



Iowa 21st Century Community Learning Centers
State Evaluation of Afterschool Programs
2017



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Executive Summary

The 21st Century Community Learning Centers programs in Iowa are changing the lives of at-risk children by improving attendance and behavior, and providing academic improvement through enrichment based learning and field trips.

This program has contributed to academic gains in reading and math through a whole child focus on supporting the developmental needs of children. The US Department of Education Annual Performance Report (APR) data shows that in Iowa on average, 66% of students improved in reading and 75% improved in Math (USDOE Overview of the 21st CCLC Annual Performance Data, 2017).

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

Effective afterschool and summer school programs bring a wide range of benefits to youth, families and communities. These programs can boost academic performance, reduce risky behaviors, promote physical health, and provide a safe, structured environment for the children of working parents to thrive.

In 2011, Iowa served 6,203 students at 51 sites, and now serves 11,873 in 105 sites with federal funds. However, by increasing our community partnerships from 24 (in 2011) to 721 (today) we are able to serve a grand total of 15,551 children across the state.

Not only do community partnerships allow us to serve more students, but they also provide a wealth of knowledge to improve the quality of the programs through volunteers, curriculum in a wide variety of topics that interest children and through field trips.

Every year we are increasing our community partnerships because the 21st Century Community Learning Centers program in Iowa makes a big difference for kids and have the data that articulates the many ways this program contributes not only to improve academic understanding, but to help young people develop a love of learning and positive behavior which translates into successful life outcomes for thousands of at-risk youth.

One of our strongest partners is the Iowa Afterschool Alliance. Our collaboration for children allows us to provide a statewide conference and two regional workshops every year as well as monthly webinars and five work committees to sustain a professional learning community (PLC) for afterschool programs and offer high quality professional development for staff.

Children are the future and when we commit time, effort and funding for programs that nurture proper development and learning, we will reap long term societal benefits for the family, local communities, states and the nation.

The 21st Century Community Learning Centers website:

<http://www.ed.gov/programs/21stcclc/index.html>

The Importance of Afterschool Programs for Children

The Iowa Model for a quality afterschool program addresses the needs of the whole child and the research-based relationships that can provide tremendous benefits for school age children. The goals of this program are:

1. Improve student learning performance in reading and math
2. Improve attendance and behavior
3. Improve student social and life skills with enrichment activities; and
4. Increase family and community engagement in supporting students' education.

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

Attendance

Attendance is critical to the long-term success of a child in school. When we start an afterschool program, the building principal always reports an increase in attendance for those children who attend the program. And simply by attending school on a regular basis, they receive more instruction and support during the day in addition to support provided in the 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, increasing from 42% in 2010 to 68% in 2017.

Parents report that the afterschool program provides an incentive for their children to attend school more often. Children say they like the variety of enrichment activities, community partner activities, field trips, snacks and making new friends as they attend programs.

A 2009 study of 322 7th and 8th grade students at Boys & Girls Club for 30 months found that those attending afterschool programs skipped school fewer times, increased school effort and gained academic confidence.

(Arbreton, Amy et al, Making Every Day Count: Boys & Girls Clubs' Role in Promoting Positive Outcomes for Teens, May 2009) <http://www.attendanceworks.org/research/>

Reading

Why kids may have trouble reading and not respond to traditional programs. Did you know that..

- 11.3% of children who passed a vision screening at school or the pediatrician's office were found to have a vision problem in need of correction
- 20% of U.S. children are two or more grade levels behind in reading due to difficulty in eye control and visual coordination
- 1 in 4 of school-age children have an undiagnosed vision problem that interferes with learning
- The rate may be as high as 60% for children with learning problems

The Lions Club provides free exams and eyeglasses to children in need. They are great partners for 21st CCLC programs in Iowa. <http://www.lionsclubs.org/.../how-we-s.../health/sight/index.php>

This is a whole child approach to learning that considers multiple factors in helping the child with reading.

Programs use a variety of reading strategies to help children in Iowa. From one on one tutoring to online support programs to a half-pint poetry program where elementary kids meet secondary English standards while building vocabulary and speaking skills. However, it is because of collaborate with schools, teachers, parents and the community that we have been successful in helping children.



Math

After meeting the Principal from Brooklyn Castle (<http://brooklyncastle.com/>) Iowa began to introduce Chess clubs as a math remediation strategy. There is growing research that provides evidence of chess helping children with math. While it is not the traditional worksheet approach, Chess provides intensive problem-solving, probability and computational thinking through game-based learning. Playing Chess provides practice with several Math standards and teaches children to think things through before they act. Children enjoy playing Chess and it provides a fun way to practice “what if” analysis, which is a key skill for computational thinking in Computer Science.

ALG.1: Understand patterns, relations, and functions

ALG.2: Represent and analyze mathematical situations and structures using algebraic symbols

GEO.1: Analyze characteristics and properties of two and three dimensional geometric shapes and develop mathematical arguments about geometric relationships

GEO.2: Specify locations and describe spatial relationships using coordinate geometry and other representational systems

Berkman [32] explicitly discusses the link between chess and mathematics and argues that chess promotes higher-order thinking skills, and that the analysis of chess positions has much in common with problem solving in mathematics.

It works with concepts as correlation, it uses the coordinate system, geometric concepts such as rows and columns (called ranks and files in chess), diagonals and orthogonals, and it requires continuous calculation. It also develops visual memory, attention span (concentration), spatial reasoning skills, capacity to predict and anticipate consequences, critical thinking, self-confidence, self-respect, and problem solving skills (see also [33–34]).

A recent meta-analysis conducted by Sala and Gobet [27] suggests that skills acquired through chess instructions do indeed transfer to academic domains. The authors reviewed 24 studies with 2788 young people in chess conditions and 2433 controls

<http://journals.plos.org/plosone/article...>

To illustrate the way that afterschool programs can provide a positive influence on children and reconnect them to learning at school, consider the following pictures.



Figure 1 Playing Chess at the Iowa State Capital

Imagine at-risk students with chronic attendance and behavior issues being asked to sit quietly for 2 hours and engage in problem-solving and computational thinking. Afterschool programs transform behavior and attendance issues through activities that engage learning. In Des Moines, students from every elementary school with a 21st Century program participated in a 2 hour Chess Tournament.



Behavior

When a 21st Century Community Learning Center afterschool program starts in a school, one of the results is fewer referrals to the office for behavior. It is not uncommon to see a 50% decrease in the first year according to Principal interviews during site visits. A strong, well-organized program can continue this trend into the second and third year of the grant.

This happens because the afterschool program becomes THE REASON for the at-risk child to attend school on a regular basis. Our programs make the learning fun and engaging for youth and the result in a very high level of participation.

This can have long term effects on a child's educational outcomes like re-engaging in the school day classes and preventing the emotional despair that leads to dropping out of school. However, there is one overlooked benefit of afterschool programs is a reduction in youth violence that we must also consider to fully gauge the impact of afterschool programs in the community.

Causal Relationship between afterschool programs and reducing youth violence.

Without exception, in every school that I visit and talk with the Principal, they report that when an afterschool program starts in their building that attendance goes up and referrals to the office for misbehavior go down dramatically. These are the building blocks of good citizenship or the indicators of which children will later drop out of school depending on the path they take.

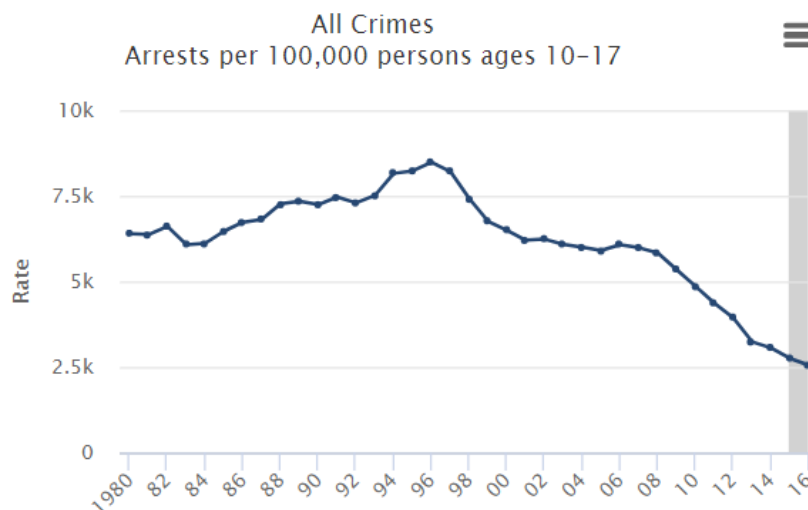
In Council Bluffs, the city with the highest per capita crime in Iowa, the Police Department reported a significant reduction in youth arrests since a 21st Century Afterschool Program started in two middle schools three years ago. Police Officer David Burns tracked actual Juvenile arrests starting in 2014. He tracked it by after school hours and saw a 20% decline in juvenile arrests during that time frame.

In every community meeting when law enforcement officers talk about the impact of afterschool programs they remark that these programs reduce youth crime and violence.

Afterschool programs can prevent youth crime and violence.

Juvenile Arrest Rate Trends

The juvenile arrest rate for all offenses reached its highest level in the last two decades in 1996, and then declined 70% by 2016.



https://www.ojdp.gov/ojstatbb/crime/JAR_Display.asp?ID=qa05200

Longitudinal data from the US Justice Department shows that when afterschool programs were given \$1 billion dollars and charged with academic improvement goals, youth crime went down 30% nationally and stayed down for the past 17 years. The further decline could be an economic multiplier effect of afterschool programs and the engagement of youth.

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

http://www.justicepolicy.org/uploads/justicepolicy/documents/sticker_shock_final_v2.pdf

In Iowa, we can run a full year afterschool and summer school program for 100 children for the same amount.

We spend \$28 billion to keep kids locked up each year, but only \$1 billion to prevent youth crime with afterschool and summer school programs. Which is the most effective use of taxpayer dollars?

The One billion dollars invested in afterschool programs for 1.5 million youth appears to have an economic multiplier effect, since positive activities kids learn in afterschool tend to be repeated with their friends on weekends and outside of the program and youth crime continues to decline nationally. What would happen if our investment in afterschool increased to \$2 billion dollars? How many instances of school violence could this prevent?

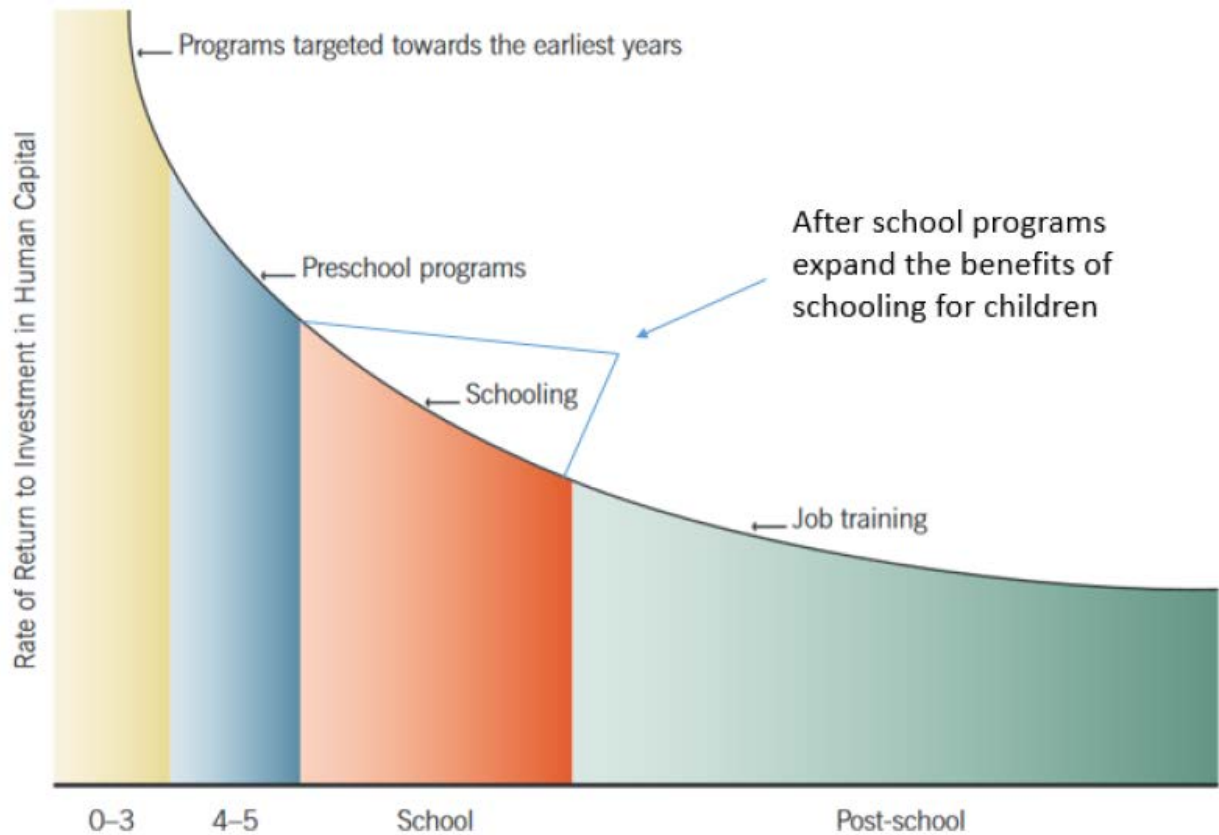
The budget for keeping kids under 18 incarcerated has more than doubled in the past few years, and currently costs about \$28 billion dollars a year (up a few billion from last year). In contrast, the 21st Century Community Learning Centers Program, with a budget of \$1.2 billion has been targeted for elimination despite the wealth of data, facts and research that show preventive programs are more effective than programs which attempt to intervene in later years.

Investing in Children

Dropout Prevention – 21st 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 are twice as likely to be unemployed as those who finished high school
- Because of the lower earnings, dropouts pay less taxes. A shortfall of \$2.8 million in 2016.
- **Dropout prevention programs return 32% more than they cost.**

Dr. James Heckman, an economics professor at the University of Chicago and winner of a Nobel Prize in Economics has written extensively on the need to increase funding to programs that support children as the most cost effective for society. In fact, Professor Heckman has data to show that for every dollar invested in a program for child development, the return on investment is \$13. What is the return on investment for programs that incarcerate kids?



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

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

source: <http://heckmanequation.org/content/resource/case-investing-disadvantaged-young-children>

Drug Abuse Prevention

In the recent budget, one billion dollars has been allocated to prevention of opioid use. However, the after school programs already serve 1.5 million children across the country and have been recognized for preventative education programs that focus on a wide range of potential risks for children like tobacco and alcohol and illegal drugs, rather than only one part of the problem.

Research from the Rand Corporation shows that an afterschool program can prevent alcohol abuse in teens. <https://www.rand.org/news/press/2012/02/08.html>

Iceland uses afterschool programs to prevent alcohol, drug and tobacco use by teens.

Today, Iceland tops the European table for the cleanest-living teens. The percentage of 15- and 16-year-olds who had been drunk in the previous month plummeted from 42 percent in 1998 to 5 percent in 2016. The percentage who have ever used cannabis is down from 17 percent to 7 percent. Those smoking cigarettes every day fell from 23 percent to just 3 percent.

Between 1997 and 2012, the percentage of kids aged 15 and 16 who reported often or almost always spending time with their parents on weekdays doubled—from 23 percent to 46 percent—and the percentage who participated in organized sports at least four times a week increased from 24 percent to 42 percent. Meanwhile, cigarette smoking, drinking and cannabis use in this age group plummeted.

State funding was increased for organized sport, music, art, dance and other clubs, to give kids alternative ways to feel part of a group, and to feel good, rather than through using alcohol and drugs, and kids from low-income families received help to take part. In Reykjavik, for instance, where more than a third of the country's population lives, a Leisure Card gives families 35,000 krona (£250) per year per child to pay for recreational activities.

<https://www.theatlantic.com/health/archive/2017/01/teens-drugs-iceland/513668/>

The Iowa model for afterschool provides a wide range of social programs to insure the needs of the whole child are being met through positive programs that prevent abuse and promote academics and enrichment activities.

Serving children with disabilities

The Iowa Model for afterschool does not turn away a child because of a disability. We provide guidance on including all children and through home, district and program collaboration we can be successful.

<https://www.educateiowa.gov/pk-12/special-education/special-education-state-guidance>

Federal Guidance from the US Department of Education - You4Youth website

<https://y4y.ed.gov/webinars/inclusion-in-21st-cclc-environments-webinar-series>

Eleven implementation guides focus on helping programs build capacity to meet the needs of all students, including students with disabilities. Experts, advocates and 21st CCLC practitioners and program leaders contributed their knowledge and experience to support your efforts to create and sustain high-quality, inclusive programs.

<https://www.educateiowa.gov/pk-12/title-programs/title-iv-part-b-21st-century-community-learning-centers>

Nutrition and Learning

Iowa is a food producing state, yet to discover that 1 in 5 children are food insufficient is a reason to collaborate for the kids. There is a growing body of research on nutrition and brain development which provides evidence of the importance of providing developing children with proper food and nutrition. Consider this. What if we could reduce the achievement gap simply by providing breakfast, lunch and dinner in school?



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

<http://star1025.com/com bathunger/hunger-in-iowa-the-facts/>

About half of the 21st Century Afterschool programs provide a full meal every day. And if you include support like the Food Bank of Iowa Backpack program, the percentage rises to 70%.

The Centers for Disease Control (CDC) says: “Student participation in the United States Department of Agriculture (USDA) School Breakfast Program (SBP) is associated with increased academic grades and standardized test scores, reduced absenteeism, and improved cognitive performance (e.g., memory).”

https://www.cdc.gov/healthyyouth/health_and_academics/pdf/health-academic-achievement.pdf

Recent studies have demonstrated that nutrition affects students’ thinking skills, behavior, and health, all factors that impact academic performance.

<https://www.wilder.org/Wilder->

[Research/Publications/Studies/Fueling%20Academic%20Performance%20-%20Strategies%20to%20Foster%20Healthy%20Eating%20Among%20Students/Nutrition%20and%20Students%27%20Academic%20Performance.pdf](https://www.wilder.org/Wilder-Research/Publications/Studies/Fueling%20Academic%20Performance%20-%20Strategies%20to%20Foster%20Healthy%20Eating%20Among%20Students/Nutrition%20and%20Students%27%20Academic%20Performance.pdf)

More than 90% of children aged 4 to 18 don’t meet recommendations for vegetable intake, and more than 75% don’t meet guidelines for fruit intake. Moreover, more than 90% of children consume more than the recommended amounts of solid fats and added sugars.

Better Academic Performance — Is Nutrition the Missing Link?

<http://www.todaysdietitian.com/newarchives/100614p64.shtml>

Rita Rausch of St. John’s University writes: *“a decreased amount of zinc in the diet affects memory by slowing down the brain’s ability to recall information. A connection was also made between short attention spans and low iron levels in children, which also affect recall capabilities [3]. Erickson [4] reduces her research to reflect the five main components found in foods to maintain cognitive capabilities. Protein found in meat, fish, milk and cheese, among others, are used to create neurotransmitters, explained above as chemical messengers to the brain. A lack of this substance, known as protein energy malnutrition, led to poor student performance, and was also a cause of lethargy, and children becoming passive and withdrawn.”*



<https://www.omicsonline.org/nutrition-and-academic-performance-in-school-age-children-the-relation-to-obesity-and-food-insufficiency-2155-9600.1000190.php?aid=11123>

Youth Engagement

One area we have made substantial improvement in is with encouraging youth to become active participants in their own learning. Programs are encouraged to develop youth leadership teams at every location and to engage students with decision making. Programs with strong student leadership groups have higher rates of attendance and engagement.

Iowa afterschool programs are engaged in innovative learning that encourages kids to pursue their passions. We offer everything in STEM from Chess to Computer Science, robotics and web design. Partnering with Google and the National Security Administration to offer programs that teach kids about coding and cyber-security.

We encourage development in Language Arts with Half Pints Poetry, where kids build vocabulary skills while expressing their emotions through poetry and meeting secondary standards at elementary school.

We offer guitar clubs, Pokémon card clubs, craft clubs and cooking clubs and soccer clubs to get kids excited about learning in the afterschool programs.



The Iowa Afterschool Alliance

Best Practice Site Visits are made by the Iowa Afterschool Alliance (IAA) under contract with the Iowa Department of Education and entail 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/channel/UC_PGxjbtDdiV4Z3E6GRN1zA
- 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 21st 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. Two of the sites visited were from cohort 12. Cohort 12 grantees were not included in the main part of the 2016-2017 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 2016-2017.

Site	Cohort	Center Location	Date of Visit
St. Mark Enrichment	Cohort 11	Lincoln Elementary School	November 1, 2017
Central Decatur CSD	Cohort 12	Lamoni Elementary School	December 6, 2017
Central Decatur CSD	Cohort 12	Mormon Trail Elementary School	December 6, 2017
Iowa City CSD	Cohort 12	Hill Elementary School	November 14, 2017

The site visits reports included a grantee profile, a list of partners for the 21st CCLC program, a site visit summary, a list of observed best practices, a professional development discussion 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.

As part of the site visits, the Iowa Afterschool Alliance was directed to determine the status of professional development plans and how they aligned with the Iowa DOE template (<https://www.educateiowa.gov/documents/title-programs/2016/09/professional-development-template>). In addition, any Professional Development (PD) needs were listed in the site visit reports.

- St. Mark Enrichment has a comprehensive plan and no needs at this time.
- Central Decatur (Lamoni Elementary School) *“was very interested in coordinating a county-wide professional development opportunity on STEM for staff at any of the 21CCLC sites. The program will suggest the idea at the next meeting with all four sites and will follow up with the Iowa Afterschool Alliance to coordinate said opportunity.”*
- Central Decatur (Mormon Trail Elementary School) *“does not have a PD plan developed and is looking to the Iowa Afterschool Alliance for some assistance in writing one. Elizabeth (site coordinator) is also interested in having the IAA facilitate a PD training for her and her staff.”*
- Iowa City CSD has a PD plan in place and is making changes to better align with the Iowa DOE template. Needs included good PD for staff that better aligns to afterschool.

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

Iowa 21st CCLC Site Visits – Identified Best Practices

Grantee Organization	Best Practice	Key Points & Comments
St. Mark Enrichment	Social and Emotional Learning	Their commitment to Conscious Discipline has brought a lot of value to the program – from decreasing the number of removals from the program to better behavior at program – they have gotten a lot out of institutionalizing CD across all their sites. The students are bringing up the techniques at home and parents are asking about the CD activities. St. Mark is planning a CD parent night to further support parents to bring the techniques home.
	Use of volunteers	St. Mark has 65 volunteers from the community that do not factor into their ratios, but bring additional people into the program to provide meaningful engagement.
	Connections to other initiatives in community	St. Mark is a strong partner in the Campaign for Grade Level Reading initiatives in both Dubuque and Dyersville. This is an important connection to make to reinforce reading skills of youth in grades kindergarten through third grade. The Associate Director also mentioned that she serves on the PBIS advisory committee for a building in the Dubuque district. It’s important that programs have connections like these because afterschool and summer are prime environments to reinforce what is being taught or utilized during the school day.

Grantee Organization	Best Practice	Key Points & Comments
Central Decatur CSD – Lamoni Elementary School	Club Model	Program staff are very happy with the basic structure of the program, and feel like the schedule runs smoothly. They are interested in expanding club options for students and would like to hear about programming offered by other sites.
	Community Partners	The Lamoni site has a lot of community support from partners. The public library comes to the program weekly for story time, Decatur County Conservation visits regularly to provide programming, and Graceland University recruits staff and provides activities.
	Literacy Night	Over 100 students and families attended the last literacy night hosted by the afterschool program.
Central Decatur CSD – Mormon Trail Elementary School	Increased math proficiency	The Mormon Trail site has intentionally incorporated math learning into some of their afterschool programming. All students in elementary school receive one-on-one tutoring and homework help, and the preschoolers review counting and numbers weekly. Program data shows that students in the afterschool program have increased their scores on math assessments.
	Flat Stanley activity	Students in the program have really enjoyed participating in a Flat Stanley activity this year. The goal is to collect Flat Stanleys from all 50 states and students work on the project once a week. Staff have incorporated geography, state capitals, state shapes, writing, and calculating miles traveled into the project to make it more enriching. So far, the group has received Flat Stanleys from 15 different states and several countries. The staff have received a lot of positive feedback from students and families about the project and are excited to keep expanding the work.
Iowa City CSD	Strong Site Coordinator	It is clear that strong leadership at the site level is key to maintaining a quality program. A strong site coordinator models effective leadership, knows the children or youth served, is allowed time to plan schedules and develops them weeks ahead of schedule, and pitches in when needed to help frontline staff.
	Understanding the community in which they operate	Hills is a different type of community than Iowa City. Neighborhood Centers of Johnson County understands this and operates the program with this understanding in mind. For instance, Hills is growing with more immigration and grandparents play a big role in families. NCJC operates the

Grantee Organization	Best Practice	Key Points & Comments
		program with this understanding, including hosting a Grandparents' Day, which is very popular.

The IAA provides a monthly newsletter to the Iowa afterschool community. Back issues may be accessed on the IAA website at 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 21st Century programs through additional grants and collaboration with the Governor's STEM Initiative (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 677 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 (2017)** Data is compiled using federal and state sources

49 Grants **TO** **21** Entities

105 Sites

721 Paid and Unpaid Partners

15,551 Students Served School Year and Summer

Funding **REQUESTED & AWARDED**

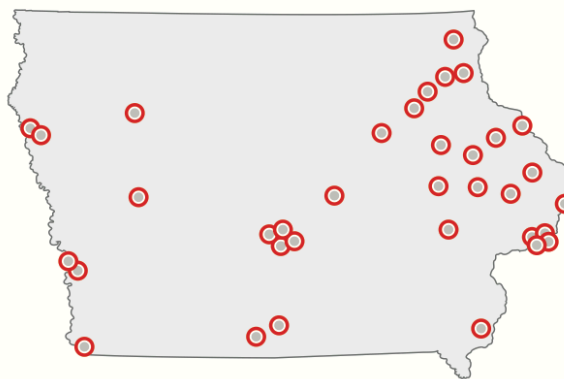
\$10.6 MILLION REQUESTED

\$6.8 MILLION AWARDED

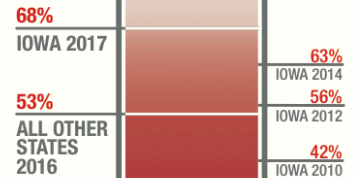
19 APPLICATIONS RECEIVED
Average Request = **\$589,000**
Request Range = **\$233,000 - \$900,000**

21CCLC **MAP**

2017 Program Locations



68% Regular Attendance**



Statewide Staff : Student Ratio*

1:14 [without volunteers]

41% are certified teachers

Average cost per student **\$591 annually*****

Of the **15,551 STUDENTS**

71%
average free or reduced price lunch rate
STATE = 41%

8%
are categorized Limited English Proficient
STATE = 6%

12%
are students with a disability
STATE = 12%

* Indicates number from the previous year of reporting.

** Based on attendance of 30 days or more over the school year.

*** The Wallace Foundation recommends \$1,200 per student. The Iowa 21CCLC average annual cost is only possible through community partnerships.

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.

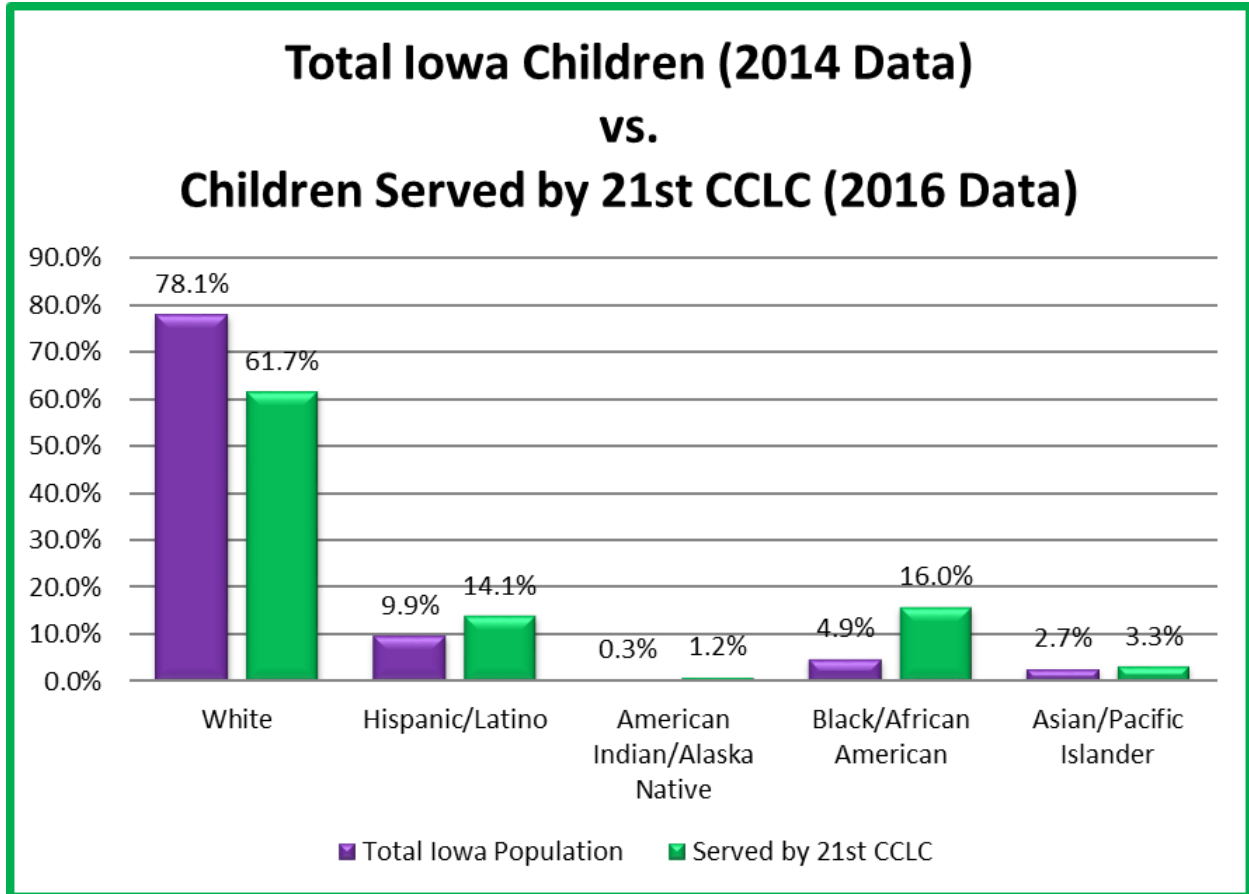
In 1964, President Lyndon Johnson declared a War on Poverty in his State of the Union Address. Fifty years later, how have American children fared? CDF's new report The State of America's Children 2014 finds child poverty has reached record levels and children of color are disproportionately poor. This 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 21st CCLC was not developed using data from the State of America's Children 2014 report, most children served by the Iowa 21st CCLC Programs are at risk. Thus, an examination of the 21st 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** (see each point for details).

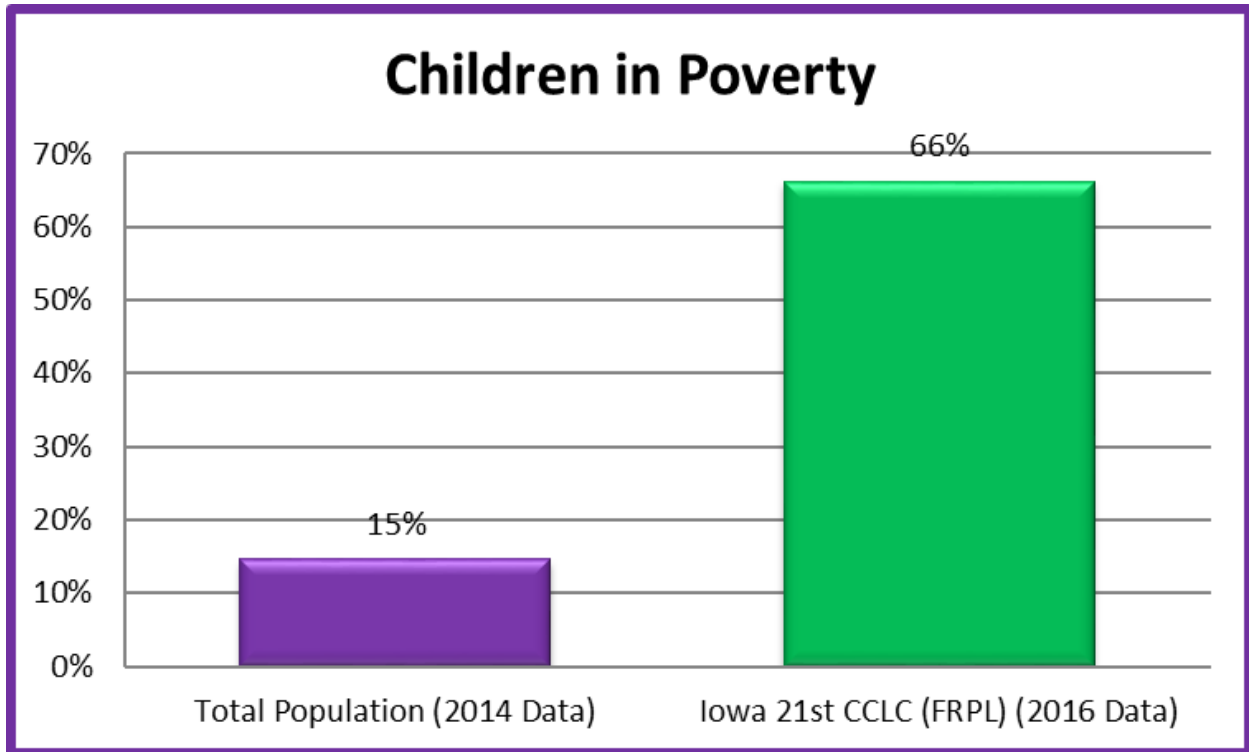
Point 1. Child Population. 732,747 children lived in Iowa in 2016; 21.6 percent were children of color, an increase from 20.6 percent children of color in 2014 (2014 data from Kids Count Data Center by the Annie E. Casey Foundation).

The Iowa 21st CCLC Program serves a higher percentage of children of color when compared to the total child population. Overall, 34.5 percent of children served by Iowa 21st CCLC for 2016-2017 were children of color.

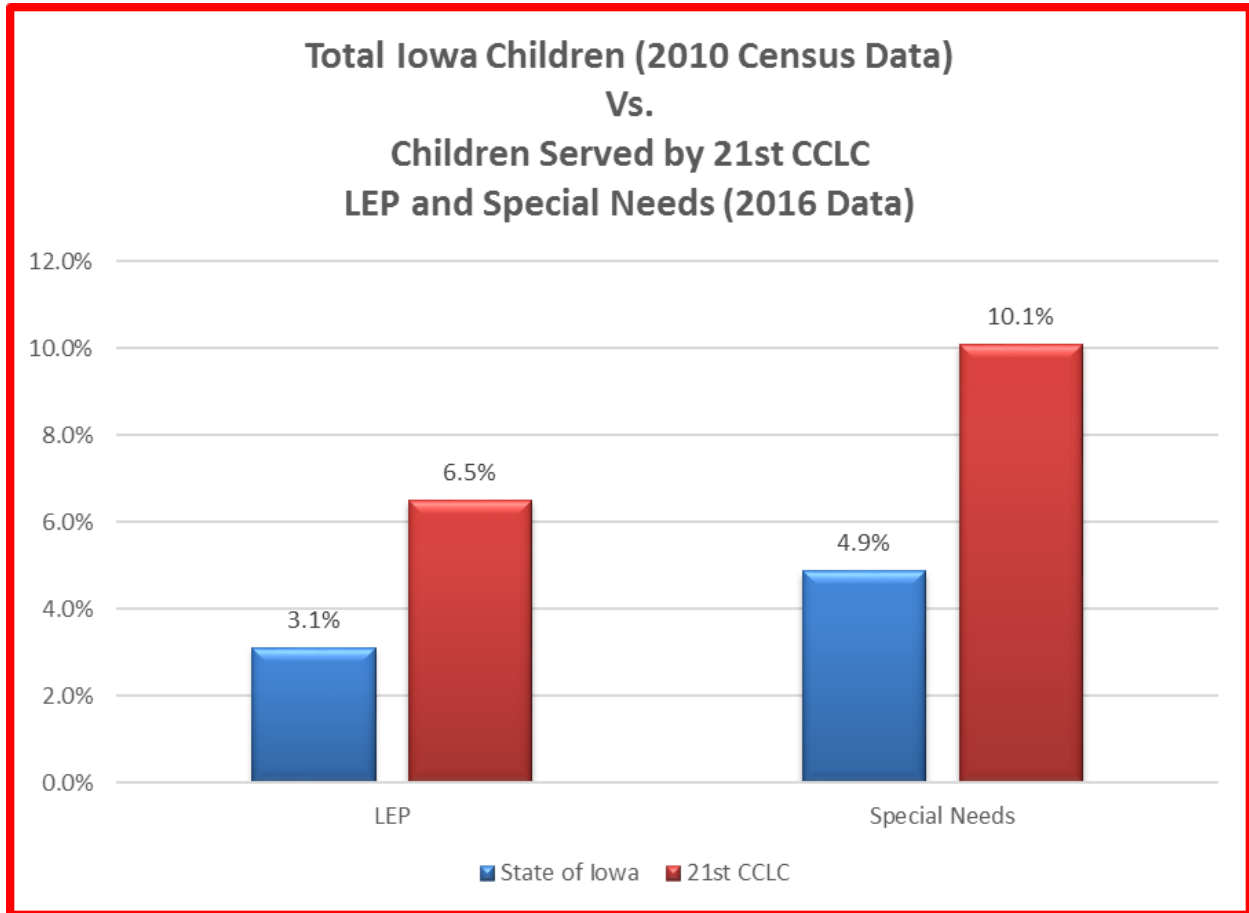


Point 2. Child Poverty. Approximately 15 percent of Iowa’s children were poor in 2016, a total of 106,981 children, which is a decrease from 110,381 children in 2014 (2014 data from Kids Count Data Center by the Annie E. Casey Foundation).

