



Iowa 21st Century Community Learning Centers
State Evaluation of Afterschool Programs
2018



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Executive Summary of Iowa 21st Century Community Learning Centers Children

The 21st Century Community Learning Centers programs in Iowa are making a difference in the lives of at-risk children by improving attendance and behavior, providing academic support and remediation to help children meet proficiency in reading and math through targeted support sessions and enrichment based learning and field trips.

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

Afterschool Makes a difference!



Behind every picture, there is a story to be told, behind every smile there is hope for a better life



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

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

In 2011, Iowa served 6,203 students at 51 sites, and now serves 17,073 in 103 sites because of community partnerships. These community partners increased from 24 (in 2011) to 729 (today). Because of community collaboration, we are able to serve more children and better support families and communities.

Not only do community partnerships in Iowa allow us to serve more students, but they also provide a wealth of knowledge to improve the quality of the programs through volunteers, teaching staff, financial support, and career explorations through field trips and on-site visits.

Every year we are increasing our community partnerships. The 21st Century Community Learning Centers program in Iowa makes a huge difference for kids and have the data that articulates the many ways this program contributes not only to improve academic understanding, but to help young people develop a love of learning and positive behavior which translates into successful life outcomes for thousands of at-risk youth. In August 2018, we published our first Iowa ESSA Community Partners List on the IDOE web site. Iowa has more partners collaborating to help children than any other state.

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

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

The 21st Century Community Learning Centers website:

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

The Importance of Afterschool Programs for Children

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

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

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

Attendance

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

Many chronically absent children improve their attendance because of an afterschool program.

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

In Iowa, afterschool attendance is higher than the national average, increasing from 42% in 2010 to 55% in 2018.

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

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

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

Behavior

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

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

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

Causal Relationship between afterschool programs and reducing youth violence.

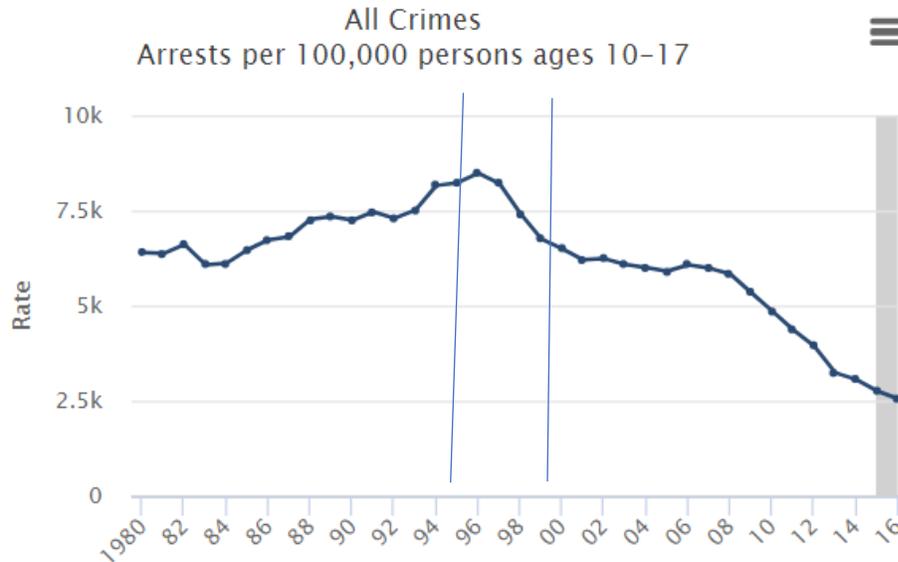
Without few exceptions, almost every school that I visit and talk with the Principal, they report that when an afterschool program starts in their building, attendance goes up and referrals to the office for misbehavior go down dramatically. Referrals to the Principal are the indicators of which children will later drop out of school in high school, so it behooves us to reduce these negative outcomes for all children.

In Council Bluffs, the city with the highest per capita crime in Iowa, the Police Department reported a significant reduction in youth arrests since a 21st Century Afterschool Program started in two middle schools three years ago. Police Officer David Burns tracked actual Juvenile arrests starting in 2014. He tracked it by after school hours and saw a 51% decline in juvenile arrests. In Sioux City, the Police Department reported a 37% reduction in youth crime (Marie Divis, Crime Analysis Unit, Sioux City Police Department).

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

Juvenile Arrest Rate Trends

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



21st CCLC Afterschool programs targeting at-risk youth

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

In 1994 the program began. Funding increase in 1998 and 2001. **By 2002, the program's appropriation was \$1 billion. Notice the downward trend line for youth crime** (A 31% reduction). Before the 21st CCLC afterschool program, youth crime was on an upward trend.

In 1999, the first evaluation of the program was done. There has not been a national evaluation since. The data, both national and local shows a causal relationship in prevention of youth crime.

This data from 1999, which is 20 years old is STILL being used as "evidence" that the program should be eliminated.

- This outdated evaluation from 1999 is the "RATIONALE" used justify the elimination of the 21st Century Community Learning Centers program in 2019.
- <https://www.brookings.edu/research/the-1-2-billion-afterschool-program-that-doesnt-work/>
- Since 1999, hundreds of local and state research on the program have occurred that provide documented examples of the benefits of this program for children.

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

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

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

Investing in Children

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

- Students in Iowa exhibited a 90.5% high school graduation rate in 2014-2015 while 1.69% of students in grades 7-12 dropped out of school.
- Dropouts are over 5 times as likely to be incarcerated as graduates are.
- Dropouts are twice as likely to be unemployed as those who finished high school
- Because of the lower earnings, dropouts pay less taxes. A shortfall of \$2.8 million in 2016.
- Dropout prevention programs return 32% more than they cost.

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

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

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

Reading - why this is our academic priority

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

Kids who are behind in fourth grade are four times more likely to drop out of high school

Source: Annie E. Casey Foundation funded research: <http://www.aecf.org/m/resourcedoc/AECF-DoubleJeopardy-2012-Full.pdf>

Early Intervention is critical: Students struggling in reading as 8th graders only have a 10% chance of catching up

Source: ACT research on early reading:

<http://www.act.org/content/dam/act/unsecured/documents/ImportanceofEarlyLearning.pdf>

Poor kids who are behind in fourth grade are 13 times more likely to not graduate from high school on time

Source: Source: Annie E. Casey Foundation funded research: <http://www.aecf.org/m/resourcedoc/AECF-DoubleJeopardy-2012-Full.pdf>

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

Source: United Way of East Central Iowa

75% Of Inmates Are Illiterate (19% are completely illiterate)

<http://www.invisiblechildren.org/2010/11/18/75-of-inmates-are-illiterate-19-are-completely-illiterate-ruben-rosario/>

A disturbing long-term trend is the decline in children reading for pleasure. This has implications in the development of functional literacy in children and teens.

In 1980, 60 percent of 12th graders said they read a book, newspaper or magazine every day that wasn't assigned for school.

By 2016, only 16 percent did – a huge drop, even though the book, newspaper or magazine could be one read on a digital device. <http://theconversation.com/why-it-matters-that-teens-are-reading-less-99281>

We encourage programs to invite local authors of children's books into the school to talk with kids about writing, how their characters were developed and to promote reading as a means of discovery and an outlet for emotions.

The state library of Iowa maintains a database of Iowa authors who will visit schools.

<https://www.iowacenterforthebook.org/authors/authors-that-do-programs/childrens-authors-that-do-programs>

Our afterschool programs have had made substantial progress with reading improvement. We provide professional development, workshops and resources throughout the year to support reading for at-risk children.

Math

Afterschool programs in Iowa have embraced Chess clubs as a math remediation strategy. There is growing research that provides evidence of chess helping children with math through development of math related thinking skills. While it is not the traditional worksheet approach, Chess provides intensive problem-solving, probability and computational thinking through game-based learning. Playing Chess provides practice with several Math standards and teaches children to think things through before they act. Children enjoy playing Chess and it provides a fun way to practice "what if" analysis, which is a key skill for computational thinking in Computer Science. Below are a few Common Core Math standards that are developed through playing chess.



ALG.1: Understand patterns, relations, and functions

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

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

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

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

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

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



The Iowa Afterschool Alliance

The Iowa Afterschool Alliance Best Practice Site Visits are made by the Iowa Afterschool Alliance (IAA) under contract with the Iowa Department of Education and entail the identification of best practices and areas of support needed through on-site observation and discussions with grantees and partners. These site visits are also a primary way to gauge needed professional development support through on-site observation and discussions with grantees and partners. The IAA provides technical assistance and support to grantees and the Iowa Department of Education via virtual and in-person check-ins and professional development opportunities, as well as administrative support throughout the grant year.

In addition, the IAA provides the following services under contract with the Iowa Department of Education:

- Maintenance of an online repository of grant information at www.iowa21cclc.com.
- Identification and sharing of resources via email to the statewide 21CCLC grantee network
- Monthly best practice webinars. Archive accessible at https://www.youtube.com/channel/UC_PGxjbtDdiV4Z3E6GRNlZA and <https://www.iowa21cclc.com/best-practice-webinars>.
- Coordination, logistics, and facilitation of an annual New Grantee Orientation
- Coordination and logistics of an annual Summer Institute
- Coordination and logistics of an annual Fall Institute
- Ad-hoc training and professional development on topics ranging from STEM and literacy to grant writing and advisory boards
- Coordination and facilitation of grantee network committees. Focus areas are family engagement, general support, evaluation, communication, and conference planning
- Facilitation of regular grantee input and feedback on various topics including evaluation and data collection
- Administrative support to the Request For Applications (RFA) process
- Facilitation of state level grantee reporting
- Development and dissemination of internal and external 21CCLC communication materials
- Coordination and logistics for the annual Impact After School Conference that draws 200 afterschool providers to Des Moines each year
- Support, as needed, to grantees within the Iowa 21st Century Community Learning Centers network

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

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

goals. The table below lists the site visits conducted in the fall of 2018 by the Iowa Afterschool Alliance and includes the grantee, the cohort, and the location of the center visited. The two sites visited in the fall of 2018 were both in Cohort 13.

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

The 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, a professional development discussion, and a list of identified support needs. Since the site visits were conducted to assist each individual grantee, it is not appropriate to include all the site visit report details in this state report. As part of the site visits, the Iowa Afterschool Alliance was directed to determine the status of professional development plans and how they aligned with the Iowa DOE template (<https://www.educateiowa.gov/documents/title-programs/2016/09/professional-developmenttemplate>). In addition, any Professional Development (PD) needs were listed in the site visit reports.

- Waterloo Community School District is using the PD Template and requested more resources on family engagement best practices and staff development.
- Fairfield Community School District program leaders were unaware of the PD Template. The Iowa Afterschool Alliance shared the template with the program following the site visit and recommended that the program retroactively complete the template and continue to update it throughout the year.

The IAA provides a monthly newsletter to the Iowa afterschool community. Back issues may be accessed on the IAA website at www.iowaafterschoolalliance.org.

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

The partnership with the Iowa Afterschool Alliance in the last few years has resulted in the statewide increased outreach with formal and informal meetings and workshops held around the state to collaborate on behalf of at-risk children.

ABOUT IOWA 21CCLC

21st Century Community Learning Centers

About the **PROGRAM MODEL**



21st Century Community Learning Centers is a U.S. Department of Education program, administered by the states, supporting out-of-school time learning opportunities for students in high-poverty, low-performing areas. The Iowa Department of Education administers 21CCLC funding in Iowa through grant competitions. 21CCLC programs focus on **academic support** (helping students meet state and local standards in core academic subjects), **academic enrichment** (providing activities that complement learning from the school day), and **parent engagement** (offering literacy and educational services to the families of participating students). Technical assistance and support for the 21CCLC programs in Iowa is provided by the Iowa Afterschool Alliance.

By the **NUMBERS (2018)**

Data is compiled using federal and state sources

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

103 Sites

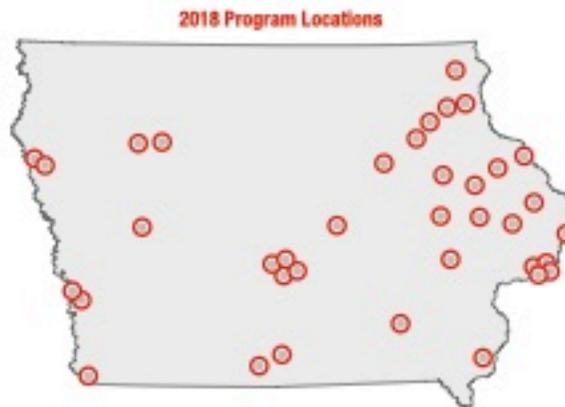
729 Paid and Unpaid Partners

17,073 Students Served School Year and Summer

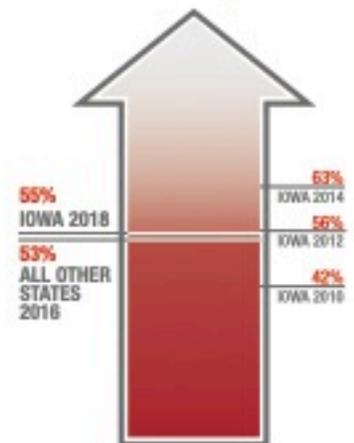
Funding **REQUESTED & AWARDED**



21CCLC **MAP**



55% Regular Attendance**



Statewide Staff : Student Ratio*

1:17 [without volunteers]

44% are certified teachers

Average cost per student **\$399 annually*****

Of the **17,073 STUDENTS**

59%
average free or reduced price lunch rate
STATE = 41%

10%
are categorized Limited English Proficient
STATE = 6%

13%
are students with a disability
STATE = 12%

* Indicates number from the previous year of reporting.

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

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

The State of Iowa's Children

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

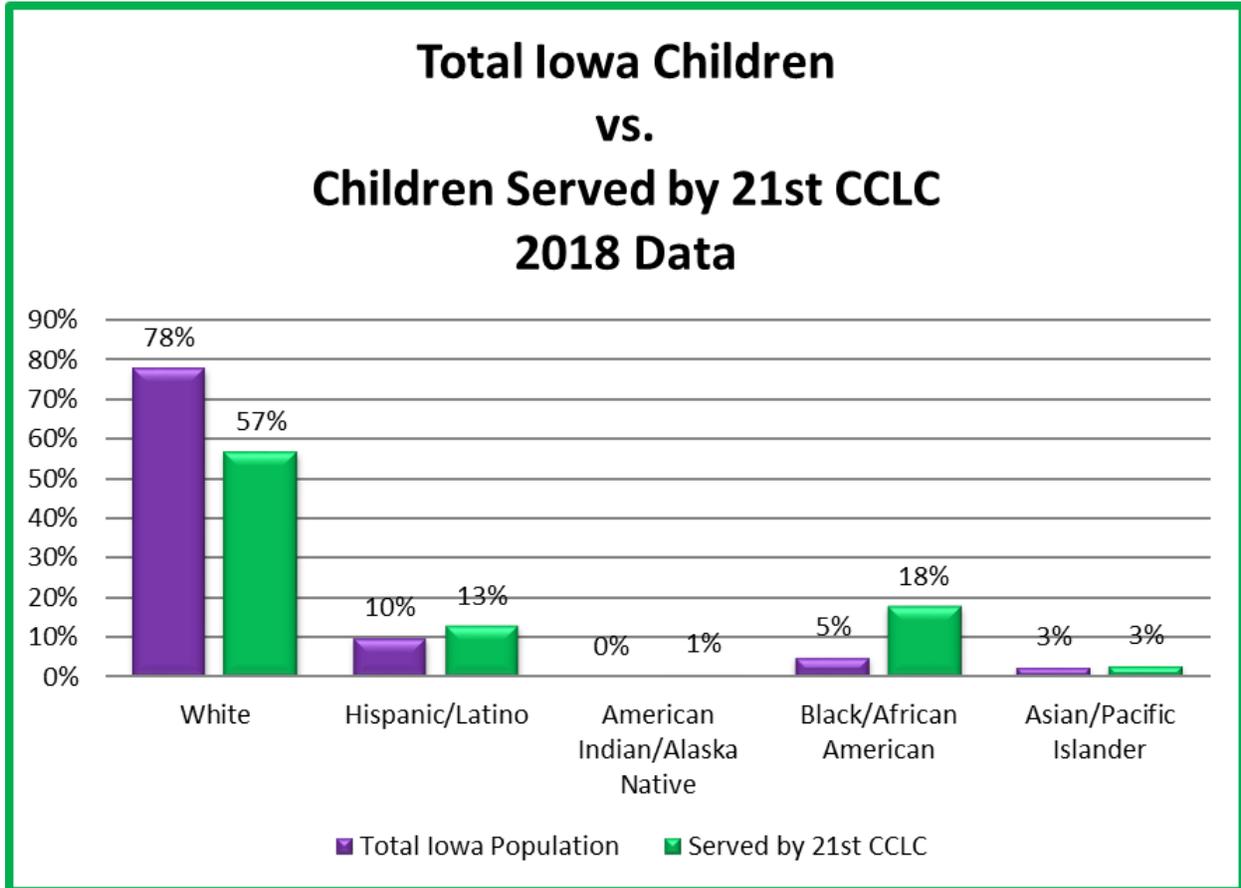
The Children's Defense Fund's new report, *The State of America's Children*® 2017, provides a comprehensive look at the status of America's children in 11 areas: child population, child poverty, income and wealth inequality, housing and homelessness, child hunger and nutrition, child health, early childhood, education, child welfare, juvenile justice and gun violence.

Although the Iowa 21st CCLC was not developed using data from the State of America's Children reports, most children served by the Iowa 21st CCLC Programs are at risk. Thus, an examination of the 21st CCLC Program and how it may be addressing the main data points regarding children at risk provided in the State of America's Children 2017 may be insightful.

The State of America's Children 2017 used statistics from 2016. **Where available, statistics were updated with the latest data** (see each point for details).

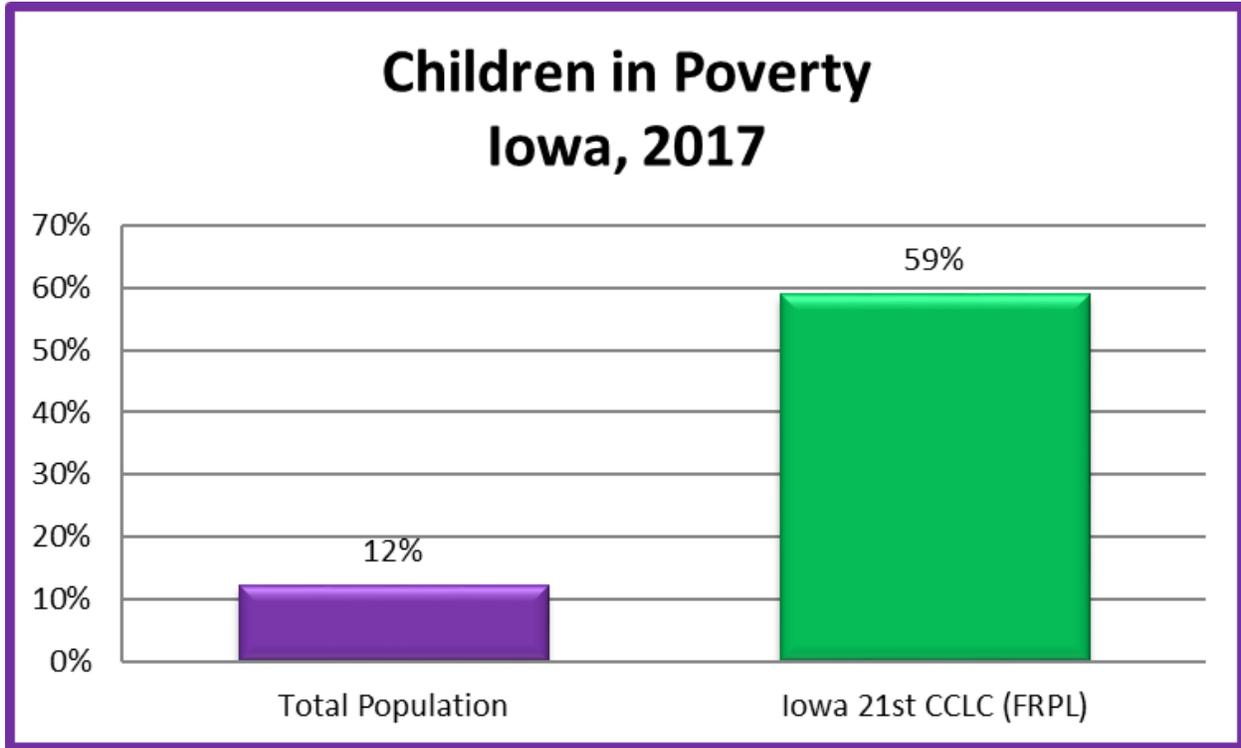
Point 1. Child Population. 732,362 children lived in Iowa in 2017; 22 percent were children of color, an increase from 21 percent children of color in 2014 (*2014 and 2017 data from Kids Count Data Center by the Annie E. Casey Foundation*).

The Iowa 21st CCLC Program serves a higher percentage of children of color when compared to the total child population. Overall, 35 percent of children served by Iowa 21st CCLC for 2017-2018 were children of color.

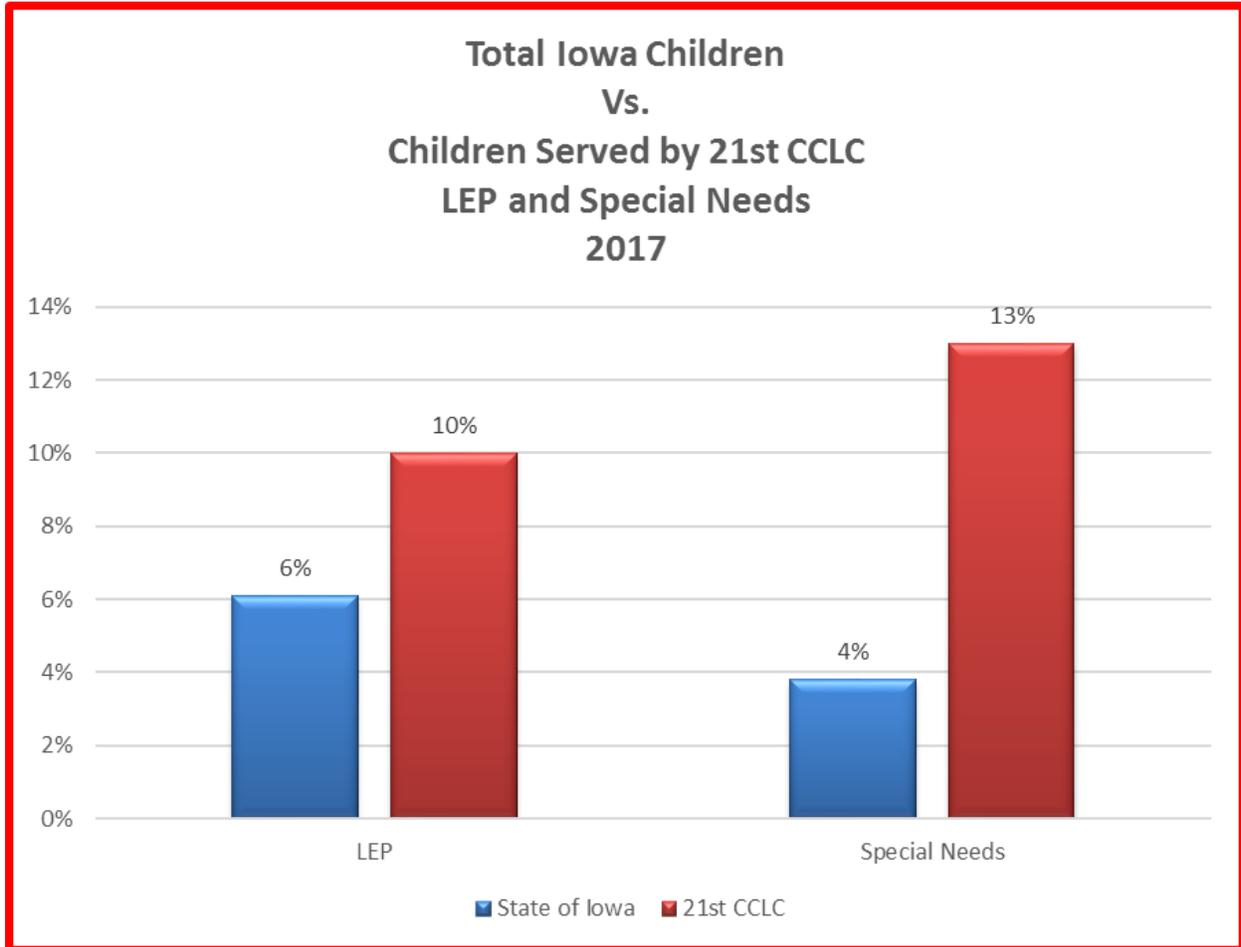


Point 2. Child Poverty. Approximately 12 percent of Iowa’s children were poor in 2017, a total of 88,000 children, which is a decrease from 110,381 children in 2014 (2014 and 2017 data from Kids Count Data Center by the Annie E. Casey Foundation).

In the Iowa 21st CCLC Program, 59 percent of regular attendees served were poor as identified by being eligible for Free or Reduced-Price Lunch (FRPL).



The Iowa 21st CCLC Program served over twice as many Special Needs Program Students when compared to state population data and almost twice as many LEP Students. In Iowa, 4% of children have disabilities (*Iowans with Disabilities, July, 2017*) while 13% of children served by Iowa 21st CCLC Programs are special needs children. For 2017, the Iowa DOE reported that 6% of Iowa's students (K-12 enrollment) are identified as Limited English Proficiency (LEP) while 10% of children in Iowa 21st CCLC Programs are LEP.

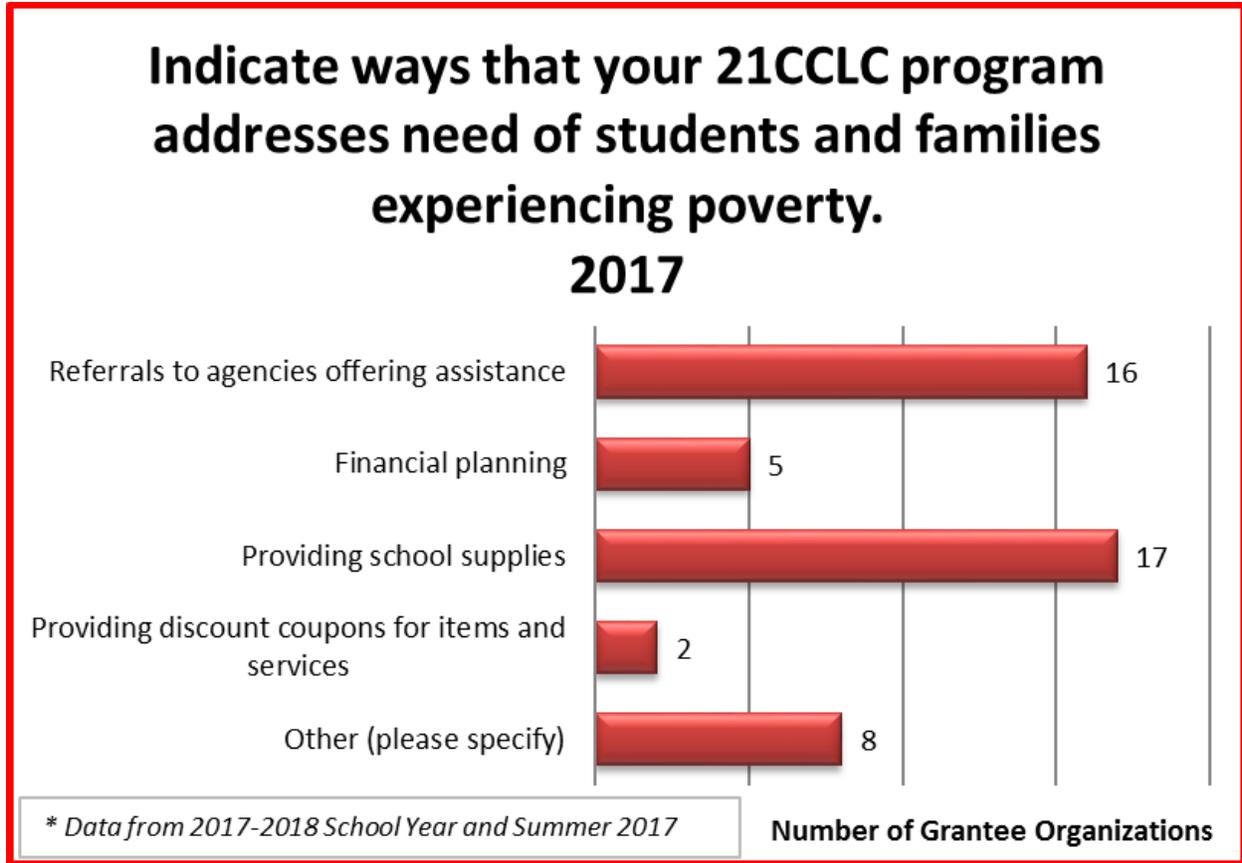


Point 3. Child Hunger and Homelessness. Child poverty in Iowa leads to unacceptable child homelessness and hunger (statement from *The State of America's Children 2014* by Children's Defense Fund).

-
- * Every Iowa 21st CCLC Center provided snacks for students.
 - * All Iowa 21st CCLC Centers provide snacks and/or meals that meet or exceed Child and Adult Care Food Program (CACFP) guidelines.
-

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





Other Ways reported were:

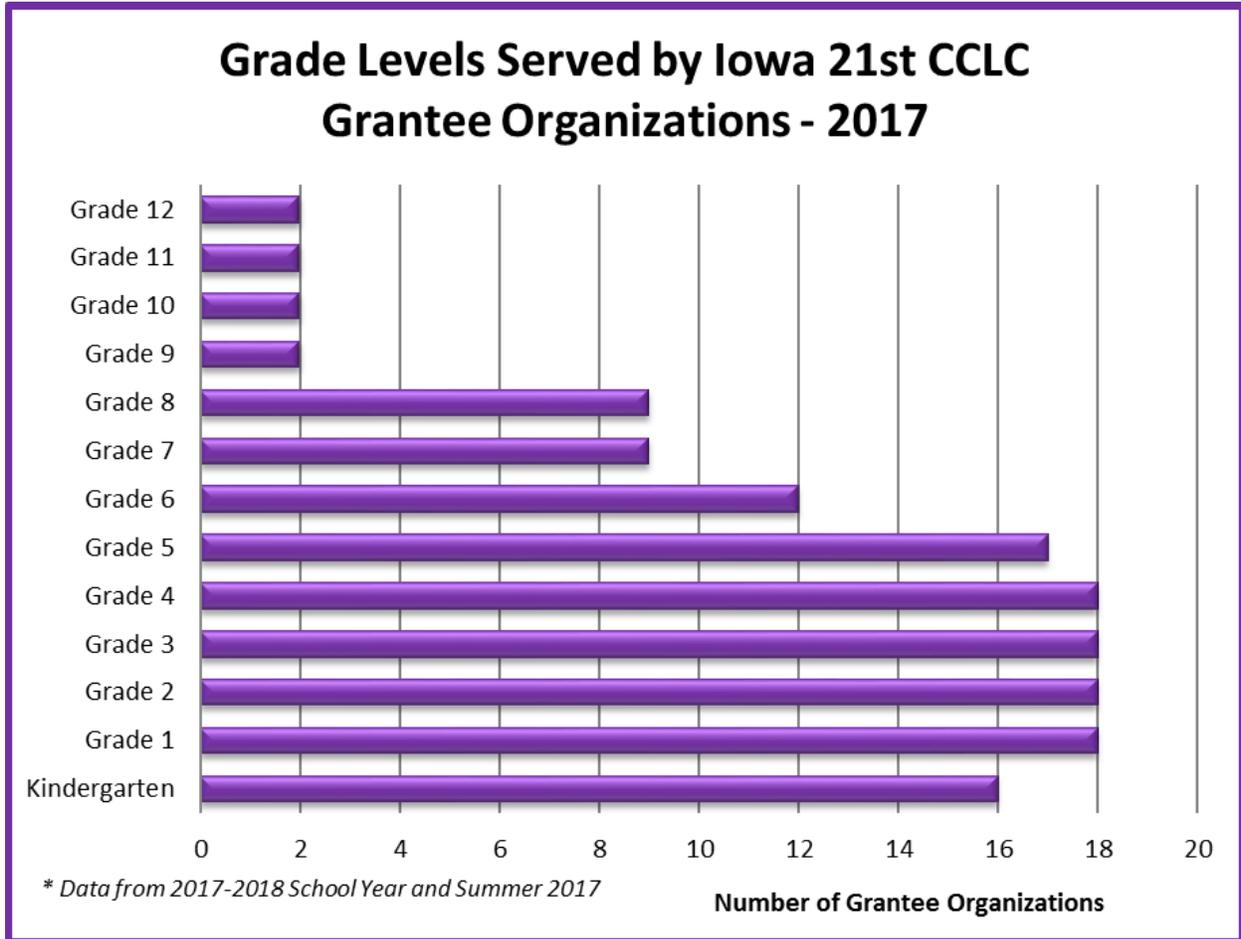
- Our district has a strong commitment to assisting families experiencing poverty. This program is an extension of that work.
- Provide transportation to/from for family nights and school functions
- Presence/access to local community college Adult Education department staff for HiSET/ESL at family events.
- Backpack meals on the last day before the weekend
- Before and after-school programming - free
- Partner with local food bank for summer backpack program
- Working with various community partners based on family needs
- Clothing giveaways, access to the Eastern Iowa Diaper Bank, Holiday support

Point 4. Child Health. Although the majority of Iowa's children have access to health coverage, that does not guarantee enrollment in coverage, jeopardizing their education and their future (*statement from The State of America's Children 2014 by Children's Defense Fund*).

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

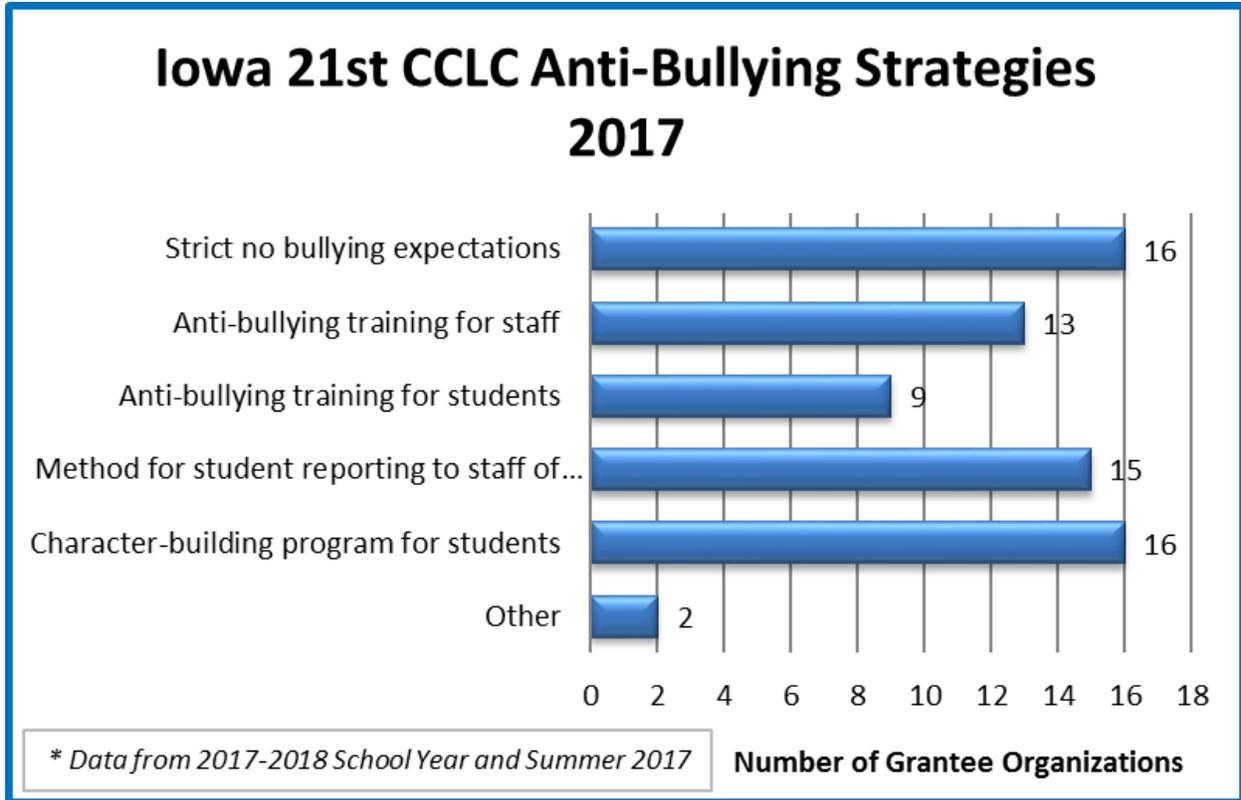
Point 5. Early Childhood and Education. Lack of early childhood investments deprives children of critical supports in the early years and reduces school readiness. Iowa’s schools fail to educate all children, closing off a crucial pathway out of poverty (*statement from The State of America’s Children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

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



Point 6. Children Facing Special Risks. Many vulnerable children need treatment, services and permanent families. Too many Iowa children are involved in the juvenile justice system (*statement from The State of America's Children 2014 by Children's Defense Fund*).

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



Other strategies reported were:

- School PBIS posters in the area that the program occurs.
- District may assign Bullying Investigators from a non-biased part of the district perform in depth investigations for each case reported.

Iowa 21st CCLC Programs provide leadership opportunities for students.



Other opportunities reported were:

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

Evaluation Methods

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

The U.S. Department of Education (<http://www2.ed.gov/programs/21stcclc/index.html>) described the 21st CCLC Programs.

This program supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. The program helps students meet state and local student standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating children (US DOE).

