



Prepared for The Family Place 21st CCLC Initiative by:
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21st CCLC Initiative

2011-2012 Annual Evaluation Report 7/12



Evaluation of the 21st CCLC Initiative

Partnership with Central Decatur &
Mormon Trail

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EXECUTIVE SUMMARY

The Family Place 21st CCLC Initiative

Evaluator

Dr. Jon Turner, Ed.D., Missouri State University, Springfield, Missouri.

Project Description

This annual evaluation report is an analysis of The Family Place 21st Century Community Learning Centers (CCLC) Program, a federally funded grant designed to create after school programs for families. The purpose of The Family Place 21st CCLC program is to profile students with after school programming that will provide students with enrichment and educational development services that will improve academic achievement, provide a comprehensive family literacy program and opportunity for parent involvement and enrichment. The program provides funding for three program sites: Central Decatur School District in Leon, Iowa (2) sites- South and North Elementary and Mormon Trail (1) site- Mormon Trail Elementary.

Family Literacy services began May 1, 2012. The program provides GED classes, tutoring, parent education (including a comprehensive Nationally recognized research-based Parents as Teachers home visitation program), parent-child activities, family nights, group meetings, life skills and literacy field trips.

The 21st CCLC after school program began, Friday, October 7, 2011 from 9:00 a.m. until 3:00 p.m. for South and North Elementary. The event was provided by Dr. Ed Thomas of the Iowa Department of Education. Valerie Unkrich was the lead facilitator for the camp and one hundred and nine students from the two centers participated in the event. Mormon Trail was delayed in implementation. After school programming began March 12, 2012. The delay was due to several factors including the a total turn over in Administration at Mormon Trail Schools.

The goal of the 21st CCLC Program is to assist students to meet state and local academic standards in core academic subjects such as reading and math; offering students a broad academic array of enrichment activities that complement their regular academic programs. The program also offers literacy and educational services to the families of participating children to fully support their families. The goal of the literacy program is academic achievement (attaining GED and/or advancing 1 level) and becoming more active in their child(ren)'s educational experience.

Scope

This report is an annual evaluation report for the Family Place 21st Century Community Learning Centers program located in Decatur and Wayne County, Iowa. Mormon Trail Elementary is located in Wayne County. The grant-funded after school program at Central Decatur is commonly known as "Cardinal Muscle" and at Mormon Trail "After School Activities." Grant funded programming is provided at Central Decatur North Elementary School, Central Decatur South Elementary School in Leon, Iowa and Mormon Trail Elementary School, Humeston, Iowa. This report is based on data and analysis from the start of grant funded programming in May, 2011 up to April 30, 2012.

The primary sources of data include daily attendance logs of the program (after school & family literacy), surveys of students and parents participating in the program, ITBS data, discipline referral data, qualitative interviews of focus groups of students, parents, and administrators participating in the program, and an onsite program visit by the evaluator held on February 6, 2012 in Leon, Iowa. This report should be considered a summative evaluation of the program year.

The programs and activities of the grant as developed by the partnership include:

- After School Activities
- Tutoring
- Fitness Fun
- Family Literacy
- Parent Ed- Parents as Teachers (PAT)
- Girl Talk (4th-5th grade)
- Mom & Daughter Retreat (4th-5th Grade)
- Family Nights

In terms of highlights, Cardinal Muscle has been well received by students and parents. The Cardinal Muscle after kick-off on Friday, October 7, 2011 with 107 students participating. The Family literacy program has had regular attendance and showed success in GED attainment. Mormon Trail was slow to implement, but showed large numbers at their family night April 30, 2012 (213 attending.)

The 21st CCL Initiative has faced many challenges, but has never lost sight of trying to provide quality services to families. The Family Place represents a group of dedicated individuals who have worked together to make a difference for children and families through research-based programming and services.

21st CCLC Initiative INTRODUCTION

The Family Place/Central Decatur/Mormon Trail provides students, parents, schools and communities enhanced academic assistance and enrichment, early childhood/parent education and family literacy.

The following items will be covered in this report:

Item 1: Academic Enrichment (Reading)

Item 2: Academic Enrichment (Math)

Item 3: Attendance

Item 4: Discipline Referrals

Item 5: Family Literacy/GED Attainment

Item 6: Family Literacy/Parent Education

Item 7: Parent Involvement

The Family Place 21st CCLC Initiative services three (3) sites- Central Decatur-South K-2, Central Decatur-North 3-5 and Mormon Trail Schools K-5. Some of the most noticeable issues about these districts are the devastating poverty, rural isolation and day-to-day struggles these families face. It is evident that The Family Place works on the front line with some of the most at-risks families in the State of Iowa. The data presented in this report covers the first implementation year in summary form. The report is organized by item to show data and outcomes.

METHODOLOGY

The methodology of the evaluation is standard. Data needs are identified and obtained according to grant specifications. Reports are written, presented, and discussed. The difficulty with this process is that the districts have antiquated student data base systems, and much needs to be collected by hand. Nevertheless, the collection process is working. Focus groups were conducted at two sites and surveys were completed at all three sites, these focus groups included students, parents and teachers. Much antidotal information is collected and program participants have consistently praised the new opportunities presented for them. Testimonials are frequent. All formative information is shared and revisions made where appropriate.

Jon Turner Ph.D. has served as the grant evaluator from 2011-2012.

INSTRUMENTS

Student Survey: Two (2) student surveys were developed for after school activities, tutoring and summer school. These were done using paper and pencil and “Survey Monkey”, an online data collection tool. All surveys contain questions about the outcomes and impacts of the program.

Program Surveys: PAT pre and post, Family Literacy survey, Family Literacy (Adult) survey, Girl Talk, Family Night.

Parent Surveys: Two (2) surveys were developed to collect antidotal information aligned with the initiative outcomes and objectives. It is important to note that there was time for discussion, evaluator took notes and summarized the parent survey into a report (focus group). Survey Monkey and paper pencil surveys.

Staff Surveys: The staff survey was developed to collect hard data. It was given in conjunction with the staff focus group. A second survey was designed using Survey Monkey.

Focus Groups: The purpose of the focus group is to find out what participants think. It gives a time for participants to have the opportunity to go more in depth than what a written survey allows. It is important to note that it gives participants the freedom to discuss the things they like and don't like in a non-threatening, non-judgmental setting.

SURVEY RESULTS

Survey-Using Survey Monkey

This report presents the data collected from surveys using Survey Monkey for Central Decatur-North and South and Mormon Trail K-5. The following is a sampling from year one of the 21st CCLC grant program. The responses are listed by district.

A Likert scale was used, where 5 represented “*strongly agree*” to a 1 for “*strongly disagree*”. The percent of responses for each of the possible responses is tabled and graphed in this report.

Site: South

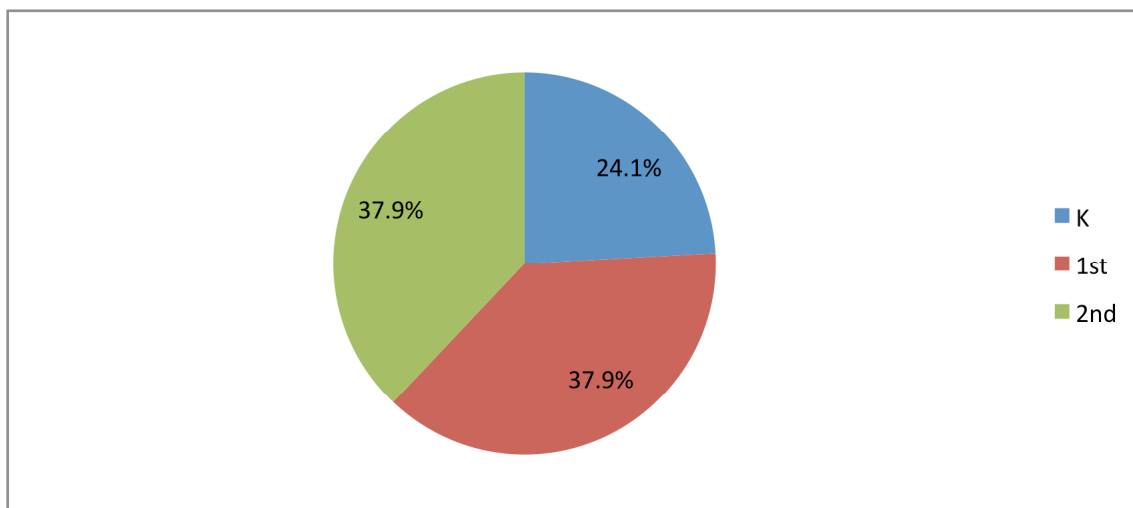
Student Survey Summary South – 29 surveys

Question	Answer	%
1. Are you a boy or girl?	Boy-12 Girl-17	Boy-41.4% Girl-58.6%
2. What grade are you in?	K-7 1 st -11 2 nd -11	K-24.1% 1 st -37.9% 2 nd -37.9%
3. Have you attended the after school program this school year?	Yes-29 No-0	Yes-100% No-0%
4. Getting good grades in school is important to me.	Strong Agree-29 Agree-0 Have No Opinion-0 Disagree-0 Strongly Disagree-0	Agree/Strong Agree-100% Have No Opinion-0% Disagree/Strong Disagree-0%
5. I feel accepted by the other kids in the after school program.	Strong Agree-24 Agree-4 Have No Opinion-0 Disagree-0 Strongly Disagree-0 No Answer-1	Agree/Strong Agree-96.6% Have No Opinion-0% Disagree/Strong Disagree-0% No Answer-3.4%
6. I feel accepted by the other kids in school that do not attend the after school program.	Strong Agree-27 Agree-2 Have No Opinion-0 Disagree-0 Strongly Disagree-0	Agree/Strong Agree-100% Have No Opinion-0% Disagree/Strong Disagree-0%
7. I feel safe while attending the after school program.	Strong Agree-25 Agree-3 Have No Opinion-0	Agree/Strong Agree-96.6% Have No Opinion-0% Disagree/Strong Disagree-0%

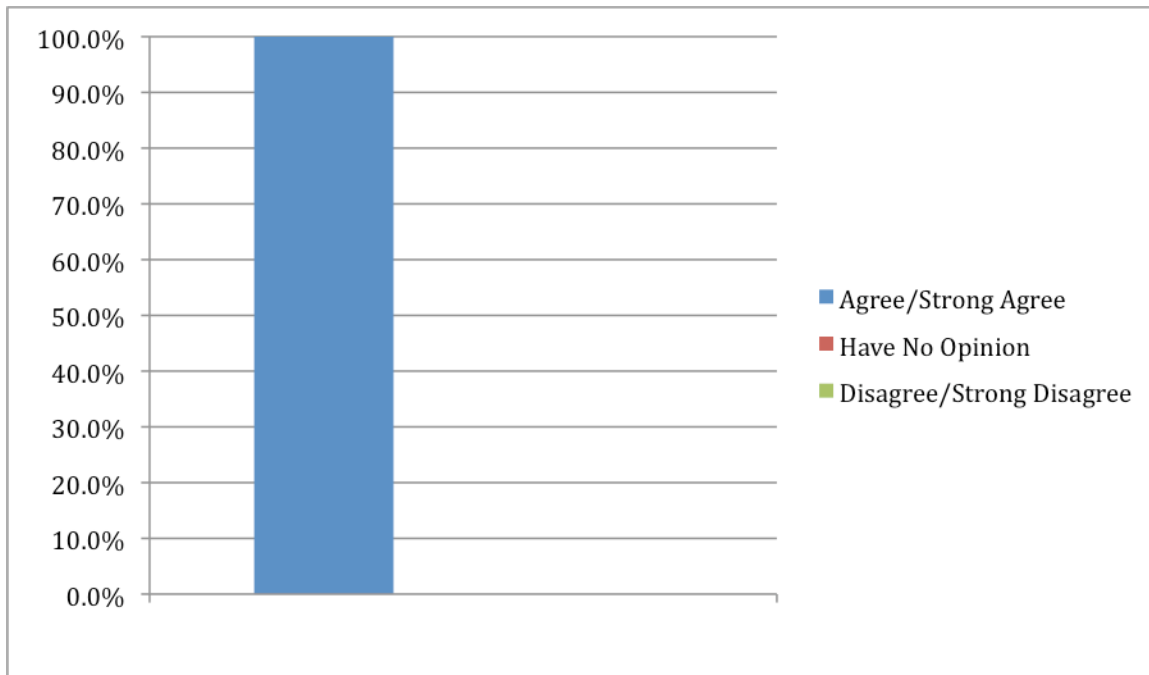
	Disagree-0 Strongly Disagree-0 No Answer-1	No Answer-3.4%
8. I get my homework done while attending the after school program.	Strong Agree-27 Agree-2 Have No Opinion-0 Disagree-0 Strongly Disagree-0	Agree/Strong Agree-100% Have No Opinion-0% Disagree/Strong Disagree-0%
9. I talk to my family about my homework or what I'm learning in school.	Strong Agree-20 Agree-9 Have No Opinion-0 Disagree-0 Strongly Disagree-0	Agree/Strong Agree-100% Have No Opinion-0% Disagree/Strong Disagree-0%
10. The after school program helps me get better grades in reading or language arts at school.	Strong Agree-28 Agree-1 Have No Opinion-0 Disagree-0 Strongly Disagree-0	Agree/Strong Agree-100% Have No Opinion-0% Disagree/Strong Disagree-0%
11. The after school program helps me get better grades in math at school.	Strong Agree-26 Agree-3 Have No Opinion-0 Disagree-0 Strongly Disagree-0	Agree/Strong Agree-100% Have No Opinion-0% Disagree/Strong Disagree-0%
12. I get along well with the other students in the after school program.	Strong Agree-23 Agree-5 Have No Opinion-0 Disagree-0 Strongly Disagree-0 No Answer-1	Agree/Strong Agree-96.6% Have No Opinion-0% Disagree/Strong Disagree-0% No Answer-3.4%
13. I get along well with the other students in school who are not in the after school program.	Strong Agree-25 Agree-4 Have No Opinion-0 Disagree-0 Strongly Disagree-0	Agree/Strong Agree-100% Have No Opinion-0% Disagree/Strong Disagree-0%
14. I like the activities we do in the after	Strong Agree-28	Agree/Strong Agree-100%

school program.	Agree-1 Have No Opinion-0 Disagree-0 Strongly Disagree-0	Have No Opinion-0% Disagree/Strong Disagree-0%
15. I like how we learn things in the after school program.	Strong Agree-25 Agree-4 Have No Opinion-0 Disagree-0 Strongly Disagree-0	Agree/Strong Agree-100% Have No Opinion-0% Disagree/Strong Disagree-0%
16. The adults who work with us in the after school program care about me.	Strong Agree-28 Agree-1 Have No Opinion-0 Disagree-0 Strongly Disagree-0	Agree/Strong Agree-100% Have No Opinion-0% Disagree/Strong Disagree-0%
17. I have a safe way to get home after I leave the after school program.	Strong Agree-29 Agree-0 Have No Opinion-0 Disagree-0 Strongly Disagree-0	Agree/Strong Agree-100% Have No Opinion-0% Disagree/Strong Disagree-0%

2. What grade are you in?



8. I get my homework done while attending the after school program.



Site: North

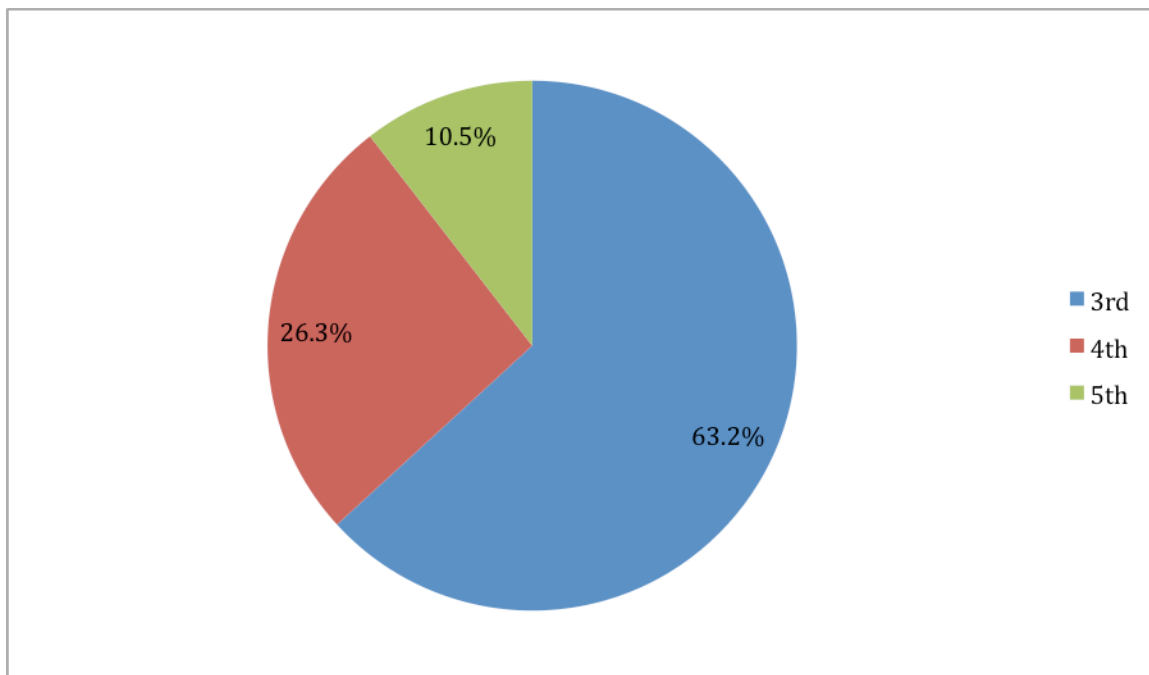
**Student Survey Summary
North – 19 surveys**

Question	Answer	%
1. Are you a boy or girl?	Boy-13 Girl-6	Boy-68.4% Girl-31.6%
2. What grade are you in?	3 rd -12 4 th -5 5 th -2	3 rd -63.2% 4 th -26.3% 5 th -10.5%
3. Have you attended the after school program this school year?	Yes-18 No-1	Yes-94.7% No-5.3%
4. Getting good grades in school is important to me.	Strong Agree-11 Agree-6 Have No Opinion-2 Disagree-0 Strongly Disagree-0	Agree/Strong Agree-89.5% Have No Opinion-10.5% Disagree/Strong Disagree-0%
5. I feel accepted by the other kids in the after school program.	Strong Agree-4 Agree-9 Have No Opinion-3 Disagree-3 Strongly Disagree-0	Agree/Strong Agree-68.4% Have No Opinion-15.8% Disagree/Strong Disagree-15.8%
6. I feel accepted by the other kids in school that do not attend the after school program.	Strong Agree-5 Agree-11 Have No Opinion-2 Disagree-0 Strongly Disagree-1	Agree/Strong Agree-84.2% Have No Opinion-10.5% Disagree/Strong Disagree-5.3%
7. I feel safe while attending the after school program.	Strong Agree-10 Agree-3 Have No Opinion-5 Disagree-0 Strongly Disagree-1	Agree/Strong Agree-68.4% Have No Opinion-26.3% Disagree/Strong Disagree-5.3%
8. I get my homework done while attending the after school program.	Strong Agree-17 Agree-1 Have No Opinion-1 Disagree-0 Strongly Disagree-0	Agree/Strong Agree-94.7% Have No Opinion-5.3% Disagree/Strong Disagree-0%