In the Iowa 21st CCLC Program, 66.2 percent of regular attendees served were poor as identified by being eligible for Free or Reduced-Price Lunch (FRPL).



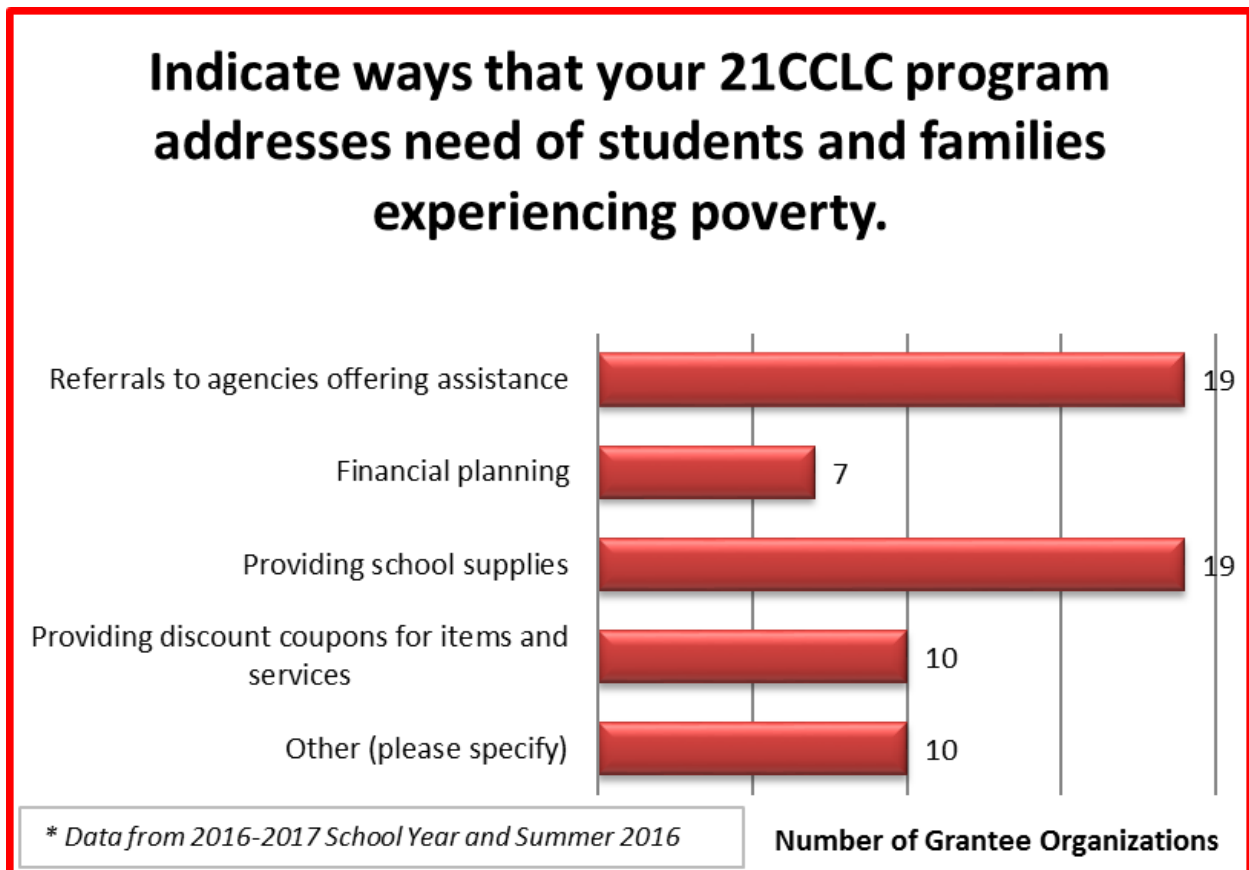
The Iowa 21st CCLC Program served over twice as many LEP and Special Needs Program when compared to state population data. In Iowa, 4.3% of children have disabilities (*Iowans with Disabilities, July, 2017*) while 10.1% of children served by Iowa 21st CCLC Programs are special needs children. For 2016, the Iowa DOE reported that 5.9% of Iowa’s students (K-12 enrollment) are identified as Limited English Proficiency (LEP) while 6.5% of children in Iowa 21st CCLC Programs are LEP.



Point 3. Child Hunger and Homelessness. Child poverty in Iowa leads to unacceptable child homelessness and hunger (statement from *The State of America's Children 2014* by Children's Defense Fund).

- * Every Iowa 21st CCLC Center provided snacks for students.
- * The percentage of grantees offering a full meal or expanded snack increased from 70% to over 89% from the previous year. This includes daily, weekly and occasional meals or expanded snack.
- * The percentage of grantees offering a full meal every day increased from 35% to 43% from the previous year.
- * All Iowa 21st CCLC Centers provide snacks and/or meals that meet or exceed Child and Adult Care Food Program (CACFP) guidelines.

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



Other Ways reported were:

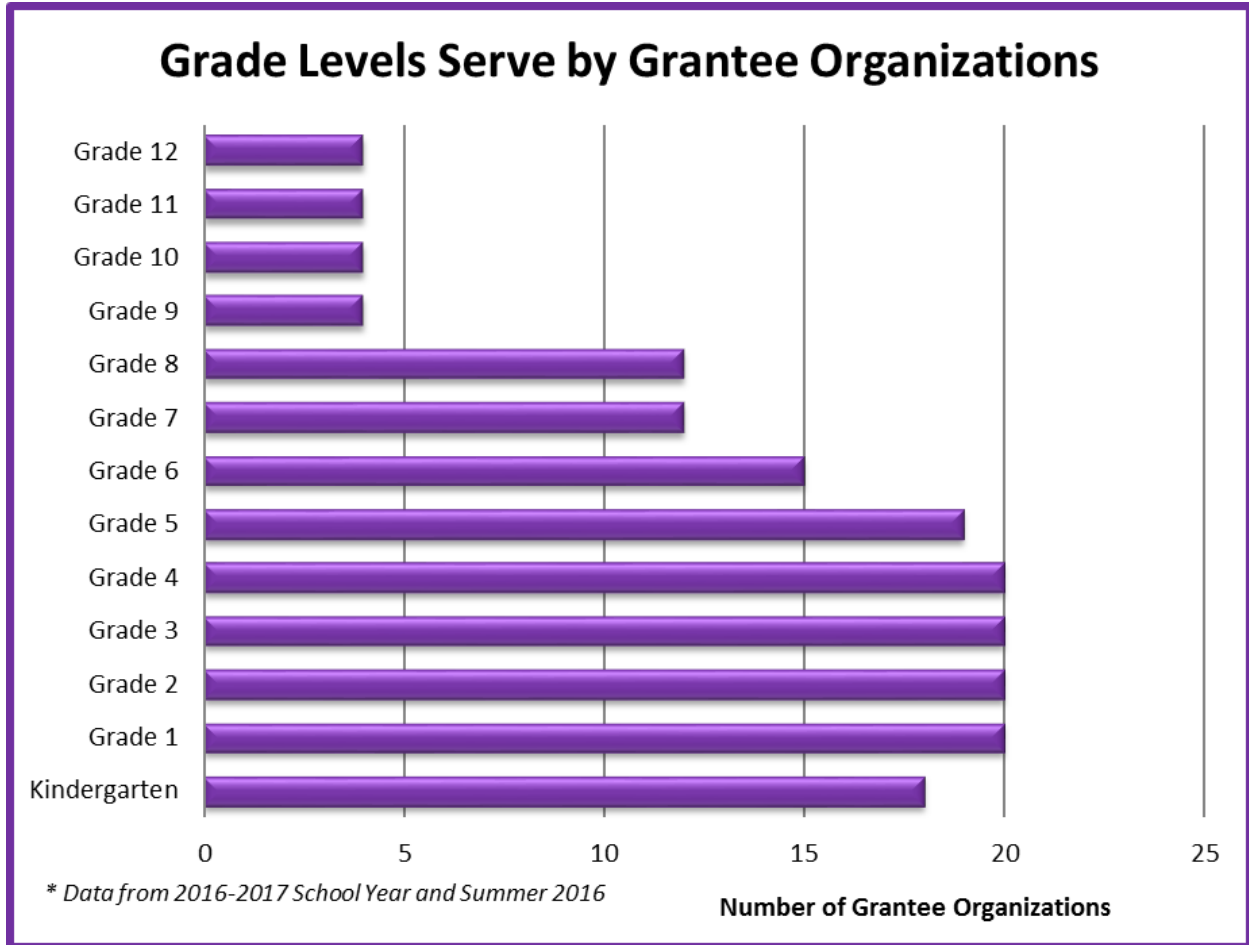
- After school care and meals.
- Counseling, partnering with church groups on clothing drives.
- Food pantries, clothing closets, laundry facilities, help with CCA funding for additional child care.
- Food Pantry.
- Our school has a liaison that helps with direct families and give guidance for resources and support.
- Providing engagement activities teaching skills to reinforce literacy and social emotional learning at home. Also, providing warm clothing to students during the Holidays.
- School based food pantry access, backpack meals.
- Shoes, swimming suits, weekend food bags for all students.
- we pay for students to attend YMCA events that occur when school is not in session.
- We sometimes have the opportunity to distribute items (ex. clothing, shoes, food, etc.) on site.

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 (*statement from The State of America’s Children 2014 by Children’s Defense Fund*).

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- * Iowa 21st CCLC Programs serve snacks and meals that meet nutritional requirements (all 21 programs provide meals and snacks that meet or exceed USDA guidelines).
 - * Iowa 21st CCLC Programs provide activities that promote healthy lifestyles (e.g. professional development on Physical Literacy and partnerships with YMCAs, Boys and Girls Clubs and city and county recreation departments to offer physical activities for students).
 - * Iowa 21st CCLC Programs provide education on general health knowledge for students (e.g. general hygiene and dental hygiene educational activities).
 - * Iowa 21st CCLC Programs have partners from the public health community, including medical institutions (e.g. free eye screening, free dental screenings, mental health professional on-site, and Women’s Health services).
 - * Iowa 21st CCLC Programs promote home safety through partnerships with fire and police/sheriffs’ departments.
 - * Iowa 21st CCLC Programs provide guidance to parents needing assistance (parenting classes, financial planning sessions, school provided parent liaison, counseling, English Language Learner (ELL) classes, and teaching skills to reinforce literacy and social emotional learning at home).

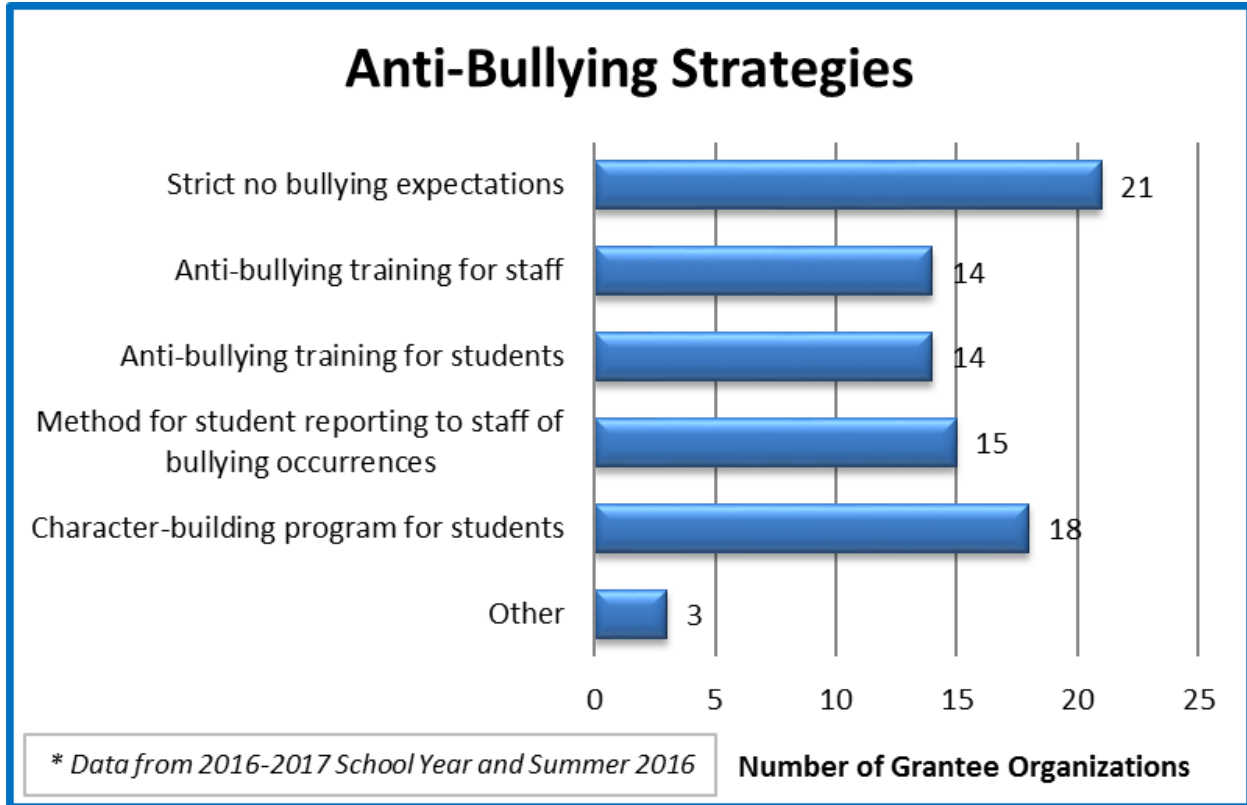
Point 5. Early Childhood and Education. Lack of early childhood investments deprives children of critical supports in the early years and reduces school readiness. Iowa’s schools fail to educate all children, closing off a crucial pathway out of poverty (*statement from The State of America’s Children 2014 by Children’s Defense Fund*).

Iowa 21st CCLC Programs served all grade levels, focused on students in poverty.



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 (*statement from The State of America's Children 2014 by Children's Defense Fund*).

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



Other strategies reported were:

- Promote school PBIS program, "The Wheeler Way".
- Bully investigators from unbiased roles within the school district.
- We utilize a positive peer program called Smart Moves to help with anti-bullying. We also have a partnership with the Cedar Rapids Police Department who will send an officer to the site occasionally to speak with the kids in both formal presentations and informal check ins.

Iowa 21st CCLC Programs provide leadership opportunities for students.



Other opportunities reported were:

- We are a "leader in me" school and learn about the 7 habits on a daily basis before and after school.
- Youth Advisory Council. Also, Character Education curriculum that incorporates lessons on leadership.
- Staff utilize the YPQA model for building student leadership. There are also enrichment activities that lend to this skill (Ex. Scouting, Culture Club, etc.)

Evaluation Methods

Educational Resource Management Solutions (ERMS)
Ron Cravey, Ed.D. and Ernest Sinclair, M.Ed.

According to the U.S. Department of Education (<http://www2.ed.gov/programs/21stcclc/index.html>), the purpose of 21st Century Community Learning Centers is to create programs for students during non-school hours that will help students with academic achievement in core subjects as well as provide enrichment activities and educational services to the families of participating children.

To evaluate the 21st CCLC Programs in Iowa, three main sources of data were used: Local Evaluations, Site Visit Reports and an end-of-year survey. Local Evaluations included federal APR data. In addition, the Iowa DOE provided information and data as requested. Information was provided by site visit reports from the Iowa Afterschool Alliance. Also, data clarification was requested through direct contact with local evaluators and center directors.

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 2016-2017, local 21st 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 and US Department of Education GPRA Measures.

- 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. GPRA Measures Data Table*
 - b. GPRA Measures Discussion*
 - c. Objective Summary Tables (all Cohorts)*
 - d. Objectives Discussion (including Statistical Analysis)*
 - e. Anecdotal Data*
- 6. Success stories**

- a. *Best Practices*
 - b. *Pictures*
 - c. *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-i/2017/09/iowa-21st-cclc-local-evaluation-form-2017>

A document of Instructions for completing the form is at <https://www.educateiowa.gov/documents/title-i/2017/09/iowa-21st-cclc-local-evaluation-form-instruction-final-9-7-17>

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 21 grantee organizations examined for this 2016-2017 state evaluation of the 21st CCLC programs in Iowa was tasked with performing an evaluation of their programs. All 21 grantee organizations in cohorts 8, 9, 10, and 11 supplied evaluations of their programs. Below is a table listing the grantee organizations and their 21st CCLC Program website. Websites are required to at least provide the results of their local evaluations but other content may be included.

Grantee Organization	Website
Allamakee CSD	https://sites.google.com/a/allamakee.k12.ia.us/communityconnections/home/evaluation
Andrew CSD	https://tinyurl.com/ybb2rvps
Audubon CSD	http://www.audubon.k12.ia.us/page/2919
Bettendorf CSD	http://mt.bettendorf.k12.ia.us/steamer-success-academy http://na.bettendorf.k12.ia.us/rock-it-academy
Boys & Girls Club of Cedar Valley	http://www.cedarvalleyclubs.com/program-info
Burlington CSD	http://www.bcsds.org/academics/21st-century-learning-centers
Cedar Rapids CSD	http://www.cr.k12.ia.us/schools/results/
Central Decatur CSD	http://www.centraldecatur.org/north-elementary/cardinal-muscle/

Grantee Organization	Website
	http://www.centraldecatur.org/south-elementary/cardinal-muscle/ http://www.mormontrailcsd.org/wp-content/uploads/2016/03/21st-Century-evaluation-10-28-15.pdf
Clinton CSD	http://www.clinton.k12.ia.us/pi_after_school.cfm/
Council Bluffs CSD	https://www.cb-schools.org/Page/1448
Davenport CSD	http://www.davenportschools.org/steppingstones/program-information/evaluation-reports/
Des Moines ISD	http://www.21cclcdm.com/data-and-evaluation.html
Hamburg CSD	https://nishbd.socs.net/vnews/display.v/ART/5a1c7fd95642c
Helping Services of Northeast Iowa	https://www.helpingservices.org/about/substance-abuse-prevention/tigerhawk-connections-learning-center/
Iowa City CSD	https://www.iowacityschools.org/Page/1203
Oakridge Neighborhood Services	http://oakridgeneighborhood.org/services/youth-programs/
Oelwein CSD	https://www.oelweinschools.com/Page/1496
St. Mark Youth Enrichment	http://stmarkyouthenrichment.org/program-outcomes/
Siouxland Human Investment Partnership	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
YouthPort	http://www.youthport.org/our-programs/locations-we-serve/

Site Visit Reports

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 the programs visited. In addition, monitoring and compliance visits were made by the Iowa Department of Education (IDOE). There are two site visits made by the IDOE. The first visit reviews statute compliance and includes a visit to one site in the cohort. The second visit at the end of 3 years is comprehensive and visits all sites in a cohort, meeting with principal, parents, staff and community partners before recommending additional funding.

End-of-year Survey

As a culminating evaluation instrument, a survey was sent to each grantee organization. The survey was completed by all 21 of the grantee organizations in Cohorts 8, 9 10 and 11. The end-of-year survey asked for information in eight main categories. The end-of-year survey results (including data not in the federal APR system) give a synopsis of the Iowa program.

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

Program Findings

Beginning in 2003, The Iowa Department of Education offered competitive federal grants for the 21st CCLC program. To provide information on how well the 21st CCLC programs are performing, data from two main sources was examined. Center evaluations provided the bulk of data. Local evaluations were prepared using a state mandated template that included demographic data, GPRA Measures data, center objectives data, partnerships information, parent involvement information, anecdotal information, sustainability plans, and recommendations for improvement of the local 21st 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 21st CCLC programs has increased. As seen in the table below, in 2016-2017, Iowa had 21 active grantee organizations involved in 21st CCLC activities with 15,551 students participating and 8,331 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 2015-2016, illustrating an increase in total attendance from 13,432 students in 2015-2016 to 15,551 students in 2015-2016. Regular attendees increased from 7,995 to 8,331 during the same time period. The 21st CCLC grants provided \$8,445,761 to grantees for 21st CCLC activities during 2016-2017. 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 21st Century Community Learning Centers Attendees (2015-2016 and 2016-2017) Includes Summer School

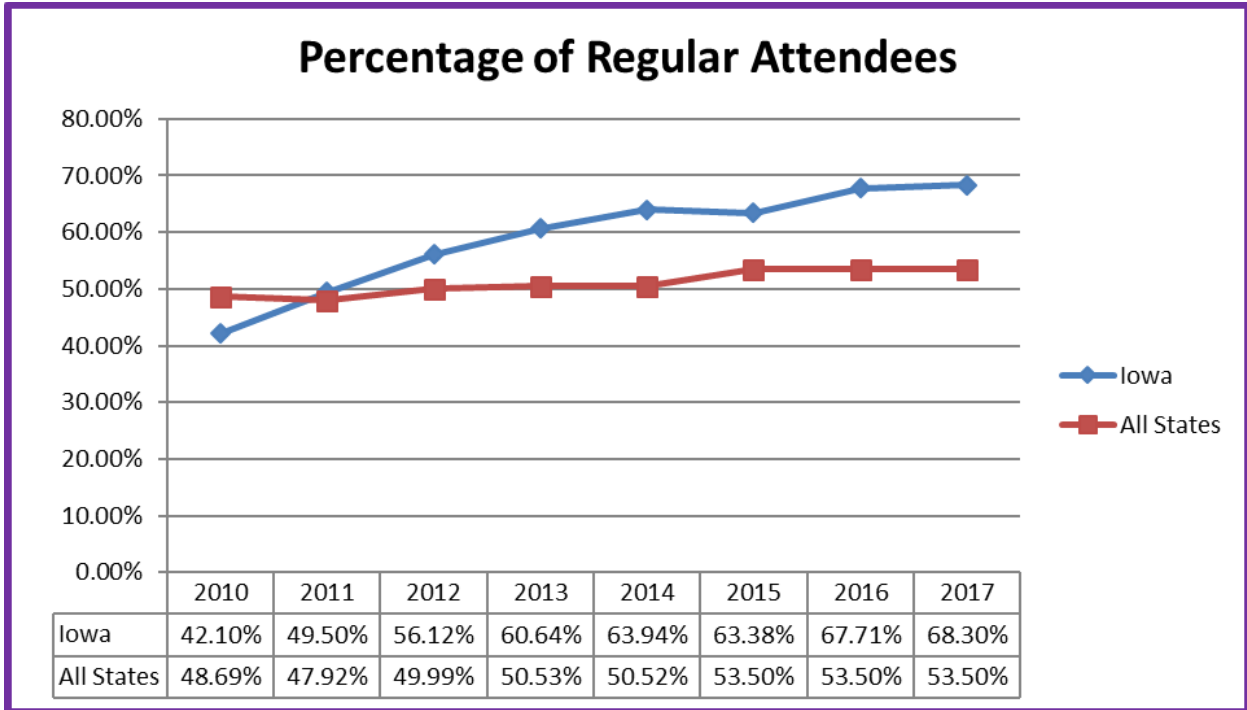
Grantee	Total Student Attendees 2015-2016	Total Student Attendee 2016-2017	Regular Student Attendees 2015-2016	Regular Student Attendees 2016-2017
Allamakee CSD	1,182	366	737	245
Andrew CSD	126	198	77	67
Audubon CSD	-	110	-	68
Bettendorf CSD	239	313	190	263
Boys & Girls Club of the Cedar Valley	130	155	80	77
Burlington CSD	605	983	320	288
Cedar Rapids CSD	-	582	-	92
Central Decatur	172	405	88	245
Clinton CSD	304	490	266	425
Council Bluffs CSD	2,053	3,564	627	709

Grantee	Total Student Attendees 2015-2016	Total Student Attendee 2016-2017	Regular Student Attendees 2015-2016	Regular Student Attendees 2016-2017
Davenport CSD	338	458	272	232
Des Moines Independent CSD	3,845	3,609	2,236	2,413
Hamburg CSD	-	85	-	43
Helping Services	122	147	97	100
Iowa City CSD	309	554	308	554
Oakridge Neighborhood Services, Inc.	159	323	142	282
Oelwein CSD	276	887	236	802
St. Mark Youth Enrichment	312	313	217	192
Siouxland Human Investment Partnership	2,569	1,634	1,662	989
Storm Lake CSD	590	235	363	105
Youthport/Tanager Place	-	140	-	140
Iowa State Totals	13,432	15,551	7,995	8,331

**Regular attendees attended the 21st CCLC programs for at least 30 days.*

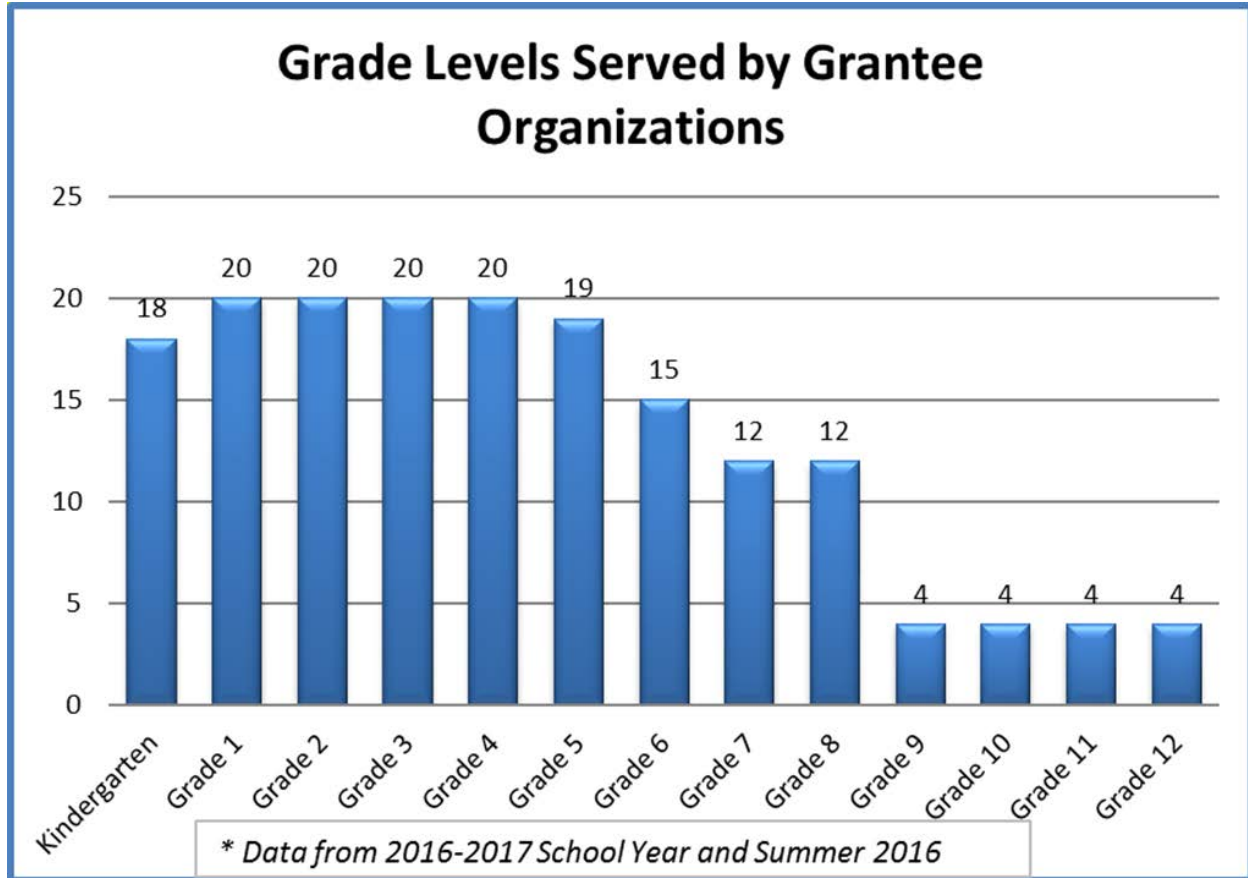
As shown in the above table, Iowa 21st CCLC programs serviced a total of 15,551 students. The total amount of funding from 21st CCLC was provided to serve 11,998 students. Because of partner support, 21st CCLC programs in Iowa were able to serve 3,553 (or 30%) more students.

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 21st 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 2017 Iowa Regular attendance percentage reflects regular attendees who were funded entirely by 21st CCLC grant funds.)*



In addition to the higher percentage of regular attendees, Iowa 21st 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 21st CCLC programs for 2016-2017 was \$703.93. (Note: The 2015-2016 Iowa cost per student reflects the total students who were funded entirely by 21st CCLC grant funds. Rural programs cost more than urban programs.)

Iowa 21st CCLC Centers served students in grades K-8, the most crucial grade levels identified by the State of America's Children 2014 report. Of the 21 organizations responding to the End-of-Year Survey, four organization served students in grades K-12, twelve organizations served students in grades K-8, fifteen organizations served students in grades K-6, eighteen grantee organizations served students in grades K-5, and twenty grantee organizations served students in grades 1-4. (*End-of-Year Survey data*).

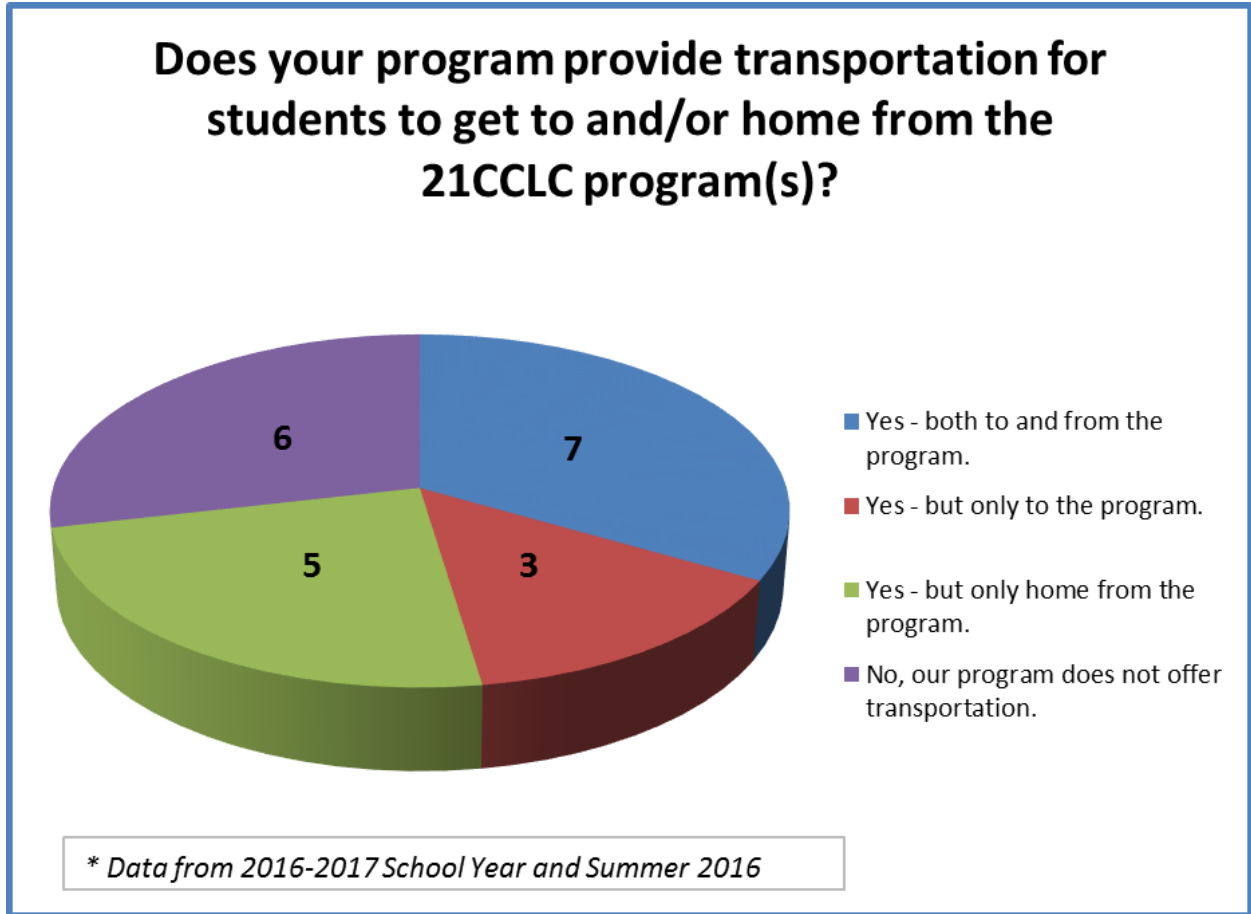


Partnerships. Partners in the 21st CCLC program provided not only funding, but in-kind services, volunteer staffing, and fulfilling other needs unique to each center. Iowa 21st CCLC programs had 721 paid and unpaid partners working with grantee organizations to help the 21st CCLC programs be successful and develop sustainability. Most partners were unpaid and many played a major part in the success and growth of 21st CCLC Centers. The table below lists the number of paid and unpaid services provided by partners (many partners provided more than one type of service, *data from Local Evaluations*).

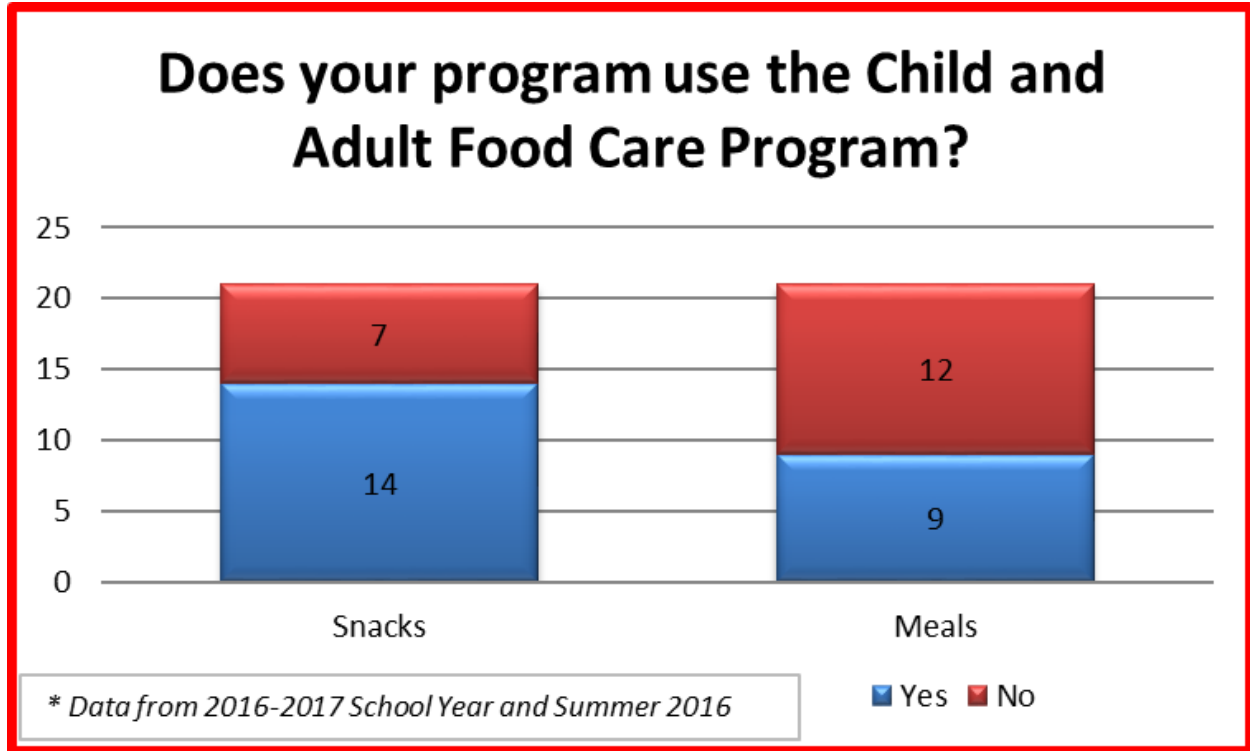
Contribution Type	# of Paid Partners	# of Unpaid Partners
Provide Evaluation Services	24	66
Raise Funds	3	67
Provide Programming / Activity-Related Services	155	364
Provide Food	13	43
Provide Goods	15	111
Provide Volunteer Staffing	10	175
Provide Paid Staffing	112	40
Other	8	45
Total Services Provided	340	911

The total number of partners for all 21st CCLC grantees was **721** for the 2016-2017 school year. The total of 721 partners was 75 more partners than the 2015-2016 school year.

