



IOWA AFTERSCHOOL STATE REPORT 2014



Table of Contents

- EXECUTIVE SUMMARY 3**
- SUSTAINABILITY FOR 21ST CENTURY 7**
- THE IOWA AFTERSCHOOL ALLIANCE 10**
 - Site Visit Reports 11-15
- THE STATE OF IOWA’S CHILDREN 17**
- EVALUATION METHODS 21**
 - Center Evaluations 22
 - PPICS Data 23
 - End-of-year Survey 23
- PROGRAM FINDINGS 24**
 - Program Operations 24
 - Partnerships 29
 - Program Objectives 39
- SUMMARY AND RECOMMENDATIONS 42**
- GRANTEES 44**
 - Alamakee CSD 47
 - Blackhawk Boys and Girls Club 52
 - Central Decatur CSD 54
 - Clinton CSD 56
 - Davenport CSD 59
 - Des Moines CSD 64
 - Dubuque CSD 68
 - Iowa City CSD 70
 - Mid-Iowa Community Action 74
 - Oelwein CSD 77
 - Oskaloosa CSD 81
 - Siouxland Human Investment Partnership (SHIP) 84
 - St. Mark Community Center 88
 - Starmont CSD 91
 - Storm Lake CSD 94
- REFERENCES 98**
- APPENDIX A 99**

Executive Summary

Vic Jaras, Iowa Department of Education

What could be more important than laying a foundation for the future of our children? Education provides that foundation and the 21st Century Community Learning Centers grant provides a supplemental program for struggling children in poverty with academic achievement gaps. The grant provides breakfast, and an afterschool snack as well as tutoring, character education, Science, Technology, Engineering and Math (STEM) project and enrichment activities all designed to help children learn and grow. Afterschool in Iowa is funded by the 21st Century Community Learning Centers, a federal program (TITLE IV B). All federal title programs target children in poverty.

Afterschool programs do more than provide academic support for children, they strive to help the whole child to develop a love of learning that will last a lifetime. Great leaders have recognized the importance of investing in the needs of children with long-term benefits for society.



"I have the audacity to believe that people everywhere can have three meals a day for their bodies, education and culture for the minds and dignity, equality and freedom for their spirits."

- Martin Luther King, Jr., American Civil Rights Leader

Iowa faces challenges and opportunities in meeting the needs of children and investing in their future. We struggle with increasing poverty and hunger, changing demographics, both parents working, and limited resources. The number of Iowa households that were food insecure at some point during the year has been increasing. This data tells us that Iowa children are coming to school hungry.

Location	Data Type	2007	2008	2009	2010	2010 - 2012
Iowa	Number	113,000	123,000	135,000	139,000	130,000
	Percent	16%	17%	19%	19%	18%

www.kidscount.org - Children living in households that were food insecure at some point during the year

Iowa ranks first in the nation in the percent of children under 6 years of age with all parents in the labor force (75.6 percent) -U.S. Census Bureau, 2010 American Community Survey, Table R2302, "Percent of Children under 6 Years Old with All Parents in the Labor Force."

When you combine both parents working, young children being home alone, and an increasing trend of food insecurity and poverty, you have a recipe for trouble ahead unless we collaborate to support children.

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

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

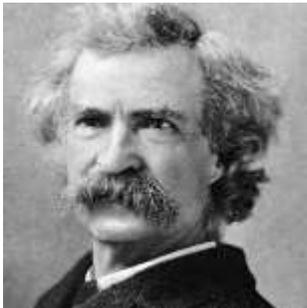
- Carl Sagan



Over the last ten years from 2000 to 2010 poverty among Iowa children has increased beyond the national average (33%) in the following categories: Rural Counties (42.8%), Suburban Counties (46.5%), and Urban Counties (57.4%) according to US Census data compiled in the Iowa Kids Count Report of 2011.

Afterschool programs are the “ounce of prevention” that children need to keep connected with school and not become involved with inappropriate activities. The return on investing in children was calculated by Nobel Prize winning Economist Professor James Heckman as 7 to 10 percent per year per child. According to Forbes Magazine, the average investor in Mutual funds over a 10 year period has a return on only 2.6%.

<http://www.forbes.com/sites/advisor/2014/04/24/why-the-average-investors-investment-return-is-so-low/>.



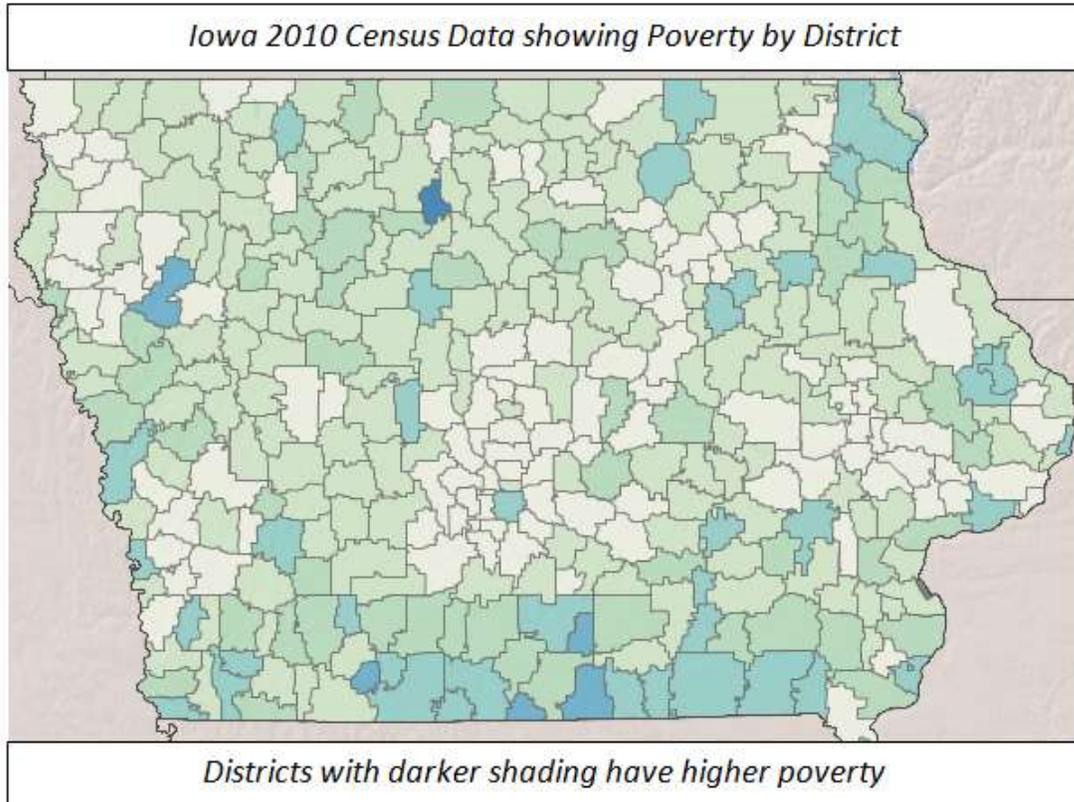
“Every time you stop a school, you will have to build a jail. What you gain at one end you lose at the other. It's like feeding a dog on his own tail. It won't fatten the dog.”

- Mark Twain

“He who opens a school door, closes a prison.”

- Victor Hugo





Many Iowa schools and communities provided an afterschool or summer school program. Partnerships with Community Based Organizations (CBO's) help to increase support for children. Because of limited funds, many local programs operate a few days a week during the school year and for a couple of weeks in summer. The US Census data (below) indicates that Iowa has pockets of pervasive rural poverty.

We must not give up on children, but work to extend the lifeline of learning and the hope and inspiration it brings through afterschool programs. Every child can learn and grow and develop the skills they need to succeed in life. Some children simply need a little help along the way.

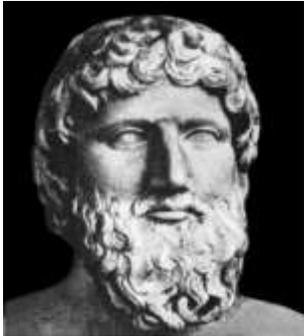
Afterschool is a critical support for at-risk children. While we focus on academic improvement, we endeavor to teach the child that learning can be fun and exciting and most importantly, that they can succeed.

"Any book that helps a child to form a habit of reading, to make reading one of his needs, is good for him."

- Maya Angelou



Afterschool provides a wealth of enrichment activities that spark the imaginations of children and engage them with the excitement that success in learning can bring. Yes, we close achievement gaps for at-risk children, but we also teach them that learning can be fun and exciting and that they have a place on the road to success. Data shows that Iowa is improving the 21st Century program. The percentage of regular attendees for all 21st CCLC Program nationwide has hovered around 50% since 2010, Iowa's percentage of regular attendance has increased from about 42% to almost 64% (Chart on pg. 24).



"Do not train children to learning by force and harshness, but direct them to it by what amuses their minds, so that you may be better able to discover with accuracy the peculiar bent of the genius of each."

- Plato

The 21st Century Community Learning Centers grant provides funding for a model program that provides an example of Best Practices in afterschool and summer school across the state. Through an annual conference, workshops, webinars and a WIKI site, we share these model practices to the afterschool community of practice. Currently, it serves less than 15 % of the children that need an afterschool program. We need to develop an awareness of the importance of investing in children and collaborative partnerships to help serve all children in Iowa.

"Educating the mind without educating the heart is no education at all."

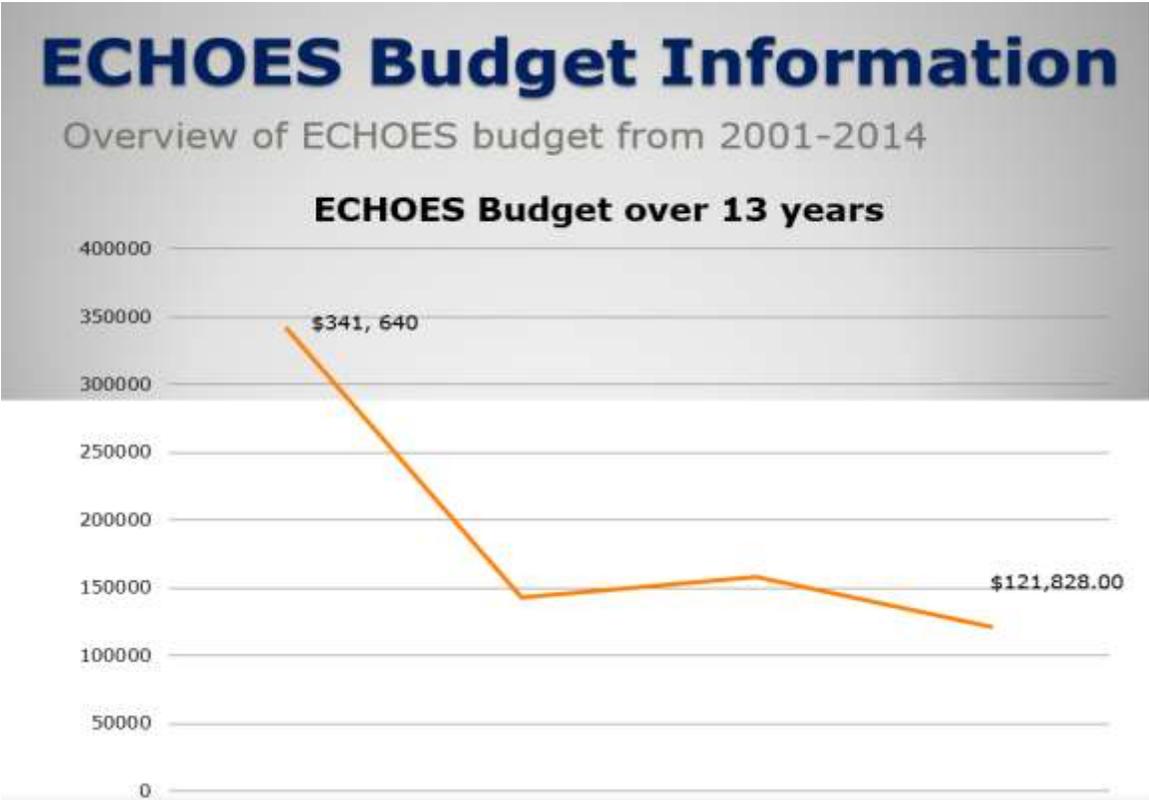
- Aristotle



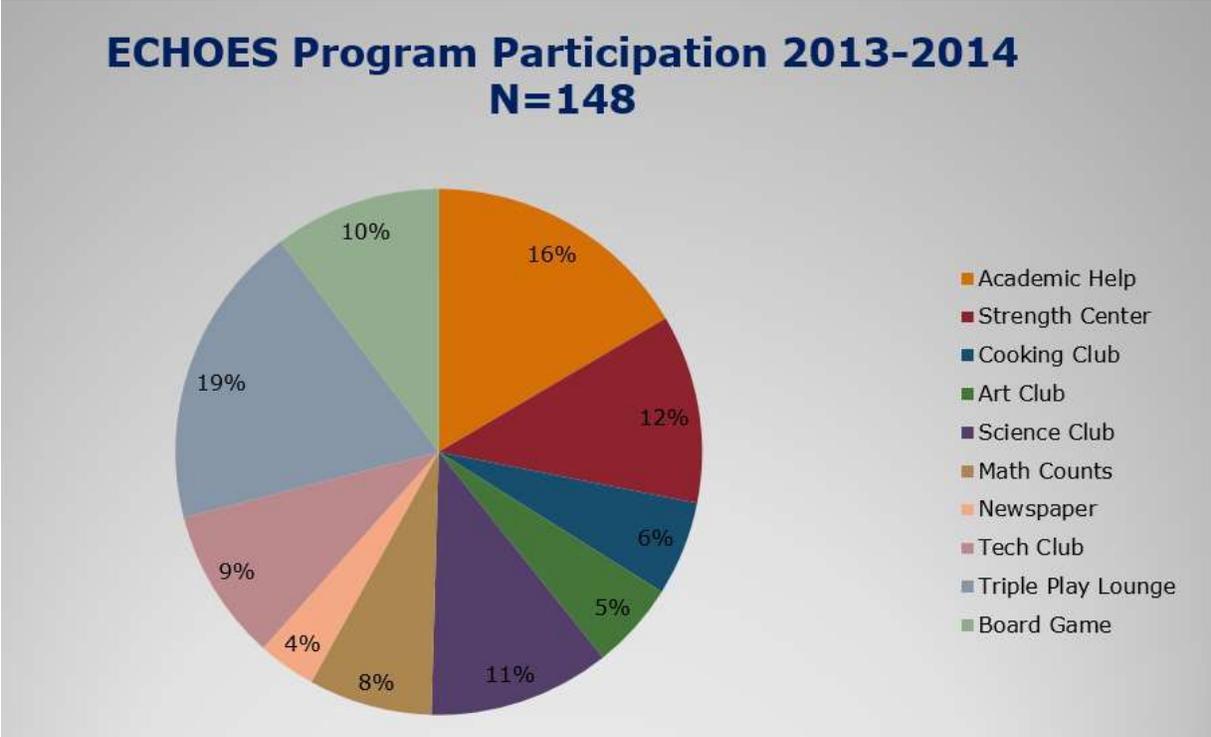
SUSTAINABILITY FOR 21ST CENTURY

One of the criteria for this grant program is to work toward sustainability, building community partnerships over the life of the grant to sustain the work of afterschool in your community.

Iowa has an outstanding example of sustaining a 21st Century program after the funding is gone with the ECHOS after school program at Holmes Jr. High in Cedar Falls, Iowa.

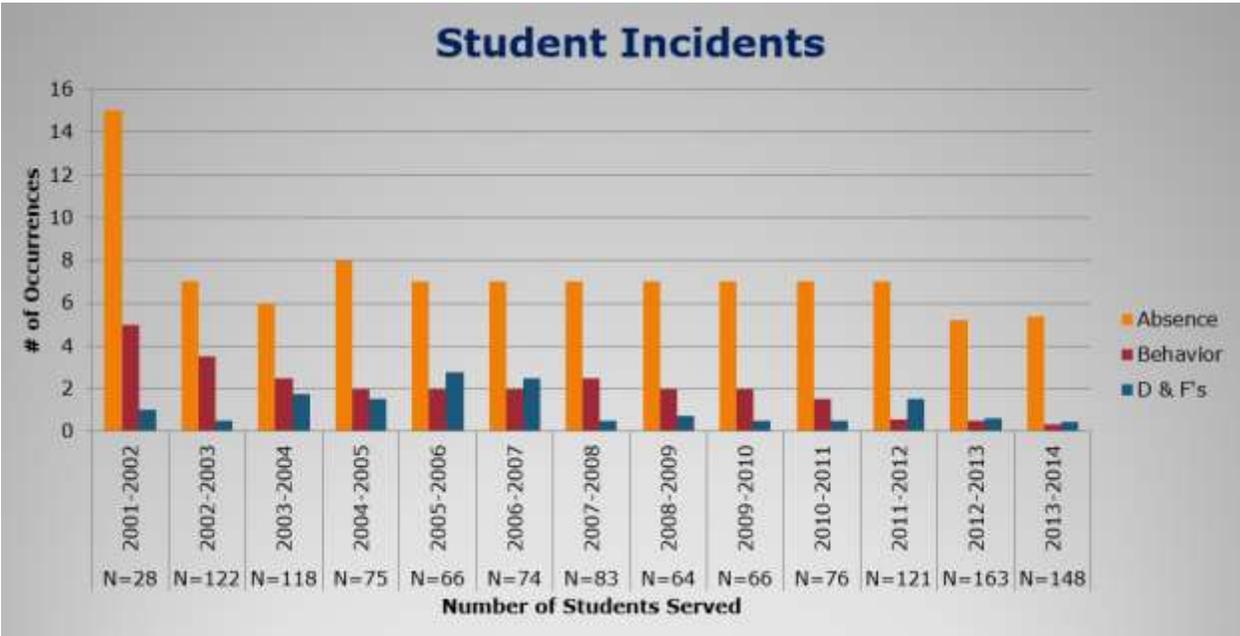


Despite a dramatic drop in funding, Holmes Jr. High has maintained a good offering of activities and academic support for their young people through maintaining a host of popular enrichment clubs. This is a powerful example of how the work of 21st Century can be sustained in a community to keep serving the needs of children.



Here you can see the popularity of the various after school activities at Holmes Jr. High

Below you can see a dramatic decrease in attendance issues over time



The number of students being served has also been growing over time along with a reduction of the achievement gap for at-risk children.

Compared with similar sized schools in Iowa, Holmes Jr. High scored first in Reading proficiency (from a six year average) and second in Math and Science. This data proves that after school programs can make an impact in the academic performance of children over time.

FRL Proficiency Data – Reading

(2008-2014 six year average)

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

FRL Proficiency Data – Math

(2008-2014 six year average)

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

FRL Proficiency Data – Science

(2008-2014 six year average)

School	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	Average	Rank
Cedar Falls Peet Jr. High	87.1	72.22	82.05	64.52	78.38	94.44	79.78	1
Cedar Falls Holme's Jr. High	78.57	70.27	73.91	70.21	63.85	75	71.96	2
Burlington Stone M.S.	72.67	76.92	76.56	62.65	66.66	61.84	69.55	3

The Iowa Afterschool Alliance

The Iowa Afterschool Alliance (<http://www.iowaafterschoolalliance.org/>) shares out promising best practice to the statewide afterschool learning community through networking and monthly Best Practice webinars (archived at <https://iowa21cclc.wikispaces.com/Best+Practices+Webinars%26Site+Visits>).

Best practices are collected through annual site visits and regular grantee communications. The Iowa Afterschool Alliance (IAA) conducted 15 site visits at Iowa 21st CCLC Grantee locations operating for the 2013-2014 school year. In addition, a site visit was made to Council Bluffs CSD which began operating for the 2014-2015 school year.

Additionally, the IAA coordinates and facilitates the peer review of the competitive grant process, along with workshops and an annual state conference focused on professional development. The IAA provides in-kind support for the work of afterschool at the state level in the form of participation and training in STEM and Literacy for afterschool programs and developing collaboration with statewide non-profits engaged in providing services to children.

Site	Date of Visit
Allamakee CSD	Wednesday, April 16, 2014
Black Hawk Boys & Girls Club	Friday, April 11, 2014
Central Decatur CSD (North Elementary)	Thursday, July 31, 2014
Central Decatur CSD (Mormon Trail Elementary)	March 3, 2014
Clinton CSD	Monday, March 31, 2014
Davenport CSD	Tuesday, April 1, 2014
Des Moines Independent CSD	February 27, 2014
Dubuque CSD	April 8, 2014
Iowa City CSD	Wednesday, April 2, 2014
Mid-Iowa Community Action	July 25, 2014
Oelwein CSD	Thursday, April 10, 2014
St. Mark Community Center	April 7, 2014
Starmont CSD	Tuesday, April 15, 2014
Storm Lake CSD	Thursday, March 13, 2014
Council Bluffs CSD	Thursday, October 9, 2014

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

A selection from each 2014 site visit report is provided in the table below.

Iowa 21st CCLC Site Visits – Identified Best Practices

Grantee Organization	Best Practice	Key Points & Comments
Allamakee CSD - Waukon High School	Evaluation Methods and Products	<p>In addition to PPICS and the Iowa survey, Allamakee uses the Search Institute 40 Developmental Assets to measure student-level impact. They also evaluate partnership growth through a tool previously reported on through 21st CCLC site visits. All data collected is then reviewed by a third party, Richard Morehouse. This review uses “How People Learn” from the National Research Council as a framework for analysis. Mr. Morehouse has said that Allamakee’s 21st CCLC program fits the model so well, he has asked that Barb Winters-Kelly and others present with him at a national convening in 2015.</p> <p>Allamakee also does a phenomenal job of sharing out the results of their evaluations. Again this year, Allamakee has published a book, complete with pictures and data, which shares all results and makes the case for Community Connections. The IAA has received a book each time it is published and administrators are quick to share copies with stakeholders any chance they get. This is a great example of how the data cannot remain locked up, but rather has to be shared internally and externally for both celebrating impacts and making adjustments to services.</p>
Black Hawk Boys & Girls Club	Expanding services across the region	<p>Boys and Girls Clubs administrative staff spoke about the Clubs’ expansion into the region. Not only has a partnership been formed with Holmes Jr. High School in Cedar Falls, but services have also been expanded to Dunkerton and plans are in place to continue expanding programming to additional students in need. Not all expansions are eligible for 21st Century Community Learning Centers funding, thus, private fundraising and partnerships have been critical for reaching more students with Boys and Girls Club programming.</p>
Central Decatur CSD - North Elementary	Staff and School-Day Alignment	<p>Staff is highly committed to out-of-school time programming and they revamp lessons each night, depending on student skills and interests. Additionally, alignment with the school day is emphasized, and the methodology and language from the school day carries over into the out-of-school time space. Many of the staff are also school-day teachers.</p>
Central Decatur CSD - Mormon Trail Elementary	Regular AEA data meetings with teachers	<p>Site coordinators Becky Stripe and Angela Banks noted that they regularly attend meetings with the Area Education Agency (AEA) to analyze student performance data. They indicated that the data showed participating student improvement on tracked</p>

Grantee Organization	Best Practice	Key Points & Comments
Clinton CSD - Whittier Elementary	Youth Services data tracking system http://youthservices.net/21st CCLC.asp	<p>measures. The IAA will follow-up with Mormon Trail coordinators to gather more information on these meetings.</p> <p>For the past 10 years, Clinton 21st CCLC has used Youth Services to collect and track participant and program data across all sites. The service allows for site data tracking, including attendance and proficiency levels, and allows for easy reporting according to various queries. The system also easily communicates with parents via email. Each site director has access to only their respective site's data, and Osterhaus uses the data and reporting program-wide to share progress towards goals and to determine student needs. Since Clinton 21st CCLC has been using the service for so long, the cost to the program is only \$250 per site annually. This is a cost effective tool for sites and programs to track critical student-level data for local evaluation and daily operations purposes.</p>
Davenport CSD - Hayes Elementary	Intensive Summer Reading Program alignment	<p>In the Davenport school district, 21st CCLC programming has served as a model for expanding intensive summer reading support to students most in need to read on grade level by the end of third grade. Davenport runs nine summer sites across the district. Sites not funded by 21st CCLC are funded through the general fund. It is planned that by 2017, summer programming will be funded through the district's general fund to comply with the state intensive summer reading program mandate. Although not required to provide such programming currently, Davenport has aligned 21st CCLC summer programming and the expectations for the state intensive summer reading program. The summer programs are half day, six week interventions with ratios of six teachers to each student. The district provides the curriculum. The YMCA is a partner to provide enrichment activities in the afternoons. Enrichment is tied to literacy and all interventions are phonics-based and individualized to each student. Summer literacy programming is intended to accelerate students' reading and writing performance, while the enrichment activities are focused on maintaining school-year progress. Stepping Stones has made an effort to assess the impact of the summer programming through data analysis. When compared to their non-participating peers, summer program participants showed more growth over the summer, most markedly in third through fifth grades Lexile and Quantile scores.</p>

Grantee Organization	Best Practice	Key Points & Comments
	District curriculum department support and alignment	Stepping Stones administrators cite the support of the district's curriculum department as another key to the program's success. The program has made an effort to align school day learning after school, seeing Stepping Stones time as an enriching opportunity that reinforces concepts students are learning during the school day. Over the next school year, Stepping Stones will be integrating more hands-on, intentional learning activities into programming to further strengthen the connection between school day concepts and afterschool enrichment opportunities.
Des Moines Independent CSD - Capitol View Elementary School	Multi-content area activities	A perfect example of the ability to cover multiple content areas is the physical fitness activity described in the site visit section (<i>Physical literacy observed was an activity where students followed the dance moves demonstrated on a YouTube video. Other students formed letters in teams as physical literacy in the gym. This was a good example of teamwork, literacy, and physical activity in a single activity</i>). Although it is necessary to label activities for scheduling purposes and to inventory activities to ensure all necessary content areas are covered in a day or week, an activity can cross multiple disciplines. In fact, the best activities cover many content areas and encourage application of knowledge – something that is not done in a vacuum. In the physical fitness activity observed at the site visit, students were using their literacy knowledge while working in teams and actively moving to complete a task. This is an example of real-world learning that afterschool is especially ideal to provide.
Dubuque CSD - Jefferson Middle School	Program variety, student choice	The club format provides students a lot of variety in programming. Some of the offerings are most likely activities the students wouldn't normally be exposed to, including experiences outside the school, like canoeing and ice skating. Providers and volunteers with expertise lead the activities and the 21 st CCLC program director coordinates the schedule and transportation to and from the activities. The students are given the choice of activities they would like to try, and participation in the activities is tracked for interest.
Iowa City CSD - Grant Wood Elementary	Afterschool program alignment with school day PBIS	Grant Wood Elementary is a school-wide Positive Behavior Intervention and Support (PBIS) school. The strategies to positively reinforce good behaviors extends to the afterschool program through creative rewards, such as accumulating stars for prizes, which include extra recess time, raffles of small goodies, and fun activities like water balloons in the summer.

