program, Central Decatur CSD should add objectives on other areas such as nutrition, attendance and behavior and enrichment activities. In addition, an objective should be added to measure academic success in mathematics.



*The after-school program really helps my children” (21<sup>st</sup> CCLC Parent).*

## Clinton CSD

### Clinton CSD 21st CCLC Notable Facts:

- ★ The mission of the Clinton CSD 21st CCLC Program is to narrow the achievement gaps for students at the schools served.
- ★ Over 78% of attendees were identified as FRPL.
- ★ For mathematics, Whittier Elementary attendees were 88% proficient, Eagle Heights K-1 attendees were 84% proficient, Bluff 3-4 grade attendees were 85% proficient, and Jefferson 3-5 attendees were 84% proficient.
- ★ For reading, Whittier Elementary attendees were 81% proficient, Bluff 5th grade attendees were 80% proficient, and Bluff 3-4 attendees were 85% proficient.
- ★ Clinton CSD has had a formal sustainability plan since 2006.
- ★ The sustainability plan included 39 partners contributing \$180,350 in direct and in-kind services for the 21st CCLC Program.

Clinton CSD had three centers for cohorts 8 and 10 for the 2015-2016 school year. Centers were located at Bluff, Jefferson and Eagle Heights Elementary Schools. Cohort 8 funds serviced students in grades K, 1, and 5 and Cohort 10 funds serviced students in grades 2-4 at each of the three schools. The Clinton CSD 21<sup>st</sup> CCLC Program (called *Student Adventures*) had a total of 304 student attendees and 78% of these students were identified as FRPL. In addition, a summer program was held that had 49 attendees at these three schools. The 21<sup>st</sup> CCLC Program was supported by 39 partners that provided a variety of services, including staffing, programming, and goods. Two district-wide family events were held and each individual center held monthly or bi-monthly family events.



### Clinton CSD 21<sup>st</sup> CCLC Program Summary Chart

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Clinton CSD	8	39	Bluff, Jefferson and Eagle Heights Elementary Schools (Grades K, 1 and 5)	147	128
Clinton CSD	10	39	Bluff, Jefferson and Eagle Heights Elementary Schools (Grades 2-4)	157	138
<b>TOTALS</b>		<b>39</b>		<b>304</b>	<b>266</b>

*Regular attendees attended 21<sup>st</sup> CCLC programs for at least 30 days.*



## Objectives.

Clinton CSD had nine objectives for each of the two cohorts (8 and 10) for the 21<sup>st</sup> CCLC Program for the 2015-2016 School Year. The tables (cohort 8 and cohort 10) below list each objective, how each objective was rated, and an explanation on how the objectives were measured and rated.

### Clinton CSD 21<sup>st</sup> CCLC Program Objective Summary Chart

#### Cohort 8

Objective	Objective Rating	Methodology/Justification for Rating
<b>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.</b>	Did not meet and no progress was made toward the stated objective (for two of the three schools in Cohort 8).	<u>Methodology:</u> Comparative analysis of 2014 (pre-program) Iowa Assessments and 2015 (in-program) Iowa Assessments at this time. <u>Justification:</u> Eagle Heights 5th grade students remained at 58% proficient in both math and reading on pre-program and in-program Iowa Assessments. Bluff 5th grade students moved from 67% to 75% proficient in math and from 67% proficient to 80% proficient in reading. Jefferson 5th grade students dropped from 56% proficient to 33% proficient in math and from 89% proficient to 64% proficient in reading. It should be noted that each school had a small sample size ranging from only 9-12 students. Comparative increases with matched samples are noted in the narrative.
<b>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.</b>	Met the stated objective	<u>Methodology:</u> Comparative analysis of Fall 2014 (pre-program) FAST and Spring 2015 (in-program) FAST Assessments. <u>Justification:</u> Eagle Heights K-1 grade students moved from 57% proficient to 84% proficient in math outcomes and from 30% proficient to 80% proficient in reading outcomes. Bluff K-1 grade students moved from 35% to 70% proficient in math and from 8% proficient to 73% proficient in reading. Jefferson K-1 grade students moved from 34% proficient to 60% proficient in math and from 21% proficient to 94% proficient in reading. Comparative increases with matched samples are noted in the narrative.
<b>Objective G1-3: 80% of parents will agree that their child's academics</b>	Met the stated objective	<u>Methodology:</u> Parent survey rating of the statement "The afterschool program is a



have improved and that the Student Adventures program provides extra academic support as measured by parent surveys.

program that provides extra academic support”.

Justification: 89% of parents affirmed the statement.

**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

Methodology: Student survey rating of the statement, “I think I am doing better in school since I started coming here.”

Justification: 81% of students affirmed the statement.

**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 progress was made toward stated objective.

Methodology: Teacher survey rating of the statement “improved academic performance” with slight, moderate, or significant rating.

Justification: Teachers affirmed that 64% of students had improved their academic performance.

**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 progress was made toward stated objective.

Methodology: Program attendance logs cross-correlated with day school attendance. Justification: Bluff Elementary School regular program attendance was 86% for afterschool, 67% for before school and 100% for summer programs; Jefferson Elementary School regular program attendance was 78% for afterschool, 75% for before school and 100% for summer programs; Eagle Heights Elementary School regular program attendance was 100% for afterschool, 91% for before school and 57% for summer programs. Day school attendance increase of 5% was met for all three schools.

**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.**

Did not meet but progress was made toward stated objective.

Methodology: Student survey rating of the statements “I like it” and “I look forward to coming to the program”.

Justification: 83% of students stated they liked the program and 87% of students stated they looked forward to coming to the program.

**Objective G2-3: Teachers with students enrolled in the Student Adventures program will agree that**

Did not meet but progress was made

Methodology: Teacher survey rating of the statement “participating in class” with slight, moderate, or significant improvement rating.

<b>75% of their students are more engaged in the learning process as measured by teacher surveys.</b>	toward stated objective.	<u>Justification:</u> Teachers affirmed that 63% of students had improved their class participation
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<b>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.</b>	Did not meet but made progress toward stated objective.	<u>Methodology:</u> Analysis of parent activities and attendance records at activities. <u>Justification:</u> Two successful parent nights were held with 40-50 families in attendance (actual attendance records could not be verified). A third event was scheduled but cancelled due to low interest.
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### Clinton CSD 21<sup>st</sup> CCLC Program Objective Summary Chart

#### Cohort 10

Objective	Objective Rating	Methodology/Justification for Rating
<b>Objective G1-1: When matched by similar demographics to non-participants in their school, a higher percentage of 2-4th grade Student Adventures participants will be proficient in reading and math as measured by Iowa Assessments.</b>	Did not meet but made progress toward stated objective.	<u>Methodology:</u> Comparative analysis of Fall 2014 (pre-program) and Fall 2015 (in-program) Iowa Assessments. <u>Justification:</u> : Eagle Heights 3-4 grade students moved from 54% proficient to 79% proficient in math outcomes but dropped from 61% proficient to 54% proficient in reading outcomes. Bluff 3-4 grade students moved from 67% to 85% proficient in math and from 79% proficient to 85% proficient in reading. Jefferson 3-4 grade students moved from 76% proficient to 84% proficient in math and from 62% proficient to 78% proficient in reading. Comparative increases with matched samples are noted in the narrative.
<b>Objective G1-2: 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.</b>	Met the stated objective	<u>Methodology</u> Parent survey rating of the statement "The afterschool program is a program that provides extra academic support". <u>Justification:</u> 86% of parents affirmed the statement.
<b>Objective G1-3: 80% of regular attendees in the Student Adventures program will agree that they are doing better in school since</b>	Met the stated objective	<u>Methodology:</u> Student survey rating of the statement, "I think I am doing better in school since I started coming here."

attending the program as measured by student surveys.

Justification: 81% of students affirmed the statement.

**Objective G1-4: 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 made progress toward stated objective.

Methodology: Teacher survey rating of the statement “improved academic performance” with slight, moderate, or significant rating.  
Justification: Teachers affirmed that 64% of students had improved their academic performance.

**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.**

Met the stated objective

Methodology: Program attendance logs cross-correlated with day school attendance.  
Justification: Bluff Elementary School regular program attendance was 70% for afterschool, 93% for before school and 100% for summer programs; Jefferson Elementary School regular program attendance was 80% for afterschool, 81% for before school and 82% for summer programs; Eagle Heights Elementary School regular program attendance was 86% for afterschool, 93% for before school and 100% for summer programs. Day school attendance increase of 5% was met for both schools.

**Objective G2-2: 90% of students in the Student Adventures program will agree that they like the program and look forward to the program and 90% of parents agree that their child has better social skills as measured by student and parent surveys.**

Did not meet but progress was made toward stated objective.

Methodology: Student survey rating of the statement “I look forward to coming to the program” and parent survey rating of the statement, “My child has better social skills.”  
Justification: 83% of students stated they liked the program and 87% of students stated they looked forward to coming to the program. 70% of parents affirmed that their child has better social skills.

**Objective G2-3: Teachers agree that 75% of their students are more engaged in the learning process, are behaving well in class, and are getting along well with others as measured by teacher surveys and school behavior reports.**

Did not meet but progress was made toward stated objective.

Methodology: Teacher survey rating of the statement “participating in class” with slight, moderate, or significant rating and the statement, “getting along well with others”.  
Justification: Teachers affirmed that 63% of students had improved their class participation. Teachers affirmed that 47% of students had improved in getting along well with others.

**Objective G3-1: 50% of parents with students in the Student Adventures program will participate in a**

Did not meet but progress was made

Methodology: Analysis of parent activities and attendance records at activities.

<b>minimum of 3 family literacy activities/year as evidenced by activity/participation records.</b>	toward stated objective.	<u>Justification:</u> Two successful parent nights were held with 40-50 families in attendance (actual attendance records could not be verified). A third event was scheduled but cancelled due to low interest.
<b>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.</b>	Unable to measure stated objective.	<u>Methodology:</u> Analysis of parent pre- and post-event evaluations. <u>Justification:</u> No evaluations were provided to evaluators.

Of the 18 total objectives (nine for each cohort), six were met, ten were not met but progress was made, one was not met and no progress was made and one was unable to measure. Objectives were measured using scores on standardized tests, surveys, student records, activity/participation records and post activity evaluations.

Standardized test scores were used to measure student academic progress as described in the following objectives. For students in 1<sup>st</sup> and 2<sup>nd</sup> grades, Fall 2015 and Spring 2016 FAST assessment scores were used. For students in grades 3-5, Fall 2014 and Fall 2015 Assessments were used. The local evaluation noted that although Fall 2015 assessments only represented 2-3 months in the 21<sup>st</sup> CCLC Program, they were used because Spring 2016 assessment scores were not available at the time of the evaluation.

- *Cohort 8 - 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.* Two of the three schools in Cohort 8 did not meet the objective. Proficiency levels remained the same at Eagle Heights, decreased at Jefferson and increased at Bluff (67% to 75% in math and 67% to 80% in reading).
- *Cohort 8 - 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.* All schools increased proficiency levels for Mathematics and Reading. Mathematics proficiency levels ranged from 60% to 84% and reading proficiency levels ranged from 73% to 94%.
- *Cohort 10 - Objective G1-1: When matched by similar demographics to non-participants in their school, a higher percentage of 2-4th grade Student Adventures participants will be proficient in reading and math as measured by Iowa Assessments.* With the exception of reading at one school (61% to 54%), proficiency levels increased for both mathematics and reading (79% to 85% in mathematics and 78% to 85% in reading).

Survey results were used to determine the objective rating for the following objectives. Surveys were distributed to students, parents and teachers. Survey return rates ranged from 13% to 28% and the local

evaluators cautioned that all *“all survey results must be interpreted within the context of that low return rate.”*

- *Cohort 8 - 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. In response to the statement, “The afterschool program is a program that provides extra academic support,” 89% of parents agreed with the statement.*
- *Cohort 8 - 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. In response to the statement, “I think I am doing better in school since I started coming here,” 81% of students agreed with the statement.*
- *Cohort 8 - 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. Teachers indicated that 64% of students had improved their academic performance.*
- *Cohort 8 - 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. On the student survey, 83% of students stated they liked the program and 87% of students stated they looked forward to coming to the program.*
- *Cohort 8 - Objective G2-3: Teachers with students enrolled in the Student Adventures program will agree that 75% of their students are more engaged in the learning process as measured by teacher surveys. Teachers indicated that 63% of students had improved their class participation.*
- *Cohort 10 - Objective G1-2: 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. In response to the statement, “The afterschool program is a program that provides extra academic support,” 86% of parents agreed with the statement.*
- *Cohort 10 - Objective G1-3: 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. In response to the statement, “I think I am doing better in school since I started coming here,” 81% of students agreed with the statement.*
- *Cohort 10 - Objective G1-4: 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. Teachers indicated that 64% of students had improved their academic performance.*
- *Cohort 10 - Objective G2-2: 90% of students in the Student Adventures program will agree that they like the program and look forward to the program and 90% of parents agree that their child has better social skills as measured by student and parent surveys. On the student survey, 87% of students stated they looked forward to coming to the program and 70% of parents affirmed that their child had better social skills.*
- *Cohort 10 - Objective G2-3: Teachers agree that 75% of their students are more engaged in the learning process, are behaving well in class, and are getting along well with others as measured by teacher surveys and school behavior reports. In survey responses, teachers indicated that*



63% of students had improved their class participation and 47% of students had improved in getting along well with others. The local evaluation did not mention if school behavior reports were analyzed for this objective.

Student Records were used to measure success on the following objectives regarding attendance.

- *Cohort 8 - 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.* The local evaluation provided attendance percentages for each school and related that “Day school attendance increase of 5% was met for all three schools.” It is not clear how this information is related to the objective of decreasing absences by 5 days.
- *Cohort 10 - 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.* The local evaluation provided attendance percentages for each school and related that “Day school attendance increase of 5% was met for both schools.” It is not clear how this information is related to the objective of decreasing absences by 5 days.

Activity/participation records and post activity evaluations were used to measure success on the following objectives regarding parent participation.

- *Cohort 8 - 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.* Two parent nights were held but attendance records were not verified.
- *Cohort 10 - Objective G3-1: 50% of parents with students in the Student Adventures program will participate in a minimum of 3 family literacy activities/year as evidenced by activity/participation records.* Two parent nights were held but attendance records were not verified. A third event was cancelled due to low interest.
- *Cohort 10 - 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.* This objective was to be measured using parent pre- and post-event evaluations. The local evaluation stated that “No evaluations were provided to evaluators.”

### Partnerships.

Clinton CSD had 39 partners for its 21<sup>st</sup> CCLC Program. A variety of services were provided by the partners. Specific activities provided by contracted partners included:

- *Reading and Math Recovery:* Provided by certified teachers and para-educators from the Clinton Community Schools and/or Clinton Community District.
- *Homework Assistance:* Provided by certified teachers and para-educators from the Clinton Community Schools and adult mentors (from college age to senior citizens).



- *Academic Enrichment Activities:* Provided by certified teachers and para-educators from the Clinton Community Schools, Clinton Community College, Clinton County Conservation, and Iowa State University Extension (ISU).
- *Substance Abuse and Violence Prevention Activities:* Provided by prevention specialists from New Directions and the Clinton County Sheriff's Department.
- *Wellness, Youth Development, and Recreation Activities:* Provided by the Clinton YWCA, Bridgeview Center for Mental Health, and Women's Health Services.
- *Family Literacy Activities:* Provided by Student Adventures staff and Clinton Community College.

Other community organizations provided opportunities for students to try new activities and interact with caring adults. Examples listed in the local evaluation included the Clinton Recreation Department, the Clinton Public Library, the Clinton Fire Department, the Fulton Historical Kuseum, Naibi Zoo, and Lyons Tae Kwon Do.

### **Parent Involvement.**

Clinton CSD conducted two district-wide parent involvement activities; an introductory night that included information on the 21<sup>st</sup> CCLC Program as well as activities (40 families attended) and an event held off-site that focused on Native American History (50 families attended). A third event was cancelled due to a low sign-up rate. In addition, individual schools offered monthly to bi-monthly family events related to student projects and goals.

### **Sustainability.**

Clinton CSD has a formal sustainability plan that focuses on community engagement. A *Student Adventures* Community Governance Board (SACGB) included Clinton CSD staff members, community leaders and organization executives. This group provided leadership and guidance for the 21<sup>st</sup> CCLC Program and helped develop a diversified funding plan. This plan consists of re-directing current resources, developing local support, incorporating additional federal, state and local funding and coordinating the use of available resources. The formal sustainability plan was the first developed as a pilot project with the Iowa Afterschool Alliance and the first version was completed in 2006. The current plan, titled [Clinton Community School District Student Adventures Afterschool Program Sustainability Plan 2016-2017](#), is on file and available for review. The local evaluation reported that partner contributions totaled \$180,350.