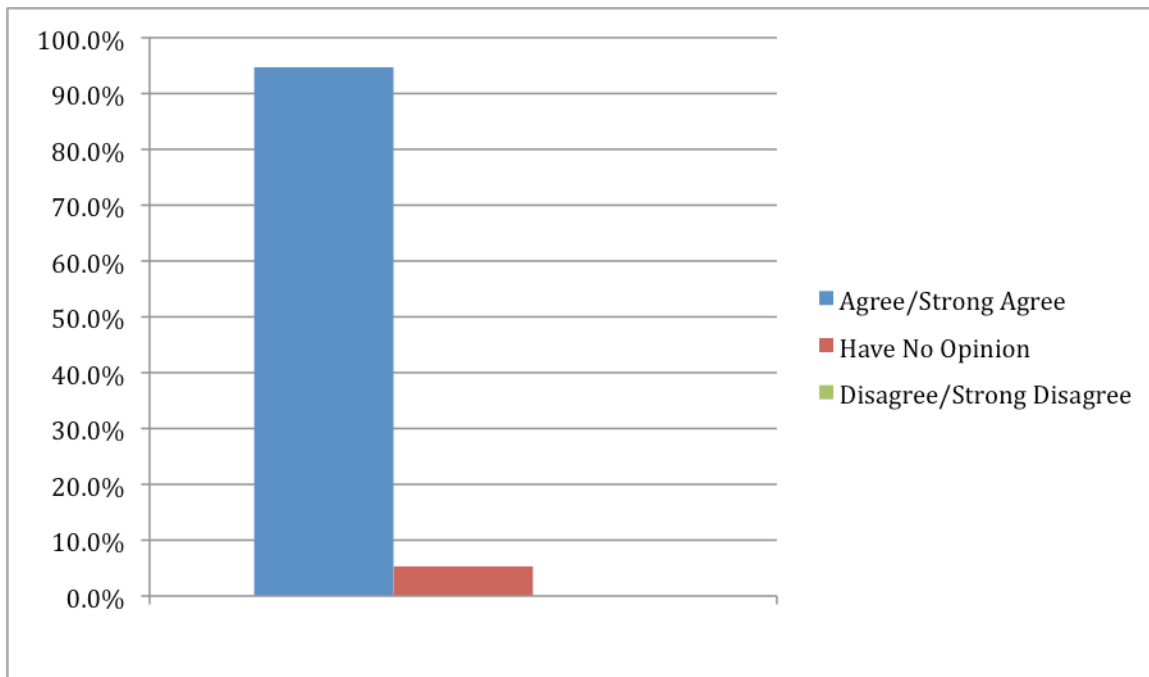
9. I talk to my family about my homework or what I'm learning in school.	Strong Agree-5 Agree-3 Have No Opinion-4 Disagree-4 Strongly Disagree-3	Agree/Strong Agree-42.1% Have No Opinion-21.1% Disagree/Strong Disagree-36.8%
10. The after school program helps me get better grades in reading or language arts at school.	Strong Agree-6 Agree-10 Have No Opinion-3 Disagree-0 Strongly Disagree-0	Agree/Strong Agree-84.2% Have No Opinion-15.8% Disagree/Strong Disagree-0%
11. The after school program helps me get better grades in math at school.	Strong Agree-4 Agree-12 Have No Opinion-0 Disagree-2 Strongly Disagree-1	Agree/Strong Agree-84.2% Have No Opinion-0% Disagree/Strong Disagree-15.8%
12. I get along well with the other students in the after school program.	Strong Agree-7 Agree-10 Have No Opinion-2 Disagree-0 Strongly Disagree-0	Agree/Strong Agree-89.5% Have No Opinion-10.5% Disagree/Strong Disagree-0%
13. I get along well with the other students in school who are not in the after school program.	Strong Agree-6 Agree-9 Have No Opinion-2 Disagree-0 Strongly Disagree-2	Agree/Strong Agree-78.9% Have No Opinion-10.5% Disagree/Strong Disagree-10.5%
14. I like the activities we do in the after school program.	Strong Agree-9 Agree-5 Have No Opinion-3 Disagree-2 Strongly Disagree-0	Agree/Strong Agree-73.7% Have No Opinion-15.8% Disagree/Strong Disagree-10.5%
15. I like how we learn things in the after school program.	Strong Agree-9 Agree-5 Have No Opinion-4 Disagree-1 Strongly	Agree/Strong Agree-73.7% Have No Opinion-21.1% Disagree/Strong Disagree-5.3%

	Disagree-0	
16. The adults who work with us in the after school program care about me.	Strong Agree-12 Agree-5 Have No Opinion-1 Disagree-1 Strongly Disagree-0	Agree/Strong Agree-89.5% Have No Opinion-5.3% Disagree/Strong Disagree-5.3%
17. I have a safe way to get home after I leave the after school program.	Strong Agree-14 Agree-4 Have No Opinion-0 Disagree-1 Strongly Disagree-0	Agree/Strong Agree-94.7% Have No Opinion-0% Disagree/Strong Disagree-5.3%

2. What grade are you in?



8. I get my homework done while attending the after school program.



Site: Mormon Trail

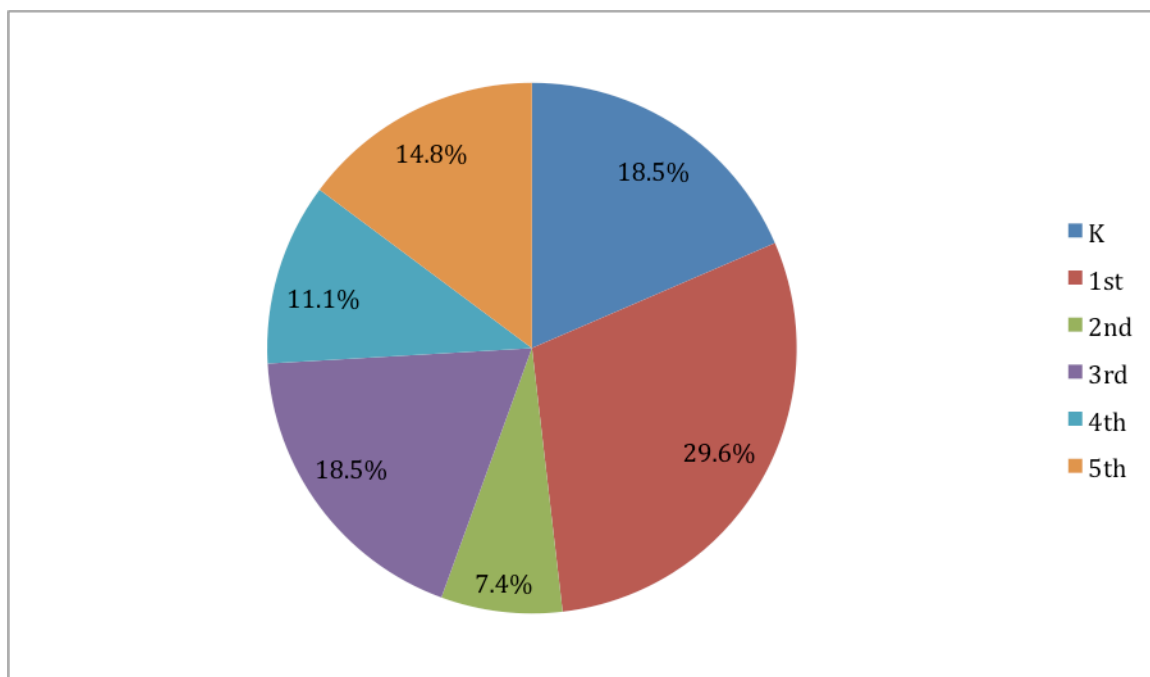
**Student Survey Summary
Mormon Trail – 27 surveys**

Question	Answer	%
1. Are you a boy or girl?	Boy-10 Girl-17	Boy-37.0% Girl-63.0%
2. What grade are you in?	K-5 1 st -8 2 nd -2 3 rd -5 4 th -3 5 th -4	K-18.5% 1 st -29.6% 2 nd -7.4% 3 rd -18.5% 4 th -11.1% 5 th -14.8%
3. Have you attended the after school program this school year?	Yes-27 No-0	Yes-100% No-0%
4. Getting good grades in school is important to me.	Strong Agree-22 Agree-4 Have No Opinion-0 Disagree-0 Strongly Disagree-1	Agree/Strong Agree-96.3% Have No Opinion-0% Disagree/Strong Disagree-3.7%
5. I feel accepted by the other kids in the after school program.	Strong Agree-17 Agree-10 Have No Opinion-0 Disagree-0 Strongly Disagree-0	Agree/Strong Agree-100% Have No Opinion-0% Disagree/Strong Disagree-0%
6. I feel accepted by the other kids in school	Strong Agree-15	Agree/Strong Agree-

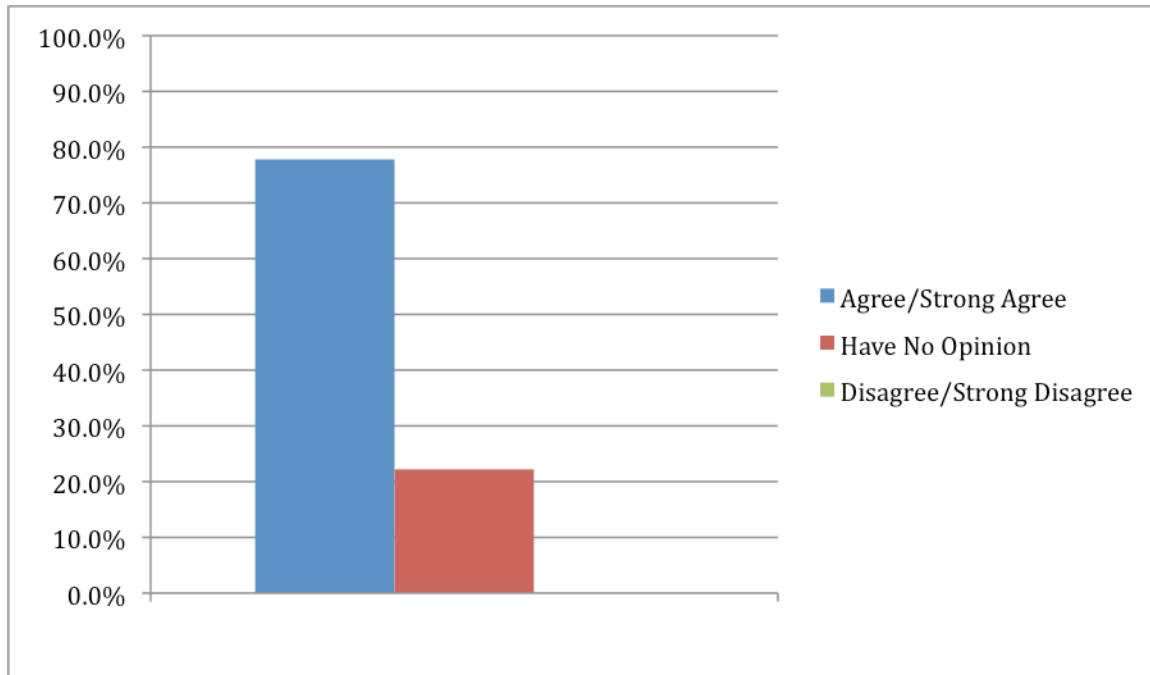
that do not attend the after school program.	Agree-7 Have No Opinion-4 Disagree-0 Strongly Disagree-1	81.5% Have No Opinion-14.8% Disagree/Strong Disagree-3.7%
7. I feel safe while attending the after school program.	Strong Agree-19 Agree-7 Have No Opinion-1 Disagree-0 Strongly Disagree-0	Agree/Strong Agree-96.3% Have No Opinion-3.7% Disagree/Strong Disagree-0%
8. I get my homework done while attending the after school program.	Strong Agree-15 Agree-6 Have No Opinion-6 Disagree-0 Strongly Disagree-0	Agree/Strong Agree-77.8% Have No Opinion-22.2% Disagree/Strong Disagree-0%
9. I talk to my family about my homework or what I'm learning in school.	Strong Agree-18 Agree-7 Have No Opinion-2 Disagree-0 Strongly Disagree-0	Agree/Strong Agree-92.6% Have No Opinion-7.4% Disagree/Strong Disagree-0%
10. The after school program helps me get better grades in reading or language arts at school.	Strong Agree-15 Agree-9 Have No Opinion-1 Disagree-2 Strongly Disagree-0	Agree/Strong Agree-88.9% Have No Opinion-3.7% Disagree/Strong Disagree-7.4%
11. The after school program helps me get better grades in math at school.	Strong Agree-17 Agree-8 Have No Opinion-1 Disagree-0 Strongly Disagree-1	Agree/Strong Agree-92.6% Have No Opinion-3.7% Disagree/Strong Disagree-3.7%
12. I get along well with the other students in the after school program.	Strong Agree-18 Agree-8 Have No Opinion-1 Disagree-0 Strongly Disagree-0	Agree/Strong Agree-96.3% Have No Opinion-3.7% Disagree/Strong Disagree-0%
13. I get along well with the other students in school who are not in the after school program.	Strong Agree-14 Agree-10 Have No Opinion-0 Disagree-1 Strongly Disagree-1 No Answer-1	Agree/Strong Agree-88.9% Have No Opinion-3.7% Disagree/Strong Disagree-3.7% No Answer-3.7%

14. I like the activities we do in the after school program.	Strong Agree-21 Agree-6 Have No Opinion-0 Disagree-0 Strongly Disagree-0	Agree/Strong Agree-100% Have No Opinion-0% Disagree/Strong Disagree-0%
15. I like how we learn things in the after school program.	Strong Agree-19 Agree-7 Have No Opinion-1 Disagree-0 Strongly Disagree-0	Agree/Strong Agree-96.3% Have No Opinion-3.7% Disagree/Strong Disagree-0%
16. The adults who work with us in the after school program care about me.	Strong Agree-18 Agree-7 Have No Opinion-1 Disagree-0 Strongly Disagree-0 No Answer-1	Agree/Strong Agree-92.6% Have No Opinion-3.7% Disagree/Strong Disagree-0% No Answer-3.7%
17. I have a safe way to get home after I leave the after school program.	Strong Agree-24 Agree-3 Have No Opinion-0 Disagree-0 Strongly Disagree-0	Agree/Strong Agree-100% Have No Opinion-0% Disagree/Strong Disagree-0%

2. What grade are you in?



8. I get my homework done while attending the after school program.



Teach Survey: Site-South

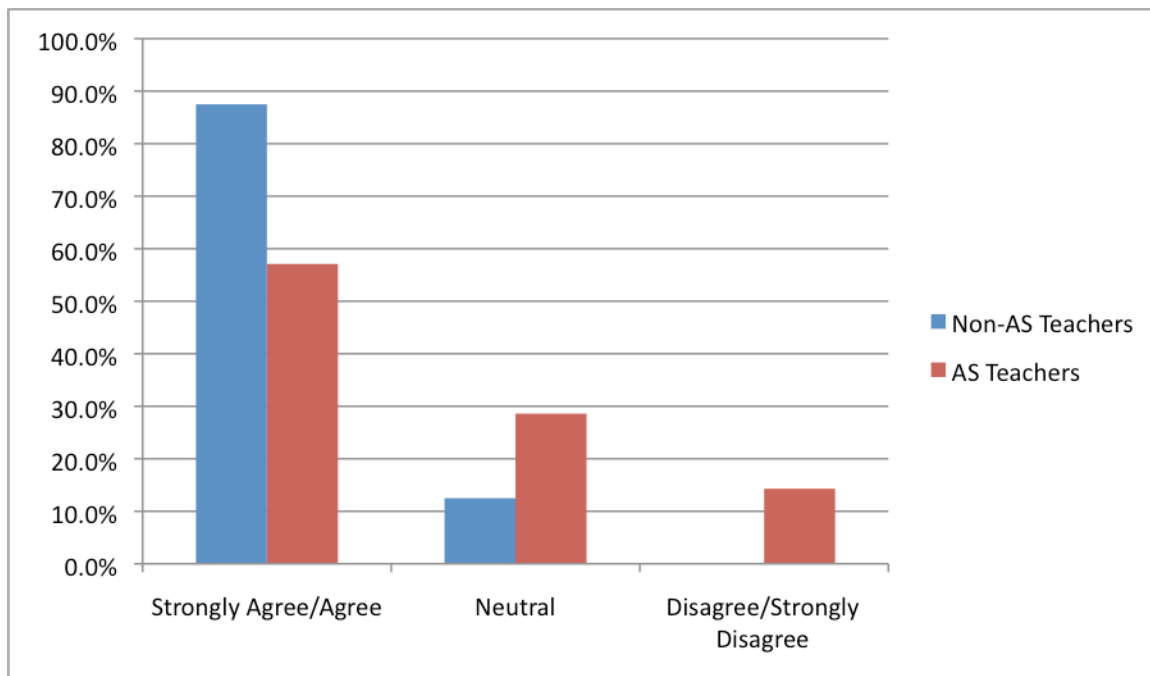
**Teacher Survey Summary
South Elementary**

	Non-AS Teachers 8	%	AS Teachers 7	%
1. The after school program provides services that strengthens student academic achievement.	Strongly Agree-1 Agree-6 Neutral-1 Disagree-0 Strongly Disagree-0	Agree/Strongly Agree-87.5% Neutral-12.5% Disagree/Strongly Disagree-0%	Strongly Agree-2 Agree-2 Neutral-2 Disagree-1 Strongly Disagree-0	Agree/Strongly Agree-57.1% Neutral-28.6% Disagree/Strongly Disagree-14.3%
2. The after school program provides support for student social and behavioral development.	Strongly Agree-0 Agree-4 Neutral-3 Disagree-1 Strongly Disagree-0	Agree/Strongly Agree-50% Neutral-37.5% Disagree/Strongly Disagree-12.5%	Strongly Agree-3 Agree-4 Neutral-0 Disagree-0 Strongly Disagree-0	Agree/Strongly Agree-100% Neutral-0% Disagree/Strongly Disagree-0%
3. The after school program helps engage families and the community in school.	Strongly Agree-0 Agree-5 Neutral-2 Disagree-1 Strongly Disagree-0	Agree/Strongly Agree-62.5% Neutral-25% Disagree/Strongly Disagree-12.5%	Strongly Agree-2 Agree-2 Neutral-1 Disagree-2 Strongly Disagree-0	Agree/Strongly Agree-57.1% Neutral-14.3% Disagree/Strongly Disagree-28.6%
4. The after school program appropriately uses classroom spaces, gym, or cafeteria spaces, media center, computer labs, and outdoor spaces.	Strongly Agree-3 Agree-5 Neutral-0 Disagree-0 Strongly Disagree-0	Agree/Strongly Agree-100% Neutral-0% Disagree/Strongly Disagree-0%	Strongly Agree-2 Agree-5 Neutral-0 Disagree-0 Strongly Disagree-0	Agree/Strongly Agree-100% Neutral-0% Disagree/Strongly Disagree-0%
5. I work with the after school teaching/regular staff to connect programming to content offered during the regular school day.	Strongly Agree-2 Agree-2 Neutral-2 Disagree-2 Strongly Disagree-0	Agree/Strongly Agree-50% Neutral-25% Disagree/Strongly Disagree-25%	Strongly Agree-1 Agree-3 Neutral-2 Disagree-1 Strongly Disagree-0	Agree/Strongly Agree-57.1% Neutral-28.6% Disagree/Strongly Disagree-14.3%
6. The after school program assists students with reading and language art skills.	Strongly Agree-2 Agree-6 Neutral-0 Disagree-0 Strongly Disagree-0	Agree/Strongly Agree-100% Neutral-0% Disagree/Strongly Disagree-0%	Strongly Agree-4 Agree-2 Neutral-0 Disagree-1 Strongly Disagree-0	Agree/Strongly Agree-85.8% Neutral-0% Disagree/Strongly Disagree-14.3%

7. The after school program assists students with mathematics skills.	Strongly Agree-3 Agree-5 Neutral-0 Disagree-0 Strongly Disagree-0	Agree/Strongly Agree-100% Neutral-0% Disagree/Strongly Disagree-0%	Strongly Agree-4 Agree-3 Neutral-0 Disagree-0 Strongly Disagree-0	Agree/Strongly Agree-100% Neutral-0% Disagree/Strongly Disagree-0%
8. I view the after school as a part of the school, not a program offered by an outside agency or staff.	Strongly Agree-1 Agree-3 Neutral-2 Disagree-1 Strongly Disagree-0 No Answer-1	Agree/Strongly Agree-50% Neutral-25% Disagree/Strongly Disagree-12.5% No Answer-12.5%	Strongly Agree-2 Agree-4 Neutral-0 Disagree-1 Strongly Disagree-0	Agree/Strongly Agree-85.8% Neutral-0% Disagree/Strongly Disagree-14.3%
9. Communication with the regular school day teaching staff is effective. If I need information about curriculum or student needs, I feel comfortable in contacting the after school/regular teaching staff.	Strongly Agree-2 Agree-4 Neutral-0 Disagree-2 Strongly Disagree-0	Agree/Strongly Agree-75% Neutral-0% Disagree/Strongly Disagree-25%	Strongly Agree-1 Agree-3 Neutral-2 Disagree-1 Strongly Disagree-0	Agree/Strongly Agree-57.1% Neutral-28.6% Disagree/Strongly Disagree-14.3%
10. School staff and after school staff systematically shares information to support student homework completion.	Strongly Agree-2 Agree-4 Neutral-1 Disagree-1 Strongly Disagree-0	Agree/Strongly Agree-75% Neutral-12.5% Disagree/Strongly Disagree-12.5%	Strongly Agree-1 Agree-3 Neutral-3 Disagree-0 Strongly Disagree-0	Agree/Strongly Agree-57.1% Neutral-42.9% Disagree/Strongly Disagree-0%
11. We regularly share staff development offerings or training opportunities with the day school staff.	No Answer-8	No Answer-100%	Strongly Agree-1 Agree-2 Neutral-2 Disagree-1 Strongly Disagree-1	Agree/Strongly Agree-42.9% Neutral-28.6% Disagree/Strongly Disagree-28.6%
12. I communicate regularly with the parent of each child regarding their child's progress in the after school program.	No Answer-8	No Answer-100%	Strongly Agree-0 Agree-0 Neutral-5 Disagree-2 Strongly Disagree-0	Agree/Strongly Agree-0% Neutral-71.4% Disagree/Strongly Disagree-28.6%
13. In general, I feel the after school program is a high quality after school	Strongly Agree-3 Agree-4	Agree/Strongly Agree-87.5% Neutral-12.5%	Strongly Agree-2 Agree-2	Agree/Strongly Agree-57.1% Neutral-28.6%

program.	Neutral-1 Disagree-0 Strongly Disagree-0	Disagree/Strongly Disagree-0%	Neutral-2 Disagree-1 Strongly Disagree-0	Disagree/Strongly Disagree-14.3%
14. I feel I have a strong knowledge about what happens in the after school program.	Strongly Agree-1 Agree-4 Neutral-2 Disagree-1 Strongly Disagree-0	Agree/Strongly Agree-62.5% Neutral-25% Disagree/Strongly Disagree-12.5%	No Answer-7	No Answer-100%