Grantee Organization	Best Practice	Key Points & Comments
	Outdoor Activities	Grant Wood has an outdoor garden where students learn to grow a variety of food that they can take home.
Mid-Iowa Community Action - Rogers Elementary	Individualized plan for every student	Before the start of the summer program, teachers put together an individualized plan for both reading and math for each student participating in the program. Then, the improvement made and goals reached are tracked for each student. They also have an electronic file for each student where they can track trends in their development, attendance, and goals met. This carries over from the school year to the summer program.
Oelwein CSD - Wings Park and Parkside Elementaries, Oelwein Middle School	Elementary parent engagement	A parent activity event was observed at the time of the site visit. A "Game Night" was hosted at the elementary school and the program provided refreshments and card game treats for parents and students. The students were prepared to teach their parents how to play the games. Each game had a learning element, but was also fun. Placing the students as the experts and teachers was an effective tool to get the students excited for the event, and, thus, get their parents excited. While not every student had parents attend, a number of parents, even both parents, attended. This is a good example of a low-cost parent activity. The games could also be replicated at home for little cost. Parents were also asked to bring tablets to download free PBS games. This was a good chance to make sure they accessed the free resources available to them.
St. Mark Community Center - Audubon Elementary	Seeking diverse funding sources	This program was not born of a 21 st CCLC grant, so it has a history of not relying on grants. Grants can drive your mission in a way that may drift from the core purpose. They are unique among programs that they have visited in having a development director (partly because they are an independent nonprofit organization, as opposed to part of a school district) whose sole focus finding ways to sustain the program. They hear about grants and other funding opportunities by word of mouth, in the community and among other programs. The development director focuses on building relationships, not just always asking for money. This is key for long-term sustainability.
Starmont CSD - Starmont Elementary	Theme-based planning	Starmont 21 st CCLC reflects the power of theme-based planning. From the program coordinator's

Grantee Organization	Best Practice	Key Points & Comments
		<p>perspective, it makes it a lot easier to focus their search for quality activities. There is always a lot of information to sift through and themes make it easier to spend planning time more efficiently. Theme-based planning also helps to communicate with children and families on upcoming programming or programming currently being offered. Overall, like McIntyre noted during the site visit, themes provide a structure for program administrators so that they are not starting from scratch.</p>
	<p>Integrating students with disabilities</p>	<p>It is clear that several Starmont 21st CCLC participants have significant physical, emotional, and social special needs. It is also clear that they are not excluded from activities or exempted from policies because of their disability. It is impressive how students with disabilities that require one-on-one support are integrated into the broader programming and learning alongside other program participants.</p>
<p>Storm Lake CSD - Elementary Tornado Academy (ETA)</p>	<p>Communication</p>	<p>Communication between the program staff and school administration continues to remain strong. Redenbaugh's (Lynn Redenbaugh, ETA Coordinator) involvement in various leadership teams, both on the school and district levels, is a great asset to the program due to the ability to streamline efforts.</p>
	<p>Peer Scaffolding</p>	<p>They do a great job with peer scaffolding- older students assist younger students in the computer lab.</p>
<p>Council Bluffs CSD - Kirn and Wilson Middle Schools</p>	<p>Student Leadership</p>	<p>The Iowa Afterschool Alliance observed student leadership club at both sites. Students are selected by teachers and staff to participate as a student leader. They make decisions for the 21st CCLC program and assess the viability and popularity of programs to make recommendations for future programming to 21st CCLC administrators. Students take on projects for their school, such as athletics boosting on game day. To be a leader, students must commit to attending afterschool activities, serve as a behavioral role model for other students, and communicate with their peers about their conversations in the leadership activities. This is a great way to develop future leaders (as a component of programming) and ensure programming is responsive to student interests.</p>

ABOUT IOWA 21CCLC

21st Century Community Learning Centers

About The **PROGRAM MODEL**



21st Century Community Learning Centers is a U.S. Department of Education program, administered by the states, that supports out-of-school-time learning opportunities for students in high-poverty, low-performing areas.

The Iowa Department of Education administers 21CCLC funding in Iowa through grant competitions. 21CCLC programs focus on **academic support** (helping students meet state and local standards in core academic subjects), **academic enrichment** (providing activities that complement learning from the school day), and **parental engagement** (offering literacy and other educational services to the families of participating students).

21CCLC Technical Assistance and Support is provided by the Iowa Afterschool Alliance.

By The **NUMBERS (2014)**

Data is compiled using federal and state sources

26 Grants **TO** **15** Entities

58 Sites

367 Paid and Unpaid Partners

13,410 Students Served School Year and Summer

Funding **REQUESTED & AWARDED**

\$8.5 MILLION REQUESTED

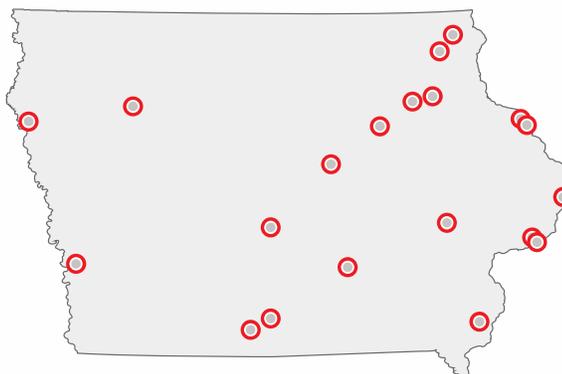
\$6.6 MILLION AWARDED



15 APPLICATIONS RECEIVED
Average Request = **\$572,000**
Request Range = **\$184,000 - \$900,000**

Map of **SITES**

2014 ALL SITES



IMPACTS*



Statewide Staff : Student Ratio

1:15 [without volunteers]

Of these staff, **45%** are certified teachers

Average cost per student **\$410** annually

Of the **13,410 SERVED**

68%
are eligible to receive free or reduced price lunch
STATE = 41%

18%
are categorized Limited English Proficient
STATE = 5%

10%
are students with a disability
STATE = 13%



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

The State of Iowa's Children

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

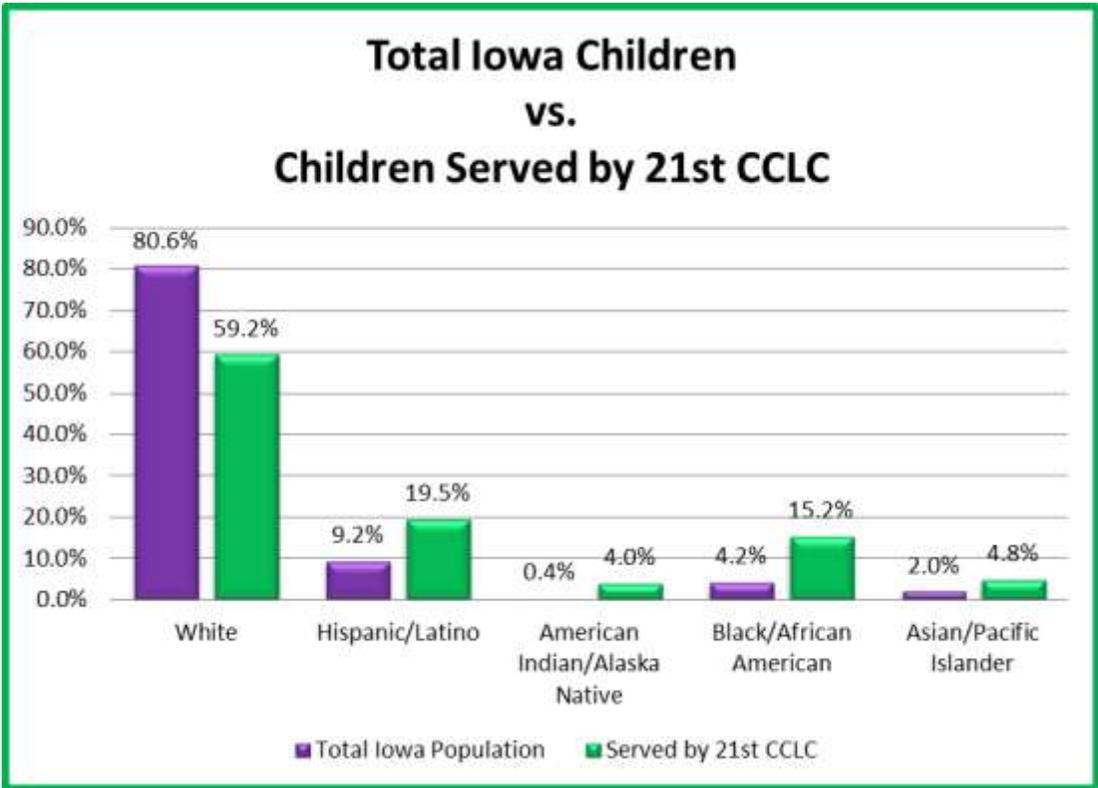
In 1964, President Lyndon Johnson declared a War on Poverty in his State of the Union Address. Fifty years later, how have American children fared? CDF's new report The State of America's Children 2014 finds child poverty has reached record levels and children of color are disproportionately poor. This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

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

Point 1. Child Population.

722,953 children lived in Iowa in 2012; 19.4 percent were children of color.

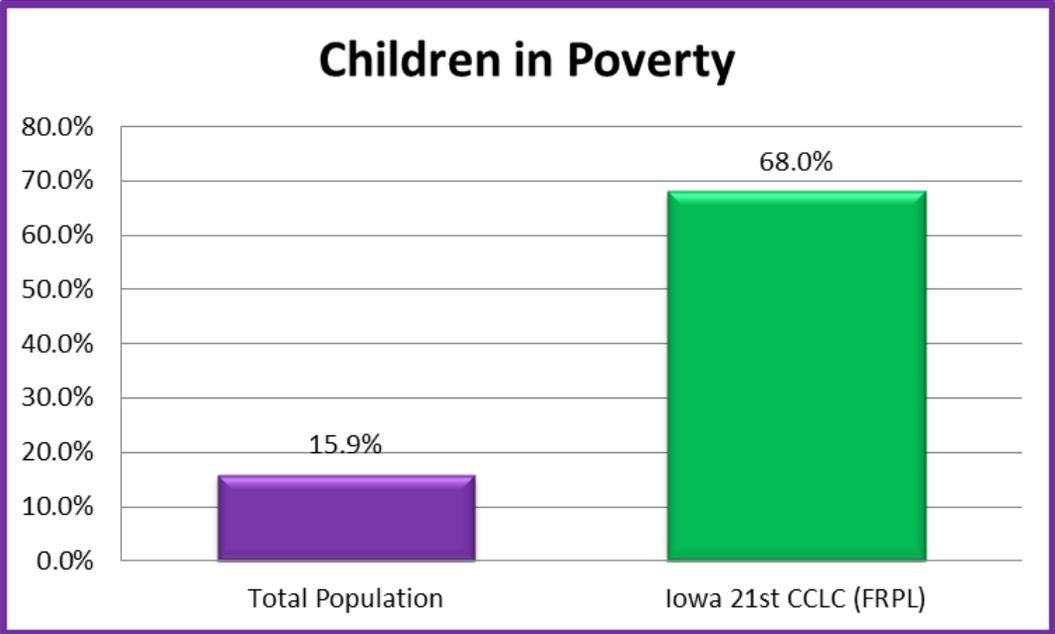
The Iowa 21st CCLC Program serves a higher percentage of children of color when compared to the total child population. Overall, 43.42 percent of children served by Iowa 21st CCLC were children of color.



Point 2. Child Poverty.

Nearly 1 in 6 (15.9 percent) of Iowa’s children were poor in 2012, a total of 112,573 children.

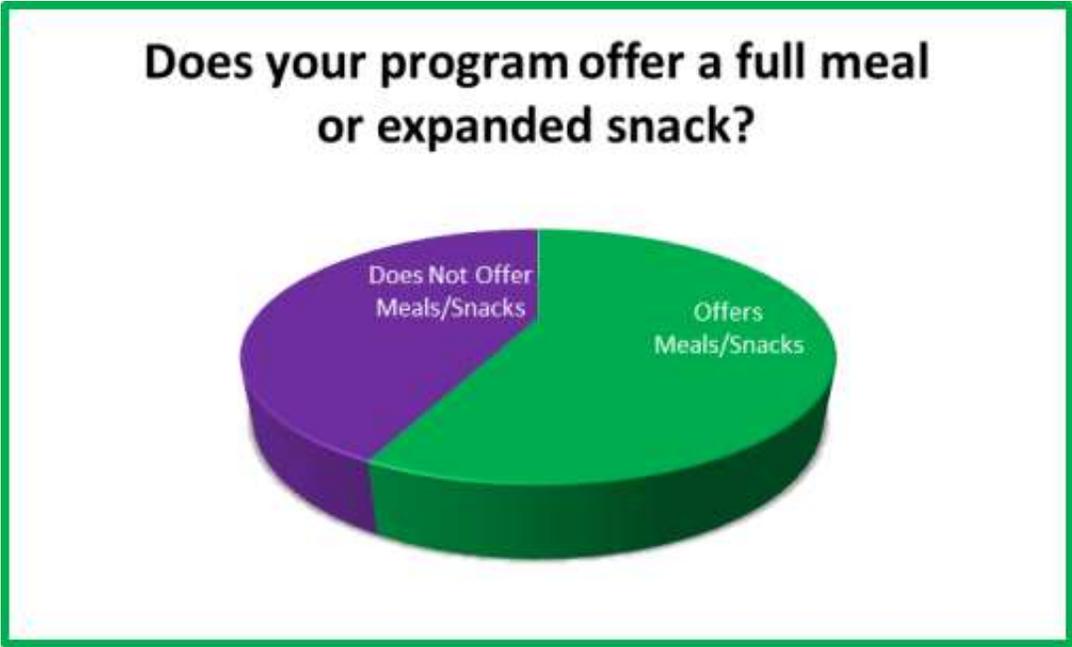
In the Iowa 21st CCLC Program, 68.15 percent of all children served were students eligible for Free or Reduced Price Lunch (FRPL).



Point 3. Child Hunger and Homelessness.

Child poverty in Iowa leads to unacceptable child homelessness and hunger.

Most 21st CCLC Centers provide meals/ and or snacks for students, but this needs to be expanded.



Point 4. Child Health.

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

Iowa 21st CCLC Programs provide guidance to parents needing assistance.

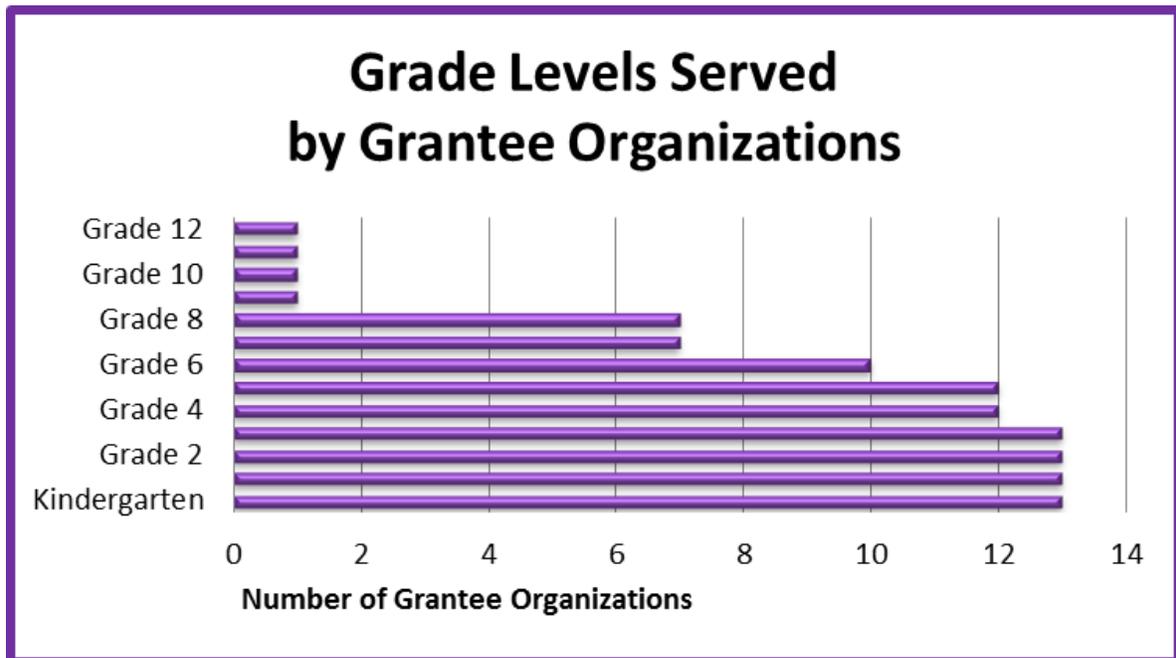
Iowa 21st CCLC Programs serve snacks and meals that meet nutritional requirements.

Iowa 21st CCLC Programs provide activities that promote healthy lifestyles.

Point 5. Early Childhood and Education.

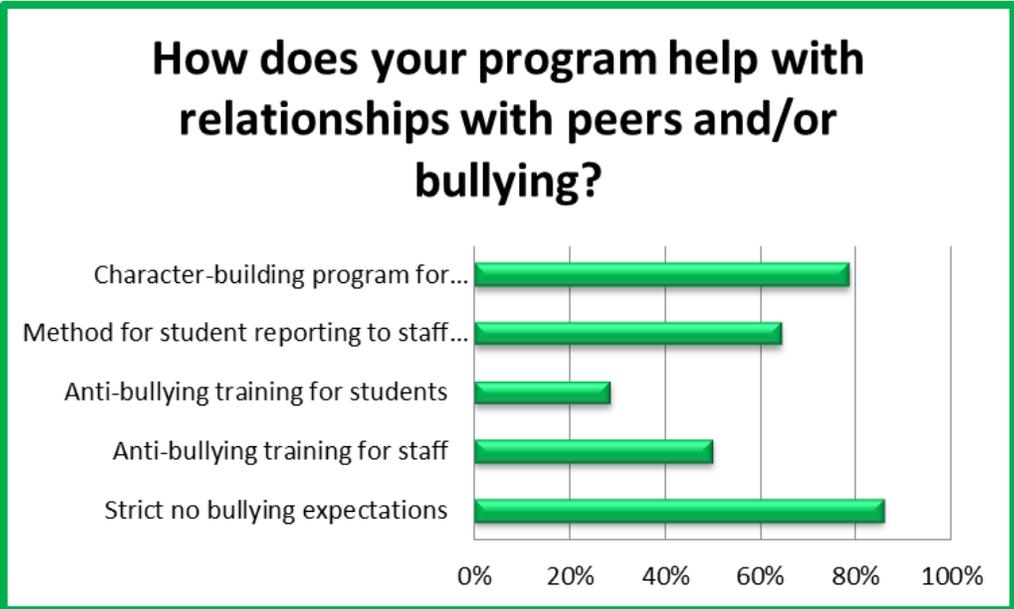
Lack of early childhood investments deprives children of critical supports in the early years and reduces school readiness. Iowa's schools fail to educate all children, closing off a crucial pathway out of poverty.

Iowa 21st CCLC Programs serve all grade levels.



Point 6. Children Facing Special Risks.

Many vulnerable children need treatment, services and permanent families. Too many Iowa children are involved in the juvenile justice system. Iowa ranked 6th out of 42 ranked states in child and teen gun deaths. Iowa 21st CCLC Programs have anti-bullying programs in place.



Iowa 21st CCLC Programs provide leadership opportunities for students.



Evaluation Methods

Educational Resource Management Solutions (ERMS)

Dr. Ron Cravey and Ernest Sinclair

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

Although there are some standard measures that Centers are required to utilize, Centers in Iowa are expected to perform their own internal evaluations of their individual programs. Each Center developed a list of objectives and these objectives should provide guidance regarding the best method(s) for evaluation. For 2014, local 21st CCLC grantees were provided with guidelines outlining what should be included in local evaluations. The guidelines included five basic areas to be included in local evaluations.

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

The complete guidelines document is included in Appendix A.

For 2014, the standard measures of evaluation the U.S. Department of Education (ED) required were submitted via the Profile and Performance Information System (PPICS), an online tool that allows compilation and comparison of data among centers, grantees, and states. The PPICS provided a mechanism to collect information on operational characteristics and collect data on performance indicators as established by the U.S. Department of Education. The 2013-2014 school year is the last year that PPICS will be used. A new data collection and reporting tool will be implemented starting with the 2014-2015 school year.

In addition to collecting information on the operational characteristics of 21st CCLC programs, a primary purpose of PPICS was to collect data to help measure performance in meeting the GPRA indicators established for the program. The GPRA indicators, outlined by the U.S. Department of Education, are a primary tool by which ED evaluates the effectiveness and efficiency of 21st CCLCs operating nationwide relative to two primary objectives defined for the program.

1. Participants in 21st Century Community Learning Center programs will demonstrate educational and social benefits and exhibit positive behavioral changes.
2. 21st Century Community Learning Centers will develop afterschool activities and educational opportunities that consider the best practices identified through research findings and other

data that lead to high-quality enrichment opportunities that positively affect student outcomes (i.e., used highly qualified staff; offer afterschool programs every day and on weekends; structure afterschool curriculum on school-based curriculum, etc.).

Center Evaluations

Each of the 15 grantee organizations implementing 21st CCLC programs in Iowa was tasked with performing an evaluation of their programs. All 15 of the grantee organizations supplied evaluations on their programs. The local evaluations received varied in their extensiveness, from a one page summary of main points to multiple documents. Below is a table listing the grantee organizations and their 21st CCLC Program website. Websites are required to at least provide the results of their local evaluations but other content may be included.

Grantee Organization	Website
Allamakee CSD	www.allamakee.k12.ia.us
Black Hawk Boys & Girls Club	www.cedarvalleyclubs.org
Central Decatur CSD	http://www.centraldecatur.org/north-elementary/cardinal-muscle/
Clinton CSD	http://www.clinton.k12.ia.us/pi_after_school.cfm/
Davenport CSD	www.davenportschools.org/steppingstones
Des Moines Independent CSD	http://www.dmschools.org/academics/programs/21st-century-learning-centers/
Dubuque CSD	www.leapdubuque.com
Iowa City CSD	http://www.iowacityschools.org/pages/ICCSD/Departments/Health_Services/Youth_and_Family_Development/7820225246705999156
Mid-Iowa Community Action	http://www.micaonline.org/#!/ru/chvt
Oelwein CSD	http://www.oelwein.k12.ia.us/
Oskaloosa CSD	http://www.mahaskaymca.org/index.php/youth/early-learning/21cclc
Siouxland Human Investment Partnership	www.beyondthebell.us.com
St. Mark Community Center	www.stmarkyouthenrichment.org local evaluations are shared under the program evaluation tab. The 2013-2014 local evaluation will be posted to our site by mid-December 2014.
Starmont CSD	https://sites.google.com/a/starmont.k12.ia.us/stars-before-and-after-school-program/
Storm Lake CSD	https://sites.google.com/a/slcsd.org/stormlakeeta/

PPICS Data

The PPICS data provided program operational data that is referenced in this state report. In addition, the standard national survey results were reported, both for the state level and grantee level. In addition to standard reports available on the PPICS website, data file downloads were available that allowed more detailed analysis.

End-of-year Survey

As a culminating evaluation instrument, a survey was sent to each grantee organization. The survey was completed by 14 of the grantee organizations. Oskaloosa CSD did not complete the survey. The end-of-year survey asked for information in eight main categories.

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

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

Program Findings

Beginning in 2003, The Iowa Department of Education offered competitive federal grants for the 21st CCLC program. To provide information on how well the 21st CCLC programs are performing, data from three different collections was examined. Center evaluations provided data on center objectives and student and parent perceptions of the programs. The Profile and Performance Information System (PPICS) provides data on grantee operations, center objectives, and changes in student behavior. The Final Survey gave an overview of the grantee organizations activities.

Program Operations

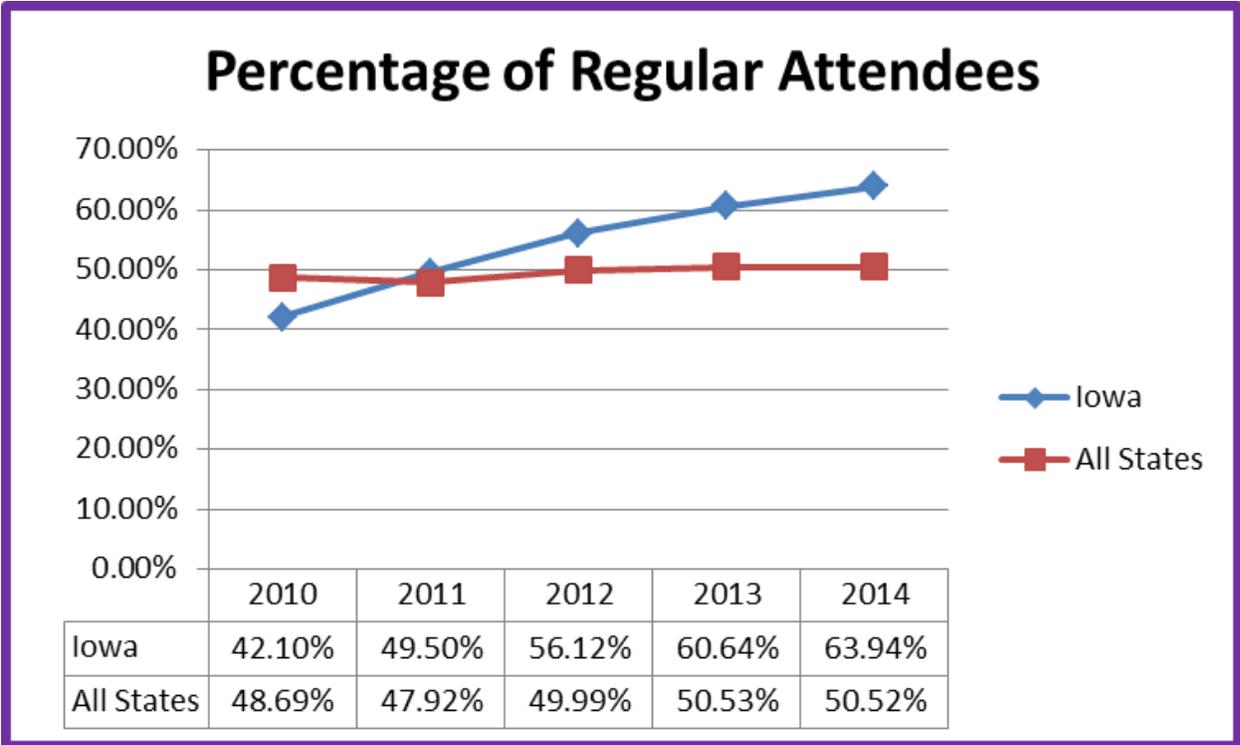
Attendance and Funding. Each year, the number of students participating in 21st CCLC programs has increased. As seen in the table below, in 2013-2014, Iowa had 15 active grantee organizations involved in 21st CCLC activities with 7,937 students participating and 5,034 students designated as regular attendees (regular student attendees were students who attended the program 30 days or more during the school year). The table also includes attendance totals for 2012-2013, illustrating an increase in total attendance from 7,571 students in 2012-2013 to 7,937 students in 2013-2014. Regular attendees increased from 4,563 to 5,034 during the same time period. The 21st CCLC grants provided \$6,029,497.00 for 21st CCLC activities during 2013-2014. In addition other state and local in kind and matching funds were used to ensure quality after school programs that benefited students (*data from PPICS*).