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

Local Evaluations

Although there are standard measures that Centers are required to utilize, Centers in Iowa are expected to perform their own internal evaluations of their individual programs. For 2017-2018, local 21st CCLC grantees were provided with a form developed to ensure that local evaluations included data needed for the state evaluation as well as provide information for local grantees that could be used to improve their programs. The form included eight required elements. A main focus of the state evaluation is the percentage of attendees scoring proficient or better on reading and mathematics assessments, mirroring the Iowa School Report Card and US Department of Education GPRA Measures.

1. General Information
 - a. Basic Information Table
 - b. Center Information Table
2. Introduction/Executive Summary
 - a. Program Implementation
 - b. Program Description
 - c. Program Highlights
3. Demographic Data
 - a. 2017-2018 School Year Attendance Tables
 - b. Summer of 2017 Attendance Tables
 - c. Attendance Discussion
 - d. Partnerships
 - e. Parent Involvement Information and Discussion
4. GPRA Measures
 - a. GPRA Measures Data Table
 - b. GPRA Measures Discussion

5. Local Objectives
 - a. Local Objectives Data Tables
 - b. Local Objectives Discussion
6. Anecdotal Data
 - a. Success stories
 - b. Best Practices
 - c. Pictures
 - d. Student, teacher, parent, and stakeholder input
7. Sustainability plans
 - a. Original plan from grant application summary
 - b. Discuss formal sustainability plan, if applicable
 - c. How program will continue without 21st CCLC grant funding
 - d. How partnership contributions will help the program continue
8. Summary and recommendations
 - a. Summary of the program
 - b. Dissemination of local evaluation
 - c. Recommendations for local objectives
 - d. Recommendations on future plans for change

The complete form can be downloaded from the Iowa DOE at <https://educateiowa.gov/documents/title-programs/2018/09/appendix-i-local-evaluation-2017-2018-final>

Grantees were provided with timeline for the local evaluation. It can be found at <https://educateiowa.gov/documents/title-programs/2017/03/iowa-local-evaluator-timeline>

Each of the 20 grantee organizations examined for the 2017-2018 State Evaluation of the 21st CCLC programs in Iowa was tasked with performing an evaluation of their programs. All 20 grantee organizations in cohorts 9, 10, 11, and 12 supplied evaluations of their programs. Below is a table listing the grantee organizations and their 21st CCLC Program website. Websites are required to at least provide the results of their local evaluations but other content may be included.

Grantee Organization	Website
Allamakee CSD	http://sites.google.com/a/allamakee.k12.ia.us/communityconnections/home/evaluation
Andrew CSD	https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/264571/11_26_18_Final_ALEAP_Local_Evaluation_2017-2018_3.pdf
Audubon CSD	No website provided
Bettendorf CSD	http://mt.bettendorf.k12.ia.us/steamer-success-academy http://na.bettendorf.k12.ia.us/rock-it-academy

Grantee Organization	Website
Boys & Girls Club of Cedar Valley	https://www.cedarvalleyclubs.com/uploads/userfiles/files/documents/Local%20Evaluation%20form%202017-2018%20Final.pdf
Burlington CSD	https://www.bcsds.org/District/Portal/21st-century-pieces
Cedar Rapids CSD	http://www.cr.k12.ia.us/assets/1/6/Cedar_Rapids_CSD_21st_CCLC_Local_Evaluation_Form_2017-2018.pdf
Central Decatur CSD	http://www.centraldecatur.org/wp-content/uploads/2019/01/Central-Decatur-CSD-21st-CCLC-Local-Evaluation-Form-2017-2018.pdf
Clinton CSD	https://www.clinton.k12.ia.us/services/after-school-programs
Council Bluffs CSD	https://www.cb-schools.org/Page/95
Davenport CSD	http://www.davenportschools.org/steppingstones/program-information/evaluation-reports/
Des Moines ISD	http://www.21cclcdm.com/data-and-evaluation.html
Hamburg CSD	https://www.hamburgcsd.org/vnews/display.v/ART/5cc20f097b1e7?in_archive=1
Helping Services of Northeast Iowa	https://www.helpingservices.org/wp-content/uploads/2019/04/Helping-Services-for-Youth-Families-Local-Evaluation-form-2017-2018.pdf
Iowa City CSD	https://www.iowacityschools.org/Page/1203
Oakridge Neighborhood Services	http://oakridgeneighborhood.org/wp-content/uploads/2019/05/Oakridge-Neighborhood-CCLC-21st-Local-Evaluation-form-2017-2018-Revised-1-3-19.pdf
Oelwein CSD	https://drive.google.com/file/d/18o15tnJtiDO538uat3qHNffbRTxjtFO-/view
Siouxland Human Investment Partnership	http://www.beyondthebell.us.com/
St. Mark Youth Enrichment	http://stmarkyouthenrichment.org/program-outcomes/
Storm Lake CSD	http://www.storm-lake.k12.ia.us/upload/Middle%20School/TLC/Local_Evaluation_for_TLC_SLMS_20.pdf
YouthPort	http://www.youthport.org/wp-content/uploads/2019/01/YouthPort-21st-CCLC-Local-Evaluation-Form-2017-2018-FINAL.pdf

Site Visit Reports

Site Visits are made by the Iowa Afterschool Alliance. Although site visits were not made to every grantee, the site visit reports provided additional information for the programs visited. *In 2018, the*

focus of the site visits was changed to support new grantees. Thus, no best practices were identified like in previous years. The site visits were used as an opportunity for the grantees to receive technical assistance and support in starting up their programming (Iowa Afterschool Alliance). In addition, monitoring and compliance visits were made by the Iowa Department of Education (IDOE). There are two site visits made by the IDOE. The first visit reviews statute compliance and includes a visit to one site in the cohort. The second visit at the end of 3 years is comprehensive and visits all sites in a cohort, meeting with principal, parents, staff and community partners before recommending additional funding. Some meetings are done virtually.

End-of-year Survey

As a culminating evaluation instrument, a survey was sent to each grantee organization. The survey was completed by 19 of the 21 grantee organizations in Cohorts 8, 9, 10, 11, and 12. The end-of-year survey asked for information in eight main categories. The end-of-year survey results (including data not in the federal APR system) give a synopsis of the Iowa program.

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

Program Findings

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

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 2017-2018, Iowa had 21 active grantee organizations involved in 21st CCLC activities with 17,073 students participating and 9,431 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 2016-2017, illustrating an increase in total attendance from 15,551 students in 2016-2017 to 17,073 students in 2017-2018. Regular attendees increased from 8,331 to 9,431 during the same time period. The 21st CCLC grants provided \$8,792,855 to grantees for 21st CCLC programs during 2017-2018. In addition, other state and local in kind and matching funds were used to ensure quality after school programs that benefited students (*data from Local Evaluations and Iowa DOE*).

Iowa 21st Century Community Learning Centers Attendees (2015-2016 and 2016-2017) Includes Summer School

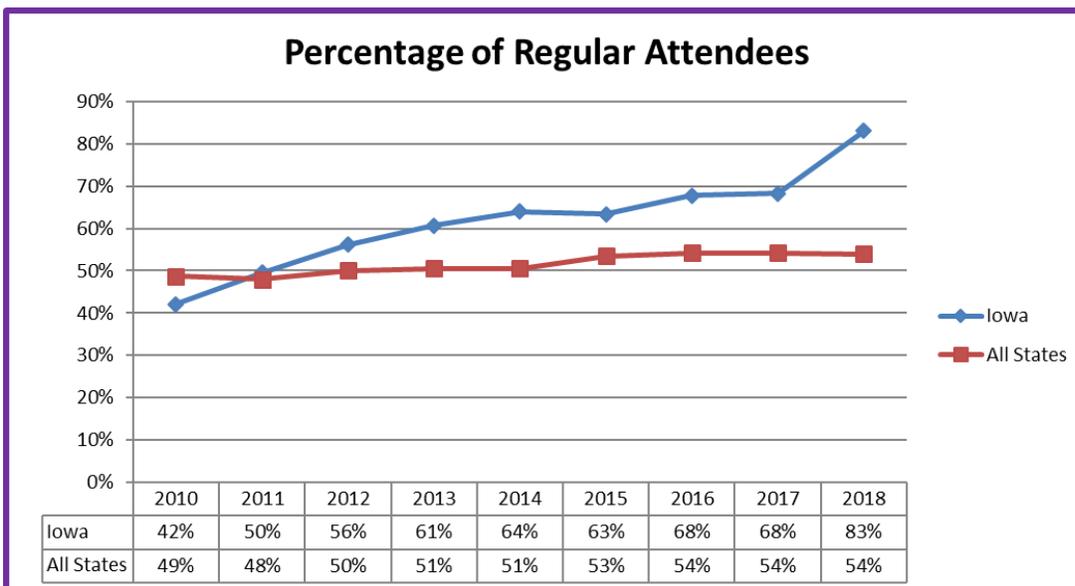
Grantee	Total Student Attendees		Regular Student Attendees*	
	2016-2017	2017-2018	2016-2017	2017-2018
Allamakee CSD	366	922	245	423
Andrew CSD	198	172	67	63
Audubon CSD	110	150	68	119
Bettendorf CSD	313	272	263	226
Boys & Girls Club of the Cedar Valley	155	259	77	144
Burlington CSD	983	1,217	288	530
Cedar Rapids CSD	582	746	92	378
Central Decatur	405	339	245	195
Clinton CSD	490	255	425	227
Council Bluffs CSD	3,564	4,737	709	1,137
Davenport CSD	458	559	232	322

Grantee	Total Student Attendees	Regular Student Attendees*	Total Student Attendees	Regular Student Attendees*
Des Moines Independent CSD	3,609	2,887	2,413	2,561
Hamburg CSD	85	104	43	44
Helping Services	147	126	100	82
Iowa City CSD	554	654	554	654
Oakridge Neighborhood Services, Inc.	323	348	282	289
Oelwein CSD	887	715	802	319
Siouxland Human Investment Partnership	1,634	1,773	989	1,040
St. Mark Youth Enrichment	313	357	192	220
Storm Lake CSD	235	178	105	155
Youthport/Tanager Place	140	303	140	303
Iowa State Totals	15,551	17,073	8,331	9,431

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

As shown in the above table, Iowa 21st CCLC programs serviced a total of 17,073 students. The total amount of funding from 21st CCLC was provided to serve 11,373 students. Because of partner support, 21st CCLC programs in Iowa were able to serve 5,700 (or 50%) more students. This is an increase from 30% more students served in 2016-2017.

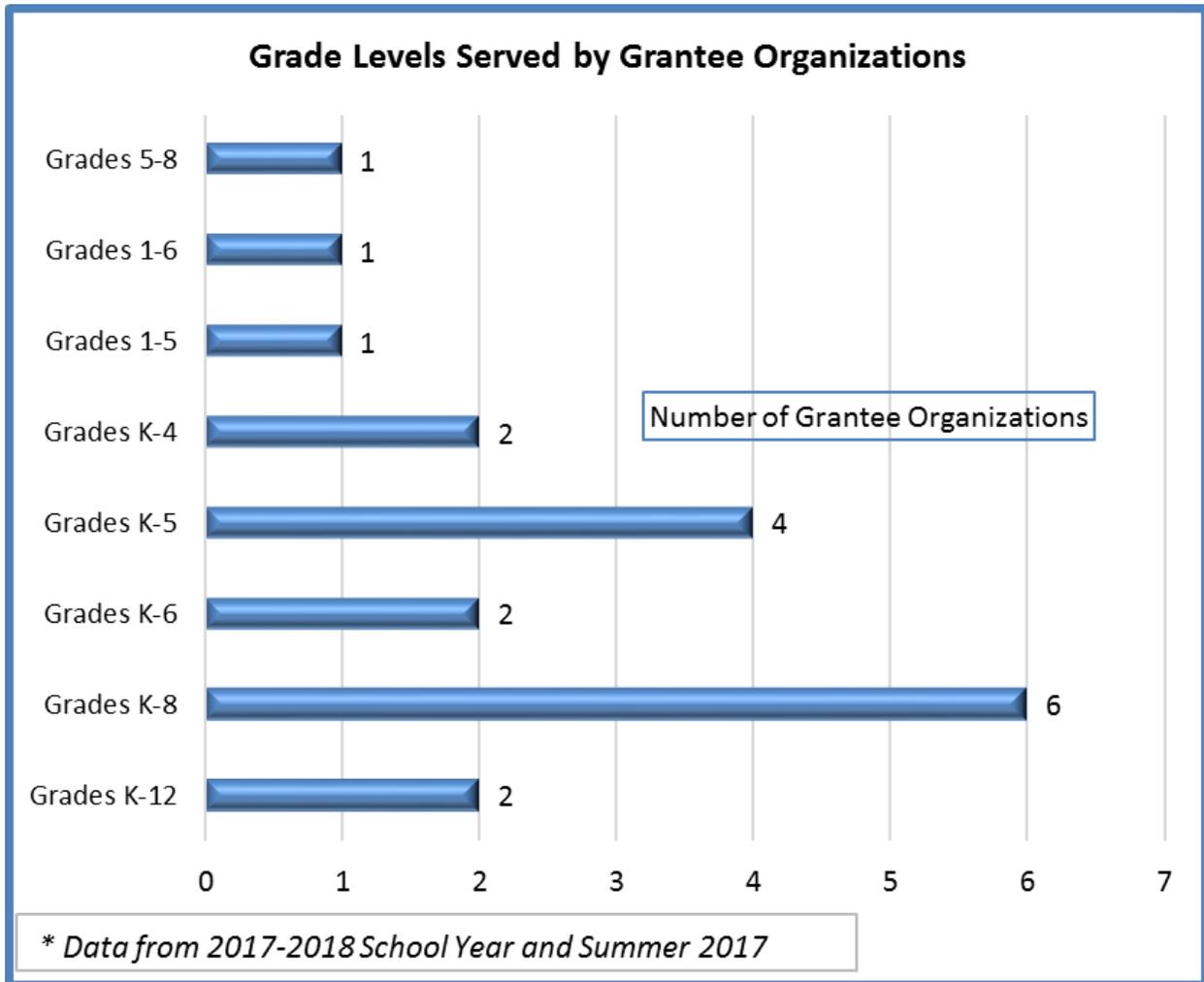
Although the average numbers of attendees are lower in Iowa than in the US as a whole, the percentage of Iowa attendees who are defined as regular attendees is higher than the U.S. average. While the percentage of regular attendees for all 21st CCLC Program nationwide has hovered around 50% since 2010,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



2017 and 2018 Iowa Regular attendance percentage reflects regular attendees who were funded entirely by 21st CCLC grant funds.)

In addition to the higher percentage of regular attendees, Iowa 21st CCLC programs service students at a lower cost per student than the national average. The national average for cost per student for total students in 2016-2017 was \$809.35. The statewide cost per student for the Iowa 21st CCLC programs for 2017-2018 was \$773.13. (Note: The 2017-2018 Iowa cost per student reflects the total students who were funded entirely by 21st CCLC grant funds. Because of transportation issues, rural programs cost more than urban program.)

Iowa 21st CCLC Centers served students in grades K-8, the most crucial grade levels identified by the State of America's Children 2014 report. Two of the 19 organizations responding to the End-of-Year Survey served students in grades K-12. Six organizations served students in grade levels K-8, four organizations served students in grades K-5 and two organizations served students in grades K-6. In addition, two organizations served students in grades K-4. One organization served students in grades 1-5, one organization served students in grades 1-6, and one organization served students in grades 5-8. (End-of-Year Survey data).

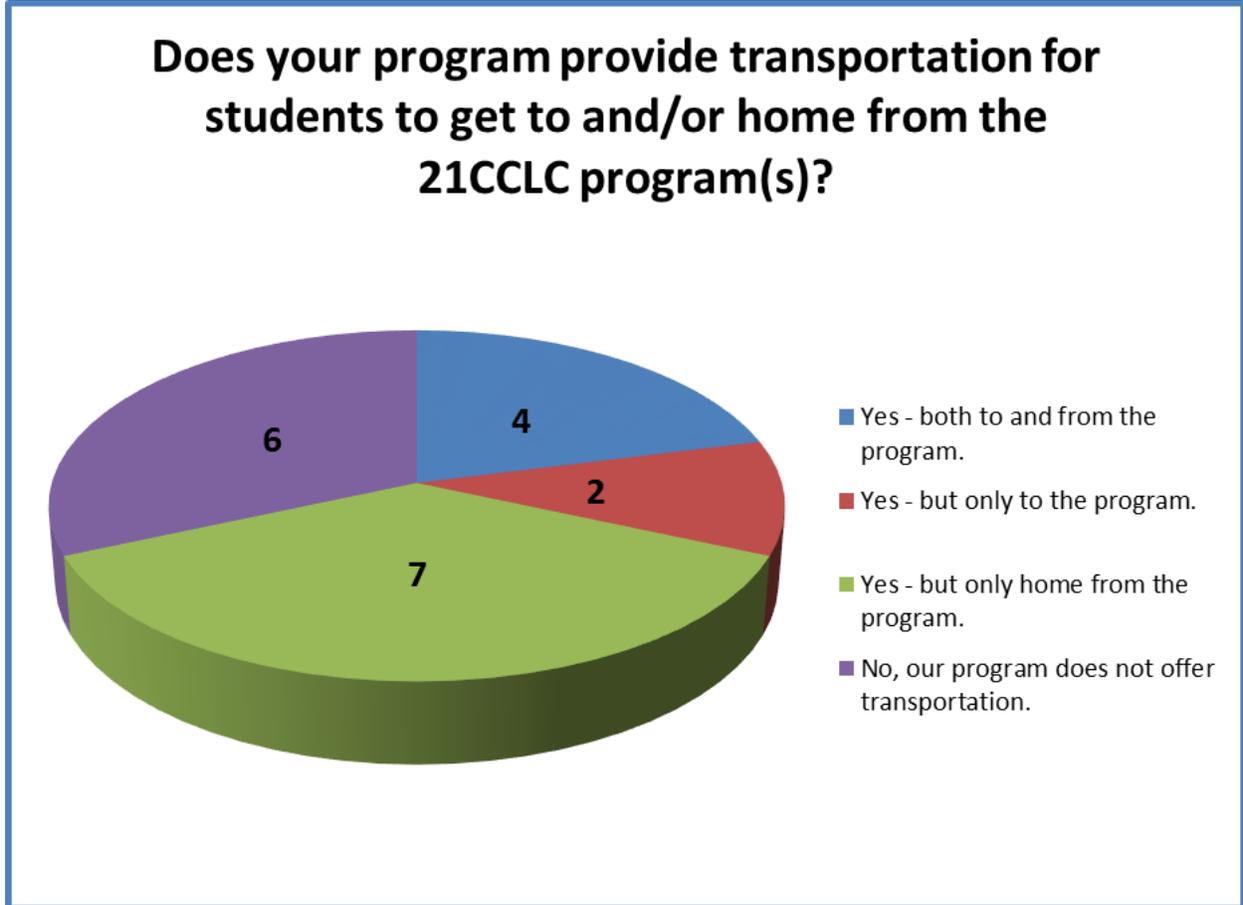


Partnerships. Partners in the 21st CCLC program provided not only funding, but in-kind services, volunteer staffing, and fulfilling other needs unique to each center. Iowa 21st CCLC programs had 196 paid and 533 unpaid partners for a total of 729 partners working with grantee organizations to help the 21st CCLC programs be successful and develop sustainability (*Data from Local Evaluations*). The table below lists the number of paid and unpaid services provided by partners. Many partners provided more than one type of service (*Data from Local Evaluations*).

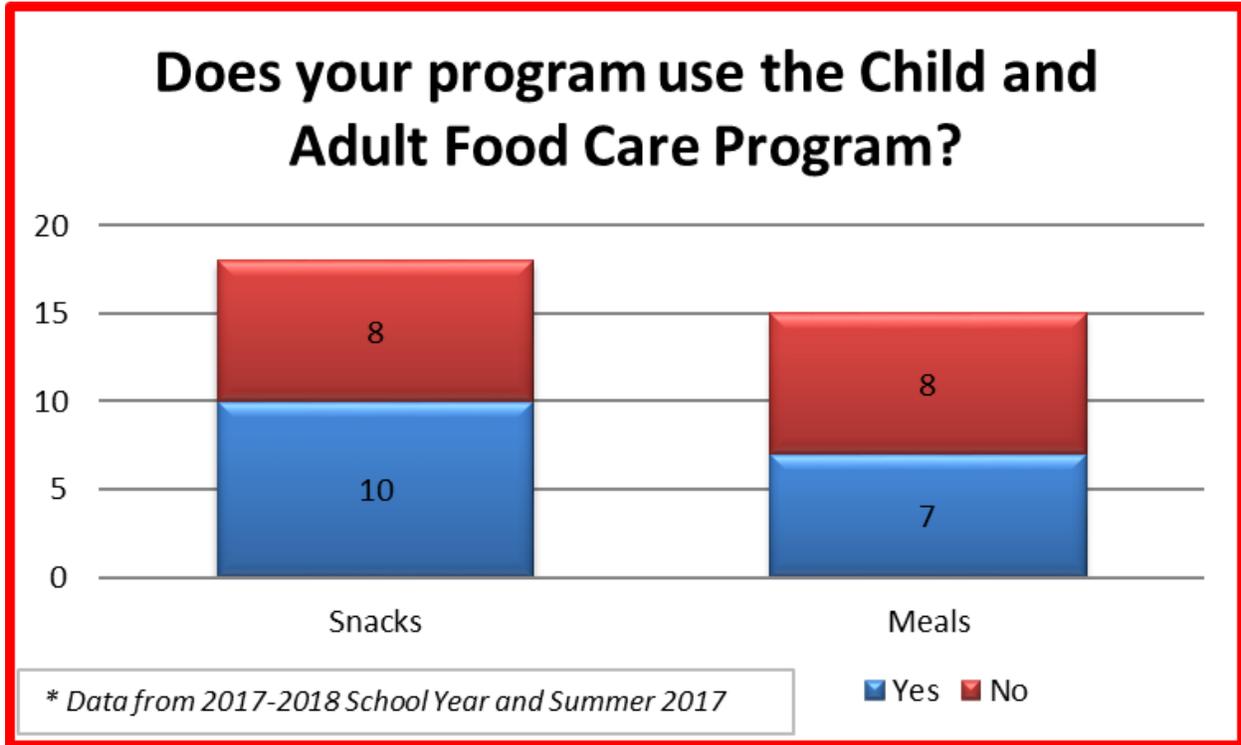
Contribution Type	# of Paid Partners	# of Unpaid Partners
Provide Evaluation Services	13	36
Raise Funds	8	48
Provide Programming / Activity-Related Services	130	334
Provide Food	17	41
Provide Goods	21	98
Provide Volunteer Staffing	26	192
Provide Paid Staffing	35	9
Other	15	62
Total Services Provided	265	820

The total number of partners for all 21st CCLC grantees was **729** for the 2017-2018 school year. The total of 729 partners was 8 more partners than the 2016-2017 school year.

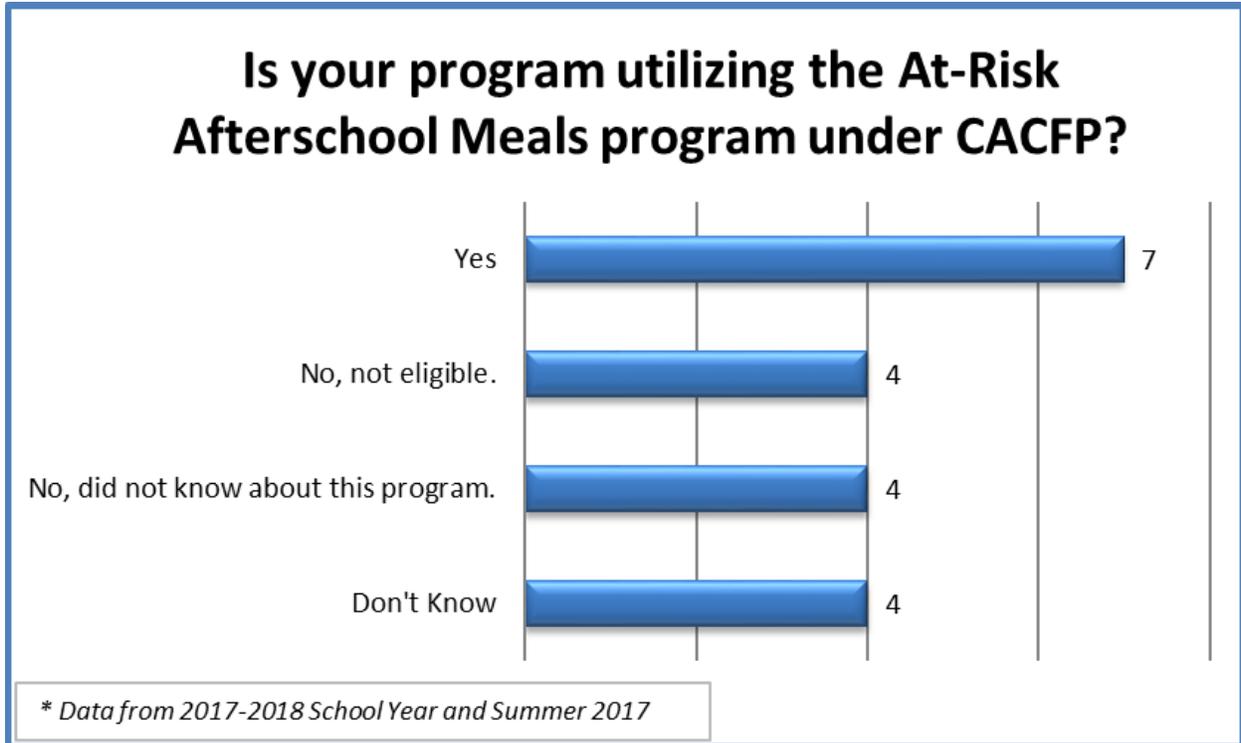
Transportation. Of the 19 grantee organizations responding to the End-of-Year Survey, 4 provided transportation both to and from the 21st CCLC program sites, 2 provided transportation only to the program sites, 7 provided transportation only home from the program sites and 6 did not offer transportation (*Data from End-of-Year Survey*).



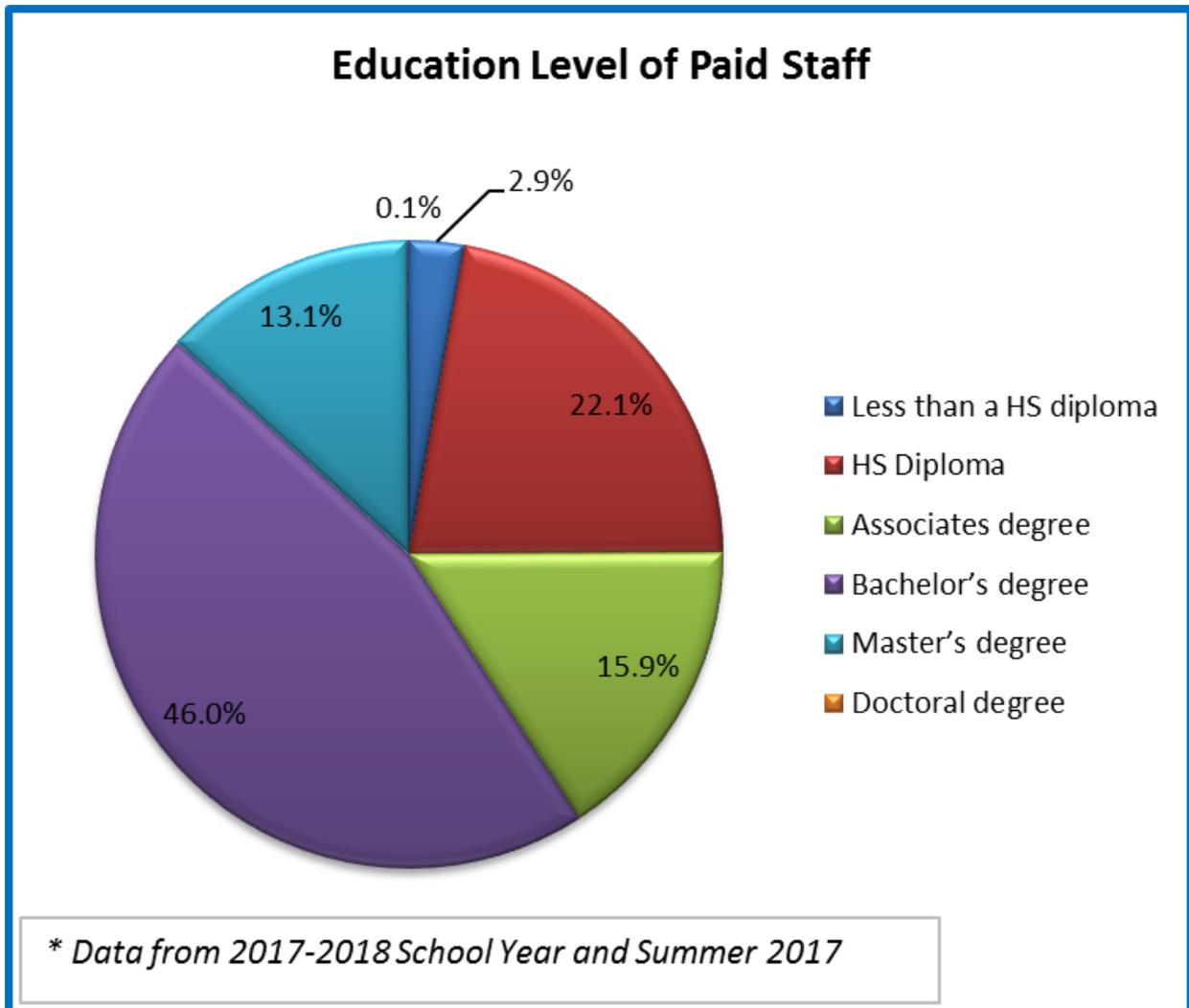
All 19 organizations responding to the end-of-year survey provided snacks for students and 12 provided full meals and/or extended snacks. As seen in the chart below, 7 of the organizations used the Child and Adult Food Care Program (CAFCP) for meals and 10 of the organizations used the CAFCP for snacks. All of the organizations not using CAFCP for snacks or meals reported their snacks and/or meals meet or exceed USDA guidelines. (data from End-of-Year Survey).



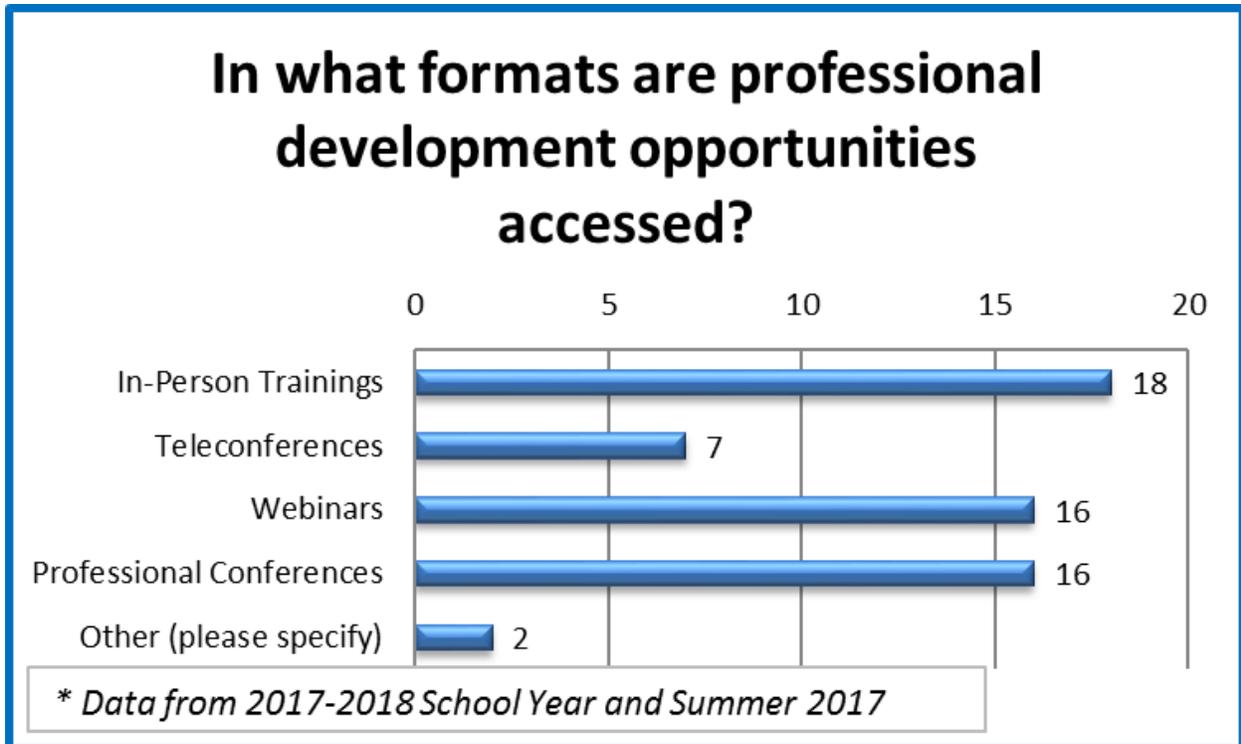
When asked, “If eligible (that is, if at least 50% of students are eligible for free and reduced price lunch), is your program utilizing the At-Risk Afterschool Meals program under CAFCP?,” seven organizations said yes, four reported they were not eligible, four reported they did not know and four reported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



Staffing and Professional Development. A key component of any educational program is the staff and to improve the effectiveness of the staff efforts, appropriate professional development is required. The 19 organizations responding to the end-of-year survey indicated they had a total of 979 paid staff, of which 430 are certified teachers. As illustrated in the chart below, 46.0% of paid staff had a Bachelor's degree and 13.1% of paid staff had a Master's degree. Additionally, 15.9% of paid staff had an Associate's degree and 22.1% of paid staff had a high school diploma. Also, 2.9% of paid staff had less than a high school diploma and 0.1% of paid staff had a Doctoral Degree. (*end-of-year survey data*).



All 19 reporting grantee organizations provided professional development opportunities for center staff. In-person trainings were utilized by 18 of them and 16 organizations used webinars and professional conferences. In addition, teleconferences were used by 7 organizations. (*end-of-year survey data*).



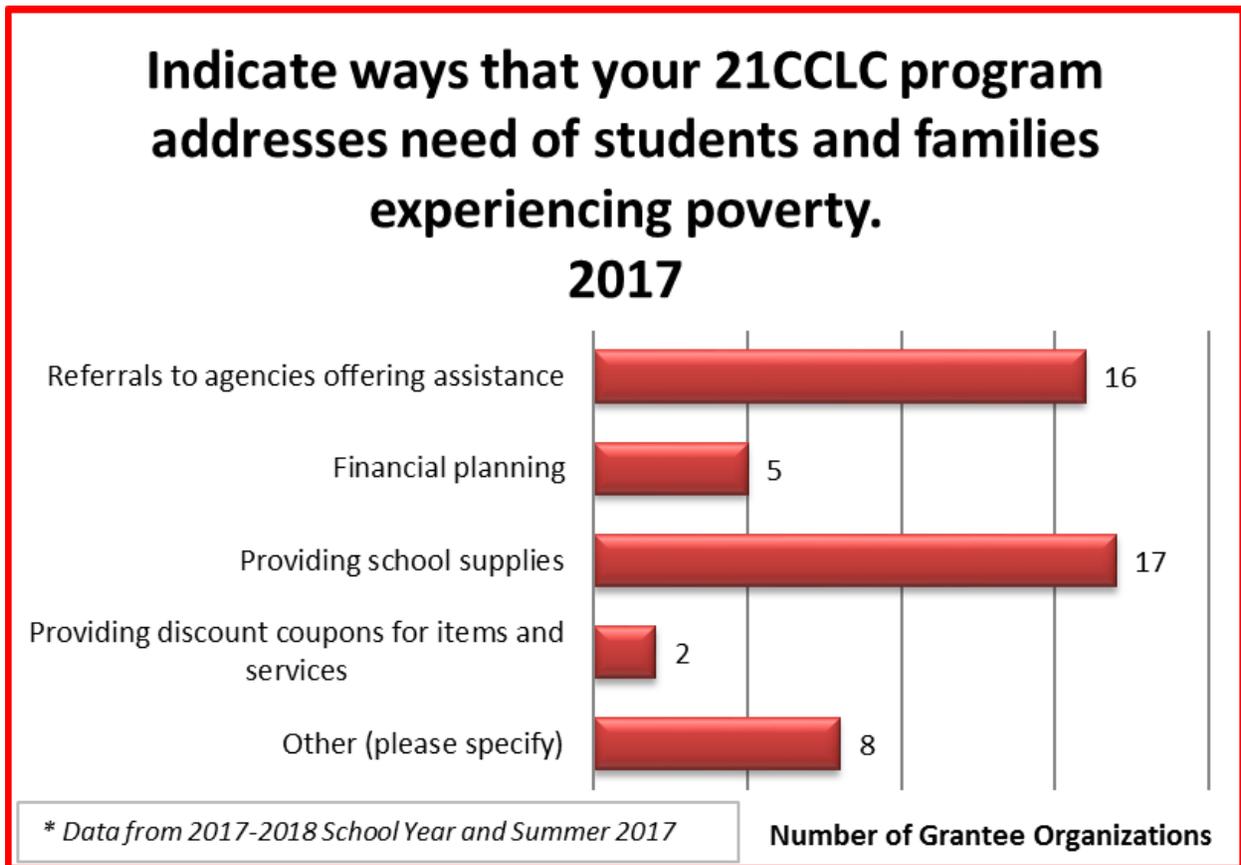
All 19 reporting grantee organizations provided professional development offerings for center staff. Professional development opportunities in *behavior management/positive behavior supports* were offered by all 19 organizations. Instructional strategies were offered by 17 organizations, literacy was offered by 16 organizations, and STEM was offered by 15 organizations. Fourteen organizations included Math literacy in their offerings and ten organizations offered Science. Other offerings included community partnerships, physical literacy, and social studies. In addition, six organizations listed other professional development offerings including Policies and Procedures, Active Shooter, Intruder, Lock Down, Emergency Procedures, CPR/First Aid, Mental Health First Aid, Working with Homeless Students, Conscious Discipline, Capturing Kids Hearts, District Required training, Trauma Informed Practices, Poverty training, LGBT awareness, CPR, 1st Aid, Concussion Protocol, and Trauma Informed Care. (*end-of-year survey data*).