### **Clinton CSD Summary.**

Clinton Community School District reported success for its 21<sup>st</sup> CCLC Program. Called *Student Adventures*, the program served 304 students with a regular attendance of 266 as well as a summer program that had an attendance of 49 students. Of the 18 objectives (9 per cohort), six were met, ten were not met but progress was made, one was not met and no progress was made and one objective was unable to be measured. The local evaluation reported that data sets for Fall Assessment scores were not available and recommended the timeline for the evaluation be extended to allow access to these scores. No recommendations for improvement were provided regarding specific objectives even though only six objectives were met. Objectives were numbered in such a way as to indicate that they were tied to three main goals, but the goals were not listed in the local evaluation. Other recommendations included tracking parent participation, improving survey return rates, and studying middle school attendance, especially as it relates to other afterschool extra-curricular activities. The



Clinton CSD 21<sup>st</sup> CCLC Program had 39 partners that contributed goods and services totaling \$180,350. Parents were involved but the local evaluation indicated that more parental involvement was wanted. Clinton CSD has a formal sustainability plan and has had one since 2006 for all its afterschool programs.



“We had a student that started at the beginning of the year that was very shy and kept to herself. She enjoyed playing the violin when she first came and she had to practice in the program after school. Her peers praised her for how well she played and then she began to play it louder with her head held up high. She began talking more with her peers and would even start conversations with her peers. Her self-confidence has grown a lot from the beginning to the end of the school year.” (Clinton CSD Local Evaluation).

## Council Bluffs CSD

### Council Bluffs CSD 21st CCLC Notable Facts:

- ★ Council Bluffs 21st CCLC served 2,053 students.
- ★ Over 61% of attendees were identified as FRPL.
- ★ 86 partners supported the program.
- ★ Attendees had higher attendance rates than non-attendees.
- ★ Over 98 percent of parents stated the program has had a positive impact on students' educational growth.

Council Bluffs CSD had five centers in two cohorts for the 2015-2016 school year. A total of 2,053 students were served by the 21<sup>st</sup> CCLC Program and 61.1% of these students were identified as FRPL. A total of 86 partners supported the program, providing a variety of services. Parent involvement was reported by the local evaluation as less than expected but modifications have been made to the program to improve parent participation in future years.



### Council Bluffs CSD 21<sup>st</sup> CCLC Program Summary Chart

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Council Bluffs CSD	9	86	Kirn and Wilson Middle Schools	1458	327
Council Bluffs CSD	10	86	Franklin, Longfellow and Rue Elementary Schools	595	300
<b>TOTALS</b>		<b>86</b>		<b>2053</b>	<b>627</b>

*Regular attendees attended 21<sup>st</sup> CCLC programs for at least 30 days.*

### Objectives.

Council Bluffs CSD had six objectives for Cohort 9 and six objectives for Cohort 10 for the for the 21<sup>st</sup> CCLC Program for the 2015-2016 School Year. The tables below list each objective, how each objective was rated, and explanation on how the objectives were measured and rated.

Council Bluffs CSD 21<sup>st</sup> CCLC Program Objective Summary Chart

## Cohort 9

Objective	Objective Rating	Methodology/Justification for Rating
<b>Objective 1: 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 non-participants after accounting for at-risk factors.</b>	Did not meet	Regular attendees and occasional attendees experience similar improvement in reading on the Iowa Assessment compared to growth of non-participants.
<b>Objective 2: 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 non-participants after accounting for at-risk factors.</b>	Did not meet	Regular attendees and occasional attendees experience similar improvement in math on the Iowa Assessment compared to growth of non-participants.
<b>Objective 3: By June of each year, participants will show a greater annual school attendance rate than non-participants.</b>	Met the stated objective	Regular attendees and occasional attendees have higher attendance rates than non-participants.
<b>Objective 4: 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).</b>	Did not meet	This objective was unable to be measured as originally stated since the Gallup Student Poll is an anonymous poll. Making a pretest to posttest comparison is not possible.
<b>Objective 5: 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.</b>	Met the stated objective	All (100%) parents of occasional attendees state the program has had a positive impact on students' educational growth, and 98 percent of parents of regular attendees state the program has had a positive impact on students' educational growth.

<b>Objective 6: 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.</b>	Did not meet	Only 13.8% of program participants had family participation in at least one family engagement event or activity.
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**Council Bluffs CSD 21<sup>st</sup> CCLC Program Objective Summary Chart  
Cohort 10**

<b>Objective</b>	<b>Objective Rating</b>	<b>Methodology/Justification for Rating</b>
<b>Objective 1: By June of each year, regular attendees (30 days or more/year) will experience greater growth in reading AND math as measured by performance on Iowa Assessments and/or district assessments as compared to non-participating students after accounting for at-risk factors.</b>	Did not meet	Regular attendees and occasional attendees experience similar improvement in reading and math on the Iowa Assessments when compared to growth of non-participants.
<b>Objective 2: 80% of students in grades 1-5 will complete homework assignments at least 80% of the time.</b>	Met the stated objective	All (100%) parents of occasional attendees state their children complete homework at least 80 percent of the time, and 93 percent of parents of regular attendees state their children complete homework at least 80 percent of the time.
<b>Objective 3: By June of each year, 80% of regular attendees will identify two or more new interests and will demonstrate increased school engagement with a higher annual attendance rate than non-participating students.</b>	Met the stated objective	All (100%) parents of occasional attendees state their children identified two or more new interests, and 90 percent of parents of regular attendees state their children identified two or more new interests. Regular attendees and occasional attendees have higher attendance rates than non-participants.
<b>Objective 4: By June of each year, 80% of participating students will know core concepts of fitness, overall health, science, and how to express themselves through the arts.</b>	Did not meet	After school offerings were not aligned to this objective. What's more, there was no pretest/posttest developed for this objective, thus it is impossible to measure as originally stated. New wording for this objective can be found in the discussion below.

<b>Objective 5: By June of each year, at least 80% of parents will indicate via survey that the program has had a positive impact on their ability to help support their child's educational growth.</b>	Met the stated objective	All (100%) parents of occasional attendees state the program has had a positive impact on students' educational growth, and 95 percent of parents of regular attendees state the program has had a positive impact on students' educational growth.
<b>Objective 6: By June of each year, at least 50% of regular program attendees will have had family participation in at least one family activity sponsored by the CLC and/or parents.</b>	Met the stated objective	Of the regular program attendees, 56.67% of program participants had family participation in at least one family engagement event or activity.

For cohort 9, two objectives were met and four objectives were not met. For cohort 10, four objectives were met and two objectives were not met. The local evaluation did not indicate whether or not progress had been made on the objectives that were not met.

*Academic Achievement Objectives.* To determine student improvement for the following three objectives, Iowa mathematics and reading assessments were analyzed two ways. One way was to determine the difference in scores from 2014-2015 to 2015-2016. The second way was to determine the net difference in the proficiency levels for students from 2014-2015 to 2015-2016. Both outcomes indicated that 21<sup>st</sup> CCLC Program attendees experienced similar improvement in both reading and mathematics as compared to the improvement of non-attendees. All three of the academic achievement objectives were rated as not met (Cohort 9 – Objectives 1 and 2 and Cohort 10 – Objective 1).

*Student Behavior Objectives.*

- *Cohort 9 - Objective 3: By June of each year, participants will show a greater annual school attendance rate than non-participants. **Met the objective.*** To measure success for this objective, attendance rates of 21<sup>st</sup> CCLC Program attendees was compared to nonparticipants and attendees had higher attendance rates than non-attendees.
- *Cohort 10 - Objective 3: By June of each year, 80% of regular attendees will identify two or more new interests and will demonstrate increased school engagement with a higher annual attendance rate than non-participating students. **Met the objective.*** This objective contains two parts. To measure success for this attendance statement (underlined), attendance rates of 21<sup>st</sup> CCLC Program attendees were compared to nonparticipants and attendees had higher attendance rates than non-attendees.
- *Cohort 9 - Objective 4: 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 the objective.*** Since the Gallup Student Poll is, by design, anonymous, it was not possible to use data from it to measure this objective.

- *Cohort 9 - Objective 5: 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 objective.** Over 98% of parents indicated positive growth in the listed areas on a parent survey.*
- *Cohort 10 - Objective 2: 80% of students in grades 1-5 will complete homework assignments at least 80% of the time. **Met the objective.** Responses to the parent survey showed that over 93% of parents stated their children completed homework at least 80% of the time.*
- *Cohort 10 - Objective 5: By June of each year, at least 80% of parents will indicate via survey that the program has had a positive impact on their ability to help support their child's educational growth. **Met the objective.** In a parent survey, over 95% of parents stated the program has had a positive impact on their children's' growth.*

*Student interests and activities.*

- *Cohort 10 - Objective 3: By June of each year, 80% of regular attendees will identify two or more new interests and will demonstrate increased school engagement with a higher annual attendance rate than non-participating students. **Met the objective.** This objective contains two parts. To measure success for this interests statement (underlined), parent surveys indicated that over 90% of parents stated their children identified two or more new interests.*
- *Cohort 10 - Objective 4: By June of each year, 80% of participating students will know core concepts of fitness, overall health, science, and how to express themselves through the arts. **Did not meet the objective.** The local evaluation stated that this objective was not measurable.*

*Family Participation.* The local evaluation recommended that family sessions be offered more regularly and be based on parent input.

- *Cohort 9 - Objective 6: 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. **Did not meet the objective.** Of program attendees, 13.8% had family participation in a family event of activity.*
- *Cohort 10 - Objective 6: By June of each year, at least 50% of regular program attendees will have had family participation in at least one family activity sponsored by the CLC and/or parents. **Met the objective.** Of program attendees, 56.7% had family participation in at least one family event of activity.*

### Partnerships.

Council Bluffs CSD had a total of 86 partners for its 21<sup>st</sup> CCLC Program. Services provided by partners included paid and volunteer staffing, programming and activities, and goods and other in-kind services. Council Bluffs CSD actively recruited additional partnerships.

*“..., it is clear that partner development has been a high priority of the 21st CCLC Leadership Team; a seven-fold increase in partners has been realized in just two years. There are two main reasons this portion of the sustainability plan has expanded as it has. First, the communities of Council Bluffs, Iowa, and neighboring Omaha, Nebraska, are truly invested in student success. Private businesses, community offices, and public servants actively reach out to schools looking for partnering opportunities – many take place on an in-school basis. Second, the 21st CCLC Leadership Team – site facilitators, coordinators, and the director make it a part of daily business to learn about local entities and call upon them to get involved in schools” (Local Evaluation).*



### Parent Involvement.

Council Bluffs CSD reported that few parent involvement sessions were held for the 2015-2016 school year. The local evaluation included recommendations to add parent sessions that are themed. The local evaluation did not include information on parent volunteer efforts.

### Sustainability.

Council Bluffs CSD has a formal sustainability plan that contains three main categories.

- *Staff cost reduction.* To reduce staff costs, Council Bluffs CSD developed plans to rely more on trained and certified employees and less on certified teachers. To reinforce this effort, a new category of employee called the Youth Development Worker has been created that would include high school graduates, college graduates, and college students who are seeking experience working with students in out-of-school times.
- *Community Partnerships.* Partnerships provided many services at free or reduced cost. Developing partnerships was a priority of the Council Bluffs CSD 21<sup>st</sup> CCLC Program as indicated by the seven-fold increase in the number of partners in two years.
- *Management Plan.* Changes to help make managing the program more efficient included adopting a program model that follows 21<sup>st</sup> CCLC requirements, allowing better balanced offerings and eliminating duplicates. Another change was in scheduling summer school to better serve students of poverty and those with achievement gaps. These scheduling changes made a more efficient use of transportation, meal and equipment resources.



### Council Bluffs CSD Summary.

Council Bluffs Community School District reported success for its 21<sup>st</sup> CCLC Program. The program served 2,053 students with a regular attendance of 627. The 86 partners are considered critical to the program's success and have a significant impact in program programming. Council Bluffs CSD reported that more parent events would be scheduled in the future but the local evaluation did not discuss parental involvement other than these events. Each of the two cohorts had six objectives and six objectives were met and six objectives were not met. The local evaluation did not indicate if progress was made on the objectives that were not met. Recommendations for objectives were included in the local evaluation. Council Bluffs CSD has a formal sustainability plan that addresses funding as grant funds are reduced. The local evaluators recommended that future plans for change should focus on parent recommendations. Future local evaluations should include clarifying progress on objectives and expand on parent participation.



“I believe her participation in all these activities make her a more rounded student and play a role in her higher [academic] scores. Planning her schedule around these activities helped her learn to manage her time. I see how the activities helped her relieve stress as they gave her a creative outlet with her friends” (Council Bluffs CSD Parent).



I go in the mornings and it's a nice way to get me pumped up and have a good day” (Council Bluffs CSD Student).

## Davenport CSD

### Davenport CSD Notable Facts:

- \* The overall Davenport CSD objective is to support student learning success.
- \* 80% of Stepping Stones participants were regular attendees.
- \* Over 66% of attendees were identified as FRPL.
- \* Cohorts 7, 8, & 9 had 80% or more of attendees proficient for adaptive behavior and social competence.
- \* The 21st CCLC program had 8 events with 841 family members attending.
- \* The sustainability plan included 11 partners contributing \$174,280 in direct and in-kind assistance for the 21st CCLC Program.

Davenport CSD had six centers for the 2015-2016 school year incorporated into the 21<sup>st</sup> CCLC program called Stepping Stones. A total of 338 students were served by the 21<sup>st</sup> CCLC Program and over 66% of these students were identified as FRPL. Twenty partners supported the program, providing a variety of services. Parents attended eight parent involvement activities and participated in field trips.

**Davenport CSD 21<sup>st</sup> CCLC Program Summary Chart**

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Davenport ISD	7	20	Hayes Elementary and Washington Elementary Schools	111	106
Davenport ISD	8	20	Jefferson Elementary School	60	56
Davenport ISD	9	20	Madison Elementary School	63	55
Davenport ISD	10	20	Smart Intermediate and Monroe Elementary Schools	104	55
<b>Totals</b>		<b>20</b>		<b>338</b>	<b>272</b>

*Regular attendees attended 21<sup>st</sup> CCLC programs for at least 30 days.*

### Objectives.

Davenport CSD utilized the same three objectives for each center for the 2015-2016 School Year. The table below lists each objective, how each objective was rated, and explanation on how the objectives were measured and rated.

**Davenport CSD 21<sup>st</sup> CCLC Program Objective Summary Chart**  
**Cohorts 7, 8,9 and 10**

Objective	Objective Rating and Methodology/Justification	Objective Rating and Methodology/Justification	Objective Rating and Methodology/Justification	Objective Rating and Methodology/Justification
	Cohort 7 Hayes and Washington Elementary Schools	Cohort 8 Jefferson Elementary School	Cohort 9 Madison Elementary School	Cohort 10 Smart Intermediate and Monroe Elementary Schools
<b>Objective 1.</b> <b>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 CLC programs.</b>	<i>Did not meet but made progress toward the stated objective.</i> Using a comparison of FAST (Formative Assessment System for Teachers) reading scores, the average growth at some grade levels for Stepping Stones participants showed increased growth than like-demographic students from the same school who did not participate in Stepping Stones.	<i>Did not meet but made progress toward the stated objective.</i> Using a comparison of FAST (Formative Assessment System for Teachers) reading scores, the average growth at some grade levels for Stepping Stones participants showed increased growth than like-demographic students from the same school who did not participate in Stepping Stones.	<i>Did not meet but made progress toward the stated objective.</i> Using a comparison of FAST (Formative Assessment System for Teachers) reading scores, the average growth at some grade levels for Stepping Stones participants showed increased growth than like-demographic students from the same school who did not participate in Stepping Stones.	<i>Did not meet but made progress toward the stated objective.</i> Using a comparison of FAST (Formative Assessment System for Teachers) reading scores, the average growth at some grade levels for Stepping Stones participants showed increased growth than like-demographic students from the same school who did not participate in Stepping Stones.
<b>Objective 2.</b> <b>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</b>	<i>Did not meet but made progress toward the stated objective.</i> Using a comparison of FAST (Formative Assessment System for Teachers) math scores, the average growth at some grade levels for Stepping Stones participants	<i>Did not meet but made progress toward the stated objective.</i> Using a comparison of FAST (Formative Assessment System for Teachers) math scores, the average growth at some grade levels for Stepping Stones participants	<i>Did not meet but made progress toward the stated objective.</i> Using a comparison of FAST (Formative Assessment System for Teachers) math scores, the average growth at some grade levels for Stepping Stones participants	<i>Did not meet but made progress toward the stated objective.</i> Using a comparison of FAST (Formative Assessment System for Teachers) math scores, the average growth at some grade levels for Stepping Stones participants

<b>who do not participate in 21st CLC programs.</b>	showed increased growth than like-demographic students from the same school who did not participate in Stepping Stones.	showed increased growth than like-demographic students from the same school who did not participate in Stepping Stones.	showed increased growth than like-demographic students from the same school who did not participate in Stepping Stones.	showed increased growth than like-demographic students from the same school who did not participate in Stepping Stones.
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<b>Objective 3. At least 89% of Stepping Stones participants will be proficient for their grade level in teacher-preferred social behaviors, peer-preferred social behaviors, and classroom adjustment behaviors</b>	<i>Met the stated objective.</i> The rating was selected because more than 80% of regular Stepping Stones attendees received a score of "proficient."	<i>Met the stated objective.</i> The rating was selected because more than 80% of regular Stepping Stones attendees received a score of "proficient."	<i>Met the stated objective.</i> The rating was selected because more than 80% of regular Stepping Stones attendees received a score of "proficient."	<i>Did not meet the stated objective.</i> The rating was selected because fewer than 80% of regular Stepping Stones attendees received a score of "proficient."
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Objectives 1 and 2 did not meet but made progress toward the stated objective for all four cohorts. For Objective 3, cohorts 7, 8, & 9 met the objective but cohort 10 did not meet the stated objective.