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

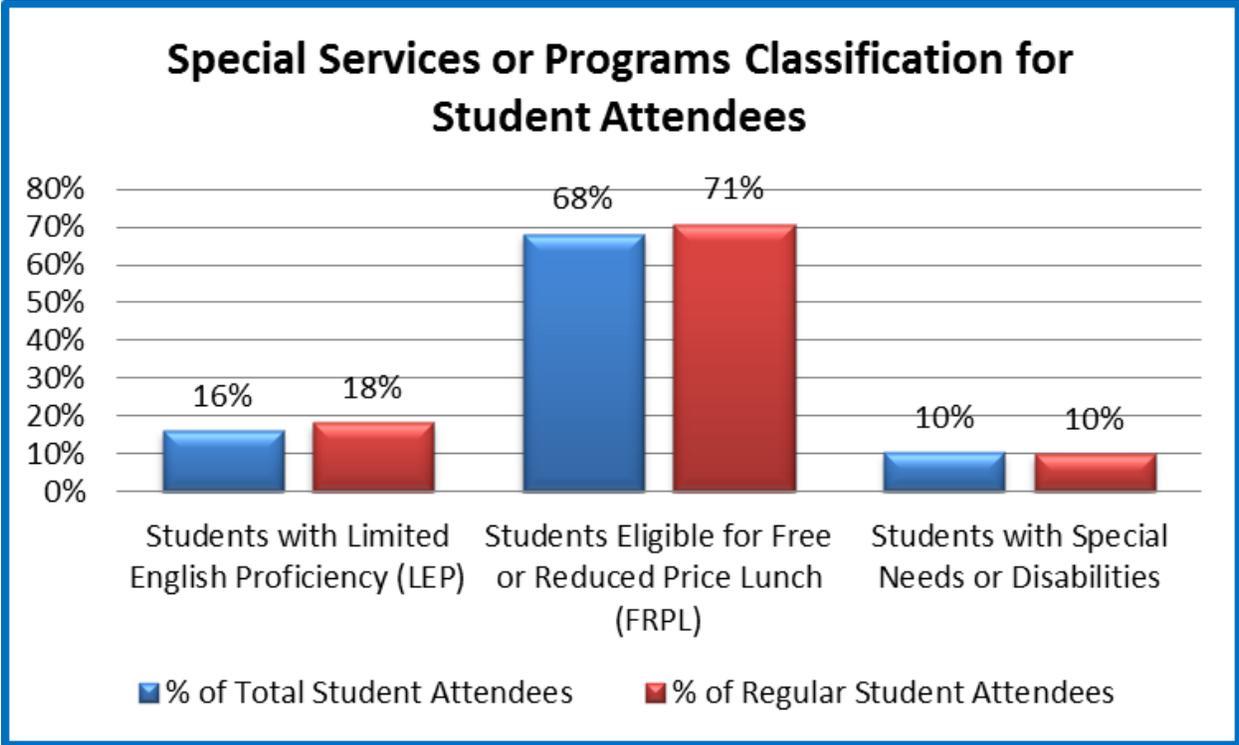
Grantee	Total Student Attendees		Regular Student Attendees*	
	2012-2013	2013-2014	2012-2013	2013-2014
Allamakee CSD	1163	1258	622	769
Black Hawk Boys & Girls Club	159	64	102	54
Central Decataur	-	276	-	226
Clinton CSD	351	348	257	207
Council Bluffs CSD	274	-	212	-
Davenport CSD	362	426	255	246
Des Moines Independent CSD	1951	2549	1156	1614
Dubuque CSD	534	480	87	111
Fort Dodge CSD	136	-	130	-
Iowa City CSD	377	308	367	308
Linn County Extension	54	-	35	-
Mid-Iowa Community Action	94	95	67	76
Oelwein CSD	-	365	-	265
Oskaloosa CSD	-	54	-	47
Siouxland Human Investment Partnership	1450	1021	870	682
St. Mark Community Center	182	210	145	180
Starmont CSD	138	137	57	69
Storm Lake CSD	281	346	181	180
Van Buren CSD	65	-	20	-
Iowa State Totals	7,571	7,937	4,563	5,034

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

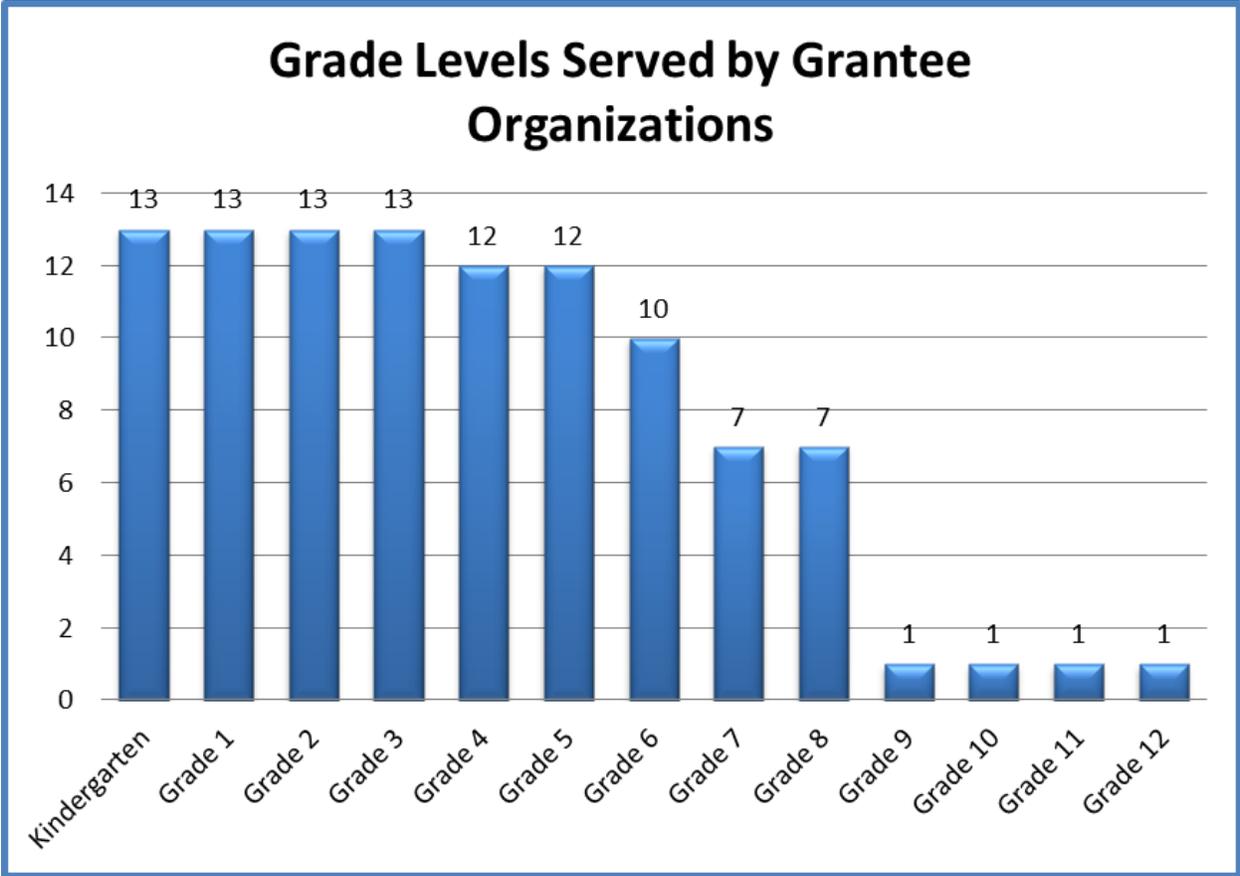
Although the average total attendance is lower in Iowa than in the US as a whole, the percentage of Iowa attendees who are defined as regular attendees is higher than the U.S. average. While the percentage of regular attendees for all 21st CCLC Program nationwide has hovered around 50% since 2010, Iowa's percentage of regular attendance has increased from about 42% to almost 64%.



The grantee organizations or the 21st CCLC programs in Iowa serve students, 68% of which are eligible for Free or Reduced Price Lunch (FRPL), students with Limited English Proficiency (LEP) and students with special needs or disabilities. Of the regular student attendees (over 30 days), 71 percent were eligible for FRPL and 18 percent were identified as limited English Proficiency (LEP). An additional 10 percent of students were those with special needs or disabilities. The percentage was the same for all attendees.



All grade levels are represented in the student population of attendees in the Iowa 21st CCLC programs. One organization served all grade levels, five grantee organizations served grade levels K-8, three grantee organizations served grades K-6, three grantee organization served grades K-5, one grantee organization served grades K-3 and one grantee organization served grades 6-8. (*end-of-year survey data*).



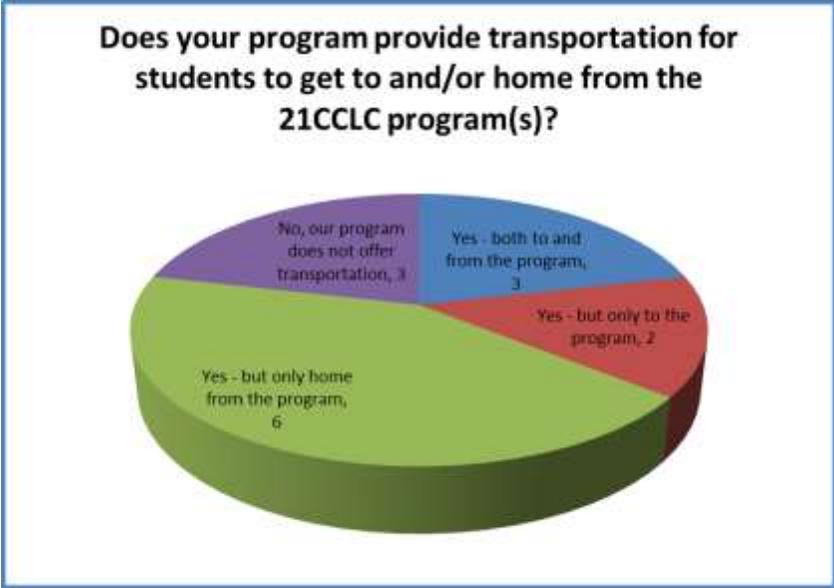
Partnerships. Partners in the 21st CCLC program provide not only funding, but in-kind services, volunteer staffing, and other needs unique to each center. Iowa 21st CCLC programs had 250 partners (like 4H Club, YMCA, Boys and Girls Clubs, Community Colleges and local non-profits) and 117 subcontractors working with grantee organizations to help the 21st CCLC programs be successful and develop sustainability. The types of contributions made by partners and the number of partners contributing to each contribution type are shown in the table below (*data from PPICS*).

21st CCLC Program Partners for Iowa for 2013-2014

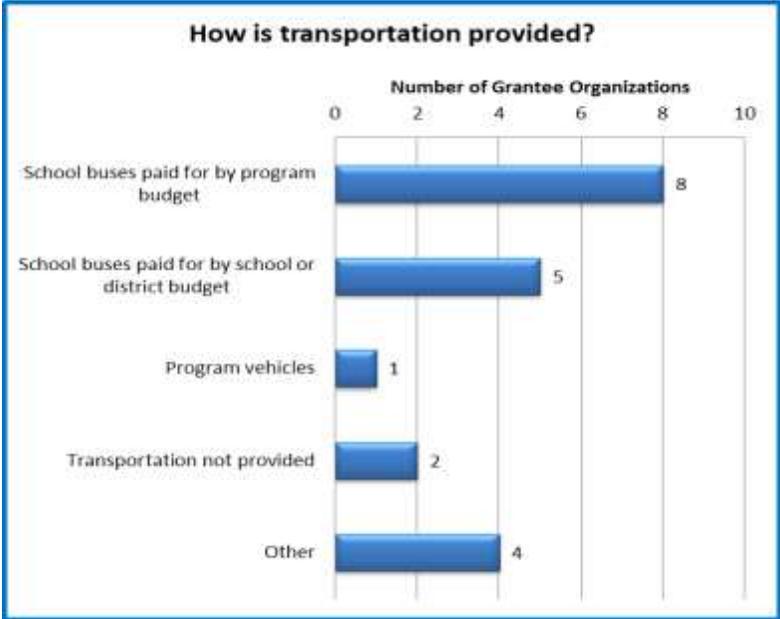
Contribution Type	# of Partners	# of Subcontractors
Provide Evaluation Services	20	14
Raise Funds	13	0
Provide Programming / Activity-Related Services	176	106
Provide Goods	78	23
Provide Volunteer Staffing	59	15
Provide Paid Staffing	57	35
Other	49	1
Totals*	250	117

**Totals reflect number of unique partners providing contributions*

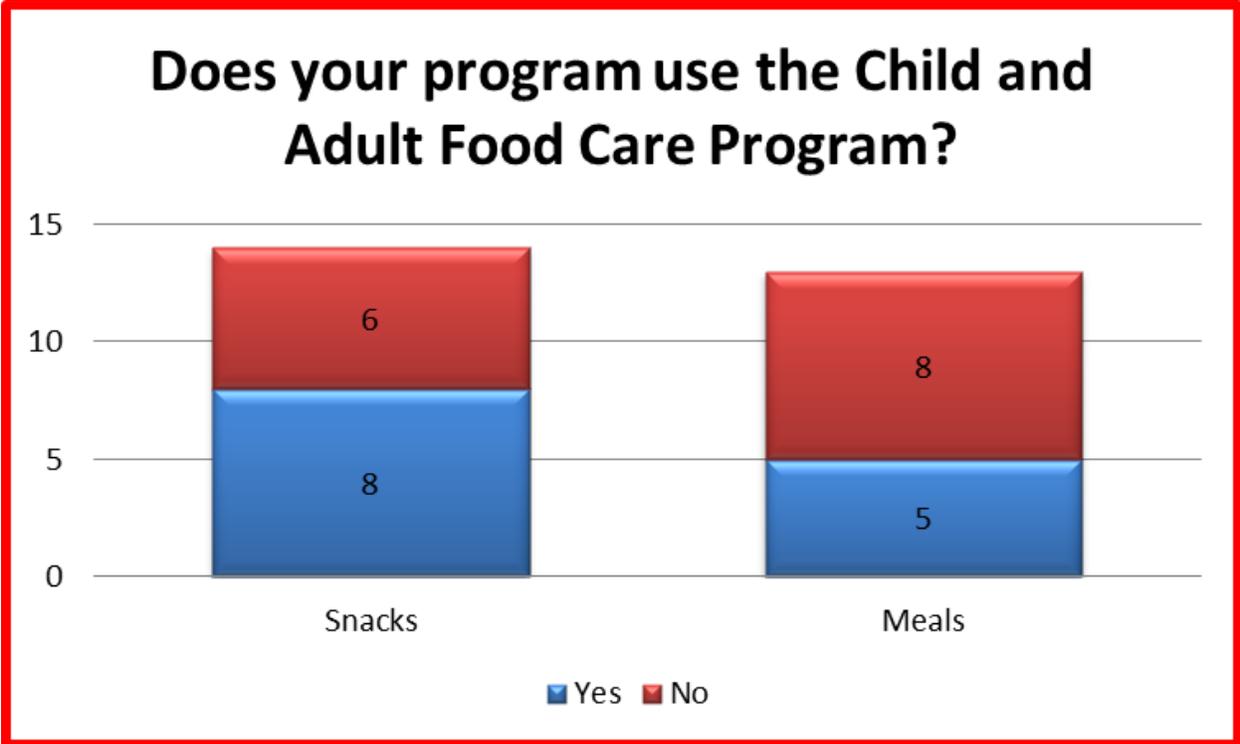
Transportation. Of the fourteen grantee organizations responding to the end-of-year survey, three provide transportation both to and from the 21st CCLC program sites, two provide transportation only to the program sites, six provide transportation only home from the program sites and three do not offer transportation.



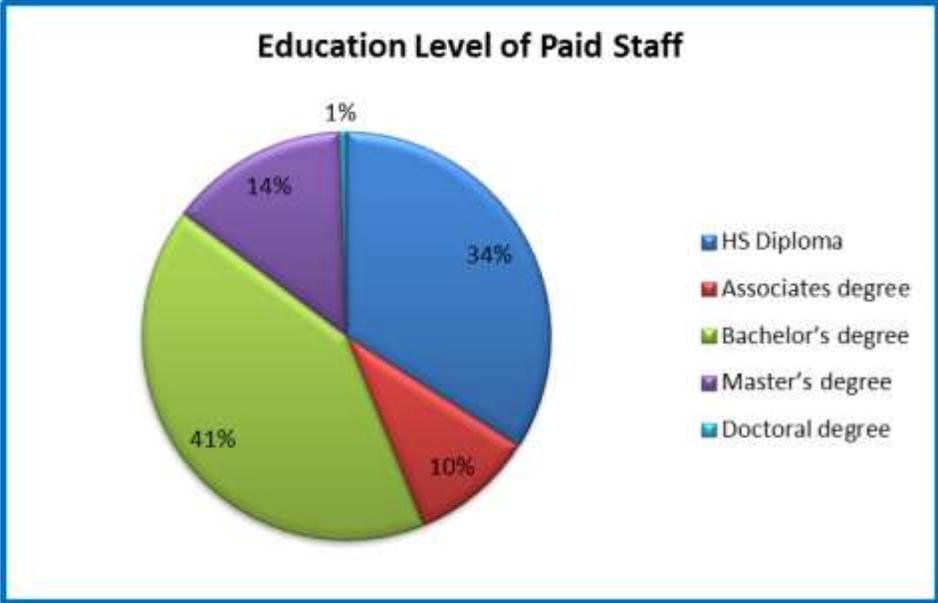
The chart below shows how transportation was provided. Eight organizations used school buses paid for by the grant and five organizations used school buses provided by the school district. One organization used program vehicles. Dubuque reported that transportation was provided by the Dubuque Trolley paid for by the program budget (*end-of-year survey data*).



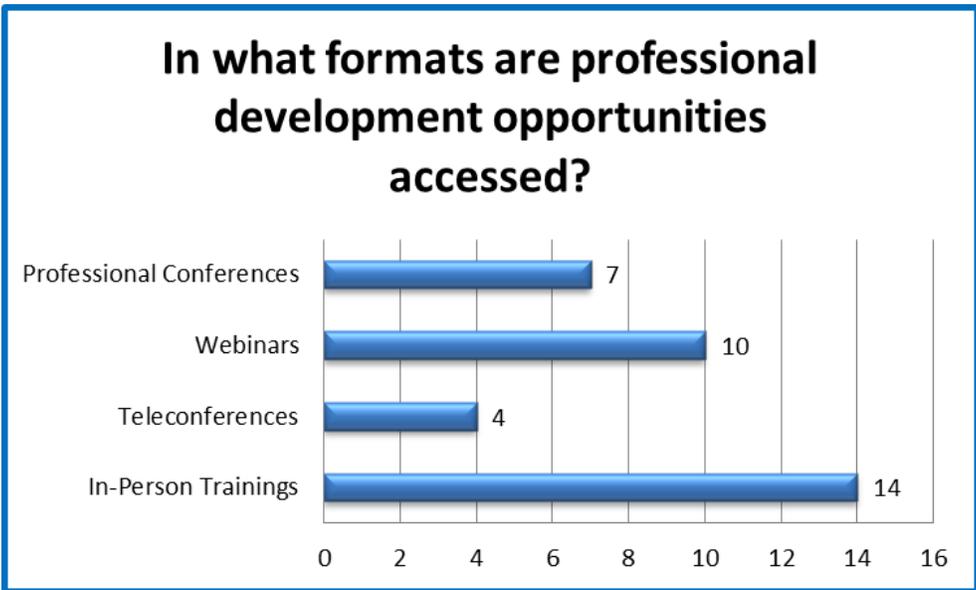
Snacks and Meals. All meals and snacks served at the 21st CCLC programs meet or exceed USDA guidelines with the exception of one program that offers snacks occasionally. As seen in the chart below, eight of the organizations use the Child and Adult Food Care Program (CACFP) for meals and five of the organizations use the CACFP for snacks. Three organizations reported that did not know about the CACFP (*end-of-year survey data*).



Staffing and Professional Development. A key component of any educational program is the staff and to improve the effectiveness of the staff efforts, appropriate professional development is required. The 14 organizational programs providing responses to the end-of-year survey indicated they have a total of 731 paid staff, of which 328 are certified teachers. As illustrated in the chart below, 41% of the paid staff have a Bachelor's degree and 14% of paid staff have a Master's degree (*end-of-year survey data*).



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



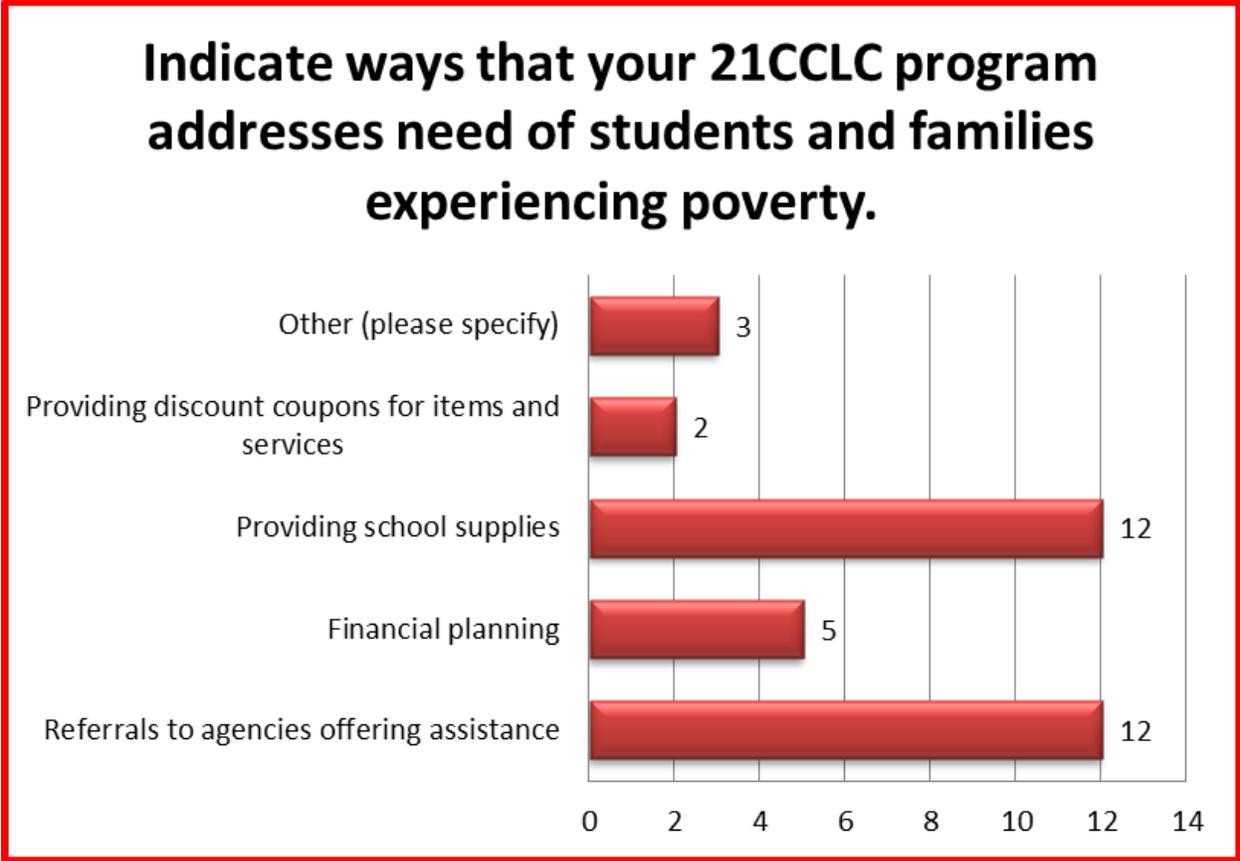
All grantee organizations responding to the end-of-year survey provide professional development offerings for center staff. Professional development in behavior management/positive behavior support is offered by twelve organizations. Eleven organizations include literacy in their offerings and ten organizations include community partnerships in their offerings. Other offerings include STEM, math, science, social studies, and physical literacy. In addition, six organizations listed other professional development offerings including CPR, first aid, character development, talking to parents, leadership and incorporating students with special needs (*end-of-year survey data*).



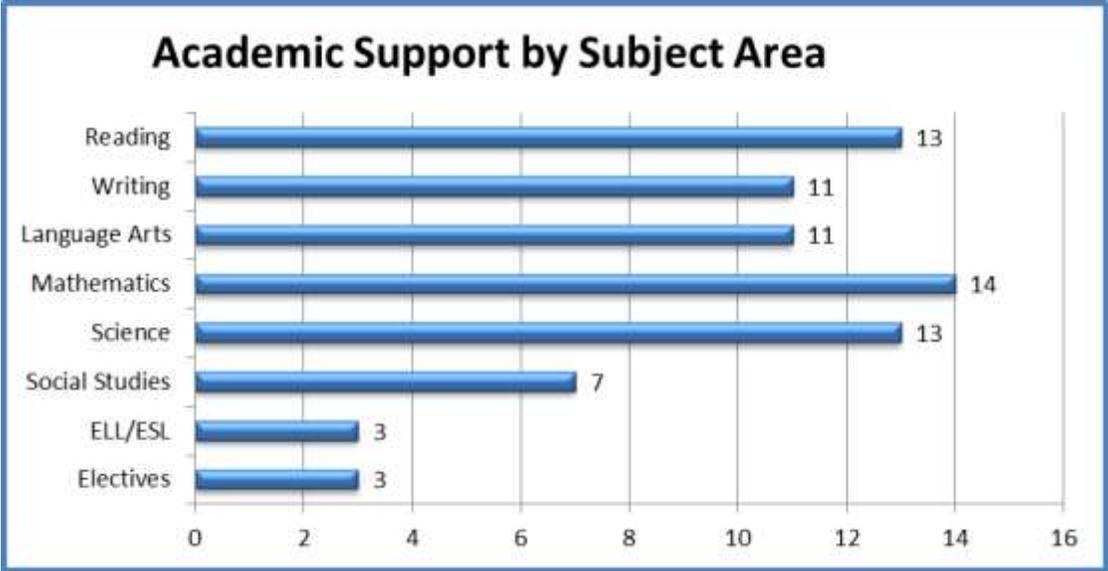
Professional development is offered to staff in a variety of ways. School districts provided training for 13 of the 21st CCLC Programs and 11 of the 21st CCLC Programs utilize staff to provide training. In addition, 5 organizations utilize professional conferences, 9 use webinars and 7 grantee organizations use contracted vendors for professional development. In 4 programs, staff members are able to use program resources and attend outside professional development. Impact after school conferences are another method used to provide professional development and nine organizations reported utilizing them. The chart below summarizes the number of ways professional development is provided (*end-of-year survey data*).



Provided Support. The 21st CCLC programs in Iowa offered support for families experiencing poverty and a variety of academic support mechanisms for students. Twelve grantee organizations referred students and families experiencing poverty to agencies offering assistance. In addition, 12 grantee organizations provided school supplies, 2 grantee organizations provided discount coupons for items and services, and 5 grantee organizations provided financial planning services. Other ways 21st CCLC programs provided support included supplying warm winter clothing, meals and snacks, and support classes like learning to read to your child (*end-of-year survey data*).

