

**Evaluation
of
The Clinton Community School's
Student Adventures Programs
2015- 2016
Cohort 6
Clinton Middle School
and Whittier Elementary School**

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November 10, 2016

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I. Overview

Study Purpose:

The purpose of this study is to assess the effectiveness of *Student Adventures* programs for students Whittier Elementary and Clinton Middle School 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 these two 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 5th year of *Student Adventures* programs at these two schools, did project personnel follow the project management structure as outlined in their proposal to the Iowa State Department of Education?
5. In the 5th 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.

Review of the Literature:

A traditional review of the literature was performed for the purposes of this study. Based on literature concerning at-risk programming, school-based services, school-community collaboration, and program development and assessment, it is clear that there is no uniform agreement and no universally accepted philosophy concerning the most effective means of addressing early academic failure, and by implication, school failure. It *has* generally become accepted fact that increasing class sizes and increasing responsibilities placed on classroom teachers leave little room for the extended instruction needed for at-risk students throughout the K-12 system. Many schools have turned to after school and summer school programs that rely on parent and community volunteers in an effort to bridge the gap between at-risk student needs and tightening fiscal budgets.

Given the increasing numbers of community partnerships with schools, it is surprising that there are no standardized and universally accepted assessment tools to measure student attitudinal change; an important incremental step in changing targeted behaviors. What does seem clear is that the educational community, the public health community, and communities of concerned citizens and parents, are moving away from relying on traditional service provider "boundaries." Many communities are rallying to create a collaborative approach that addresses

underlying risk factors unique to their communities and that recognizes and strengthens protective factors. This approach has gained both recognition and acceptance at the state and national governance level.

Study Assumptions and Delimitations:

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

1. Program attendance data is accurate for each student.
2. FAST and Iowa Assessment tests are administered and scored in accordance with applicable protocols and procedures. FAST and Iowa Assessment cut-scores accurately assess low proficiency, intermediate proficiency and high proficiency.
3. Students with incomplete pre-and post-Iowa Assessment and FAST scores 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 may not have FAST and/or Iowa Assessments baseline data available for comparative purposes and are excluded from the comparative data for the 2015-2016 evaluation.
3. Due to state requirements for reporting data, Iowa Assessment scores do not reflect a full year of participation in programs; but only a few months of program participation in the Fall of 2015. As such, they should be interpreted with caution. Fall 2016 Iowa Assessment scores were not yet available and will not be prior to required reporting deadlines.
4. Conclusions can be inferred only for those students engaged in assessment procedures at the time of program evaluation.
5. Program participation and attendance 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.
6. 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.
7. Annual 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 we conduct the study 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, Inc., to ensure an evaluation that was unbiased, open, and completed by an experienced evaluator.
- Within Illowa Resource Development, Inc., 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.
- All supporting data and documentation is on file with Illowa Resource Development, Inc. and the Clinton Community School District and will be retained for a period of no less than three years. Any interested party may review these materials by filing a written request to the Clinton Community School District.

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 2014-2015 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, 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 and Iowa Assessment reading and math scores were delineated into proficiency levels to establish ongoing academic achievement. The Program Director supplied evaluators with Fall 2015 and Spring 2016 FAST data for K-1 students at Whittier and Fall 2014 and Fall 2015 Iowa Assessment for Clinton Middle School students.
- **Iowa Assessments:** 2016 (Fall) Iowa Assessments are not yet available, but are necessary for determining 1-year post assessment data for students in grades 5-8. Such scores, when they

become available, will be forwarded to the evaluator and an addendum added to this evaluation to reconcile the current 1-year data gap for grades 5-8.

- **Parent/Student/Staff, Teacher, Agency Surveys** (Quantitative and Qualitative): First year program surveys were given to staff, teachers, parents and students to gather information regarding program implementation, program quality, and perceived program benefits. Surveys were delineated by individual participating schools.
- **Review of Documentation (Pre-Experimental Design)**: Illowa Resource Development, Inc. conducted a subjective review of project documentation and materials. Where appropriate, the review was verified by District sources.

