



State Evaluation of Afterschool Programs 2019

Nita M. Lowey Iowa 21st Century Community Learning Centers

State of Iowa
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Contents

Executive Summary	4
The Iowa Afterschool Alliance	11
About Iowa 21CCLC: 21st CCLC Learning Centers	13
The State of Iowa’s Children	14
Evaluation Methods	24
Local Evaluations	24
End-of-year Survey	26
Program Findings	27
Program Support.....	27
Program Operations.....	29
Program Objectives.....	46
GPRA Measures	46
Local Objectives.....	51
Best Practices	52
Summary and Recommendations	57
Summary	57
Recommendations	60
Grantees	61
Allamakee CSD	63
Andrew CSD.....	67
Audubon CSD	71
Bettendorf CSD	74
Boys & Girls Club of Cedar Valley	80
Burlington CSD.....	84
Cedar Rapids CSD.....	89
Central Decatur CSD.....	93
Clinton CSD.....	97
Council Bluffs CSD.....	102
Davenport CSD	107
Des Moines Independent CSD.....	111
Dubuque CSD	116
Fairfield CSD	120
Hamburg CSD	124
Helping Services for Northeast Iowa.....	129
Iowa City CSD	134
Oakridge Neighborhood Services	138
Oelwein CSD	142
St. Mark Youth Enrichment	145
Siouxland Human Investment Partnership.....	151
Storm Lake CSD	154
Waterloo CSD	158
Youthport /Tanager Place/ Boys and Girls Club	162
References	166

Executive Summary

The 21st Century Community Learning Centers programs in Iowa are making a big difference in the lives of at-risk children by improving attendance, behavior and academics. This work prioritizes at-risk children who have not been successful to help reconnect them with the importance of learning.

We provide reading and math help through targeted support sessions, enrichment based learning and educational field trips. This program has significant gains in reading and math through a whole child focus, supporting the developmental, emotional and nutritional needs of the 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). When you consider that many of our staff are community volunteers and most programs have a blend of certified teachers and support staff, these results are impressive.

The secret ingredient in the Iowa programs is the recruiting of community partners and people who deeply care about kids. Together, they exhibit a willingness to address the key issues that affect the whole child and frequently interrupt the learning process.

Below are some key areas where Iowa afterschool programs have made a big difference for children. While schools often provide breakfast and a hot lunch, afterschool programs provide a snack or full meal along with additional support for school work, tutoring and social emotional learning topped with engaging enrichment activities that are key ingredients in a recipe for effective whole child instruction.

Nutrition and Learning

There is a growing body of research that has documented the symbiotic relationship between proper diet and brain development and learning. If eating is foundational for learning and we know that our at-risk children have the highest percentage of food insufficiency, then it is reasonable to predict that insuring nutritionally sound meals at school may have a positive impact on learning. Good Nutrition is a key building block for child development and can affect health, cognitive ability and behavior.

“There is pretty solid evidence that children who are hungry are not able to focus, so they have a low attention span, behavioral issues, discipline issues in the school” (Hoxworth, 2018).

“Many studies have highlighted a link between diet and behavior. Hannaford suggests that poor nutrition increases the stress on our physical and psychological systems which can lead to poor behavior” Nicola (2019).

*“Sixteen million US children (21%) live in households without consistent access to adequate food. After multiple risk factors are considered, **children who live in households that are food insecure, even at the lowest levels, are likely to be sick more often, recover from illness more slowly, and be hospitalized more frequently. Lack of adequate healthy food can impair a child’s ability to concentrate and perform well in school and is linked to higher levels of behavioral and emotional problems from preschool through adolescence**” (Council on Community Pediatrics and Committee on Nutrition (2015).*

All of our programs are required by federal statute to provide a healthy snack. Many of our programs go above and beyond this requirement to provide a full meal to hungry children. Some programs participate in a backpack program with the Food Bank of Iowa that offers a backpack filled with food to go home on the weekend.

One of the most popular enrichment activities in afterschool is cooking club, where food insufficient children learn how to prepare healthy foods and get to sample what they learn to cook. Some programs partner with Hy-Vee Grocery Dieticians to teach children about healthy food choices. All of these strategies help children, provide additional nutrition for their development and contribute to meeting the needs of the whole child.

In Iowa, meeting the needs of our children is always a priority.



Attendance

Attendance is critical to the long-term success of a child in school. When we start an afterschool program, one common result is an increase in attendance for the children in the program.

During a site visit meeting, the building principal typically reports an increase in attendance for the children in the afterschool program. Simply by attending school on a regular basis, kids receive more instruction and support during the day in addition to support provided in the afterschool program.



Children generally improve their attendance because of their participation in an afterschool program.

Attendance Works (2011) reported that research shows that good afterschool programs can not only improve academic performance but also influence school-day attendance, even when most don't appear to make it an intentional goal. They accomplish this by:

- Providing socialization and peer attention in a supervised venue.
- Re-establishing the link between effort and results—first in a non-school activity.
- Engaging students in challenging activities that help them develop persistence, a trait critical to later success in school and life.
- Providing consistent contact with caring, stable adults. Increasing the sense of belonging at school.

“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, et al., 2014).”

A 2009 study of 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, et al., 2009)

In Iowa, The Boys and Girls Clubs generally provide full meals and enjoy very high levels of attendance.

The Harvard Family Research Project (2008) stated: “...does Participation in after school Programs make a difference? YES!

“A decade of research and evaluation studies, as well as large-scale, rigorously conducted syntheses of many research and evaluation studies, confirms that children and youth who participate in after school programs can reap a host of positive academic, social, prevention, and health benefits “

Harvard found three critical factors that define a successful afterschool program.

1. **Sustained participation in programs.** Many studies and research syntheses conclude that youth experience greater gains across a wide variety of outcomes if they participate in after school programs with greater frequency and in a more sustained manner. Sustained participation can be cultivated in a number of ways, such as by tailoring programs to youth interests, needs, and schedules, as well as providing a wide variety of enriching opportunities for youth to be exposed to new ideas, new challenges, and new people.

In Iowa, we require 60 hours a month of participation (3 hours a day X 5 days a week) to insure a sustained, research-based outreach to at-risk children.

2. **Quality programming.** Emerging research on after school program quality and its relationship to outcomes indicates that, in addition to ensuring adequate physical and psychological safety and effective management practices, quality after school programs also share the following features: appropriate

supervision and structure; well-prepared staff; intentional programming with opportunities for autonomy and choice; and strong partnerships among the various settings in which program participants spend their day—that is, schools, after school programs, and families.

In Iowa, we provide ongoing monthly professional development, we maintain a community of practice and we hold several regional meetings and an annual state conference to provide training in quality best practices through our contract with the Iowa Afterschool Alliance.

- 3. Strong partnerships.** Programs are more likely to exhibit high quality when they effectively develop, utilize, and leverage partnerships with a variety of stakeholders, especially families, schools, and communities.

In Iowa, we lead the nation in the number of community partners, with almost 800 partnerships around the state and growing. Our partners provide new real-world experiences for children, social-emotional learning and help engage children with hands on activities. Our list of partners is online in a searchable database (<https://www.iowa21cclc.com/21cclc-partners-2018>).

Another reason why afterschool programs are so important in Iowa, is because of the support they provide to working families. Adults are more productive at work when they know their children are being cared for in a safe place until they are done working for the day. Interviews with thousands of parents over the past nine years provide evidence that this program is critical for families.

Iowa ranks first in the nation in the percent of children under 6 years of age with 75.6 percent of all parents in the labor force (French, et al., 2012).

Working families and businesses also derive benefits from afterschool programs which ensure that youth have a safe place to go while parents are at work. **Parents concerned about their children’s afterschool care miss an average of eight days of work per year, and this decreased worker productivity costs businesses up to \$300 billion annually (Barnett & Gareis, 2004; Catalyst, 2006).**

Afterschool programs have huge economic benefits for children, parents, employers and the community. To fully comprehend the value of afterschool programs, we need to combine all the areas affected, rather than viewing a single item in isolation.

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 typical to see decreases in referrals averaging 50% according to Principal interviews during site visits. A strong, well-organized program maintains this trend during the life of the grant.

Our programs make the learning fun and engaging for youth and the result is 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.

Structured programs help children learn how to interact with others, develop positive relationships and contribute to reducing bad behavior and youth crime outside of school.



One of the most often overlooked benefits of afterschool programs is a reduction in youth crime that we must consider to fully gauge the impact of afterschool programs in the community. There is a causal relationship between afterschool programs and reducing youth violence.

For example, in Council Bluffs CSD, Middle School afterschool programs reduced youth arrests by 51%.

In Sioux City, the Police Department reported a 37% reduction in youth crime after three Middle School programs started.



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 18 years. The further decline could be an economic multiplier effect of afterschool programs and the engagement of youth.

Newman et al. (2000) stressed that after-school programs can reduce juvenile crime and violence, reduce substance abuse, reduce teen sex and pregnancies, and boost academic success and school completion. After-school programs are beneficial to student resiliency and the prevention of juvenile delinquency in three critical ways.

Research shows that the rates for both violent juvenile crimes and victimization of juveniles peak between 3 and 6 p.m. on school days (Newman et al., 2000; Richardson et al. 1993; Bilchick, 1999).

In addition, school-based interventions can increase students' feelings of attachment to school and provide them with skills needed to avoid delinquent behaviors (Greenwood et al., 1998). According to DeKalb (1999), after-school programs can also reduce student truancy, which is a key predictor of juvenile delinquency.

After-school programs provide experiences that may benefit students' social skills and classroom conduct.

Children who participate in these programs tend to exhibit better behavior in school and higher academic achievement, better social skills and self-control and improved self-confidence through the development of positive relationships with adults and peers (Scott-Little et al. 2002).

Students can also benefit from the extra-curricular activities that many after-school programs offer.

According to the Carolina Longitudinal Study (Cairns & Cairns, 1994), extracurricular activity participation is associated with low rates of early school drop-out (Mahoney & Cairns, 1997) and low rates of criminal arrest in young adulthood (Mahoney, 2000). Cassell et al. (2000) posited that heavy extracurricular involvement helps to dissuade students from becoming involved with delinquency.

Finally, after-school programs may help improve academic achievement (Fashola & Slavin, 1998). Students who participate in these programs often are more positive about school and their own schoolwork, and are more likely to have ambitions to graduate from high school and attend college (Chung, 2000).

In summary, results indicate that **after-school programs are potentially a powerful resource that can help reduce juvenile delinquency rates**. Quality after-school programs such as LA's BEST teach students the academic and social skills they need to avoid the anti-school behaviors and attitudes that contribute to juvenile delinquency (Goldschmidt, et al., 2007).

Over the past 20 years, Iceland went from having the highest rate of teen alcohol use (42%) to the lowest (5%) in Europe. This trend was reversed by providing afterschool programs across the country to engage youth with activities and education. It worked. (CBC Radio, 2018).

Investing in Children

We spend \$28 billion to keep kids (under 18) 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 (Justice Policy Institute).

Combine this understanding with the loss in productivity costing employers \$300 billion a year, and we can see that the expansion of afterschool programs makes sound economic sense for schools, communities, states and our nation.

Parents concerned about their children's afterschool care miss an average of eight days of work per year, and this decreased worker productivity costs businesses up to \$300 billion annually (Barnet & Gareis, 2004).

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?

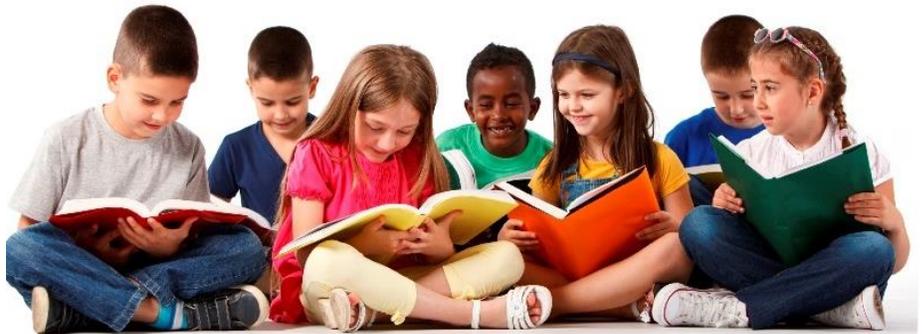
“If society intervenes early enough, it can improve cognitive and social emotional abilities and the health of disadvantaged children” (Heckman, 2008).

Investing in children is a fiscally responsible use of resources at every level. Children are the future and the more we feed, care for and education our children, the better our communities will be tomorrow.

Reading

Reading and literacy are vital to the future success of all children. Every day, we find instructions and guidance in print. Teaching children to develop functional literacy is a priority for afterschool programs in Iowa.

The Iowa 21st Century Community Learning Centers programs are required to provide 60 hours of contact time per month and a minimum of 30 days of summer school (if they operate a summer program). This dedication of time and effort has resulted in Iowa programs playing a critical role for reading improvement in children.



Kids who are behind in fourth grade are four times more likely to drop out of high school (Hernandez, 2012).

Students struggling in reading as 8th graders only have a 10% chance of catching up Source: ACT research on early reading (Dougherty, 2013).

Poor kids who are behind in fourth grade are 13 times more likely to not graduate from high school on time (Hernandez, 2012).

Kids who drop out of high school are twice as likely to abuse drugs, five times more likely to be involved in gangs and five times more likely to go to prison (Pioneer Press, 2010).

Iowa afterschool programs serving at risk children provide reading support through sight words, vocabulary building and other literacy strategies that are vital for children who in many cases have a history of chronic absenteeism.

Sight words are an important foundation for reading instruction. 1,000 sight words represent 90% of ALL printed and web material (Hinzman & Reed, 2018)

“Students' **vocabulary** knowledge is directly linked to their success in **school**. Not only is **vocabulary** an important part of reading comprehension, but knowing what **words** mean also allows students to make connections between previously learned information (background knowledge) and new information” (Marzano, 2020)

A disturbing long-term trend is the decline in children reading for pleasure. This has implications in the development of functional literacy in children and teens. In 1980, 60 percent of 12th graders said they read a book, newspaper or magazine every day that wasn't assigned for school. By 2016, only 16 percent did – a huge drop, even though the book, newspaper or magazine could be one read on a digital device (Twenge, 2018).

We encourage programs to invite local authors of children's books into the school to talk with kids about writing, how their characters were developed and to promote reading as a means of discovery and an outlet for emotions. The state library of Iowa maintains a database of Iowa authors who will visit schools <https://www.iowacenterforthebook.org/authors>. Our afterschool programs have made substantial progress with reading improvement. We provide professional development, workshops and resources throughout the year to support reading for at-risk children.

Math

Afterschool programs in Iowa have embraced Chess clubs as a math remediation strategy. We have limited time after our focus on reading. However, by using a game-based learning strategy, we can provide an activity that children can practice at home.

There is growing research that provides evidence of chess helping children with math through development of math related thinking skills. 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.



Below are a few Common Core Math standards that are developed through playing chess.

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

Chess is a low-cost way to provide a STEM activity in the form of a game.

Berkman (2004) 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 (2015) suggested 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.

Hungary has added Chess in the national curriculum because of the thinking skills it promotes (Chess News, 2013).

In Bulgaria, Chess is a required subject in the high school curriculum (DW Akademie, 2011).

On June the 27 **Polish** Minister of Education Anna Zalewska has officially announced, that from September 1, 2017 **chess** will be in each **Polish elementary** school in the first class and will be used by pupils as an important tool for learning (European Chess Union, 2016).

This addition to the curriculum has already paid off for Poland. They saw a huge increase in their PISA scores and now have passed the US and have one of the highest scores in Europe (Prończuk, 2019).

Chess also provides social emotional learning for children. This is documented by a film called Brooklyn Castle that shows inner city children in New York who gained confidence, self-esteem and developed a passion for learning by playing chess (Dellamaggiore, 2012).

In Iowa, all of the Des Moines elementary afterschool programs have chess clubs and they have an annual event where at-risk children, many with a history of referrals, sit quietly for two hours and play chess against other schools.

Research that playing chess helps young minds is growing. The results are greater for at-risk children.

The authors reviewed 24 studies with 2788 young people in chess conditions and 2433 controls, and found a moderate effect of chess-based instruction on overall cognitive and academic ability ($g = 0.34$). The results further indicated that the effect size for mathematics ($g = 0.38$) was larger than for reading ($g = 0.25$) (Rosholm, et al., 2017).

How chess helps your brain

People over 75 who play brain-stretching games like chess are less likely to develop dementia.

Playing chess grows dendrites, which conduct brain signals, and the prefrontal cortex, which coordinates planning, judgement and self-control.

Playing chess helps develop creativity by activating the right side of your brain.

Students in a NYC chess program improved reading scores more than a non-chess-playing students.

A study of 4,000 Venezuelan students showed rises in IQ scores after 4 months of instruction.

SOURCES: auschess.org.au | healthylivingnyc.com | championshipchess.net | givewell.org | wisegeek.com | blog.chess.com

From: <http://gardinerchess.com.au/wp-content/uploads/2015/01/Chess-Helps-brain.png>

Afterschool programs provide children with hope for their future. Our programs transform little lives with encouragement, social and emotional support and the discovery that they can be successful learners and make a difference in their community.

The Iowa Afterschool Alliance

The Iowa Afterschool Alliance (IAA) is part of a 50 state network (www.afterschoolalliance.org) The Alliance works to ensure that all youth have access to affordable, quality afterschool programs by working to increase public and private awareness, investment and support for afterschool programs at the national, state, and local levels.

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 site visits to grantees
- Maintenance of an online repository of grant information at www.iowa21cclc.com
- Identification and sharing of resources via email to grantee network
- Monthly best practice webinars. Archive accessible at <https://www.iowa21cclc.com/best-practice-webinars>
- Coordination, logistics, and facilitation of an annual New Grantee Orientation
- Coordination and logistics of annual Summer and Fall Institutes
- Ad-hoc training and professional development on topics ranging from STEM and literacy to grant writing and advisory boards
- Online training on sustainability
- 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, when appropriate, 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 conducted in 2018 and includes the grantee, the cohort, and the location of the center visited. In 2018, the focus of the site visits was changed to support new grantees. Thus, no best practices were identified like in previous years. The site visits were used as an opportunity for the grantees to receive technical assistance and support in starting up their programming.

2018 Site Visits

Program	Cohort	Center Location	Date of Visit
Fairfield Community Schools	Cohort 13	Pence Elementary	November 12, 2018
Waterloo Community School District	Cohort 13	Lowell and Irving Elementary Schools	November 27, 2018
Dubuque Community Schools	Cohort 13	Jefferson Middle School	May 7, 2019

The site visits reports include 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.

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 has been a member of the STEM Active Learning Community Partners since its founding and continues to develop resources for afterschool programs through this group.

The IAA, in partnership with United Way of Central Iowa, coordinates the work of afterschool Enrichment Coaches who focus on literacy enrichment with a dozen afterschool sites in Central Iowa. All information from this work is available at www.ciostinitiative.org.

Additionally, during the summer of 2019, three 21CCLC sites: Burlington, Boys & Girls Club of Central Iowa, and St. Mark's Youth Enrichment, participated in the Iowa Afterschool Alliance's Summer Ladders AmeriCorps program. This program placed AmeriCorps members at these sites to work with children while also building capacity through lesson plan development that the host sites could continue to use in the future.

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 well over 700 because of outreach, formal and informal meetings and workshops held around the state to collaborate on behalf of at-risk children.

About Iowa 21CCLC

Nita M. Lowey 21st Century Community Learning Centers



About the Program Model

The Nita M. Lowey 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:



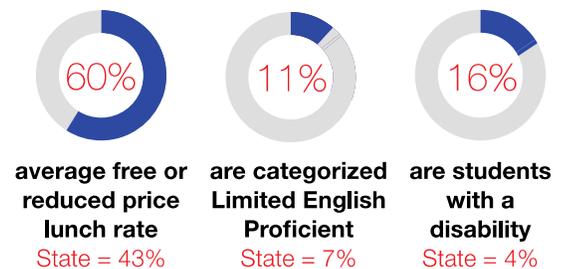
2019 by the Numbers



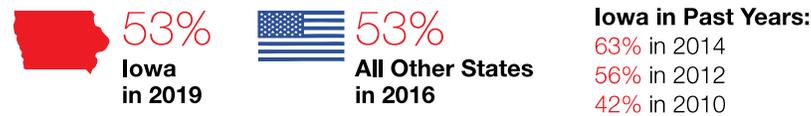
Funding Requested & Awarded



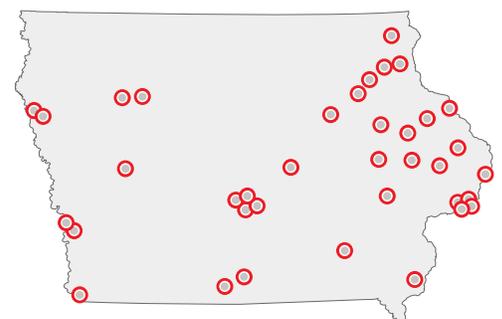
Of the 14,648 Students:



Regular Attendance*



21CCLC Map



Statewide Staff : Student Ratio**



Iowa received less federal funding for this program than the previous year. Several programs had substantial declines due to grants expiring and we do not track sustainability in this dataset.

Sources:

Data is compiled using federal and state sources
 * Based on attendance of 30 days or more over the school year.
 ** Indicates number from the previous year of reporting.
 *** 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) has published a report on The State of America's Children each year since 2014. The report is described by the CDF in the statement below.

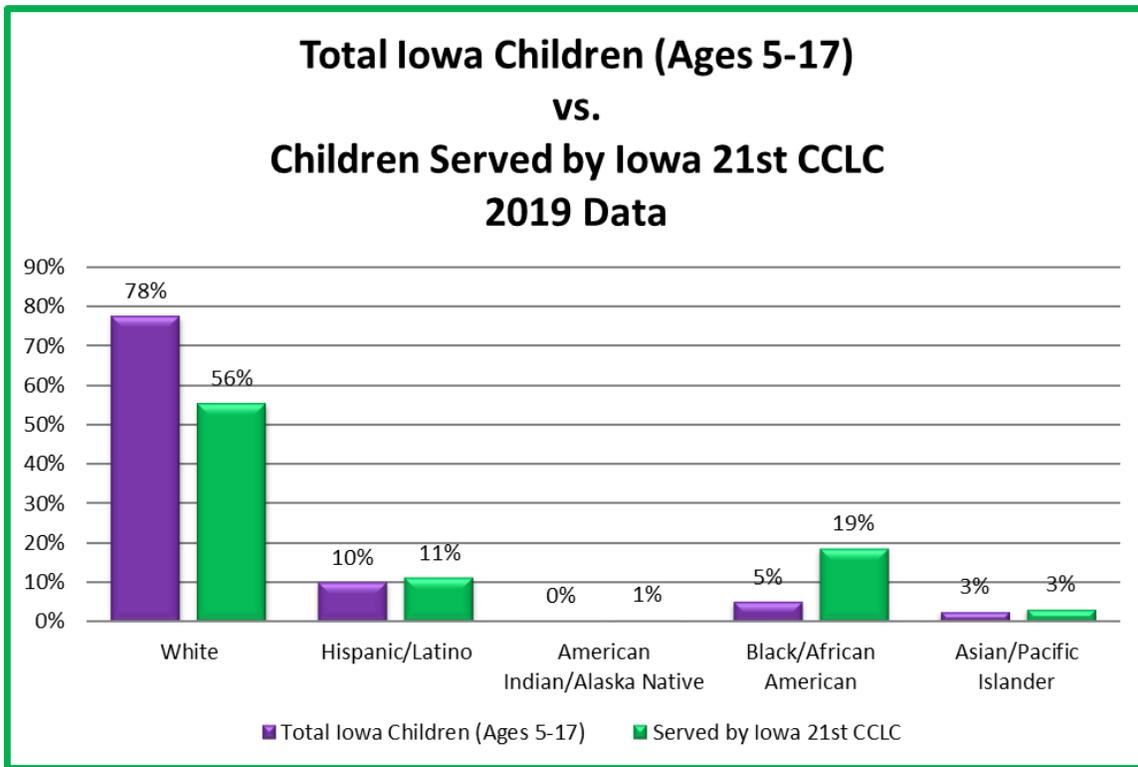
The State of America's Children® 2020 summarizes the status of America's children in 11 areas: child population, child poverty, income and wealth inequality, housing and homelessness, child hunger and nutrition, child health, early childhood, education, child welfare, youth justice and gun violence. For each area, we compiled the most recent, available national and state-level data. The report includes key findings as well as data tables, which are useful for comparing different states.

Although the Iowa 21st CCLC was not developed using data from the State of America's Children reports, 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 2020 may be insightful.

The State of America's Children 2020 used statistics from 2017-2018. **Where available, statistics were updated with the latest data** (see each point for details).

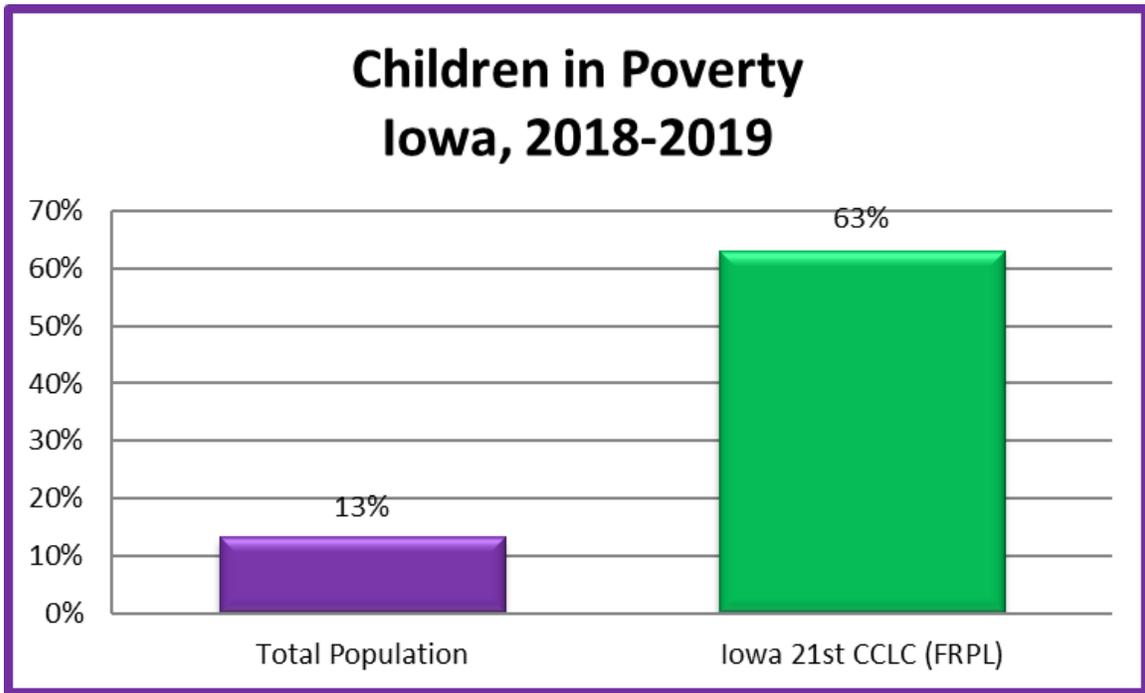
Point 1. Child Population. 532,549 children ages 5-17 lived in Iowa in 2018; 22 percent were children of color. (2018 data from Kids Count Data Center by the Annie E. Casey Foundation).

The Iowa 21st CCLC Program serves a higher percentage of children of color when compared to the total child population. Overall, 34 percent of children served by Iowa 21st CCLC for 2018-2019 were children of color.

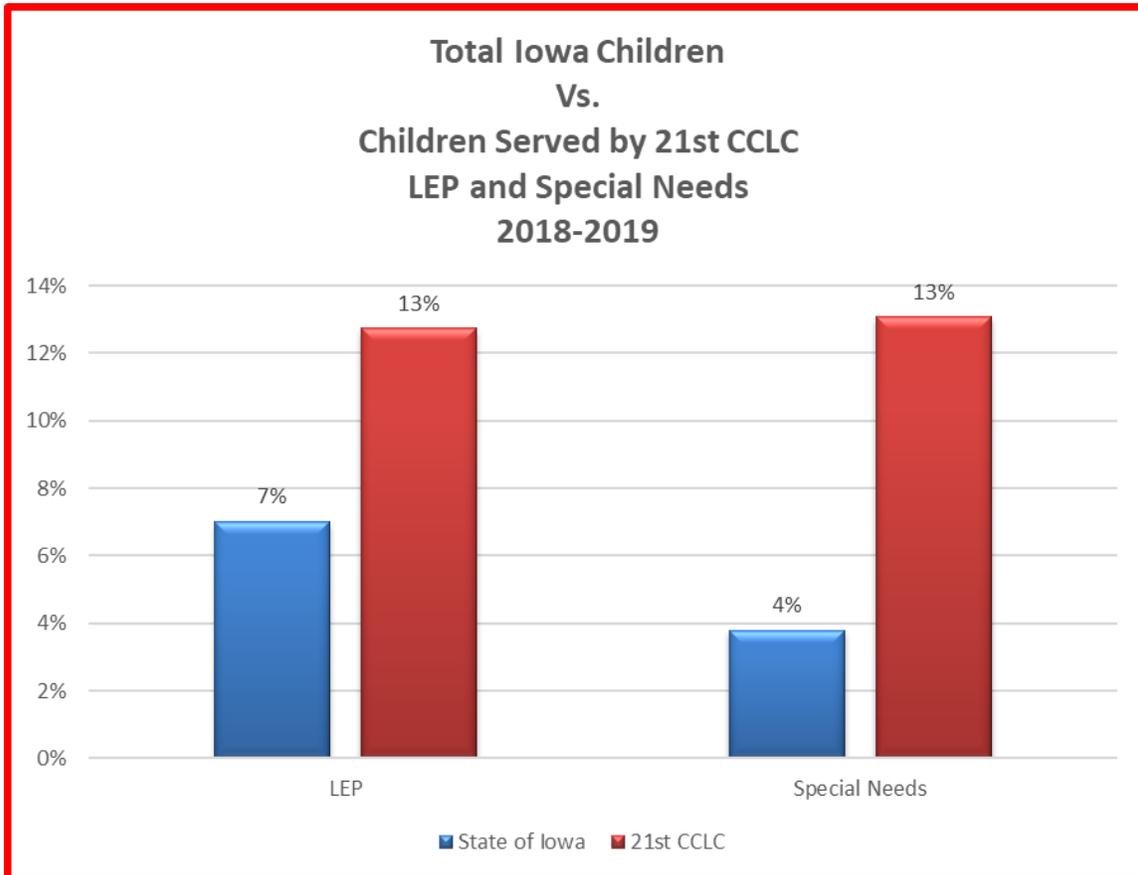


Point 2. Child Poverty. Approximately 13 percent of Iowa’s children (ages 6-17) were poor in 2018, a total of 63,000 children. (2018 data from Kids Count Data Center by the Annie E. Casey Foundation).

In the Iowa 21st CCLC Program, 63 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 three times as many Special Needs Program Students when compared to state population data and almost twice as many LEP Students. In Iowa, 4% of children have disabilities (*Iowans with Disabilities, 2019*) while 13% of children served by Iowa 21st CCLC Programs are special needs children. For 2017, the Iowa DOE reported that 7% of Iowa's students (K-12 enrollment) are identified as Limited English Proficiency (LEP) while 13% of children in Iowa 21st CCLC Programs are LEP.



Point 3. Child Hunger and Homelessness. In Iowa, 14% of children live in poverty and 12% of children live in households that were food insecure at some point during the 2016-2018 period. (2018 data from Kids Count Data Center by the Annie E. Casey Foundation).

Every Iowa 21st CCLC Center provided snacks for students.

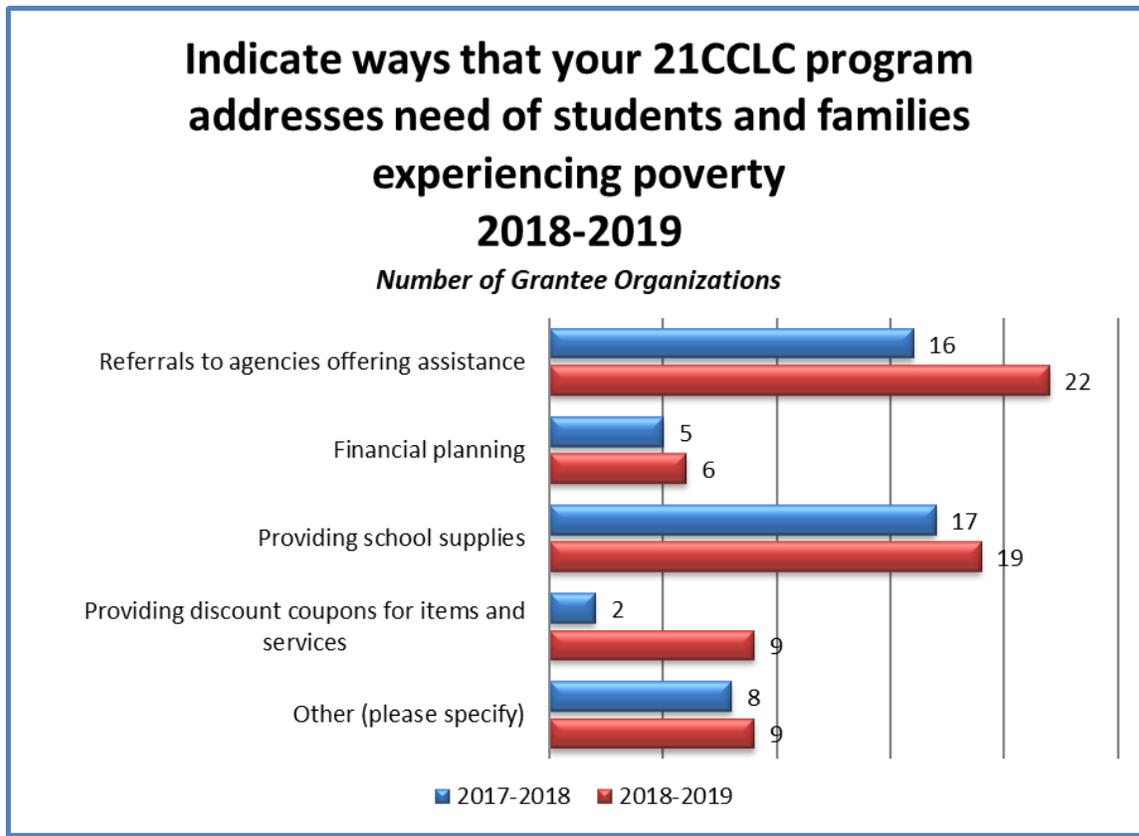
All Iowa 21st CCLC Centers provide snacks and/or meals that meet or exceed Child and Adult Care Food Program (CACFP) guidelines.

Iowa 21st CCLC Centers provide food beyond the hours of the 21st CCLC Program

- Cedar Rapids: The program also provides more than 30,000 meals and weekend food bags to students every Friday, so they don't go hungry over the weekend.
- Central Decatur: The Decatur County Rotary have been generous in seeking and providing funding for programs when grant funds end, and were instrumental in the establishment of the "Backpack Buddy" or school food bank program. (The school districts have a partnership with the Iowa Food Bank to participate in this program. Decatur County Rotary picks up the food in Des Moines each month and helps to pack the 120 bags for local students. This program is a partnership between the three entities and provides weekend food supplies to 30 needy students on a weekly basis.
- Davenport: 21st CCLC programming within DCSD has benefitted from several community wide partnerships. River Bend Food Bank provided backpack meals to each 21st CCLC summer program student for the duration of the summer. Students received a backpack full of non-perishable food items to last for a weekend's worth of meals, knowing many of the students participating in the programs may have a need for food within the home, especially during the summer months when families are providing more meals to students due to the lack of school meals. These back pack meals were provided free of charge to the 21st CCLC programs from River Bend Food Bank.



Iowa 21st CCLC Programs offer a variety of assistance measures for students and families experiencing poverty and these measures have increased from the 2017-2018 school year to the 2018-2019 school year.



Other Ways reported for 2018-2019 were:

- Daily snacks/on field trips and a meal
- Connecting families to our school Social Worker liaison and school Counselor. Providing a food pantry for all families who ask.
- Daily snacks and meal for each attendee
- Provide free programming on school days off, Saturdays, and field trips
- Food pantry assistance
- Offering our programming for free
- Partner with local food bank for summer backpack program

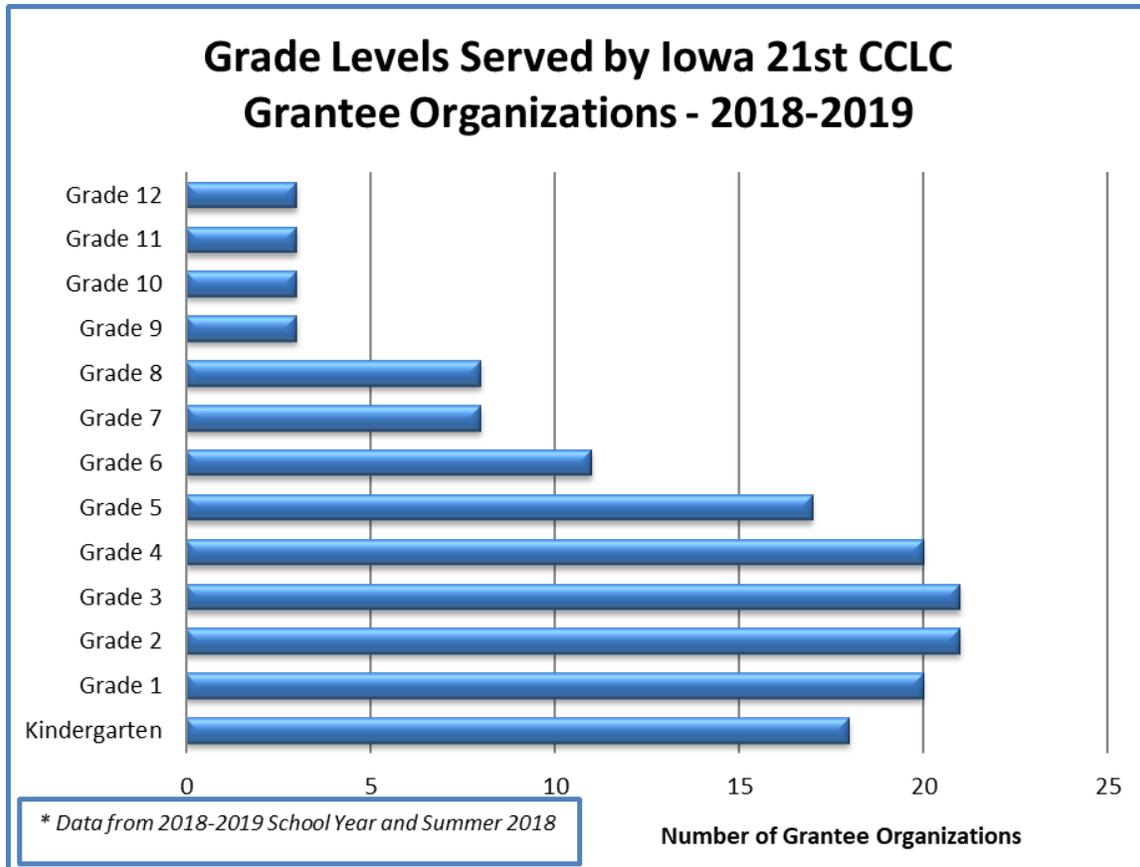
Providing engagement activities teaching skills to reinforce literacy and social emotional learning at home.
Providing warm clothing to students during the Holidays.