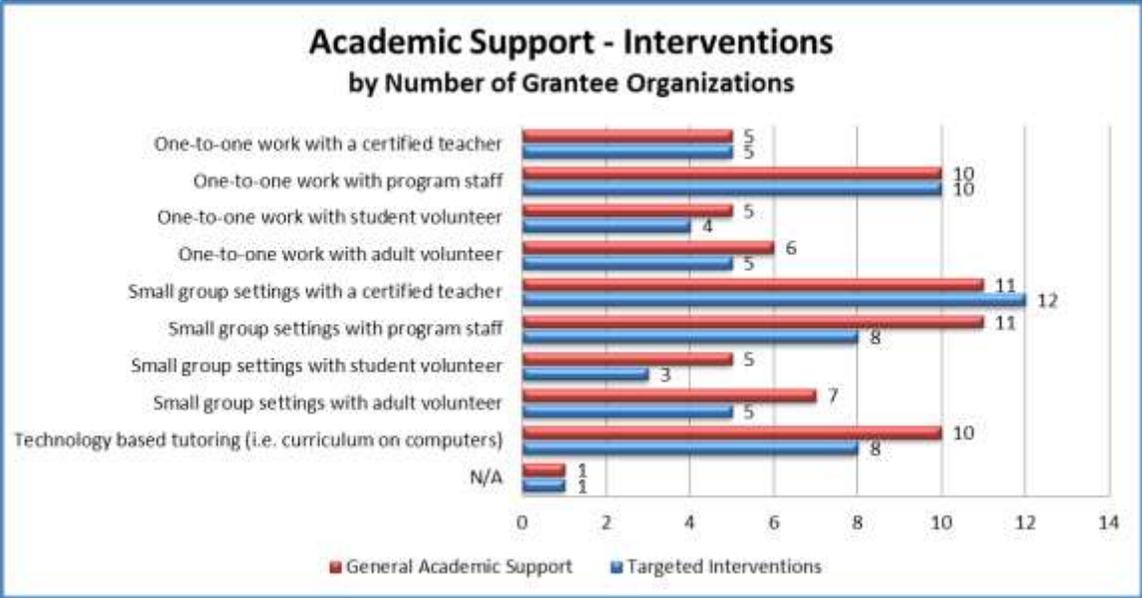


Academic support is a key component of 21st CCLC programs and all programs in Iowa provided support in various subject areas. All grantee organizations responding to the end-of-year survey provided academic support in mathematics. Additional support is provided in other subject areas as seen in the chart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

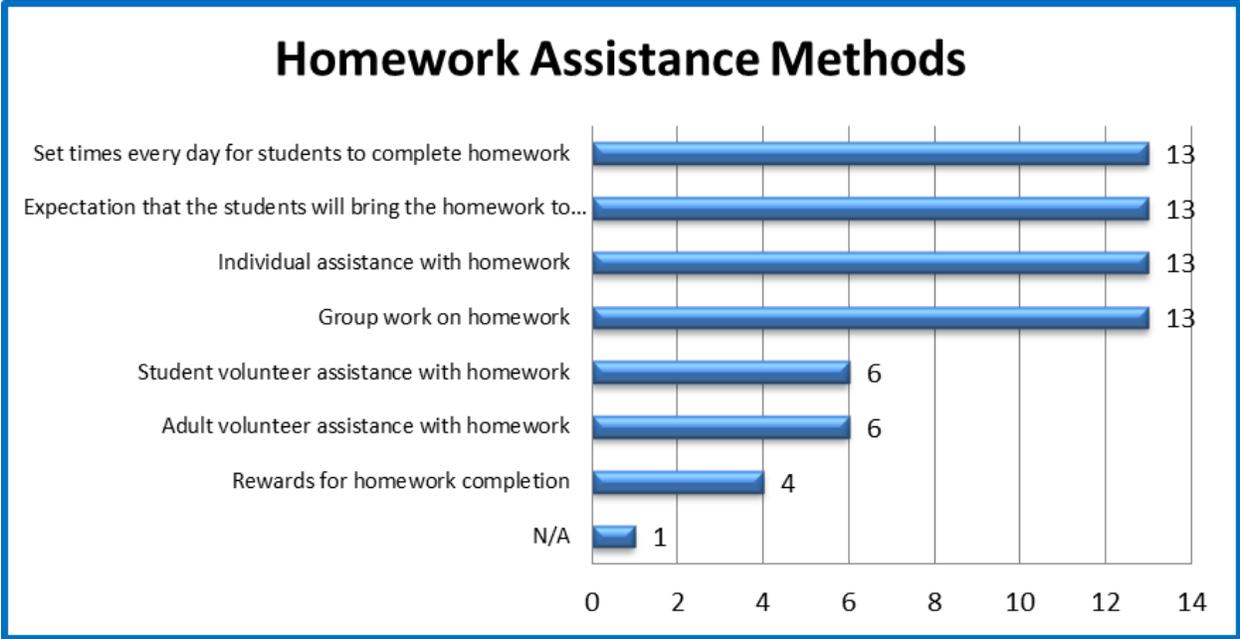


Academic support in the 21st CCLC programs included general interventions and targeted interventions. Although both intervention methods included some technology based tutoring, the majority of interventions involved personal help in both small groups and one-to-one sessions with students (*end-of-year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

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

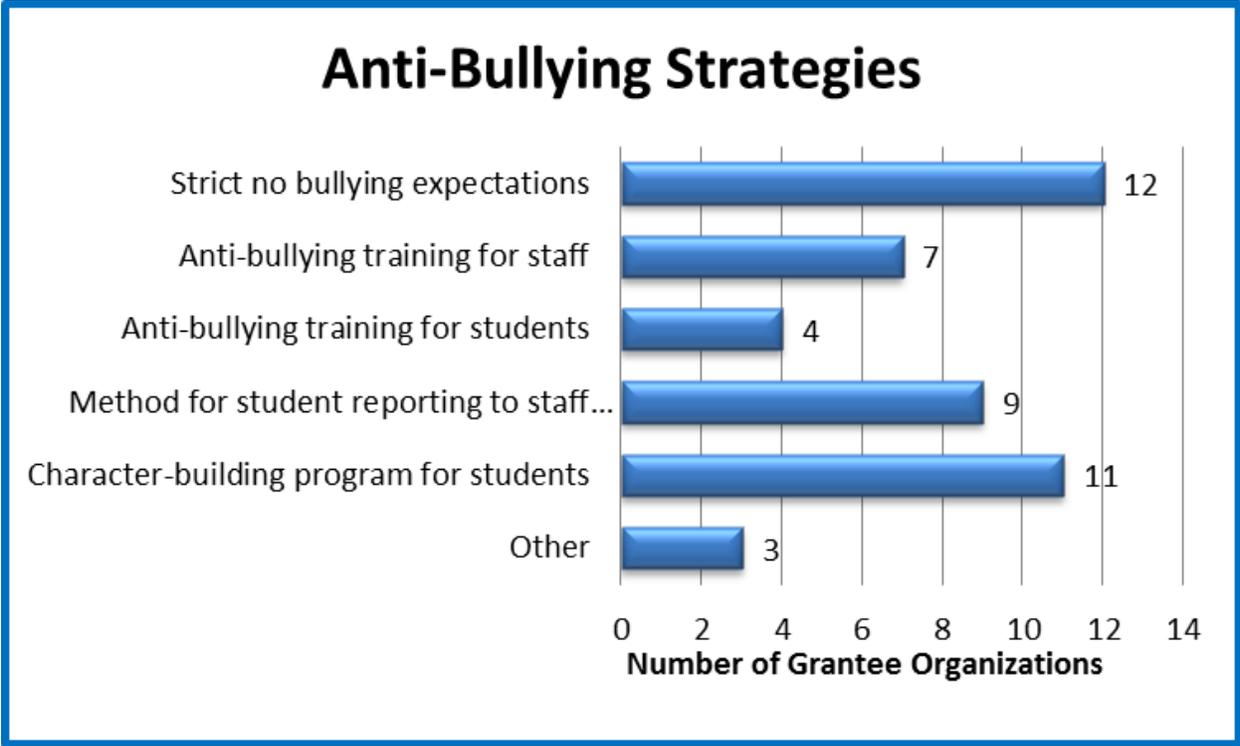


Thirteen of the grantee organizations responding to the end-of-year survey provide homework time (time and/or assistance to complete homework assigned during school day). A variety of methods are employed to assist students with homework completion. Thirteen of the grantee organizations reported they expected students to bring their homework to the 21st CCLC program where they are provided individual assistance and group assistance with homework (*end-of-year survey data*).

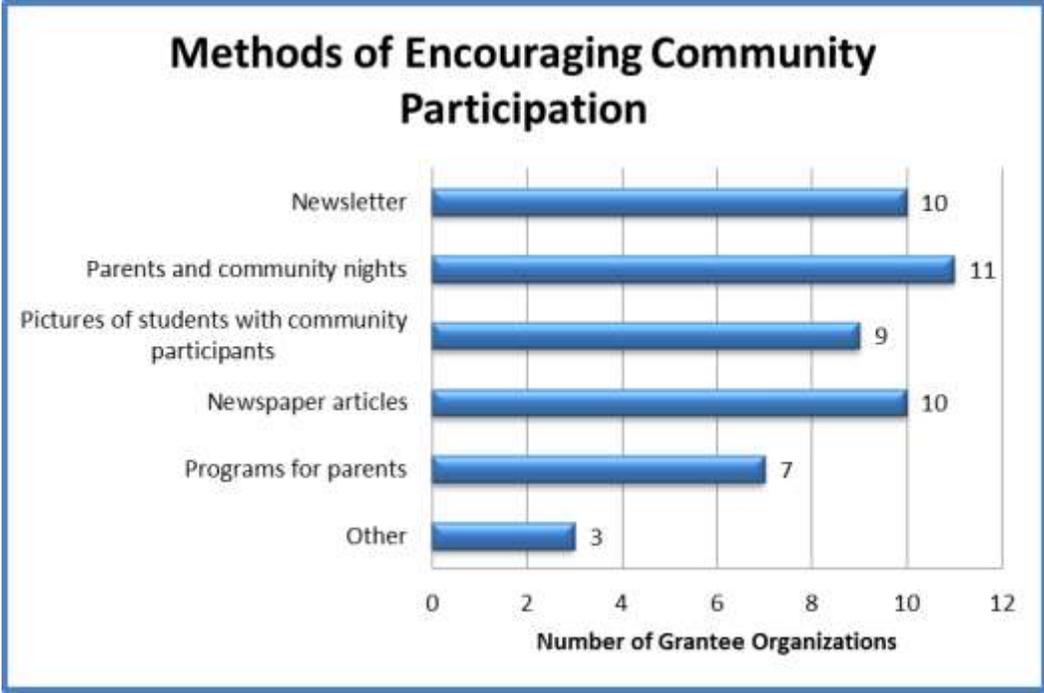


Student Behavior. In order to affect behavior changes in students, 21st CCLC programs have included activities and strategies. Grantee organizations were asked how they encouraged students' motivation to learn. Fourteen grantee organizations responding to the end of year survey provided enrichment activities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

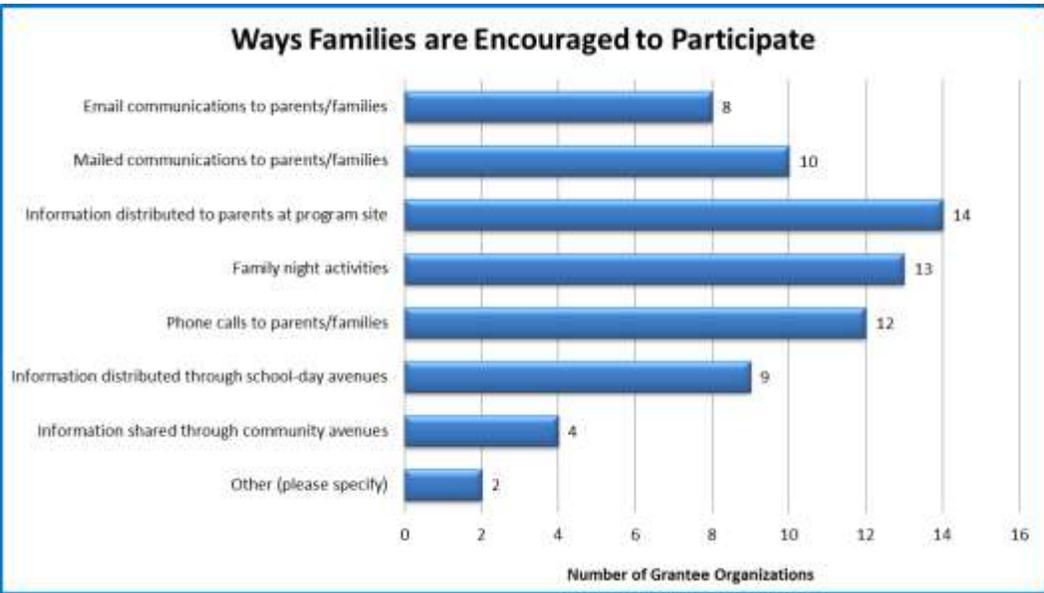
According to the National Center for Educational Statistics (NCES), in 2009 about 28 percent of 12- to 18-year-old students reported having been bullied at school during the school year and 6 percent reported having been cyber-bullied. The 21st CCLC programs in Iowa have implemented strategies to help students' relationships with peers and/or bullying. Eleven of the grantee organizations have character-building programs for students and twelve have strict no bullying expectations. Anti-bullying training for both staff (seven organizations) and students (four organizations) is provided and nine grantee organizations have specific methods for students to report bullying to staff. In addition, one organization includes communication with parents regarding expectations and how to report an incident (*end-of-year survey data*).



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



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



Program Objectives

Objectives reported by grantees vary from center to center but are required to be classified by U.S. Department of Education classification guidelines. In the table below, the status of objectives as defined by grantees is shown by classification. All grantees submitted data on status of objectives. Most grantees reported meeting or making progress on a least one stated objective. (*data from PPICS*).

Iowa 21st CCLC Status of Objectives Percent of Grantees

Objective Classification	Met At Least One Objective	Did Not Meet, but Progressed Toward At Least One Stated Objective	Did Not Meet, and No Progress Made Toward At Least One Stated Objective	Unable to Measure Progress on At Least One Stated Objective
Improve Student Achievement	73.08%	57.69%	-	-
Improve Student Behavior	53.85%	34.62%	-	-
Participation in Core Educational Services	38.46%	34.62%	-	-
Participation in Enrichment Activities	50.00%	26.92%	-	3.85%
Participant Retention	42.31%	23.08%	3.85%	3.85%
Hours of Operation	26.92%	11.54%	3.85%	3.85%
Activity/Service Provision	46.15%	46.15%	3.85%	3.85%
Community Collaboration	53.85%	30.77%	3.85%	3.85%
Social Development	57.69%	30.77%	-	-
Safe and Secure Environment	61.54%	34.62%	3.85%	3.85%

The federal teacher survey data is for APR year 2014. In the survey, teachers were asked to examine the regular attendees (students with regular attendance of at least 30 days) in the 21st CCLC program and provide a percentage of students showing improvement in three general areas and ten detailed indicators.

1. Academic achievement
 - a. Turning in homework on time
 - b. Completing homework to teacher's satisfaction

- c. Academic performance
 - d. Coming to class motivated to learn
2. Participation
 - a. Participating in class
 - b. Volunteering in class
 - c. Attending class regularly
 - d. Being attentive in class
 3. Behavior
 - a. Behaving in class
 - b. Getting along well with others

For each of the detailed areas, teachers rated 21st CCLC students according to four main criteria.

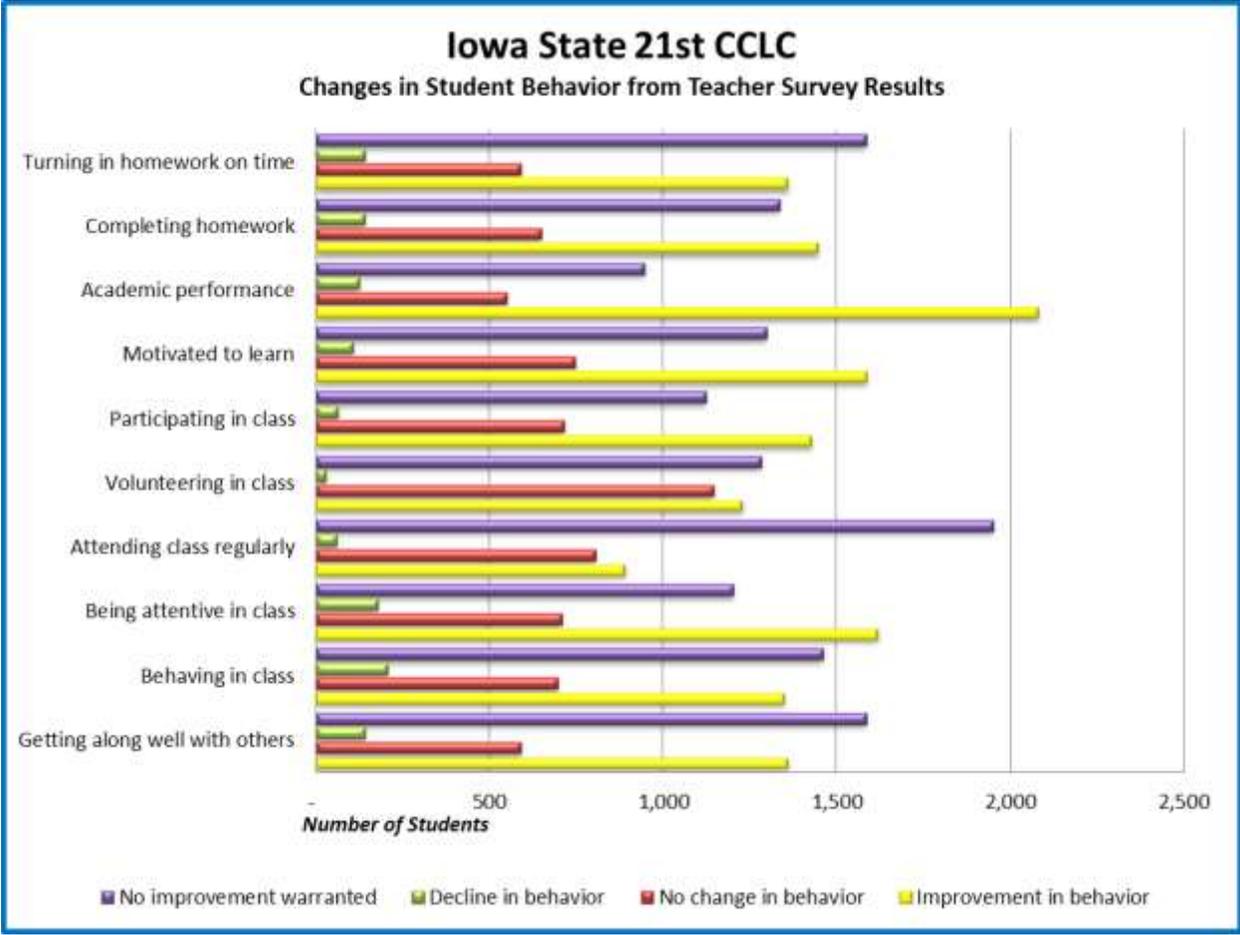
- Student behavior did not warrant an improvement in behavior
- Student behavior showed a decline
- Student behavior did not show a change
- Student behavior showed an improvement

For students identified as warranting changes in behavior, a majority in each general measured area exhibited a positive change as identified by teachers. The positive change percentage was over 60 percent in all three areas while a decline in behavior occurred in less than 8 percent of students (*data from PPICS*).

Iowa 21st CCLC Teacher Survey Percentages of Behavior Changes

General Indicator for Student Behavior Change	Percent Positive Change in Behavior	Percent No Change in Behavior	Percent Decline in Behavior
Academic Achievement	60%	33%	7%
Participation	64%	33%	3%
Behavior	65%	29%	6%

The chart below summarizes the teacher responses from all grantee organizations in Iowa for students with regular attendance in 21st CCLC programs. Although many students were identified by teachers as not warranting change, of those who did, more students exhibited a positive change in behavior than had no change or a decline in behavior. The largest improvement was seen in academic performance, where seventy six percent of students were identified as exhibiting improvement (*data from PPICS*).



Summary and Recommendations

Summary

The Iowa 21st CCLC program met students' needs. Iowa's 15 grantee organizations served 7,937 students in 2013-2014 (a five percent increase over the previous year) and 68 percent of these students were eligible for the Free or Reduced Price Lunch (FRPL) program. Although most students attending 21st CCLC programs are in grades K-5, programs are available for all grade levels. The Iowa 21st CCLC programs are supported by 250 partners and 117 subcontractors who have all contributed to successes reported by 21st CCLC Programs.

Staff members have many opportunities for professional development and 56% of staff members have a Bachelor's, Master's or Doctorate degree. These 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.

Students who teachers identified as warranting change in the 21st CCLC program exhibited an overall positive change in all areas, as high as 65 percentage points in the area of behavior and 64 percent in the area of participation.

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

Parents showed an appreciation for the program. At St. Mark, The attendance for family events increased by 52% in comparison to what was reported for the 2012-2013 school year. According to a parent survey 98.7% of parents with children in the Beyond the Bell (BTB) program would enroll their children in BTB in the future. Over 90% of parents of Allamakee students responded positively to a survey question regarding their interest in their child's learning and their involvement in family events at school.

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

They're always really, really nice to us every single day. They're very, very good teachers (*St. Mark Student*).

They have allowed my family to do things we were never able to do before and keep my son on track with reading over the summer where he would have fallen further behind in reading (he has difficulty in reading) (*St. Mark Parent*).

Good program. Our kids enjoy going to BTB & really like the staff. We recommend the program to others & will continue to enroll our kids (*Beyond the Bell Parent*).

I met other kids with the same interests that I might not have otherwise met (*LEAP Student*).

My kids are cheerful and happy when they get picked up. They have a good balance of work and play (*Stepping Stones Parent*).

Recommendations

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

1. Monitoring of websites should continue. Many referenced local websites did not have 21st CCLC Program evaluations on them (a requirement of receiving grant funds). Other referenced websites had to be perused in order to find links to the webpage with the local evaluation. The urls for websites should point directly to the page containing 21st CCLC Program evaluations.
2. Data on partnerships needs refinement. Partners provided funds and services that directly contributed to lessening the costs of after school programs. Partnership data in PPICS was not consistent and an exploration of how to obtain quantifiable data should be done.
3. A greater emphasis on sustainability for the future of after school programs should be included in evaluations.
4. Several grantees indicated no knowledge of the Child and Adult Food Care Program, indicating a need for better communication in this area.

Grantees

The state of Iowa had 15 organizations with 21st CCLC Programs for the 2013-2014 school year. These 15 organizations sponsored 58 afterschool centers.

Organization	Grantee Name and Period	Schools
Allamakee CSD		
	Allamakee CSD 2012-07	Cora B. Darling Elementary and Middle School, Waukon High School and Waukon Junior High School
	Allamakee CSD 2013-06	Waterville, West and East Elementary Schools
Black Hawk Boys & Girls Club		
	Black Hawk Boys & Girls Club 2011-06	Cunningham Elementary School
Central Decatur CSD		
	Central Decatur CSD 2013-06	Mormon Trail, North, and South Elementary Schools
Clinton CSD		
	Clinton CSD 2011-06	Whittier, Lyons and Washington Elementary Schools
	Clinton CSD 2013-06	Bluff, Eagle Heights and Jefferson Elementary Schools
Davenport CSD		
	Davenport CSD 01/10	Buchanan and Monroe Elementary Schools
	Davenport CSD 2013-06	Jefferson-Edison Elementary School
	Davenport CSD 2012-07	Hayes and Washington Elementary Schools
Des Moines Independent CSD		
	Des Moines Independent CSD 2012-07	Brody Middle School and Capitol View, King, McKinley and Monroe Elementary Schools
	Des Moines Ind. CSD Garton/Hillis 2013-06	Garton and Hillis Elementary School
	Des Moines Ind. CSD Morris/Samuelson 2013-06	Christ the King School and Morris and Samuelson Elementary Schools
	Des Moines Ind. CSD Riverwoods/Willard 2013-06	River Woods and Willard Elementary Schools

Organization	Grantee Name and Period	Schools
Dubuque CSD		
	Dubuque CSD 2011-06	Jefferson and Washington Middle Schools
Iowa City CSD		
	Iowa City CSD - Kirkwood 01/10	Kirkwood Elementary School
	Iowa City CSD - Grant Wood 2013-06	Grant Wood Elementary School
	Iowa City CSD 2012-07	Twain Elementary School
Mid-Iowa Community Action		
	Mid-Iowa Community Action 2011-06	Rogers Elementary School
Oelwein CSD		
	Oelwein CSD 2013-2014	Oelwein Middle and Parkside and Wings Park Elementary Schools
Oskaloosa CSD		
	Oskaloosa CSD 2013-06	Oskaloosa Elementary School
Siouxland Human Investment Partnership		
	Siouxland Human Investment Partnership 01/10	Crescent Park, Everett and Whittier Elementary Schools
	Siouxland Human Investment Partnership 2012-07	Bryant, Hunt and Longfellow (now Spalding) Elementary Schools
	Siouxland Human Investment Partnership 2013-06	West Middle School and Emerson, Sacred Heart and Unity Elementary Schools
St. Mark Community Center		
	St. Mark Community Center 01/10	Sudobon, Lincoln and Marshall Elementary Schools
Starmont CSD		
	Starmont CSD 2011-06	Starmont Elementary School
Storm Lake CSD		
	Storm Lake CSD 2012-07	Storm Lake Elementary School

Below is a synopsis of each Iowa 21st CCLC program. Each synopsis focuses on partnerships, objectives, and the results of teacher surveys. Data reported was obtained from the Profile and Performance Information System (PPICS) and individual grantee organization evaluation reports.

For each grantee organization, the number of partners is given as reported in PPICS. Next is a list of objectives developed by each grantee organization and any supporting data that was provided in grantee organization evaluations. The PPICS data for the teacher survey regarding changes in student behavior are summarized and shown on a comparison chart. At the end of each grantee organization section is a summary of each 21st CCLC Program.

Alamakee CSD

The Allamakee Community School District (ACSD) had six centers under two grants. Collectively, the six sites served 1,258 total students. The ACSD 21st CCLC programs obtained the involvement of 58 partners. Partners provided funding and assistance in all other contribution types as indicated in the PPICS data (PPICS).



Allamakee CSD 21st CCLC Program Summary Chart

Grantee	Number of Partners	Centers	Total Attendees
Allamakee CSD 2012-07	32	Cora B. Darling Elementary/Middle School (Postville)	249
		Allamakee Junior High School	165
		Waukon High School	381
Allamakee CSD 2013-06	26	Waterville Elementary School	88
		West Elementary School	159
		East Elementary School	216
TOTALS	58		1,258

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

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

Allamakee CSD 21st CCLC Program Summary Chart

Objective	Allamakee CSD 2012-07	Allamakee CSD 2013-06
Improve student achievement in reading.	Met the stated objective	Met the stated objective
Improve student achievement in math.	Met the stated objective	Met the stated objective
Increase positive youth developmental 40 Assets.	Met the stated objective	Met the stated objective
Families learn skills to increase their	Did not meet, but progressed toward the stated objective	Did not meet, but progressed toward the stated objective

Objective	Allamakee CSD 2012-07	Allamakee CSD 2013-06
communication skills, build relationships, and increase career options with postsecondary education.		