II. Center-Level Information Before and After School Programs

Characteristics of School-Day Centers

After-School Programs (Hours of Operation and Staffing Patterns): The before and after-school program operated at both sites with hours and times as noted below:

After School Hours of Operation per School Site					
	Monday	Tuesday	Wednesday	Thursday	Friday
Whittier	6:30-8:00 a.m. and 3:30-5:00 p.m.	6:30-8:00 a.m. and 3:30-5:00 p.m.	6:30-8:00 a.m. and 1:30-5:00 p.m.	6:30-8:00 a.m. and 3:30-5:00 p.m.	6:30-8:00 a.m. and 3:30-5:00 p.m.
CMS	7:00-8:00 a.m. and 3:00-5:00 p.m.	7:00-8:00 a.m. and 3:00-5:00 p.m.	7:00-8:00 a.m. and 1:00-5:00 p.m.	7:00-8:00 a.m. and 3:00-5:00 p.m.	7:00-8:00 a.m. and 3:00-5:00 p.m.

Whittier Elementary School offered 15 hours of before and after-school programming each week. Clinton Middle School (CMS) offered 17 hours of before and after-school programming each week. The District’s summer program is addressed later in this document.

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 school.

Staff/Student Ratios in Day School Programs				
School	Activity	# of Staff	# of Students	Ratio
Whittier Elementary	Snack/Homework Completion	2	19	8 to 1 staff
	Academic Remediation	1	6	6 to 1 staff
	Field Trips	3	20	6.7 to 1 staff
	Enrichment	1	7	7 to 1 staff
	Early Risers (Before School) Activities	1	15	15 to 1 staff

Staff/Student Ratios in Day School Programs				
School	Activity	# of Staff	# of Students	Ratio
Clinton Middle School	Snack/Homework Completion	3	19	6.3 to 1 staff
	Academic Remediation	1	6	6 to 1 staff
	Field Trips	3	20	6.7 to 1 staff
	Enrichment	2	18	9 to 1 staff
	Early Risers (Before School) Activities	1	2	2 to 1 staff

Enrichment Activities Staffing Patterns: The table that follows delineates contracted community service provider hours across both schools. Immediately noted is that the highest number of contracted hours involves certified teachers for academic remediation and for some enrichment activities.

Professional Staff Contracted Hours per School Site (After-School / Summer)		
	Whittier Elementary School	Clinton Middle School
Certified Teachers	178 / 30	230 / 72
New Directions (ASAC)	15	10
YWCA	39	23
Bridgeview Center	21	11
Clinton County Sheriff	10	10
Clinton Community College	0	12
Women's Health Services	0	18
Iowa State Extension	18	13
Clinton Conservation	14	12

Observation: 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 each school's unique population of students and families. Clinton Community College and Women's Health Services were contracted exclusively for education/activities appropriate for middle school students.

After School Programs 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.

Elementary School 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)		X		
Academic Remediation (Certified Teachers)	X			
Homework Help (Certified Teachers and Aides)	X	X		
ISU (STEM)			X	
Recreation (YMCA and Staff)		X		
Substance Abuse Prevention (ASAC)			X	
Violence Prevention (ASAC and		X		

Bridgeview)				
Character Education (Bridgeview and ASAC)			X	
Expanded Library Service Hours			X	
Community Service Learning (Staff)				X
Youth Leadership (ASAC – 5th grade)				X
Activities to Promote Parent Involvement (Staff)			X	
Other: Personal Safety (Clinton County Sheriff)			X	
Family Literacy Activities (Teachers and Staff)				X

Observation: It is clear that a wide variety of academic, enrichment, and personal development activities were offered at Whittier Elementary School. Activities appear to relate to specific needs at the school, with a significant academic focus.

Middle School 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)		X		
Academic Remediation (Certified Teachers)	X			
Homework Help (Certified Teachers and Aides)	X	X		
ISU (STEM)			X	
Recreation (YMCA and Staff)		X		
Substance Abuse Prevention (ASAC)			X	
Health (Women’s Health Services)			X	
Violence Prevention (ASAC and Bridgeview)		X		
Character Education (Bridgeview and ASAC)			X	
Expanded Library Service Hours			X	
Community Service Learning (Staff)				X
Youth Leadership (ASAC)				X
Activities to Promote Parent Involvement (Staff)			X	
Other: Personal Safety (Clinton County Sheriff)			X	

Family Literacy Activities (Teachers and Staff)				X
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Observation: It is clear that a wide variety of academic, enrichment, and personal development activities were offered at Clinton Middle School. Activities appear to relate to specific needs at Clinton Middle School, with a balance of academic and protective assets focus (substance abuse and violence prevention, character education, career exploration etc.).