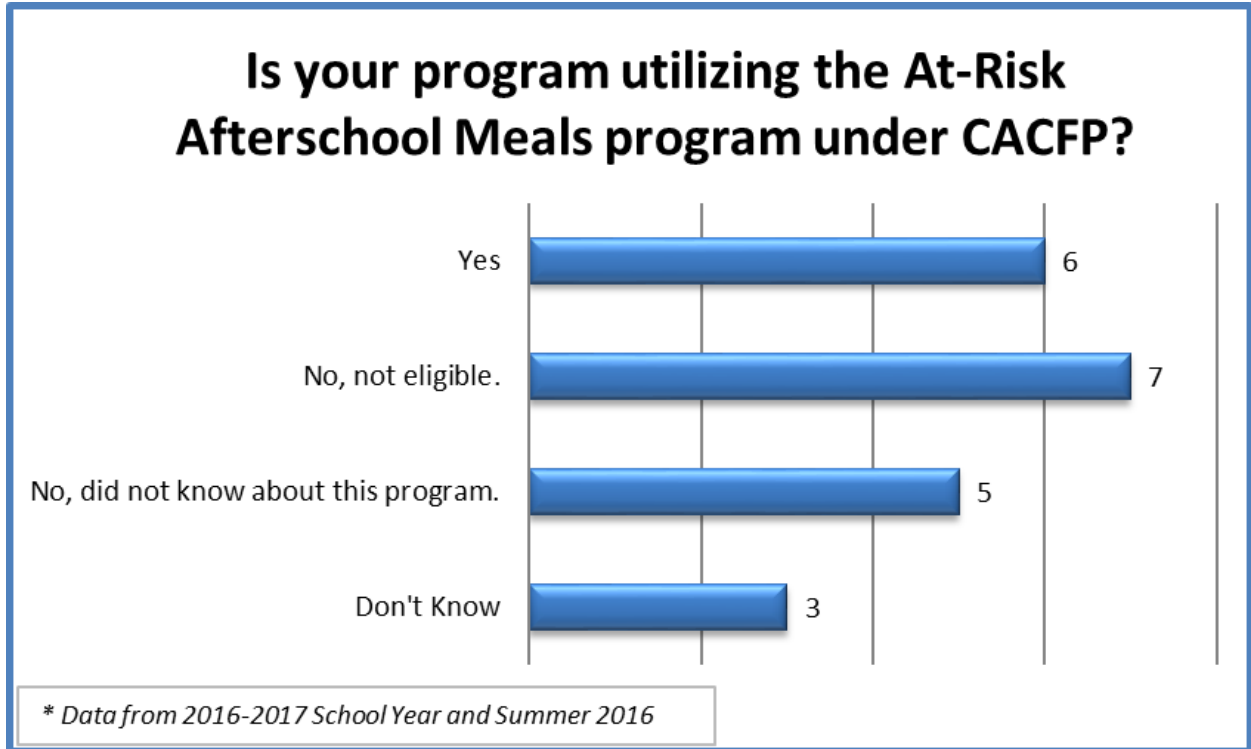
Transportation. Of the 21 grantee organizations responding to the End-of-Year Survey, 7 provided transportation both to and from the 21st CCLC program sites, 3 provided transportation only to the program sites, 5 provided transportation only home from the program sites and 6 did not offer transportation (*data from End-of-Year Survey*).



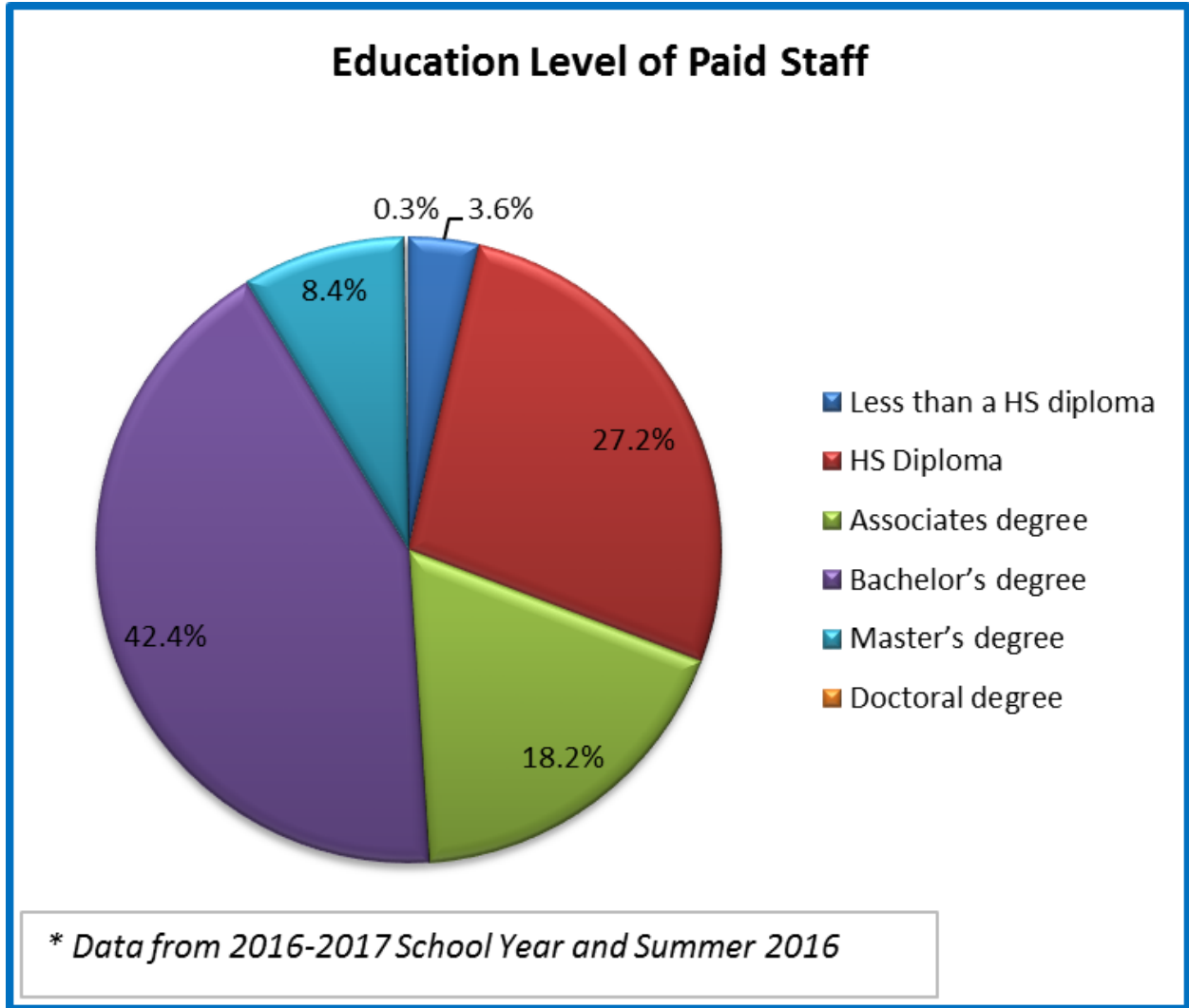
Snacks and Meals. All 21 organizations provided snacks for students and 16 provided full meals and/or extended snacks. As seen in the chart below, 9 of the organizations used the Child and Adult Food Care Program (CACFP) for meals and 14 of the organizations used the CACFP for snacks. All of the organizations not using CACFP for snacks or meals reported their snacks and/or meals meet or exceed USDA guidelines. (data from *End-of-Year Survey*).



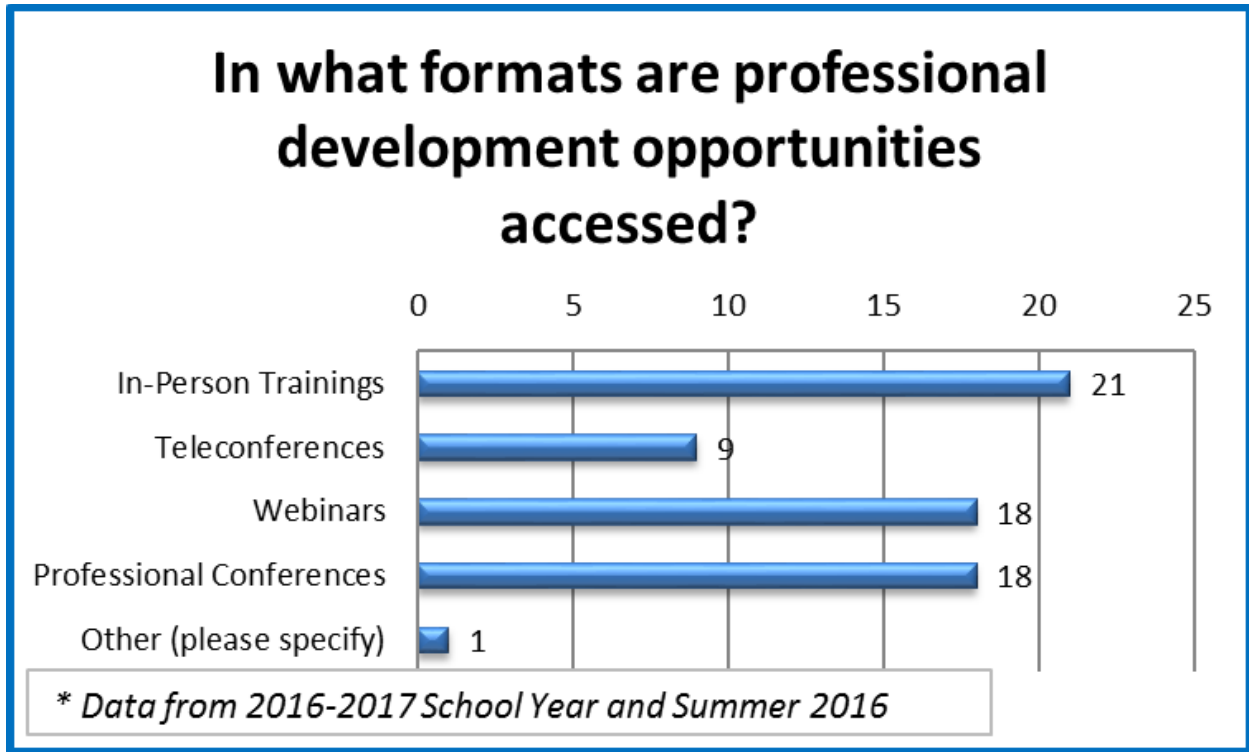
When asked, “If eligible (that is, if at least 50% of students are eligible for free and reduced price lunch), is your program utilizing the At-Risk Afterschool Meals program under CACFP?,” 6 organizations said yes, 7 reported they were not eligible, 3 reported they did not know and 5 reported they did not know about the At-Risk Afterschool Meals program under CACFP (data from End-of-Year Survey).



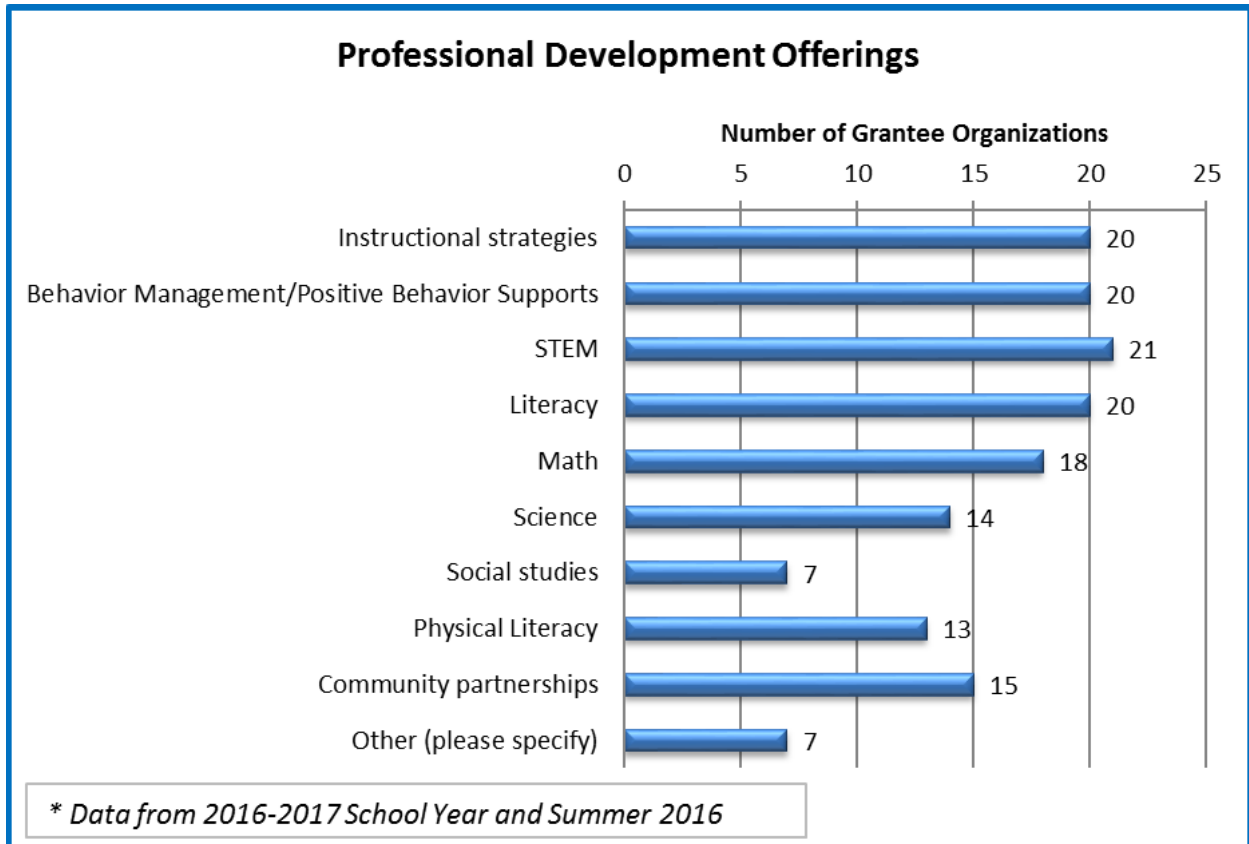
Staffing and Professional Development. A key component of any educational program is the staff and to improve the effectiveness of the staff efforts, appropriate professional development is required. The 21 organizational programs indicated they have a total of 1,156 paid staff, of which 436 are certified teachers. As illustrated in the chart below, 42.4% of paid staff have a Bachelor's degree and 8.49% of paid staff have a Master's degree (*end-of-year survey data*).



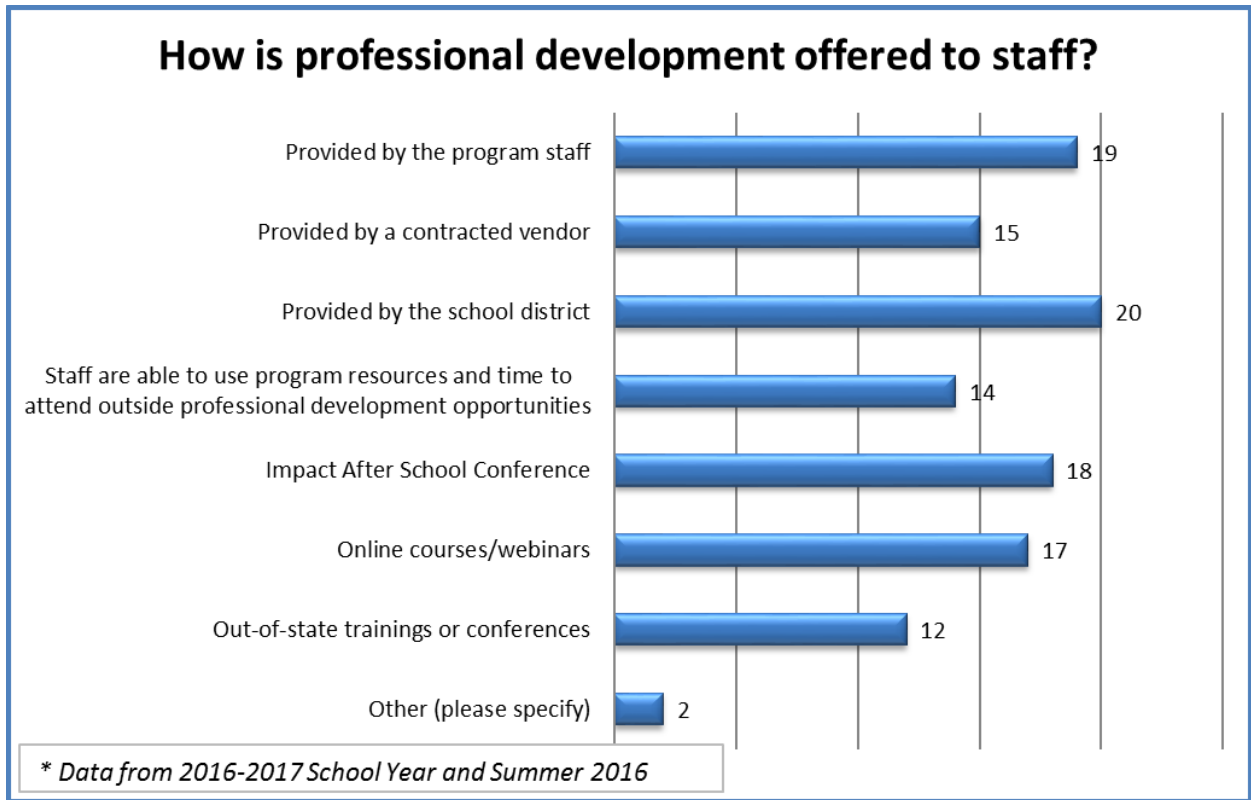
All 21 grantee organizations provided professional development opportunities for center staff. In-person trainings are utilized by all of them and in addition, professional conferences, teleconferences and webinars are used (*end-of-year survey data*).



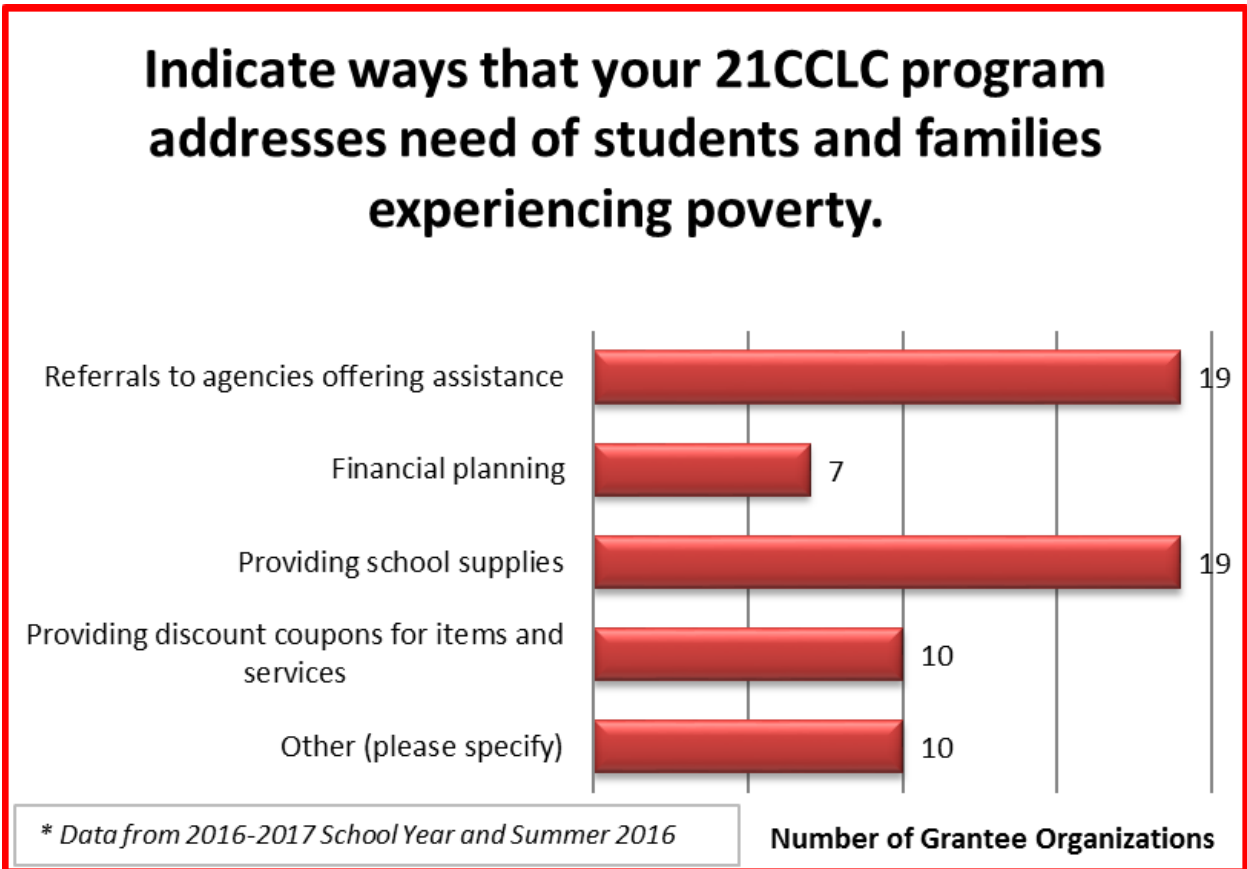
All 21 grantee organizations provided professional development offerings for center staff. Professional development opportunities in STEM were offered by all 21 organizations. Instructional strategies, behavior management/positive behavior supports and literacy were offered by 20 organizations. Eighteen organizations included Math literacy in their offerings and fourteen organizations offered Science. Other offerings included community partnerships, physical literacy, and social studies. In addition, seven organizations listed other professional development offerings including health and safety, policies and procedures, positive youth development and social emotional learning. (*end-of-year survey data*).



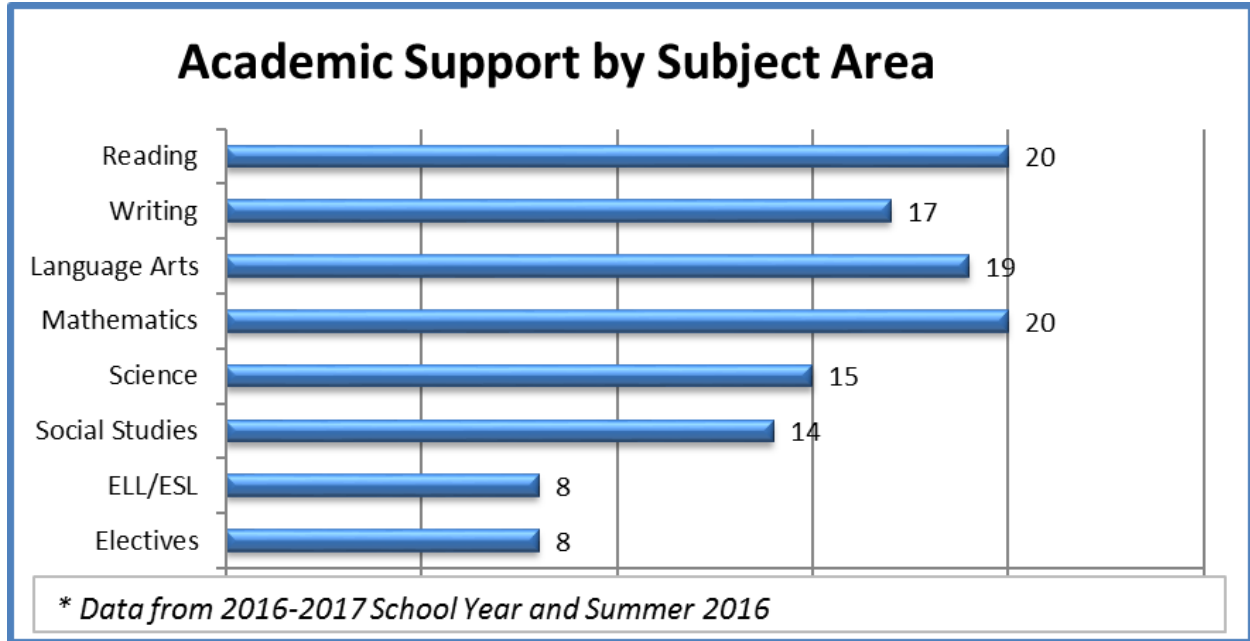
Professional development is offered to staff in a variety of ways. School districts provided training for 20 of the 21st CCLC Programs and 19 of the 21st CCLC Programs utilized staff to provide training. In addition, 18 organizations sent staff to the Impact Afterschool Conference, 17 used online courses/webinars, 15 used contracted vendors for professional development, and 12 grantee organizations send staff to out-of-state trainings or conferences. In 14 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 21st CCLC programs in Iowa offered support for families experiencing poverty as well as providing a variety of academic support mechanisms for students. Nineteen grantee organizations referred students and families experiencing poverty to agencies offering assistance. In addition, nineteen grantee organizations provided school supplies, ten grantee organizations provided discount coupons for items and services, and seven grantee organizations provided financial planning services. Other ways 21st CCLC programs provided support included food pantries, counseling, clothing drives, laundry facilities, and parental training on literacy and other social skills. (*End-of-Year Survey data*).

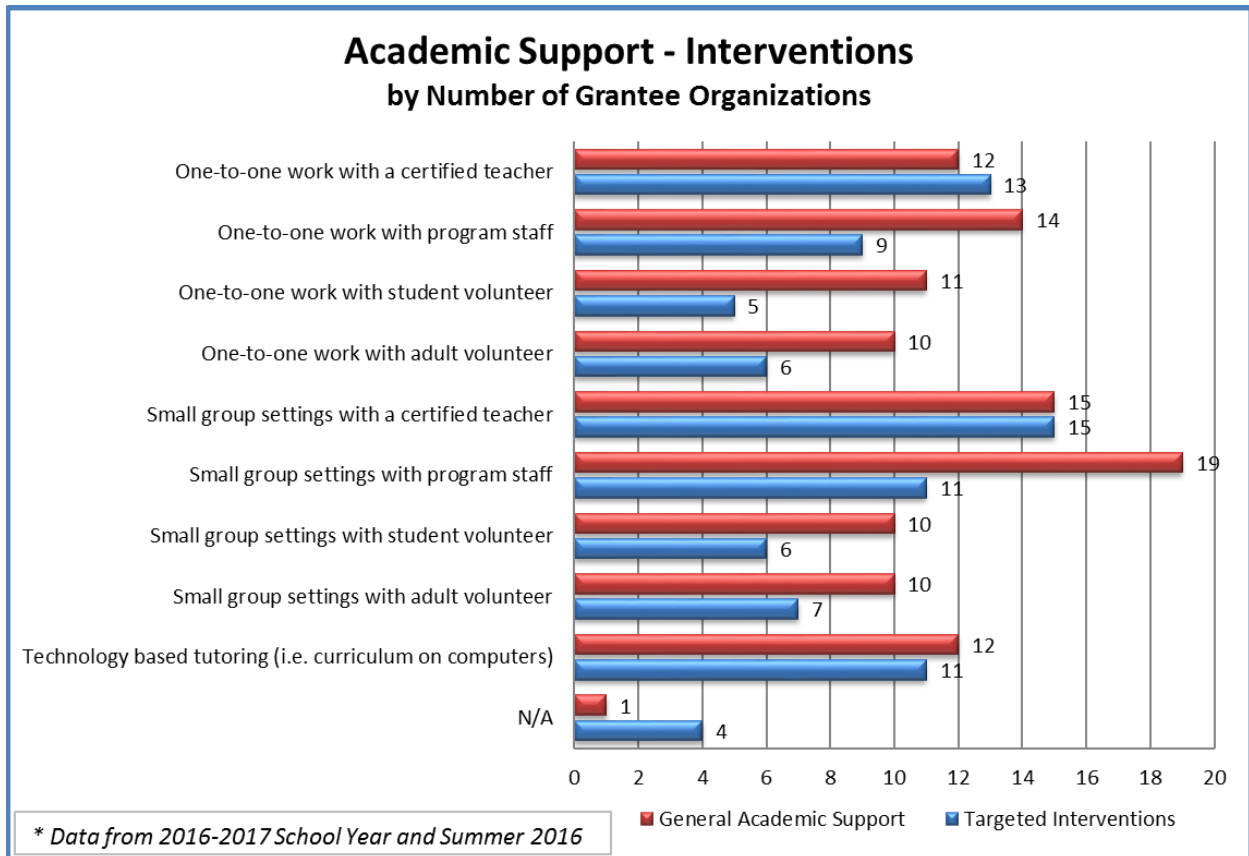


Academic support. Academic support is a key component of 21st CCLC programs and all programs in Iowa provided support in various subject areas. Twenty grantee organizations provided academic support in mathematics and reading. Additional support was provided in other subject areas as seen in the chart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

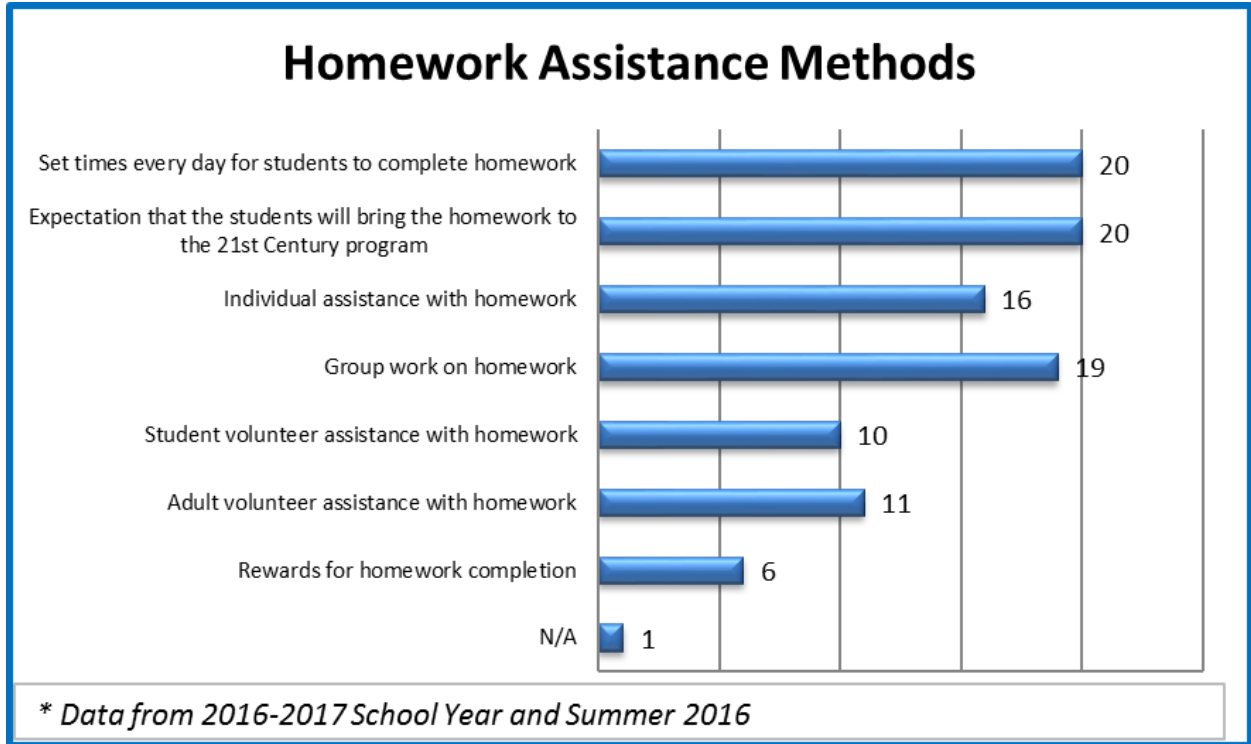


Academic support in the 21st CCLC programs included general interventions and targeted interventions. The majority of interventions involved personal help in small groups and technology-based tutoring (*End-of-Year Survey data*).

- Fifteen of the grantee organizations responding to the end-of-year survey provided targeted academic interventions (targeted to individual needs).
- Nineteen 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).

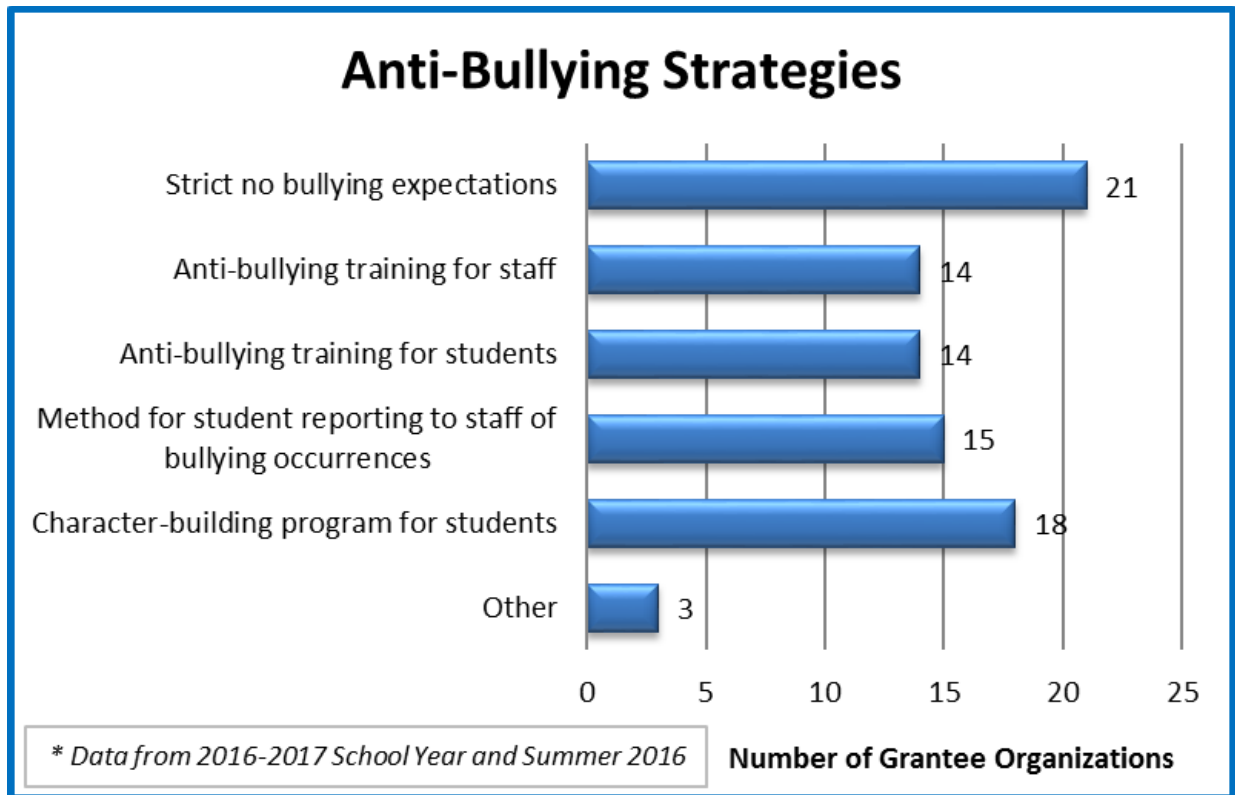


All twenty grantee organizations with after-school programs expected students to bring homework to the 21st CCLC Center and had set times every day for students to complete homework (one organization is a summer school only program and students had no homework). Nineteen organizations provided group work on homework and sixteen organizations provided individual assistance with homework (*end-of-year survey data*).

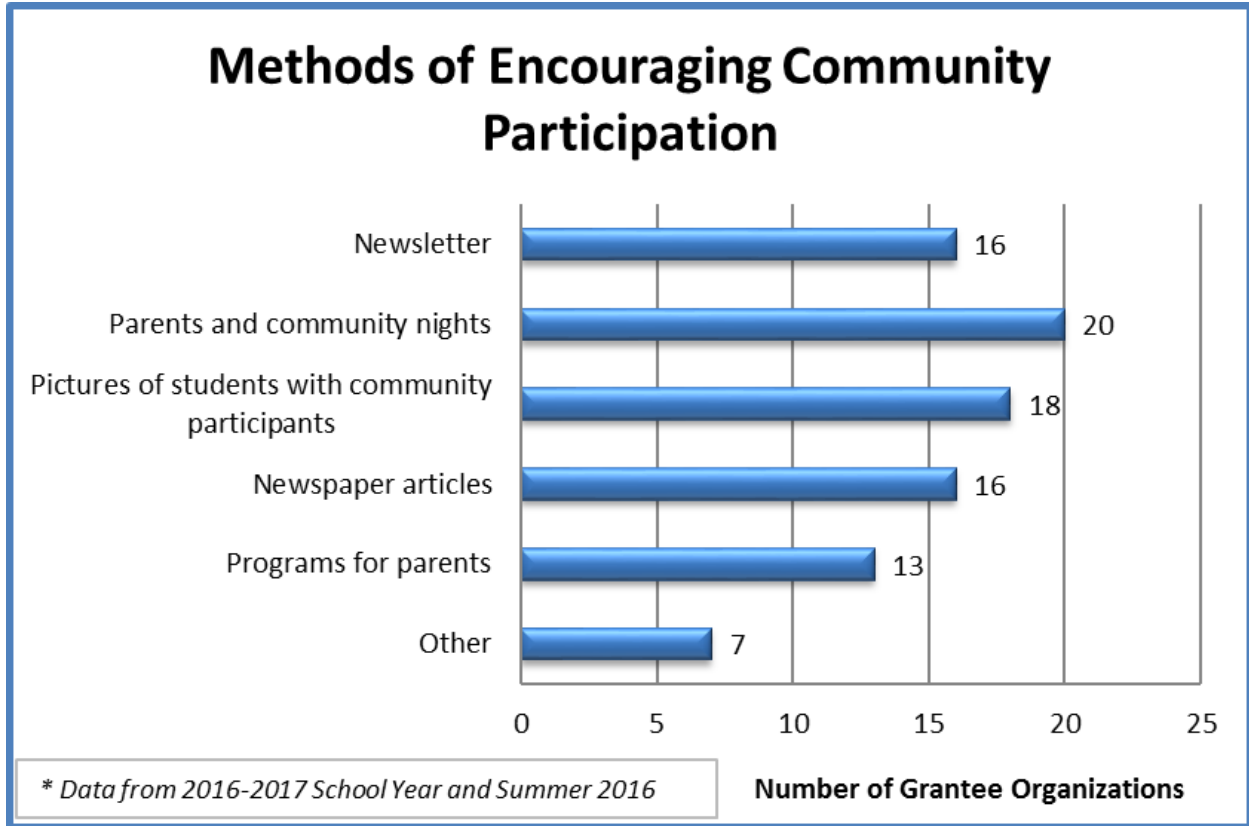


Student Behavior. In order to affect behavior changes in students, 21st CCLC programs have included activities and strategies. Grantee organizations were asked how they encouraged students' motivation to learn. Twenty grantee organizations provided enrichment activities tied to student achievement and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

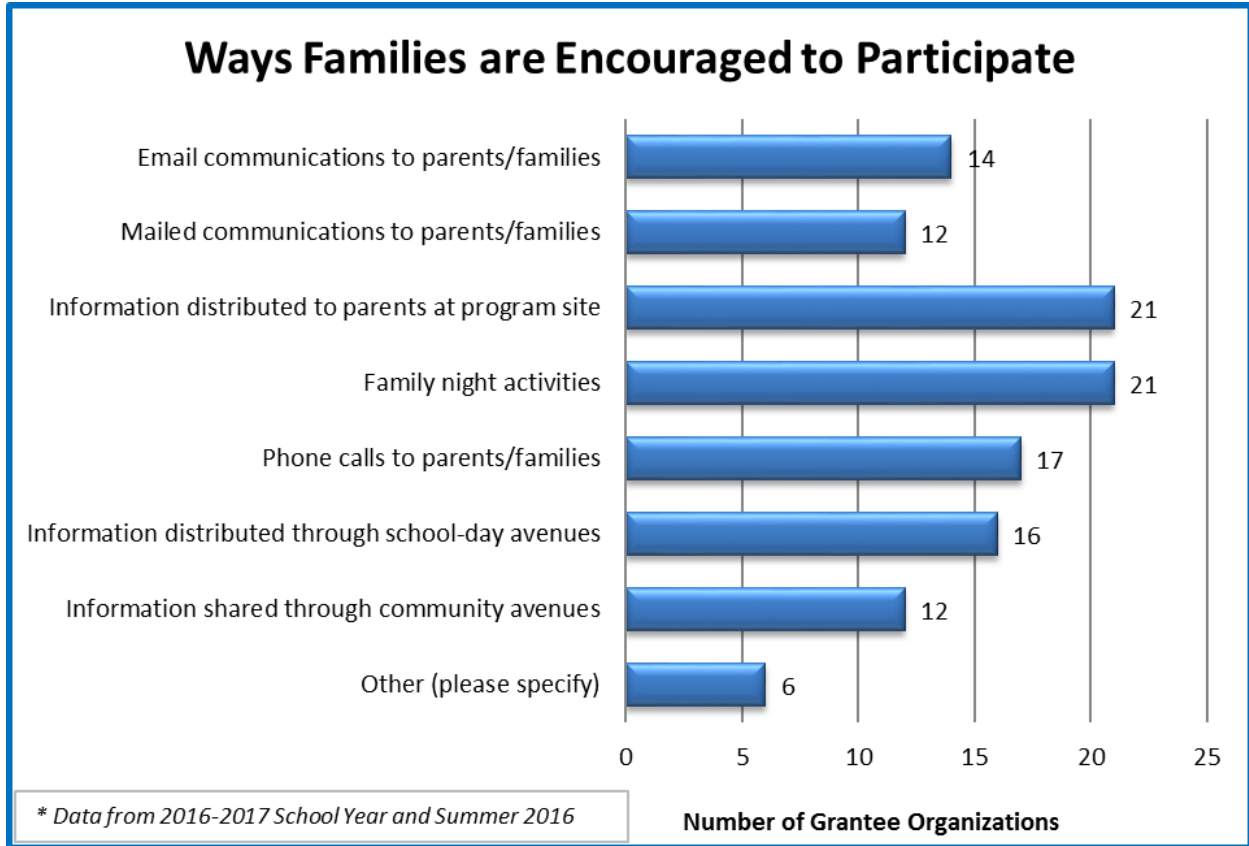
According to the National Center for Educational Statistics (NCES), in 2014-2015, 21 percent of 12-18-year-old students reported having been bullied at school during the school year including 5% reporting that the bullying included physical assault. The 21st CCLC programs in Iowa have implemented strategies to help students' relationships with peers and/or bullying. All 21 of Iowa 21st CCLC Programs have strict no bullying expectations and eighteen of the grantee organizations had character-building programs for students. Anti-bullying training for both staff (14 organizations) and students (14 organizations) was provided and 15 grantee organizations have specific methods for students to report bullying to staff (*End-of-Year Survey data*).