1. The after school program provides services that strengthens student academic achievement.



Teacher Survey: Site:

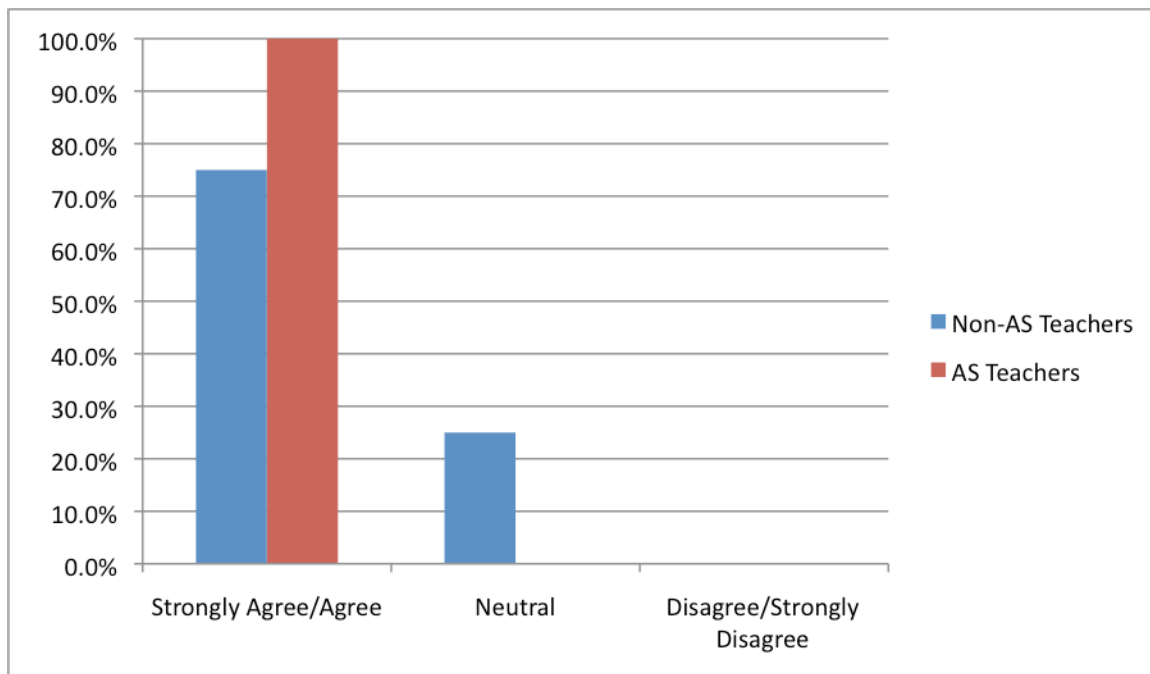
Mormon Trail K-5

	Non-AS Teachers 4	%	AS Teachers 1	%
1. The after school program provides services that strengthens student academic achievement.	Strongly Agree-0 Agree-3 Neutral-1 Disagree-0 Strongly Disagree-0	Agree/Strongly Agree-75% Neutral-25% Disagree/Strongly Disagree-0%	Strongly Agree-0 Agree-1 Neutral-0 Disagree-0 Strongly Disagree-0	Agree/Strongly Agree-100% Neutral-0% Disagree/Strongly Disagree-0%
2. The after school program provides support for student social and behavioral development.	Strongly Agree-0 Agree-3 Neutral-1 Disagree-0 Strongly Disagree-0	Agree/Strongly Agree-75% Neutral-25% Disagree/Strongly Disagree-0%	Strongly Agree-0 Agree-0 Neutral-1 Disagree-0 Strongly Disagree-0	Agree/Strongly Agree-0% Neutral-100% Disagree/Strongly Disagree-0%
3. The after school program helps engage families and the community in school.	Strongly Agree-0 Agree-2 Neutral-2 Disagree-0 Strongly Disagree-0	Agree/Strongly Agree-50% Neutral-50% Disagree/Strongly Disagree-0%	Strongly Agree-0 Agree-0 Neutral-0 Disagree-1 Strongly Disagree-0	Agree/Strongly Agree-0% Neutral-0% Disagree/Strongly Disagree-100%
4. The after school program appropriately uses classroom spaces, gym, or cafeteria spaces, media center, computer labs, and outdoor spaces.	Strongly Agree-0 Agree-3 Neutral-1 Disagree-0 Strongly Disagree-0	Agree/Strongly Agree-75% Neutral-25% Disagree/Strongly Disagree-0%	Strongly Agree-0 Agree-1 Neutral-0 Disagree-0 Strongly Disagree-0	Agree/Strongly Agree-100% Neutral-0% Disagree/Strongly Disagree-0%
5. I work with the after school/regular teaching staff to connect programming to content offered during the regular school day.	Strongly Agree-0 Agree-0 Neutral-3 Disagree-1 Strongly Disagree-0	Agree/Strongly Agree-0% Neutral-75% Disagree/Strongly Disagree-25%	Strongly Agree-0 Agree-0 Neutral-1 Disagree-0 Strongly Disagree-0	Agree/Strongly Agree-0% Neutral-100% Disagree/Strongly Disagree-0%
6. The after school program assists students with reading and language art skills.	Strongly Agree-0 Agree-2 Neutral-2 Disagree-0 Strongly Disagree-0	Agree/Strongly Agree-50% Neutral-50% Disagree/Strongly Disagree-0%	Strongly Agree-0 Agree-1 Neutral-0 Disagree-0 Strongly Disagree-0	Agree/Strongly Agree-100% Neutral-0% Disagree/Strongly Disagree-0%

7. The after school program assists students with mathematics skills.	Strongly Agree-0 Agree-3 Neutral-1 Disagree-0 Strongly Disagree-0	Agree/Strongly Agree-75% Neutral-25% Disagree/Strongly Disagree-0%	Strongly Agree-0 Agree-1 Neutral-0 Disagree-0 Strongly Disagree-0	Agree/Strongly Agree-100% Neutral-0% Disagree/Strongly Disagree-0%
8. I view the after school as a part of the school, not a program offered by an outside agency or staff.	Strongly Agree-0 Agree-3 Neutral-1 Disagree-0 Strongly Disagree-0	Agree/Strongly Agree-75% Neutral-25% Disagree/Strongly Disagree-0%	Strongly Agree-0 Agree-0 Neutral-0 Disagree-1 Strongly Disagree-0	Agree/Strongly Agree-0% Neutral-0% Disagree/Strongly Disagree-100%
9. Communication with the regular school day teaching staff is effective. If I need information about curriculum or student needs, I feel comfortable in contacting the after school/regular teaching staff.	Strongly Agree-0 Agree-2 Neutral-2 Disagree-0 Strongly Disagree-0	Agree/Strongly Agree-50% Neutral-50% Disagree/Strongly Disagree-0%	Strongly Agree-0 Agree-0 Neutral-1 Disagree-0 Strongly Disagree-0	Agree/Strongly Agree-0% Neutral-100% Disagree/Strongly Disagree-0%
10. School staff and after school staff systematically shares information to support student homework completion.	Strongly Agree-0 Agree-1 Neutral-1 Disagree-2 Strongly Disagree-0	Agree/Strongly Agree-25% Neutral-25% Disagree/Strongly Disagree-50%	Strongly Agree-0 Agree-0 Neutral-1 Disagree-0 Strongly Disagree-0	Agree/Strongly Agree-0% Neutral-100% Disagree/Strongly Disagree-0%
11. We regularly share staff development offerings or training opportunities with the day school staff.	No Answer-4	No Answer-100%	Strongly Agree-0 Agree-0 Neutral-1 Disagree-0 Strongly Disagree-0	Agree/Strongly Agree-0% Neutral-100% Disagree/Strongly Disagree-0%
12. I communicate regularly with the parent of each child regarding their child's progress in the after school program.	No Answer-4	No Answer-100%	Strongly Agree-0 Agree-1 Neutral-0 Disagree-0 Strongly Disagree-0	Agree/Strongly Agree-100% Neutral-0% Disagree/Strongly Disagree-0%
13. In general, I feel the after school program is a high quality after school program.	Strongly Agree-0 Agree-3 Neutral-1	Agree/Strongly Agree-75% Neutral-25% Disagree/Strongly Disagree-0%	Strongly Agree-0 Agree-0 Neutral-1	Agree/Strongly Agree-0% Neutral-100% Disagree/Strongly Disagree-0%

	Disagree-0 Strongly Disagree-0	gly Disagree- 0%	Disagree-0 Strongly Disagree-0	gly Disagree- 0%
14. I feel I have a strong knowledge about what happens in the after school program.	Strongly Agree-0 Agree-0 Neutral-3 Disagree-1 Strongly Disagree-0	Agree/Strongly Agree-0% Neutral-75% Disagree/Strongly Disagree-25%	No Answer-1	No Answer-100%

1. The after school program provides services that strengthens student academic achievement.



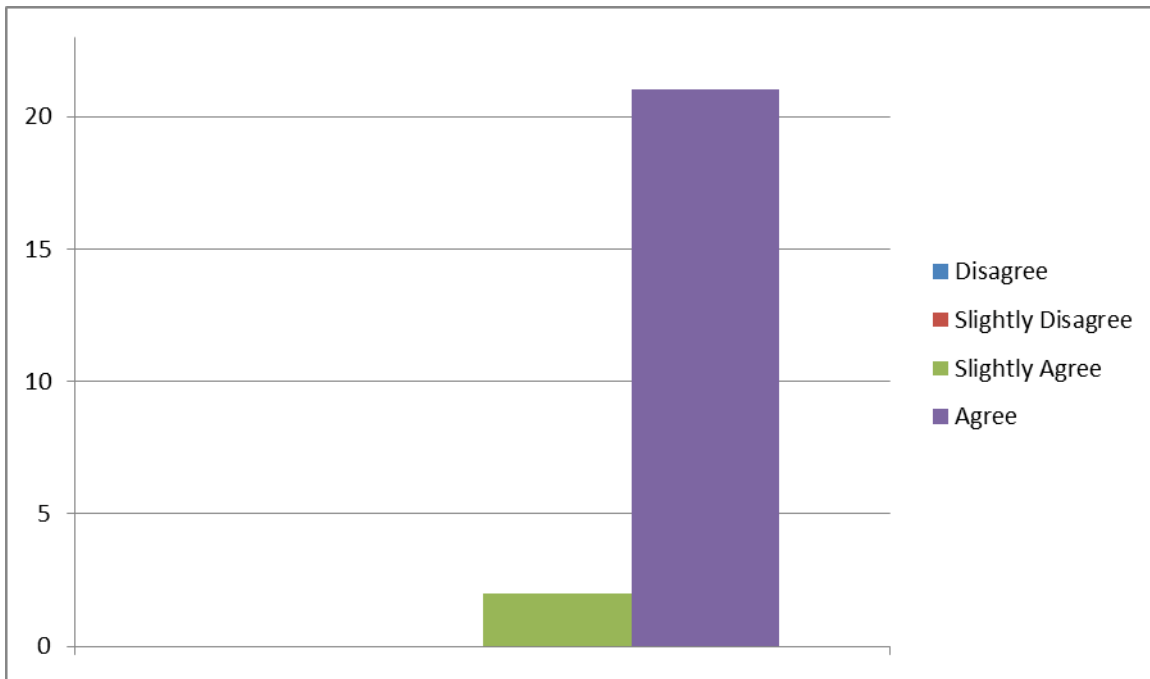
Parent Survey

After School Parent Survey Summary

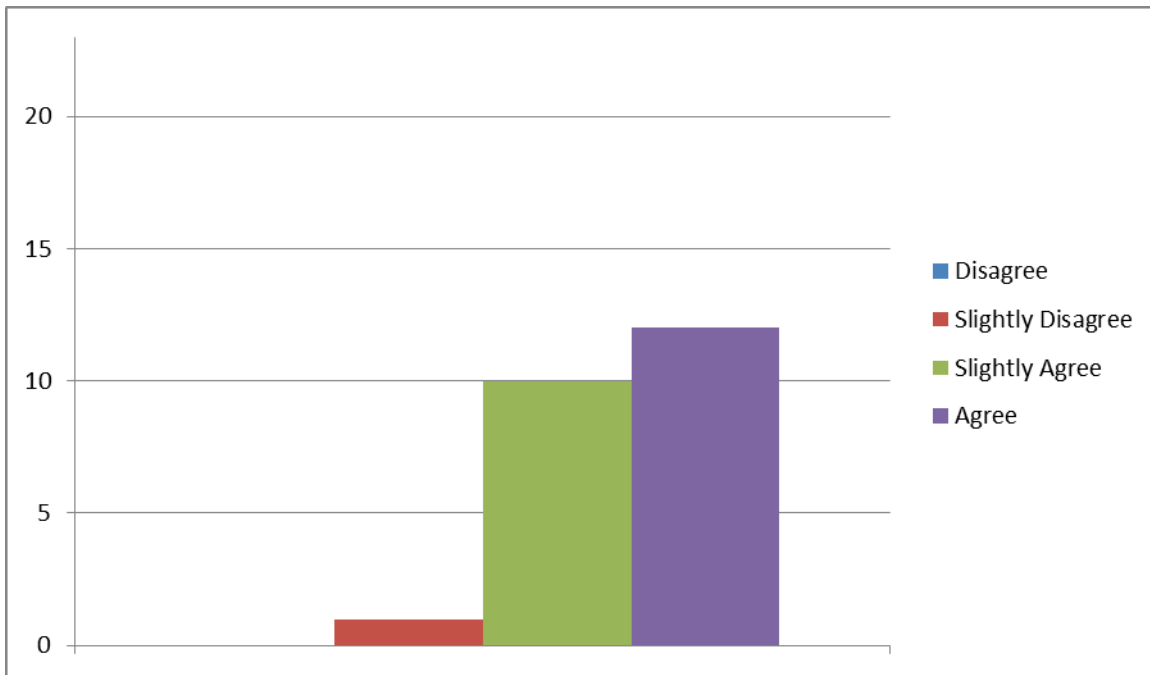
South Elementary

1. The after school program is a great benefit to my child/youth.	Agree-21	Slightly Agree-2		
2. The after school staff are excellent professionals. (caring, reliable, skilled)	Agree-22	Slightly Agree-1		
3. The after school staff communicate with me regularly about my child's progress and participation in the program.]	Agree-11	Slightly Agree-7	Slightly Disagree-2	Disagree-3
4. The after school program is a safe place, physically and emotionally for my child.	Agree-22	Slightly Agree-1		
5. The activities offered in Cardinal Muscle are good and my child enjoys them.	Agree-23			
6. My child learns more and gains skills by participating in the Cardinal Muscle program.	Agree-18	Slightly Agree-4	No Answer-1	
7. My child is getting better grades in reading and/or Language Arts after attending the after school program.	Agree-12	Slightly Agree-10	Slightly Disagree-1	
8. My child is getting better grades in Mathematics after attending the after school program.	Agree-10	Slightly Agree-13		
9. My child has better school attendance during the regular school day after attending the after school program.	Agree-11	Slightly Agree-6	Slightly Disagree-5	Disagree-1
10. The after school program helps my child build and maintain friendships.	Agree-17	Slightly Agree-6		

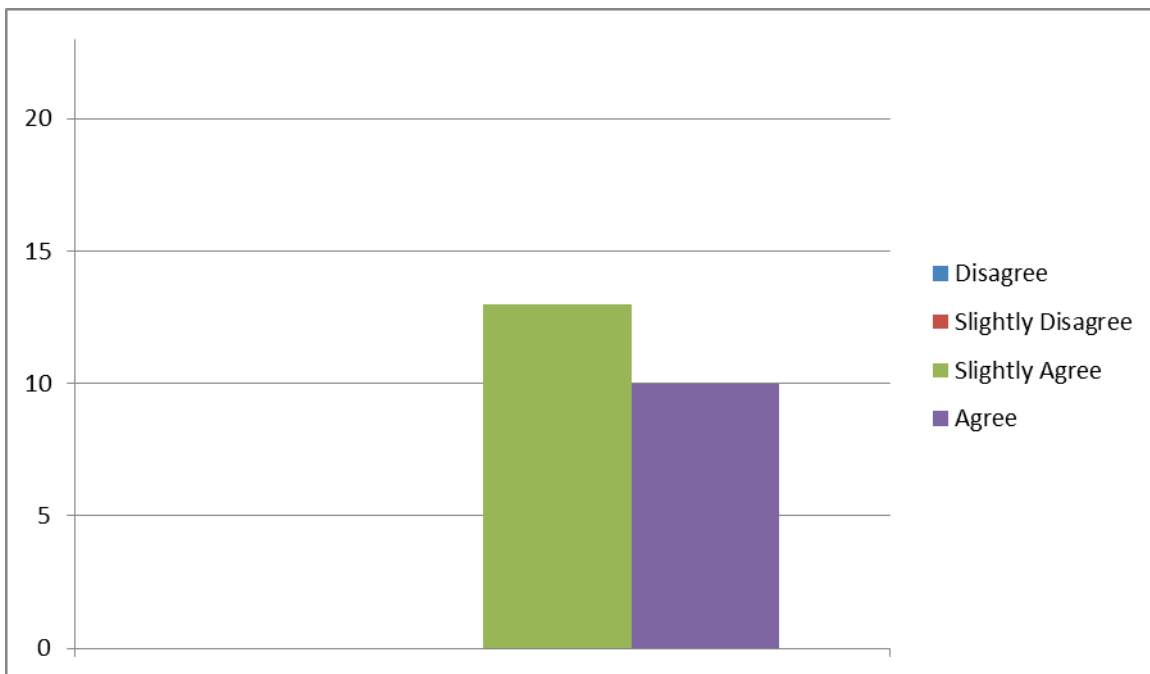
1. The after school program is a great benefit to my child/youth.



7. My child is getting better grades in reading and/or Language Arts after attending the after school program.



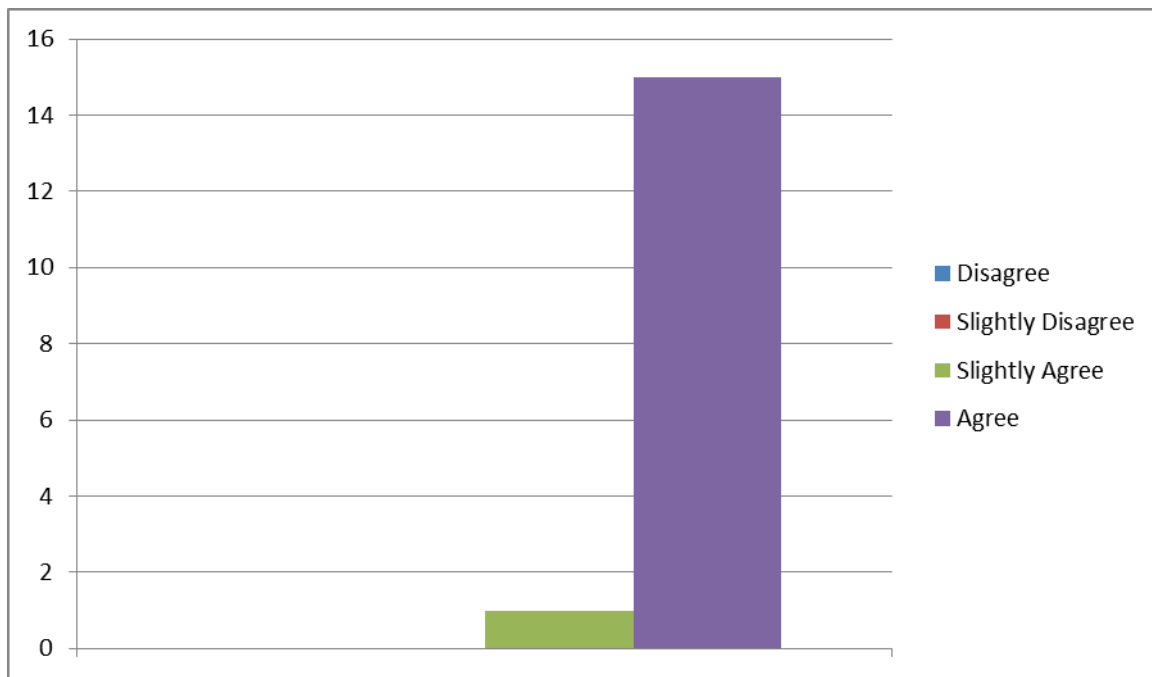
8. My child is getting better grades in Mathematics after attending the after school program.