For Objective 1 (*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 CLC programs*) students were assessed using FAST (Formative Assessment System for Teachers) during the school day in August and in May. Those Stepping Stones students who attended at least 80% of possible program days had their scores matched with non-Stepping Stones attendees from the same school. Stepping Stones students at some grade levels improved scores more than their non-Stepping Stones peers, but this was not consistent at all grade levels.

For Objective 2 (*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*) students were assessed using FAST (Formative Assessment System for Teachers) during the school day in August and in May. Those Stepping Stones students who attended at least 80% of possible program days had their scores matched with non-Stepping Stones attendees from the same school. Stepping Stones students at some grade levels improved scores more than their non-Stepping Stones peers, but this was not consistent at all grade levels.

For Objective 3 (*80% of Stepping Stones participants who attended at least 80% of possible program days will be proficient for their grade level in teacher-preferred social behaviors, peer-preferred social behaviors, and classroom adjustment behaviors*) the Walker-McConnell scale was utilized to sample the

two primary adjustment domains. Students were assessed twice each year by Stepping Stones staff members, according to the instrumental instructions. Scores were tabulated and percentile equivalent scores were used to determine if students were deemed proficient for adaptive behavior and social competence, according to the scale psychometrics. All cohorts except cohort 10 met the stated objective, with 80% or more of Stepping Stones participants deemed proficient for adaptive behavior and social competence.

### **Partnerships.**

Davenport CSD had 20 partners for its 2015-2016 21<sup>st</sup> CCLC Program. A variety of services were provided by the partners. 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. The partners shared resources, responsibilities and risks of the Stepping Stones program, each contributing to its operations, programming and quality according to individual areas of expertise and mission- alignment.

In addition to this primary partnership, many other community organizations contributed to the success of the Stepping Stones 21<sup>st</sup> CCLC Program. A wide range of contributions were offered, including programs and services, as well as venues for family engagement nights and study trips, and services for families.

### **Parent Involvement.**

Among the various cohorts, Stepping Stones 21<sup>st</sup> CCLC had 8 family events with a total of 841 family members attending. In addition, there were 244 families engaged in education, coaching, services and programs designed to increase their capacity to raise healthy, competent, caring, contributing children. Families participated in large group education on topics such as Reading to Your Child, Child-Centered Play and Understanding ADHD. In addition, families participated in small group education such as the Expanded Food and Nutrition Education program, designed to help families make health food choices and stretch their food budget.

At the beginning of the program for the 2015-2016 school year, family needs were assessed using the assessment instrument, [A Measure of How Families Are Doing \(Shirer, 2000\)](#). Results showed that 149 families fell into the “at risk” category for their primary need. At the end of the school year, only 36 of these families remained at the “at risk” level for their primary need. In addition, 58% of families were able to resolve their immediate needs prior to the end of the school, while 42% of families continued to be served after the end of the school year.

### **Sustainability.**

Davenport CSD has a formal sustainability plan that includes both community and school district support. Partner contributions have totaled \$258,280 in in-kind value. The sustainability plan listed five efforts to promote sustainability for the 21<sup>st</sup> CCLC Stepping Stones Program.

- 1.** *Project design supports building capacity in school staff and partners through professional development experiences and collaborative planning.*
- 2.** *Enrichment partners to provide in-kind services with outside sources of funding to support mission. Many partners have made commitments for contributions to support the program, including in-kind for staff, professional development, facilities and other operating expenses beyond the grant.*

3. *Custodial fund has been established with Davenport Schools Foundation to receive corporate gifts to support scholarships.*
4. *School staff has begun to dedicate United Way pledges and Employee Giving to support the G.A.P programs at the various sites with over \$11,000 already raised.*
5. *Resource development is on-going, led by DCS and community partners.*

### **Davenport CSD Summary.**

Davenport Community School District reported success for the Stepping Stones Program. The program served 328 students with a regular attendance of 272 (83%). The 20 partners for Stepping Stones were engaged and participated in a variety of ways, including professional development and staffing. Davenport CSD reported that parents volunteered and attended 8 family events with a total of 841 family members attending. Each cohort had the same three objectives and were rated by cohort for a total of twelve objectives. Two objectives were met, nine objectives were not met but progress was made toward meeting the objectives and one objective was rated at not met with no indication of progress. A discussion of methodology was included in the local evaluation but more detail was needed, especially on how progress was measured when objectives were not met. Objective specific recommendations were not included. Davenport CSD has an extensive formal sustainability plan that includes continuing the program when 21<sup>st</sup> CCLC grant funds are expended.



A student was enrolled into the Stepping Stones program due to homework not being complete and she was also in need of additional academic supports. The student was chronically absent and also withdrawn. The student was very hesitant to start going to the afterschool program and cried when she was brought down to snack. Slowly she acclimated, started to make friends, completed her homework and participating in the activities being offered in the program. Since enrolling in the program she has not missed a day of school and her parent stated she can't wait to go to school each day." (Local Evaluation)



Everyone is nice to me." (Stepping Stones Student)

## Des Moines CSD

### Des Moines CSD Notable Facts:

- \* The overall Des Moines CSD objective is to help students become successful, independent learners in all areas.
- \* Over 58% of program participants were regular attendees.
- \* Over 78% of program attendees were identified as FRPL.
- \* The 21CCLC Maker's Convention showcases student work from all 21CCLC sites and is attended by over 500 families, community members, students and district staff.
- \* The sustainability plan included 32 partners contributing \$223,261 in direct and in-kind assistance for the 21st CCLC Program.

Des Moines CSD had twenty centers from four cohorts involved in the 21<sup>st</sup> CCLC program. A total of 3,845 students were served by the 21<sup>st</sup> CCLC Program and over 78% of these students were identified as FRPL. Over 58% of participants were regular attendees. Thirty-two partners supported the program, providing a variety of services. Parents attended four parent engagement activities at each site.

**Des Moines CSD 21<sup>st</sup> CCLC Program Summary Chart**

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Des Moines CSD	7		Brody Middle School and Capitol View, King, McKinley and Monroe Elementary Schools	1,122	665
Des Moines CSD	8		Garton, Hillis, Morris, Riverwoods, Samuelson and Willard Elementary Schools	1,533	766
Des Moines CSD	9		Callanan, Goodrell, Harding, Hiatt, Hoyt, Meredith and Weeks Middle Schools	1,000	708
Des Moines CSD	10		Stowe Elementary School	190	97
<b>Totals</b>		<b>32</b>		<b>3,845</b>	<b>2,236</b>

*Regular attendees attended 21<sup>st</sup> CCLC programs for at least 30 days.*



**Objectives.**

Des Moines CSD had the same five objectives for Cohorts 7 and 10, six objectives for Cohort 8 and four objectives for Cohort 9 (summer program). The tables below list each objective, how each objective was rated, and an explanation on how the objectives were measured and rated. Cohorts 7, 8 and 10 are in the same table and Cohort 9 is in a separate table.



**Des Moines CSD 21<sup>st</sup> CCLC Program Objective Summary Chart**  
**Cohorts 7, 8 and 10**

Objective	Objective Rating and Methodology/Justification	Objective Rating and Methodology/Justification	Objective Rating and Methodology/Justification
	Cohort 7 Brody Middle School and Capitol View, King, McKinley, Monroe Elementary Schools	Cohort 8 Garton, Hillis, Morris, Riverwoods, Samuelson and Willard Elementary Schools	Cohort 10 Stowe Elementary School
<b>100% of participants will gain new experiences and important life skills by planning and engaging in enrichment programs that complement core academic areas</b>	NA	<i>Met stated objective.</i> 21st CCLC offers a wide variety of programs for students to gain important life skills. Academically enriching programs are offered a minimum of 15 hours per week for 32 weeks per year and 6 weeks in the summer.	NA
<b>DMPS will provide afterschool programming 5 days per week for 1-3 hours per day to students in identified schools.</b>	<i>Met stated objective.</i> 21st CCLC programs are offered five days per week for a minimum of 15 hours per week at all 21st CCLC schools	<i>Met stated objective.</i> 21st CCLC programs are offered five days per week, for a minimum of 15 hours per week at all 21st CCLC schools.	<i>Met stated objective.</i> 21st CCLC programs are offered five days per week, for a minimum of 15 hours per week at all 21st CCLC schools.

<b>80% of students will make gains in math levels as measured by formative assessments.</b>	<i>Met stated objective.</i> Results were obtained from the SMI (Scholastic Math Inventory) assessment.	<i>Met stated objective.</i> Results were obtained from the SMI (Scholastic Math Inventory) assessment.	<i>Met stated objective.</i> Results were obtained from the SMI (Scholastic Math Inventory) assessment.
<b>80% of students will make gains in reading levels as measured by formative assessments.</b>	<i>Did not meet but progressed toward objective.</i> Results were obtained from the SRI (Scholastic Reading Inventory) assessment.	<i>Did not meet but progressed toward objective.</i> Results were obtained from the SRI (Scholastic Reading Inventory) assessment.	<i>Met stated objective.</i> Results were obtained from the SRI (Scholastic Reading Inventory) assessment.
<b>10% of non-proficient participants will improve to proficient or above in math on state assessment.</b>	<i>Met stated objective.</i> Results were obtained from the SMI (Scholastic Math Inventory) assessment.	<i>Met stated objective.</i> Results were obtained from the SMI (Scholastic Math Inventory) assessment.	<i>Met stated objective.</i> Results were obtained from the SMI (Scholastic Math Inventory) assessment.
<b>10% of non-proficient participants will improve to proficient or above in reading on state assessment.</b>	<i>Met stated objective.</i> Results were obtained from the SRI (Scholastic Reading Inventory) assessment.	<i>Met stated objective.</i> Results were obtained from the SRI (Scholastic Reading Inventory) assessment.	<i>Met stated objective.</i> Results were obtained from the SRI (Scholastic Reading Inventory) assessment.

Cohort 7 math goals were met as evidenced by 88.2% of students making gains in math on the SMI assessment. Cohort 7 reading goals were met at two sites, and progress toward the objective was made overall as evidenced by 77.7% of students making gains in reading on the SRI assessment.

Cohort 8 math goals were met as evidenced by 86.4% of students making gains on the SMI assessment. Cohort 8 reading goals were met at three sites and progress toward the objective was made overall as evidenced by 78.3% of students making gains in reading on the SRI assessment.

Cohort 10 math goals were met as evidenced by 90.6% of students making gains on the SMI assessment. Cohort 10 reading goals were also met as evidenced by 83.9% of students making gains on the SRI assessment.

**Des Moines CSD 21<sup>st</sup> CCLC Program Objective Summary Chart**  
**Cohort 9 (Summer Program)**

Objective	Objective Rating	Methodology/Justification for Rating
<b>Provide summer time academic enrichment activities 5 days per week, for 3 hours per day, for six weeks to students in identified schools.</b>	Met stated objective.	21 <sup>st</sup> CCLC Summer programs are offered five days per week, for a minimum of three hours per day.
<b>65% of participants will maintain or improve their scores on the SRI from spring to fall.</b>	Did not meet but made progress toward the stated objective.	Results were obtained from the SRI (Scholastic Reading Inventory) assessment.
<b>50% of participants will maintain their scores on the SMI from spring to fall.</b>	Did not meet but made progress toward the stated objective.	Results were obtained from the SMI (Scholastic Math Inventory) assessment.
<b>95% of participating families will indicate satisfaction with the program as measured by parent surveys.</b>	Met stated objective.	Parent surveys.

No discussion of Cohort 9 objectives was included in the local evaluation.



### **Partnerships.**

Des Moines CSD has had 32 partners for its 21<sup>st</sup> CCLC Program. A variety of services were provided by the partners. The partners shared resources, responsibilities and risks of the DMPS program, each contributing to its operations, programming and quality according to individual areas of expertise and mission-alignment. A highlighted program is the partnership with RunDSM, Half-Pints Poetry and Urban Leadership. This program was developed to provide students at all levels a safe environment in which to express themselves while exploring the art of poetry and performance.

Many other community organizations contributed to the success of DMPS 21<sup>st</sup> Century Community Learning Centers. A wide range of contributions were offered, including programs and services, as well as venues for family engagement nights and study trips, and services for families.

### Parent Involvement.

Des Moines Public Schools 21<sup>st</sup> CCLC programs provided a wide variety of parent involvement and family engagement opportunities. Each program site offered a minimum of four family engagement events each year. Topics for these programs ranged from literacy to STEM, family Chess nights and game nights, poetry slams, family meals, conferences, financial literacy and planning for parents, and health fairs. Parents were invited to complete satisfaction surveys at the end of the session that informed improvement planning for programs. Parents were invited to attend advisory meetings to share feedback and help shape the direction of the 21<sup>st</sup> CCLC program for the future. Each year families are invited to attend the 21<sup>st</sup> CCLC Maker's Convention, held at the Iowa Events Center. This event showcased student work from all 21<sup>st</sup> CCLC sites and was attended by over 500 families, community members, students and district staff.



McKinley.

### Sustainability.

Des Moines CSD has a formal sustainability plan that includes both community and school district support. Partners contributed \$223,261.80 in in-kind value to the 21<sup>st</sup> CCLC Program. The sustainability plan listed ten efforts to promote sustainability for the 21<sup>st</sup> CCLC program, including a partnership with the United Way and Grubb YMCA that would allow them to continue to provide full day summer programs at King, Monroe and

### Des Moines CSD Summary.

Des Moines CSD reported success for the 21<sup>st</sup> CCLC Program. The program served 3,845 students with a regular attendance of 2,236. The 32 partners for the program are engaged and participate in a variety of ways, including professional development and staffing. Des Moines CSD reported that parents volunteer and attend 4 family events at each center. There were 20 objectives for the Des Moines CSD 21<sup>st</sup> CCLC program and 16 were met while 4 were not met but progress was made toward the objectives. Ratings justification was included in the local evaluation although more details were needed, especially for the summer school program objectives. There were recommendations for some objectives for future years. However, recommendations need to be added in future evaluations for objectives that were not met. Davenport CSD has an extensive formal sustainability plan that includes continuing the program when 21<sup>st</sup> CCLC grant funds are expended.



"I chose to be here today because programs like what's going on here are models for what's needed in so many places around the country where nothing like this is currently available." (Jodi Grant, Executive Director of the Afterschool Alliance)



"I love seeing my child come home with new skills that she learned every day."  
(21<sup>st</sup> CCLC Parent)



"It's a surprise every day and that has been exciting for her. She's so happy when she comes home, and getting the extra help is a great thing." (21<sup>st</sup> CCLC Parent)

## Helping Services for Northeast Iowa

### Helping Services Notable Facts:

- ★ The overall Helping Services mission is to prevent and intervene in areas of relationship violence, child abuse and substance abuse.
- ★ 80% of Helping Services participants were regular attendees.
- ★ Over 53% of attendees were identified as FRPL.
- ★ 82% of attendees were proficient or advanced in Mathematics and 91% were proficient or advanced in Reading.
- ★ The 21st CCLC program had 4 events with 676 family members attending.
- ★ The sustainability plan included 4 partners contributing \$39,354 in direct and in-kind assistance for the 21st CCLC Program.

Helping Services had one center for the 2015-2016 school year incorporated into the Helping Services program. A total of 122 students were served by the 21st CCLC Program and 80% of participants were regular attendees. Over 53% of these students were identified as FRPL. Fifty-two partners supported the program, providing a variety of services. Parents attended eight parent involvement activities and participated in field trips.



### Helping Services 21<sup>st</sup> CCLC Program Summary Chart

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Helping Services	10	52	TigerHawk Connections Learning Center (TCLC) at West Union Elementary School	122	97
<b>Totals</b>		<b>52</b>		<b>122</b>	<b>97</b>

*Regular attendees attended 21<sup>st</sup> CCLC programs for at least 30 days.*

### Objectives.

Helping Services had ten objectives for the 2015-2016 School Year. The table below lists each objective, how each objective was rated, and an explanation on how the objectives were measured and rated.