Success was reported for the first three objectives. Students with regular attendance in the 21st CCLC program improved their scores on the Iowa Assessment standardized tests from 2012-2013 to 2013-2014. Mean gain scores on both reading and math assessments increased significantly. The table below shows the mean gain scores (*Local Evaluation*).

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

	Subject	N	Mean Gain Score	Effect size
Allamakee CSD 2012-07	Reading	393	20.92	0.93
	Mathematics	393	19.47	1.18
Allamakee CSD 2013-06	Reading	288	21.72	1.17
	Mathematics	289	17.56	1.28

Success was also reported with the third objective (Increase positive youth developmental 40 Assets). ACSD chose to measure this objective with two parts. First, to measure progress on the internal assets of achievement motivation and school engagement improvement in school attendance for regular attendees was compared from 2012-2013 to 2013-2014. Second, to measure progress on the external assets of family support and school safety/support three items on the Iowa Youth Survey were used. In addition, Allamakee CSD 2013-06 used the number of discipline referrals to measure success on objective three. Forth ACSD saw regular attendees with unacceptable level of school attendance in 2012-2013 improve to an acceptable level in 2013-2014 for both grants (37.7 percent and 47.0 percent. During the same time period over 77 percent of regular attendees with an acceptable attendance record maintained attendance. “This result continues a strong record of maintaining or improving to an acceptable school attendance for this program” (*Local Evaluation*).



For all students at East and West Elementary (ACSD 2013-06) there were 40 discipline referrals for 2012-2013 or which 23 were repeat referrals. In 2013-2014, there were 12 referrals of which 2 were repeat referrals. Although the number of referrals were collected on all student s and not just those who were in

the 21st CCLC Program, the **70.0 percent decrease in referrals** was listed as a positive sign for objective three (*Local Evaluation*).

Three questions from the Iowa Youth Survey were selected for use in determining the success of Objective three. Results were not available for the 2014 survey but results were gathered from the 2012 survey as a baseline for comparison in the next evaluation (*Local Evaluation*). The questions and the results for all ACSD sixth students taking the survey in 2012 were:

- I feel safe at school (85 percent agreed or strongly agreed).
- My teachers care about me (85 percent agreed or strongly agreed).
- I can get help and support when I need it from someone in my home (92 percent agreed or strongly agreed).

Objective 4 (Families learn skills to increase their communication skills, build relationships, and increase career options with postsecondary education) was not met, but progress was made toward meeting the objective. The progress on meeting this objective was measured using English Language Development Assessment (ELDA) scores for the elementary/middle school students for ACSD 2012-07, Dynamic Indicators of Basic Early Literacy Skills (DIBELS) for ACSD 2013-06, and parents' interest in their child's learning and involvement in family events at school based events as identified on student and parent surveys.

The ELDA was given to selected students in grades K-6. A significant improvement was seen in speaking English although the effect size did was less than the 0.5 criterion used. The DIBELS assessment was given to all first and second graders in ACSD, not just those attending 21st CCLC. At the end of first grade students meet success if they have an oral reading fluency of 40 words per minute (WPM). The goal for second graders is 90 WPM. The percentage of students meeting the goal decreased for both first and second graders from 2012-2013 to 2013-2014 (80% to 68% for first graders and 64% to 63 % for second graders).

A variety of activities were utilized to increase family/parental involvement. The activities for the 2013-14 school year included (*Local Evaluation*):

- Parent/teacher conferences at all three schools in the fall and spring, with parent attendance of 98% and 95% at East and West Elementary (fall and spring, respectively);
Open House with 88% and 86% of parents attending at East and West Elementary, respectively;
- Parent meetings in a classroom in each of three schools, with attendance of 67% at East Elementary and 65% at West Elementary;
- "Muffins with Mom" (85% of parents) and "Doughnuts with Dad" (78% of parents) at West Elementary;
- Advisory board meetings at West Elementary, with student and parent involvement;
- Daily contact with most parents of students in CCLC (65% at East Elementary, 100% at West Elementary) when they pick up their child (typically for five minutes or less).



- Parents of senior high students had career development meetings; college readiness classes for parents/students; college visits; Iowa Workforce Development; financial planning; and invited college students to talk about their college experiences and why they made the decisions they did.
- Parents of junior high students came in for the automotive club; discussed uses of the 3-D printer; students showed what they learned from the programmable robots (included as part of STEM—the Science, Technology, Engineering, & Mathematics initiative to boost student interest in these fields of study).
- Postville worked on “Math and Literacy”; had a game night open house; demonstrated the use of robots; and had a “dental visit” to the University of Iowa.



Students were asked about their perceptions of family involvement by indicating which of the following statements described their thoughts:

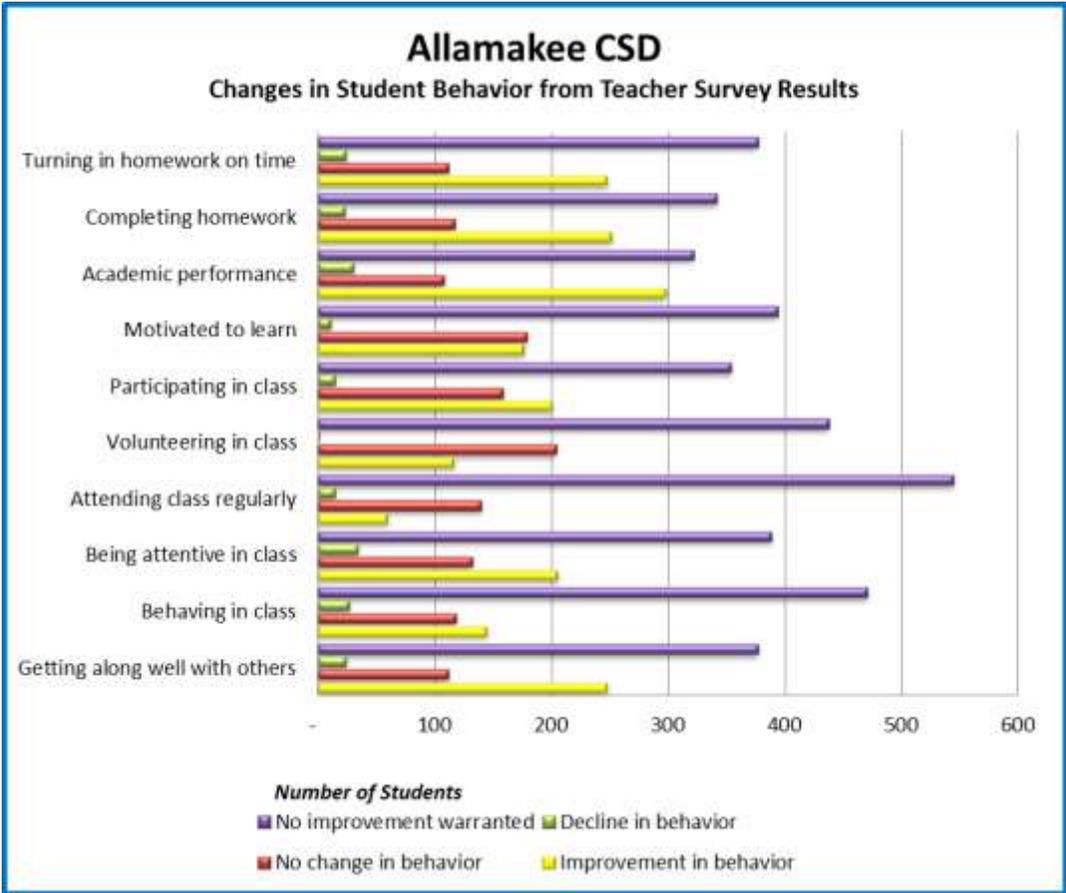
1. My family doesn't pay much attention to what I'm doing.
2. I think about my family doing school things with me.
3. My parents have talked about doing some family things at school. My parents come to events at school like parent conferences and family nights.
4. I feel that my parents are interested in my learning because they are involved in family events at the school.

For both ACSD 21st CCLC Programs, 201 students gave just one answer to this question. Of the 201 students, 65 percent responded positively regarding their parents' interest in their learning and involvement in family events at school choosing statements four or five (*local evaluation*).



Allamakee CSD Overall.

In the teacher survey for APR year 2013, teachers indicated that when students exhibited changes in behavior, that change was usually positive. Very few students showed a decline or no change in behavior. Surveys from Allamakee CSD teachers reflected the behavior on 764 regular attending students.



Allamakee Community School District has experienced success for the 21st CCLC program for 2013-2014. Regular attendees increased from 270 students in 2011-2012 to 769 students in 2013-2014. The community has shown its support as evidenced by the 58 partners contributing funding and assistance. All objectives were either met or progress was made toward achieving them. The local evaluation consisted of two documents for each grant (a total of four reports) that could be combined into one overall evaluation. The local evaluations included information on objectives and their ratings as well as recommendation for improvement of the 21st CCLC Program. Teachers registered improvement in behaviors in all areas on the teacher survey.

“Can’t thank you (the site coordinator) enough for holding these meetings and arranging visits to these different colleges for all of us. All the info we get from all the different colleges in the mail is very overwhelming at times. It really helps to have these meetings where we can organize our thoughts and get answers to our questions but also hear others questions, of which may be thing we never thought of! SO really THANK YOU for doing all of this for ALL of us!”

- Allamakee Parent

Blackhawk Boys and Girls Club

Black Hawk Boys & Girls Club 2011-06 21st CCLC Program was at Dr. Walter Cunningham Elementary School for the 21st CCLC program. There were 64 total students participating in the program and five partners provided funding and assistance (*PPICS*).

Center	Total Attendees
Dr. Walter Cunningham Elementary School	64
Total	64

The Black Hawk Boys & Girls Club 2011-06 had six objectives to measure success. According to the data entered in *PPICS*, the Black Hawk Boys & Girls Club had success in meeting all six objectives (*PPICS*). However, the local evaluation differed on some goals as seen in the individual objectives' sections below (*Local Evaluation*).

- Improve school attendance.
- Improve grades.
- Improve attitude toward school.
- Improve social skills.
- Increase relationships with caring adults.
- Increase community involvement of youth.

Improve school attendance. The local evaluation reported that students in the Program miss less days of school than the district average. The average days missed for students in the Program is 5.79 while the average days missed for the district is 10.03 (*Local Evaluation*).

Improve grades. The average GPA of students in the 21st CCLC Program is higher (2.92) than the district average (2.61). All students in the Program take part in homework assistance activities and mentors provide one on one help (*Local Evaluation*).

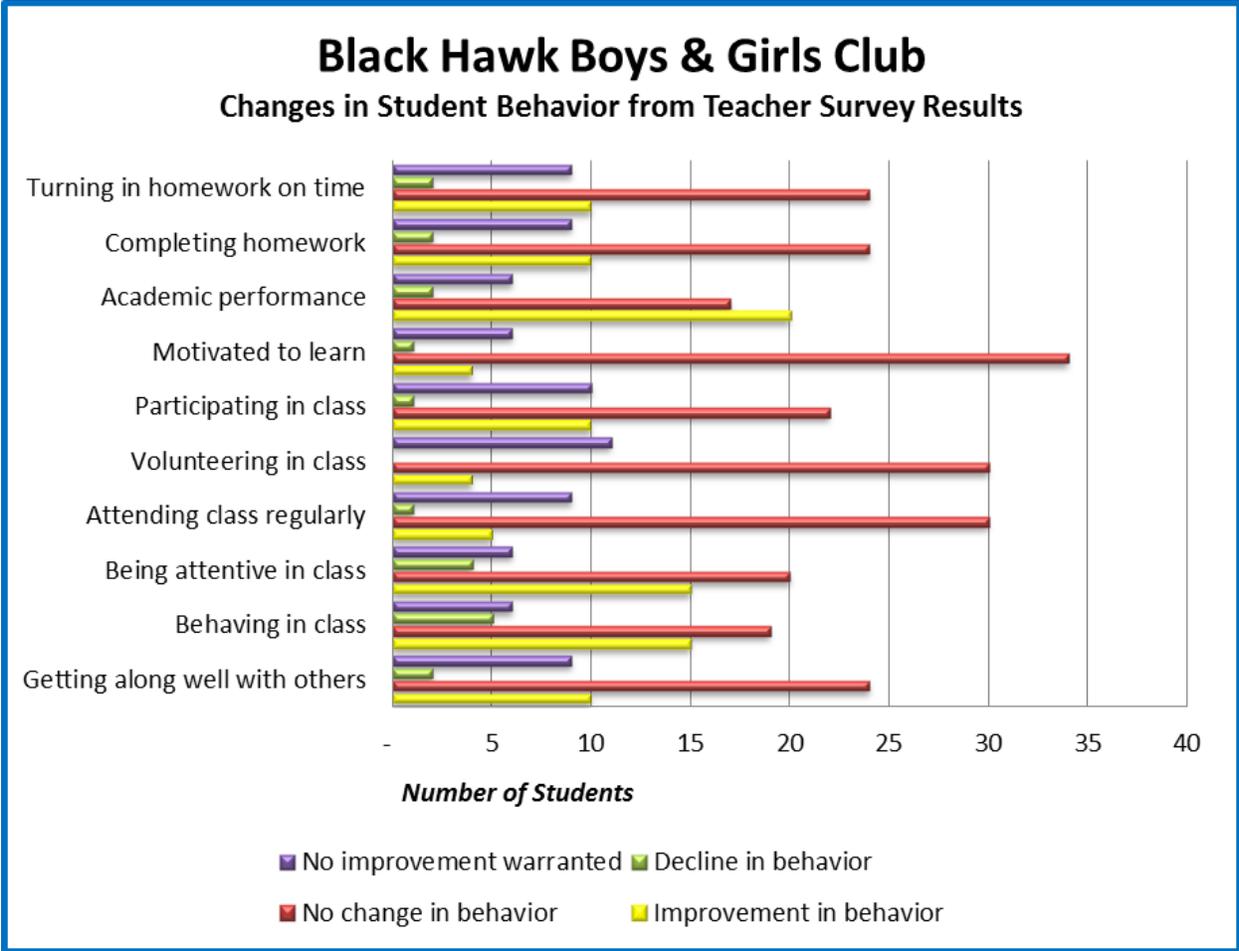
Improve attitude towards school. The 21st CCLC Program at Cunningham Elementary School provided programs to help students' attitude toward school, including homework assistance, reading clubs, math and science activities and computer classes. When surveyed, 80% of students in the 21st CCLC Program said that the Boys and Girls Club reminds them to do their best in school. The local evaluation indicated that the Program did not meet, but progressed toward the stated objective of improving attitude toward school although *PPICS* indicated the goal had been met. The local evaluations did not clarify why this objective had different ratings. The local evaluation needed more detail on how this goal was measured and why it was rated as it was (*Local Evaluation*).

Improve social skills and Increase relationships with caring adults. The 21st CCLC Program provided programs and activities to help students improve their social skills. All students in the mentoring program (over 40% of students had a mentor) had a noted decrease in antisocial behavior and an increase in perception of social support as reported by mentors. The local evaluation stated that the Program met the stated objective of increased relationships with caring adults and did not meet, but progressed toward the

stated objective of improving social skills. The local evaluation did not include details on how these two objectives were to be measured and how the ratings were determined (*Local Evaluation*).

Increase community involvement of youth. The Black Hawk Boys & Girls Club 2011-06 21st CCLC Program has a weekly service program where 50 percent of club members take part and do a different community involvement project each month (*Local Evaluation*).

Data from the teacher survey can be seen below for the Blackhawk Boys and Girls Club. Information on 46 students was received from teachers submitting the surveys. The 21st CCLC program seems to have the biggest impact on improving student behavior in three areas. Twenty students showed improvement in academic performance, fifteen students improved their behavior in class and fifteen students were more attentive in class (*PPICS*).



The Blackhawk Boys and Girls Club reported success for the 21st CCLC program. The Club has five community partners who have contributed funding and assistance in all other contribution types. The Club said that all objectives were either met or progress was made toward meeting the objectives. The local evaluation needed more detail on measuring success on objectives and recommendations for improvement. In all areas surveyed, teachers registered improvement in behaviors for regular attendees in the program.

Central Decatur CSD

Central Decatur CSD 2013-06 had centers at three schools: Mormon Trail, North and South Elementary Schools. The total number of students served was 276 (*Local Evaluation*).

Centers	Total Attendees
Mormon Trail Elementary School	66
North Elementary School	99
South Elementary School	111
Total	276

As a partner in the Program, Graceland University provided programming and activity-related services. (*PPICS*).

According to data in *PPICS*, the one objective for the program was “To increase the number of children in safe and enriching environments before and after school.” Central Decatur CSD reported that they had met the stated objective (*PPICS*). However, the local evaluation does not mention the objective in *PPICS* but instead lists two objectives for the Central Decatur 21st CCLC Program (*Local Evaluation*).

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

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

Central Decatur is having success with their 21st CCLC Program. The local evaluation was provided. Student surveys were positive, charts indicated that overall students in the program are performing similar to students who are not in the program, and parent surveys were positive. Performance summary charts were provided for each of the objectives. However, no rating was given to the objective so it was not clear if the centers were successful in meeting the objectives. It is recommended that the objectives in the local evaluation be the same as those in the federal data collection and that the local evaluation include details on how success on the objectives was measured. **Anecdotal responses from parent surveys are included below:**

- Since I work, I depend on the after school program to keep my kids safe before and after school.

- I love the fact that my kids can ride the bus home after the cardinal muscle program ends, and that they can ride the bus in the summers both ways.

Clinton CSD

Clinton CSD had two programs with centers at six schools. The number of total students served at all six schools was 348. The two programs had a combined total of 80 partners supporting the Centers at the six schools. Partners provided funding and assistance and all other contribution types as indicated in the PPICS data (PPICS).

Grantee	Number of Partners	Centers	Total Attendees
Clinton CSD 2011-06	45	Whittier Elementary School	62
		Lyons Middle School	27
		Washington Middle School	52
Clinton CSD 2013-06	35	Bluff Elementary School	68
		Eagle Heights Elementary Schodol	67
		Jefferson Elementary School	72
TOTALS	80		348

Clinton CSD 2011-06 had three objectives and rated the progress on meeting all three as “did not meet, but progressed toward the stated objective.” Clinton CSD 2013-06 had five objectives. One objective was met and the other four were rated as “did not meet, but progressed toward the stated objective.” The chart also lists the objectives and their success rating as reported by Clinton CSD (PPICS).

Clinton CSD 21st CCLC Objectives

Objective	Clinton CSD 2011-06	Clinton CSD 2013-06
To provide before, after and summer programs that empower students to meet and/or exceed the CCSD's CSIP proficiency goals in reading and math, through the provision of remedial and academic enrichment education.	Did not meet, but progressed toward the stated objective	NA
To provide before, after and summer programs that increase positive bonding to school and decrease truancy and early initiation into substance use by offering enrichment in the areas of SA prevention, the arts, wellness and recreation.	Did not meet, but progressed toward the stated objective	NA
To provide before, after and summer programs that support family literacy by providing access to literacy programs, opportunities and service.	Did not meet, but progressed toward the stated objective	NA
75% of Student Adventures participants will increase their baseline core reading and math proficiency scores by 15% per year of program participation as measured by annual Iowa Assessments and/or Dibels.	NA	Did not meet, but progressed toward the stated objective
100% of participants will participate in a minimum of 4 hours/week in the school year and 6 hours/day in the summer of academic enrichment activities.	NA	Met the stated objective

80% of Student Adventures participants will decrease their school absences to less than 5 days absent from the regular school day and less than 5 days from Student Adventures programs.	NA	Did not meet, but progressed toward the stated objective
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.	NA	Did not meet, but progressed toward the stated objective
Parents with children in the Student Adventures program will participate in financial and/or computer literacy or activities that may lead to the completion of a high school diploma.	NA	Did not meet, but progressed toward the stated objective

The local evaluations included goals that matched the objectives as listed in PPICS. The goals for the 21st CCLC Program were divided into smaller parts for measuring success. Each part was rated but no overall rating was given for each goal. It is recommended that future evaluations add this overall rating.

Clinton CSD 2011-06. Whittier Elementary, Washington Middle and Lyons Middle schools.

To provide before, after and summer programs that empower students to meet and/or exceed the CCSD's CSIP proficiency goals in reading and math, through the provision of remedial and academic enrichment education. The local evaluation noted that due to changes in the Iowa Assessments from year to year; a direct comparison of benchmarks was not possible. Iowa assessment data was disaggregated in to three achievement bands for the 2012 and 2013 Iowa Assessments. The overall data for all three schools is shown in the tables below. The data shows that there were gains in movement from lower to higher achievement bands. However, the local evaluation does say that the data sets were incomplete and the data cannot be interpreted quantitatively due to validity issues.

All Schools Combined Student Adventures 2012 and 2013 Math Proficiency

School Year Program	2012 Iowa Assessments (n=17)			2013 Iowa Assessments (n=17)		
	Low	Intermediate	High	Low	Intermediate	High
	53%	41%	6%	24%	72%	6%

Lyons Student Adventures 2012 and 2013 Reading Proficiency

School Year Program	2012 Iowa Assessments (n=17)			2013 Iowa Assessments (n=17)		
	Low	Intermediate	High	Low	Intermediate	High
	41%	59%	0%	29%	47%	24%

To provide before, after and summer programs that increase positive bonding to school and decrease truancy and early initiation into substance use by offering enrichment in the areas of SA prevention, the arts, wellness and recreation. Of the five action steps identified as contributing to the success of this objective, two were met, two were partially met and one was rated as unclear.

To provide before, after and summer programs that support family literacy by providing access to literacy programs, opportunities and service. This objective had five activities to be completed. Four were not met and one was only partially met. The local evaluation stated, "Family Literacy activity data was absent for this year's evaluation." It was recommended that the district offer the required number of sessions to meet this objective.

Clinton CSD 2013-06 Bluff, Jefferson, and Eagle Heights Elementary schools.

Assist at-risk student goals. 75% of Student Adventures participants will increase their baseline core reading and math proficiency scores by 15% per year of program participation as measured by annual Iowa Assessments and/or Dibels. The local evaluation observed that data suggested improvement in overall proficiency but noted that data was no consistent and had validity problems.

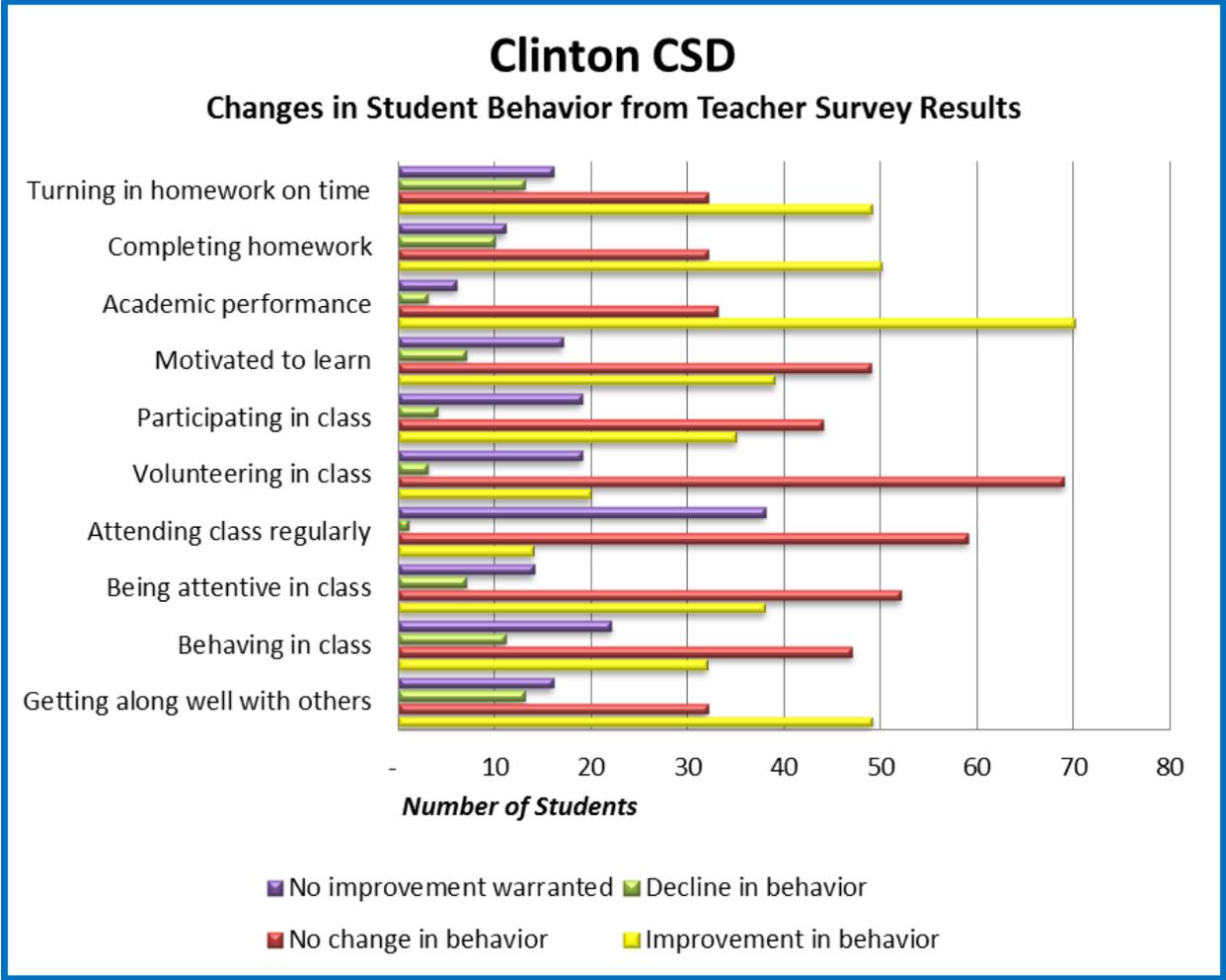
100% of participants will participate in a minimum of 4 hours/week in the school year and 6 hours/day in the summer of academic enrichment activities. Five action steps were listed for this objective and three were met. One activity was partially achieved and one did not have data to rate it.

80% of Student Adventures participants will decrease their school absences to less than 5 days absent from the regular school day and less than 5 days from Student Adventures programs. The local evaluation reported that all five activities for this objective were achieved. The local evaluation did not provide data on the specifics listed in the objective pertaining to the number of days absent.

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. No data was available to determine the success of this objective according to the local evaluation.

Parents with children in the Student Adventures program will participate in financial and/or computer literacy or activities that may lead to the completion of a high school diploma. The local evaluation concluded that no data was provided for this objective.

Data from the teacher survey can be seen below for Clinton CSD. Information on 112 students was received from teachers submitting the surveys. The 21st CCLC program seems to have the biggest impact in the academic achievement area, especially in the academic performance indicator, where 70 students showed improvement.



It is difficult to determine if the Clinton CSD 21st CCLC program has been successful. Although the objectives were all rated as met (one objective) or progress was made toward meeting the objectives, the local evaluation does not match the ratings. Clinton CSD has 80 community partners who have contributed funding and assistance in all other contribution types. In all areas surveyed, teachers registered improvement in behaviors for regular attendees in the program, especially in the area of academic achievement.

As in last year’s local evaluation, the local evaluator found discrepancies in data, including missing data and multiple data sources that did not match. (i.e. PPICS and district provided data files). The local plan for the 21st CCLC focuses on the activities that will hopefully lead to success. It is recommended that the local evaluation concentrate on how well objectives themselves were met rather than how well the separate activities were achieved.