Typical Sample Programming Schedule: The Student Adventures Program Director provided evaluators with a prototypical schedule for elementary school after-school programming:

After School Scheduling for Whittier Elementary Schools (Prototypical)				
3:30-5:00	3:30-5:00	1:30-5:00	3:30-5:00	3:30-5:00
Monday	Tuesday	Wednesday	Thursday	Friday
Snack	Snack	Recess	Snack	Snack
Recess	Recess	Snack	Recess	Recess
2 nd Grade Math Remediation	2 nd Grade Reading Remediation	Field Trip	2 nd Grade Enrichment YWCA; ISU; Bridgeview; New Directions	YWCA/Tae Kwon Do
3 rd Grade Reading Remediation	3 rd Grade Enrichment: YWCA; ISU; Bridgeview; New Directions	Field Trip	3 rd Grade Math Remediation	Arts & Crafts/Tae Kwon Do
5 th Grade Enrichment YWCA; ISU; Bridgeview; New Directions	4 th & 5 th Grade Math Remediation	Field Trip	4 th & 5 th Grade Reading Remediation	Arts & Crafts

Observation: 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, and to participate in community service activities.

Typical Sample Programming Schedule: The Student Adventures Program Director provided evaluators with a prototypical schedule for middle school after-school programming:

After School Scheduling for Clinton Middle School (Prototypical)				
3:00-5:00	3:00-5:00	1:00-5:00	3:00-5:00	3:00-5:00
Monday	Tuesday	Wednesday	Thursday	Friday
Snack	Snack	Snack	Snack	Snack
Homework Assistance	Homework Assistance	Homework Assistance	Homework Assistance	Homework Assistance
Enrichment: ISU; New Directions, Bridgeview, Women's Health, etc.	Reading, Math and Science Remediation	Field Trips	Remediation, Math and Science Remediation	Enrichment: Tae Kwon Do, Dance, Career Planning, Time Mgmt etc.

Observation: In a typical week, homework assistance/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, and to participate in community service activities. Examples of enrichment activities are appropriate to middle school children.

Center Participation (Before and After-School Program)

Total Numbers Served: The table below represents the total number of students served at each of the schools and the total number of students served in the Cohort 6 award for *Student Adventures* before and after-school programs in 2015-2016. One hundred and nineteen students participated in the *Student Adventures* programs at Whittier Elementary and Clinton Middle at some point in the 2015-2016 year. Program enrollment rates are as follows:

Total Participants Served per School Site (Before School / After School / Summer)**			
	Whittier	CMS	All Schools
	21 / 33 / 19	2 / 47 / 20	23 / 80 / 39
Total	57	62	119

**The majority of students attended more than one of the components

Total Participants Delineated by Gender by School			
	Whittier	CMS	All Schools
Male	27	43	70
Female	30	19	49
Total	57	62	119

Observation: This year, a gender imbalance is noted with males comprising 60% of the student population in the program overall.

Whittier Elementary School LSES and IEP Status: At Whittier Elementary, 39 of the total students served (68%) were eligible for the free and reduced lunch program. A ratio of 68% FRL is well above the FRL rate at Whittier in the general student population. Nine students (16%) had an IEP in place.

Clinton Middle School LSES and IEP Status: At Clinton Middle School, 55 of the total number of students served (89%) were eligible for the free and reduced lunch program. A ratio of 85% FRL is significantly above the current FRL rate at CMS in the general student population. Clearly, at CMS, the highest-risk students are participating in the program. Twenty-eight of the students served had IEPs in place (45%).

Number of Regular Attendees: Seventy-two percent of the students served by the District's *Student Adventures* before and after-school programs and/or summer programs were regular attendees. The table to follow disaggregates students by school. The Iowa DOE's definition of regular attendance is 30 or more days of attendance in an academic year.