Professional development is offered to staff in a variety of ways. School districts provided training for 16 of the 21st CCLC Programs and 16 of the 21st CCLC Programs utilized staff to provide training. In addition, 15 organizations sent staff to the Impact Afterschool Conference, 17 used online courses/webinars, 11 used contracted vendors for professional development, and 9 grantee organizations send staff to out-of-state trainings or conferences. In 14 programs, staff members are able to use program resources and time to attend outside professional development opportunities. The chart below summarizes the number of ways professional development is provided (*End-of-Year Survey data*).

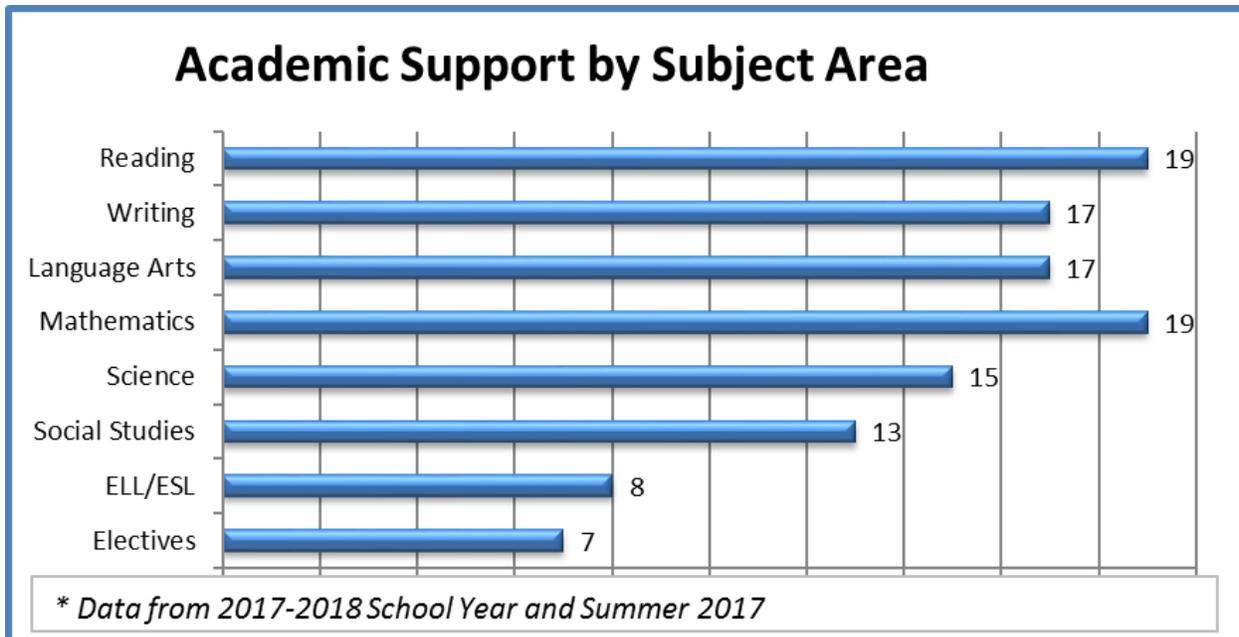


Provided Support. The 21st CCLC programs in Iowa offered support for families experiencing poverty as well as providing a variety of academic support mechanisms for students. Sixteen grantee organizations referred students and families experiencing poverty to agencies offering assistance. In addition, 17 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 providing transportation to/from for family nights and school functions, access to local community college Adult Education department staff for HiSET/ESL at family events, backpack meals on the last day before the weekend, summer backpack program, working with various community partners based on family needs, clothing giveaways, access to the Eastern Iowa Diaper Bank, and Holiday support. *(End-of-Year Survey data).*



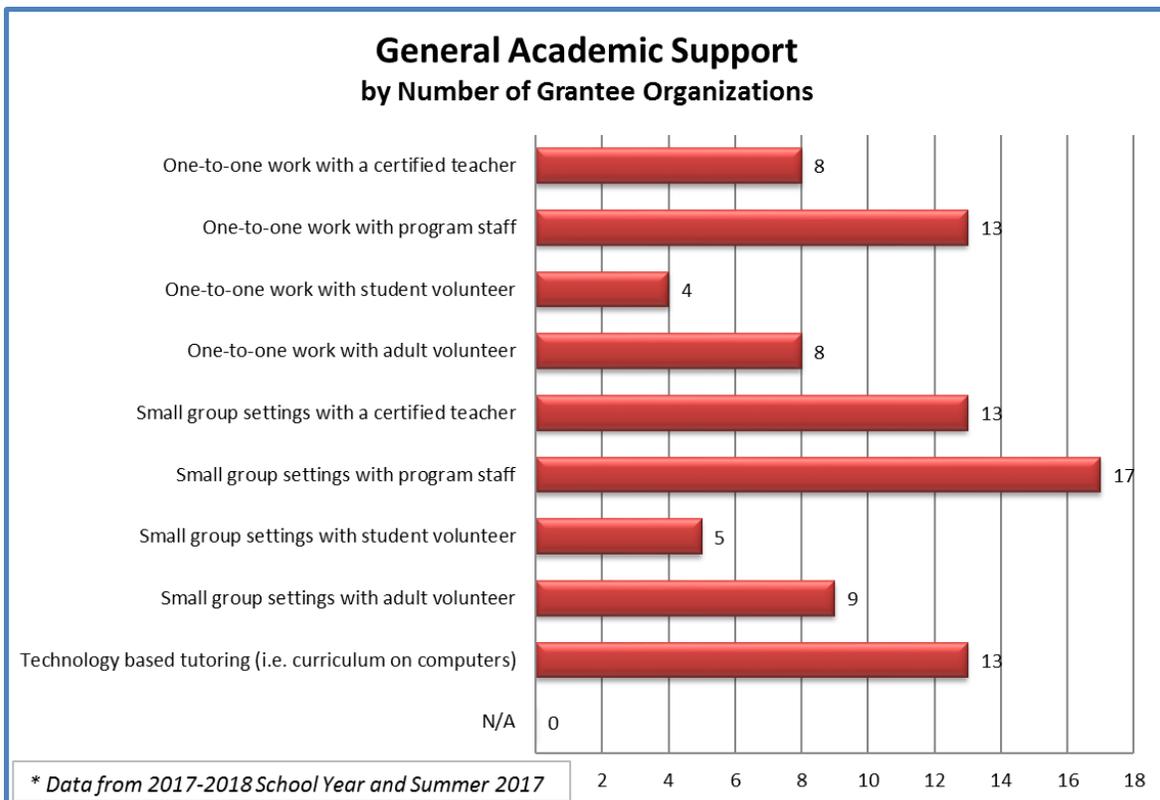
Academic support. Academic support is a key component of 21st CCLC programs and all programs in Iowa provided support in various subject areas. The chart below summarizes the types of academic support by subject area offered. These include the following. (*end-of-year survey data*).

- Nineteen of the grantee organizations responding to the end-of-year survey provided academic support in Reading.
- Seventeen of the grantee organizations responding to the end-of-year survey provided academic support in Writing.
- Seventeen of the grantee organizations responding to the end-of-year survey provided academic support in Language Arts.
- Nineteen of the grantee organizations responding to the end-of-year survey provided academic support in Mathematics.
- Fifteen of the grantee organizations responding to the end-of-year survey provided academic support in Science.
- Thirteen of the grantee organizations responding to the end-of-year survey provided academic support in Social Studies.
- Eight of the grantee organizations responding to the end-of-year survey provided academic support in ELL/ESL.
- Seven of the grantee organizations responding to the end-of-year survey provided academic support in Electives.



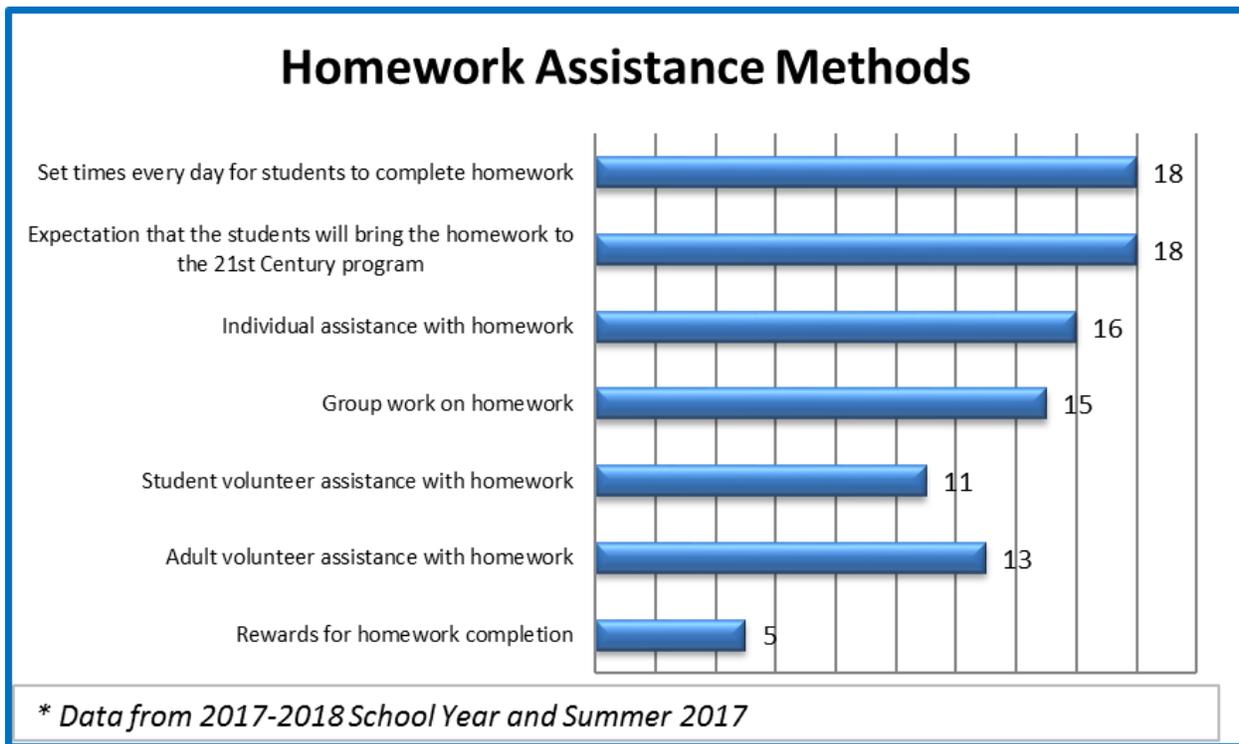
Academic support in the 21st CCLC programs was provided by 21st CCLC Programs. The chart below summarizes the types of academic support offered. These include the following. (*End-of-Year Survey data*).

- Eight of the grantee organizations responding to the end-of-year survey provided one-to-one work with a certified teacher.
- Thirteen of the grantee organizations responding to the end-of-year survey provided one-to-one work with program staff.
- Four of the grantee organizations responding to the end-of-year survey provided one-to-one work with student volunteer.
- Eight of the grantee organizations responding to the end-of-year survey provided one-to-one work with adult volunteer.
- Thirteen of the grantee organizations responding to the end-of-year survey provided small group settings with a certified teacher.
- Seventeen of the grantee organizations responding to the end-of-year survey provided small group settings with program staff.
- Five of the grantee organizations responding to the end-of-year survey provided small group settings with student volunteer.
- Nine of the grantee organizations responding to the end-of-year survey provided small group settings with adult volunteer.
- Thirteen of the grantee organizations responding to the end-of-year survey provided technology-based tutoring (i.e. curriculum on computers).



As part of the 21st CCLC Program, all 18 of the survey respondents who have regular school year programs provide homework assistance. The types of homework assistance methods include the following (*end-of-year survey data*).

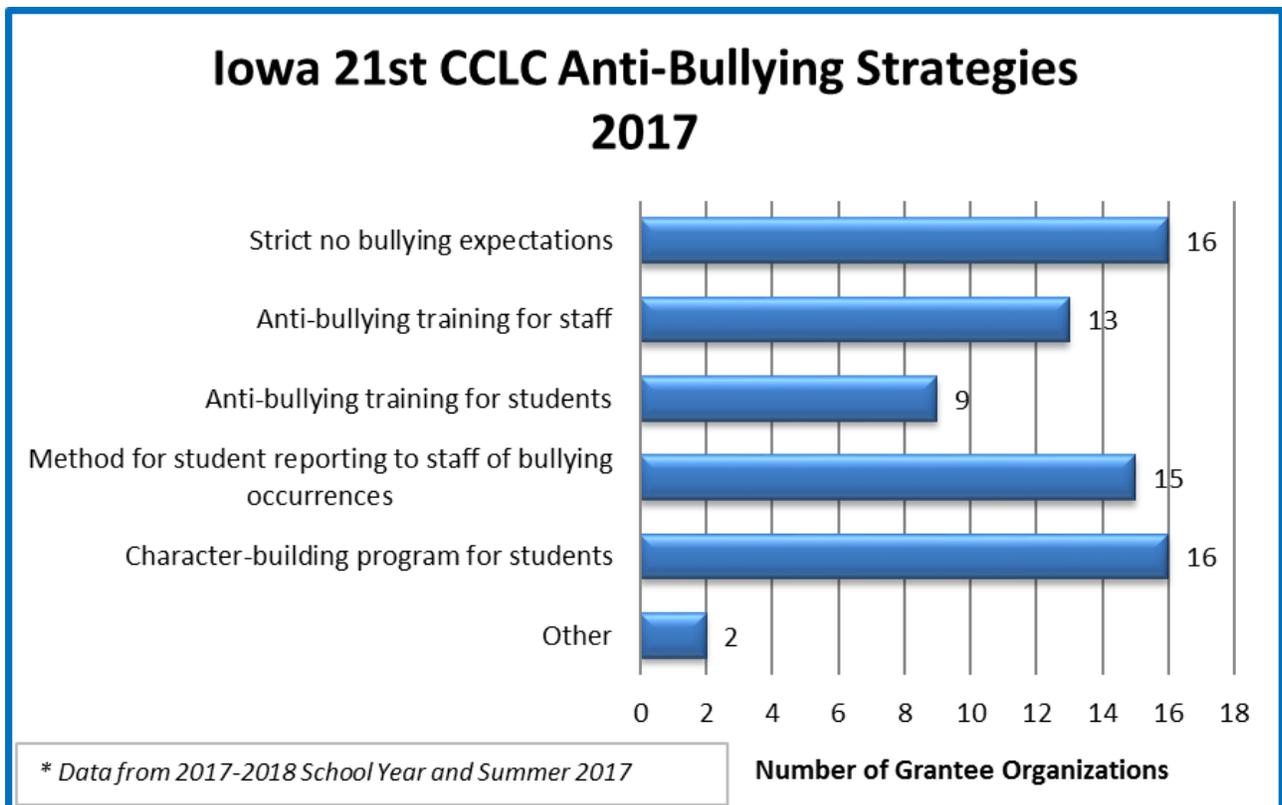
- All 18 of the respondents set times every day for students to complete homework.
- All 18 of the respondents have expectations that the students will bring the homework to the 21st Century program.
- Sixteen programs provide individual assistance with homework.
- Fifteen programs provide group work on homework.
- Eleven programs have student volunteer assistance with homework.
- Thirteen programs have adult volunteer assistance with homework.
- Five programs have rewards for homework completion
- One program is a summer program only.



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

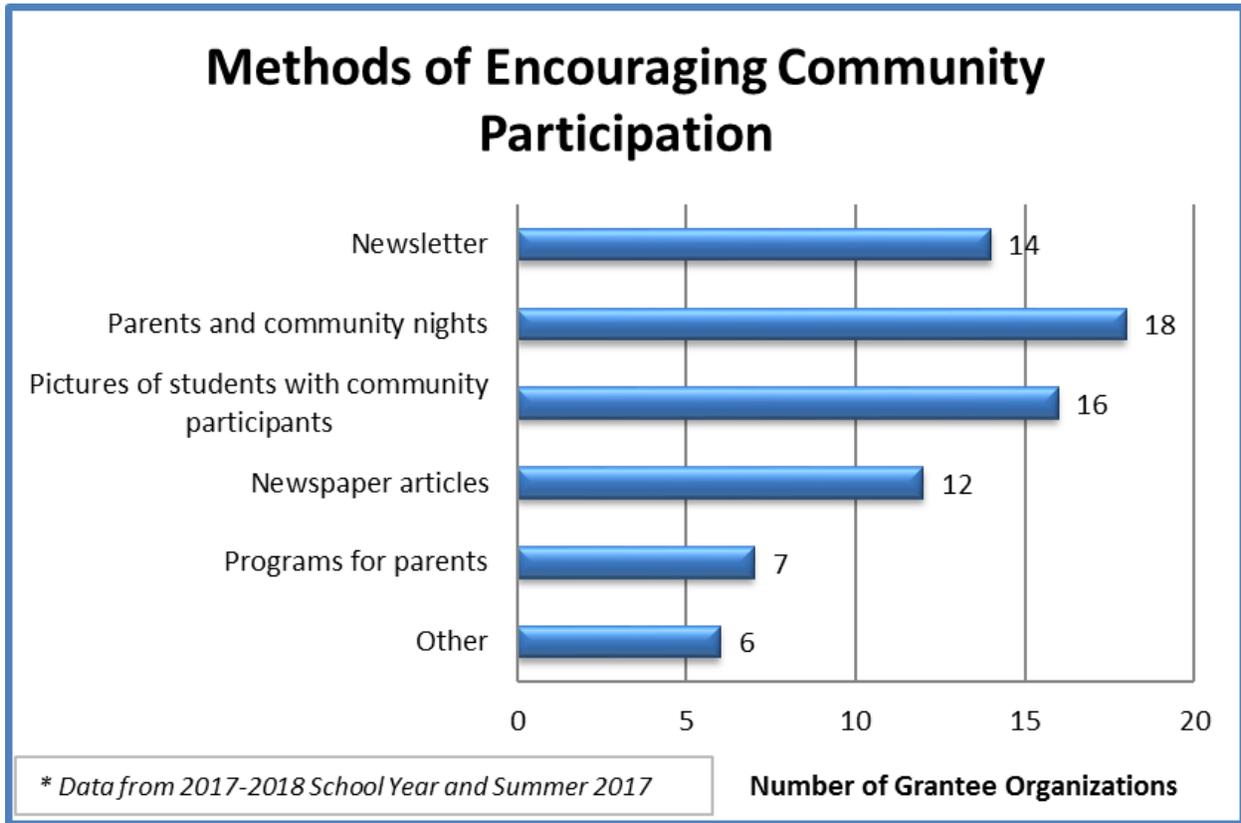
According to the National Center for Educational Statistics (NCES), in 2014-2015, 21 percent of 12-18-year-old students reported having been bullied at school during the school year including 5% reporting that the bullying included physical assault. The 21st CCLC programs in Iowa have implemented strategies to help students' relationships with peers and/or bullying. All 19 of organizations responding to the end-of-year survey have anti-bullying strategies in place. (*End-of-Year Survey data*).

- Sixteen organizations have strict no bullying expectations.
- Thirteen organizations have anti-bullying training for staff.
- Nine organizations have anti-bullying training for students.
- Fifteen organizations have a method for student reporting to staff of bullying occurrences.
- Sixteen organizations have a character-building program for students.



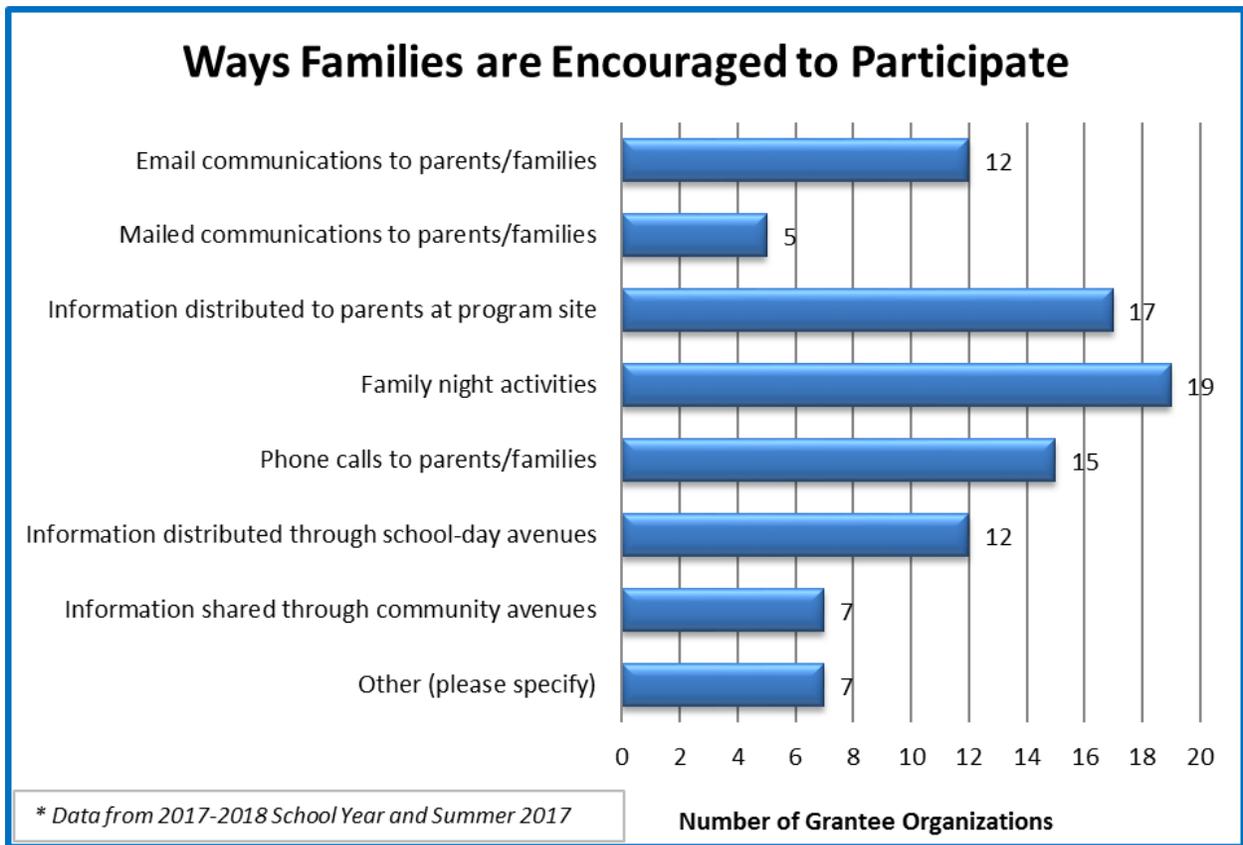
Parent and Community Participation. Participation in 21st CCLC programs by parents and community members is encouraged by all grantee organizations. A balanced variety of methods was used to encourage community participation (*End-of-Year Survey data*).

- Fourteen organizations used newsletters.
- Eighteen organizations held parents and community nights.
- Sixteen organizations had pictures of students with community participants.
- Twelve organizations were in newspaper articles.
- Seven organizations held programs for parents.



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

- Twelve organizations used e-mail communications to parents/families.
- Five organizations used mailed communications to parents/families.
- Seventeen organizations used information distributed to parents at program site.
- Nineteen organizations held family night activities.
- Fifteen organizations used phone calls to parents/families.
- Twelve organizations used information distributed through school-day avenues.
- Seven organizations used information shared through community avenues.



Program Objectives

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

GPRA Measures

The GPRA data intends to measure student improvement based on how many regular attendees needed improvement. The data used for the GPRA Measures was from the Summer and Fall of 2017 and the Spring of 2018.

The fourteen GPRA measures are:

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

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

Iowa 21st CCLC GPRA Measures Summary

Grantee	# 1	# 2	# 3	# 4	# 5	# 6	# 7	# 8	# 9	# 10	# 11	# 12	# 13	# 14
Allamakee CSD	32%	27%	31%	20%	21%	21%	29%	29%	90%	80%	87%	87%	79%	85%
Andrew CSD	53%	100%	57%	99%	-	99%	48%	50%	100%	100%	100%	100%	100%	100%
Audubon CSD	71%	-	71%	82%	-	82%	82%	-	55%	-	55%	30%	-	30%
Bettendorf CSD	83%	-	83%	71%	-	71%	40%	-	61%	-	61%	61%	-	61%
Boys & Girls Club of Cedar Valley	67%	59%	63%	55%	68%	60%	64%	58%	76%	70%	73%	76%	67%	71%
Burlington CSD	40%	11%	23%	42%	12%	25%	42%	23%	31%	56%	48%	25%	49%	40%
Cedar Rapids CSD	-	-	-	51%	-	51%	13%	-	-	-	-	-	-	-
Central Decatur CSD	79%	-	79%	57%	-	57%	57%	-	40%	-	40%	63%	-	63%
Clinton CSD	83%	45%	79%	72%	64%	71%	72%	45%	77%	88%	77%	82%	100%	83%
Council Bluffs CSD	50%	42%	45%	65%	60%	63%	27%	28%	20%	18%	19%	28%	22%	25%
Davenport CSD	17%	9%	15%	20%	8%	17%	11%	6%	59%	86%	68%	55%	78%	60%
Des Moines Independent CSD	50%	9%	45%	52%	11%	47%	52%	9%	93%	-	93%	73%	-	73%
Hamburg CSD	93%	-	93%	98%	-	98%	0%	-	89%	-	89%	82%	-	82%
Helping Services for Northeast Iowa	64%	-	64%	80%	-	80%	41%	-	55%	-	55%	45%	-	45%
Iowa City CSD	84%	-	84%	88%	-	88%	7%	-	51%	-	51%	60%	-	60%
Oakridge Neighborhood Services	51%	45%	48%	-	-	-	40%	59%	-	-	-	-	-	-
Oelwein	29%	44%	38%	52%	62%	57%	47%	45%	87%	53%	82%	43%	0%	38%
St. Mark Youth Enrichment	47%	34%	39%	36%	28%	31%	21%	21%	62%	56%	61%	75%	55%	68%
Storm Lake CSD	-	83%	83%	-	71%	71%	80%	69%	-	60%	60%	-	80%	80%
Youthport/Tanager Place	33%	-	33%	62%	-	62%	62%	-	27%	-	27%	42%	-	42%
Statewide Totals	55%	38%	51%	57%	37%	53%	44%	31%	69%	49%	64%	64%	51%	61%

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

Academic Improvement. For mathematics, 51% of regular attendees identified as needing improvement showed improvement statewide. For English, 53% of regular attendees identified as needing improvement showed improvement statewide.

GRPA Measure 6 – Improvement in English/Reading

Grantee	#7
Allamakee CSD	29%
Andrew CSD	48%
Audubon CSD	82%
Bettendorf CSD	40%
Boys & Girls Club of Cedar Valley	64%
Burlington CSD	42%
Cedar Rapids CSD	13%
Central Decatur CSD	57%
Clinton CSD	72%
Council Bluffs CSD	27%
Davenport CSD	11%
Des Moines Independent CSD	52%
Hamburg CSD	0%
Helping Services for Northeast Iowa	41%
Iowa City CSD	7%
Oakridge Neighborhood Services	40%
Oelwein	47%
St. Mark Youth Enrichment	21%
Storm Lake CSD	80%
Youthport/Tanager Place	62%
Statewide Totals	53%

Academic Proficiency. For elementary reading, 44% of regular attendees identified as not being proficient achieved proficiency statewide. For secondary mathematics, 31% of regular attendees identified as not being proficient achieved proficiency statewide.

GRPA Measure 7 –Proficiency in Reading

Grantee	# 6
Allamakee CSD	21%
Andrew CSD	99%
Audubon CSD	82%
Bettendorf CSD	71%
Boys & Girls Club of Cedar Valley	60%
Burlington CSD	25%
Cedar Rapids CSD	51%
Central Decatur CSD	57%
Clinton CSD	71%
Council Bluffs CSD	63%
Davenport CSD	17%
Des Moines Independent CSD	47%
Hamburg CSD	98%
Helping Services for Northeast Iowa	80%
Iowa City CSD	88%
Oakridge Neighborhood Services	-
Oelwein	57%
St. Mark Youth Enrichment	31%
Storm Lake CSD	71%
Youthport/Tanager Place	62%
Statewide Totals	44%

Homework completion and class participation. The percentage of all 21st Century regular program participants with teacher-reported improvement in homework completion and class participation was 64% statewide.

Student behavior. The percentage of all 21st Century regular participants with teacher-reported improvements in student behavior was 61% statewide.

The table below compares Iowa statewide percentages to the national percentages provided in the *21st Century Community Learning Centers Overview of the 21st CCLC Annual Performance Data: 2016–2017*. Percentages in **red** indicate where Iowa outperformed the national average.

GPRA Measure	Iowa Statewide Percentages 2017-2018	National Percentages 2016-2017
1. The number of elementary 21st Century regular program participants who improved in mathematics from fall to spring.	55%	51%
2. The number of middle/high school 21st Century regular program participants who improved in mathematics from fall to spring.	38%	48%
3. The number of all 21st Century regular program participants who improved in mathematics from fall to spring.	51%	50%
4. The number of elementary 21st Century regular program participants who improved in English from fall to spring.	57%	50%
5. The number of middle/high school 21st Century regular program participants who improved in English from fall to spring.	37%	48%
6. The number of all 21st Century regular program participants who improved in English from fall to spring.	53%	49%
7. The number of elementary 21st Century regular program participants who improve from not proficient to proficient or above in reading.	44%	25%
8. The number of middle/high school 21st Century regular program participants who improve from not proficient to proficient or above in mathematics.	31%	19%
9. The number of elementary 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	69%	68%
10. The number of middle/high school 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	49%	66%
11. The number of all 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	64%	68%
12. The number of elementary 21st Century regular participants with teacher-reported improvements in student behavior.	64%	61%
13. The number of middle/high school 21st Century regular participants with teacher-reported improvements in student behavior.	51%	59%
14. The number of all 21st Century regular participants with teacher-reported improvements in student behavior.	61%	60%

Iowa percentages on GPRA Measures compare favorably to the national percentages. Of particular note was the percentage reaching proficiency in reading and mathematics. For elementary students identified as not proficient in reading, Iowa outperformed the nationwide percentage by 19 percentage points (44% to 25%). For secondary students identified as not proficient in mathematics, Iowa outperformed the nationwide percentage by 12 percentage points (31% to 19%).

Academic Improvement. For mathematics, 51% of regular attendees identified as needing improvement showed improvement in Iowa compared to 51% nationwide. For English, 53% of regular attendees identified as needing improvement showed improvement in Iowa where 49% showed improvement nationwide.

Academic Proficiency. For elementary reading, 44% of regular attendees identified as not being proficient achieved proficiency in Iowa compared to nationwide where 25% improved to proficient. For secondary mathematics, 31% of regular attendees identified as not being proficient achieved proficiency in Iowa where 19% achieved proficiency nationwide.

Homework completion and class participation. The percentage of all 21st Century regular program participants with teacher-reported improvement in homework completion and class participation was 64% in Iowa and 68% nationwide.

Student behavior. The percentage of all 21st Century regular participants with teacher-reported improvements in student behavior was 61% in Iowa and 60% nationwide.

Local Objectives

In addition to the GPRA Measures, all Iowa 21st CCLC programs set local objectives with the purpose of measuring the success of their programs. For the 21 grantees used for this evaluation period (2017-2018), a total of 189 objectives were developed. Many grantees used the same objectives for each Center but objective ratings varied. For this reason, each center was listed as having its own set of objectives for this overall analysis. Overall success of the Iowa 21st CCLC Centers seems positive with 77 percent of objectives met and 18 percent of objectives not met but progress was made. Only two objectives were not met and no progress was made toward the objectives and seven objectives were rated as unable to measure. The table below includes the number of local objectives and the number of objectives by ratings for each grantee organization.

Grantee	Total Number of Objectives	Met the Stated Objective	Did not meet but made progress toward the stated objective	Did not meet and no progress was made toward the stated objective	Unable to measure the stated objective
Andrew CSD	9	6	3	0	0
Allamakee CSD	5	5	0	0	0
Audubon CSD	4	0	2	2	0
Bettendorf CSD	19	19	0	0	0
Boys & Girls Club of Cedar Valley	6	5	0	0	1
Burlington CSD	5	3	2	0	0

Grantee	Total Number of Objectives	Met the Stated Objective	Did not meet but made progress toward the stated objective	Did not meet and no progress was made toward the stated objective	Unable to measure the stated objective
Cedar Rapids CSD	7	7	0	0	0
Central Decatur CSD	7	1	6	0	0
Clinton CSD	27	21	3	0	3
Council Bluffs CSD	19	5	14	0	0
Davenport CSD	15	6	8	1	0
Des Moines Independent CSD	8	8	0	0	0
Hamburg CSD Total	3	0	3	0	0
Helping Services for Northeast Iowa	7	7	0	0	0
Iowa City CSD	15	15	0	0	0
Oakridge Neighborhood Services	6	6	0	0	0
Oelwein CSD	12	9	0	0	0
St. Mark Youth Enrichment	22	22	0	0	0
Siouxland Human Investment Partnership	3	3	0	0	3
Storm Lake CSD	5	4	1	0	0
Youthport/Tanager Place	9	6	3	0	0
Grand Total	204	152	42	3	7

Best Practices

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

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

Below are best practices selected from local evaluations.

Program Operations

“Kids on Course University uses best practices for recruitment of students and the high attendance is evidence this works. Rather than relying on families to find this opportunity, teachers work closely with families during the school year to increase the probability of families enrolling their children” (Cedar Rapids CSD).

“...regular and free transportation is made available for after school as well as summer programming to ensure that the students who have the greatest economic barriers have an opportunity to participate and benefit from the programming without creating hardships for their families” (Central Decatur CSD).

“A 1:15 adult to youth ratio or less in most programs” (Des Moines CSD).

“Program provides professional development opportunities related to diversity/equity” (Des Moines CSD).

“Safety/Social Skills - The program follows safe drop off/pick-up procedures, implements a sign in/sign out procedure, as well as daily attendance (name to face) practices to ensure all children are safe and accounted for” (Hamburg CSD).

“Student to adult ratios are low at TCLC with no more than ten students per one staff. Having low student to staff ratios ensures small group help with homework and more hands-on interaction when doing projects” (Helping Services).

“Providing Technology: we have students engage with updated technology tablets to work on educational websites to help them assess their knowledge of literacy and math, and continue to provide a safe and orderly environment” (Oakridge Neighborhood Services).

“Providing Professional Development: we monitor the planning process and documentation of plans; the lesson plans allow us to monitor and evaluate how well students are doing in school” (Oakridge Neighborhood Services).

“Certified teachers continue to work with staff to encourage them to present strategies that students are using in the classroom, as well as sharing their disciplinary policies” (Oakridge Neighborhood Services).

“The administrative team has empowered each staff member with a detailed job description and discussed roles in the organization and the program. Staff have had input in designing the parent handbook and we continue to revise the parent handbook to keep current with the constant changes of the school district” (Oakridge Neighborhood Services).

“Staffing Ratio, with on-site manager. BTB ensures a staffing to student ratio of 15.1. Key to the success of the program is the best practice of having an onsite manager/coordinator” (Siouxland Human Investment Partnership).

Community and Parental Involvement

“The informal nature of the after-school programs has made possible the development of parent-site coordinator interaction to the benefit of the program and the school districts” (Allamakee CSD).

“Partnering with the Waterloo Community School District has continued to be extremely beneficial as they provide bus transportation to the Clubs from the schools where the members attend. Increasing our community partnerships has also proven to be very beneficial as it expands the number of available programs and services we can offer Club members” (Boys and Girls Club of Cedar Valley).

“The program builds partnerships as part of sustainability efforts with youth, families, businesses, organizations” (Des Moines CSD).

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

“Building a strong relationship between the school day staff and school community was one of the main goals of the program” (Iowa City CSD).

“OST: various organizations helped provide programming for youth” (Oakridge Neighborhood Services).

“Consistent and multi-facet communication. Feedback from students, parents, teachers, and community partners affirms the consistent and quality communication delivered by BTB” (Siouxland Human Investment Partnership).

“Service Learning. Each year, BTB centers participate in a Service-Learning Challenge, which gives students the opportunity to plan and implement a wide range of projects and to collaborate with different community groups” (Siouxland Human Investment Partnership).

“All youth participated in or had the opportunity to participate in service-learning activities and programs including Boy Scouts and Girls Scouts, Culture Club, Student Council, Strong Stories: Strong Girls, Hoover Harmony, Mentoring Club, and Rainbows for All Children. The following partners engaged youth as well: The Eastern Iowa Arts Academy, Go Daddy, True Green, Toyota Financial Services, and US Cellular. Service learning is a vital component to the overall development of a child and aligns with both 21CCLC goals (“Serving the Whole Child”) as well as building employment skills and strong citizenship skills” (Youthport).

Objectives

“Students and homework as Best Practice - Almost all of the elementary students that were interviewed said that they liked to have their homework done before they got home so they could do other things at home with siblings, friends and parents” (Allamakee CSD).

“Application of Mindset Theory as Best Practice - The integration of before- and after-school programming with regular school (each learning from the other) are among the Best Practices of the 21st Century Community Connect Learning Center programs” (Allamakee CSD).

“Thinking aloud as Best Practice - ... thinking is improved when students are encouraged to think aloud” (Allamakee CSD).

“Integration of sports (and games) with reading and math as Best Practices” (Allamakee CSD).

“Homework completion is an essential part of the before and after-school programs. This practice has been of great benefit to student understanding of school course work, the improvement of test scores, and the satisfaction of parents, allowing them to spend less time monitoring and cajoling their children and more time enjoying time with them” (Allamakee CSD).