Helping Services 21<sup>st</sup> CCLC Program Objective Summary Chart

## Cohort 10 Table

Objective	Objective Rating	Methodology/Justification for Rating
<b>70% of enrolled students will demonstrate proficiency in annual literacy assessments conducted by NFV including FAST and Iowa Assessments</b>	Did not meet but made progress toward the stated objective.	FAST scores for Fall and Winter 2015 and Spring 2016 Iowa Assessment scores for 2015-2016 Student grades from 4 <sup>th</sup> quarter of 2016
<b>70% of enrolled students will demonstrate proficiency in annual math assessments conducted by NFV, including Measure of Academic Progress (MAPs) and Iowa Assessments</b>	Did not meet but made progress toward the stated objective.	Comparison of MAPs data from Fall of 2014 to Fall of 2015 Iowa Assessment scores for 2015-2016 Student grades from 4 <sup>th</sup> quarter of 2016
<b>Homework completion increases as reported by teachers</b>	Met stated objective.	Teacher surveys completed for each student Spring 2016
<b>100% of enrolled students will have tried a new activity or demonstrated a new skill</b>	Met stated objective.	Educational enrichment activities lesson plans Student surveys
<b>100% of enrolled students will know the concepts of nutrition, exercise and overall health</b>	Did not meet but made progress toward the stated objective.	Staff surveys
<b>80% of 6<sup>th</sup> graders will report never trying alcohol, tobacco, or drugs using the Iowa Youth Survey</b>	Did not meet but made progress toward the stated objective.	Student surveys Iowa Youth Survey available Spring 2017



<b>Reduce the times classroom instruction will be stopped for behavior issues by 10%</b>	Did not meet but made progress toward the stated objective.	Student surveys  Iowa Youth Survey available Spring 2017
<b>100% of parents will have increased awareness of academic enrichment activities and how they can support their children's learning at home</b>	Did not meet but made progress toward the stated objective.	Parent surveys
<b>100% of parents will feel welcome in the program and know what their children are involved in at TCLC</b>	Did not meet but made progress toward the stated objective.	Parent surveys  Monthly activity calendars  Monthly newsletters
<b>50% of parents will attend at least one family literacy event in the project period</b>	Met stated objective.	Event sign in sheets  Parent surveys

*Objective 1. 70% of enrolled students will demonstrate proficiency in annual literacy assessments conducted by NFV including FAST and Iowa Assessments and Objective 2. 70% of enrolled students will demonstrate proficiency in annual math assessments conducted by NFV, including Measure of Academic Progress (MAPs) and Iowa Assessments.* The 2015-2016 FAST data offers information from three testing times during the TigerHawk Learning Center first year. Among all participants, small gains were made (or proficiency levels were maintained) in this reading assessment from the fall to the winter testing. These numbers declined to below the fall levels by spring. This decline was the pattern for students in both grades two and three. Fourth grade participants maintained an 86% proficiency level in each of the three testing periods. The MAP assessments were used to measure student growth in math and reading. Growth was less than 70%. The Iowa Assessments provided a baseline of data for 2015-2016 TigerHawk Learning Center participants. 82% of participants were proficient or advanced in math. In reading, 91% of TigerHawk Learning Center students were proficient or advanced. Mathematics student grades showed that for all TigerHawk participants, 61% were proficient in 75% or more of their math standards and 21% demonstrated proficiency in 50% to 74% of their grade level standards.

For objectives 3 – 10, no discussion was included in the local evaluation.



### Partnerships.

Helping Services had 20 partners for its 2015-2016 21<sup>st</sup> CCLC Program and worked with all partners in the 2015 -2016 school year to provide educational enrichment opportunities for students. ISU Extension, the Upper Iowa University College of Math and Science, Fayette County Conservation, Iowa Department of Natural Resources, the Science Center of Iowa, Blank Park Zoo, and the Northeast Iowa Community College provided Science, Technology, Engineering, and Math (STEM) activities throughout the year.



In addition to these primary partners, many other community organizations contributed to the success of Helping Services 21<sup>st</sup> Century Community Learning Center. A wide range of contributions are offered, including programs and services, as well as venues for family engagement nights and study trips, and services for families.

### Parent Involvement.

There were four Family Literacy and Math nights provided throughout the 2015 – 2016 school year. Parents were informed of these events through flyers, monthly program calendars, newsletters, and through social media.

*The April Family Literacy Night was a partnership with the NFV Title 1 Reading Program, TCLC and the West Union Elementary. Students enjoyed Shel Silverstein poems the week of the event, including “The Homework Machine” before designing their own homework machines. Parents were able to visit with students about their machines and see what others in the program did. Students could spin the wheel for prizes which included books, trinkets, and candy. The over 400 participants enjoyed ice cream and a slide show of all the TCLC activities for the year. (Local Evaluation)*

### Sustainability.

Helping Services does not have a formal sustainability plan but did report on steps being planned to create one. Partners have provided \$39,354 in in-kind value.

*The committed partners in the MOU and letters of support will assist the TCLC in developing a sustainability plan that will be effective and ensures that the project will continue beyond the grant funding period. The NFV School District, Helping Services for Northeast Iowa, and the North Fayette Valley Community Coalition are strong advocates for sustaining an after-school program for youth. It is understood why adult-child relationships are so important when striving for improved student achievement. To ensure a sustainability plan that works for the program, TCLC will need to continue to develop the TCLC Advisory Group and use that group to devise and implement the sustainability plan.*

### Helping Services Summary.

Helping Services reported some success with their 21<sup>st</sup> CCLC Program at TigerHawk Learning Center. The Center served 122 students and 80% of these students were regular attendees. Helping Services had ten objectives for the 21<sup>st</sup> CCLC Program and three objectives were met and seven objectives were not met but progress was made toward the objectives. Methodology was included for the objectives but a complete discussion for the objectives was not in the local evaluation. Helping Services had 52 partners that provided goods and in-kind services. Four family literacy and math nights were held and parents participated, including over 400 participants at one of the events. Helping Services did not have a formal sustainability plan but did include information on developing one in the local evaluation. Appropriate recommendations for the program were included in the local evaluation. Future evaluations should include a more detailed discussion of all objectives.



“I have my daughter here because she needs new learning activities and I have seen a huge change in her. You guys are doing AWESOME!!” (Helping Services 21<sup>st</sup> CCLC Parent)



“TCLC is a safe place for my three children to go to with opportunities to do fun things they wouldn’t normally experience. They love the special guests, trips, and projects!” (Helping Services 21<sup>st</sup> CCLC Parent)

## Iowa City CSD

### Iowa City CSD Notable Facts:

- ★ The overall Iowa City CSD objective is to support student achievement in reading and mathematics.
- ★ Over 99 % of Iowa City CSD participants were regular attendees.
- ★ Over 60% of attendees were identified as FRPL.
- ★ All cohorts reported that attendees increased proficiency in reading and mathematics (local evaluation did not provide detailed data on proficiency rates).
- ★ The 21st CCLC program had 10 events with 205 adult family members attending.
- ★ The sustainability plan included 3 partners contributing \$571,040 in direct and in-kind assistance for the 21st CCLC Program.

Iowa City CSD had four centers for the 2012-2016 school year incorporated into the Iowa City CSD program, one center in each school year. A total of 309 students were served by the 21<sup>st</sup> CCLC Program and 99% of these students were regular attendees. Over 60% of attendees were identified as FRPL. Five partners supported the program, providing a variety of services. Parents attended ten parent involvement activities.



Iowa City CSD 21<sup>st</sup> CCLC Program Summary Chart

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Iowa City ISD	7		Mark Twain Elementary School	79	79
Iowa City ISD	8		Grant Wood Elementary School	80	80
Iowa City ISD	9		Lucas Elementary School	89	88
Iowa City ISD	10		Kirkwood Elementary School	61	61
<b>Totals</b>		<b>16</b>		<b>309</b>	<b>308</b>

Regular attendees attended 21<sup>st</sup> CCLC programs for at least 30 days.

## Objectives.

Iowa City CSD utilized the same three objectives for each center. The table below lists each objective, how each objective was rated, and explanation on how the objectives were measured and rated.

Iowa City CSD 21<sup>st</sup> CCLC Program Objective Summary Chart

Objective	Objective Rating	Methodology/Justification for Rating
<b>All students will demonstrate increased competency in reading and mathematics</b>	Did not meet but made progress toward the stated objective.	Collecting data during the school year using developmental reading assessment (DRA), Fuchs & Fuchs (a math achievement assessment), and teacher surveys.
<b>Students will demonstrate appropriate social skills, have positive self-images, and display appropriate behaviors both at school and at home</b>	Did not meet but made progress toward the stated objective.	Programs use the Positive Behavior Intervention Supports (PBIS) as the behavior intervention. Staff track student behavior in the program and staff use the teacher survey to measure how students have improved throughout the year.
<b>Families will be active supporters of their child's educational growth</b>	Did not meet but made progress toward the stated objective.	Pre and post parent surveys are administered during the school year and summer programs to evaluate how parents feel the program staff is doing.

For Objective 1 Iowa City presented data which showed that each school maintained DRA reading achievement levels or reported gains in the percent of students classified as “proficient” from Fall 2015 to Spring 2015. Additional data supported that there was maintenance or improved reading achievement in Spring 2016 across each school. More data was presented that showed improved math achievement and general academic performance as measured by the Fuchs and Fuchs measure and a teacher survey. Reported data was from an end of the year teacher survey about the growth of students in the afterschool program.

For Objective 2 staff members tracked student behavior in the program and used the teacher survey to measure how students improved throughout the year. Data showed positive behavioral changes at Lucas, Twain, Wood, and Kirkwood during the 2015-2016 school year. These reports were based on office referrals and day-to-day interactions with students.

For Objective 3 Pre- and post- parent surveys were administered during the school year and summer programs to evaluate parent sentiments about the program. Survey results indicated that a majority of parents did not feel they were getting enough information on what their child was working on academically. Therefore, teachers at each site now send home monthly report cards to keep parents informed. Data was presented to verify information about the number of parents attending 21CCLC and

BASP-related events at Lucas Elementary. Additional data provided information about the extent to which parents believed the 21<sup>st</sup> CCLC program helped their child learn at Grant Wood Elementary.

### Partnerships.

Iowa City CSD had 16 partners for its 2015-2016 21<sup>st</sup> CCLC Program. A variety of services was provided by the partners. The partners shared resources, responsibilities and risks of the Iowa City CSD program, each contributing to its operations, programming and quality according to individual areas of expertise and mission-alignment.

### Parent Involvement.

At each site, parents were invited to get involved in the 21CCLC programs by attending adult English language classes, attending periodic family nights (e.g., once per quarter or semester), and participating in other events (e.g., end of year talent show). In addition, some parents volunteered to assist students and BASP teachers during tutoring time. Before and after school sites informed parents of their student's progress and activities through newsletters, academic report cards, and maintaining in- person/electronic communication. Information was provided in the local evaluation detailing the activities that were available for parents. The local evaluation reported that 319 parents were served at all four 21<sup>st</sup> CCLC Centers.



### Sustainability.

Iowa City CSD did not provide a sustainability plan in the local evaluation but did indicate that partners have provided \$518,540 in in-kind value.

### Iowa City CSD Summary.

Iowa City Community School District reported success for the Iowa City CSD Program. The program served 309 students with a regular attendance of 308. The 16 partners for Iowa City CSD were engaged and participated in a variety of ways, including professional development and staffing. Iowa City CSD reported that parents volunteer and attended 10 family events with a total of 205 family members participating. Progress was made toward all three objectives at the four 21<sup>st</sup> CCLC centers and discussion of methodology and ratings justification was included in the local evaluation. Charts illustrating the data used to rate objectives were included but more details on what the charts contained was needed. There were detailed, appropriate recommendations for each objective for future years. Iowa City CSD did not provide information on a sustainability plan in the local evaluation. Recommendations for improving the program in future years were included in the local evaluation. A formal sustainability plan should be developed and included in future local evaluation for Iowa City CSD.



## Oakridge Neighborhood Services, Inc.

### Oakridge Neighborhood Services, Inc. Notable Facts:

- ★ The overall Oakridge Neighborhood Services, Inc. objective is to support student learning success in reading and mathematics.
- ★ Over 89 % of participants were regular attendees.
- ★ Over 100% of attendees were identified as FRPL.
- ★ Approximately 40% of attendees are English Language Learners (ELL).
- ★ The sustainability plan included 8 partners contributing \$85,000 in direct and in-kind assistance for the 21st CCLC Program.



Oakridge Neighborhood Services, Inc. had two programs, OASIS (Oakridge Achieves Success In School) for elementary K-5 students and BEREAL (Building and Enriching Relationships Enriching Academics and Learning) for students grades 6-8. A total of 159 students were served by the 21<sup>st</sup> CCLC Program and over 89% of participants were regular attendees. In addition, 100% of these students were identified as FRPL. Twenty-one partners supported the program, providing a variety of services. Parents attended numerous parent involvement activities and literacy training programs.

### Oakridge Neighborhood Services, Inc. 21<sup>st</sup> CCLC Program Summary Chart

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Oakridge Neighborhood Services, Inc.	10	21	Edmunds Elementary and Callanan Middle Schools and Oakridge Variety Center	159	142
<b>Totals</b>		<b>21</b>		<b>159</b>	<b>142</b>

*Regular attendees attended 21<sup>st</sup> CCLC programs for at least 30 days.*

## Objectives.

Oakridge Neighborhood Services, Inc. had three goals with five objectives under each goal for the 2015-2016 School Year. The table below lists each objective, how each objective was rated, and an explanation on how the objectives were measured and rated.

### Oakridge Neighborhood Services, Inc. 21<sup>st</sup> CCLC Program Objective Summary Chart

Objective	Objective Rating	Methodology/Justification for Rating
<b>Goal 1: Objective 1:1 Oakridge will provide AF- OOS academic support 5 days per week, Mon-Fri. for 1-3 hours per day for students in elementary and middle school students</b>	Met the stated objective.	The afterschool program meets every day as evidenced by the calendar schedules.
<b>Objective 1:2 80% of participants will make gains in reading levels as measured by formative assessments (every six weeks)</b>	Did not meet but made progress toward the stated objective.	Students in grades 3, 4 and 5 were given the Scholastic Reading and Math Inventories (SRI, SMI) in the Fall and Spring of 2015-2016 school year. Students grades 6-8: grade C or better 38 and 40 received a grade of C or better in math.
<b>Objective 1:3 80% of participants will make gains in math levels as measured by formative assessments (every 6 weeks)</b>	Did not meet but made progress toward the stated objective.	Students in grades 3-5 were given the SMI (Scholas1c Math Inventory) in 2015 school year, Fall and Spring. Analysis does not show 80% making gains.
<b>Objective 1:4 25% of non- proficient participants will improve from not proficient to proficient to proficient or above in math on state assessments annually.</b>	Did not meet but made progress toward the stated objective.	Students in grades 3, 4 and 5 were given the Scholas1c Reading and Math Inventories (SRI, SMI) in the Fall of 2015-2016 school year. FAST reading test average for Oakridge elementary 65.27.
<b>Objective 1:5 25% of non- proficient participants will improve from not proficient to proficient or above in reading on state assessments annually.</b>	Did not meet but made progress toward the stated objective.	Student scores basically remained unchanged from categories of Below Basic, Basic and Proficient Achievement levels.



<b>Goal 2: Objective 2:1 Provide AF-OOS educational enrichment 6 days per week, Monday- Saturday for 1-5 hours per day for K-8 participants.</b>	Met the stated objective.	Calendar schedule documents the daily enrichment activities.
<b>Objective 2:2 100% of participants will be exposed to new experiences, develop life skills and increase self-esteem through planning and engaging in enrichment programs that complement core academic areas, as reported through satisfaction surveys.</b>	Did not meet but made progress toward the stated objective.	Attendance sheets document participation in events. However, no student satisfaction surveys were administered.
<b>Objective 2:3 85% of participants will demonstrate improvement in homework completion and class participation as measured by classroom teacher reports.</b>	Met the stated objective	Classroom teacher reports are given to the Edmunds Behavioral Interventionist, who then shares information with Oakridge coordinators; this information is shared with Oasis and BE REAL teachers about students who need interventions and support.
<b>Objective 2:4 85% of participants will demonstrate improvement in behavior as measured by classroom teacher and Infinite Campus reports.</b>	Unable to measure stated objective due to lack of data since this was the first year of the program	Infinite Campus (DMPS data system) report that Average referrals are 4.28 for 2015-16 school year. This will become base line for future yrs.
<b>Objective 2:5 80% of participants will maintain 9 or fewer absences each semester as measured by school attendance records and Infinite Campus reports.</b>	Met the stated objective	DMPS data indicates the Oakridge K-5 students had an average of 4.85 absences during the year. Grades 6-8 had an average of 5.45. This is better than the district average as a whole.
<b>Goal 3: Objective 3:1 Oakridge will implement two programs for parents, including refugee and immigrant parents: 1. Parents as Partners in Education (PAPE) rights, responsibilities and resources to support child's school success. 2. Parent-and-Child-together (PACT)</b>	Met the stated objective	Parent participation programs are implemented by the Vista Volunteer organization. Their reports indicate that 63 parents of ESL students registered for classes in learning English. They averaged 10 hours in class a week and brought children with them to class (avg. of 5

**practical knowledge, tools and other resources to encourage family learning.**

children per class). The two specific programs in the objective were implemented by VISTA. 100% attendance by parents at student conferences Fall and Spring semester provide evidence of effectiveness.