Attendance by Days per School Site (After School Program) (n = 82)			
	Whittier	CMS	Combined Schools
< 30 days	3	19	22
30 – 60 days	7	8	15
61 – 100 days	8	6	14
>100 days	15	16	31
Total	33	49	82
Regular	91%	61%	73%

Attendance by Days per School Site (Before School Program) (n = 24)			
	Whittier	CMS	Combined Schools
< 30 days	1	0	1
30 – 60 days	1	1	2
61 – 100 days	1	0	1
>100 days	18	1	19
Total	21	2	24
Regular	89%	50%	96%

Attendance by Days per School Site (Summer Program) (n = 39)			
	Whittier	CMS	Combined Schools
1-5 days	0	0	0
6 - 10 days	2	0	2
11 - 15 days	1	1	2
16 - 20 days	16	19	35
Total	19	20	39
Regular	89%	100%	95%

Observation: Seventy-three percent of students enrolled the District’s *Student Adventures* after-school program are regular attendees. Over 90% of students are regular attendees in the Student Adventures before school and summer programs. Thirty-two percent of students participated in more than one program; for example, summer and after school; before school and summer etc.

Of the two schools, Clinton Middle School had a fairly high percentage of students who were not regular attendees. In conversations with the Student Adventures Program Director, he shared that students are more likely to “come and go” in the middle school program because they may be

participating in seasonal sports or music and theater activities requiring them to be present at after school practices or rehearsals. The average number of days attended at Clinton Middle School, including non-regular attendees, was 72 days. The average number of days attended at Whittier, including non-regular attendees, was 97 days.

Disaggregated Student Characteristics: In these three schools, 76% of students in *Student Adventures* after-school programs are Caucasian. The table below highlights demographics at each school.

Ethnic Demographics: Whittier Elementary and Clinton Middle School <i>Student Adventures</i> Programs All Attendees			
	Whittier	CMS	Total
Caucasian	60%	69%	65%
African Amer.	25%	25%	24%
Hispanic	9%	6%	8%
Asian/Pacific	6%	0%	3%
Other Race	0%	0%	0%

Observation: Across schools, among all participants, 65% are Caucasian. Each school’s enrollees represent diverse populations that closely reflect the demographics of the general population at each school.

III. Center Level Information - Summer Programs

The *Student Adventures* elementary and middle school summer programs ran from 9:00 a.m. to 3:00 p.m. Monday through Thursday from June 6th through July 1st. Site schedules and staffing patterns were provided to evaluators. The programs offered a rich variety of activities for enrollees.

Whittier Elementary Summer Student Adventures Program Demographics:

- 19 students attended the program
- 89% of attendees were FRL eligible

Clinton Middle School Summer Student Adventures Program Demographics:

- 20 students attended the program
- 84% of attendees were FRL eligible

Observation: In the elementary school program, the entire day was focused on reading, math, and science enrichment through exploration of world cultures, literature, geography, and arts. Additional activities included gardening, weather, and water safety (including canoeing lessons). Many of the learning opportunities offered in this program involved personnel from partnering agencies ‘teaming’ up with CCSD teachers to match units of instruction and coordinate activities for a fully integrated curriculum.

In the middle school program, academic enrichment was offered but the majority of programming focused on pro-social skill development, career exploration, college readiness, development of interests and physical fitness.

IV. Program Goals and Objectives

Goal G1: Staff Student Adventures Programs at Whittier Elementary, Washington Middle School and Lyons Middle School and provide before, after, and summer programs that empower students to meet and/or exceed the CCSD's CSIP proficiency goals in reading and math through the provision of remedial and academic enrichment education.

Objective G1-1: 70% of Student Adventures participants will move from reading and/or math non-proficient to proficient after two years of program participation as measured by Iowa Assessment scores each year.

Objective G1-2: 100% of Student Adventures participants will participate in a minimum of 2 hrs/week in the school year and 15 hrs/week for 4 weeks in the summer of academic enrichment classes.

Goal G2: Staff Student Adventures programs at Whittier Elementary, Washington Middle School and Lyons Middle School and provide before, after, and summer programs that increase positive bonding to school and decrease truancy and early initiation into substance use by offering by offering enrichment in the areas of substance abuse and violence prevention, recreation, personal safety, service-learning and wellness.

Objective G2-1: 75% of Student Adventures participants will increase positive bonding to school as evidenced by a 5% per year of participation increase in their daily average school attendance and 85% attendance in Student Adventures programs as measured by CCSD attendance records.

Objective G2-2: 50% of Student Adventures participants will delay their initiation into substance use by 1 year for each year of program participation as evidenced by IYS cohort data.

Goal G3: Staff Student Adventures programs at Whittier Elementary, Washington Middle School and Lyons Middle School and provide before, after, and summer programs that support family literacy by providing access to literacy programs, opportunities, and services.