“During the 2017-2018 school year students within the Rock-It program mentored other younger students. The mentoring program was an integral part of our social skill building component. Older students were reading buddies, and partners during field trips and art projects. They also did various activities such as running club together. This helped to increase leadership and responsibility. The students really enjoyed having a “buddy” and it was an authentic way to build character qualities such as confidence, responsibility, work ethic, manners, and kindness. The program staff and Rock-It Academy Youth Mentors promote a positive and respectful environment. They serve as advocates and role models. This is an important component of the program to build character and support students becoming productive citizens” (Bettendorf CSD).

“The ongoing emphasis on student-centered learning and goal-setting centered on the following: [a] increasing excitement for learning through authentic learning experiences; [b] providing application and practice in a way that strengthens learning, builds connections, and builds confidence based on personal goal-setting and accomplishment; and [c] providing multiple opportunities for students to apply their knowledge in meaningful ways in real world settings” (Bettendorf CSD).

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

“The provision of enrichment opportunities increases background experiences, stimulates curiosity and academic interest, and enhances vocabulary development for all students in the program” (Bettendorf CSD).

“Cultural awareness is critical to the task of becoming a 21st Century global citizen. The Centers are intentional in including programming that advances students’ cultural competencies and have elected to use a fine arts pathway to promote cultural consciousness; additionally, there are annual field trips that are designed to provide students with and Arts and Music cultural experience. The districts also utilize their art teachers to develop activities to explore their own cultural and artistic identity” (Central Decatur CSD).

“...the use of Mindworks and ISU Extension for STEM activities in our academic enrichment activities. Mindworks is a particularly engaging STEM curriculum with a wide variety of cross-curricular learning activities” (Clinton CSD).

“DMPS also evaluates before and after school programs twice yearly with the Youth Program Quality Assessment tool (YPQA) and is embarking on the Quality Rating System (QRS) at each site” (Des Moines CSD).

“Social and Emotional Learning (SEL) has become a cornerstone in the work we do in 21CCLC programs. Restorative practices, including circles, are performed in every program every day. Students are encouraged to build restorative relationships with peers and adults, and all full-time staff are trained in SEL practices and have partaken in professional development through IRRP” (Des Moines CSD).

“Academics - Students who need academic assistance participate in at least 1 hour per day of additional teacher instruction in the area(s) of need (reading/math). Students are given the opportunity to complete their homework each day” (Hamburg CSD).

“Health/Physical Well-being - The program schedules at least 25 minutes of physical activity time each day. Students are provided a healthy snack each day which meets USDA guidelines” (Hamburg CSD).

“Enrichment - Enrichment activities are an important part of the program. We aim to make the program fun for all students and provide a variety of activities, games, crafts, and offer field trips. We also incorporate learning experiences such as STEM programs, maker space, and music activities. The main purpose for the activities that we choose is to allow students to experience something new that they may not have in their own lives” (Hamburg CSD).

“STEM Activities – these activities are incorporated into the lesson plans at least once a day” (Helping Services).

“TCLC utilizes Mindworks Curriculums that feature all subjects of the common core with hands on activities that facilitate fun and learning. Each activity has a facilitator’s guide which provides talking points for before, during and after the activity. This has improved the quality of the activities we do and encouraged student engagement in all areas of the program even when not using the curriculum” (Helping Services).

“The enrichment part, exposure to a variety of activities in program, has not only been the most effective part of program where the staff has seen the most growth, but also the most enjoyable to students. A lot of programming and activities are based on the needs and the interests of the students. The program was intentional about introducing activities that celebrated various cultures that students identified with as well as activities that exposed students to new activities they would otherwise not have access to” (Iowa City CSD).

“Hands on tools from best practice curriculum like Conscious Discipline are used to teach students skills and practices that actively move students from the lower to higher functioning parts of their brains that is required for learning and improving academic skills” (St. Mark Enrichment).

“Youth Leadership opportunities are an important part of the TLC before & afterschool program. Youth group leaders present concepts and ideas for enrichment activities to TLC students. Each enrichment activity they agree on includes detailed instructions and three to five leaders take turns teaching the activity and listen to feedback from the students that participated to help make it more engaging” (Storm Lake CSD).

“All youth participated in or had the opportunity to participate in programming designed to address the prevention of risky behaviors” (Youthport).

“All youth participated in programming designed to provide daily physical activity and education to improve healthy lifestyles” (Youthport).

Summary and Recommendations

Summary

The Iowa 21st CCLC program has continued to excel in meeting students' needs. For 2017-2018, the Iowa 21st CCLC State Evaluation examined 21 grantee organizations with a total of 88 centers. The 88 Centers served 17,073 total students (1,522 more students than were served in the previous year) with 11,373 students funded with 21st CCLC federal funds (Grantees identified as being in Cohorts 8, 9, 10, 11 and 12). Iowa 21st CCLC centers provided programs for all grade levels. The Iowa 21st CCLC programs were supported by 729 partners, 533 of them providing services at no charge.

To improve results, professional development is available for staff members on a variety of subjects and professional development is provided in different formats, including face to face and web-based. Staff members ensured there was academic support for all subject areas and academic interventions are varied in both types of intervention and methods of delivery. Staff members were qualified and 59.2% of staff members had a Bachelor's, Master's or Doctorate degree.

21st CCLC programs in Iowa met (77.2 percent) or made progress (17.9 percent) on the majority of set objectives for the programs. Progress was not made on only two objectives and only seven objectives were reported as not measured.

Parents showed an appreciation for the program. At Allamakee CSD, 213 parents provided funds, supplies, and their time or talent. Andrew CSD had a *Parent Lighthouse Team* that planned and coordinated *Family Literacy Night* and 150 parents participated. The Boys and Girls Club of Cedar Valley reported holding 10 parent events with a total of 262 parents attending. At Clinton CSD, 79% of students endorsed the statement, "I think I'm doing better in school since I started coming here." Council Bluffs CSD reported that 99% of parents said the 21st CCLC Program activities have had a positive impact on their child. On a Des Moines CSD parent survey, 95% of parents' surveys rated the program "good" or "excellent". Oakridge Neighborhood Services held six parent meetings and events and an average of 157 parents attended them. In response to a survey of Youthport parents, 94% of parents responding reported an increase in growth/knowledge in their literacy skills.

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



"Well, it's an outstanding program. It has been for us since the 15 years I've been here. And it's one that has helped not only our school, it's helped our community, it's helped our state, it helps a lot of different entities in a lot of different ways. Ways that many people probably don't understand, how it helps our communities financially, it helps our communities educationally, it helps our communities in a way of family-oriented programming that encourages kids to behave, to get their studies complete, and also gives components in regards to the things that are important in life like activity and other programs that a lot of people wouldn't think of that an after-school program would have.." (Allamakee CSD Superintendent).



"Last year she didn't want to come home and do schoolwork. Now she goes to Kids Club, and if there's anything left, the first thing she wants to do when she gets home is, "I've got to finish this." Her

grades have gone from here and they went up. All her grades went up from a D to a C or a C to a B. It's amazing." (Allamakee CSD 21st CCLC Parent).



"Our Rock-It program improves our school in so many ways! It provides a safe place for students to go before and after school and it provides daycare for those families who may not be able to afford it elsewhere. It provides a healthy breakfast and snack to students who may not receive one otherwise and it provides an opportunity for students to build positive relationships with adults and other students outside of the classroom. Rock-It creates opportunities for students to receive tutoring on academic skills they may be struggling with and with the field trips, it allows students to experience things they might not normally get to do. My Rock-It students are so excited to go to Rock-It each day. Our school would not be the same without this program!" (Bettendorf CSD Teacher).



"I get the opportunity to volunteer monthly to help the students with robotics and coding. I work in the community and am thankful my employer allows me to volunteer in the community. I think Rock-It is an amazing program for young students. I enjoy teaching the students about robotics and coding (both things I enjoy and do in my work). Seeing the student's excitement for learning and being able to help them grapple with challenges has been very rewarding" (Bettendorf CSD 21st CCLC Volunteer).



"There are two brothers which come to mind that showed great improvement in the program. We worked on their math skills since they were behind in class. We showed them how to break down problems and different ways to figure the problems out. They are now to the point where they can help others kids out with math and their father has thanked the staff multiple times for the help the boys received" (Clinton CSD 21st CCLC Teacher).



"Upon making and delivering Thanksgiving cards to the residents at an area nursing home: "What a great experience for the students and residents, too." (Clinton CSD Community Member).



"The after-school programs have been wonderful for my family. It lets me know they are somewhere safe, having fun, and learning new things. Every day they come home sharing all the things they have learned. My children have been involved in the programs for the last 4 years. We are very thankful for all programs." (Council Bluffs CSD 21st CCLC Parent).



"Thank you for creating clubs and after school activities. I would have never got to do some of the things I've done without you being in after school clubs. Thank you for purchasing the items for the clubs. It has been fun going to a variety of clubs for the last three years. One of my favorite memories was when I got to go horseback riding in 6th grade. Making posters and keychains during Erase the Hate: Kindness Club was fun. Another memory I have is Habitat for Humanity project and cooking club... You inspire me to try more clubs at TJ [High School]. Thank you for organizing clubs for me and my friends." (Council Bluffs CSD 21st CCLC Student)



“My favorite part of 21st Century is learning about science. I get to do robotics and I’m really good at math. I want be an engineer when I grow up.” (Des Moines CSD 21st CCLC Student).



“We love our partnership and we love working with the kids. My husband is a refugee from Liberia, so he understands what it feels like growing up and not having the financial resources to be able to do extracurricular activities like dance, football, boy scouts, etc. These programs are so amazing because they are free of charge to the students – so they get to experience all of the enriching classes that children that come from more financially stable families get to experience on a regular basis.” (Des Moines CSD 21st CCLC Partner).



“We appreciate the 21st century class offerings. Many of the children would never have the opportunity to experience Photography, horseback riding or dance etc. if not for these classes. This adds so many dimensions to the children's learning that an ordinary school day can't offer, and the parents can't afford. Our family is very grateful to all the staff and community support that make these opportunities available.” (Des Moines CSD 21st CCLC Parent).



“The before and after school program has helped my family tremendously! The program allows us to have our kids in a safe environment, without it they would be home alone. I also feel the staff is wonderful and the program is structured, offering so many activities for the girls. They do not want to leave the program when I pick up!” (Hamburg CSD 21st CCLC Parent).



“My child comes home every day and tells me about new and different ways he learned to do math with the teacher that tutors him.” (Iowa City CSD 21st CCLC Parent).



“My family was introduced to the O.A.S.I.S. 21st Century afterschool program by Mr. John in 2014. Since then I have noticed that my boys Randy and Axel have really begun to thrive. The boys’ grades improved and have remained consistent throughout their time attending the program. I have also noticed Randy and Axel becoming more comfortable with themselves and have become more socially active. I believe that is due to the respect and care that the staff has for them. The program has also allowed me the opportunity to begin working full-time knowing that the boys are safe and cared for afterschool!” (Oakridge Neighborhood Services 21st CCLC Parent).



“Beyond the Bell has done all they can and more to help support my child’s learning. I have quite a challenging child that attends and they've done more than I could ask to support my child.” (Siouxland Human Investment Partnership 21st CCLC Parent).



“One of the biggest changes I've observed in students' behavior is in their ability to get along with students outside their own age range. One of the benefits of having all ages of students working

together is that the older students feel a responsibility to model positive behavior for the younger students. This is a mutually beneficial relationship because our older students give their best effort day in and day out and the younger students are able to model their behaviors after the 'best' of the older students. This is not something students are able to do much during the school day.” (St. Mark Youth Enrichment School Staff).



“St. Mark does its best to make sure that every student feels valued and supported. Creatively, it reinforces the idea that that their way of looking at the world matters. Also, St. Marks does a good job at encouraging respect and kindness for students, to themselves, to each other, to teachers and to the host site.” (St. Mark Youth Enrichment 21st CCLC Partner).

Recommendations

For 2017-2018, the Iowa 21st CCLC Programs have continued to serve the needs of students. To help with future improvement, the following recommendations are provided.

1. Overall local evaluations for 2017-2018 met requirements. However, since quality varied, it is recommended that training for local evaluators should continue and attendance by local evaluators should be mandatory.
2. The local evaluation form should be reviewed annually and revised as needed to clarify any areas where evaluators had questions on providing information. This process should include input from the Evaluation Committee, the Iowa DOE and the state evaluators.
3. Site visits help 21st CCLC Grantees improve and meet ESSA requirements. Compliance site visits from the Iowa DOE and site visits from the Iowa Afterschool Alliance providing technical assistance and support in starting up programming should continue.
4. Grantees seemed to struggle with providing data for GPRA Measures, possibly since they were new to the local evaluation form. Training for program directors and evaluators on the local evaluation should have as one main focus on how to measure and report GPRA Measures.
5. Local objectives continue to be varied in quality. Training for program directors and evaluators on the local evaluation should include guidance on how to develop, edit, measure and rate the progress on local objectives.
6. Grantees need to be more careful about the data provided in local evaluations to ensure that it matches the data provided in the end-of-year state survey.
7. It would be helpful to send local grantees reminders during the year that provide tips and suggestions on data collection for items to be included in the local evaluation.
8. The annual survey for grantees duplicates information required in the local evaluation form as well as information not currently being utilized. It is recommended that the survey be edited for length and content.

Grantees

The state of Iowa awarded 49 grants to 21 grantee organizations operating 103 sites in 2017-2018 for a total of \$8,792,855. The grants provided 103 sites for 21st CCLC Centers, serving 11,373 children with federal funds. This state evaluation for 2017-2018 examined 21 grantee organizations with 88 centers (Grantees identified as being in Cohorts 8, 9, 10, 11 and 12). New grantees do not report evaluation data until they have completed one year of operations. *Data provided by Iowa DOE.*

Organization	Cohort	Centers
Allamakee CSD	8	East, Waterville and West Elementary Schools
	12	Waukon Middle School (Allamakee CSD) and Cora B. Darling Elementary School (Postville CSD)
Andrew CSD	10	Andrew Community Schools
Audubon CSD	11	Audubon Elementary School
Bettendorf CSD	9	Neil Armstrong Elementary School
	11	Mark Twain Elementary School
Boys & Girls Club of Cedar Valley	10	Lincoln Elementary School, Carver Academy and Central Middle School
	12	Cunningham and Sacred Heart Elementary Schools
Burlington CSD	9	Aldo Leopold and Edward Stone Middle Schools and North Hill Elementary School
	12	Black Hawk, Grimes and Sunnyside Elementary Schools
Cedar Rapids CSD	11	Cleveland, Garfield, Grant Wood, Harrison and Hiawatha Elementary Schools (Summer Only Program)
Central Decatur CSD	12	Central Decatur CSD (North and South Elementary Schools). Mormon Trail CSD (Mormon Trail Elementary School) and Lamoni CSD (Lamoni Elementary School)
Clinton CSD	8	Bluff, Jefferson and Eagle Heights Elementary Schools (Grades K, 1 and 5)
	10	Bluff, Jefferson and Eagle Heights Elementary Schools (Grades 2-4)
	11	Whittier Elementary and Clinton Middle Schools
Council Bluffs CSD	9	Wilson and Kirn Middle Schools
	10	Franklin, Longfellow and Rue Elementary Schools
	11	Abraham Lincoln and Thomas Jefferson High School
	12	Carter Lake and Roosevelt Elementary Schools
	8	Jefferson Elementary School

Organization	Cohort	Centers
Davenport CSD	9	Madison Elementary School
	10	Smart Intermediate and Monroe Elementary Schools
	11	Buchanan Elementary School
	12	Hayes Elementary School
Des Moines Independent CSD	8	Garton, Hillis, Morris, River Woods, Samuelson, and Willard Elementary Schools
	9	Callanan, Goodrell, Harding, Hiatt, Hoyt, McCombs, Meredith, and Weeks Middle Schools
	10	Stowe Elementary School
	11	Cattell, Howe, Lovejoy, and Oak Park Elementary Schools
	12	Capitol View, King and Monroe Elementary Schools
Hamburg CSD	11	Marnie Simons Elementary School
Helping Services for Northeast Iowa	10	West Union Elementary Schools
Iowa City CSD	8	Grant Wood Elementary School
	9	Lucas Elementary School
	10	Kirkwood Elementary School
	11	Archibald Alexander Elementary School
Oakridge Neighborhood Services	10	Oakridge Neighborhood Services
Oelwein CSD	8	Oelwein Community School, Wings Park Elementary and Oelwein Middle School
St. Mark Youth Enrichment	9	Audubon, Marshall and Lincoln Elementary Schools
	10	St. Mark Youth Enrichment and Dyersville Elementary School (Summer Only Program)
Siouxland Human Investment Partnership	8	Loess Hills, Unity and Sacred Heart Elementary Schools
	9	East, North and West Middle Schools
	10	Irving and Leeds Elementary Schools
	11	Liberty Elementary School
Storm Lake CSD	9	Storm Lake Middle School
YouthPort	11	Taylor and Hoover Elementary Schools

Below is a synopsis of each Iowa 21st CCLC program in cohorts 8, 9, 10, 11 and 12. Each synopsis includes attendance numbers and focuses on objectives, partnerships, parent involvement and sustainability. Main objectives were the GPRA Measures used by the U.S. Department of Education. In addition, local objectives were developed by grantees to define progress in areas identified as needed. Data on local objectives was obtained from the individual grantee organization evaluation reports as well as information from Program Directors. Additional data was provided by the Iowa DOE.

At the beginning of each grantee's section is a list of notable facts. The notable facts list includes the percentage improvement reported for GPRA Measures (if available), an attendance data summary, and summary data on partnerships and local objectives. For each grantee organization, the number of attendees and partners is shown in a summary chart. A short discussion of partnerships and parent involvement are next, followed by the objectives section. The objectives section includes two parts. First is a section on GPRA Measures. Second is a short summary of each grantee's local objectives, including their ratings. Information on sustainability plans follows and at the end of each grantee organization section is a summary of the local organization's 21st CCLC Program.

Allamakee CSD

Allamakee CSD 21st CCLC Notable Facts:

GPRC Measures

- ★ 31% of students at all levels identified as needing improvement in mathematics improved (GPRC Measure 3).
- ★ 21% of students at all levels identified as needing improvement in English improved (GPRC Measure 6).
- ★ 29% of elementary students identified as non-proficient in reading attained proficiency (GPRC Measure 7).
- ★ 29% of secondary students identified as non-proficient in mathematics attained proficiency (GPRC Measure 8).
- ★ **87% of students at all levels improved in homework completion and class participation (GPRC Measure 11).**
- ★ **85% of students at all levels improved in student behavior (GPRC Measure 14).**

Attendance

- ★ The 21st CCLC Program served 715 students.
- ★ 421 students (59%) were regular attendees.
- ★ **393 students (55%) were identified as FRPL.**

Partnerships and Local Objectives

- ★ The 21st CCLC Program had 62 partners supporting the 21st CCLC Program that provided \$23,836 in in-kind value.
- ★ The 21st CCLC Program had nine local objectives and met six of them.

Overview and Attendance.

Allamakee CSD had 21st CCLC Programs (titled Community Connections) in Cohorts 8 and 12. Cohort 8 had three centers at East, Waterville and West Elementary Schools and Cohort 12 had two centers, one at Waukon Middle School in Allamakee CSD and one at Cora B. Darling Elementary in Postville CSD.

Allamakee followed a needs assessment process to develop the 21st CCLC Program. The 21st CCLC Program exceeded the required 60 hours of contact time, meeting five days per week during the school year for three hours after school. The summer program met for five days a week for four hours per day for 30 days total. All centers provided a variety of activities ranging from academic assistance to various clubs and field trips. The local evaluation stated, *“CC focuses on tutoring, homework assistance based on student need, math, reading, enrichment clubs, and hands-on experiences. These services are provided by certified teachers, Luther College students, and senior volunteers utilizing evidence-based curriculum from the school day.”*

Community Connections 21st CCLC served 715 students and 59% or 421 of these students were regular attendees. For 2017-2018, 55% of the total students served were identified as FRPL. The summer program had 207 students attending. Allamakee had 62 total partners supporting the program. Parents are active in the program, serving on advisory committees and providing funds, supplies and their time and talent.

Allamakee CSD 21st CCLC Program Summary Chart (2017-2018)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Allamakee CSD	8	62	East, Waterville and West Elementary Schools	320	207
Allamakee CSD	12		Waukon Middle School (Allamakee CSD) and Cora B. Darling Elementary School (Postville CSD)	395	214
TOTALS		62		715	421

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

Partnerships.

Allamakee CSD reported, “We partnered with 62 different groups with 421 individuals involved.” Partners provided a variety of services to the 21st CCLC program. Allamakee CSD estimated that the in-kind value provided by the partners totaled almost \$23,836.

Highlights of donations include: students, parents, teachers, businesses, and other community members giving time for interviews which help in the evaluation process; high school students volunteering with homework help and clubs such as Videography, Robotics, Cheerleading, and more; AEA staff doing PD, helping with robotics and other technology programs; Conservation doing multiple programming topics and summer programming time; RSVP doing one-on-one help in reading, math, and other homework; ISU Extension 4-H work with Legos; Effigy Mounds doing presentations; NE Iowa Food and Fitness doing Gardening Clubs, Cooking Clubs, and healthy snacks in all sites; Parents donating food for family nights; Robey Library providing various programming activities; and NE Iowa Community College collaborated with STEAM Camp during the summer. Village Creek Bible Camp spent many different days in Postville doing projects with the kids and Gunderson Clinic did health topics with kids at West (Allamakee Local Evaluation).



Parent Involvement.

Allamakee CSD had 213 unduplicated parents who provided funds, supplies and/or their time and talents. Advisory committees of parents and students met every other month at the elementary level. Parent Teacher Conferences and Meet the Teacher Nights were held twice a year and lights on After School/Family Nights were held throughout the year. A joint event, "Stop the Summer Slide Family Night" was attended by 90 plus parents who "signed in to attend this full night of educational ideas to stop students from losing skills over summer". Parent communication is done using monthly calendars, newsletters, field trip permission slips, reminders of events as needed and daily contact with parents picking up their children.



Objectives.

GPRM Measures

Allamakee CSD used *Easy CBM (Curriculum-Based Measurement)* to assess student proficiency improvements in mathematics (GPRM Measures 1-3). To assess improvement in English (GPRM Measures 4-6), *FAST (Formative Assessment System for Teachers)* and *aReading* were used. The *Iowa Assessments* were used to assess improvement in proficiency for mathematics and reading (GPRM Measures 7-8).

The GPRM summary table below indicates percentage improvement for each measure Allamakee CSD submitted in the local evaluation. The data includes Cohorts 8 and 12 Centers. It should be noted that Easy CBM was given only in the spring at Cora B. Darling Elementary/Middle School so no comparisons using Easy CBM could be made.

Allamakee CSD 21st CCLC GPRM Measures Summary for 2017-2018

Program GPRM Measures	Percentage Improvement
1. The percentage of elementary 21 st Century regular program participants whose mathematics grades improved from fall to spring.	32%
2. The percentage of middle/high school 21 st Century regular program participants whose mathematics grades improved from fall to spring.	27%
3. The percentage of all 21 st Century regular program participants whose mathematics grades improved from fall to spring.	31%
4. The percentage of elementary 21 st Century regular program participants whose English grades improved from fall to spring.	20%
5. The percentage of middle/high school 21 st Century regular program participants whose English grades improved from fall to spring.	21%
6. The percentage of all 21 st Century regular program participants whose English grades improved from fall to spring.	21%

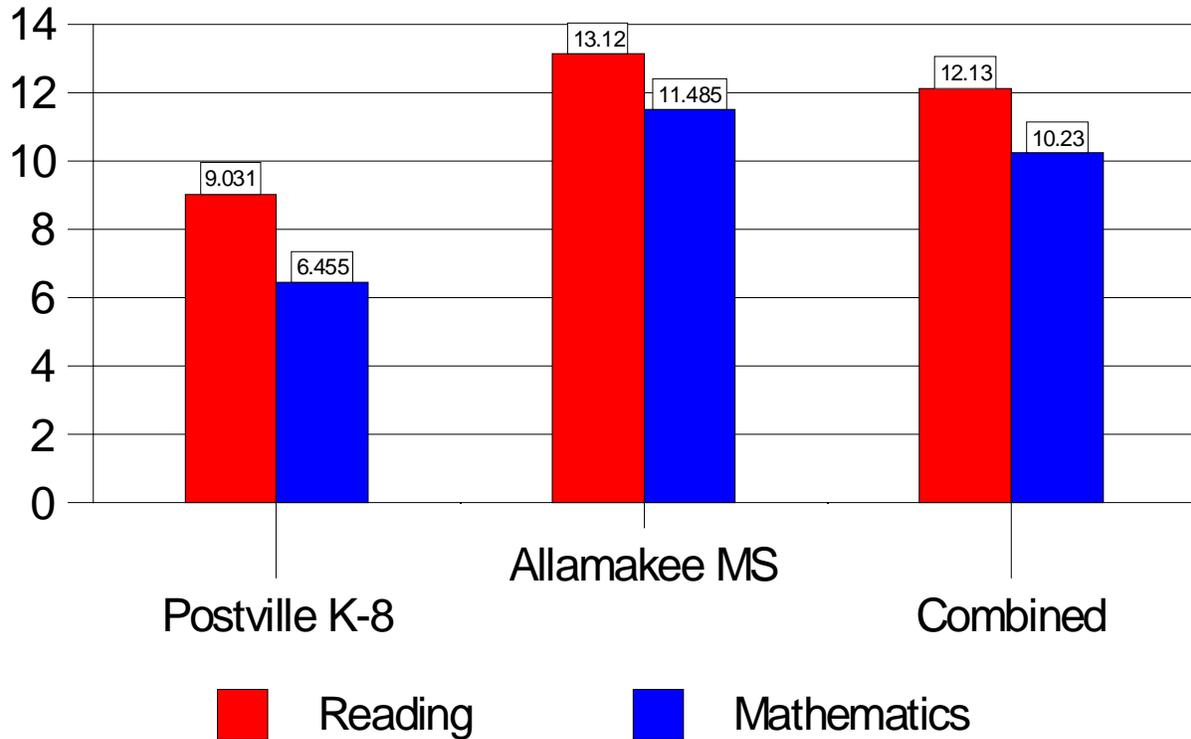
Program GPRA Measures	Percentage Improvement
7. The percentage of elementary 21 st Century regular program participants who improve from not proficient to proficient or above in reading on state assessments.	29%
8. The percentage of middle/high school 21 st Century regular program participants who improve from not proficient to proficient or above in mathematics on state assessments.	29%
9. The percentage of elementary 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	90%
10. The percentage of middle/high school 21 st Century program participants with teacher-reported improvement in homework completion and class participation.	80%
11. The percentage of all 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	87%
12. The percentage of elementary 21 st Century participants with teacher-reported improvements in student behavior.	87%
13. The percentage of middle/high school 21 st Century participants with teacher-reported improvements in student behavior.	79%
14. The percentage of all 21 st Century participants with teacher-reported improvements in student behavior.	85%

For the 80 students in the program who were identified as needing improvement in mathematics, 25 or 31% of them improved. There were 117 students identified as needing improvement in English and 24 or 21% improved. Elementary students identified as not proficient in reading numbered 45 and 13 or 29% attained proficiency. Secondary students identified as not proficient in mathematics numbered 14 and 4 or 29% improved to proficient or above. Teachers at both the elementary and secondary level reported that 87% of students improved in homework completion and class participation and 85% of students improved their behavior.

Local Objectives

Mean Gain in Standard Scores: CCLC 2016-17 to 2017-18

Reading Comprehension & Mathematics



Allamakee CSD had six objectives for Cohort 8 and Cohort 12 had three objectives. For Cohort 8, all six objectives were met. For Cohort 12, two objectives were not met but progress was made toward the objectives and one objective rating was not clear (see below list for further explanation). The methodology for measuring the local objectives as well as the justification for rating the objectives was included but lacked detail for the two objectives whose ratings were not clear. For Cohort 8, three objectives dealt with academic achievement and three objectives dealt with student behavior. For

Cohort 12, one objective dealt with student achievement, one objective dealt with parental engagement and one objective dealt with student behavior. The objectives and their ratings are listed below.

Cohort 8 Objectives

- Regular attendees of the 21st Century CCLC afterschool program will improve reading scores on the Iowa Assessments from the previous year to current year, as measured by a variety of indicators. *Met the Stated Objective.*
- Regular attendees of the 21st Century CCLC afterschool program will improve mathematics scores on the Iowa Assessments from the previous year to the current year, as measured by a variety of indicators. *Met the Stated Objective.*
- Regular attendees of the 21st Century CCLC afterschool program will show an increase in their positive youth developmental assets by maintaining or improving their school attendance (an internal asset). *Met the Stated Objective.*
- Improve student achievement through hands-on experiential learning and increased adult/youth interactions, each presenting information to the other. *Met the Stated Objective.*
- Increase the positive youth developmental 40 assets, decrease risk factors. *Met the Stated Objective. (This objective was measured through interviews of selected students.)*
- Families learn skills to increase their communication skills, build relationships, and increase career options with postsecondary education. *Met the Stated Objective.*

Cohort 12 Objectives

- All students will achieve at high levels in reading and math. *Did not meet but made progress toward the stated objective. (This objective was divided into five parts, each measuring mathematics and reading achievement using a variety of instruments. Although two parts were rated individually as meeting the objective, all of the parts did not meet the objective and the overall rating was based on this.)*
- All students and families will be engaged with and supported by caring adults. *Did not meet but made progress toward the stated objective. (This objective was divided into three parts. Although one part was rated individually as meeting the objective and one part was not measured, all of the parts did not meet the objective and the overall rating was based on this.)*
- All students will be engaged in developing their own wellness habits. *Did not meet but made progress toward the stated objective. (This objective was divided into two parts. One part was rated individually as meeting the objective and one part was not measured. The overall rating was not provided on the local evaluation and was made by the state evaluators.)*

Sustainability.

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

Allamakee CSD Summary.

Allamakee Community School District reported success for the 2017-2018 21st CCLC Program. Called Community Connections, the program served 715 students with a regular attendance of 421 (59%). Community Connections partnered with 62 organizations who participate in a variety of ways. Parents volunteered and attended parental events. Allamakee reported that 213 unduplicated parents provided funds and other services. Improvement was reported on all GPRA Measures. Of the nine total local objectives, all six objectives for Cohort 8 were met as well as two objectives for Cohort 12. One objective for Cohort 12 was rated not met but progress was made by the state evaluators based on the information in the local evaluation. Methodology and ratings justification were included in the local evaluation. Recommendations in the local evaluation included information on the ending of the Cohort 8 grant and the sustainability efforts to continue the program. Local evaluators recommended changes included more teacher and administrator involvement, more sharing of program success and interventions targeted to increase student awareness. Allamakee CSD has a sustainability plan with the result that Cohort 8 schools will continue the program without the 21st CCLC grant. Recommendations were included for some objectives, but should include revisiting objectives to make them clearer and easier to measure.



"Yeah, well, we've been a part of this since our daughter was in kindergarten, and she's in sixth grade now. I don't know what we would have done, I honestly do not know what we would have done if we didn't have Kid's Club." (Allamakee Parent).



"Last year she didn't want to come home and do schoolwork. Now she goes to Kids Club, and if there's anything left, the first thing she wants to do when she gets home is, 'I've got to finish this.' Her grades have gone from here and they went up. All her grades went up from a D to a C or a C to a B. It's amazing." (Allamakee Parent).



"Out of 18 students I have about between 10 and 11 that need the extra help. Within the extra help, they would never survive above an F if they did not have Kids Club." (Allamakee Teacher/Tutor).

Andrew CSD

Andrew CSD 21st CCLC Notable Facts:

GPRA Measures

- ★ 57% of students at all levels identified as needing improvement in mathematics improved (GPRA Measure 3).
- ★ 99% of elementary students identified as needing improvement in English improved (GPRA Measure 6).
- ★ 48% of elementary students identified as non-proficient in reading attained proficiency (GPRA Measure 7).
- ★ 50% of secondary students identified as non-proficient in mathematics attained proficiency (GPRA Measure 8).
- ★ 100% of students at all levels improved in homework completion and class participation (GPRA Measure 11).
- ★ 100% of students at all levels improved in student behavior (GPRA Measure 14).

Attendance

- ★ The 21st CCLC Program served 120 students.
- ★ 63 students (53%) were regular attendees.
- ★ **44 students (37%) were identified as FRPL.**

Partnerships and Local Objectives

- ★ The 21st CCLC Program had 14 partners supporting the 21st CCLC Program that provided \$3,950 in in-kind value.
- ★ The 21st CCLC Program had five local objectives and met all five of them.

Overview and Attendance.

For the 2017-2018 school year, Andrew CSD had one center in Cohort 10 titled the Andrew Community School District Leader Education After School Program (ALEAP).

The program is housed within the Andrew Elementary School Building, Andrew, Iowa. It provides before and after school programs beginning before school from 7:00 a.m. until school begins at 7:40 a.m. and afterschool from 3:30 p.m. to 5:30 p.m. every school day (180 school days per year). The summer program began May 29, 2017, and ended June 29, 2017. Summer school program also includes an August field trip to baseball game. Additionally, the program has a leadership academy the week before school started, August 15-17 and August 20 and 21, 2017. May to June and August dates total 30 days of summer school. (Local Evaluation).



This is the third year of ALEAP and 120 students were served by the 21st CCLC Program. For 2017-2018, 36.7% of the total students served were identified as FRPL. The summer program had 52 students attending. ALEAP had 14 partners supporting the program. Parents are active in the program. For the November Family Literacy Night, 150 parents participated.

Andrew CSD 21st CCLC Program Summary Chart (2017-2018)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Andrew CSD	10	14	Andrew CSD	120	63
TOTALS		14		120	63

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

Partnerships.

Andrew CSD had 14 partners that contributed an estimated \$3,950 in services. ALEAP considered program partners to be essential to the success of the 21st CCLC Program. The local evaluation listed three partnerships as highlights. Hunstville Interpretive Center provides nature activities including trips to the outdoors. The Dubuque River Museum taught students about river habitats, including animal and plant life. The YMCA provided swimming lessons and other activities.



Parent Involvement.

Andrew CSD implemented a *Parent Lighthouse Team* to promote parent support for local activities, especially the 21st CCLC Program. For 2017-2018 the leadership team for the 21st CCLC Program was changed. The local evaluation stated that the program leaders relied on the *Parent Lighthouse Team* during the leadership change.

The *Parent Lighthouse Team* met once a month and coordinated parent and community volunteers and activities as well as fundraising efforts.

Parent communication is done using flyers, Facebook, texts, e-mail and the district website.

Objectives.

GPRM Measures

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

Andrew CSD 21st CCLC GPRA Measures Summary for 2017-2018

Program GPRA Measures	Percentage Improvement
1. The percentage of elementary 21 st Century regular program participants whose mathematics grades improved from fall to spring.	53%
2. The percentage of middle/high school 21 st Century regular program participants whose mathematics grades improved from fall to spring.	100%
3. The percentage of all 21 st Century regular program participants whose mathematics grades improved from fall to spring.	57%
4. The percentage of elementary 21 st Century regular program participants whose English grades improved from fall to spring.	99%
5. The percentage of middle/high school 21 st Century regular program participants whose English grades improved from fall to spring.	-
6. The percentage of all 21 st Century regular program participants whose English grades improved from fall to spring.	99%
7. The percentage of elementary 21 st Century regular program participants who improve from not proficient to proficient or above in reading on state assessments.	48%
8. The percentage of middle/high school 21 st Century regular program participants who improve from not proficient to proficient or above in mathematics on state assessments.	50%
9. The percentage of elementary 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	100%
10. The percentage of middle/high school 21 st Century program participants with teacher-reported improvement in homework completion and class participation.	100%
11. The percentage of all 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	100%
12. The percentage of elementary 21 st Century participants with teacher-reported improvements in student behavior.	100%
13. The percentage of middle/high school 21 st Century participants with teacher-reported improvements in student behavior.	100%
14. The percentage of all 21 st Century participants with teacher-reported improvements in student behavior.	100%

Because Andrew CSD has relatively few students in the 21st CCLC Program who were identified as needing improvement, percentage changes can be misleading. For example, for GPRA Measures on secondary students, only two students were identified as needing improvement. Since both students improved for GPRA Measures, 2, 10 and 13, the 100% success rate cannot be extrapolated to all secondary students. The new leadership team for ALEAP reported that for the elementary students in the program who were identified as needing improvement, 52% improved in mathematics and 99% improved in English. For reading 48% of elementary students moved from not proficient to proficient. Teachers reported that 100% of students improved in homework completion and class participation and 100% of students improved their behavior.

Local Objectives

Andrew CSD had five local objectives for the 21st CCLC Program for the 2017-2018 school year. All five objectives were reported as being met. The methodology for measuring the local objectives was sound and the justification for rating the objectives was complete. Of the five objectives, one dealt with student achievement, three dealt with student leadership and self-efficacy, and one dealt with increasing student interest in a variety of activities. The objectives and their ratings are listed below.

- ALEAP participants will show accelerated growth in reading/language arts, math, and science skills. *Met the Stated Objective.*
- Students will model 7 Habits of Highly Effective People through leadership opportunities and responsibilities. *Met the Stated Objective.*
- Students will increase attendance and reduce behavior referrals during the school day. *Met the Stated Objective.*
- Students will set goals, monitor goals, and review goals with an adult throughout the program. *Met the Stated Objective.*
- Students will participate in activities and programs that are new or not currently in their interest area. *Met the Stated Objective.*

Sustainability.

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

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

Andrew CSD plans for ensuring sustainability of ALEAP included re-prioritizing existing funding (General Fund, Federal Title 1, and Dropout Prevention).

Andrew CSD Summary.

