

Evaluation
of
**The Clinton Community School's
Student Adventures Programs
2021 - 2022**

Cohort 13

Bluff, Jefferson and Eagle Heights
Elementary Schools
Grades K-5

Cohort 16

Whittier Elementary School
Grades K-5

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I. Overview

Study Purpose:

The purpose of this study is to assess the effectiveness of *Student Adventures* programs for students at Bluff, Jefferson, Eagle Heights, and Whittier Elementary schools by measuring change in individual student behaviors related to academic preparedness, reading proficiency, math proficiency, and academic success. In addition, the study seeks to determine if the program is effective in addressing risk factors that lead to ATOD behaviors and in increasing protective assets.

Research Questions:

1. Are at-risk students served by *Student Adventures* programs exhibiting improvements in academic success?
2. Are students served by *Student Adventures* programs exhibiting declines in problematic behaviors that interfere with academic success, and increases in behaviors that promote success?
3. Are schools targeting students at greatest risk for academic failure for participation in *Student Adventures* after school programs, while still allowing open access for all students who wish to participate?
4. In the 2021-2022 academic year of *Student Adventures* programs at these schools, did project personnel follow the project management structure as outlined in their proposals to the Iowa State Department of Education?
5. In the 2021-2022 year of *Student Adventures* programs at these schools, are the efforts of the *Student Adventures* Program Director, Site Coordinators, and other staff offering activities responsive to the needs of *Student Adventures* students and their families.

Study Assumptions and Delimitations:

Seven study assumptions were made prior to the analysis of the available data and project documentation:

1. Program attendance data (days and hours attended) is accurate for each student.
2. FAST and iReady Assessment tests were administered and scored in accordance with applicable protocols and procedures. FAST and iReady benchmark-scores accurately assess academic improvement and FAST and iReady benchmark scores accurately assess non-proficiency and proficiency.
3. Students with incomplete assessments were excluded from data sets for purposes of analysis.
4. Program personnel recorded student program attendance numbers, student demographic data, and free-and-reduced lunch status accurately.
5. All survey participants are truthful and answer questions to the best of their ability.
6. Confidentiality is maintained for all students, parents, teachers, and staff participating in surveys and/or standardized assessments.

A number of delimitations are considered in evaluating this program:

1. Conclusions drawn from data are only as accurate as the information supplied by the Clinton Community School District, the *Student Adventures* Program Director and *Student Adventures* Site Coordinators.
2. Students who transferred into the Clinton School District mid-year and students absent on standardized assessment days may not have assessment baseline or end-of -the-year data available for comparative purposes and are excluded from the comparative data for the 2021-2022 evaluation.
3. Conclusions can be inferred only for those students engaged in assessment procedures at the time of program evaluation.
4. Program participation and attendance may reflect only a "portion" of the interventions engaged in by students and families, and may reflect learning outside of *Student Adventures* programs; specifically, targeted problem-solving and interpersonal skills gained from the normal school curriculum or gained from resources outside the *Student Adventures* learning environment.
5. Any standardized testing procedure is subject to the influence of motivational and environmental variables present while the subject is testing that confound the accuracy of such measures.
6. Standardized testing may reflect only a "portion" of the interventions engaged in by students and families, and may reflect on learning outside of *Student Adventures* programs; specifically, targeted problem-solving and interpersonal skills gained from the normal school curriculum or gained from resources outside the *Student Adventures* learning environment.

Ethical Considerations:

According to the purpose of the study (the analysis of the effectiveness of *Student Adventures* programs), it was imperative that the study be conducted openly, without prejudice, and follow strict ethical guidelines. To that end, the study was structured under the following guidelines:

- An independent evaluator was chosen, Illowa Resource Development, to ensure an evaluation that was unbiased, open, and completed by an experienced evaluator.
- Within Illowa Resource Development, data was analyzed by evaluators from outside the Clinton school district and community; with no association to any community agency.
- When data aberrations appeared evident, evaluators communicated with Clinton Community School District *Student Adventures* personnel to determine the nature of the aberration and discuss potential solutions to ensure ongoing data validity. Requests for data reconciliation occurred prior to start of formal evaluation.
- Results of the evaluation will be made to the Iowa Department of Education, the Clinton Community School District, and the greater community of Clinton.

Research Approach:

Both quantitative and qualitative research approaches were incorporated in the evaluation of the research components included in this report.

- **Student Adventures Database** (Qualitative and Quantitative): Student demographics, program attendance, service utilization and baseline data for the 2021-2022 school year.

- **Review of Documentation (Qualitative):** The Program Director made available to the project evaluator material pertinent to the evaluation. Such materials included participant data, program attendance data, contracted service hours for partnering agencies, sample program schedules, activity lists for each participating school, staff and advisory board meeting minutes, community partners contributions to the program, and survey results. Materials were compiled and analyzed to assess project results as to the appropriateness and effectiveness of current materials, curriculum, and processes involved in meeting the written goals and objectives of the grant.
- **Standardized Testing (Quantitative and Normalized):** FAST reading and iReady math scores were delineated into both improvement and proficiency levels to establish ongoing academic achievement.
- **Parent/Student/Staff, Teacher, Agency Surveys (Quantitative and Qualitative):** Program surveys were completed by teachers, parents, and students. Surveys were completed in Spring 2022.
- **Review of Documentation (Pre-Experimental Design):** Illowa Resource Development conducted a subjective review of project documentation and materials. Where appropriate, the review was verified by District sources.

II. Cohorts 13 and 16 Center-Level Information Before and After School Programs

Evaluation Note: Cohort 13 involves students (grades K-5) at Bluff, Jefferson, and Eagle Heights Elementary Schools. Cohort 16 involves Whittier Elementary students (grades K-5).

Characteristics of School-Day Centers

Special Statement

The Clinton Community Schools *Student Adventures* Programs have undergone significant staffing transitions since the retirement of its long-standing Program Director in the Summer of 2021. That Summer, a new Director was hired, but he resigned his position before the end of the 2021-2022 academic year. A new Director was hired in Spring of 2022 and she resigned the position a short two months later. The *Student Adventures'* current Program Director was just hired in October of 2022. This transition period, where multiple Program Directors came and went, was challenging and data collection was impacted. The current Program Director worked diligently to recover data that had not been being tracked for most of the 2021-2022 school year. Fortunately, and solely due to her tireless efforts, the majority of data has been recovered and submitted to evaluators for purposes of this end-of-the-year program assessment.

In addition, in the 2021-2022 academic year, the COVID-19 pandemic continued to impact the 21st Century programs in the Clinton Community School District. Per CDC recommendations and in an effort to minimize COVID-19 infections and keep students, teachers, and staff safe, the Clinton Community School District, in the Spring of 2021, was still under COVID-19 quarantine restrictions if testing positive for the virus. As such, overall attendance in day school and in the after school programs was impacted.

Before and After-School Programs (Hours of Operation and Staffing Patterns): The *Student Adventures* before and after-school programs operated at Bluff, Jefferson, Eagle Heights, and Whittier Elementary schools. Each school had its own dedicated site with hours and times of operation as noted in the table below. In the 2021-2022 academic year, all four elementary schools offered 18.15 hours of before and after-school programming each week, which equates to **72.6 hours of programming each month**.

Before and After School Hours of Operation per School Site					
	Monday	Tuesday	Wednesday	Thursday	Friday
Bluff (C13)	6:30-7:30 a.m. and 2:45-5:00 p.m.	6:30-7:30 a.m. and 2:45-5:00 p.m.	6:30-7:30 a.m. and 12:45-5:00 p.m.	6:30-7:30 a.m. and 2:45-5:00 p.m.	6:30-7:30 a.m. and 2:45-5:00 p.m.
Jefferson (C13)	6:30-7:30 a.m. and 2:45-5:00 p.m.	6:30-7:30 a.m. and 2:45-5:00 p.m.	6:30-7:30 a.m. and 12:45-5:00 p.m.	6:30-7:30 a.m. and 12:45-5:00 p.m.	6:30-7:30 a.m. and 2:45-5:00 p.m.