**Objective 3:2 80% of participants will attend their child's school conferences as reported by school administrators.**

Met the stated objective

Both principals at Edmunds and Callanan report parental conference attendance at 100% and 87%, respectively.

**Objective 3:3 90% of participants will demonstrate increased knowledge of skills/tools to support learning (pre-post tests)**

Did not meet but made progress toward the stated objective.

A survey tool or measurement needs to be developed for year 2 of grant. Many parents are taking classes in English and other job readiness skills. Their efforts increase their knowledge of skills their children must acquire to make progress in school.

**Objective 3:4 Alignment with school day instruction, state/national standards or CSIP.**

Met the stated objective

Education Coordinator, Billy Stone, has provided staff development for all staff and has aligned curriculum with state standards and serves on State 21CCLC Evaluation committee.

**Objective 3:5 Experience providing activities enhancing achievement and positive youth development. Project OASIS and BE REAL Academy.**

Met the stated objective

There is weekly collaboration with staff in planning and as evidenced by calendars and staff meeting notes.

No discussion for Goal 1 objective 1 was provided in the local evaluation.

Goal 1 objectives 2-5 address academic achievement, both proficiency and growth. Data was provided by the local evaluation to show progress toward meeting program objectives. Assessment scores from various measures were reported by grade level to verify findings.

Objectives 1.2 and 1.3 stated that 80% of students will improve in math and reading as measured by formative assessments given every six weeks. The principals at both Edmunds Elementary and Callanan Middle School stated that the six weeks assessments are used by teachers to develop plans for individual students and are not available for use in comparative data collection. However, Scholastic Reading and Math Inventories administered by the school district (SRI and SMI) indicated that progress had been made toward these two objectives.

Objectives 1.4 and 1.5 stated that 25% of the non-proficient students will improve to proficient on state

assessments annually in math and reading. Data on state assessments were not yet available for the local evaluation. As an alternative, the Scholastic Inventories were used because they are given twice a year. Scores indicated that progress had been made toward these two objectives.

The local evaluation did not include discussion on Goal 2, Objectives 2.1 and 2.2.

For Goal 2, Objective 2.3, *85% of participants will demonstrate improvement in homework completion and class participation as measured by classroom teacher reports*, Oasis and BeReal staff completed daily lesson forms describing the activity and minutes spent in teaching/student practicing the activity. These results were monitored by the Program Director and turned in weekly.

Goal 2, Objective 2.4 could not be measured because this is the first year of the program. Data should be available in future years.

There was no discussion in the local evaluation on all other objectives.

### Partnerships.

Oakridge Neighborhood Services, Inc. had 21 partners for its 2015-2016 21<sup>st</sup> CCLC Program. A variety of services was provided by the partners. The partners shared resources, responsibilities and risks of the 21<sup>st</sup> CCLC program, each contributing to its operations, programming and quality according to individual areas of expertise and mission-alignment. Many community organizations contributed to the success of Oakridge Neighborhood Services, Inc. 21<sup>st</sup> CCLC. A wide range of contributions are offered, including programs and services, as well as venues for family engagement nights and field trips, and services for families.



### Parent Involvement.

Parents were notified about participation in the 21<sup>st</sup> CCLC by several methods including flyer distribution, Twitter and Facebook articles, and door-to-door registration completed by staff. Parent support is a part of the program. For example, below is a description of some program opportunities.

*“We offer two different English classes. One is a beginning level and the other intermediate. In both, phonics, reading and speaking are taught. This helps parents go home and read with their children. Parents can bring the children to English classes with them. The helps with obstacles of not being able to attend because of childcare. There is a free library where books are offered to families to take home and read with their children. They do not have to return the books. There are two levels of computer classes, basic and intermediate. They learn to turn computer off and on, open documents, use the internet, and type. In intermediate they learn to use email. One on one tutoring is offered to all levels.” (Local Evaluation)*

### Sustainability.

Oakridge Neighborhood Services, Inc. has a formal sustainability plan that includes both community and school district support. The sustainability plan includes numerous efforts by partners to promote

sustainability for the 21<sup>st</sup> CCLC Program. Partners have provided \$365,333 in in-kind value in support of the 21<sup>st</sup> CCLC Program.

*The Oakridge Neighborhood Services program is in the sixth year of a 30-year plan. They have put into place a 21CCLC Director and an Education Coordinator. They have teachers in each grade that support the teachings of the Des Moines Public Schools. There is an outside evaluation person to do a check and balance of all operations to make sure all program activities address the stated objectives. The Educational Plan has been revised, and they have updated and revised their staff manual and continue to train new staff as they join the team. There is a continuous effort to upgrade technology, maintain data, as well as maintain and upgrade the safety of the building. They have updated transportation on site and the surroundings of the educational site. A Teen Center/Community Center has been added to the program. (Local Evaluation)*

### **Oakridge Neighborhood Services, Inc. Summary.**

Oakridge Neighborhood Services, Inc. reported success with the 21<sup>st</sup> CCLC Program. The program served 159 students with a regular attendance of 142. The 21 partners for the program were engaged and participated in a variety of ways, including professional development and staffing. Oakridge Neighborhood Services, Inc. reported that there were many opportunities for parent involvement and attendance had been good at all activities. There were 15 objectives for the Oakridge Neighborhood Services, Inc. 21<sup>st</sup> CCLC program. Eight objectives were met, six were not met but progress was made toward the objectives and one objective was rated “unable to measure the stated objective.” Discussion on methodology and ratings was included for the four academic achievement objectives but no discussion was included for the other 11 objectives. Future local evaluations should include complete discussions for all objectives. There were appropriate recommendations for objectives for future years. Oakridge Neighborhood Services, Inc. has a formal sustainability plan that includes continuing the program when 21<sup>st</sup> CCLC grant funds are expended.



“The 21st Century grant has provided Edmunds and Oakridge the opportunity to partner and to provide students continued support to keep students actively engaged in academics through extended learning opportunities all throughout the year.” (21<sup>st</sup> CCLC School Principal)



“I come to Oakridge every day after school for the OASIS program. OASIS has helped me a lot with my school work. We spend time reading, writing, doing math and lots more things. Because of OASIS, I do really well in school. When I grow up, I want to work here. I love OASIS.” (21<sup>st</sup> CCLC Student)



“My name is ... and I’m the mother of three daughters. In 2004 I and my oldest daughter arrived in America, and then we moved into Oakridge Neighborhood in 2005. The girls all began with Early Enrichment (then) now Oak Academy Childcare Center as they all became school age ready we then enrolled into OASIS Afterschool Program. The OASIS Program has been a tremendous help and has allowed me to be a better parent. OASIS homework time gave my children the support they needed to be successful students. The transportation that OASIS provides is another huge support for working parents. Overall this program is a great support system for children and parents and I would recommend this to all parents.” (21<sup>st</sup> CCLC Parent)

## Oelwein CSD

### Oelwein CSD Notable Facts:

- \* The overall Oelwein CSD objective is to improve student achievement in reading, mathematics and science.
- \* 86% of participants were regular attendees.
- \* 79% of attendees were identified as FRPL.
- \* Several activities were held and attended by over 850 students, parents and community members.
- \* Cohorts 7, 8, & 9 had 80% or more of participants proficient for adaptive behavior and social competence.
- \* Over 600 people (parents, students, and other community members) attended a STEM Night.



Oelwein CSD had two centers for the 2015-2016 school year incorporated into the Husky Adventures Learning Center (HALC) program. A total of 236 students were regular attendees in the program, 159 for the elementary program and 77 for the middle school program. Partners supported the program, providing a variety of services. Parents attended several activities.

### Oelwein CSD 21<sup>st</sup> CCLC Program Summary Chart

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Oelwein CSD	7	10	Wings Park Elementary School Oelwein Middle School	276	236
<b>Totals</b>		<b>10</b>		<b>276</b>	<b>236</b>

*Regular attendees attended 21<sup>st</sup> CCLC programs for at least 30 days.*

The total number of attendees at each site was not provided in the local evaluation documents.

### Objectives.

Oelwein CSD had five objectives for the 2015-2016 School Year. Oelwein CSD reported that all five objectives were met. The table below lists each objective, how each objective was rated, and an explanation on how the objectives were measured and rated.

Oelwein CSD 21<sup>st</sup> CCLC Program Objective Summary Chart

Objective	Objective Rating	Methodology/Justification for Rating
<b>Objective 1. Regular attendees of the 21st Century HALC program will improve reading scores on the Iowa Assessments from the previous year (2014-2015) to the current year (2015-2016), as measured by a variety of indicators.</b>	Met stated objective.	Iowa Assessments (Reading Comprehension)
<b>Objective 2. Regular attendees of the 21st Century HALC program will improve mathematics scores on the Iowa Assessments from the previous year (2014-2015) to the current year (2015-2016), as measured by a variety of indicators.</b>	Met stated objective.	Iowa Assessments (Mathematics)
<b>Objective 3. Regular attendees of the 21st Century HALC program will improve science scores on the Iowa Assessments from the previous year (2014-2015) to the current year (2015-2016), as measured by a variety of indicators.</b>	Met stated objective.	Iowa Assessments (Science)
<b>Objective 4. Regular attendees of the 21st Century HALC program will show an increase in their positive youth developmental assets measured primarily by maintaining/improving in school attendance (an internal asset).</b>	Met stated objective.	School attendance; disciplinary referrals
<b>Objective 5. Family/parent involvement in the student's education and activities in the 21st Century HALC program will increase, based on attendance at parent-teacher conferences, camps, and special events.</b>	Met stated objective.	Family/parent involvement in program and school activities; Iowa Youth Survey questions on student perceptions of family support and school safety/support.

*Objective 1: Regular attendees of the 21st Century HALC program will improve reading scores on the Iowa Assessments from the previous year (2014-2015) to the current year (2015-2016), as measured by a variety of indicators. Gain scores were computed from students' national standard scores in reading. The mean gain score and effect size were calculated. The percent performing at or above their grade levels in the current year was calculated for elementary school students (grades 2-5), using grade level equivalents. The percent proficient in the current year was calculated for middle school students (grades 6-8). The mean gain score was 16.16, 74.7% of elementary school students performed at or above their grade levels and 81.8% of middle school students were proficient in reading.*



*Objective 2: Regular attendees of the 21st Century HALC program will improve mathematics scores on the Iowa Assessments from the previous year (2014-2015) to the current year (2015-2016), as measured by a variety of indicators.* Gain scores were computed from students' national standard scores in mathematics. The mean gain score and effect size were calculated. The percent performing at or above their grade levels in the current year was calculated for elementary school students (grades 2-5), using grade level equivalents. The percent proficient in the current year was calculated for middle school students (grades 6-8). The mean gain score was 14.24, 77.8% of elementary school students performed at or above their grade levels and 90.9% of middle school students were proficient in mathematics.

*Objective 3: Regular attendees of the 21st Century HALC program will improve science scores on the Iowa Assessments from the previous year (2014-2015) to the current year (2015-2016), as measured by a variety of indicators.* Gain scores were computed from students' national standard scores in science. The mean gain score and effect size were calculated. The percent performing at or above their grade levels in the current year was calculated for elementary school students (grades 2-5), using grade level equivalents. The percent proficient in the current year was calculated for middle school students (grades 6-8). The mean gain score was 13.34, 82.9% of elementary school students performed at or above their grade levels and 85.7% of middle school students were proficient in science.

*Objective 4: Regular attendees of the 21st Century HALC program will show an increase in their positive youth developmental assets measured primarily by maintaining/improving in school attendance (an internal asset).* Data on school days missed (absences) were analyzed for students who participated by attending the HALC at least 30 days. The acceptable level of school attendance is seven (7) or fewer days missed per school year; more than seven days missed is unacceptable attendance. The percent improving school attendance to an acceptable level (of those with an unacceptable level in the previous year) and the percent maintaining school attendance at an acceptable level (of those with an acceptable level in the previous year) were calculated. The criterion for improving to acceptable attendance is 25%; the criterion for maintaining acceptable attendance is 75%. Of those with an unacceptable level of school attendance in 2014-15, 57.4% improved to an acceptable level in 2015-16. Of those with an acceptable level of school attendance in 2014-15, 88.6% maintained an acceptable level in 2015-16.

*Objective 5: Family/parent involvement in the student's education and activities in the 21st Century HALC program will increase, based on attendance at parent-teacher conferences, camps, and special events.* Data included family/parent activities during the school year and Iowa Youth Survey data on items measuring school and family support for the student. Evidence of family/parent involvement included 250 parents and students attending a "2K Run," a cooking camp in which parents attended on the last night to share a healthy snack with students, and over 600 people (parents, students, and other community members) attending a STEM Night in the Community Plaza, partnered by HALC, UNI, and several Oelwein businesses. Focus groups with parents, students, and community members provided further evidence of parental involvement. In addition, electronic communication with parents is encouraged via the program's Facebook page. The local evaluation mentioned a second part to this objective in the discussion regarding *Student Perception of Family Support and School Safety/Support*. Responses to the Iowa Youth Survey were used and indicated that 90% of students had a positive attitude toward school. The evaluator stated that the survey results cannot be disaggregated by campus or program and may not accurately reflect attitudes of students in the 21<sup>st</sup> CCLC Program.



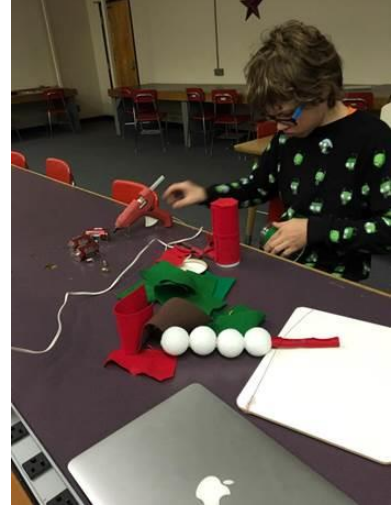
### Partnerships.

Oelwein CSD had ten partners for the 21st CCLC Program and all but the evaluator are unpaid. The local evaluation listed the ten partners but did not discuss their contributions.

### Parent Involvement.

The local evaluation included the following information on parent involvement.

*Parents receive communication on the camps via notes home from the student and through the Facebook page. Parents are responsible for picking up the students when the camp is completed. It is noted by teachers and other adults involved in the camps that the parents are coming into the school to pick up their child and visit with Camp staff on a more frequent basis. This increased interaction with Camp staff and the likelihood that the parent will come into the school is noted and is thought to be a good indication the parents are feeling more welcome in the school. Parents do contribute to the Camps by sharing supplies and ideas for the camps.*



### Sustainability.

Oelwein CSD discussed four tenets of their sustainability plan including increasing the number of and donations from community partners, advocacy efforts in the community, plans to increase awareness through the local media and adaptability in planning and funding.

### Oelwein CSD Summary.

Oelwein CSD reported having success with the HALC program. Oelwein CSD had two centers for the 2015-2016 school year incorporated into the HALC program. A total of 236 students were regular attendees in the program, 159 for the elementary program and 77 for the middle school program. The 21<sup>st</sup> CCLC Program had five objectives and the local evaluation reported that all five objectives were met and discussion of methodology and justification for ratings was included. Oelwein reported that they had ten partners, but there was no information about the types of services they provided. Parents attended several activities along with community members, but there was little information regarding other parent involvement. There was some information on the sustainability of the program but not a formal sustainability plan. Recommendations for objectives as well as recommendations for changes to the program were included. For future evaluations, Oelwein CSD should include the following.

- More information on partnerships including contributions and examples of services.
- More information on parent involvement, including volunteers and day to day support.
- A sustainability plan as required.



I learned lots of new words at the reading camp and can now read chapter books because of the book camp. I also learned how to pick a team without making others feel badly.  
(Oelwein CSD Student)

## Oskaloosa CSD

### Oskaloosa CSD Notable Facts:

- \* On the AIMSWEB assessment, 62% of students achieved proficiency in reading.
- \* At the request of the district and the community partner, this grant ended after 3 years of operation.

Oskaloosa CSD had one center for the 2015-2016 school year at Oskaloosa Elementary School. A total of 101 students were served by the 21<sup>st</sup> CCLC Program. FRPL status and partnership status were not reported in the local evaluation. Parents completed a survey on their perceptions of the program.