Point 4. Child Health. Although the majority of Iowa's children have access to health coverage, 15,000 school age children (3%) do not have health coverage. (2018 data from Kids Count Data Center by the Annie E. Casey Foundation).

- 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).
- Iowa 21st CCLC Programs serve snacks and meals that meet nutritional requirements (all 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.

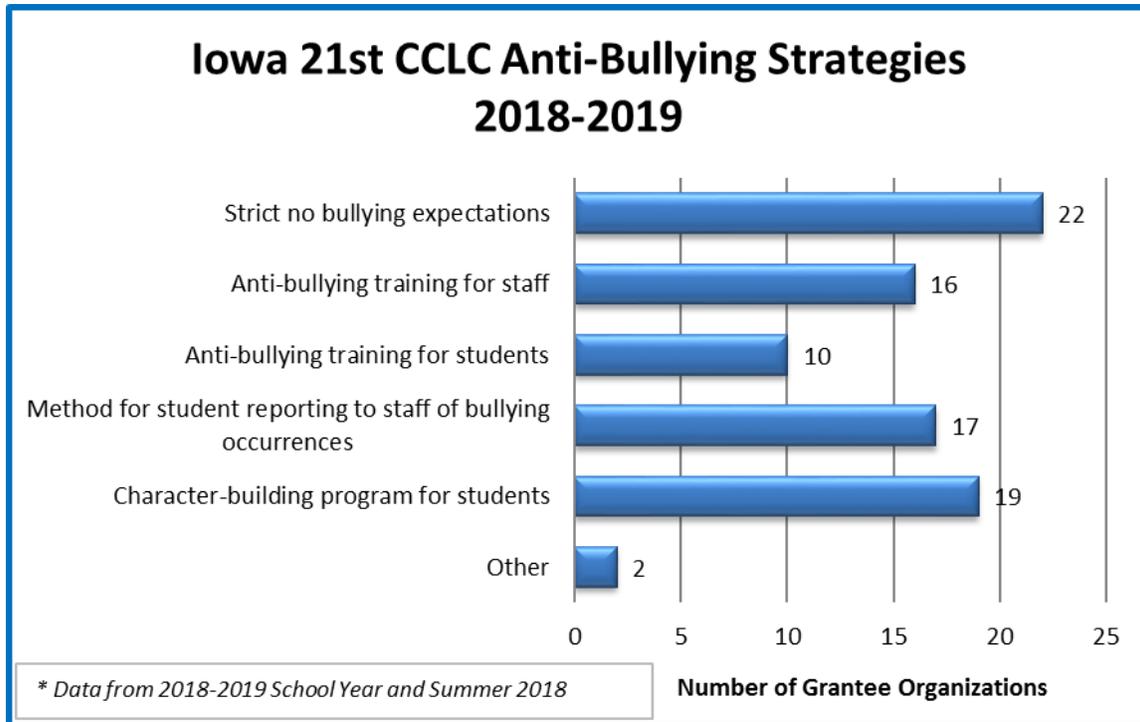
Point 5. Early Childhood and Education. Lack of early childhood investments deprives children of critical supports in the early years and reduces school readiness. Iowa’s schools fail to educate all children, closing off a crucial pathway out of poverty (*statement from The State of America's Children 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*). 1,995 children are arrested each day in the U.S. system (*statement from The State of America's Children 2020 by Children's Defense Fund*).

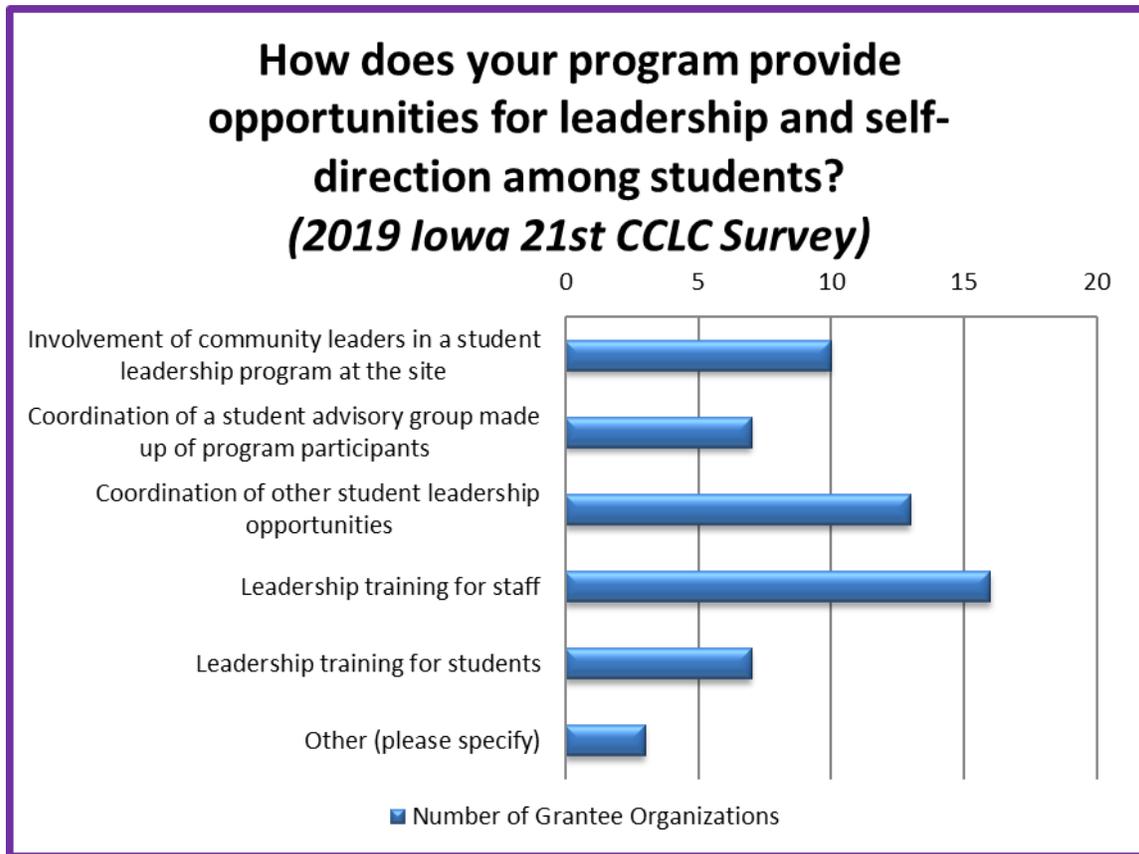
Iowa 21st CCLC Programs have anti-bullying programs in place.



Other strategies reported were:

- Follow district guidelines related to bullying.
- Leader In Me.

Iowa 21st CCLC Programs provide leadership opportunities for students.



Other opportunities reported were:

- Mentor for younger students
- Partnerships with community groups that foster leadership
- Survey students and incorporate their suggestions
- Through self-guided activities, those that excel, are encouraged to help others that need more guidance or help.

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, two main sources of data were used: Local Evaluations and an end-of-year survey. Local Evaluations included federal APR data. In addition, the Iowa DOE provided information and data as requested. 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 2018-2019, 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. General Information**
 - a. Basic Information Table
 - b. Center Information Table
- 2. Introduction/Executive Summary**
 - a. Program Implementation
 - b. Program Description
 - c. Program Highlights
- 3. Demographic Data**
 - a. 2017-2018 School Year Attendance Tables
 - b. Summer of 2017 Attendance Tables
 - c. Attendance Discussion
 - d. Partnerships
 - e. Parent Involvement Information and Discussion
- 4. GPRA Measures**
 - a. GPRA Measures Data Table
 - b. GPRA Measures Discussion
- 5. Local Objectives**
 - a. Local Objectives Data Tables
 - b. Local Objectives Discussion
- 6. Anecdotal Data**
 - a. Success stories
 - b. Best Practices
 - c. Pictures
 - d. Student, teacher, parent, and stakeholder input
- 7. Sustainability plans**
 - a. Original plan from grant application summary
 - b. Discuss formal sustainability plan, if applicable
 - c. How program will continue without 21st CCLC grant funding
 - d. How partnership contributions will help the program continue
- 8. Summary and recommendations**

- a. Summary of the program
- b. Dissemination of local evaluation
- c. Recommendations for local objectives
- d. Recommendations on future plans for change

The complete form can be downloaded from the Iowa DOE at <https://www.iowa21cclc.com/grant-info>.

Grantees were provided with timeline for the local evaluation. It can be found at <https://www.iowa21cclc.com/grant-info>.

Each of the 24 grantee organizations examined for the 2018-2019 State Evaluation of the 21st CCLC programs in Iowa was tasked with performing an evaluation of their programs. All 24 grantee organizations in cohorts 9, 10, 11, 12 and 13 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://www.andrew.k12.ia.us/o/andrew-csd/browse/14916
Audubon CSD	https://www.audubon.k12.ia.us/page/2919
Bettendorf CSD	http://na.bettendorf.k12.ia.us/rock-it-academy https://mt.bettendorf.k12.ia.us/steamer-success-academy
Boys & Girls Club of Cedar Valley (Blackhawk County)	https://www.cedarvalleyclubs.com/uploads/userfiles/files/documents/Local%20Evaluation%20form%202017-2018%20Final.pdf
Burlington CSD	https://www.bcsds.org/District/Portal/21st-century-pieces
Cedar Rapids CSD	http://www.cr.k12.ia.us/schools/kids-on-course-university/
Central Decatur CSD	https://www.lamonischools.org/vnews/display.v/SEC/Exploration%20Academy%7CLocal%20Evaluation
Clinton CSD	https://www.clinton.k12.ia.us/services/after-school-programs
Council Bluffs CSD	https://www.cb-schools.org/Page/95
Davenport CSD	http://www.davenportschools.org/steppingstones/program-information/evaluation-reports/
Des Moines Independent CSD	http://www.21cclcdm.com/data-and-evaluation.html
Dubuque CSD	https://www.dbqschools.org/district/programs/leadership-enrichment-school-programs-leap/
Fairfield CSD	http://www.fairfieldfuture.org/vnews/display.v/SEC/Pence%20Elementary%7CPence%20After%20School%20Program
Hamburg CSD	https://www.hamburgcsd.org/vnews/display.v/SEC/After%20School%20Clubs
Helping Services for Northeast Iowa	https://www.helpingservices.org/services/substance-and-drug-use-prevention/youth/tigerhawk-connections-learning-center/
Iowa City CSD	https://www.iowacityschools.org/Page/1203

Grantee Organization	Website
Oakridge Neighborhood Services	http://oakridgeneighborhood.org/services/youth-programs/
Oelwein	https://www.oelweinschools.com/academics/student-programs/ - Under Husky Adventures
Siouxland Human Investment Partnership	www.beyondthebell.us.com
St. Mark Youth Enrichment	https://stmarkyouthenrichment.org/program-outcomes/
Storm Lake CSD	https://sites.google.com/a/slcsd.org/stormlakeeta/
Waterloo CSD	http://www.operationthreshold.org/wp-content/uploads/2020/03/WCSD-21st-CCLC-Local-Eval-18-19.pdf
Youthport/Tanager Place	http://www.youthport.org/wp-content/uploads/2020/01/2018-2019-Local-Evaluation-Form.pdf

End-of-year Survey

As a culminating evaluation instrument, a survey was sent to each grantee organization. The survey was completed by 23 of the grantee organizations in Cohorts 10, 11, 12 and 13. No data was collected for Cohort 9 and Andrew CSD (Cohort 10) did not complete the end-of-year survey. 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. Local evaluations provided the bulk of the data. Local evaluations were prepared by grantees 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. Additionally, grantees provided data as requested by state evaluators to clarify or provide missing information in the local evaluations.

Program Support

Support for 21st CCLC Grantees was provided by the Iowa Department of Education, the Iowa Afterschool Alliance and the state evaluators (Educational Resource Management Services (ERMS)). Iowa provides more grantee support than any other state to support grantees and afterschool and summer programs in general. The SEA provides ongoing support through operational guides, webinars, phone conferences, trainings, meetings and conferences and support visits.

Partnerships

- Iowa developed a network of almost 800 community partners that provided support for programs in a wide variety of ways.
- Last year a partnership between United Way, The Iowa Afterschool Alliance and the SEA provides on-site literacy training that targeted four programs with the lowest literacy data in the Government Performance and Results Act (GPRA) measure reported online and reviewed by Congress.

Iowa Afterschool Alliance

The Iowa Afterschool Alliance is under contract to provide ongoing technical assistance, professional development and peer review support and they do an outstanding job. The Alliance facilitated six community of practice committees that guide the support work of the state. They are Communication, Evaluation and Sustainability, Family Engagement, New Grantee and Staff Transition, Program Support, and Professional Development (<https://www.iowa21cclc.com/committees>). These are our leadership teams for the state.

- Communication (shares best practices with social media and community transparency),
- Evaluation and Sustainability (Guides the annual survey, created data collection templates, reviews the relevance of the data we collect),
- Family Engagement (Outreach to parents about the program), New Grantee and Staff Transition (Started in the fall of 2020, meets monthly to provide additional support for staff turnover)
- Program Support (Social, Emotional Learning and other support that programs need to best serve at-risk children). This committee held three trainings for social emotional learning last year which has grown because it is very effective for programs.
- Professional Development (Plan the state conference and regional PD events along with other PD needs that programs have)

In addition to these committees, the Iowa Afterschool Alliance facilitates monthly Best Practice webinars that are recorded and archived online. <https://www.iowa21cclc.com/best-practice-webinars>. The Iowa Afterschool Alliance conducts Best Practice Site Visits which help new grantees receive technical assistance to get programs going, troubleshoot issues and help plan strategic professional development for afterschool staff. With existing grantees, the visit identifies innovative best practices and helps facilitate sharing these out to the community of practice via webinars or PD conferences. The Iowa Afterschool Alliance has weekly meeting with the SEA to plan, review ongoing work and to address issues with supporting the grantees. Also, resources (an entire year of content) are shared with any afterschool or summer program (<https://www.iowa21cclc.com/resources>).

Iowa Evaluation and Data Support

- Iowa has more evaluation support than any other state to support local evaluators and grantees with the work of program evaluation. In Iowa, it is an ongoing process of continual improvement based on the data.
- Local evaluator training is provided online in the fall by our state evaluators, Educational Resource Management Services (ERMS). They created a data collection template that provides a consistent collection of evaluation data for local programs.
- They created a series of video tutorials to help local evaluators with the annual data collection process.
- Online Video Local Evaluation Training
 - Video One - <https://drive.google.com/file/d/17oWWncn5ZeDnl3WoiL-LAPTUw-OC3R8M/view?usp=sharing>
 - Video Two - https://drive.google.com/file/d/1Z9lsKnXfBl_4-3zF5YIUHk2jKBxuUUS0/view?usp=sharing
 - Video Three - <https://drive.google.com/file/d/1NDJjBQFQ-VJmvmTXU5aSq6FjOvIhFWI2/view?usp=sharing>
 - Video Four - <https://drive.google.com/file/d/1GnfXTn5zW6OF44fgfUJKw9kQqCkiVTR/view?usp=sharing>
 - Video Five - https://drive.google.com/file/d/1Fu3zrqp0B_adkK-oFYJPR81bSEyDF68N/view?usp=sharing
 - Video Six - <https://drive.google.com/file/d/1V8rpaKLgqfXLSAg-9gs6yw58fJ44aLoD/view?usp=sharing>
- As local evaluations are submitted, ERMS follows up on the data to insure it is correct and consistent with the data reported online. Follow up emails to local evaluators help improve data quality and accuracy in our reporting.
- The Iowa state evaluation includes results from every grantee in the state showing academic, attendance and anecdotal data for each program. The purpose of the evaluation is not only to comply with federal requirements, but to inform local communities about the work programs are doing serving children.
- ERMS provides email and phone support to local evaluators and grantees around the work of evaluation and they often participate in the evaluation committee meetings.
- Additionally, ERMS provides ongoing data support by sending reminder emails and monitoring data entry progress of grantees during three data entry windows in the federal Annual Performance Report (APR) data system (<https://www2.ed.gov/programs/21stcclc/performance.html>).
- The Iowa Department of Education provides one on one training if needed for grantees who need help entering their data. It is typical for one or two people to drive to Des Moines with their laptop to receive help with data entry.

Iowa Attendance Support

- In Iowa, attendance is an indicator of a well-run quality program. However, sometimes a program needs help with improving attendance and it is a requirement that has implications for ongoing funding.
- The SEA provides several proven strategies for improving attendance. One is to recruit a student leadership team to discover what factors are responsible for a drop in attendance. Another is to improve the snack and explore partnerships to expand to providing a full meal. At risk children are often food insufficient and this can contribute to higher attendance. Finally, to review the program offerings to ensure that children are engaged by the curriculum. When these three factors are addressed, attendance generally increases.

Program Operations

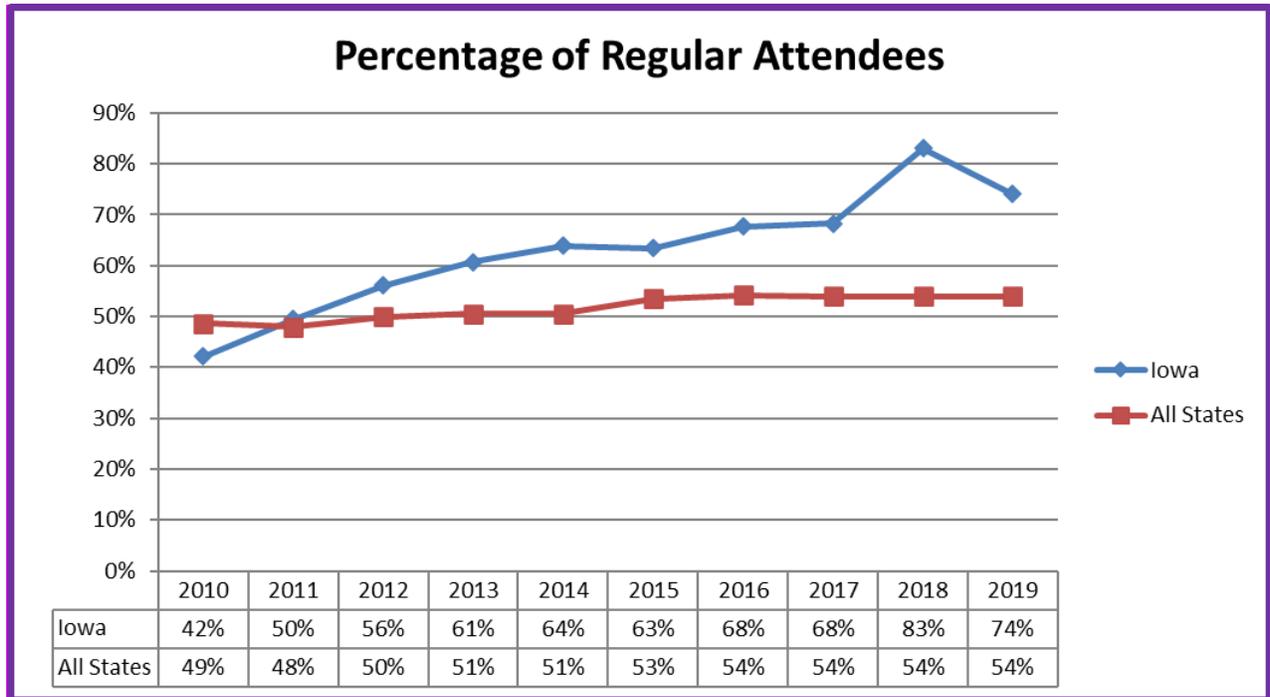
Iowa 21st Century Community Learning Centers Attendees (2017-2018 and 2018-2019)
Includes Summer School

Grantee	Total Student Attendees		Regular Student Attendees*	
	2017-2018	2018-2019	2017-2018	2018-2019
Allamakee CSD	922	372	423	131
Andrew CSD	172	151	63	65
Audubon CSD	150	59	119	50
Bettendorf CSD	272	316	226	177
Boys & Girls Club of the Cedar Valley	259	700	144	203
Burlington CSD	1,217	900	530	218
Cedar Rapids CSD	746	728	378	0
Central Decatur	339	340	195	160
Clinton CSD	255	372	227	181
Council Bluffs CSD	4,737	4,603	1,137	1,196
Davenport CSD	559	56	322	51
Des Moines Independent CSD	2,887	2,023	2,561	1,424
Dubuque CSD	-	558	-	29
Fairfield CSD	-	101	-	59
Hamburg CSD	104	63	44	29
Helping Services	126	105	82	71
Iowa City CSD	654	658	654	385
Oakridge Neighborhood Services, Inc.	348	195	289	156
Oelwein CSD	715	155	319	7
Siouxland Human Investment Partnership	1,773	893	1,040	443
St. Mark Youth Enrichment	357	369	220	180
Storm Lake CSD	178	355	155	304
Waterloo CSD	-	368	-	146
Youthport/Tanager Place	303	208	303	99
Iowa State Totals	17,073	14,648	8,431	5,764

*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 14,648 students. The total amount of funding from 21st CCLC was provided to serve 7,836 students. Because of partner support, 21st CCLC programs in Iowa were able to serve 6,812 (or 87%) more students.

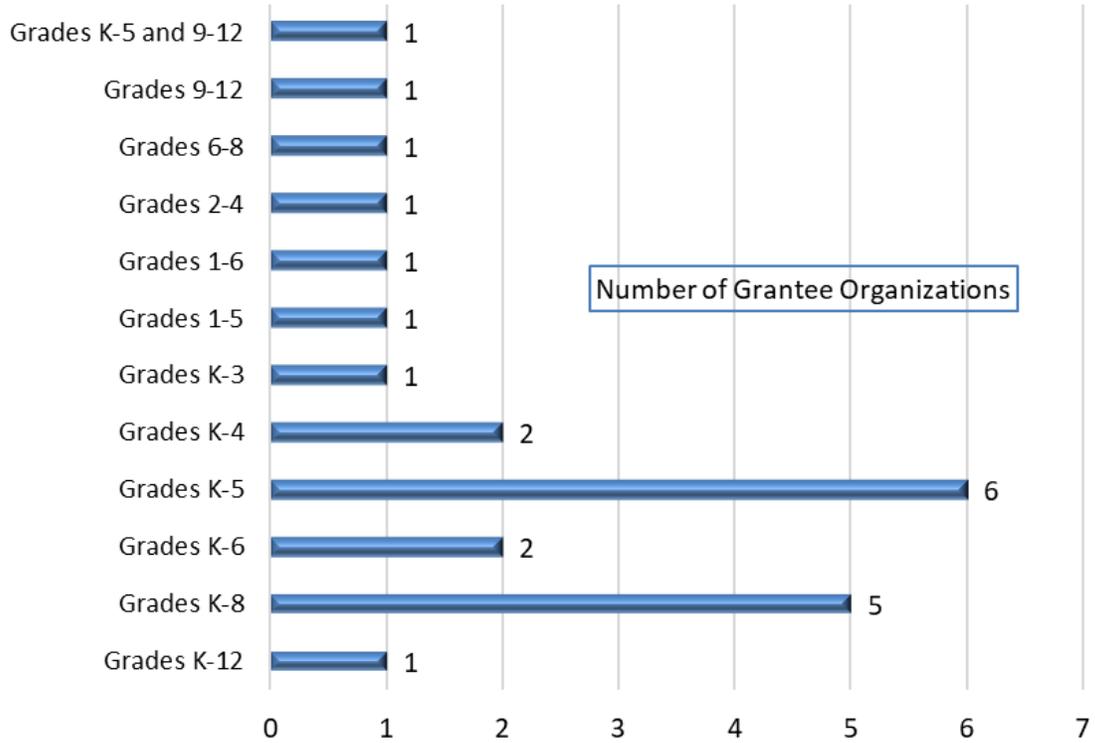
Although the average numbers of attendees are lower in Iowa than in the US as a whole, the percentage of Iowa attendees who are defined as regular attendees is higher than the U.S. average. While the percentage of regular attendees for all 21st CCLC Program nationwide has hovered around 50% since 2010, Iowa's percentage of regular attendance has increased from about 42% to over 80%. (Note: The 2017, 2018 and 2019 Iowa Regular attendance percentage reflects regular attendees who were funded entirely by 21st CCLC grant funds.)



The national average for cost per student for total students in 2016-2017 was \$809.35. The statewide cost per student for the Iowa 21st CCLC programs for 2018-2019 was \$956.87. (Note: The 2018-2019 Iowa cost per student reflects the total students who were funded entirely by 21st CCLC grant funds. Because of transportation issues, 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. One of the twenty-three organizations responding to the End-of-Year Survey served students in grades K-12. Five organizations served students in grade levels K-8, six organizations served students in grades K-5 and two organizations served students in grades K-6. In addition, two organizations served students in grades K-4. One organization served students in grades 1-5, one organization served students in grades 1-6, and one organization served students in grades 6-8. One organization served students in grades 9-12 and one organization served students in grades K-5 and 9-12 (*End-of-Year Survey data*).

Grade Levels Served by Grantee Organizations



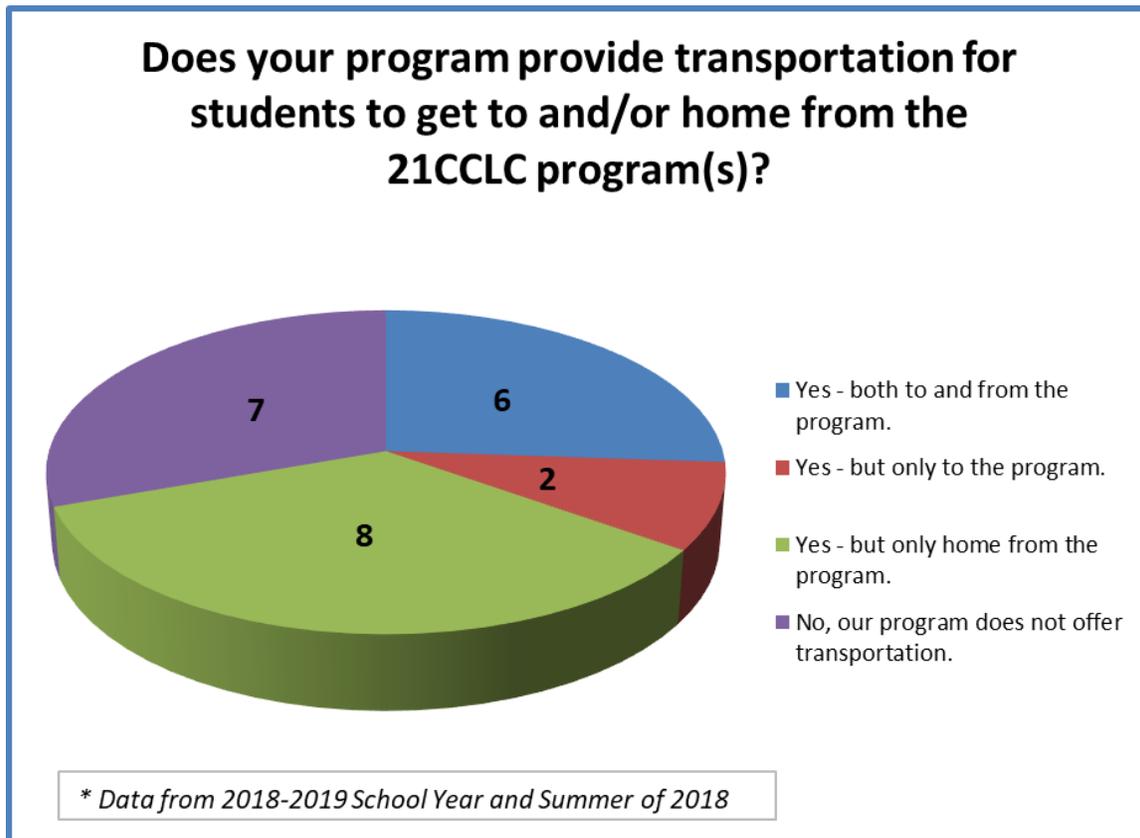
** Data from 2018-2019 School Year and Summer 2018*

Partnerships. Partners in the 21st CCLC program provided not only funding, but in-kind services, volunteer staffing, and fulfilled other needs unique to each center. Iowa 21st CCLC programs had 117 Vendor, 138 Partial and 510 Full partners total of 765 partners working with grantee organizations to help the 21st CCLC programs be successful and develop sustainability (*Data from Local Evaluations*). The table below lists the number of services provided by partners. Partners were separated into Vendor (received payment for services), Partial (provided services as discounts and/or provided some services at no charge) and Full (provided services at no charge). Many partners provided more than one type of service (*Data from Local Evaluations*).

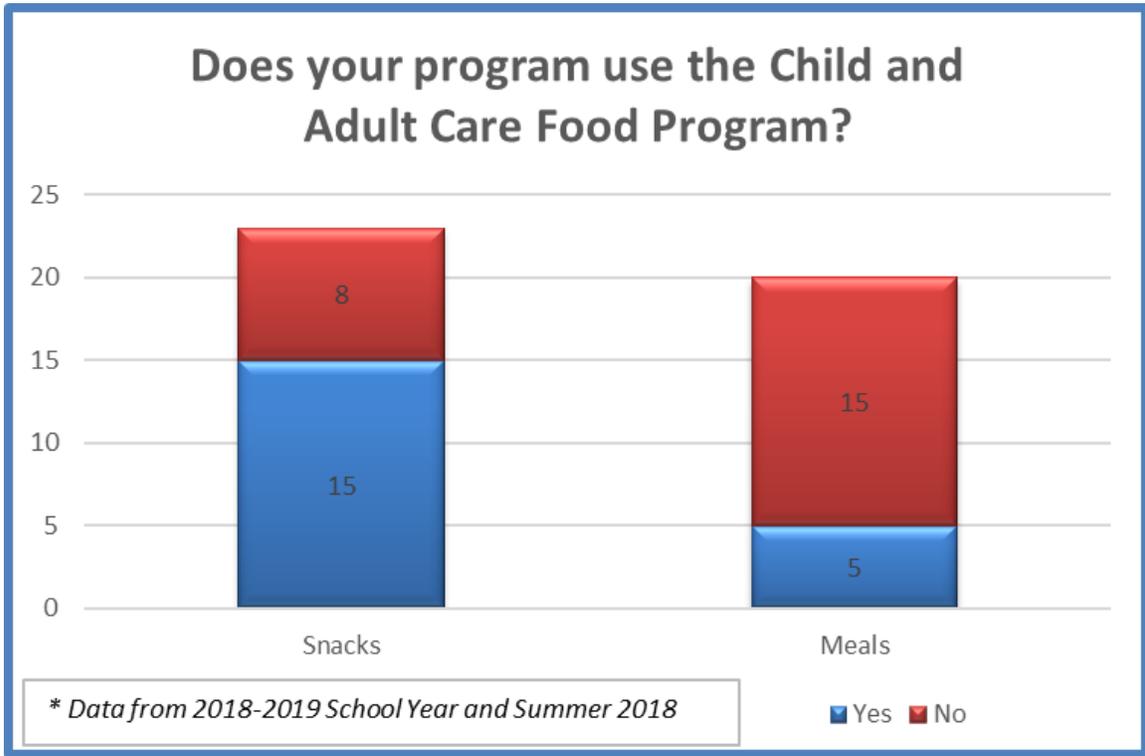
Contribution Type	# of Vendor Partners	# of Partial Partners	# of Full Partners
Provide Evaluation Services	8	6	17
Raise Funds	22	4	25
Provide Programming / Activity-Related Services	81	96	349
Provide Food	8	13	56
Provide Goods	15	14	98
Provide Volunteer Staffing	15	16	203
Provide Paid Staffing	37	21	18
Other	12	4	64
Total Services Provided	198	174	830

The total number of partners for all 21st CCLC grantees was **765** for the 2018-2019 school year. The total of 765 partners was 36 more partners than the 2017-2018 school year.

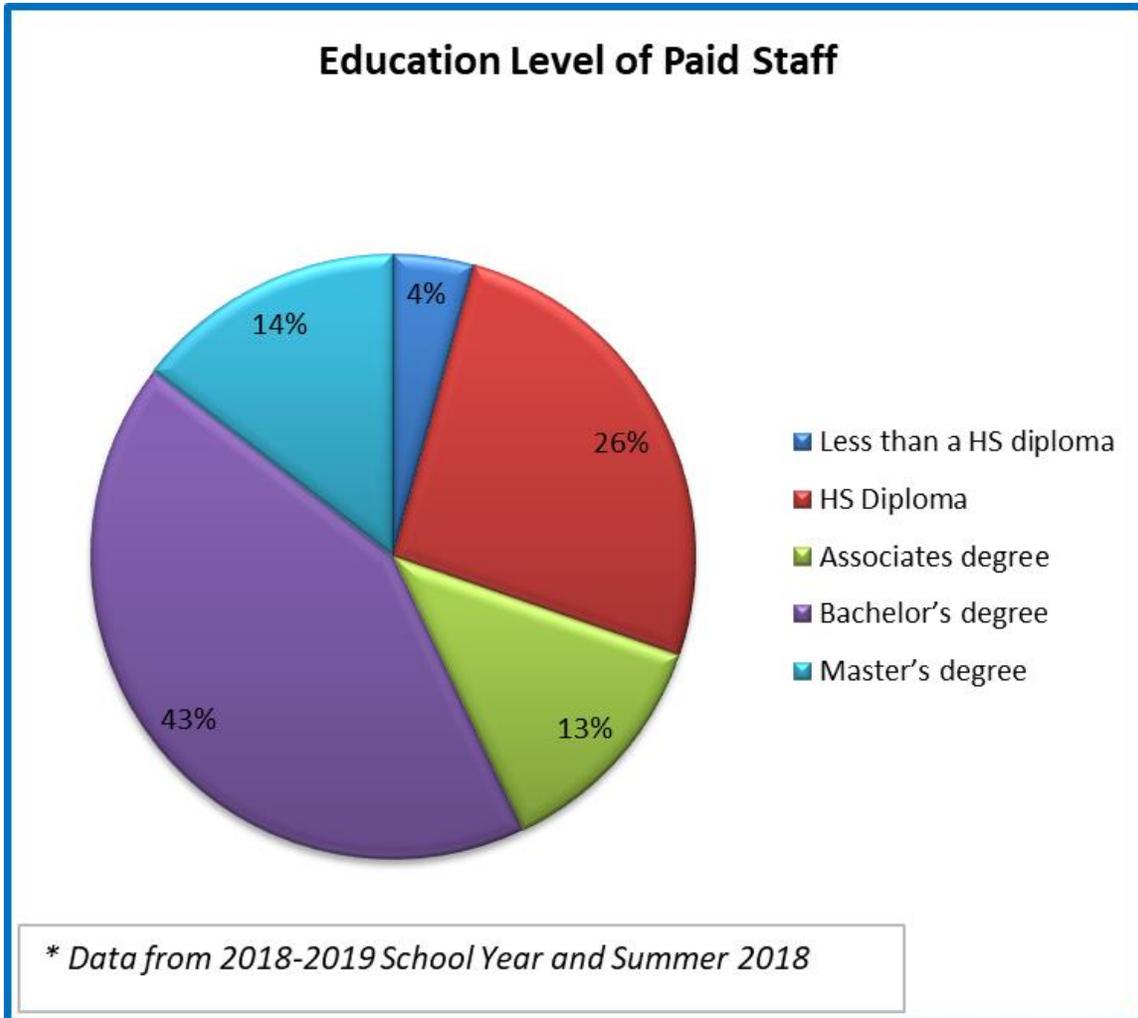
Transportation. Of the 23 grantee organizations responding to the End-of-Year Survey. Six provided transportation both to and from the 21st CCLC program sites, two provided transportation only to the program sites, eight provided transportation only home from the program sites and seven did not offer transportation (*Data from End-of-Year Survey*).



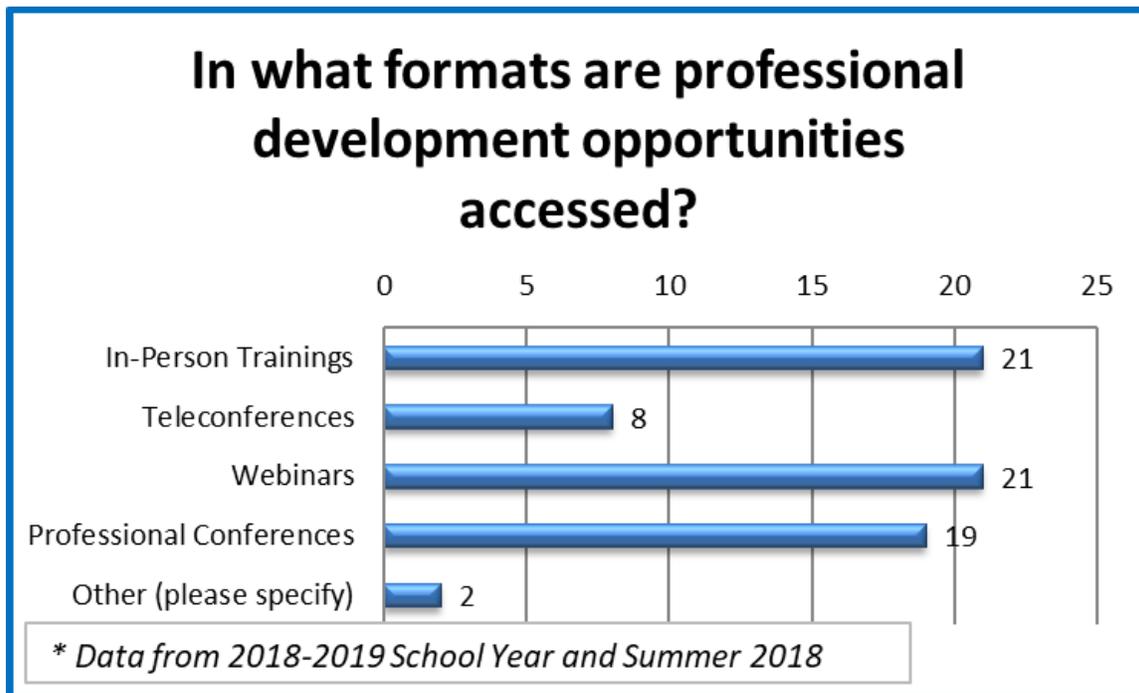
All organizations responding to the end-of-year survey provided snacks for students and 20 provided full meals and/or extended snacks. As seen in the chart below, 5 of the organizations used the Child and Adult Food Care Program (CAFPC) for meals and 15 of the organizations used the CAFPC for snacks. All of the organizations not using CAFPC for snacks or meals reported their snacks and/or meals meet or exceed USDA guidelines. (*data from End-of-Year Survey*).