Objective G3-1: 20% of parents will participate in a minimum of 2 family literacy activities/year offered through their school's Community Learning Center (Student Adventures) as evidenced by activity/participation records.

2015-2016 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.

Goal One

Goal I (G1): Staff Student Adventures Programs at Whittier Elementary and Clinton Middle School and provide before, after, and summer programs that empower students to meet and/or exceed the CCSD's CSIP proficiency goals in reading and math through the provision of remedial and academic enrichment education.

Objective G1-1: 70% of Student Adventures participants will move from reading and/or math non-proficient to proficient after two years of program participation as measured by Iowa Assessment scores each year.

Planned Action Step 1 to Meet Objective 1: Contract certified teachers at Whittier and Clinton Middle School to assess student reading and math skills and provide 7-8 hours/week/school of reading and/or math recovery in the school year and 32-40 hours/school of recovery strategies in summer programs for participants who do not meet reading and/or math proficiency.

Evaluators were provided with prototypical activity schedules as denoted in Section II: Center-Level Characteristics. Scheduled remediation to meet Objective G1-1 meets the 7-8 hours/week during the school year. Summer program hours meet the 32-hour threshold for academic recovery strategies. The designated curriculum was utilized to meet the objective.

Observation: Planned Action Step 1 under Objective 1 is met.

Planned Action Step 2 to Meet Objective 1: Contract 3 certified teachers (1 each per school) to supervise adult volunteers/mentors to provide 2 hours/week of individual or group tutoring and/or homework assistance for each student participant.

Prototypical schedules verify that 2.5 hours of homework assistance was available each week for all students. The before-school program also offered opportunities for students to complete homework in the 60-90 minutes before school.

Observation: Planned Action Step 2 under Objective 1 is met.

Objective G1-2: 100% of Student Adventures participants will participate in a minimum of 2 hrs/week in the school year and 15 hrs/week for 4 weeks in the summer of academic enrichment classes.

Planned Action Step 1 to Meet Objective 2: Contract certified teachers to assist in providing academic enrichment through Student Adventures programs at Whittier Elementary School and Clinton Middle School.

Professional Staff Contracted Hours per School Site (After-School / Summer)		
	Whittier Elementary School	Clinton Middle School
Certified Teachers	178 / 30	230 / 72

Certified teachers provided a total of 208 hours of combined remediation and enrichment at Whittier and 302 hours of combined remediation and enrichment at Clinton Middle School.

Observation: Planned Action Step 1 under Objective 2 was met.

Planned Action Step 2 to Meet Objective 2: Contract with Iowa State University Extension, Clinton County Conservation, and Iowa@Work (Washington and Lyons only) to develop interdisciplinary and service-learning learning units involving reading, math, science, life skills, and community service.

Professional Staff Contracted Hours per School Site (After-School / Summer)		
	Whittier Elementary	Clinton Middle School
Clinton County Sheriff (Personal safety)	10	10
Clinton Community College (Career exploration)	0	12
Iowa State Extension (STEM)	18	13
Clinton Conservation (Science)	14	12

A variety of community service providers contributed to academic enrichment that emphasized life skills, STEM, science and career exploration.

Observation: Planned Action Step 2 under Objective 2 was met.

Planned Action Step 3 to Meet Objective 2: The Student Adventures Program Director and Site Coordinators will plan, in conjunction with teacher, student and parent recommendations, monthly field trips that complement interdisciplinary learning units during the school year. The Student Adventures Program Director and Site Coordinators will provide scholarships for elementary and middle school students to participate in a 4-week summer enrichment program sponsored either by the District or in partnership with the Clinton Recreation Department and Area Substance Abuse Council.

The District provided evaluators with schedules and meeting minutes indicating that a rich and varied number of field trips were offered to students on early-out Wednesdays and in the summer program. Sample activities included trips involving recreation at the YWCA, participation in arts & crafts off-site, museums, Lock & Dam 13, local parks and historical sites.

With the procurement of additional local and state funding, in 2015-2016, the *Student Adventures* program was able to continue to sponsor its own summer programs.

Observation: Planned Action Step 3 under Objective 2 was met.