Andrew Community School District had continued success for the third year of its 21st CCLC Program. Called ALEAP (Andrew Community School District Leaders Education After School Program), the program served 87% of the school population. The number served was 120 students with a regular attendance of 63. In addition, 52 students attended the 21st CCLC summer session. ALEAP had the support of 14 partners who participated in a variety of ways, including curriculum development and staffing. For 2017-2018 Andrew CSD had a change in all leadership positions for the 21st CCLC Program and the *Community Lighthouse Team* (parent group) was instrumental in the transition to the new team. In addition, the *Community Lighthouse Team* coordinated activities, parental support and fundraising. For the November Family Literacy Night, 150 parents participated. Improvement was reported for elementary students for all GPRA Measures while secondary participation numbers were too low to be extrapolated to the entire population. All local objectives were met and a complete discussion of methodology and ratings justification was included in the local evaluation. In addition, appropriate recommendations were included for each objective for future years. Andrew CSD has a formal sustainability plan that includes continuing the program when 21st CCLC grant funds are expended. The new leadership team did not plan on any major changes for the 21st CCLC Program for 2018-2019, instead using the year to monitor program activities and build relationships.



"Student Name attended many nights of ALEAP during 3rd grade. He grew academically (reading) and socially during third grade. He became more fluent in his reading skills and became a confident reader inside and outside of the classroom" (Andrew CSD Teacher).



"I want to go to leap & I know I have to be in school during the day to go to leap so it helps my attendance" (21st CCLC Student).



"My husband and I feel very fortunate to have this program in our community!" (21st CCLC Parent).

Audubon CSD

Audubon CSD 21st CCLC Notable Facts:

GPRA Measures

- ✳ 71% of elementary students identified as needing improvement in mathematics improved (GPRA Measure 1).
- ✳ 82% of elementary students identified as needing improvement in English improved (GPRA Measure 4).
- ✳ 82% of elementary students identified as non-proficient in reading attained proficiency (GPRA Measure 7).
- ✳ 55% of elementary students improved in homework completion and class participation (GPRA Measure 9).
- ✳ 30% of elementary students improved in student behavior (GPRA Measure 12).

Attendance

- ✳ The 21st CCLC Program served 66 students.
- ✳ 54 students (82%) were regular attendees.
- ✳ 32 students (48%) were identified as FRPL.

Partnerships and Local Objectives

- ✳ The 21st CCLC Program had 26 partners supporting the 21st CCLC Program that provided \$2,690 in in-kind value.
- ✳ The 21st CCLC Program had four local objectives and met two of them.



Overview and Attendance.

In 2017-2018, Audubon CSD had one center. The Launch Kids Club was held at Audubon Elementary throughout the summer and after school during the school year. The 21st CCLC Program served 66 total students during the school year with 54 (82%) regular attendees and 32 (48%) students identified as FRPL. The summer program served 84 total students. Audubon CSD had 26 partners for the 21st CCLC Program who provided \$2,690 in in-kind services. The local evaluation reported that three parent meetings were held during the school year. One activity had 12 family members of students attend. The local evaluation did not provide attendance numbers for the other activities.

Audubon CSD 21st CCLC Program Summary Chart (2017-2018)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Audubon CSD	11	26	Audubon Elementary School	66	54
TOTALS		26		66	54

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



Partnerships.

The 26 partners for the Audubon CSD 21st CCLC Program provided a variety of services to the 21st CCLC program. Most (26) of the partners provided programming and activity related services in the form of presentations and field trips. Audubon CSD estimated that the in-kind value provided by the partners totaled \$2,690.

Parent Involvement.

Audubon CSD held three parent meetings for the 21st CCLC Program. An informational meeting was held in September of 2017 to introduce the program and the upcoming opportunities offered by the Program. In November, 2017 a presentation about the 21st CCLC Program was given to all stakeholders, including parents, community members and the school board. A family fun day was held afterschool on May 25th, 2018 that included games and cooking activities. Parent communication was done using paper flyers, Facebook and Textcaster, and cell phone and e-mail notification services.



Objectives.

GPRM Measures

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

Audubon CSD 21st CCLC GPRM Measures Summary for 2017-2018

Program GPRM Measures	Percentage Improvement
1. The percentage of elementary 21 st Century regular program participants whose mathematics grades improved from fall to spring.	71%
4. The percentage of elementary 21 st Century regular program participants whose English grades improved from fall to spring.	82%
7. The percentage of elementary 21 st Century regular program participants who improve from not proficient to proficient or above in reading on state assessments.	82%
9. The percentage of elementary 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	55%
12. The percentage of elementary 21 st Century participants with teacher-reported improvements in student behavior.	30%

Audubon CSD reported that all 51 regular attendees in the 21st CCLC program were identified as needing improvement in mathematics and English. For the elementary students in the program who were identified as needing improvement, 82% improved in mathematics and English. For reading 20 students were identified as not proficient and 11 of the students improved to proficient. Teachers reported that 55% of students improved in homework completion and class participation and 30% of students improved their behavior.

Local Objectives

Audubon CSD had four local objectives for the 21st CCLC Program for the 2017-2018 School Year. Two objectives were reported as being met and two objectives were not met but progress was made toward the stated objective. The methodology for measuring the local objectives was sound but the justification for rating the objectives was not clear. Of the four objectives, two addressed student achievement and two addressed student behaviors. The objectives and their ratings are listed below.



- Students will show improvement in Mathematics. *Did meet the stated objective.*
- Students will improve reading grade from fall to spring. *Did meet the stated objective.*
- Students will have teacher-reported improvement in homework completion and class participation. *Did not meet but made progress toward the stated objective.*
- Students will have teacher-reported improvements in student behavior. *Did not meet but made progress toward the stated objective.*

Sustainability.

Audubon CSD has continued the development of a sustainability plan.

The Audubon Community School District is still developing a stronger sustainability plan for the afterschool program. Parents have repeatedly shared that both their children and the parents benefit from Launch Kids Programs. The district has strong community support, as evidenced by the large number of partners donating programming and activity-related services. We are looking at another grant as a way to help maintain the program as we move forward. The program may need to consider the possibility of volunteer staff. We would solicit them from our local civic groups (Lions Club, Audubon Women's Association, 4-H, FFA) to help find staff to support our program. (Local Evaluation)

Partner contributions are also a part of the sustainability plan and their total contributions for in-kind services were estimated at \$2,690 from 26 partners.

Audubon CSD Summary.

Audubon Community School District continued the 21st CCLC Program in 2017-2018. Called Launch Kids Club, the program served 66 students with a regular attendance of 54 (82%). For the summer session, 84 students attended the. Audubon had 26 partners and all of them provided presentations and program activities. Parents attended three events with 12 family members attending the culminating event in May of 2018. Improvement on GPRA measures was reported for elementary students. For reading, 51 students were identified as not being proficient and 42 (82%) of these 51 students attained proficiency. Audubon CSD had four local objectives of which two were met and two were not met but progress was made toward them. A sustainability plan is being developed. No recommendations for objectives or future changes to the program were included in the local evaluation.



"I'm so happy kids from our community can experience trips to places their parents haven't been able to get them to" (Audubon CSD Staff Member).



"One parent considering moving to the area, said that 'the Launch Kids program was one of the main reasons' they moved here" (Audubon CSD Local Evaluation).

Bettendorf CSD

Bettendorf CSD 21st CCLC Notable Facts:

GPRA Measures

- ★ 83% of elementary students identified as needing improvement in mathematics improved (GPRA Measure 3).
- ★ 71% of elementary students identified as needing improvement in English improved (GPRA Measure 6).
- ★ 40% of elementary students identified as non-proficient in reading attained proficiency (GPRA Measure 7).
- ★ 61% of elementary students improved in homework completion and class participation (GPRA Measure 11).
- ★ 61% of elementary students improved in student behavior (GPRA Measure 14).

Attendance

- ★ The 21st CCLC Program served 167 students.
- ★ 162 students (97%) were regular attendees.
- ★ 116 students (69%) were identified as FRPL.

Partnerships and Local Objectives

- ★ The 21st CCLC Program had 29 partners supporting the 21st CCLC Program that provided \$200,000 in in-kind value.
- ★ The 21st CCLC Program had 19 local objectives and met all 19 of them.

Overview and Attendance.

For the 2017-2018 school year, Bettendorf CSD had two centers: Neil Armstrong Elementary School (Cohort 9), called the Rock-It Academy; and Mark Twain Elementary (Cohort 11), called the Steamer Success Academy. Both centers had summer school programs.

Bettendorf CSD served 167 students in the two 21st CCLC Centers and 116 (69%) students were identified as FRPL. The summer program had 105 students attending. Bettendorf was supported by 29 partners who provided over \$200,000 of in-kind services. Parents are active in the program and attended events in greater numbers than previous years.



Bettendorf CSD 21st CCLC Program Summary Chart (2017-2018)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Bettendorf CSD	9	19	Neil Armstrong Elementary School	93	88
Bettendorf CSD	11	15	Mark Twain Elementary School	74	74
TOTALS		29*		167	162

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

*Total reflects total number of unique partners.

Partnerships.

Bettendorf CSD had 28 partners supporting the 21st CCLC Program. Some examples and highlights of partnerships included (from the Local Evaluation):

Neil Armstrong Elementary School Rock-It Academy

- *St. John Vianney increased the number of backpacks with snacks from 75 students to 100 students.*
- *St. John Vianney gave an additional \$500 Hy-Vee gift card each month to supplement the food pantry.*
- *The John Deere Foundation and Lights on Afterschool Alliance provided a grant for a STEM instructor from the Putnam Museum to provide every week various STEM hands-on activities with the participating students.*
- *The Running Club ran for Animal Cruelty Awareness.*



Mark Twain Elementary School Steamer Success Academy

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

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

Parent Involvement.

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



YR4 Literacy Night was August 2017 with 60 families in attendance and a STEM (Mathematics) Night was March 2018 with 58 families in attendance with a total of 278 attending the two events. Parent-teacher conferences had fall 2017 98% attendance and spring 2018 had 97% attendance which is a three-year pattern of above 90% with the past program year being the highest attendance rate. The parents, students, school staff, partners, and other community members contribute to the program's advisory committee. The advisory committee met December 14, 2017 and April 10, 2018 to have program conversations (Neil Armstrong Elementary School Rock-It Academy Local Evaluation).

On August 21, 2017, two hundred and two individuals attended an open house in conjunction with a family literacy night. Moreover, three additional family literacy events were held. On October 3, 2017, one hundred and forty-seven individuals attended; on March 26, 2017, eighty-two individuals attended; and on May 1, 2018, one hundred and thirty-eight individuals attended. This is a marked improvement in constituent participation over the previous year (Mark Twain Elementary School Steamer Success Academy Local Evaluation).

Objectives.

GPRC Measures

Bettendorf CSD used *FAST aMath* to assess student performance in mathematics and *FAST aReading* and *FAST Composite* to assess student performance in English and reading for GPRC measures. The GPRC summary table below indicates percentage improvement for each measure. The Bettendorf CSD 21st CCLCC Program is elementary only so no data was available for secondary measures.

Bettendorf CSD 21st CCLC GPRA Measures Summary for 2017-2018

Program GPRA Measures	Percentage Improvement
1. The percentage of elementary 21 st Century regular program participants whose mathematics grades improved from fall to spring.	83%
2. The percentage of middle/high school 21 st Century regular program participants whose mathematics grades improved from fall to spring.	na
3. The percentage of all 21 st Century regular program participants whose mathematics grades improved from fall to spring.	83%
4. The percentage of elementary 21 st Century regular program participants whose English grades improved from fall to spring.	71%
5. The percentage of middle/high school 21 st Century regular program participants whose English grades improved from fall to spring.	na
6. The percentage of all 21 st Century regular program participants whose English grades improved from fall to spring.	71%
7. The percentage of elementary 21 st Century regular program participants who improve from not proficient to proficient or above in reading on state assessments.	40%
8. The percentage of middle/high school 21 st Century regular program participants who improve from not proficient to proficient or above in mathematics on state assessments.	na
9. The percentage of elementary 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	61%
10. The percentage of middle/high school 21 st Century program participants with teacher-reported improvement in homework completion and class participation.	na
11. The percentage of all 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	61%
12. The percentage of elementary 21 st Century participants with teacher-reported improvements in student behavior.	61%
13. The percentage of middle/high school 21 st Century participants with teacher-reported improvements in student behavior.	na
14. The percentage of all 21 st Century participants with teacher-reported improvements in student behavior.	61%

For the elementary students in the program who were identified as needing improvement, 83% improved in mathematics and 71% improved in English. For reading 40% of elementary students moved from not proficient to proficient. Teachers reported that 61% of students improved in homework completion and class participation and 61% of all students identified as needing improvement in the 21st CCLC Program improved their behavior.

Local Objectives

Bettendorf CSD had 19 local objectives for the 21st CCLC Program for the 2017-2018 School Year and all 19 objectives were reported as being met. The methodology for measuring the local objectives was sound and the justification for rating the objectives was complete. The objectives were used to support the three goals of the program.

- Goal 1: Increase students' academic achievement.
- Goal 2: Increase student, parent, and school staff communication to improve student success.
- Goal 3: Increase student attachment to education, their peers, adults, and the community

Each Cohort's objectives and their ratings are listed below.

Cohort 9 Neil Armstrong Elementary School

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

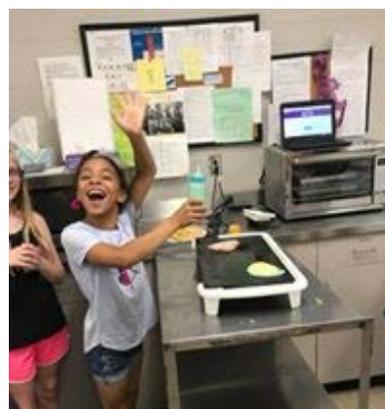
- GOAL 3: Objective 3e. In annual surveys, school staff report that students who need to do so improve their behavior, are more motivated, and increase their ability to get along with others. *Met the Stated Objective.*

Cohort 10 Mark Twain Elementary School

- GOAL 1 – Objective 1a. In annual surveys, school staff report that participants improve academically. *Met the Stated Objective.*
- GOAL 1: Objective 1b. Participants' literacy and math achievements increase as measured by grades, FAST universal screener scores, and other Bettendorf Community School District assessments. *Met the Stated Objective.*
- GOAL 1: Objective 1c. An additional 5% of program students in grades 3-5 will demonstrate proficiency in literacy and math achievement based on Iowa Assessment scores. *Met the Stated Objective.*
- GOAL 2: Objective 2a. At least 20 families at Mark Twain Elementary attended Family Literacy events regularly. *Met the Stated Objective.*
- GOAL 2: Objective 2b. Steamer Success Academy parents collaborate with teachers in cooperative IAP goal setting. *Met the Stated Objective.*
- GOAL 2: Objective 2c. Parents, students, school staff, partners, and other community members participate in the program's Advisory Committee. *Met the Stated Objective.*
- GOAL 3: Objective 3b. At least 75% of the participants say that the program is "fun" and they like to attend. *Met the Stated Objective.*

Sustainability.

Bettendorf CSD reported that there are on-going efforts to develop a formal sustainability plan as listed in the current and last year's local evaluations. The Local Evaluation provided information on efforts for future sustainability, including obtaining funding from grants and utilizing existing program to prevent duplication of efforts. Partnerships were listed as an important part of sustainability efforts. Total contributions for in-kind services provided by partners were estimated at over \$200,000. It should be noted that the section on sustainability in the 2017-2018 local evaluation was identical to the 2016-2017 local evaluation.



Bettendorf CSD Summary.

Bettendorf Community School District had two centers for its 21st CCLC Program. Called the Rock-It Academy at Neil Armstrong Elementary School (Cohort 9) and the Steamer Success Academy at Mark Twain Elementary (Cohort 11), the two centers served 167 total students and 162 (97%) of students were regular attendees. Of the 167 total students, 69% of students served were FRPL. In addition, the centers served 105 students in summer programs. Twenty-nine partners supported the 21st CCLC Program and provided in-kind services with an estimated value of over \$200,000. The local evaluation reported that parents were active in the program and Bettendorf CSD 21st CCLC Centers held Family Events with at higher participation than previous years. Improvement on GPRA Measures was positive and the percentage of students achieving proficiency in reading (40%) was higher than the average nationwide (28%). All local objectives were met and a complete discussion of methodology and ratings

justification was included in the local evaluation. In addition, appropriate recommendations were included for each objective for future years. Bettendorf CSD has continued its efforts to develop a sustainability plan and some pieces of a plan were described in the local evaluation.



“Our family recently moved here from out-of-state and we have no family living near us. The transition was very difficult for our two boys. Fortunately, we were able to enroll the boys in the Rock-It Academy program at Neil Armstrong. This has made all the difference for our boys. They’ve made great friends and it’s helped them feel connected so much sooner than they would have if they hadn’t been a part of this program. Through the field trips and enrichment activities the boys have had wonderful opportunities to visit local museums, libraries, parks, and other recreational facilities in the community. They’ve also enjoyed the clubs that are offered during Rock-It program such as Chess Club and the Mentoring Club. Having these amazing opportunities is so amazing. We’ve never been a part of a school that offers all of these things and it’s free! I cannot say enough how important and significant this program has been for our family. Thank you for providing it!” (Bettendorf CSD Parent).



“Rock-It rocks! It’s the best ever. It’s fun to be involved in the different clubs at Rock-It and to be able to do it with my friends. We also have good snacks! I love Rock-It” (Bettendorf CSD Student).



“The kids have improved their social skills. They have met new friends. They enjoy playing outside after school, reading, making crafts, and music.” (Bettendorf CSD Parent).



“Our family has benefited from the afterschool program. My daughter is caught up on ST Math, so we have more family time and less computer time at night. The SSA also helps with afterschool care/supervision for my 2nd grader.” (Bettendorf CSD Parent).

Boys & Girls Clubs of the Cedar Valley

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

GPRA Measures

- ★ 63% of students at all levels identified as needing improvement in mathematics improved (GPRA Measure 3).
- ★ 60% of students at all levels identified as needing improvement in English improved (GPRA Measure 6).
- ★ 64% of elementary students identified as non-proficient in reading attained proficiency (GPRA Measure 7).
- ★ 58% of secondary students identified as non-proficient in mathematics attained proficiency (GPRA Measure 8).
- ★ 73% of students at all levels improved in homework completion and class participation (GPRA Measure 11).
- ★ 71% of students at all levels improved in student behavior (GPRA Measure 14).

Attendance

- ★ The 21st CCLC Program served 187 students.
- ★ 100 students (53%) were regular attendees.
- ★ **112 students (60%) were identified as FRPL.**

Partnerships and Local Objectives

- ★ **The 21st CCLC Program had 39 partners supporting the 21st CCLC Program that provided \$30,775 in in-kind value.**
- ★ The 21st CCLC Program had six local objectives and met five of them.

Overview and Attendance.

For the 2017-2018 school year, Boys & Girls Clubs of the Cedar Valley had three centers in Cohort 10 and two centers in Cohort 12. The 21st CCLC Program served 187 total students with 100 (53%) attending 30 days or more and 112 (60%) were classified as FRPL. The summer program for Cohort 12 served 72 total students with 44 (61%) classified as regular attendees. 39 partners supported the program and offered a variety of services with an in-kind value of \$30,775. The Boys & Girls Clubs of the Cedar Valley held ten parent events for 2017-2018 and 262 total parents attended.



Boys & Girls Clubs of the Cedar Valley 21st CCLC Program Summary Chart (2017-2018)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Boys & Girls Clubs of the Cedar Valley	10	39	Lincoln Elementary School, Carver Academy and Central Middle School	74	35
Boys & Girls Clubs of the Cedar Valley	12	39	Cunningham and Sacred Heart Elementary Schools	113	65
TOTALS		39		187	100

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

Partnerships.

Boys & Girls Clubs of the Cedar Valley reported that they had 39 partners that provided \$30,775 in in-kind value. Of the 39 partners, 16 participated in raising funds for the program. The local evaluation reported that a total of 55 regular volunteers participated in the Program.

Parent Involvement.

For 2017-2018, ten parent events were held by the Boys & Girls Clubs of the Cedar Valley and 262 parents attended. Communication methods with parents included flyers, personal contact, social media and phone calls. The Boys & Girls Clubs of the Cedar Valley also held special events and new literacy events at some sites.



Objectives.

GPRC Measures

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

Boys & Girls Clubs of the Cedar Valley 21st CCLC GPRA Measures Summary for 2017-2018

Program GPRA Measures	Percentage Improvement
1. The percentage of elementary 21 st Century regular program participants whose mathematics grades improved from fall to spring.	67%
2. The percentage of middle/high school 21 st Century regular program participants whose mathematics grades improved from fall to spring.	59%
3. The percentage of all 21 st Century regular program participants whose mathematics grades improved from fall to spring.	63%
4. The percentage of elementary 21 st Century regular program participants whose English grades improved from fall to spring.	55%
5. The percentage of middle/high school 21 st Century regular program participants whose English grades improved from fall to spring.	68%
6. The percentage of all 21 st Century regular program participants whose English grades improved from fall to spring.	60%
7. The percentage of elementary 21 st Century regular program participants who improve from not proficient to proficient or above in reading on state assessments.	64%
8. The percentage of middle/high school 21 st Century regular program participants who improve from not proficient to proficient or above in mathematics on state assessments.	58%
9. The percentage of elementary 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	76%
10. The percentage of middle/high school 21 st Century program participants with teacher-reported improvement in homework completion and class participation.	70%
11. The percentage of all 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	73%
12. The percentage of elementary 21 st Century participants with teacher-reported improvements in student behavior.	76%
13. The percentage of middle/high school 21 st Century participants with teacher-reported improvements in student behavior.	67%
14. The percentage of all 21 st Century participants with teacher-reported improvements in student behavior.	71%

Boys & Girls Clubs of the Cedar Valley reported on all GPRA Measures. For the elementary students in the program who were identified as needing improvement, 67% improved in mathematics and 55%

improved in English. For secondary students 59% improved in mathematics and 68% improved in English. In reading, 64% of elementary students who were not proficient obtained proficiency and for mathematics 58% of secondary students who were not proficient obtained proficiency. Over 70% of all students improved in homework completion and class participation as well as behavior. The local evaluation stated that attendees in the 21st CCLC Program had “*demonstrated higher percentages of increased proficiencies on the Iowa Assessment than the general student population,*” but no data was included to support this statement.

Local Objectives

Boys & Girls Clubs of the Cedar Valley had three local objectives for Cohort 10 and met all of them. For Cohort 12, there were also three objectives and three of them were met and one was rated as unable to measure. For Cohort 10, the methodology for measuring the local objectives was included in the local evaluation although it was not clear on objective one how teachers reported their improvement ratings. The justification for rating the objectives was included for two of the objectives and the justification for one objective was not clear. For Cohort 12, the methodology was included for two of the objectives and the justification was not included. Of the six total objectives, four of the objectives dealt with academic improvement, one objective dealt with communication and one dealt with student attachment. The objectives and their ratings are listed below.

Cohort 10

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

Cohort 12

- Increase academic achievement. *Met the Stated Objective.*
- Increase student, parent, and school staff communication to improve student success. *Met the Stated Objective.*
- Increase student attachment to education, their peers, adults, and the community. *Unable to measure the stated objective.*

Sustainability.

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

- The Boys & Girls Clubs of the Cedar Valley will use the capital campaign plan as a base for improvement for our annual campaign.
- Will meet with special events committees during the summer of 2019, for a SWAT analysis on our special events.
- Continue monthly meetings with community partners to establish relationships, and to give them planning time on how they can help secure future funding.

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

Partner contributions are a part of the sustainability plan and the 39 partners provided an estimated \$30,775 in-kind services.

Boys & Girls Clubs of the Cedar Valley Summary.

Boys & Girls Clubs of the Cedar Valley reported success for its 21st CCLC Program. The program served 187 total students with a regular attendance of 100 (53%). In addition, 72 students attended the 21st CCLC summer session. The 39 partners provided services and their estimated in-kind value was \$30,775. Boys & Girls Clubs of the Cedar Valley held ten events for the 21st CCLC Program and a total of 262 parents attended. Improvement was reported for students for all GPRA Measures, including elementary and secondary students. Five of the six local objectives were met and a discussion of methodology and ratings justification was included in the local evaluation, although more details were needed on justification of ratings. One recommendation was included for objectives to obtain more complete data from Sacred Heart Elementary School. Boys & Girls Clubs of the Cedar Valley outlined the steps being used to help with sustainability of the program. The one recommendation on future plans for changes was to link local data with National Youth Outcomes Initiative.

Burlington CSD

Burlington CSD 21st CCLC Notable Facts:

GPRA Measures

- ★ 23% of students at all levels identified as needing improvement in mathematics improved (GPRA Measure 3).
- ★ 25% of students at all levels identified as needing improvement in English improved (GPRA Measure 6).
- ★ **42% of elementary students identified as non-proficient in reading attained proficiency (GPRA Measure 7).**
- ★ 23% of secondary students identified as non-proficient in mathematics attained proficiency (GPRA Measure 8).
- ★ 48% of students at all levels improved in homework completion and class participation (GPRA Measure 11).
- ★ 40% of students at all levels improved in student behavior (GPRA Measure 14).

Attendance

- ★ The 21st CCLC Program served 1,087 students.
- ★ 505 students (46%) were regular attendees.
- ★ **520 students (48%) were identified as FRPL.**

Partnerships and Local Objectives

- ★ The 21st CCLC Program had 33 partners supporting the 21st CCLC Program that provided \$21,036 in in-kind value.
- ★ The 21st CCLC Program had five local objectives and met three of them.

Overview and Attendance.

For the 2017-2018 school year, Burlington CSD had six centers for the 21st CCLC Program. Called PIECES (Partners in Education, Community Educating Students), the program had three centers for cohort 9 (Aldo Leopold and Edward Stone Middle Schools and North Hill Elementary School) and three centers for cohort 12 (Black Hawk, Grimes and Sunnyside Elementary Schools).

The three centers served 1,087 total students and 505 (46%) were regular attendees. For 2017-2018, 48% of the total students served were identified as FRPL. North Hill Elementary School also provided a summer program and had 130 students attending. PIECES had 33 partners supporting the 21st CCLC Program that provided \$21,036 in in-kind value. Parents had the opportunity to attend the ten family nights held between five schools. The results from a Parent Survey indicated that 71% of parents taking the survey were satisfied with program activities and 75% felt the program gave them an opportunity to have a greater role in their child's education.



Burlington CSD 21st CCLC Program Summary Chart (2017-2018)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Burlington CSD	9	33	Aldo Leopold and Edward Stone Middle Schools and North Hill Elementary School	684	288
Burlington CSD	12	33	Black Hawk, Grimes and Sunnyside Elementary Schools	403	217
TOTALS		33		1,087	505

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

Partnerships.

Burlington CSD had 33 unpaid partners providing a total of \$21,036 in in-kind services.

The involvement of the diverse representation of partners is one of the program's greatest successes, with several having collaborated with BCSD since the inception of the program. The Burlington Public Library, ADDS, Iowa State University Extension, Kiwanis and the YMCA are examples of long-standing partners whose contributions have been integral to the growth and sustainability of PIECES program (Local Evaluation).



The local evaluation reported that North Hill Elementary partnered with Iowa State University to provide volunteers to lead 4-H classes one day a week for fourth and fifth grade students throughout the school year. This partnership is the only one of its kind in the state of Iowa and was recognized at the state level.

Parent Involvement.

Burlington CSD held ten Family Nights. Of those taking a parent survey, 71% were satisfied with the program activities, 51% had attended a Family Night and 75% felt that the program gave them an opportunity to have a greater role in their child's education. The number of parents taking the survey was not reported and no attendance data for the family nights was provided in the local evaluation.

Objectives.

GPRM Measures

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

Burlington CSD 21st CCLC GPRA Measures Summary for 2017-2018

Program GPRA Measures	Percentage Improvement
1. The percentage of elementary 21 st Century regular program participants whose mathematics grades improved from fall to spring.	40%
2. The percentage of middle/high school 21 st Century regular program participants whose mathematics grades improved from fall to spring.	11%
3. The percentage of all 21 st Century regular program participants whose mathematics grades improved from fall to spring.	23%
4. The percentage of elementary 21 st Century regular program participants whose English grades improved from fall to spring.	42%
5. The percentage of middle/high school 21 st Century regular program participants whose English grades improved from fall to spring.	12%
6. The percentage of all 21 st Century regular program participants whose English grades improved from fall to spring.	25%
7. The percentage of elementary 21 st Century regular program participants who improve from not proficient to proficient or above in reading on state assessments.	42%
8. The percentage of middle/high school 21 st Century regular program participants who improve from not proficient to proficient or above in mathematics on state assessments.	23%
9. The percentage of elementary 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	31%
10. The percentage of middle/high school 21 st Century program participants with teacher-reported improvement in homework completion and class participation.	56%
11. The percentage of all 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	48%
12. The percentage of elementary 21 st Century participants with teacher-reported improvements in student behavior.	25%
13. The percentage of middle/high school 21 st Century participants with teacher-reported improvements in student behavior.	49%
14. The percentage of all 21 st Century participants with teacher-reported improvements in student behavior.	40%

Burlington CSD reported that for students identified as needing improvement in mathematics and English, 23% of students improved. In English, 74% of elementary students and 78% of secondary students improved. In English, 42% of elementary and 12% of secondary students improved. Of the elementary students not proficient in reading, 42% attained proficiency. Of the secondary students not proficient in mathematics, 23% attained proficiency. For all students, 48% improved in homework completion and class participation and 40% improved in student behavior.

Local Objectives

Burlington CSD had five local objectives for the 21st CCLC Program for the 2017-2018 School Year (Cohorts 9 and 12 had the same objectives and the local evaluation reported them together). Three of the objectives were met and two of the objectives were not met but progress was made toward the objective. One of the objectives focused on academic achievement, two of the objectives focused on student behavior, one objective focused on enrichment and one objective focused on parental involvement. The local evaluation included the methodology for measuring the local objectives and the justification for rating the objectives and their ratings are listed below.



- Students who regularly attend PIECES will achieve one year's growth in reading and math based on Iowa Assessment standard scores by June 30, 2018. *Met the Stated Objective.*
- By May 2018, 50% of students who attend PIECES regularly will have six or less days of missed school. *Did not meet but made progress toward the Stated Objective.*
- Students who regularly attend PIECES will decrease Office Disciplinary Referrals by 10% for the 2017-2018 school year. *Did not meet but made progress toward the Stated Objective.*
- By May 2018, students will be exposed to a minimum of five enrichment activities as measured by the number of community partners contributing activities. *Met the Stated Objective.*
- By May 2018, 75% of our parents will report greater involvement in their children's education as measured by evaluation surveys. *Met the Stated Objective.*

Sustainability.

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

1. *Management of Program.* There is a 21st Century Grant Coordinator who also acts as the Outreach Coordinator for the District.
2. *Data Collection System.* Program uses Infinite Campus and EZ Reports.
3. *Volunteer Coordination.* Volunteers are trained to prepare them for service. Training is given to high school volunteers and adult volunteers are given training as needed.

4. *Student Needs Assessment.* Academic assistance is provided as student needs require it. Programming is incorporating more community partners to offset funding decline.
5. *Program Evaluations.* In addition to an outside evaluator, two additional evaluation measures are employed. Surveys are given to parents, teachers and students to determine their satisfaction levels and a student advisory council at each center gives feedback and suggestions.
6. *Community Partners.* The number of partners has grown from 15 the first year of the 21st CCLC Grant to 41 partners for 2017-2018.
7. *Additional funding sources.* Funding sources other than 21st CCLC are used to fund and support the program. Six funding partners were listed in the local evaluation.

Partner contributions for 2017-2018 for in-kind services were estimated at over \$21,000.

Burlington CSD Summary.

Burlington Community School District had six centers in its 21st CCLC Program. Called PIECES (Partners in Education, Community Educating Students), the program served 1,087 students with a regular attendance of 505 students. In addition, 130 students attended the 21st CCLC summer session held at North Hill Elementary School. PIECES had the support of 33 partners who participated in a variety of ways, including providing programming and staffing. Parents had the opportunity to attend ten family nights and, in a survey, 71% of parents expressed satisfaction with the program. The number of parents attending family nights was not included in the local evaluation. GPRA Measures indicated some students improved in each area. Burlington CSD had five local objectives. Three of the objectives were met and two objectives were not met but progress was made toward the objectives. Methodology and ratings justification were included in the local evaluation. Recommendations were included for objectives. Burlington CSD has a formal sustainability plan that includes continuing the program when 21st CCLC grant funds are expended. The local evaluator included recommendations on future plans.



"We can play basketball we can go outside and one of the most parts about it is that Mrs. Gully is there to support us." (21st CCLC Student).



"Overall, I was very pleased with the PIECES program. Rosie worked very hard to handle behaviors as they arose. I also heard many positive comments from working parents." (Burlington CSD Principal).



"My daughter enjoys attending and I feel this program has made her transition to middle school easier." (Burlington CSD Parent).

Cedar Rapids CSD

Cedar Rapids CSD 21st CCLC Notable Facts:

GPRA Measures

- ★ **52% of elementary students identified as needing improvement in English improved (GPRA Measure 6).**
- ★ 14% of elementary students identified as non-proficient in reading attained proficiency (GPRA Measure 7).

Attendance

- ★ The 21st CCLC Program served 746 students.
- ★ 378 students (51%) were regular attendees.
- ★ **577 students (77%) were identified as FRPL.**

Partnerships and Local Objectives

- ★ The 21st CCLC Program had eight partners supporting the 21st CCLC Program that provided \$80,000 in in-kind value.
- ★ The 21st CCLC Program had seven local objectives and met all seven of them.

Overview and Attendance.

Cedar Rapids CSD 21st CCLC Program holds a summer only program for seven weeks at five elementary schools. Kids on Course University is a no-cost opportunity for families and had centers at Arthur Elementary, Harrison Elementary, Madison Elementary, Truman Elementary, and Wright Elementary Schools and the total attendance was 746 students and 77% of the students were identified as FRPL. The local evaluation stated that the program was held for a total of 33 (3 days more than last year's program), helping the program have 378 or 50% regular attendance.



The Kids on Course University had eight partners supporting the centers with a variety of services. The eight partners provided \$80,000 in in-kind value. Parents were invited to attend a parent/family night and 35% of parents attended. At the end of the summer program, parents received a report card on their children sharing students' progress in academic achievement for mathematics, reading and writing.

Cedar Rapids CSD 21st CCLC Program Summary Chart (2017-2018) – Summer Only

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Cedar Rapids CSD	11	8	Cleveland, Garfield, Grant Wood, Harrison and Hiawatha Elementary Schools	746	378
TOTALS		8		746	378

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

Partnerships.

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

Partnerships allowed students in the summer program, Kids on Course University, to have high quality mentors, learn about adult education opportunities, have food bags to address over the weekend and receive incentive rewards for attendance. (Local Evaluation).

Parent Involvement.

Kids on Course University held a parent/family night with opportunities to talk with staff, learn about adult education programs from Kirkwood Community College and see where students spend their days. The local evaluation stated that more than 35% of parents attended. Parents received a report card on their children at the end of the program sharing students' progress in academic achievement for mathematics, reading and writing.



Objectives.

GPRM Measures

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

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

Program GPRA Measures	Percentage Improvement
1. The percentage of elementary 21 st Century regular program participants whose mathematics grades improved from fall to spring.	na
2. The percentage of middle/high school 21 st Century regular program participants whose mathematics grades improved from fall to spring.	na
3. The percentage of all 21 st Century regular program participants whose mathematics grades improved from fall to spring.	na
4. The percentage of elementary 21 st Century regular program participants whose English grades improved from fall to spring.	52%
5. The percentage of middle/high school 21 st Century regular program participants whose English grades improved from fall to spring.	na
6. The percentage of all 21 st Century regular program participants whose English grades improved from fall to spring.	52%
7. The percentage of elementary 21 st Century regular program participants who improve from not proficient to proficient or above in reading on state assessments.	14%
8. The percentage of middle/high school 21 st Century regular program participants who improve from not proficient to proficient or above in mathematics on state assessments.	na
9. The percentage of elementary 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	na
10. The percentage of middle/high school 21 st Century program participants with teacher-reported improvement in homework completion and class participation.	na
11. The percentage of all 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	na
12. The percentage of elementary 21 st Century participants with teacher-reported improvements in student behavior.	na
13. The percentage of middle/high school 21 st Century participants with teacher-reported improvements in student behavior.	na
14. The percentage of all 21 st Century participants with teacher-reported improvements in student behavior.	na

Cedar Rapids CSD reported that based on the FAST assessment tool 178 students were not proficient in reading. Of these 178 students, 24 or 14% improved to proficient in reading. For improvement in English, 235 students were identified as needing improvement and 121 or 52% improved. The other measures were determined to be not applicable to the summer only program.



Local Objectives

Cedar Rapids CSD had seven local objectives for the 21st CCLC Program for the 2017-2018 School Year. All seven of the objectives were met. The methodology for measuring the local objectives was sound and the justification for rating the objectives was complete. Of the seven objectives, two dealt with student achievement, one dealt with access to resources in the library, two dealt with student participation and two dealt with parent participation. The objectives and their ratings are listed below.

- 40% of KCU students will start the next school year closer to grade level in reading based on FAST CBM scores comparing spring to fall scores. *Met the stated objective.*
- 100% of students will have access to the school's library materials weekly. *Met the stated objective.*
- 70% of students will increase their math scores from the pre-assessment in week one of KCU to the post assessment in week seven. *Met the stated objective.*
- 100% of KCU students will engage in organized physical fitness at least 200 minutes a week. *Met the stated objective.*
- 100% will attend field trip. *Met the stated objective.*
- 100% of KCU parents will receive student report cards. *Met the stated objective.*
- 20% of KCU parents/guardians will attend Family Night. *Did not meet but made progress toward stated objective.*

Sustainability.