Eagle Heights (C13)	6:30-7:30 a.m. and 2:45-5:00 p.m.	6:30-7:30 a.m. and 2:45-5:00 p.m.	6:30-7:30 a.m. and 12:45-5:00 p.m.	6:30-7:30 a.m. and 2:45-5:00 p.m.	6:30-7:30 a.m. and 2:45-5:00 p.m.
Whittier (C16)	6:30-7:30 a.m. and 2:45-5:00 p.m.	6:30-7:30 a.m. and 2:45-5:00 p.m.	6:30-7:30 a.m. and 12:45-5:00 p.m.	6:30-7:30 a.m. and 2:45-5:00 p.m.	6:30-7:30 a.m. and 2:45-5:00 p.m.

Program Staffing Patterns: The District provided a general description of staff to student ratios in the major components of its school year programs delineated by elementary school.

School	Activity	# of Staff	Ratio
Bluff Elementary	Snack/Homework Completion	2	12.5 to 1 staff
	Academic Remediation	1	5 to 1 staff
	Field Trips	2	12.5 to 1 staff
	Enrichment	1	9 to 1 staff
	Recreation	2	12.5 to 1 staff
	Early Risers (Before School) Activities	1	14 to 1 staff

School	Activity	# of Staff	Ratio
Eagle Heights Elementary	Snack/Homework Completion	2	10 to 1 staff
	Academic Remediation	1	5 to 1 staff
	Field Trips	2	10 to 1 staff
	Enrichment	1	6 to 1 staff
	Recreation	2	10 to 1 staff
	Early Risers (Before School) Activities	1	10 to 1 staff

School	Activity	# of Staff	Ratio
Jefferson Elementary	Snack/Homework Completion	2	14 to 1 staff
	Academic Remediation	1	7 to 1 staff
	Field Trips	2	14 to 1 staff
	Enrichment	1	9 to 1 staff
	Early Risers (Before School) Activities	1	12 to 1 staff

School	Activity	# of Staff	Ratio
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Whittier Elementary	Snack/Homework Completion	2	15 to 1 staff
	Academic Remediation	1	7 to 1 staff
	Field Trips	2	15 to 1 staff
	Enrichment	1	10 to 1 staff
	Early Risers (Before School) Activities	1	15 to 1 staff

Each site has a Site Coordinator and Site Facilitator. The Coordinator and Facilitator are the lead people at each site. They are supported by teachers, enrichment partners, and program aides (when needed). Student to staff ratios reflect the *average* on any given day and can fluctuate based on daily attendance. Academic remediation and enrichment ratios in the before and after-school programs are appropriate.

Enrichment Activities Staffing Patterns: The tables that follow list contracted community service provider hours across each cohort.

Cohort 13: Professional Staff Contracted Hours per School Site (After-School)				
	Bluff	Jefferson	Eagle Heights	Type of Activity
Certified Teachers	174	327	173	Academic Remediation
New Directions (ASAC)	11	13	16	Drug/Violence Prevention
YWCA	19	15	22	Fitness
Clinton Community College	0	0	0	College Financial Ed, Family Night Activities, Volunteer reading
Bridgeview Center	0	0	0	Pro-social Skill Development
Clinton County Sheriff	1	1	1	Personal Safety
Women's Health Services	17	10	11	Health
Conservation Office	0	2	1	Environmental Science
ISU	8	12	9	STEM

Cohort 16: Professional Staff Contracted Hours per School Site (After-School)		
	Whittier	Type of Activity
Certified Teachers	165	Academic Remediation
New Directions (ASAC)	17	Drug/Violence Prevention
YWCA	13	Fitness
Clinton Community College	0	College Financial Ed, Family Night Activities, Volunteer Reading
Bridgeview Center	0	Pro-social Skill Development
Clinton County Sheriff	1	Personal Safety
Women's Health Services	7	Health

Conservation Office	2	Environmental Science
ISU	11	STEM

The CCSD’s contracted community service providers each contributed to a wide variety of prevention and enrichment activities. Variability in hours reflects the unique needs of each individual school and scheduling of activities for each individual school. Two providers did not provide any services in 2021-2022 – largely due to ongoing pandemic issues with staffing their agencies. Though schools re-opened fully in Spring 2021, again, hours are less than the pre-pandemic years for most contracted providers due to COVID quarantines.

Teacher and contracted staff hour variability between schools reflects on the number of regular attendees at each site, as well as the types of activities deemed most appropriate by school staff and Program Coordinators for their unique population of students and families.

After School Program Activities: The Program Director provided evaluators with a gross overview of the types of activities and the average frequency of those activities within the elementary school *Student Adventures* programs. Activities are delineated by type and average frequency of occurrence.

Cohorts 13 and 16 Activities Offered				
Activity or Service	How often Type of Activity was Provided			
	4-5 Times a Week	1-3 Times a Week	1-3 Times a Month	Less than Once a Month
Academic Enrichment Programs (Certified Teachers, ISU, Staff)		X		
Academic Remediation (Certified Teachers)	X			
Homework Help (Certified Teachers and Aides)	X			
Science Enrichment (Clinton County Conservation)				X
Recreation (YWCA and Staff)		X		
Substance Abuse Prevention (ASAC)			X	
Violence Prevention (Bridgeview)				
Prosocial Skills (ASAC)			X	
Expanded Library Service Hours			X	
Activities to Promote Parent Involvement (Staff, Clinton Community College)			X	
Women’s Health Services			X	
Other: Personal Safety (Clinton County Sheriff)				X

Family Financial Literacy Activities (Clinton Community College and Staff)				X
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In addition to the major partners listed above, *Student Adventures* has an additional 37 community partners that provide services to the students for a total monetary value of \$30,164 community dollars going toward the programs. The number of additional partners decreased in 2019-2020 due to business closures, some specific to COVID and others simply due to other financial issues preventing the business from remaining viable. No partners were lost in 2020-2021, and two were added. One partner (a grant-funded program) ended in 2021-2022.

Examples of the many community partners who provide services to *Student Adventures* (list is not fully inclusive) include: The Figge Art Museum, Clinton County Humane Society, Putnam Museum, Cinnamon Ridge Dairy Farm, Helium Trampoline Park, Mississippi River Museum, the Erickson Center and Bickelhaupt Arboretum.

Prototypical Programming Schedules: The *Student Adventures* Program Director provided evaluators with prototypical schedules for elementary-school afterschool programs at all four sites.

C13 and C16: Elementary School (Grades K-5): After School Scheduling (Prototypical)				
2:45-5:00	2:45-5:00	2:45-5:00	2:45-5:00	2:45-5:00
Monday	Tuesday	Wednesday	Thursday	Friday
Snack	Snack	Snack	Snack	Snack
Homework Help	Homework Help	Homework Help	Homework Help	Homework Help
K - 2 nd Grade Enrichment ISU; Bridgeview; New Directions; Conservation: ISU	2 nd Grade Math Remediation Mindworks	Field Trip Enrichment	K -2 nd Grade Reading Remediation Mindworks	Arts and Crafts PE: YWCA Family Friday
3 rd Grade Math Remediation Mindworks	3 rd Grade Enrichment: ISU; Bridgeview; New Directions; Conservation; ISU	Field Trip Enrichment	3 rd Grade Reading Remediation Mindworks	Arts and Crafts PE: YWCA Family Friday
4 th -5 th Grade Reading Remediation Mindworks	4 th Grade Math Remediation Mindworks	Field Trip Enrichment	4 th -5 th Grade Enrichment YWCA; ISU; Bridgeview; New Directions; Conservation; ISU	Arts and Crafts PE: YWCA Family Friday

In a typical week, tutoring/academic remediation activities rotate with enrichment activities offered by community partners. On Wednesdays (early-out days), field trips to community events offer children the opportunity to learn more about their community, about activities available to their families, to engage

in STEM-based learning, and to participate in community service activities. In the before-school program (*Early Risers*), students get homework assistance, participate in reading circles, and learn social skills through games.

Center Participation (Before and After-School Programs)

Total Numbers Served: The table below represents the total number of students served in each Cohort. In the 2021-2022 school year for Cohort 13, 105 (up from 88 in the prior year) students in grades K-5 participated in the before and/or afterschool programs at Bluff, Eagle Heights and Jefferson Elementary Schools. In Cohort 16, 36 students at Whittier Elementary participated in the before and/or afterschool program. Program enrollment rates are as follows:

2021-2022 Cohorts 13 and 16 Attendance: Student Adventures Day-School Programs		
	Cohort 13	Cohort 16
All Attendees	105	36
Regular Attendees	80	32
Percent Regular Attendance	76%	89%

In Cohort 13, the number of students targeted in the CCSD’s original application for school day attendance was 156/school year program. During COVID restrictions in the 2020-2021 school year, the number of enrolled participants dropped significantly, with enrollment reaching only 58% of the target goal for that year. Recovery from that enrollment loss continues as Fall of 2021 still presented challenges with COVID for the District. In 2021-2022 enrollment did increase to 67% of the target goal.