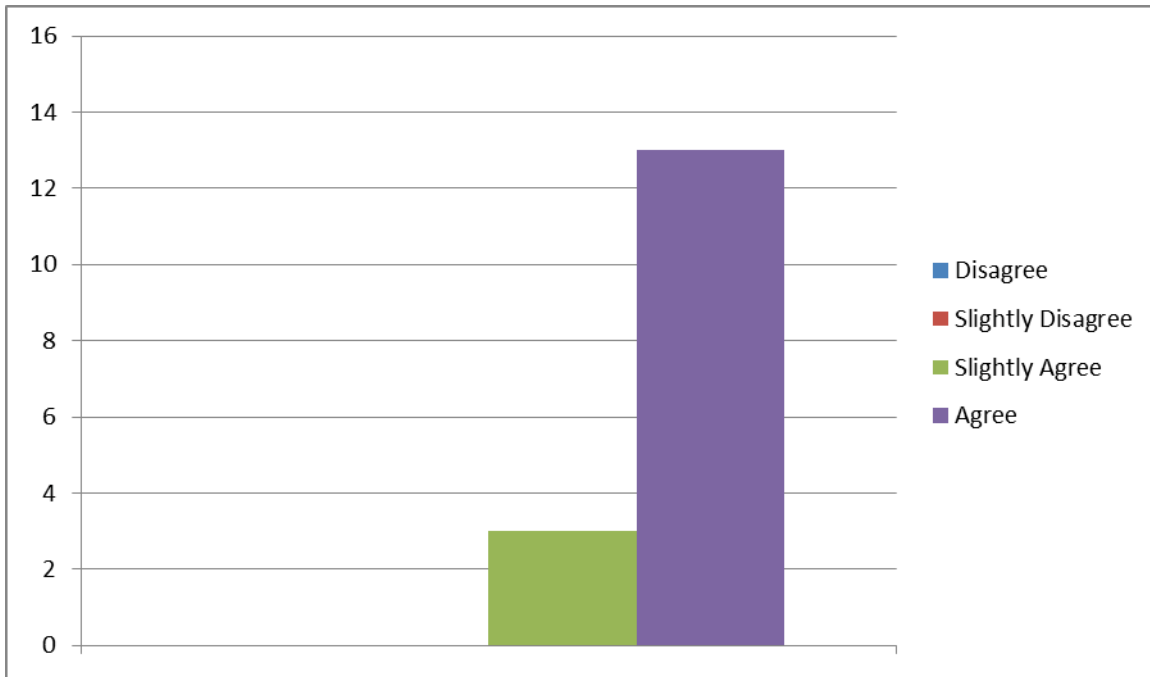
North Elementary

1. The after school program is a great benefit to my child/youth.	Agree-15	Slightly Agree-1		
2. The after school staff are excellent professionals. (caring, reliable, skilled)	Agree-16			
3. The after school staff communicate with me regularly about my child's progress and participation in the program.]	Agree-7	Slightly Agree-5	Slightly Disagree-1	Disagree-3
4. The after school program is a safe place, physically and emotionally for my child.	Agree-15	Slightly Agree-1		
5. The activities offered in Cardinal Muscle are good and my child enjoys them.	Agree-16			
6. My child learns more and gains skills by participating in the Cardinal Muscle program.	Agree-14	Slightly Agree-1	No Answer-1	
7. My child is getting better grades in reading and/or Language Arts after attending the after school program.	Agree-13	Slightly Agree-3		
8. My child is getting better grades in Mathematics after attending the after school program.	Agree-13	Slightly Agree-3		
9. My child has better school attendance during the regular school day after attending the after school program.	Agree-11	Slightly Agree-3	Slightly Disagree-2	
10. The after school program helps my child build and maintain friendships.	Agree-14	Slightly Agree-2		

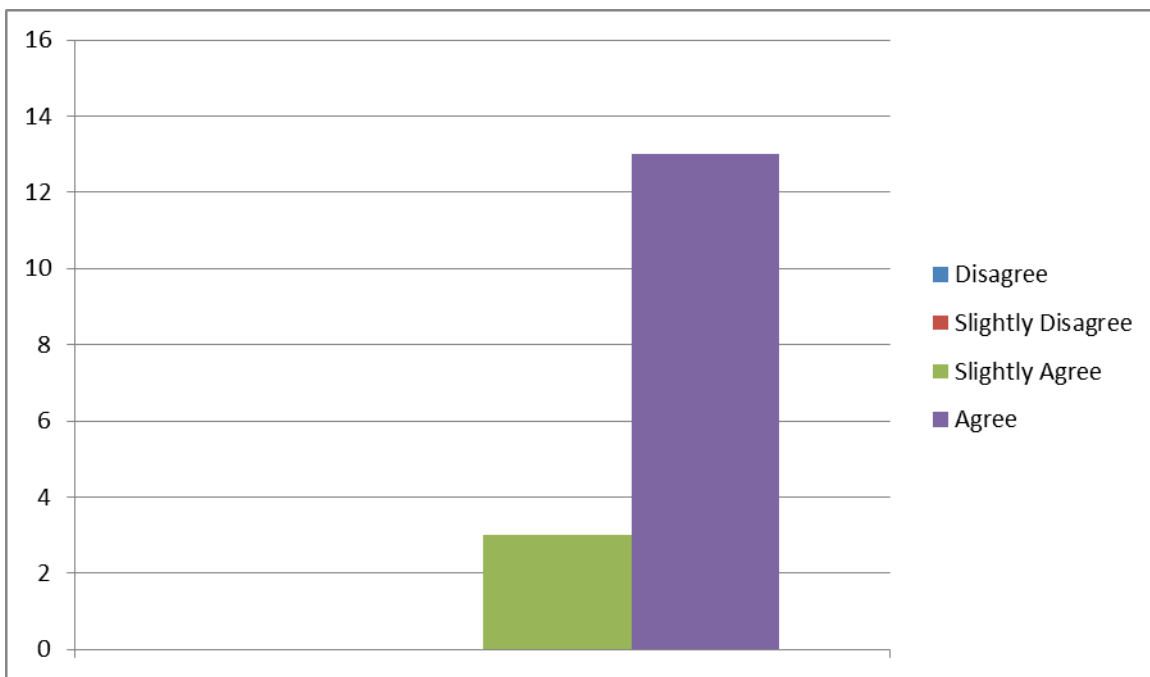
1. The after school program is a great benefit to my child/youth.



7. My child is getting better grades in reading and/or Language Arts after attending the after school program.



8. My child is getting better grades in Mathematics after attending the after school program.

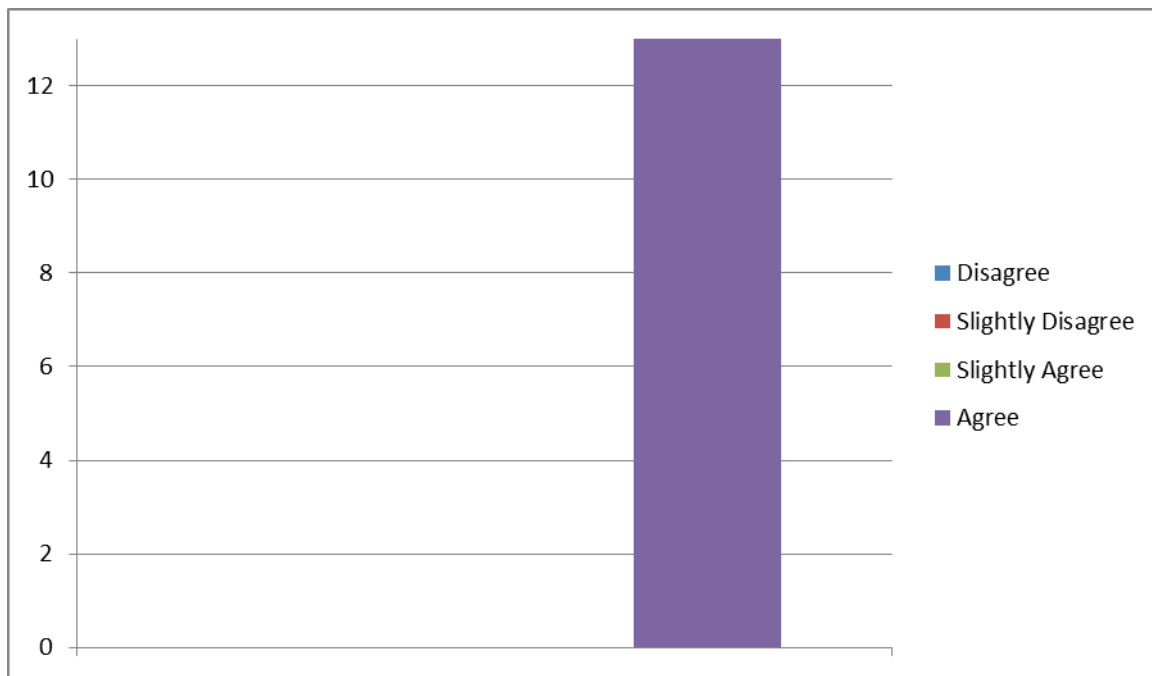


MT Parent Survey After School Program

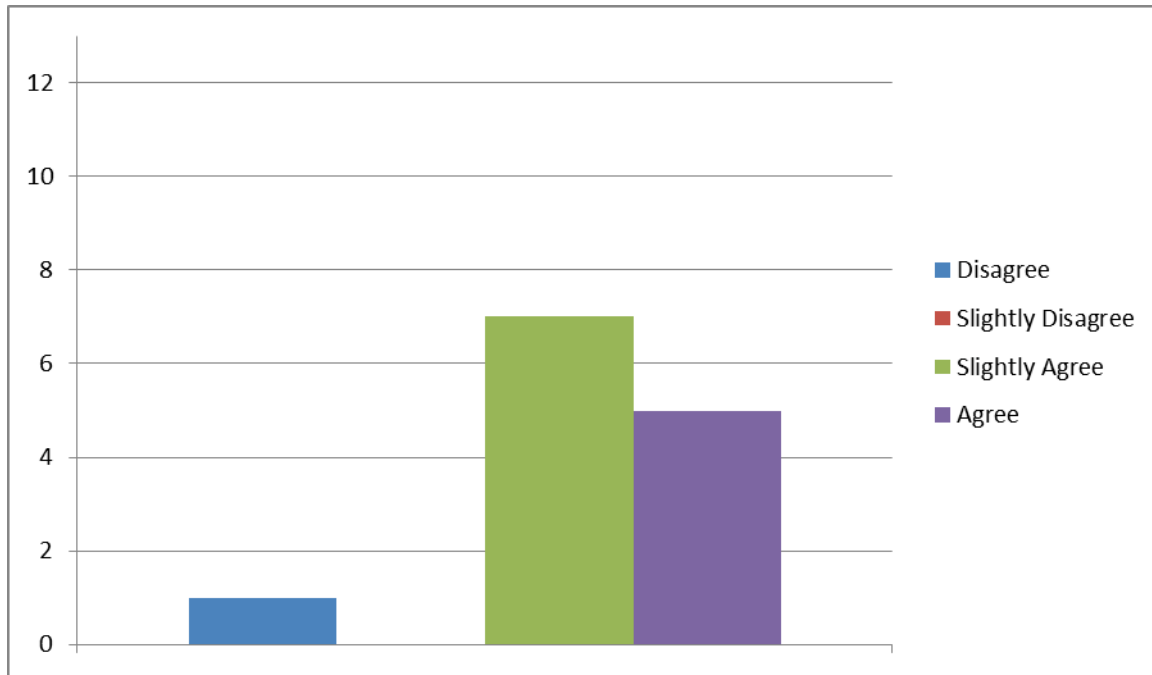
Student Grade	K – 5	1 st – 3	3 rd – 4	5 th – 1
Why did you have your child participate in the 21 st Century Community Learning Centers Program?				
Extra help in school (reading or math help)			Yes – 3	
Activities (music, computers, art, etc.)			Yes – 6	
Supervision or child care after school			Yes – 0	
Recreation (sports, basketball, games)			Yes – 1	
Questions				
1. The after school program is a great benefit to my child/youth.	Agree – 13			
2. The after school staff are excellent (caring, reliable, skilled).	Agree – 13			
3. The after school staff communicates with me regularly about my child's progress in the program.	Disagree – 3	Slightly Disagree – 1	Slightly Agree – 6	Agree - 3
4. The after school program is a safe place, physically and emotionally.	Agree – 13			
5. The activities offered are good and my child enjoys them.	Slightly Agree – 1	Agree – 11	No Answer – 1	
6. My child learns more by participating in the after school program.	Disagree – 1	Slightly Agree – 5	Agree – 7	
7. My child is getting better grades in reading (and/or Language Arts) after attending the after school program.	Disagree – 1	Slightly Agree – 7	Agree – 5	
8. My child is getting better grades in mathematics after attending the after school program.	Disagree – 1	Slightly Agree – 7	Agree – 5	
9. My child has better attendance in school after attending the after school program.	Disagree – 2	Slightly Agree – 5	Agree – 4	No Answer – 2
10. The after school program helps my child build and maintain friendships.	Slightly Agree – 1	Agree – 12		
As a parent, how do you support student learning?				
I read newsletters from school				Yes – 10
I talk to or exchange e-mails with school teacher or teachers at least monthly.				Yes – 5
I visit school during parent events (like parent-teacher conference, back to				Yes – 11

school night, etc.)	
I review homework every day, even if it is finished in the after school program	Yes – 9
I volunteer (help teacher, field trip, school events, help with book fairs)	Yes – 6
I support learning at home (extra learning activities, board games, family outings, computers, internet, reading)	Yes – 11
I participate in advisory groups (PTA, school improvement committees, parent advisory groups, etc.)	Yes – 0
I share important information about my child with the after school program staff and/or school staff	Yes – 7
How would you improve the program?	
Have it last more throughout the year but less every week (maybe once or twice a week)	

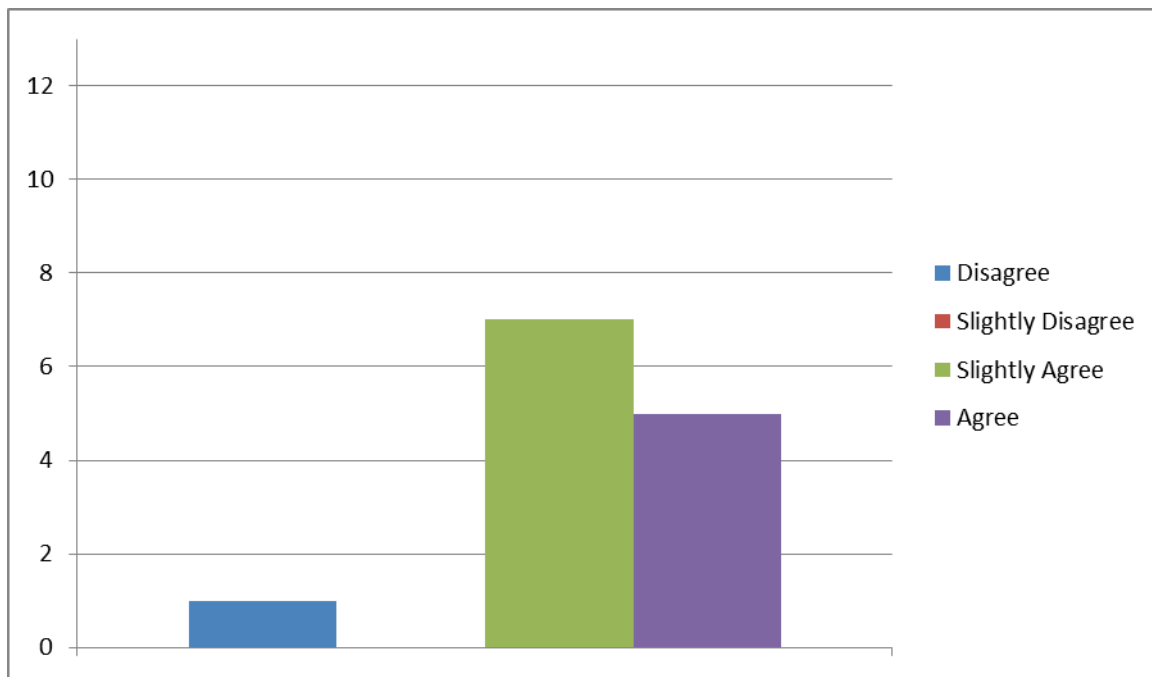
1. The after school program is a great benefit to my child/youth.