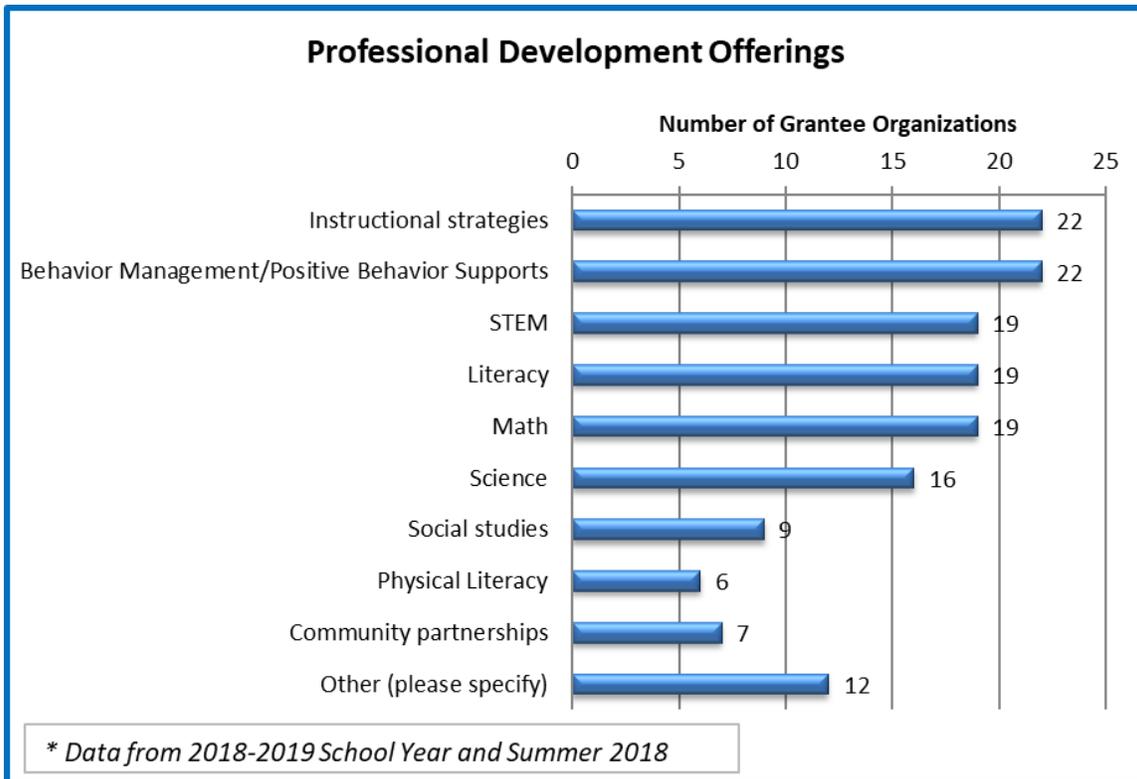
Staffing and Professional Development. A key component of any educational program is the staff and to improve the effectiveness of the staff efforts, appropriate professional development is required. The organizations responding to the end-of-year survey indicated they had a total of 967 paid staff, of which 453 are certified teachers. As illustrated in the chart below, 43% of paid staff had a Bachelor's degree and 14% of paid staff had a Master's degree. Additionally, 13% of paid staff had an Associate's degree and 26% of paid staff had a high school diploma. Also, 4% of paid staff had less than a high school diploma. (*end-of-year survey data*).



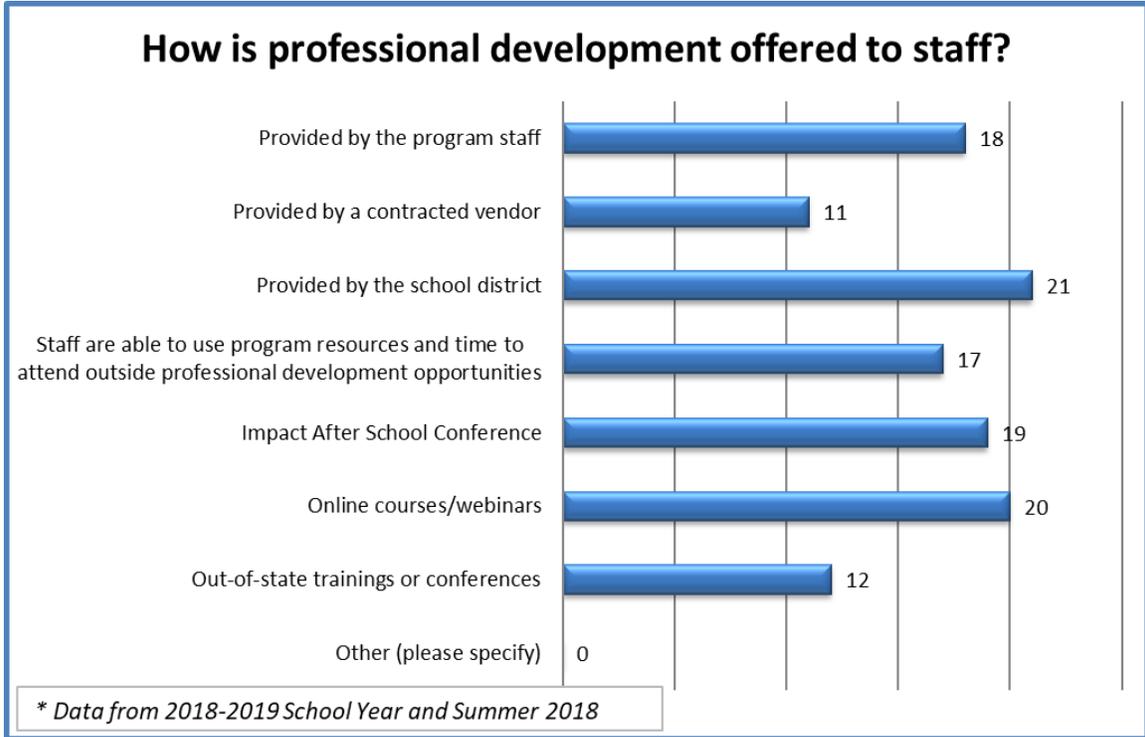
All reporting grantee organizations provided professional development opportunities for center staff. In-person trainings and webinars were utilized by 21 of them and 19 organizations used professional conferences. In addition, teleconferences were used by 8 organizations. (*end-of-year survey data*).



All reporting grantee organizations provided Professional Development offerings for center staff. Professional development opportunities in *Instructional Strategies* and *Behavior management/Positive Behavior Supports* were offered by 22 organizations. Professional Development was offered in *STEM, Literacy* and *Math* by 19 organizations and in *Science* by 16 organizations. Fourteen organizations included Math literacy in their offerings and ten organizations offered Science. Other offerings included community partnerships, physical literacy, and social studies. Nine organizations offered opportunities in *Social Studies*, seven in *Community Partnerships* and six in *Physical Literacy*. In addition, twelve organizations listed professional development offerings in *Arts and Music*. (end-of-year survey data).

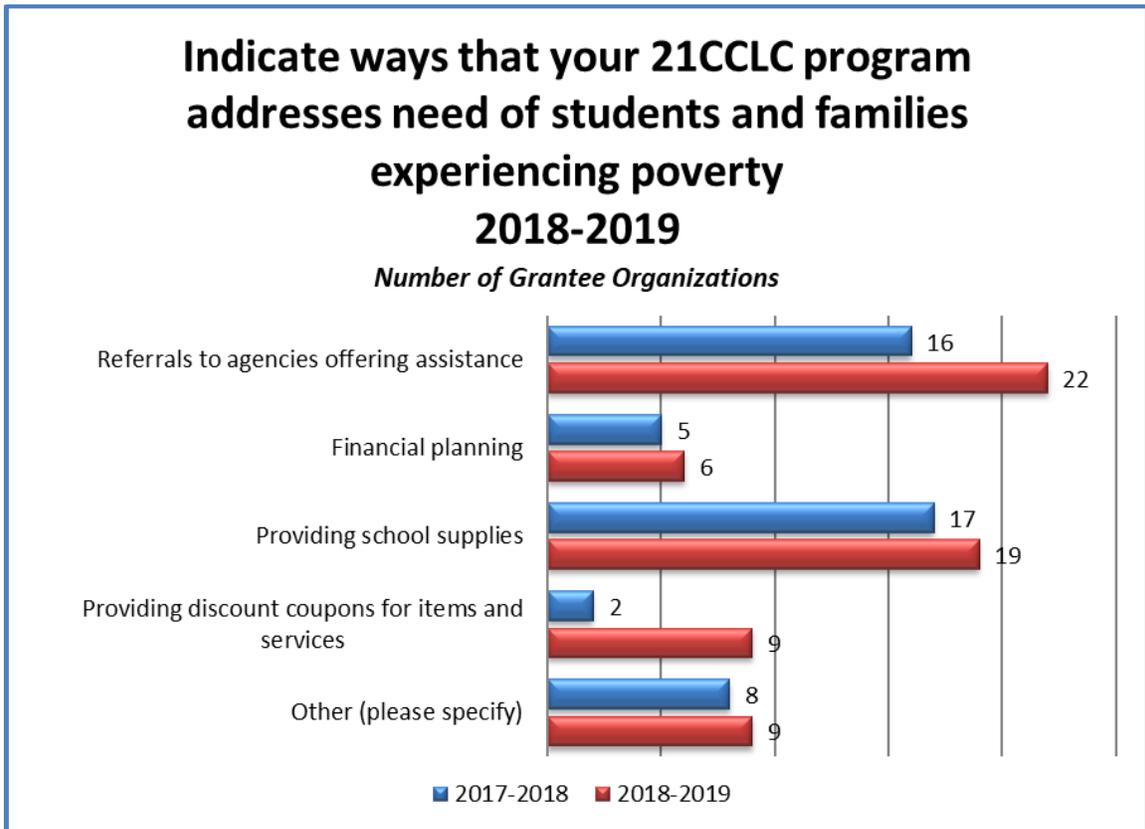


Professional development is offered to staff in a variety of ways. School districts provided training for 21 of the 21st CCLC Programs and 18 of the 21st CCLC Programs utilized staff to provide training. In addition, 19 organizations sent staff to the Impact Afterschool Conference, 20 used online courses/webinars, 11 used contracted vendors for professional development, and 12 grantee organizations send staff to out-of-state trainings or conferences. In 17 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*).

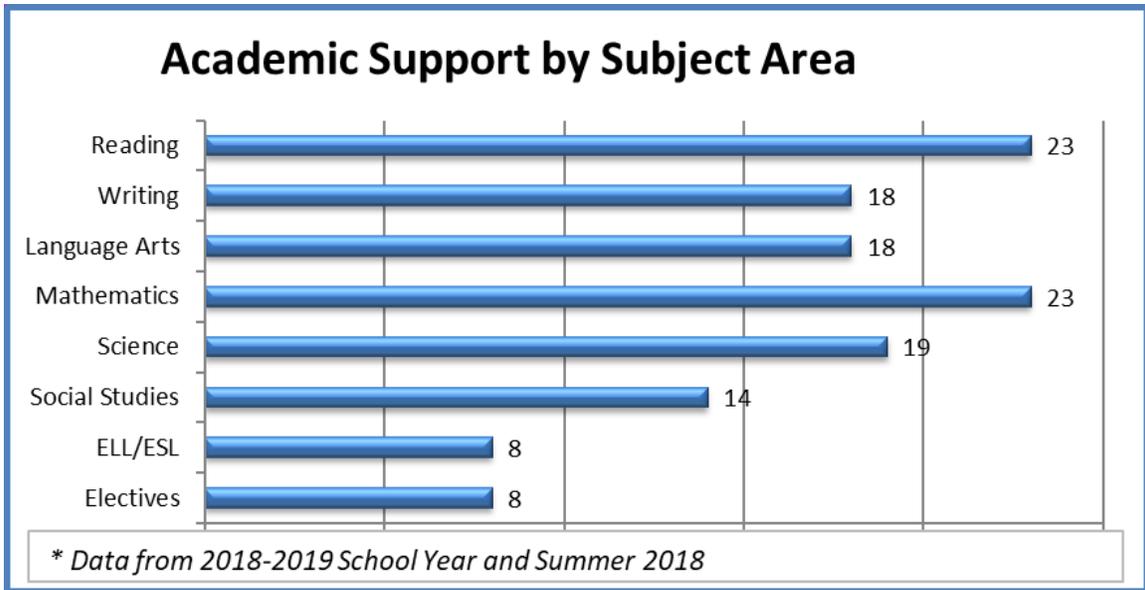


Provided Support. The 21st CCLC programs in Iowa offered support for families experiencing poverty as well as providing a variety of academic support mechanisms for students. The chart below is a summary of support and illustrates that the Iowa 21st CCLC Programs increased assistance from 2017-2018 to 2018-2019. Twenty-two grantee organizations referred students and families experiencing poverty to agencies offering assistance. In addition, 19 grantee organizations provided school supplies, 9 grantee organizations provided discount coupons for items and services, and 6 grantee organizations provided financial planning services. Other ways 21st CCLC programs provided support included (*End-of-Year Survey data*):

- daily snacks/and on field trips a meal
- Connecting families to our school Social Worker liaison and school Counselor. Providing a food pantry for all families who ask.
- daily snacks and meals for each attendee
- Provide free programming on school days off, Saturdays, and field trips
- food pantry assistance
- Offering our programming for free
- Partner with local food bank for summer backpack program
- Providing engagement activities teaching skills to reinforce literacy and social emotional learning at home. Providing warm clothing to students during the Holidays.

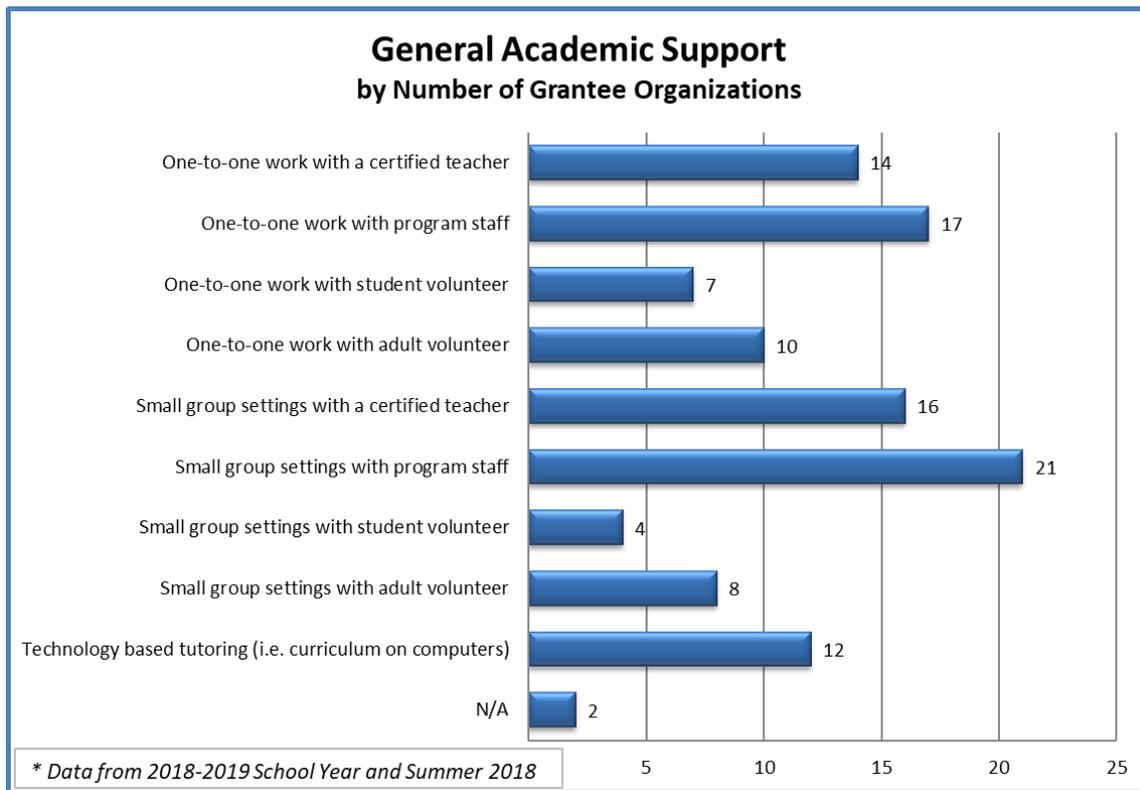


Academic support. Academic support is a key component of 21st CCLC programs and all programs in Iowa provided support in various subject areas. The chart below summarizes the types of academic support by subject area offered. All grantee organizations responding to the end-of-year survey provided academic support in math and reading, 19 provided academic support in science and 18 provided support in writing and language arts. In addition, 14 organizations provided support in social studies and eight provided support in ELL/ESL and electives. (*end-of-year survey data*).



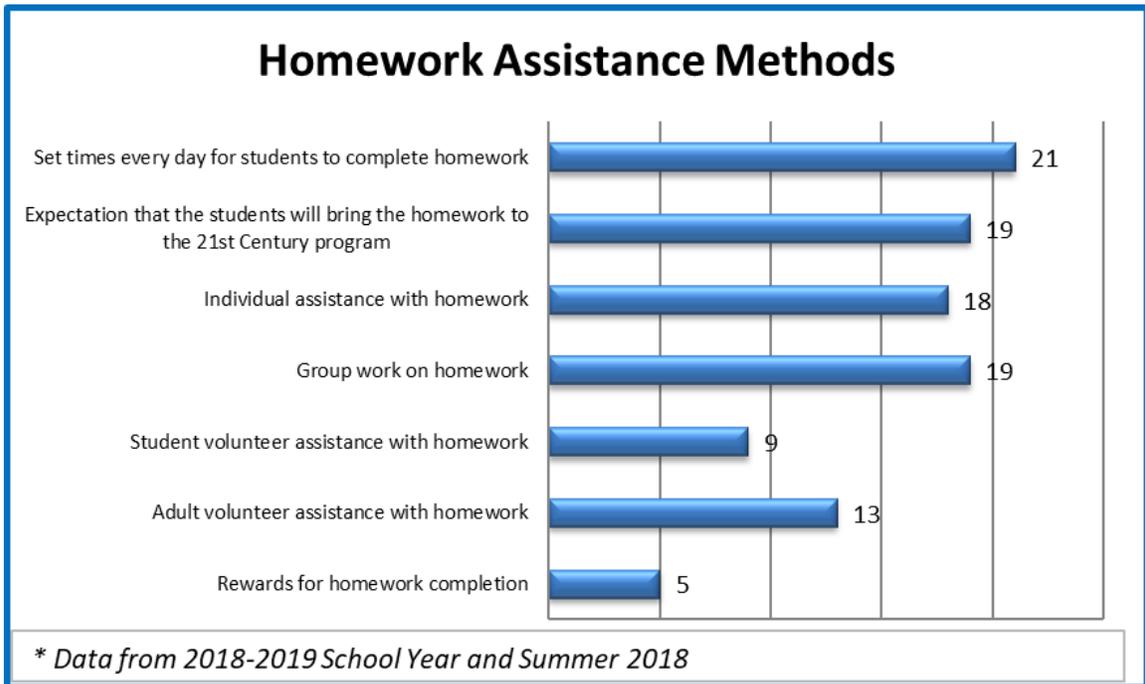
Academic support in the 21st CCLC programs was provided by 21st CCLC Programs. The chart below summarizes the types of academic support offered. Of grantee organizations responding to the end-of-year survey, academic support was offered the following ways (*End-of-Year Survey data*):

- Fourteen of the grantee organizations provided one-to-one work with a certified teacher.
- Seventeen of the grantee organizations provided one-to-one work with program staff.
- Seven of the grantee organizations provided one-to-one work with student volunteer.
- Ten of the grantee organizations provided one-to-one work with adult volunteer.
- Sixteen of the grantee organizations provided small group settings with a certified teacher.
- Twenty-one of the grantee organizations provided small group settings with program staff.
- Four of the grantee organizations provided small group settings with student volunteer.
- Eight of the grantee organizations provided small group settings with adult volunteer.
- Twelve of the grantee organizations provided technology-based tutoring (i.e. curriculum on computers).



As part of the 21st CCLC Program, 21 of the survey respondents give homework and provide assistance. The types of homework assistance methods include the following (*end-of-year survey data*):

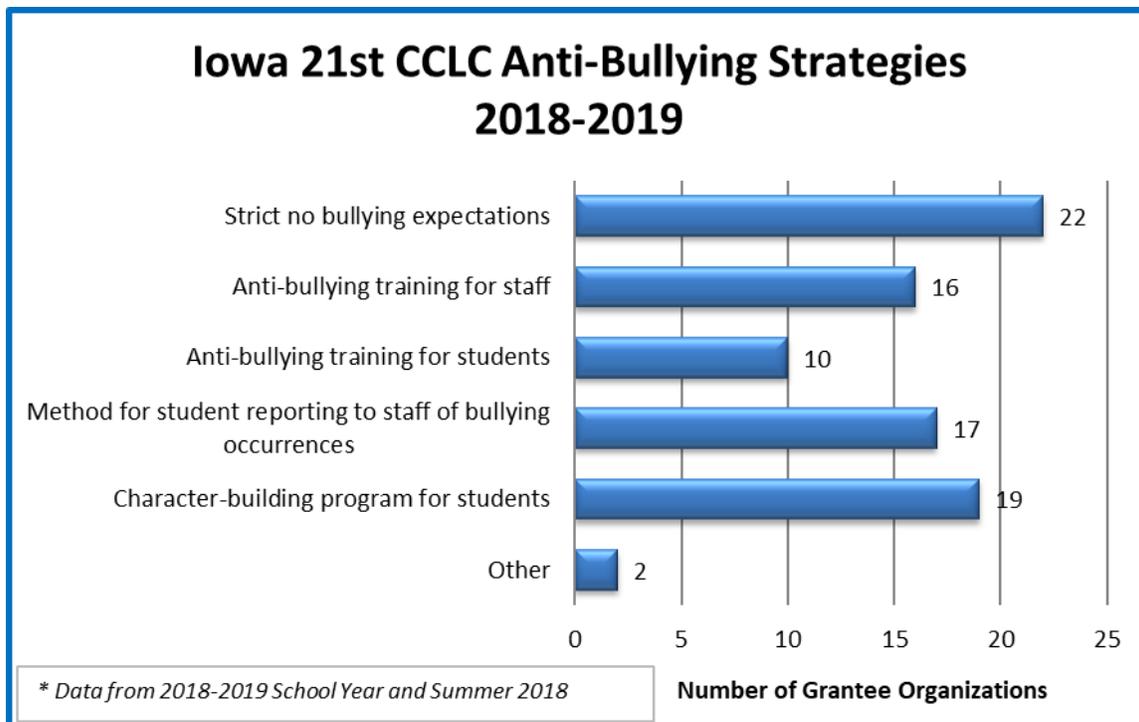
- Twenty-one of the respondents set times every day for students to complete homework.
- Nineteen of the respondents have expectations that the students will bring the homework to the 21st Century program.
- Eighteen programs provide individual assistance with homework.
- Nineteen programs provide group work on homework.
- Nine programs have student volunteer assistance with homework.
- Thirteen programs have adult volunteer assistance with homework.
- Five programs have rewards for homework completion
- One program is a summer program only and one program is at a school district that does not give homework.



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 offered rewards or recognition for student achievement in the program. In addition, eight grantee organizations offered rewards or recognition for student achievement on report cards or state testing. (*End-of-Year Survey data*).

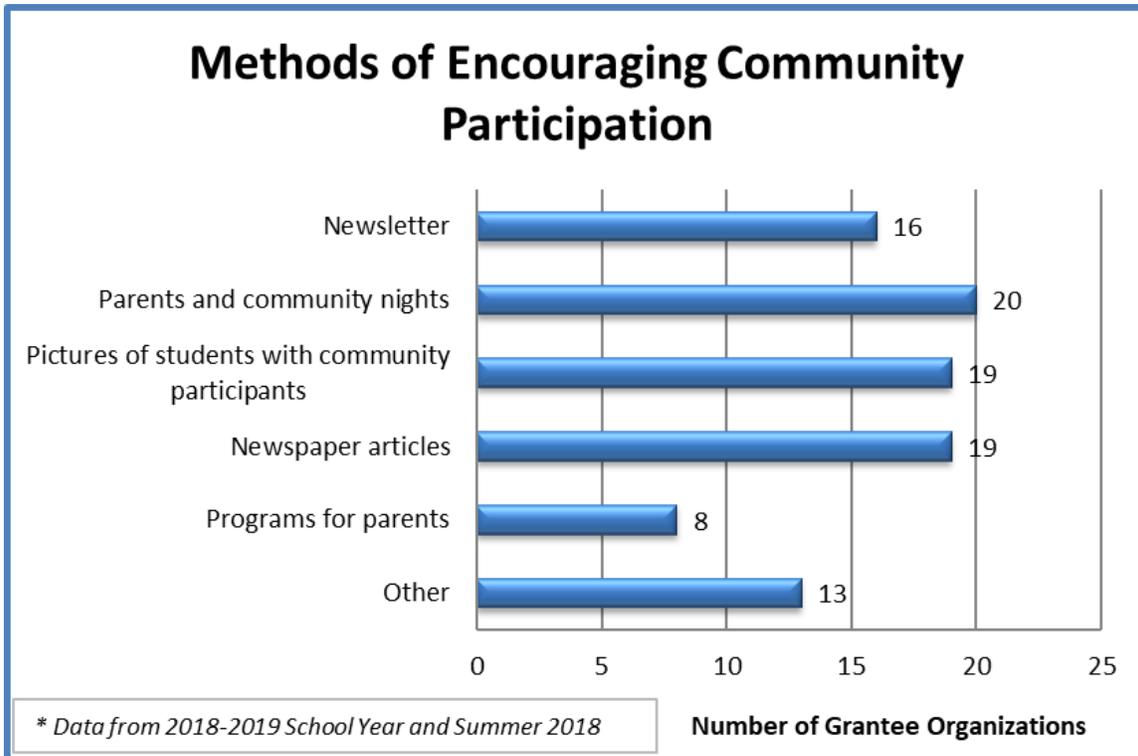
According to the National Center for Educational Statistics (NCES), in 2014-2015, 21 percent of 12-18-year-old students reported having been bullied at school during the school year including 5% reporting that the bullying included physical assault. The 21st CCLC programs in Iowa have implemented strategies to help students' relationships with peers and/or bullying. All organizations responding to the end-of-year survey have anti-bullying strategies in place. (*End-of-Year Survey data*).

- Twenty-two organizations have strict no bullying expectations.
- Sixteen organizations have anti-bullying training for staff.
- Ten organizations have anti-bullying training for students.
- Seventeen organizations have a method for student reporting to staff of bullying occurrences.
- Nineteen organizations have a character-building program for students.



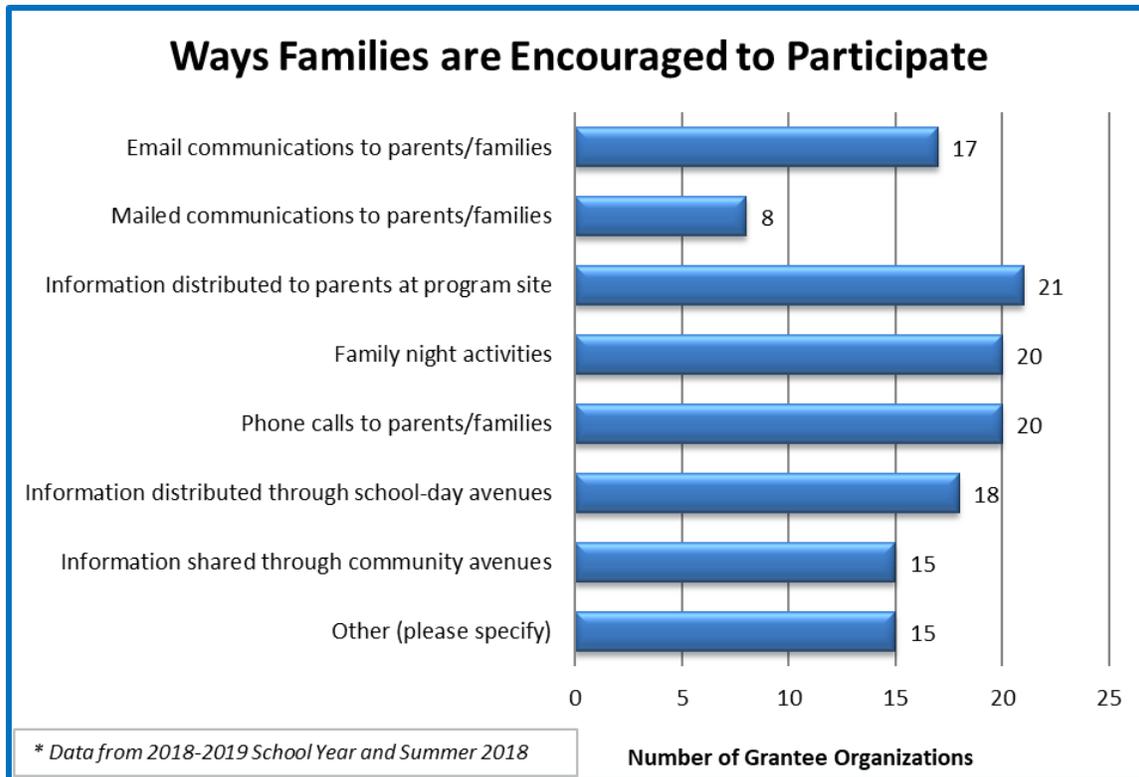
Parent and Community Participation. Participation in 21st CCLC programs by parents and community members is encouraged by all grantee organizations. A balanced variety of methods was used to encourage community participation (*End-of-Year Survey data*).

- Sixteen organizations used newsletters.
- Twenty organizations held parents and community nights.
- Nineteen organizations had pictures of students with community participants.
- Nineteen organizations were in newspaper articles.
- Eight organizations held programs for parents.
- Thirteen organizations made visits to recruit community partners.



Parental and family involvement in student programming was encouraged. Communicating with parents was done using a variety of methods (*End-of-Year Survey data*).

- Seventeen organizations used e-mail communications to parents/families.
- Eight organizations used mailed communications to parents/families.
- Twenty-one organizations used information distributed to parents at program site.
- Twenty organizations held family night activities.
- Twenty organizations used phone calls to parents/families.
- Eighteen organizations used information distributed through school-day avenues.
- Fifteen organizations used information shared through community avenues.
- Fifteen organizations shared information through community avenues (e.g. community calendars)



Program Objectives

21st CCLC grantee organizations are required to measure 14 performance indicators that follow the Government Performance and Results Act (GPRA) to give a picture of program success. Grantee organizations also used local objectives to provide 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 2018 and the Spring of 2019.

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	Math Improvement			English Improvement			Proficiency		Homework & Class Participation			Student Behavior		
	# 1	# 2	# 3	# 4	# 5	# 6	# 7	# 8	# 9	# 10	# 11	# 12	# 13	# 14
	Elem.	Sec.	All	Elem.	Sec.	All	Elem. Read	Sec. Math	Elem.	Sec.	All	Elem.	Sec.	All
Allamakee CSD		14%	14%		7%	7%		15%		85%	85%		72%	72%
Andrew CSD	100%	50%	92%	91%	100%	93%	33%	33%	100%	100%	100%	100%	100%	100%
Audubon CSD	67%	-	67%	78%	-	78%	0%		90%	-	90%	80%	-	80%
Bettendorf CSD	60%		60%	58%		58%	35%		83%		83%	72%		72%
Boys & Girls Club of Cedar Valley (Blackhawk County)	51%	60%	53%	55%	63%	57%	64%	59%	72%	67%	70%	78%	67%	74%
Burlington CSD	19%	33%	24%		20%	20%	38%	28%	29%	56%	43%	27%	54%	41%
Cedar Rapids CSD	-	-	-	68%	-	68%	7%	-	-	-	-	-	-	-
Central Decatur CSD	84%	100%	85%	93%	100%	93%	71%	0%	86%	0%	85%	86%	0%	85%
Clinton CSD	75%	90%	76%	52%	89%	56%	52%	89%	77%	97%	81%	71%	41%	64%
Council Bluffs CSD	89%	73%	82%	76%	68%	72%	12%	37%	31%	47%	35%	64%	91%	75%
Davenport CSD	31%	-	31%	27%	-	27%	13%	-	50%	-	50%	55%	-	55%
Des Moines Independent CSD	95%	61%	92%	93%	15%	86%	17%	67%	93%		93%	61%	-	61%
Dubuque CSD	-	83%	83%	-	72%	72%	-	-	-	80%	80%	-	73%	73%
Fairfield CSD	25%	-	25%	33%	-	33%	25%	-	87%	-	87%	74%	-	74%
Hamburg CSD	93%	-	93%	100%	-	100%	79%	-	97%	-	97%	97%	-	97%
Helping Services for Northeast Iowa	41%	-	41%	49%	-	49%	77%	-	55%	-	55%	45%	-	45%
Iowa City CSD	85%	-	85%	84%	-	84%	8%	-	64%	-	64%	56%	-	56%
Oakridge Neighborhood Services	83%	50%	75%	70%	64%	68%	70%	50%	-	-	-	100%	78%	96%
Oelwein	-	-	-	-	-	-	-	-	-	83%	83%	-	-	-
Siouxland Human Investment Partnership	-	-	-	-	-	-	-	-	-	-	-	-	-	-
St. Mark Youth Enrichment	20%	-	20%	12%	-	12%	-	-	75%		75%	77%	-	77%
Storm Lake CSD	85%	48%	63%	88%	62%	80%	20%	50%	91%	93%	92%	79%	75%	78%
Waterloo CSD	33%	-	33%	67%	-	67%	41%	-	-	-	-	-	-	-
Youthport/Tanager Place	23%	-	23%	33%	-	33%	33%	-	74%	-	74%	65%	-	65%
Statewide Totals	75%	61%	72%	73%	56%	70%	25%	46%	80%	75%	79%	67%	69%	67%

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. There was some confusion on what data could be used for APR reporting. One factor contributing to the confusion was due to changes in the Iowa State Assessments standardized tests from the previous year. In cooperation with the Iowa Department of Education, the State Evaluators have developed guidelines on alternatives to data that can be used to measure GPRA. In addition, 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, 72% of regular attendees identified as needing improvement showed improvement statewide. For English, 70% of regular attendees identified as needing improvement showed improvement statewide.

GRPA Measure 6 – Improvement in English/Reading

Grantee	# 6
Allamakee CSD	7%
Andrew CSD	93%
Audubon CSD	78%
Bettendorf CSD	58%
Boys & Girls Club of Cedar Valley (Blackhawk County)	57%
Burlington CSD	20%
Cedar Rapids CSD	68%
Central Decatur CSD	93%
Clinton CSD	56%
Council Bluffs CSD	72%
Davenport CSD	27%
Des Moines Independent CSD	86%
Dubuque CSD	72%
Fairfield CSD	33%
Hamburg CSD	100%
Helping Services for Northeast Iowa	49%
Iowa City CSD	84%
Oakridge Neighborhood Services	68%
Oelwein	
Siouxland Human Investment Partnership	
St. Mark Youth Enrichment	12%
Storm Lake CSD	80%
Waterloo CSD	67%
Youthport/Tanager Place	33%
Statewide Totals	70%

Academic Proficiency. For elementary reading, 25% of regular attendees identified as not being proficient achieved proficiency statewide. For secondary mathematics, 46% of regular attendees identified as not being proficient achieved proficiency statewide.

GRPA Measure 7 –Proficiency in Reading

Grantee	# 7
Allamakee CSD	-
Andrew CSD	33%
Audubon CSD	0%
Bettendorf CSD	35%
Boys & Girls Club of Cedar Valley (Blackhawk County)	64%
Burlington CSD	38%
Cedar Rapids CSD	7%
Central Decatur CSD	71%
Clinton CSD	52%
Council Bluffs CSD	12%
Davenport CSD	13%
Des Moines Independent CSD	17%
Dubuque CSD	-
Fairfield CSD	25%
Hamburg CSD	79%
Helping Services for Northeast Iowa	77%
Iowa City CSD	8%
Oakridge Neighborhood Services	70%
Oelwein	-
Siouxland Human Investment Partnership	-
St. Mark Youth Enrichment	-
Storm Lake CSD	20%
Waterloo CSD	41%
Youthport/Tanager Place	33%
Statewide Totals	25%

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 79% statewide.

Student behavior. The percentage of all 21st Century regular participants with teacher-reported improvements in student behavior was 67% 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: 2016–2017*. Percentages in **red** indicate where Iowa outperformed the national average.

GPRA Measure	Iowa Statewide Percentages 2018-2019	National Percentages 2016-2017
1. The number of elementary 21st Century regular program participants who improved in mathematics from fall to spring.	75%	51%
2. The number of middle/high school 21st Century regular program participants who improved in mathematics from fall to spring.	61%	48%
3. The number of all 21st Century regular program participants who improved in mathematics from fall to spring.	72%	50%
4. The number of elementary 21st Century regular program participants who improved in English from fall to spring.	73%	50%
5. The number of middle/high school 21st Century regular program participants who improved in English from fall to spring.	56%	48%
6. The number of all 21st Century regular program participants who improved in English from fall to spring.	70%	49%
7. The number of elementary 21st Century regular program participants who improve from not proficient to proficient or above in reading.	25%	25%
8. The number of middle/high school 21st Century regular program participants who improve from not proficient to proficient or above in mathematics.	46%	19%
9. The number of elementary 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	80%	68%
10. The number of middle/high school 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	75%	66%
11. The number of all 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	79%	68%
12. The number of elementary 21st Century regular participants with teacher-reported improvements in student behavior.	67%	61%
13. The number of middle/high school 21st Century regular participants with teacher-reported improvements in student behavior.	69%	59%
14. The number of all 21st Century regular participants with teacher-reported improvements in student behavior.	67%	60%

Iowa percentages on GPRA Measures compare favorably to the national percentages. Of particular note was the percentage reaching proficiency in mathematics. For secondary students identified as not proficient in mathematics, Iowa outperformed the nationwide percentage by 27 percentage points (46% to 19%).

Academic Improvement. For mathematics, 72% of regular attendees identified as needing improvement showed improvement in Iowa compared to 50% nationwide. For English, 70% of regular attendees identified as needing improvement showed improvement in Iowa where 49% showed improvement nationwide.

Academic Proficiency. For elementary reading, 25% of regular attendees identified as not being proficient achieved proficiency in Iowa compared to nationwide where 25% improved to proficient. For secondary mathematics, 46% of regular attendees identified as not being proficient achieved proficiency in Iowa where 19% 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 79% in Iowa and 68% nationwide.

Student behavior. The percentage of all 21st Century regular participants with teacher-reported improvements in student behavior was 67% in Iowa and 60% 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 24 grantees included in this evaluation period (2018-2019), a total of 280 objectives were developed. Waterloo CSD did not provide ratings for its seven local objectives. Rated objectives, therefore, totaled 273 and percentages for ratings reflect the total number of 273 objectives. 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 84 percent of objectives met and 12 percent of objectives not met but progress was made. Only two percent of objectives were not met and no progress was made toward the objectives and two percent of 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
Allamakee CSD	7	7	0	0	0
Andrew CSD	5	5	0	0	0
Audubon CSD	1	1	0	0	0
Bettendorf CSD	19	19	0	0	0
Boys & Girls Club of Cedar Valley (Blackhawk County)	9	9	0	0	0
Burlington CSD	13	8	2	2	1
Cedar Rapids CSD	7	6	1	0	0
Central Decatur CSD	2	1	1	0	0
Clinton CSD	18	16	2	0	0
Council Bluffs CSD	27	23	4	0	0
Davenport CSD	3	1	2	0	0
Des Moines Independent CSD	33	32	0	0	0
Dubuque CSD	13	5	3	2	3
Fairfield CSD	10	0	7	0	3
Hamburg CSD	3	0	2	1	0
Helping Services for Northeast Iowa	7	7	0	0	0
Iowa City CSD	15	14	1	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	4	2	2	0	0
Siouxland Human Investment Partnership	27	27	0	0	0
St. Mark Youth Enrichment	33	28	5	0	0
Storm Lake CSD	6	5	1	0	0
Waterloo CSD	7	-	-	-	-
Youthport/Tanager Place	5	4	1	0	0
Grand Total	280	226	34	5	7

Best Practices

For the 2017-2018 Iowa 21st CCLC State Evaluation, grantees were asked to provide a list of best practices in local evaluations. Although no guidelines were provided on how best practices were to be determined, the majority of the best practices could be organized around the following facets of the after-school programs.