In Cohort 13, among enrolled students, 76% were regular attendees as designated by the Department of Education. **68% of students attended for 90+ days and 33% attended for 180+ days.**

In Cohort 16, the number of students targeted in the CCSD’s original application for afterschool attendance at Whittier was 33/school year program. **36 students were enrolled indicating that the school reached 110% its target goal.**

Of those attending at Whittier, 89% were regular attendees. At Whittier Elementary School, in the 2021-2022 academic year, **53% of students attended for 180+ days and 44% of students attended for 270+ days.**

One hundred and forty-one students participated in the *Student Adventures* program at some point in the 2021-2022 academic year and forty-three attended the summer of 2021 program. The table that follows illustrates the breakdown by school of students attending the *Student Adventures* programs at each site.

Cohorts 13 and 16: 2021-2022 Attendance by School

	School Year (Before and After School)	Summer 2021
Bluff	37	10
Jefferson	37	10
Eagle Heights	31	11
Whittier	36	12
Total	141	43

Gender breakdown in each cohort confirms that there is parity in terms of gender balance in each cohort.

2021-2022 Cohorts 13 and 16: Total Participants by Gender Before and/or After School Student Adventures Programs				
	Cohort 13 - Male	Cohort 16 - Male	Cohort 13 - Female	Cohort 16 - Female
	54	21	46	15
Gender Split	75 Males		61 Females	
Not Designated	5			

Cohort 13 LSES and Special Needs Status: In Cohort 13, 81% of the total students served were of low socioeconomic status, 9% had special needs, and 1 student was an English language learner.

Cohort 16 LSES and Special Needs Status: In Cohort 16, 31% of the total students were eligible for free and reduced lunch, 8% of students had special needs, and no students were English language learners.

Student Characteristics: In these programs, 64% of attendees in the *Student Adventures* before and/or after-school programs were Caucasian and 36% of minority status. The table below highlights the demographic breakdown in each cohort.

	Cohort 13	Cohort 16
	All Attendees <i>n = 105</i>	All Attendees <i>n = 36</i>
Caucasian	62 (59%)	28 (77%)
African Amer.	11 (10%)	5 (14%)
Hispanic/Latino	7 (7%)	1 (3%)
Asian	2 (2%)	0 (0%)
Native American	3 (3%)	1 (3%)
Two or More	15 (14%)	1 (3%)
Data N/P	5 (5%)	0

The percentage of minority students (38% and 29%) indicates that each school was able to engage minority students and their families in the program. The combined minority population in these *Student Adventures* programs is comparable to the overall minority population of each Cohort.

	Minority Population in the Elementary Schools in each Cohort	Minority Population Enrolled in Student Adventures Program in each Cohort
Cohort 13	35%	38%
Cohort 16	21%	29%

As far as capturing low socioeconomic students for inclusion, Cohort 13, but not Cohort 16 were able to enroll LSES students at rates above the combined average number of students enrolled in FRL programs for each respective Cohort.

	Average LSES Population in the Elementary Schools in each Cohort	Average LSES Population Enrolled in Student Adventures Program in each Cohort
Cohort 13	66%	81%
Cohort 16	44%	31%

The District has successfully targeted minority students for program inclusion. Cohort 13 successfully captured students of LSES significantly above the percentage of students in the general population for inclusion. Current (2022) LSES rates for the total population of each individual school in Cohort 13 are as follows: Bluff = 65%, Jefferson = 80%, Eagle Heights = 51%.

Cohort 16 needs improvement in the area of capturing LSES students. The LSES rate for Whittier Elementary School is 44%, but only 31% of students enrolled in Student Adventures were of low socioeconomic status.

In capturing LSES students, both Cohorts need to remain open to any student wishing to participate regardless of ethnicity or socioeconomic level.

III. Center Level Information - Summer Programs

Summer 2021 *Student Adventures* summer programs at Bluff, Jefferson, Eagle Heights, and Whittier Elementary Schools ran from 9:00 a.m. to 3:00 p.m. Monday through Thursday and 9:00 a.m. to 2:00 p.m. on Fridays for 8 weeks from June 6 – July 29. Site schedules and staffing patterns were provided to evaluators. The program offered academic remediation, academic enrichment, and recreation. Attendance in both Cohorts was lower than in the pre-pandemic years and the District shares that the programs are still working to increase enrollment after the program limitations experienced in 2020-2021.

Cohorts 13 and 16: 2021 Summer Program Participants			
	Cohort 13	Cohort 16	Total
All Attendees	31	12	43
Regular Attendees	28	12	40
Percent Regular Attendance	90%	100%	93%

Student attendance in the summer programs increased this year after having to run a short two-week program the summer before. With regular attendance at 93%, it is clear students were engaged in these summer programs.

In terms of gender, both cohorts had parity in terms of male and female enrollment.

Cohorts 13 and 16: 2021 Summer Program Participants Delineated by Gender				
	Cohort 13 - Male	Cohort 16 - Male	Cohort 13 - Female	Cohort 16 - Female
	15	5	16	7
Gender Split	20		23	

Among summer program attendees in Cohort 13, where the combined percentage of minority students across schools is 34%, 45% of program enrollees were minority students, reflecting a more-than-adequate capture of students within the general population who are more likely to be at risk of academic failure and/or delinquency. In Cohort 16, where the general student population is 44% LSES, 42% of students attending their summer program were of minority status.

Cohorts 13 and 16: 2021 Summer Program Ethnic Demographics				
	Cohort 13		Cohort 16	
	All Attendees <i>n = 31</i>	Regular Attendees <i>n = 28</i>	All Attendees <i>n = 12</i>	Regular Attendees <i>n = 12</i>
Caucasian	17 (55%)	14 (50%)	7 (58%)	7 (58%)
African Amer.	4 (13%)	4 (14%)	4 (33%)	4 (33%)
Hispanic/Latino	6 (19%)	6 (21%)	1 (8%)	1 (8%)
Asian	0	0	0	0
Native American	1 (3%)	1 (3%)	0	0

Two or More Races	3 (10%)	3 (11%)	0	0
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Cohort 13 LSES and IEP Status (Summer program): In Cohort 13, 74% of program students were of low socioeconomic status. 23% of students had a disability. Three students were English language learners.

Cohort 16 LSES and IEP Status (Summer program): In Cohort 13, 67% of program students were eligible for free or reduced lunch. 17% percent of students had a disability.

Summer 2021 Program Activities: As stated earlier, in the summer programs, the day focused on reading, math, and science enrichment through exploration of world cultures, literature, geography, and arts. Though only two weeks in length, activity schedules and curriculum provided represent a well-designed and well-coordinated program that is clearly academic and yet engaging.

IV. Cohorts 13 and 16: Program Goals and Objectives

****Note:** Both Cohort 13 and 16 have identical Goals and Objectives. For purposes of this evaluation, both cohorts are evaluated together.

Goal 1 (G1): Provide at-risk grade K-5 students at Bluff, Jefferson, Eagle Heights, and Whittier Elementary Schools with early and ongoing academic assistance to meet and/maintain reading and math proficiency.

Objective G1-1: When matched by similar demographics to non-participants in their school, a higher percentage of K-5th grade *Student Adventures* participants will be proficient in reading and math as measured by FAST and/or iReady Assessments.

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.

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.

Objective G1-4: Teachers with students enrolled in the *Student Adventures* programs will agree that 60% of their students have improved academic performance as measured by teacher surveys.

Goal 2 (G2): Increase positive youth development and decrease school truancy at Bluff, Jefferson, Eagle Heights, and Whittier Elementary Schools by offering recreation, prevention, and wellness activities for K-5th grade students.

Objective G2-1 65% of *Student Adventures* participants will decrease their school absences to less than 5 days absent from the regular school day and less than 5 days absent from *Student Adventures* programs.