7. My child is getting better grades in reading (and/or Language Arts) after attending the after school program.



8. My child is getting better grades in mathematics after attending the after school program.



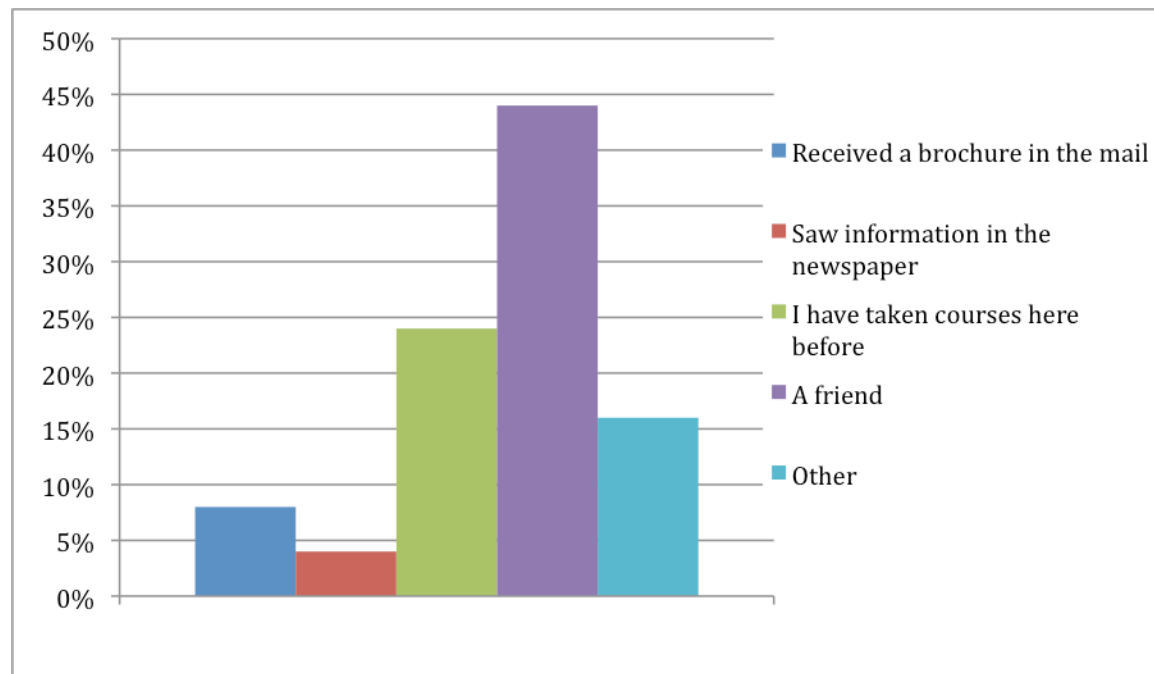
Family Literacy/Adult Survey

1. What is your gender?	a. Male = 9 36%	b. Female = 16 64%			
2. What is your nationality?	a. African American=0	b. Caucasian = 25 100%	c. American Indian=0	d. Other =0	
3. How did you hear about this adult education program?	a. Received a brochure in the mail=2 8%	b. Saw information in the newspaper =1 4%	c. I have taken courses here before=6 24%	d. A friend=11 44%	e. Other=4 16%
4. My primary reason for enrolling in this course was	a. Upgrade my job skills=12 48%	b. Personal interest=6 24%	c. To help secure a job=2 8%	d. Other=8 32%	
5. The instructor was punctual	10 = 21 84%	8 = 4 16%	6 = 0	4 = 0	1 = 0
6. My instructor is always prepared for class	10 = 19 76%	8 = 6 24%	6 = 0	4 = 0	1 = 0
7. My instructor was very knowledgeable of subject matter areas	10 = 24 96%	8 = 1 4%	6 = 0	4 = 0	1 = 0
8. My instructor values students ideas and beliefs	10 = 25 100%	8 = 0	6 = 0	4 = 0	1 = 0
9. My instructor uses a variety of methods and resources to help students understand	10 = 22 88%	8 = 3 12%	6 = 0	4 = 0	1 = 0
10. The instructor encouraged questions and answered them thoroughly	10 = 24 96%	8 = 1 4%	6 = 0	4 = 0	1 = 0
11. The instructor spoke in terms that were understandable	10 = 24 96%	8 = 1 4%	6 = 0	4 = 0	1 = 0
12. The classroom was comfortable and contained proper/adequate equipment	10 = 22 88%	8 = 2 8%	6 = 1 4%	4 = 0	1 = 0
13. In general, this class met my expectations	10 = 23 92%	8 = 1 4%	6 = 1 4%	4 = 0	1 = 0
14. I would consider attending another adult education course here	10 = 23 92%	8 = 2 8%	6 = 0	4 = 0	1 = 0

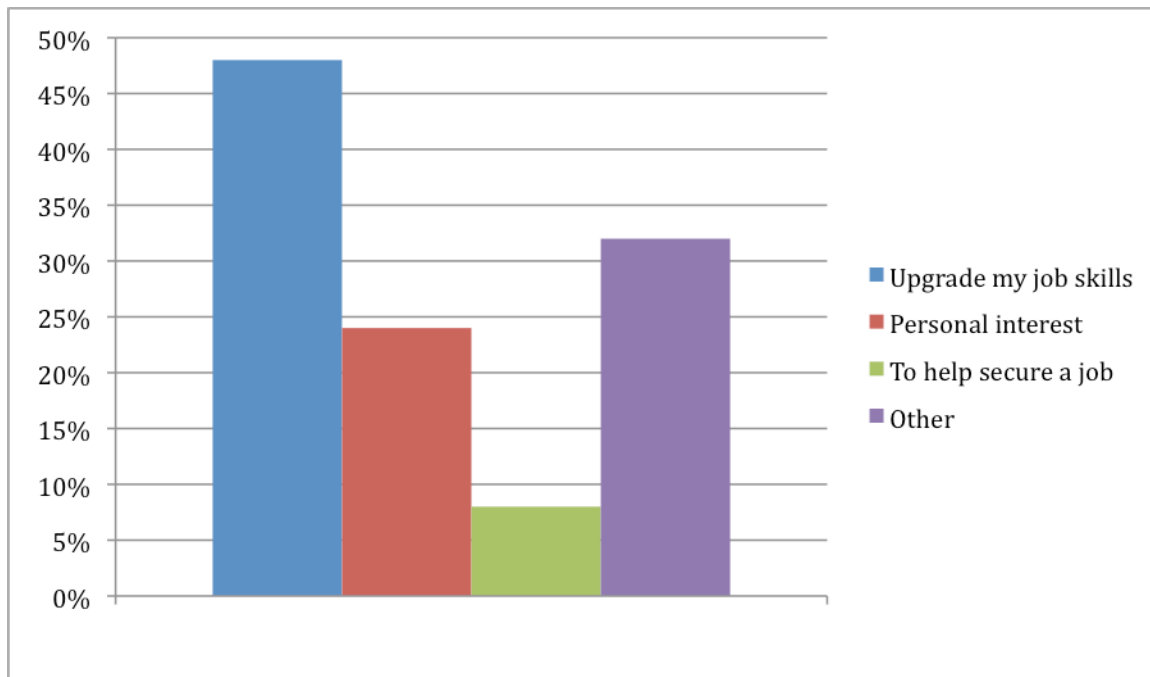
Questions 5-14 were Likert-type questions with “10” equal to “strongly agree” and “1” equal to “strongly disagree”. The neutral opinion would be “5”.

Question Number	Question	Average Response of all surveys (n=25)
5	The instructor was punctual.	9.68
6	My instructor is always prepared for class.	9.52
7	My instructor was very knowledgeable of subject matter areas.	9.92
8	My instructor values students ideas and beliefs	10.00
9	My instructor uses a variety of methods and resources to help students understand	9.76
10	The instructor encouraged questions and answered them thoroughly	9.90
11	The instructor spoke in terms that were understandable	9.92
12	The classroom was comfortable and contained proper/adequate equipment	9.68
13	In general, this class met my expectations	9.76
14	I would consider attending another adult education course here	9.84

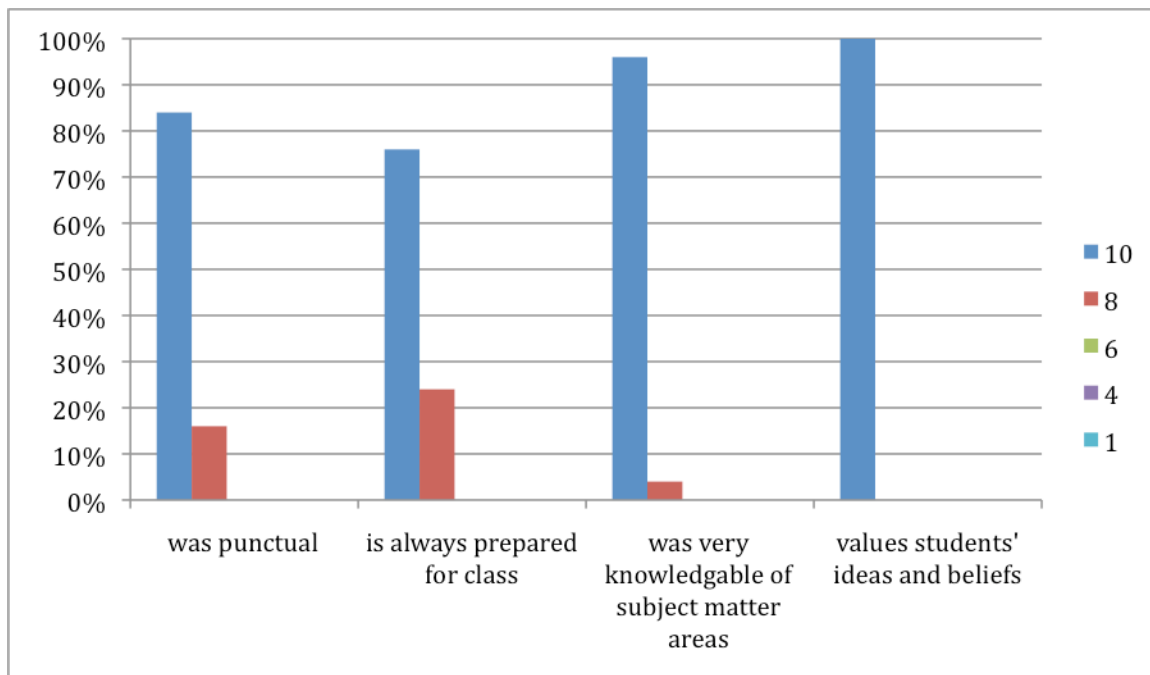
How did you hear about this adult education program?



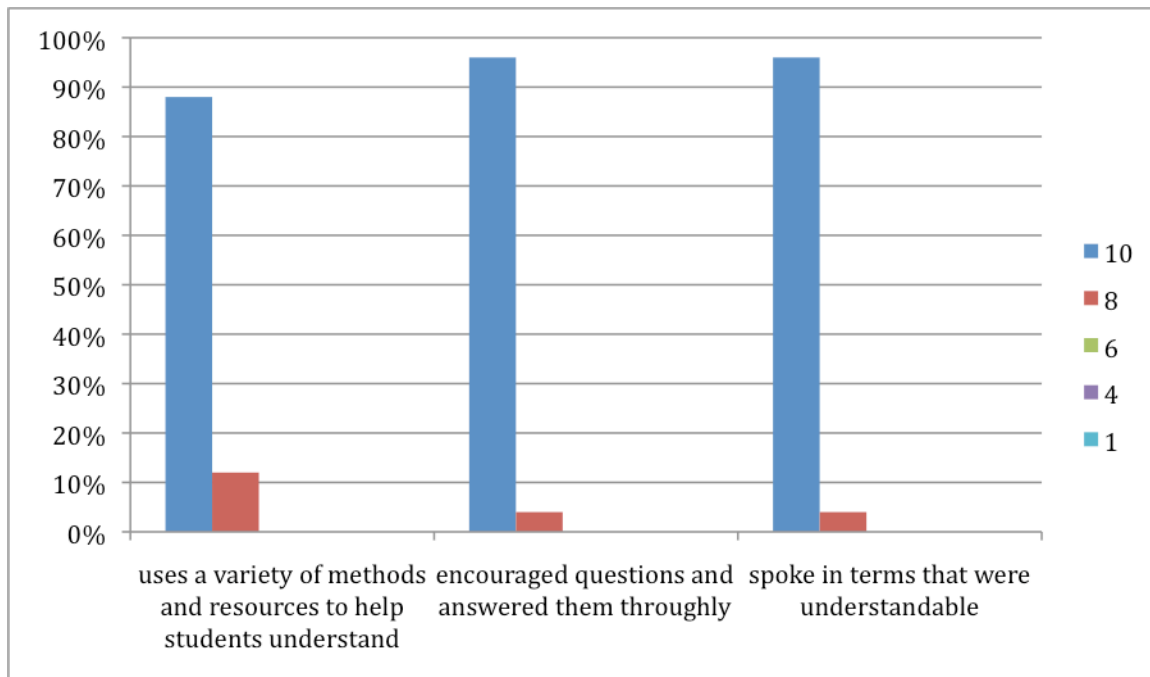
My primary reason for enrolling in this course was...



My instructor...



My instructor...



Survey January 2011: Student Survey Results

An analysis of student perceptions of the “Cardinal Muscle” program was completed by a distribution of an evaluator developed survey instrument that was distributed by the program staff in January, 2012 to all students within the building served by the program. The survey instrument was comprised of ten questions. In total, 277 surveys were returned to the evaluator by the students. Of those returning surveys 52% were female and 48% were male. A reporting of demographics by grade level are found below.

Grade of Respondent

	Total Surveys	Percentage of Total
Kindergarten	41	15
1st	62	22
2nd	52	19
3rd	45	16
4th	34	12
5th	43	16

Of the 277 student surveys submitted, only 197 of the students had actually attended “Cardinal Muscle” programs this school year, therefore this subgroup of 197 was used to evaluate perceptions of the program (n=197).

The ten questions included in the survey were taken from similar after school instruments and was designed to identify student perception of the climate of the 21st CCLC Evaluation Annual Report 2011-2012

program, quality of academic support, and the quality of programming. Responses to each of the questions on the survey were confided to “Yes”, “Sometimes” and “No” options. Frequency total was used as the statistical measure for the population group (n=197). A table of results for the survey are found below.

Question	Yes	Sometimes	No
I feel accepted by other kids at Cardinal Muscle	118	68	11
I feel safe at Cardinal Muscle	165	24	8
I get my homework done at Cardinal Muscle	142	43	12
Cardinal Muscle has helped me get better grades in reading or language arts at school	140	35	22
Cardinal Muscle has helped me get better grades in mathematics at school	134	34	29
I get along well with the other students at Cardinal Muscle	149	45	3
I like the activities at Cardinal Muscle	142	47	8
I like how we learn things at Cardinal Muscle	148	37	12
The adults at Cardinal Muscle care about me	171	19	7
I have a safe way to get home from Cardinal Muscle	184	8	5

Relative frequency of responses by students show strong agreement with the questions asked with nearly all questions receiving a “yes” response over seventy percent of the time. With the three highest frequency “yes” responses for the questions “I have a safe way to get home” at .934, “the adults at Cardinal Muscle care about me” at .868, and “I feel safe at Cardinal Muscle” at .837. The lowest frequency of “yes” responses was for the question “I feel accepted by other kids at Cardinal Muscle” at .598.

The responses to these questions can be best used to focus on area of need and to form a baseline for analysis of future surveys. It is the recommendation of the evaluator to program staff to focus on perceptions of “acceptance” between students within the program.

Student Focus Group Results

Student focus groups of approximately eight students were held at each of the two sites supported with grant funding. These students were selected by grant staff. The evaluator conducted these focus groups on each campus on February 6, 2012. During the sessions, the administrator from the Children’s Place, Beverly Stokes, was allowed to listen, however, she did not participate in the discussion. Each session lasted approximately 15 minutes.

The student focus groups at first focused on their “likes” within the Cardinal Muscle program. At both campuses there was strong support for programs that involve the use of technology like iPads and computers. There was also strong for physical activity and classes that require movement and exercise. As a whole the students seemed to genuinely like the staff of Cardinal Muscle and at the north campus all students named their “favorite” staff member.

As the groups moved to “dislikes”, there was a strong consensus that more “free time” would be desirable or at least the ability to choose from a variety of options in programming, as one student said, “even if we only get to choose one day a week”. A good number of students supported the idea that there should be more a more programming options to attract additional students. Programs that provided use of technology, fitness/sports, and hands on activities were the most mentioned by students. As the program looks to expand and attract additional students, a wider variety of programming seems, based on student opinions, to be the most promising way to attract additional students.

When asked why some of their friends do not attend Cardinal Muscle, there were no common codes in the discussion. In general, student perceptions on this topic were that many of their friends wanted to go home, especially for the upper grades, and it was nothing to do with the program. A few did say things like, “their parents won’t let them stay” and when pressed it lead back to the fact that transportation was an issue and their parents didn’t want to pick them up. When asked for ideas about how to get more students to attend, the kids focused on offering special activity nights so that other students who normally do not attend could find out “how much fun we’re having” or to offer a wider variety of programming.

Parent Perceptions of “Cardinal Muscle”

An analysis of parent perceptions of the “Cardinal Muscle” program was completed by distribution of an evaluator developed survey instrument that was distributed by the program staff in January, 2012 for parents of all students enrolled in the program during the school year up to that time. The evaluator also completed an onsite focus group meeting with a group of three parents that were invited by the program staff to participate in the interview with the evaluator. This focus group was held on February 6, 2012 in Leon, Iowa. At the conclusion of the parent focus group, participants were given a confidential survey to provide additional feedback to the evaluator, however, as 21st CCLC Evaluation Annual Report 2011-2012

of February 15, 2012 the evaluator has received no additional feedback from parents participating in the focus group.

Parent Survey Results

A survey with ten questions was developed by the evaluator to assess the perceptions of parents with students participating in the Cardinal Muscle program. This survey was distributed in January, 2012, approximately three months after the start of the program. The survey was distributed to all parents with students participating in the program and a total of forty-two (n=42) unique surveys were returned to the evaluator. Most parents had more than one student in the program, with students from various grades participating from a single household. Below is a demonstration of the grade level parent participation on the returned surveys.

Parent Survey Response By Grade Level (n=42)

Kindergarten 10
1st Grade 19
2nd Grade 7
3rd Grade 16
4th Grade 6
5th Grade 3

Following the demographic identification portion of the survey, the survey includes a question to identify “why did you have your child participate in the 21st Century Community Learning Centers Program?”. Parents were given four options: extra help in school (reading or math help), activities (music, computers, art, etc.), supervision or child care after school, and recreation (sports, basketball, games). Including data from all parent surveys, activities was the most commonly identified reason for participation by parents (60%), with extra help in school being the second most popular response (51%), followed by recreations (46%) and supervised child care (26%).

The ten questions included in the survey were taken from similar after school instruments and was designed to identify parents perception of program effectiveness in the areas of staff quality, communication, safety, climate, academic rigor, and attendance. A four point Likert type scale was used in survey data collection with 1 representative of “Disagree”, 2 representative of “Disagree Slightly”, 3 representative of “Slightly Agree”, and 4 representative of “Agree”. A mean of 2.5 would be considered neutral on the question. The results of this survey are found below.

Question	n	Mean	Median	Range
The after school program is a great benefit to my child/ren.	42	3.928	4	1
The after school staff are excellent (caring, reliable, skilled)	42	3.785	4	2
The after school staff communicates with me regularly about my child's progress in the program.	42	2.452	2.5	3
The after school program is a safe place, physically and emotionally.	42	3.833	4	2
The activities offered are positive and my child enjoys them.	42	3.904	4	1
My child learns more by participating in the after school program	42	3.642	4	2
My child is getting better grades in mathematics after attending the after school program	38	3.289	3.5	3
My child is getting better grades in reading (and or Language Arts) after attending the after school program	38	3.5	4	2
My child has better attendance in school after attending the after school program	36	2.75	3	3
The after school program helps my child build and maintain friendships	40	3.5	4	3

The only question with a below mean of 2.5 would be the question that relates to communication by staff about a child's progress in the program. This area should be a new focus of program staff to fully involve parents in the program. This communication is vital not only to build strong family/school connections, but, also to promote the worth of the program within the community. The evaluator will share with program staff suggestions of tools that may be used to promote communication between Cardinal Muscle and families. All other questions received strong agreement from parents and this data will be used as a baseline for comparison with future evaluation data collection.

A number of parent included written narrative in a open form question (how would you improve the program?). These comments will be included as an appendix to this document. In general the comments focus on a need for improved communication with parents, a need for longer hours, and a need for a wider variety of programming to maintain student interest, however, these comments were not common and most surveys did not include any comments in relation to ideas to improve programming.

Parent Focus Group

The evaluator conducted an onsite focus group of parents with students participating in the program on February 6, 2012 in Leon, Iowa in the upper elementary school building. The meeting lasted approximately 20 minutes with three mothers of students in the program participating. The parents were invited by school staff. During the focus

group, only the evaluator was present along with parents. At the conclusion of the meeting parents were given an confidential feedback form where they could provide the evaluator with confidential comments. As of February 15, 2012, the evaluator has received one of these confidential comments forms. This form was very positive about their opinion of the program and they had no areas that they considered weaknesses “at this time”. Their final comment included their perception that the grant funded programs were a “great opportunity”.

All three parents involved in the focus group were very positive about nearly all aspects of the Cardinal Muscle program. All three felt the program was very beneficial for their students and their family. Specific positive comments related to helping their family since they were working families and needed after school childcare. The field trips involved with the program also drew positive comments. All agreed that communication between program staff and families needs to be improved. One mother said, “I honestly don’t know what they do at the program”, and the other two mothers agreed. A question was asked by one of the mothers about how homework time was handled. For example, one mother said she really didn’t check her child’s homework when they got home after Cardinal Muscle and she wondered if she should or if a teacher or helper was checking home work at the program. All three parents agreed that they did not feel the community as a whole knew much about Cardinal Muscle and they all agreed they felt some type of informational marketing program with the entire community would be beneficial to support and grow Cardinal Muscle. One of the mothers even mentioned that her mother (the student participants grandmother) was the person that most encouraged her to get her child participating in the program and she commented, “and I don’t even know how she heard about the program”. Again, all three were very supportive of the program and thought it was well operated and shared that their kids “loved” the program.