1. Program Operations
2. Community and Parental Involvement
3. Objectives

Below are best practices selected from local evaluations.

Program Operations

“The basic structure of the delivery of the program has a long history, but modifications have occurred as the needs of the students and the community have changed. Over the course of several years we have modified the manner in which the Monthly reports have been conducted. The current method of making a daily short comments has been settled on, and we consider this a “best practice” as the approach not only provides a more accurate method of recording what happens but is also a method for instructional improvement and more effective student intervention and concrete data to elicit parent support for improving student behavior and academic success” (Allamakee CSD).

“Increasing our community partnerships has also proven to be very beneficial as it expands the number of available programs and services we can offer Club members. It has been found that the more partners and activities provided, higher levels of participation and attendance occur. When the students are invested in the Club, as demonstrated by higher levels of attendance, we also see a direct connection to increased grades, school attendance and a reduction in behavior referrals” (Boys and Girls Club of Cedar Valley).

“These Practices include the provision of positive human relationships, appropriate indoor and outdoor environments, effective programming, strong partnerships, effective administration, effective staffing and professional development, youth development principles and practices, outcome measurement, fiscal management, advocacy and communication. The intentional connection of learning activities to the school day curriculum reinforces and enhances the school day learning” (Burlington CSD).

“Kids on Course University uses best practices for recruitment of students and the high attendance is evidence this works. Rather than relying on families to find this opportunity, teachers work closely with families during the school year to increase the probability of families enrolling their children. The instructional focus is equally split between reading and math (90 minutes for each content area). Teachers are certified classroom teachers with a wealth of experience and materials. Teachers are encouraged to use best practices from the Daily Five, Marzano’s work on effective classroom instruction and applying Hattie’s high impact, evidence-based teaching

strategies in both reading and math. These strategies are utilized throughout our highly engaging biweekly science themes” (Cedar Rapids CSD).

“Des Moines Public Schools 21CCLC programs employ many best practices as defined by the Iowa Afterschool Alliance “Standard Categories and Corresponding Indicators of Quality Afterschool Programs”. DMPS also evaluates after school programs twice yearly with the Youth Program Quality Assessment tool (YPQA) and began using the Quality Rating System (QRS) at each site. Best practices used include:

- 1:15 adult to youth ratios or less in most programs.
- Staff encourage students to make choices and become more responsible.
- Staff are sensitive to the culture and language of youth. Staff model inclusion and equity values in their work.
- Staff encourage students to interact positively with peers, family, school, community and staff.
- Staff are trained to identify individual needs of youth and work to accommodate youth needs.
- The program builds partnerships as part of sustainability efforts with youth, families, businesses, and organization.
- Inclusion and diversity are a primary consideration in all aspects of the programming including hiring staff from the areas we serve and planning programs to allow students to explore, identify and experience organic diverse relationships.
- Program collaborates with other after school programs.
- Program policies and procedures, based on licensing and school requirements are in place to protect the safety and health of students and staff.
- Professional Development opportunities explore diversity and equity.
- Youth voice and ownership is valued and encouraged.
- Program activities promote development of life skills, a sense of belonging, resilience and self-efficacy.
- Program evaluation includes both qualitative and quantitative data; formal and informal feedback from stakeholders; and student interest, needs, and satisfaction with the program”

(Des Moines CSD).

“The program follows safe drop off/pick-up procedures, implements a sign in/sign out procedure, as well as daily attendance (name to face) practices to ensure all children are safe and accounted for. Staff always promote a safe and positive environment. Staff serve as role models and utilize the Seven Healthy Habits which is used by the school district to increase social competence. The success of the program is measured by a tight attendance routine at the beginning of each day, with a check and re-check procedure. The practice was implemented because the school is not a secure building, and people can come and go as they please. The school wants parents to know their children are safe within its walls. It absolutely impacts attendance because if a student does not show up for clubs, they are immediately sought out. If they are not in the building a phone call is made to the home. The students know this procedure, and in turn there is higher attendance and student achievement” (Hamburg CSD)

Community and Parental Involvement

“Students at-risk in reading and/or math are asked to participate in after school programming. Rural homes in Decatur and Wayne counties are very isolated, and many families lack the necessary financial resources to arrange private transportation to and from school. These families depend on school transportation to ensure their child gets to school on a daily basis; staying after school (or getting to school in the summer) is a luxury that few families in this area can afford. To accommodate this need, regular and free transportation is made available for after school as well as summer programming to ensure that the students who have the greatest economic barriers have an opportunity to participate and benefit from the programming without creating hardships for their families” (Central Decatur CSD).

“Cultural awareness is critical to the task of becoming a 21st Century global citizen. The Centers are intentional in including programming that advances students’ cultural competencies and have elected to use a fine arts pathway to promote cultural consciousness; additionally, there are annual field trips that are designed to provide

students with and Arts and Music cultural experience. The districts also utilize their art teachers to develop activities to explore their own cultural and artistic identity” (Central Decatur CSD).

“Because all schools in the District have “early out” Wednesdays, extra Student Adventures program hours has allowed the District to provide students with a ‘field trip’ within the community every Wednesday. These enrichment activities can be educational, recreational, or community-service-based. The Student Adventures Program Director shares that engaging students in the services and activities available to them through their own community helps bond students to the community by allowing them to interact with a wide variety of caring adult role models. Student Adventures received an Iowa DE commendation for this practice” (Clinton CSD).

“At Kirn Middle School, students were interested in having monthly challenges to impact their community. The club was called Kirn Cares and provided service-learning opportunities to students at various local organizations. For example, during the month of October there was a clothing drive held and organized by the club to gather contributions from students and staff to give clothing items to a local shelter in the area. These students tracked the number of items collected from each home room and coordinated the drop off and pick up of donations to the facility. Another part of this program was to visit a local rehabilitation center and nursing home for people recovering from surgery or in assisted living. The students would do a different activity each week, which ranged from playing board games in groups, creating tie blankets, performing karaoke with residents, or make ice cream together in Ziploc bags. This program was student-led and service-oriented to engage students in a positive experience and to encourage them to look at areas of their community to determine ways they would be able to impact other groups of people in a positive way. They were able to identify problems and create solutions through discussions of varying ideas and thoughts, and then determine the best way to address issues or logistically tackle challenges. The other main aspect of this club program was to bridge across generations to have students encounter and interact with people from generations much different than their own. They were hesitant at first, but befriended them throughout the process” (Council Bluffs CSD).

“A Kindness club met once a week, with the goal of spreading kindness and love throughout the community. Small activities took place inside the school, such as making crafts to share with teachers and staff. The most fulfilling activity was making thank you cards for the local sheriff’s department. The cards were made and then presented to the sheriff’s deputy who took the time from his day to visit the after-school students. He spoke to them about his job, what K-9 officers do, as well as explaining the importance of police within the community” (Hamburg CSD).

“Community partnerships and access to resources is a benefit for the TCLC students. Staff works to inform the community about the TCLC program and find opportunities to share information. Many community partners have provided kiddos in program with STEM activities, health and wellness activities, and substance abuse prevention” (Helping Services).

“OST includes various organizations helping to provide programming for youth. Girls Scouts of America added STEM activities for girls in K-5th grade. We also hosted a Lego Event on the Oakridge Campus. Over 150 parents, guardians, grandparents, and other Girl Scout troupes within a 50 mile radius attended. This provided a unique event for the Oakridge Community. Students were proud of what they put together and welcomed the opportunity to explain their LEGO projects to a larger community. Oakridge 21st CCLC students hosted as well as presented at this major event. OST continues to use the Art Center, the Science Center, the Grubb YMCA, Iowa State Extension 4-H, Mercy Nursing, Central College, and area churches to build our program and provide a wealth of opportunities. We have 47 active partnerships. We have added two partnerships focusing on engineering and 4-H. In collaboration with Links Inc, Iowa State University engineering department students are focused on exposing our students to many different professions that also mirror their cultural background” (Oakridge Neighborhood Services).

“Creating connections to our community that will develop students’ skills that lead to academic and personal success. Off-site enrichment activities remove some of the social and economic barriers that can open student’s eyes to a better future, provide a sense of hope, and create a connection to a community who believes in their greatness. St. Mark partners with more than 50 community providers to offer these opportunities for students that aligns with their social emotional learning. Additionally, St. Mark collaborates with schools at least monthly to share techniques and progress, and offers quarterly family engagement events that support and enhance social-emotional learning during the school day and at home” (St. Mark Youth Enrichment).

“All youth participated in or had the opportunity to participate in service-learning activities and programs including Boy Scouts and Girl Scouts, Student Council, Strong Stories: Strong Girls, and Hoover Harmony. Service learning is a vital component to the overall development of a child and aligns with both 21CCLC goals (“Serving the Whole Child”) as well as building employment skills and strong citizenship skills. All youth who participated in these activities reported high level of satisfaction rates for enjoyment and high daily attendance shows active participation from youth” (YouthPort).

Objectives

“Program staff monitor each student’s math progress to ensure weekly goal percentages are met. Students who have not met their goals are given additional math time to increase their percentages. It is important for students to receive timely feedback on their performance to allow them time to make corrections and eliminate the possibility that they will be employing practices that are not helpful or incorrect. Not having to wait for a unit test or larger high-stakes tests allows corrections to be made in a timely fashion as needed. Teacher feedback indicates this practice has been helpful especially to students in the target population” (Bettendorf CSD).

“Through youth mentors Steamer Academy offers activities that allow for social skills practice such as taking turns, cooperation, using our words, book and literacy activities that discuss emotions/feelings or treating others with fairness and compassion” (Bettendorf CSD).

“Some of the activities that students were able to participate in were Social Skill of the Week which included the counseling theme from the school day. Youth Mentors met with small groups of students and had circle time. On Monday, the social skill of the week was introduced and students participated in various activities throughout the rest of the week to practice the skill. One of the main strategies was weekly goal setting. Students set a social skill goal for the week and then practiced that goal. At the end of the week the students would share out in their small group how they felt they did in meeting their goal. Youth Mentors encouraged their small group of students throughout the week by reminding them of their goal and providing positive feedback” (Bettendorf CSD).

“Project Based Learning is central to the best practices within LEAP. Project Based Learning is a teaching method in which students gain knowledge and skills by being immersed in a topic or skill in which they have the opportunity to investigate, interact and collaborate with others, and learn in an authentic and hands-on environment. Each of the LEAP partners provided Project Based Learning within their sessions by offering a learning journey, per se, in which children were able to wonder, discover, investigate, collaborate, and come to a decision regarding their new learning” (Dubuque CSD).

“The Saturday morning field trips are of best practice element of the CCP programming. The CCP program provided many hands-on activities, including the maker-space cart, LEGO challenges, craft activities, STEM activities, art activities. Benefits include more retention of content material, a stimulating and motivational learning environment, development of critical thinking skills, real world experience and knowledge, and use of materials and knowledge in authentic environments. The Saturday program has shown an increase in attendance as detailed above. After-school programming correlates with a modest increase in reading and math achievement, and a more significant improvement in positive attitudes towards school and classroom behavior” (Fairfield CSD).

“The program schedules at least 25 minutes of physical activity time each day. This includes indoor/outdoor (basketball, tetherball, four square, kickball). Students are provided a healthy snack each day which meets USDA guidelines. Success is measured by making sure the kids have each of the required foods and that they participate in the daily activity. The time for physical activity is important after a long day at school and helps create friendships and bonding as well as promotes good attendance because the kids love it! It’s not a dreaded activity and they look forward to it every day. The end-of-the-year track meet which was implemented this year was a great success” (Hamburg CSD).

“Students participated in a creative writing group which promoted literacy as well as penmanship. At the beginning of the semester students struggled to come up with ideas about which to write, but by the end of the year the group was able to easily generate their own stories within minutes” (Hamburg CSD).

“STEM Activities: these activities are incorporated into the lesson plans at least once a day. Basic activities include card and dice games for math, Snap Circuits, and chain reaction STEM kits. Activities are hosted by partner agencies and also through the organized curriculum” (Helping Services).

BASP (Before and After School Programs) team in Cohort 9 reported that tutoring was great success this year. They partnered with school day staff to ensure that the content being presented to students was tailored to their needs. Students were able to experience several types of instruction in both Math and Reading including games, 95% phonics curriculum, read alouds, and kinetic learning. Each activity was tailored to address a gap in a specific student's skills. BASP team in Cohort 9 was able to utilize school day assessments and curriculum to truly create an extended school day experience" (Iowa City CSD).

"Positive behavior intervention support was a best practice for our program. Teachers in Cohort 11 rewarded kids for positive behavior by issuing raffle tickets for drawings, and seeking out positive behavior and offering compliments. BASP in Cohort 11 used Positive behavior intervention support because reports show there were reductions in major disciplinary infractions, which it did. It also led to a safer program, which in turn caused our attendance to increase due to no safety concerns" (Iowa City CSD).

"Study tables filled students' academic needs with activities designed to provide support for literacy and math while also coordinating with class assignments. Parent and teacher feedback has helped inform the effectiveness of study tables. This methodology was chosen because it directly speaks to the program's effectiveness. Standardized test scores, on the other hand, may be confounded with maturation or misalignment with actively taught skills in the program. Feedback on a parent survey supports the observation that students are benefitting from the extra support. One parent stated, 'I absolutely love the support our child gets at the morning study tables. I also love that the teachers know he goes every morning and can give him any extra help he needs during that time' " (Oelwein CSD).

"In a meeting with HALC staff, the Farm Club was highly praised for its impact on students' mental health and work ethic. Staff reported that students felt a sense of pride in caring for the farm. The HALC director also attributed some students reduced behavioral incidents to some of the Farm Club's resources. Students are allowed to visit the fish pond and the chicken coop as a coping tool to help them calm down when triggered, potentially lowering office referrals" (Oelwein CSD).

"Each year, BTB (Beyond the Bell) centers participate in a Service-Learning Challenge, which gives students the opportunity to plan and implement a wide range of projects and to collaborate with different community groups. BTB sites often report that their Service-Learning Challenges get the students engaged and excited about helping others. When students are excited about the activities they participate, they are also more likely to attend the program on a daily basis. Service Learning is not only a fun, hands-on experience for BTB students, it has also been associated with higher academic achievement. This best practice implemented by BTB programs not only engages students and develops leadership skills, it also has the potential to help students succeed academically" (Siouxland CSD).

"Implementing research-based strategies and evidence-based curriculum. St. Mark infuses positive social emotional learning at every level of our culture and environment while incorporating tools from curriculum like Conscious Discipline to develop skills in self-regulation and conflict resolution. Trained staff are equipped with knowledge and techniques to support the building of healthy relationships and empower students to develop new skills. Learning these skills gives our vulnerable students the foundation to focus and challenge themselves academically, setting them up for a lifetime of success" (St. Mark Youth Enrichment).

"All youth participated in programming designed to strengthen academic performance including: math and reading centers, snap circuits, chess club, Stem activities, tutoring/homework help, lunch and literacy, and guest speakers, Kurt Wagner visited our Taylor site and University of Iowa STEM outreach did programs at both schools. These programs have the benefits of being connected to STEM learning approaches as well as aligning with school day goals and outcomes in math and literacy. All youth who participated in these activities showed growth from fall to spring. High daily attendance shows active participation from all youth" (YouthPort).

"All youth participated in or had the opportunity to participate in programming designed to address the prevention of risky behaviors. Activities included Boy Scouts and Girl Scouts, Good News Club, and Expressive arts. When youth have strong caring individuals in their lives partnered with skills to resist high risk choices, they are empowered to make the best possible decisions. Direct results from participating in these activities can be seen in the number of reduced trips to the office for behavioral issues and by the high daily attendance rate which shows active participation from youth" (YouthPort).

Summary and Recommendations

Summary

For 2018-2019, the Iowa 21st CCLC program continued to meet and exceed the purpose of afterschool programs as stated by the U.S. Department of Education. *“This program supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools”* (U.S. Department of Education). For 2018-2019, the Iowa 21st CCLC State Evaluation examined 24 grantee organizations with a total of 93 centers. The 93 centers served 14,648 total students with 7,836 students funded with 21st CCLC federal funds (Grantees identified as being in Cohorts 9, 10, 11, 12 and 13). Iowa 21st CCLC centers provided programs for all grade levels. The Iowa 21st CCLC programs were supported by 765 partners, 648 of them providing services at no charge or with a discount.

To improve results, professional development is available for staff members on a variety of subjects and professional development is provided in different formats, including face to face and web-based. Staff members ensured there was academic support for all subject areas and academic interventions are varied in both types of intervention and methods of delivery. Staff members were qualified and 57% of staff members had a Bachelor’s or Master’s degree.

The 2018-2019 21st CCLC programs in Iowa had a total of 280 Local Objectives and 96% of them were met or made progress toward. Progress was not made on five objectives and seven objectives were reported as not measured.

Parents showed an appreciation for the program. Andrew CSD had a *Parent Lighthouse Team* that planned and coordinated four *Family Nights* and 156 total parents participated. At Audubon CSD, 95% of parents would recommend the program to other parents. At the Bettendorf CSD Mark Twain Center over 100 individuals attended each of five family events. At Burlington CSD, 74% of parents said they feel like they have a greater role in their child’s academics as a result of the 21st CCLC Program. At Clinton CSD, 91% of parents endorsed the statement that their child, “has improved academics.” **Council Bluffs CSD held 34 family events with over 700 total participants.** On a Des Moines CSD parent survey, 96% of parents’ surveys rated the program “good” or “excellent”. Oakridge Neighborhood Services held six parent meetings and events and from 98-200 parents attended them. Siouxland Human Investment Partnership reported that a total of 679 total parents attended family events for all cohorts. More than 350 attended Family Night events at Storm Lake CSD 21st CCLC. In response to a survey of Youthport parents, 100% of parents responding reported an increase in growth/knowledge in their literacy skills.

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



“Well, I think the biggest strength is the whole acceptance. Every staff-member I ever worked with; their whole thing is to treat the kids with dignity. Every single one is special and important, and that’s huge. That’s why I think you get the mix of kids that you get. Many times, afterschool became all of the kids that can’t afford to do this, or whatever.” (Allamakee CSD 21st CCLC Partner).



“I believe that the most important role that this program plays is in leveling the playing field for our low-SES kids. The program gives them experiences that they may not otherwise receive. I would encourage the continuation of these types of experiences in the future.” (Allamakee CSD Superintendent).



“What a phenomenal program for my child to be able to attend while I am still at work. They make sure he is still engaged academically at forensic science but also having fun and staying active with his friends at

kickball and visiting parks through Jackson County. Thank you, Andrew School, for having such a wonderful program for my family!" (Andrew CSD 21st CCLC Partner).



"The SSA has been an incredible program for both of my kids! Their wrap around card for working parents like us has been a huge weight off our shoulders and we feel grateful they aren't just being babysat but are working on their education as well!" (Bettendorf CSD 21st CCLC Parent).



"It's always been a privilege to partner with the Rock-It Academy program at Neil Armstrong Elementary. Our desire is to help in any way we can to provide resources that will enhance the learning and provide volunteers who can bring those learning experiences to life" (Bettendorf CSD 21st CCLC Partner).



"This is such a great program, I'm very glad my kids can come here during the summer and be with caring individuals" (Boys and Girls Club of the Cedar Valley 21st CCLC Parent).



"My child actually wants to attend the Pieces program which surprised me. I would have thought after a few months she would get burned out. She come home and tells us all about her day and her favorite is sharing what she did during the Pieces program" (Burlington CSD 21st CCLC Parent).



"This is an amazing program and we are so happy and appreciate that it is offered to the families that need it. Thank you very much!!!" (Cedar Rapids CSD 21st CCLC Parent).



"I believe that chess has allowed me to further develop my strategy skills and deep thinking which then translates into my academic world and life in general" (Council Bluffs CSD 21st CCLC Student).



"Having students active in before and after school. This allows them to have a safe and positive place to go in order to stay out of trouble! These clubs mean the world to the kids." (Council Bluffs CSD Teacher).



"It is critical to provide quality afterschool programming to students in high need buildings. Stepping stones provides high quality experiences to students who might otherwise have limited experiences and no care afterschool." (Davenport CSD 21st CCLC Teacher).



"Having the option to sign my child up to attend 21st Century programming at Willard has not only been beneficial to my son academically but socially as well. He never wanted to go to school because he said he did not have any friends to play with. He now has several new friends and is excited to get up for school in the morning! I also have been able to pick up extra hours at work to help with some unexpected financial expenses." (Des Moines CSD 21st CCLC Parent).



"The Woodworking Club has been so successful that we have had kids try to sneak in. Unfortunately, there is not enough room or supervision for all that want to attend. Just like Sports Club, this is a chance for students to shine and show off their creativity. They have learned the patience needed to sand and properly prepare their work. They have learned the importance of math when building and have learned social skills needed when asking a peer for assistance. I have been amazed at how well the girls have done and how many

boys ask them for assistance on the details. This has become a lot more of a social club than independent project club, that I thought it would be. I am pleasantly surprised” (Des Moines CSD 21st CCLC Teacher).



“The program encourages students to go on more outings in the community and provides new experiences that can only benefit the community as a whole.” (Fairfield CSD 21st CCLC Advisory Board Member).



“The after-school program at Pence is an amazing place because it gives my child an opportunity to finish homework if she has any, participate in fun and engaging programming, and interact with her peers.” (Fairfield CSD 21st CCLC Parent).



“The staff and director at LOC [Cohort 12, Lucas] are caring, positive, and supportive. They truly know each child and make efforts to meet their individual needs. We have had great experiences at LOC.” (Iowa City CSD 21st CCLC Parent).



“My experience with the Oakridge BE REAL After School Program has been great! I first started with the Program when I was in the second grade. My mom was always working and she needed somewhere for me to go after school so this was perfect. We did a lot of fun things like play games, had competitions and go on field trips and academic stuff. Now that I am in 8th grade, I still attend the Oakridge Program. I started to volunteer with the K-2 grade kids this year. We do a lot of cool arts projects with the students and Science Technology Engineering Art Math (STEAM) experiments. The Oakridge Program did a lot of things for me. It gave me a place to come and have fun when my mom was at work. I would recommend this program for anyone looking for a place for their kids. Thank You!” (Oakridge Neighborhood Services 21st CCLC Student).



“I absolutely love the support our child gets at the morning study tables. I also love that the teachers know he goes every morning and can give him any extra help he needs during that time.” (Oelwein CSD 21st CCLC Parent).



“The clubs that we are given the choice to do and the help with our homework that the beyond the bell teachers help us understand it.” (Siouxland Human Investment Partnership 21st CCLC Student).



“It is very clear that St. Marks cares about the well-being of the kids they serve. They are kind and considerate and do everything they can to help kids move forward whether that is academically, socially, etc.” (St. Mark Youth Enrichment School Partner).



“I love the balance of having fun and learning. As a single mother I don’t know how I would survive without St Marks. I love that you teach the kids to be respectful to others and especially to themselves.” (St. Mark Youth Enrichment 21st CCLC Parent).



“I now have a boy that is excited about going to school because he does not want to miss any time in the Tornado Learning program. He has stated over and over how much he wishes he could have TLC during the winter breaks too!” (Storm Lake 21st CCLC Parent).



“This program does a very nice job providing children with a variety of activities and experiences to help them develop both academically as well as socially and emotionally.” (Youthport 21st CCLC Partner).

Recommendations

For 2018-2019, the Iowa 21st CCLC Programs have continued to serve the needs of students. To help with future improvement, the following recommendations are provided as part of this evaluation.

1. Under the direction of the Iowa Department of Education, State Evaluators sent reminder e-mails to all Grantees on providing data to the Federal Annual Performance Report (APR) data system. It is recommended that this practice continue.
2. The Iowa Department of Education continued to provide support for grantees and local evaluators in completing the local evaluation. Support included training, written guidelines and video training in completing the Local Evaluation document. It is recommended that Local Grantees require local evaluators to attend all evaluator training offerings in order to prevent errors.
3. Elements in the Local Evaluations that continue to be problematic for some grantees included the Partnership section, the GPRA Measures section and the Local Evaluation Section. For example, grantees should read the local evaluation and check all data before submitting. It is recommended that special attention be given to these areas in the above-mentioned training.
4. As part of the Iowa Department of Education’s efforts to assist with local evaluations, the state evaluators have been instructed to provide help as requested. The availability of this assistance should be stressed during local evaluator training sessions.
5. The local evaluation form should continue to be reviewed annually and revised as needed to clarify any areas where local evaluators had questions on providing information. This process should include input from the Evaluation Committee, the Iowa DOE and the state evaluators.
6. Site visits help 21st CCLC Grantees improve and meet ESSA requirements. Compliance site visits from the Iowa DOE and site visits from the Iowa Afterschool Alliance providing technical assistance and support in starting up programming should continue.
7. The annual survey for grantees duplicates some information required in the local evaluation form as well as information not currently being utilized. It is recommended that the survey continue to be reviewed each year and edited for length and content.
8. The Iowa Department of Education should continue to investigate a state-wide database to gather information for Local Evaluations as well as the State Evaluation of the Iowa 21st CCLC Programs.

Grantees

The state of Iowa awarded grants to 24 grantee organizations operating 103 sites in 2018-2019 for a total of \$7,498,068. The grants provided 103 sites for 21st CCLC Centers, serving 7,836 children with federal funds. This state evaluation for 2018-2019 examined 24 grantee organizations with 103 centers (Grantees identified as being in Cohorts 9, 10, 11, 12 and 13). 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	12	Waukon Middle School (Allamakee CSD) and Cora B. Darling Elementary School (Postville CSD)
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
	12	Cunningham and Sacred Heart Elementary Schools
	13	Highland Elementary School
Burlington CSD	9	Aldo Leopold and Edward Stone Middle Schools and North Hill Elementary School
	12	Black Hawk, Grimes and Sunnyside Elementary Schools
Cedar Rapids CSD	11	Grant Wood, Johnson and Kenwood Elementary Schools (Summer Only Program)
Central Decatur CSD	12	Central Decatur CSD (North and South Elementary Schools). Mormon Trail CSD (Mormon Trail Elementary School) and Lamoni CSD (Lamoni Elementary School)
Clinton CSD	11	Whittier Elementary and Clinton Middle Schools
	13	Bluff, Jefferson and Eagle Heights Elementary Schools (Grades 2-4)
Council Bluffs CSD	9	Wilson and Kirn Middle Schools
	10	Franklin, Longfellow and Rue Elementary Schools
	11	Abraham Lincoln and Thomas Jefferson High Schools
	12	Carter Lake and Roosevelt Elementary Schools
	13	Bloomer and Edison Elementary Schools
Davenport CSD	12	Hayes Elementary School
Des Moines Independent CSD	9	Callanan, Goodrell, Hiatt, Hoyt, McCombs, and Meredith Middle Schools
	10	Stowe Elementary School
	11	Cattell, Howe, Lovejoy, and Oak Park Elementary Schools
	12	Capitol View, King and Monroe Elementary Schools
	13	Garton, Hillis, River Woods, and Willard Elementary Schools

Dubuque CSD	13	George Washington and Thomas Jefferson Middle School
Fairfield CSD	13	Pence Elementary School
Hamburg CSD	11	Marnie Simons Elementary School
Helping Services for Northeast Iowa	10	North Fayette and West Union Elementary Schools
Iowa City CSD	9	Robert Lucas Elementary School
	10	Kirkwood Elementary School
	11	Archibald Alexander Elementary School
	12	Hills Elementary School
	13	Mark Twain Elementary School
Oakridge Neighborhood Services	10	Oakridge Neighborhood Services
Oelwein CSD	11	Oelwein High School
St. Mark Youth Enrichment	9	Audubon, Marshall and Lincoln Elementary Schools
	10	St. Mark Youth Enrichment and Dyersville Elementary School (Summer Only Program)
	13	Dyersville Elementary School
Siouxland Human Investment Partnership	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
	13	Storm Lake Elementary School
Waterloo CSD	13	Irving, Lowell and Becker Elementary Schools
YouthPort	11	Taylor and Hoover Elementary Schools

Below is a synopsis of each Iowa 21st CCLC program in cohorts 9, 10, 11, 12 and 13. 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), an attendance data summary, and summary data on partnerships and local objectives. 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 grantee's 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:

GPRA Measures

- ★ 14% of students at all levels identified as needing improvement in mathematics improved (GPRA Measure 3).
- ★ 7% of students at all levels identified as needing improvement in English improved (GPRA Measure 6). Note: 80% of regular attendees were identified as not needing improvement.
- ★ 15% of secondary students identified as non-proficient in mathematics attained proficiency (GPRA Measure 8).
- ★ **85% of students at all levels improved in homework completion and class participation (GPRA Measure 11).**
- ★ **72% of students at all levels improved in student behavior (GPRA Measure 14).**

Attendance

- ★ The 21st CCLC Program served 285 students.
- ★ 131 students (46%) were regular attendees.
- ★ **141 students (49%) were identified as FRPL.**

Partnerships and Local Objectives

- ★ The 21st CCLC Program had 46 partners supporting the 21st CCLC Program that provided \$12,906 in in-kind value.
- ★ The 21st CCLC Program had seven local objectives and met all seven of them.

Overview and Attendance.

Allamakee CSD had one 21st CCLC Program (titled Community Connections) in Cohort 12. Cohort 12 had two centers, one at Waukon Middle School in Allamakee CSD and one at Cora B. Darling Elementary in Postville CSD. The Cora B. Darling Elementary Center was only active in the summer of 2018.

Allamakee followed a needs assessment process to develop the 21st CCLC Program. The needs assessment included stakeholder meetings held during the grant writing process as well as group interviews with youth, parents, teachers and partners. The 21st CCLC Program exceeded the required 60 hours of contact time, meeting five days per week during the school year for three hours after school. The summer program met for five days a week for four hours per day for 30 days total. The activities list included 58 activities at Waukon Middle school that included clubs, field trips and family events. The local evaluation stated, "*CC focuses on tutoring, homework assistance based on student need, math, reading, enrichment clubs, and hands-on experiences. Certified teachers, Luther College students, and Senior High mentors utilizing evidence-based curriculum from the school day provide these services.*"

Community Connections 21st CCLC served 285 students and 46% or 131 of these students were regular attendees. For 2018-2019, 49% of the total students served were identified as FRPL. The summer program had 87 students attending. Allamakee had 46 total partners supporting the program. Parents were active in the program. Parents served on advisory committees and four parent events were held.

Allamakee CSD 21st CCLC Program Summary Chart (2018-2019)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Allamakee CSD	12		Waukon Middle School (Allamakee CSD) and Cora B. Darling Elementary School (Postville CSD)*	285	131
TOTALS		46		285	131

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

*Cora B. Darling Elementary School is a Summer only Program and Attendee data is not included in this table.

Partnerships.

Allamakee CSD had 46 partners for the 2018-2019 school year. Partners provided a variety of services to the 21st CCLC program. Allamakee CSD estimated that the in-kind value provided by the partners totaled \$12,906.

Highlights of donations include: students, parents, teachers, businesses, and other community members giving time for interviews which help in the evaluation process; high school students volunteering with homework help and clubs; AEA staff doing PD, helping with robotics and other technology programs; Conservation doing multiple programming topics and summer programming time; NE Iowa Food and Fitness doing Gardening Clubs; Parents donating food for family nights; NE Iowa Community College collaborated with STEAM Camp during the summer; and CPPC doing a family carnival (Allamakee Local Evaluation).



Parent Involvement.

Allamakee CSD reported that 49 parents participated in meetings and events for the 21st CCLC Program. Advisory committees of parents and students met five times during the year. Parent communication is done using a variety of contacts.

Activities that the kids are involved in or family nights are the best way to interact with parents. Emails and phone calls are also used more than this age. Surveys and interviews help us to know more about activities that they are interested in having in the program. Putting information out on social media including the web page, newspapers, and having fliers and bulletin boards on activities and events (Local Evaluation)



Objectives.

GPRA Measures

Allamakee CSD used *Easy CBM (Curriculum-Based Measurement)* to assess student proficiency improvements in mathematics (GPRA Measures 1-3) and GPRA Measure 8, Improvement in Proficiency in mathematics). To assess improvement in English (GPRA Measures 4-6), *FAST (Formative Assessment System for Teachers)* and *aReading* were used. The *Iowa Assessments* were not used due to a change in the tests used for 2018-2019.

The GPRA summary table below indicates percentage improvement for each measure Allamakee CSD submitted in the local evaluation. The data includes the Cohort 12 Center at Waukon Middle School. Cora B. Darling Elementary/Middle School was a summer only program and was not included in the GPRA Measures.

Allamakee CSD 21st CCLC GPRA Measures Summary for 2018-2019

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.	14%
3. The percentage of all 21 st Century regular program participants whose mathematics grades improved from fall to spring.	14%
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.	7%
6. The percentage of all 21 st Century regular program participants whose English grades improved from fall to spring.	7%
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.	na
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.	15%
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.	85%
11. The percentage of all 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	85%
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.	72%
14. The percentage of all 21 st Century participants with teacher-reported improvements in student behavior.	72%

The numbers of students needing improvement for both English, reading and mathematics was low when compared to the total regular attendees. The local evaluation reported that this was due to most students not needing improvement. Teachers at the secondary level reported that 85% of students improved in homework completion and class participation and 72% of students improved their behavior.

Local Objectives

Allamakee CSD had seven objectives for Cohort 12 and all seven of them were met. The methodology for measuring the local objectives as well as the justification for rating the objectives was included. For Cohort 12, three objectives dealt with student achievement, two objectives dealt with parental engagement and two objectives dealt with student behavior. The objectives and their ratings are listed below.

Cohort 12 Objectives

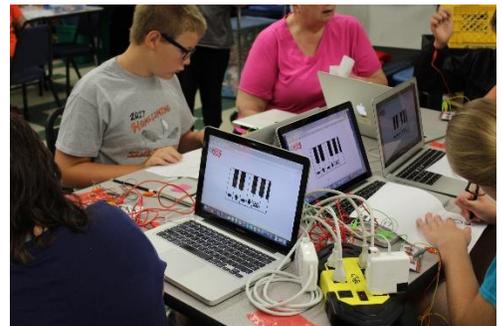
- At least 50% of students attending 30 or more times will be proficient in reading (English Language Arts) as measured by the Iowa Statewide Assessment of Student Progress (ISASP) in 2018-19. *Met the Stated Objective.*
- At least 50% of students attending 30 or more times will be proficient in mathematics as measured by the Iowa Statewide Assessment of Student Progress (ISASP) in 2018-19. *Met the Stated Objective.*
- At least 50% of students assessed through FAST and attending 30 or more times will reach benchmarks. *Met the Stated Objective.*
- 90% of participants attending 30 or more times will agree that they like and look forward to the program as measured by student surveys or individual or group interviews. *Met the Stated Objective.*
- 75% of the parents of students attending 30 or more times will agree they are willing to donate time, supplies, financial support, or attend school day or extracurricular events. *Met the Stated Objective.*
- 90% of participating families will be satisfied with the program as measured by parent survey or individual or group interviews. *Met the Stated Objective.*
- 90% of students attending 30 times or more will be satisfied with their improvement on a personal health goal as measured by student survey or individual or group interviews. *Met the Stated Objective.*

Sustainability.

Allamakee CSD has a sustainability plan based on partnerships and funding from the district itself. Memorandums of understanding and a list of funding partners was included in the local evaluation together with the partners' contributions. For example, the Allamakee County Foundation for Afterschool Programming is a permanent funding source.

Allamakee CSD Summary.

Allamakee Community School District reported success for the 2018-2019 21st CCLC Program. Called Community Connections, the program served 285 students with a regular attendance of 131 (46%). Community Connections partnered with 46 organizations who participate in a variety of ways. Parents volunteered and attended parental events. Improvement was reported on all GPRA Measures. Of the seven total local objectives, all seven were reported as met. Methodology and ratings justification were included in the local evaluation. Local evaluators recommended changes including continuing STEM clubs and adding information to the monthly reports regarding improvement. Allamakee CSD has a sustainability plan based on support from partners, especially funding from the Allamakee County Foundation for Afterschool Programming. Recommendations for objectives included addressing changes in the assessment tool (ISASP) and returning objectives to ones based on year-over-year gain scores and proficiency levels.



"I believe that the most important role that this program plays is in leveling the playing field for our low-SES kids. The program gives them experiences that they may not otherwise receive. I would encourage the continuation of these types of experiences in the future." (Allamakee Superintendent).



"The afterschool program is a tremendous asset to Waukon Middle School. Because of this program, we can offer our students a safe place to get homework done, provide interventions for students struggling with a certain topic, and provide enrichment activities for those students who love learning. The staff, students, parents are so thankful for the opportunity to have this program and hope that this valuable asset continues to be a piece of our educational day for many years to come." (Allamakee Principal).



"Well, I think the biggest strength is the whole acceptance. Every staff-member I ever worked with, their whole thing is to treat the kids with dignity. Every single one is special and important, and that's huge. That's why I think you get the mix of kids that you get." (Allamakee Partner).

Andrew CSD

Andrew CSD 21st CCLC Notable Facts:

GPRA Measures

- ★ 92% of students at all levels identified as needing improvement in mathematics improved (GPRA Measure 3).
- ★ 93% of elementary students identified as needing improvement in English improved (GPRA Measure 6).
- ★ 33% of elementary students identified as non-proficient in reading attained proficiency (GPRA Measure 7).
- ★ 33% of secondary students identified as non-proficient in mathematics attained proficiency (GPRA Measure 8).
- ★ 100% of students at all levels improved in homework completion and class participation (GPRA Measure 11).
- ★ 100% of students at all levels improved in student behavior (GPRA Measure 14).

Attendance

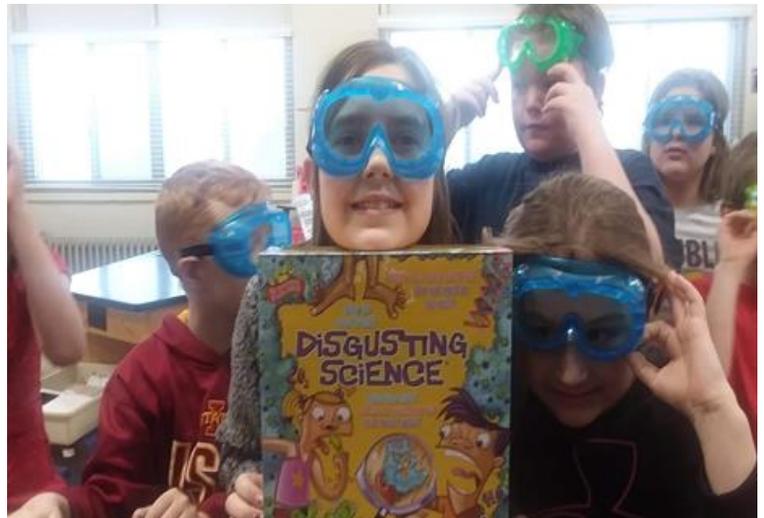
- ★ The 21st CCLC Program served 101 students.
- ★ 65 students (64%) were regular attendees.
- ★ 46 students (46%) were identified as FRPL.

Partnerships and Local Objectives

- ★ The 21st CCLC Program had 32 partners supporting the 21st CCLC Program that provided \$9,530 in in-kind value.
- ★ The 21st CCLC Program had five local objectives and met all five of them.

Overview and Attendance.

For the 2018-2019 school year, Andrew CSD had one center in Cohort 10 titled the Andrew Community School District Leaders Education After School Program (ALEAP). This is the fourth year of ALEAP and 101 students were served by the 21st CCLC Program. The program had 75% of the total school enrollment participating in the 21st CCLC Program. For 2018-2019, 46% of the total students served were identified as FRPL. All K-8 students who applied were accepted in the program. The summer program had 50 students attending. ALEAP increased the number of partners from 14 in 2017-2018 to 32 partners for 2018-2019. ALEAP is supported by the Parent Teacher Organization (PTO) and held four parent events. Attendance at the four events totaled 156 parents.