Davenport CSD



The Davenport CSD 21st CCLC Program, called Stepping Stones, had five schools in the program. A total of 426 students were served by the five sites. The Centers each had four partners in common and the Jefferson-Edison Elementary School had one additional partners. Partners provided funding, services and other assistance as indicated in the PPICS data (*PPICS*).

Davenport CSD 21st CCLC Program Summary Charts

Grantee	Number of Partners	Centers	Total Attendees
Davenport CSD 01/10	4	Buchanan Elementary School	72
		Monroe Elementary School	90
Davenport CSD 2012-07	4	Hayes Elementary School	99
		Washington Elementary School	83
Davenport CSD 2013-06	5	Jefferson-Edison Elementary School	82
TOTALS	13		426

Each of the three programs for Davenport 21st CCLC developed objectives to help determine the success of the program. Davenport reported that objectives were either met or progress was made toward the stated objective. The objectives for each program are shown in the table below. The table also includes how the rating was determined (*Local Evaluation*). (Note: The local evaluation was used for source material rather than PPICS since the local evaluation included more detail and some typos were evident in the PPICS entries.)



Davenport CSD 21st CCLC Objectives

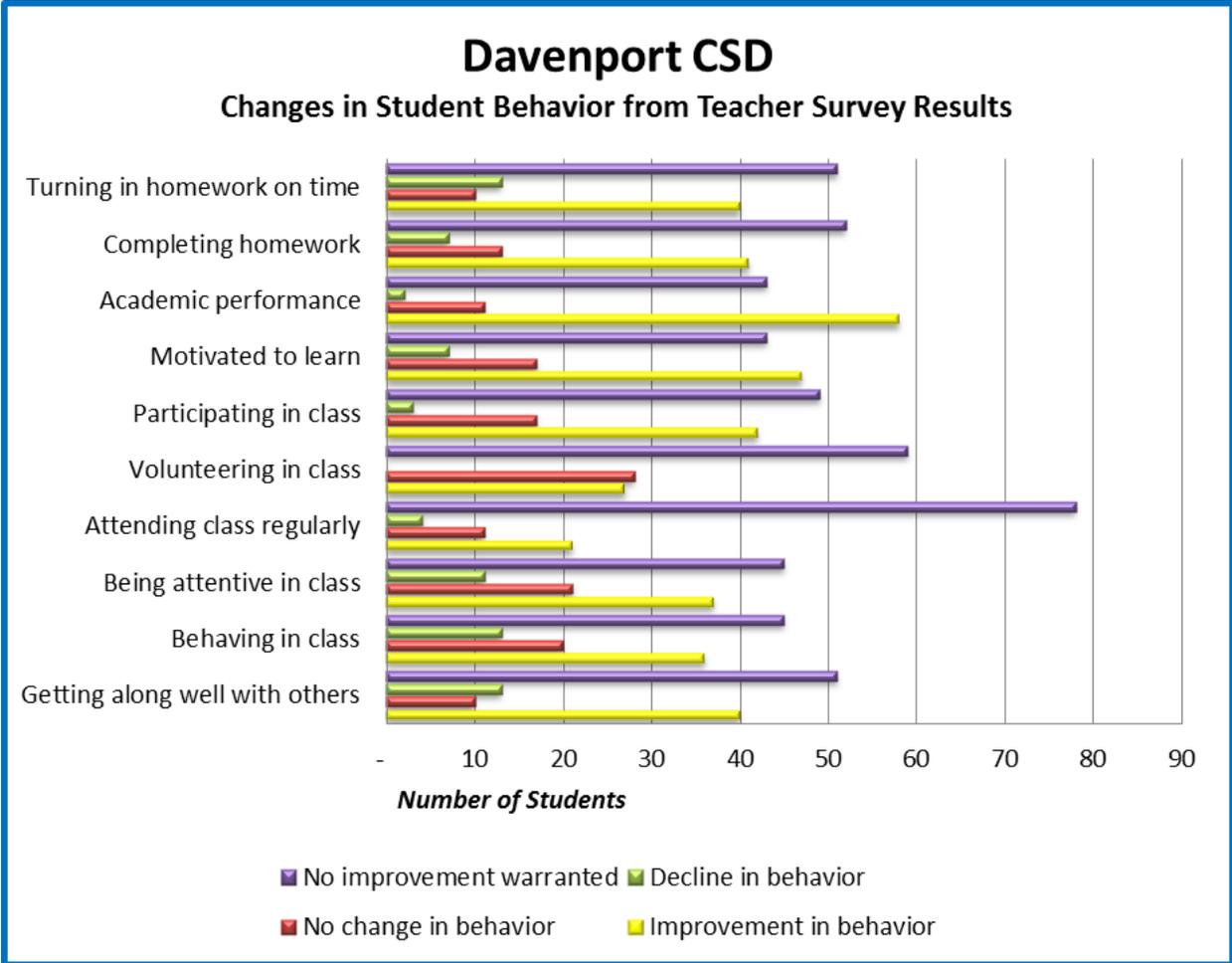
Objective	Davenport CSD 01/10	Davenport CSD 2012-07	Davenport CSD 2013-06
Stepping Stones participants will show increased growth in reading over the course of the school year in comparison to like-demographic students from the same school who do not participate in 21 st CCLC programs.	<p>Did not meet, but progressed toward the objective.</p> <p>This rating was selected because at some grade levels, Stepping Stones participants outpaced the growth of non-Stepping Stones participants, but not at all grade levels.</p>	<p>Did not meet, but progressed toward the objective.</p> <p>This rating was selected because at some grade levels, Stepping Stones participants outpaced the growth of non-Stepping Stones participants, but not at all grade levels.</p>	<p>Did not meet, but progressed toward the objective.</p> <p>This rating was selected because at some grade levels, Stepping Stones participants outpaced the growth of non-Stepping Stones participants, but not at all grade levels.</p>
Stepping Stones participants will show increased growth in math over the course of the school year in comparison to like-demographic students from the same school who do not participate in 21 st CCLC programs.	<p>Did not meet, but progressed toward the objective.</p> <p>This rating was selected because at some grade levels, Stepping Stones participants outpaced the growth of non-Stepping Stones participants, but not at all grade levels.</p>	<p>Did not meet, but progressed toward the objective.</p> <p>This rating was selected because at some grade levels, Stepping Stones participants outpaced the growth of non-Stepping Stones participants, but not at all grade levels.</p>	<p>Met stated objective.</p> <p>This rating was selected at all grade levels assessed, Stepping Stones participants outpaced the growth of non-Stepping Stepping Stones participants.</p>
80% of Stepping Stones participants will be proficient for their grade level in teacher-preferred social behaviors, peer-preferred social behaviors, and classroom adjustment behaviors.	<p>Met stated objective.</p> <p>This rating was selected because more than 80% of regular Stepping Stones attenders received a score of "proficient."</p>	<p>Met stated objective.</p> <p>This rating was selected because more than 80% of regular Stepping Stones attenders received a score of "proficient."</p>	<p>Met stated objective.</p> <p>This rating was selected because more than 80% of regular Stepping Stones attenders received a score of "proficient."</p>

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

Objective	Assessment Tool	Assessment Method	Assessment Timeline
<p>Stepping Stones participants will show increased growth in reading over the course of the school year in comparison to like-demographic students from the same school who do not participate in 21st CCLC programs.</p>	<p>Kindergarten students are assessed using DIBELS (Dynamic Indicators of Basic Early Literacy Skills), and use the PSF (Phoneme Segmentation Fluency) subscale. First Grade students are assessed using DIBELS, and use the CLS (Correct Letter Sounds) and WWR (Whole Words Read) subscales. Second Grade students are assessed using DIBELS DORF (Daily Oral Reading Fluency) subscale. Third-Fifth Grade students at most sites use SRI (Scholastic Reading Inventory). However, one site uses MAP (Measures of Academic Progress).</p>	<p>Students are assessed during the school day, and information is shared with Stepping Stones administrative staff. Students who are regular Stepping Stones attenders (more than 30 days) have their free-reduced lunch status matched with non- Stepping Stones attenders from the same school. Growth over the course of the school year is compared between the two groups (Stepping Stones and non-Stepping Stones).</p>	<p>August (baseline) May (post assessment)</p>
<p>Stepping Stones participants will show increased growth in math over the course of the school year in comparison to like-demographic students from the same school who do not participate in 21st CCLC programs.</p>	<p>Third-Fifth Grade students at most sites use SMI (Scholastic Math Inventory). However, one site uses MAP (Measures of Academic Progress).</p>	<p>Students are assessed during the school day, and information is shared with Stepping Stones administrative staff. Students who are regular Stepping Stones attenders (more than 30 days) have their free-reduced lunch status matched with non- Stepping Stones attenders from the same school. Growth over the course of the school year is compared between the two groups (Stepping Stones and non-Stepping Stones).</p>	<p>August (baseline) May (post assessment)</p>
<p>80% of Stepping Stones participants will be proficient for their grade level in teacher-preferred social behaviors, peer-preferred social behaviors, and classroom adjustment behaviors.</p>	<p>The Walker-McConnell scale was designed to sample the two primary adjustment domains that usually are subsumed under the broad term of social competence – that is, adaptive behavior and interpersonal social competence. Adaptive behavior refers to the skills necessary to function independently in classroom instructional settings, and interpersonal social competence refers the skills necessary to maintain adequate social interactions and relationships with others. The Walker-McConnell scale consists of three subscales:</p>	<p>Students are assessed twice each year by Stepping Stones staff members, according to the instrumental instructions. Scores are tabulated and percentile equivalent scores are used to determine if students are deemed to proficient for adaptive behavior and social competence, according to the scale psychometrics.</p>	<p>October (baseline) May (post assessment)</p>

Objective	Assessment Tool	Assessment Method	Assessment Timeline
	<ol style="list-style-type: none"><li data-bbox="537 281 883 422">1. Teacher-Preferred Social Behavior, measuring peer-related social behavior that is highly valued or preferred by teachers.<li data-bbox="537 428 867 537">2. Peer-Preferred Social Behavior, measuring peer-related behavior that is highly valued by peers.<li data-bbox="537 543 894 705">3. School Adjustment Behavior, measuring adaptive social-behavioral competencies highly valued by teachers in classroom instruction contexts.		

Data from the teacher survey can be seen below for Davenport CSD. Information on 114 students was received from teachers submitting the surveys. For students teachers identified as warranting change, many students' behavior improved for every indicator. Only for volunteering in class did no change in behavior have more students than improvement in behavior. Most students were identified as not needing improvement in the areas of the survey.



Davenport CSD has reported success for its three 21st CCLC programs. Davenport CSD has five community partners who have contributed funding and assistance. Davenport CSD said that all objectives were met or that progress was being made toward the objectives. The local evaluation was excellent and detailed the 21st CCLC program, including methods used for evaluation of objectives. In all areas surveyed, teachers registered improvement in behaviors for many of the regular attendees in the program and only a few students showed a decline in behavior. The local evaluation included recommendations for improvement.

“My kids are happy and doing activities or their homework. They don’t want to leave when I come and get them.”

- Stepping Stones parent

Des Moines CSD

Des Moines CSD had four programs that included 12 schools. The total number of students attending the four centers was 2,549. Des Moines CSD programs had 19 partners supporting the Centers at the 12 schools. The partners provided funding and assistance as indicated in the PPICS data (PPICS).

Des Moines CSD 21st CCLC Program Summary Chart

Grantee	Number of Partners	Centers	Total Attendees
Des Moines Independent CSD 2012-07	5	Brody Middle School	225
		Capitol View Elementary School	226
		King Elementary School	211
		McKinley Elementary School	190
		Monroe Elementary School	214
Des Moines Ind. CSD Garton/Hillis 2013-06	4	Garton Elementary School	251
		Hillis Elementary School	228
Des Moines Ind. CSD Morris/Samuelson 2013-06	6	Christ the King School	45
		Morris Elementary School	258
		Samuelson Elementary School	281
Des Moines Ind. CSD Riverwoods/Willard 2013-06	4	River Woods Elementary School	217
		Willard Elementary School	203
TOTALS	19		2,549

For the Des Moines Independent CSD 2012-07 grant, five objectives were listed to measure the success of the 21st CCLC Program. The other grants listed these same five objectives and added seven more for a total of twelve objectives. The objectives and their status are listed below (PPICS).



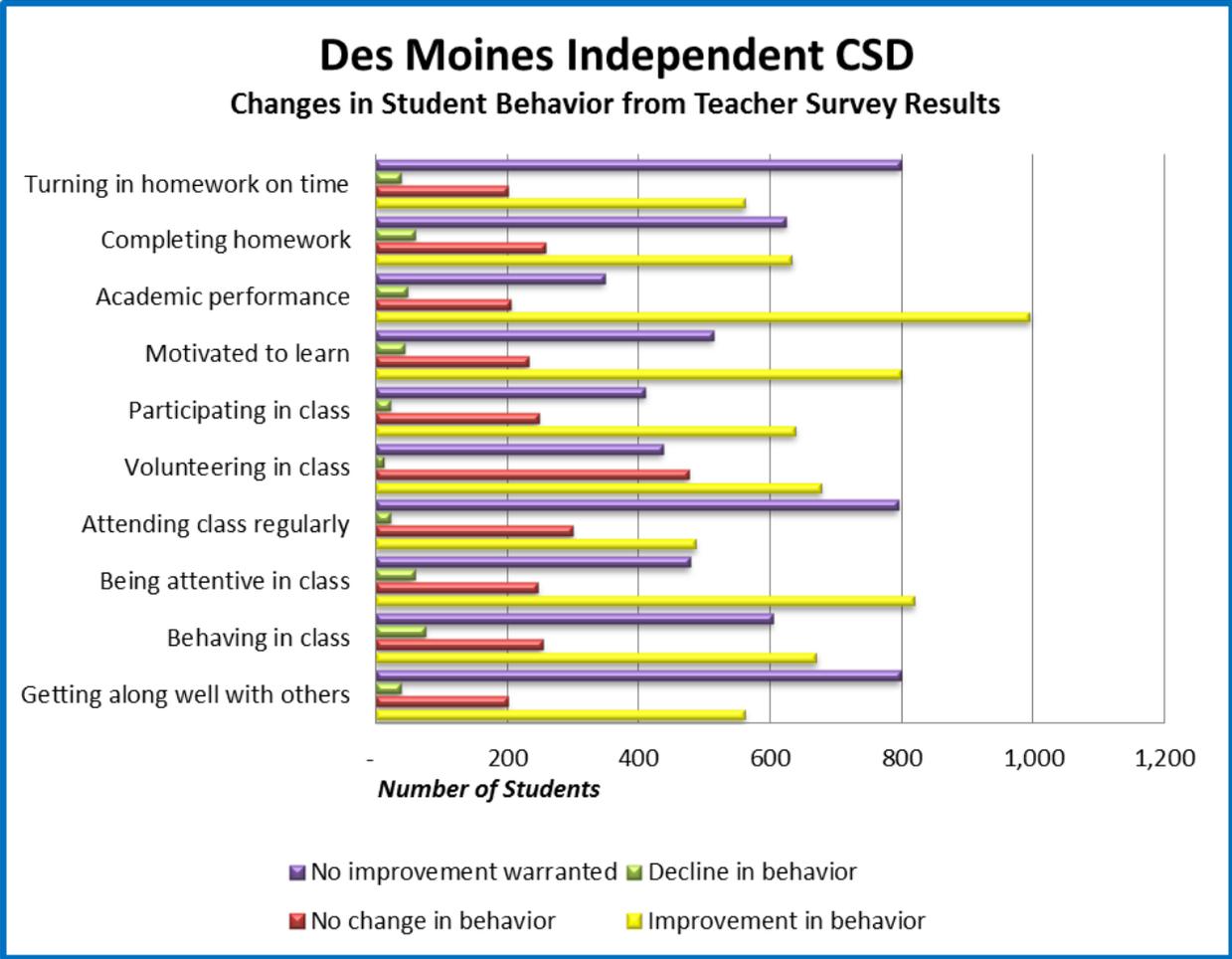
Des Moines CSD 07/08 21st CCLC Objectives

Objective	Des Moines Independent CSD 2012-07	Des Moines Ind. CSD Garton/Hillis 2013-06	Des Moines Ind. CSD Morris/Samuels on 2013-06	Des Moines Des Moines Ind. CSD Riverwoods/Willard 2013-06
DMPS will provide afterschool academic support 5 days per week, for 1-3 hours per day, to students in the identified schools.	Met the stated objective			
80% of participants will make gains in reading levels as measured by formative assessments.	Met the stated objective			
80% of students will make gains in math levels as measured by formative assessments.	Met the stated objective			
24% of non-proficient participants will improve from not proficient to proficient or above in math on state assessments annually.	Did not meet, but progressed toward the stated objective	Did not meet, but progressed toward the stated objective	Did not meet, but progressed toward the stated objective	Did not meet, but progressed toward the stated objective
24% of non-proficient participants will improve from not proficient to proficient or above in reading on state assessments annually.	Met the stated objective	Did not meet, but progressed toward the stated objective	Did not meet, but progressed toward the stated objective	Did not meet, but progressed toward the stated objective
100% of participants will gain new experiences and important life skills by planning and engaging in enrichment programs that complement core academic areas, as reported through satisfaction surveys.	NA	Met the stated objective	Met the stated objective	Met the stated objective
85% of participants will demonstrate improvement in behavior as measured by classroom teacher reports.	NA	Met the stated objective	Met the stated objective	Met the stated objective
85% of participants will demonstrate improvement in homework completion and class participation as measured by classroom teacher reports.	NA	Met the stated objective	Met the stated objective	Met the stated objective

Objective	Des Moines Independent CSD 2012-07	Des Moines Ind. CSD Garton/Hillis 2013-06	Des Moines Ind. CSD Morris/Samuels on 2013-06	Des Moines Des Moines Ind. CSD Riverwoods/Willard 2013-06
95% of participating families will indicate satisfaction with family literacy activities as measured by parent surveys.	NA	Met the stated objective	Met the stated objective	Met the stated objective
DMPS will provide afterschool education enrichment activities in collaboration with community partners, that promote positive youth development, encourage student engagement, and offer extended learning opportunities.	NA	Met the stated objective	Met the stated objective	Met the stated objective
DMPS will provide family literacy events a minimum of four times per year to engage students and their families in interactive literacy activities.	NA	Met the stated objective	Met the stated objective	Met the stated objective
To provide a high quality family literacy program that promotes positive parent-child interaction, improved family engagement, and overall support of students academic success.	NA	Met the stated objective	Met the stated objective	Met the stated objective

The local evaluation for Des Moines Independent CSD provided justification for objective ratings. For example, for the objective “24% of non-proficient participants will improve from not proficient to proficient or above in reading on state assessments annually,” the local evaluation included results from the Scholastic Reading Inventory showing that 88.66% of students grade 3-5 participating in 21st CCLC Programs exhibited improvement in scores.

Data from the teacher survey can be seen below for Des Moines CSD. Information on 1,612 students was received from teachers submitting the surveys. For students teachers identified as warranting change, a majority of students made positive gains in behavior on the identified criteria. The number of students exhibiting positive change ranged from 487 (60%) attending class regularly to 995 (80%) improving academic performance.



Des Moines CSD has reported success for its 21st CCLC programs. Des Moines CSD has 19 community partners who contributed funding and assistance. The Des Moines Independent CSD met or made progress on all of the program objectives. The local evaluation was complete and included an explanation on how objectives' ratings were derived. In addition, Des Moines CSD has taken the added step of a second evaluation based on the Youth Program Quality Assessment (YPQA) tool. Recommendations for improving the Des Moines CSD 21st CCLC Program were listed. In all areas surveyed, teachers registered improvement in behaviors for most of the regular attendees in the program who warranted changes in behavior.



Dubuque CSD

Dubuque CSD 2011-06 had two schools in the 21st CCLC program, called Leadership Enrichment After School Programs (LEAP). Thomas Jefferson Middle School and George Washington Middle School served a total of 480 students in their after school programs. Dubuque CSD programs had 12 partners supporting the Centers at the two schools. The partners provided funding and assistance as indicated in the PPICS data (PPICS).

Centers	Total Attendees
Thomas Jefferson Middle School	259
George Washington Middle School	221
Total	480

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

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

Dubuque CSD reported they had met the stated objective for all four objectives. For the first objective, several measures were used to determine the objective's status, including recruitment, course offerings, attendance and homework assistance (*Local Evaluation*). The local evaluation stated that the Measures of Academic Progress (MAP) Tests were used to determine the status of the academic achievement objective, comparing students who regularly attended the 21st CCLC Programs during the 2012-2013 and 2013-2014 school years. The number of students attending both years was 25 out of the total of 111 regular attendees. Referring to the results shown below, the local evaluation stated, "As you can see the multiple year regular attendees were quite successful in raising their RIT scores in math and reading." (Note: RIT refers to the Rasch Unit scale used to report MAP growth.)

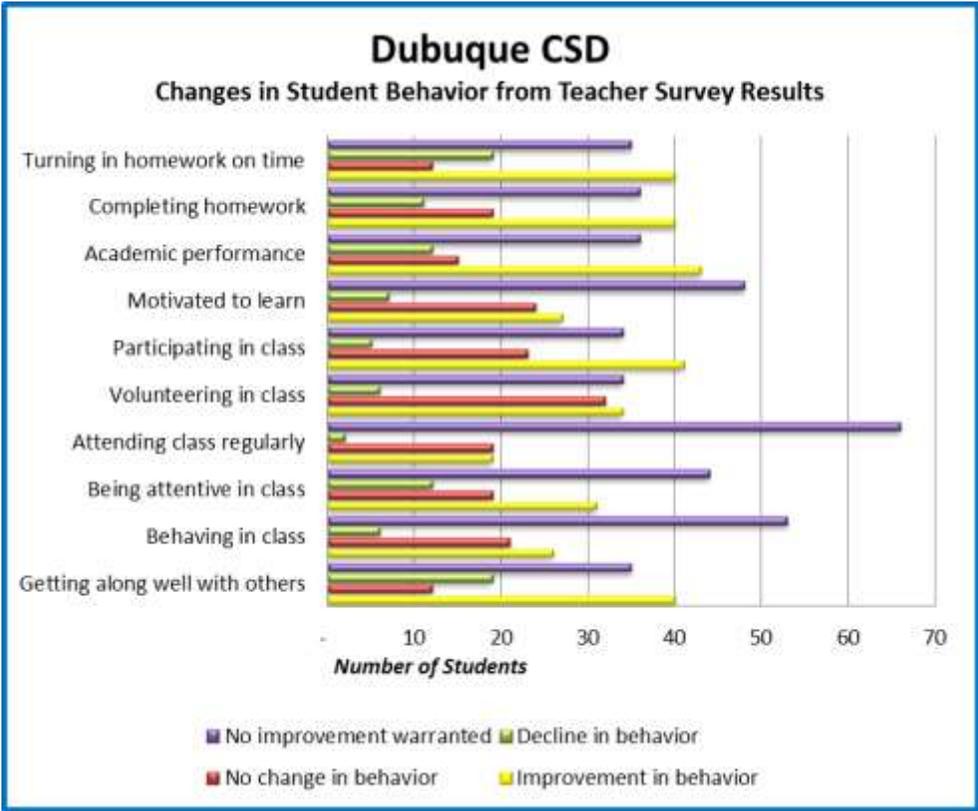
- 18 of 25 students registered growth on the MAP Mathematics Test.
- 19 of 25 students registered growth on the MAP Reading Test.
- 1 of 10 students stayed the same on the MAP Reading Test.

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

- LEAP leaders discussed with community providers the behavior expectations of middle school students and strategies for working effectively with middle school students.
- Focus group participants said LEAP teachers had made a difference for them.

- All student participants had to have parental permission for participation in any activity.
- Course offerings included leadership and citizenship courses and a couple of these courses target particular demographic groups.
- The number of office referrals at Jefferson Middle School decreased although regular attendees almost doubled. At Washington there was an increase in the number of office referrals.

Data from the teacher survey can be seen below for Dubuque CSD. Information on 106 students was received from teachers submitting the surveys. Many students were identified as not warranting change. Except for attending class regularly, more students exhibited a positive change in behavior than had no change or a decline in behavior (PPICS).



Dubuque CSD has reported success for its 21st CCLC programs. Dubuque CSD has 12 community partners who have contributed funding and assistance. Dubuque CSD had four objectives for the 21st CCLC program and reported meeting all four objectives. The local evaluation was good and included analysis and justification for the reported status of objectives. In all but one area surveyed, teachers registered improvement in behaviors for most of the regular attendees in the program who warranted changes in behavior. Dubuque CSD has strategies in place to improve involvement by both students and adults.

“I loved the theater and drama program. The fact that I am able to express myself with the help of the drama department is amazing. I used to be scared to sing our loud, and now I can do it on stage.”

- Dubuque student

Iowa City CSD

Iowa City CSD had three schools in the 21st CCLC program. Kirkwood Elementary School, Grant Wood Elementary School, and Mark Twain Elementary School served a total of 308 students. Iowa City CSD programs had 18 partners supporting the 21st CCLC. The partners provided funding and assistance as indicated in the PPICS data (PPICS).

Iowa City CSD 21st CCLC Program Summary Chart

Grantee	Number of Partners	Centers	Total Attendees
Iowa City CSD - Kirkwood 01/10	6	Kirkwood Elementary School	80
Iowa City CSD - Grant Wood 2013-06	4	Grant Wood Elementary School	143
Iowa City CSD 2012-07	8	Mark Twain Elementary School	85
TOTALS	18		308

**Note: The number of total attendees was the same as the regular attendees (attended the after school programs for at least 30 day)s.*

Each of the Iowa City CSD 21st CCLC schools had three objectives to help determine the success of the 21st CCLC program. . The objectives for each program and the status of meeting the objectives are shown in the table below (PPICS).

Iowa City CSD 21st CCLC Objectives

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

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

All students at (school name) will demonstrate increased competency in reading, mathematics and science (Academic and Learning Support Goal). All three schools rated this objective as “Did not meet, but progressed toward the stated objective.” Local evaluations listed DIBELS and teacher reports as instruments used for determining the academic achievement goal (*local evaluation*).

Center	DIBELS – Maintained or Improved Performance (% of Students)	Teacher Report – Improved Academics (% of Students)
Kirkwood Elementary School	79%	87%
Grant Wood Elementary School	92%	51%
Mark Twain Elementary School	82%	58%

Recommendations for the academic achievement goal were included as stated below.

We plan to adopt the school year math assessment that is similar to the reading DIBELS assessment as soon as the district starts administrating it. The Director of Extended day Learning will complete a DIBELS evaluation training. We have started holding regular evaluation meetings with Site Coordinators and Principals. These meetings allow us to discuss in detail the data we collect and evaluate more regularly what the data is telling us and how we can continue to improve. Success Maker reports are collected monthly but will now be evaluated from start to completion of program in a systematic manner. Structures informing our decisions on curriculum, interventions, and the evaluation process are in the process of being streamlined and more transparent (*local evaluation*).

Students at (school name) will demonstrate appropriate social skills, have positive self-images, and display appropriate behaviors both at school and at home. Kirkwood, Grant Wood and Mark Twain Elementary Schools rated this objective as “Did not meet, but progressed toward the stated objective.” (Note: In PPICS, Mark Twain Elementary School had this objective rated as “Met the stated objective,” but the local evaluation rated it as “Did not meet, but progressed toward the stated objective.” The rating from the local evaluation was considered correct since the local evaluation is more current.