Cedar Rapids CSD has a sustainability plan in place. The local evaluation stated that currently 70% of the budget for Kids on Course University is provided by partners and that the afterschool program would survive in some form once 21st CCLC funds are no longer available. The local evaluation listed eight partners who provided an estimated in-kind total value of \$80,000. The local evaluation stated "*The Zach Johnson Foundation is committed to continuing fundraising and partnership building to maintain and grow the program to reach even more students who need summer academic and emotional support*" (Local Evaluation).

Cedar Rapids CSD Summary.

Cedar Rapids CSD had success with its summer only program. Called Kids on Course University, five centers had a total attendance of 746 students with 77% FRPL. The 21st CCLC Program was supported by 8 partners who provided \$80,000 in services. Parents had opportunities to attend parent/family nights and 35% of parents attended. GPRA Measures indicated that of the students who were not proficient in reading, 14% attained proficiency. In addition, 52% of students improved in English. Cedar Rapids had seven local objectives and all of them were met. Methodology and justification for each of the

objectives was complete. Recommendations were included for the program, including continuing a 33-day program to help with regular attendance and providing additional learning supports for LEP students. The local evaluation listed current efforts toward continuing the program as the 21st CCLC grant is reduced or stopped.



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



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



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



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



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



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

Central Decatur CSD

Central Decatur CSD 21st CCLC Notable Facts:

GPRA Measures

- ★ **79% of students at all levels identified as needing improvement in mathematics improved (GPRA Measure 3).**
- ★ 57% of students at all levels identified as needing improvement in English improved (GPRA Measure 6).
- ★ 57% of elementary students identified as non-proficient in reading attained proficiency (GPRA Measure 7).
- ★ 40% of students at all levels improved in homework completion and class participation (GPRA Measure 11).
- ★ 63% of students at all levels improved in student behavior (GPRA Measure 14).

Attendance

- ★ The 21st CCLC Program served 235 students.
- ★ 121 students (51%) were regular attendees.
- ★ **153 students (65%) were identified as FRPL.**

Partnerships and Local Objectives

- ★ The 21st CCLC Program had 12 partners supporting the 21st CCLC Program that provided \$31,200 in in-kind value.
- ★ The 21st CCLC Program had seven local objectives and met one of them.

Overview and Attendance.

For the 2017-2018 school year, Central Decatur CSD had four centers in three school districts. South and North Elementary schools were located in Central Decatur CSD, Mormon Trail Elementary School is located in Mormon Trail CSD and Lamoni Elementary School is located in Lamoni CSD. The four centers served a total of 235 students and 121 (51%) of the students were regular attendees. and 65% of all attendees are identified as FRPL. In addition, Central Decatur 21st CCLC served a total of 104 students in summer programs. The 21st CC:C Program was supported by 12 partners with an estimated in-kind value of \$31,200. Central Decatur CSD reported that they held four family literacy nights during the year but the local evaluation did not provide the number of attendees. Two of the events were held at Mormon Trail Elementary School and two of the events were held at Lamoni Elementary School. No events were reported for North and South Elementary Schools in Central Decatur CSD.

Central Decatur CSD 21st CCLC Program Summary Chart (2017-2018)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Central Decatur CSD	12	12	Central Decatur CSD (North and South Elementary Schools). Mormon Trail CSD (Mormon Trail Elementary School) and Lamoni CSD (Lamoni Elementary School)	235	121
TOTALS		12		235	121

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



Partnerships.

Central Decatur CSD had 12 partners for the 21st CCLC Program for 2017-2018 with an in-kind value of \$31,200. The local evaluation provided insight into partnerships for a rural program. (Note: the section below from the local evaluation has been edited for length.)

Partnerships are critical to the success of any program. To date, several agencies/organizations provide the three centers with programming including: Community Health Centers of Southern Iowa (presentations on wellness and drug/alcohol prevention, free dental screenings, sponsor snacks for Family Literacy Nights); Iowa State Extension and Outreach (supply newly developed literacy focused activities to pilot, provide resources and kits, share best practices for youth development staff training); Decatur County Sheriff's Department (visit programs regularly, presentations on safety, drug awareness, bullying and violence prevention and careers); AmeriCorps Youth Launch (family literacy nights, dedicated AmeriCorps members for educational assistance, mentoring, service learning, and STEM); Leon, Lamoni and Humeston Public Libraries (administer summer reading program and activity programs during after school hours, provide access to library resources); Graceland University (culturally, recreation, and enrichment programs and activities); Decatur County Conservation (which manages 9 parks and natural areas - provide conservation programs and activities; supervise field experiences to nature areas); and the Iowa Department of Natural Resources (facilitate outdoor education programming). The programs also benefit from the Rotary Club of Decatur County and the Parent - Teacher Organizations which provide a variety of goods and support. The Decatur County Rotary have been generous in seeking and providing funding for programs when grant funds end, and were instrumental in the establishment of the "Backpack Buddy" program. (The school districts have a partnership with the Iowa Food Bank to participate in this program. Decatur County Rotary picks up the food in Des Moines each month and helps to pack the 120 bags for local students. This program is a partnership between the three entities and provides weekend food supplies to 30 needy students on a weekly basis. These students have been identified as "food scarce" children who may not have regular, if any, access to food or meals on

the weekends. The goal of this program is to provide enough food to help these children get through the weekend between Friday's school lunch and Monday's school breakfast.

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

Parent Involvement.

Central Decatur CSD held four family literacy events for 2017-2018. The total number of participants was not reported in the local evaluation. The local evaluation stated, *"Communication with parents is a critical component to their involvement. All sites have established methods for communicating school and program information to parents and to the general community."* Communication methods included newsletters, updates sent home to parents, personal communication with parents and electronic methods such as e-mail, websites, voicemail, Facebook, etc.



Objectives.

GPRA Measures

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

Central Decatur CSD 21st CCLC GPRA Measures Summary for 2017-2018

Program GPRA Measures	Percentage Improvement
1. The percentage of elementary 21 st Century regular program participants whose mathematics grades improved from fall to spring.	79%
2. The percentage of middle/high school 21 st Century regular program participants whose mathematics grades improved from fall to spring.	na
3. The percentage of all 21 st Century regular program participants whose mathematics grades improved from fall to spring.	79%
4. The percentage of elementary 21 st Century regular program participants whose English grades improved from fall to spring.	57%
5. The percentage of middle/high school 21 st Century regular program participants whose English grades improved from fall to spring.	na
6. The percentage of all 21 st Century regular program participants whose English grades improved from fall to spring.	57%
7. The percentage of elementary 21 st Century regular program participants who improve from not proficient to proficient or above in reading on state assessments.	57%
8. The percentage of middle/high school 21 st Century regular program participants who improve from not proficient to proficient or above in mathematics on state assessments.	na
9. The percentage of elementary 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	40%
10. The percentage of middle/high school 21 st Century program participants with teacher-reported improvement in homework completion and class participation.	na
11. The percentage of all 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	40%
12. The percentage of elementary 21 st Century participants with teacher-reported improvements in student behavior.	63%
13. The percentage of middle/high school 21 st Century participants with teacher-reported improvements in student behavior.	na
14. The percentage of all 21 st Century participants with teacher-reported improvements in student behavior.	63%

Central Decatur CSD reported that for the elementary students in the program who were identified as needing improvement in mathematics, 79% improved. For reading 57% of elementary students identified as not proficient moved to proficient. Teachers reported that for students identified as needing improvement, 40% of students improved in homework completion and class participation. For teacher-reported improvements in student behavior, 63% of students at Lamoni Elementary School improved. Other sites did not administer the teacher survey to collect data for student behavior.



Local Objectives

Central Decatur CSD had seven local objectives for the 21st CCLC Program for the 2017-2018 School Year. One objective was met and six objectives were not met but progress was made toward meeting them. Three of the objectives dealt with academic performance, two of the objectives dealt with student attendance and behavior and two of the objectives dealt with parent involvement. The methodology for measuring the local objectives and the justification for rating the objectives was listed but needed more detail in the local evaluation. The objectives and their ratings are listed below.

Academic performance. After 90 days or more, in one of the Decatur County Cares Coalition (DC3) sites:

- When matched by similar demographics to no-participants in their school, a higher percentage of DC3 participants will be proficient in reading as measured by Fall and Spring FAST Assessments. *Did not meet but made progress toward the stated objective.*
- 80% of parents will agree that their child's academics have improved and that the after-school programs provide extra academic support as measured by parent surveys. *Met the Stated Objective.*
- Teachers with students enrolled in the after-school programs will agree that 75% of their students have improved their academic performance as measured by teacher surveys. *Did not meet but made progress toward the stated objective.*

Student attendance and behavior. After 90 days or more, in each of the D3 sites:

- 80% of after school program participants will decrease and/or maintain their school absences to less than 5 days per year from the regular school day as measured by program and District attendance records. *Did not meet but made progress toward the stated objective.*
- Teachers agree that 75% of their students enrolled in the after-school program are more engaged in the learning process, are behaving well in class, and are getting along well with others as measured by teacher surveys and school behavior reports. *Did not meet but made progress toward the stated objective.*

Parent involvement. After 90 days or more, in each of the D3 sites:

- 80% of parents with students in the after-school program will participate in a minimum of 2 family literacy activities/year as evidenced by event activity/participation records. *Did not meet but made progress toward the stated objective.*
- 80% of parents attendance Family Literacy events will agree that the event(s) helped them assist their child as measured by event-specific post-activity evaluations. *Did not meet but made progress toward the stated objective.*

Sustainability.

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

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

The local evaluation listed 12 partners with an in-kind value of \$31,200.

Central Decatur CSD Summary.

The Central Decatur CSD 21st CCLC Program served 235 students were served and 65% were identified as FRPL. In addition, 104 students were served in the summer program. Central Decatur CSD had the support of 12 partners with an in-kind value of \$31,200. The local evaluation reported that Central Decatur CSD held four parent events but attendance data was incomplete for the events. For elementary, GPRA Measures showed improvement in mathematics and reading and English was not measured. The 21st CCLC Program had seven local objectives. One objective was met and six objectives were not met but progress was made toward them. Central Decatur CSD listed six efforts being utilized to help with sustainability. Recommendations for future plans for change were included in the evaluation.

Clinton CSD

Clinton CSD 21st CCLC Notable Facts:

GPRA Measures

- ✳ 79% of students at all levels identified as needing improvement in mathematics improved (GPRA Measure 3).
- ✳ 71% of students at all levels identified as needing improvement in English improved (GPRA Measure 6).
- ✳ 72% of elementary students identified as non-proficient in reading attained proficiency (GPRA Measure 7).
- ✳ 45% of secondary students identified as non-proficient in mathematics attained proficiency (GPRA Measure 8).
- ✳ 77% of students at all levels improved in homework completion and class participation (GPRA Measure 11).
- ✳ 83% of students at all levels improved in student behavior (GPRA Measure 14).

Attendance

- ✳ The 21st CCLC Program served 255 students.
- ✳ **228 students (89%) were regular attendees.**
- ✳ **181 students (71%) were identified as FRPL.**

Partnerships and Local Objectives

- ✳ The 21st CCLC Program had 60 partners supporting the 21st CCLC Program that provided \$162,780 in in-kind value.
- ✳ The 21st CCLC Program had 27 local objectives and met 21 of them.

Overview and Attendance.

The Clinton CSD 21st CCLC Program (called *Student Adventures*) had eight centers for the 2017-2018 school year in cohorts 8, 10 and 11. The Cohort 8 program had centers at Bluff, Jefferson and Eagle Heights Elementary Schools and served students in grades Kindergarten, 1 and 5. Cohort 10 had centers at Bluff, Jefferson and Eagle Heights Elementary Schools and served students in grades 2-4. Cohort 11 Centers served students at Whittier Elementary and Clinton Middle Schools. *Student Adventures* operated before and after school as well as in the summer at all centers.



The Clinton Community School District (CCSD) and collaborative partners' mission is to narrow the achievement gaps for students at Bluff Elementary, Jefferson Elementary, Eagle Heights Elementary, Whittier Elementary, and Clinton Middle School. (Local Evaluation).

The Clinton CSD 21st CCLC Program served a total of 255 students and 228 or 89% of them were regular attendees. For 2017-2018, 71% of the total students served were identified as FRPL. For the summer, the three cohorts served a total of 118 students. *Student Adventures* had 60 partners supporting the

program. Partners provided \$162,780 in in-kind services. Parents were active in the program. They served on school advisory councils, and attended Family Friday events at each school as well as two District-Wide family events.

Clinton CSD 21st CCLC Program Summary Chart (2017-2018)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Clinton CSD	8	60	Bluff, Jefferson and Eagle Heights Elementary Schools (Grades K, 1 and 5)	81	76
Clinton CSD	10	60	Bluff, Jefferson and Eagle Heights Elementary Schools (Grades 2-4)	96	84
Clinton CSD	11	60	Whittier Elementary and Clinton Middle Schools	78	68
TOTALS		60		255	228

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

Partnerships.

Clinton CSD 21st CCLC Centers were supported by 60 partners. Clinton CSD reported that seven of the partners has been supporting district initiatives for over a decade.

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

Partners provided services for free or at discounted rates. Clinton CSD estimated that the in-kind value provided by the partners totaled over \$162,000.



Parent Involvement.

Each school in the Clinton CSD 21st CCLC Program has a School Advisory Committee composed of parents, students, community members and school personnel. These committees meet monthly and provide feedback on all aspects of the 21st CCLC Program. In 2017-2018, two District-wide *Student Adventures* events were held where a total of 147 parents attended. District-wide, 34% of parents attended events which is an improvement over the 18% that attended in 2016-2017. In addition, local centers provided family nights related to projects and goals of the Program. The local evaluation did not provide attendance data for these local events.

Objectives.

GPRM Measures

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

Clinton CSD 21st CCLC GPRA Measures Summary for 2017-2018

Program GPRA Measures	Percentage Improvement
1. The percentage of elementary 21 st Century regular program participants whose mathematics grades improved from fall to spring.	83%
2. The percentage of middle/high school 21 st Century regular program participants whose mathematics grades improved from fall to spring.	45%
3. The percentage of all 21 st Century regular program participants whose mathematics grades improved from fall to spring.	79%
4. The percentage of elementary 21 st Century regular program participants whose English grades improved from fall to spring.	72%
5. The percentage of middle/high school 21 st Century regular program participants whose English grades improved from fall to spring.	64%
6. The percentage of all 21 st Century regular program participants whose English grades improved from fall to spring.	71%
7. The percentage of elementary 21 st Century regular program participants who improve from not proficient to proficient or above in reading on state assessments.	72%
8. The percentage of middle/high school 21 st Century regular program participants who improve from not proficient to proficient or above in mathematics on state assessments.	45%
9. The percentage of elementary 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	77%
10. The percentage of middle/high school 21 st Century program participants with teacher-reported improvement in homework completion and class participation.	88%
11. The percentage of all 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	77%
12. The percentage of elementary 21 st Century participants with teacher-reported improvements in student behavior.	82%
13. The percentage of middle/high school 21 st Century participants with teacher-reported improvements in student behavior.	100%
14. The percentage of all 21 st Century participants with teacher-reported improvements in student behavior.	83%

Clinton CSD reported improvement for all GPRA Measures For the elementary students in the program who were identified as needing improvement, 83% improved in mathematics, 72% improved in English and 72% moved from not proficient to proficient in reading. Measures For the secondary students in the program who were identified as needing improvement, 79% improved in mathematics, 64% improved in English and 45% moved from not proficient to proficient in Mathematics. Teachers reported that 77% of students improved in homework completion and class participation and 83% of students improved their behavior.



Local Objectives

Clinton CSD had nine local objectives arranged into three main goals for each cohort. The first goal dealt with academic achievement, the second goal dealt with improvement in student behavior and the third goal dealt with family literacy. Of the 27 objectives (9 per cohort), 21 were, 3 were not met but progress was made toward the objective and 3 were unable to measure. Complete methodology and justification for ratings was included in the local evaluation. The objectives and their ratings are listed below.

- Objective G1-1: When matched by similar demographics to non-participants in their school, a higher percentage of *students** will be proficient in reading and math as measured by Iowa and/or FAST assessments. (*Cohort 9 - K-1 and 5th grade students and Cohort 10 - 2-4 grade Student Adventures participants and Cohort 11 - K-8 grade Student Adventures participants). *All Cohorts Met the Stated Objective.*
- Objective G1-2: 75% of parents will agree that their child's academics have improved and that the Student Adventures program provides extra academic support as measured by parent surveys. *All Cohorts Met the Stated Objective.*
- Objective G1-3: 75% of regular attendees in the Student Adventures program will agree that they are doing better in school since attending the program as measured by student surveys. *All Cohorts Met the Stated Objective.*
- Objective G1-4: Teachers with students in the student Adventures programs will agree that 60% of their students have improved their academic performance as measured by teacher surveys. *All Cohorts Met the Stated Objective.*
- Objective G2-1: 75% of Student Adventures participants will decrease their school absences to less than 5 days absent from the regular school day and the Student Adventures program as measured by program and District attendance records. *All Cohorts Met the Stated Objective.*
- Objective G2-2: 80% of students in the Student Adventures program agree that they like the program and look forward to the program and 80% of parents agree that their child has better social skills as measured by student and parent surveys. *All Cohorts Met the Stated Objective.*

- Objective G2-3: Teachers agree that 60% of their students are more engaged in the learning process, are behaving well in class, and are getting along better with others as measured by teacher surveys and school behavior reports. *All Cohorts Met the Stated Objective.*
- Objective G3-1: 50% of parents with students in the Student Adventures program will participate in a minimum of 2 family literacy activities as evidenced by activity/participation records. *All Cohorts Did not meet the Stated Objective but made progress toward the stated objective.*
- Objective G3-2: 50% of parents attending family literacy events will agree the event(s) helped them assist their child to succeed as measured by event-specific post-activity evaluations. *All cohorts were unable to measure the stated objective.*

Sustainability.

Clinton CSD began its sustainability plan process in the summer of 2005 when it entered into an agreement with the Iowa Afterschool Alliance to develop a sustainability plan as a pilot project. The plan, titled *Clinton Community School District Student Adventures Afterschool Program Sustainability Plan 2016-2017* is on file and available for review. It is reviewed yearly and adjusted as needed. Community engagement is the core of the sustainability plan. Clinton CSD estimated the total contributions for in-kind services at over \$162,000.



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

Clinton CSD Summary.

Clinton Community School District' 21st CCLC Program, called *Student Adventures* served 255 students with a regular attendance of 228 (89%). In addition, 118 students attended the 21st CCLC summer session. Partnerships totaled 60 and partners provided a variety of services with in-kind services estimated at over \$162,000. Each center had an advisory committee and students, community members and school personnel served on them to provide input and ideas for improving the 21st CCLC Program. For 2017-2018 34% of parents attended center events. Improvement was made for all GPRA Measures and 21 of 27 local objectives were met. The local evaluation contained a complete discussion on the methodology for both the GPRA Measures and the local objectives and justification was provided for the ratings of the local objectives. Recommendations for objectives were provided by the local evaluators as well as recommendation on future plans for change. Clinton CSD has an exemplary sustainability plan that is reviewed each year and changed as needed.



"Staff is amazing role models and support to my daughter." (21st CCLC Program Parent).



*"Upon making and delivering Thanksgiving cards to the residents at an area nursing home:
"What a great experience for the students and residents, too." (21st CCLC Community Member).*



"There are two brothers which come to mind that showed great improvement in the program. We worked on their math skills since they were behind in class. We showed them how to break down problems and different ways to figure the problems out. They are now to the point where they can help others kids out with math and their father has thanked the staff multiple times for the help the boys received." (21st CCLC Program Teacher).

Council Bluffs CSD

Council Bluffs 21st CCLC Notable Facts:

GPRC Measures

- ★ 45% of students at all levels identified as needing improvement in mathematics improved (GPRC Measure 3).
- ★ **63% of students at all levels identified as needing improvement in English improved (GPRC Measure 6).**
- ★ 27% of elementary students identified as non-proficient in reading attained proficiency (GPRC Measure 7).
- ★ 28% of secondary students identified as non-proficient in mathematics attained proficiency (GPRC Measure 8).
- ★ 19% of students at all levels improved in homework completion and class participation (GPRC Measure 11).
- 25% of students at all levels improved in student behavior (GPRC Measure 14).

Attendance

- ★ **The 21st CCLC Program served 3,466 students.**
- ★ 1,755 students (51%) were regular attendees.
- ★ 1,021 students (30%) were identified as FRPL.

Partnerships and Local Objectives

- ★ **The 21st CCLC Program had 107 partners supporting the 21st CCLC Program that provided \$178,200 in in-kind value.**
- ★ The 21st CCLC Program had 19 local objectives and met 5 of them.

Overview and Attendance.

For the 2017-2018 school year, Council Bluffs CSD had seven centers in cohorts 9, 10 and 11. 21st CCLC Centers for cohort 9, CB D.R.E.A.M.S (Developing Relationships Engaging All Middle Schoolers), were at Kirn and Wilson Middle Schools. Centers for cohort 10, SUPER Kids (Student University Promoting Education and Recreation), were at Franklin, Longfellow and Rue Elementary Schools. Centers for Cohort 11, Ready by 21, were located at Abraham Lincoln and Thomas Jefferson High Schools.

The Council Bluffs CSD 21st CCLC Program served 3,446 total students of which 1,755 (51%) were regular attendees. Of the total attendees, 30% were identified as FRPL. In addition, the summer programs served a total of 1,291 students. Council Bluffs CSD reported that the 21st CCLC Program had 107 program partners. Parents are active in the program and over 18 events had a total attendance of 992 parents and family members.



Council Bluffs CSD 21st CCLC Program Summary Chart (2017-2018)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Council Bluffs	9	107	Kirn and Wilson Middle Schools	1,118	325
Council Bluffs	10	107	Franklin, Longfellow and Rue Elementary Schools	557	356
Council Bluffs	11	107	Abraham Lincoln and Thomas Jefferson High School	1,433	214
Council Bluffs	12	107	Carter Lake and Roosevelt Elementary Schools	338	175
TOTALS		107		3,446	1,755

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



Partnerships.

Council Bluffs CSD had 107 partners, an increase of 20 partners from the previous year. Partners provided a variety of services and 26 of the partners provided services to all nine 21st CCLC Centers. Council Bluffs CSD estimated that the value of in-kind services provided by the partners totaled over \$178,000.

Parent Involvement.

Council Bluffs CSD held at least 18 events involving parents among the nine centers. Total attendance at these events was 992 parents and family members. Parents are kept informed through the use of Facebook, paper flyers in both English and Spanish, School Messenger phone calls and e-mails, school websites, newsletters and announcements.

Objectives.

GPRM Measures

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

academic measures (GPRA 1-8), data was based on matched pairs where data was available for individual students from both fall and spring.

Council Bluffs CSD 21st CCLC GPRA Measures Summary for 2017-2018

Program GPRA Measures	Percentage Improvement
1. The percentage of elementary 21 st Century regular program participants whose mathematics grades improved from fall to spring.	50%
2. The percentage of middle/high school 21 st Century regular program participants whose mathematics grades improved from fall to spring.	42%
3. The percentage of all 21 st Century regular program participants whose mathematics grades improved from fall to spring.	45%
4. The percentage of elementary 21 st Century regular program participants whose English grades improved from fall to spring.	65%
5. The percentage of middle/high school 21 st Century regular program participants whose English grades improved from fall to spring.	60%
6. The percentage of all 21 st Century regular program participants whose English grades improved from fall to spring.	63%
7. The percentage of elementary 21 st Century regular program participants who improve from not proficient to proficient or above in reading on state assessments.	27%
8. The percentage of middle/high school 21 st Century regular program participants who improve from not proficient to proficient or above in mathematics on state assessments.	28%
9. The percentage of elementary 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	20%
10. The percentage of middle/high school 21 st Century program participants with teacher-reported improvement in homework completion and class participation.	18%
11. The percentage of all 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	19%
12. The percentage of elementary 21 st Century participants with teacher-reported improvements in student behavior.	28%
13. The percentage of middle/high school 21 st Century participants with teacher-reported improvements in student behavior.	22%
14. The percentage of all 21 st Century participants with teacher-reported improvements in student behavior.	25%

For improvement in mathematics, Council Bluffs CSD reported that 50% of elementary and 42% of secondary students needing improvement improved their mathematics grades. For students identified as needing improvement in English, 65% of elementary students and 60% of secondary students improved their English grades. For students identified as needing improvement in proficiency, 27% of elementary students improved to proficient in reading and 28% of secondary students improved to proficient in mathematics. Council Bluffs CSD reported that for students identified as needing improvement, 19% of students improved in homework and class participation and 25% of students improved their behavior.



Local Objectives

Council Bluffs CSD had 19 total local objectives for the 21st CCLC Program for the 2017-2018 School Year. Of the 19 objectives, 5 were met, 12 were not met but progress was made toward the objectives and 2 were not met and no progress was made toward the objective. Eight objectives dealt with student achievement, four dealt with student attendance, four dealt with school engagement and discipline, one dealt with parent perceptions of the program, one dealt with improving college and career readiness and one dealt with graduation rates. Cohort 9 centers served middle school students, cohort 10 centers served elementary students, cohort 11 centers served high school students and Cohort 12 served elementary students. The local evaluation included appropriate methodology and ratings justification for all local objectives. The objectives and their ratings are listed below.

- *(Middle, elementary and high school)* 21st Century regular program participants who demonstrate growth in reading on state assessments compared to occasional participants. *Middle school - Did not meet but made progress toward the Stated Objective; Elementary school - Did not meet but made progress toward the Stated Objective; High school – Did not meet but no progress was made toward the Stated Objective.*
- By June of each year, middle school program participants will experience greater growth in math as measured by performance on Iowa Assessments and/or district assessments as compared to non-participants after accounting for at-risk factors. *Did not meet but made progress toward the Stated Objective.*
- *(Elementary and high school)* 21st Century regular program participants who demonstrate growth in mathematics on state assessments compared to occasional participants. *Elementary school - Did not meet but made progress toward the Stated Objective; High school – Did not meet and no progress was made toward the Stated Objective.*
- By June of each year, *(middle, elementary and high school)* participants will show a greater annual school attendance rate than occasional participants. *Middle school - Met the Stated Objective; Elementary school - Met the Stated Objective; High school – Met the Stated Objective.*
- By June of each year, at least 80% of regular attendees will demonstrate increased school engagement with fewer disciplinary incidents (on average) than students attending fewer than 30 days. *Middle school - Did not meet but made progress toward the Stated Objective; Elementary school - Did not meet but made progress toward the Stated Objective; High school – Did not meet but made progress toward the Stated Objective.*

- By June of each year, 75% of all parents will indicate on post-surveys that the program has had a significant positive impact on their middle school child in the areas of educational, career focus, and social skill development. *Middle school - Met the stated objective.*
- Regular attendees will demonstrate a higher percent of college enrollment during the first year after graduation than students attending fewer than 30 days. *High School - Did not meet but made progress toward the Stated Objective.*
- Annually, at least 95% of regular attendees will graduate with their 4-year cohort. *High School - Did not meet but made progress toward the Stated Objective.*

Sustainability.

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

- *Quality Staffing.* Council Bluffs CSD reported that qualified staff is the core of the afterschool program. To this end, Council Bluffs CSD has worked to develop a category of employee for the 21st CCLC Program called *Youth Development Worker*, allowing them to broaden their selection of workers. A certification program for afterschool staff is also being developed that will include training specifically targeted to help meet the needs students in the 21st CCLC Program.
- *Community Partner Development.* Twenty-six partners serve all nine 21st CCLC centers. The 21st CCLC Leadership Team targets local businesses and partner recognition events were held to recognize and honor community partners. Partner contributions for in-kind services were estimated at over \$178,000.
- *Management Plan.* Council Bluffs used their management plan to increase efficiencies and reduce expenditures. The first effort was adopting a plan that would reflect 21st CCLC Program requirements and align student offerings to meet the needs of students served by the program. The second effort was to offer summer school to only students who were lacking in academic proficiency in at least one core area.



Council Bluffs CSD Summary.

Council Bluffs Community School District had nine centers in its 21st CCLC Program. The Elementary School Program, called SUPER Kids (*Student University Promoting Education and Recreation*) included three centers in Cohort 10 and two centers in Cohort 12. The Middle School Program called CB D.R.E.A.M.S (*Developing Relationships Engaging All Middle Schoolers*) had two centers in Cohort 9. The High School Program (*Ready by 21*) had centers at two schools in Cohort 11. The Council Bluffs CSD Program had 3,446 students in the program with a regular attendance of 1,755 students. Summer programs for Council Bluffs CSD had a total attendance of 1,291 students. Community partners numbered 107 and provided over \$178,000 in in-kind services. Parents are active in the program and more than 18 events had a total attendance of 992 parents and family members. Some improvement in all GPRA Measures was recorded and a full discussion of GPRA Measures and local objectives was included in the local evaluation. Of the 19 total local objectives, 5 were met, 12 were not met but progress was made toward the objectives, and 2 were not met and no progress was made toward the

objective. Recommendations for local objectives and on future plans to change were provided in the local evaluation. Council Bluffs CSD has a sustainability plan that focuses on Staffing, Community Partner Development and a Management Plan.



"We have had wonderful conversations around so many touchy subjects because of our book content. A lot of people that maybe did not have a place that was their fit for school, have a place in Book Club." (21st CCLC Club Sponsor).



"Thank you for creating clubs and after school activities. I would have never got to do some of the things I've done without you being in after school clubs... You inspire me to try more clubs at TJ [High School]. Thank you for organizing clubs for me and my friends." (21st CCLC Student).



"The after-school programs have been wonderful for my family. It lets me know they are somewhere safe, having fun, and learning new things. Every day they come home sharing all the things they have learned. My children have been involved in the programs for the last 4 years. We are very thankful for all programs." (21st CCLC Parent).



Davenport CSD

Davenport CSD 21st CCLC Notable Facts:

GPRA Measures

- ★ 15% of students at all levels identified as needing improvement in mathematics improved (GPRA Measure 3).
- ★ 17% of students at all levels identified as needing improvement in English improved (GPRA Measure 6).
- ★ 11% of elementary students identified as non-proficient in reading attained proficiency (GPRA Measure 7).
- ★ 6% of secondary students identified as non-proficient in mathematics attained proficiency (GPRA Measure 8).
- ★ 68% of students at all levels improved in homework completion and class participation (GPRA Measure 11).
- ★ 60% of students at all levels improved in student behavior (GPRA Measure 14).

Attendance

- ★ The 21st CCLC Program served 380 students.
- ★ 277 students (73%) were regular attendees.
- ★ **338 students (89%) were identified as FRPL.**

Partnerships and Local Objectives

- ★ The 21st CCLC Program had 22 partners supporting the 21st CCLC Program that provided \$115,190 in in-kind value.
- ★ The 21st CCLC Program had 15 local objectives and met five of them.

Overview and Attendance.

For the 2017-2018 school year, Davenport CSD 21st CCLC (Stepping Stones) had six centers in four cohorts: Cohort 8 at Jefferson Elementary School; Cohort 9 at Madison Elementary School; Cohort 10 at Smart Intermediate and Monroe Elementary Schools; Cohort 11 at Buchanan Elementary School; and Cohort 12 at Hayes Elementary School. Davenport CSD stated that the Stepping Stones Program guiding values were (*Local Evaluation*):

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

At all centers, Davenport CSD served a total of 380 students with 277 (73%) students with regular attendance and 338 (89%) of total students were identified as FRPL. In addition, Davenport had 179 students in the summer school 21st CCLC Program. Stepping Stones had the support of 22 partners that provided a total of \$115,190 in in-kind value. The Davenport CSD 21st CCLC Local Evaluation reported that five family events were held at each center.

Davenport CSD 21st CCLC Program Summary Chart (2017-2018)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Davenport CSD	8	22	Jefferson Elementary School	59	55
Davenport CSD	9	22	Madison Elementary School	61	56
Davenport CSD	10	22	Smart Intermediate and Washington Elementary Schools	176	104
Davenport CSD	11	22	Buchanan Elementary School	43	22
Davenport CSD	12	22	Hayes Elementary School	41	40
TOTALS		22		380	277

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

Partnerships.

Davenport CSD had 22 partners for its 21st CCLC Program. Davenport CSD estimated that the in-kind value provided by the partners totaled over \$115,000. Several partners are community wide, including the River Bend Food Bank that provided backpack meals for weekends to each summer 21st CCLC student at no cost to the 21st CCLC Program.



Parent Involvement.

Davenport CSD provided a chart in the local evaluation that listed five events for each center. The number of parents attending varied and some attendance numbers were not included. The local evaluation also stated, "We found when events were offered on a monthly basis parents began to attend and participate on a consist basis." It was not clear how the reference to monthly events was reflected in the provided chart of five events.

Objectives.

GPRC Measures

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



Davenport CSD 21st CCLC GPRA Measures Summary for 2017-2018

Program GPRA Measures	Percentage Improvement
1. The percentage of elementary 21 st Century regular program participants whose mathematics grades improved from fall to spring.	17%
2. The percentage of middle/high school 21 st Century regular program participants whose mathematics grades improved from fall to spring.	9%
3. The percentage of all 21 st Century regular program participants whose mathematics grades improved from fall to spring.	15%
4. The percentage of elementary 21 st Century regular program participants whose English grades improved from fall to spring.	20%
5. The percentage of middle/high school 21 st Century regular program participants whose English grades improved from fall to spring.	8%
6. The percentage of all 21 st Century regular program participants whose English grades improved from fall to spring.	17%
7. The percentage of elementary 21 st Century regular program participants who improve from not proficient to proficient or above in reading on state assessments.	11%
8. The percentage of middle/high school 21 st Century regular program participants who improve from not proficient to proficient or above in mathematics on state assessments.	6%
9. The percentage of elementary 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	59%
10. The percentage of middle/high school 21 st Century program participants with teacher-reported improvement in homework completion and class participation.	86%
11. The percentage of all 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	68%
12. The percentage of elementary 21 st Century participants with teacher-reported improvements in student behavior.	55%
13. The percentage of middle/high school 21 st Century participants with teacher-reported improvements in student behavior.	78%
14. The percentage of all 21 st Century participants with teacher-reported improvements in student behavior.	60%

Davenport CSD reported that improvement was observed for each GPRA Measure. For the elementary students in the program who were identified as needing improvement, 17% improved in mathematics and 20% improved in English. For reading 11% of elementary students moved from not proficient to proficient. For secondary students identified as needing improvement, 9% improved in mathematics and 8% improved in English. For mathematics 8% of secondary students moved from not proficient to proficient. Teachers reported that 68% of students needing improvement improved in homework completion and class participation and 60% of students needing improvement improved their behavior.

Local Objectives

Davenport CSD had the same three objectives for each cohort, for a total of fifteen local objectives for the 21st CCLC Program for the 2017-2018 School Year. Five of the local objectives were reported as being met, eight local objectives were reported as not being met but progress was made toward the objective, and two local objectives were reported as not being met and no progress was made toward the objective. The methodology for measuring the local objectives was sound and the justification for rating the objectives was complete. Of the three common objectives, two dealt with student achievement (reading and mathematics) and one dealt with student behaviors. The objectives and their ratings are listed below.

- Stepping Stones participants will show increased growth in reading over the course of the school year in comparison to like-demographic students from the same school who do not participate in 21st CCLC programs. *Met the Stated Objective (Cohort 8). Did not meet but made progress toward the stated objective (Cohorts 9, 10, 11 and 12).*
- Stepping Stones participants will show increased growth in math over the course of the school year in comparison to like-demographic students from the same school who do not participate in 21st CCLC programs. *Met the Stated Objective (Cohort 8). Did not meet but made progress toward the stated objective (Cohorts 9, 10, 11 and 12)*
- 80% of Stepping Stones participants will be proficient for their grade level in teacher-preferred social behaviors, peer-preferred social behaviors, and classroom adjustment behaviors. *Met the Stated Objective (Cohorts 8, 9 and 10). Did not meet and no progress was made toward the stated objective (Cohorts 11 and 12).*

Sustainability.

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

- Project design supports building capacity in school staff and partners through professional development experiences and collaborative planning.
- Enrichment partners provide in-kind services with outside sources of funding to support mission. Many partners have made commitments for contributions to support the program including in-kind for staff, professional development, facilities and other operating expenses.
- School staff dedicates pledges from Employee giving campaign to support the programs.
- DHS Childcare assistance will provide resources for families beyond the grant funds. New DHS QRS site approval will bring \$1,600 per site annually for program support.
- Resource development is ongoing, led by DCSD with community partnerships and NCSP.

Davenport CSD estimated the in-kind services provided by partners was over \$115,000.

Davenport CSD Summary.

The Davenport CSD 21st CCLC Program (Stepping Stones) served a total of 380 students with a regular attendance of 277 (73%). In addition, 179 students attended the 21st CCLC summer session. A total of 22 partners supported the program variety of ways and provided over \$115,000 in in-kind value. Davenport CSD reported that multiple family events were held during the school year but the local evaluation was not clear on the number of attendees. Some students improved for each GPRA Measure. Each cohort used the same three local objectives for a total of 15 objectives. Thirteen of the local objectives were reported as being met or as not being met but progress was made toward the objective. Two local objectives were reported as not being met and no progress was made toward the objective. A complete discussion of methodology and ratings justification was included in the local evaluation. Davenport has a formal sustainability plan that includes continuing the program once grant funding ends. The local evaluation reported that there are no plans to change or add any objectives. Recommendations on future plans for change other than objectives were not included in the evaluation.



"My teachers make me smile." (21st CCLC Student).



"My students are able to complete their homework at school with assistance from qualified staff." (Davenport CSD Teacher).



"I would not be able to work if it weren't for the Stepping Stones program." (21st CCLC Parent).