Andrew CSD 21st CCLC Program Summary Chart (2018-2019)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Andrew CSD	10	32	Andrew CSD	101	65
TOTALS		32		101	65

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

Partnerships.

Andrew CSD had 32 partners that contributed an estimated \$9,530 in in-kind value. ALEAP increased the number of partners from 14 in 2017-2018 to 32 in 2018-2019.

The Parent Lighthouse group is a networking group within the community to recruit and identify new partners and activities. The program's partners are essential to ALEAP's success. The partners help raise funds to support the valuable learning activities, provide the programming and activities to expand student learning opportunities, donate food and/or goods to keep program costs down, and volunteer so that the program may provide more adult mentoring interaction and/or activity supervision to expand access to more interesting activities. The partners also provide community involvement feature so that students see first-hand the civic contribution opportunities of their parents and neighbors (Local Evaluation).

Parent Involvement.

The ALEAP Program works closely with the PTO. For example, the PTO organizes fund raising events to support the 21st CCLC Program. Four parent meetings were held and a total of 156 parents attended these events. Parent communication is done using Facebook, district website, Twitter, text messages, email, and flyers home to parents.



Objectives.

GPRA Measures

Andrew CSD used *FAST Reading and FAST Mathematics* to assess student performance for GPRA measures. The GPRA summary table below indicates percentage improvement for each measure.

Andrew CSD 21st CCLC GPRA Measures Summary for 2018-2019

Program GPRA Measures	Percentage Improvement
1. The percentage of elementary 21 st Century regular program participants whose mathematics grades improved from fall to spring.	100%
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.	92%
4. The percentage of elementary 21 st Century regular program participants whose English grades improved from fall to spring.	91%
5. The percentage of middle/high school 21 st Century regular program participants whose English grades improved from fall to spring.	100%
6. The percentage of all 21 st Century regular program participants whose English grades improved from fall to spring.	93%
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.	33%
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.	100%
11. The percentage of all 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	100%
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.	100%
14. The percentage of all 21 st Century participants with teacher-reported improvements in student behavior.	100%

The local evaluation reported, “*The program had a HIGH impact on improving student academic performance and student classroom academic habits that promote increased student learning.*”

For the elementary students in the program who were identified as needing improvement, 100% improved in mathematics and 91% improved in English. For reading 33% of elementary students moved from not proficient to proficient. For the secondary students in the program who were identified as needing improvement, 50% improved in mathematics and 100% improved in English. For mathematics 33% of secondary students moved from not proficient to proficient. Teachers reported that 100% of students improved in homework completion and class participation and 100% of students improved their behavior.

Local Objectives

Andrew CSD had five local objectives for the 21st CCLC Program for the 2018-2019 school year. 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.

- Ongoing professional development will build capacity in school staff to lead ongoing efforts beyond the term of the grant.
- Community partners to provide in-kind services with outside sources funding ongoing resources.
- Parent Lighthouse will continue its annual donation to the school district with part of the funding tagged for the ALEAP.
- Creation of the Andrew Schools Education Foundation to receive corporate gifts to support the ALEAP.

- 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).

Andrew CSD Summary.

Andrew Community School District had continued success for the fourth year of its 21st CCLC Program. Called ALEAP (Andrew Community School District Leaders Education After School Program), the program served 75% of the school population. The number served was 101 students with a regular attendance of 65. In addition, 50 students attended the 21st CCLC summer session. ALEAP had the support of 32 partners who provided \$9,530 in in-kind value. ALEAP held four family events and 156 parents attended in total. Improvement was reported 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 each objective for future years. Andrew CSD has a formal sustainability plan that includes continuing the program when 21st CCLC grant funds are expended. No major changes are planned for the fifth year of the 21st CCLC Program.



“What a phenomenal program for my child to be able to attend while I am still at work. They make sure he is still engaged academically at forensic science but also having fun and staying active with his friends at kickball and visiting parks through Jackson County. Thank you Andrew School for having such a wonderful program for my family!” (21st CCLC Parent).



“We have enjoyed working together and with the students. It has been a great first quarter of ALEAP. We can’t wait for second quarter to start!” (21st CCLC Students).



“Working with the Andrew School after school program has been a great opportunity for our organization.” (21st CCLC Partner).

Audubon CSD

Audubon CSD 21st CCLC Notable Facts:

GPRA Measures

- ★ 67% of elementary students identified as needing improvement in mathematics improved (GPRA Measure 1).
- ★ 78% of elementary students identified as needing improvement in English improved (GPRA Measure 4).
- ★ 0% of elementary students identified as non-proficient in reading attained proficiency (GPRA Measure 7).
- ★ 90% of elementary students improved in homework completion and class participation (GPRA Measure 9).
- ★ 80% of elementary students improved in student behavior (GPRA Measure 12).

Attendance

- ★ The 21st CCLC Program served 59 students.
- ★ 50 students (85%) were regular attendees.
- ★ 37 students (63%) were identified as FRPL.

Partnerships and Local Objectives

- ★ The 21st CCLC Program had 26 partners supporting the 21st CCLC Program that provided \$5,918 in in-kind value.
- ★ The 21st CCLC Program had one local objective and met the objective.

Overview and Attendance.

In 2018-2019, Audubon CSD had one center. The Launch Kids Club was held at Audubon Elementary throughout the summer and after school during the school year. The 21st CCLC Program served 59 total students during the school year with 50 (85%) regular attendees and 37 (63%) students identified as FRPL. The summer program served 87 total students. Audubon CSD had 26 partners for the 21st CCLC Program who provided \$5,918 in in-kind services. The local evaluation reported that four parent meetings were held during the school year. The local evaluation did not provide attendance numbers for the activities.



Audubon CSD 21st CCLC Program Summary Chart (2018-2019)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Audubon CSD	11	26	Audubon Elementary School	59	50
TOTALS		26		59	50

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

Partnerships.

The 26 partners for the Audubon CSD 21st CCLC Program provided a variety of services to the 21st CCLC 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 \$5,918.

Parent Involvement.

Audubon CSD held four parent meetings for the 21st CCLC Program. An informational meeting was held in September of 2018 to introduce the program and the upcoming opportunities offered by the Program. In October, 2018 a presentation about the 21st CCLC Program was given to all stakeholders, including parents, community members and the school board. Two additional Family Nights were held during the year; a cook out and a cookie decorating event. The program director utilized social media on an on-going basis to keep parents informed of schedules, activities and provide pictures. Specifically noted, the director posted weekly schedules with a time break down of daily activities and pick up locations if they visited community partners. These posts also included notes for parents of materials or needed items. Parents were encouraged to call, email or text with questions of concerns.



Objectives.

GPRA Measures

Audubon CSD used classroom grades, Iowa Assessments and a teacher survey to assess student performance for GPRA measures. The GPRA summary table below indicates percentage improvement for each measure. The Audubon CSD 21st CCLC Program is solely an elementary program so only GPRA Measures for elementary students were provided in the Local Evaluation.

Audubon CSD 21st CCLC GPRA Measures Summary for 2018-2019

Program GPRA Measures	Percentage Improvement
3. The percentage of elementary 21 st Century regular program participants whose mathematics grades improved from fall to spring.	66%
6. The percentage of elementary 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.	0%
11. The percentage of elementary 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	90%
14. The percentage of elementary 21 st Century participants with teacher-reported improvements in student behavior.	80%

For the elementary students in the program who were identified as needing improvement, 66% improved in mathematics and 78% improved in English. For reading two students were identified as not proficient and none of the students improved to proficient. Teachers reported that 90% of students improved in homework completion and class participation and 80% of students improved their behavior.

Local Objectives

Audubon CSD one local objective for the 21st CCLC Program for the 2018-2019 School Year and met the objective. The methodology for measuring the local objectives was sound but the justification for rating the objectives was not clear. The objective addressed student achievement. The objective and its rating are listed below.

- 80% of Students K-6 meeting benchmark on the FAST. *Met the stated objective.*

Sustainability.

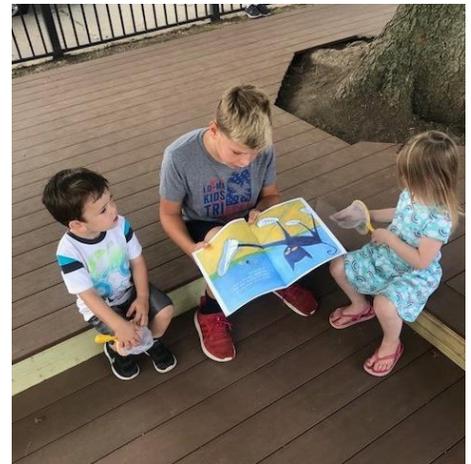
Audubon CSD has continued the development of a sustainability plan.

Audubon CSD plans to sustain the current program through current grant money and strong community support through local and county partners. The majority of activity funding is provided by local partners but currently staff salary is paid for through the grant. A feasibility study may need to be done to determine if the program is sustainable without the use of grant funds. (Local Evaluation)

Partner contributions are also a part of the sustainability plan and their total contributions for in-kind services were estimated at \$5,918 from 26 partners.

Audubon CSD Summary.

Audubon Community School District continued the 21st CCLC Program in 2018-2019. Called Launch Kids Club, the program served 59 students with a regular attendance of 50 (80%). For the summer session, 87 students attended the. Audubon had 26 partners and all of them provided presentations and program activities. Parents attended four events but the Local Evaluation did not provide attendance numbers for these events. Improvement on some GPRA measures was reported for the elementary students attending the program. For teacher-reported improvement homework and class participation the Local Evaluation reported that 90% if the students improved and for teacher-reported improvement in student behavior 80% improved. Audubon CSD had one local objective and met the objective. A sustainability plan is being developed. Recommendations for objectives or future changes to the program were included in the local evaluation.



"I think everything is going well.... My kids really enjoy going and are looking forward to summer Launch"! (Audubon CSD Parent).



"Many of the entities charge nothing to come present to our group. Our swimming pool gives us a discounted rate as does our Rec Center (ARC). Many local partners are willing to help out. It is a great community" (Audubon CSD Local Evaluation).

Bettendorf CSD

Bettendorf CSD 21st CCLC Notable Facts:

GPRA Measures

- ★ 60% of elementary students identified as needing improvement in mathematics improved (GPRA Measure 3).
- ★ 58% of elementary students identified as needing improvement in English improved (GPRA Measure 6).
- ★ 35% of elementary students identified as non-proficient in reading attained proficiency (GPRA Measure 7).
- ★ 83% of elementary students improved in homework completion and class participation (GPRA Measure 11).
- ★ 72% of elementary students improved in student behavior (GPRA Measure 14).

Attendance

- ★ The 21st CCLC Program served 188 students.
- ★ 177 students (94%) were regular attendees.
- ★ 132 students (70%) were identified as FRPL.

Partnerships and Local Objectives

- ★ The 21st CCLC Program had 35 partners supporting the 21st CCLC Program that provided \$200,313 in in-kind value.
- ★ The 21st CCLC Program had 19 local objectives and met all 19 of them.

Overview and Attendance.

For the 2018-2019 school year, Bettendorf CSD had two centers: Neil Armstrong Elementary School (Cohort 9), called the Rock-It Academy; and Mark Twain Elementary (Cohort 11), called the Steamer Success Academy. Both centers had summer school programs.

Bettendorf CSD served 188 students in the two 21st CCLC Centers and 132 (70%) students were identified as FRPL. The summer program had 128 students attending. Bettendorf was supported by 35 partners who provided over \$200,000 of in-kind services. Parents are active in the program and attended events in greater numbers than previous years.



Bettendorf CSD 21st CCLC Program Summary Chart (2018-2019)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Bettendorf CSD	9	19	Neil Armstrong Elementary School	106	95
Bettendorf CSD	11	22	Mark Twain Elementary School	82	82
TOTALS		35*		188	177

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. Some examples and highlights of partnerships included (from the Local Evaluation):

Neil Armstrong Elementary School Rock-It Academy

- *Big Brothers/Big Sisters (BBBS) of the Mississippi Valley worked with Rock-It Academy to help students to connect to caring adults in the community.*
- *The Bettendorf Police Department provided an officer to come and speak to Rock-It students each month. The officer brought his police/K9 dog. Students learned more about what the Bettendorf Police Department does to keep the community safe and help those living in our community.*
- *Christine Garrows from the Bettendorf Library came to the Rock-It program two times a month to share a special activity with the Rock-It Academy students. She would read a special book that went with the theme of the month and then do a corresponding activity. The Bettendorf Library also came to two of the family outreach events during the 2018-2019 school year and set up a booth so that families could get free library cards.*
- *Bettendorf Hy-Vee Dietician came to Rock-It Academy each month to teach the students how to eat healthy and make healthy snacks. Each time the dietician came to Rock-It Academy she would take a small group of students, talk to them about healthy eating, and then gave them the opportunity to make their own snack. The students were given the recipe as well so that they could make the snack at home.*



Mark Twain Elementary School Steamer Success Academy

- *Bettendorf Fire Department and the Bettendorf Police Department provided free educational safety programs which included fire, bicycle, and drug safety.*
- *Bettendorf Parks and Recreation provided additional opportunities for an extended summer program (field trips, recreation) for those students who participated in summer school.*
- *Bettendorf Public Library and Americorps provided additional literacy education opportunities for families throughout the year, which included organizing literacy night activities, and opportunities for families to obtain a library card.*
- *EICC-Scott Community College, St. Ambrose University, Augustana College, Bettendorf High School National Honor Society and Americorps provided volunteer staff to assist with homework, reading, and other program activities. These same partners provide ongoing advertisement and recruitment of Youth Mentors. The program is predominately staffed with local college students.*
- *Family Museum, Niabi Zoo, Putnam Museum, and Quad City Botanical Center provided regular educational activities throughout the year; these partners also provide admission at discounted rates to help alleviate program costs.*
- *Throughout the school year the program received private donations of program supplies, which included age appropriate books, craft supplies, resource materials, and themed curriculum kits.*

Bettendorf CSD estimated that the in-kind value provided by the partners totaled over \$200,000.

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 held several family events as illustrated below.

YR5 Literacy Night was October 4, 2018 with 54 families in attendance and a STEM (Mathematics) Night was April 16, 2019 with 49 families in attendance with a total of 370 attending the two events. Parent-teacher conferences had fall 2018 with 98% attendance and spring 2019 had 97% attendance. (Neil Armstrong Elementary School Rock-It Academy Local Evaluation).



On August 21, 2018, three hundred and eight individuals attended an open house in conjunction with the family literacy night – Unpack Your Backpack. Moreover, four additional family literacy events were held ·October 9, 2018 one hundred thirty-seven individuals attended the Curriculum Night; on December 13, 2018 one hundred and twenty-three attended the family literacy night Winter Wonderland; on May 2, 2018 one hundred and thirty-one individuals attended Planting New Roots; and on May 10, 2019 one hundred-eighteen individuals attended the Book Fair Breakfast . This continues the trend of improvement in constituent participation over the previous year (Mark Twain Elementary School Steamer Success Academy Local Evaluation).

Objectives.

GPRM 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 GPRM measures. The GPRM 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.

Bettendorf CSD 21st CCLC GPRM Measures Summary for 2018-2019

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.	na
3. The percentage of all 21 st Century regular program participants whose mathematics grades improved from fall to spring.	60%
4. The percentage of elementary 21 st Century regular program participants whose English grades improved from fall to spring.	58%
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.	58%
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.	35%
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.	83%

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.	83%
12. The percentage of elementary 21 st Century participants with teacher-reported improvements in student behavior.	72%
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.	72%

For the elementary students in the program who were identified as needing improvement, 60% improved in mathematics and 58% improved in English. For reading 35% of elementary students moved from not proficient to proficient. Teachers reported that 83% of students improved in homework completion and class participation and 72% of all students identified as needing improvement in the 21st CCLC Program improved their behavior.

Local Objectives

Bettendorf CSD had 19 local objectives for the 21st CCLC Program for the 2018-2019 School Year and all 19 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 report 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 3b. At least 75% of the participants say that the program is “fun” and they like to attend. *Met the Stated Objective.*

Sustainability.

Bettendorf CSD reported that there are on-going efforts to promote sustainability as listed in the current local evaluations. The Local Evaluation provided information on efforts for future sustainability, including obtaining funding from grants and utilizing existing program to prevent duplication of efforts. Partnerships were listed as an important part of sustainability efforts. The Rock-It-Academy at Neil Armstrong Elementary has been awarded a new grant that will allow them to continue operating for at least five years. Total contributions for in-kind services provided by partners were estimated at over \$200,000.



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 11), the two centers served 188 total students and 177 (94%) of students were regular attendees. Of the 188 total students, 70% of students served were FRPL. In addition, the centers served 128 students in summer programs. Thirty-five partners supported the 21st CCLC Program and provided in-kind services with an estimated value of over \$200,000. The local evaluation reported that parents were active in the program and Bettendorf CSD 21st CCLC Centers held Family Events with a higher participation than previous years. Improvement on GPRA Measures was positive and the percentage of students achieving proficiency in reading (35%) was higher than the average nationwide (28%). 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 has continued its efforts to develop a sustainability plan and some pieces of a plan were described in the local evaluation.



“Provides a safe and enriching before and after school care. I’ve had 3 kids attend over the years and they incorporate learning that’s fun for kids. The staff is great. I know my kids are taken care of.” (Bettendorf CSD Parent).



"I just want to say what a WONDERFUL program this has been for our family. This helps my daughter stay consistent with math and reading as its important for her. It takes stress off our family for after school hours to spend quality time together and review our day, etc. without having to worry about homework on top of the evening along with everything else. The consistency with math and reading helps my daughter to remain consistent in her everyday life as routines and practice is beneficial in her schedule. The ROCK-IT staff is phenomenal. It takes pressure off me as a parent to know these people genuinely care about my daughters success as much as I do. The staff always goes above and beyond from job duties to make sure 'our kids' are doing well. Nothing they do goes unnoticed. I am forever so grateful for this program for after school as I don't know what I would do without it. My daughter's success takes a village and I'M THANKFUL TO BE PART OF THIS!" (Bettendorf CSD Parent).



"Rock It program makes it so each and every student gets a chance to shine and find their own niche." (Bettendorf CSD Teacher).



"My favorite thing about Rock-It is that we get to go on field trips like the pumpkin patch and the apple orchard. I also like our virtual field trips. My favorite was the Elephant Sanctuary." (Bettendorf CSD Student).

Boys & Girls Club of Cedar Valley

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

GPRA Measures

- ★ 53% of students at all levels identified as needing improvement in mathematics improved (GPRA Measure 3).
- ★ 57% of students at all levels identified as needing improvement in English improved (GPRA Measure 6).
- ★ 64% of elementary students identified as non-proficient in reading attained proficiency (GPRA Measure 7).
- ★ 59% of secondary students identified as non-proficient in mathematics attained proficiency (GPRA Measure 8).
- ★ 70% of students at all levels improved in homework completion and class participation (GPRA Measure 11).
- ★ 74% of students at all levels improved in student behavior (GPRA Measure 14).

Attendance

- ★ The 21st CCLC Program served 470 students.
- ★ 203 students (43%) were regular attendees.
- ★ 399 students (85%) were identified as FRPL.

Partnerships and Local Objectives

- ★ The 21st CCLC Program had 53 partners supporting the 21st CCLC Program that provided \$349,440 in in-kind value.
- ★ The 21st CCLC Program had nine local objectives and met all nine of them.

Overview and Attendance.

For the 2018-2019 school year, Boys & Girls Clubs of the Cedar Valley had three centers in Cohort 10, two centers in Cohort 12 and one center in Cohort 13. The 21st CCLC Program served 470 total students with 203 (43%) attending 30 days or more and 399 (85%) were classified as FRPL. The summer program for Cohorts 10, 12 and 13 served 239 total students with 98 (41%) classified as regular attendees. 53 partners supported the program and offered a variety of services with an in-kind value of \$349,440. The Boys & Girls Clubs of the Cedar Valley held ten parent events for 2018-2019 but no attendance numbers were provided in the Local Evaluation.



Boys & Girls Clubs of the Cedar Valley 21st CCLC Program Summary Chart (2018-2019)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Boys & Girls Clubs of the Cedar Valley	10	53	Lincoln Elementary School, Carver Academy and Central Middle School	177	71
Boys & Girls Clubs of the Cedar Valley	12	53	Cunningham and Sacred Heart Elementary Schools	175	80
Boys & Girls Clubs of the Cedar Valley	13	53	Highland Elementary School	118	52
TOTALS		53		470	203

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

Partnerships.

Boys & Girls Clubs of the Cedar Valley reported that they had 53 partners that provided \$349,440 in in-kind value. Of the 53 partners, 19 participated in raising funds for the program. The Local Evaluation reported that a total of 506 volunteers participated in the Program.

Parent Involvement.

For 2018-2019, ten parent events were held by the Boys & Girls Clubs of the Cedar Valley but no attendance numbers were reported for the events. Communication methods with parents included flyers, personal contact, social media and phone calls. The Boys & Girls Clubs of the Cedar Valley also held special events and new literacy events at some sites. *“Three of our sites*



now have their own Facebook accounts in order to be able to better communicate with families. Our efforts to increase parent involvement include the introduction of large-scale parent events” (Local Evaluation).

Objectives.

GPRA Measures

Boys & Girls Clubs of the Cedar Valley Local Evaluation used Iowa Assessments to measure achievement and proficiency. Both homework completion and class participation and improvements in student behavior were reported through the use of teacher surveys. The GPRA summary table below indicates percentage improvement for each measure.

Boys & Girls Clubs of the Cedar Valley 21st CCLC GPRA Measures Summary for 2018-2019

Program GPRA Measures	Percentage Improvement
1. The percentage of elementary 21 st Century regular program participants whose mathematics grades improved from fall to spring.	51%
2. The percentage of middle/high school 21 st Century regular program participants whose mathematics grades improved from fall to spring.	60%
3. The percentage of all 21 st Century regular program participants whose mathematics grades improved from fall to spring.	53%
4. The percentage of elementary 21 st Century regular program participants whose English grades improved from fall to spring.	55%
5. The percentage of middle/high school 21 st Century regular program participants whose English grades improved from fall to spring.	63%
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.	64%
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.	59%
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.	67%
11. The percentage of all 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	70%
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.	67%
14. The percentage of all 21 st Century participants with teacher-reported improvements in student behavior.	74%

Boys & Girls Clubs of the Cedar Valley reported on all GPRA Measures. For the all students in the program who were identified as needing improvement, 53% improved in mathematics and 57% improved in English. In reading, 64% of elementary students who were not proficient obtained proficiency and for mathematics 59% of secondary students who were not proficient obtained proficiency. Over 70% of all students improved in homework completion and class participation and 74% improved in behavior. The local evaluation stated that for attendees in the 21st CCLC Program “*Notable outcomes include higher rates of school attendance and higher grades for those who attended the Clubs 60 or more times during the year. Club members in general also had fewer discipline referrals than the district average regardless of the number of times present at the Club*”. However, no data was included to support the statements.

Local Objectives

Boys & Girls Clubs of the Cedar Valley had nine local objectives for Cohorts 10, 12 and 13, and met all of them. Identical objectives were established for each cohort. The methodology and justification for measuring the local objectives was included in the local evaluation. All nine of the objectives dealt with academic improvement. The objectives and their ratings are listed below.

Cohorts 10, 12 and 13

- 50% of the 21st CCLC participants will improve academically as evidenced by annual test scores. *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 25% will increase their proficiency rate by the second year. *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.

- The Boys & Girls Clubs of the Cedar Valley will use the capital campaign plan as a base for improvement for our annual campaign.
- Will meet with special events committees during the summer of 2020, for a SWAT analysis on our special events.
- Continue monthly meetings with community partners to establish relationships, and to give them planning time on how they can help secure future funding.

In an effort to increase sustainability, The Boys & Girls Clubs of the Cedar Valley has recently created an endowment with the Community Foundation of Northeast Iowa to ensure that youth have the opportunity to receive programming for many years to come (Local Evaluation).

Partner contributions are a part of the sustainability plan and the 53 partners provided an estimated \$349,440 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. Overall, the six centers in the program served 470 total students with a regular attendance of 203 (43%). In addition, 239 students attended the 21st CCLC summer session. The 53 partners provided various services and with an estimated in-kind value of \$349,440. Boys & Girls Clubs of the Cedar Valley held ten parent events for the 21st CCLC Program but no attendance numbers were provided. Improvement was reported for students for all GPRA Measures, including elementary and secondary students. All nine of the local objectives were met and a discussion of methodology and ratings justification was included in the local evaluation. Boys & Girls Clubs of the Cedar Valley outlined the steps being used to help with sustainability of the program. The one recommendation on future plans for changes was to link local data with National Youth Outcomes Initiative.



"I can work longer and have more family time at home knowing that for the past 3 years my daughter is getting her homework done and playing educational games at the club in the evenings" (Boys and Girls Club parent).



"I have loved watching my kids grow up at the B&G Club" (Boys and Girls Club parent).



"This is such a great program, I'm very glad my kids can come here during the summer and be with caring individuals" (Boys and Girls Club parent).



"I really loved when Benji (Read Dog program) would come on Wednesday's and we would all get the chance to read to him. I felt more comfortable reading to the dog" (Boys and Girls Club student).



"I like Miss T and I feel like she respects me so I can trust her" (Boys and Girls Club student).

Burlington CSD

Burlington CSD 21st CCLC Notable Facts:

GPRA Measures

- ★ 24% of students at all levels identified as needing improvement in mathematics improved (GPRA Measure 3).
- ★ 20% of students at all levels identified as needing improvement in English improved (GPRA Measure 6).
- ★ **38% of elementary students identified as non-proficient in reading attained proficiency (GPRA Measure 7).**
- ★ 28% of secondary students identified as non-proficient in mathematics attained proficiency (GPRA Measure 8).
- ★ 43% of students at all levels improved in homework completion and class participation (GPRA Measure 11).
- ★ 41% of students at all levels improved in student behavior (GPRA Measure 14).

Attendance

- ★ The 21st CCLC Program served 759 students.
- ★ 218 students (29%) were regular attendees.
- ★ **324 students (43%) were identified as FRPL.**

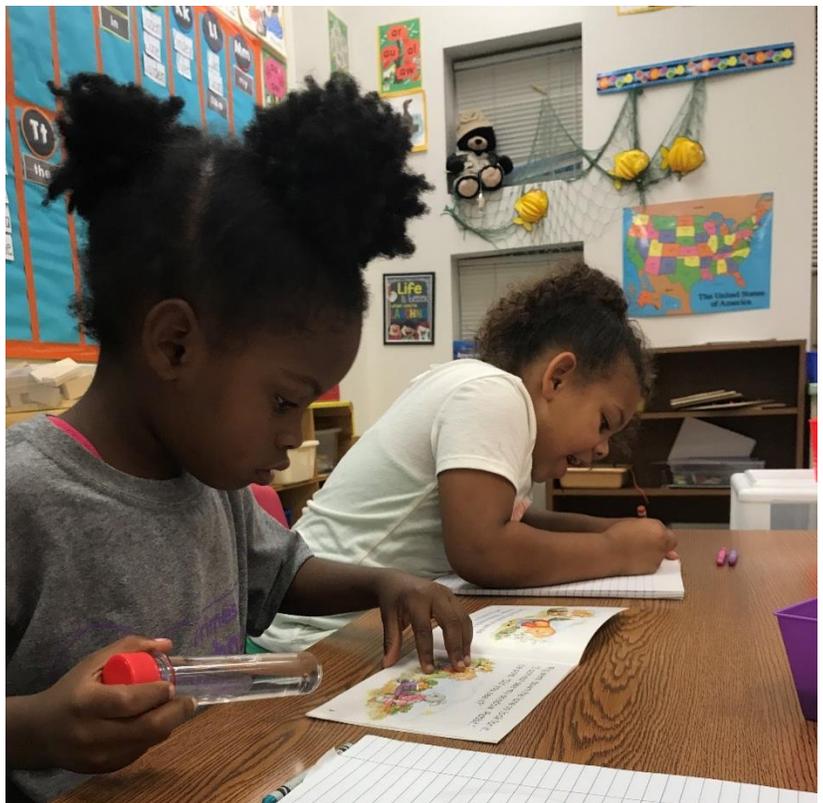
Partnerships and Local Objectives

- ★ The 21st CCLC Program had 32 partners supporting the 21st CCLC Program that provided \$19,956 in in-kind value.
- ★ The 21st CCLC Program had 13 local objectives and met 8 of them.

Overview and Attendance.

For the 2018-2019 school year, Burlington CSD had six centers for the 21st CCLC Program. Called PIECES (Partners in Education, Community Educating Students), the program had three centers for cohort 9 (Aldo Leopold and Edward Stone Middle Schools and North Hill Elementary School) and three centers for cohort 12 (Black Hawk, Grimes and Sunnyside Elementary Schools).

The three centers served 759 total students and 218 (29%) were regular attendees. For 2018-2019, 43% of the total students served were identified as FRPL. North Hill Elementary School also provided a summer program and had 141 students attending. PIECES had 32 partners supporting the 21st CCLC Program that provided \$19,956 in in-kind value. Parents had the opportunity to attend the ten family nights held between five schools. The results from a Parent Survey indicated that 90% of parents taking the survey were satisfied with program activities and 74% felt the program gave them an opportunity to have a greater role in their child's education.



Burlington CSD 21st CCLC Program Summary Chart (2018-2019)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Burlington CSD	9	32	Aldo Leopold and Edward Stone Middle Schools and North Hill Elementary School	454	107
Burlington CSD	12	32	Black Hawk, Grimes and Sunnyside Elementary Schools	305	111
TOTALS		32*		759	218

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

*Total reflects total number of unique partners.

Partnerships.

Burlington CSD had 32 full partners providing a total of \$19,956 in in-kind services.

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. The Burlington Public Library, ADDS, Iowa State University Extension, Kiwanis and the YMCA are examples of long-standing partners whose contributions have been integral to the growth and sustainability of PIECES program.

These partners provide a comprehensive array of resources, including programming, staff, material resources, and programming space. The diversity of partners allows for a broad range of programming to appeal to the participants' varied interests. This in turn ensures investment of both students and the partners in the success of the program (Local Evaluation).



Parent Involvement.

Burlington CSD held ten Family Nights. Of those taking a parent survey, 90% were satisfied with the program activities, 51% had attended a Family Night and 74% felt that the program gave them an opportunity to have a greater role in their child's education. The local evaluation did not provide the number of parents taking the survey. Also, no attendance data for the family nights was provided.

Objectives.

GPRA Measures

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

Burlington CSD 21st CCLC GPRA Measures Summary for 2018-2019

Program GPRA Measures	Percentage Improvement
1. The percentage of elementary 21 st Century regular program participants whose mathematics grades improved from fall to spring.	19%
2. The percentage of middle/high school 21 st Century regular program participants whose mathematics grades improved from fall to spring.	33%
3. The percentage of all 21 st Century regular program participants whose mathematics grades improved from fall to spring.	24%
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.	20%
6. The percentage of all 21 st Century regular program participants whose English grades improved from fall to spring.	20%
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.	38%
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.	29%
10. The percentage of middle/high school 21 st Century program participants with teacher-reported improvement in homework completion and class participation.	56%
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.	27%
13. The percentage of middle/high school 21 st Century participants with teacher-reported improvements in student behavior.	54%
14. The percentage of all 21 st Century participants with teacher-reported improvements in student behavior.	41%

Burlington CSD reported that for students identified as needing improvement in mathematics, 19% of elementary students improved and 33% of secondary students improved. In English 20% of secondary students improved. Of the elementary students not proficient in reading, 38% attained proficiency. Of the secondary students not proficient in mathematics, 28% attained proficiency. For all students, 43% improved in homework completion and class participation and 41% improved in student behavior.

Local Objectives

Burlington CSD had 13 local objectives for the 21st CCLC Program for the 2018-2019 School Year. Cohort 9 had six objectives and cohort 12 had seven objectives. Eight of the objectives were met, two of the objectives were not met but progress was made toward the objective, two of the objectives were not met and no progress was made toward the objective and one objective was unable to measure. Three of the objectives focused on academic achievement, four of the objectives focused on student behavior, two of the objectives focused on enrichment, two of the objectives focused on parental involvement and two objectives focused on

community partners. The local evaluation included the methodology for measuring the local objectives and the justification for rating the objectives and their ratings are listed below.

Cohort 9 Objectives

- 50% of students who regularly attend PIECES will show improvement based on ISASP (Iowa Statewide Assessment of Student Progress) standard scores. *Did not meet and no progress was made toward the stated objective.*
- 50% of students who attend PIECES regularly will have eight or less days of missed school. *Met the Stated Objective.*
- Students who regularly attend PIECES will show less than 6 average Office Disciplinary Referrals per student. *Met the Stated Objective.*
- By May 2019, students will be exposed to a minimum of five enrichment activities as measured by the PIECES activities tracked in EZ reports. *Met the Stated Objective.*
- By May 2019, 75% of parents will report greater involvement in their children's education as measured by parent evaluation surveys. *Did not meet but made progress toward the stated objective.*
- By May 2019, the number of community partners will increase by 20%. *Met the Stated Objective.*

Cohort 12 Objectives

- 50% of students who regularly attend PIECES will show improvement based on ISASP (Iowa Statewide Assessment of Student Progress) standard scores. *Did not meet and no progress was made toward the stated objective.*
- 50% of students who regularly attend PIECES will show improvement based on Iowa Assessment standard scores. *Unable to measure the stated objective.*
- 50% of students who attend PIECES regularly will have eight or less days of missed school. *Met the Stated Objective.*
- Students who regularly attend PIECES will show less than 6 average Office Disciplinary Referrals per student. *Met the Stated Objective.*
- By May 2019, students will be exposed to a minimum of five enrichment activities as measured by the PIECES activities tracked in EZ reports. *Met the Stated Objective.*
- By May 2019, 75% of parents will report greater involvement in their children's education as measured by parent evaluation surveys. *Did not meet but made progress toward the stated objective.*
- By May 2019, the number of community partners will increase by 20%. *Met the Stated Objective.*



Sustainability.

Burlington CSD has a formal sustainability plan that includes seven initiatives. This plan has continued from year to year. The seven initiatives are listed below.

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.* Program uses Infinite Campus and EZ Reports.
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.

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 32 partners for 2018-2019. Programming is incorporating more community partners to offset funding decline.
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 2018-2019 for in-kind services were estimated at over \$19,000.

Burlington CSD Summary.

Burlington Community School District had six centers in its 21st CCLC Program. Called PIECES (Partners in Education, Community Educating Students), the program served 759 students with a regular attendance of 218 students. In addition, 141 students attended the 21st CCLC summer session held at North Hill Elementary School. PIECES had the support of 32 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, 90% of parents expressed satisfaction with the program. The number of parents attending family nights was not included in the local evaluation. GPRA Measures indicated some students improved in each area. Burlington CSD had 13 local objectives. Eight of the objectives were met, two of the of the objectives were not met but progress was made toward the objective, two of the objectives were not met and no progress was made toward the objective and one objective was unable to measure. Methodology and ratings justification was included in the local evaluation. Recommendations were included for objectives. Burlington CSD has a formal sustainability plan that includes continuing the program when 21st CCLC grant funds are expended. The local evaluator recommended no changes in continuing the program.



“My child actually wants to attend the Pieces program which surprised me. I would have thought after a few months she would get burned out. She come home and tells us all about her day and her favorite is sharing what she did during the Pieces program.” (21st CCLC Parent).



“I love the after school program and I love the teachers.” (21st CCLC Student).



“My kids are happy to go and always looks forward to going.” (Burlington CSD Parent).

Cedar Rapids CSD

Cedar Rapids CSD 21st CCLC Notable Facts:

GPRA Measures

- ★ 71% of elementary students identified as needing improvement in English improved (GPRA Measure 6).
- ★ 14% of elementary students identified as non-proficient in reading attained proficiency (GPRA Measure 7). This was for a period of seven weeks during the summer.

Attendance

- ★ The 21st CCLC Program served 728 students.
- ★ 319 students (44%) were regular attendees.
- ★ **568 students (78%) were identified as FRPL.**

Partnerships and Local Objectives

- ★ The 21st CCLC Program had fourteen partners supporting the 21st CCLC Program that provided \$227,440 in in-kind value.
- ★ The 21st CCLC Program had seven local objectives and met six of them.

Overview and Attendance.

Cedar Rapids CSD 21st CCLC holds a summer only program for seven weeks at five elementary schools. Kids on Course University (KCU) is a no-cost opportunity for families with centers at Cleveland, Garfield, Grant Wood, Harrison and Hiawatha Elementary Schools. The total attendance was 728 students and 78% of the students were identified as FRPL. The local evaluation stated that the program was held for a total of 33 days, helping the program to have 319 or 44% regular attendance. The Kids on Course University had fourteen partners supporting the centers with a variety of services. The fourteen partners provided \$227,440 in in-kind value. Parents were invited to attend a parent/family night and 34% of parents attended. At the end of the summer program, parents received a report card on their children sharing students' progress in academic achievement for mathematics, reading and writing.

Cedar Rapids CSD 21st CCLC Program Summary Chart (2017-2018) – 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	728	319
TOTALS		14		728	319

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

Partnerships.

Cedar Rapids CSD had eight partners supporting the centers in the Kids on Course University program. The eight partners provided in-kind contributions of \$80,000.

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. (*Local Evaluation*).

Parent Involvement.

Kids on Course University held a parent/family night with opportunities to talk with staff, learn about adult education programs from Kirkwood Community College and see where students spend their days. The local evaluation stated that more than 34% of parents attended. Parents received a report card on their children at the end of the program sharing students' progress in academic achievement for mathematics, reading and writing.

Objectives.

GPRC Measures

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

Cedar Rapids CSD 21st CCLC GPRC Measures Summary for 2017-2018

Program GPRC 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.	71%
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.	71%
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.	7%
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

The two items for which data are available concern proficiency in reading. This was measured with the *FAST* reading assessment. Among the 319 regular attendees for whom both spring and fall reading data were available, 216 (71.1%) improved in reading from spring to fall 2018. Among 311 regular attendees who were

not proficient in reading based on not achieving the spring benchmark, 21 (6.8%) improved to proficiency based on the fall reading measure.

Local Objectives

Cedar Rapids CSD had seven local objectives for the 21st CCLC Program for the 2017-2018 School Year. Six of the objectives were met and one did not meet the stated objective, but significant progress was made toward achieving that objective. The methodology for measuring the local objectives was sound and the justification for rating the objectives was complete. Of the seven objectives, two dealt with student achievement, one dealt with access to resources in the library, two dealt with student participation and two dealt with parent participation. The objectives and their ratings are listed below.

- 40% of KCU students will start the next school year closer to grade level in reading based on FAST CBM scores comparing spring to fall scores. *Did not meet but made progress toward the stated objective.*
- 100% of students will have access to the school's library materials weekly. *Met the 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 seven. *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 has a sustainability plan in place. The local evaluation stated that currently 70% of the budget for Kids on Course University is provided by partners and that the afterschool program would survive in some form once 21st CCLC funds are no longer available. The local evaluation listed fourteen partners who provided an estimated in-kind total value of \$227,440. The local evaluation stated, "*The Zach Johnson Foundation is committed to continuing fundraising and partnership building to maintain and grow the program to reach even more students who need summer academic and emotional support*" (Local Evaluation).

Cedar Rapids CSD Summary.