This objective was measured using behavior referrals, behavior tracking of students while in the program and the end of year teacher survey (*local evaluation*).

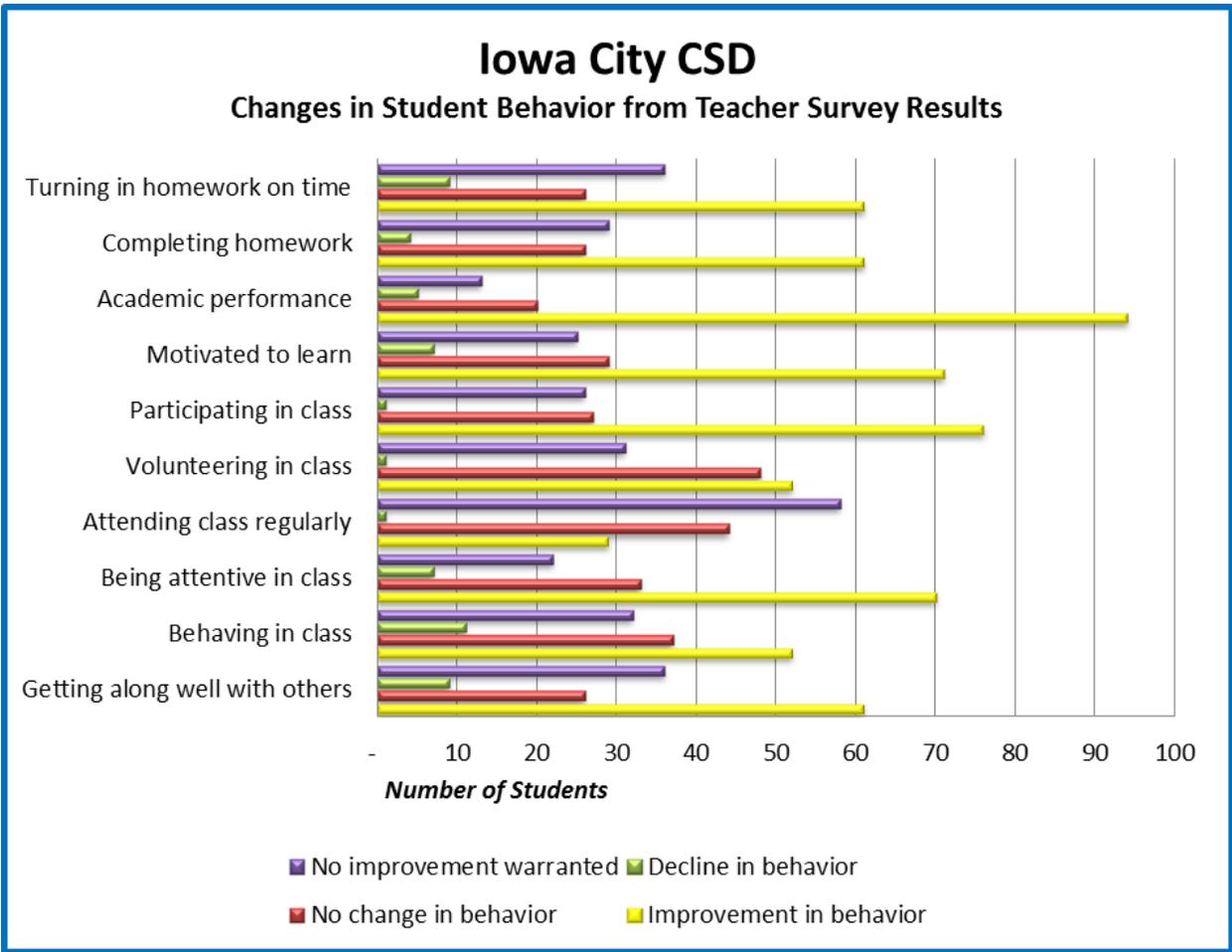
- Kirkwood Elementary School. On the teacher survey, 43% of students improved their behavior (28% of students were identified as not needing improvement).
- Grant Wood Elementary School. On the teacher survey, 26% of students improved their behavior (33% of students were identified as not needing improvement).
- Mark Twain Elementary School. On the teacher survey, 36% of students improved their behavior (21% of students were identified as not needing improvement).

(School name) Families will be active supporters of their child’s educational growth. All three schools rated this objective as “did not meet but progressed toward the stated objective.” The local evaluations all reported that in parent surveys, a majority of parents did not feel they were getting enough information on

what their children were working on academically. To address this concern, teachers now send home monthly report cards. Recommendations for all schools included offering literacy classes for families in addition to literacy family nights. In response to the statement on the parent survey stating, “I feel successful about my efforts to help my child learn,” over 97% of parents either agreed or strongly agreed (*local evaluation*).

- Kirkwood Elementary School - 99% agreed or strongly agreed
- Grant Wood Elementary School – 97% agreed or strongly agreed
- Mark Twain Elementary School – 98% agreed or strongly agreed

Data from the teacher survey can be seen below for Iowa City CSD. Information on 137 students was received from teachers submitting the surveys. As seen in the chart, for students who warranted change, positive change occurred in all identified criteria. For all criteria with the exception of attending class regularly, more than 50% showed improvement. (*PPICS*).



Iowa City CSD has reported success for its 21st CCLC programs. Iowa City CSD has 18 community partners who have contributed funding and assistance. Each of the three schools in the Iowa City CSD 21st CCLC program set three objectives for the 21st CCLC program and reported making progress toward all three objectives.

Local evaluations were provided for all schools except Roosevelt Elementary School. The local evaluations provided appropriate information on the local 21st CCLC Programs, including demographic data and justifications for ratings of objectives. The recommendations for each objective were very similar to the recommendations in the local evaluation from the previous year. However, the performance summary outlined more recommendations that could be incorporated into the objectives section. The responses to the teacher survey indicated that there was a positive change in behavior in all criteria except one, more than 50% of total students showed improvement (PPICS).

Mid-Iowa Community Action

Mid-Iowa Community Action had one school in the 21st CCLC program. The program at Rogers Elementary School (Rogers University) was a 29 day summer program and served a total of 95 students. The Mid-Iowa Community Action program had seven partners supporting the 21st CCLC at Johnson Elementary School. The partners provided funding and assistance as indicated in the PPICS data (*PPICS*).

Center	Total Attendees
Rogers Elementary School	95
Total	95

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

Mid-Iowa Community Action 21st CCLC Objectives

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

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

The local evaluation for Mid-Iowa Community Action provided information on how objectives were measured and status assigned. Nine of the objectives were not assessed in 2014. Of the seven remaining, two objectives were rated as “*met the objective*” and five objectives were rated as “did not meet, but progresses toward the stated objective.” A summary of the local evaluation objectives’ ratings is seen below (*local evaluation* and *PPICS*).

65% of targeted students will improve their reading proficiency. For the 21st CCLC Program, the teaching staff and the principal reviewed student progress and determined the progress each student had made. For 2014, 92.2% of students achieved one of more of the performance indicators in reading.

65% of targeted students will improve their math proficiency. For the 21st CCLC summer, the teaching staff and the principal reviewed student progress and determined the progress each student had made. For 2014, 79.1% of the 43 targeted achieved one of more of the performance indicators in math.

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

75% of students will report increased knowledge in the topic area of each enrichment unit. For the summer of 2014 no assessment was made for this objective.

100% of students will participate in fitness targeted enrichment activities. Fitness programming was offered every day of the program but less than 100% of students participated.

75% of students will increase their knowledge in regard to nutrition and physical fitness. For the summer of 2014 no assessment was made for this objective.

90% of students will attend swim lessons. Swimming lessons were taught during week three of the program and 100% of students attended.

75% of children will improve their swimming skills. For the summer of 2014 no assessment was made for this objective.

75% of children attending swim lessons will increase their awareness of water safety. For the summer of 2014 no assessment was made for this objective.

100% of 1st – 4th grade students will experience service-learning component. Attendance data from the ten days service learning opportunities was offered was analyzed and 81% of students attended.

75% of students experiencing the service-learning component will express a commitment to helping others. For the summer of 2014 no assessment was made for this objective.

90% of students experiencing the service-learning component will express a sense of connectedness to the community and school. For the summer of 2014 no assessment was made for this objective.

90% of participants of the continuing education workshops will be able to identify community resources available for continuing their education. No parents participated.

75% of participants of the continuing education workshop will identify current barriers to further education and possible solutions to those barriers. No parents participated.

100% of family literacy participants will increase the amount of time they spend reading to their children. No parents participated.

75% of family literacy participants will increase their understanding of activities that will improve their child's literacy development. No parents participated.

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

Mid-Iowa Community Action has reported success for the 21st CCLC Program. Sixteen objectives were set to measure the success of the Program and all seven of the objectives measured were met or progress was made toward them. However, nine of the objectives were not assessed. A local evaluation was submitted that provided a description of the program, demographic data and analysis of the Program. This is the second year that nine objectives have not been assessed. It is recommended that Rogers University consider not using objectives that are not going to be measured.

Oelwein CSD

Oelwein CSD's 21st CCLC Program or the Husky Adventures Learning Center (HALC) had two schools in the 21st CCLC program. The centers at Oelwein Middle School and Wings Park Elementary School at served a total of 365 students. Oelwein CSD had 10 partners that provided funding and assistance as indicated in the PPICS data (PPICS).

Centers	Total Attendees
Oelwein Middle School	88
Wings Park Elementary School	277
Total	365

According to PPICS, Oelwein CSD had two objectives for the 21st CCLC Program and reported both objectives had been met.

- Academic and Social Behavior Data
- Family Literacy

However, the local evaluation says, three “goals” were set out in the evaluation section of the grant proposal. These goals were translated to five objectives for this program/process, which are as follows:

1. Improve student achievement in reading;
2. Improve student achievement in mathematics;
3. Improve student achievement in science;
4. Increase student positive developmental assets;
5. Increase parental involvement in their child's program activities and education.”



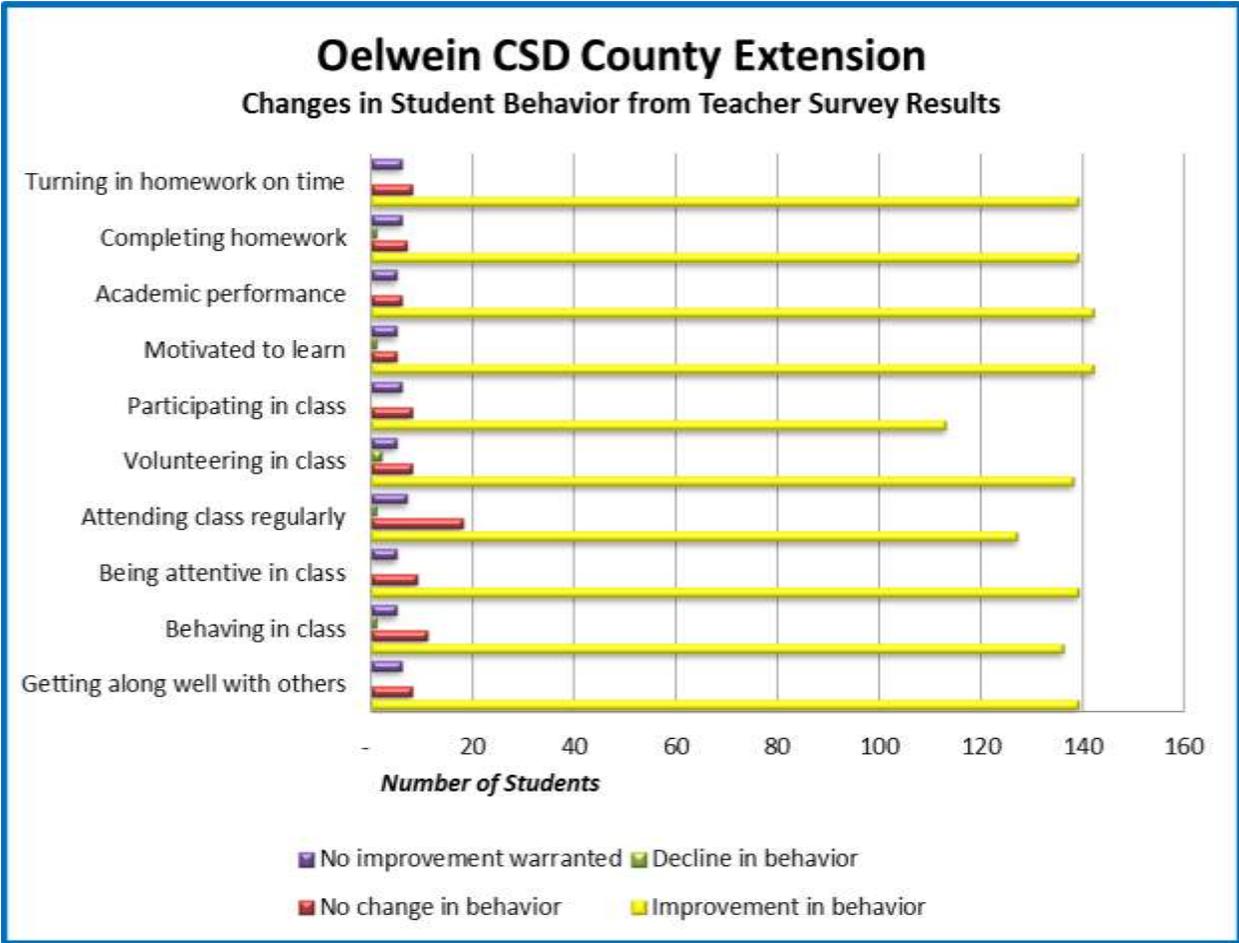
The local evaluation explains how each of these five objectives was addressed, including what data was used. Below is a summary chart of results for the objectives from the local evaluation.

Table: Summary of results for Objectives 1-5

Objectives	Data Used	Objective Met?	Progress Made?
1. Improvement in reading	Iowa Assessments (Reading Comprehension)	Yes	-
2. Improvement in mathematics	Iowa Assessments (Mathematics)	Yes	-
3. Improvement in science	Iowa Assessments (Science)	Yes	-
4. Increase positive youth developmental assets	School Attendance; disciplinary referrals	Yes	-
5. Family/parent involvement in child's program activities and education	Family/parent involvement in program and school activities; parent survey questions on parents' perceptions of the HALC program and its impact	No	Yes



Data from the teacher survey can be seen below for Oelwein CSD. Information on 153 students was received from teachers submitting the surveys. Over 92 percent of students exhibited a positive change in behavior on all criteria (PPICS).



Oelwein CSD has reported success for its 21st CCLC programs. Oelwein CSD had 10 community partners who contributed funding and assistance. The two objectives in the PPICS data were vague and the local evaluation had five objectives not tied to PPICS. Of these five objectives, the local evaluation reported that four had been met. The objectives in the federal data collection instrument should match the local evaluation. In all areas surveyed, teachers registered improvement in behaviors for over 92 percent of the regular attendees in the program who warranted changes in behavior. The local evaluation included recommendations for improvement in the 21st CCLC Program.

Oskaloosa CSD

Oelwein CSD's 21st CCLC Program had one in the 21st CCLC program. Oskaloosa Elementary School served a total of 54 students. Oelwein CSD had 10 partners that provided funding and assistance as indicated in the PPICS data (PPICS).

Center	Total Attendees
Oskaloosa Elementary School	54
Total	54

According to PPICS, Oelwein CSD had four objectives for the 21st CCLC Program and reported both objectives had been met.

- Academic Enrichment and Specials
- Health and Wellness
- Academic Assistance
- Family Literacy and Involvement

However, the local evaluation does not mention these four objectives but lists eight goals specific to program outcome measures:

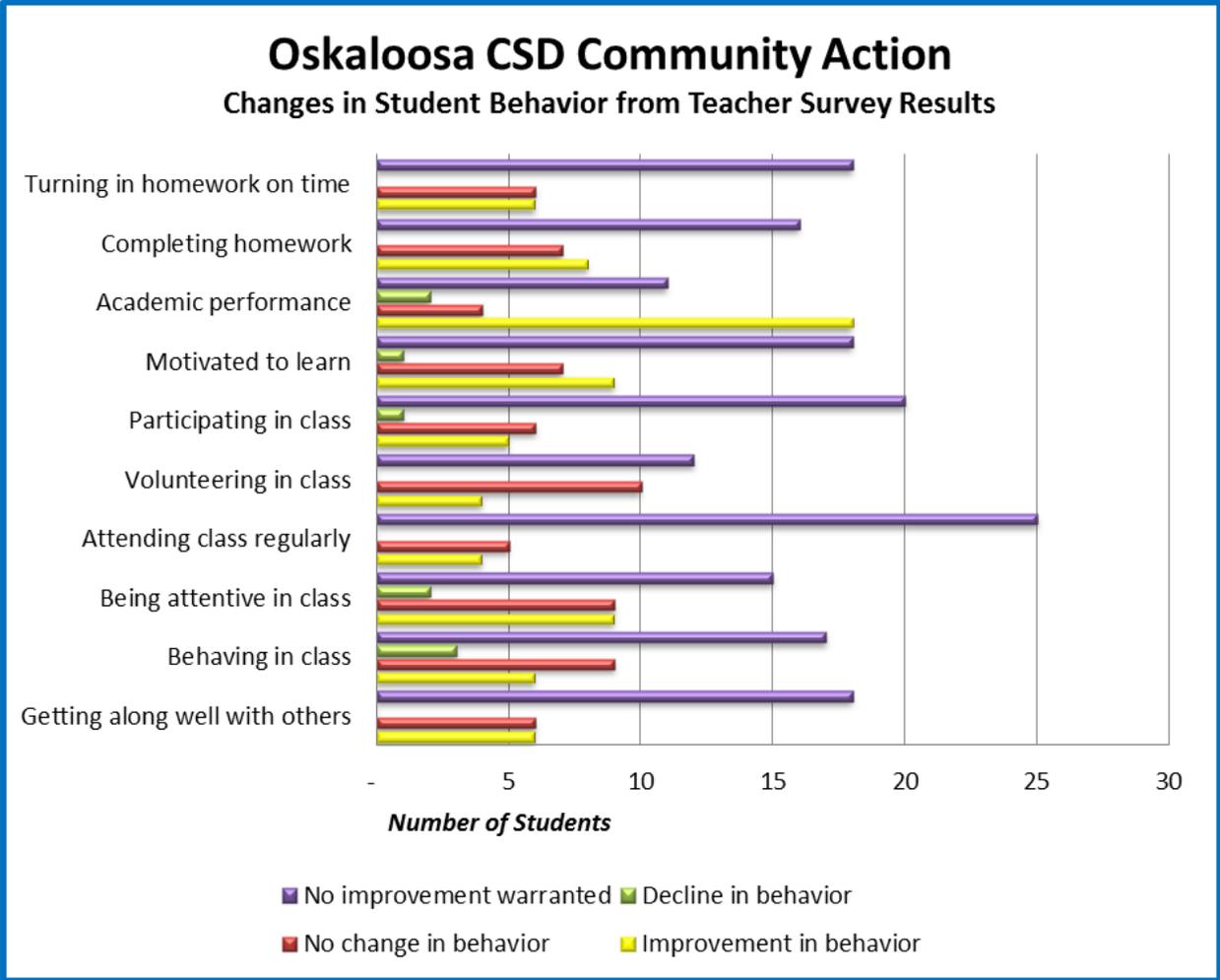
- 80% of students attending the program a minimum of 3 days a week will increase literacy skills.
- 80% of students attending the program a minimum of 3 days a week will increase math skills.
- 80% of students will participate in healthy exercise.
- 80% of students report eating the proper servings of food groups.
- 25% of parents (family members and guardians) volunteer in the school or afterschool program once per month.
- 20% of parents attend monthly "Literacy Nights."
- 10% of parents learn new literacy skills.
- 90% of student report learning new technology skills.

The local evaluation states that the program met or exceeded almost all goals and provides information on the methodology for assessing the goals. Below is a summary chart reproduced from the local evaluation, Appendix A.

Goal	Actual Outcome	Strategy/Activity	Assessment Tool
80% of students attending the program a minimum of 3 days a week will increase literacy skills.	100% of students increased their Aimsweb literacy score between fall 2013 and spring 2014; 59% of students met goals during the spring 2014 assessment	Literacy Instruction Reading/Library Time Music Poetry Theater	AIMSweb (K-5)
	83% of students participating in the 2014 Iowa Assessment score increased their score from the prior year; 52% of all students demonstrated proficiency.		Iowa Assessments (3-5)
	73% of student improved academic performance, as determined by their classroom teacher.		Teacher Assessments
	89% of students in grades 3-5 increased their MAP reading score; 32% met MAP reading score goals.		MAP
80% of students attending the program a minimum of 3 days a week will increase math skills.	90% of students in grades 3-5 increased their math MAP scores; 21% met MAP goals.	Math Instruction STEM activities	MAP (3-5)
	92% of student participating in the 2014 Iowa Assessment increased their score from the previous year; 48% of all students demonstrated proficiency		Iowa Assessments (grades 3-5)
	73% of student improved academic performance, as determined by their classroom teacher.		Go Math (K-5)
80% of students will participate in healthy exercise.	89% of all student participants report exercising 3 or more times a week.	Movement Transitions Organized Gross Motor Recess Free Play	Student Survey
			Live Healthy Iowa Activity logs
			Body Mass Index
80% of students report eating the proper servings of food groups.	70% of children attending every day eat 4 or more servings of fruits and vegetables each day.	Nutritious Snacks Family Literacy Activities	Student Survey Live Healthy Iowa nutrition logs
	84% of all students report eating the program snack every day or almost every day.		Healthy Snacks Served (count of snacks served through program)
25% of parents (family members and guardians) volunteer in the school or	38% of parents (of students in the 21st CCLC program) have volunteered at the school,	Flexible Volunteer Schedule Field Trips	Volunteer Records

Goal	Actual Outcome	Strategy/Activity	Assessment Tool
afterschool program once per month.	afterschool program, or both, since August 2013.		
20% of parents attend monthly "Literacy Nights."	57% of parents in the program have attended a parent night.	Community Resources Guest Speakers IPTV Curricula	Attendance Records
10% of parents learn new literacy skills.	14% of parents (5 of 35) have participated in a continuing education program.	Family Literacy Activities Intake & Referrals	Parent Survey Will include question on program completions (Indian Hills, William Penn, other)
80% of students with 9 or more absences during the 2012-2013 school year will improve school attendance during the 2013-2014 school year.		School Bonding Positive relationships with staff	Student school attendance records
90% of student report learning new technology skills.	52% of students report learning new technology skills.	Technology	Student Survey
100% of staff learn new skills through professional development.		Professional Learning Communities	Staff Survey

Data from the teacher survey can be seen below for Oskaloosa CSD. Information on 35 students was received from teachers submitting the surveys. Of students identified as needing improvement, almost all either improved or had no change in their behavior (*PPICS*).



Oskaloosa CSD reported success for its 21st CCLC programs. Oskaloosa CSD had 10 community partners who contributed funding and assistance. Although there is a discrepancy between the objectives in PPICS and the goals as submitted in the local evaluation, the goals in the final evaluation are described and the methodology for assessing them was complete. In all areas surveyed, teachers registered either improvement in behaviors or no change in behavior for almost all students. The local evaluation included recommendations for improvement in the 21st CCLC Program.

***This program has help me soooooo much my grades are getting better because of you guys
THANK YOU so much.***

- Oskaloosa Student

Siouxland Human Investment Partnership (SHIP)

Siouxland Human Investment Partnership (SHIP) had three programs that included ten schools called Beyond the Bell (BTB). SHIP programs had four unique partners supporting 21st CCLC Programs for the ten schools. The partners provided funding and assistance indicated in the PPICS data. The number of total students who attended after school programs at the ten schools was 1,011. The chart below lists the grantees and schools with the number of partners and total attendees (*PPICS*).

Grantee	Number of Partners	Centers	Total Attendees
Siouxland Human Investment Partnership 01/10	3	Crescent Park Elementary School	86
		Everett Elementary School	216
		Whittier Elementary School	147
Siouxland Human Investment Partnership 2012-07	3	Bryant Elementary School	85
		Hunt Elementary School	94
		Longfellow (now Spalding) Elementary School	189
Siouxland Human Investment Partnership 2013-06	4	West Middle School	0*
		Emerson Elementary School	25
		Sacred Heart School	52
		Unity Elementary School	117
TOTALS	10		1,011

* West Middle School was labeled as inactive in PPICS.

Each of the three programs for SHIP developed objectives to help determine the success of the program. The objectives for each program and the status of meeting the objectives are shown below for each grant (*PPICS*).

Siouxland Human Investment Partnership 01/10. Crescent Park, Everett and Whittier Elementary Schools developed seven objectives for the 21st CCLC Program. The objectives and their ratings are seen below.

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

Siouxland Human Investment Partnership 2012-07 and Siouxland Human Investment Partnership 2013-06. Schools for these two grants had the same objectives. The objectives and their ratings are seen below.

Objective	Siouxland Human Investment Partnership 2012-07	Siouxland Human Investment Partnership 2013-06.
Increase student academic achievement	Met the stated objective	Met the stated objective
Increase student attachment to education, their peers, adults and the community	Met the stated objective	Met the stated objective
Increase student, parent and school staff communication to improve student success	Met the stated objective	Met the stated objective

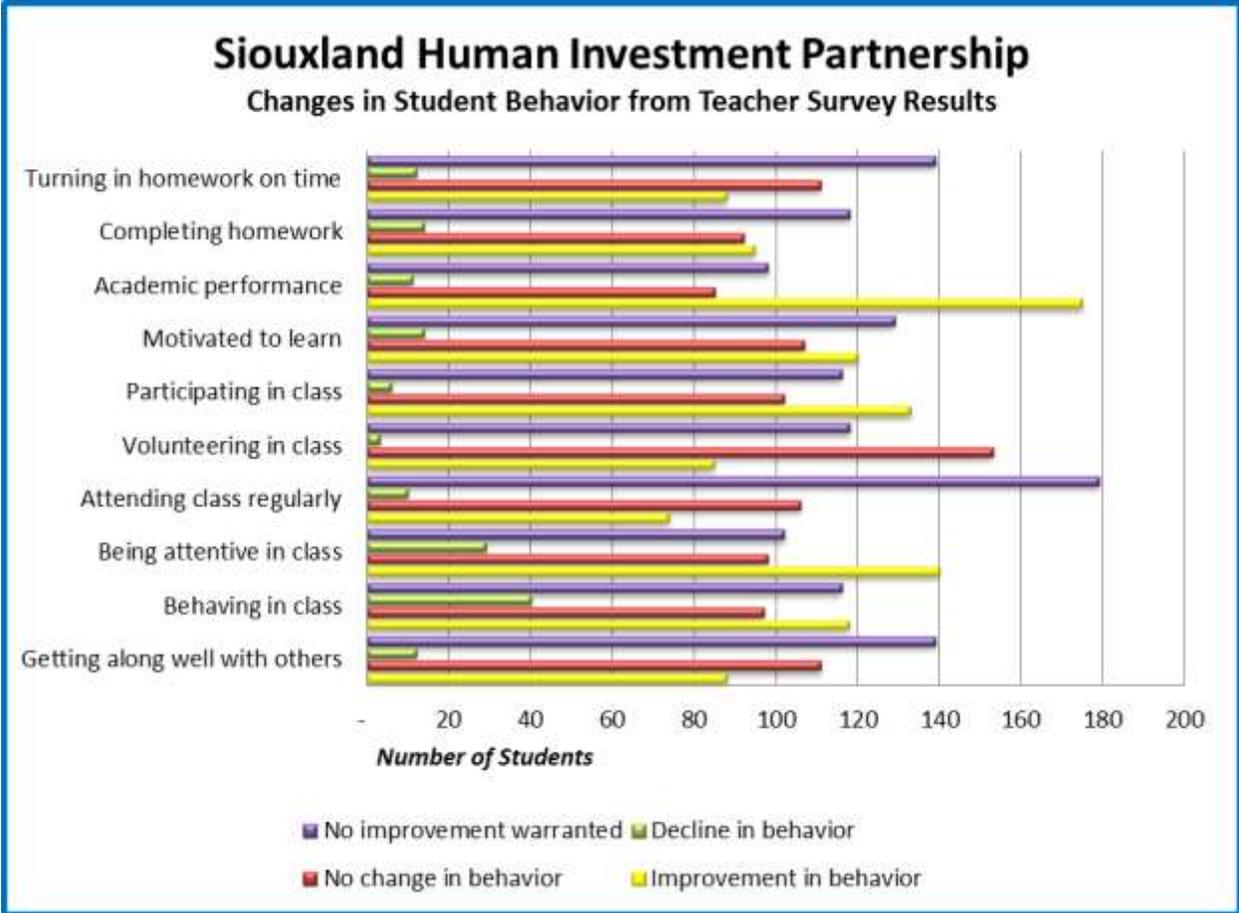
The evaluation provided by SHIP included data on all facets of the 21st CCLC programs. However, the objectives were not specifically referenced. The local evaluation provided a summary of the key areas, including attendance, specific offerings included in the 21st CCLC Programs, and survey results. However, these items were not tied to goals or objectives, making it difficult to determine how the above ratings of objectives were determined. Below is information from the BTB local evaluation summary.