Academic Enrichment

Academic Enrichment-Reading

Goal: Increase academic achievement for students in reading and math. Target: K-5

Performance Measure	Quantitative Data			
Student ITBS scores in reading will increase by 10% by May 2016.	Target		Actual Performance Data	
	Raw Number	%	Raw Number	%
	69.37%	+10	76.4%	+21.2%

Baseline: 4th Grade average- reading- 36.95% NP. 09-10 score for CD: 35% NP; for MT 38.89% NP

Proficient numbers for baseline (09-10) CD 65% and MT 61.11%; average score= 63.06% proficient

Year 1: 2011-12- Proficient in reading CD = 77.8% and MT = 75%; average score = 76.4% of students are proficient in reading in the 2011-2012 school year

Academic Enrichment-Math

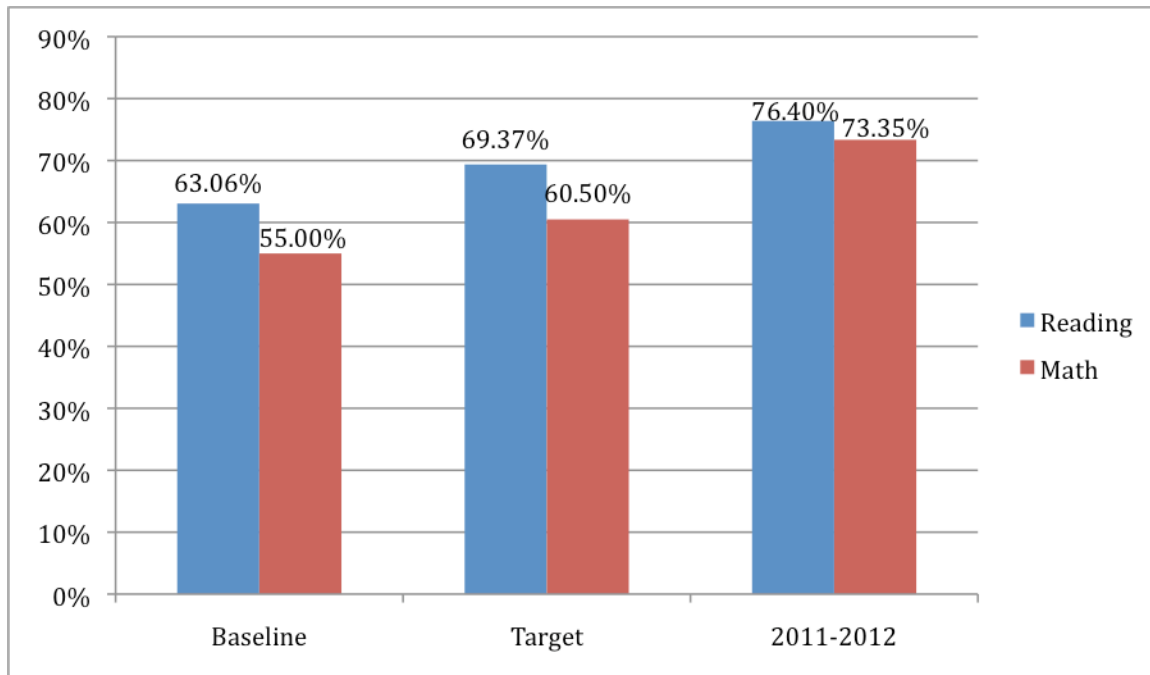
Performance Measure	Quantitative Data			
Student ITBS scores in math will increase by 10% by May 2016.	Target		Actual Performance Data	
	Raw Number	%	Raw Number	%
	60.5%	+10	73.35%	+32.7%

Baseline: 4th grade average – math – **45% NP**. 09-10 score for CD 40% NP; for MT 50% NP

Proficient numbers for **baseline** (09-10) CD 60% and MT 50%; average score = **55% are proficient in math in the 2009-2010 school year**

Year 1: 2011-12 Proficient in math CD = 88.2% and MT = 62.5%; average score = 75.35% of students are proficient in math in the 2011-2012 school year

Student ITBS scores in reading and math will increase by 10% by May 2016.



Student Attendance

Goal: Provide an after program that offers academic, cultural and social enrichment for students.

Target PreK-5 At-Risk Students

Performance Measure	Quantitative Data			
30% of the <u>student target population</u> will participate in tutoring, after school activities and/or recreational activities for a minimum of 6 hours per week by May 2016.	Target		Actual Performance Data	
	Raw Number	%	Raw Number	%
	57	+30%	120	+63.2%

Baseline data: 190 target students x .30%= 57
Actual 2011-2012: 120/190=63.2% (twice the stated measure)

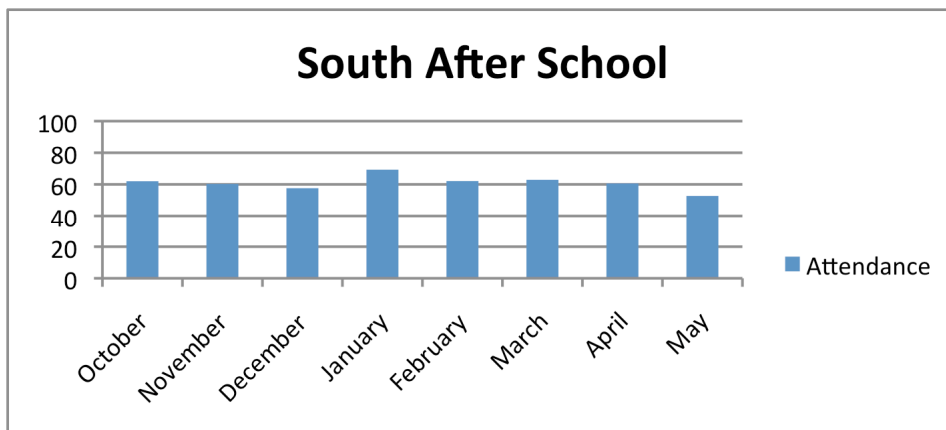
120 students attended 30 days or more
154 students attended 30 hours or more

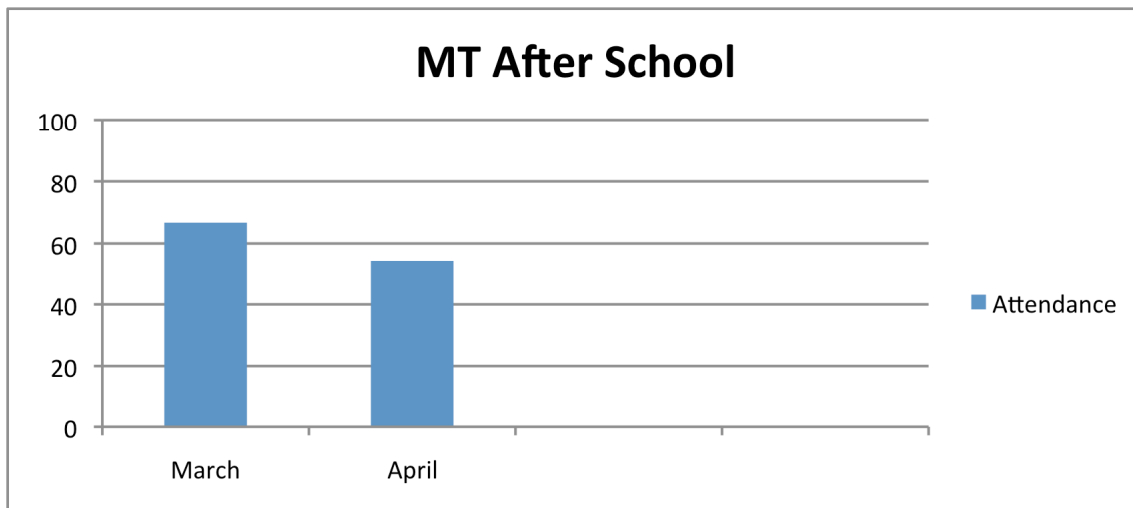
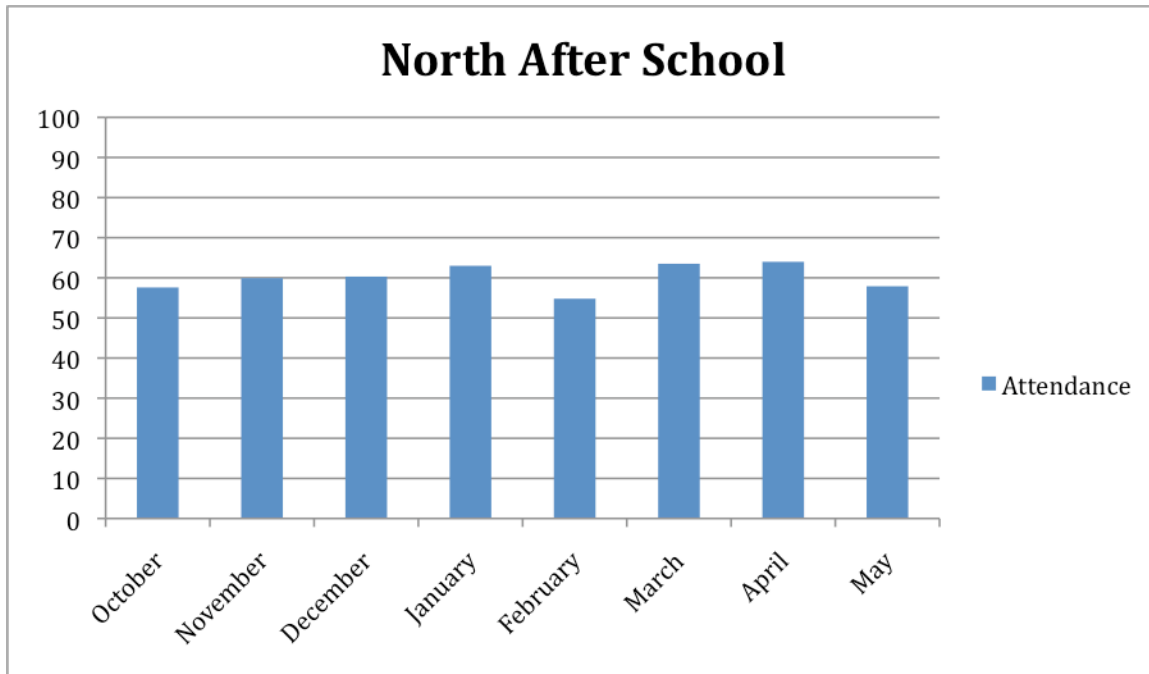
Central Decatur: North and South provided 174.5 hours of after school activities from October 7, 2011 to April 30, 2012 Other after school offered: Girl Talk 12 hours, Mother & Daughter Retreat: 16 hours (May 2011) Family Nights (4): 8 hours

TOTAL: 210.5

Mormon Trail: 38.5 hours of after school activities from March 2012-April 30, 2012 Other after school offered: Girl Talk: 12, Mother & Daughter Retreat 16 (May 2011), Family Night (1): 2 hours

TOTAL: 68.5 hours





Discipline Referrals

Performance Measure	Quantitative Data			
10% decrease in discipline referrals as compared to baseline by May 2016.	Target		Actual Performance Data	
	Raw Number	%	Raw Number	%
	553	-10	284	-46.2%

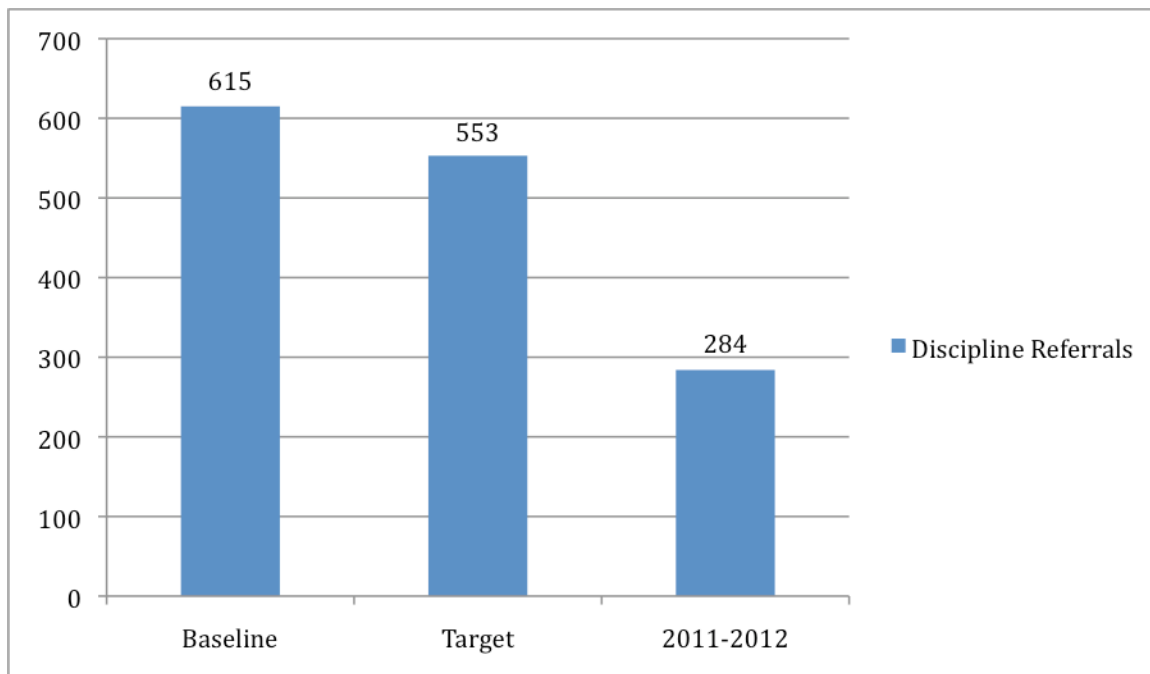
Baseline Data: 2010-11: 615
Year 1: 2011-12 Data:

South: 180
South: 150

North: 360
North: 100

Mormon Trail: 75
Mormon Trail: 34

10% decrease in discipline referrals as compared to baseline by May 2016.



Family Literacy/GED

Goal: Increase academic achievement and parent involvement.	Target: At-Risk Parents
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Performance Measure	Quantitative Data			
15% of parents who enroll in GED will earn their diploma by May 2016.	Target		Actual Performance Data	
	Raw Number	%	Raw Number	%
	8	+15	8	15%

Baseline: 53 enrolled in 2011-2012. 8 graduated with GED. (Central Decatur: 7, Mormon Trail: 1)

Performance Measure: The number of adults earning a GED will increase by 15%.

Baseline data: 53 adults

4 year target goal: 8 adults graduate with their GED

1st year actual data: 8 adults % increase: 15%

The target for this program was to increase the GED attainment number by 15%, to a total of 8 adults. At the end of the grant's first year, the program had reached their four (4) year goal of 15%.

Individual enrolling in GED with a **9th grade or below** education: 40
40/53 = **75%** with less than a 9th grade education

CASAS TESTING

Central Decatur GED CASAS Scores

Reading		Math	
Pre	Post	Pre	Post
229.5	239.6	223.2	229.8

CASAS testing shows that 58% of the enrolled students advanced at least one educational functioning level.

Mormon Trail GED CASAS Scores

Reading	
Pre	Post
220.0	234.3

CASAS testing shows that 22% of the enrolled students advanced one educational functioning level.

The purpose of family literacy is to help families overcome intergenerational cycles of illiteracy and poverty by providing integrated child education, adult literacy, parent education and parent-child activities into a unified program. The Family Place 21st Century Literacy Program builds on the strengths and works to address the needs of parents and their children.

Literacy activities provided this school year include adult education, parent education, literacy nights, parent-child group meetings, field trips, life skills and family team management. Adult instruction is only a portion of the program. Parent-child activities and parent education are major components. These are in addition to after school activities.

General Educational Development Programming

A central component of the adult education portion of grant programming focused on General Educational Development (GED) classes that were held during the time period included in the evaluation. GED Testing Service is a joint venture between the American Council on Education (ACE) and Pearson. The GED® testing program is the only nationally recognized program that awards a high school equivalency credential for persons who do not hold a high school diploma.¹ In the case of the 21st CCLC adult programming offered by this grant site, the adults participating in this GED preparation program were parents, siblings or family members of children who were enrolled in the regular 21st CCLC after school programming offered by the organization. During the 2011-2012 school year, The Family Place 21st CCLC adult programming has had 7 persons graduate with their GED in the Central Decatur School District and 1 person graduated with their GED from the Mormon Trail School District. A number of other adult students are currently continuing their studies in order to set for their GED examination in the future.

The Family Place Adult Literacy Program uses CASAS testing to evaluate level progress in participating students. CASAS is the most widely used competency-based system in the US designed to assess the relevant real-world basic skills of adult learners. CASAS measures the basic skills and the English language and literacy skills needed to function effectively at work and in life.²

¹ "ACE | GED Testing Service - Official Web Site for GED Testing." 2005. 6 Jun. 2012
<<http://www.acenet.edu/ccli/ged/index.cfm>>

² "CASAS." 2007. 7 Jun. 2012 <<https://www.casas.org/>>

CASAS is the only assessment system whose reading tests are approved for NRS reporting for both Adult Basic Education programs and English As A Second Language programs. CASAS math tests are approved for Adult Basic Education.

Upon entry into the family literacy program, each student takes a CASAS Pre-Test in Reading. The pre post scores helps to firmly evaluate academic level change for adult students. Students who raise the score by a standard 5 points are considered to have raised a level in their Adult Education.

Mid-Year Family Literacy Participant Survey

As a part of the program's evaluation, a paper-and-pencil survey was used for a hard copy of perceptions and attitudes toward various program concepts. There were 30 useable surveys obtained when 53 were sent out, for a 57 percent return.

The responses of the GED participants were exceptionally positive on all of the evaluative statements. On a scale where 5 equals strongly agree, 4 equals agree, 3 equals undecided, 2 equals disagree, and 1 equals strongly disagree, the lowest rating was above an average response above the 4 level.

A series of statements about the quality of instruction and the instructor only received positive responses and free-response solicitations also were only positive. Given that the participants were very positive with their qualitative comments, with the lack of anything negative, the experience for the students has been extremely good.

The results from the survey statements have been positive. More than 90% of the adult students stated they strongly agreed or agreed with the following statements:

- I am supportive of the after school program for my child;
- I have a network of support from the family literacy program;
- I feel the family literacy program is high quality and meets my needs;
- I have the opportunity to engage in high quality family activities;
- I encourage my child to try new activities to increase his/her skills;
- My knowledge of how my child is growing and developing; and
- I have the opportunity to attend family night.

More than 80% of the participants ranked the following statements as positive:

- I feel I have increased my literacy skills working on my GEDs;
- I have strengthened my life skills in the literacy program;
- My child is acquiring social, emotional, physical and cognitive skills because of the literacy and after school program;
- My child engages in quality, developmentally appropriate activities while at the literacy program that will help develop their full potential.

--- My confidence in myself as a parent has increased; and
Only two of the statements received fewer than 80% positive comments. They did not received negative opinions, but had “only” 72% and 74% positive responses. These two statements were:

--- I read more to my child, and

--- Parent child activities time helps to strengthen learning for our family.

April 2012 Adult Literacy Student Survey- Analysis of Data

Question 1: What is your gender?

40% Male 60% Female

Question 2: What is your nationality?

100% Caucasian/White

Question 3: How did you hear about this adult education program?