Des Moines CSD

Des Moines CSD 21st CCLC Notable Facts:

GPRC Measures

- ★ 45% of students at all levels identified as needing improvement in mathematics improved (GPRC Measure 3).
- ★ 47% of students at all levels identified as needing improvement in English improved (GPRC Measure 6).
- ★ **52% of elementary students identified as non-proficient in reading attained proficiency (GPRC Measure 7).**
- ★ 9% of secondary students identified as non-proficient in mathematics attained proficiency (GPRC Measure 8).
- ★ **92% of elementary students identified as needing improvement in homework completion and class participation improved (GPRC Measure 9).**
- ★ **73% of elementary students identified as needing improvement in student behavior improved (GPRC Measure 12).**

Attendance

- ★ The 21st CCLC Program served 2,817 students.
- ★ **2,491 students (88%) were regular attendees.**
- ★ **1731 students (61%) were identified as FRPL.**

Partnerships and Local Objectives

- ★ The 21st CCLC Program had 11 partners supporting the 21st CCLC Program that provided \$357,258 in in-kind value.
- ★ The 21st CCLC Program had eight local objectives and met all eight of them.

Overview and Attendance.

For the 2017-2018 school year, Des Moines CSD had 14 centers; 7 in Cohort 8, 1 in Cohort 10, 4 in Cohort 11 and 3 in cohort 12. In addition, Des Moines had 8 centers for the Cohort 9 summer program.

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



During the 2017-2018 School Year, 1,983 students were served by the 21st CCLC Program with 1,727 being regular participants. For the Cohorts 9 and 10 summer program there were 904 participants with 834 being regular attendees. For 2017-2018, 61% of the total students served were identified as FRPL. Des Moines CSD reported that there were 46 community partners supporting the 21st CCLC Program that provided \$357,258 in in-kind value. Parents are active in the program as evidenced by the participation in various opportunities with the highlight being student and parent participation in the Half Pint Poetry Slam.

Des Moines CSD 21st CCLC Program Summary Chart (2017-2018)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Des Moines CSD	8	46	Garton, Hillis, Morris, River Woods, Samuelson and Willard Elementary Schools	891	767
Des Moines CSD	10	46	Stowe Elementary School	150	137
Des Moines CSD	11	46	Cattell, Howe, Lovejoy and Oak Park Elementary Schools	618	521
Des Moines CSD	12	46	Capitol View, King and Monroe Elementary Schools	324	302
TOTALS		46		1983	1727

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

Partnerships.

Des Moines CSD had 46 partners that provided over \$357,000 in in-kind value to the 21st CCLC Program. Partners included all original partnerships with addition of many new partners, including AmeriCorps, Teachers Going Green, Boys and Girls Clubs of Central Iowa, the Iowa Dental Clinic, Global Arts Therapy and Half-Pints Poetry.

Parent Involvement.

Des Moines 21st CCLC Centers hold at least four parent nights per year. In addition, many partner programs hosted family events including After School Arts Program, Iowa Youth Chorus and Half-Pint Poetry. Centers also had family night themes such as Science Night, Karaoke Night and Bingo Night. Communication with parents was done utilizing phone calls, texts, e-mails, social media and newsletters. In addition, students created posters, flyers and invitations for families.



Objectives.

GPRM Measures

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

Des Moines CSD 21st CCLC GPRM Measures Summary for 2017-2018

Program GPRM Measures	Percentage Improvement
1. The percentage of elementary 21 st Century regular program participants whose mathematics grades improved from fall to spring.	50%
2. The percentage of middle/high school 21 st Century regular program participants whose mathematics grades improved from fall to spring.	9%
3. The percentage of all 21 st Century regular program participants whose mathematics grades improved from fall to spring.	45%
4. The percentage of elementary 21 st Century regular program participants whose English grades improved from fall to spring.	52%
5. The percentage of middle/high school 21 st Century regular program participants whose English grades improved from fall to spring.	11%
6. The percentage of all 21 st Century regular program participants whose English grades improved from fall to spring.	47%
7. The percentage of elementary 21 st Century regular program participants who improve from not proficient to proficient or above in reading on state assessments.	52%
8. The percentage of middle/high school 21 st Century regular program participants who improve from not proficient to proficient or above in mathematics on state assessments.	9%
9. The percentage of elementary 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	93%
10. The percentage of middle/high school 21 st Century program participants with teacher-reported improvement in homework completion and class participation.	na
11. The percentage of all 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	93%
12. The percentage of elementary 21 st Century participants with teacher-reported improvements in student behavior.	73%
13. The percentage of middle/high school 21 st Century participants with teacher-reported improvements in student behavior.	na
14. The percentage of all 21 st Century participants with teacher-reported improvements in student behavior.	73%

Des Moines CSD reported that of the regular attendees in the 21st CCLC program who were identified as needing improvement, 50% of elementary students improved in mathematics and 9% of secondary students improved in mathematics. In English, 52% of elementary students improved and 11% of secondary students improved. For elementary students who were identified as not proficient in reading, 52% attained proficiency. For secondary students who were identified as not proficient in mathematics, 9% attained proficiency. Teachers reported that 93% of elementary students improved in homework completion and class participation and 73% of elementary students improved their behavior. Numbers of secondary students were not provided for improvement in homework completion and class participation and behavior. Secondary students attended in the summer only and thus teacher survey data was not available.

Local Objectives

For the school year 21st CCLC Program (Cohorts 8, 10, 11 and 12) Des Moines CSD listed eight local objectives for the 2017-2018 School Year and they met all eight of the objectives. The methodology for measuring the local objectives was sound and the justification for rating the objectives was complete. Of the eight objectives, five dealt with student achievement and three dealt with student retention and fostering community collaboration.



- DMPS will provide afterschool programming 5 days per week for 3 hours per day to students in identified schools. *Met stated objective.*
- 10% of non-proficient participants will improve from not proficient to proficient or above in math MAP assessment annually. *Met stated objective.*
- 10% of non-proficient participants will improve from not proficient to proficient or above in reading on MAP reading assessment annually. *Met stated objective.*
- 100% of students will gain new life skills by planning and engaging in enrichment programs that complement core academic areas. *Met stated objective.*
- DMPS will provide programming five days per week for a minimum of fifteen hours per week to students in identified schools. *Met stated objective.*
- 95% of participating families will indicate satisfaction with program as measured by parent surveys. *Met stated objective.*
- DMPS will provide afterschool education enrichment opportunities in collaboration with community partners, that promote positive youth development, encourage student engagement, and offer extended learning opportunities. *Met stated objective.*
- DMPS will provide family literacy events a minimum of four times per year to engage students and their families in interactive family literacy activities. *Met stated objective.*

The Cohort 9 summer program had three objectives and met all three.

1. Provide summer time academic enrichment activities five days per week for 3 hours per day, for six weeks in identified schools. *Met stated objective.*
2. Provide a family literacy event to engage students and families in interactive activities, strengthening parent-child relationships and academic performance. *Met stated objective.*
3. 95% of participating families will indicate satisfaction with the family literacy event as measured by parent surveys. *Met stated objective.*

Sustainability.

Des Moines CSD has a sustainability plan that includes both community and school district support. *“DMPS is committed to continuing to serve all 21CCLC students at the same level of programming even as 21CCLC grant funds are reduced or completed (Local Evaluation).* The local evaluation listed several strategies to promote sustainability for the 21st CCLC program: garnering broad-based community support via increased visibility and promotion, utilization of existing resources, building new partnerships and creating new revenue streams. Partners are committed to continuing the 21st CCLC Program as shown by their total contributions for in-kind services this year of over \$357,000.



Des Moines CSD Summary.

Des Moines Community School District served a total of 1,983 students with a regular attendance of 1,727. Des Moines increased its partnerships from 34 partners to 46. The partners participated in a variety of ways, including materials, oversight, evaluation and staffing and provided over \$357,000 in in-kind value. Parents volunteered and attended parental events. Each center held at least four family events per year. Improvement was reported for all students for all GPRA Measures although secondary data was not available for GPRA Measures 10 and 13. All local objectives were met and a complete discussion of methodology and ratings justification was included in the local evaluation. Recommendations for local objectives and future plans for change focused on applying for a new 21st CCLC grant. Des Moines CSD has a sustainability plan that includes continuing the program when 21st CCLC grant funds are expended.



Students enrolled in Iowa Youth Chorus through 21st Century Programming at Oak Park Elementary School will be participating in a concert in December. They had the opportunity to practice for the concert by going to Living History Farms and sang songs with students from other schools, have a pizza dinner and then trick or treat together at their Halloween event. This is an opportunity that these children otherwise wouldn't have had, had they not participated in this after school program funded by 21st Century funds (Local Evaluation).



The recent work we've done alongside 21st CCLC has been the most meaningful and transformational work with youth. The programming and has been fantastic. More impressive than the programming may be the people involved in making these concepts come to life for the youth being served (C. Mercer, Grubb YMCA).



My favorite part of 21st Century is learning about science. I get to do robotics and I'm really good at math. I want be an engineer when I grow up (21st CCLC Student).



We appreciate the 21st century class offerings. Many of the children would never have the opportunity to experience Photography, horseback riding or dance etc. if not for these classes. This adds so many dimensions to the children's learning that an ordinary school day can't offer, and the parents can't afford. Our family is very grateful to all the staff and community support that make these opportunities available (21st CCLC Parent).

Hamburg CSD

Hamburg CSD 21st CCLC Notable Facts:

GPRA Measures

- ★ **93% of elementary students identified as needing improvement in mathematics improved (GPRA Measure 3).**
- ★ **98% of elementary students identified as needing improvement in English improved (GPRA Measure 6).**
- ★ **0% of elementary students identified as non-proficient in reading attained proficiency (GPRA Measure 7).**
- ★ **89% of elementary students improved in homework completion and class participation (GPRA Measure 11).**
- ★ **82% of elementary students improved in student behavior (GPRA Measure 14).**

Attendance

- The 21st CCLC Program served 85 students.
- 43 students (62%) were regular attendees.
- **50 students (70%) were identified as FRPL.**

Partnerships and Local Objectives

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

Overview and Attendance.

For the 2017-2018 school year Hamburg CSD had 1 21st CCLC center located at Marnie Simons Elementary School. Contact hours totaled 16 ½ hours per week. The Program served 71 total students with 43 (62%) being regular attendees. of the total students served 50 (70%) were identified as FRPL. The 21st CCLC Program offered 32 clubs for students to attend and 76% of students attended enrichment clubs. The number of community partners totaled 14 and partners provided \$7.675 in in-kind value. The local evaluation indicated that parent involvement was important. Parents participated in literacy/math nights and STEM nights.

Hamburg CSD 21st CCLC Program Summary Chart (2017-2018)

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

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

Partnerships.

Hamburg CSD reported that 14 partners supported the 21st CCLC Program and provided \$7,675 in in-kind value. Partners provided programming or activity-related services, goods and volunteer staffing.

“Iowa State University Extension and Outreach is honored to be a part of the Hamburg After-School Program. We are always seeking partners who can provide ways for us to share our research-based, youth-focused curriculum, and this program answers the call by connecting us to youth who are engaged and eager to learn, providing consumable supplies, and offering staff support that makes it possible for us to be efficient and effective when presenting content.” -Mandy Maher, Iowa State Extension and Outreach (Local Evaluation).



The partnership with Washington Plaza is extremely special for students and community members alike. Students spend Friday afternoons with ten elderly community members. The community members lead planned activities, while the students learn the importance of compassion for elderly people, and discover how wonderful these relationships can be. It is named “The Kindness Club.” (Local Evaluation).

Parent Involvement.

Parental involvement was an important objective from the inception of the afterschool program planning process (Local Evaluation). Four Advisory Board meetings were held throughout the year, with one parent at each meeting. One literacy/math night was held in partnership with the school, with 28 parents attending. An end-of-year survey was given to parents and results indicated parents are pleased with the Program.

Objectives.

GPRC Measures

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

Hamburg CSD 21st CCLC GPRA Measures Summary for 2017-2018

Program GPRA Measures	Percentage Improvement
1. The percentage of elementary 21st Century regular program participants whose mathematics grades improved from fall to spring.	93%
2. The percentage of middle/high school 21st Century regular program participants whose mathematics grades improved from fall to spring.	na
3. The percentage of all 21st Century regular program participants whose mathematics grades improved from fall to spring.	93%
4. The percentage of elementary 21st Century regular program participants whose English grades improved from fall to spring.	98%
5. The percentage of middle/high school 21st Century regular program participants whose English grades improved from fall to spring.	na
6. The percentage of all 21st Century regular program participants whose English grades improved from fall to spring.	98%
7. The percentage of elementary 21st Century regular program participants who improved from not proficient to proficient or above in reading on state assessments.	0%
8. The percentage of middle/high school 21st Century regular program participants who improved from not proficient to proficient or above in mathematics on state assessments.	na
9. The percentage of elementary 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	89%
10. The percentage of middle/high school 21st Century program participants with teacher-reported improvement in homework completion and class participation.	na
11. The percentage of all 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	89%
12. The percentage of elementary 21st Century participants with teacher-reported improvements in student behavior.	82%
13. The percentage of middle/high school 21st Century participants with teacher-reported improvements in student behavior.	na
14. The percentage of all 21st Century participants with teacher-reported improvements in student behavior.	82%

Hamburg CSD reported that of the regular attendees in the 21st CCLC program who were identified as

needing improvement 93% improved in mathematics and 98% improved in English. Teachers reported that 89% of students also improved in homework completion and class participation and 82% of students improved their behavior. Of the 15 students identified as not proficient in reading, none of them (0%) achieved proficiency.



Local Objectives

Hamburg CSD listed three local objectives for the 21st CCLC Program for the 2017-2018 School Year and they made progress toward meeting all three objectives. The methodology for measuring the local objectives was sound and the justification for rating the objectives was complete. Of the three objectives, one dealt with student achievement, one dealt with student behavior and participation in school programs, and one dealt with parental engagement and educational opportunities for them.

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

Sustainability.

The Hamburg CSD Local Evaluation stated that the 21st CCLC program will be maintained after funding ends. Ways to continue funding for the program include using at-risk/drop-out prevention funds, Hamburg CSD general funds, and several on-going grants. In addition, use will be made of volunteers and other grant opportunities will be pursued.

Hamburg CSD Summary.

Hamburg Community School District served was 85 with a regular attendance of 43. Hamburg had the support of 14 partners who provided \$7,675 in in-kind value. Most partners are assisting with programming, along with providing volunteer staffing, and making available the equipment and/or goods needed for the students to participate in the clubs. Parents attended parental events. Improvement was reported for elementary students for all GPRA Measures with the exception of GPRA Measure 7, improvement in reading proficiency. Progress was made on all three local objectives and a complete discussion of methodology and ratings justification was included in the local evaluation. In addition, appropriate recommendations were included for future years. Hamburg CSD has a formal sustainability plan that includes continuing the program when 21st CCLC grant funds are expended.



“Xavier has a safe and friendly place to go after school. He is always asking to stay as late as possible so he can keep working and gets mad when I am there to pick him up. Clubs has helped him open up and he now knows kids throughout the whole school. I also noticed his reading has gotten much better as well.” (Hamburg 21st CCLC Parent).



“The before and after school program has helped my family tremendously! The program allows us to have our kids in a safe environment, without it they would be home alone. I also feel the staff is wonderful and the program is structured, offering so many activities for the girls. They do not want to leave the program when I pick up!” (Hamburg 21st CCLC Parent).



Students in a club called “Sew Helpful” made pillow case dresses and shirts/shorts for “Little Dresses for Africa.” The students learned how to use a sewing machine, simple stitches, and all material was donated by the community. The club ended up with a box full of new clothes and mailed them off along with letters and pictures (Hamburg 21st CCLC Local Evaluation).

Helping Services for Youth & Families

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

GPRC Measures

- ★ 31% of students at all levels identified as needing improvement in mathematics improved (GPRC Measure 3).
- ★ 21% of students at all levels identified as needing improvement in English improved (GPRC Measure 6).
- ★ 29% of elementary students identified as non-proficient in reading attained proficiency (GPRC Measure 7).
- ★ 29% of secondary students identified as non-proficient in mathematics attained proficiency (GPRC Measure 8).
- ★ **87% of students at all levels improved in homework completion and class participation (GPRC Measure 11).**
- ★ **85% of students at all levels improved in student behavior (GPRC Measure 14).**

Attendance

- ★ The 21st CCLC Program served 715 students.
- ★ 421 students (59%) were regular attendees.
- ★ **393 students (55%) were identified as FRPL.**

Partnerships and Local Objectives

- ★ The 21st CCLC Program had 62 partners supporting the 21st CCLC Program that provided \$23,836 in in-kind value.
- ★ The 21st CCLC Program had nine local objectives and met six of them.

Overview and Attendance.

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

91 students were served by the 21st CCLC Program during the school year with 82 being regular participants. 33% of the total students served were identified as FRPL. The number of community partners totaled 48 supporting the program with a variety of services. A Family Literacy Night program was held and over 400 students, parents and grandparents attended this event which was a joint effort with the West Union Elementary and Title 1 programs.

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



TCLC 21st CCLC Program Summary Chart (2017-2018)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Helping Services for Youth & Families	10	48	West Union Elementary School	91	82
TOTALS		48		91	82

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

TCLC 21st CCLC Summer Program Summary Chart (2016)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Helping Services for Youth & Families	10	48	TCLC	35	0
TOTALS		48		35	0

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

Partnerships.

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



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

Parent Involvement.

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

Objectives.

GPRC Measures

Helping Services for Youth & Families used 1st and 4th quarter grades to assess student performance in mathematics and in English for GPRC measures. The GPRC summary table below indicates percentage improvement for each measure. The low number of secondary students (three) would not provide meaningful comparisons so only elementary results are indicated in the table.

Helping Services for Youth & Families 21st CCLC GPRA Measures Summary for 2017-2018

Program GPRA Measures	Percentage Improvement
1. The percentage of elementary 21 st Century regular program participants whose mathematics grades improved from fall to spring.	43%
2. The percentage of middle/high school 21 st Century regular program participants whose mathematics grades improved from fall to spring.	na
3. The percentage of all 21 st Century regular program participants whose mathematics grades improved from fall to spring.	43%
4. The percentage of elementary 21 st Century regular program participants whose English grades improved from fall to spring.	56%
5. The percentage of middle/high school 21 st Century regular program participants whose English grades improved from fall to spring.	na
6. The percentage of all 21 st Century regular program participants whose English grades improved from fall to spring.	56%
7. The percentage of elementary 21 st Century regular program participants who improve from not proficient to proficient or above in reading on state assessments.	-
8. The percentage of middle/high school 21 st Century regular program participants who improve from not proficient to proficient or above in mathematics on state assessments.	na
9. The percentage of elementary 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	63%
10. The percentage of middle/high school 21 st Century program participants with teacher-reported improvement in homework completion and class participation.	na
11. The percentage of all 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	63%
12. The percentage of elementary 21 st Century participants with teacher-reported improvements in student behavior.	43%
13. The percentage of middle/high school 21 st Century participants with teacher-reported improvements in student behavior.	na
14. The percentage of all 21 st Century participants with teacher-reported improvements in student behavior.	43%

Helping Services for Youth & Families reported that of the regular attendees in the 21st CCLC program who were identified as needing improvement 43% improved in mathematics and 56% improved in English. This is above the national average of 24.8%. Teachers reported that 63% of students also improved in homework completion and class participation and 43% of students improved their behavior.

Local Objectives

Helping Services for Youth & Families listed five local objectives for the 21st CCLC Program for the 2017-2018 School Year and they reported meeting all five objectives. The methodology for measuring the local objectives was sound and the justification for rating the objectives was complete. Of the five objectives, two dealt with student achievement, one dealt with reading proficiency, one dealt with homework completion and class participation, and one dealt with student behavior.

- The number of regular program participants who improved in English from Fall to Spring. *Met stated objective.*
- The number of regular program participants who improved in mathematics from Fall to Spring. *Met stated objective.*
- The number of regular program participants who improved in reading proficiency from Fall to Spring. *Met stated objective.*
- Homework completion and class participation increases as reported by teachers. *Met stated objective.*
- Student behavior increases as reported by teachers. *Met stated objective.*



Parent Comments

"I have my daughter here because she needs new learning activities and I have seen a huge change in her. You guys are AWESOME!!"

"I don't have to worry about my children. They always enjoy the crafts and activities that they get to do here. I love that they are learning and getting extra homework help at the same time as having fun."

Student Comments

"The best thing about TCLC is recess outside, play with my friends, TCLC staff."

"I really liked when the veterinarian came to talk to us about his career."



Sustainability.

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

Helping Services for Youth & Families Summary.

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



The TCLC has been a great addition to West Union Elementary. This once small after school program has grown to almost full capacity. The partnership we have established with this program is immeasurable. I have really enjoyed working with the Leadership Team of the TCLC as we find more and more ways to have them get involved with our teaching staff and our students' success.

Some of the activities that the TCLC and West Union Elementary have partnered in:

- *Enrichment Curriculum*
- *Intervention Strategies*
- *Iowa Core Literacy and Mathematic Lessons and Activities*
- *Literacy and Math Nights*
- *Parent Teacher Conferences*
- *Literacy Summer School*

We look forward to this continued partnership and having the best interests of our students' in mind as we work together to help them accomplish their goals.

Travis Elliott, West Union Elementary Principal



Iowa City CSD

Iowa City CSD 21st CCLC Notable Facts:

GPRC Measures

- ✳ **84% of Elementary students identified as needing improvement in mathematics improved (GPRC Measure 3).**
- ✳ **88% of Elementary students identified as needing improvement in English improved (GPRC Measure 6).**
- ✳ 7% of elementary students identified as non-proficient in reading attained proficiency (GPRC Measure 7).
- ✳ 51% of Elementary students improved in homework completion and class participation (GPRC Measure 11).
- ✳ 60% of Elementary students improved in student behavior (GPRC Measure 14).

Attendance

- ✳ The 21st CCLC Program served 428 students.
- ✳ **428 students (100%) were regular attendees.**
- ✳ **269 students (63%) were identified as FRPL.**

Partnerships and Local Objectives

- ✳ The 21st CCLC Program had 20 partners supporting the 21st CCLC Program that provided \$56,450 in in-kind value.
- ✳ **The 21st CCLC Program had 15 local objectives and met all of them.**

Overview and Attendance.

For the 2017-2018 school year Iowa City CSD had one center in each of five cohorts.

Across sites, the program provided academic and social enrichment for students throughout the school year and 9 weeks over the summer. During the school year, the program runs between 2.5 and 4 hours each day, and during the summer, the program runs for about 10 hours during the day.

Across sites, the students engaged in a variety of activities. A key component of the academic support at each site was the implementation of small learning groups or one-on one tutoring focused on building students' reading and math skills. Other program activities encompassed homework support, STEM fields, arts, health and fitness, cultural identity, community involvement, and field trips. The schools provided these activities in collaboration with a variety of community partners.



The Iowa City 21st CCLC Centers served 428 students and all of them were regular attendees. For the summer 2017 program, 226 students were served with all of them being regular attendees as well. Of the 428 total students served, 269 (63%) were identified as FRPL. The number of community partners totaled 20 supporting the program with a variety of services. Parents are active in the program at all five sites.

Iowa City CSD 21st CCLC Program Summary Chart (2017-2018)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Iowa City CSD	8	20	Grant Wood	80	80
Iowa City CSD	9	20	Robert Lucas	121	121
Iowa City CSD	10	20	Kirkwood	66	66
Iowa City CSD	11	20	Archibald Alexander	95	95
Iowa City CSD	12	20	Archibald Alexander	66	66
TOTALS		20		428	428

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

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

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Iowa City CSD	8	20	Grant Wood	61	61
	9	20	Robert Lucas	57	57
	10	20	Kirkwood	57	57
	11	20	Archibald Alexander	51	51
TOTALS		20		226	226

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

Partnerships.

Twenty partners were listed in the local evaluation with 19 partners providing programming/activity-related services and one partner providing volunteer staffing. Partners are providing over \$56,450 of in-kind value. Partnership assistance was discussed at each of the five sites.



Parent Involvement.

Parent involvement was discussed for each center. Each of the five centers had several parent events and the types of involvement were described for each of the five sites. Each cohort site provided quarterly parent nights where the parents were able to discuss their student's progress with program staff and instructors. All five sites detailed outreach efforts to keep parents informed about upcoming events and opportunities for service. A total attendance for parents at events was not included in the local evaluation.

Objectives.

GPRM Measures

Iowa City CSD used *FastBridge Learning, aMath and aReading* to assess student performance in mathematics and in English and reading for GPRM measures. The GPRM summary table below indicates percentage improvement for each measure.

Iowa City CSD 21st CCLC GPRM Measures Summary for 2017-2018

Program GPRM Measures	Percentage Improvement
1. The percentage of elementary 21 st Century regular program participants whose mathematics grades improved from fall to spring.	84%
2. The percentage of middle/high school 21 st Century regular program participants whose mathematics grades improved from fall to spring.	na
3. The percentage of all 21 st Century regular program participants whose mathematics grades improved from fall to spring.	84%
4. The percentage of elementary 21 st Century regular program participants whose English grades improved from fall to spring.	88%
5. The percentage of middle/high school 21 st Century regular program participants whose English grades improved from fall to spring.	na
6. The percentage of all 21 st Century regular program participants whose English grades improved from fall to spring.	88%
7. The percentage of elementary 21 st Century regular program participants who improve from not proficient to proficient or above in reading on state assessments.	7%

Program GPRA Measures	Percentage Improvement
8. The percentage of middle/high school 21 st Century regular program participants who improve from not proficient to proficient or above in mathematics on state assessments.	na
9. The percentage of elementary 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	51%
10. The percentage of middle/high school 21 st Century program participants with teacher-reported improvement in homework completion and class participation.	na
11. The percentage of all 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	51%
12. The percentage of elementary 21 st Century participants with teacher-reported improvements in student behavior.	60%
13. The percentage of middle/high school 21 st Century participants with teacher-reported improvements in student behavior.	na
14. The percentage of all 21 st Century participants with teacher-reported improvements in student behavior.	60%

For elementary students identified as needing improvement, 84% of students improved in mathematics and 88% of students improved in English. For elementary students identified as not proficient in reading, 7% attained proficiency. Iowa City CSD reported that of the regular attendees in the 21st CCLC program who were identified as needing improvement 51% improved in homework completion and class participation and 52% of students improved their behavior.

Local Objectives

Iowa City CSD listed three local objectives for the 21st CCLC Program for the 2017-2018 School Year utilizing the same three objectives for each site. The methodology for measuring the local objectives was sound and the justification for rating the objectives was complete. Of the three objectives, one dealt with student achievement, one dealt with making safe and healthy choices, and one dealt with increasing parents' literacy and employment skills. All five sites reported meeting each objective and there was extensive discussion about the success in achieving all three objectives.

- The majority of students will increase their reading and math assessment levels and the number of students who are proficient on these assessments will increase. *Cohorts 8-12 - Met the stated objective.*
- The majority of students will have discovered new interests and acquired the knowledge and skills necessary through BASP program and PBIS to make safe and healthy choices. *Cohorts 8-12 - Met the stated objective.*
- The majority of families will be active supporters of their child's educational growth and increase their own literacy and employment skills. *Cohorts 8-12 - Met the stated objective.*

Sustainability.

Iowa City CSD has an extensive formal sustainability plan that includes both community and school district support. The sustainability plan discussed how coordinated meetings between program staff, the Project Evaluator, and the University of Iowa Center of Evaluation and Assessment would be utilized to review data and brainstorm ideas of how to obtain the best possible outcomes. In the event that federal funding does cease, Iowa City CSD has created partnerships within the community that will continue funding the program. These partners provided \$56,450 in in-kind value to the program.

Iowa City CSD Summary.

Iowa City Community School District has five centers in its 21st CCLC Program. The number of students served in both the summer and school year was 654 with a regular attendance of 654 (100%). Iowa City had the support of 20 partners who provided programming/activity-related services and volunteer staffing. Parents attended several events at each site and volunteered where needed. Improvement was reported for elementary students for all GPRA Measures although the 7% improvement in proficiency was less than the previous year. Iowa City met all local objectives and a complete discussion of methodology and ratings justification was included in the local evaluation. In addition, appropriate recommendations were included for future years. Iowa City CSD has a formal sustainability plan that includes continuing the program when 21st CCLC grant funds are expended.



"Having a staff who treats my child like their own has been a blessing!" (Iowa City 21st CCLC Parent).



"The activities after school are a highlight of my daughter's week. She loves cooking club and learning about other cultures! During the summer there is always something for her to look forward to. She loves the field trips and swimming! We love that she is enjoying her summer and we know she is being well cared for and is safe!" (Iowa City 21st CCLC Parent).



"My child comes home every day and tells me about new and different ways he learned to do math with the teacher that tutors him." (Iowa City 21st CCLC Parent).



Oakridge Neighborhood Services

Oakridge CSD 21st CCLC Notable Facts:

GPRA Measures

- ★ **48% of students at all levels identified as needing improvement in mathematics improved (GPRA Measure 3).**
- ★ **40% of elementary students identified as non-proficient in reading attained proficiency (GPRA Measure 7).**
- ★ **59% of secondary students identified as non-proficient in mathematics attained proficiency (GPRA Measure 8).**

Attendance

- ★ The 21st CCLC Program served 213 students.
- ★ **174 students (82%) were regular attendees.**
- ★ **213 students (100%) were identified as FRPL.**

Partnerships and Local Objectives

- ★ **The 21st CCLC Program had 24 partners supporting the 21st CCLC Program that provided \$445,264 in in-kind value.**
- ★ **The 21st CCLC Program had six local objectives and met all six of them.**

Overview and Attendance.

For the 2017-2018 school year Oakridge Neighborhood Services had 1 center which offered “*after-school academic tutoring five days a week in math and reading interspersed with enrichment activities and field trips and the program operates for three hours per day. On alternate Saturdays, smaller special groups attended enrichment opportunities (Local Evaluation).* If a family moves out of the Oakridge area, they are still allowed to remain in the program. There are two programs, OASIS (Oakridge Achieves Success In School) for elementary K-5 students, and BE REAL (Building and Enriching Relationships Enriching Academics and Learning) for students grades 6-8.

Oakridge 21st CCLC served 213 students during the school year with 174 (82%) being regular participants and all students (100%) were identified as FRPL. In addition, 135 students attended 21st CCLC during the summer of 2017. The number of community partners supporting the program totaled 24 with an estimated in-kind value of \$445,264. Parents were active in the program and attended six parent meetings/events throughout the year.



Oakridge Neighborhood Services 21st CCLC Program Summary Chart (2017-2018)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Oakridge Neighborhood Services	10	24	Oakridge Neighborhood Services	213	174
TOTALS		24		213	174

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

Partnerships.

Twenty-four partners were listed in the local evaluation, with most of them contributing more than one type of support, including programming and numerous volunteers. Partners are providing over \$465,000 of materials and in-kind value. Oakridge 21st CCLC identified partners by assessing classroom needs and finding partners to fill those needs. The local evaluation stated, "Highlights of partnerships include the best practices they bring in their work with us in the areas of literacy, math, and social emotional learning.

Parent Involvement.

Oakridge 21st CCLC held six parent meetings/events during the year.

- Parent Teacher Conferences. Conferences were held at both Edmund Elementary and at the Oakridge 21st CCLC Center and 150 parents participated.
- Cultural Night. At the Edmunds Elementary School Cultural Night, Oakridge 21st CCLC had an information table to share information about the 21st CCLC Program. Most 21st CCLC students participated and 175 parents attended.
- Fall Festival. This beginning of the school year event was attended by 200 parents.
- National Night Out. This event consisted of a variety of activities to celebrate safety and community within Oakridge Neighborhood Services and 200 parents attended.
- Parent Orientation for the 21st Century program. Parents met with designated site coordinators and 150 parents attended.
- English as a Second Language Classes. Provided by the on-site Adult and Family Program, 64 parents attended.

Objectives.

GPRC Measures

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



Oakridge Neighborhood Services 21st CCLC GPRA Measures Summary for 2017-2018

Program GPRA Measures	Percentage Improvement
1. The percentage of elementary 21 st Century regular program participants whose mathematics grades improved from fall to spring.	51%
2. The percentage of middle/high school 21 st Century regular program participants whose mathematics grades improved from fall to spring.	45%
3. The percentage of all 21 st Century regular program participants whose mathematics grades improved from fall to spring.	48%
4. The percentage of elementary 21 st Century regular program participants whose English grades improved from fall to spring.	na
5. The percentage of middle/high school 21 st Century regular program participants whose English grades improved from fall to spring.	na
6. The percentage of all 21 st Century regular program participants whose English grades improved from fall to spring.	na
7. The percentage of elementary 21 st Century regular program participants who improve from not proficient to proficient or above in reading on state assessments.	40%
8. The percentage of middle/high school 21 st Century regular program participants who improve from not proficient to proficient or above in mathematics on state assessments.	59%
9. The percentage of elementary 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	na
10. The percentage of middle/high school 21 st Century program participants with teacher-reported improvement in homework completion and class participation.	na
11. The percentage of all 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	na
12. The percentage of elementary 21 st Century participants with teacher-reported improvements in student behavior.	na
13. The percentage of middle/high school 21 st Century participants with teacher-reported improvements in student behavior.	na
14. The percentage of all 21 st Century participants with teacher-reported improvements in student behavior.	na

For elementary students identified as needing improvement in mathematics, 51% improved. For secondary students identified as needing improvement in mathematics, 45% improved. For reading, 40% of elementary students who were not proficient achieved proficiency. For mathematics, 59% of secondary students achieved proficiency.

GPRA measures 9-14 were not reported. The site stated *“There were not procedures in place to assess the GPRA objectives 9-14 for 2017-18 which were distributed in fall 2018.”* This was also the case for the 2016-2017 evaluation and was addressed in the 2016-2017 local evaluation. The 2017-2018 local evaluation mentioned a teacher survey and data from the survey was discussed but was not what GPRA Measures 9-14 required.



Local Objectives

Oakridge Neighborhood Services listed six local objectives for the 21st CCLC Program for the 2017-2018 School Year and met all six. The methodology for measuring the local objectives was provided and the justification for rating the objectives was complete. Of the six objectives, four dealt with student achievement, one dealt with student absenteeism, and one dealt with programs for parents. 118 adults participated in ELL classes and over 150 parents, guardians, grandparents and other Girl Scout troops participated in a Lego Event.

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

Sustainability.

Oakridge Neighborhood Services provided a list of services provided by partners but did not discuss a sustainability plan per se. The 24 partners listed provided over \$465,000 in in-kind value.

Oakridge Neighborhood Services Summary.

Oakridge Neighborhood Services served 213 students in its 21st CCLC Program and had a regular attendance of 174 (82%). Oakridge Neighborhood Services had the support of 24 partners who provided a variety of services, especially programming/activities and volunteers. Parents attended six events and volunteered where needed. Improvement was reported for students in GPRA Measures 1-3 (Improvement in Mathematics) 7 (Elementary Proficiency in Reading) and 8 (Secondary Proficiency in Mathematics). Oakridge Neighborhood Services met all six local objectives and a discussion of methodology and ratings justification was included in the local evaluation. Recommendations were included for future years. Oakridge Neighborhood Services.



“My family was introduced to the O.A.S.I.S. 21st Century afterschool program by Mr. John in 2014. Since then I have noticed that my boys Randy and Axel have really begun to thrive. The boys’ grades improved and have remained consistent throughout their time attending the program. I have also noticed Randy and Axel becoming more comfortable with themselves and have become more socially active. I believe that is due to the respect and care that the staff has for them. The program has also allowed me the opportunity to begin working full-time knowing that the boys are safe and cared for afterschool.” (Oakridge 21st CCLC Parent).



“This program is vital for our students as we continue to meet their needs and partner with the district to ensure their success.” (Oakridge 21st CCLC Teacher).



“I love this program because it really teaches you how to work together and have fun at the same time.” (Oakridge 21st CCLC Student).

Oelwein CSD

Oelwein CSD 21st CCLC Notable Facts:

GPRM Measures

- ★ 38% of students at all levels identified as needing improvement in mathematics improved (GPRM Measure 3).
- ★ 57% of students at all levels identified as needing improvement in English improved (GPRM Measure 6).
- ★ 47% of elementary students identified as non-proficient in reading attained proficiency (GPRM Measure 7).
- ★ 45% of secondary students identified as non-proficient in mathematics attained proficiency (GPRM Measure 8).
- ★ **82% of students at all levels improved in homework completion and class participation (GPRM Measure 11).**
- ★ 38% of students at all levels improved in student behavior (GPRM Measure 14).

Attendance

- ★ The 21st CCLC Program served 471 students.
- ★ 267 students (57%) were regular attendees.
- ★ Data for how many total students identified as FRPL not provided.

Partnerships and Local Objectives

- ★ The 21st CCLC Program had 20 partners supporting the 21st CCLC Program that provided \$18,750 in in-kind value.
- ★ The 21st CCLC Program had ten local objectives and met two of them.

Overview and Attendance.

For the 2017-2018 school year Oelwein CSD had three 21st CCLC Centers in cohorts 8 and 11. Cohort 8 included centers at Wings Park Elementary and Oelwein Middle Schools. Cohort 11 included one center at Oelwein High School.

At all sites, the program consists of Study Tables and Camps. Study Tables are designed to assist students in academic growth. Camps are interactive activities designed to be integrative ways to teach students fundamental life skills and encourage a healthy, creative, and physically active lifestyle (Local Evaluation).

The Oelwein CSD 21st CCLC Program had a total of 471 students with 267 (57%) regular attendance. The local evaluation did not provide the total number of students who were identified as FRPL. The program had 20 partners that provided \$18,750 in in-kind services. No information on parent meetings and events was included in the local evaluation.

Oelwein CSD 21st CCLC Program Summary Chart (2017-2018)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Oelwein CSD	8	20	Wings Park Elementary and Oelwein Middle Schools	369	231
Oelwein CSD	11	20	Oelwein High School	102	36
TOTALS		20		471	267

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

Partnerships.

Twenty partners were listed in the local evaluation, with eighteen of them contributing programming/activity related services. Oelwein reported that a total of \$18,750 was provided as in-kind value.

Partners assist in the planning and designing of HALC and have taken ownership in their part of serving all students. As part of their commitment to the project, partners sign a Memorandum of Understanding (MOU) before they begin their partnership. Partnerships are collaborative with the common mission of increasing literacy in math, reading, science, and improving enrichment, family life, and personal well-being. The Project Director maintains frequent communication with all partners via email, face-to-face contact, social media, and updates (Local Evaluation).