Planned Activity 4 to Meet Objective 2: The Student Adventures Program Director and Site Coordinators will plan, in conjunction with teacher, student and parent recommendations, semi-monthly field trips during the school year and monthly field trips in the summer program to cultural events that expand awareness and knowledge of the arts and sciences. The Student Adventures Program Director and Site Coordinators will provide scholarships for elementary and middle school students to participate in a 4-week summer enrichment program sponsored either by the District or in partnership with the Clinton Recreation Department and Area Substance Abuse Council.

As stated above, the District provided evaluators with schedules and meeting minutes indicating that a rich and varied number of field trips were offered to students on early-out Wednesdays and throughout the summer program.

Observation: Planned Action Step 4 under Objective 2 was met.

Goal 2 (G2): Staff *Student Adventures* programs at Whittier Elementary and Clinton Middle School and provide before, after, and summer programs that increase positive bonding to school and decrease truancy and early initiation into substance use by offering enrichment in the areas of substance abuse and violence prevention, recreation, personal safety, service-learning and wellness.

Objective G2-1: 75% of Student Adventures participants will increase positive bonding to school as evidenced by a 5% per year of participation increase in their daily average school attendance and 85% attendance in *Student Adventures* programs as measured by CCSD attendance records.

Planned Activity 1 to Meet Objective 2: With parent and student input, the Student Adventures Program Director and Site coordinators will plan and develop weekly recreation, wellness, arts, and substance abuse and violence prevention activity schedules and coordinate the staffing of those schedules with contracted staff, and community and parent volunteers.

At Whittier Elementary School, community service providers provided the following activities:

- **Bridgeview Mental Health Center:** 21 hours of programming centered on pro-social skill development and personal well-being
- **New Directions (ASAC):** 15 hours of programming centered on substance abuse prevention activities
- **Clinton County Sheriff's Department:** 10 hours of programming centered on personal safety
- **YWCA:** 39 hours of recreation programming

At Clinton Middle School, community service providers provided the following activities:

- **Bridgeview Mental Health Center:** 11 hours of programming centered on pro-social skill development and violence prevention
- **New Directions (ASAC):** 10 hours of programming centered on substance abuse prevention activities
- **Clinton County Sheriff's Department:** 10 hours of programming centered on personal safety; K-9 program and jail visit
- **YWCA:** 23 hours of recreation programming
- **Women's Health Services:** 18 hours of programming centered on body awareness, nutrition, and physical well-being
- **Clinton Community College:** 12 hours of programming centered on career exploration

Observation: Planned Action Step 1 under Objective 1 was met.

Planned Activity 2 to Meet Objective 1: Contract hourly with the YWCA and/or YMCA to design, implement, and provide a minimum of 2 hrs/week (school year) of structured recreation and wellness activities either on-campus in the before and/or after school program or at the YWCA facilities.

As outlined under Action Step 1, The YWCA was an active participant in the Student Adventures program at both Whittier Elementary School and Clinton Middle School. In addition to on-site programming, students were offered activities (such as swimming) at the YWCA center.

Observation: Planned Action Step 2 under Objective 1 was met.

Planned Activity 3 to Meet Objective 1: Contract with Iowa State University Extension to develop and implement service learning for Whittier Elementary and with IOWA@Work to develop and implement service learning activities at Washington and Lyons Middle Schools in the Friday after school program.

In this fifth year of the grant, Clinton County Conservation, offered community service work for students in the area of conservation activities. IOWA@Work was not a service provider.

Observation: Planned Action Step 3 under Objective 1 was met, but one provider was no longer offering services.

Planned Activity 4 to Meet Objective 1: With student input at each site, Student Adventures Site Coordinators will determine specific clubs that students wish to have on their campuses (ie; Arts through Ashford University, Drama Club, Chess Club, Twae Kwan Do, etc.), will contact community members/volunteers who would be most qualified to supervise the activities, and will arrange for the implementation of those activities.

At each school, a variety of age-appropriate activities were offered based on the interests and unique populations of students. Twae Kwan Do was a hit at both schools with many students being offered classes free of charge by a local voluntary provider. Some clubs included American Girls, Chess, Dance, etc. Parent volunteers from the community and students from Ashford University offered arts & crafts specific to their particular talents.

Observation: Planned Action Step 4 under Objective 1 was met.

Action Step G2-1-A5: The Student Adventures Program Director and Site Coordinators will provide need-based scholarships for elementary and middle school students to participate in a 4-week summer enrichment program sponsored either by the District or in partnership with the Clinton Recreation Department and Area Substance Abuse Council.