Cedar Rapids CSD had success with its summer only program. Called Kids on Course University, five centers had a total attendance of 728 students with 78% FRPL. The 21st CCLC Program was supported by 14 partners who provided \$227,440 in in-kind services. Parents had opportunities to attend parent/family nights and 33% of parents attended. GPRA Measures indicated that of the students who were not proficient in reading, 7% attained proficiency. In addition, 71% of students improved in English. Cedar Rapids had seven local objectives and met six of them. Methodology and justification for each of the objectives was complete. Recommendations were included for the program, including continuing a 33-day program to help with regular attendance and providing additional learning supports for LEP students. The local evaluation listed current efforts toward continuing the program as the 21st CCLC grant is reduced or stopped.



"The teachers were amazing. My son loved it." (Cedar Rapids Parent).



"The teachers are nice to all the kids at KCU." (Cedar Rapids Student).



"Great philosophy regarding students—respectful and loving with high expectations, great mixture of learning and fun." (Cedar Rapids Teacher).



"We liked the topic based education. Combining fun activities and education was a good blend for learning. Staff was very good and my child spoke highly of them." (Cedar Rapids Parent).



"The field trips because I never went skating before I went with KCU, or a farm or a lot of things." (Cedar Rapids Student).



"Great program to keep the children engaged over the summer." (Cedar Rapids Parent).

Central Decatur CSD

Central Decatur CSD 21st CCLC Notable Facts:

GPRA Measures

- ★ 85% of students at all levels identified as needing improvement in mathematics improved (GPRA Measure 3).
- ★ 93% of students at all levels identified as needing improvement in English improved (GPRA Measure 6).
- ★ 71% of elementary students identified as non-proficient in reading attained proficiency (GPRA Measure 7).
- ★ 86% of students at all levels improved in homework completion and class participation (GPRA Measure 11).
- ★ 85% of students at all levels improved in student behavior (GPRA Measure 14).

Attendance

- ★ The 21st CCLC Program served 340 students.
- ★ 160 students (47%) were regular attendees.
- ★ **186 students (55%) were identified as FRPL.**

Partnerships and Local Objectives

- ★ The 21st CCLC Program had 15 partners supporting the 21st CCLC Program that provided \$56,150 in in-kind value.
- ★ The 21st CCLC Program had two local objectives and met one of them.

Overview and Attendance.

For the 2018-2019 school year, Central Decatur CSD had four centers in three school districts. South and North Elementary schools were located in Central Decatur CSD, Mormon Trail Elementary School is located in Mormon Trail CSD and Lamoni Elementary School is located in Lamoni CSD. The four centers served a total of 340 students with 160 (47%) of the students were regular attendees. It was reported that 55% of all attendees were identified as FRPL. In addition, Central Decatur 21st CCLC served a total of 167 students in summer programs. The 21st CCLC Program was supported by 15 partners who provided an estimated in-kind value of \$56,150. Central Decatur CSD reported that there were seven family events held at the centers during the year but the local evaluation only provided the number of attendees for two of the events. Three of the events were held by Central Decatur CSD, two of the events were held at Lamoni CSD and two events were held at Mormon Trail CSD.



Central Decatur CSD 21st CCLC Program Summary Chart (2018-2019)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Central Decatur CSD	12	15	Central Decatur CSD (North and South Elementary Schools). Mormon Trail CSD (Mormon Trail Elementary School) and Lamoni CSD (Lamoni Elementary School)	340	160
TOTALS		15		340	160

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

Partnerships.

Central Decatur CSD had 15 partners for the 21st CCLC Program for 2018-2019 with an in-kind value of \$56,150. The Local Evaluation provided insight into partnerships for a rural program. (Note: the section below from the Local Evaluation has been edited for length.)

Partnerships are critical to the success of any program. The centers are in the middle of a rural poverty pocket, so establishing partnerships requires creativity. Sustaining said partnerships takes more work because helping to lift students out of poverty and move them toward successful lives is a collective commitment of civic leaders. To date, several agencies/organizations provide the three centers with programming including: Community Health Centers of Southern Iowa (presentations on wellness and drug/alcohol prevention, free dental screenings, sponsor snacks for Family Literacy Nights); Iowa State Extension and Outreach (supply newly developed literacy focused activities to pilot, provide resources and kits, share best practices for youth development staff training); Decatur County Sheriff's Department (visit programs regularly, presentations on safety, drug awareness, bullying and violence prevention and careers); AmeriCorps Youth Launch (family literacy nights, dedicated AmeriCorps members for educational assistance, mentoring, service learning, and STEM); Leon, Lamoni and Humeston Public Libraries (administer summer reading program and activity programs during after school hours, provide access to library resources); Graceland University (culturally, recreation, and enrichment programs and activities); Decatur County Conservation (which manages 9 parks and natural areas - provide conservation programs and activities; supervise field experiences to nature areas); and the Iowa Department of Natural Resources (facilitate outdoor education programming). The programs also benefit from the Rotary Club of Decatur County and the Parent - Teacher Organizations which provide a variety of goods and support.



Partner contributions are routinely recognized with thank you letters written by the students. The relationships are also regularly recognized on social media, school websites, and in the local newspapers.

Parent Involvement.

The Central Decatur CSD center held three family events for 2018-2019 however the number of participants was not reported in the local evaluation. The Mormon Trail CSD center held two family events during 2018-2019 but the Local Evaluation did not report attendance numbers for these two events. Two events were also held at the Lamoni CSD center and reported that over 100 students and family members were present at each event. Communication methods included newsletters, updates sent home to parents, personal communication with parents and electronic methods such as e-mail, websites, voicemail, Facebook, etc.

Objectives.

GPRA Measures

Central Decatur CSD used teacher grade reports to assess student performance in mathematics and reading for GPRA measures. Additionally, Iowa Assessments and FASTBridge were used to assess proficiency. Teacher surveys were utilized to assess homework completion and class participation as well as improvement in student behavior. The GPRA summary table below indicates percentage improvement for each measure. The three centers served only elementary students so secondary results were not applicable.

Central Decatur CSD 21st CCLC GPRA Measures Summary for 2018-2019

Program GPRA 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.	93%
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.	93%
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.	71%
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.	86%
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.	86%
12. The percentage of elementary 21 st Century participants with teacher-reported improvements in student behavior.	85%
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.	85%

Central Decatur CSD reported that for the elementary students in the program who were identified as needing improvement in mathematics, 84% improved and for elementary students needing improvement in reading, 93% improved. For reading proficiency 71% of elementary students identified as not proficient moved to proficient. Teachers reported that for students identified as needing improvement, 86% of students improved in homework completion and class participation. For teacher-reported improvements in student behavior, 85% of students improved. The number of secondary students reported was not statistically significant so those numbers were not included.



Local Objectives

Central Decatur CSD had two local objectives for the 21st CCLC Program for the 2018-2019 School Year. One objective was met and one objective was not met but progress was made toward meeting the objective. The two objectives dealt with academic performance. The methodology for measuring the local objectives and the justification for rating the objectives was listed. 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. *Did not meet but made progress toward the stated objective.*

Sustainability.

The sustainability plan for Central Decatur CSD 21st CCLC consisted of the following six pieces listed in the local evaluation that contributed to sustainability efforts.

1. Sustainability through program/data analysis: Continuous program improvement starts with vested stakeholders regularly reviewing data and evaluating progress towards the various established goals. The site coordinators and district administrators used data driven evaluation techniques and committed to collaborate on ways to obtain the best possible student learning outcomes.
2. Sustainability through community partners: Sustainability activities throughout the grant cycle included collaboration with diverse partners to provide an array of quality activities.
3. Sustainability through advocacy: The program centers publicly shared program success and needs with the community at large.
4. Sustainability through media: The site coordinators utilized all school and community communication streams to inform the public of the activities and successes of the four program sites.
5. Sustainability through adaptability: Sustainability planning must be creative, flexible and rely on strong partners and internal support.
6. Sustainability through coordinated resources: The school districts provide space, office equipment, and custodial services. School lunch staff provide healthy snacks under the child care food assistance program. The grant partners worked with daily program staff and the site coordinator to provide assistance and information for programming and family literacy needs. Partners worked to combine resources where possible in order to maximize the positive impact on families and the best utilization of public and private funding.

Central Decatur CSD Summary.

For the 2018-2019 school year, the Central Decatur CSD 21st CCLC Program served 340 students and 55% were identified as FRPL. In addition, 167 students were served in the summer program. Central Decatur CSD had the support of 15 partners who provided an in-kind value of \$56,150. The local evaluation reported that Central Decatur CSD held three parent events and Lamoni CSD and Mormon Trail CSD each report holding two events. However, attendance data was incomplete for the events except for the two events held by Lamoni CSD who reported over 100 students and parents attended each event. For elementary, GPRA Measures showed improvement in mathematics and reading as well as proficiency in reading. Homework and class participation and student behavior also were also reported as improving by large amounts. The 21st CCLC Program had two local objectives. One objective was met and one objective was not met but progress was made toward the objective. Central Decatur CSD listed six efforts being utilized to help with sustainability. Recommendations for changes in objectives and future plans for change were included in the evaluation.

Clinton CSD

Clinton CSD 21st CCLC Notable Facts:

GPRA Measures

- ★ 76% of students at all levels identified as needing improvement in mathematics improved (GPRA Measure 3).
- ★ 56% of students at all levels identified as needing improvement in English improved (GPRA Measure 6).
- ★ 52% of elementary students identified as non-proficient in reading attained proficiency (GPRA Measure 7).
- ★ 89% of secondary students identified as non-proficient in mathematics attained proficiency (GPRA Measure 8).
- ★ 81% of students at all levels improved in homework completion and class participation (GPRA Measure 11).
- ★ 64% of students at all levels improved in student behavior (GPRA Measure 14).

Attendance

- ★ The 21st CCLC Program served 251 students.
- ★ **184 students (72%) were regular attendees.**
- ★ **189 students (75%) were identified as FRPL.**

Partnerships and Local Objectives

- ★ The 21st CCLC Program had 55 partners supporting the 21st CCLC Program that provided \$50,714 in in-kind value.
- ★ The 21st CCLC Program had 18 local objectives and met 16 of them.

Overview and Attendance.

The Clinton CSD 21st CCLC Program (called *Student Adventures*) had five centers for the 2018-2019 school year in Cohorts 11 and 13. The Cohort 11 Centers served students at Whittier Elementary and Clinton Middle Schools. The Cohort 13 Centers served students at Bluff, Jefferson and Eagle Heights Elementary Schools. The Local Evaluation stated,

Overarching goals are to:

1. *Provide access to high-quality academic recovery and enrichment programs.*
2. *Work to close achievement gaps between Caucasian and non-Caucasian students and LSES and non-LSES students.*
3. *Give students access to a variety of engaging activities that promote positive youth development.*
4. *Promote community ownership by linking a variety of community resources to the schools, children, and adults who can best benefit from those resources.*
5. *Lead to greater family awareness of the importance of literacy as the major skill development area that correlates with high success in other academic areas.*



The Clinton CSD 21st CCLC Program served a total of 251 students and 181 or 72% of them were regular attendees. For 2018-2019, 75% of the total students served were identified as FRPL. For the summer, the three cohorts served a total of 121 students. *Student Adventures* had 56 partners supporting the program. Partners provided \$50,174 in in-kind services. Parents were active in the program. They served on school advisory councils and attended Family Friday events at each school as well as three District-Wide family events.

Clinton CSD 21st CCLC Program Summary Chart (2018-2019)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Clinton CSD	11	56	Whittier Elementary and Clinton Middle Schools	107	66
Clinton CSD	13	56	Bluff, Jefferson and Eagle Heights Elementary Schools	144	115
TOTALS		56		251	181

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

Partnerships.

Clinton CSD 21st CCLC Centers were supported by 56 partners. Clinton CSD estimated that the in-kind value provided by the partners totaled over \$50,174.

Regular community partners include Area Substance Abuse Council (New Directions) for ATOD prevention activities, Bridgeview Community Mental Health for youth development activities, the YWCA for recreation activities, Clinton Community College for family literacy and student volunteers, Women’s Health Services for wellness activities, ISU Extension for STEM activities, and the Clinton Sheriff’s Department for safety education. Each of these partners has been with the District for over a decade and each has agreed to a common hourly rate of \$21.50 for their services, which has resulted in an in-kind donation of 12% - 50% depending on the agency’s hourly rate for staff participating in the program. In addition, Clinton County Conservation offers STEM activities at 100% in-kind (Local Evaluation).



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 2018-2019, three District-wide *Student Adventures* events were held. District-wide, 27% of parents attended at least one event district-wide. In addition, local centers provided “Family Fridays,” where parents come by on Fridays to participate in STEM and other activities. The local evaluation did not provide attendance data for these Friday events.

Objectives.

GPR A Measures

Clinton CSD used Fall 2018 and Spring 2019 FAST Assessments for GPR A Measures 1-8.

Clinton CSD 21st CCLC GPR A Measures Summary for 2018-2019

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.	75%
2. The percentage of middle/high school 21 st Century regular program participants whose mathematics grades improved from fall to spring.	90%
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.	52%
5. The percentage of middle/high school 21 st Century regular program participants whose English grades improved from fall to spring.	89%
6. The percentage of all 21 st Century regular program participants whose English grades improved from fall to spring.	56%
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.	52%
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.	89%
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.	97%
11. The percentage of all 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	81%
12. The percentage of elementary 21 st Century participants with teacher-reported improvements in student behavior.	71%
13. The percentage of middle/high school 21 st Century participants with teacher-reported improvements in student behavior.	41%
14. The percentage of all 21 st Century participants with teacher-reported improvements in student behavior.	64%

Clinton CSD reported improvement for all GPR A Measures. *This was a particularly successful year for the Student Adventures programs in the Clinton School District. All targets were met in terms of both academic as well as behavioral measures (Local Evaluation).* For the elementary students in the program who were identified as needing improvement, 75% improved in mathematics, 52% improved in English and 52% moved from not proficient to proficient in reading. Measures For the secondary students in the program who were identified as needing improvement, 90% improved in mathematics, 89% improved in English and 89% moved from not proficient to proficient in Mathematics. Teachers reported that 81% of students improved in homework completion and class participation and 64% 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 18 objectives (9 per cohort), 16 were met and 2 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 K-5 students will be proficient in reading and math as measured by Iowa and/or FAST assessments. *Both Cohorts 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. *Both 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. *Both 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. *Both Cohorts Met the Stated Objective.*
- Objective G2-1: 65% of Student Adventures participants will decrease their school absences to less than 5 days absent. *Both Cohorts Met the Stated Objective.*
- Objective G2-2: 75% of students in the Student Adventures program will agree that they like the program and look forward to the program and 75% of parents agree that your child has better social skills as measured by student and parent surveys. *Both Cohorts 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. *Both Cohorts Met 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 and/or ESL activities/year as evidenced by activity/participation records. *Cohort 11 Did not meet the Stated Objective but made progress toward the stated objective and Cohort 13 Met the Stated Objective.*
- Objective G3-2: 50% 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. *Cohort 11 Met the Stated Objective and Cohort 13 Did not Meet but Progress was Made 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 at over \$50,174.

The latest plan update clearly delineates committees and includes a timeline for reporting progress on goals and objectives. Central to the 2018-2019 plan was the development of a stronger communication plan with community businesses and churches to inform of the program's purposes and accomplishments. In addition, Student Adventure's sustainability committee members would seek smaller grant funds for specific projects with the Student Adventures program through private foundation grants. By Spring of 2019, the goal was to recruit an additional five community partners and/or secure additional private grants. In the Department of Education site visit in Spring 2017, it was noted by the DE that ten additional partners had been secured since 2015. In Spring 2018-Fall 2019, the Student Adventures program applied for private grants through Walmart, Lowes, and Alliant Energy and is currently working on applications through Jewel-Osco and the New York Life Foundation (Local Evaluation).



Clinton CSD Summary.

Clinton Community School District' 21st CCLC Program, called *Student Adventures* served 251 students with a regular attendance of 181 (72%). In addition, 121 students attended the 21st CCLC summer session. Partnerships totaled 56 and partners provided a variety of services with in-kind services estimated at over \$50,174. 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. For 2018-2019 27% of parents attended center events. Improvement was made for all GPRA Measures and 16 of 18 local objectives were met. 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 were provided by the local evaluators as well as recommendation on future plans for change. Clinton CSD has an exemplary sustainability plan that is reviewed each year and changed as needed.



"It has helped me with my math grades and to accept myself." (21st CCLC Program Student).



"One student stands out for great progress, even though he was in the 1st grade. M. is one of our best readers! Throughout the year he has graduated from simple books to more complex, even chapter books that are for his grade level! He is always willing to help and even read to other students in his grade. I am very happy to see his progress and see where it takes him next year." (21st CCLC Program Teacher).



"The kids love the field trips and are always anxious to tell me and other students about them." (21st CCLC Program Teacher).

Council Bluffs CSD

Council Bluffs 21st CCLC Notable Facts:

GPRA Measures

- ★ 82% of students at all levels identified as needing improvement in mathematics improved (GPRA Measure 3).
- ★ 72% of students at all levels identified as needing improvement in English improved (GPRA Measure 6).
- ★ 12% of elementary students identified as non-proficient in reading attained proficiency (GPRA Measure 7).
- ★ 37% of secondary students identified as non-proficient in mathematics attained proficiency (GPRA Measure 8).
- ★ 35% of students at all levels improved in homework completion and class participation (GPRA Measure 11).
- ★ 75% of students at all levels improved in student behavior (GPRA Measure 14).

Attendance

- ★ The 21st CCLC Program served 3,614 students.
- ★ 1,196 students (33%) were regular attendees.
- ★ 1,654 students (46%) were identified as FRPL.

Partnerships and Local Objectives

- ★ The 21st CCLC Program had 109 partners supporting the 21st CCLC Program that provided \$832,460 in in-kind value.
- ★ The 21st CCLC Program had 27 local objectives and met 23 of them.

Overview and Attendance.

For the 2018-2019 school year, Council Bluffs CSD had 11 centers in cohorts 9, 10, 11, 12 and 13. 21st CCLC Program Centers were located at:

- Cohort 9 - Kirn and Wilson Middle Schools.
- Cohort 10 - Franklin, Longfellow and Rue Elementary Schools.
- Cohort 11 - Abraham Lincoln and Thomas Jefferson High Schools.
- Cohort 12 - Carter Lake and Roosevelt Elementary Schools.
- Cohort 13 - Bloomer and Edison Elementary Schools.



The Council Bluffs CSD 21st CCLC Program served 3,614 total students of which 1,196 (33%) were regular attendees. Of the total attendees, 46% were identified as FRPL. In addition, the summer programs served a total of 989 students. Council Bluffs CSD reported that the 21st CCLC Program had 109 program partners. Parents are active in the program and 34 events had a total attendance of over 700 participants.

Council Bluffs CSD 21st CCLC Program Summary Chart (2018-2019)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Council Bluffs CSD	9	109	Kirn and Wilson Middle Schools	1,089	253
Council Bluffs CSD	10	109	Franklin, Longfellow and Rue Elementary Schools	563	385
Council Bluffs CSD	11	109	Abraham Lincoln and Thomas Jefferson High School	1,324	169
Council Bluffs CSD	12	109	Carter Lake and Roosevelt Elementary Schools	263	170
Council Bluffs CSD	13	109	Bloomer and Edison Elementary Schools	375	219
TOTALS		109		3,614	1,196

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

Partnerships.

Council Bluffs CSD had 109 partners, an increase of 51 partners from the previous year. Partners provided a variety of services. Council Bluffs CSD estimated that the value of in-kind services provided by the partners totaled \$832,460.



Parent Involvement.

Council Bluffs CSD held 34 events involving parents among the 11 centers. Over 700 participants were at these parent events.

- 6th Grade Boot Camp Parent Meetings (70 total participants).
- Parent Cafes & Common Sense Parenting Programs (67 total participants).
- Breaking Barriers Building Bridges (38 total student participants, some of whom were accompanied by a supportive parent or family member).
- Lights On After School Open House (42 total participants).
- Family Fitness Night (250 total participants).
- Durham Museum (68 total participants).
- Trimester Art Shows.
- Fine Arts Festival (50 total participants).
- ISU Latino Family Visit (22 total participants).
- YMCA Family Night (87 total participants).

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.

GPRA Measures

Council Bluffs CSD used classroom grades to assess Seniors' performance in mathematics and English for GPRA Measures 1-6. For all other students, MAP scores were used to measure performance for GPRA Measures 1-8. The GPRA summary table below indicates percentage improvement for each measure. For academic measures (GPRA 1-8), data was based on matched pairs where data was available for individual students from both fall and spring.

Council Bluffs CSD 21st CCLC GPRA Measures Summary for 2018-2019

Program GPRA Measures	Percentage Improvement
1. The percentage of elementary 21 st Century regular program participants whose mathematics grades improved from fall to spring.	89%
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.	82%
4. The percentage of elementary 21 st Century regular program participants whose English grades improved from fall to spring.	76%
5. The percentage of middle/high school 21 st Century regular program participants whose English grades improved from fall to spring.	68%
6. The percentage of all 21 st Century regular program participants whose English grades improved from fall to spring.	72%
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%
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.	31%
10. The percentage of middle/high school 21 st Century program participants with teacher-reported improvement in homework completion and class participation.	47%
11. The percentage of all 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	35%
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.	91%
14. The percentage of all 21 st Century participants with teacher-reported improvements in student behavior.	75%

For improvement in mathematics, Council Bluffs CSD reported that 89% of elementary and 73% of secondary students needing improvement improved their mathematics grades. For students identified as needing improvement in English, 76% of elementary students and 68% of secondary students improved their English grades. For students identified as needing improvement in proficiency, 12% of elementary students improved to proficient in reading and 37% of secondary students improved to proficient in mathematics. Council Bluffs CSD reported that for students identified as needing improvement, 35% of students improved in homework and class participation and 75% of students improved their behavior.

Local Objectives

Council Bluffs CSD had 27 total local objectives for the 21st CCLC Program for the 2018-2019 School Year. Of the 27 objectives, 23 were met, and 4 were not met but progress was made toward the objective. Ten objectives dealt with student achievement, five dealt with student attendance, five dealt with school engagement and discipline, five dealt with parent perceptions of the program, one dealt with improving college and career readiness and one dealt with graduation rates. Cohort 9 centers served middle school students, cohort 10 centers served elementary students, cohort 11 centers served high school students and cohorts 12 and 13 served elementary 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)* Greater than 30% of Regular Attendees will demonstrate typical growth from fall to spring on Math MAP assessments. *Middle school - Met the Stated Objective; Elementary school – Cohort 10 Met the Stated Objective and Cohorts 12 and 13 Did not meet but made progress toward the Stated Objective; High school – Met the Stated Objective.*
- Greater than 30% of Regular Attendees will demonstrate typical growth from fall to spring on Reading MAP assessments. *Middle school - Met the Stated Objective; Elementary school – Met the Stated Objective; High school – Met the Stated Objective.*
- In-school average daily attendance rate for regular attendees will be within 10 percentage points of the school average. *Middle school - Met the Stated Objective; Elementary school – Met the Stated Objective; High school – Met the Stated Objective.*
- Disciplinary incidents for in-school behavior of regular attendees will be less than the school average. *Middle school - Met the Stated Objective; Elementary school - Met the Stated Objective; High school – Met the Stated Objective.*
- Of the parents responding, 50% will indicate via survey that the program had a positive impact on their child's educational growth. *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.*

- Percent of regular attendees enrolling in postsecondary institutions (college, trade schools, et.) the first fall after graduation will be within 10% of the district's average. *High school - Met the stated objective.*
- Percent of regular attendees graduating with their 4-year cohort will be within 10% of the district's average. *High School – Met the Stated Objective.*

Sustainability.

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

- *Quality Staffing.* Council Bluffs CSD reported that qualified staff is the core of the afterschool program. Work was done in coordination with the Council Bluffs CSD Human Resources Department to determine appropriate stipend pay for trained staff in the 21st CCLC Program.
- *Community Partner Development.* The 21st CCLC Program was supported by 109 partners who provided \$832,460 in in-kind value. The 21st CCLC Leadership Team make it a part of daily business to learn about local entities and call upon them to get involved in schools.
- *Management Plan.* Council Bluffs used their management plan to increase efficiencies and reduce expenditures. The first effort was adopting a plan that would reflect 21st CCLC Program requirements and align student offerings to meet the needs of students served by the program. The second effort was to offer summer school to only students who were lacking in academic proficiency in at least one core area.

Council Bluffs CSD Summary.

Council Bluffs Community School District had nine centers in its 21st CCLC Program. Centers were at two middle schools, two high schools, and seven elementary schools. The Council Bluffs CSD Program had 3,614 students in the program with a regular attendance of 1,196 students. Summer programs for Council Bluffs CSD had a total attendance of 989 students. Community partners numbered 109 and provided \$832,460 in in-kind services. Parents are active in the program and more than 34 events had a total attendance of over 700 participants. Some 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 27 total local objectives, 23 were met and four were not met but progress was made toward the objectives. Recommendations for local objectives and on future plans to change were provided in the local evaluation. Council Bluffs CSD has a sustainability plan that focuses on Staffing, Community Partner Development and a Management Plan.



"I don't have to walk home." (21st CCLC Student).



"These activities are invaluable in enriching our kids and the time they spend before and after school. Without them, many of the kids would be home on their devices without supervision. Because of these clubs, they are using their social skills and thinking skills beyond the confines of the school day." (21st CCLC Parent).



"This year, chess club has been a place of refuge for kids who have nowhere else and nothing else. It has helped these kids extend the learning day with high-level strategic thinking." (Council Bluffs CSD Teacher).



"The students in my club are a mix of general education and special education students. Normally they would only mix in PE. With the after school club they have had wonderful opportunity to get to know each other." (Council Bluffs CSD Teacher).

Davenport CSD

Davenport CSD 21st CCLC Notable Facts:

GPRA Measures

- ★ 31% of elementary students identified as needing improvement in mathematics improved (GPRA Measure 3).
- ★ 27% of elementary students identified as needing improvement in English improved (GPRA Measure 6).
- ★ 13% of elementary students identified as non-proficient in reading attained proficiency (GPRA Measure 7).
- ★ 50% of elementary students improved in homework completion and class participation (GPRA Measure 11).
- ★ 55% of elementary students improved in student behavior (GPRA Measure 14).

Attendance

- ★ The 21st CCLC Program served 56 students.
- ★ **51 students (91%) were regular attendees.**
- ★ **47 students (84%) were identified as FRPL.**

Partnerships and Local Objectives

- ★ The 21st CCLC Program had 18 partners supporting the 21st CCLC Program that provided \$105,790 in in-kind value.
- ★ The 21st CCLC Program had three local objectives and met one of them.

Overview and Attendance.

For the 2018-2019 school year, Davenport CSD 21st CCLC (Stepping Stones) had one center for Cohort 12 at Hayes Elementary School. Davenport CSD stated that the Stepping Stones Program guiding values were (*Local Evaluation*):

- All children deserve physical and emotional environments that satisfy their basic needs.
- All children need supportive adult relationships and role models.
- All children benefit from expanded learning opportunities.
- All children can contribute to and serve their community.
- All children benefit from community collaboration.

The Davenport CSD 21st CCLC Program served a total of 56 students with 51 (91%) students with regular attendance and 47 (84%) of total students were identified as FRPL. Stepping Stones had the support of 18 partners that provided a total of \$105,790 in in-kind value. The Davenport CSD 21st CCLC Local Evaluation reported that four family events were held and at least 10 families attended each event.



Davenport CSD 21st CCLC Program Summary Chart (2018-2019)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Davenport CSD	12	18	Hayes Elementary School	56	51
TOTALS		18		56	51

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

Partnerships.

Davenport CSD had 18 partners for its 21st CCLC Program. Davenport CSD estimated that the in-kind value provided by the partners totaled \$105,790. *“The services provided by the partners, both paid and unpaid, are critical to the success of the programs”* (Local Evaluation). Several partners are community wide, including the River Bend Food Bank that provided backpack meals for weekends to each summer 21st CCLC student at no cost to the 21st CCLC Program.

Parent Involvement.

Davenport CSD four family events for each the Stepping Stones 21st CCLC Program. The family events were held in each month from February, 2019, through May, 2019. Attendance at the events ranged from 10-15 families.

Objectives.

GPRA Measures

Davenport CSD used *FAST, aReading and aMath* to assess student performance in mathematics, English and reading for GPRA measures. The GPRA summary table below indicates percentage improvement for each measure. Since the Davenport 21st CCLC Program is elementary only, no data was reported for secondary students.



Davenport CSD 21st CCLC GPRA Measures Summary for 2018-2019

Program GPRA Measures	Percentage Improvement
1. The percentage of elementary 21 st Century regular program participants whose mathematics grades improved from fall to spring.	31%
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.	31%
4. The percentage of elementary 21 st Century regular program participants whose English grades improved from fall to spring.	27%
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.	27%

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.	13%
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.	50%
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.	50%
12. The percentage of elementary 21 st Century participants with teacher-reported improvements in student behavior.	55%
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.	55%

Davenport CSD reported that improvement was observed for each GPRA Measure for elementary students. For the elementary students in the program who were identified as needing improvement, 31% improved in mathematics and 27% improved in English. For reading 13% of elementary students moved from not proficient to proficient. Teachers reported that 50% of elementary students needing improvement improved in homework completion and class participation and 55% of elementary students needing improvement improved their behavior.

Local Objectives

Davenport CSD had three objectives for the Stepping Stones 21st CCLC Program. One of the local objectives was reported as being met and two local objectives were reported as not being met but 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 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.*
- 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. *Did not meet but made progress toward the stated objective.*
- 80% of Stepping Stones participants (who attended for at least 80% of possible program days) will be proficient for their grade level in teacher-preferred social behaviors, peer-preferred social behaviors, and classroom adjustment behaviors. *Met the Stated Objective.*

Sustainability.

Davenport CSD has a formal sustainability plan based on the dedication of community partners to sustain the program beyond grant funding. Specific Strategies include (from *Local Evaluation*):

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

for staff, professional development, facilities and other operating expenses.

3. School staff dedicates pledges from Employee giving campaign to support the programs.
4. DHS Childcare assistance will provide resources for families beyond the grant funds. New DHS QRS site approval will bring \$1,600 per site annually for program support.
5. Resource development is ongoing, led by DCSD with community partnerships and NCSP.

Davenport CSD estimated the in-kind services provided by 18 partners was over \$105,790.

Davenport CSD Summary.

The Davenport CSD 21st CCLC Program (Stepping Stones) served a total of 56 students with a regular attendance of 51 (91%). A total of 18 partners supported the program in a variety of ways and provided \$105,790 in in-kind value. Davenport CSD reported that four family events were held during the school year and 10-15 families attended each event. Some students improved for each GPRA Measure. Davenport CSD had three local objectives for the 21st CCLC Program and met one of them and did not meet but made progress toward two of them. A complete discussion of methodology and ratings justification was included in the local evaluation. Davenport has a formal sustainability plan that includes continuing the program once grant funding ends. The local evaluation reported that there are no plans to change or add any objectives. Recommendations on future plans for change other than objectives were not included in the evaluation.



"It is critical to provide quality afterschool programming to students in high need buildings. Stepping stones provides high quality experiences to students who might otherwise have limited experiences and no care afterschool." (21st CCLC Partner).



"My students that participate in Stepping Stones complete their homework and are prepared to learn each day." (Davenport CSD Teacher).



I love that my kids can be in a safe environment afterschool so I can focus on the rest of my work day." (21st CCLC Parent).

Des Moines Independent CSD

Des Moines CSD 21st CCLC Notable Facts:

GPRA Measures

- ★ 92% of students at all levels identified as needing improvement in mathematics improved (GPRA Measure 3).
- ★ 86% of students at all levels identified as needing improvement in English improved (GPRA Measure 6).
- ★ 17% of elementary students identified as non-proficient in reading attained proficiency (GPRA Measure 7).
- ★ 67% of secondary students identified as non-proficient in mathematics attained proficiency (GPRA Measure 8).
- ★ 93% of elementary students identified as needing improvement in homework completion and class participation improved (GPRA Measure 9).
- ★ 61% of elementary students identified as needing improvement in student behavior improved (GPRA Measure 12).

Attendance

- ★ The 21st CCLC Program served 1,897 students.
- ★ **1,424 students (75%) were regular attendees.**
- ★ **1,658 students (87%) were identified as FRPL.**

Partnerships and Local Objectives

- ★ The 21st CCLC Program had 37 partners supporting the 21st CCLC Program that provided \$470,540 in in-kind value.
- ★ The 21st CCLC Program had 33 local objectives and met all 33 of them.

Overview and Attendance.

For the 2018-2019 school year, Des Moines CSD had 18 centers; one in Cohort 10, four in Cohort 11, three in cohort 12 and four in cohort 13. In addition, Des Moines had six centers for the Cohort 9 summer program.

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).



During the 2018-2019 School Year, 1,897 students were served by the 21st CCLC Program with 1,424 being regular participants. For the Cohorts 9 and 10 summer program there were 126 participants with 119 being regular attendees. For 2018-2019, 87% of the total students served were identified as FRPL. Des Moines CSD reported that there were 37 community partners supporting the 21st CCLC Program that provided \$470,540 in in-kind value. Parents are active in the program All centers provided a minimum of six family events during the 2018-2019 school year.

Des Moines CSD 21st CCLC Program Summary Chart (2018-2019)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Des Moines CSD	9	37	McCombs, Meredith, Hiatt, Callanan, Hoyt, and Goodrell Middle Schools	-	-
Des Moines CSD	10	37	Stowe Elementary School	243	149
Des Moines CSD	11	37	Cattell, Howe, Lovejoy and Oak Park Elementary Schools	953	624
Des Moines CSD	12	37	Capitol View, King and Monroe Elementary Schools	452	421
Des Moines CSD	13	37	Garton, Hillis, Morris, River Woods, and Willard Elementary Schools	249	230
TOTALS		37		1,897	1,424

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

Partnerships.

Des Moines CSD had 37 partners that provided over \$470,540 in in-kind value to the 21st CCLC Program.

Community Partnerships are integral to the continued success of the 21st CCLC grant program. DMPS began the grant with partners: CultureAll, Community Youth Concepts, and United Way of Central Iowa. Currently we have retained all original partnerships and have added programs to fit the needs and interests of students in the program. Partnerships benefit all involved by introducing programming to students regardless of barriers which include transportation, fees, unique student needs and more. Many of these partners provide free or deeply discounted services and staff which have allowed and will continue to allow our program to meet the needs of students (Local Evaluation).

Parent Involvement.

Des Moines 21st CCLC Centers hold at least six parent nights per year. Hosted family events included Chess competitions, Culture Nights, Crazy Eights Family Night, Professional Development hosted by Joanna Faber, Zoo Family STEM Night, Literacy Luau, Holiday Extravaganza Showcase, Afterschool Arts, World Culture Half-Pint Poetry Slam, Family Game Night and Camp IN Literacy Night. Communication with parents was done utilizing phone calls, texts, e-mails, social media and newsletters. In addition, students created posters, flyers and invitations for families.



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 2018-2019

Program GPRC 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.	61%
3. The percentage of all 21 st Century regular program participants whose mathematics grades improved from fall to spring.	92%
4. The percentage of elementary 21 st Century regular program participants whose English grades improved from fall to spring.	93%
5. The percentage of middle/high school 21 st Century regular program participants whose English grades improved from fall to spring.	15%
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.	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.	67%
9. The percentage of elementary 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	93%
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.	93%
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%

Des Moines CSD reported that of the regular attendees in the 21st CCLC program who were identified as needing improvement, 95% of elementary students improved in mathematics and 61% of secondary students improved in mathematics. In English, 93% of elementary students improved and 15% of secondary students improved. For elementary students who were identified as not proficient in reading, 17% attained proficiency. For secondary students who were identified as not proficient in mathematics, 67% attained proficiency. Teachers reported that 93% of elementary students improved in homework completion and class participation and 61% of elementary students improved their behavior. Numbers of secondary students were not provided

for improvement in homework completion and class participation and behavior. Secondary students attended in the summer only and thus teacher survey data was not available.

Local Objectives

For the school year 21st CCLC Program, cohorts 10, 11, 12 and 13 had the same eight local objectives for the 2018-2019 School Year and they met all eight of the objectives. The methodology for measuring the local objectives was sound and the justification for rating the objectives was complete. Of the eight objectives, five dealt with student achievement and three dealt with student retention and fostering community collaboration. Cohort 9 was a summer only program and had one objective that dealt with academic enrichment 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 MAP assessment annually. *Met stated objective.*
- 10% of non-proficient participants will improve from not proficient to proficient or above in reading on MAP reading assessment 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.*



The Cohort 9 summer program had one objective and met the 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.*

Sustainability.

Des Moines CSD has a sustainability plan that includes both community and school district support. “DMPS is committed to continuing to serve all 21CCLC students at the same level of programming even as 21CCLC grant funds are reduced or completed (Local Evaluation). The local evaluation listed several strategies to promote sustainability for the 21st CCLC program: garnering broad-based community support via increased visibility and promotion, utilization of existing resources, building new partnerships and creating new revenue streams. Partners are committed to continuing the 21st CCLC Program as shown by their total contributions for in-kind services this year of over \$470,540.

Des Moines CSD Summary.

Des Moines Community School District served a total of 1,897 students with a regular attendance of 1,424 during the 2018-2019 School Year. Des Moines had 37 partners who provided \$470,540 in in-kind value. The partners participated in a variety of ways, including materials, oversight, evaluation and staffing. Parents volunteered and attended parental events. Each center held at least six family events per year. Improvement was reported for all students for all GPRA Measures although secondary data was not available for GPRA Measures 10 and 13. All local objectives were met and a complete discussion of methodology and ratings justification was included in the local evaluation. Recommendations for local objectives and future plans for change focused on applying for a new 21st CCLC grant. Des Moines CSD has a sustainability plan that includes continuing the program when 21st CCLC grant funds are expended.



“I think it’s great that Garton can offer all these activities to our kids.

A lot of families don’t have the means to get their kids in activities that cost money, so that they can do them here for free is really great. There’s a good variety of what kids can do and it’s nice to have a safe place for them to be after school if parents are still working” (21st CCLC Parent).



“We created kindness boxes & delivered them to local businesses that have supported our school’s various needs. Inside each box, someone will receive a note of inspiration. A simple way for students help support their community” (21st CCLC Staff Member).



“The teachers are nice and when I come here, I don’t have to go home and be bored” (21st CCLC Student).



“These programs have been a blessing to our family and my child. Thank you for these opportunities” (21st CCLC Parent).

Dubuque CSD

Dubuque 21st CCLC Notable Facts:

GPRA Measures

- ★ 83% of secondary students identified as needing improvement in mathematics improved (GPRA Measure 3).
- ★ 72% of secondary students identified as needing improvement in English improved (GPRA Measure 6).
- ★ 80% of secondary students improved in homework completion and class participation (GPRA Measure 11).
- ★ 73% of secondary students improved in student behavior (GPRA Measure 14).

Attendance

- ★ The 21st CCLC Program served 558 students.
- ★ 29 students (5%) were regular attendees.
- ★ **351 students (63%) were identified as FRPL.**

Partnerships and Local Objectives

- ★ The 21st CCLC Program had 19 partners supporting the 21st CCLC Program that provided \$4,115 in in-kind value.
- ★ The 21st CCLC Program had 13 local objectives and met 5 of them.

Overview and Attendance.

For the 2018-2019 school year, Dubuque CSD had centers at two at George Washington and Thomas Jefferson Middle Schools. The Dubuque CSD 21st CCLC Program, called LEAP (Literacy Education and Project Based Learning Program) served 558 total students of which 29 (5%) were regular attendees. Of the total attendees, 63% were identified as FRPL. Dubuque CSD reported that the 21st CCLC Program had 19 program partners. Dubuque CSD provided two Family Engagement sessions. No parents attended these sessions.