Objective G2-2: 75% of students in the *Student Adventures* program will agree that they like the program and look forward to the program and 75% of parents agree that their child has better social skills as measured by student and parent surveys.

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 well with others as measured as by teacher surveys and school behavior reports.

Goal 3: Support family literacy by providing access for parents of at-risk children at Bluff, Jefferson, Eagle Heights, and Whittier Elementary schools to literacy programs, opportunities, and services.

Objective G3-1 50% of parents with students in the *Student Adventures* program will participate in a minimum of 2 family literacy and/or ESL activities/year as evidenced by activity/participation records.

Objective G3-2 60% of parents attending Family Literacy events will agree that the event(s) helped them assist their child to succeed as measured by event-specific post-activity evaluations.

2021-2022 Qualitative Progress: Goals and Planned Activities

To address this component of the evaluation matrix, activities designated in the program plan and data supporting the implementation of those activities are addressed. Qualitative process data investigates the ability of the CCSD to successfully implement the strategies outlined in its original grant proposal to achieve the program’s objectives. Outcome data for objectives under each goal are addressed later in this report (see outcome data).

Goal One

Goal I (G1): Provide at-risk students with early and ongoing academic assistance to meet and/or maintain reading and math proficiency

Activity 1) The CCSD will contract certified teachers to provide targeted reading; reinforcing foundational reading skills for K-5 students.

Activity 2) The CCSD will contract certified teachers to provide targeted math interventions matched to the Iowa Core Curriculum for K-5 students.

Activity 3) Clinton Community College students and other community volunteers will serve as “Reading and Math Buddies” for K-4 grade levels as part of service-learning requirements at their respective colleges and/or mentoring. 5th graders will also serve as “Reading Buddies” for K-4 students.

Activity 4) Homework assistance will available at all 4 sites every day and monitored by certified teachers and/or teacher’s aids. Adult mentors from our mentoring programs will be merged into the program for students in both mentoring and the Student Adventures program.

Activity 5) The CCSD will provide Academic enrichment utilizing the Quantum Leap Series from Mindworks, STEM-based service learning through Clinton Conservation, STEM-based DNA fingerprinting and DNA-Analysis through Clinton County Sherriff’s Department, Field trips to museums, historic places, and STEM activities through Iowa State University Extension.

Supporting Evidence for Activities 1-5:

The CCSD provided daily schedules highlighting targeted reading and math interventions. Schedules alternated reading and math intervention for each grade level with reading and math interventions alternating every other day. Summer programs had targeted reading and math interventions every day. Teachers provided the following hours of targeted interventions at each school:

Cohorts 13 and 16: 2021-2022 Academic Remediation Hours per School After School Student Adventures Program				
	Bluff	Jefferson	Eagle Heights	Whittier
Certified Teachers (After School)	174	327	173	165

From data gathered, homework assistance was available at all three sites as follows, dependent on each school's COVID restrictions and hybrid scheduling:

- Jefferson Elementary = 9 hours/week (before and after school program combined)
- Eagle Heights Elementary = 9 hours/week (before and after school program combined)
- Bluff Elementary = 9 hours/week (before and after school program combined)
- Whittier Elementary = 9 hours/week (before and after school program combined)

At each center, homework completion was scheduled every day, five days a week, as noted in the prototypical schedules below. Homework assistance was also available in the *Early Risers* before school program 5 days per week.

Cohorts 13 and 16 (Grades K-5): After School Scheduling (Prototypical)				
6:30-7:30 am* 3:45-5:00 pm	6:30-7:30 am* 2:45-5:00 pm	6:30 – 7:30 am* 12:45-5:00 pm	6:30-7:30 am* 2:45-5:00 pm	6:30-7:30 am* 2:45-5:00 pm
Monday	Tuesday	Wednesday	Thursday	Friday
Snack	Snack	Snack	Snack	Snack
Homework Help	Homework Help	Homework Help	Homework Help	Homework Help
K- 2 nd Grade Enrichment ISU; Bridgeview; New Directions; Conservation: ISU	K-2 nd Grade Math Remediation Mindworks	Field Trip Enrichment	K-2 nd Grade Reading Remediation Mindworks	Arts and Crafts PE: YWCA Family Friday
3 rd Grade Math Remediation Mindworks	3 rd Grade Enrichment: ISU; Bridgeview; New Directions; Conservation; ISU	Field Trip Enrichment	3 rd Grade Reading Remediation Mindworks	Arts and Crafts PE: YWCA Family Friday
4 th -5 th Grade Reading Remediation Mindworks	4 th -5 th Grade Math Remediation Mindworks	Field Trip Enrichment	4 th -5 th Grade Enrichment YWCA; ISU; Bridgeview; New Directions; Conservation; ISU	Arts and Crafts PE: YWCA Family Friday

* Before school programs focused solely on homework help and STEM games

The tables that follow note the number of hours devoted to academic enrichment by community providers. Examples of field trips related to academic enrichment on early-out days included the Discovery Center, Naibi Zoo, the Putnam Historical Museum, the Sawmill Museum, the Clinton Fire Department, etc.

Cohort 13: Academic Enrichment Contracted Hours per School Site (After-School)				
	Bluff	Jefferson	Eagle Heights	Type of Activity
Clinton Community College	0	0	0	Family Literacy Activities
CC Conservation Office	0	2	1	Environmental Science
ISU	8	12	9	STEM
Field Trips	8	8	8	History and Culture

Cohort 16: Academic Enrichment Contracted Hours per School Site (After-School)		
	Whitter	Type of Activity
Clinton Community College	0	Family activities, finance, college prep
Conservation Office	2	Environmental Science
ISU	11	STEM
Field Trips	8	History and Culture

The number of hours provided by community service providers dropped significantly in 2021-2022, largely due to staffing issues and ongoing COVID concerns in Fall of 2021. Services picked up some in Spring of 2022. Clinton Community College, though contracted, did not provide any services in the 2021-2022 academic year. Consideration should be given regarding the ongoing pandemic, but the Program Director will need to further explore future commitments by the college as to their participation in the programs. Given the evidence provided, efforts were made in terms of contracted provider's hours and staff, however, engagement of those providers in terms of meeting their agreed-upon commitments to the programs needs to be further explored. Overall, provision of the planned activities to meet Objectives G1-1 through G1-4 under Goal I was adequate. The designated curriculum was utilized to meet the objectives.

Conclusion: The majority of planned activities under Goal I are met.

Goal Two

Goal 2 (G2): Increase positive youth development and decrease school truancy.

Activity 1) Initiate Early Risers before school programs focusing on work with math manipulatives, strategy puzzles, board games, and circle reading.

Activity 2) Contract with the Clinton YWCA to provide fitness/recreation activities and provide opportunities for community recreation utilizing field trips.

Activity 3) Contract with New Directions to provide ATOD prevention activities and the Clinton County Sherriff's Department to provide safety education.

Activity 4) Contract with Bridgeview Center for Mental Health to provide social skills development activities.

Activity 5) For 5th grade students, CCSD teachers will provide additional computer literacy classes to better prepare students for middle school.

Supporting Evidence for Activities 1-5:

Bluff, Jefferson, Eagle Heights, and Whittier Elementary Schools offered an *Early Risers* Before School Program from 6:30 a.m. to 7:30 a.m., Monday through Friday, for the entire academic year.

Weekly activities schedules at each school noted that Fridays were utilized for YWCA recreational activities, and arts and crafts. In addition to academic enrichment, weekly field trips, beginning in late Fall 2021 (delayed because of COVID restrictions) provided opportunities for recreation (bowling, canoeing, martial arts, etc.) as well as pottery, Reusable usables, theater, etc.

Cohort 13: Recreation/Wellness Hours per School Site (After-School)				
	Bluff	Jefferson	Eagle Heights	Type of Activity
YWCA	19	15	22	Fitness
Women’s Health Services	17	10	11	Health
Field Trips	6	6	6	Recreation-focused

Cohort 16: Recreation/Wellness Hours per School Site (After-School)		
	Whittier	Type of Activity
YWCA	13	Fitness
Women’s Health Services	7	Health
Field Trips	6	Recreation-focused

The CCSD provided evaluators with the numbers of hours New Directions provided substance use/abuse and violence prevention services in each school. The Clinton County Sheriff’s Department provided an hour of safety activities hat varied by school, including “Home Alone”, 911, Internet Safety, Bike Safety, etc.