Parent and Community Participation. Participation in 21st CCLC programs by parents and community members is encouraged by all grantee organizations. A balanced variety of methods was used to encourage community participation as seen the chart below. For example, 20 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 21 organizations (*End-of-Year Survey data*).



Program Objectives

For 2016-2017, grantee organizations were required to measure 14 performance indicators that follow the Government Performance and Results Act (GPRA) to give a statewide picture of program success. In addition, grantee organizations continued the use of local objectives that provided a mechanism for program success based on local needs.

GPRA Measures

The GPRA data intends to measure student improvement based on how many regular attendees needed improvement. The data used for the GPRA Measures was from the Summer and Fall of 2016 and the Spring of 2017.

The fourteen GPRA measures are:

1. The number of elementary 21st Century regular program participants who improved in mathematics from fall to spring.
2. The number of middle/high school 21st Century regular program participants who improved in mathematics from fall to spring.
3. The number of all 21st Century regular program participants who improved in mathematics from fall to spring.
4. The number of elementary 21st Century regular program participants who improved in English from fall to spring.
5. The number of middle/high school 21st Century regular program participants who improved in English from fall to spring.
6. The number of all 21st Century regular program participants who improved in English from fall to spring.
7. The number of elementary 21st Century regular program participants who improve from not proficient to proficient or above in reading.
8. The number of middle/high school 21st Century regular program participants who improve from not proficient to proficient or above in mathematics.
9. The number of elementary 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.
10. The number of middle/high school 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.
11. The number of all 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.
12. The number of elementary 21st Century regular participants with teacher-reported improvements in student behavior.
13. The number of middle/high school 21st Century regular participants with teacher-reported improvements in student behavior.
14. The number of all 21st Century regular participants with teacher-reported improvements in student behavior.

The table below is a summary of all GPRA Measures for all grantee organizations. Blank cells indicate data was not available for that measure.

Iowa 21st CCLC GPRA Measures Summary

Grantee	# 1	# 2	# 3	# 4	# 5	# 6	# 7	# 8	# 9	# 10	# 11	# 12	# 13	# 14
Andrew CSD	90%	100%	91%	100%	67%	98%	24%	0%	89%	100%	89%	92%	100%	92%
Allamakee CSD	-	-	-	-	-	-	30%	40%	95%	95%	95%	94%	94%	94%
Audubon CSD	54%	-	54%	61%	-	61%	10%	-	32%	-	32%	26%	-	26%
Bettendorf CSD	93%	-	93%	66%	-	66%	33%	-	67%	-	67%	62%	-	62%
Boys & Girls Club of Cedar Valley	60%	67%	63%	54%	61%	57%	54%	61%	82%	71%	75%	73%	70%	71%
Burlington CSD	74%	73%	74%	83%	72%	78%	49%	30%	100%	35%	43%	100%	31%	38%
Cedar Rapids CSD	-	-	-	-	-	-	39%	-	-	-	-	-	-	-
Central Decatur CSD	86%	-	86%	-	-	-	89%	-	82%	-	82%	61%	-	61%
Clinton CSD	67%	56%	63%	53%	59%	54%	50%	56%	77%	59%	73%	74%	50%	68%
Council Bluffs CSD	54%	50%	54%	63%	67%	64%	34%	28%	72%	76%	74%	79%	76%	78%
Davenport CSD	83%	48%	76%	77%	61%	74%	17%	18%	74%	-	74%	78%	-	78%
Des Moines Independent CSD	14%	8%	12%	12%	14%	13%	22%	21%	80%	67%	79%	92%	95%	92%
Hamburg CSD	94%	-	94%	84%	-	84%	7%	-	84%	-	84%	74%	-	74%
Helping Services for Northeast Iowa	43%	-	43%	56%	-	56%	97%	-	63%	-	63%	43%	-	43%
Iowa City CSD	32%	-	32%	17%	-	17%	17%	-	-	-	-	62%	-	62%
Oakridge Neighborhood Services	7%	0%	18%	-	-	-	2%	6%	-	-	-	-	-	-
Oelwein CSD	-	-	-	-	-	-	37%	43%	93%	100%	95%	93%	100%	95%
St. Mark Youth Enrichment	99%	-	99%	91%	-	91%	29%	-	89%	-	89%	63%	-	63%
Siouxland Human Investment Partnership	46%	25%	37%	31%	26%	29%	29%	37%	-	-	-	-	-	-
Storm Lake CSD	86%	46%	75%	91%	71%	86%	44%	46%	88%	60%	68%	95%	80%	85%

Grantee	# 1	# 2	# 3	# 4	# 5	# 6	# 7	# 8	# 9	# 10	# 11	# 12	# 13	# 14
Youthport/ Tanager Place	84%	-	84%	89%	-	89%	12%	-	-	-	-	64%	-	64%
Iowa Statewide	43%	20%	37%	47%	30%	43%	32%	32%	82%	78%	81%	83%	82%	83%

All organizations did not report data for all measures. For some organizations (Audubon CSD, for example), they provided an elementary program only and thus did not have secondary data. Since this is the first-year reporting GPRA data in local evaluations, there was some confusion on what was needed. Organizations reported that they were putting mechanisms in place to rectify the lack of data in following years. Below are statewide percentages in the four key GPRA measures of academic improvement, academic proficiency, homework completion and class participation, and student behavior.

Academic Improvement. For mathematics, 37% of regular attendees identified as needing improvement showed improvement statewide. For English, 43% % of regular attendees identified as needing improvement showed improvement statewide.

Academic Proficiency. For elementary reading, 32% of regular attendees identified as not being proficient achieved proficiency statewide. For secondary mathematics, 32% of regular attendees identified as not being proficient achieved proficiency statewide.

Homework completion and class participation. The percentage of all 21st Century regular program participants with teacher-reported improvement in homework completion and class participation was 81% statewide.

Student behavior. The percentage of all 21st Century regular participants with teacher-reported improvements in student behavior was 83% statewide.

The table below compares Iowa statewide percentages to the national percentages provided in the *21st Century Community Learning Centers Overview of the 21st CCLC Annual Performance Data: 2014–2015*. Percentages in **red** indicate where Iowa outperformed the national average (measures 7-14).

GPRA Measure	Iowa Statewide Percentages 2016-2017	National Percentages 2014-2015
1. The number of elementary 21st Century regular program participants who improved in mathematics from fall to spring.	43%	50%
2. The number of middle/high school 21st Century regular program participants who improved in mathematics from fall to spring.	20%	45%
3. The number of all 21st Century regular program participants who improved in mathematics from fall to spring.	37%	48%
4. The number of elementary 21st Century regular program participants who improved in English from fall to spring.	47%	50%
5. The number of middle/high school 21st Century regular program participants who improved in English from fall to spring.	30%	47%

GPRA Measure	Iowa Statewide Percentages 2016-2017	National Percentages 2014-2015
6. The number of all 21st Century regular program participants who improved in English from fall to spring.	43%	49%
7. The number of elementary 21st Century regular program participants who improve from not proficient to proficient or above in reading.	32%	28%
8. The number of middle/high school 21st Century regular program participants who improve from not proficient to proficient or above in mathematics.	32%	23%
9. The number of elementary 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	82%	66%
10. The number of middle/high school 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	78%	63%
11. The number of all 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	81%	65%
12. The number of elementary 21st Century regular participants with teacher-reported improvements in student behavior.	83%	58%
13. The number of middle/high school 21st Century regular participants with teacher-reported improvements in student behavior.	82%	55%
14. The number of all 21st Century regular participants with teacher-reported improvements in student behavior.	83%	57%

Iowa percentages on GPRA Measures compare favorably to the national percentages. Of particular note was the percentage reaching proficiency in mathematics, where Iowa outperformed the nationwide percentage by 9 percentage points (32% to 23%).

Academic Improvement. For mathematics, 47% of regular attendees identified as needing improvement showed improvement in Iowa compared to 50% nationwide. For English, 43% of regular attendees identified as needing improvement showed improvement in Iowa where 49% showed improvement nationwide.

Academic Proficiency. For elementary reading, 32% of regular attendees identified as not being proficient achieved proficiency in Iowa compared to nationwide where 28% improved to proficient. For secondary mathematics, 32% of regular attendees identified as not being proficient achieved proficiency in Iowa where 23% achieved proficiency nationwide.

Homework completion and class participation. The percentage of all 21st Century regular program participants with teacher-reported improvement in homework completion and class participation was 81% in Iowa and 65% nationwide.

Student behavior. The percentage of all 21st Century regular participants with teacher-reported improvements in student behavior was 83% in Iowa and 57% nationwide.

Local Objectives

In addition to the GPRA Measures, all Iowa 21st CCLC programs set local objectives with the purpose of measuring the success of their programs. For the 21 grantees used for this evaluation period (2016-2017), a total of 202 objectives were developed. Many grantees used the same objectives for each Center but objective ratings varied. For this reason, each center was listed as having its own set of objectives for this overall analysis. Overall success of the Iowa 21st CCLC Centers seems positive with 77.2 percent of objectives met and 20.3 percent of objectives not met but progress was made. Only three objectives were not met and no progress was made toward the objectives and only two objectives were rated as unable to measure. The table below includes the number of local objectives and the number of objectives by ratings for each grantee organization.

Grantee	Total Number of Objectives	Met the Stated Objective	Did not meet but made progress toward the stated objective	Did not meet and no progress was made toward the stated objective	Unable to measure the stated objective
Andrew CSD	5	5	0	0	0
Allamakee CSD	4	4	0	0	0
Audubon CSD	6	1	5	0	0
Bettendorf CSD	21	21	0	0	0
Boys & Girls Club of Cedar Valley	4	4	0	0	0
Burlington CSD	5	2	2	0	1
Cedar Rapids CSD	9	7	2	0	0
Central Decatur CSD	2	2	0	0	0
Clinton CSD	27	19	8	0	0
Council Bluffs CSD	17	7	9	0	1
Davenport CSD	12	4	5	3	0
Des Moines Independent CSD	13	11	2	0	0
Hamburg CSD Total	3	0	3	0	0
Helping Services for Northeast Iowa	5	5	0	0	0
Iowa City CSD	12	12	0	0	0
Oakridge Neighborhood Services	6	6	0	0	0

Grantee	Total Number of Objectives	Met the Stated Objective	Did not meet but made progress toward the stated objective	Did not meet and no progress was made toward the stated objective	Unable to measure the stated objective
Oelwein CSD	10	10	0	0	0
St. Mark Youth Enrichment	22	22	0	0	0
Siouxland Human Investment Partnership	12	9	3	0	0
Storm Lake CSD	3	2	1	0	0
Youthport/ Tanager Place	4	3	1	0	0
Grand Total	202	156	41	3	2

Summary and Recommendations

Summary

The Iowa 21st CCLC program has continued to exhibit success with meeting students' needs. In 2016-2017, the Iowa state evaluation examined 21 grantee organizations with a total of 76 centers. The 76 Centers served 15,551 total students (2,119 more students than were served in the previous year). Iowa 21st CCLC centers provided programs for all grade levels. The Iowa 21st CCLC programs were supported by 721 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 51.0% of staff members had a Bachelor's, Master's or Doctorate degree.

21st CCLC programs in Iowa met (77.2 percent) or made progress (20.3 percent) on the majority of set objectives for the programs. Progress was not made on only three objectives and only two objectives were reported as not measured.

Parents showed an appreciation for the program. At Allamakee CSD, 297 parents provided funds, supplies, and their time or talent. Andrew CSD had a *Parent Lighthouse Team* that planned and coordinated *Family Literacy Night*. At Clinton CSD, 100% of parents stated that the program provided extra academic support and that their child had improved academically. Over 98 percent of Council Bluffs CSD parents said the 21st CCLC Program has had a positive impact on students' education growth. On a Des Moines CSD parent survey, 95% of parents' surveys rated the program "good" or "excellent". In response to a survey of Youthport parents, 97% of parents responding agreed or strongly agreed that their child enjoyed their time at 21st CCLC.

Helping Services held four events attended by 676 family members. At Oelwein CSD, over 850 students, parents and community members attended 21st 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.



"Last Year I participated in homework help a lot. The tutors helped me focus and learn more. My grades went up thanks to the PIECES Program." (Burlington CSD Student).



"(Last year) I was goofing, talking too much and don't know how to handle my behaviors but this year was much better for me and I can be in all these programs because I've been so good...I'm getting my work done...my brain is organized and that's why 21 Century helped me." (Oakridge Neighborhood Services Student).



"I think it's an amazing program. The fact that they get a little bit of fun, they get to play games and have their Lego Clubs and their robots, and go out to recess, but they get their homework done, too."

They include math, reading, all of it. Spelling words are done, and that's really nice, too. The students also like getting their homework done during the afterschool program" (Allamakee CSD 21st CCLC Parent).



"How blessed we are that our kids are getting to experience this cool stuff?!?! I feel incredibly grateful for you all!" (Audubon CSD Parent).



"I'm very thankful for this program every day. It helps my daughter stay motivated with math as well as keeps her day structured. It takes a lot of stress off me to know that my daughter is getting the extra help she needs at times to stay on track with the expectations that are set. We need more of these programs. The staff does a great job with the kids. It's definitely made a difference for my daughter being in this program!" (Bettendorf CSD 21st CCLC Parent).



"It (PIECES Afterschool Program) has a positive impact on the kids, which plays a positive impact on the families. In return, that goes into the community." (Burlington CSD 21st CCLC Parent).



"I have thoroughly enjoyed having something extra for the boys to do after school and remain involved. I do not 'NEED' somewhere for them to be as I work from home but I'm grateful for the opportunity they have to keep busy and learn of new hobbies, careers and technology as the future becomes so advanced in that field." (Council Bluffs CSD Parent).



"My daughter not only learned ceramics but also she has difficulty socializing and I have seen a big improvement in her social skills." (Des Moines CSD Parent)



"My children were excited every day and evening. My children developed skills that will be useful to them through life. It has all been hands-on and not sit and watch." (Hamburg CSD Parent).



"I feel he gets more time to work on spelling, reading, and math. His scores have improved from this fall to now in all areas." (Helping Services CSD Parent).



"The program helps to keep the kids focused on math and reading during the summer break so they don't lose focus." (Iowa City CSD Parent).



"The girls and I love the enrichment opportunities offered during the after-school program. My girls do not like to come home before 5 pm due to not wanting to miss out on one of the activities. It is so much more than being a "daycare/babysitting" environment. It is like an extension to their school day where learning is made fun and interactive." (St. Mark Youth Enrichment Parent).



*"My son absolutely loved going to school and staying at school just because of this program."
(Siouxland Human Investment Partnership Parent).*



"I have no doubt, this wonderful opportunity for him (second grade student) to attend our after school ALEAP program is what helped him develop an interest in his learning and while choosing positive behavior in my classroom!" (Andrew CSD Teacher).



"Stepping Stones provides a safe, secure and enriching environment for some of the most at risk students in our school. If we did not have this program at our school many of our students would be going home to unsafe environments or empty homes." (Davenport CSD Teacher).



"It is an invaluable program that offers a wide variety of educational and social opportunities that the regular school day just doesn't offer." (Siouxland Human Investment Partnership Teacher).

Recommendations

For 2016-2017, the Iowa 21st CCLC Programs have continued to serve the needs of students. To help with future improvement, the following recommendations are provided.

1. For the second year, the local evaluation template reduced extra requests for data from grantees and provided the minimum elements needed in local evaluations. For 2017-2018, it is recommended that the evaluation form be reviewed and revised or possibly rewritten to make it easier to use. This process should include input from grantees, the Iowa DOE and the state evaluators.
2. Site visits continue to be of assistance to 21st CCLC Grantees. Compliance site visits from the Iowa DOE and Best Practices Site visits from the Iowa Afterschool Alliance should continue.
3. Grantees seemed to struggle with providing data for GPRA Measures, possibly since they were new to the local evaluation form. Training for program directors and evaluators on GPRA Measures should be implemented.
4. Training on how to write local objectives should be provided as the Iowa DOE determines.
5. Local evaluations should include more explanation on objectives that were not met.
6. In general, local evaluations need more detailed narrative.
7. More emphasis needs to be made on inclusion of comments from parents, students and CCLC staff members in local evaluations.
8. Grantees need to be more careful about the data provided in local evaluations to ensure that it matches the data provided in the end-of-year state survey.

Grantees

The state of Iowa awarded 49 grants to 21 grantee organizations operating 105 sites in 2015-2016 for a total of \$8,445,761. The grants provided 93 sites for 21st CCLC Centers, serving 11,807 children with federal funds. This state evaluation for 2016-2017 examined 21 grantee organizations with 76 centers (Grantees identified as being in Cohorts 8, 9, 10 and 11). New grantees do not report evaluation data until they have completed one year of operations. *Data provided by Iowa DOE.*

Organization	Cohort	Centers
Allamakee CSD	8	Waterville, West and East Elementary Schools
Andrew CSD	10	Andrew Community Schools
Audubon CSD	11	Audubon Elementary School
Bettendorf CSD	9	Neil Armstrong Elementary School
	10	Mark Twain Elementary School
Boys & Girls Club of Cedar Valley	10	Lincoln Elementary School, Carver Academy and Central Middle School
Burlington CSD	9	Leopold and Edward Stone Middle Schools and North Hill Elementary School
Cedar Rapids CSD	11	Cleveland, Garfield, Grant Wood, Harrison and Hiawatha Elementary Schools (Summer Only Program)
Central Decatur CSD	8	Central Decatur CSD (North and South Elementary Schools) and Mormon Trail CSD (Mormon Trail Elementary School)
Clinton CSD	8	Bluff, Jefferson and Eagle Heights Elementary Schools (Grades K, 1 and 5)
	10	Bluff, Jefferson and Eagle Heights Elementary Schools (Grades 2-4)
	11	Whittier Elementary and Clinton Middle Schools
Council Bluffs CSD	9	Wilson and Kirn Middle Schools
	10	Franklin, Longfellow and Rue Elementary Schools
	11	Abraham Lincoln and Thomas Jefferson High School
Davenport CSD	8	Jefferson Elementary School
	9	Madison Elementary School
	10	Smart Intermediate and Monroe Elementary Schools
	11	Buchanan Elementary School
Des Moines Independent CSD	8	Garton, Hillis, Morris, River Woods, Samuelson, and Willard Elementary Schools

Organization	Cohort	Centers
	9	Callanan, Goodrell, Harding, Hiatt, Hoyt, McCombs, Meredith, and Weeks Middle Schools
	10	Stowe Elementary School
	11	Cattell, Howe, Lovejoy, and Oak Park Elementary Schools
Hamburg CSD	11	Marnie Simons Elementary School
Helping Services for Northeast Iowa	10	West Union Elementary Schools
Iowa City CSD	8	Grant Wood Elementary School
	9	Lucas Elementary School
	10	Kirkwood Elementary School
	11	Archibald Alexander Elementary School
Oakridge Neighborhood Services	10	Oakridge Neighborhood Services
Oelwein CSD	8	Oelwein Community School, Wings Park Elementary and Oelwein Middle School
St. Mark Youth Enrichment	9	Audubon, Marshall and Lincoln Elementary Schools
	10	St. Mark Youth Enrichment and Dyersville Elementary School (Summer Only Program)
Siouxland Human Investment Partnership	8	Loess Hills, Unity and Sacred Heart Elementary Schools
	9	East, North and West Middle Schools
	10	Irving and Leeds Elementary Schools
	11	Liberty Elementary School
Storm Lake CSD	9	Storm Lake Middle School
YouthPort	11	Taylor and Hoover Elementary Schools

Below is a synopsis of each Iowa 21st CCLC program in cohorts 8, 9, 10 and 11. Each synopsis includes attendance numbers and focuses on objectives, partnerships, parent involvement and sustainability. Main objectives were the GPRA Measures used by the U.S. Department of Education. In addition, local objectives were developed by grantees to define progress in areas identified as needed. Data on local objectives was obtained from the individual grantee organization evaluation reports as well as information from Program Directors. Additional data was provided by the Iowa DOE.

At the beginning of each grantee's section is a list of notable facts. The notable facts list includes the percentage improvement reported for GPRA Measures (if available) as well as other items of particular note for each grantee. For each grantee organization, the number of attendees and partners is shown in

a summary chart. A short discussion of partnerships and parent involvement are next, followed by the objectives section. The objectives section includes two parts. First is a section on GPRA Measures. Second is a short summary of each grantees local objectives, including their ratings. Information on sustainability plans follows and at the end of each grantee organization section is a summary of the local organization's 21st CCLC Program.

Allamakee CSD

Allamakee CSD 21st CCLC Notable Facts:

- * 30% of students who were non-proficient in reading attained proficiency (GPRA Measure 7).
- * 40% of students who were non-proficient in mathematics attained proficiency (GPRA Measure 8).
- * 95% of students identified as needing improvement improved in homework completion and class participation (GPRA Measure 11).
- * 94% of students identified as needing improvement improved in student behavior (GPRA Measure 14).
- * Allamakee CSD had 72 partners supporting the 21st CCLC Program.

Allamakee CSD had three Centers in Cohort 8. The Community Connections 21st CCLC had centers at, East Elementary School, Waterville Elementary School and West Elementary School.

Community Connections 21st CCLC served 366 students and 67% or 245 of these students were regular attendees. For 2016-2017, 74.5% of the total students served were identified as FRPL. The summer program had 96 students attending. Allamakee had 72 total partners supporting the program. Parents are active in the program, serving on advisory committees and providing funds, supplies and their time and talent.

Allamakee CSD 21st CCLC Program Summary Chart (2016-2017)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Allamakee CSD	8	72	East, Waterville and West Elementary Schools	366	245
TOTALS		72		366	245

Regular attendees attended 21st CCLC programs for at least 30 days.



Partnerships.

Allamakee CSD had 72 partners supporting the 21st CCLC Program. Partners provided a variety of services to the 21st CCLC program. Allamakee CSD estimated that the in-kind value provided by the partners totaled almost \$25,000. Parents contributed time and expertise with an estimated value of over \$8,000.

Highlights of donations include: students, parents, teachers, businesses, and other community members time for interviews which help in the evaluation process; high school students volunteering with homework help and clubs such as Videography, Robotics, Band Buddies, and more; AEA staff doing PD, helping with robotics and other technology programs; Conservation doing multiple programming topics and summer programming time; RSVP doing one-on-one help in reading, math, and other homework; ISU Extension 4-H work with Legos; Effigy Mounds doing presentations; NE Iowa Food and Fitness doing Gardening Clubs, Cooking Clubs, and healthy snacks in all sites; Parents donating food for family nights; Robey Library providing various programming activities; TASC & Mosaic bringing in clients and staff to do projects with students; Cabela's donated backpacks; Klinge Endowment gave to help families; and NE Iowa Community College collaborated with STEAM Camp during the summer (Allamakee Local Evaluation).



Parent Involvement.

Allamakee CSD involved parents in advisory committees at East and West Elementary Schools. Family events were held four times at East Elementary school, three times at Waterville Elementary School and six times at West Elementary School. At East Elementary 9 to 40 parents attended events, at Waterville Elementary School 7 to 23 parents attended events and at West Elementary School up to 52 parents attended events. Parent communication is done using monthly calendars, newsletters, reminders of events as needed and daily contact with parents picking up their children. Allamakee CSD reported that 297 parents have provided funds, supplies, time and talent.

Objectives.

GPRM Measures

Allamakee CSD used *Iowa Assessments* to assess student proficiency improvements in reading and mathematics. GPRM Measures 1-3 (improvement in mathematics) and GPRM Measures 4-6 (improvement in English) were not reported and no information was given in the local evaluation for not having data for GPRM Measures 1-6. The GPRM summary table below indicates percentage improvement for each measure Allamakee submitted in the local evaluation. The data includes Cohort 7 Centers at Allamakee Jr. High School, Cora B. Darling Elementary/Middle School (Postville CSD) and Waukon High School.

Allamakee CSD 21st CCLC GPRA Measures Summary for 2016-2017

Program GPRA Measures	Percentage Improvement
1. The percentage of elementary 21 st Century regular program participants whose mathematics grades improved from fall to spring.	na
2. The percentage of middle/high school 21 st Century regular program participants whose mathematics grades improved from fall to spring.	na
3. The percentage of all 21 st Century regular program participants whose mathematics grades improved from fall to spring.	na
4. The percentage of elementary 21 st Century regular program participants whose English grades improved from fall to spring.	na
5. The percentage of middle/high school 21 st Century regular program participants whose English grades improved from fall to spring.	na
6. The percentage of all 21 st Century regular program participants whose English grades improved from fall to spring.	na
7. The percentage of elementary 21 st Century regular program participants who improve from not proficient to proficient or above in reading on state assessments.	30%
8. The percentage of middle/high school 21 st Century regular program participants who improve from not proficient to proficient or above in mathematics on state assessments.	40%
9. The percentage of elementary 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	95%
10. The percentage of middle/high school 21 st Century program participants with teacher-reported improvement in homework completion and class participation.	95%
11. The percentage of all 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	95%
12. The percentage of elementary 21 st Century participants with teacher-reported improvements in student behavior.	94%
13. The percentage of middle/high school 21 st Century participants with teacher-reported improvements in student behavior.	94%
14. The percentage of all 21 st Century participants with teacher-reported improvements in student behavior.	94%

For the 60 elementary students in the program who were identified as not proficient in reading, 18 or 30% improved to proficient. Secondary students who were not proficient numbered 45 and 18 or 40%

improved to proficient. Teachers at both the elementary and secondary level reported that 95% of students improved in homework completion and class participation and 94% of students improved their behavior.

Local Objectives

Allamakee CSD had four objectives for Cohort 8 and all four objectives were met. The methodology for measuring the local objectives as well as the justification for rating the objectives was complete. Of the four objectives, two dealt with student achievement and two dealt with student behavior including improvement in attendance. The objectives and their ratings are listed below.

- 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. *Met the Stated Objective.*
- 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. *Met the Stated Objective.*
- 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). *Met the Stated Objective.*
- Regular attendees of the 21st Century CCLC afterschool program will increase communication skills, build relationships, and increase career options with postsecondary education. *Met the Stated Objective.*

Sustainability.

Allamakee CSD provided elements of a sustainability plan including memorandums of understanding, an evaluation data book used for marketing and references to and lists of partners. Partner contributions are a part of the sustainability plan and their total contributions for in-kind services were estimated at over \$24,000.

No formal sustainability plan per se was included in the local evaluation.

Allamakee CSD Summary.

Allamakee Community School District reported success for the Cohort 8 21st CCLC Program. Called Community Connections, the program served was 366 students with a regular attendance of 245 (67%). Community Connections partnered with 72 organizations who participated in a variety of ways. Advisory Councils are utilized at Centers and parents participated in the councils. Parents volunteered and attended parental events. The local evaluation did not include the total number of parents who attended the events but did say that between 7 and 52 parents attended, depending on the event. Improvement was reported GPRA Measures 7-14. No data on GPRA Measures 1-6 was included in the local evaluation and no explanation was given for the lack of data. All local objectives were met and a complete discussion of methodology and ratings justification was included in the local evaluation. Recommendations focused on communication, improving attendance and continuing activities that have been successful. Allamakee CSD did not provide a sustainability plan but did include elements of one, including memorandums of understanding and partnership information. Recommendations for the future should include addressing the lack of data for GPRA measures 1-6 as well as ways to increase parent attendance at events.



“I think it’s an amazing program. The fact that they get a little bit of fun, they get to play games and have their Lego Clubs and their robots, and go out to recess, but they get their homework done, too. They include math, reading, all of it. Spelling words are done, and that’s really nice, too. The students also like getting their homework done during the afterschool program.” (Allamakee Parent).

Andrew CSD

Andrew CSD 21st CCLC Notable Facts:

- ★ 90% of students identified as needing improvement improved in mathematics (GPRA Measure 3).
- ★ 100% of students identified as needing improvement improved in English (GPRA Measure 6).
- ★ 24% of students who were non-proficient in reading attained proficiency (GPRA Measure 7).
- ★ 89% of students identified as needing improvement improved in homework completion and class participation (GPRA Measure 11).
- ★ 92% of students identified as needing improvement improved in student behavior (GPRA Measure 14).
- ★ Andrew CSD had 95% of the total population attending 21st CCLC.
- ★ The overall ALEAP objective is to support student learning success.
- ★ Over 57% of attendees were identified as FRPL.
- ★ The sustainability plan included 32 partners contributing over \$30,000 in in-kind assistance for the 21st CCLC Program.

For the 2016-2017 school year, Andrew CSD had one center, the Andrew Community School District Leaders Education After School Program (ALEAP).

The ALEAP program was offered one hour before school, two hours after school, and 30 days within the summer months. The program was offered 180 school days or 540 hours which is approximately 60 hours per month. The summer program is 30 days and four hours per day. The overall ALEAP objective is to support student learning success (Local Evaluation).



For the second year of ALEAP, 137 students were served by the 21st CCLC Program. For 2016-2017, 57.9% of the total students served were identified as FRPL. The summer program had 67 students attending. ALEAP doubled the number of partners from the previous year to a total of 32 partners supporting the program with a variety of services. Parents are active in the program as evidenced by the creation of a parent committee called the Parent Lighthouse Team, which meets monthly and coordinates fund raising efforts and gathers community input.

Andrew CSD 21st CCLC Program Summary Chart (2016-2017)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Andrew CSD	10	16	Andrew CSD	137	67
TOTALS		16		137	67

Regular attendees attended 21st CCLC programs for at least 30 days.

Partnerships.

Andrew CSD doubled the number of partners for its 21st CCLC Program from 16 to 32. Adding partners allowed the program to add activities, including field trips. Partners provided a variety of services to the 21st CCLC program. Andrew CSD estimated that the in-kind value provided by the partners totaled over \$30,000 with no single partner providing more than \$5,000.



Parent Involvement.

Andrew CSD implemented a *Parent Lighthouse Team* to promote parent support for local activities, especially the 21st CCLC Program. They meet once a month and coordinate parent and community volunteers and activities as well as fundraising efforts. Parent communication is done using flyers, Facebook and text messages. Parent volunteers served meals, helped organize events and attended field trips. Two events mentioned in the Andrew CSD local evaluation were a fall Gold Outing and a winter Trivia Night, both of which are fund raising events. The number of parent events was not provided in the local evaluation.

Objectives.

GPRA Measures

Andrew CSD used *iReady* to assess student performance in mathematics and *FAST* to assess student performance in English and reading for GPRA measures. The GPRA summary table below indicates percentage improvement for each measure. The low number of secondary students (three) would not provide meaningful comparisons so only elementary results are indicated in the table.

Andrew CSD 21st CCLC GPRA Measures Summary for 2016-2017

Program GPRA Measures	Percentage Improvement
1. The percentage of elementary 21 st Century regular program participants whose mathematics grades improved from fall to spring.	90%
2. The percentage of middle/high school 21 st Century regular program participants whose mathematics grades improved from fall to spring.	na
3. The percentage of all 21 st Century regular program participants whose mathematics grades improved from fall to spring.	90%
4. The percentage of elementary 21 st Century regular program participants whose English grades improved from fall to spring.	100%
5. The percentage of middle/high school 21 st Century regular program participants whose English grades improved from fall to spring.	na

Program GPRA Measures	Percentage Improvement
6. The percentage of all 21 st Century regular program participants whose English grades improved from fall to spring.	100%
7. The percentage of elementary 21 st Century regular program participants who improve from not proficient to proficient or above in reading on state assessments.	24%
8. The percentage of middle/high school 21 st Century regular program participants who improve from not proficient to proficient or above in mathematics on state assessments.	na
9. The percentage of elementary 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	89%
10. The percentage of middle/high school 21 st Century program participants with teacher-reported improvement in homework completion and class participation.	na
11. The percentage of all 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	89%
12. The percentage of elementary 21 st Century participants with teacher-reported improvements in student behavior.	92%
13. The percentage of middle/high school 21 st Century participants with teacher-reported improvements in student behavior.	na
14. The percentage of all 21 st Century participants with teacher-reported improvements in student behavior.	92%

Andrew CSD reported that almost all regular attendees in the 21st CCLC program were identified as needing improvement. For the elementary students in the program who were identified as needing improvement, 90% improved in mathematics and 100% improved in English. For reading 24% of elementary students moved from not proficient to proficient, a result that is in line with the national average of 28.4%. Teachers reported that 89% of students improved in homework completion and class participation and 92% of students improved their behavior.

Local Objectives

Andrew CSD continued the same five local objectives for the 21st CCLC Program for the 2016-2017 School Year as used in the year before. All five objectives were reported as being met. The methodology for measuring the local objectives was sound and the justification for rating the objectives was complete. Of the five objectives, one dealt with student achievement, three dealt with student leadership and self-efficacy, and one dealt with increasing student interest in a variety of activities. The objectives and their ratings are listed below.

- ALEAP participants will show accelerated growth in reading/language arts, math, and science skills. *Met the Stated Objective.*
- Students will model 7 Habits of Highly Effective People through leadership opportunities and responsibilities. *Met the Stated Objective.*

- Students will increase attendance and reduce behavior referrals during the school day. *Met the Stated Objective.*
- Students will set goals, monitor goals, and review goals with an adult throughout the program. *Met the Stated Objective.*
- Students will participate in activities and programs that are new or not currently in their interest area. *Met the Stated Objective.*

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 21st 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 over \$30,000, an increase from the previous year (\$19,500).

Andrew CSD Summary.

Andrew Community School District had continued success for the second year of its 21st CCLC Program. Called ALEAP (Andrew Community School District Leadership Education After School Program), the program served 95% of the school population. The number served was 137 students with a regular attendance of 67. In addition, 61 students attended the 21st CCLC summer session. ALEAP had the support of 32 partners (an increase of 15 from the previous year) who participated in a variety of ways, including curriculum development and staffing. Andrew CSD reported the creation of a group call the *Community Lighthouse Team* for coordinating activities, parental support and fundraising. Parents volunteered and attended parental events but the local evaluation did not include parent activity or parent attendance numbers. Improvement was reported for elementary students for all GPRA Measures while secondary participation numbers were too low to be significant. All local 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 21st CCLC grant funds are expended. The leadership and evaluation teams reported that feedback and a needs assessment led to the addition of daycare and the *Community Lighthouse Team*. Expectations expressed in the local evaluation were that future discussions with partners would focus on sustainability.



“I have no doubt, this wonderful opportunity for him (second grade student) to attend our after school ALEAP program is what helped him develop an interest in his learning and while choosing positive behavior in my classroom!” (Andrew CSD Teacher).