Oskaloosa CSD 21<sup>st</sup> CCLC Program Summary Chart

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Oskaloosa CSD	8	NA	Oskaloosa Elementary School	101	77
<b>TOTALS</b>		NA		<b>101</b>	<b>77*</b>

*Regular attendees attended 21<sup>st</sup> CCLC programs for at least 30 days.*

*\*The number of regular attendees was estimated from the attendance chart in the local evaluation.*

### Objectives.

The local evaluation for the Oskaloosa CSD 21<sup>st</sup> CCLC Program did not list objectives but stated the following.

*Program outcomes were measured in three areas; program attendance, test scores and student survey results. Program attendance indicates that up to 101 students participated in the program over the course of the year. Test scores were available for 38 students in kindergarten through fifth grade, and 42 students participated in the student survey.*

**Attendance.** Oskaloosa reported that the program had a total of 161 days. Of the 101 total attendees, 77 students attended the program 30 days or more.

**Academic Achievement.**

*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.*

The local evaluation reported assessment data from each of the instruments used. However, since no objectives were listed it is not clear what results were expected. In addition, few students had test scores. For example, only 14 students had MAP scores for the spring assessment and 34 students had AIMSWEB assessment data. On the spring reading MAP scores, 43% of students scored above the norm and 31% of students scored above the norm in mathematics. On the ITBS reading test 81% of students scored above the norm compared to 56% the previous year. On the ITBS mathematics test nearly 70% of

students scored above the norm. On the AIMSWEB assessment, 62% of students achieved proficiency in reading.

### **Survey Results**

Surveys were administered to students, parents and teachers. A total of 42 students participated in the student survey. Overall, students indicated they had a positive interest in science, an increased resilience in data analysis and problem solving, and better social skills, including trust in adults and friends. The parent survey was returned by 30 parents. Parent survey results indicated that parents were satisfied with the program and had observed their children participating in the program. Parents reported that the program had helped their children in several areas, including providing academic support or homework help and one-to-one reading. The teacher survey was completed by 31 teachers. There was no information on how many surveys were administered to teachers. 4<sup>th</sup> grade teachers were not represented in the teacher survey results. Teachers reported that over 50% of students needed more improvement for all academic performance items such as turning in homework on time, participating in class, and coming to school motivated to learn. The teacher survey showed that over 45% of students needed more improvement in classroom behavior items, including attending class regularly, being attentive in class and getting along well with others.

### **Partnerships.**

No information on partnerships was provided in the Oskaloosa local evaluation.

### **Parent Involvement.**

Oskaloosa CSD reported that parents were engaged in the program *as 60.7% report to have "observed" their child's participation in the program. (Parent Survey Results)*. No information was provided on parent involvement beyond this statement.

### **Sustainability.**

No information on sustainability was provided in the Oskaloosa local evaluation.

### **Oskaloosa CSD Summary.**

It is not clear if Oskaloosa has had success with its 21<sup>st</sup> CCLC Program. Although a discussion of program outcomes was in the local evaluation, since no objectives were listed it is not clear what measures of success were expected. Almost no information was provided on parent involvement and no information was included on partnerships or sustainability. However, at the request of the district and the community partner, this grant ended after 3 years of operation.

## St. Mark Youth Enrichment

### St. Mark Youth Enrichment Notable Facts:

- ★ The overall St. Mark objective is to support student learning success in literacy and mathematics.
- ★ 69% of St. Mark participants were regular attendees.
- ★ 70% of attendees were identified as FRPL.
- ★ For Cohort 10, in Dubuque, 86% increased their literacy skills and in Dyersville, 98% increased their literacy skills.
- ★ The sustainability plan shows that over 25 years the St. Mark budget has grown from \$16,000 to \$600,000.

St. Mark Youth Enrichment had five centers for the 2015-2016 school year incorporated into the 21<sup>st</sup> CCLC program. A total of 312 students were served by the 21<sup>st</sup> CCLC Program and over 69% of these students were identified as FRPL. Sixty partners supported the program, providing a variety of services. Parents attended eight parent involvement activities and participated in field trips.



St. Mark Youth Enrichment CSD 21<sup>st</sup> CCLC Program Summary Chart

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
St. Mark Youth Enrichment	9		Audubon Elementary, Lincoln Elementary, and Marshall Elementary Schools	145	125
St. Mark Youth Enrichment	10		St. Mark Center and Dyersville Elementary School	167	92
<b>Totals</b>		<b>60</b>		<b>312</b>	<b>217</b>

*Regular attendees attended 21<sup>st</sup> CCLC programs for at least 30 days.*

### Objectives.

St. Mark Youth Enrichment had different objectives for the school year and the summer program. The tables below list each objective, how each objective was rated, and an explanation on how the objectives were measured and rated.

St. Mark Youth Enrichment 21<sup>st</sup> CCLC Program Objective Summary Chart

## Cohort 9 Table

Objective	Objective Rating	Methodology/Justification for Rating
<b>G1: Objective 1A. 75% of enrolled students will demonstrate proficiency in annual literacy assessments conducted by DCSD and St. Mark</b>	Did not meet but made progress toward the stated objective.	St. Mark does not have data from DCSD assessments to measure proficiencies. However, program staff was surveyed about their observation of overall improvement of all students' progress in reading skills for the whole school year. 82% of St. Mark staff suggested that overall students improved in reading skills. Further progress needs to be made on accessing and/or collecting more detailed data from to consistently measure this objective.
<b>G1: Objective 1B. 75% of enrolled students will demonstrate proficiency in annual mathematics assessments conducted by DCSD and St. Mark</b>	Did not meet but made progress toward the stated objective.	St. Mark does not have data from DCSD assessments to measure proficiencies. However, program staff was surveyed about their observation of overall improvement of all students' progress in math skills for the whole school year. 70.6% of St. Mark staff suggested that overall students improved in math skills. Further progress needs to be made on accessing and/or collecting more detailed data from to consistently measure this objective.
<b>G 2: Objective 2A. All actively enrolled students will participate in wellness activities and character building enrichment activities on a weekly basis.</b>	Met the stated objective.	This objective is measured by the average frequency of enrichment offerings of per week. On average nearly two enrichment activities provided by community partners for the students to engage in on any given week. Additionally, students are able to participate in Leisure Services' sports program which included 4 weekly games in volleyball, tennis, and basketball during the 2015-2016 school year. Site leads also incorporated Conscious Discipline into curriculum outside of these enrichment offerings.
<b>G2: Objective 2B. At least 75 % of enrolled students will regularly attend program and school.</b>	Met the stated objective.	This is measured by daily attendance collected by the program staff for both before school program and after school program. St. Mark has a requirement of 50% attendance. For the school year 2015-2016 77% of enrolled students attended at this rate, or higher. However, 86.2% of students attended 30 days or more.

<b>G2: Objective 2C. School day teacher surveys will report 75% of St. Mark enrolled students demonstrate a motivation to learn and participate in the classroom.</b>	Did not meet but made progress toward the stated objective.	<p>The school-day teachers were surveyed at the end of the year and asked to provide feedback and assess growth on each individual student that is enrolled in St. Mark's programs. These teachers are specifically asked to assess the changes and progress of the student's motivation to learn and participate throughout 2015-2016 school year.</p> <p>The school teachers indicated that for students that with improvement need, 39% demonstrated improvement in their motivation to learn, and 50% demonstrated improvement in participation in the classroom.</p>
<b>G2: Objective 2D. When surveyed, 90% of St. Mark students will report feeling safe and connected to a trusting adult.</b>	Did not meet but made progress toward the stated objective.	<p>Students in the before and after school survey complete a brief survey. They are asked whether they agree, don't know, or disagree to feeling safe at program and feel that program staff cares about their wellbeing. On average, 69.6% agreed that they feel safe and cared for at program.</p>
<b>G3: Objective 3A. 75% of parents will participate in literacy engagement activities.</b>	Did not meet but made progress toward the stated objective.	<p>St. Mark offered various family literacy nights that engage the parents in reading and learning strategies that they can take home with them. The attendance of parents was recorded for these events and used to measure the objective.</p> <p>The number of parents attending family events is 81 which is an increase from prior years.</p>
<b>G3: Objective 3B. 75% of parents will report reading to child at home and checking homework.</b>	Met the stated objective.	<p>Parents were surveyed and reported their agreement to the statements, "I read to my child at home." and "I check my child's homework."</p> <p>100% of parents that completed the survey reported reading to their child at home. 35.3% of which agreed strongly that they read at home.</p> <p>100% of parents that completed the survey reported checking their child's homework, 41% of which agreed strongly that they do this.</p>
<b>G3: Objective 3C. When surveyed, 75% of parents will identify two positive character skills that are practiced at home.</b>	Did not meet but made progress toward the stated objective.	<p>Parents were surveyed and asked to name up to two skills their child practices at home, and also to rate their children's improvement for the 2015-2016 school year for character skills like respecting other adults and children, and getting along with other students.</p> <p>Only 47% of families responded to this question fully. The most common character skill given was respect.</p>

For Cohort 9, the 21<sup>st</sup> CCLC Program had three main goals with nine objectives. Three of the objectives were met and six objectives were not met but progress was made toward the objectives.

- **Goal 1: All students enrolled in St. Mark programs will demonstrate increased proficiency in reading and mathematics.** This goal had two objectives (1A and 1B) as seen in the table above. For both objectives, St. Mark did not obtain data from Dubuque CSD on student assessments to determine student proficiency levels. Input from St. Mark staff suggested that attendees had improved.
- **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.** This goal had four objectives. For objective 2A attendees were able to attend 163 different enrichment activities. For objective 2B, attendees surpassed the goal of 75% attendance and reached 77% attendance. For objective 2C, survey results from teachers indicated that less than 75% of students demonstrated a motivation to learn and participate in the classroom. For objective 2D, less than 70% of students reported feeling safe and connected to a trusting adult on a student survey.
- **Goal 3: Families of students enrolled in St. Mark programs will demonstrate active engagement in the academic and social-emotional health of their children.** This goal had three objectives (3A 3B and 3C) as seen in the table above. For objective 3A, attendance records at events recorded less than 75% of parents participated in literacy engagement activities. For objective 3B, 100% of responses from parents reported reading to their child at home and checking homework. For objective 3C, only 47% of parents responded to the survey question used to determine the success of the objective.

### St. Mark Youth Enrichment 21<sup>st</sup> CCLC Program Objective Summary Chart

#### Cohort 10 Table (St. Mark Center and Dyersville Elementary School)

Objective	Objective Rating	Methodology/Justification for Rating
<b>G1: Objective 1A. 75% of students in St. Mark summer program will increase/maintain literacy skills.</b>	Met the stated objective.	The St. Mark teaching staff was trained to evaluate the students with Quick Phonics Screening (QPS) assessment tool. Pretests were completed the first week of program, and posttests were completed the last week of program. The pre and post tests are able to indicate an increase, maintenance, or loss of literacy skills for the duration of the program. Results from the completed QPS assessment demonstrated that 95% of the students in Dubuque and Dyersville increased or maintained their skills. In Dubuque, 86% (76) increased their skills and in Dyersville, 98% (53) increased their skills.



<b>G1: Objective 1B. 100% of enrolled students will participate in daily independent guided or group reading during classroom time (outside of weekly field trips).</b>	Met the stated objective.	The participation in daily independent guided or group reading can be measured by teachers' lesson plans. 100% of teachers consistently included 20-35 minute reading blocks each day of program. Teachers' lesson plans followed a template that required designated blocks of time for reading.
<b>G1: Objective 1C. 100% of enrolled students will receive academic support to actively learn and practice new literacy skills in small group and one-on-one settings.</b>	Met the stated objective.	This is measured by teachers' lesson plans. 100% of students of students participated in the daily academic and literacy activities.
<b>G1: Objective 1D. 100% of enrolled students will build their home libraries with leveled reading books.</b>	Met the stated objective.	St. Mark has added weekly books to take home as a part of the program expectations. St. Mark was successful in providing students one book each week, resulting in students adding 7 new books to their home library by the end of program.
<b>G2: Objective 2A. St. Mark will encourage reading outside of program; 70% of families of enrolled students will complete weekly reading log.</b>	Unable to measure the stated objective.	The reading log program is offered through St Mark's partner, the Carnegie Stout Library. There were some difficulties recording completion of the reading logs. As the completed logs were returned to the library students from St. Mark's program were not differentiated which impacts the measurability of this objective.
<b>G2: Objective 2B. 100% of parents/caregivers will attend summer program orientation.</b>	Met the stated objective.	As a requirement for program participation parents and caregivers attended an orientation. This was an opportunity to share program expectations with parents as well as familiarize them with Conscious Discipline and the weekly reading logs. For all students that participated in program, St. Mark was successful in having 100% of parents attend orientation.
<b>G 2: Objective 2C. 70% of parents/caregivers will attend at least one of St. Mark's family literacy activities.</b>	Did not meet but made progress toward the stated objective.	Separate family literacy events were not offered this summer. However, St. Mark invited parents and caregivers to be involved by volunteering in various program activities including field trips. Parent attendance at events was self-reported in the end of summer survey. Dubuque: The cumulative number of parents that attended events is 56. The average parent

attendance for these activities was 8; 10% of parents attending these events regularly. Dyersville: The cumulative number parents that attended events is 52. The average parent attendance for these activities was 10; 24% of parents attending these events regularly.

<b>G 3: Objective 3A. Engage 100% of enrolled students in fun, hands-on activities to promote literacy on a daily basis.</b>	Met the stated objective.	The number and frequency of scheduled community-provided enrichment will be utilized to measure the success of this objective. Over 60 different enrichment activities were provide by partners in Dubuque and Dyersville programs; with an average of around 4-5 activities each week at both programs.
<b>G3: Objective 3B. 100% of enrolled students will engage in regular physical literacy activities.</b>	Met the stated objective.	This objective is measured by the integration of physical literacy in teacher’s lessons and enrichment offerings that were available to students in summer 2015. 100% of teachers incorporated different physical literacy activities within the 30 minutes of motor and physical activity that was a requirement of their lesson plans.
<b>G 4: Objective 4A. By the end of summer program, 75% of students will be able to identify one breathing technique and three of the five steps used in Conscious Discipline “Safe Place” self-regulation process.</b>	Met the stated objective.	Students were assessed at the end program and asked to demonstrate the 4 breathing techniques (S.T.A.R., Balloon, Drain, and Pretzel) that are utilized in the Conscious Discipline curriculum, they were also asked to identify as many steps of the “Safe Place” as they could recall. These steps are: I am, I calm, I feel, I choose, and I solve. In Dubuque 100% of students identified at least one breathing technique and 98% identified three of the five steps of the “Safe Place.” In Dyersville 100% of students identified at least one breathing technique and 3 of the five “Safe Place” steps.
<b>G4: Objective 4B. 100% of classrooms will participate in 30 minutes of daily physical activity (outside of weekly field trips, if they are motor driven.)</b>	Met the stated objective.	Student’s engagement in physical literacy is measured by the teacher’s lessons plans. Each day, all students participated in various physical literacy activities. A block of physical literacy was built into the structure of teacher’s lesson plans.
<b>G4: Objective 4C. 75% of students will identify summer</b>	Did not meet but made	Student surveys will be used to measure this objective. The students rated whether they liked

<b>program as a caring, safe support system when surveyed at end of program.</b>	progress toward the stated objective.	the teachers, whether they have friends in the summer program, and whether they like going to summer program on a scale of “No”, “Yes, sometimes”, and “Yes, a lot/almost always”. On average in Dubuque students 95% of students, and in Dyersville 96% responded they like their teachers, have friends in summer program, and like program from sometimes to always, with the majority responding always.
<b>G4: Objective 4D. 75% of students will agree they respect other people (classmates, teachers, family, neighbors, etc.) when surveyed at end of program.</b>	Did not meet but made progress toward the stated objective.	Student surveys will be used to measure this objective. The students rated whether they respect their classmates, teachers, family, neighbors, etc. on a scale of “No”, “Yes, sometimes”, and “Yes, a lot/almost always”. In Dubuque 36% agreed that they respect others sometimes, and 60% agreed that they always respect others. 35% of Dyersville students agreed that they respect others sometimes, and 64% stated they always respect others.

For Cohort 10, the 21<sup>st</sup> CCLC Program had four main goals with thirteen objectives. Nine of the objectives were met, three objectives were not met but progress was made toward the objectives and one objective could not be measured.