Cohort 13: Professional Staff Contracted Hours per School Site (After-School)				
	Bluff	Jefferson	Eagle Heights	Type of Activity
New Directions (ASAC)	11	13	16	Drug/Violence Prevention
Clinton County Sheriff	1	1	1	Personal Safety

Cohort 16: Professional Staff Contracted Hours per School Site (After-School)		
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	Whitter	Type of Activity
New Directions (ASAC)	17	Drug/Violence Prevention
Clinton County Sheriff	1	Personal Safety

Bridgeview Center, provider of pro-social skill development, did not provide services in 2021-2022; thus Activity 4 under Goal Two was not met. 5th grade students were given more computer time and instruction as planned.

Conclusions: Planned activities 1-3 and 5 under Goal 2 are met; planned activities 4 was not met.

Goal Three

Goal 3: Support family literacy by providing access for parents of at-risk children at Bluff, Jefferson, Eagle Heights, and Whittier Elementary schools to literacy programs, opportunities and services.

Activity 1) Partner with Clinton Community College to provide family literacy events.

Activity 2) Partner with Clinton Community College to provide adult computer and financial literacy workshops.

Activity 3) Develop and maintain parent communication portals.

Supporting Evidence:

Clinton Community College did not provide family literacy events in 2021-2022 and the current Director (new as of September 2022) could find no record of family literacy, adult computer literacy, or financial literacy having taken place.

There was evidence of family-oriented activities taking place at Jefferson and Eagle Heights Schools. These included a Thanksgiving dinner, a pumpkin painting night, and a family game night/pizza party.

A great deal of evidence was provided regarding communication structures. Each school provided printed monthly program activity calendars (which parents receive) as well as monthly newsletters to parents informing them of upcoming events, contact numbers for site personnel, and stories of program activities and successes.

The *Student Adventures* programs also has a dedicated Facebook page that students and parents may access which highlights activities, events, photos of students working in the program.

Conclusion: Planned Activities under Goal 3 were partially met.

Program Oversight Data

The District included dates of meetings for each of the following entities involved in program oversight: 1) The *Student Adventures* Community Governance Board. 2) The *Student Adventures* Partner Advisory Board. 3) *Student Adventures* Staff Meetings. With the turnover of Program Directors, meeting minutes for each group's meetings could not be located and were not provided.

The *Student Adventures* Governance Board met only once in the 2021-2022 year. That meeting included substantial discussion on the search for a new *Student Adventures* Director, difficulties with enrollment due to COVID concerns, COVID/Esser funding possibilities, discussion of Summer 2022 enrollment numbers, and sustainability planning.

The *Student Adventures* Partner Advisory board consists of membership of those partners who are actually contracted to provide their community services within the schools in the *Student Adventures* programs. The Partner Advisory Board met every other month. Partner Advisory Board discussions centered on reporting of current staffing and activities in the afterschool program, ideas for new programs to be implemented, summer planning, and ongoing updates on funding and additional grant procurement.

Student Adventures program staff met monthly. Meetings reflect substantial planning of daily schedules, staffing patterns, calendar and newsletter distribution to parents, ongoing COVID requirements (masking at all events and social distancing), budgeting, field trips and special activities coordination, staff training opportunities, reports from staff trainings, summer planning, and ongoing planning for the 2021-2022 academic year.

V. Outcome Data: Student Achievement (Before, After-school and Summer Programs)

Goal I (G1): Provide at-risk grade K-5 students at Bluff, Jefferson, Eagle Heights, and Whittier Elementary Schools with early and ongoing academic assistance to meet and/or maintain reading and math proficiency.

Objective G1-1: After 12 months of participation in the Student Adventures Program, when matched by a similar demographic of non-participating participants in their school, a higher percentage of K-5 grade Student Adventures participants will be proficient in reading and math as measured by iReady Assessments and FAST Assessments.

Explanation of Scoring Measures

Reading: For grades 2-5, FAST tests were used to determine whether or child was proficient in the subject at their particular grade level. Proficiency in reading for grades 2-5 was determined using FAST CBMr benchmarks. Proficiency was determined using baseline assessment scores from Fall 2021 and outcome assessment scores from either Winter 2021 or Spring 2022.

Math: Math proficiency was determined using iReady benchmarks for grades 2-5. Students meeting

benchmarks for their grade level were designated as proficient. Proficiency was determined using baseline assessment scores from Fall 2021 and outcome assessment scores from either Winter 2021 or Spring 2022.

All assessments used state-determined benchmarks indicating whether or not students are “On-level” at each school and within each grade. Students scoring “On-level” were designated as proficient. Progress was determined using assessment scores from Fall 2021 and Winter 2021 or Spring 2022.

Note: In this exceptional year, the District provided data for every grade 2-5 participant in the *Student Adventures* program.

Cohort 13 Student Adventures Math Outcomes: The CCSD presented evaluators with data for all grade 2-5 participants with any level of involvement in *Student Adventures* school year programs. K-1 students do not test and are excluded from the data. In the table that follows, all *Student Adventures* participants in Cohort 13 are assessed using iReady (2-5) benchmark scores for proficiency.

Cohort 13 Math Outcomes per Individual School Student Adventures – All Attendees Grades 2-5 Math Improvement			
	Fall 2021 iReady Assessments Needs Improvement	Winter or Spring 2022 iReady Assessments Improved	Percent Improved
Bluff	11	11	100%
Jefferson	20	13	65%
Eagle Heights	14	13	93%
Total Cohort	45	37	82%

Cohort 13 Math Outcomes per Individual School Student Adventures – All Attendees Grades 2-5 Below Proficiency to Proficiency Achievement			
	Fall 2021 iReady Assessments Below Proficiency	Winter or Spring 2022 iReady Assessments At or Above Proficiency	Percent Moving from Below Proficiency to Proficiency
Bluff	11	5	45%
Jefferson	20	6	30%
Eagle Heights	14	6	43%
Total Cohort	45	17	38%

Cohort 13 Comparative Math Outcomes: In the table that follows, *Student Adventures* participants in Cohort 13 (Grades 2-5) are assessed using the District’s proficiency iReady scores for Winter and/or Spring of 2022. K-1 students were excluded from analysis as they did not test.

Cohort 13 Math Outcomes Comparative Data All Student Adventures Cohort 13 Attendees vs FRL Students not in the Program		
	Spring 2022 % Proficient –iReady All Student Adventures Students Grades 2-5	Spring 2022 % Proficient - iReady All FRL Elementary Students Grades 2-5
	On-Level (Proficient)	On-Level (Proficient)
Bluff	54%	45%
Eagle Heights	47%	58%
Jefferson	45%	56%
Average – All Schools	49%	53%

When using these measures, *Student Adventures* students in one of the three target schools evidenced a higher percentage of proficiency when matched with FRL status students in each of their respective schools. Overall, though not achieving a higher proficiency status, Cohort 13 students were close to the percentage of students achieving proficiency in the matched sample (49% versus 53%).

Of note, is that 82% of all *Students Adventures* students improved in math across the academic year and 38% were able to move from non-proficient to proficient in that time.

Cohort 13 Reading Outcomes: The CCSD presented evaluators with data for all participants with any level of involvement in the *Student Adventures* school year program. K-1 students were excluded from analysis as they did not test. 71% of Cohort 13 students needing improvement improved their scores in reading as measured by FAST Assessments. Bluff had the highest level of improvement in reading and Jefferson had the lowest percentage of improvement.

Cohort 13 Reading Outcomes per Individual School All Student Adventures Attendees Grades 2-5 Reading Improvement			
	Fall 2021 FAST Assessments Needing Improvement	Winter or Spring 2022 FAST Assessments Improved	Percent Improved
Bluff	13	10	77%
Jefferson	7	4	57%
Eagle Heights	11	8	73%
Total Cohort	31	22	71%

Cohort 13 Reading Outcomes per Individual School All Student Adventures Attendees Grades 2-5 Below Proficiency to Proficiency Achievement			
	Fall 2021 FAST Assessments Below Proficiency	Winter or Spring 2022 FAST Assessments At or Above Proficiency	Percent Moving from Below

			Proficiency to Proficiency
Bluff	13	6	46%
Jefferson	7	2	29%
Eagle Heights	11	1	9%
Total Cohort	31	9	29%

Cohort 13 Comparative Reading Outcomes: In the table that follows, all *Student Adventures* participants in Cohort 13 are assessed using the District’s benchmark proficiency FAST scores for Spring of 2022.