Audubon CSD

Audubon CSD 21st CCLC Notable Facts:

- ★ 54% of students identified as needing improvement improved in mathematics (GPRA Measure 3).
- ★ 61% of students identified as needing improvement improved in English (GPRA Measure 6).
- ★ 10% of students who were non-proficient in reading attained proficiency (GPRA Measure 7).
- ★ 32% of students identified as needing improvement improved in homework completion and class participation (GPRA Measure 11).
- ★ 26% of students identified as needing improvement improved in student behavior (GPRA Measure 14).
- ★ U student in the program would recommend the Audubon 21st CCLC Program to friends.
- ★ 26 partners provided presentations and field trips at no-cost.
- ★ Over 71% of regular attendees were identified as FRPL.

In 2016-2017, Audubon CSD had one center. The Launch Kids Club was held at Audubon Elementary School from 3:30PM – 6:30PM, on most non-school days and from 9AM – 5PM on weekdays during the summer.

This first-year program at Audubon CSD served 54 total students with 46 (85%) of them identified as regular attendees and 35 (65%) were identified as FRPL. The summer program had 56 students attending. Audubon CSD had 29 partners supporting the Launch Kids Club, all of them at no cost to the 21st CCLC Program. Three informational meetings were held for parents and 18 family members participated in an activity fun day after school on May 25, 2017.



Audubon CSD 21st CCLC Program Summary Chart (2016-2017)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Audubon CSD	11	29	Audubon Elementary School	54	46
TOTALS		29		54	46

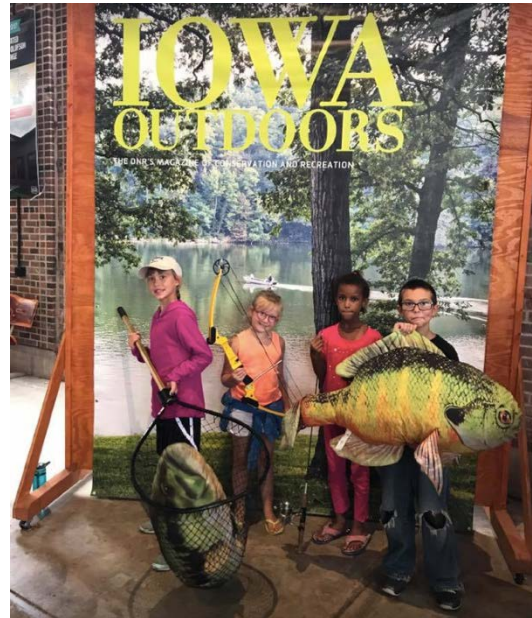
Regular attendees attended 21st CCLC programs for at least 30 days.

Partnerships.

The 32 partners for the Audubon CSD 21st CCLC Program provided a variety of services to the 21st CCLC program, all of them at no cost to the Program. Most (26) of the partners provided programming and activity related services in the form of presentations and field trips. Audubon CSD estimated that the in-kind value provided by the partners totaled \$4,815.

Parent Involvement.

Audubon CSD held three parent meetings for the 21st CCLC Program. An informational meeting was held in May of 2016 to introduce the program and the upcoming opportunities offered by the Program. In October, 2016 a presentation about the 21st CCLC Program was given to all stakeholders, including parents, community members and the school board. A family fun day was held afterschool on May 25th, 2017 that included games and cooking activities. Parent communication was done using paper flyers, Facebook and Textcaster, a cell phone and e-mail notification service.



Objectives.

GPRM Measures

Audubon CSD used classroom grades and *FAST* scores to assess student performance in mathematics and *FAST* to assess student performance for GPRM measures. The GPRM summary table below indicates percentage improvement for each measure. The Audubon CSD 21st CCLC Program is solely an elementary program so only GPRM Measures for elementary students are shown.

Audubon CSD 21st CCLC GPRM Measures Summary for 2016-2017

Program GPRM Measures	Percentage Improvement
1. The percentage of elementary 21 st Century regular program participants whose mathematics grades improved from fall to spring.	54%
2. The percentage of middle/high school 21 st Century regular program participants whose mathematics grades improved from fall to spring.	na
3. The percentage of all 21 st Century regular program participants whose mathematics grades improved from fall to spring.	54%
4. The percentage of elementary 21 st Century regular program participants whose English grades improved from fall to spring.	61%

Program GPRA Measures	Percentage Improvement
5. The percentage of middle/high school 21 st Century regular program participants whose English grades improved from fall to spring.	na
6. The percentage of all 21 st Century regular program participants whose English grades improved from fall to spring.	61%
7. The percentage of elementary 21 st Century regular program participants who improve from not proficient to proficient or above in reading on state assessments.	10%
8. The percentage of middle/high school 21 st Century regular program participants who improve from not proficient to proficient or above in mathematics on state assessments.	na
9. The percentage of elementary 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	32%
10. The percentage of middle/high school 21 st Century program participants with teacher-reported improvement in homework completion and class participation.	na
11. The percentage of all 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	32%
12. The percentage of elementary 21 st Century participants with teacher-reported improvements in student behavior.	26%
13. The percentage of middle/high school 21 st Century participants with teacher-reported improvements in student behavior.	na
14. The percentage of all 21 st Century participants with teacher-reported improvements in student behavior.	26%

Audubon CSD reported that all regular attendees (46) in the 21st CCLC program were identified as needing improvement in mathematics and English. For the elementary students in the program who were identified as needing improvement, 54% improved in mathematics and 61% improved in English. For reading ten students were identified as not proficient and one of the students improved to proficient. Teachers reported that 32% of students improved in homework completion and class participation and 26% of students improved their behavior.

Local Objectives

Audubon CSD had six local objectives for the 21st CCLC Program for the 2016-2017 School Year. one objective was reported as being met and five objectives were not met but progress was made toward the stated objective. The methodology for measuring the local objectives was sound and the justification for rating the objectives was complete. Of the six objectives, four addressed student achievement and two addressed student behaviors. The objectives and their ratings are listed below.

- Students will show improvement in Mathematics. *Did not meet but made progress toward the stated objective.*

- Students will show improvement in English. *Did not meet but made progress toward the stated objective.*
- Students will improve from not proficient to proficient or above in reading. *Did not meet but made progress toward the stated objective.*
- Students will have teacher-reported improvement in homework completion and class participation. *Did not meet but made progress toward the stated objective.*
- Students will have teacher-reported improvements in student behavior. *Did not meet but made progress toward the stated objective.*
- 80 % of Third and Fourth grade regular program participants will improve from not proficient to proficient on math MAP testing. *Met the Stated Objective.*

Sustainability.

Audubon CSD has started developing a sustainability plan.

The Audubon Community School District will develop a sustainability plan for the afterschool program. The district has strong community support, as evidenced by the large number of partners donating programming and activity-related services. Possible partners will include those businesses and organizations, and also possibly groups such as local churches able to provide volunteer staff. (Local Evaluation)

Partner contributions are also a part of the sustainability plan and their total contributions for in-kind services were estimated at \$4,815 from 24 partners.

Audubon CSD Summary.

Audubon Community School District had exhibited success for the first year of its 21st CCLC Program. Called Launch Kids Club, the program served approximately 25% of the school population. The program served 54 students with a regular attendance of 46. For the summer session, 56 students attended the 21st CCLC Program. Audubon had 29 partners and 26 of them provided presentations and field trips at no cost to the Program. Parents attended three events with 18 family members attending the culminating event in May of 2017. Improvement on GPRA measures was reported for elementary students. Only ten students were identified as not being proficient in reading and one of these ten students attained proficiency. Audubon CSD had six local objectives of which one was met and five were not met but progress was made toward them. A sustainability plan is being developed and registrations for the next summer program indicated an increase of over 60% compared to the number of attendees in the previous year. Recommendations included adding more literacy activities.



“How blessed we are that our kids are getting to experience this cool stuff?!?! I feel incredibly grateful for you all!” (Audubon CSD Parent).

Bettendorf CSD

Bettendorf CSD 21st CCLC Notable Facts:

- ★ 93% of students identified as needing improvement improved in mathematics (GPRA Measure 3).
- ★ 66% of students identified as needing improvement improved in English (GPRA Measure 6).
- ★ 33% of students who were non-proficient in reading attained proficiency (GPRA Measure 7).
- ★ 67% of students identified as needing improvement improved in homework completion and class participation (GPRA Measure 11).
- ★ 62% of students identified as needing improvement improved in student behavior (GPRA Measure 14).
- ★ 99% of attendees attended 30 or more days.
- ★ Over 67% of attendees were identified as FRPL.
- ★ Bettendorf CSD 21st CCLC Programs met all 21 local objectives.
- ★ 35 partners contributing over \$253,000 in in-kind assistance for the 21st CCLC Program.

For the 2016-2017 school year, Bettendorf CSD had two centers: Neil Armstrong Elementary School (Cohort 9), called the Rock-It Academy; and Mark Twain Elementary (Cohort 10), called the Steamer Success Academy. Both centers had summer school programs.

Bettendorf CSD served 191 students in the two 21st CCLC Centers and 129 (67.5%) students were identified as FRPL. The summer program had 122 students attending. Bettendorf was supported by 35 partners who provided a variety of services. Parents were active in the program and volunteered to chaperon field trips and assist with projects. Parents also attended meetings and events. The local evaluation did not provide data on the numbers of parents involved in the various activities described.



Bettendorf CSD 21st CCLC Program Summary Chart (2016-2017)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Bettendorf CSD	9	19	Neil Armstrong Elementary School	109	109
Bettendorf CSD	10	21	Mark Twain Elementary School	82	80
TOTALS		35*		191	189

Regular attendees attended 21st CCLC programs for at least 30 days.

*Total reflects total number of unique partners.

Partnerships.

Bettendorf CSD had 35 partners supporting the 21st CCLC Program. Examples of services provided by partners included safety programs by the Bettendorf Fire and Police Departments. Field trips were made with the help of partners such as Bettendorf Parks and Recreation, Family Museum, Niabi Zoo, Putnam Museum and Quad City Botanical Center. Bettendorf CSD estimated that the in-kind value provided by the partners totaled over \$253,000.



Parent Involvement.

Bettendorf CSD indicated that parent involvement and communication were key factors in the success of the 21st CCLC Program. Parents assist the program in various ways including chaperoning field trips, assisting with special projects, and attending meetings and events. Parent communication is done face-to-face during program drop off/pick-up times as well as using phone calls, e-mails, the school messenger system, flyers, newsletters and the program handbook. Parent volunteers served meals, helped organize events and attended field trips. Bettendorf CSD 21st CCLC Centers held six Family Literacy Events and at least 26 families attended each event.

Objectives.

GPRC Measures

Bettendorf CSD used *FAST aMath* to assess student performance in mathematics and *FAST aReading* and *FAST Composite* to assess student performance in English and reading for GPRC measures. The GPRC summary table below indicates percentage improvement for each measure. The Bettendorf CSD 21st CCLCC Program is Elementary only so no data was available for secondary measures. Mark Twain Elementary (Cohort 10) provided two numbers for GPRC Measure 9 so this data was not included in the following table.

Bettendorf CSD 21st CCLC GPRC Measures Summary for 2016-2017

Program GPRC Measures	Percentage Improvement
1. The percentage of elementary 21 st Century regular program participants whose mathematics grades improved from fall to spring.	93%
2. The percentage of middle/high school 21 st Century regular program participants whose mathematics grades improved from fall to spring.	na
3. The percentage of all 21 st Century regular program participants whose mathematics grades improved from fall to spring.	93%
4. The percentage of elementary 21 st Century regular program participants whose English grades improved from fall to spring.	66%

Program GPRA Measures	Percentage Improvement
5. The percentage of middle/high school 21 st Century regular program participants whose English grades improved from fall to spring.	na
6. The percentage of all 21 st Century regular program participants whose English grades improved from fall to spring.	66%
7. The percentage of elementary 21 st Century regular program participants who improve from not proficient to proficient or above in reading on state assessments.	33%
8. The percentage of middle/high school 21 st Century regular program participants who improve from not proficient to proficient or above in mathematics on state assessments.	na
9. The percentage of elementary 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	67%
10. The percentage of middle/high school 21 st Century program participants with teacher-reported improvement in homework completion and class participation.	na
11. The percentage of all 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	67%
12. The percentage of elementary 21 st Century participants with teacher-reported improvements in student behavior.	62%
13. The percentage of middle/high school 21 st Century participants with teacher-reported improvements in student behavior.	na
14. The percentage of all 21 st Century participants with teacher-reported improvements in student behavior.	62%

For the elementary students in the program who were identified as needing improvement, 93% improved in mathematics and 66% improved in English. For reading 33% of elementary students moved from not proficient to proficient. Teachers reported that 67% of students improved in homework completion and class participation at Neil Armstrong Elementary School (Cohort 9) and 62% of all elementary students in the 21st CCLC Program improved their behavior.

Local Objectives

Bettendorf CSD had 21 local objectives for the 21st CCLC Program for the 2016-2017 School Year and all 21 objectives were reported as being met. The methodology for measuring the local objectives was sound and the justification for rating the objectives was complete. The objectives were used to support the three goals of the program.

- **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's objectives and their ratings are listed below.

Cohort 9 Neil Armstrong Elementary School

- **GOAL 1: Objective 1a.** Children actively participate in literacy and math activities as recorded by staff. *Met the Stated Objective.*
- **GOAL 1: Objective 1b.** In annual surveys, school staff report that participants improve academically. *Met the Stated Objective.*
- **GOAL 1: Objective 1c.** Participants' literacy and math achievement increase as measured by Iowa Assessment scores, grades, and other BCSD assessments. *Met the Stated Objective.*
- **GOAL 2: Objective 2a.** At least 20 families at Neil Armstrong Elementary attend Family Literacy events regularly. *Met the Stated Objective.*
- **GOAL 2: Objective 2b.** Program parents collaborate with teachers in cooperative IAP goal setting. *Met the Stated Objective.*
- **GOAL 2: Objective 2c.** Program parents attend twice yearly conferences with school and program staff. *Met the Stated Objective.*
- **GOAL 2: Objective 2d.** Parents, students, partners, and other community members contribute to the program's advisory committee. *Met the Stated Objective.*
- **GOAL 3: Objective 3a.** At least 30 children at Neil Armstrong Elementary participate in a service learning project. *Met the Stated Objective.*
- **GOAL 3: Objective 3b.** At 80% of Neil Armstrong Elementary participants attend field trips to community partner sites. *Met the Stated Objective.*
- **GOAL 3: Objective 3c.** Program staff report increased social skills in start and end-of-year assessments. *Met the Stated Objective.*
- **GOAL 3: Objective 3d.** Neil Armstrong Elementary participants report that the program is "fun" and they like to attend. *Met the Stated Objective.*
- **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. *Met the Stated Objective.*

Cohort 10 Mark Twain Elementary School

- **GOAL 1: Objective 1a.** In annual surveys, school staff say that participants improve academically. *Met the Stated Objective.*
- **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. *Met the Stated Objective.*
- **GOAL 1: Objective 1c.** An additional 5% of program students in grades 3-5 will demonstrate proficiency in literacy and math achievement based on Iowa Assessment scores. *Met the Stated Objective.*
- **GOAL 2: Objective 2a.** At least 20 families at Mark Twain Elementary attended Family Literacy events regularly. *Met the Stated Objective.*

- **GOAL 2: Objective 2b.** Steamer Success Academy parents collaborate with teachers in cooperative IAP goal setting. *Met the Stated Objective.*
- **GOAL 2: Objective 2c.** Parents, students, school staff, partners, and other community members participate in the program’s Advisory Committee. *Met the Stated Objective.*
- **GOAL 3: Objective 3a.** At least 30 children at Mark Twain Elementary participate in a service learning project. *Met the Stated Objective.*
- **GOAL 3: Objective 3b.** At least 75% of the participants say that the program is “fun” and they like to attend. *Met the Stated Objective.*
- **GOAL 3: Objective 3c.** In annual surveys, school staff report that students who need to improve their behavior, are more motivated, and increase their ability to get along with others. *Met the Stated Objective.*

Sustainability.

Bettendorf CSD reported that there are plans to develop a formal sustainability plan. The Local Evaluation provided information on efforts for future sustainability, including obtaining funding from grants and utilizing existing programs to prevent duplication of efforts. Partnerships were listed as an important part of sustainability efforts. Total contributions for in-kind services provided by partners were estimated at over \$253,000.

Bettendorf CSD Summary.

Bettendorf Community School District had two centers for its 21st CCLC Program. Called the Rock-It Academy at Neil Armstrong Elementary School (Cohort 9) and the Steamer Success Academy at Mark Twain Elementary (Cohort 10), the two centers served 191 total students and 189 (99%) of students were regular attendees. Of the 191 total students, 67.5% of students served were FRPL. In addition, the centers served 122 students in summer programs. Thirty-five partners supported the 21st CCLC Program and provided in-kind services with an estimated value of \$253,000. The local evaluation reported that parents were active in the program and Bettendorf CSD 21st CCLC Centers held six Family Literacy Events with at least 26 families attending each event. Improvement on GPRA Measures was positive and the percentage of students achieving proficiency in reading (33%) was higher than the average nationwide (28.4%). All local 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. Bettendorf CSD is working to develop a formal sustainability plan and some pieces of a plan were described in the local evaluation.



“We are beyond grateful to have a safe, educational place to drop off our daughter before school when we have to be at work. It’s also helpful to have people there to help her with her homework when she needs it.” (Bettendorf CSD Parent).

Boys & Girls Clubs of the Cedar Valley CSD

Boys & Girls Clubs of the Cedar Valley 21st CCLC Notable Facts:

- ★ 63% of students identified as needing improvement improved in mathematics (GPRA Measure 3).
- ★ 57% of students identified as needing improvement improved in English (GPRA Measure 6).
- ★ 54% of students who were non-proficient in reading attained proficiency (GPRA Measure 7).
- ★ 61% of students who were non-proficient in mathematics attained proficiency (GPRA Measure 8).
- ★ 75% of students identified as needing improvement improved in homework completion and class participation (GPRA Measure 11).
- ★ 71% of students identified as needing improvement improved in student behavior (GPRA Measure 14).
- ★ Over 81% of attendees were identified as FRPL.
- ★ Boys & Girls Clubs of the Cedar Valley had 14 partners contributing over \$270,000 in assistance for the 21st CCLC Program.

For the 2016-2017 school year, Boys & Girls Clubs of the Cedar Valley had three centers in Cohort 10. The centers at Lincoln Elementary School, Carver Academy and Central Middle School served 155 students with 77 (50%) attending 30 days or more and 126 (81%) were classified as FRPL. The summer program provided by the Boys & Girls Clubs of the Cedar Valley served 124 total students with 99 (80%) students classified as FRPL. Fourteen partners supported the program and offered a variety of services with an estimated value of \$727,000.



The local evaluation stated, *“We offer parents the opportunity to volunteer throughout the year and have many who are members of various committees.”* No other information on parent involvement was provided.

Boys & Girls Clubs of the Cedar Valley 21st CCLC Program Summary Chart (2016-2017)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Boys & Girls Clubs of the Cedar Valley	10	14	Lincoln Elementary School, Carver Academy and Central Middle School	155	77
TOTALS		14		155	77

Regular attendees attended 21st CCLC programs for at least 30 days.

Partnerships.

Boys & Girls Clubs of the Cedar Valley reported that they had 14 partners that provided \$727,000 in services. More information on partners was not provided in the local evaluation.

Parent Involvement.

The local evaluation stated, *“We offer parents the opportunity to volunteer throughout the year and have many who are members of various committees.”* No other information on parent involvement was provided.



Objectives.

GPRM Measures

Boys & Girls Clubs of the Cedar Valley used Iowa Assessments to assess student performance in mathematics, English and Reading. The GPRM summary table below indicates percentage improvement for each measure.

Boys & Girls Clubs of the Cedar Valley 21st CCLC GPRM Measures Summary for 2016-2017

Program GPRM Measures	Percentage Improvement
1. The percentage of elementary 21 st Century regular program participants whose mathematics grades improved from fall to spring.	60%
2. The percentage of middle/high school 21 st Century regular program participants whose mathematics grades improved from fall to spring.	67%
3. The percentage of all 21 st Century regular program participants whose mathematics grades improved from fall to spring.	63%
4. The percentage of elementary 21 st Century regular program participants whose English grades improved from fall to spring.	54%
5. The percentage of middle/high school 21 st Century regular program participants whose English grades improved from fall to spring.	61%
6. The percentage of all 21 st Century regular program participants whose English grades improved from fall to spring.	57%
7. The percentage of elementary 21 st Century regular program participants who improve from not proficient to proficient or above in reading on state assessments.	54%
8. The percentage of middle/high school 21 st Century regular program participants who improve from not proficient to proficient or above in mathematics on state assessments.	61%
9. The percentage of elementary 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	82%

Program GPRA Measures	Percentage Improvement
10. The percentage of middle/high school 21 st Century program participants with teacher-reported improvement in homework completion and class participation.	71%
11. The percentage of all 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	75%
12. The percentage of elementary 21 st Century participants with teacher-reported improvements in student behavior.	73%
13. The percentage of middle/high school 21 st Century participants with teacher-reported improvements in student behavior.	70%
14. The percentage of all 21 st Century participants with teacher-reported improvements in student behavior.	71%

Boys & Girls Clubs of the Cedar Valley reported on all GPRA Measures. For the elementary students in the program who were identified as needing improvement, 60% improved in mathematics and 54% improved in English. For secondary students 67% improved in mathematics and 61% improved in English. In reading, 54% of elementary students who were not proficient obtained proficiency and for mathematics 61% of secondary students who were not proficient obtained proficiency. Over 70% of all students improved in homework completion and class participation as well as behavior.

Local Objectives

Boys & Girls Clubs of the Cedar Valley had four local objectives and reported that all of them had been met for the 2016-2017 school year. The methodology for measuring the local objectives was included in the local evaluation although it was not clear on objective one how teachers reported their improvement ratings. The justification for rating the objectives was complete. Three of the objectives dealt with academic improvement and one objective dealt with behavior targeting tardiness and discipline referrals. The objectives and their ratings are listed below.

- Daytime teachers will report that at least half of the 21st CCLC participants improve academically as evidenced by annual surveys. *Met the Stated Objective.*
- 21st CCLC participants literacy and math scores will increase over the year and summer as evidenced by student report card and standardized test scores. *Met the Stated Objective.*
- For 21st CCLC participants with two years of Iowa Assessment scores, at least one-fourth will increase their proficiency rate by the second year. *Met the Stated Objective.*
- 21st CCLC participants will have better attendance and fewer tardies and discipline referrals than nonparticipants as evidenced by school records and incident reports. *Met the Stated Objective.*

Sustainability.

Boys & Girls Clubs of the Cedar Valley outlined the sustainability plan for 21st CCLC in the local evaluation. The plan lists the following efforts as part of the sustainability plan.

- Use the capital campaign plan as a base for improvement for our annual campaign.
- Meetings with special events committees during the summer of 2018, for a SWAT analysis on our special events.
- In 2018, kickoff the “100 Club” Planned Giving program.
- Continue monthly meetings with community partners to establish relationships, and to give them planning time on how they can help secure future funding.
- Creation of an endowment with the Community Foundation of Northeast Iowa.
- Use of existing programs to offer the most effective use of public resources.
- Using state and federal resources effectively.
- Continuously seek new funding sources to ensure a broad support base, including local, state, and national public and private sources.

Partner contributions are a part of the sustainability plan and the 14 partners provided an estimated \$727,000 in-kind services.

Boys & Girls Clubs of the Cedar Valley Summary.

Boys & Girls Clubs of the Cedar Valley reported success for its 21st CCLC Program. The program served 155 total students with a regular attendance of 77. In addition, 124 students attended the 21st CCLC summer session. The 14 partners provided services and their estimated in-kind value was \$727,000. Complete information on parent involvement was not included in the local evaluation, including the number of events or parent attendance numbers. Improvement was reported for students for all GPRA Measures, including elementary and secondary students. All local objectives were met and a discussion of methodology and ratings justification was included in the local evaluation, although more information was needed regarding teacher input on student behavior. One recommendation was included for objectives to obtain data from the National Youth Outcomes Initiative. It was not clear what outcomes this additional data would help measure. Boys & Girls Clubs of the Cedar Valley outlined the steps being used to help with sustainability of the program but no formal sustainability plan was referenced. No recommendations on the future plans for changes were included in the local evaluation.

Burlington CSD

Burlington CSD 21st CCLC Notable Facts:

- * 74% of students identified as needing improvement improved in mathematics (GPRA Measure 3).
- * 78% of students identified as needing improvement improved in English (GPRA Measure 6).
- * 49% of students who were non-proficient in reading attained proficiency (GPRA Measure 7).
- * 30% of students who were non-proficient in mathematics attained proficiency (GPRA Measure 8).
- * 43% of students identified as needing improvement improved in homework completion and class participation (GPRA Measure 11).
- * 38% of students identified as needing improvement improved in student behavior (GPRA Measure 14).
- * Over 48% of attendees were identified as FRPL.
- * Burlington CSD had 41 partners supporting the program with an in-kind value of over \$43,000.

For the 2016-2017 school year, Burlington CSD had three centers. The 21st CCLC Program, called PIECES (Partners in Education, Community Educating Students), had centers at Leopold and Edward Stone Middle Schools and North Hill Elementary School.

The three centers served 776 total students and 288 (37%) were regular attendees. For 2016-2017, 48.58% of the total students served were identified as FRPL. North Hill Elementary School also provided a summer program and had 207 students attending. PIECES had 41 partners supporting the 21st CCLC Program with a variety of services. Burlington CSD offered ten family nights for parents to attend and in a survey, 63% of parents were satisfied with the program.

Burlington CSD 21st CCLC Program Summary Chart (2016-2017)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Burlington CSD	9	41	Leopold and Edward Stone Middle Schools and North Hill Elementary School	776	288
TOTALS		41		776	288

Regular attendees attended 21st CCLC programs for at least 30 days.

Partnerships.

Burlington CSD reported “*The involvement of the diverse representation of partners is one of the program’s greatest successes, with several having collaborated with BCSD since the inception of the program*” (Local Evaluation). Forty-one partners contributed time, resources and monetary assistance to the 21st CCLC Program. Burlington CSD estimated that the in-kind value provided by the partners totaled over \$43,000.



Parent Involvement.

Burlington CSD held ten Family Nights and, in a survey, 60% of parents reported that attending a family night helped them feel more connected to the program. No attendance data was provided in the local evaluation.

Objectives.

GPRM Measures

Burlington CSD used *Iowa Assessments* to assess student performance in mathematics, English and Reading. The GPRM summary table below indicates percentage improvement for each measure.

Burlington CSD 21st CCLC GPRM Measures Summary for 2016-2017

Program GPRM Measures	Percentage Improvement
1. The percentage of elementary 21 st Century regular program participants whose mathematics grades improved from fall to spring.	74%
2. The percentage of middle/high school 21 st Century regular program participants whose mathematics grades improved from fall to spring.	73%
3. The percentage of all 21 st Century regular program participants whose mathematics grades improved from fall to spring.	74%
4. The percentage of elementary 21 st Century regular program participants whose English grades improved from fall to spring.	83%
5. The percentage of middle/high school 21 st Century regular program participants whose English grades improved from fall to spring.	72%
6. The percentage of all 21 st Century regular program participants whose English grades improved from fall to spring.	78%
7. The percentage of elementary 21 st Century regular program participants who improve from not proficient to proficient or above in reading on state assessments.	49%

Program GPRA Measures	Percentage Improvement
8. The percentage of middle/high school 21 st Century regular program participants who improve from not proficient to proficient or above in mathematics on state assessments.	30%
9. The percentage of elementary 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	100%
10. The percentage of middle/high school 21 st Century program participants with teacher-reported improvement in homework completion and class participation.	35%
11. The percentage of all 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	43%
12. The percentage of elementary 21 st Century participants with teacher-reported improvements in student behavior.	100%
13. The percentage of middle/high school 21 st Century participants with teacher-reported improvements in student behavior.	31%
14. The percentage of all 21 st Century participants with teacher-reported improvements in student behavior.	38%

Burlington CSD reported that for students identified as needing improvement in mathematics and English, more than 70% of students improved. In mathematics, 74% of elementary students and 78% of secondary students improved. In English, 83% of elementary and 72% of secondary students improved. Of the elementary students not proficient in reading, 49% attained proficiency. Of the secondary students not proficient in mathematics, 30% attained proficiency. One hundred percent of elementary students improved in homework completion and class participation as well as student behavior. For secondary students, 43% improved in homework completion and class participation and 31% improved in student behavior.

Local Objectives

Burlington CSD had five local objectives for the 21st CCLC Program for the 2016-2017 School. Two of the objectives were met, two of the objectives were not met but progress was made toward the objective and one objective was unable to be measured. One of the objectives focused on academic achievement, two of the objectives focused on student behavior, one objective focused on enrichment and one objective focused on parental involvement. The local evaluation included the methodology measuring the local objectives and the justification for rating the objectives. The objectives and their ratings are listed below.

- Students who regularly attend PIECES will achieve one year's growth in reading and math based on Iowa Assessment standard scores by June 30, 2017. *Unable to measure the Stated Objective.*
- By May 2017, 50% of students who attend PIECES regularly will have six or less days of missed school. *Did not meet but made progress toward the Stated Objective.*

- Students who regularly attend PIECES will decrease Office Disciplinary Referrals by 10% for the 2016-2017 school year. *Did not meet but made progress toward the Stated Objective.*
- By May 2017, students will be exposed to a minimum of five enrichment activities as measured by the number of community partners contributing activities. *Met the Stated Objective.*
- By May 2017, 75% of our parents will report greater involvement in their children’s education as measured by evaluation surveys. *Met the Stated Objective.*

Sustainability.

Burlington CSD has a formal sustainability plan that includes seven initiatives.

1. **Management of Program.** There is a 21st Century Grant Coordinator who also acts as the Outreach Coordinator for the District.
2. **Data Collection System.**
3. **Volunteer Coordination.** Volunteers are trained to prepare them for service. Training is given to high school volunteers and adult volunteers are given training as needed.
4. **Student Needs Assessment.** Academic assistance is provided as student needs require it. Programming is incorporating more community partners to offset funding decline.
5. **Program Evaluations.** In addition to an outside evaluator, two additional evaluation measures are employed. Surveys are given to parents, teachers and students to determine their satisfaction levels and a student advisory council at each center gives feedback and suggestions.
6. **Community Partners.** The number of partners has grown from 15 the first year of the 21st CCLC Grant to 41 partners for 2016-2017.
7. **Additional funding sources.** Funding sources other than 21st CCLC are used to fund and support the program. Six funding partners were listed in the local evaluation.

Partner contributions for 2016-2017 for in-kind services were estimated at over \$43,000.

Burlington CSD Summary.

Burlington Community School District showed success for its 21st CCLC Program. Called PIECES (Partners in Education, Community Educating Students), the program served 776 students with a regular attendance of 288. In addition, 207 students attended the 21st CCLC summer session. PIECES had the support of 41 partners who participated in a variety of ways, including providing programming and staffing. Parents had the opportunity to attend ten family nights and, in a survey, 63% of parents expressed satisfaction with the program. Parent attendance numbers at the family nights were not included in the local evaluation. Improvement was reported for all students for all GPRA measures. Burlington CSD had five local objectives. Two of the objectives were met, two objectives were not met but progress was made toward the objectives and one objective was unable to be measured. Methodology and ratings justification was included in the local evaluation. Recommendations were included for objectives with an emphasis on GPRA Measures. Burlington CSD has a formal sustainability plan that includes continuing the program when 21st CCLC grant funds are expended. The local evaluator included recommendations on future plans that focused on lengthening the summer school session to help meet the regular attendance rule of 30 days or more and work toward clear consistent data reporting by all stakeholders.



“It (PIECES AfterSchool Program) has a positive impact on the kids, which plays a positive impact on the families. In return, that goes into the community.” (Burlington CSD Parent).



“Last Year I participated in homework help a lot. The tutors helped me focus and learn more. My grades went up thanks to the PIECES Program.” (Burlington CSD Student).

Cedar Rapids CSD

Cedar Rapids CSD 21st CCLC Notable Facts:

- ★ 39% of summer attendees identified as not proficient in reading attained proficiency over the summer due to the summer program (GPRA Measure 7).
- ★ 76% of students increased their math scores from the pre-assessment in week one to the post assessment in week six of the summer program.
- ★ Over 62% of attendees were identified as FRPL.
- ★ Attendees eat two meals a day at no cost to the student.
- ★ Kids on Course University is a six-week summer program that offered reading, math, writing, enrichment and meals to students in the summer of 2016.
- ★ Partners provided services totaling \$364,320.
- ★ All students participated in organized physical activity at least 200 minutes per week.

Cedar Rapids CSD 21st CCLC Program was a summer only program held for six weeks at five elementary schools. The Kids on Course University had centers at Cleveland, Garfield, Grant Wood, Harrison and Hiawatha Elementary Schools and the total attendance was 582 students with 62% of the students being identified as FRPL. The local evaluation stated that the program was held for a total of 30 days and this was the reason it had only 92 regular attendees or 15.8% of the total attendance.

The Kids on Course University had 14 partners supporting the centers with a variety of services. This was double the number of partners from the previous year with a total of 32 partners supporting the program through a variety of services. Parents had the opportunity to attend a parent/family night and parents received a report card on their children at the end of the program sharing students' progress in academic achievement.



Cedar Rapids CSD 21st CCLC Program Summary Chart (2016-2017) – Summer Only

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Cedar Rapids CSD	11	14	Cleveland, Garfield, Grant Wood, Harrison and Hiawatha Elementary Schools	582	92
TOTALS		14		582*	92*

Regular attendees attended 21st CCLC programs for at least 30 days.

**Cedar Rapids CSD had a summer school program only.*

Partnerships.

Cedar Rapids CSD had 14 partners supporting the centers in the Kids on Course University program.

Partnerships allowed students in the summer program, Kids on Course University, to eat two meals a day, have high quality mentors, go on at least two field trips, learn about adult education opportunities, have food bags to address over the weekend and receive incentive rewards for attendance. All of these partners provided their services at no cost to the program or its participants totaling \$364,320. (Local Evaluation).

Parent Involvement.

Parents had the opportunity to attend a parent/family night with opportunities to talk with staff, learn about adult education programs and see where students spend their days. The local evaluation did not state how many family nights were offered. Parents received a report card on their children at the end of the program sharing students' progress in academic achievement.

Objectives.

GPRM Measures

Because Cedar Rapids CSD is a summer only program, most GPRM Measures were not applicable. However, Cedar Rapids CSD did use the *aReading* assessment tool to measure the proficiency of elementary students in reading. The GPRM summary table below indicates percentage improvement for each measure.

Cedar Rapids CSD 21st CCLC GPRM Measures Summary for 2016-2017

Program GPRM Measures	Percentage Improvement
1. The percentage of elementary 21 st Century regular program participants whose mathematics grades improved from fall to spring.	na
2. The percentage of middle/high school 21 st Century regular program participants whose mathematics grades improved from fall to spring.	na
3. The percentage of all 21 st Century regular program participants whose mathematics grades improved from fall to spring.	na
4. The percentage of elementary 21 st Century regular program participants whose English grades improved from fall to spring.	na
5. The percentage of middle/high school 21 st Century regular program participants whose English grades improved from fall to spring.	na
6. The percentage of all 21 st Century regular program participants whose English grades improved from fall to spring.	na
7. The percentage of elementary 21 st Century regular program participants who improve from not proficient to proficient or above in reading on state assessments.	39%

Program GPRA Measures	Percentage Improvement
8. The percentage of middle/high school 21 st Century regular program participants who improve from not proficient to proficient or above in mathematics on state assessments.	na
9. The percentage of elementary 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	na
10. The percentage of middle/high school 21 st Century program participants with teacher-reported improvement in homework completion and class participation.	na
11. The percentage of all 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	na
12. The percentage of elementary 21 st Century participants with teacher-reported improvements in student behavior.	na
13. The percentage of middle/high school 21 st Century participants with teacher-reported improvements in student behavior.	na
14. The percentage of all 21 st Century participants with teacher-reported improvements in student behavior.	na

Cedar Rapids CSD reported that based on the *aReading* assessment tool 54 students were not proficient in reading. Of these 54 students, 21 or 39% improved to proficient in reading. The other measures were determined to be not applicable to the summer only program.



Local Objectives

Cedar Rapids CSD had nine local objectives for the 21st CCLC Program for the 2016-2017

School Year. Seven of the objectives were met and two objectives were not met but progress was made toward them. The methodology for measuring the local objectives was sound and the justification for rating the objectives was complete. Of the nine objectives, three dealt with student achievement, one dealt with access to resources in the library, three dealt with student participation and two dealt with parent participation. The objectives and their ratings are listed below.

- 40% of KCU students GROW reading skills over the summer. *Met the stated objective.*
- 30% who don't grow lose fewer than eight points on FAST aReading over the summer. *Met the stated objective.*
- 100% of students will have access to the school's library materials. *Met the stated objective.*

- 100% of students in third grades will participate in Pen Pals. *Did not meet but made progress toward stated objective.*
- 70% of students will increase their math scores from the pre-assessment in week one of KCU to the post assessment in week six. *Met the stated objective.*
- 100% of KCU students will engage in organized physical fitness at least 200 minutes a week. *Met the stated objective.*
- 100% will attend field trip. *Met the stated objective.*
- 100% of KCU parents will receive student report cards. *Met the stated objective.*
- 20% of KCU parents/guardians will attend Family Night. *Did not meet but made progress toward stated objective.*

Sustainability.

Cedar Rapids CSD provided a summary of sustainability efforts. The efforts focused on grants from not only 21st CCLC but foundations and other partners. Partners would also provide in-kind support. No formal sustainability plan was referenced in the local evaluation. The local evaluation listed seven partners who provided an estimated in-kind total value of \$239,320. However, the local evaluation also stated that “*All of these partners provided their services at no cost to the program or its participants totaling \$364,320*” (Local Evaluation). It was not clear why these two amounts did not match.