20% Received a brochure in mail

7% Saw information in newspaper

47% I have taken courses here before

7% A friend

19% Other

Question 4: My primary reason for enrolling in this course was:

46% Upgrade my job skills

17% Personal interest

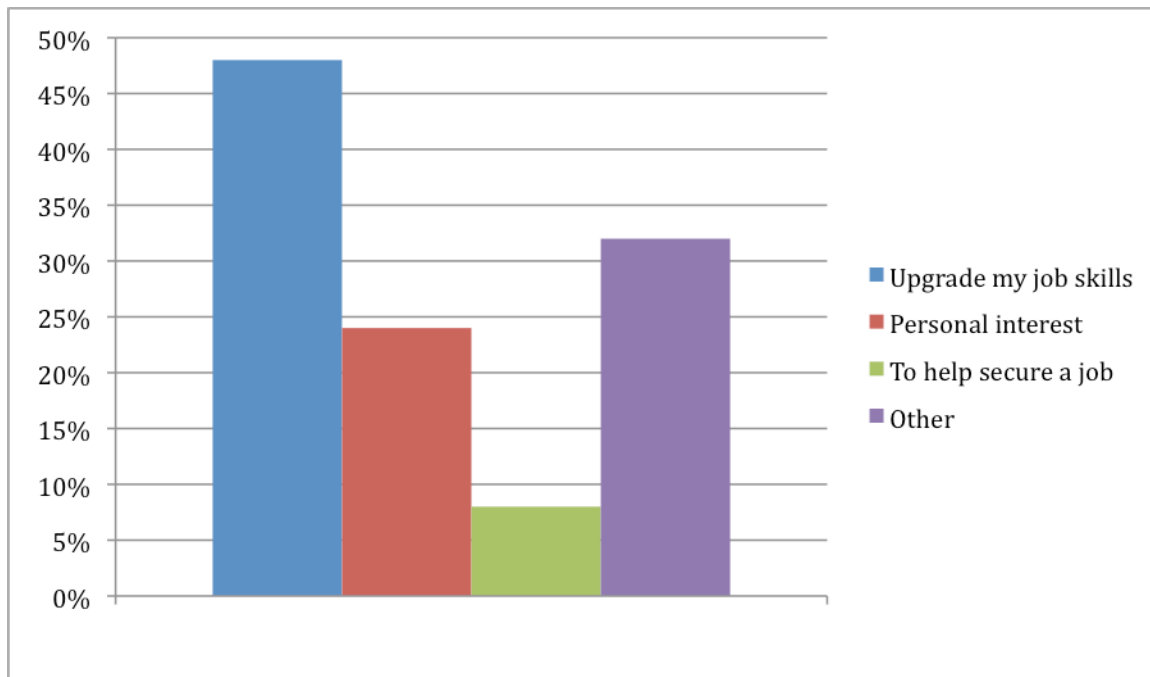
4% To help secure a job

33% Other

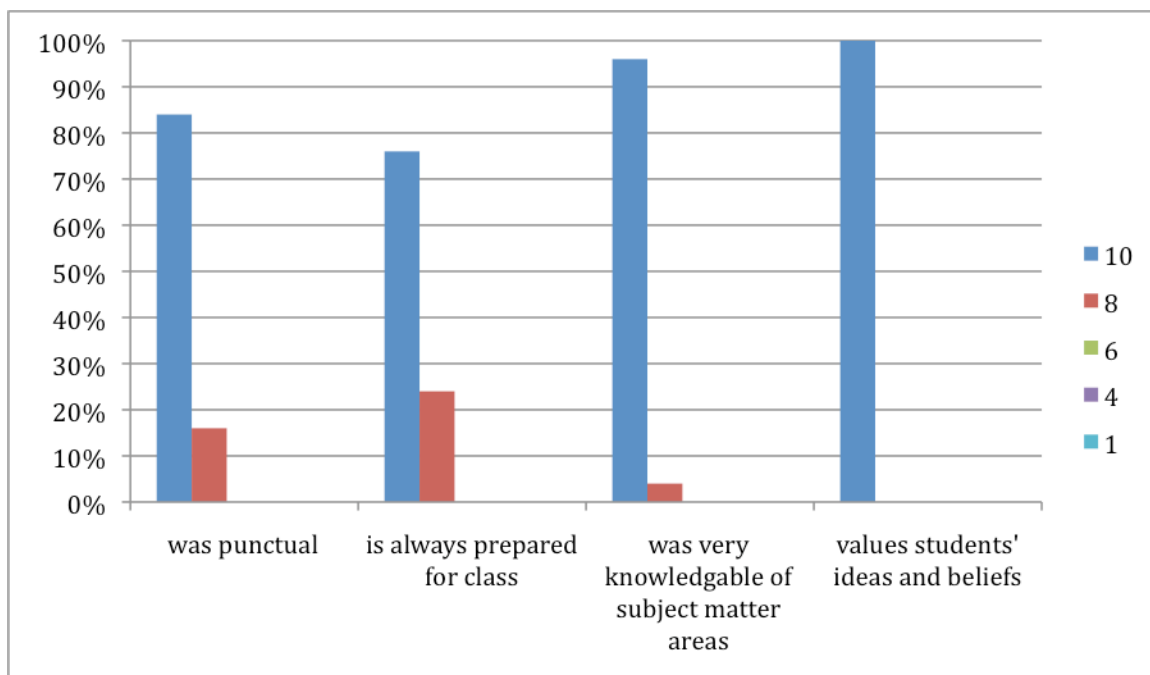
Questions 5-14 were Likert-type questions with “10” equal to “strongly agree” and “1” equal to “strongly disagree”. The neutral opinion would be “5”.

Question Number	Question	Average Response of all surveys (n=25)
5	The instructor was punctual.	9.68
6	My instructor is always prepared for class.	9.52
7	My instructor was very knowledgeable of subject matter areas.	9.92
8	My instructor values students ideas and beliefs	10.00
9	My instructor uses a variety of methods and resources to help students understand	9.76
10	The instructor encouraged questions and answered them thoroughly	9.90
11	The instructor spoke in terms that were understandable	9.92
12	The classroom was comfortable and contained proper/adequate equipment	9.68
13	In general, this class met my expectations	9.76
14	I would consider attending another adult education course here	9.84

My primary reason for enrolling in this course was...



My instructor...



Family Literacy/Parent Education

The 21st Century Community Learning Centers program at The Family Place provides parent education classes for parents with students within the school districts included in the grant service area. These classes use the “Parents as Teachers” (PAT) instructional model.

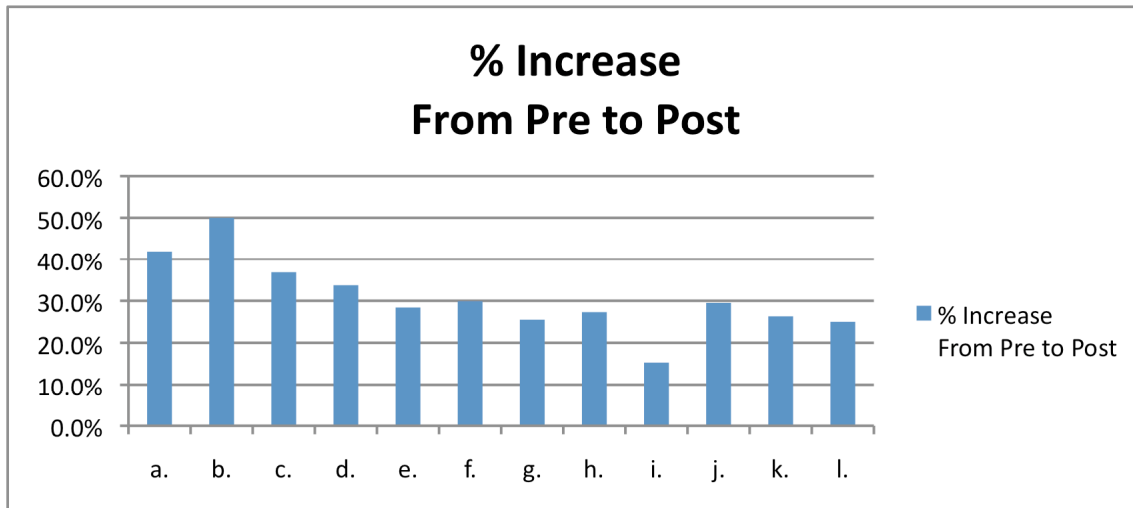
Parents as Teachers is the trusted resource providing a proven home visiting model for the most respected organizations and professionals who meet the evolving needs of families. The primary goal of the program is to help young children grow up healthy, safe and ready to learn. The program provides services to hundreds of thousands of families in all 50 states as well as many other countries through a proven parent education model featuring intimate, in-home visits with parents and children.³ The vision established by the Parents as Teachers model is that parents are children’s first and most important teachers.

As a part of the Parents as Teachers program at this site, a survey was distributed to parents being serviced by programming funded by the 21st CCLC grant. This survey was designed by the University of Idaho and was purchased at the Parents as Teacher national conference as an evaluation tool to use. Thirty-two surveys from the Decatur County, Iowa site were given to the program evaluator for analysis.

The first portion of the survey involves a number of questions related to parental perception of their parenting skills. The first portion is designed to compare “before PAT training” versus “after PAT training”. Twelve questions were included in the pre and post PAT services section. Some of the questions included, “my knowledge of how my child is growing and developing”, “my confidence in myself as a parent”, “my confidence in setting limits for my child”, and “the amount I read to my child”. When comparing pre-PAT data with post-PAT data 78% of parents reported an increase in their parenting skills and knowledge, with 19% reporting no change in parenting skills and knowledge, and 3% reporting a reduction in parenting skills and knowledge over the time they participated in the PAT program.

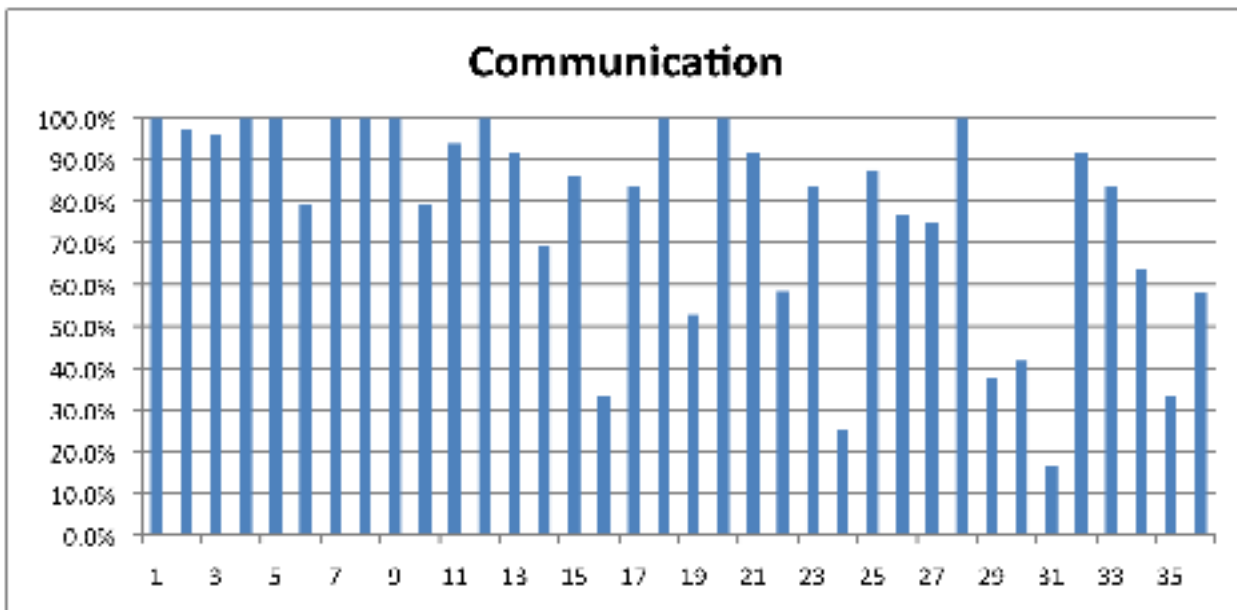
The second portion of the PAT survey included asks for parents overall evaluation of the “helpfulness” of their participation in the PAT program offered by The Family Place. The average response was 5.16 on a Likert-type question with 6.0 being the highest positive rating of helpfulness of the program.

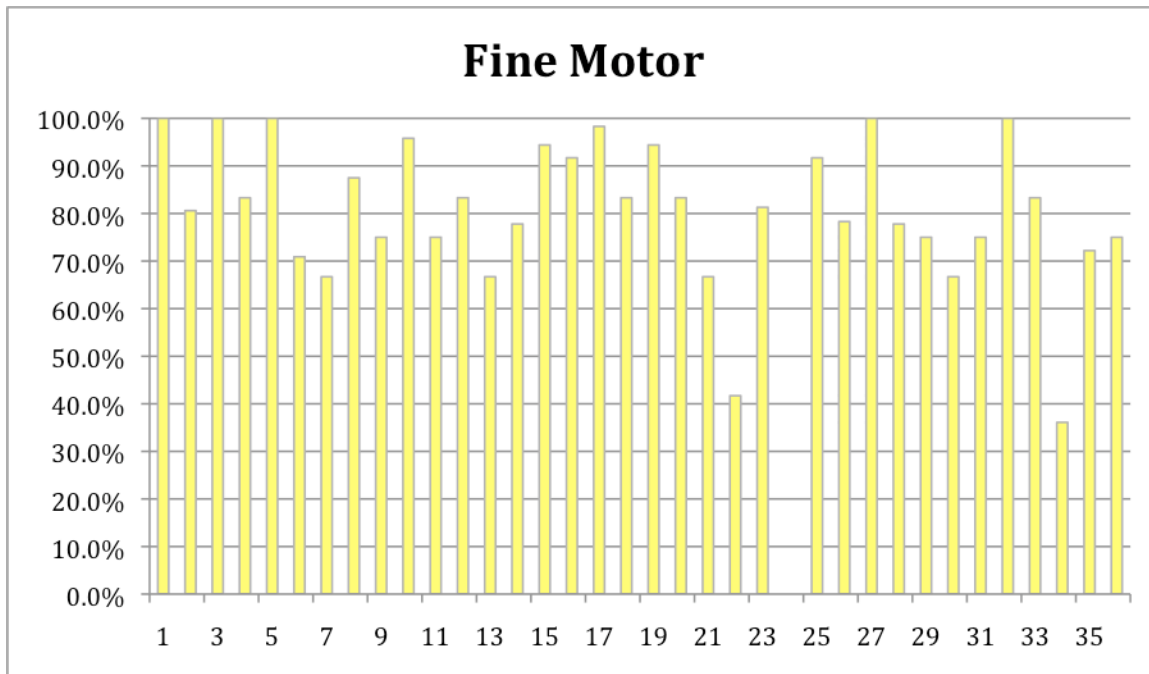
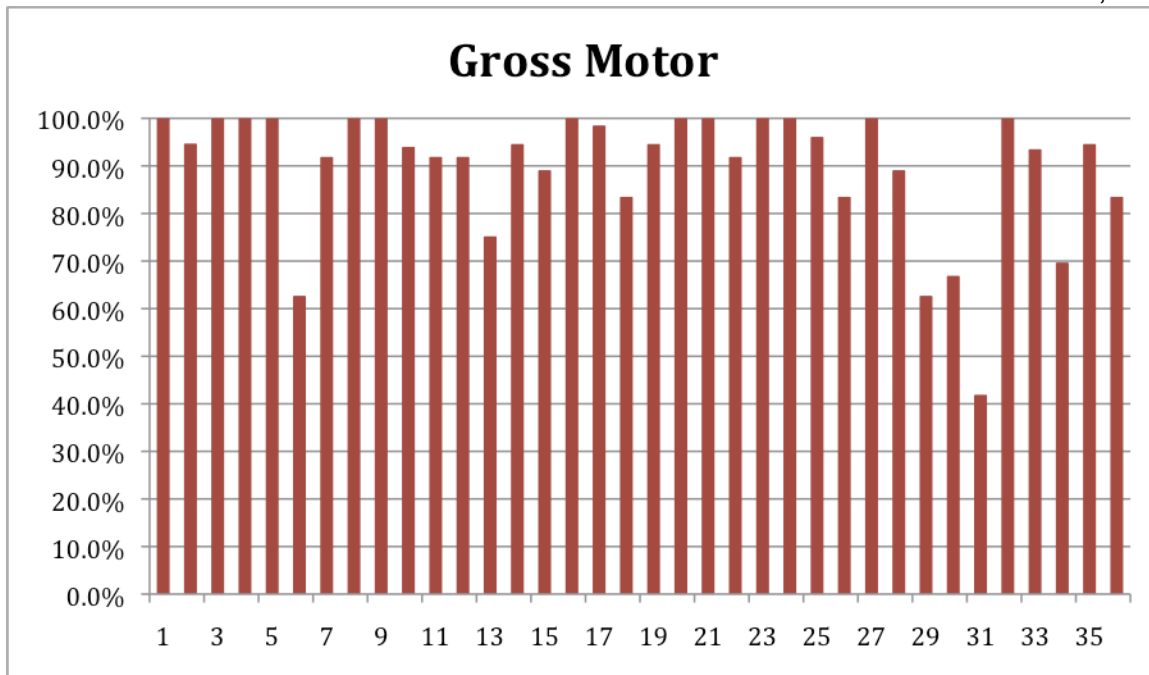
³ "Parents as Teachers." 2003. 7 Jun. 2012 <<http://www.parentsasteachers.org/>>

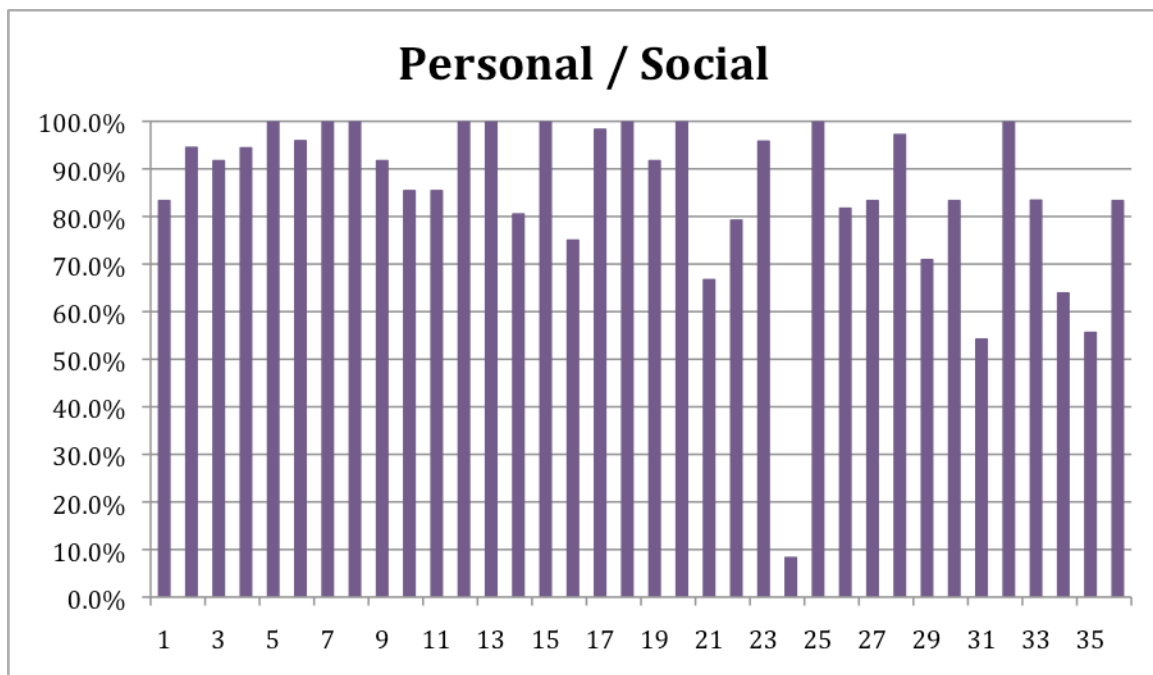
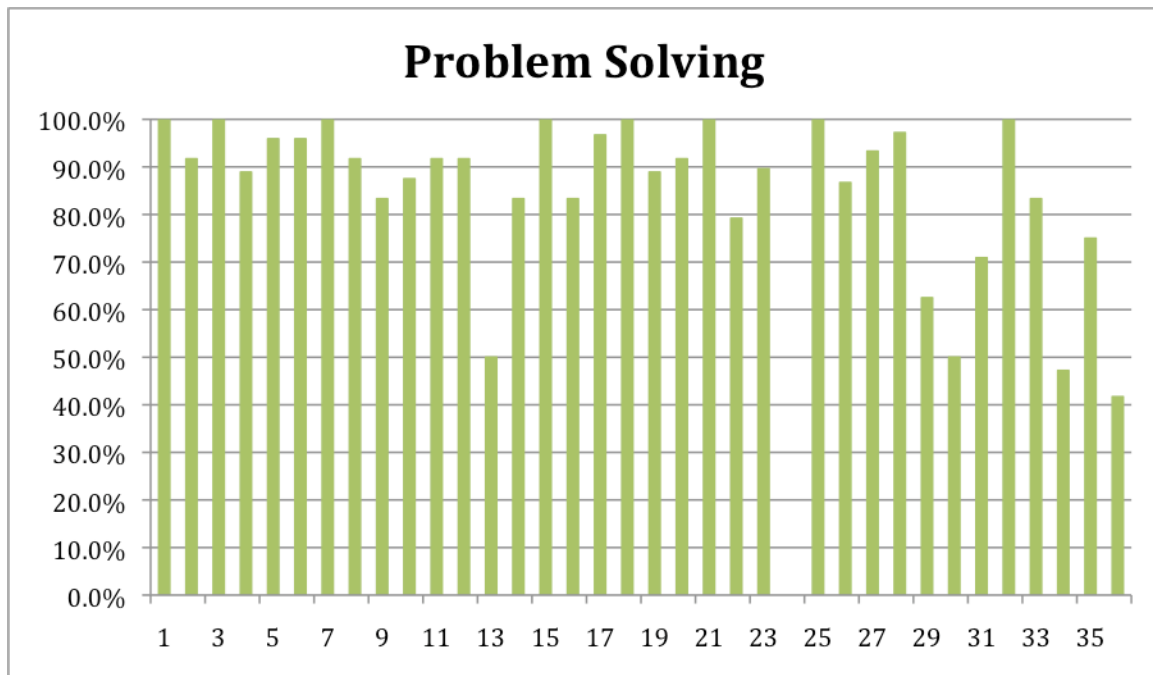