- **Goal 1: Increase or Maintain Reading Proficiency.** This goal had four objectives (1A-1D) as listed in the table above. For objective 1A, the local evaluation reported that over 75% of attendees increased or maintained their literacy skills. For objective 1B, attendees participated in reading blocks every day of attendance. For objective 1C, all attendees participated in daily academic and literacy activities. For objective 1D, attendees received at least seven books to add to their home libraries.
- **Goal 2: Involve Family/Caregiver in Summer Learning Opportunities.** This goal had three objectives (2A, 2B, and 2C) as shown in the above table. The 21<sup>st</sup> CCLC Program was unable to obtain disaggregated data in the form of reading logs and was unable to measure objective 2A. For objective 2B, not all parents were able to attend program orientation. For objective 2C, less than 70% of parents attended St. Mark’s family literacy activities.
- **Goal 3: Reinforce the Value of Learning and Reading through Enrichment Activities.** This goal had two objectives (3A and 3B) as listed in the table above. For objective 3A, all students had opportunities to engage in activities. For objective 3B, attendees engaged in at least 30 minutes of physical activity each day.
- **Goal 4: Inform and Model Healthy Lifestyles and Active, Responsible Citizenship.** This goal had four objectives (4A-4D) as listed in the table above. For objective 4A, 100% of attendees could identify the stated criteria. For objective 4B, all attendees participated in at least 30minutes of physical activity per day. For objective 4C, the local evaluation reported that responses to a

student survey indicated that over 95% of students responded positively to questions measuring objective 4C. It is not clear why the objective was rated *not met but progress was made toward the objective*. For objective 4D, survey results indicated that less than 75% of attendees agreed that they always respect others.

### Partnerships.

St. Mark Youth Enrichment had 60 partners for their 21<sup>st</sup> CCLC Program. These partners provided goods and services.

*St. Mark concentrates on building strategic partnerships with a core group of community leaders focused on how we can collectively improve student achievement. St. Mark is engaged in many community networks and initiatives including Inclusive Dubuque, My Brother's Keeper networks, Dubuque and Dyersville's Campaign for Grade Level Reading. St. Mark staff actively engages in school site council and PBIS teams, best practice and advocacy work groups, neighborhood associations, youth and family wellbeing, advisory committees, and leadership networks.*



### Parent Involvement.

St. Mark Youth Enrichment's 21<sup>st</sup> CCLC Program actively pursues multiple ways to increase parent involvement.

- Both for school year and summer programs a parent information session is required for enrollment. These sessions last from 15-30 minutes.
- Ongoing communication with parents occurs daily/weekly. Program staff update parents during the drop off/pick up times. General communication on program updates is provided via e-mail, paper communication such as flyers, or verbally with program staff communicating directly to parents. In addition, to resolve or work through behavioral challenges, communication tools such as incident reports are used to keep parents informed of how their child is doing in the program.
- Multiple family events were held throughout the school year. The local evaluation detailed six events held throughout the year. Parent attendance varied from 5 to 41 parents attending.



## Sustainability.

St. Mark Youth Enrichment has a record of sustainability. Programs started with 21<sup>st</sup> CCLC grants in 2003 are continuing.

*St. Mark continues to demonstrate its ability to sustain programming for hundreds of children annually. Over the past 25 years, St. Mark's annual budget has grown from \$16,000 to approximately \$600,000 and has continued to operate academic programs and community outreach initiatives with a profitable financial record. Two major gifts secured through local family foundations, including one multi-year pledge; an increased focus on legacy gifts with three major bequests in the past two years; expansion of St. Mark annual fundraiser and addition of two annual fundraising events; a renewed three-year funding agreement with the City of Dubuque; more than 10 private and foundation grants; and an expansion of community outreach/leadership through the Dubuque Mentoring Partnership and 3<sup>rd</sup> Grade Reading Initiative.*

*For the summer program, special events net approximately \$40,000 annually, with an additional \$50,000 from two annual appeals, making up 13% of the budget. 21<sup>st</sup> CCLC grant funding has made up approximately 26% of the annual budget, with an additional 17% received from additional grants including 15K/year for the past six years from the City of Dubuque; \$75,000 from family foundations in the past three years, more than \$100,000 from the Dubuque Racing Association over the past 15 years, and new partnerships with corporate foundations including a \$20,000 gift from the John Deere Foundation (through United Way) in 2014.*

## St. Mark Youth Enrichment Summary.

St. Mark Youth Enrichment reported success for the 21<sup>st</sup> CCLC Program. The program served 312 students with a regular attendance of 217. The 89 partners are engaged and participate in a variety of ways, including enrichment, volunteers and staffing. St. Mark reported that parents volunteered and attended 6 family events with a total of 208 family members attending. Of the 22 objectives, twelve were met, nine were not met but progress was made toward them and one was unable to measure. Discussion of methodology and ratings justification was included in the local evaluation and there were appropriate recommendations for each objective for future years. St. Mark has had an extensive sustainability plan for many years and it includes continuing the program when 21<sup>st</sup> CCLC grant funds are expended.





## Siouxland Human Investment Partnership (SHIP) – Beyond the Bell (BTB) and CHAMPS

### SHIP Notable Facts:

- ★ The overall SHIP objective is to support student learning success in literacy and math.
- ★ Over 64% of SHIP participants were regular attendees.
- ★ Over 52% of attendees were identified as FRPL.
- ★ For mathematics, 64.7% of attendees were proficient.
- ★ For literacy, 63.3% of attendees were proficient.
- ★ The 21st CCLC program had 50 events for families with 246 families attending in cohorts 7, 8 and 10.
- ★ The sustainability plan included 13 partners contributing over \$200,000 in direct and in-kind assistance for the 21st CCLC Program.

Siouxland Human Investment Partnership (SHIP) is the community agency that sponsors Beyond the Bell (BTB) at the elementary level and CHAMPS at the middle school level. There were eleven centers for the 2015-2016 school year incorporated into both programs. A total of 2,569 students were served by the 21<sup>st</sup> CCLC Program and over 52% of these students were identified as FRPL. Thirteen partners supported the program, providing a variety of services. Parents attended 50 parent involvement activities.



SHIP CSD 21<sup>st</sup> CCLC Program Summary Chart

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
SHIP	7	13	Bryant, Hunt and Spalding Park Elementary Schools	529	407
SHIP	8	13	Loess Hills, Unity and Sacred Heart Elementary Schools	440	366
SHIP	9	13	East, North and West Middle Schools	1141	574
SHIP	10	13	Irving and Leeds Elementary Schools	459	315
<b>TOTALS</b>		<b>13</b>		<b>2,569</b>	<b>1,662</b>

*Regular attendees attended 21<sup>st</sup> CCLC programs for at least 30 days.*

## Objectives.

SHIP utilized similar objectives for Cohorts 7, 8, and 9 for the 2015-2016 School Year while Cohort 10 had different objectives. Two tables of objectives are below. The first table includes Cohorts 7, 8 and 9 and the second table includes Cohort 10. The tables list each objective, how each objective was rated, and an explanation on how the objectives were measured and rated.

**SHIP 21<sup>st</sup> CCLC Program Objective Summary Chart**  
Cohorts 7, 8 and 9

Objective	Objective Rating and Methodology/Justification	Objective Rating and Methodology/Justification	Objective Rating and Methodology/Justification
	Cohort 7 Bryant, Hunt and Spalding Park Elementary Schools	Cohort 8 Loess Hills, Unity and Sacred Heart Elementary Schools	Cohort 9 East, North and West Middle Schools
<b>Objective 1a:</b> <b>Students actively participate in literacy and math activities as recorded by staff</b>	<i>Met the stated objective.</i> Qualitative reports from BTB staff and teachers were analyzed. Students from Cohort 7 were consistently reported to be on task and focused during academic time.	<i>Met the stated objective.</i> Qualitative reports from BTB staff and teachers were analyzed. Students from Cohort 8 were consistently reported to be on task and focused during academic time.	<i>Met the stated objective.</i> Qualitative reports from BTB staff and teachers were analyzed. Students from Cohort 9 were consistently reported to be on task and focused during academic time.
<b>Objective 1b:</b> <b>In annual surveys, school staff report that BTB students improve academically</b>	<i>Met the stated objective.</i> School staff survey results from the 2015-2016 school year were analyzed. Survey results for Cohort 7 showed that 71.4% of BTB students who needed to improve academically did improve.	<i>Met the stated objective.</i> School staff survey results from the 2015-2016 school year were analyzed. Survey results from Cohort 8 indicated that 67.9% of BTB students who needed to improve academically did improve.	<i>Met the stated objective.</i> School staff survey results from the 2015-2016 school year were analyzed. Teacher surveys for Cohort 9 indicated that 51.6% of BTB students who needed to improve academically did improve.
<b>Objective 1c:</b> <b>BTB students' literacy and math achievements increase as measured by ITBS scores and other BTB</b>	<i>Met the stated objective.</i> Iowa Assessments proficiency percentages were analyzed. From 2015 to 2016, Cohort 7 proficiency percentages on the Iowa Assessments increased from 69.4% to	<i>Did not meet and no progress was made toward the stated objective.</i> Iowa Assessments proficiency percentages from 2015 and 2016 were analyzed. Cohort 8 did not show any gains in	<i>Did not meet but made progress toward the stated objective.</i> Iowa Assessments proficiency for Cohort 9 increased for math, not literacy.



<b>and LEA assessments</b>	71.8% for literacy from 70.2% to 70.8% for math.	proficiency percentages for literacy or math.	
<b>Objective 2a: At least 25 families at each elementary site attend Family Literacy events</b>	<i>Met the stated objective.</i> Attendance records from Family Literacy events at each site were used to measure this objective. Each site in Cohort 7 had at least 25 families attend Family Literacy events in 2015-2016. Bryant had 26 families attend these events, Hunt had 32 families attend, and Spalding Park had 27 families attend.	NA	NA
<b>Objective 2a: At least 20 families at each site attend Family Literacy events</b>	NA	<i>Did not meet but made progress toward the stated objective.</i> Attendance records from Family Literacy events at each site were used to measure this objective. Cohort 8 had at least 20 families attend Family Literacy events; Loess Hills had 49 families attend; Unity had 26 families attended; Sacred Heart 12 families attend.	<i>Did not meet and no progress was made toward the stated objective.</i> Attendance records from Family Literacy events at each site were used to measure this objective. Cohort 9 did not have 20 families attend Family Literacy events.
<b>Objective 2b: BTB parents collaborate with teachers in cooperative IAP goal setting</b>	<i>Unable to measure the stated objective.</i> Parent participation records have not been reported in time for inclusion.	<i>Unable to measure the stated objective.</i> Parent participation records have not been reported in time for inclusion.	<i>Unable to measure the stated objective.</i> Parent participation records have not been reported in time for inclusion.
<b>Objective 2c: BTB parents attend twice-yearly conferences</b>	<i>Unable to measure the stated objective.</i> Parent participation records have not been	<i>Unable to measure the stated objective.</i> <i>Met the stated objective.</i> Parent participation records have not been	<i>Unable to measure the stated objective.</i> Parent participation records have not been

<b>with school and BTB staff</b>	reported in time for inclusion.	reported in time for inclusion.	reported in time for inclusion.
<b>Objective 2d: BTB parents and school staff participate in the BTB Advisory Committee</b>	<i>Met the stated objective.</i> Measured by Advisory Committee attendance records. Two BTB parent representatives and five school staff members attended Advisory Committee meetings in 2015-2016.	<i>Met the stated objective.</i> Measured by Advisory Committee attendance records. Two BTB parents and 5 school staff members attended Advisory Committee meetings in 2015-2016.	<i>Met the stated objective.</i> Measured by Advisory Committee attendance records. Two BTB parents and 5 school staff members attended Advisory Committee meetings in 2015-2016.
<b>Objective 2e: In annual surveys, parents and school staff report increased collaboration</b>	<i>Unable to measure the stated objective.</i> This measure was included for the 2015-2016 annual parent and staff surveys.	NA	NA
<b>Objective 3a: At least 20 students at each site participate in the annual Service Learning Challenge</b>	<i>Met the stated objective.</i> Attendance and participation records from BTB were used to evaluate this objective. Bryant had 63 students participate, Hunt had 58 students participate, and Spalding Park had 101 students participate.	<i>Met the stated objective.</i> Attendance and participation records from BTB were used to evaluate this objective. Each Cohort 8 site had at least 20 students participate in the annual Service Learning Challenge. Loess Hills had 81 students participate, Unity had 69 students participate, and Sacred Heart had 62 students participate.	<i>Met the stated objective.</i> Attendance and participation records from BTB were used to evaluate this objective. Each site in Cohort 9 had at least 20 students participate in the annual Service Learning Challenge. East Middle had 72 students participate, North Middle had 48 students participate, and West Middle had 79 students participate.
<b>Objective 3b: At least 80% of BTB students participate in field trips to community partner sites</b>	<i>Met the stated objective.</i> BTB attendance records were used to evaluate this objective. 100% of BTB students participated in field trips to community partner sites in 2015-2016.	<i>Met the stated objective.</i> BTB attendance records were used to evaluate this objective. 100% of BTB students participated in field trips to community partner sites in 2015-2016.	<i>Met the stated objective.</i> BTB attendance records were used to evaluate this objective. 100% of BTB students participated in field trips to community partner sites in 2015-2016.

<b>Objective 3c: BTB staff report increased social skills in start and end- of-year assessments</b>	<i>Met the stated objective.</i> Qualitative staff reports from the 2015-2016 school year were coded and themes were identified. BTB staff consistently reported that BTB students increased their social skills during the school year.	<i>Met the stated objective.</i> Qualitative staff reports from the 2015-2016 school year were coded and themes were identified. BTB staff consistently reported increased social skills among BTB students.	NA
<b>Objective 3d: BTB staff report increased social skills in start and end- of-summer assessments</b>	<i>Met the stated objective.</i> Qualitative staff reports from the 2015 summer session were coded and themes were identified. During the summer, BTB staff consistently reported improved social skills among BTB students.	<i>Met the stated objective.</i> Qualitative staff reports from summer 2015 were coded and themes were identified. BTB staff consistently reported increased social skills among BTB students.	NA
<b>Objective 3e (3c for Cohort 9): 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</b>	<i>Met the stated objective.</i> Measured by school-day teacher survey results. For Cohort 7, school-day teachers reported that 69.2% of BTB students who needed to do so improved their behavior, 66.7% were more motivated to learn, and 64.3% improved their ability to get along well with others.	<i>Met the stated objective.</i> Measured by school-day teacher survey results. School-day teachers reported that 48.0% of BTB students who needed to do so improved their behavior, 31.8% were more motivated to learn, and 51.9% increased their ability to get along with other students.	<i>Met the stated objective.</i> Measured by school-day teacher survey results. For Cohort 9, school-day teachers reported that 35.0% of BTB students who needed to do so improved their behavior, 44.4% were more motivated to learn, and 25.0% increased their ability to get along with other students

SHIP 21<sup>st</sup> CCLC Program Objective Summary Chart

## Cohort 10

Objective	Objective Rating	Methodology/Justification for Rating
<b>Objective 1a: In annual surveys, daytime teachers report that at least half the BTB participants who needed to improve academically did improve academically</b>	Met the stated objective	Measured by teacher survey results. Teacher survey results from the 2015-2016 school year were analyzed. Teacher surveys for Cohort 10 indicated that 77.8% of BTB students who needed to improve academically did improve.
<b>Objective 1b: BTB participants' literacy and math achievements increase over the year and summer as measured by BTB and the LEA, including quarterly achievement related to standards. Participants gain more than non-participants in district-reported literacy and math achievements. Participants in low-achieving subgroups gain more than non-participants in those subgroups</b>	Met the stated objective	Iowa Assessments from 2015 and 2016 were analyzed. Between 2015 and 2016, proficiency percentages decreased for both BTB and non-BTB students in Cohort 10. However, proficiency percentages decreased more drastically for non-BTB students in both math and literacy, indicating BTB students gained more in math and literacy compared to non-BTB students. BTB students in low-achieving subgroups gained more than non-BTB students in low-achieving subgroups. 23.1% of low-achieving BTB students increased proficiency levels in literacy, compared to 18.5% of low-achieving non-BTB students. 20.5% of low-achieving BTB students increased proficiency levels in math, compared to 16.9% of low-achieving non-BTB students.
<b>Objective 1c: For BTB participants with two years of Iowa Assessment scores, at least one fourth will increase their proficiency category by the second year.</b>	Met the stated objective	Iowa Assessment scores show 26.3% of BTB students with two years of Iowa Assessment scores increased their proficiency by the second year.
<b>Objective 2a: At least 20 families at each site attend Family Literacy events</b>	Met the stated objective	Measured by attendance lists. Both sites in Cohort 10 had at least 20 families attend Family Literacy events. At Irving 34 families attended a literacy event, and at Leeds 40 families attended a literacy event.
<b>Objective 2b: In annual surveys, parents say their communication with the school increased</b>	Unable to measure the stated objective	This measure was not included in the 2015-2016 annual parent survey.

<b>Objective 2c: BTB parents and school staff participate in the BTB Advisory Committee</b>	Met the stated objective	Measured by Advisory Committee attendance records. Two BTB parents and 5 school staff members attended Advisory Committee meetings in 2015-2016.
<b>Objective 3a: BTB participants have greater average school attendance and fewer tardies and discipline referrals than non-participants</b>	Did not meet but made progress toward the stated objective	Measured by school attendance records. For Cohort 10, BTB students had an average of 2.7 absences and 2.5 tardies compared to 3.5 absences and 2.5 tardies for non-BTB students. BTB students had an average of 5.1 discipline referrals compared to 5.5 for non-BTB students
<b>Objective 3b: At least 20 at each site participate in the annual Service Learning Challenge</b>	Met the stated objective	Attendance and participation records from BTB were used to evaluate this objective. In Cohort 10, at least 20 students from each site participated in the annual Service Learning Challenge. At Irving 82 students participated and at Leeds 73 students participated.
<b>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</b>	Met the stated objective	Measured by school-day teacher surveys. For Cohort 10, school-day teachers reported that 66.7% of BTB students who needed to do so improved their behavior, 50.0% were more motivated to learn, and 40.0% increased their ability to get along with other students.