Cedar Rapids CSD Summary.

Cedar Rapids CSD had success with its summer only program. Called Kids on Course University, five centers services 582 students with 62% identified as FRPL. The 21st CCLC Program was supported by 14 partners who provided \$364,320 in services. Parents had opportunities to attend parent/family nights but the local evaluation did not provide numbers of events or attendance figures. Only one GPRA Measure was used and of the students who were not proficient in reading, 39% attained proficiency. Cedar Rapids had nine local objectives and seven were met while two were not met but progress was made toward them. Methodology and justification for each of the objectives was complete. Recommendations were included for the program, the main one being to extend the program by three days to help get more regular attendees. Although a formal sustainability plan was not listed, the local evaluation did list current efforts toward continuing the program as the 21st CCLC grant is reduced or stopped.

(We) Greet students off the bus and as they’re walking into the site. This instant warm welcome helps build a relationship between vulnerable children and the adults who will be with them at Kids on Course University. (Best Practice from Cedar Rapids 21st CCLC Program).

Central Decatur CSD

Central Decatur CSD 21st CCLC Notable Facts:

- * 86% of students identified as needing improvement improved in mathematics (GPRA Measure 3).
- * 89% of students who were non-proficient in reading attained proficiency (GPRA Measure 7).
- * 82% of students identified as needing improvement improved in homework completion and class participation (GPRA Measure 11).
- * 61% of students identified as needing improvement improved in student behavior (GPRA Measure 14).
- * Over 61% of attendees were identified as FRPL.

For the 2016-2017 school year, Central Decatur CSD had three centers in two school districts. South and North Elementary schools were located in Central Decatur CSD and Mormon Trail Elementary School is located in Mormon Trail CSD. The three centers served a total of 405 students and 245 of the students were regular attendees with 61.7% of all attendees being identified as FRPL. In addition, Central Decatur 21st CCLC served a total of 131 students in summer programs. The local evaluation did not provide the number of community partners but eleven partners were listed by name and eleven partners were reported in the Iowa 21st CCLC end-of-year survey results. Central Decatur CSD held four parent events but the local evaluation did not provide the number of attendees.



Central Decatur CSD 21st CCLC Program Summary Chart (2016-2017)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Central Decatur CSD	8	NA	Central Decatur CSD (North and South Elementary Schools) and Mormon Trail CSD (Mormon Trail Elementary School)	405	245
TOTALS		NA		405	245

Regular attendees attended 21st CCLC programs for at least 30 days.

Partnerships.

Central Decatur CSD stressed the importance of partners for its 21st CCLC Program. The local evaluation did not report the number of partners. Eleven partners were listed by name and this number matched the information in the Iowa 21st CCLC end-of-year survey. A total in-kind value provided by partners was not included in the local evaluation.

Parent Involvement.

Central Decatur CSD held four family literacy events for 2016-2017. The total number of participants was not reported in the local evaluation. Parent communication at North and South Elementary Schools was done with newsletters, notes from the administration, weekly updates sent home with students, media resources including a website, e-mail, and a phone system where parents can leave messages for teachers. At Mormon Trail Elementary School, parent communication was done using the district JMC Program (access to assignments and grades), e-mail, voice mail, weekly bulletins, a website, text messaging and a monthly newsletter.

Objectives.

GPRA Measures

Central Decatur CSD used *Iowa Assessments* to assess student performance in mathematics and reading for GPRA measures. The GPRA summary table below indicates percentage improvement for each measure. The three centers served elementary students so secondary results were not applicable. Central Decatur CSD reported that no data was available to measure improvement in English so GPRA Measure 4 was blank.

Central Decatur CSD 21st CCLC GPRA Measures Summary for 2016-2017

Program GPRA Measures	Percentage Improvement
1. The percentage of elementary 21 st Century regular program participants whose mathematics grades improved from fall to spring.	86%
2. The percentage of middle/high school 21 st Century regular program participants whose mathematics grades improved from fall to spring.	na
3. The percentage of all 21 st Century regular program participants whose mathematics grades improved from fall to spring.	86%
4. The percentage of elementary 21 st Century regular program participants whose English grades improved from fall to spring.	na
5. The percentage of middle/high school 21 st Century regular program participants whose English grades improved from fall to spring.	na
6. The percentage of all 21 st Century regular program participants whose English grades improved from fall to spring.	na
7. The percentage of elementary 21 st Century regular program participants who improve from not proficient to proficient or above in reading on state assessments.	89%

Program GPRA Measures	Percentage Improvement
8. The percentage of middle/high school 21 st Century regular program participants who improve from not proficient to proficient or above in mathematics on state assessments.	na
9. The percentage of elementary 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	82%
10. The percentage of middle/high school 21 st Century program participants with teacher-reported improvement in homework completion and class participation.	na
11. The percentage of all 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	82%
12. The percentage of elementary 21 st Century participants with teacher-reported improvements in student behavior.	61%
13. The percentage of middle/high school 21 st Century participants with teacher-reported improvements in student behavior.	na
14. The percentage of all 21 st Century participants with teacher-reported improvements in student behavior.	61%

Central Decatur CSD reported that of student needing improvement, most of them improved. For the elementary students in the program who were identified as needing improvement in mathematics, 86% improved. For reading 89% of elementary students identified as not proficient moved to proficient. Teachers reported that for students identified as needing improvement, 82% of students improved in homework completion and class participation and 61% of students improved their behavior.

Local Objectives

Central Decatur CSD had two local objectives for the 21st CCLC Program. For the 2016-2017 school year, both of them were reported as being met. The methodology for measuring the local objectives and the justification for rating the objectives needed more detail in the local evaluation. Both objectives dealt with student achievement and both were rated as being met. The objectives and their ratings are listed below.

- When matched by similar demographics to non-participants, a higher percentage of students attending 60+ days in the program will be proficient in reading as measured by Iowa Assessments” (Students in K,1 will utilize FAST assessments). *Met the Stated Objective.*



- When matched by similar demographics to non-participants, a higher percentage of students attending 60+ days in the program will be proficient in math as measured by Iowa Assessments" (students 2-6). *Met the Stated Objective.*

Sustainability.

Central Decatur CSD did not provide a formal sustainability in the local evaluation but listed the following six pieces that contributed to sustainability efforts.

1. Sustainability through program/data analysis.
2. Sustainability through community partners.
3. Sustainability through advocacy.
4. Sustainability through media.
5. Sustainability through adaptability.
6. Sustainability through coordinated resources.

The local evaluation did not list details of partner contributions for sustainability.

Central Decatur CSD Summary.

Central Decatur Community School District seemed to have some success for its 21st CCLC Program. A total of 405 students were served and 61.7% were FRPL. In addition, 131 students were served in the summer program. Central Decatur CSD had the support of 11 partners but the local evaluation did not list the in-kind value. The local evaluation reported that Central Decatur CSD held four parent events but no attendance data was given for the events. GPRA Measures indicated that 86% of students needing improvement improved in mathematics and 89% of students who were not proficient achieved proficiency in reading. The two local objectives were both met but more details were needed regarding the methodology and justification for ratings. Central Decatur CSD listed six efforts being utilized to help with sustainability. Recommendations for future plans for change were included in the evaluation. They were appropriate.

Clinton CSD

Clinton CSD 21st CCLC Notable Facts:

- * 63% of students identified as needing improvement improved in mathematics (GPRA Measure 3).
- * 54% of students identified as needing improvement improved in English (GPRA Measure 6).
- * 50% of students who were non-proficient in reading attained proficiency (GPRA Measure 7).
- * 56% of students who were non-proficient in mathematics attained proficiency (GPRA Measure 8).
- * 73% of students identified as needing improvement improved in homework completion and class participation (GPRA Measure 11).
- * 68% of students identified as needing improvement improved in student behavior (GPRA Measure 14).
- * 85% of attendees attended 30 days or more.
- * Clinton CSD 21st CCLC provided students with weekly enrichment field trips.
- * Over 77% of attendees were identified as FRPL.
- * 44 partners contributed over \$51,000 in in-kind assistance for the 21st CCLC Program.

For the 2016-2017 school year, Clinton CSD had eight centers in cohorts 8, 10 and 11 for the 21st CCLC Program (*Student Adventures*). Cohort 8 Centers were at Bluff, Jefferson and Eagle Heights Elementary Schools and served students in grades Kindergarten, 1 and 5. Cohort 10 Centers included Bluff, Jefferson and Eagle Heights Elementary Schools and served students in grades 2-4. Cohort 11 Centers served students at Whittier Elementary and Clinton Middle Schools. *Student Adventures* operated before and after school as well as in the summer.

The Clinton Community School District (CCSD) and collaborative partners' mission is to narrow the achievement gaps for students at Bluff Elementary, Jefferson Elementary, Eagle Heights Elementary, Whittier Elementary, and Clinton Middle School. The CCSD offers Student Adventures before, after-school and summer programs. (Local Evaluation).



The Clinton CSD 21st CCLC Program served a total of 403 students and 342 or 85% of them were regular attendees. For 2016-2017, 77.2% of the total students served were identified as FRPL. For the summer, the three cohorts served a total of 89 students. *Student Adventures* had 44 partners supporting the program with a variety of services. Parents are active in the program. They participate as volunteers, they attended events and they served on advisory councils.

Clinton CSD 21st CCLC Program Summary Chart (2016-2017)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Clinton CSD	8	44	Bluff, Jefferson and Eagle Heights Elementary Schools (Grades K, 1 and 5)	102	84
Clinton CSD	10	44	Bluff, Jefferson and Eagle Heights Elementary Schools (Grades 2-4)	142	129
Clinton CSD	11	44	Whittier Elementary and Clinton Middle Schools	159	129
TOTALS		44		403	342

Regular attendees attended 21st CCLC programs for at least 30 days.

Partnerships.

Clinton CSD 21st CCLC Centers were supported by 44 partners. Clinton CSD reported that seven of the partners have been supporting district initiatives for over a decade. Partners provided services for free or at discounted rates. Clinton CSD estimated that the in-kind value provided by the partners totaled over \$51,000 with no single partner providing more than \$2,500.

Parent Involvement.

Each school in the Clinton CSD 21st CCLC Program has a School Advisory Committee composed of parents, students, community members and school personnel. These committees meet monthly and provide feedback on all aspects of the 21st CCLC Program. In 2016-2017, two formal District-wide *Student Adventures* events were held where a total of 127 parents attended. In addition, local centers provided family nights related to projects and goals of the Program. The local evaluation did not provide attendance data for these local events.

Objectives.

GPRM Measures

Clinton CSD used Fall 2016 and Spring 2017 FAST Assessments for Elementary GPRM Measures and Fall 2016 and Spring 2017 Classroom Grades for secondary GPRM Measures (Middle School).

Clinton CSD 21st CCLC GPRM Measures Summary for 2016-2017

Program GPRM Measures	Percentage Improvement
1. The percentage of elementary 21 st Century regular program participants whose mathematics grades improved from fall to spring.	67%
2. The percentage of middle/high school 21 st Century regular program participants whose mathematics grades improved from fall to spring.	56%
3. The percentage of all 21 st Century regular program participants whose mathematics grades improved from fall to spring.	63%

Program GPRA Measures	Percentage Improvement
4. The percentage of elementary 21 st Century regular program participants whose English grades improved from fall to spring.	53%
5. The percentage of middle/high school 21 st Century regular program participants whose English grades improved from fall to spring.	59%
6. The percentage of all 21 st Century regular program participants whose English grades improved from fall to spring.	54%
7. The percentage of elementary 21 st Century regular program participants who improve from not proficient to proficient or above in reading on state assessments.	50%
8. The percentage of middle/high school 21 st Century regular program participants who improve from not proficient to proficient or above in mathematics on state assessments.	56%
9. The percentage of elementary 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	77%
10. The percentage of middle/high school 21 st Century program participants with teacher-reported improvement in homework completion and class participation.	59%
11. The percentage of all 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	73%
12. The percentage of elementary 21 st Century participants with teacher-reported improvements in student behavior.	74%
13. The percentage of middle/high school 21 st Century participants with teacher-reported improvements in student behavior.	50%
14. The percentage of all 21 st Century participants with teacher-reported improvements in student behavior.	68%

Clinton CSD reported improvement for all GPRA Measures For the elementary students in the program who were identified as needing improvement, 67% improved in mathematics, 53% improved in English and 50% moved from not proficient to proficient in reading. Measures For the secondary students in the program who were identified as needing improvement, 56% improved in mathematics, 59% improved in English and 56% moved from not proficient to proficient in Mathematics.



Teachers reported that 73% of students improved in homework completion and class participation and 68% of students improved their behavior.

Local Objectives

Clinton CSD had nine local objectives arranged into three main goals for each cohort. The first goal dealt with academic achievement, the second goal dealt with improvement in student behavior and the third goal dealt with family literacy. Of the 27 objectives (9 per cohort), 19 were met and eight were not met but progress was made toward the objective. Complete methodology and justification for ratings was included in the local evaluation. The objectives and their ratings are listed below.

- **Objective G1-1:** When matched by similar demographics to non-participants in their school, a higher percentage of *students** will be proficient in reading and math as measured by Iowa and/or FAST assessments. (*Cohort 9 - K-1 and 5th grade students and Cohort 10 - 2-4 grade Student Adventures participants and Cohort 11 - K-8 grade Student Adventures participants). *Cohort 8 Did not meet the Stated Objective but made progress toward the stated objective. Cohort 10 and 11 Met the Stated Objective.*
- **Objective G1-2:** 75% 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. *All Cohorts Met the Stated Objective.*
- **Objective G1-3:** 75% 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. *All Cohorts Met the Stated Objective.*
- **Objective G1-4:** Teachers with students in the student Adventures programs will agree that 60% of their students have improved their academic performance as measured by teacher surveys. *Cohorts 8 and 9 Met the Stated Objective and Cohort 11 Did not meet the Stated Objective but made progress toward the stated objective.*
- **Objective G2-1:** 75% of Student Adventures participants will decrease their school absences to less than 5 days absent from the regular school day and the Student Adventures program as measured by program and District attendance records. *All Cohorts Met the Stated Objective.*
- **Objective G2-2:** 80% of students in the Student Adventures program agree that they like the program and look forward to the program and 80% of parents agree that their child has better social skills as measured by student and parent surveys. *Cohorts 8 and 9 Did not meet the Stated Objective but made progress toward the stated objective. Cohort 11 Met the Stated Objective.*
- **Objective G2-3:** Teachers agree that 60% of their students are more engaged in the learning process, are behaving well in class, and are getting along better with others as measured by teacher surveys and school behavior reports. *Cohorts 8 and 9 Met the Stated Objective and Cohort 11 Did not meet the Stated Objective but made progress toward the stated objective.*
- **Objective G3-1:** 50% of parents with students in the Student Adventures program will participate in a minimum of 2 family literacy activities as evidenced by activity/participation records. *All Cohorts Did not meet the Stated Objective but made progress toward the stated objective.*
- **Objective G3-2:** 60% of parents attending family literacy events will agree the event(s) helped them assist their child to succeed as measured by event-specific post-activity evaluations.

Cohorts 8 and 9 Met the Stated Objective and Cohort 11 Did not meet the Stated Objective but made progress toward the stated objective.

Sustainability.

Clinton CSD began its sustainability plan process in the summer of 2005 when it entered into an agreement with the Iowa Afterschool Alliance to develop a sustainability plan as a pilot project. The plan, titled *Clinton Community School District Student Adventures Afterschool Program Sustainability Plan 2016-2017* is on file and available for review. It is reviewed yearly and adjusted as needed. Community engagement is the core of the sustainability plan. Clinton CSD estimated the total contributions for in-kind services (by partners?) at over \$51,000.

Clinton CSD Summary.

Clinton Community School District' 21st CCLC Program, called *Student Adventures* was a success for the 2016-2017 School Year. The program served 403 students with a regular attendance of 342 (85%). In addition, 89 students attended the 21st CCLC summer session. Partnerships totaled 44 and partners provided a variety of services with in-kind services estimated at over \$51,000. Each center had an advisory committee and students, community members and school personnel served on them to provide input and ideas for improving the 21st CCLC Program. Parents also participated in events and volunteered. Improvement was made for all GPRA Measures and all local objectives were either met or progress was made toward meeting them. The local evaluation contained a complete discussion on the methodology for both the GPRA Measures and the local objectives and justification was provided for the ratings of the local objectives. Recommendations for objectives was provided by the local evaluators as well as recommendations on future plans for change. Clinton CSD has an exemplary sustainability plan that is reviewed each year and changed as needed.

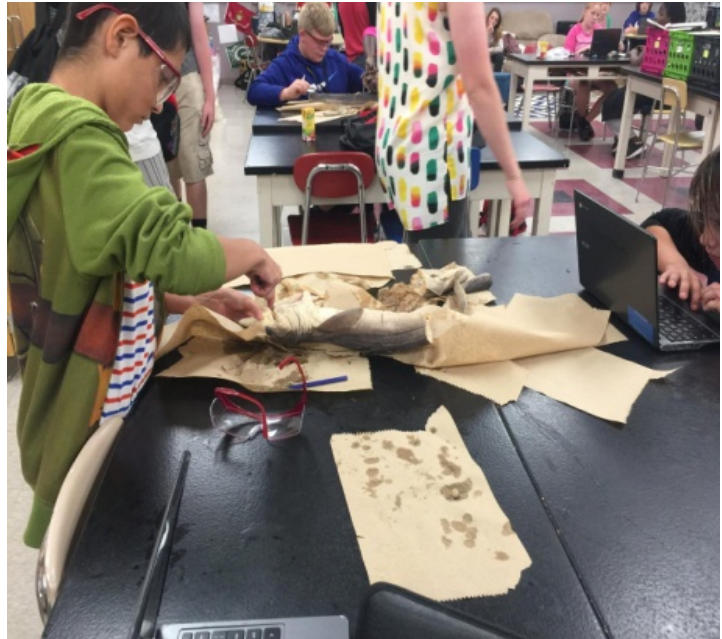
Council Bluffs CSD

Council Bluffs CSD 21st CCLC Notable Facts:

- * 54% of students identified as needing improvement improved in mathematics (GPRA Measure 3).
- * 64% of students identified as needing improvement improved in English (GPRA Measure 6).
- * 34% of students who were non-proficient in reading attained proficiency (GPRA Measure 7).
- * 28% of students who were non-proficient in mathematics attained proficiency (GPRA Measure 8).
- * 74% of students identified as needing improvement improved in homework completion and class participation (GPRA Measure 11).
- * 78% of students identified as needing improvement improved in student behavior (GPRA Measure 14).
- * 3,023 students were served in the regular program and 541 students were served in the summer program.
- * Council Bluffs CSD partners contributed over \$1 Million in in-kind assistance.
- * Council Bluffs CSD had a sevenfold increase in partners within two years.
- * 1,320 parents and family members attended 21st CCLC events.

For the 2016-2017 school year, Council Bluffs CSD had seven centers in cohorts 9, 10 and 11. 21st CCLC Centers for cohort 9, CB D.R.E.A.M.S (Developing Relationships Engaging All Middle Schoolers), were at Kirn and Wilson Middle Schools. Centers for cohort 10, SUPER Kids (Student University Promoting Education and Recreation), were at Franklin, Longfellow and Rue Elementary Schools. Centers for Cohort 11, Ready by 21, were located at Abraham Lincoln and Thomas Jefferson High Schools.

The Council Bluffs CSD 21st CCLC Program served 3,023 total students with 48.3% identified as FRPL. In addition, the summer programs for Cohorts 9 and 11 served a total of 541 students. Council Bluffs CSD reported that the 21st CCLC Program had 46 program partners. Parents are active in the program and over 26 events had a total attendance of 1,320 parents and family members.



Council Bluffs CSD 21st CCLC Program Summary Chart (2016-2017)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Council Bluffs	9	87	Kirn and Wilson Middle Schools	1,095	269
Council Bluffs	10	87	Franklin, Longfellow and Rue Elementary Schools	779	347
Council Bluffs	11	87	Abraham Lincoln and Thomas Jefferson High School	1,149	92
TOTALS		87		3,023	708

Regular attendees attended 21st CCLC programs for at least 30 days.

Partnerships.

Council Bluffs CSD stated, “...there are currently 87 organizations which are considered active partnerships.” (Local Evaluation). Partners provided a variety of services. Five of the partners provided services to all seven 21st CCLC Centers. Council Bluffs CSD estimated that the value of in-kind services provided by the partners totaled over one million dollars.

Parent Involvement.

Council Bluffs CSD held at least 26 events involving parents among the seven centers. Total attendance at these events was 1,320 parents and family members. Parents are kept informed through the use of Facebook, paper flyers in both English and Spanish, School Messenger phone calls and e-mails, school websites, newsletters and announcements.

Objectives.

GPRM Measures

Council Bluffs CSD used classroom grades to assess student performance in mathematics and English for GPRM Measures 1-6. For GPRM Measures 7 and 8, Iowa assessment scores in reading and mathematics were used. The GPRM summary table below indicates percentage improvement for each measure.

Council Bluffs CSD 21st CCLC GPRM Measures Summary for 2016-2017

Program GPRM Measures	Percentage Improvement
1. The percentage of elementary 21 st Century regular program participants whose mathematics grades improved from fall to spring.	54%
2. The percentage of middle/high school 21 st Century regular program participants whose mathematics grades improved from fall to spring.	50%
3. The percentage of all 21 st Century regular program participants whose mathematics grades improved from fall to spring.	54%

Program GPRA Measures	Percentage Improvement
4. The percentage of elementary 21 st Century regular program participants whose English grades improved from fall to spring.	63%
5. The percentage of middle/high school 21 st Century regular program participants whose English grades improved from fall to spring.	67%
6. The percentage of all 21 st Century regular program participants whose English grades improved from fall to spring.	64%
7. The percentage of elementary 21 st Century regular program participants who improve from not proficient to proficient or above in reading on state assessments.	34%
8. The percentage of middle/high school 21 st Century regular program participants who improve from not proficient to proficient or above in mathematics on state assessments.	28%
9. The percentage of elementary 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	72%
10. The percentage of middle/high school 21 st Century program participants with teacher-reported improvement in homework completion and class participation.	76%
11. The percentage of all 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	74%
12. The percentage of elementary 21 st Century participants with teacher-reported improvements in student behavior.	79%
13. The percentage of middle/high school 21 st Century participants with teacher-reported improvements in student behavior.	76%
14. The percentage of all 21 st Century participants with teacher-reported improvements in student behavior.	78%

For improvement in mathematics, Council Bluffs CSD reported that 54% of elementary and 50% of secondary students needing improvement improved their mathematics grades. For students identified as needing improvement in English, 63% of elementary students and 67% of secondary students improved their English grades. For students identified as needing improvement in proficiency, 34% of elementary students improved to proficient in reading and 28% of secondary students improved to proficient in mathematics. Council Bluffs CSD reported that for students identified as needing improvement, 74% of students improved in homework and class participation and 78% of students improved their behavior.



Local Objectives

Council Bluffs CSD had seventeen total local objectives for the 21st CCLC Program for the 2016-2017 School Year. Of the seventeen objectives, seven were met, nine were not met but progress was made toward the objectives, and one was unable to measure. Twelve objectives dealt with student achievement, three dealt with student attendance, one dealt with improving college and career readiness and one dealt with graduation rates. and one dealt with increasing student interest in a variety of activities. The first five objectives are the same for each of the three cohorts. Cohort 9 centers served middle school students, cohort 10 centers served elementary students and cohort 11 centers served high school students. The local evaluation included appropriate methodology and ratings justification for all local objectives. The objectives and their ratings are listed below.

- *(Middle, elementary and high school) 21st Century regular program participants whose mathematics grades improved from fall to spring compared to occasional participants. Middle school - Met the Stated Objective; Elementary school - Met the Stated Objective; High school – Did not meet but made progress toward the Stated Objective.*
- *(Middle, elementary and high school) 21st Century regular program participants whose English grades improved from fall to spring compared to occasional participants. Middle school - Met the Stated Objective; Elementary school - Met the Stated Objective; High school – Did not meet but made progress toward the Stated Objective.*
- *(Middle, elementary and high school) 21st Century regular program participants who demonstrate growth in reading on state assessments compared to occasional participants. Middle school - Did not meet but made progress toward the Stated Objective; Elementary school - Did not meet but made progress toward the Stated Objective; High school – Did not meet but made progress toward the Stated Objective.*
- *(Middle, elementary and high school) 21st Century regular program participants who demonstrate growth in mathematics on state assessments compared to occasional participants. Middle school - Did not meet but made progress toward the Stated Objective; Elementary school*

- *Met the Stated Objective; High school – Did not meet but made progress toward the Stated Objective.*

- By June of each year, (middle, elementary and high school) participants will show a greater annual school attendance rate than non-participants. *Middle school - Met the Stated Objective; Elementary school - Met the Stated Objective; High school – Did not meet but made progress toward the Stated Objective.*
- (Cohort 11 – High School) By June of each year, at least 90% of regular attendees will demonstrate improved proficiency in college and career readiness as compared to the previous year/ baseline (measured by the CBCSD Proficiency and College and Career Ready Growth Report. *Unable to measure the stated objective.*
- (Cohort 11 – High School) Annually, at least 95% of regular attendees will graduate with their 4-year cohort. *Did not meet but made progress toward the Stated Objective.*

Sustainability.

Council Bluffs CSD has developed a sustainability plan that includes three components.

- **Staffing.** Council Bluffs CSD reported that qualified staff is the core of the afterschool program. To this end, Council Bluffs CSD has worked to develop a category of employee for the 21st CCLC Program called *Youth Development Worker*, allowing them to broaden their selection of workers. A certification program for afterschool staff is also being developed that will include training specifically targeted to help meet the needs students in the 21st CCLC Program.
- **Community Partner Development.** Council Bluffs Reported a seven-fold increase in partners within two years. Many of these partners serve all seven 21st CCLC centers. The 21st CCLC Leadership Team targets local businesses and two partner recognition events have been held to recognize and honor community partners. Partner contributions for in-kind services were estimated at over \$1 Million.
- **Management Plan.** Council Bluffs used their management plan to increase efficiencies and reduce expenditures. These efforts included reflecting 21st CCLC Program requirements and aligning student offerings to meet the needs of students served by the program.

Council Bluffs CSD Summary.

Council Bluffs Community School District showed success for its 21st CCLC Program. The Middle School Program, called SUPER Kids (*Student University Promoting Education and Recreation*) included three centers in Cohort 10. The Middle School Program called CB D.R.E.A.M.S (*Developing Relationships Engaging All Middle Schoolers*) had two centers in cohort 9. The High School Program (*Ready by 21*) had centers at two schools in Cohort 11. The Council Bluffs CSD Program had 3,023 students in the program with a regular attendance of 708 students. Summer programs for Council Bluffs CSD had a total attendance of 541 students. Community partners numbered 46 and provided over \$1 Million in in-kind services. Parents are active in the program and more than 26 events had a total attendance of 1,320 parents and family members. Improvement in all GPRA Measures was recorded and a full discussion of GPRA Measures and local objectives was included in the local evaluation. Of the 17 total local objectives, seven were met, nine were not met but progress was made toward the objectives, and one was unable to measure. Appropriate recommendations for local objectives was provided in the local evaluation and recommendations on future plans for change included evaluating students and staff survey items to provide feedback for adjusting the survey questions and surveying occasional attendees to identify

barriers to more frequent attendance. Council Bluffs CSD has a sustainability plan that focuses on Staffing, Community Partner Development and a Management Plan.



“I have thoroughly enjoyed having something extra for the boys to do after school and remain involved. I do not 'NEED' somewhere for them to be as I work from home but I'm grateful for the opportunity they have to keep busy and learn of new hobbies, careers and technology as the future becomes so advanced in that field.” (Council Bluffs CSD Parent).



“I love these programs. My girls look forward to them. It's not only fun, but they are learning practical skills for life!” (Council Bluffs CSD Parent).

Davenport CSD

Davenport CSD 21st CCLC Notable Facts:

- * 76% of students identified as needing improvement improved in mathematics (GPRA Measure 3).
- * 74% of students identified as needing improvement improved in English (GPRA Measure 6).
- * 17% of students who were non-proficient in reading attained proficiency (GPRA Measure 7).
- * 18% of students who were non-proficient in mathematics attained proficiency (GPRA Measure 8).
- * 74% of students identified as needing improvement improved in homework completion and class participation (GPRA Measure 11).
- * 78% of students identified as needing improvement improved in student behavior (GPRA Measure 14).
- * 52% of attendees were identified as FRPL.
- * The sustainability plan included 31 partners contributing over \$164,000 in in-kind assistance for the 21st CCLC Program.

For the 2016-2017 school year, Davenport CSD 21st CCLC (Stepping Stones) had five centers in four cohorts.

Before school programs were offered at schools with daily school start times of 9:00 AM or later. Afterschool programs were offered at all sites until 5:30 PM. Summer programs were operated at all grant sites and select fee-based sites. (Local Evaluation)



At all centers, Davenport CSD served a total of 317 students with 232 (73%) students with regular attendance and 52% of total students were identified as FRPL. In addition, Davenport had 141 students in the summer school 21st CCLC Program. Stepping Stones had the support of 31 partners. Davenport CSD reported that multiple family events were held during the school year but the local evaluation did not include a number of events or attendance data for the events.

Davenport CSD 21st CCLC Program Summary Chart (2016-2017)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Davenport CSD	8	31	Jefferson Elementary School	84	53
Davenport CSD	9	31	Madison Elementary School	61	58
Davenport CSD	10	31	Smart Intermediate and Monroe Elementary Schools	129	85

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Davenport CSD	11	31	Buchanan Elementary School	43	36
TOTALS		31		317	232

Regular attendees attended 21st CCLC programs for at least 30 days.

Partnerships.

Davenport CSD had 31 partners for its 21st CCLC Program. Three partners were listed in the local evaluation as the primary collaborative partners. These three partners were the City of Davenport Parks & Recreation Department, Iowa State Extension & Outreach, and Davenport CSD. Davenport CSD estimated that the in-kind value provided by the partners totaled over \$164,000.

Parent Involvement.

Davenport CSD reported that “Multiple family events were held throughout the 16-17 program year” (Local Evaluation). The number of parent events and the number of attendees at the events was not provided in the local evaluation.



Objectives.

GPRM Measures

Davenport CSD used *FAST*, *aReading* and *aMath* to assess student performance in mathematics, English and reading for GPRM measures. The GPRM summary table below indicates percentage improvement for each measure. For GPRM Measure 10 (homework and class participation) and GPRM Measure 13 (Student Behavior) no data was provided for secondary students. The local evaluation did not indicate the reason for the lack of data.

Davenport CSD 21st CCLC GPRM Measures Summary for 2016-2017

Program GPRA Measures	Percentage Improvement
1. The percentage of elementary 21 st Century regular program participants whose mathematics grades improved from fall to spring.	83%
2. The percentage of middle/high school 21 st Century regular program participants whose mathematics grades improved from fall to spring.	48%
3. The percentage of all 21 st Century regular program participants whose mathematics grades improved from fall to spring.	76%
4. The percentage of elementary 21 st Century regular program participants whose English grades improved from fall to spring.	77%
5. The percentage of middle/high school 21 st Century regular program participants whose English grades improved from fall to spring.	61%
6. The percentage of all 21 st Century regular program participants whose English grades improved from fall to spring.	74%
7. The percentage of elementary 21 st Century regular program participants who improve from not proficient to proficient or above in reading on state assessments.	17%
8. The percentage of middle/high school 21 st Century regular program participants who improve from not proficient to proficient or above in mathematics on state assessments.	18%
9. The percentage of elementary 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	74%
10. The percentage of middle/high school 21 st Century program participants with teacher-reported improvement in homework completion and class participation.	na
11. The percentage of all 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	74%
12. The percentage of elementary 21 st Century participants with teacher-reported improvements in student behavior.	78%
13. The percentage of middle/high school 21 st Century participants with teacher-reported improvements in student behavior.	na
14. The percentage of all 21 st Century participants with teacher-reported improvements in student behavior.	78%

Davenport CSD reported that improvement was observed for each GPRA Measure. For the elementary students in the program who were identified as needing improvement, 83% improved in mathematics and 77% improved in English. For reading 17% of elementary students moved from not proficient to proficient. For secondary students identified as needing improvement, 48% improved in mathematics and 61% improved in English. Teachers reported that 74% of elementary students needing improvement

improved in homework completion and class participation and 78% of elementary students needing improvement improved their behavior.

Local Objectives

Davenport CSD had the same three objectives for each cohort, for a total of twelve local objectives for the 21st CCLC Program for the 2016-2017 School Year. Four of the local objectives were reported as being met, five local objectives were reported as not being met but progress was made toward the objective, and three local objectives were reported as not being met and no progress was made toward the objective. The methodology for measuring the local objectives was sound and the justification for rating the objectives was complete. Of the three common objectives, two dealt with student achievement (reading and mathematics) and one dealt with student behaviors. The objectives and their ratings are listed below.

- Stepping Stones participants will show increased growth in reading over the course of the school year in comparison to like-demographic students from the same school who do not participate in 21st CCLC programs. *Did not meet but made progress toward the stated objective (Cohorts 8, 9 and 10). Met the Stated Objective (Cohort 11).*
- 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. *Met the Stated Objective (Cohorts 8 and 11). Did not meet but made progress toward the stated objective (Cohorts 9 and 10)*
- 80% of Stepping Stones participants will be proficient for their grade level in teacher-preferred social behaviors, peer-preferred social behaviors, and classroom adjustment behaviors. *Met the Stated Objective (Cohort 9). Did not meet and no progress was made toward the stated objective (Cohorts 8, 10 and 11).*

Sustainability.

Davenport CSD has a formal sustainability plan that has included planning for three years.

There are three critical pieces to the sustainability plan; approaching DCSD providing additional funding through Title I, SINA & designated funds within K – 3 grants, designated gifts through the Employee Giving Campaign, and in-kind contributions from partners & DCSD. Limited support through a nominal fee system for families that attend the program who do not qualify for a DCSD fee waiver. (Local Evaluation)

Davenport CSD estimated the in-kind services provided by partners was over \$164,000.

Davenport CSD Summary.

Davenport Community School District exhibited success for the its 21st CCLC Program. Called Stepping Stones, the program served a total of 317 students with a regular attendance of 232 (73%). In addition, 141 students attended the 21st CCLC summer session. A total of 31 partners supported the program in a variety of ways. Davenport CSD reported that multiple family events were held during the school year but the local evaluation did not include the number of events or attendance data for the events. Improvement occurred for all GPRA Measures. No data was given for GPRA Measures 10 (homework and class participation) and 13 (Student Behavior). Each cohort used the same three local objectives. Nine of the local objectives were reported as being met or as not being met but progress was made toward the objective. Three local objectives were reported as not being met and no progress was made

toward the objective. A complete discussion of methodology and ratings justification was included in the local evaluation. Davenport has a formal sustainability plan that has been on-going for three years.



“Stepping Stones provides a safe, secure and enriching environment for some of the most at risk students in our school. If we did not have this program at our school many of our students would be going home to unsafe environments or empty homes.” (Davenport CSD Teacher).

Des Moines CSD

Des Moines CSD 21st CCLC Notable Facts:

- ★ 12% of students identified as needing improvement improved in mathematics (GPRA Measure 3).
- ★ 13% of students identified as needing improvement improved in English (GPRA Measure 6).
- ★ 22% of students who were non-proficient in reading attained proficiency (GPRA Measure 7).
- ★ 21% of students who were non-proficient in mathematics attained proficiency (GPRA Measure 8).
- ★ 80% of students identified as needing improvement improved in homework completion and class participation (GPRA Measure 11).
- ★ 92% of students identified as needing improvement improved in student behavior (GPRA Measure 14).
- ★ Partner contributions to the program totaled over \$337,000.
- ★ Des Moines CSD 21st CCLC met 11 out of 13 local objectives.

For the 2016-2017 school year, Des Moines CSD had 19 centers; 6 in Cohort 8, 8 in Cohort 9, 1 in Cohort 10, and 4 in Cohort 11.

The 21st Century Community Learning Centers grant provides funding for innovative programs to help students become successful, independent learners. Reading, STEM (science, technology, engineering and math), arts, music, language, and service learning programs are tailored to student need and provide necessary skill building opportunities for students to gain 21st century workforce, academic, and social emotional skills. Other activities include a variety of topics; cooking, global arts, financial education, junior achievement, movie making, gardening, physical fitness activities (disc golf, volleyball, track, soccer, dancing, yoga, Zumba, etc.), and personal development (building healthy self-esteem and positive relationships).



2,380 students were served by the 21st CCLC Program with 1,237 being regular participants. For the Cohort 9 summer program there were 779 participants, all of whom were regular attendees. For 2016-2017, 89% of the total students served were identified as FRPL. The summer program had 61 students attending. The number of community partners has grown from 3 in year one of the grant to 34 partners

in year 4, supporting the program with a variety of services. Parents are active in the program as evidenced by the participation in various opportunities with the highlight being student and parent participation in the Half Pint Poetry Slam.

Des Moines CSD 21st CCLC Program Summary Chart (2016-2017)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Des Moines CSD	8	34	Garton, Hillis, Morris, River Woods, Samuelson, and Willard Elementary Schools	1,529	764
Des Moines CSD	9	34	Callanan, Goodrell, Harding, Hiatt, Hoyt, McCombs, Meredith, and Weeks Middle Schools	779*	779*
Des Moines CSD	10	34	Stowe Elementary School	163	104
Des Moines CSD	11	34	Cattell, Howe, Lovejoy, and Oak Park Elementary Schools	688	369
TOTALS		34		2,380**	1,237**

Regular attendees attended 21st CCLC programs for at least 30 days.

**Cohort 9 was a summer school only program and is not reflected in the total attendance.*

*** Totals do not include Cohort 9 summer school attendance*

Partnerships.

Des Moines CSD has continuously added partners allowing the program to add activities, including field trips. Partners provided a variety of services to the 21st CCLC program. Des Moines estimated that the in-kind value provided by the partners totaled over \$337,000.