Dubuque CSD 21st CCLC Program Summary Chart (2018-2019)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Dubuque CSD	13	19	George Washington and Thomas Jefferson Middle Schools	558	29
TOTALS		19		558	29

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

Partnerships.

Dubuque CSD had 19 partners. Of the 19 partners 12 provided programming/activity-related services and 14 provided volunteer staffing. Dubuque CSD estimated that the value of in-kind services provided by the partners totaled \$4,115.

Parent Involvement.

Dubuque CSD held two Family Engagement sessions and no parents attended. The Dubuque Local Evaluation included recommendations on strategies to get parents involved with the 21st CCLC Program.

Parents are kept informed through the use of paper flyers, electronically through the LEAP website and student mailbag and reminders given to students.

Objectives.

GPRC Measures

Dubuque CSD used MAP scores to measure performance for GPRC Measures 1-6. For GPRC Measure 8, ISASP scores were to be used but complete data was not available. The GPRC summary table below indicates percentage improvement for each measure. For academic measures (GPRC 1-8), data was based on matched pairs where data was available for individual students from both fall and spring.

Dubuque CSD 21st CCLC GPRC Measures Summary for 2018-2019

Program GPRC 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.	83%
3. The percentage of all 21 st Century regular program participants whose mathematics grades improved from fall to spring.	83%
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.	72%
6. The percentage of all 21 st Century regular program participants whose English grades improved from fall to spring.	72%
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.	na
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.	80%
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.	na

13. The percentage of middle/high school 21st Century participants with teacher-reported improvements in student behavior. 73%

14. The percentage of all 21st Century participants with teacher-reported improvements in student behavior. 73%

The Dubuque CSD 21st CCLC Program services only secondary students so no elementary data was reported. For improvement in mathematics, Dubuque CSD reported that 83% of secondary students needing improvement improved their mathematics grades. For students identified as needing improvement in English, 72% of secondary students improved their English grades. For students identified as needing. Dubuque CSD reported that for students identified as needing improvement, 80% of students improved in homework and class participation and 73% of students improved their behavior. No data was reported for improvement in proficiency for secondary mathematics. The Local Evaluation reported that this was due to the instrument chosen (ISASP) not being given the year before.

Local Objectives

Dubuque CSD had 15 total local objectives for the 21st CCLC Program for the 2018-2019 School Year. Of the 15 objectives, 5 were met, 3 were not met but progress was made toward the objective, 3 were not met and no progress was made toward the objective, and 4 were unable to measure. One objective dealt with student achievement, five dealt with family and partner participation, two dealt with the student afterschool growth plan, five dealt with student participation, one dealt with continuity with school and afterschool program continuity and one dealt with student discipline. The local evaluation included appropriate methodology and ratings justification for all local objectives. The objectives and their ratings are listed below.



- 100% of students in the ASP will develop an Afterschool Growth Plan. *Did not meet and no progress was made toward the stated objective.*
- 75% of partner agencies will provide supervision in the Literacy Room to build relationships with students and hold them accountable for their goals. *Unable to measure the stated objective.*
- 75% of students will show progress towards their plan goals. *Unable to measure the stated objective.*
- 80% of students in the ASP will participate in Project Based Learning. *Met the stated objective.*
- 75% of teachers, school administrators and instructional coaches will report an increase in continuity of school and after school programming. *Did not meet but progress was made toward the stated objective.*
- 50% of students increase academic performance through ISASP (replacement for ITP) and classroom assessments (MAP). *Met the stated objective.*
- 50% of students who attend ASP will access the services and supports of the Literacy Room. *Did not meet but progress was made toward the stated objective.*
- 70% of students in Lexia will meet dosage minutes each month. *Unable to measure the stated objective.*
- Each year, 80% of participants will participate in 2 or more enrichment activities. *Met the stated objective.*
- 80% of participants will report new skill-based learning in an enrichment activity. *Met the stated objective.*
- 50% of students who participate in Conflict Management will reduce disciplinary referrals. *Unable to measure the stated objective.*

- At least 50% of program participants will have family members attend an Open House night. *Met the stated objective.*
- 35% of parents will take advantage of the services offered in the Literacy Room. *Did not meet and no progress was made toward the stated objective.*
- Of those parents who are served by the Literacy Room, at least 75% will report an expanded awareness of student literacy and diversity issues. *Did not meet and no progress was made toward the stated objective.*
- **At least 50% of program families will engage in celebrating their students' learning.** *Did not meet but progress was made toward the stated objective.*

Sustainability.

Dubuque CSD has planned to develop a sustainability plan that will begin in year three of the afterschool project. The plan will focus on partner participation.

Dubuque CSD Summary.

Dubuque Community School District had two centers in its 21st CCLC Program. Both centers were at middle schools. The Dubuque CSD Program had 558 students in the program with a regular attendance of 29 students. Community partners numbered 19 and provided \$4,115 in in-kind services. The Local Evaluation reported that few parents participated. Some improvement in GPRA Measures was recorded although no data was available for improvement in proficiency for secondary students (GPRA Measure 8). A discussion of GPRA Measures and local objectives was included in the local evaluation. Of the 13 total local objectives, 5 were met. Appropriate recommendations for local objectives and for future plans for change were provided in the local evaluation. Dubuque CSD has a development timeline for creating a sustainability plan that focuses on community partners.



“One of the best things was to watch all different groups of kids who were getting the opportunity to hang out with people they would probably not connect with unless it was at an after school activity like LEAP.” (21st CCLC Facilitator).



“You have no idea how grateful I am for the fact that my child gets to continue learning fun things while I’m finishing up at work, and our dinner conversation inevitably leads to discussion about a LEAP experience.” (21st CCLC Parent).



“Knowing that we provided a safe place for students after school, along with a healthy snack, meant the world to me to witness. Just watching friendships form across grade levels that would have never formed during the day.” (Dubuque CSD Teacher).



“I never knew middle schoolers would be this interested and would be able to think deeply about something.” (21st CCLC Partner).

Fairfield CSD

Fairfield CSD 21st CCLC Notable Facts:

GPRA Measures

- ★ 25% of elementary students identified as needing improvement in mathematics improved (GPRA Measure 3).
- ★ 33% of elementary students identified as needing improvement in English improved (GPRA Measure 6).
- ★ 25% of elementary students identified as non-proficient in reading attained proficiency (GPRA Measure 7).
- ★ **87% of elementary students improved in homework completion and class participation (GPRA Measure 11).**
- ★ 74% of elementary students improved in student behavior (GPRA Measure 14).

Attendance

- ★ The 21st CCLC Program served 101 students.
- ★ 59 students (58%) were regular attendees.
- ★ 50 students (50%) were identified as FRPL.

Partnerships and Local Objectives

- ★ The 21st CCLC Program had 17 partners supporting the 21st CCLC Program that provided \$1,525 in in-kind value.
- ★ The 21st CCLC Program had ten local objectives and one objective was met.



Overview and Attendance.

For the 2018-2019 school year, Fairfield CSD had one center in Cohort 13 at Pence Elementary School Called the CCP (Character and Community Program), the 21st CCLC Program had 101 total attendees with 59 or 51% attending regularly. For 2018-2019, 50% of the total students served were identified as FRPL. The 21st CCLC Program had 17 partners. Two parent Literacy Nights were held and were attended by approximately 300 parents and students. However, these events were for all families in Fairfield CSD. The local evaluation contained no information on parent events for the 21st CCLC Program.

Fairfield CSD 21st CCLC Program Summary Chart (2018-2019)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Fairfield CSD	13	17	Pence Elementary School	101	59
TOTALS		17		101	59

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

Partnerships.

Fairfield CSD had 17 partners that contributed an estimated \$1,525 in in-kind value. *Each partner has contributed to the vision of CCP as well as to the development of future community leaders and employees. Partners the impact the program by bringing new perspectives, connections and experiences to program attendees, their parents, and to district program employees (Local Evaluation).*

Parent Involvement.

Fairfield CSD held two Literacy Nights for all district elementary parents and families. Approximately 300 parents and children attended these events. The local evaluation did not include information on parent events for the 21st CCLC Program. A parent survey was completed by 31 21st CCLC parents. All of the parents responded that the CCP was either good or excellent. Communication with parents was done using newsletters and in person.

Objectives.

GPRA Measures

Fairfield CSD used Iowa Core Mathematics and English Standards to measure student performance for GPRA Measures 1 and 4. *FAST Reading* to assess student performance for GPRA measure 7. The GPRA summary table below indicates percentage improvement for each measure.



Fairfield CSD 21st CCLC GPRA Measures Summary for 2018-2019

Program GPRA Measures	Percentage Improvement
1. The percentage of elementary 21 st Century regular program participants whose mathematics grades improved from fall to spring.	25%
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.	25%
4. The percentage of elementary 21 st Century regular program participants whose English grades improved from fall to spring.	33%
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.	33%
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.	25%
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.	87%

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.	87%
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
14. The percentage of all 21 st Century participants with teacher-reported improvements in student behavior.	74%

For the elementary students in the program who were identified as needing improvement, 25% improved in mathematics and 33% improved in English. For reading 25% of elementary students moved from not proficient to proficient. Teachers reported that 87% of students improved in homework completion and class participation and 74% of students improved their behavior.

Local Objectives

Fairfield CSD had ten local objectives for the 21st CCLC Program for the 2018-2019 school year. One objective was met, seven objectives were not met but progress was made toward the objective and two were unable to measure. The methodology for measuring the local objectives was sound and the justification for rating the objectives was complete. Of the ten objectives, three dealt with student achievement, two dealt with student attendance, one dealt with nutrition, two dealt with student behavior and one two dealt with parents and family.

- 80% of all CCP students will achieve GL reading proficiency or surpass 1 year's growth on IA assessments and FAST. *Did not meet but made progress toward the stated objective.*
- 80% of all CCP students will achieve GL math proficiency or surpass 1 year's growth on IA assessments and ST Math. *Did not meet but made progress toward the stated objective.*
- 50% of regular attending CCP students will attain school attendance of 90% or higher. *Did not meet but made progress toward the stated objective.*
- 100% of all CCP students will increase nutrition intake/activity levels from baseline to end of the year. *Unable to measure the Stated Objective.*
- 50% of the students enrolled in CCP will attend regularly. *Did not meet but made progress toward the stated objective.*
- Decrease Pence gr. 2-4 disciplinary referrals by 35%. *Met the stated objective.*
- 100% of CCP students will rate positive outlook on school and relationships above neutral on Spring Survey. *Did not meet but made progress toward the stated objective.*
- All involved families will improve overall family well-being rating to at or above neutral, or at least 1 SD from baseline. *Did not meet but made progress toward the stated objective.*
- 80% of all non-English speaking CCP parents will participate in 1 or more adult education course offerings. *Unable to measure the stated objective.*
- 80% CCP students will achieve at or above grade level in quarterly classroom evaluations of engineering. *Did not meet but made progress toward the stated objective.*

Sustainability.

Fairfield CSD has a list of sustainability actions from the grant application.

- Build knowledge of after-school programming
- Include budgeting meetings with Title I, At Risk, TAG, Special Education, 504 coordinators to generate effective, integrative budgeting.

- Continue pursuit of stand-alone grants for programming materials, i.e. Jefferson County Juvenile Court System, D-cat Board, STEM Scale Up awards.
- Focus acquisition on in-kind district contributions to comprehensive program development that aligns with strategic improvement. District in-kind: copier, electricity, accounting, payroll, general materials, building care, occasional transportation and grant director time.
- Maintain a strong, educated CCP staff who builds and follows the program's vision



Fairfield CSD Summary.

Fairfield Community School District had one center 21st CCLC Program. Called CCP, the center was at Pence Elementary School and had 101 total attendees. Regular attendance at CCP was 59. CCP had the support of 17 partners who provided \$1,525 in in-kind value. CCP held two district wide family events that were attended by 300 parents and children. The local evaluation contained no information on the required four family events for 21st CCLC Program parents. Improvement was reported for elementary students for all GPRA Measures. CCP had 10 local objectives and met one objective. 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. Fairfield CSD has identified actions to be taken to develop a formal sustainability plan.



“The feedback from students and parents are positive, as we've integrated a balance of fun and educational support. I am excited to see where this program will lead in the years to come” (School Principal).



“The after-school program at Pence is an amazing place because it gives my child an opportunity to finish homework if she has any, participate in fun and engaging programming, and interact with her peers” (21st CCLC Parent).



“There are opportunities to develop social skills through interactions with teachers, students and community members” (21st CCLC Partner).

Hamburg CSD

Hamburg CSD 21st CCLC Notable Facts:

GPRA Measures

- ★ 93% of elementary students identified as needing improvement in mathematics improved (GPRA Measure 3).
- ★ 100% of elementary students identified as needing improvement in English improved (GPRA Measure 6).
- ★ 79% of elementary students identified as non-proficient in reading attained proficiency (GPRA Measure 7).
- ★ 97% of elementary students improved in homework completion and class participation (GPRA Measure 11).
- ★ 97% of elementary students improved in student behavior (GPRA Measure 14).

Attendance

- ★ The 21st CCLC Program served 42 students.
- ★ 29 students (69%) were regular attendees.
- ★ **35 students (83%) were identified as FRPL.**

Partnerships and Local Objectives

- ★ The 21st CCLC Program had 14 partners supporting the 21st CCLC Program that provided \$7,675 in in-kind value.
- ★ The 21st CCLC Program had three local objectives and did not meet but made progress on two of them.

Overview and Attendance.

Hamburg, IA was flooded in March of 2018. This flood impacted the town and the school district. Below is a statement from Kaitlin Stockwell, the Director of the 21st CCLC Program, on the impact of flooding on the afterschool program.

On March 18, 2019, the Hamburg Community School District was heavily impacted by flooding from the Missouri River. Hamburg is a town that is situated between the Loess Hills, the Nishabotna River and the Missouri River. This flood was unique; in past years of flooding the river that threatened Hamburg was the Nishabotna River. In 2019 the Missouri River blew through and topped over levees that in past had protected the town. With Hamburg's location, the devastation was immense, three-fourths of Hamburg was consumed by the waters of Missouri River. The south end of town was affected first, which is where many low-income families lived. Soon after the emergency barrier in town blew and the eastern side of town was also inundated

These two sections of town housed many of the families in our school. A portion some that were impacted had to decide whether to drive their kids into town or to find an alternative option because they had to find housing in neighboring towns. For some these housing decisions became permanent and for others it was temporary until they could get back to Hamburg. This not only affected everyday school but also the after-school program. A large portion of the students that lived in the south and the eastern sides of town were the kids that took advantage of the after-school program.

The flood not only changed the daily operations of the school, due to the lack of potable water and working sewers, but it also changed the face of the after-school program. We went from providing enrichment activities to providing a much-needed distraction, with snacks, games, and of course, arts and crafts. We opened our doors to our families and tried to help them in any way that we could. For



U.S. Army Corps of Engineers / Ryan Hignight

many in town that did not have to leave their homes, their lives were upset because many daycare providers were flooded out.

Our numbers were greatly impacted, and on the first day back to school after-school club barely broke double digits in attendance, but as the weeks went by our numbers did begin to rise once again. Once we knew that we were going to be okay we used our time to help in the flood relief center that had been set up in the school gym. Many of the older after-school kids were able to help unload and organize supplies, and even help deliver cases of water to people in town who were unable to come to the school. After the flood we made necessary adjustments to the program to become a reliable part of the new “normal” of Hamburg, and to help not just our after-school kids but also our community.

For the 2018-2019 school year Hamburg CSD had one 21st CCLC center located at Marnie Simons Elementary School. The Program served 42 total students with 29 (69%) being regular attendees. of the total students served 35 (83%) were identified as FRPL. The 21st CCLC Program offered 32 clubs for students to attend and 47% of students attended enrichment clubs. The number of community partners totaled 13 and partners provided \$8,850 in in-kind value. The local evaluation indicated that parent involvement was important. Three family nights were discussed in the Local Evaluation.

Hamburg CSD 21st CCLC Program Summary Chart (2018-2019)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Hamburg CSD	11	13	Marnie Simons	42	29
TOTALS		13		42	29

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

Partnerships.

Hamburg CSD reported that 14 partners supported the 21st CCLC Program and provided \$8,850 in in-kind value.

“The school is extremely thankful for all contributing partners, realizing the roles played by these partners are crucial for the program’s success. The partners provide field trip opportunities for participating students, donate food and other items to support celebrations, donate items to support the educational programs, donate items to support low income families, and much more (Local Evaluation).”

Parent Involvement.

Parental involvement was an important objective from the inception of the afterschool program planning process (Local Evaluation). One literacy/math night was held in partnership with the school’s title math program and 18 families attended. An end-of-year track meet was held, and thirteen parents attended along with other family members. To help promote parent communication, a back-to-school night was held at the beginning of the year. During the school year, a texting app, letters, notes, flyers, phone calls and personal contacts are utilized. An end-of-year survey was given to parents and results indicated parents are pleased with the Program.



Objectives.

GPRA Measures

Hamburg CSD used *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 2018-2019

Program GPRA 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.	100%
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.	100%
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.	79%
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.	97%
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.	97%
12. The percentage of elementary 21 st Century participants with teacher-reported improvements in student behavior.	97%
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.	97%

Hamburg CSD reported that of the regular elementary attendees in the 21st CCLC program who were identified as needing improvement 93% improved in mathematics and 100% improved in English. Of the students identified as not proficient in reading, 79% achieved proficiency. Teachers reported that 97% of students also improved in homework completion and class participation and 82% of students improved their behavior.

Local Objectives

Hamburg CSD listed three local objectives for the 21st CCLC Program for the 2018-2019 School Year. Two objectives were not met but progress was made toward the stated objective and one objective was not met and no 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 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 and no progress was made 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.

The Hamburg Community School District will maintain our 21st Century After School program after funding ends (Local Evaluation). Ways to continue funding for the program include using at-risk/drop-out prevention funds, Hamburg CSD general funds, and several on-going grants. In addition, use will be made of volunteers and other grant opportunities will be pursued.

It can be seen that the Hamburg Community School District has put thought into the sustainability of its 21st Century after-school programs, with the above formalized plan. They have identified other streams of income and are open to leveraging their resources through other grant applications. They have strong on-going partners, they continue to engage new partners, and have a solid history of the program that add to their incentive to see the programming continue (Local Evaluation).

Hamburg CSD Summary.

Hamburg Community School District served 42 students with a regular attendance of 29. Hamburg had the support of 13 partners who provided \$9,850 in in-kind value. 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. Parents attended parental events. Improvement was reported for elementary students for all GPRA Measures. Progress was made on two of three local objectives and a complete discussion of methodology and ratings justification was included in the local evaluation. Appropriate recommendations were included on two of the objectives but no plans for the objective that was not met and made no progress were listed. Changes for the upcoming year were in the Local Evaluation. Hamburg CSD has a formal sustainability plan that includes continuing the program when 21st CCLC grant funds are expended.



“The homework club is such an asset for both the students needing help and the teachers who also benefit from the added instruction provided to the students.” (Hamburg Teacher).



“Iowa State University Extension and Outreach is honored to be a part of the Hamburg After-School Program. We are always seeking partners who can provide ways for us to share our research-based, youth-

focused curriculum, and this program answers the call by connecting us to youth who are engaged and eager to learn, providing consumable supplies, and offering staff support that makes it possible for us to be efficient and effective when presenting content” (Hamburg 21st CCLC Partner).



” I just love the clubs and I like the teachers too” (Hamburg 21st CCLC Student).

Helping Services for Northeast Iowa

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

GPRA Measures

- ★ 41% of students at all levels identified as needing improvement in mathematics improved (GPRA Measure 3).
- ★ 49% of students at all levels identified as needing improvement in English improved (GPRA Measure 6).
- ★ **77% of elementary students identified as non-proficient in reading attained proficiency (GPRA Measure 7).**
- ★ 55% of students at all levels improved in homework completion and class participation (GPRA Measure 11).
- ★ 45% of students at all levels improved in student behavior (GPRA Measure 14).

Attendance

- ★ The 21st CCLC Program served 75 students.
- ★ **71 students (95%) were regular attendees.**
- ★ 15 students (20%) were identified as FRPL.

Partnerships and Local Objectives

- ★ The 21st CCLC Program had 17 partners supporting the 21st CCLC Program that provided \$69,910 in in-kind value.
- ★ The 21st CCLC Program had seven local objectives and met all seven of them.

Overview and Attendance.

Helping Services for Youth & Families works in conjunction with the TigerHawk Connections Learning Center (TCLC) that is located at West Union and North Fayette Elementary Schools. 75 students were served by the 21st CCLC Program during the school year with 71 (95%) being regular participants. In addition, Helping Services served 30 total students during the summer. 20% of the total students served were identified as FRPL. The number of community partners totaled 17 supporting the program with a variety of services and an in-kind value of \$69,910. Helping Services held a parent orientation meeting and three family literacy nights. One literacy night had 15 parents attending and the math literacy night had 17 parents attending. The number of parents attending other events was not included in the Local Evaluation.



The number of parents attending other events was not included in the Local Evaluation.

The primary goals of TCLC staff include student safety, professionalism, positive child development and the promotion of an inclusive and diverse environment where all participants are valued and respected. Staff and volunteers are screened and trained on positive behaviors with youth and appropriate interactions. Each staff and volunteer is required to review, discuss, and sign a confidentiality form and Child Abuse Prevention Code of Conduct forms (Local Evaluation).

TCLC 21st CCLC Program Summary Chart (2018-2019)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Helping Services for Youth & Families	10	17	West Union and North Fayette Elementary Schools	75	71
TOTALS		17		75	71

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

TCLC 21st CCLC Summer Program Summary Chart (2016)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Helping Services for Youth & Families	10	17	West Union and North Fayette Elementary Schools	30	0
TOTALS		17		30	0

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

Partnerships.

Helping Services for Youth and Families had 17 partners for the 21st CCLC Program that provided an in-kind value of \$69,910 and provided educational enrichment opportunities for students, technical assistance and training for TCLC staff, program materials and supplies, and volunteer time for program activities.

ISU Extension, Fayette County Conservation, and Blank Park Zoo provided Science, Technology, Engineering and Math (STEM) activities throughout the year.

Programming and Activity related services were provided through a variety of partners, most of them not paid by the TCLC grant. Project partners included healthy services provided by Gundersen Clinics, Helping Services for Youth & Families, and Palmer Lutheran Hospital (Local Evaluation).

Parent Involvement.

Helping Services for Youth and Families held four events for parents. A parent orientation was held to give parents the opportunity to support the program through various volunteer activities. In April a Family Literacy night was held in partnership with the NFV Title 1 Reading Program. A Family Night was held that focused on literacy and 15 parents attended. A Family Night was held that focused on Math Literacy and 17 parents attended.



Objectives.

GPRAs Measures

Helping Services for Youth & Families used Academic Performance Standards to assess student performance in mathematics and in English for GPRAs measures. The GPRAs summary table below indicates percentage improvement for each measure.

Helping Services for Youth & Families 21st CCLC GPRAs Measures Summary for 2018-2019

Program GPRAs Measures	Percentage Improvement
1. The percentage of elementary 21 st Century regular program participants whose mathematics grades improved from fall to spring.	41%
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.	41%
4. The percentage of elementary 21 st Century regular program participants whose English grades improved from fall to spring.	49%
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.	49%
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.	77%
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.	55%
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.	55%
12. The percentage of elementary 21 st Century participants with teacher-reported improvements in student behavior.	45%
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.	45%

Helping Services for Youth & Families reported that of the regular attendees in the 21st CCLC program who were identified as needing improvement 41% improved in mathematics and 49% improved in English. For those students identified as not proficient in Reading, 77% attained proficiency. Teachers reported that 55% of students also improved in homework completion and class participation and 45% of students improved their behavior.

Local Objectives

Helping Services for Youth & Families listed seven local objectives for the 21st CCLC Program for the 2018-2019 School Year and they reported meeting all seven objectives. The methodology for measuring the local objectives was sound and the justification for rating the objectives was complete. Of the seven objectives, two dealt with student achievement, one dealt with reading proficiency, one dealt with homework completion, two dealt with student activities and two dealt with parents.

- The majority of enrolled students will demonstrate proficiency in annual literacy assessments conducted by NFV, including FAST and Iowa Assessments. *Met stated objective.*
- The majority of enrolled students will demonstrate proficiency in annual literacy assessments conducted by NFV, included Measure of Academic Progress and Iowa Assessments. *Met stated objective.*
- Homework completion increases as reported by teachers. *Met stated objective.*
- The majority of enrolled students will have tried a new activity or demonstrated a new skill. *Met stated objective.*
- The majority of enrolled students will know the concepts of nutrition, exercise, and overall health. *Met stated objective.*
- The majority of parents will increase awareness of academic enrichment activities and how they can support their children's learning at home. *Met stated objective.*
- The majority of parents feel welcome in the program and know what their children are involved in at TCLC. *Met stated objective.*

Sustainability.

Helping Services for Youth & Families has a formal sustainability plan that includes both community and school district support. An Advisory Board is in place and developed a list of sustainability options that included (*from Local Evaluation*)

- *Coffee and conversation with the Chamber*
- *Visit with large employers*
- *Look at the list of where parents of TCLC kids work*
- *Student applications include volunteer and donation section*
- *Increase free and reduced lunch numbers*
- *Positive messaging around free and reduced lunch to reduce the stigma*
- *Have the North Fayette Valley school district apply for funding as schools qualify*
- *Open meal site grant for TCLC summer camp*
- *Secure a location for summer camp at the school to reduce costs*
- *Explore local grants*
- *Possibility of a sliding fee scale*
- *Share pictures of TCLC activities*



Helping Services for Youth and Families had 17 partners that contributed \$69,910 in in-kind value.

Helping Services for Youth & Families Summary.

The number of students served during the school year was 75 with a regular attendance of 71. The program had the support of 17 partners who provided \$69,910 in in-kind value. Four family nights were held but attendance was reported for only two of them. 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. 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.



"My girls attend daily. They really enjoy the snack and homework help. (That helps me too), but their favorite part is playing games with the staff. They love the adult interaction and truly enjoy the one on one time that make them feel special" (21st CCLC Parent).



"At the end of the day, the kids are excited to go to the program. They have fun activities and games, and often provide a positive interaction with an adult that may not be present elsewhere. As a teacher, I love the homework help. The kids get help with their homework so they can reach success in the classroom. It truly is a win - win situation for the kids and staff" (West Union Elementary Teacher).



"I like when we get to play games with the teachers" (21st CCLC Student).

Iowa City CSD

Iowa City CSD 21st CCLC Notable Facts:

GPRA Measures

- ★ 85% of elementary students identified as needing improvement in mathematics improved (GPRA Measure 3).
- ★ 84% of elementary students identified as needing improvement in English improved (GPRA Measure 6).
- ★ 8% of elementary students identified as non-proficient in reading attained proficiency (GPRA Measure 7).
- ★ 64% of elementary students improved in homework completion and class participation (GPRA Measure 11).
- ★ 56% of elementary students improved in student behavior (GPRA Measure 14).

Attendance

- ★ The 21st CCLC Program served 409 students.
- ★ **385 students (94%) were regular attendees.**
- ★ **279 students (68%) were identified as FRPL.**

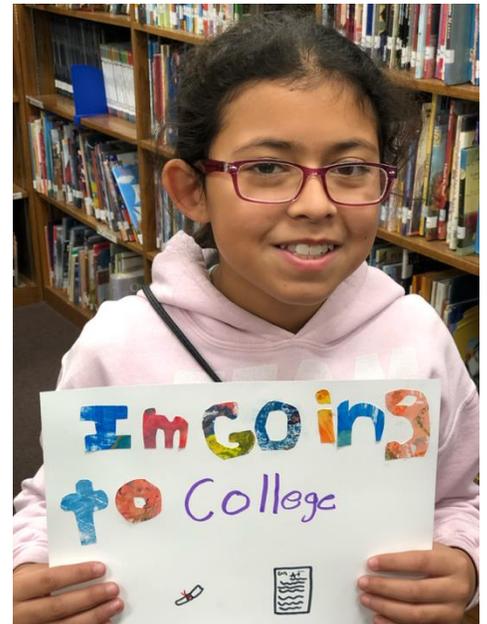
Partnerships and Local Objectives

- ★ The 21st CCLC Program had 20 partners supporting the 21st CCLC Program that provided \$583,125 in in-kind value.
- ★ The 21st CCLC Program had 15 local objectives and met 14 of them.

Overview and Attendance.

For the 2018-2019 school year Iowa City CSD had five centers for five cohorts. The Cohort 9 Center was located at Robert Lucas Elementary School, the Cohort 10 Center was located at Kirkwood Elementary School, the Cohort 11 Center was located at Archibald Alexander Elementary School, The Cohort 12 Center was located at Hills Elementary School and the Cohort 13 Center was located at Mark Twain Elementary School.

The Iowa City CSD 21st CCLC Program served 409 students were during the 2017-2018 school year with all 385 (94%) being regular attendees. For the summer 2016 program, 249 students were served. During the school year, 279 (68%) of total attendees were identified as FRPL. The Iowa City CSD 21st CCLC Program had 20 partners and the partners provided \$583,125 in in-kind value. Parents attended events at all centers.



Iowa City CSD 21st CCLC Program Summary Chart (2018-2019)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Iowa City CSD	9	20	Robert Lucas Elementary School	96	96
Iowa City CSD	10	20	Kirkwood Elementary School	73	73
Iowa City CSD	11	20	Archibald Alexander Elementary School	86	84
Iowa City CSD	12	20	Hills Elementary School	65	62
Iowa City CSD	13	20	Mark Twain Elementary School	89	70
TOTALS		20		409	385

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

Partnerships.

Iowa City CSD had 20 partners supporting the 21st CCLC Program with \$583,125 in in-kind value. Iowa City CSD actively recruits partners for the 21st CCLC Program.

Through our countywide Out-of-School Time Initiative, the ICCSD BASP shared visions and goals with major supporters of youth programming to recruit and maintain partnerships. By aligning resources and breaking down the “silos” that isolate programs, resources can be maximized in Johnson County and providers can serve students more effectively. This is the essence of effective complementary learning. ICCSD is pleased with the community support garnered for the afterschool and summer program to-date and anticipates that the programs will continue to gain more support through sharing positive outcomes. Also, ICCSD has found partners by reaching out to the University and the ICCSD Foundation and has garnered support through televised school board reports, committees, and information sharing and word of mouth (Local Evaluation).



Parent Involvement.

Family events were held at all five 21st CCLC Centers. Cohorts 9-12 each held four events and Cohort 5 held three events. The number of attendees at each event varied with over 300 parents and family members attending school wide events and 15-30 families attending other events. Parents were active in the program, participating in parents boards, volunteering where needed, attending parent meetings and family nights and interacting with staff when picking up children.

Objectives.

GPRM Measures

Iowa City CSD used *FastBridge aMath and aReading* to assess student performance in mathematics and in English and reading for GPRM measures. The GPRM 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.

Iowa City CSD 21st CCLC GPRA Measures Summary for 2018-2019

Program GPRA Measures	Percentage Improvement
1. The percentage of elementary 21 st Century regular program participants whose mathematics grades improved from fall to spring.	85%
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.	85%
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. 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 improve from not proficient to proficient or above in reading on state assessments.	8%
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.	64%
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.	64%
12. The percentage of elementary 21 st Century participants with teacher-reported improvements in student behavior.	56%
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.	56%

For the elementary students in the program who were identified as needing improvement, 85% improved in mathematics and 84% improved in English. For reading 8% of elementary students moved from not proficient to proficient. Teachers reported that 64% of students improved in homework completion and class participation and 56% of all students identified as needing improvement in the 21st CCLC Program improved their behavior.

Local Objectives

Iowa City CSD listed three local objectives for the 21st CCLC Program for the 2018-2019 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. Four of the five sites reported meeting each objective and there was extensive

discussion about the success in achieving all three objectives. Cohort 13 met two of the objectives and one objective was not met but progress was made toward the objective.

- 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. *Cohorts 9-12 - Met the stated objective. Cohort 13 – Did not meet but made progress toward 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. *Cohorts 9-13 - 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. *Cohorts 9-13 - 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. The sustainability plan includes a list of funding sources and how funds will be used. The current partners provided \$583,125 in in-kind value. Future plans include obtaining more partners who can provide financial support.



Iowa City CSD Summary.

Iowa City Community School District had five 21st CCLC Centers in 2018-2019. The number of students served was 409 with a regular attendance of 385 (94%). Iowa City had the support of 20 partners who provided \$583,125 in in-kind value. Parents attended events at each site and volunteered where needed. Improvement was reported for elementary students for all GPRA Measures. Iowa City met 14 of the 15 total 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. Iowa City CSD has a formal sustainability plan that includes continuing the program when 21st CCLC grant funds are expended.



“BASP has allowed me to build relationships with staff and students to promote an excellent learning environment for all learners. Students are excited to see growth in the program and watch it translate to the classroom.” (Iowa City CSD Teacher).



“My child enjoys all the new friends she makes every year. And she also enjoys all the new memories made on trips for the summer. She improved so much in reading, writing, and math” (Iowa City CSD Parent).



“The staff and director at LOC [Cohort 12, Lucas] are caring, positive, and supportive. They truly know each child and make efforts to meet their individual needs. We have had great experiences at LOC!” (Iowa City CSD Teacher).

Oakridge Neighborhood Services

Oakridge CSD 21st CCLC Notable Facts:

GPRA Measures

- ★ 75% of students at all levels identified as needing improvement in mathematics improved (GPRA Measure 3).
- ★ 68% of students at all levels identified as needing improvement in reading improved (GPRA Measure 6).
- ★ 70% of elementary students identified as non-proficient in reading attained proficiency (GPRA Measure 7).
- ★ 50% of secondary students identified as non-proficient in mathematics attained proficiency (GPRA Measure 8).

Attendance

- ★ The 21st CCLC Program served 195 students.
- ★ **156 students (80%) were regular attendees.**
- ★ **195 students (100%) were identified as FRPL.**

Partnerships and Local Objectives

- ★ The 21st CCLC Program had 47 partners supporting the 21st CCLC Program that provided \$500,505 in in-kind value.
- ★ The 21st CCLC Program had six local objectives and met all six of them.

Overview and Attendance.

For the 2018-2019 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 and the program operates for three hours per day. On alternate Saturdays, smaller special groups attended enrichment opportunities (Local Evaluation).*” 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.

Oakridge 21st CCLC served 195 students during the school year with 156 (80%) being regular participants and all students (100%) were identified as FRPL. In addition, 134 students attended 21st CCLC during the summer of 2018. The number of community partners supporting the program totaled 47 with an estimated in-kind value of \$500,505. Parents were active in the program and attended six parent meetings/events throughout the year.



Oakridge Neighborhood Services 21st CCLC Program Summary Chart (2018-2019)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Oakridge Neighborhood Services	10	47	Oakridge Neighborhood Services	195	156
TOTALS		47		195	156

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

Partnerships.

Forty-seven partners were listed in the local evaluation, with most of them contributing more than one type of support, including programming and numerous volunteers. Partners are providing over \$500,505 of materials and in-kind value. Oakridge 21st CCLC identified partners by assessing classroom needs and finding partners to fill those needs. The local evaluation stated, *“Highlights of partnerships include the best practices they bring in the areas of literacy, math, and social emotional learning. They do hands-on and group activities which help students perform better in school.*

Parent Involvement.

Oakridge 21st CCLC held six parent meetings/events during the year. Fully one hundred percent of parents attended parent teacher conferences in 2018-2019. Parents were made aware of all meetings/events through the use of flyers, letters, phone calls, and personal contact.

- Parent Teacher Conferences. Conferences were held at both Edmund Elementary and at the Oakridge 21st CCLC Center and 195 parents participated.
- Cultural Night. At the Edmunds Elementary School Cultural Night, Oakridge 21st CCLC had an information table to share information about the 21st CCLC Program. Most 21st CCLC students participated and 180 parents attended.
- Fall Festival. This beginning of the school year event was attended by 120 parents.
- National Night Out. This event consisted of a variety of activities to celebrate safety and community within Oakridge Neighborhood Services and 200 parents attended.
- Parent Orientation for the 21st Century program. Parents met with designated site coordinators and 150 parents attended.
- English as a Second Language Classes. Provided by the on-site Adult and Family Program, 98 parents attended.



Objectives.

GPRA Measures

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

Oakridge Neighborhood Services 21st CCLC GPRA Measures Summary for 2018-2019

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.	50%
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.	70%

5. The percentage of middle/high school 21 st Century regular program participants whose English grades improved from fall to spring.	64%
6. The percentage of all 21 st Century regular program participants whose English grades improved from fall to spring.	68%
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.	70%
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.	50%
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.	100%
13. The percentage of middle/high school 21 st Century participants with teacher-reported improvements in student behavior.	78%
14. The percentage of all 21 st Century participants with teacher-reported improvements in student behavior.	96%

For elementary students identified as needing improvement in mathematics, 83% improved. For secondary students identified as needing improvement in mathematics, 50% improved. For reading, 70% of elementary students who were not proficient achieved proficiency. For mathematics, 64% of secondary students achieved proficiency.

GPRA measures 9-11 were not reported. The site stated “No measures were in place in 2018-2019 to obtain teacher-reported student improvement in homework completion and class participation. We plan to put measures in place to obtain these in 2019-2020.” The 2018-2019 local evaluation mentioned a teacher survey and data from the survey was discussed and responses were compared from the seven regular teaching staff with the after-school program and one with all 16 regular school day teachers. Only two of the teachers were included in both surveys

Local Objectives

Oakridge Neighborhood Services listed six local objectives for the 21st CCLC Program for the 2018-2019 School Year and met all six. The methodology for measuring the local objectives was provided 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 provided a list of services provided by partners and did discuss a sustainability plan that would continue the program if 21st CCLC funding were to cease. The 47 partners listed provided over \$500,505 in in-kind value.

Oakridge Neighborhood Services Summary.

Oakridge Neighborhood Services served 195 students in its 21st CCLC Program and had a regular attendance of 156 (80%). Oakridge Neighborhood Services had the support of 47 community partners who provided a variety of services, especially programming/activities and volunteers with an in-kind value of \$500,505. Parents attended six events and volunteered where needed. Improvement was reported for students in GPRA Measures 1-3 (Improvement in Mathematics), 4-6 (Improvement in English), 7 (Elementary Proficiency in Reading) and 8 (Secondary Proficiency in Mathematics). Oakridge Neighborhood Services met all six local objectives and a discussion of methodology and ratings justification was included in the local evaluation. The Sustainability Plan was discussed and recommendations were included for future years.



“My experience with the Oakridge BE REAL After School Program has been great! I first started with the Program when I was in the second grade. My mom was always working and she needed somewhere for me to go after school so this was perfect. We did a lot of fun things like play games, had competitions and go on field trips and academic stuff. Now that I am in 8th grade, I still attend the Oakridge Program. I started to volunteer with the K-2 grade kids this year. We do a lot of cool arts projects with the students and Science Technology Engineering Art Math (STEAM) experiments. The Oakridge Program did a lot of things for me. It gave me a place to come and have fun when my mom was at work. I would recommend this program for anyone looking for a place for their kids. Thank You.” (Oakridge 21st CCLC Student).



“I have had the privilege to work with Oakridge Neighborhood Center's after school programs for the past year. During that time, I have been able to observe the huge impact the work they do has on the youth and the community around them. Oakridge gives youth in the neighborhood a safe place to go, educational support, and opportunities to learn valuable life skills to prepare them for adulthood.” (Oakridge 21st CCLC Partner).