Cohort 13 Reading Outcomes Comparative Data All Student Adventures Cohort 13 Attendees vs FRL Students not in the Program		
	Spring 2022 % Proficient – FAST Reports All Student Adventures Students Grades 2-5	Spring 2022 % Proficient - FAST Reports Clinton FRL Elementary Students Grades 2-5
	On-Level (Proficient)	On-Level (Proficient)
Bluff	74%	44%
Eagle Heights	67%	61%
Jefferson	65%	62%
Average – All Schools	69%	56%

Highlights from the *Student Adventures* Cohort 13 math and reading outcomes include the following:

- By Spring 2022, Bluff *Student Adventures* students scored above the district average proficiency for math in a matched population of students. Eagle Heights and Jefferson did not meet this target.
- When matched with similar status students in their respective schools, *Student Adventures* students in all three schools had reading proficiency levels significantly above proficiency reading levels of LSES matched non-participants.
- 82% of students improved their reading assessment scores and 71% improved their math assessment scores.
- Approximately 32% of students moved from non-proficient (not on grade level) to proficient (on grade level) in either math or reading.

Cohort 16 Math Outcomes: The CCSD presented evaluators with data for all participants with any level of involvement in *Student Adventures* school year programs. In the table that follows, all *Student Adventures* participants in Cohort 16 are assessed using iReady on-grade level scores (grades 2-5) from Fall 2021 and Winter or Spring 2022.

Cohort 16 Math Outcomes per Individual School All Student Adventures Attendees (Grades 2-5) Math Improvement			
	Fall 2021 iReady Assessments Needing Improvement	Winter or Spring 2022 iReady Assessments Improved	Percent Improved
Whittier	22	20	91%

Cohort 16 Math Outcomes per Individual School All Student Adventures Attendees Grades 2-5 Below Proficiency to Proficiency Achievement			
	Fall 2021 iReady Assessments Below Proficiency	Winter or Spring 2022 iReady Assessments At or Above Proficiency	Percent Moving from Below Proficiency to Proficiency
Whittier	22	11	50%

Cohort 16 Comparative Math Outcomes: In the table that follows, all Cohort 16 *Student Adventures* grade 2-5 participants are assessed using the District’s FAST proficiency benchmarks for Winter or Spring 2022.

Cohort 16 Math Outcomes Comparative Data All Student Adventures Cohort 16 Attendees vs Students not in the Program		
	Spring 2022 % Proficient – iReady Assessments All Student Adventures Students Grades K-8	Spring 2022 % Proficient – iReady Assessments All Clinton FRL Elementary Students Grades K-8
	On-Level (Proficient)	On-Level (Proficient)
Whittier	60%	88%

When using these measures, *Student Adventures* students at Whittier did not evidence a higher percentage of proficiency when matched with FRL elementary students in the general population. That said, the math proficiency levels at Whittier are exceptionally high this year – making the achievement of this goal extraordinarily challenging.

Cohort 16 Reading Outcomes: The CCSD presented evaluators with data for all participants with any level of involvement in the *Student Adventures* school year program. 73% of Cohort 16 students at Whittier improved their scores in reading as measured by FAST percentile rankings.

Cohort 16 Reading Outcomes per Individual School All Student Adventures Attendees Grades 2-5 Reading Improvement			
	Fall 2021 FAST Assessments Needing Improvement	Winter or Spring 2022 FAST Assessments Improved	Percent Improved

Whittier	11	8	73%
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Cohort 16 Reading Outcomes per Individual School All Student Adventures Attendees Grades 2-5 Below Proficiency to Proficiency Achievement			
	Fall 2021 FAST Assessments Below Proficiency	Winter or Spring 2022 FAST Assessments At or Above Proficiency	Percent Moving from Below Proficiency to Proficiency
Whittier	11	4	36%

Cohort 16 Comparative Reading Outcomes: In the table that follows, all Student Adventures grade 2-5 participants in Cohort 16 are assessed using FAST proficiency benchmark scores for Spring of 2022.

Cohort 13 Reading Outcomes Comparative Data All Student Adventures Cohort 13 Attendees vs Students not in the Program		
	Spring 2022 % Proficient – FAST Reports All Clinton FRL Elementary Students Grades K-5	Spring 2022 % Proficient - FAST Reports All Students Adventures Students Grades K-5
	On-Level (Proficient)	On-Level (Proficient)
Whittier	77%	83%

Highlights from the *Student Adventures* Cohort 16 math and reading outcomes include the following:

- In Cohort 16, of the grade 2-5 *Student Adventures* attendees needing improvement, 91% improved their scores in math and 73% improved their scores in reading.
- Compared with matched students in the general population, Whittier program students did not achieve proficiency levels higher in reading or math than students not participating in the program; however, the achievement levels in the general FRL population at Whittier are exceptionally high (almost 25-30 points above FRL students state-wide).
- 50% of students starting the program below proficiency in math achieved proficiency and 36% of students starting the program below proficiency achieved proficiency in reading.
- Following school COVID shut-down in Spring 2020, students experienced significant achievement losses with many beginning the Fall 2020 semester two grade levels behind in both reading and math. State-wide and national assessments in 2022 continue to note that overall, many students are still falling behind in math and reading achievement.

VI. Participant Surveys (After-School Programs)

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.

Parent Surveys (2021-2022): Of 47 surveys distributed to Cohort 13 parents, 27 were returned for a return rate of 57%. Of 10 surveys distributed to Cohort 16 parents, 6 were returned for a return rate of 60%.

Cohorts 13 Parent Surveys (n = 27) 2021-2022				
The after school program is a program that:	Strongly Agree	Agree	Disagree	Strongly Disagree
Has caring staff that show concern	17	9	1	0
Is a safe place for my children	17	10	0	0
Provides extra academic support	17	10	0	0
Provides good enrichment activities	17	8	0	0
Has opportunities for student success	14	12	1	0
Has healthy physical activities	15	12	0	0
Provides good adult role models	18	9	0	0
Is necessary in the school	19	8	0	0
Meets my needs as a parent	18	9	0	0

Cohort 13 Parent Surveys (n = 27) 2021-2022			
My child(ren):	Yes	No	No Change Needed
Has improved in turning in homework	16	4	7
Gets along better with others	22	3	2
Attitude about school is better	22	3	2
Academics has improved	25	1	1
Has better social skills	21	2	4
Has more self confidence	21	2	4
Makes better use of their time	22	3	2
Has more learning opportunities	25	1	1
Has improved school attendance	20	2	5

In Cohort 13 (2021-2022), 100% of parent felt the program provided extra academic support. 96% of parents who felt that their child needed improvement in academics, stated that the *Student Adventures* program resulted in improved academics for their child. 91% of parents who felt that their child needed better social skills, stated that the program resulted in better social skills.

Cohorts 16 Parent Surveys (n = 6) 2021-2022				
The after school program is a program that:	Strongly Agree	Agree	Disagree	Strongly Disagree
Has caring staff that show concern	6	0	0	0
Is a safe place for my children	6	0	0	0
Provides extra academic support	6	0	0	0
Provides good enrichment activities	6	0	0	0
Has opportunities for student success	6	0	0	0
Has healthy physical activities	6	0	0	0
Provides good adult role models	6	0	0	0
Is necessary in the school	6	0	0	0
Meets my needs as a parent	6	0	0	0

Cohort 16 Parent Surveys (n = 6) 2021-2022			
My child(ren):	Yes	No	No Change Needed
Has improved in turning in homework	1	0	5
Gets along better with others	6	0	2
Attitude about school is better	5	0	1
Academics has improved	3	0	3
Has better social skills	5	0	1
Has more self confidence	5	0	2
Makes better use of their time	3	0	3
Has more learning opportunities	6	0	0
Has improved school attendance	2	0	4

Conclusion: In 2021-2022 Cohorts 13 and 16, of the 33 parents who returned surveys, the assessment question, “Provides extra academic support” met the criterion of 75% with 100% and 100% percent of parents respectively agreeing to that statement. Of the 28 parents who felt their child needed improvement in academics, 96% and 100% respectively felt their child’s academics had improved.