Parent Involvement.

Programs hold a minimum of four parent nights per year – one per quarter, in addition to program wide family engagement opportunities including Arts and Music nights, musical theater performances, resources fairs, health clinics, cultural nights, game nights, technology safety seminars, and more. The highlight however is definitely the Half Pints Poetry Slam – hosted by Movement 515 at Central Campus, a high school located in Downtown Des Moines. Parents, teachers, fellow students, administrators and community members pack the house three times a year to participate in this amazing event.



Objectives.

GPRC Measures

Des Moines CSD used *MAP* to assess student performance in mathematics and in English and reading for GPRC measures. The GPRC summary table below indicates percentage improvement for each measure.

Des Moines CSD 21st CCLC GPRC Measures Summary for 2016-2017

Program GPRC Measures	Percentage Improvement
1. The percentage of elementary 21 st Century regular program participants whose mathematics grades improved from fall to spring.	14%
2. The percentage of middle/high school 21 st Century regular program participants whose mathematics grades improved from fall to spring.	8%
3. The percentage of all 21 st Century regular program participants whose mathematics grades improved from fall to spring.	12%
4. The percentage of elementary 21 st Century regular program participants whose English grades improved from fall to spring.	12%
5. The percentage of middle/high school 21 st Century regular program participants whose English grades improved from fall to spring.	14%
6. The percentage of all 21 st Century regular program participants whose English grades improved from fall to spring.	13%
7. The percentage of elementary 21 st Century regular program participants who improve from not proficient to proficient or above in reading on state assessments.	22%
8. The percentage of middle/high school 21 st Century regular program participants who improve from not proficient to proficient or above in mathematics on state assessments.	21%
9. The percentage of elementary 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	80%
10. The percentage of middle/high school 21 st Century program participants with teacher-reported improvement in homework completion and class participation.	67%
11. The percentage of all 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	80%
12. The percentage of elementary 21 st Century participants with teacher-reported improvements in student behavior.	91%
13. The percentage of middle/high school 21 st Century participants with teacher-reported improvements in student behavior.	95%
14. The percentage of all 21 st Century participants with teacher-reported improvements in student behavior.	92%

Des Moines CSD reported that of the regular attendees in the 21st CCLC program who were identified as needing improvement only small percentages improved in both mathematics and English, with numbers showing increases between 8% and 14%. The number of students who were Not Proficient showed similar progress toward becoming Proficient with elementary students showing 22% improvement and secondary students showing 21% improvement. Teachers reported that 80% of students improved in homework completion and class participation and 92% of students improved their behavior.

Local Objectives

Des Moines CSD listed 13 local objectives for the 21st CCLC Program for the 2016-2017 School Year and they met 11 of the objectives. The methodology for measuring the local objectives was sound and the justification for rating the objectives was complete. Of the thirteen objectives, eight dealt with student achievement, four dealt with student retention and fostering community collaboration, and one dealt with increasing student interest in a variety of activities.

DMPS will provide afterschool programming 5 days per week for 3 hours per day to students in identified schools. Met stated objective.

10% of non-proficient participants will improve from not proficient to proficient or above in math on state assessments annually. Met stated objective.

10% of non-proficient participants will improve from not proficient to proficient or above in reading on state assessments annually. Met stated objective.

100% of students will gain new life skills by planning and engaging in enrichment programs that complement core academic areas. Met stated objective.

DMPS will provide programming five days per week for a minimum of fifteen hours per week to students in identified schools. Met stated objective.

95% of participating families will indicate satisfaction with program as measured by parent surveys. Met stated objective.

DMPS will provide afterschool education enrichment opportunities in collaboration with community partners, that promote positive youth development, encourage student engagement, and offer extended learning opportunities. Met stated objective.

DMPS will provide family literacy events a minimum of four times per year to engage students and their families in interactive family literacy activities. Met stated objective.

80% of students will make gains in math levels as measured by district formative assessments. Did not meet and no progress was made toward the stated objective.

80% of students will make gains in reading levels as measured by district formative assessments. Did not meet and no progress was made toward the stated objective.

Provide summer time academic enrichment activities five days per week for 3 hours per day, for six weeks in identified schools. Met stated objective.

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

95% of participating families will indicate satisfaction with the family literacy event as measured by parent surveys. Met stated objective.

Sustainability.

Des Moines CSD has a formal sustainability plan that includes both community and school district support. The sustainability plan listed several efforts to promote sustainability for the 21st CCLC program.

1. One-time purchases of curriculum, equipment, and materials that will span beyond the life of grant funds and serve as a component of sustainability.
2. State and federal funding available to targeted schools (Title I, AmeriCorps, etc.) and other federal and state grant opportunities that arise.
3. Corporate and foundation grants and contributions will be sought that align with the priorities of 21CCLC.
4. Program-specific funding opportunities will be sought; such as grants for STEM-based or arts-based opportunities.
5. Leveraging Metro Kids' enterprise funding after grant funding ceases, to be able to continue to provide high-quality enrichment programs to students.



Des Moines CSD plans for ensuring sustainability of the CCLC program 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 over \$337,000.

Des Moines CSD Summary.

Des Moines Community School District had continued success for the fifth year of its 21st CCLC Program. The number served was 3,159 students with a regular attendance of 2,016. Des Moines had the support of 34 partners who participate in a variety of ways, including materials, oversight, evaluation and staffing. Parents volunteered and attended parental events. Improvement was reported for elementary students for all GPRA Measures. Most local 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 future years. Des Moines CSD has a formal sustainability plan that includes continuing the program when 21st CCLC grant funds are expended. Expectations expressed in the local evaluation were that future discussions with partners would focus on sustainability.



“My daughter not only learned ceramics but also she has difficulty socializing and I have seen a big improvement in her social skills.” (Des Moines CSD Parent)



“Our lives have changed because of after school programs at Oak Park Elementary School. Our family is currently homeless and my children ride the bus for almost an hour each day to

get to school. Then I was given a job as an enrichment staff member in the 21CCLC program. I ride the bus almost two hours each day to instruct kids in the after-school program. I lead two book clubs, two games groups, and assist with other programs as well. And my kids get to participate in puppetry, chess, yoga, bowling, Zumba, cooking... My kids feel safe and get to play, have a snack and learn. I'm able to earn an income, and I'm building relationships with the people at Oak Park. I love this program and everything it's done for my family." (Des Moines CSD Parent)

Hamburg CSD

Hamburg CSD 21st CCLC Notable Facts:

- * 94% of students identified as needing improvement improved in mathematics (GPRA Measure 3).
- * 84% of students identified as needing improvement improved in English (GPRA Measure 6).
- * 7% of students who were non-proficient in reading attained proficiency (GPRA Measure 7).
- * 84% of students identified as needing improvement improved in homework completion and class participation (GPRA Measure 11).
- * 74% of students identified as needing improvement improved in student behavior (GPRA Measure 14).
- * Of the 110 students enrolled at Marnie Simons Elementary School, 85 (77%) are participating in CCLC after school clubs.
- * Hamburg has 12 partners who are contributing over \$11,500 to the success of the program.

For the 2016-2017 school year (their first year of participation in the program), Hamburg CSD had one center.

The Hamburg Community Learning Center is located at the Marnie Simons Elementary school. Especially unique and exciting is the design of the afterschool Enrichment Clubs. Students participate in interest surveys to determine which clubs will be offered. Skilled community members conduct the clubs, which range from woodworking and quilting, to chess and gardening. These clubs are designed to provide unique learning opportunities as well as academic supports.



Hamburg CSD served 85 students in the 21st CCLC Program with 43 students being regular participants and 60% of the total students were identified as FRPL. The number of community partners totaled 12 in the first year supporting the program with a variety of services. Parents are active in the program as evidenced by the participation in adult classes offered in the evenings and Family Literacy Nights offered each quarter of the school year to engage parents in their child's learning.

Hamburg CSD 21st CCLC Program Summary Chart (2016-2017)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Hamburg CSD	11	12	Marnie Simons Elementary School	85	43
TOTALS		12		85	43

Regular attendees attended 21st CCLC programs for at least 30 days.

Partnerships.



Twelve strong partners have emerged, with most of them contributing more than one type of support, including numerous volunteers. Most partners are assisting with programming, along with providing volunteer staffing, and making available the equipment and/or goods needed for the students to participate in the clubs. Partners were reported as providing over \$11,000 of in-kind services to the program.

Marnie Simons Elementary, with the help of 21st Century Grant, is embracing the U.S. Department of Agriculture's Farm to School Program. Students at Marnie Simons Elementary have been working to build a farm at their school. Complete with free-range chickens, goats, pigs, sheep, gardens, crops, animal housing and a greenhouse. The first- and third-grade students were responsible for the hatching out of several Rhode Island Red hens, while sixth graders were in charge of the hatching out of Campbell Ducks in their classrooms. The farm school will bring lessons of responsibility and to learn job ethics. The idea came from

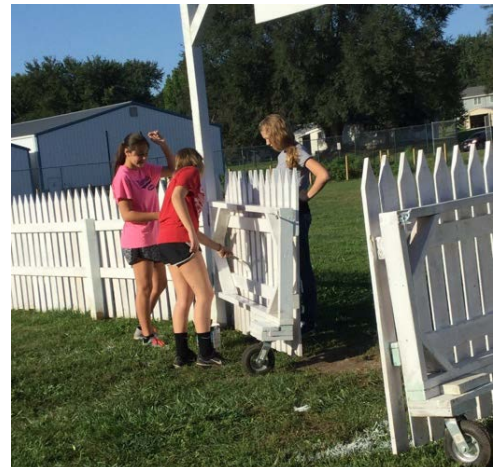
the Walton Farm School in Kansas. The Walton school saw test scores increase after they implemented a farm school. Having the farm school in the classroom and in the afterschool program is a different method of teaching reading, math and science.

The Marnie Afterschool program has an animal science club supported by Iowa State Extension, to help teach the students how to care for the animals. The farm and woodworking club built and painted the white picket fences and the animals housing. The club also planted a garden on the school's west side. Produce from the garden goes home with many of the students and staff, as well as delivered out into the community.



Parent Involvement.

Parent involvement was mentioned and the types of involvement were listed with a total of 59 parents participating. The two types of programs were Common Sense Parenting and Family Literacy Nights.



Objectives.

GPRA Measures

Hamburg CSD used *BVSD* and *FAST* to assess student performance in mathematics and in English and reading for GPRA measures. The GPRA summary table below indicates percentage improvement for each measure.

Hamburg CSD 21st CCLC GPRA Measures Summary for 2016-2017

Program GPRA Measures	Percentage Improvement
1. The percentage of elementary 21 st Century regular program participants whose mathematics grades improved from fall to spring.	94%
2. The percentage of middle/high school 21 st Century regular program participants whose mathematics grades improved from fall to spring.	na
3. The percentage of all 21 st Century regular program participants whose mathematics grades improved from fall to spring.	94%
4. The percentage of elementary 21 st Century regular program participants whose English grades improved from fall to spring.	84%
5. The percentage of middle/high school 21 st Century regular program participants whose English grades improved from fall to spring.	na
6. The percentage of all 21 st Century regular program participants whose English grades improved from fall to spring.	84%
7. The percentage of elementary 21 st Century regular program participants who improved from not proficient to proficient or above in reading on state assessments.	7%
8. The percentage of middle/high school 21 st Century regular program participants who improved from not proficient to proficient or above in mathematics on state assessments.	na
9. The percentage of elementary 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	84%
10. The percentage of middle/high school 21 st Century program participants with teacher-reported improvement in homework completion and class participation.	na
11. The percentage of all 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	84%
12. The percentage of elementary 21 st Century participants with teacher-reported improvements in student behavior.	74%
13. The percentage of middle/high school 21 st Century participants with teacher-reported improvements in student behavior.	na

Program GPRA Measures	Percentage Improvement
14. The percentage of all 21 st Century participants with teacher-reported improvements in student behavior.	74%

Hamburg CSD reported that of the regular attendees in the 21st CCLC program who were identified as needing improvement 94% improved in mathematics and 84% improved in English. Teachers reported that 84% of students also improved in homework completion and class participation and 74% of students improved their behavior.

Local Objectives

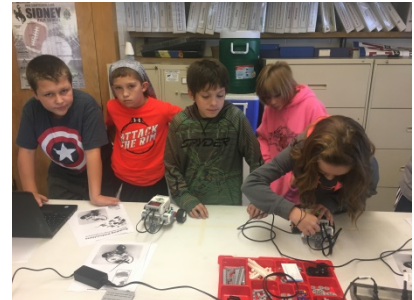
Hamburg CSD listed three local objectives for the 21st CCLC Program for the 2016-2017 School Year and they made progress toward meeting all three objectives. The methodology for measuring the local objectives was sound and the justification for rating the objectives was complete. Of the three objectives, one dealt with student achievement, one dealt with student behavior and participation in school programs, and one dealt with parental engagement and educational opportunities for them.

- Improve student learning in math and reading. Did not meet but made progress toward the stated objective.
- Improve student behavior and participation percentages in school programs. Did not meet but made progress toward the stated objective.
- Increase the engagement of parents and provide educational opportunities for them. Did not meet but made progress toward the stated objective.

Sustainability.

Hamburg CSD has a formal sustainability plan that includes both community and school district support. The sustainability plan listed several efforts to promote sustainability for the program.

1. We will utilize at-risk/drop-out prevention funding to provide academic supports and summer enrichment opportunities.
2. We will use our general fund to provide transportation and materials for our programming.
3. We have several on-going grants; Community Foundation and Martin Foundation Grant which will provide approximately \$25,000.
4. We will ask staff members to volunteer their time for the after-school clubs, which is a model we used prior to acquiring this grant.



Hamburg has identified other streams of income, and is open to leveraging their resources through other grant applications. They have strong on-going partners, and a solid history of the program that adds to their incentive to see the programming continue.

Hamburg CSD Summary.

Hamburg Community School District had success for the first year of its 21st CCLC Program. The number of students served was 85 with a regular attendance of 43. Hamburg had the support of 12 partners who participate in a variety of ways, including materials, oversight, evaluation and staffing. Most partners are

assisting with programming, along with providing volunteer staffing, and making available the equipment and/or goods needed for the students to participate in the clubs, including providing over \$11,000 of in-kind services. Parents attended parental events. Improvement was reported for



elementary students for all GPRA Measures. Progress was made on most local objectives and a complete discussion of methodology and ratings justification was included in the local evaluation. In addition, appropriate recommendations were included for future years.

Hamburg CSD has a formal sustainability plan that includes continuing the program when 21st CCLC grant funds are expended.

“The kids got to do and create new things and they loved coming home and sharing them with the rest of the family.” (Hamburg CSD Parent)



“My children were excited every day and evening. My children developed skills that will be useful to them through life. It has all been hands-on and not sit and watch.” (Hamburg CSD Parent)

Helping Services for Youth & Families

Helping Services for Youth & Families 21st CCLC Notable Facts:

- * 43% of students identified as needing improvement improved in mathematics (GPRA Measure 3).
- * 56% of students identified as needing improvement improved in English (GPRA Measure 6).
- * 97% of students who were non-proficient in reading attained proficiency (GPRA Measure 7).
- * 63% of students identified as needing improvement improved in homework completion and class participation (GPRA Measure 11).
- * 43% of students identified as needing improvement improved in student behavior (GPRA Measure 14).
- * 88% of attendees are regular attendees.
- * 48 partners contribute over \$85,000.
- * All five of the local objectives were met by the program.

Helping Services for Youth & Families works in conjunction with the TigerHawk Connections Learning Center (TCLC) that is located at West Union Elementary. The teams work in four areas with students and parents: Domestic Abuse Advocacy, Family Education and Support, Substance Abuse Prevention, and Youth Mentoring. The TCLC program at the West Union Elementary provides a safe, structured and enriching program to K - 4th grade students at no cost, no matter family income or status.

“There is a REAL NEED in our community for this type of service for children. Many, many are alone after school, some until 8 or 9 at night. It would be great to fill some of those hours with activities and movement (not sitting at a computer or iPad, please....too many of them have this type of electronic babysitter at home already. They can do that at home).” – NFV Parent Survey



Helping Services for Youth & Families served 107 students in the 21st CCLC Program during the school year with 94 being regular participants and 42% of the total students served were identified as FRPL. The number of community partners totaled 48 supporting the program with a variety of services. A Family Literacy Night program was held and over 400 students, parents and grandparents attended this event which was a joint effort with the West Union Elementary and Title 1 programs.

TCLC 21st CCLC Program Summary Chart (2016-2017)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Helping Services for Youth & Families	10	48	West Union Elementary School	107	94
TOTALS		48		107	94

Regular attendees attended 21st CCLC programs for at least 30 days

Partnerships.

Forty-eight strong partners have emerged, with most of them contributing more than one type of support, including numerous volunteers. Most partners are assisting with programming, along with providing volunteer staffing, food, career exploration, and making available the equipment and/or goods needed for the students to participate in the program. In-kind contributions from the partners total over \$85,000.



Community partnerships and access to resources is a benefit for parents of the TCLC students. Staff work to inform the community about the TCLC program and find opportunities to share information. Many community partners have provided parenting classes, money management programs, health and wellness activities and more as a result of the partnerships.

Parent Involvement.

Parent involvement consisted of a Family Literacy Night program with over 400 students, parents and grandparents attending.

Objectives.

GPRC Measures

Helping Services for Youth & Families used 1st and 4th quarter grades to assess student performance in mathematics and in English for GPRC measures. The GPRC summary table below indicates percentage improvement for each measure.

Helping Services for Youth & Families 21st CCLC GPRC Measures Summary for 2016-2017

Program GPRC Measures	Percentage Improvement
1. The percentage of elementary 21 st Century regular program participants whose mathematics grades improved from fall to spring.	43%
2. The percentage of middle/high school 21 st Century regular program participants whose mathematics grades improved from fall to spring.	na
3. The percentage of all 21 st Century regular program participants whose mathematics grades improved from fall to spring.	43%
4. The percentage of elementary 21 st Century regular program participants whose English grades improved from fall to spring.	56%
5. The percentage of middle/high school 21 st Century regular program participants whose English grades improved from fall to spring.	na
6. The percentage of all 21 st Century regular program participants whose English grades improved from fall to spring.	56%

Program GPRA Measures	Percentage Improvement
7. The percentage of elementary 21 st Century regular program participants who improve from not proficient to proficient or above in reading on state assessments.	97%
8. The percentage of middle/high school 21 st Century regular program participants who improve from not proficient to proficient or above in mathematics on state assessments.	na
9. The percentage of elementary 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	63%
10. The percentage of middle/high school 21 st Century program participants with teacher-reported improvement in homework completion and class participation.	na
11. The percentage of all 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	63%
12. The percentage of elementary 21 st Century participants with teacher-reported improvements in student behavior.	43%
13. The percentage of middle/high school 21 st Century participants with teacher-reported improvements in student behavior.	na
14. The percentage of all 21 st Century participants with teacher-reported improvements in student behavior.	43%

Helping Services for Youth & Families reported that of the regular attendees in the 21st CCLC program who were identified as needing improvement 43% improved in mathematics and 56% improved in English. Teachers reported that 63% of students also improved in homework completion and class participation and 43% of students improved their behavior.

Local Objectives

Helping Services for Youth & Families listed five local objectives for the 21st CCLC Program for the 2016-2017 School Year and they reported meeting all five objectives. The methodology for measuring the local objectives was sound and the justification for rating the objectives was complete. Student grades and FAST assessments provided the basis for measurement. Of the five objectives, two dealt with student achievement, one dealt with reading proficiency, one dealt with homework completion and class participation, and one dealt with student behavior.

- The number of regular program participants who improved in English from Fall to Spring. *Met stated objective.*
- The number of regular program participants who improved in mathematics from Fall to Spring. *Met stated objective.*
- The number of regular program participants who improved in reading proficiency from Fall to Spring. *Met stated objective.*

- Homework completion and class participation increases as reported by teachers. *Met stated objective.*
- Student behavior increases as reported by teachers. *Met stated objective.*

Sustainability.

Helping Services for Youth & Families has a formal sustainability plan that includes both community and school district support. The sustainability plan listed numerous efforts to attract volunteer engagement. An Advisory Group is beginning to form a list of next steps and will continue to discuss sustainability. The 48 partners contribute over \$85,000 to the program through food, materials and volunteers.

Helping Services for Youth & Families Summary.

The number of students served during the school year was 107 with a regular attendance of 94. TCLC had the support of 48 partners who participate in a variety of ways, including materials, oversight, evaluation and staffing. Most partners are assisting with programming, along with providing volunteer staffing, and making available the equipment and/or goods needed for the students to participate in the program. Parents attended a Family Literacy Night. Improvement was reported for elementary students for all GPRA Measures. All local 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 future years. Helping Services has a formal sustainability plan that includes continuing the program when 21st CCLC grant funds are expended.



“I have my daughter here because she needs new learning activities and I have seen a huge change in her. You guys are AWESOME!!” (Helping Services for Youth & Families Parent).



“The best thing about TCLC is recess outside, play with my friends, TCLC staff.” (Helping Services for Youth & Families Student).

Iowa City CSD

Iowa City CSD 21st CCLC Notable Facts:

- * 32% of students identified as needing improvement improved in mathematics (GPRA Measure 3).
- * 17% of students identified as needing improvement improved in English (GPRA Measure 6).
- * 17% of students who were non-proficient in reading attained proficiency (GPRA Measure 7).
- * 62% of students identified as needing improvement improved in student behavior (GPRA Measure 14).
- * 100% of students in the school year and summer programs are regular attendees.
- * 17 partners are providing over \$500,000 in funding to the program.
- * Iowa City CSD met all local objectives for all sites.

For the 2016-2017 school year Iowa City CSD had four centers from four different cohorts.

Across sites, the program provided academic and social enrichment for student from 28 to 32 weeks throughout the school year, and from six to 10 weeks over the summer. The students engaged in a variety of academic and enrichment activities. A key component of the academic support at each site was the implementation of small learning groups or one-on one tutoring focused on building students' reading and math skills. Other program activities included homework support, STEM fields, arts, health and fitness, cultural identity, community involvement and field trips. The sites provided these activities in collaboration with a variety of community partners. (Local Evaluation)



The Iowa City 21st CCLC Program served 326 students during the school year and 100 percent of them were regular participants. For the summer 2016 program, 228 students were served with all of them being regular attendees as well. Of the total students served, 56% were identified as FRPL. The number of community partners totaled 17 supporting the program with a variety of services. Parents are active in the program at all four sites.

Iowa City CSD 21st CCLC Program Summary Chart (2016-2017)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Iowa City CSD	8	17	Grant Wood Elementary School	89	89

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Iowa City CSD	9	17	Robert Lucas Elementary School	85	85
Iowa City CSD	10	17	Kirkwood Elementary School	66	66
Iowa City CSD	11	17	Archibald Alexander Elementary School	86	86
TOTALS		17		326	326

Regular attendees attended 21st CCLC programs for at least 30 days.

Partnerships.

Seventeen partners were listed in the local evaluation, with most of them contributing more than one type of support, including numerous volunteers. Most partners are assisting with programming, along with providing volunteer staffing, and making available the equipment and/or goods needed by the students, helping develop STEM curriculum, and transportation to partner sites. Partners are providing over \$500,000 of materials and in-kind value. Partnership assistance was discussed at each of the four sites.

Parent Involvement.

Parent involvement was mentioned and the types of involvement were described for each of the four sites. Each cohort site provided quarterly parent nights where the parents were able to discuss their student's progress with program staff and instructors. In addition, each site had other activities in which parents participated such as International Night where families and students from a wide range of cultural backgrounds celebrated diversity by sharing food, clothing, and artistic performances. Other activities had parents involved with working in the garden, attending field trips, reading books and providing homework help, playing games, helping with art projects, and donating supplies like board games. One parent started a knitting club which was popular among the students. All four sites detailed extensive outreach efforts to keep parents informed about upcoming events and opportunities for service.

Objectives.

GPRA Measures

Iowa City CSD used *Fuchs and Fuchs Math CBM* and *FAST* to assess student performance in mathematics and in English and reading for GPRA measures. The GPRA summary table below indicates percentage improvement for each measure.

Iowa City CSD 21st CCLC GPRA Measures Summary for 2016-2017

Program GPRA Measures	Percentage Improvement
1. The percentage of elementary 21 st Century regular program participants whose mathematics grades improved from fall to spring.	32%

Program GPRA Measures	Percentage Improvement
2. The percentage of middle/high school 21 st Century regular program participants whose mathematics grades improved from fall to spring.	na
3. The percentage of all 21 st Century regular program participants whose mathematics grades improved from fall to spring.	32%
4. The percentage of elementary 21 st Century regular program participants whose English grades improved from fall to spring.	17%
5. The percentage of middle/high school 21 st Century regular program participants whose English grades improved from fall to spring.	na
6. The percentage of all 21 st Century regular program participants whose English grades improved from fall to spring.	17%
7. The percentage of elementary 21 st Century regular program participants who improve from not proficient to proficient or above in reading on state assessments.	17%
8. The percentage of middle/high school 21 st Century regular program participants who improve from not proficient to proficient or above in mathematics on state assessments.	na
9. The percentage of elementary 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	na
10. The percentage of middle/high school 21 st Century program participants with teacher-reported improvement in homework completion and class participation.	na
11. The percentage of all 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	na
12. The percentage of elementary 21 st Century participants with teacher-reported improvements in student behavior.	62%
13. The percentage of middle/high school 21 st Century participants with teacher-reported improvements in student behavior.	na
14. The percentage of all 21 st Century participants with teacher-reported improvements in student behavior.	62%

Both mathematics English scores for program participants who were tutored versus those who were not tutored, with mixed results showing across areas in both subject areas. Iowa City CSD reported that of the regular attendees in the 21st CCLC program who were identified as needing improvement 62% of students improved their behavior.

Local Objectives

Iowa City CSD listed three local objectives for the 21st CCLC Program for the 2016-2017 School Year utilizing the same three objectives for each site. The methodology for measuring the local objectives was

sound and the justification for rating the objectives was complete. Of the three objectives, one dealt with student achievement, one dealt with making safe and healthy choices, and one dealt with increasing parents' literacy and employment skills. Three of the sites reported a total of 16 training sessions which served 360 parents. All four sites reported meeting each objective and there was extensive discussion about the success in achieving all three objectives.

- The majority of students will increase their reading and math assessment levels and the number of students who are proficient on these assessments will increase. *Met the stated objective.*
- The majority of students will have discovered new interests and acquired the knowledge and skills necessary through BASP program and PBIS to make safe and healthy choices. *Met the stated objective.*
- The majority of families will be active supporters of their child's educational growth and increase their own literacy and employment skills. *Met the stated objective.*

Sustainability.

Iowa City CSD has an extensive formal sustainability plan that includes both community and school district support. The sustainability plan discussed how coordinated meetings between program staff, the Project Evaluator, and the University of Iowa Center of Evaluation and Assessment would be utilized to review data and brainstorm ideas of how to obtain the best possible outcomes. In the event that federal funding does cease, Iowa City CSD has created partnerships within the community that will continue funding the program. These partners are providing over \$500,000 of in-kind support to the program.

Iowa City CSD Summary.

Iowa City Community School District has had success for the four years of its 21st CCLC Program as presented in the local evaluation. The number of students served during the 2016-2017 school year was 326 and 100% of the students were regular attendees. For the summer program, Iowa City CCLC served 228 students and all of them were regular attendees. Iowa City had the support of 17 partners who participate in a variety of ways, including materials, oversight, evaluation and staffing. Most partners are assisting with programming, along with providing volunteer staffing, and making available the equipment and/or goods needed for the students to participate. Parents attended several events at each site and volunteered where needed. Improvement was reported for elementary students for all GPRA Measures. Iowa City met all local objectives and a complete discussion of methodology and ratings justification was included in the local evaluation. In addition, appropriate recommendations were included for future years, broken down by each site. Iowa City CSD has a formal sustainability plan that includes continuing the program when 21st CCLC grant funds are expended.

A notable success was the program's collaboration with a Youth Leadership Program, which taught the 5th and 6th grade students how to become leaders in the community. These students mentored younger students in the program in how to be successful, and grew in self-confidence from this experience. Staff and students bonded through activities such as these, contributing to a comfortable, engaging, and safe environment for student growth. (Local Evaluation)



The majority of the students were excited to come to the after-school program due to their strong relationships with the staff, the positive environment, and engaging activities. (Local Evaluation)

Oakridge Neighborhood Services

Oakridge Neighborhood Services 21st CCLC Notable Facts:

- * 18% of students identified as needing improvement improved in mathematics (GPRA Measure 3).
- * 2% of students who were non-proficient in reading attained proficiency (GPRA Measure 7).
- * 6% of students who were non-proficient in mathematics attained proficiency (GPRA Measure 8).
- * 98% of students were identified as FRPL.
- * 84% of students in the school year program were regular attendees.
- * 33 partners provided over \$280,000 in funding to the program.
- * Oakridge Neighborhood Services met all six local objectives for the center.

For the 2016-2017 school year Oakridge Neighborhood Services had 1 center which offered after-school academic tutoring five days a week in math and reading interspersed with enrichment activities and field trips. On alternate Saturdays, smaller special groups attended enrichment opportunities. If a family moves out of the Oakridge area, they are still allowed to remain in the program. There are two programs, OASIS (Oakridge Achieves Success In School) for elementary K-5 students, and BE REAL (Building and Enriching Relationships Enriching Academics and Learning) for students grades 6-8.

The 21st CCLC Centers served 165 students during the school year with 139 (84%) being regular participants. Of the total students served, 98% of the were identified as FRPL. The number of community partners totaled 33 supporting the program with a variety of services. Parents are active in the program.

Oakridge Neighborhood Services 21st CCLC Program Summary Chart (2016-2017)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Oakridge Neighborhood Services	10	33	Oakridge Neighborhood Services	165	139
TOTALS		33		165	139

Regular attendees attended 21st CCLC programs for at least 30 days.

Partnerships.

Thirty-three partners were listed in the local evaluation, with most of them contributing more than one type of support, including numerous volunteers. Most partners are assisting with programming, along with providing volunteer staffing, and making available the equipment and/or goods needed by the students, helping develop STEM curriculum, and transportation to partner sites. Partners are providing over \$280,000 of materials and in-kind value. Partnership assistance was discussed extensively.

Parent Involvement.

Parent involvement was mentioned and the types of involvement were described in the local evaluation. The local evaluation reported that 118 parents participated in ELL classes with the average number of classes attended per adult being 9.39. A Lego Event was held and over 150 parents, guardians, grandparents and other Girl Scout troops within a 50-mile radius attended.

Objectives.

GPRC Measures

Oakridge Neighborhood Services used MAP to assess student performance in mathematics and in English for GPRC measures. The GPRC summary table below indicates percentage improvement for each measure.



Oakridge Neighborhood Services 21st CCLC GPRC Measures Summary for 2016-2017

Program GPRC Measures	Percentage Improvement
1. The percentage of elementary 21 st Century regular program participants whose mathematics grades improved from fall to spring.	18%
2. The percentage of middle/high school 21 st Century regular program participants whose mathematics grades improved from fall to spring.	na
3. The percentage of all 21 st Century regular program participants whose mathematics grades improved from fall to spring.	18%
4. The percentage of elementary 21 st Century regular program participants whose English grades improved from fall to spring.	na
5. The percentage of middle/high school 21 st Century regular program participants whose English grades improved from fall to spring.	na
6. The percentage of all 21 st Century regular program participants whose English grades improved from fall to spring.	na
7. The percentage of elementary 21 st Century regular program participants who improve from not proficient to proficient or above in reading on state assessments.	2%
8. The percentage of middle/high school 21 st Century regular program participants who improve from not proficient to proficient or above in mathematics on state assessments.	6%
9. The percentage of elementary 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	na
10. The percentage of middle/high school 21 st Century program participants with teacher-reported improvement in homework completion and class participation.	na
11. The percentage of all 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	na

Program GPRA Measures	Percentage Improvement
12. The percentage of elementary 21 st Century participants with teacher-reported improvements in student behavior.	na
13. The percentage of middle/high school 21 st Century participants with teacher-reported improvements in student behavior.	na
14. The percentage of all 21 st Century participants with teacher-reported improvements in student behavior.	na

For GPRA Measure One, 22 out of 124 students who were regular program participants (18%) improved in mathematics. GPRA measures 9-14 were not reported. The **local evaluation** stated “No measures were in place in 2016-2017 to obtain teacher-reported student improvement in homework completion and class participation or improvement in student behavior. This was addressed in the recommendations for the future and the site should have data for these objectives in the next local evaluation.

Local Objectives

Oakridge Neighborhood Services listed six local objectives for the 21st CCLC Program for the 2016-2017 School Year and met all six. The methodology for measuring the local objectives was sound and the justification for rating the objectives was complete. Of the six objectives, four dealt with student achievement, one dealt with student absenteeism, and one dealt with programs for parents. 118 adults participated in ELL classes and over 150 parents, guardians, grandparents and other Girl Scout troops participated in a Lego Event.

- **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. *Met the objective.*
- **Objective 2:1** - Provide AF-OOS Educational enrichment 5 days per week, Monday-Friday and alternate Saturdays for 1-5 hours per day for K-8 participants. *Met the objective.*
- **Objective 2:2** - 85% of participants will demonstrate success in homework completion and class participation in reading and math as measured by report card grades of C or better in those subjects. *Met the objective.*
- **Objective 2:3** - 85% of participants will demonstrate acceptable classroom behavior by having less than two (2) behavior referrals per quarter as measured by Infinite Campus data on classroom incident referrals. *Met the objective.*
- **Objective 2:4** - 80% of participants will maintain 9 or fewer absences each semester as measured by Infinite Campus reports. *Met the objective.*
- **Goal 3: Objective 3.1** - Oakridge will implement programs for parents, including refugee and immigrant parents to support their child’s school success. *Met the objective.*

Sustainability.

Oakridge Neighborhood Services has an extensive formal sustainability plan that includes both community and school district support. The sustainability plan discussed how coordinated efforts between program staff and partners are utilized to obtain the best possible outcomes. In the event that federal funding does cease, Oakridge Neighborhood Services has created partnerships within the

community that will continue funding the program. These 33 partners are providing over \$280,000 of support to the program.

Oakridge Neighborhood Services Summary.

Oakridge Neighborhood Services had success in the implementation of its 21st CCLC Program as presented in the local evaluation. The number of students served in the school year was 165 with a regular attendance of 139. Oakridge Neighborhood Services had the support of 33 partners who participate in a variety of ways, including materials, oversight, field trips, and food. Many partners are assisting with programming, along with providing volunteer staffing, and making available the equipment and/or goods needed for the students to participate. Parents attended several events at the site and volunteered where needed. Improvement was reported for students in many GPRA Measures. Oakridge Neighborhood Services met all six local objectives and a complete discussion of methodology and ratings justification was included in the local evaluation. In addition, appropriate recommendations were included for future years. Oakridge Neighborhood Services has a formal sustainability plan that includes continuing the program when 21st CCLC grant funds are expended.



“We are ... assisting with this project to increase student achievement above and beyond the school day and look forward to contributing to its success....I believe it has made a huge impact toward narrowing, and ultimately eliminating, the achievement gap, enabling disadvantaged youth to achieve at levels that equal or exceed the performance of their peers.” (School Principal).



“The OASIS program has been very helpful to my family throughout the years, as a single mother of four children. The program has been helpful with helping my three school age children with their educational needs. They have helped keep my children out of trouble and they have learned to make better choices. They take the kids out on educational fun field trips which encourage children to expand their horizons. This program not only focuses on my children but also helps strengthen the family as a whole. The staff at OASIS has always been kind and respectful as well as helpful with my family’s needs and pushing us forward in our future. I without a doubt believe the OASIS program is here to help youth and their families and I look forward to continue to work with them to further my family’s future.” (Oakridge Neighborhood Services Parent)

Oelwein CSD

Oelwein CSD 21st CCLC Notable Facts:

- * 37% of students who were non-proficient in reading attained proficiency (GPRA Measure 7).
- * 43% of students who were non-proficient in mathematics attained proficiency (GPRA Measure 8).
- * 95% of students identified as needing improvement improved in homework completion and class participation (GPRA Measure 11).
- * 95% of students identified as needing improvement improved in student behavior (GPRA Measure 14).
- * 88% of students in the school year program were regular attendees.
- * 85% of students in the school year program were identified as FRPL.
- * Oelwein CSD met 10 out of 10 local objectives.
- * 12 community partners provided over \$6,700 in support to the program.

For the 2016-2017 school year Oelwein CSD operated the 21st CCLC Program which provided education-enhancement programming, volunteers, food, and supplies for students. This is accomplished through collaboration with 12 community-based organizations that provided \$6,750 in program support. The Oelwein CSD 21st CCLC Program served 474 students and 416 (88%) were regular participants. In addition, 85% of the students in the school year program served were identified as FRPL. Parents were active in the program.

Oelwein CSD 21st CCLC Program Summary Chart (2016-2017)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Oelwein CSD	8	12	Oelwein Community School, Wings Park Elementary and Oelwein Middle School	297	246
Oelwein CSD	11	12	Oelwein High School	177	170
TOTALS		12		474	416

Regular attendees attended 21st CCLC programs for at least 30 days.

Partnerships.

12 partners were listed in the local evaluation, with most of them contributing more than one type of support, including numerous volunteers. Most partners are assisting with programming, along with providing volunteer staffing, and making available the equipment and/or goods needed by the students and providing food. The local evaluation reported that \$6,750 was the estimated in-kind value for food, material, volunteers, programming, and related services.

Parent Involvement.

In addition to parent-teacher conferences, family/parent involvement included a “2K Run” for families attended by 250 parents and students; a cooking camp in which parents came for the last night to share

a healthy snack with students; and STEM (Science, Technology, Engineering, and Mathematics initiative) Night, partnered by Husky Adventures in conjunction with the University of Northern Iowa (UNI) and several Oelwein businesses, held in the Community Plaza and attended by over 700 people (students, parents, and other community members). Crockpot Cooking Camp for parents was popular. The Food and Fitness AmeriCorps Volunteer organizes these activities for parents to learn new recipes. The “make and take” meals are made at the “camp” and taken home for a family meal.