“We began the school year by reading "Bronx Masquerade" by Nikki Grimes. This book borrows the symbolism of Paul Laurence Dunbar's poem "We Wear the Mask". Students enjoyed reading about relatable characters and who they really are behind their invisible social masks. As a result of reading the book, students are now planning a poetry jam to showcase their talents.” (Oakridge 21st CCLC Teacher).

Oelwein CSD

Oelwein CSD 21st CCLC Notable Facts:

GPRA Measures

- ★ No statistical numbers of students were identified due to the small number (7) of regular attendees.

Attendance

- ★ The 21st CCLC Program served 111 students.
- ★ 7 students (6%) were regular attendees.
- ★ **65 students (59%) were identified as FRPL.**

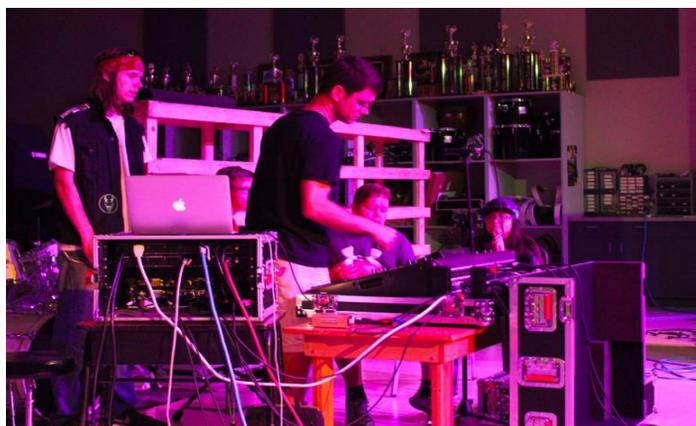
Partnerships and Local Objectives

- ★ The 21st CCLC Program had 15 partners supporting the 21st CCLC Program that provided \$44,150 in in-kind value.
- ★ The 21st CCLC Program had four local objectives and met two of them.

Overview and Attendance.

For the 2018-2019 school year Oelwein CSD had three 21st CCLC Centers in cohort 11 which included one center at Oelwein High School.

HALC (Husky Adventures Learning Center) activities, including study tables, camps, and clubs/teams are offered Monday through Friday both before and after school. This encompasses academic services from 7:00 AM to 8:30 AM and from 3:30 PM to 5:00 PM, although it is not uncommon for some clubs, camps, or teams to meet outside of these hours. (Local Evaluation)



The Oelwein CSD 21st CCLC Program had a total of 111 students with 7 (6%) regular attendance. Sixty-five students (59%) were identified as FRPL. The program had 15 partners that provided \$44,150 in in-kind services. HALC held two parent nights intended to engage families and encourage parents to get involved in their students' academic experiences.

Oelwein CSD 21st CCLC Program Summary Chart (2018-2019)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Oelwein CSD	11	15	Oelwein High School	111	7
TOTALS		15		111	7

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

Partnerships.

Fifteen partners were listed in the local evaluation as contributing programming/activity related services. Oelwein reported that a total of \$44,150 was provided as in-kind value.

Many of HALC's clubs, camps, and activities are made possible by partnerships. These collaborations provide space for activities, funding, volunteers, and family resources. Specifically, partnerships help support the Oelwein Trap Shooting Team, the Husky Construction Program, Farm Club, and other irregularly held activities (Local Evaluation).

Parent Involvement.

Communication with parents is accomplished via Husky Adventures Facebook page and the Oelwein district website. The HALC team also distributed flyers, sent emails, and publicized events in the local newspaper. HALC held two parent nights intended to engage families and encourage parents to get involved in their students' academic experiences. The first was a "Fall Activity Night" which showcased all HALC activities to students and their families. This was attended by over 100 parents. The second activity night did not capture the same involvement and only nine parents attended that event.

Objectives.

GPRA Measures

Oelwein CSD used *The Northwest Evaluation Association's Measures of Academic* student performance in mathematics, English and reading for GPRA measures. The GPRA summary table below indicates percentage improvement for each measure. For Measures 12-14, Oelwein used data from the *Oelwein Community School District's Infinite Campus* system.

Oelwein CSD 21st CCLC GPRA Measures Summary for 2018-2019

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.	na
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

Oelwein CSD had a total of seven regular attendees. Of the seven regular attendees, only one student was identified as needing improvement in math, English and reading. Because this number was not statistically significant, it was not included in the GPRA Table for Oelwein CSD. A number of students identified as needing improvement in Homework and class participation was included in the local evaluation but it was based on the total number of attendees. Since GPRA Measures were designed to reflect only regular attendees, this data was also not reported in the GPRA Table.

Local Objectives

Oelwein CSD listed four local objectives for Cohort 11 for the 2018-2019 School Year. For all four objectives, Oelwein CSD met two of the objectives and did not meet but made progress toward the other two objectives. The methodology for measuring the local objectives was discussed and the justification for meeting the objectives was included. Of the four objectives two dealt with student achievement, one dealt with student behavior, and one dealt with family/parent involvement.

- Improvement in reading. Did not meet but made progress toward the stated objective.
- Improvement in mathematics. Did not meet but made progress toward the stated objective.
- Increase positive youth developmental assets. Met the stated objective.
- Family/parent involvement in child's program activities and education. Met the stated objective.

Oelwein CSD Summary.

Oelwein CSD had one centers in Cohort 11 for the 2018-2019 school year. The total number of students served in the program was 111 with a regular attendance of 7 (6%). Oelwein CSD had the support of 15 partners who provided \$44,150 in in-kind support. HALC held two parent nights intended to engage families and encourage parents to get involved in their students' academic experiences. One hundred parents attended the first family night but only nine attended the second night. GPRA data was not available. Oelwein CSD had four local objectives and met two of them. A 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 financial stability when 21st CCLC grant funds are no longer available. Recommendations were provided in the Local Evaluation for changes in following years of the program.



"That we are showing leadership to the Elementary and middle school kids, especially in archery-- the high schools are always helping the younger ones, and they are always asking one of the high schoolers to teach them." (Oelwein Student).



"I absolutely love the support our child gets at the morning study tables. I also love that the teachers know he goes every morning and can give him any extra help he needs during that time." (Oelwein Parent).



"I feel the program is a nice way for students to socialize and work together. Some students benefit from a little extra time after school, learning a new hobby, bonding with their peers." (Oelwein Teacher).



St. Mark Youth Enrichment

St. Mark Youth Enrichment 21st CCLC Notable Facts:

GPRA Measures

- ★ 20% of elementary students identified as needing improvement in mathematics improved (GPRA Measure 1).
- ★ 12% of elementary students identified as needing improvement in English improved (GPRA Measure 4).
- ★ 75% of elementary students improved in homework completion and class participation (GPRA Measure 11).
- ★ 77% of elementary students improved in student behavior (GPRA Measure 14).

Attendance

- ★ The 21st CCLC Program served 194 students during the school year and 175 during the summer.
- ★ **180 students (93%) were regular attendees.**
- ★ **156 students (80%) were identified as FRPL.**

Partnerships and Local Objectives

- ★ The 21st CCLC Program had 76 partners supporting the 21st CCLC Program that provided \$144,103 in in-kind value.
- ★ The 21st CCLC Program had 33 local objectives and met 25 of them.

Overview and Attendance.

For the 2018-2019 school year St. Mark had six centers. Cohort 9 had centers at Audubon, Lincoln, and Marshall Elementary Schools that operated during the regular school year. Cohort 10 had centers at St. Mark Youth Enrichment and Dyersville Elementary School that operated during the summer. Cohort 13 has a center at Dyersville Elementary School that operated during the regular school year. The mission of St. Mark Youth Enrichment is to provide innovative programs and services that cultivate the educational and social-emotional growth of youth and families. For 2018-2019, 194 students were served by the 21st CCLC Program during the school year with 180 (93%) being regular participants and 156 (80%) of the total attendees were identified as FRPL. In addition, the St. Mark 21st CCLC Program served 175 students during the summer of 2018. Parents were active in the program and attended family events. St. Mark had 76 partners that contributed \$144,103 in in-kind value to the 21st CCLC Program.



St. Mark Youth Enrichment 21st CCLC Program Summary Chart (2018-2019)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
St. Mark Youth Enrichment	9	76	Audubon, Lincoln, and Marshall Elementary Schools	159	148
St. Mark Youth Enrichment	10*	76	St. Mark Youth Enrichment and Dyersville Elementary School	175	35
St. Mark Youth Enrichment	13	76	Dyersville Elementary School	35	32
TOTALS		87		369	215

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

*Cohort 10 is a Summer only program.

Partnerships.

St. Mark Youth Enrichment had 76 partners listed in the local evaluation that provided \$144,103 in in-kind value. Most of them contributed programming/activity services, although other support was given as well. St. Mark Youth Enrichment reported that they have many long-term partnerships. St. Mark held monthly stakeholder advisory meetings with the purpose of improving programs. St. Mark also actively recruited additional opportunities for partnering with other organizations and businesses.

Parent Involvement.

Parents attended a mandatory orientation for both the school year and summer programs where the parent handbook, program expectations, and policies and procedures were discussed. In addition, parents attended field trips and volunteered during the program. Cohort 10 held a total of four parent events and a total of 119 families attended. Cohort 10 (summer only) held a total of two events and a total of 107 families attended. Cohort 13 held a total of three parent events and 28 families attended. 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.



Objectives.

GPR A Measures

St. Mark used *Iowa Assessments (GPR A 7-8)*, *Internal Number Knowledge Assessment and Mathematics Concepts and Applications (GPR A 1-3)*, *Internal Quick Phonics Screener (GPR A 4-6)* to assess student performance. The GPR A summary table below indicates percentage improvement for each measure.

St. Mark Youth Enrichment 21st CCLC GPR A Measures Summary for 2018-2019

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.	20%
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.	20%
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.	na
6. The percentage of all 21 st Century regular program participants whose English grades improved from fall to spring.	12%
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.	na
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.	75%

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.	75%
12. The percentage of elementary 21 st Century participants with teacher-reported improvements in student behavior.	77%
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.	77%

The local evaluation reported that out of the number of elementary students who were regular attendees in the 21st CCLC Program and were identified as needing improvement, 20% improved in mathematics and 12% improved in English. For homework completion, 75% of elementary students improved in homework completion and class participation and for student behavior, 77% improved in student behavior. The local evaluation did not provide an explanation on why secondary students did not have data for GPRA Measures.

Local Objectives

The St. Mark 21st CCLC Program listed 33 local objectives for the 2018-2019 School Year. Of the 33 total objectives, St. Mark met 28 of them and did not meet but make progress toward 5 of them. The methodology for measuring the local objectives was sound and the justification for rating the objectives was complete.

Cohort 9 had nine local objectives and met eight of them and did not meet but made progress toward one objective. 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. *Did not meet but made progress toward the stated objective.*
- Objective 1.2: 50% or more enrolled students will demonstrate increased proficiency in annual mathematics assessments. *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 Spot” 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.*

Cohort 13 had 11 local objectives and met 7 of them and did not meet but made progress toward 4 objectives. Of the 11 local objectives two dealt with proficiency, four dealt with student attendance and behavior, three dealt with parent engagement, and two dealt with program activities and culture.

- Objective 1.1: 75% of students will demonstrate increased proficiency in annual literacy assessments conducted by WDCSD and St. Mark. *Did not meet but made progress toward the stated objective.*
- Objective 1.2: 75% of students will demonstrate increased proficiency in annual mathematics assessments conducted by WDCSD and St. Mark. *Met the stated objective.*
- Objective 1.3: 75% of school-day teachers will report progress in student academics and homework completion. *Did not meet but made progress toward the stated objective.*
- Objective 2.1: Parents will participate in St. Mark family engagement activities. *Met the stated objective.*
- Objective 2.2: 75 % of parents will report reading to child at home and checking homework. *Met the stated objective.*
- Objective 2.3: Parents will be engaged in learning social-emotional skills and techniques. *Met the stated objective.*

- Objective 3.1: Enrichment activities will be offered on a weekly basis. *Met the stated objective.*
- Objective 3.2: 75% of St. Mark students demonstrate a motivation to learn and participate in the classroom. *Did not meet but made progress toward the stated objective.*
- Objective 4.1. 75% of students will demonstrate growth in social emotional skills. *Met the stated objective.*
- Objective 4.2. All enrolled students will attend program 75% of time and meet Dyersville attendance policies. *Did not meet but made progress toward the stated objective.*
- Objective 4.3. St. Mark programs are a safe, caring, and supportive environment where students feel connected. *Met the stated objective.*



Sustainability.

St. Mark has an extensive formal sustainability plan that includes both community and school district support with an emphasis on funding. St. Mark did a strategic planning process with the Board of Directors and staff that included an emphasis on sustainability through the year 2021. A summary of the plan approaches was provided in the local evaluation.



St. Mark Youth Enrichment Summary.

St. Mark Youth Enrichment had three cohorts in the 21st CCLC Program for 2018-2019. The number of students served in the program was 194 with a regular attendance of 180 (93%) for Cohorts 9 and 13. In addition, Cohort 10 was a summer only program and had an attendance of 175 students. St. Mark had the support of 76 partners who provided \$144,103 in in-kind value. Parents attended events for each cohort and volunteered where needed. Improvement was reported for students in GPRA Measures although no data was provided for secondary students. St. Mark Youth Enrichment met 28 of the 33 total objectives and made progress toward the other 5. 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.



"I love the balance of having fun and learning. As a single mother I don't know how I would survive without St Marks. I love that you teach the kids to be respectful to others and especially to themselves." (St. Mark Youth Enrichment 21st CCLC Parent).



"[She] was tardy or absent chronically when she first came to Audubon. The program helped give her mom options and it improved her attendance greatly." (School Day Teacher).



"It is very clear that St. Marks cares about the well-being of the kids they serve. They are kind and considerate and do everything they can to help kids move forward whether that is academically, socially, etc." (St. Mark Youth Enrichment Partner).

Siouxland Human Investment Partnership

Siouxland (SHIP) 21st CCLC Notable Facts:

GPRA Measures

- ★ No data was available for GPRA Measures at the time of this report.

Attendance

- ★ The 21st CCLC Program served 541 students.
- ★ 443 students (82%) were regular attendees.
- ★ 394 students **(73%) were identified as FRPL.**

Partnerships and Local Objectives

- ★ The 21st CCLC Program had 15 partners supporting the 21st CCLC Program that provided \$179,456 in in-kind value.
- ★ **The 21st CCLC Program had 27 local objectives and met all 27 of them.**

Overview and Attendance.

For the 2018-2019 school year SHIP operated the Beyond the Bell (BTB) program at six centers. Cohort 9 had centers at East, North and West Middle Schools, Cohort 10 had centers at Irving and Leeds Elementary Schools and Cohort 11 had once center at Liberty Elementary School. SHIP served 541 students with 443 (82%) of them being regular attendees. Of the total students served, 394 (73%) were identified as FRPL. The 21st CCLC Program had 15 partners that provided \$179,456 in in-kind value. Parents participate in the BTB Advisory Committee and attend family literacy nights (at least four each year).

Siouxland Human Investment Partnership 21st CCLC Program Summary Chart (2018-2019)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Siouxland Human Investment Partnership	9	15	East, North and West Middle Schools	189	145
Siouxland Human Investment Partnership	10	15	Irving and Leeds Elementary Schools	225	192
Siouxland Human Investment Partnership	11	15	Liberty Elementary School	127	106
TOTALS		15		541	443

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

Partnerships.

Fifteen partners were listed in the local evaluation with 12 partners providing programming/activity related services. Partners provided \$179,456 in in-kind value. Highlighted partners in the local evaluation included the Sioux City Public Library and First Tee Siouxland.

Partnering with BTB helps raise awareness of how important afterschool programming is and how it makes a difference in students' lives. Many of our partners have not only provided monetary support, but also volunteering their time to help deliver programming and services (Local Evaluation).



Parent Involvement.

Parent involvement was an integral part of the 21st CCLC Program. The local evaluation stated, “*Beyond the Bell emphasizes parent involvement in every aspect of its programming.*” Four family literacy nights were held that gave parents opportunities to learn about programming, meet program staff and interact with other families and community members. A total of 509 elementary parents and 123 middle school parents attended individual site events.

Objectives.

GPRAs Measures

Siouxland Human Investment Partnership did not provide data for GPRAs Measures for 2018-2019. The local evaluation reported that this was due to a new assessment tool used by Sioux City CSD for 2018-2019 and also communication problems with Sioux City CSD regarding data requests. The Local Evaluation for SHIP included an action plan approved by the Iowa Department of Education.

1. An external vendor is uploading reading assessment data (FAST) and the data by which this data will be available is unknown. The SCCSD agreed to provide this data when it is released. Beyond the Bell is willing to submit an addendum report related to this data upon request/ approval of the Iowa Department of Education.
2. The statewide assessment data does not measure fall to spring progress as requested in the GPRAs data request. The statewide assessment data was administered in the Spring and is only administered at one point in time. As a result, data is not able to be provided based on the specifications identified in the GPRAs table requesting fall to spring progress.
3. Overall performance data will serve as a baseline for future year evaluations. In consultation with the Iowa Department of Education, the overall proficiency data will be provided by the SCCSD to BTB when it is available and utilized as a baseline for future local evaluations.

Local Objectives

SHIP had the same nine objectives for each Cohort (9-11). All of the objectives were met. The methodology for measuring the local objectives was sound and the justification for rating the objectives was complete. Three objectives dealt with participation from families, parents and school staff members. One objective dealt with program satisfaction ratings by parents, two objectives dealt with student participation in activities, and three objectives dealt with student improvement in social skills, absenteeism and discipline.

Adult Participation

- Objective A. A majority of regular BTB families in each cohort participate in Family Literacy events. *Met the stated objective.*
- Objective B. At least one BTB parent participates in the BTB Advisory Committee. *Met the stated objective.*
- Objective C. At least one school staff member participates in the BTB advisory Committee. *Met the stated objective.*

Satisfaction Ratings by Parents

- Objective D. 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.*



Student Participation

- Objective E. At least 50% of students at each site participate in the annual Service-Learning Challenge. Met the stated objective.
- Objective F. At least 50% of regular (at least 30 days) program participants attend at least one field trip to a community partner site. Met the stated objective.

Student Improvement

- Objective G. 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 H. BTB program participants are chronically absent from school less when compared to non BTB students. *Met the stated objective.*
- Objective I. BTB program participants receive fewer disciplinary referrals compared with non-BTB students. *Met the stated objective.*



Sustainability.

SHIP has a formal sustainability plan that includes both community and school district support. The local evaluation included the following information.

Development of a formal sustainability plan is an ongoing process. BTB is taking the following actions to help sustain the program:

- Continue to utilize free and low-cost local agencies to provide resources and services to deliver programming
- Maintain strong partnership with the Sioux City Community School District to ensure continued rent-free access to building sites
- Maintain and grow strong partnerships with community partners to ensure continued programming and in-kind donations
- Develop our front-line staff to have the access to and knowledge of quality behavior management, communication, and curriculum to be able to minimize the higher paid positions of certified teachers and management to develop and maintain quality staff.

Siouxland Human Investment Partnership (SHIP) Summary.

Siouxland Human Investment Partnership (SHIP) served 541 students in its 21st CCLC Program with a regular attendance of 443 (82%) and 394 (73%) of attendees were identified as FRPL. SHIP had the support of 15 partners who provided \$179,456 in in-kind value. Parents attended four events for each cohort and volunteered where needed. GPRA Measures were not reported to a problem with data collection explained in the Local Evaluation. Siouxland Human Investment Partnership met all 27 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.



“My husband and I would have to quit our jobs or find new jobs with different hours if it wasn’t for beyond the bell. It’s great that they are open before and after school and available for my children the hours we need.” (21st CCLC Parent).



“We created a girls power group to avoid some of the bullying that has been going on at Leeds. In this group, we teach the girls to be powerful and to always be kind to one another. We create different bonding activities and the girls absolutely love it.” (21st CCLC Staff).



“I like the people here, the healthy snacks, and how we can do a few different activities. I also like that I have a place to go after school.” (21st CCLC Student).

Storm Lake CSD

Storm Lake CSD 21st CCLC Notable Facts:

GPRA Measures

- ★ 63% of secondary students identified as needing improvement in mathematics improved (GPRA Measure 3).
- ★ 80% of secondary students identified as needing improvement in English improved (GPRA Measure 6).
- ★ 20% of elementary students identified as non-proficient in reading attained proficiency (GPRA Measure 7).
- ★ 50% of secondary students identified as non-proficient in mathematics attained proficiency (GPRA Measure 8).
- ★ 92% of secondary students improved in homework completion and class participation (GPRA Measure 11).
- ★ 78% of secondary students improved in student behavior (GPRA Measure 14).

Attendance

- ★ The 21st CCLC Program served 355 students.
- ★ **304 students (86%) were regular attendees.**
- ★ **283 students (80%) were identified as FRPL.**

Partnerships and Local Objectives

- ★ The 21st CCLC Program had 23 partners supporting the 21st CCLC Program that provided \$14,137.10 in in-kind value.
- ★ The 21st CCLC Program had nine local objectives and met eight of them.

Overview and Attendance.

For the 2018-2019 school year the Tornado Learning Club (TLC) (cohort 9) and Elementary Tornado Academy (ETL) (cohort 13) are before and after school programs held during non-school hours at the Storm Lake Middle School and Storm Lake Elementary School for any student in fifth through eighth grades and kindergarten through fourth grades. *TLC/ETA students are provided with a safe environment to effectively use out-of-school time to help improve academic performance, build positive peer relationships, gain new interests, and initiate student leadership roles.* The Storm Lake 21st CCLC Program served a total of 355 students with 304 (86%) being regular participants and 283 (80%) of the total students served were identified as FRPL. Parents were active in the program and additionally, the Program provided literacy and educational services for parents. The program was supported by 23 partners who provided \$14,137 in in-kind value.

Storm Lake CSD 21st CCLC Program Summary Chart (2018-2019)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Storm Lake CSD	9	23	Storm Lake Middle School	224	205
Storm Lake CSD	13	23	Storm Lake Elementary School	131	99
TOTALS		23		355	304

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

Partnerships.

Partnerships have increased since the formation of the Tornado Learning Club from the original four partners to twenty partners. The 23 partners provided \$14,137 in in-kind services. All 23 partners provided programming/activity-related services. The local evaluation stated, “TLC/ETA’s community partners have provided new opportunities and a large variety of fun hands-on learning experiences that would not have been possible without their support. Nine of TLC’s community partners signed a Memorandum of Understanding to show their continued commitment to the Tornado Learning Club program.”



Parent Involvement.

Parents were involved in the Storm Lake CSD 21st CCLC Program. The local evaluation stated that over 350 family members were in attendance at Family Fun Nights scheduled at each campus, two at the elementary school and one at the middle school. Family Night activities included fun, hands-on learning; information about local services – health, mental health, adult learning classes; STEM activities, reading activities, healthy snacks. Communication with parents includes flyers about upcoming activities, phone calls or texts about student transportation, emails, phone calls or in-person meetings about student behavior. Informal discussions about general program activities happens when parents pick up their children.

Objectives.

GPRM Measures

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

Storm Lake CSD 21st CCLC GPRM Measures Summary for 2018-2019

Program GPRM Measures	Percentage Improvement
1. The percentage of elementary 21 st Century regular program participants whose mathematics grades improved from fall to spring.	85%
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.	63%
4. The percentage of elementary 21 st Century regular program participants whose English grades improved from fall to spring.	88%
5. The percentage of middle/high school 21 st Century regular program participants whose English grades improved from fall to spring.	62%
6. 6. The percentage of all 21 st Century regular program participants whose English grades improved from fall to spring.	80%
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.	20%
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.	50%
9. The percentage of elementary 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	91%

10. The percentage of middle/high school 21 st Century program participants with teacher-reported improvement in homework completion and class participation.	93%
11. The percentage of all 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	92%
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.	75%
14. The percentage of all 21 st Century participants with teacher-reported improvements in student behavior.	78%

The local evaluation reported that out of the number of regular program participants identified as needing improvement, 63% improved in mathematics and 80% improved in English. For elementary students identified as not proficient in reading, 20% attained proficiency. For secondary students identified as not proficient in mathematics, 50% attained proficiency. For students identified as needing improvement, 91% of students improved in homework completion and class participation and 78% improved in student behavior.

Local Objectives

Storm Lake CSD listed nine local objectives for the 2018-2019 School Year and met eight of 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 closing achievement gaps, one dealt with constructive use of leisure time, two dealt with student discipline and three dealt with programs for parents.

- Provide activities to help students meet and/or exceed proficiency goals in math & reading and additional supports for ELL and low- SES students to close the achievement gaps. *Met the stated objective.*
- Provide a safe & constructive use of leisure time to help students acquire new skills, hobbies & interests that improve academic performance & peer relations, & 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 children's academic success. *Met the stated objective.*
- 85% of regular attendees will exceed expected growth on reading assessments annually. *Met the stated objective.*
- 85% of regular attendees will exceed expected growth* on math assessments annually. *Met the stated objective.*
- 95% of regular attendees will report learning new skills and feeling safe at school. *Met the stated objective.*
- Anti-social behaviors for regular attendees will decrease by 5% annually. *Did not meet but made progress toward the stated objective.*
- ETA & Storm Lake CSD will provide at least two Family Night events each school year to promote literacy, STEM activities, family relationships and community resources. *Met the stated objective.*
- 95% of ETA families will report satisfaction with activities. *Met the stated objective.*



Sustainability.

The local evaluation included a discussion of a formal sustainability plan. Utilization of other federal and local funding was discussed along with applying for applicable grants. The Local Evaluation stated that partners “are a fantastic resource for our after school programs. They make it possible to offer many interesting and educational activities for our students. All current partners have pledged to continue their support of our programs.”

Storm Lake CSD Summary.

The Storm Lake CSD 21st CCLC Program, called the Tornado Learning Club (TLC), continued for 2018-2019 TLC and serves students in grades 5-8 and had a total of 224 attendees with 205 (92%) being regular attendees and 169 (75%) identified as FRPL. The Elementary Tornado Academy had a total of 131 attendees with 99 (76%) being regular attendees and 94 (72%) identified as FRPL. Storm Lake had the support of 23 partners who provided \$14,137 in in-kind services. The local evaluation reported that 350 parents attended Family Fun Nights. Improvement was reported for students for GPRA measures. Storm Lake CSD met eight out of nine local objectives and a complete discussion of methodology and ratings justification was included in the local evaluation. The Local Evaluation did not include recommendations for objectives or for changes to the program for future years but did state that all objectives would be monitored in order to determine if any changes needed to be made. Sustainability was addressed and the program is actively considering other sources of revenue to assist with providing services to students and parents.



“I now have a boy that is excited about going to school because he does not want to miss any time in the Tornado Learning program. He has stated over and over how much he wishes he could have TLC during the winter breaks too!” (Storm Lake CSD Parent).



“I do not know how you do it! All these kids and every one of them is smiling and engaged.” (Storm Lake CSD Parent).



“It’s powerful for our students and their families to have a safe place and additional learning opportunities after school.” (Storm Lake CSD Principal).



“I just love coming to Storm Lake for activities with both ETA kids and the public library.” (Storm Lake CSD 21st CCLC Partner).

Waterloo CSD

Waterloo CSD 21st CCLC Notable Facts:

GPRA Measures

- ★ 33% of elementary students identified as needing improvement in mathematics improved (GPRA Measure 3).
- ★ 67% of elementary students identified as needing improvement in English improved (GPRA Measure 6).
- ★ **41% of elementary students identified as non-proficient in reading attained proficiency (GPRA Measure 7).**

Attendance

- ★ The 21st CCLC Program served 170 students.
- ★ **146 students (86%) were regular attendees.**
- ★ **137 students (81%) were identified as FRPL.**

Partnerships and Local Objectives

- ★ The 21st CCLC Program had six partners supporting the 21st CCLC Program that provided \$13,900 in in-kind value.
- ★ The 21st CCLC Program had seven local objectives but did not provide ratings for them.

Overview and Attendance.

For the 2018-2019 school year, Waterloo CSD had three centers in Cohort 13 at Irving, Lowell and Becker Elementary Schools. The Waterloo CSD 21st CCLC Program served a total of 170 students with 146 (86%) of students attending regularly. Students identified as FRPL numbered 137 (81%). In addition, the 21st CCLC Program served 198 students in the summer program. Waterloo had six partners providing services that provided an in-kind value of \$13,900. The Waterloo CSD 21st CCLC Program held nine parent meetings 398 people were in attendance in total for the nine parent meetings.

Waterloo CSD 21st CCLC Program Summary Chart (2018-2019)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Waterloo CSD	13	6	Irving, Lowell and Becker Elementary Schools	170	146
TOTALS		6		170	146

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

Partnerships.

Waterloo CSD had six partners that contributed an estimated \$13,900 in in-kind value. The 21st CCLC Program actively recruited partners and plan on continuing recruiting efforts. *“Our Summer Academy could not be as successful as it has been without the partners that were involved. The partnership with Hawkeye community College for example was a huge asset and one that has been imperative to the success of our programming” (Local Evaluation).*

Parent Involvement.

The 21st CCLC Program for Waterloo CSD held nine parent meetings. “Those parent meeting incorporated a variety of speakers and events, including summer programming, law enforcement engagement, you and your child back to school, current community services, meaningful mealtime, routines and your child, and how to get your child ready for school” (Local Evaluation). Attendance totaled 398 people at all nine parent meetings. Communicating with parents was done using social media, phone calls, flyers and personal contact.

Objectives.

GPRC Measures

Waterloo CSD used Iowa Assessments to assess student performance in mathematics, Classroom Grades to assess student performance in English and FAST Reading to assess student proficiency in reading for GPRC measures. The GPRC summary table below indicates percentage improvement for each measure.



Waterloo CSD 21st CCLC GPRC Measures Summary for 2018-2019

Program GPRC Measures	Percentage Improvement
1. The percentage of elementary 21 st Century regular program participants whose mathematics grades improved from fall to spring.	33%
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.	33%
4. The percentage of elementary 21 st Century regular program participants whose English grades improved from fall to spring.	67%
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.	67%
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.	41%
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 21st Century participants with teacher-reported improvements in student behavior. na

14. The percentage of all 21st Century participants with teacher-reported improvements in student behavior. na

For the elementary students in the program who were identified as needing improvement, 33% improved in mathematics and 67% improved in English. For reading 41% of elementary students moved from not proficient to proficient. No data was provided for GPRA Measures 9 and 12. The Program Director reported the following, *“This Data was supposed to be provided by partner YMCA. During the course of the program year. The Waterloo School District dismantled their partnership with the YMCA. The YMCA has not provided the necessary data needed to complete GPRA measures 9 and 12.”*

Local Objectives

Waterloo CSD had seven local objectives for the 21st CCLC Program for the 2018-2019 school year. Ratings were not provided for the local objectives. The Local Evaluation stated, *“With this being the first year of this program, we are looking forward to the next evaluation where we can measure the same students again and see what improvements have been made over the course of the year.”*

Of the seven objectives, two dealt with student achievement, two dealt with attendance, two dealt with student behavior and one dealt with parent engagement. The objectives are listed below.



- To increase the percentage of third grade students who are considered grade level proficient in reading by 50 percent for students who participate in the Academy two or more summers, as measured by FAST assessments.
- To prevent summer learning loss for 75 percent of the children who participate in the Summer Learning Academy, as measured by FAST assessments.
- To attain 80 percent Academy attendance rates for students who attend the Summer Learning Academy.
- To improve student attendance across the school year by 30 percent for those students involved in the Y before and after school programs.
- To increase levels of social and emotional competencies by 15 percent by the end of the school year for children in the before and after school program, as measured by the DESSA Student Strengths Assessment.
- To decrease the number of behavior incidents at school for children in the before and after school program by 30 percent over the course of each academic year, as measured by behavior referrals.
- To increase parents’ engagement in their children’s educational experience by 30 percent over the course of each academic year, as measured by attendance at school and program events.

Sustainability.

“The Waterloo Community School District is committed to sustaining the 21st CCLC program through advocacy, community awareness, and resource development” (Local Evaluation). A main part of the Waterloo CSD Sustainability Plan is to continue to partner with Cedar Valley Readers, a community collaborative supported by many organizations.

Waterloo CSD Summary.

Waterloo Community School District had three centers in Cohort 13 in its 21st CCLC Program. The number of students served was 170 students with a regular attendance of 146 (86%). In addition, 198 students attended the 21st CCLC summer session. The 21st CCLC Program had the support of six partners who provided \$13,900

in in-kind value. Nine parent meetings were held and 398 people attended in total. Improvement was reported for all academic performance GPRA Measures. Waterloo had seven local objectives but no ratings were supplied in the local evaluation. The Local Evaluation included recommendations were included for future years. Waterloo CSD has a sustainability plan that relies on partnerships.



“I have really enjoyed seeing my son XXX really come out of his shell during the Academy. I have also enjoyed the attention that the Academy has given the parents; we have been given great info and really have been included during Parent Nights.” (21st CCLC Parent).



“(My Favorite Part is) making new friends, and learning all of the cool stuff in my class like building bridges, and getting help with my reading-I like reading now and it doesn’t make me nervous anymore.” (21st CCLC Student).



“My favorite part of Academy has been building stuff, reading my favorite books, and lunch.” (21st CCLC Student).

YouthPort /Tanager Place/ Boys and Girls Club

YouthPort 21st CCLC Notable Facts:

GPRA Measures

- ★ 23% of elementary students identified as needing improvement in mathematics improved (GPRA Measure 3).
- ★ 33% of elementary students identified as needing improvement in English improved (GPRA Measure 6).
- ★ 33% of elementary students identified as non-proficient in reading attained proficiency (GPRA Measure 7).
- ★ **74% of elementary students improved in homework completion and class participation (GPRA Measure 11).**
- ★ **65% of elementary students improved in student behavior (GPRA Measure 14).**

Attendance

- ★ The 21st CCLC Program served 99 students.
- ★ **99 students (100%) were regular attendees.**
- ★ **91 students (92%) were identified as FRPL.**

Partnerships and Local Objectives

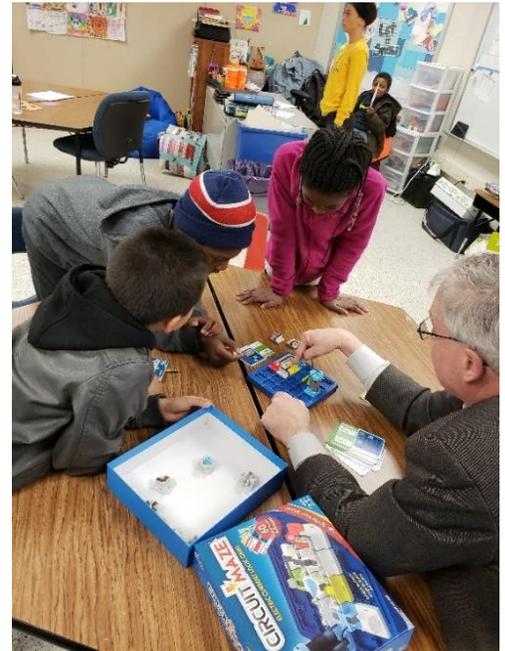
- ★ The 21st CCLC Program had 12 partners supporting the 21st CCLC Program that provided \$115,500 in in-kind value.
- ★ The 21st CCLC Program had five local objectives and met four of them.

Overview and Attendance.

For the 2018-2019 school year YouthPort had 21st CCLC Centers at Taylor and Hoover Elementary Schools. YouthPort served 99 students and all of them were regular attendees. In addition, 91 (92%) of attendees were identified as FRPL. YouthPort also provided a summer program where 109 students were attendees.

YouthPort is a unique collaboration among three non-profit organizations, Boys and Girls club of Cedar Rapids, Tanager Place, and YPN, that aims to maximize the strengths and resources of the organizations involved, empowering them to meet the needs of children and families in low-economic neighborhoods throughout Cedar Rapids. (Local Evaluation).

YouthPort considered partnerships a critical piece for the success of the 21st CCLC Program. There were 12 total partners for 2018-2019. Parents were active in the program. Five Ready to Read Family Literacy events were held at each center and 346 students were served.



YouthPort 21st CCLC Program Summary Chart (2018-2019)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Youthport	11	12	Taylor Elementary School, Hoover Elementary School	99	99
TOTALS		12		99	99

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

Partnerships.

YouthPort had 12 partners with all of them contributing more than one type of support, including 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. \$115,500 was provided as in-kind value from all partners.

Community partnerships are vital to YouthPort's 21CCLC program at Hoover and Taylor Elementary Schools. Partners provided staffing and volunteer support (i.e., program management, enrichments, and volunteer management), financial support (i.e., all three agencies that form YouthPort engage in grant seeking to sustain programming), food and program supplies (i.e., The Cedar Rapids School District's school lunch program provides a nightly meal various local businesses provide snacks and meals for special events as well as program supplies), professional development opportunities, and transportation (i.e., access to school buses for large group transportation needs) (Local Evaluation).



Parent Involvement.

Parent involvement was discussed and the types of involvement were described. For the second year in a row, parents were involved in the 21st CCLC program through Ready to Read Family Literacy events. Five events were held at Taylor and five were held at Hoover over the academic year, which served 346 youth. More than 532 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 19 parents indicate that 100% reported the sessions helped to improve their knowledge of literacy tactics, exceeding the program objective of 80%. YouthPort offered family events in the community as requested by survey feedback.



Objectives.

GPRM 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 GPRM measures. The GPRM summary table below indicates percentage improvement for each measure.

YouthPort 21st CCLC GPRA Measures Summary for 2018-2019

Program GPRA Measures	Percentage Improvement
1. The percentage of elementary 21 st Century regular program participants whose mathematics grades improved from fall to spring.	23%
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.	23%
4. The percentage of elementary 21 st Century regular program participants whose English grades improved from fall to spring.	33%
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.	33%
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.	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.	65%
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.	65%

The local evaluation reported that out of the number of students who were regular program participants, 23% improved in mathematics and 33% improved in English. 74% of students improved in homework completion and class participation and 65% improved in student behavior.

Local Objectives

YouthPort listed five local objectives for the 2016-2017 School Year and met four of them. 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 STEM learning, two 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 members in programming will show progress in social/emotional development on 1 or more survey items when comparing pre-post test scores. *Met the stated objective.*
- 85% of youth in programming will show progress in social, emotional and behavioral development in the classroom and during programming. *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.*



Sustainability.

YouthPort has a sustainability plan that focuses on partnerships in order to continue the afterschool program when grant funding ends.

Community partnerships are vital to overall success of the program. YouthPort is a community collaborative consisting of three long-standing community organizations. It recognizes that the in-kind value associated with other partners that support programming, provide space/goods/materials, and volunteer assistance, is priceless. During the 2018-2019 school year, YouthPort utilized 23 agencies, businesses, faith-based organizations, health care providers, and governmental entities to support 21CCLC programming (Local Evaluation).

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 99 with a regular attendance of 99 (100%). In addition, a summer program served 109 students. YouthPort 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 \$115,500 in in-kind support. Parents attended five events for each site and volunteered where needed. Improvement was reported for students in all GPRA Measures. YouthPort met four out of five local objectives and included in the local evaluation is a plan for addressing the one unmet objective. A complete discussion of methodology and ratings justification for objectives was included in the local evaluation. In addition, recommendations were included for future years. YouthPort has a sustainability plan that includes continuing the program when 21st CCLC grant funding ends.



“This program does a very nice job providing children with a variety of activities and experiences to help them develop both academically as well as socially and emotionally” (21st CCLC Partner).



“Great job to all staff. This program is amazing and such a help to my family!” (21st CCLC Parent).

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