Objective G1-2 is met for the 2021-2022 year.

Improvements Needed for G1-2: Evaluators suggest distributing surveys to parents at several points throughout the year and particularly to parents whose child leaves the program early. Distributing at only one point (the end of the year) will capture only those who typically would endorse the program. In addition, with school closures and hybrid learning situations due to COVID, capturing parent responses

at multiple points would likely have resulted in a higher return rate. Low return rates tend to skew numbers toward either very positive responses (parents who really endorse the program) or very negative responses (parents unhappy with the outcomes for their child) while the middle drops out. The CCSD may wish to consider alternative methods for survey distribution and collection that would result in a higher return rate from parents. Having surveys available online might increase participation and may be a viable means of capturing parents whose children leave the program throughout the year.

Parent surveys also included opportunities for parents to list activity preferences for their child in their respective afterschool program as well as a comment section. Parents were also invited via the surveys to volunteer in the afterschool program. A question for the Program Director would be how the CCSD attempts to capture and utilize those parents who express interest in volunteering. If parent volunteers are being utilized, contacts and hours in the program should be recorded for evaluation purposes.

VI. Participant and Teacher Surveys (After-School Programs)

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.

Student Surveys: Student surveys were administered to 2021-2022 program participants at the end of the 2022 academic year. Student return rate for Cohort 13 was 43/105 or about 41%.

Student Surveys Cohort 13 (<i>n=43</i>)		
	Yes Spring 2022	No Spring 2022
I like it	38	5
I look forward to coming to the program	35	8
I am very comfortable talking to after school staff and teachers	37	6
I feel like there is someone in the program to help when I need it	39	4
I think I am doing better in school since I started coming here	32	11

Student return rate for Cohort 16 was 13/36 or 36%.

Student Surveys Cohort 16 (<i>n=13</i>)		
	Yes Spring 2022	No Spring 2022
I like it	13	0
I look forward to coming to the program	12	1

I am very comfortable talking to after school staff and teachers	9	3
I feel like there is someone in the program to help when I need it	11	2
I think I am doing better in school since I started coming here	12	1

Conclusion: In the *Student Adventures* program, the assessment question, “I think I am doing better in school since I started coming here” was endorsed by 44 of 56 students completing surveys or 79%.

Objective G1-3 is met.

Objective G1-4: Teachers with students enrolled in the Student Adventures programs will agree that 60% of their students have improved academic performance as measured by teacher surveys.

Teacher Surveys: Only 62 of a possible 141 teacher surveys (44%) were completed in the 2021-2022 academic year, likely due to continual disruptions related to staff turnover.

Cohort 13 Teacher Surveys Results 2021-2022 (n=49)			
	# Needing Improvement	# of students improved	% improved
Homework Completion + Class Participation	30	26	87%
Improvement in Behavior	30	24	80%

C16: Teacher Surveys Results 2021-2022 (n=13)			
	# Needing Improvement	# of students improved	% improved
Homework Completion + Class Participation	11	9	82%
Improvement in Behavior	8	6	75%

C13 and C16: Elementary School Program Participants Needing Improvement Teacher Surveys Results 2021-2022 (n=62)			
	# Needing Improvement	# of students improved	% improved
Homework Completion + Class Participation	41	35	85%
Improvement in Behavior	38	30	79%

In the 2021-2022 Cohort 13 data for *Student Adventures* program at Bluff, Jefferson and Eagle Heights Elementary Schools, teachers responded that they saw academic improvement for 87% of students needing improvement. In the combined elementary school data from Cohorts 13 and 16, 85% of

students made academic gains. Teachers also reported that 79% of elementary students had behavioral improvements. **Objective G1-4 is met.**

Objective G2-1: 65% 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.

Attendance data could not be adequately measured due to Fall 2021 COVID shut-downs, A/B hybrid scheduling, and student absences due to required quarantine when exposed to COVID. As such, attempts to adequately measure if students were absent less than five days should be approached with caution.

When combining Cohort 13 and Cohort 11, only 18 students had recorded attendance data for both the 2020-2021 academic year and the 2021-2022 school year that qualified for analysis; i.e., both academic year 20-21 and academic year 21-22 were recorded and their 2020-2021 recorded data indicated more than 5 absences from the regular school day. Of those eighteen students, 10 (56%) of students decreased their absences to less than five days.

Objective G2-1 is partially met with qualification regarding the data captured.

Objective G2-2: 75% of students in the Student Adventures program agree that they like the program and look forward to coming to the program and 75% of parents agree that their child has better social skills as measured by parent surveys.

Returning to the surveys presented earlier, across all three schools, 88% of Cohort 13 and 100% of Cohort 16 students surveyed said that they “Liked” the programs in 2021-2022. In addition, 81% of Cohort 13 and 92% of Cohort 16 said they “Looked forward to coming to the program.” Both of these percentages meet the criterion of 75% response rates.

In terms of parent responses (see previous survey results), 91% percent of Cohort 13 and 100% of Cohort 16 parents who felt their child needed improvement endorsed the statement, “Has better social skills.” This percentage meets the 75% criterion.

Objective G2-2 is met.

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 well with others.

The teacher survey sample for 2021-2022 consisted of only 62 surveys out of a possible 141 *Student Adventures* participants. These results include all students (not just those needing improvement).

- Behaving well in class: Cohort 13: 80% and Cohort 16: 75%
- Participating well in class: Cohort 13: 87% and Cohort 11: 82%

Objective G2-3 is met.

Objective G3-1: 50% of parents with students in the Student Adventures program will participate in a minimum of 2 family literacy activities/year as evidenced by event/participation records

Objective G3-2: 60% of parents attending Family Literacy events will agree that the event(s) helped them assist their child to succeed as measured by post-activity evaluations.

Clinton Community College did not provide family literacy events in 2021-2022 and the current Director (new as of September 2022) could find no record of family literacy, adult computer literacy, or financial literacy having taken place.

There was evidence of family-oriented activities taking place at Jefferson and Eagle Heights Schools. These included a Thanksgiving dinner, a pumpkin painting night, and a family game night/pizza party. 34 families attended these events.

No post-program surveys were provided to evaluators.

Objectives G3-1 and G3-2 were partially met.

A great deal of evidence was provided regarding communication structures. Each school provided printed monthly program activity calendars (which parents receive) as well as monthly newsletters to parents informing them of upcoming events, contact numbers for site personnel, and stories of program activities and successes.

The *Student Adventures* programs also has a dedicated Facebook page that students and parents may access which highlights activities, events, photos of students working in the program.

VII. Cohorts 13 and 16: Conclusions and Recommendations

Summary of Progress on Objectives

Based on information provided to evaluators, achievement of objectives is noted as follows:

Goal I (G1): Provide at-risk grade K-8 students at Bluff, Jefferson, Eagle Heights, Whittier and Clinton Middle School with early and ongoing academic assistance to meet and/maintain reading and math proficiency.

Objective G1-1: When matched by similar demographics to non-participants in their school, a higher percentage of K-8th grade *Student Adventures* participants will be proficient in reading and math as measured by FAST and/or NWEA and Iowa Assessments.

Outcomes:

Cohort 13: By Spring of 2022, 49% of *Student Adventures* program participants were proficient in math compared to 53% among a demographically matched population of non-participating students. 69% of *Student Adventures* program participants were proficient in reading compared to 56% among a demographically matched population of non-participating students.

Objective G1-1 is partially met for math and fully met for reading in Cohort 13.

Cohort 16: By Spring of 2021, 60% of *Student Adventures* elementary-school program participants were proficient in math compared to 88% among a demographically matched population of non-participating students. 77% of *Student Adventures* middle-school program participants were proficient in math compared to 83% among a demographically matched population of non-participating students.

Objective G1-1 is partially met for math and reading in Cohort 16.

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.

Outcomes:

33 Parent Surveys were returned for analysis in the Spring of 2022.

Cohort 13: 96% of parents endorsed the statement that their child had "improved academics."

Objective G1-2 is met for Cohort 13

Cohort 11: 100% endorsed the statement that their child had "improved academics."

Objective G1-2 is met for Cohort 16

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.