Objectives.

GPR A Measures

Oelwein CSD used *Iowa Assessments, MAP, and FVSD* to assess student performance in mathematics and *Iowa Assessments, MAP, and FAST* to assess student performance in English for GPR A measures. The GPR A summary table below indicates percentage improvement for each measure.

Oelwein CSD 21st CCLC GPR A Measures Summary for 2016-2017

Program GPR A Measures	Percentage Improvement
1. The percentage of elementary 21 st Century regular program participants whose mathematics grades improved from fall to spring.	na
2. The percentage of middle/high school 21 st Century regular program participants whose mathematics grades improved from fall to spring.	na
3. The percentage of all 21 st Century regular program participants whose mathematics grades improved from fall to spring.	na
4. The percentage of elementary 21 st Century regular program participants whose English grades improved from fall to spring.	na
5. The percentage of middle/high school 21 st Century regular program participants whose English grades improved from fall to spring.	na
6. The percentage of all 21 st Century regular program participants whose English grades improved from fall to spring.	na
7. The percentage of elementary 21 st Century regular program participants who improve from not proficient to proficient or above in reading on state assessments.	37%
8. The percentage of middle/high school 21 st Century regular program participants who improve from not proficient to proficient or above in mathematics on state assessments.	43%
9. The percentage of elementary 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	93%

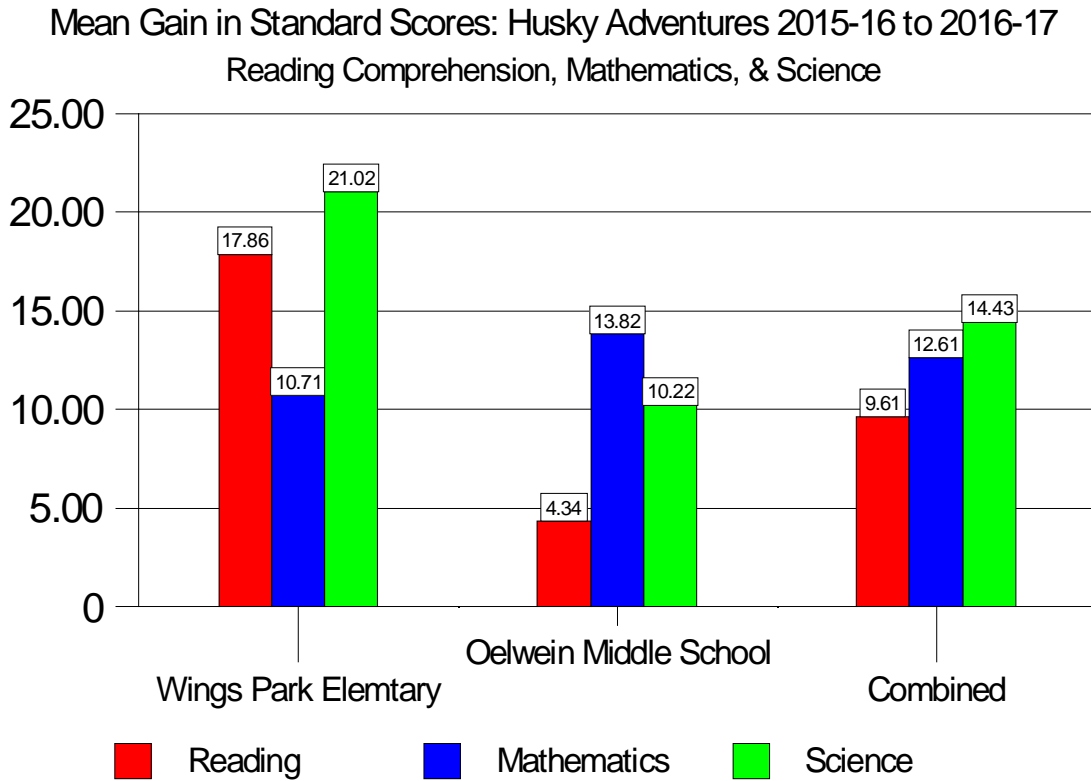
Program GPRA Measures	Percentage Improvement
10. The percentage of middle/high school 21 st Century program participants with teacher-reported improvement in homework completion and class participation.	100%
11. The percentage of all 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	95%
12. The percentage of elementary 21 st Century participants with teacher-reported improvements in student behavior.	93%
13. The percentage of middle/high school 21 st Century participants with teacher-reported improvements in student behavior.	100%
14. The percentage of all 21 st Century participants with teacher-reported improvements in student behavior.	95%

The local evaluation reported that out of the number of students who were regular program participants, 95% of students improved in homework completion and class participation and 95% improved in student behavior. Data was not available to report on the first six GPRA measures.

Local Objectives

Oelwein CSD listed five local objectives for the 2016-2017 School Year and five local objectives for the summer program. They met all ten of the objectives. The methodology for measuring the local objectives was sound and the justification for rating the objectives was complete. Of the ten objectives six dealt with student achievement, two dealt with attendance, and two dealt with family/parent involvement. The local objectives were the same between the two cohorts. The discussion about local objectives pointed out that for both cohorts (school year and summer) high percentages of students (84%-96%) maintained proficiency over both years of the program, 2015-2016 and 2016-2017.

- Regular attendees of the 21st Century HALC afterschool program will improve reading scores on the Iowa Assessments from the previous year to current year, as measured by a variety of indicators. *Met the stated objective.*
- Regular attendees of the 21st Century HALC 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. *Met the stated objective.*
- Regular attendees of the 21st Century HALC afterschool program will improve science scores on the Iowa Assessments from the previous year to the current year, as measured by a variety of indicators. *Met the stated objective.*
- Regular attendees of the 21st Century HALC afterschool program will show an increase in their positive developmental assets by maintaining or improving their school attendance (an internal asset). *Met the stated objective.*
- 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. *Met the stated objective.*



Oelwein CSD Summary.

Oelwein CSD had success in the implementation of its 21st CCLC Program as presented in the local evaluation. The total number of students served in the program was 474 with a regular attendance of 416. Oelwein CSD had the support of 12 partners who participated in a variety of ways, including materials, oversight, volunteer support, and food. Many partners are assisting with programming, along with providing volunteer staffing, and making available the equipment and/or goods needed for the students to participate. Partners contributed over \$6,700 in in-kind support. Parents attended events for each site and volunteered where needed. Improvement was reported for students in most GPRA Measures but measures for Objectives 1-6 were missing. Oelwein CSD met all ten local objectives. A complete discussion of methodology and ratings justification was included in the local evaluation. In addition, recommendations were included for future years. Oelwein CSD has a formal sustainability plan that includes continuing the program when 21st CCLC grant funds are expended





“The Elementary has continued to move forward in the planning of Before and After School Camps. The morning camps focus on STEM activities which include Snap Circuit camps, Lego Camps, Drone Operation Camps and many computer activities. After School has many certified teachers giving their time to encourage reading, math, social and emotional learning as well as physical activities. Children are enjoying Goldie Blox, Art, Drama and many programs that are held in the school gym that give students movement and mindfulness activities, including yoga and dance. It is always fun to see teachers having fun with children out of the classroom. The grant has opened up many opportunities to our students.” (Barb Schmitz, Oelwein CSD 21st Century Grant Director).

St. Mark Youth Enrichment

St. Mark Youth Enrichment 21st CCLC Notable Facts:

- * 95% of students identified as needing improvement improved in mathematics (GPRA Measure 3).
- * 91% of students identified as needing improvement improved in English (GPRA Measure 6)
- * 29% of students who were non-proficient in reading attained proficiency (GPRA Measure 7).
- * 89% of students identified as needing improvement improved in homework completion and class participation (GPRA Measure 11).
- * 14% of students identified as needing improvement improved in student behavior (GPRA Measure 14).
- * 89% of students in the school year program were regular attendees.
- * 79% of students in the school year program were identified as FRPL.
- * St. Mark had 114 Partners (most partners of all Iowa 21st CCLC grantees)
- * St. Mark met all of the 9 local objectives for cohort 9 and all of the 13 objectives for cohort 10.

For the 2016-2017 school year St. Mark Enrichment operated the 21st CCLC program which provided education-enhancement programming, volunteers and supplies for students. This is accomplished through collaboration with 115 community-based organizations. The St. Mark Enrichment Program served a total of 235 students and 105 students were regular participants and 79% of the total students served were identified as FRPL. Parents were active in the program.

St. Mark Youth Enrichment 21st CCLC Program Summary Chart (2016-2017)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
St. Mark Youth Enrichment	9	114	Audubon, Lincoln and Marshall Elementary Schools	149	133
St. Mark Youth Enrichment	10	114	St. Mark Youth Enrichment and Dyersville Elementary School (Summer Only Program)	164	59
TOTALS*		114		149	133

Regular attendees attended 21st CCLC programs for at least 30 days.

** Total Reflects 2016-2017 School Year Only*

St. Mark's cohort 9 grant serves the three elementary schools throughout the school year, providing before and after school programs.

St. Mark's cohort 10 grant offers summer program at the two sites.

Partnerships.

115 partners were listed in the local evaluation, with most of them contributing more than one type of support, including numerous volunteers. Most partners are assisting with programming, along with providing volunteer staffing, and making available the equipment and/or goods needed by the students, and providing staff and transportation to partner sites for field trips. Partners contributed \$7,250 in in-kind value. Partnership assistance was discussed extensively.



Parent Involvement.

Parent involvement was discussed and the types of involvement were described. Parents attended an orientation for both the school year and summer programs where the parent handbook, program expectations, policies and procedures along with the reading log for the summer program. Parents attended field trips and volunteered during the program. Parents were notified of upcoming events through e-mail, flyers, social media, and verbally at sites, and a meal was provided for each family event. Sign in sheets showed that 300 parents and 92 students attended the various events/activities.



Objectives.

GPRM Measures

St. Mark used *Iowa Assessments, MAP, and FVSD* to assess student performance in mathematics and *Iowa Assessments, MAP, and FAST* to assess student performance in English for GPRM measures. The GPRM summary table below indicates percentage improvement for each measure.

St. Mark Youth Enrichment 21st CCLC GPRM Measures Summary for 2016-2017

Program GPRM Measures	Percentage Improvement
1. The percentage of elementary 21 st Century regular program participants whose mathematics grades improved from fall to spring.	95%
2. The percentage of middle/high school 21 st Century regular program participants whose mathematics grades improved from fall to spring.	na
3. The percentage of all 21 st Century regular program participants whose mathematics grades improved from fall to spring.	95%
4. The percentage of elementary 21 st Century regular program participants whose English grades improved from fall to spring.	91%

Program GPRA Measures	Percentage Improvement
5. The percentage of middle/high school 21 st Century regular program participants whose English grades improved from fall to spring.	na
6. The percentage of all 21 st Century regular program participants whose English grades improved from fall to spring.	91%
7. The percentage of elementary 21 st Century regular program participants who improve from not proficient to proficient or above in reading on state assessments.	29%
8. The percentage of middle/high school 21 st Century regular program participants who improve from not proficient to proficient or above in mathematics on state assessments.	na
9. The percentage of elementary 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	89%
10. The percentage of middle/high school 21 st Century program participants with teacher-reported improvement in homework completion and class participation.	na
11. The percentage of all 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	89%
12. The percentage of elementary 21 st Century participants with teacher-reported improvements in student behavior.	63%
13. The percentage of middle/high school 21 st Century participants with teacher-reported improvements in student behavior.	na
14. The percentage of all 21 st Century participants with teacher-reported improvements in student behavior.	63%

The local evaluation reported that out of the number of students who were regular program participants, 95% improved in mathematics and 91% improved in English. 89% of students improved in homework completion and class participation and 63% improved in student behavior.

Local Objectives

For cohort 9 St. Mark listed nine local objectives for the 2016-2017 School Year and met all of them. The methodology for measuring the local objectives was sound and the justification for rating the objectives was complete. Of the nine local objectives two dealt with proficiency, four dealt with student attendance and behavior, and three dealt with parent engagement.

- **Objective 1.1:** 50% or more enrolled students will demonstrate increased proficiency in annual literacy assessments conducted by DCSD and St. Mark. *Met the stated objective.*
- **Objective 1.2:** 0% or more enrolled students will demonstrate increased proficiency in annual mathematics assessments conducted by DCSD and St. Mark. *Met the stated objective.*
- **Objective 2.1:** All actively enrolled students will participate in wellness activities and character building enrichment activities on a weekly basis. *Met the stated objective.*

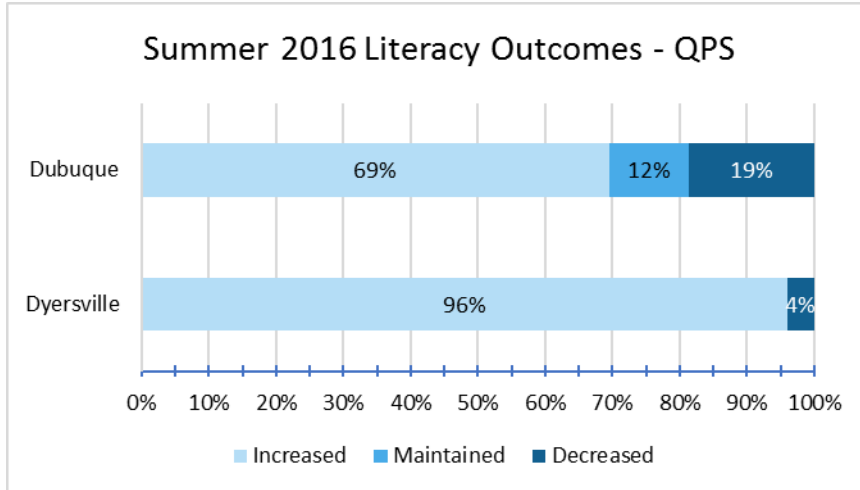
- **Objective 2.2:** At least 75 % of enrolled students will regularly attend program and school. *Met the stated objective.*
- **Objective 2.3:** School day teachers will report improvement of St. Mark enrolled students demonstrating motivation to learn and participate in the classroom. *Met the stated objective.*
- **Objective 2.4:** St. Mark programs are a safe, caring, and supportive environment where students feel connected. *Met the stated objective.*
- **Objective 3.1:** Parents will participate in St. Mark family engagement activities. *Met the stated objective.*
- **Objective 3.2:** 75% of parents will report reading to child at home and checking homework. *Met the stated objective.*
- **Objective 3.3:** Parents will be engaged in learning social-emotional skills and techniques from the Conscious Discipline curriculum. *Met the stated objective.*

For cohort 10, which was held in the summer, St. Mark listed 13 objectives and met all of them. There was a wide range of objectives from fostering respect to physical literacy to academic support.

- **Objective 1.1:** 75% of students in St. Mark summer program will increase/maintain literacy skills. *Met the stated objective.*
- **Objective 1.2:** 100% of enrolled students will participate in daily independent guided or group reading during classroom time (outside of weekly field trips). *Met the stated objective.*
- **Objective 1.3:** 100% of enrolled students will receive academic support to actively learn and practice new literacy skills in small group and one-on-one settings. *Met the stated objective.*
- **Objective 1.4:** 100% of enrolled students will build their home libraries with leveled reading books. *Met the stated objective.*
- **Objective 2.1:** St. Mark will partner with local libraries to encourage reading outside of program. *Met the stated objective.*
- **Objective 2.2:** 100% of parents/caregivers will attend summer program orientation. *Met the stated objective.*
- **Objective 2.3:** Parents will participate in St. Mark family engagement activities. *Met the stated objective.*
- **Objective 3.1:** Engage 100% of enrolled students in fun, hands-on activities to promote literacy on a daily basis. *Met the stated objective.*
- **Objective 3.2:** 100% of enrolled students will engage in regular physical literacy activities. *Met the stated objective.*
- **Objective 4.1:** 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. *Met the stated objective.*
- **Objective 4.2:** 100% of classrooms will participate in 30 minutes of daily physical activity (outside of weekly field trips, if they are motor driven.) *Met the stated objective.*
- **Objective 4.3:** St. Mark programs are a safe, caring, and supportive environment where students feel connected. *Met the stated objective.*

- **Objective 4.4:** 75% of students will agree they respect other people (classmates, teachers, family, neighbors, etc.) when surveyed at end of program. *Met the stated objective.*

One goal of Cohort 10 was to “Increase or Maintain Reading Proficiency” over the summer. As the chart below shows, the Quick Phonics Screener (QPS) did indicate that this goal was met.



Sustainability.

St. Mark has an extensive formal sustainability plan that includes both community and school district support. The sustainability plan discussed how coordinated efforts between program staff and partners are utilized to obtain the best possible outcomes. In the event that federal funding does cease, St. Mark has created partnerships within the community that will continue funding the program.



St. Mark Youth Enrichment Summary.

St. Mark Youth Enrichment has had success in the implementation of its 21st CCLC Program as presented in the local evaluation. The number of students served overall in the program was 313 with a regular attendance of 292. St. Mark had the support of 115 partners who participated assistance in a variety of ways, including materials, oversight, field trips, and food. Many partners are assisting with programming, along with providing volunteer staffing, and making available the equipment and/or goods needed for the students to participate. Parents attended events for each cohort and volunteered where needed. Improvement was reported for students in most GPRA Measures. St. Mark Youth Enrichment met all nine local objectives for cohort 9 and all thirteen objectives for cohort 10. A complete discussion of methodology and ratings justification was included in the local evaluation. In addition, recommendations were included for future years. St. Mark Youth Enrichment has a formal sustainability plan that includes continuing the program when 21st CCLC grant funds are expended.



“The girls and I love the enrichment opportunities offered during the after-school program. My girls do not like to come home before 5 pm due to not wanting to miss out on one of the activities. It is so much more than being a "daycare/babysitting" environment. It is like an

extension to their school day where learning is made fun and interactive.” (St. Mark Youth Enrichment Parent).

Siouxland Human Investment Partnership (SHIP)

Siouxland Human Investment Partnership (SHIP) 21st CCLC Notable Facts:

- ★ 37% of students identified as needing improvement improved in mathematics (GPRA Measure 3).
- ★ 29% of students identified as needing improvement improved in English (GPRA Measure 6).
- ★ 29% of students who were non-proficient in reading attained proficiency (GPRA Measure 7).
- ★ 37% of students who were non-proficient in mathematics attained proficiency (GPRA Measure 8).
- ★ 70% of students in the school year program were regular attendees.
- ★ 59% of students in the school year program were identified as FRPL.
- ★ 17 partners are providing over \$245,000 in funding to the program.
- ★ SHIP met 9 out of 12 local objectives for the center.

For the 2016-2017 school year SHIP operated the Beyond the Bell (BTB) program at nine centers which provided education-enhancement programming, volunteers and supplies for students. This is accomplished through collaboration with more than 50 community-based organizations, including 17 formal partners. Beyond the Bell served 1,194 students in the 21st CCLC Program during the school year with 838 (70%) being regular participants while 59% of the total students served were identified as FRPL. Parents are active in the program.

Siouxland Human Investment Partnership 21st CCLC Program Summary Chart (2016-2017)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Siouxland Human Investment Partnership	8	17	Loess Hills, Unity and Sacred Heart Elementary Schools	315	276
Siouxland Human Investment Partnership	9	17	East, North and West Middle Schools	501	224
Siouxland Human Investment Partnership	10	17	Irving and Leeds Elementary Schools	255	230
Siouxland Human Investment Partnership	11	17	Liberty Elementary School	123	108
TOTALS		17		1,194	838

Regular attendees attended 21st CCLC programs for at least 30 days.

Partnerships.

Seventeen partners were listed in the local evaluation, with most of them contributing more than one type of support, including numerous volunteers. Most partners are assisting with programming, along with providing volunteer staffing, and making available the equipment and/or goods needed by the students, as well as providing staff and transportation to partner sites for field trips. Partners are providing over \$245,000 of materials and in-kind value. Partnership assistance was discussed extensively.



Parent Involvement.

The Local Evaluation included a discussion on parent involvement and the types of involvement were described. A total of 528 parents participated in four separate events at each cohort.

Objectives.

GPRM Measures

Siouxland Human Investment Partnership used *Iowa Assessments* to assess student performance in mathematics and English for GPRM measures. The GPRM summary table below indicates percentage improvement for each measure.

Siouxland Human Investment Partnership 21st CCLC GPRM Measures Summary for 2016-2017

Program GPRM Measures	Percentage Improvement
1. The percentage of elementary 21 st Century regular program participants whose mathematics grades improved from fall to spring.	46%
2. The percentage of middle/high school 21 st Century regular program participants whose mathematics grades improved from fall to spring.	25%
3. The percentage of all 21 st Century regular program participants whose mathematics grades improved from fall to spring.	37%
4. The percentage of elementary 21 st Century regular program participants whose English grades improved from fall to spring.	31%
5. The percentage of middle/high school 21 st Century regular program participants whose English grades improved from fall to spring.	26%
6. The percentage of all 21 st Century regular program participants whose English grades improved from fall to spring.	29%

Program GPRA Measures	Percentage Improvement
7. The percentage of elementary 21 st Century regular program participants who improve from not proficient to proficient or above in reading on state assessments.	29%
8. The percentage of middle/high school 21 st Century regular program participants who improve from not proficient to proficient or above in mathematics on state assessments.	37%
9. The percentage of elementary 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	na
10. The percentage of middle/high school 21 st Century program participants with teacher-reported improvement in homework completion and class participation.	na
11. The percentage of all 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	na
12. The percentage of elementary 21 st Century participants with teacher-reported improvements in student behavior.	na
13. The percentage of middle/high school 21 st Century participants with teacher-reported improvements in student behavior.	na
14. The percentage of all 21 st Century participants with teacher-reported improvements in student behavior.	na

The local evaluation reported that out of the number of students who were regular program participants, 37.2% improved in mathematics and 29% improved in English. GPRA measures 9-14 were not reported. The local evaluation stated “*Qualitative data collected based on evaluation plan.*” This was addressed in the recommendations for the future and the site should have data for these objectives in the next local evaluation through use of a teacher survey.

Local Objectives

SHIP listed twelve local objectives for the 21st CCLC Program for the 2016-2017 School Year and met nine of them. The methodology for measuring the local objectives was sound and the justification for rating the objectives was complete. The twelve objectives dealt with a wide range of efforts ranging from proficiency to advisory committee to field trips.

- **Objective 1a.** At least 25% of regular program attendees (at least 30 days) with two years of Iowa Assessments data who were not proficient in math in their first year will increase their proficiency category by the second year. *Met the stated objective.*
- **Objective 1b.** At least 25% of regular program attendees (at least 30 days) with two years of Iowa Assessments data who were not proficient in literacy in their first year will increase their proficiency category by the second year. *Met the stated objective.*
- **Objective 2a.** At least 20% of regular (attending more than 30 days) BTB families in each cohort participate in Family Literacy events. *Met the stated objective.*

- **Objective 2b.** At least one BTB parent participates in the BTB Advisory Committee. *Met the stated objective.*
- **Objective 2c.** At least one school staff member participates in the BTB Advisory Committee. *Met the stated objective.*
- **Objective 2d.** In annual surveys, at least 50% of BTB parents report being satisfied or very satisfied with the level of communication they receive from BTB. *Met the stated objective.*
- **Objective 3a.** At least 50% of students at each site participate in the annual Service Learning Challenge. *Met the stated objective.*
- **Objective 3b.** At least 90% of regular (at least 30 days) program participants attend at least one field trip to a community partner site. *Did not meet but made progress toward the stated objective.*
- **Objective 3c.** In annual surveys, school-day teachers report that at least 50% of students who need to do so improve their social skills over the course of the academic year. *Met the stated objective.*
- **Objective 3d.** Fewer than 10% of BTB students are chronically absent from school (defined as missing more than 15 school days for any reason during a school year). *Met the stated objective.*
- **Objective 3e.** Fewer than 10% of BTB students are chronically tardy (defined as being tardy more than 15 times during the school year). *Did not meet but made progress towards the stated objective.*
- **Objective 3f.** BTB program participants receive fewer disciplinary referrals compared with non-BTB students. *Did not meet but made progress towards the stated objective.*

Sustainability.

SHIP has an extensive formal sustainability plan that includes both community and school district support. The sustainability plan discussed how coordinated efforts between program staff and partners are utilized to obtain the best possible outcomes. SHIP has created partnerships within the community that will continue funding the program if funding ceases. These 17 partners are currently providing over \$245,000 of support to the program.

Siouxland Human Investment Partnership Summary.

Siouxland Human Investment Partnership has had success in the implementation of its 21st CCLC Program as presented in the local evaluation. The number of students served in the school year was 1,194 with a regular attendance of 838. SHIP had the support of 17 partners who participated in a variety of ways, including materials, oversight, field trips, and food. Many partners are assisting with programming, along with providing volunteer staffing, and making available the equipment and/or goods needed for the students to participate. Parents attended four events for each cohort and volunteered where needed. Improvement was reported for students in many GPRA Measures. Siouxland



Human Investment Partnership met nine out of twelve local objectives and a complete discussion of methodology and ratings justification was included in the local evaluation. In addition, appropriate recommendations were included for future years. Siouxland Human Investment Partnership has a



formal sustainability plan that includes continuing the program when 21st CCLC grant funds are expended.

“I would just like to say that I'm very grateful for beyond the bell. As a single mom working a full-time job it's a great relief knowing that my daughter is taken care of while I'm at work. She doesn't have to be home alone. She gets a little help on her homework. It's just wonderful to know that other people do care and provide the extra activities that she's able to participate in like guitar lessons and 4-H club.” (Siouxland CSD Parent).



“All of my [BTB] students increased their reading scores” (Siouxland CSD Teacher).

Storm Lake CSD

Storm Lake CSD 21st CCLC Notable Facts:

- * 75% of students identified as needing improvement improved in mathematics (GPRA Measure 3).
- * 86% of students identified as needing improvement improved in English (GPRA Measure 6).
- * 44% of students who were non-proficient in reading attained proficiency (GPRA Measure 7).
- * 32% of students who were non-proficient in mathematics attained proficiency (GPRA Measure 8).
- * 68% of students identified as needing improvement improved in homework completion and class participation (GPRA Measure 11).
- * 85% of students identified as needing improvement improved in student behavior (GPRA Measure 14).
- * 45% of students were regular attendees.
- * 79% of students were identified as FRPL.
- * 29 partners contributed over \$15,000 to the program.

For the 2016-2017 school year Storm Lake operated the Tornado Learning Club (TLC) program which provided education-enhancement programming, volunteers and supplies for students. This is accomplished through collaboration with more than 29 community-based organizations. The Tornado Learning Club served 235 students in the 21st CCLC Program during the school year with 105 (45%) being regular participants. Of the total students attending, 79% were identified as FRPL. Parents were active in the program.

Storm Lake CSD 21st CCLC Program Summary Chart (2016-2017)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Storm Lake CSD	9	29	Storm Lake Middle School	235	105
TOTALS		29		235	105

Regular attendees attended 21st CCLC programs for at least 30 days.

Storm Lake's cohort 9 grant served Storm Lake Middle School students throughout the school year, providing before and after school programs.

Partnerships.

Twenty-nine partners were listed in the local evaluation, with most of them contributing more than one type of support, including numerous volunteers. Most partners are assisting with programming, along with providing volunteer staffing, and making available the equipment and/or goods needed by the students, and providing staff and transportation to partner sites for field trips. Partners contributed \$15,221.60 to the program. Partnership assistance was discussed extensively.



Parent Involvement.

Parent involvement was discussed and the types of involvement were described. The Tornado Learning Club stated that their Family Night activity for parents focused on fun hands on learning while also providing important services to the families which ranged from health/mental issues information to adult learning classes.



Objectives.

GPRM Measures

Storm Lake used *Iowa Assessments, MAP, and FVSD* to assess student performance in mathematics and *Iowa Assessments, MAP, and FAST* to assess student performance in English for GPRM measures. The GPRM summary table below indicates percentage improvement for each measure.

Storm Lake CSD 21st CCLC GPRM Measures Summary for 2016-2017

Program GPRM Measures	Percentage Improvement
1. The percentage of elementary 21 st Century regular program participants whose mathematics grades improved from fall to spring.	86%
2. The percentage of middle/high school 21 st Century regular program participants whose mathematics grades improved from fall to spring.	32%
3. The percentage of all 21 st Century regular program participants whose mathematics grades improved from fall to spring.	75%
4. The percentage of elementary 21 st Century regular program participants whose English grades improved from fall to spring.	91%

Program GPRA Measures	Percentage Improvement
5. The percentage of middle/high school 21 st Century regular program participants whose English grades improved from fall to spring.	72%
6. The percentage of all 21 st Century regular program participants whose English grades improved from fall to spring.	86%
7. The percentage of elementary 21 st Century regular program participants who improve from not proficient to proficient or above in reading on state assessments.	44%
8. The percentage of middle/high school 21 st Century regular program participants who improve from not proficient to proficient or above in mathematics on state assessments.	32%
9. The percentage of elementary 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	88%
10. The percentage of middle/high school 21 st Century program participants with teacher-reported improvement in homework completion and class participation.	60%
11. The percentage of all 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	68%
12. The percentage of elementary 21 st Century participants with teacher-reported improvements in student behavior.	95%
13. The percentage of middle/high school 21 st Century participants with teacher-reported improvements in student behavior.	80%
14. The percentage of all 21 st Century participants with teacher-reported improvements in student behavior.	85%

The local evaluation reported that out of the number of students who were regular program participants, 75% improved in mathematics and 86% improved in English. 68% of students improved in homework completion and class participation and 85% improved in student behavior.

Local Objectives

For cohort 9 Storm Lake listed three local objectives for the 2016-2017 School Year and met two of them. The methodology for measuring the local objectives was sound and the justification for rating the objectives was complete. Of the three objectives one dealt with closing achievement gaps, one dealt with constructive use of leisure time, and one dealt with programs for parents.

Provide activities to help meet and/or exceed proficiency goals in literacy and math, additional supports for ELL students and low-SES students to close the achievement gaps. *Did not meet but made progress toward the stated objective.*

Provide a safe and constructive use of leisure time after school to help students acquire new skill, hobbies and interests that improve academic performances and peer relationships and give participants greater aspirations for their future. *Met the stated objective.*

Initiate new opportunities for parents to acquire literacy tools and skills and parent/child relationship building experiences that will support their child’s academic success. *Met the stated objective.*

Sustainability.

Storm Lake has an extensive formal sustainability plan that includes both community and school district support. The sustainability plan discussed how coordinated efforts between program staff and partners are utilized to obtain the best possible outcomes. In the event that federal funding does cease, Storm Lake has created partnerships within the community that will continue funding the program. The local evaluation discussed the following components of the sustainability plan:

- Partners
- Maximum Allowable Growth, Title Programs, and other district funding
- Grants and Fundraisers

Storm Lake CSD Summary.

Storm Lake CSD has had success in the implementation of its 21st CCLC Program as presented in the local evaluation. The number of students served in the school year was 235 with a regular attendance of 105. Storm Lake had the support of 29 partners who participated in a variety of ways, including materials, oversight, field trips, and food. Many partners are assisting with programming, along with providing volunteer staffing, and making available the equipment and/or goods needed for the students to participate. Parents attended events for each cohort and volunteered where needed. Improvement was reported for students in many GPRA Measures. Storm Lake CSD met two out of three local objectives for cohort 9. A complete discussion of methodology and ratings justification was included in the local evaluation. In addition, recommendations were included for future years. Storm Lake CSD has a formal sustainability plan that includes continuing the program when 21st CCLC grant funds are expended.



“A parent shared what a difference the summer program made for “M” and “E” both socially and academically. The structure and routine kept “E” focused, and he was able to go all summer without taking any ADHD medicine. The weeks when there was no program were chaotic and stressful for the family, but the weeks he could attend program, “E” felt safe and was able to take that sense of calm and composure back home each day. “M” was behind grade level in reading, but over the summer her literacy skills increased as she developed a love of books. By the end of the summer she was reading chapter books on her own and asking Mom to take her to the library to find more books.” (Storm Lake CSD Staff Member).



“The girls and I love the enrichment opportunities offered during the after-school program. My girls do not like to come home before 5 pm due to not wanting to miss out on one of the activities. It is so much more than being a "daycare/babysitting" environment. It is like an extension to their school day where learning is made fun and interactive.” (Storm Lake CSD Parent).

Youthport

Youthport 21st CCLC Notable Facts:

- * 84% of students identified as needing improvement improved in mathematics (GPRA Measure 3).
- * 89% of students identified as needing improvement improved in English (GPRA Measure 6).
- * 12% of students who were non-proficient in reading attained proficiency (GPRA Measure 7).
- * 66% of students identified as needing improvement improved in homework completion and class participation (GPRA Measure 11).
- * 64% of students identified as needing improvement improved in student behavior (GPRA Measure 14).
- * 100% of students in the school year program were regular attendees.
- * 94% of students in the school year program were identified as FRPL.
- * Youthport met 3 out of 4 local objectives.
- * 31 community partners provided over \$135,000 in support to the program.
- * Youthport partners with Boys and Girls Club and Tanager Place to provide afterschool services.

For the 2016-2017 school year Youthport operated the program which provided education-enhancement programming, volunteers, food, and supplies for students. This was accomplished through collaboration with 31 community-based organizations. Youthport served 140 students and all of the students were regular attendees. Of the 140 students, 132 or 94% were identified as FRPL. Parents were active in the program.

Youthport 21st CCLC Program Summary Chart (2016-2017)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Youthport	11	31	Taylor and Hoover Elementary Schools	140	140
TOTALS		31		140	140

Regular attendees attended 21st CCLC programs for at least 30 days.

Partnerships.

31 partners were listed in the local evaluation, with most of them contributing more than one type of support, including numerous volunteers. Most partners are assisting with programming, along with providing volunteer staffing, and making available the equipment and/or goods needed by the students and providing staff. Partners provided \$137,667.50 in in-kind value for food, material, volunteers, programming, and related services. Partnership assistance was discussed extensively, including that the Cedar Rapids School District school lunch program provided a nightly meal.

Parent Involvement

Parent involvement was discussed and the types of involvement were described. Parents were involved in the 21CCLC program through Ready to Read Family Literacy events. Five events were held at Taylor and five at Hoover over the academic year, which served 223 youth. More than 376 books were distributed by the program. At the Ready to Read events, trained volunteers worked with families to instruct them on literacy building skills, how to incorporate peer modeling, and to include an activity connected to the story for better cognitive connections. Surveys completed by 50 parents indicate that 85% reported the sessions helped to improve their knowledge of literacy tactics, exceeding the program objective of 80%.



Objectives.

GPRC Measures

Youthport used *Iowa Assessments, MAP, and FVSD* to assess student performance in mathematics and *Iowa Assessments, MAP, and FAST* to assess student performance in English for GPRC measures. The GPRC summary table below indicates percentage improvement for each measure.

Youthport 21st CCLC GPRC Measures Summary for 2016-2017

Program GPRC Measures	Percentage Improvement
1. The percentage of elementary 21 st Century regular program participants whose mathematics grades improved from fall to spring.	84%
2. The percentage of middle/high school 21 st Century regular program participants whose mathematics grades improved from fall to spring.	na
3. The percentage of all 21 st Century regular program participants whose mathematics grades improved from fall to spring.	84%
4. The percentage of elementary 21 st Century regular program participants whose English grades improved from fall to spring.	89%
5. The percentage of middle/high school 21 st Century regular program participants whose English grades improved from fall to spring.	na
6. The percentage of all 21 st Century regular program participants whose English grades improved from fall to spring.	89%
7. The percentage of elementary 21 st Century regular program participants who improve from not proficient to proficient or above in reading on state assessments.	12%

Program GPRA Measures	Percentage Improvement
8. The percentage of middle/high school 21 st Century regular program participants who improve from not proficient to proficient or above in mathematics on state assessments.	na
9. The percentage of elementary 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	66%
10. The percentage of middle/high school 21 st Century program participants with teacher-reported improvement in homework completion and class participation.	na
11. The percentage of all 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	66%
12. The percentage of elementary 21 st Century participants with teacher-reported improvements in student behavior.	64%
13. The percentage of middle/high school 21 st Century participants with teacher-reported improvements in student behavior.	na
14. The percentage of all 21 st Century participants with teacher-reported improvements in student behavior.	64%

The local evaluation reported that out of the number of students who were regular program participants, 84% improved in mathematics and 89% improved in English. It was also reported that 66% of students improved in homework completion and class participation and 64% improved in student behavior.

Local Objectives

Youthport listed four local objectives for the 2016-2017 School Year and met three of them. The methodology for measuring the local objectives was sound and the justification for rating the objectives was complete. Of the four objectives one dealt with STEM learning, one dealt with emotional and behavioral development, one dealt with staff development, and one dealt with programs for parents to help them increase or maintain knowledge of literacy skills.

- 100% of youth enrolled in STEM programming will receive hands-on learning through STEM activities. *Met the stated objective.*
- 85% of youth in programming will show progress in social, emotional and behavioral development. *Did not meet but made progress toward stated objective.*
- 80% of staff will increase knowledge from trainings. *Met the stated objective.*
- 80% of parents will increase or maintain knowledge of literacy skills. *Met the stated objective.*



Youthport Summary.

Youthport had success in the implementation of its 21st CCLC Program as presented in the local evaluation. The number of students served in the program was 140 with a regular attendance of 140. Youthport had the support of 31 partners who participated in a variety of ways, including materials, oversight, volunteer support, and food. Many partners are assisting with programming, along with providing volunteer staffing, and making available the equipment and/or goods needed for the students to participate. Partners



contributed over \$135,000 in in-kind support. Parents attended events for each site and volunteered where needed. Improvement was reported for students in most GPRA Measures. Youthport met three out of four local objectives. A complete discussion of methodology and ratings justification was included in the local evaluation. In addition, recommendations were included for future years. Youthport has a formal sustainability plan that includes continuing the program when 21st CCLC grant funds are expended.

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