SHIP 21<sup>st</sup> CCLC Program divided program objectives into four categories: academic objectives, attendance objectives, behavioral objectives, and family and school involvement objectives.

*Academic Objectives.*

Cohorts 7, 8 and 9 - *Objective 1a: Students actively participate in literacy and math activities as recorded by staff.* Reports from teachers and staff indicated that students participated in activities.

Cohorts 7, 8 and 9 - *Objective 1b: In annual surveys, school staff report that BTB students improve academically.* This objective was considered met if 25% or more of students who needed improvement did so. More than 50% of students who need improvement improved their academic performance as indicated by teacher survey results.

Cohort 10 - *Objective 1a: In annual surveys, daytime teachers report that at least half the BTB participants who needed to improve academically did improve academically.* This objective was considered met if 50% or more of students who needed improvement did so. Classroom teachers reported that 77.8% of their students who needed improvement did so.

Cohorts 7, 8 and 9 - *Objective 1c: BTB students' literacy and math achievements increase as measured by ITBS scores and other BTB and LEA assessments.* Proficiency percentages from assessments were compared from the 2014-2015 school year to proficiency percentages from 2015-2016. Cohort 7

showed increases in proficiency percentages in both reading and mathematics, cohort 8 showed decreases in proficiency on both reading and mathematics and cohort 9 showed an increase in mathematics proficiency and a decrease in reading proficiency.

*Cohort 10 - Objective 1b: BTB participants' literacy and math achievements increase over the year and summer as measured by BTB and the LEA, including quarterly achievement related to standards. Participants gain more than non-participants in district-reported literacy and math achievements. Participants in low-achieving subgroups gain more than non-participants in those subgroups.* Statistical analysis of assessment scores indicated that proficiency percentages decreased less for 21<sup>st</sup> CCLC attendees than non-attendees and low achieving 21<sup>st</sup> CCLC attendees gained more than low achieving non-attendees.

*Cohort 10 - Objective 1c: For BTB participants with two years of Iowa Assessment scores, at least one fourth will increase their proficiency category by the second year.* Not counting students who scored advanced for year one of the assessment, 26.3% of 21<sup>st</sup> CCLC attendees increased their proficiency level.

#### *Attendance Related Objectives.*

*Cohorts 7, 8, and 9 and 10 - Objective 3a (3b for Cohort 10): At least 20 students at each site participate in the annual Service Learning Challenge.* Student participation at each site varied from 48 to 101 students.

*Cohorts 7, 8 and 9 - Objective 3b: At least 80% of BTB students participate in field trips to community partner sites.* The participation rate for 21<sup>st</sup> CCLC attendees going on field trips was 100%.

*Cohort 10 - Objective 3a: BTB participants have greater average school attendance and fewer tardies and discipline referrals than non-participants.* Statistical analysis of data showed that when compared to non-attendees, 21<sup>st</sup> CCLC attendees had fewer absences, the same number of tardies and fewer referrals.

#### *Behavior Related Objectives.*

*Cohorts 7 and 8 - Objective 3c: BTB staff report increased social skills in start and end-of-year assessments.* Staff provided reports on a regular basis throughout the school year and analysis indicated that attendees had increased their social skills.

*Cohorts 7 and 8 - Objective 3d: BTB staff report increased social skills in start and end-of-summer assessments.* Staff provided reports on a regular basis throughout the summer and analysis indicated that attendees had increased their social skills.

*Cohorts 7, 8, and 9 and 10 - Objective 3e (Objective 3C for Cohort 10): 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.* In order to meet this objective, 25% or more of student identified as needing improvement would improve their behavior, increase their motivation and increase their ability to get along with others. Of student who were identified as needing improvement, at least 34% improved their behavior, at least 31% increased their motivation and at least 25% increased their ability to get along with others.

#### *Family and School Staff Involvement Related Objectives.*

*Cohorts 7 - Objective 2a: At least 20 families at each site attend Family Literacy events and Cohorts 8, 9, and 10 - Objective 2a: At least 25 families at each elementary site attend Family Literacy events.*



Attendance data indicated that cohort 7 had a minimum of 26 families at events, cohort 8 had one site with 12 families attending events and cohort 10 had a minimum of 34 families at events.

Cohorts 7, 8 and 9 - *Objective 2b: BTB parents collaborate with teachers in cooperative IAP goal setting and Objective 2c: BTB parents attend twice-yearly conferences with school and BTB staff.* Parent participation records were not available and these objectives were not measured.

Cohorts 7, 8 and 9 - *Objective 2d: BTB parents and school staff participate in the BTB Advisory Committee.* Parents and school staff were represented at Advisory Committee meetings.

Cohorts 7 - *Objective 2e: In annual surveys, parents and school staff report increased collaboration and Cohort 10 - Objective 2b: In annual surveys, parents say their communication with the school increased.* Data to measure the success of these objectives was not available for the evaluation.

### Partnerships.

SHIP BTB had 13 partners for its 2015-2016 21<sup>st</sup> CCLC Program. Eleven partners provided services to all centers and twelve partners were unpaid. Services provided included programming, food, facilities, field trips and in-kind services.



### Parent Involvement.

SHIP included parents in all areas of its programming. Families were part of the planning and evaluation process and a variety of communication channels were used to keep parents informed. Parent volunteers helped with the program on a day to day basis. Parental feedback was gathered through day to day interaction and a formal annual survey. At least four family events were held at each center. A total of 246 families attended 60 family events. Parents asked for registration materials early to ensure their children are included in the 21<sup>st</sup> CCLC Program and reported that their children enjoyed the program.

### Sustainability.

SHIP 21<sup>st</sup> CCLC has had a formal sustainability plan since 2007. The sustainability plan includes both community and school district support. The sustainability plan listed numerous ways that partners promote sustainability for the 21<sup>st</sup> CCLC program. An active Advisory Committee continues to operate and one focus is on seeking funding sources to ensure a broad support base, including exploration of local, regional, state, and national public and private sources. Each site received \$80,000 in support from Sioux City CSD or Sacred Heart Church. Other partners provided in-kind goods and services to support the program.

### Siouxland Human Investment Partnership Summary.

SHIP reported success for the BTB Program. The program served 2,569 students with a regular attendance of 1,662. The 13 partners for BTB are engaged and participate in a variety of ways, including speakers and adult education classes. SHIP reported that parents volunteered and 246 families attended 60 family events. Of the 44 objectives for the 4 cohorts, 31 were met, 3 were not met but progress was made toward the objective, 2 were not met and no progress was made toward the objective and 8 were rated unable to measure. A complete discussion of methodology and ratings justification was included in



the local evaluation. In addition, there were appropriate recommendations for each objective for future years. SHIP has an extensive formal sustainability plan that includes continuing the program when 21<sup>st</sup> CCLC grant funds are expended.



“Our parents have consistently asked for registrations for next year so they can make sure they get a spot. They comment on how much they need and enjoy our program and don’t want to be on the wait list!” (21<sup>st</sup> CCLC Staff Member)



I learned lots of new words at the reading camp and can now read chapter books because of the book camp “I am so thankful for a program that employs such positive role models and caretakers for our kids.” (21<sup>st</sup> CCLC Parent)



I also learned how to pick a team without making others feel badly. (Oelwein CSD Student)

## Storm Lake CSD

### ETA and TLC Notable Facts:

- ★ The overall Storm Lake CSD objective is to support student learning success in literacy and mathematics.
- ★ 61.5% of Storm Lake CSD participants were regular attendees.
- ★ 80% of attendees were identified as FRPL.
- ★ 82.7% of regular attendees attained proficiency in reading and 52.5% of regular attendees attained proficiency in mathematics.
- ★ The 21st CCLC program held family events with an average of 250 parents attending each activity.

The Storm Lake CSD 21<sup>st</sup> CCLC Program had two centers. The Cohort 7 Center, called the Elementary Tornado Academy (ETA), was located at Storm Lake Elementary School and the Cohort 9 Center, called the Tornado Learning Club (TLC) was located at Storm Lake Middle School. A total of 590 students were served by the program and 80% of these students were identified as FRPL. Sixteen partners supported the 21<sup>st</sup> CCLC Program and provided funding, programming and activity-related services as well as evaluation services.



Storm Lake CSD 21<sup>st</sup> CCLC Program Summary Chart

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Storm Lake CSD	7		Storm Lake Elementary School	391	240
Storm Lake CSD	9		Storm Lake Middle School	199	123
<b>Totals</b>		<b>16</b>		<b>590</b>	<b>363</b>

*Regular attendees attended 21<sup>st</sup> CCLC programs for at least 30 days.*

### Objectives.

Storm Lake CSD had seven objectives for Cohort 7 and three different objectives for Cohort 9. The tables below list each objective, how each objective was rated, and an explanation on how the objectives were measured and rated.

### Storm Lake CSD 21<sup>st</sup> CCLC Program Objective Summary Chart

#### Cohort 7 Table (Elementary Tornado Academy (ETA) at Storm Lake Elementary School)

Objective	Objective Rating	Methodology/Justification for Rating
<b>Objective 1. The percent of ETA regular attendees proficient in reading and math will increase at a greater rate than for students who do not attend, or not regularly</b>	Met the stated objective	ETA regular attendees' FAST results (Reading) exceeded non-attendees; BVSD results were similar, but only slightly better
<b>Objective 2. For regular attendees, achievement gaps for ELL and low SES students will reduce greater than students who do not attend or not regularly</b>	Met the stated objective	Both ELL and low SES regular attendees made greater gains than their peers who do not attend ETA
<b>Objective 3. 75% of ETA regular attendees will increase their Iowa Assessment scores by 5% from the previous year</b>	Met the stated objective	76% increased Math scores by 5% and 80% increased Reading scores by 5% from the previous year
<b>Objective 4. Anti-social behaviors for ETA regular attendees will decrease annually by 5%</b>	Met the stated objective	There was a 9% decrease in recorded discipline referrals
<b>Objective 5. Average daily afternoon attendance at ETA will increase from 80 to 150 by May 2016</b>	Met the stated objective	Average daily attendance for 2015-2016 was 185 students
<b>Objective 6. The number of families attending Family Nights and reporting a positive experience or new skill learned will increase by 20 each year</b>	Met the stated objective	Attendance is has remained constant between 250-300 at our events with a positive experience reported by 100% of attendees
<b>Objective 7. The number of ETA parents participating in ELL, GED or ABE classes will increase by 5 each year.</b>	Met the stated objective	Attendance was recorded at weekly ELL classes held at Storm Lake Elementary School.

### Storm Lake CSD 21<sup>st</sup> CCLC Program Objective Summary Chart

#### Cohort 9 Table (Tornado Learning Club (TLC) at Storm Lake Middle School)

a	Objective Rating	Methodology/Justification for Rating
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<b>Objective 1. Provide activities to help students meet and/or exceed proficiency goals in reading and math, and additional supports for ELL and low-SES students to close the achievement gaps</b>	Did not meet but progress was made toward the stated objective	Activities and supports were provided, not all proficiency goals were met.
<b>Objective 2. Provide a safe and constructive use of leisure time to help students acquire new skills, hobbies and interests that improved academic performance and peer relations, and give participants greater aspirations for their future.</b>	Met the stated objective	Activities were provided, office referrals were tracked.
<b>Objective 3. 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.</b>	Met the stated objective	Activities were provided, parent participation was tracked.

For Cohort 7, Storm Lake CSD reported that all seven objectives were met and for Cohort 9, two objectives were met and one was not met but progress was made toward it.

*Cohort 7 - Objective 1. The percent of ETA regular attendees proficient in reading and math will increase at a greater rate than for students who do not attend, or not regularly.* For reading, 82.7% of 21<sup>st</sup> CCLC regular attendees attained proficiency compared to 62.0% of non-attendees achieving proficiency in reading. For mathematics, 52.5% of 21<sup>st</sup> CCLC regular attendees attained proficiency compared to 49.7% of non-attendees achieving proficiency in mathematics.

*Cohort 7 - Objective 2. For regular attendees, achievement gaps for ELL and low SES students will reduce greater than students who do not attend or not regularly.* Iowa assessment data was disaggregated and showed that the percentage proficiency of ELL and low SES students for both mathematics and reading decreased more for 21<sup>st</sup> CCLC regular attendees than non-attendees.

*Cohort 7 - Objective 3. 75% of ETA regular attendees will increase their Iowa Assessment scores by 5% from the previous year.* For mathematics, 76% of 21<sup>st</sup> CCLC regular attendees increased their scores in mathematics and 80% of regular attendees increased their scores in reading.

*Cohort 7 - Objective 4. Anti-social behaviors for ETA regular attendees will decrease annually by 5%.* Regular attendees in the 21<sup>st</sup> CCLC program had 9% fewer referrals for 2015-2016 than in 2014-2015.

*Cohort 7 - Objective 5. Average daily afternoon attendance at ETA will increase from 80 to 150 by May 2016.* Average daily attendance for the 2015-2016 school year was 185 attendees.

*Cohort 7 - Objective 6. The number of families attending Family Nights and reporting a positive experience or new skill learned will increase by 20 each year.* Informal surveys were taken with parents at two family night events. Of parents informally surveyed, 100% reported that they had a positive experience and/or learned a new skill.

Cohort 7 - *Objective 7. The number of ETA parents participating in ELL, GED or ABE classes will increase by 5 each year. According to attendance records, six new parents came to classes.*

Cohort 9 - *Objective 1. Provide activities to help students meet and/or exceed proficiency goals in reading and math, and additional supports for ELL and low-SES students to close the achievement gaps. The local evaluation reported that support activities were increased for students, but student gains did not reach benchmark proficiency levels.*

Cohort 9 - *Objective 2. Provide a safe and constructive use of leisure time to help students acquire new skills, hobbies and interests that improved academic performance and peer relations, and give participants greater aspirations for their future. Academic and social standards were reinforced, including ant-bullying efforts and club opportunities. Office referrals decreased from the previous year and 21<sup>st</sup> CCLC attendees took more leadership roles.*

Cohort 9 - *Objective 3. 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. Over 200 people attended family night and parents received information about community resources (financial, medical and educational opportunities). Information was also available at the center.*

### Partnerships.

Storm Lake CSD had 16 partners for its 2015-2016 21st CCLC Program. Fifteen partners were unpaid. Services provided included fund raising, programming and activity related services and evaluation services. Examples of partners and the services they provided can be seen below.



- *Buena Vista University – BVU provides leadership for both evaluation teams, and various activities throughout the year at both ETA and TLC. Student clubs are the leaders in helping with after school activities.*
- *CommUNITY Education provides volunteer support and recreation activities for both programs.*
- *Buena Vista Regional Medical Center provides family activities and community information for Family Nights.*
- *ISU Extension and Girls Scouts have both provided 6-week STEM sessions for 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> grade students at ETA*
- *Storm Lake Public Library, SLMS Mentor Program, Compass Pointe (behavioral health services), Storm Lake Pilot Tribune & Storm Lake Times (local newspapers), American Heart Association, CAASA, BV Paramedics, Army ROTC, and Storm Lake Animal Hospital all provide one-time or multiple sessions for middle school students at TLC.*

### Parent Involvement.

More than 250 people attended family nights and 100% of parents informally surveyed had a positive experience and learned something new. Middle school parents assisted with activities after school. Elementary parents attended weekly ELL classes held during the 2<sup>nd</sup> and 3<sup>rd</sup> quarters of the school year.

### **Sustainability.**

Storm Lake CSD has a comprehensive evaluation plan. Storm Lake CSD identified five factors for sustainability that include: partnerships; possible tax increases; funding sources such as Title 1, Title IV, Migrant and migrant funds; grants, including those from private, corporate, federal and state sources; and fees.

### **Storm Lake CSD Summary.**

Storm Lake CSD reported success for its 21<sup>st</sup> CCLC Program. The program served 590 students with a regular attendance of 363. The 16 partners were engaged and participated in a variety of ways, including fund raising, programming and activity related services and evaluation services. Storm Lake CSD reported that parents volunteered and both programs had great participation for Family Nights, each with more than 250 in attendance at events. Of the ten objectives for the Storm Lake CSD 21<sup>st</sup> CCLC Program, nine were met and one was not met but progress was made toward the stated objective and a complete discussion of methodology and ratings justification was included in the local evaluation. In addition, there were recommendations for objectives for future years although specific objectives were not mentioned in the recommendations. Storm Lake CSD has a formal sustainability plan that includes continuing the program when 21<sup>st</sup> CCLC grant funds are expended.

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