Parent Involvement.

Communication with parents is accomplished via Facebook, in-person during pick-up and drop-off of students, letters, phone calls and flyers. The local evaluation did not include information on parent meetings and/or events in the parental involvement section. However, the discussion of local objectives stated that 18 parents attended program activities across all schools for 2017-2018 compared to 47 parents in 2016-2017.

Objectives.

GPRM Measures

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



Oelwein CSD 21st CCLC GPRA Measures Summary for 2017-2018

Program GPRA Measures	Percentage Improvement
1. The percentage of elementary 21 st Century regular program participants whose mathematics grades improved from fall to spring.	29%
2. The percentage of middle/high school 21 st Century regular program participants whose mathematics grades improved from fall to spring.	44%
3. The percentage of all 21 st Century regular program participants whose mathematics grades improved from fall to spring.	38%
4. The percentage of elementary 21 st Century regular program participants whose English grades improved from fall to spring.	52%
5. The percentage of middle/high school 21 st Century regular program participants whose English grades improved from fall to spring.	62%
6. The percentage of all 21 st Century regular program participants whose English grades improved from fall to spring.	57%
7. The percentage of elementary 21 st Century regular program participants who improve from not proficient to proficient or above in reading on state assessments.	47%
8. The percentage of middle/high school 21 st Century regular program participants who improve from not proficient to proficient or above in mathematics on state assessments.	45%
9. The percentage of elementary 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	87%
10. The percentage of middle/high school 21 st Century program participants with teacher-reported improvement in homework completion and class participation.	53%
11. The percentage of all 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	82%
12. The percentage of elementary 21 st Century participants with teacher-reported improvements in student behavior.	43%
13. The percentage of middle/high school 21 st Century participants with teacher-reported improvements in student behavior.	0%
14. The percentage of all 21 st Century participants with teacher-reported improvements in student behavior.	38%

The local evaluation reported that out of the number of students who were regular program participants, 38% of students improved in mathematics and 57% improved in English. Of regular students identified as needing improvement in proficiency, 47% of elementary students improved to proficient in reading and 45% of secondary students improved to proficient in mathematics. For homework completion and class participation, 82% improved and for student behavior, 38% improved. To measure student behavior, Oelwein CSD used office referrals rather than teacher-reported results from the annual survey.

Local Objectives

Oelwein CSD listed five local objectives for Cohort 8 and five local objectives for Cohort 11 for the the 2017-2018 School Year. For all ten objectives, Oelwein CSD met two of the objectives and did not meet but made progress toward seven objectives. One objective was not rated. The methodology for measuring the local objectives was discussed and the justification for meeting the objectives was included. The objectives were the same for each cohort. Of the ten objectives six dealt with student achievement, two dealt with student behavior, and two dealt with family/parent involvement.

- Improvement in reading. Cohort 8 – Did not meet but made progress toward the stated objective. *Cohort 11 - Met the stated objective.*
- Improvement in mathematics. *Cohort 8 and 11 – Did not meet but made progress toward the stated objective.*
- Improvement in science. *Cohort 8 and 11 – Did not meet but made progress toward the stated objective.*
- Increase positive youth developmental assets. *Cohort 8 – Did not meet but made progress toward the stated objective. Cohort 11 - Met the stated objective.*
- Family/parent involvement in child's program activities and education. *Cohort 8 – Not rated. Cohort 11 - Did not meet but made progress toward the stated objective.*



Oelwein CSD Summary.

Oelwein CSD had three centers in Cohorts 8 and 11 for the 2017-2018 school year. The total number of students served in the program was 471 with a regular attendance of 267 (57%). Oelwein CSD had the support of 20 partners who provided \$18,750 in in-kind support. Eighteen parents attended events and many parents volunteered where needed. Improvement was reported for students in most GPRA Measures but measures 12-14 did not use data from the teacher survey. Oelwein CSD had ten local objectives and met two of them. One objective was not rated. A discussion of methodology and ratings justification was included in the local evaluation. In addition, recommendations were included for future years. Oelwein CSD has a formal sustainability plan that includes financial stability when 21st CCLC grant funds are no longer available.

St. Mark Youth Enrichment

St. Mark Youth Enrichment 21st CCLC Notable Facts:

GPRC Measures

- ★ 52% of elementary students identified as needing improvement in mathematics improved (GPRC Measure 1).
- ★ **80% of elementary students identified as needing improvement in English improved (GPRC Measure 4).**
- ★ 25% of elementary students identified as non-proficient in reading attained proficiency (GPRC Measure 7).
- ★ **80% of elementary students improved in homework completion and class participation (GPRC Measure 11).**
- ★ 51% of elementary students improved in student behavior (GPRC Measure 14).

Attendance

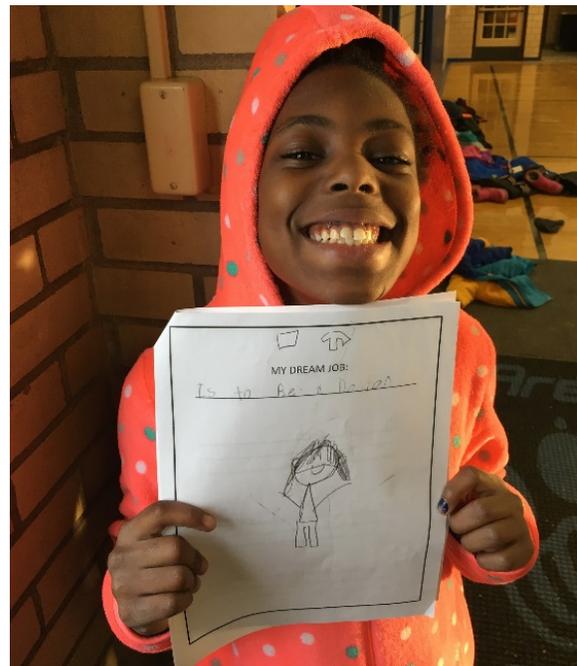
- ★ The 21st CCLC Program served 357 students, including the 2017-2018 school year and the summer of 2017.
- ★ 220 students (62%) were regular attendees.
- ★ **256 students (72%) were identified as FRPL.**

Partnerships and Local Objectives

- ★ **The 21st CCLC Program had 87 partners supporting the 21st CCLC Program that provided \$89,218 in in-kind value.**
- ★ **The 21st CCLC Program had 22 local objectives and met all of them.**

Overview and Attendance.

For the 2017-2018 school year St. Mark had five centers. Cohort 9 had centers at Audubon, Lincoln, and Marshall Elementary Schools that operated during the regular school year. Cohort 10 had centers at St. Mark Youth Enrichment and Dyersville Elementary School that operated during the summer. The mission of St. Mark Youth Enrichment is to provide innovative programs and services that cultivate the educational and social-emotional growth of youth and families. For 2017-2018, 153 students were served by the 21st CCLC Program during the school year with 137 (90%) being regular participants and 136 (89%) of the total attendees were identified as FRPL. Parents were active in the program as evidenced by the four events held during the school year. St. Mark had 87 partners that contributed over \$89,000 in in-kind value to the 21st CCLC Program.



St. Mark Youth Enrichment 21st CCLC Program Summary Chart (2017-2018)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
St. Mark Youth Enrichment	9	87	Audubon, Lincoln, and Marshall Elementary Schools	153	137
St. Mark Youth Enrichment	10*	87	St. Mark Youth Enrichment and Dyersville Elementary School	204	83
TOTALS		87		357	220

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

*Cohort 10 is a Summer only program.

Partnerships.

St. Mark Youth Enrichment had 87 partners listed in the local evaluation that provided over \$87,000 in in-kind value. Most of them contributed programming/activity services, although other support was given as well. St. Mark Youth Enrichment reported that they have many long-term partnerships and actively recruit additional opportunities for partnering with other organizations and businesses. *"In-kind partnerships for space and utilities have been a critical asset for St. Mark programs"* (Local Evaluation).

Parent Involvement.

Parent involvement was discussed and the types of involvement were described. Parents attended a mandatory orientation for both the school year and summer programs where the parent handbook, program expectations, and policies and procedures were discussed. In addition, parents attended field trips and volunteered during the program. Parents were notified of upcoming events through e-mail, flyers, social media, and verbally at sites, and a meal was provided for each family event. During the regular school year, four events were held with a combined attendance of 83 families and 6 community members.



Objectives.

GPRA Measures

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

St. Mark Youth Enrichment 21st CCLC GPRA Measures Summary for 2017-2018

Program GPRA Measures	Percentage Improvement
1. The percentage of elementary 21 st Century regular program participants whose mathematics grades improved from fall to spring.	52%
2. The percentage of middle/high school 21 st Century regular program participants whose mathematics grades improved from fall to spring.	na
3. The percentage of all 21 st Century regular program participants whose mathematics grades improved from fall to spring.	52%
4. The percentage of elementary 21 st Century regular program participants whose English grades improved from fall to spring.	80%
5. The percentage of middle/high school 21 st Century regular program participants whose English grades improved from fall to spring.	na
6. The percentage of all 21 st Century regular program participants whose English grades improved from fall to spring.	80%
7. The percentage of elementary 21 st Century regular program participants who improve from not proficient to proficient or above in reading on state assessments.	25%
8. The percentage of middle/high school 21 st Century regular program participants who improve from not proficient to proficient or above in mathematics on state assessments.	na
9. The percentage of elementary 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	80%
10. The percentage of middle/high school 21 st Century program participants with teacher-reported improvement in homework completion and class participation.	na
11. The percentage of all 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	80%
12. The percentage of elementary 21 st Century participants with teacher-reported improvements in student behavior.	51%
13. The percentage of middle/high school 21 st Century participants with teacher-reported improvements in student behavior.	na
14. The percentage of all 21 st Century participants with teacher-reported improvements in student behavior.	51%

The local evaluation reported that out of the number of regular attendees in the 21st CCLC Program who were identified as needing improvement, 52% improved in mathematics and 80% improved in English. For homework completion, 80% of students improved in homework completion and class participation and for student behavior, 51% improved in student behavior.

Local Objectives

For cohort 9 St. Mark listed nine local objectives for the 2017-2018 School Year and met all of them. The methodology for measuring the local objectives was sound and the justification for rating the objectives was complete. Of the nine local objectives two dealt with proficiency, four dealt with student attendance and behavior, and three dealt with parent engagement.



- Objective 1.1: 50% or more enrolled students will demonstrate increased proficiency in annual literacy assessments. *Met the stated objective.*
- Objective 1.2: 0% or more enrolled students will demonstrate increased proficiency in annual mathematics assessments. *Met the stated objective.*
- Objective 2.1: All actively enrolled students will participate in wellness activities and character-building enrichment activities on a weekly basis. *Met the stated objective.*
- Objective 2.2: At least 75 % of enrolled students will regularly attend program and school. *Met the stated objective.*
- Objective 2.3: School day teachers will report improvement of St. Mark enrolled students demonstrating motivation to learn and participate in the classroom. *Met the stated objective.*
- Objective 2.4: St. Mark programs are a safe, caring, and supportive environment where students feel connected. *Met the stated objective.*
- Objective 3.1: Parents will participate in St. Mark family engagement activities. *Met the stated objective.*
- Objective 3.2: 75% of parents will report reading to child at home and checking homework. *Met the stated objective.*
- Objective 3.3: Parents will be engaged in learning social-emotional skills and techniques from the Conscious Discipline curriculum. *Met the stated objective.*

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

- Objective 1.1: 75% of students in St. Mark summer program will increase/maintain literacy skills. *Met the stated objective.*

- Objective 1.2: 100% of enrolled students will participate in daily independent guided or group reading during classroom time (outside of weekly field trips). *Met the stated objective.*
- Objective 1.3: 100% of enrolled students will receive academic support to actively learn and practice new literacy skills in small group and one-on-one settings. *Met the stated objective.*
- Objective 1.4: 100% of enrolled students will build their home libraries with leveled reading books. *Met the stated objective.*
- Objective 2.1: St. Mark will partner with local libraries to encourage reading outside of program. *Met the stated objective.*
- Objective 2.2: 100% of parents/caregivers will attend summer program orientation. *Met the stated objective.*
- Objective 2.3: Parents will participate in St. Mark family engagement activities. *Met the stated objective.*
- Objective 3.1: Engage 100% of enrolled students in fun, hands-on activities to promote literacy on a daily basis. *Met the stated objective.*
- Objective 3.2: 100% of enrolled students will engage in regular physical literacy activities. *Met the stated objective.*
- Objective 4.1: By the end of summer program, 75% of students will be able to identify one breathing technique and three of the five steps used in Conscious Discipline “Safe Spot” self-regulation process. *Met the stated objective.*
- Objective 4.2: 100% of classrooms will participate in 30 minutes of daily physical activity (outside of weekly field trips, if they are motor driven.) *Met the stated objective.*
- Objective 4.3: St. Mark programs are a safe, caring, and supportive environment where students feel connected. *Met the stated objective.*
- Objective 4.4: 75% of students will agree they respect other people (classmates, teachers, family, neighbors, etc.) when surveyed at end of program. *Met the stated objective.*



Sustainability.

St. Mark has an extensive formal sustainability plan that includes both community and school district support with an emphasis on funding. The local evaluation listed four major initiatives in the current sustainability efforts.

- *Donations. Development team members engage with donors monthly, seeking to increase revenue with cash and in-kind donations from individuals, non-profits, community partners and enrichment providers making up 38% of St. Mark's annual budget. With the organization's long history, planned giving is a key focus.*
- *Grants. 21st CCLC grant funding has made up approximately 27% of the annual budget, with an additional 18% received from additional grants from family, corporate, and community foundations.*
- *Fundraising. Through special events net approximately and annual appeals, making up 17% of the budget.*
- *Friend-raising. St. Mark facilitates several community outreach initiatives including the Apples for Students program, providing 1600 local students with school supplies every fall; and the Sponsor Angels program, providing warm winter clothing to more than 200 children in need. St. Mark is also engaged in many community groups that seek to fill gaps through collaborative efforts.*

St. Mark Youth Enrichment Summary.

St. Mark Youth Enrichment had a successful 21st CCLC Program for 2017-2018 as presented in the local evaluation. The number of students served in the program was 357 with a regular attendance of 220, including both the school year and summer programs. St. Mark had the support of 87 partners who provided over \$89,000 in in-kind value. Parents attended events for each cohort and volunteered where needed. Improvement was reported for students in all GPRA Measures. St. Mark Youth Enrichment met all nine local objectives for cohort 9 and all thirteen objectives for cohort 10. A complete discussion of methodology and ratings justification was included in the local evaluation. In addition, recommendations were included for future years. St. Mark Youth Enrichment has a formal sustainability plan that includes continuing the program when 21st CCLC grant funds are expended.



"My daughter loves going to the St. Marks program after school. My daughter has gained the voice to stand up for herself and use her words to inform staff when something is happening with another student, she has become more confident in her reading out loud and wanting to read with others, and she continues to shine and try to be a role model for others." (St. Mark Youth Enrichment 21st CCLC Parent).



"I've seen many great things, but the best was when I heard a student use some of the C.D. [Conscious Discipline] Breathing Techniques during the school day, well after program was over. I've also heard a few students use the "I" statement as taught from the C.D. books when dealing with a peer during the school day." (St. Mark Youth Enrichment School Year Staff).



"St. Mark truly understands how to make partnership succeed for everyone." (St. Mark Youth Enrichment Partner).

Siouxland Human Investment Partnership (SHIP)

Siouxland (SHIP) 21st CCLC Notable Facts:

GPRA Measures

- ★ 39% of students at all levels identified as needing improvement in mathematics improved (GPRA Measure 3).
- ★ 31% of students at all levels identified as needing improvement in English improved (GPRA Measure 6).
- ★ 21% of elementary students identified as non-proficient in reading attained proficiency (GPRA Measure 7).
- ★ 21% of secondary students identified as non-proficient in mathematics attained proficiency (GPRA Measure 8).
- ★ 61% of students at all levels improved in homework completion and class participation (GPRA Measure 11).
- ★ 68% of students at all levels improved in student behavior (GPRA Measure 14).

Attendance

- ★ The 21st CCLC Program served 1,229 students.
- ★ 881 students (72%) were regular attendees.
- ★ **767 students (62%) were identified as FRPL.**

Partnerships and Local Objectives

- ★ The 21st CCLC Program had 15 partners supporting the 21st CCLC Program that provided \$242,356 in in-kind value.
- ★ The 21st CCLC Program had 12 local objectives and met 9 of them.

Overview and Attendance.

For the 2017-2018 school year SHIP operated the Beyond the Bell (BTB) program at nine centers which provide education-enhancement programming, volunteers and supplies for students. This is accomplished through collaboration with many community-based organizations, including 15 formal partners. 1,229 students were served by the 21st CCLC Program during the school year with 881 being regular participants. 62% of the total students served were identified as FRPL. Parental involvement was emphasized in all aspects of the Beyond the Bell Program.



Siouxland Human Investment Partnership 21st CCLC Program Summary Chart (2017-2018)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Siouxland Human Investment Partnership	8	15	Loess Hills Elementary School, Unity Elementary School, Sacred Heart Elementary School	320	289
Siouxland Human Investment Partnership	9	15	East Middle School, North Middle School, West Middle School	533	256
Siouxland Human Investment Partnership	10	15	Irving Elementary School, Leeds Elementary School	268	243
Siouxland Human Investment Partnership	11	15	Liberty Elementary School	108	93
TOTALS		15		1229	881

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

Partnerships.

Fifteen partners were listed in the local evaluation with 12 partners providing programming/activity related services. Partners provided over \$242,000 in in-kind value. The Boy Scouts of Siouxland awarded the Beyond the Bell Program the “Outstanding Community Partnership that Impacts Youth” Award.

Our partnerships have additional benefits to students and their families. They provide continuity of services during the school year and summer, easing school transitions and promoting improved attendance. In addition, they facilitate information sharing about specific students to best support individual learning (Local Evaluation).



Parent Involvement.

Parent involvement was an integral part of the 21st CCLC Program. The local evaluation stated, “Beyond the Bell emphasizes parent involvement in every aspect of its programming.” Four family literacy nights were held that gave parents opportunities to learn about programming, meet program staff and interact with other families and community members. A total of 258 elementary parents and 69 middle school parents attended individual site events.

2017-2018 Family Involvement in Family Literacy Activities by Cohort

	Scarecrow Farm	Children's Museum	Carnival at Long Lines	Individual Site Event
Cohort 8	22	20	42	137
Cohort 9	11	-	43	69
Cohort 10	22	29	57	88
Cohort 11	8	15	34	33
Total	63	44	176	327

Objectives.

GPRAs Measures

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

Siouxland Human Investment Partnership 21st CCLC GPRAs Measures Summary for 2017-2018

Program GPRAs Measures	Percentage
1. The percentage of elementary 21 st Century regular program participants whose mathematics grades improved from fall to spring.	47%
2. The percentage of middle/high school 21 st Century regular program participants whose mathematics grades improved from fall to spring.	34%
3. The percentage of all 21 st Century regular program participants whose mathematics grades improved from fall to spring.	39%
4. The percentage of elementary 21 st Century regular program participants whose English grades improved from fall to spring.	36%
5. The percentage of middle/high school 21 st Century regular program participants whose English grades improved from fall to spring.	28%
6. The percentage of all 21 st Century regular program participants whose English grades improved from fall to spring.	31%
7. The percentage of elementary 21 st Century regular program participants who improve from not proficient to proficient or above in reading on state assessments.	21%

Program GPRA Measures	Percentage Improvement
8. The percentage of middle/high school 21 st Century regular program participants who improve from not proficient to proficient or above in mathematics on state assessments.	21%
9. The percentage of elementary 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	62%
10. The percentage of middle/high school 21 st Century program participants with teacher-reported improvement in homework completion and class participation.	56%
11. The percentage of all 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	61%
12. The percentage of elementary 21 st Century participants with teacher-reported improvements in student behavior.	75%
13. The percentage of middle/high school 21 st Century participants with teacher-reported improvements in student behavior.	55%
14. The percentage of all 21 st Century participants with teacher-reported improvements in student behavior.	68%

The local evaluation reported that out of the number of students who were regular program participants, 39% improved in mathematics and 31% improved in English. For elementary students identified as not proficient in reading, 21% attained proficiency. For secondary students identified as not proficient in mathematics, 21% attained proficiency. Teachers reported that 61% of students improved in homework and class participation and 68% improved their behavior.

Local Objectives

SHIP listed twelve local objectives for the 21st CCLC Program for the 2017-2018 School Year. Nine of the objectives were met and three of them were not measured. The methodology for measuring the local objectives was sound and the justification for rating the objectives



was complete. Two objectives dealt with academic progress, four of the objectives dealt with family and staff involvement, and six of the objectives dealt with attendance and disciplinary referrals.

Academic Progress

- Objective 1a. At least 25% of regular program attendees (at least 30 days) with two years of Iowa Assessments data who were not proficient in math in their first year will increase their proficiency category by the second year. *Met the stated objective.*
- Objective 1b. At least 25% of regular program attendees (at least 30 days) with two years of Iowa Assessments data who were not proficient in literacy in their first year will increase their proficiency category by the second year. *Met the stated objective.*

Family and Staff Involvement

- Objective 2a. At least 20% of regular (attending more than 30 days) BTB families in each cohort participate in Family Literacy events. *Met the stated objective.*
- Objective 2b. At least one BTB parent participates in the BTB Advisory Committee. *Met the stated objective.*
- Objective 2c. At least one school staff member participates in the BTB Advisory Committee. *Met the stated objective.*
- Objective 2d. In annual surveys, at least 50% of BTB parents report being satisfied or very satisfied with the level of communication they receive from BTB. *Met the stated objective.*

Attendance and Disciplinary Referrals

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

Sustainability.

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

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

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



Siouxland Human Investment Partnership (SHIP) Summary.

Siouxland Human Investment Partnership has a successful 21st CCLC Program. The number of students served in the school year was 1,229 with a regular attendance of 881 and 62% of attendees were identified as FRPL. SHIP had the support of 15 partners, 12 of whom provided programming/activity related services. Parents attended four events for each cohort and volunteered where needed. Improvement was reported for students in many GPRA Measures. Siouxland Human Investment Partnership met nine out of twelve local objectives and a complete discussion of methodology and ratings justification was included in the local evaluation. In addition, appropriate recommendations were included for future years although no recommendations were made for the three objectives that were not measured. Siouxland Human Investment Partnership has a formal sustainability plan that includes continuing the program when 21st CCLC grant funds are expended.



“BTB is a safe place where students can also get fed (nutrition). Unfortunately, a lot of students are not fed proper meals at their homes. There is also more structure at BTB to support students.” (BTB Success Story).



“Michelle has been involved in BTB since kindergarten and is currently in 5th grade at Leeds Elementary. She is raised by a single mom. Her family has experienced food insecurity and significant financial barriers. She has twin younger brothers. Early in her involvement with BTB, she demonstrated significant behaviors and aggression. She has made significant progress over the years. Her social skills have blossomed over this time. She is currently a mentor in the BTB program to younger students. She has had no disciplinary referrals in over a year. Teachers report significant grade and attendance improvement. BTB was consistent and supportive in their engagement with Katie and her family. BTB

has been a consistent and constant in her life, when other areas of her life have been inconsistent and overwhelming” (21st CCLC Story of Impact).



“Beyond the Bell has done all they can and more to help support my child’s learning. I have quite a challenging child that attends and they’ve done more than I could ask to support my child” (21st CCLC Parent).

Storm Lake CSD

Storm Lake CSD 21st CCLC Notable Facts:

GPRA Measures

- ★ 83% of secondary students identified as needing improvement in mathematics improved (GPRA Measure 3).
- ★ 71% of secondary students identified as needing improvement in English improved (GPRA Measure 6).
- ★ 80% of elementary students identified as non-proficient in reading attained proficiency (GPRA Measure 7).
- ★ 69% of secondary students identified as non-proficient in mathematics attained proficiency (GPRA Measure 8).
- ★ 60% of secondary students improved in homework completion and class participation (GPRA Measure 11).
- ★ 80% of secondary students improved in student behavior (GPRA Measure 14).

Attendance

- ★ The 21st CCLC Program served 178 students.
- ★ 155 students (87%) were regular attendees.
- ★ 132 students (74%) were identified as FRPL.

Partnerships and Local Objectives

- ★ The 21st CCLC Program had 20 partners supporting the 21st CCLC Program that provided \$9,268 in in-kind value.
- ★ The 21st CCLC Program had three local objectives and met all three of them.

Overview and Attendance.

For the 2017-2018 school year Storm Lake CSD operated the Tornado Learning Club (TLC) program which served students in grades 5-8. *TLC provides a safe environment for students to effectively use out-of-school time to improve academic performance, build positive peer relationships, gain new interests, and initiate student leadership (local Evaluation).* The Storm Lake 21st CCLC Program served a total of 178 students with 155 (87%) being regular participants and 132 (74%) of the total students served were identified as FRPL. Parents were active in the program and additionally, the Program provided literacy and educational services for parents. The program was supported by 20 partners who provided \$9,268 in in-kind value.

Storm Lake CSD 21st CCLC Program Summary Chart (2017-2018)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Storm Lake CSD	9	20	Storm Lake Middle School	178	155
TOTALS		20		178	155

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

Partnerships.

Partnerships have increased since the formation of the Tornado Learning Club from the original four partners to twenty partners. The 20 partners provided \$9,268 in in-kind services. All 20 partners provided programming/activity-related services. In addition, 19 partners provided goods, 18 partners provided staffing and 11 partners provided food. The local evaluation stated, "TLC's community partners have provided new opportunities and fun hands-on learning experiences that would not be possible without their support."



Parent Involvement.

Parents were involved in the Storm Lake CSD 21st CCLC Program. The local evaluation did not include a list of parent events but did state that over 340 family members were in attendance at Family Fun Night. Communication methods listed were one-on-one meetings, phone calls, mailings, school and event calendars sent home with students, parent conferences and discussion at school registration. In returned surveys, 90% of parents stated high satisfaction with the 21st CCLC Program.



Objectives.

GPRM Measures

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

Storm Lake CSD 21st CCLC GPRA Measures Summary for 2017-2018

Program GPRA Measures	Percentage Improvement
1. The percentage of elementary 21 st Century regular program participants whose mathematics grades improved from fall to spring.	-
2. The percentage of middle/high school 21 st Century regular program participants whose mathematics grades improved from fall to spring.	83%
3. The percentage of all 21 st Century regular program participants whose mathematics grades improved from fall to spring.	83%
4. The percentage of elementary 21 st Century regular program participants whose English grades improved from fall to spring.	-
5. The percentage of middle/high school 21 st Century regular program participants whose English grades improved from fall to spring.	71%
6. The percentage of all 21 st Century regular program participants whose English grades improved from fall to spring.	71%
7. The percentage of elementary 21 st Century regular program participants who improve from not proficient to proficient or above in reading on state assessments.	80%
8. The percentage of middle/high school 21 st Century regular program participants who improve from not proficient to proficient or above in mathematics on state assessments.	69%
9. The percentage of elementary 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	-
10. The percentage of middle/high school 21 st Century program participants with teacher-reported improvement in homework completion and class participation.	60%
11. The percentage of all 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	60%
12. The percentage of elementary 21 st Century participants with teacher-reported improvements in student behavior.	-
13. The percentage of middle/high school 21 st Century participants with teacher-reported improvements in student behavior.	80%
14. The percentage of all 21 st Century participants with teacher-reported improvements in student behavior.	80%

The local evaluation reported that out of the number of regular program participants identified as needing improvement, 83% improved in mathematics and 71% improved in English. For elementary students identified as not proficient in reading, 80% attained proficiency. For secondary students identified as not proficient in mathematics, 69% attained proficiency. For secondary students identified as needing improvement, 60% of students improved in homework completion and class participation and 80% improved in student behavior. The local evaluation did not include data for the following four GPRA Measures.

GPRA Measure 1. The percentage of elementary 21st Century regular program participants whose mathematics grades improved from fall to spring.

GPRA Measure 4. The percentage of elementary 21st Century regular program participants whose English grades improved from fall to spring.

GPRA Measure 9. The percentage of elementary 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.

GPRA Measure 12. The percentage of elementary 21st Century participants with teacher-reported improvements in student behavior.

Local Objectives

Storm Lake CSD listed three local objectives for the 2017-2018 School Year and met all three of them. The methodology for measuring the local objectives was sound and the justification for rating the objectives was complete. Of the three objectives one dealt with closing achievement gaps, one dealt with constructive use of leisure time, and one dealt with programs for parents.

- Provide activities to help meet and/or exceed proficiency goals in literacy and math, additional supports for ELL students and low-SES students to close the achievement gaps. *Met the stated objective.*
- Provide a safe and constructive use of leisure time after school to help students acquire new skill, hobbies and interests that improve academic performances and peer relationships, and give participants greater aspirations for their future. *Met the stated objective.*
- Initiate new opportunities for parents to acquire literacy tools and skills and parent/child relationship building experiences that will support their child's academic success. *Met the stated objective.*

Sustainability.

The local evaluation did not include a discussion of a formal sustainability plan but did discuss the makeup and purpose of the advisory committee. One area the advisory committee has as a responsibility is to "*continue to seek funding for sustainability.*"

Storm Lake CSD Summary.

The Storm Lake CSD 21st CCLC Program, called the Tornado Learning Club (TLC), continued for 2017-2018. TLC serves students in grades 5-8 and had a total of 178 attendees with 155 (87%) being regular attendees and 132 (74%) identified as FRPL. Storm Lake had the support of 20 partners who provided \$9,268 in in-kind services. The local evaluation reported that 340 parents attended Family Fun Night but did not include information on other events. Improvement was reported for students for GPRA Measures but no data was reported for elementary students in four of the measures. Storm Lake CSD met all three local objectives and a complete discussion of methodology and ratings justification was

included in the local evaluation. The local evaluation did not include recommendations for objectives or for changes to the program for future years. Sustainability was not addressed other than stating it was part of the advisory committee for the Program.



"I have seen so much growth in my daughter emotionally and she is always excited to go to school because of the Tornado Learning Club program. Before she attended the TLC program it was a battle to get her to school now she is rushing me in the mornings! I am so thankful for all this program has done!" (Storm Lake CSD Parent).



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



"My ELL students are closing the achievement gaps and having them in the ELL Homework Help has made a big difference in their academic achievements!" (Storm Lake CSD ELL Teacher).



"I have been a community partner with the Tornado Learning Club program for over 5 years and I will continue to support the program because of the need to our area student population." (Storm Lake CSD 21st CCLC Partner).

YouthPort

YouthPort 21st CCLC Notable Facts:

GPRA Measures

- ✳ 33% of elementary students identified as needing improvement in mathematics improved (GPRA Measure 3).
- ✳ 62% of elementary students identified as needing improvement in English improved (GPRA Measure 6).
- ✳ 62% of elementary students identified as non-proficient in reading attained proficiency (GPRA Measure 7).
- ✳ 27% of elementary students improved in homework completion and class participation (GPRA Measure 11).
- ✳ 42% of elementary students improved in student behavior (GPRA Measure 14).

Attendance

- ✳ The 21st CCLC Program served 134 students.
- ✳ **134 students (100%) were regular attendees.**
- ✳ **134 students (100%) were identified as FRPL.**

Partnerships and Local Objectives

- ✳ The 21st CCLC Program had 12 partners supporting the 21st CCLC Program that provided \$165,000 in in-kind value.
- ✳ The 21st CCLC Program had five local objectives and met four of them.

Overview and Attendance.

For the 2017-2018 school year YouthPort had 21st CCLC Centers at Taylor and Hoover Elementary Schools. YouthPort served 134 students and all of them were regular attendees. In addition, all attendees were identified as FRPL. YouthPort also provided a summer program where 169 students were regular attendees.

YouthPort works with the schools as well as families and partner organizations to offer high quality programming that is both academically beneficial but also fun for the youth (Local Evaluation).



YouthPort considered partnerships a critical piece for the success of the 21st CCLC Program. There were 12 total partners for 2017-2018. Parents were active in the program. Five events were held at each center and 223 students were served.

YouthPort 21st CCLC Program Summary Chart (2017-2018)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Youthport	11	12	Taylor Elementary School, Hoover Elementary School	134	134
TOTALS		12		134	134

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

Partnerships.

YouthPort had four paid and eight unpaid partners with all of them contributing more than one type of support, including volunteers. Most partners are assisting with programming, along with providing volunteer staffing, and making available the equipment and/or goods needed by the students, and providing staff. \$165,000 was provided as in-kind value from all partners.

Partnerships are critical to the success of YouthPort's 21CCLC program at Hoover and Taylor elementary schools. YouthPort relies on partners to provide staffing and volunteer support (i.e., program management, enrichments, and volunteer management), financial program support (i.e., all three agencies that form YouthPort engage in grant seeking to sustain programming), food and program supplies (i.e., the Cedar Rapids School District's school lunch program provides a nightly meal and various local businesses provide snacks and meals for special events as well as program supplies), professional development opportunities (i.e., Mercy Hospital provides in-kind staff time for training), and transportation (i.e., access to school buses for large group transportation needs). Additionally, YouthPort has been able to explore partnerships with local colleges and universities to meet needs connected to adult high school completion and English language learning supports as well as program enrichments and work study programs (Local Evaluation).



Parent Involvement

Parent involvement was discussed and the types of involvement were described. The YouthPort 21st CCLC Advisory Committee included four parents. The Advisory Committee met four times per year. For the second year in a row, parents were involved in the 21st CCLC program through Ready to Read Family Literacy events. Five events were held at Taylor and five were held at Hoover over the academic year, which served 290 youth. More than 481 books were distributed by the program. At the Ready to Read events, trained volunteers worked with families to instruct them on literacy building skills, how to incorporate peer modeling, and to include an activity connected to the story for better cognitive connections. Surveys completed by 52 parents indicate that 94% reported the sessions helped to improve their knowledge of literacy tactics, exceeding the program objective of 80%. YouthPort offered family events in the community as requested by survey feedback.



Objectives.

GPRC Measures

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

YouthPort 21st CCLC GPRC Measures Summary for 2017-2018

Program GPRC Measures	Percentage Improvement
1. The percentage of elementary 21 st Century regular program participants whose mathematics grades improved from fall to spring.	33%
2. The percentage of middle/high school 21 st Century regular program participants whose mathematics grades improved from fall to spring.	na
3. The percentage of all 21 st Century regular program participants whose mathematics grades improved from fall to spring.	33%
4. The percentage of elementary 21 st Century regular program participants whose English grades improved from fall to spring.	62%
5. The percentage of middle/high school 21 st Century regular program participants whose English grades improved from fall to spring.	na
6. The percentage of all 21 st Century regular program participants whose English grades improved from fall to spring.	62%
7. The percentage of elementary 21 st Century regular program participants who improve from not proficient to proficient or above in reading on state assessments.	62%
8. The percentage of middle/high school 21 st Century regular program participants who improve from not proficient to proficient or above in mathematics on state assessments.	na
9. The percentage of elementary 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	27%
10. The percentage of middle/high school 21 st Century program participants with teacher-reported improvement in homework completion and class participation.	na
11. The percentage of all 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	27%
12. The percentage of elementary 21 st Century participants with teacher-reported improvements in student behavior.	42%

Program GPRA Measures	Percentage Improvement
13. The percentage of middle/high school 21 st Century participants with teacher-reported improvements in student behavior.	na
14. The percentage of all 21 st Century participants with teacher-reported improvements in student behavior.	42%

The local evaluation reported that out of the number of students who were regular program participants, 33% improved in mathematics and 62% improved in English. 27% of students improved in homework completion and class participation and 42% improved in student behavior.

Local Objectives

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

- 100% of youth enrolled in STEM programming will receive hands-on learning through STEM activities. *Met the stated objective.*
- 85% of youth members in programming will show progress in social/emotional development on 1 or more survey items when comparing pre-post test scores. *Met the stated objective.*
- 85% of youth in programming will show progress in social, emotional and behavioral development in the classroom and during programming. *Did not meet but made progress toward stated objective.*
- 80% of staff will increase knowledge from trainings. *Met the stated objective.*
- 80% of parents will increase or maintain knowledge of literacy skills. *Met the stated objective.*

Sustainability.

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

YouthPort has made sustainability a priority. The afterschool program will continue if funding from the 21CCLC ends by implementing four main supports of sustainability: community partnerships, school/community partnerships, volunteer contributions, and summer collaborations. YouthPort's Marketing and Development Committee continues to seek other sustainable



funding sources such as foundations and private donors (Local Evaluation).

YouthPort Summary.

YouthPort had success in the implementation of its 21st CCLC Program as presented in the local evaluation. The number of students served in the program was 134 with a regular attendance of 134 (100%). In addition, a summer program served 169 students. YouthPort had the support of 12 partners who participated in a variety of ways, including materials, oversight, volunteer support, and food. Many partners are assisting with programming, along with providing volunteer staffing, and making available the equipment and/or goods needed for the students to participate. Partners contributed \$165,000 in in-kind support. Parents attended events for each site and volunteered where needed. Improvement was reported for students in all GPRA Measures. YouthPort met four out of five local objectives and included in the local evaluation is a plan for addressing the one unmet objective. A complete discussion of methodology and ratings justification was included in the local evaluation. In addition, recommendations were included for future years. YouthPort has a sustainability plan that includes continuing the program when 21st CCLC grant funding ends.



“One University professor said “YouthPort’s programming is impressive—with a broad range of enrichment activities provided by dedicated staff and community partners. Student participation is strong and kids are making progress in academics as well as social development. And parents report that the program is making a positive difference for their children.” (University Professor).



“I think that when the children are adults, they will be more successful that they would have had not been for (James) and the staff at the Boys and Girls Club” (21st CCLC Partner).



“My kids love the 21CCLC/Club so very much and I am thankful for the help and support they provide to my kids” (21st CCLC Parent).

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