Outcomes:

56 Student Surveys were returned from 2021-2022 program participants in the Spring of 2022.

In the *Student Adventures* survey, the assessment question, "I think I am doing better in school since I started coming here" partially met the criterion of 75% with 73% percent of students agreeing to that statement.

Objective G1-3 is partially met.

Objective G1-4: Teachers with students enrolled in the *Student Adventures* programs will agree that 60% of their students have improved academic performance as measured by teacher surveys.

Outcomes:

62 of a possible 141 surveys were returned for a return rate of 44% rendering the sample valid.

- In Cohort 13, 87% had teacher reported improvements in academics
- In Cohort 16, 82% had teacher reported improvements in academics

Objective G2-3 is met.

Goal 2 (G2): Increase positive youth development and decrease school truancy at Bluff, Jefferson, Eagle Heights, and Whittier Elementary Schools and Clinton Middle School by offering recreation, prevention and wellness activities for K-8th grade students.

Objective G2-1 65% of *Student Adventures* participants will decrease their school absences to less than 5 days absent from the regular school day and less than 5 days absent from *Student Adventures* programs.

Outcomes:

Attendance data could not be adequately measured due to 2020-2021 COVID shut-downs, A/B hybrid scheduling, and student absences due to required quarantine when exposed to COVID. As such, attempts to adequately measure if students were absent less than five days should be approached with caution.

When combining Cohort 13 and Cohort 11, only 18 students had recorded attendance data for both the 2020-2021 academic year and the 2021-2022 school year that qualified for analysis; i.e. both academic year 20-21 and academic year 21-22 were recorded and their 2020-2021 recorded data indicated more than 5 absences from the regular school day. Of those eighteen students, 10 (56%) of students decreased their absences to less than five days.

Objective G2-1 is partially met with qualification regarding the data captured.

Objective G2-2: 75% of students in the *Student Adventures* program will agree that they like the program and look forward to the program and 75% of parents agree that their child has better social skills as measured by parent surveys.

Outcomes:

Cohort 13: 88% of Cohort 13 students surveyed said that they “Liked” the programs in 2021-2022. 77% of Cohort 13 said they “looked forward to” the program. Both of these percentages meet the criterion of 75%.

Cohort 16: 100% of Cohort 13 said that they “Liked” the programs in 2021-2022. 92% of Cohort 16 said they “looked forward to” the program. Both of these percentages meet the criterion of 75%.

In terms of parent responses, 91% percent of Cohort 13 and 100% of Cohort 16 parents who felt their child needed improvement endorsed the statement, “Has better social skills.” This percentage meets the 75% criterion.

Objective G2-2 is met.

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 well with others as measured as by teacher surveys and school behavior reports.

Outcomes:

The teacher survey sample for 2021-2022 consisted of 62 returned surveys. Of students noted as needing improvement, results are as follows:

- Behaving well in class: Cohort 13: 80% and Cohort 11: 75%
- Participating well in class: Cohort 13: 87% and Cohort 11: 82%

Objective G2-3 is met.

Goal 3 (G3): Support family literacy by providing access for parents of at-risk children at Bluff, Jefferson, Eagle Heights, and Whittier Elementary students and Clinton Middle School students Elementary schools to literacy programs, opportunities and services.

Objective G3-1: 50% of parents with students in the Student Adventures program will participate in a minimum of 2 family literacy activities/year as evidenced by event/participation records

Objective G3-2: 60% of parents attending Family Literacy events will agree that the event(s) helped them assist their child to succeed as measured by post-activity evaluations.

Outcomes:

Clinton Community College did not provide family literacy events in 2021-2022 and the current Director (new as of September 2022) could find no record of family literacy, adult computer literacy, or financial literacy having taken place.

There was evidence of family-oriented activities taking place at Jefferson and Eagle Heights Schools. These included a Thanksgiving dinner, a pumpkin painting night, and a family game night/pizza party. 34 families attended these events.

No post-program surveys were provided to evaluators.

Objectives G3-1 and G3-2 were partially met.

Summary Points and Recommendations

In the after school, before school, and summer *Student Adventures* programs for grade K-5 students at Bluff, Jefferson, Eagle Heights, and Whittier Elementary Schools, *Student Adventures* staff are to be commended, especially during a very challenging year where three different Program Directors were onboarded in 12 months, for maintaining before, after school and summer school program activities that successfully align with the goals and objectives set forth in their Cohort 13 and Cohort 16 program proposals.

Evaluators note that these centers provided before, after, and summer school programs that targeted students of low socioeconomic status and/or students with low academic achievement in one or more academic areas while still being inclusive to all students within each school. Minority students being served reflect a proportionate percentage of minority students in the overall school population for each school. Although overall enrollment was still recovering from the pandemic years, regular attendance in

the program was on target, with 76% of students in Cohort 13 and 89% of students in Cohort 16 meeting the criterion of 30+ days for regular attendance.

In Cohort 13, among enrolled students, 76% were regular attendees as designated by the Department of Education. **68% of students attended for 90+ days and 33% attended for 180+ days.**

Of those attending at Whittier, 89% were regular attendees. At Whittier Elementary School, in the 2021-2022 academic year, **53% of students attended for 180+ days and 44% of students attended for 270+ days. 2021-2022.**

Complete data sets were available for 93% of students enrolled in the programs. Outcome data reflects that program intervention produced significant progress in academic achievement outcomes, in spite of learning loss due to prior year's COVID disruptions. Comparing Spring 2022 proficiency levels with a similarly-matched demographic in the general student population, *Student Adventures* participants had higher proficiency levels than non-participants in several schools for reading and/or math.

Each school under this grant presents unique challenges in that each serves a different population base within the community of Clinton. Given the individuality of the five schools, and the fact that these schools are linked under two *Student Adventures* cohorts, program personnel must continue to work to design effective activities and staffing patterns that align with the *unique* needs of their individual schools; while still retaining the overarching goals of the program.

Enrollment numbers and regular attendance were challenging this year, largely due to rapid turnover of several Program Directors throughout the year. At the time of this evaluation, the right person has now been placed in that position and significant advances in programming are already occurring. The new *Student Adventures* Program Director has already developed and is implementing a long-term sustainability program for Cohort 13 whereby the program will no longer be dependent on grant funding for operation.

The program has enlisted 44 community partners that contribute \$31,464 dollars in financial support. A variety of sources support the program financially through grants, cut hourly rates for educators/facilitators for program components, partially discounted fees for community activities, and complete waving of fees or hourly rates for staff, educators and/or facilitators. As Cohort 13 is no longer eligible for 21st Century funds, in 2022-2023, Cohort 13 will transition to a fee-for-service model with DHS funding for all students meeting their income guidelines.

Management of these three centers is commendable. Communication structures are in place. The new *Student Adventures* Director and Site Coordinators meet regularly as outlined in the grant application. Meeting minutes reflect a variety of staff trainings available to site personnel. Each school has a *Student Adventures* Web/Facebook page and *Student Adventures* Newsletters are sent home with students and published on the web pages.

The *Student Adventures* Program Director has been effective in attempts to target program sustainability and a sustainability plan is on file with the *Student Adventures* Program Director and District. The plan includes goals, objectives, and timelines for meeting the objectives. The sustainability plan is reviewed and updated semi-annually.

One Clinton Community Governance Board Meeting was held and six Partner Advisory Board meetings were held. Staff meetings were held every other week throughout the 2021-2022 school year.

Parent and student perceptions of programs indicate that the vast majority of parents and students who completed surveys were satisfied with program offerings and find the centers a welcome addition to the Clinton Community.

Within the program goals, objectives, and activities to achieve the program objectives, evaluators note the following suggestions:

- In the 2021-2022 academic year, completion of objectives meeting targets was substantial, considering the learning losses nationwide with COVID19 and personnel disruptions. Site staff made good efforts to keep the program stable throughout these transitions.
- Extraordinary effort for the new Program Director to solicit more community financial support has not resulted in enough dollars to sustain the programs in Cohort 13. It should be noted that the city of Clinton is an economically depressed community with very few major industries and even fewer smaller businesses. In discussions with the Program Director, evaluators concur that it is time to transition the program off of grant funding and establish long-term stability with a fee-for-service program with DHS financial support for all low-income students.
- A planning process is being developed to inform parents of this transition.