Ages & Stages Assessment

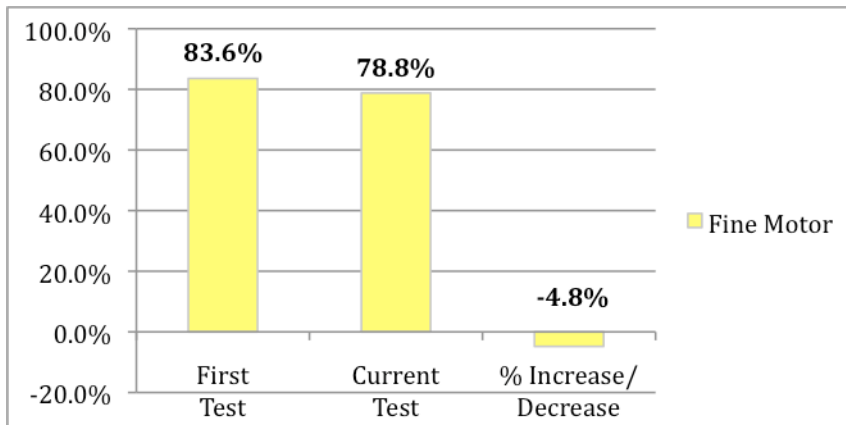
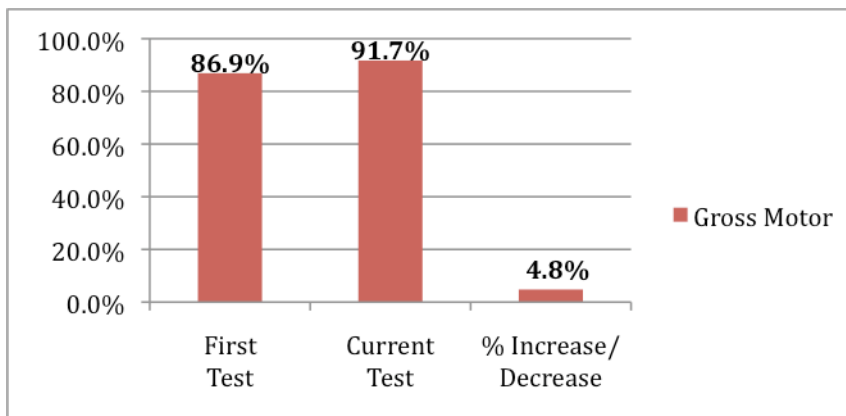
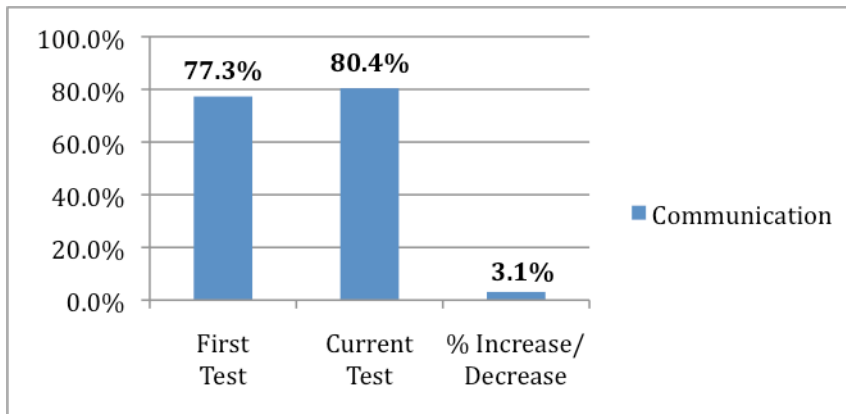
Ages & Stages assessment is used to assess developmental and social-emotional screening for children from one month to 5 ½ years. The assessment is found to be highly reliable and valid, ASQ looks at strengths and trouble spots, educates parents about developmental milestones and incorporates parents' expert knowledge about their child. The Family Place 21st CCLC program uses the Ages & Stages assessment with all Parents as Teachers families. The following is a detailed look at the developmental level of each child that was involved in the Parents as Teachers program. The first series of graphs show the overall average score for each participant in the five (5) developmental areas. The average was figured using all test scores for each child.

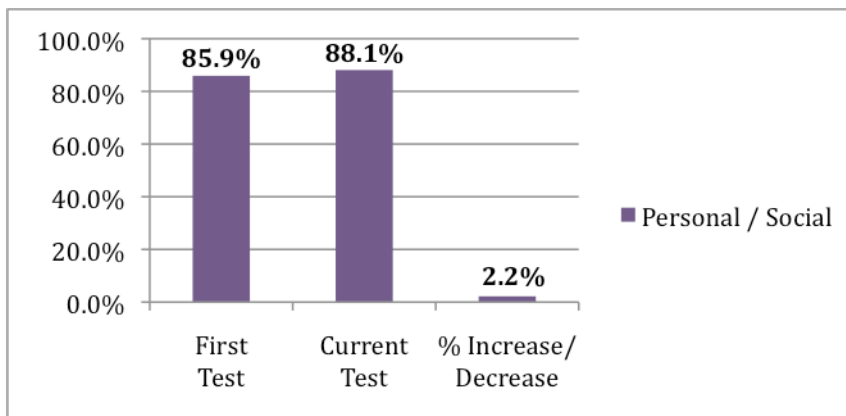
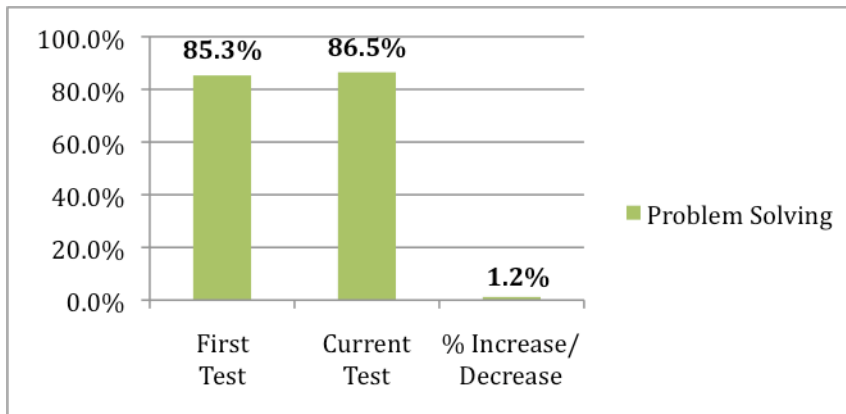






The following graphs show the average first score and most recent score for participants who have tested at least two times and the increase or decrease in score from the first to current test.





21st CCLC Parent Involvement

Performance Measure	Quantitative Data			
50% of participating parents will attend parent-child 21 st CCLC events by May 2016.	Target		Actual Performance Data	
	Raw Number	%	Raw Number	%
	95	+50	146	76.8%

Baseline: $190 \times 50\% = 95$

Year 1: 2011-12: (unduplicated data) Central Decatur: North & South and Mormon Trail Literacy Parents = 53

Girl Talk = 15 (Central Decatur 8, Mormon Trail 7)

Family Nights = 78 (Central Decatur: 41, Mormon Trail 37)

1st Qtr

Literacy

70.0% participation rate

Home Visits

73.3% participation rate

2nd

Qtr

Literacy

60.6% participation rate

Home Visits

82.2% participation rate

3rd Qtr

Literacy

59.3% participation rate

Home Visits

95.6% participation rate

4th Qtr

Literacy

71.4% participation rate

Home Visits

94.5% participation rate

Family Night

Family Nights are provided in the district through the 21st CCLC Initiative. Four (4) family nights were provided at Central Decatur and one (1) at Mormon Trail. This is a time for families to spend time together doing educational activities, enjoy a meal and one another. Families are asked to complete an optional survey at each family night.

Central Decatur:

November 1, 2011: 59 attended

November 15, 2011: 45 attended

January 16, 2012: 47 attended

February 28, 2012 83 attended

Mormon Trail:

April 30, 2012: 213 attended



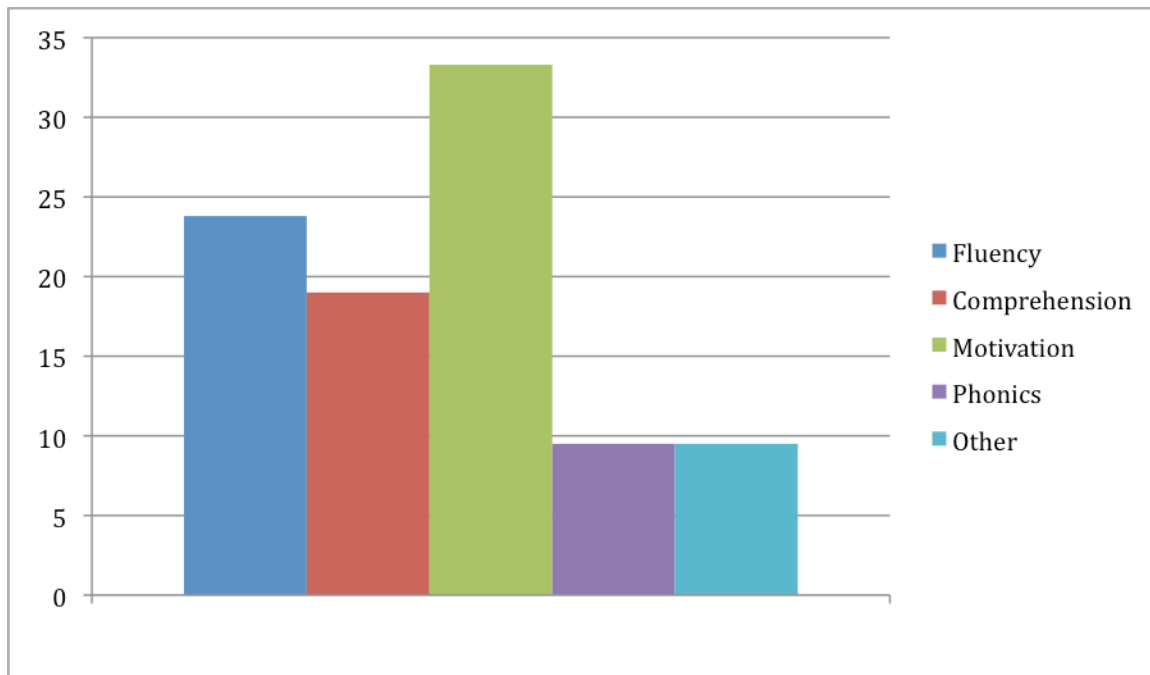
Family Night, April 30, 2012



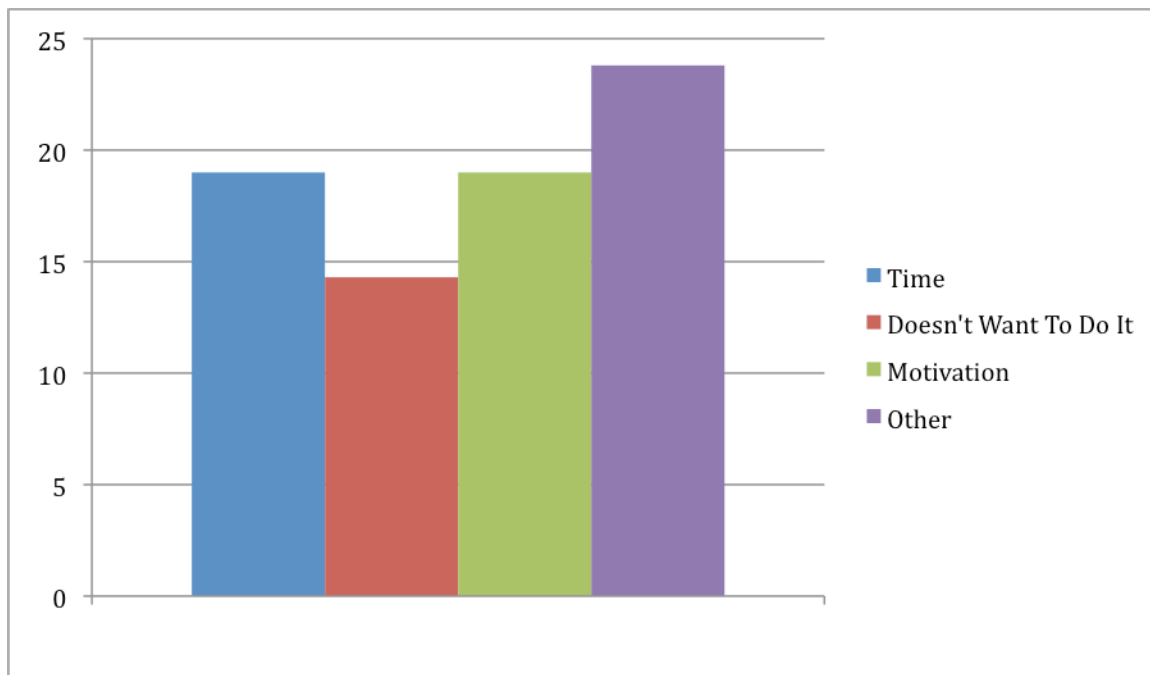
Below are the results from the Mormon Trail family night- 213 attended the event.

1. Does your child participate in after school activities	Yes = 15 71.4%	No = 6 28.6%					
2. What do you feel are your child's main struggles regarding his or her literacy development?	Fluency = 5 23.8%	Comprehension = 4 19%	Motivation = 7 33.3%	Phonics = 2 9.5%	Other = 2 9.5%		
3. What are your biggest challenges in completing home work at home?	Time = 4 19%	My child doesn't want to do it = 3 14.3%	Motivation = 4 19%	Other = 5 23.8%			
4. What could we do to better support you in working with your child?	Host more family nights = 8 38.1%	Continue to provide after school tutoring and activities = 11 52.4%	Better communication 4 19%	Other = 0			
5. Please check the literacy topics that would be of most interest to you	Literacy activities = 7 33.3 %	Comprehension = 9 42.6%	Writing = 10 47.6%	Phonics = 7 33.3%	Building fluency = 8 38.1%	Other = 3 14.3%	
6. On a scale from 1 (bad) to 10 (excellent), please rate your experience at family	10 = 11 52.4%	9 = 3 14.3%	8 = 3 14.3%	7 = 1 4.8%	6 = 1 4.8%	4 = 1 4.8%	No Answer = 1 4.8%

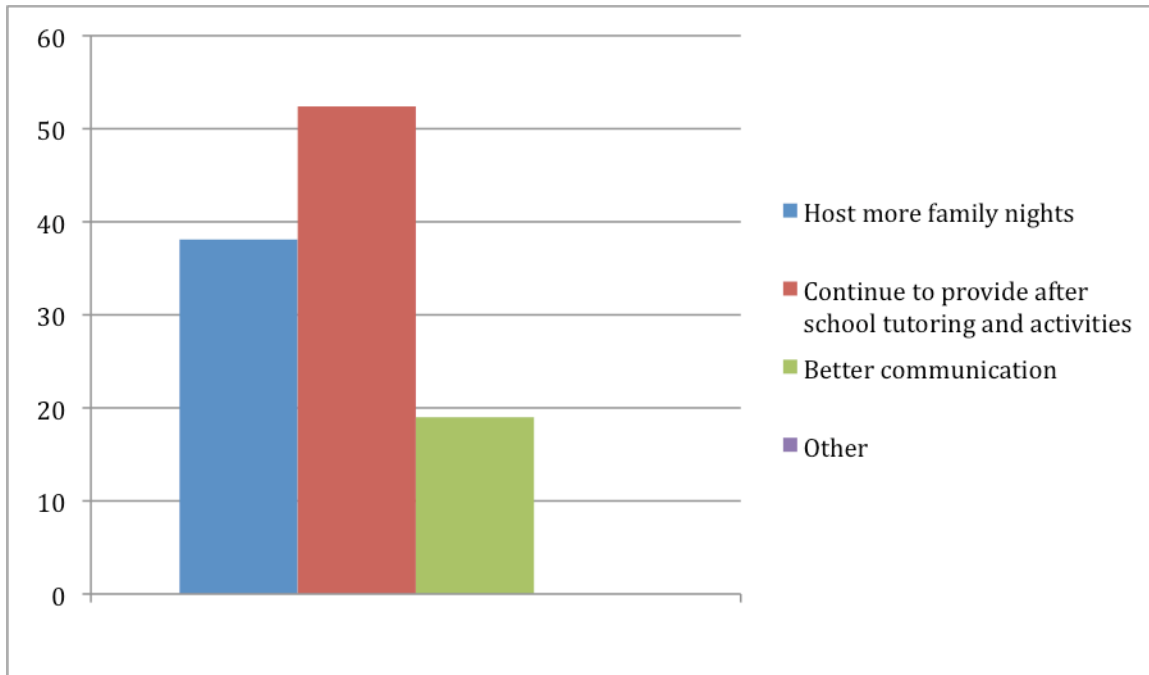
What do you feel are your child's main struggles regarding his or her literacy development?



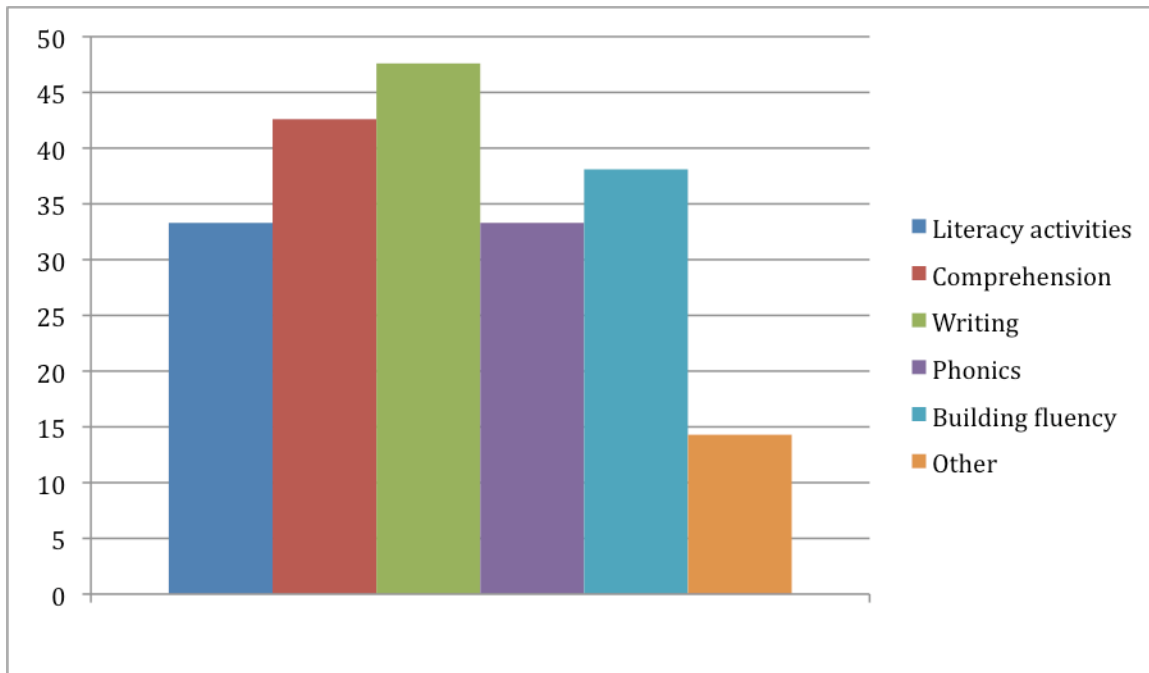
What are your biggest challenges in completing home work at home?



What could we do to better support you in working with your child?



Please check the literacy topics that would be of most interest to you



Conclusions

In the opinion of the evaluator, data collected from The Family Place 21st CCLC project site demonstrate an afterschool program that is well above average on first year implementation of the project. The project staff have implemented a program that is meeting the goals established by the original grant proposal and have responded appropriately when they have faced challenges. Site visits by the evaluator to the project site find that both parents and students are very supportive of the project, find the project to be of high quality, and have few (if any) concerns about the condition of The Family Place 21st CCLC Initiative. Within its first year, this project has already met many of their goals established in the original grant application or is well on the path to meet goals established within the grant application.

As a person who has both evaluated and served as project evaluator of a number of 21st CCLC sites, the evaluator was very impressed with the quality of the program in Decatur County and found the project to be in the top 20% of the many project sites the evaluator has visited. The project seems to be well organized at all campuses, leadership by project staff is very professional, and students seem very much engaged by the grant-funded projects. Parent involvement in this project is well above average as compared to other 21st CCLC projects the evaluator has visited.

General finding that are appropriate goals for the upcoming year are to work to promote better methods of communication between school staff and parents of students participating in the program. While not a major concern, lack of organized communication methods between the program and families was raised on a number of occasions. In addition, students had a strong desire for more technology based projects and “wished” they had more options (as far as activities) in the program. There also seems to be a need for additional adult literacy classes, as it appears this program is the only adult literacy program available within the area. Adult participants in this project seemed genuinely appreciative of the services offered by this 21st CCLC project and felt the program had helped them greatly with their education and their ability to promote the quality of their family life.