During 2013-14, BTB served 1,721 children at all 17 Sioux City Community School District elementary schools and at one K-8 Catholic school. This was more than one in each five of the children in these schools. Attendance analyses showed that BTB participants attended school for a significantly greater percentage of school days than non-participants during all quarters and for the school year as a whole. Non-participants' excused absences were significantly greater than BTB participants' excused absences for each quarter and for the year. The more days of the 2013-14 BTB program they attended, the fewer school absences and tardies children had. Therefore, BTB programming improves school attendance and increased attendance suggests that participants increased their school attachment. Analyses of discipline referrals showed that BTB participation significantly reduced discipline referrals for the year at some schools, thereby reducing disorder at these schools.

During 2013-14, the Sioux City Community School District assessed children academically according to their achievement related to "standards." These are not grades and do not produce grade point averages. Comparing average assessments over all the classes children took showed that BTB participants' averages were significantly greater than non-participants' averages during the spring and that participants' overall gains between quarters were greater than non-participants' gains between fall and spring. Controlling for other academic influences, children had higher overall averages with more days of BTB participation in every quarter. From the second to the third quarter, children with more days of BTB gained significantly more than children with fewer days. BTB participants' reading averages were significantly greater than non-participants' reading averages during the third quarter and participants' math averages were significantly greater than non-participants' math averages during all four quarters. Controlling for other influences, children with more days of BTB participation had significantly greater reading gains than non-participants from the second to third quarters. Controlling for other influences, children with more days of BTB had significantly fewer math gains than others between the first and second quarters. For the remainder of the year, those with more BTB participation had significantly greater math gains than other children. Therefore, BTB programming increases academic achievement.



Data from the teacher survey can be seen below for SHIP. Information on 372 students was received from teachers submitting the surveys. For the students that teachers identified as warranting change, at least 35% improved for every indicator. The highest number of students exhibiting positive change (175 students or 65%) occurred in academic performance.



SHIP has reported success in its 21st CCLC programs. SHIP has ten unique community partners who have contributed funding and assistance. All objectives were either met or progress was made for them. The local evaluation did not directly support the objectives in PPICS but did include information that could be used to support the ratings. In all areas surveyed, teachers registered improvement in behaviors for many attendees in the program, especially in the academic achievement area.

BTB staff is great and friendly and my child likes to go to BTB. Never have a problem dropping her off or picking her up.

- BTB Parent

My son absolutely loves going to Beyond the Bell!

- BTB Parent

St. Mark Community Center

St. Mark Community Center had three schools in the 21st CCLC program. Audubon Elementary School, Lincoln Elementary School and Marshall Elementary School served a total of 210 students. St. Mark Community Center had 22 partners supporting the 21st CCLC at Perry Middle School. The partners provided funding and assistance as indicated in the PPICS data (*PPICS*).

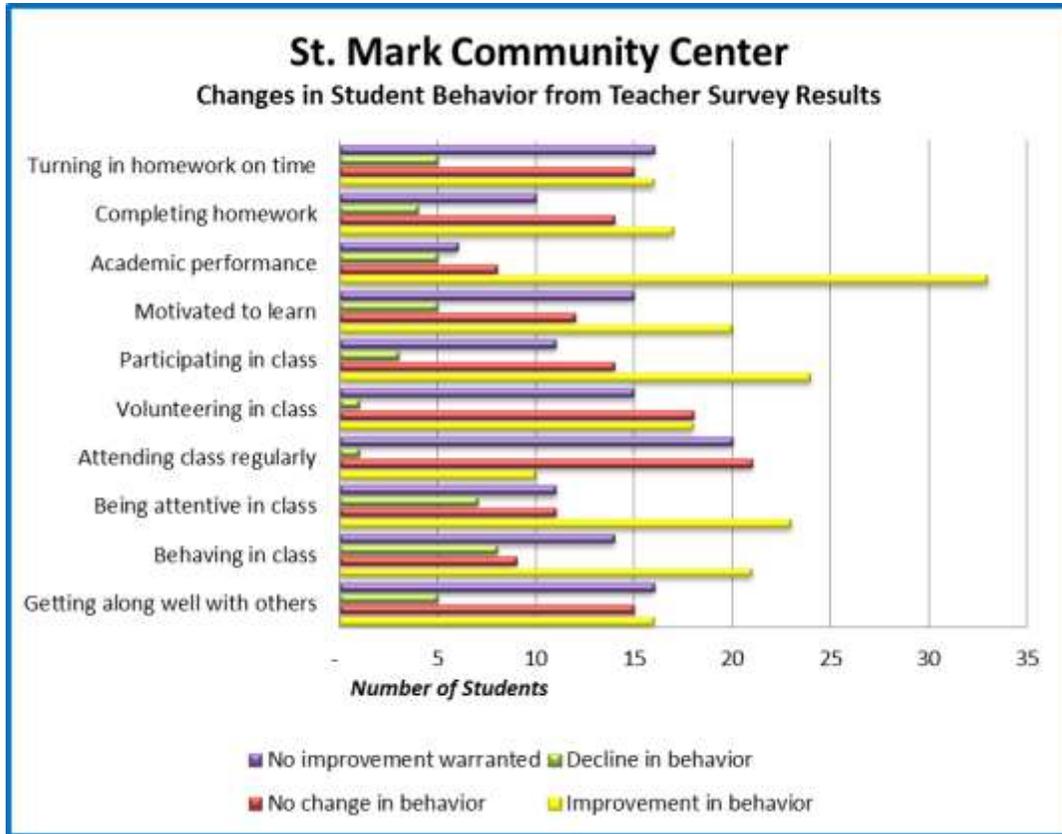
Centers	Total Attendees
Audubon Elementary School	59
Lincoln Elementary School	66
Mashall Elementary School	85
Total	210

St. Mark Community Center developed ten objectives to help determine the success of the 21st CCLC program. The local evaluation provided complete information on objectives, including methodology for how objective ratings were obtained. The table below lists the objectives and their ratings with ratings explanations (*PPICS and Local Evaluation*).

Objective	Status of Objective	Ratings Information
To improve reading comprehension of all students enrolled in SMCC programs so that they succeed in school.	Did not meet, but progressed toward the stated objective	The majority of students progressed but there were still four students showing a decrease in reading level.
To increase proficiency in basic math skills of all students enrolled in SMCC programs so that they succeed in school.	Did not meet, but progressed toward the stated objective	Improvement is needed in collecting the data for the state assessments to better capture the proficiency levels of the students. The majority of students progressed and two students showed a decrease in math proficiency.
Positively affect student learning and engage all students through character development so that they will be healthy and socially competent.	Met the stated objective	St. Mark programs have positively impacted student's character development. However, teachers do report some decline in areas. 40% (8) of teachers clarify that the declines of particular students are not attributed to the program, but rather due to other complex problems in that student's life.
Strengthen positive connection to school and enhance motivation in the classroom by providing fun enrichment activities for students.	Met the stated objective	Student's overall positivity and motivation for school was reported to have increased. The surveys included questions that address motivation for learning and coming to program. Motivation was also assessed by the students' willingness to participate, attentiveness, and turning homework in on

Objective	Status of Objective	Ratings Information
		time. Teachers reported an increase in motivation to learn and parents also indicated that their children look forward to St. Mark programs. The outcomes of motivation like regular attendance and completing tasks also general showed improvement.
Promote healthy lifestyles so all SMCC students will be healthy and socially competent.	Met the stated objective	Several enrichment activities were offered to implement healthy lifestyle changes for the students in St. Mark programs. Mainly the staff and parents indicated the students are engaged in healthy eating and fitness.
Increase the number of families participating in literacy activities by providing access to a variety of these activities.	Met the stated objective	Families' participation in literacy activities is mainly assessed by the attendance for the events. St. Mark was successful in increasing the attendance for these events. There could also be better methods to reach more families in order to gain more family participation in the future.
Increase literacy curriculum within SMCC Early Risers and Step Up programs.	Met the stated objective	St. Mark has increased their emphasis in literacy for the Early Riser and Step Up programs. Improvement could be made in the measurement and reporting of this objective.
4 th -5 th grade students in SMCC programs will be better prepared for the transition to middle school by participating in community experiences that enhance learning.	Met the stated objective	Improvements on collecting feedback from the students will allow an assessment on student's self-reported preparedness for middle school.
4 th -5 th grade students in SMCC programs will be better prepared for the transition to middle school by strengthening positive decision-making skills by educating students of major social skills and academic issues that will arise in middle school and beyond.	Met the stated objective	Improvements on collecting feedback from the students will allow an assessment on student's self-reported preparedness for middle school.
4 th -5 th grade students enrolled in SMCC programs will be better prepared for the transition to middle school by developing attitudes and behaviors that lead to successful learning including time management, goal-setting and communication skills.	Met the stated objective	Improvements on collecting feedback from the students will allow an assessment on student's self-reported preparedness for middle school.

Data from the teacher survey can be seen below for the St. Mark Community Center 21st CCLC program. Information on 52 students was received from teachers submitting the surveys. As seen in the chart, more students exhibited a positive change in behavior than a decline or no change in behavior with the exception of volunteering in class and attending class regularly (*PPICS*).



St. Mark Community Center reported success for its 21st CCLC program. St. Mark Community Center has 22 partners who have contributed funding and assistance. The St. Mark Community Center 21st

Story:

An example of St. Mark's ongoing efforts to engage students and their families in reading through fun, interactive enrichment was the Dr. Seuss Family Literacy Night that took place in March 2014. Loras College students created and facilitated hands-on activities that incorporated Dr. Seuss books. They also read aloud some Dr. Seuss favorites and gave students a chance to read to them. Every child in attendance took home a free Dr. Seuss book of their choice.

CCLC program set ten objectives for the 21st CCLC program and reported meeting or making progress on all of them. The local evaluation was excellent provided information on each objective as well as a performance summary of the program and recommendations for improvements to the 21st CCLC Program in the future. The responses to the teacher survey indicated that there was positive change in behavior, especially for academic performance.



Starmont CSD

Starmont CSD had one school in the 21st CCLC program (S.T.A.R.S.). Starmont Elementary School served a total of 137 students in the after school program. Starmont CSD had six partners supporting the 21st CCLC program at Starmont Elementary School. The partners provided funding and assistance as indicated in the PPICS data (PPICS).

Center	Total Attendees
Starmont Elementary School	137
Total	137

The Starmont CSD 21st CCLC program developed four objectives to help determine the success of the program. Ratings were listed in the local evaluation along with justification for how the ratings were determined. Below are the objectives and their ratings as well as the justification for the ratings as written in the local evaluation (PPICS).

Objective #1: Increase student achievement in reading comprehension, math, and science.

Student scores in reading, math, and science will improve annually as measured by ITBS. *Met the stated objective.* After looking at yearly scores over the last 3 years, we determined that the students met their objective. The school has seen an overall increase in test scores. Students who could not be measured by ITBS due to age were measured with MAP test scores. The math scores of the regular attendees showed that 1 student in the advanced level decreased in performance level. Of those students who scored proficient the previous year, 8 increased their scores, and only 3 decreased their scores. Of the students who reported being not proficient, 1 student increased their scores, and 5 did not change. It needs to be noted that the students who did not increase their scores who were below proficient all have Individualized Educational Plans (IEP). In reading, we had no regular attendees who began at the advanced level. For those students who were proficient, 9 students increased their performance level, one student had no change, and one student decreased in performance. Of the students who were not proficient, 4 students increased their scores, and 4 reported no change. The students who reported no change have Individualized Educational Plans (IEP). As a whole, the group increased their scores, as did the elementary school as a whole. This is evident in that the school has not been placed on the SINA watch list.

Objective # 2: Increase the use of technology in all core curriculum areas. Students will demonstrate that they can use technology in multiple settings. *Did not meet, but made progress toward the stated objective.*

The students progressed towards this goal, but did not meet it. We continued to teach skills such as internet searching and word processing skills. We used Kindle Fires to increase math skills and reading skills through games. As we taught these skills, we observed the students abilities to perform the skills, and used a plus or minus to show if they had learned the skill. If they still needed assistance, we would help them and retest later. The teachers and staff observed all skills as they were being taught and provided assistance as necessary. The older student participated in research projects, and reported their findings to the teacher as a way to measure their performance in specific skills. We will continue to work towards this goal, as our younger students have more difficulty

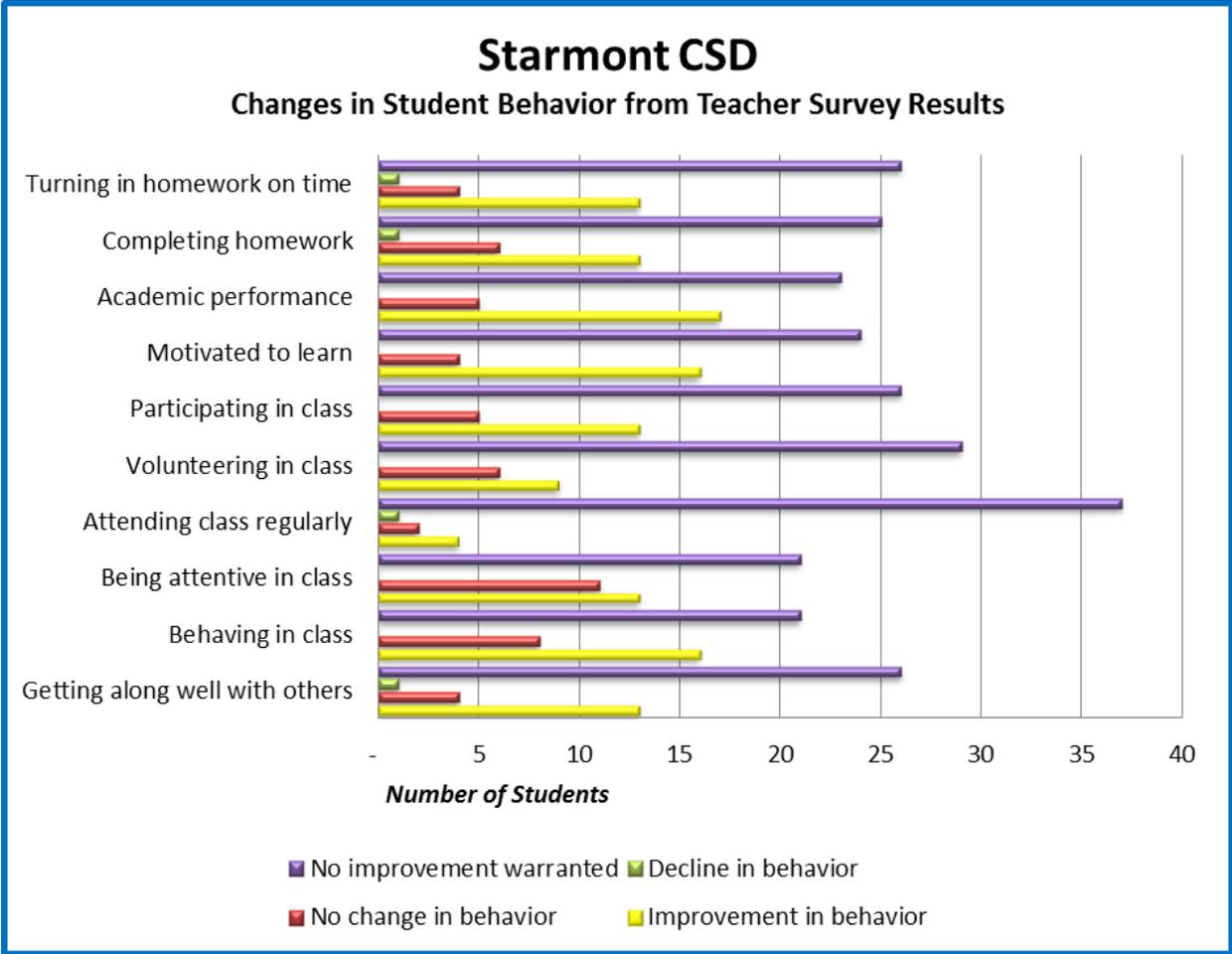
grasping these concepts. The younger students have an easier time using the Kindle Fire devices, as they are more intuitive than the computers.

Objective # 3: Program will maintain a safe and drug free learning environment. Students will take responsibility for their own actions. *Did not meet, but made progress toward the stated objective.*

Our program uses the character counts education system and the positive behavior supports system to teach and encourage this goal. The character counts education system is used throughout the elementary school. It encourages trustworthiness, kindness, fairness and respect through assemblies and lessons. We maintain the same values in the afterschool program, and review the standards as well as do activities to encourage these characteristics. The positive behavior support system (PBIS) encourages recognizing and rewarding positive behavior. If a student is not following the rules, office referrals are used to encourage the student to think through the action he or she did, as well as come up with a different behavior for the situation. The reflection part of this form is the most important part, which states "What I will do differently next time". We use these forms in the afterschool program, and have noticed a decrease in the number of students receiving them. We have not met this goal yet, but are progressing towards it.

Objective # 4: All partners in the community including parents and youth have strong relationships working towards common goals. *Met the stated objective.* Parents and community feel welcome at school activities and will be encouraged to collaborate to meet STARS goals. This goal was met. The data from this comes from family surveys with questions such as "Does your child feel safe at school?". We increased community involvement, specifically with asking speakers to come in and having volunteers help in the program. In addition, the students in the S.T.A.R.S program chose to give back to the community by having a canned food drive for a local food bank that burned down.

Data from the teacher survey can be seen below for Starmont CSD. Information on 45 students was received from teachers submitting the surveys. Approximately one half of students warranted no change in behavior for all indicators, leaving a small number of students that teachers rated for change. In every area, more students exhibited an improvement in behavior than exhibited no change or a decline in behavior. (PPICS).



Starmont CSD has reported success for its 21st CCLC programs. Starmont CSD had six partners who contributed funding and assistance. Starmont CSD had four objectives for the 21st CCLC program and reported meeting two objectives and making progress toward two of the objectives. The local evaluation listed the objectives for the program and what mechanisms were used for their ratings. The local evaluation also included a performance summary and recommendations for improving the 21st CCLC Program. For students warranting changes in behavior, teachers registered improvement in behaviors for most students in all areas.

Storm Lake CSD

Storm Lake CSD had one school in the 21st CCLC program. Storm Lake Elementary School served a total of 346 students. The Storm Lake CSD had six partners supporting the 21st CCLC program at Storm Lake Elementary School. The partners provided funding and assistance as indicated in the PPICS data (PPICS).

Center	Total Attendees
Storm Lake Elementary School	346
Total	346

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

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



Storm Lake CSD reported that all objectives were met. The local evaluation included a list with description and results for three main goals for the program but did not include details specific to the objectives listed in PPICS (*Local evaluation*).

Academic Goal: *We will provide activities to help students meet and/or exceed proficiency goals in reading & math, and provide additional supports to close achievement gaps. We will train staff to provide small group tutoring and homework help, and to provide support for specific academic programs and materials.*

Outcome #1: *The percentage of ETA regular attendees proficient in reading & math will increase at a greater rate than for students who do not attend ETA, or do not attend regularly.*

Outcome #2: *Seventy-five percent of regular attendees will increase Iowa Assessment scores by 5% from the previous year.*

Results: *This goal was met. This year, 14% of regular ETA attendees increased their math proficiency, and 26% of regular ETA attendees increased their reading proficiency.*

Family Goal: *We will 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. We will preserve and encourage partnerships to support Family Night activities and adult education classes.*

Outcome #1: *The number of families attending Family Nights will increase by 20 each year.*

Outcome #2: *The number of ETA family members participating in adult education classes will increase by five each year.*

Results: *This goal was met. This year we had 175 people attend fall Family Night with 320 attending our event in the spring. Adult class participation went from 10 in 2012-2013 to 15 this year.*

Enrichment Goal: *We will provide a safe and constructive use of leisure time to help youth acquire new skills, hobbies and interests that improve academic performance and peer relations. We will preserve, enhance and create new community partnerships. We will train staff in the use of the Character Counts! framework. We will share benefits of the program with non-ETA families.*

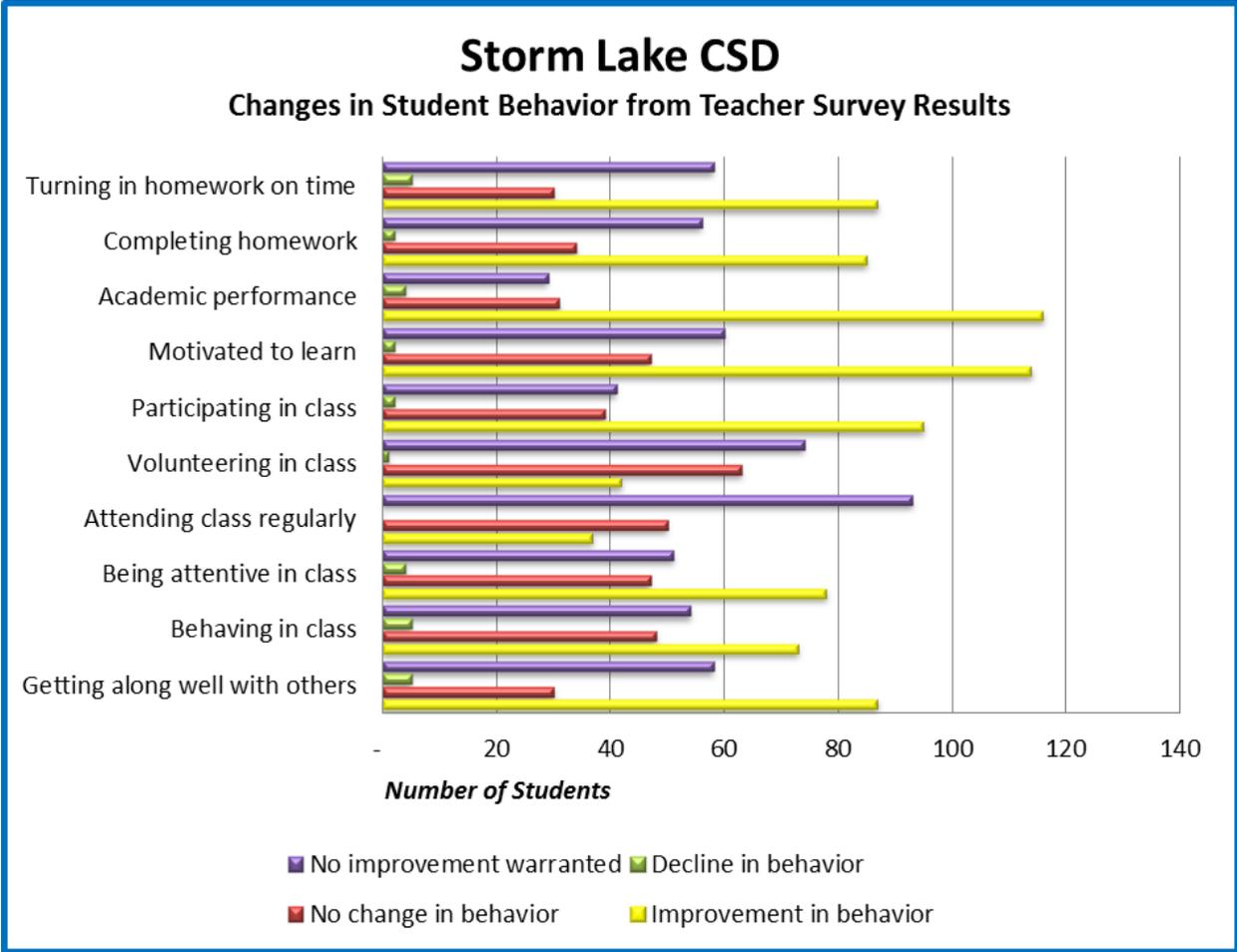
Outcome #1: *Anti-social behaviors for regular attendees will decrease by 5% annually.*

Outcome #2: *Average daily afternoon attendance will increase from 80 to 150 by May 2015.*

Results: *This goal was met. Documented discipline referrals at ETA decreased from 35 in 2012-2013 to 27 in 2013-2014. Our average daily attendance this year was 160.*



Data from the teacher survey can be seen below for Storm Lake CSD. Information on 180 students was received from teachers submitting the surveys. Of students identified as warranting changes in behavior, a majority had positive changes for all criteria except for volunteering in class and attending class regularly. For the academic achievement section, over 70% of students had a positive behavior change in all four criteria than had no change or a decline in behavior (PPICS).



Storm Lake CSD has reported success for its 21st CCLC programs. Storm Lake CSD had six partners who contributed funding and assistance. Storm Lake CSD had 10 objectives for the 21st CCLC program. All ten objectives were met. The local evaluation did not address the objectives listed in PPICS but did have a good summary of program goals. For future evaluations, objectives in the federal database should match the local objectives. For students warranting changes in behavior, teachers registered improvement in behaviors for most students in all but two areas.

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Appendix A

Iowa 21st Century Community Learning Centers Program

Guidelines for Local Evaluations to Meet State Level Evaluation Requirements

Developed by Educational Resource Management Solutions

Dr. Ron Cravey and Ernest Sinclair

Introduction

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

Profile and Performance Information Collection System (PPICS)

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

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

Demographic Data

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

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

- Number of staff training sessions

Objectives

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

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

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

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

Objective Examples with SMART Ratings

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

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

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

Performance Summary

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

Recommendations

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

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

Closing

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

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