The District ran a 30-day elementary school program and a 30-day middle school program in the summer. Forty-three students were able to take part in *Student Adventures* summer programming; 19 from Whittier Elementary and 20 from Clinton Middle School.

Observation: Planned Action Step 5 under Objective 1 was met.

Objective G2-2: 50% of Student Adventures participants will delay their initiation into substance use by 1 year for each year of program participation as evidenced by IYS cohort data.

Planned Activity 1 under Objective 2: Contract for Prevention Specialists through New Directions and Bridgeview Center for Mental Health to provide research-based ATOD, violence and mental health prevention activities.

Bridgeview Community Mental Health Center provided 21 hours of programming in the areas of character development and the development of pro-social skills, both protective factors for substance use, at Whittier Elementary. Eleven of programming was offered at Clinton Middle School where programs focused on self-esteem, anger management, pro-social skill building, and anti-bullying efforts, all factors that decrease the probability of later substance use.

New Directions (ASAC) offered direct substance abuse prevention programming including Towards No Tobacco Use, All Stars and other evidenced based programs as deemed appropriate to each age group. Total programming hours between both schools was 25 hours.

Observation: Planned Action Step 2 under Objective 2 was met.

Planned Activity 2 to Meet Objective 2: Contract with the Clinton County Sheriff's Department to provide personal safety and awareness activities.

The District states that the Clinton County Sheriff's Department's programs are always a hit with Student Adventures participants. The department offered 10 hours of awareness and personal safety classes at Whittier Elementary School that included bike safety, home alone safety, and personal awareness. At Clinton Middle School, the focus was on Internet and phone use safety, delinquent behavior and its consequences, and anti-bullying. The Sheriff's Department offered 10 hours of programming at CMS.

Observation: Planned Action Step 2 under Objective 2 was met.

Planned Activity 3 to Meet Objective 2: Rotate Prevention Specialists between sites so that Specialists provide 75 hours of research-based prevention activities in the after-school programs at each school.

If only the after-school program is considered, the provision of services by prevention specialists does not meet the 75-hour mark at either school. The total of prevention hours at Whittier was 46 and total number of prevention hours at CMS was 49.

Observation: Planned Action Step 3 under Objective 2 was partially met.

Goal 3: Staff Student Adventures programs at Whittier Elementary and Clinton Middle School and provide before, after, and summer programs that support family literacy by providing access to literacy programs, opportunities, and services.

Objective G3-1: 20% of parents will participate in a minimum of 2 family literacy activities/year offered through their school's Community Learning Center (Student Adventures) as evidenced by activity/participation records.

Planned Activity 1 to Meet Objective 1: Student Adventures personnel, in consultation with the Clinton Community College, New Directions, and Iowa State University Extension, will develop and implement 6 family literacy activities (approximately 1 activity every two months) that will reinforce the importance of daily reading in the family.

The District provided evidence of two successful family events. The first was held in October 2015 and involved all families under this grant. At that event, parents were introduced to the Student Adventures programs, but also had the opportunity to participate in activities with their child. It is unclear if those activities involved literacy. Forty children and families participated.

The second event was held in February of 2016. This event was held off-site. The focus of that night was Native American history and activities involved arts and crafts related to that history. Fifty families and children participated in that event.

Though not literacy nights, each individual school did provide family events related to their individual projects and goals (students presenting skits, holiday celebrations, etc.)

From evidence provided, the Student Adventures program planned a family night where parents/families could attend three workshops: 1) Social media education, 2) Nutrition, and 3) Family budgeting. Topics were determined via a parent survey prior to scheduling the event. Because enrollment for the night was low, the event was cancelled. The CCSD plans to evaluate the low interest rate and revise the offering for the Fall of 2016.

Observation: Planned Action Step 1 under Objective 2 was partially met.

Planned Activity 2 to Meet Objective 1: Student Adventures site personnel will arrange 4 parent training sessions that teach parents how to assist their children in homework completion, study skills, and organization of tasks to be completed.

The Student Adventures program planned a family night where parents/families could attend three workshops: 1) Social media education, 2) Nutrition, and 3) Family budgeting. Topics were determined via a parent survey prior to scheduling the event. Because enrollment for the night was low, the event was cancelled. The CCSD plans to evaluate the low interest rate and revise the offering for the Fall of 2016.

Observation: Planned Action Step 2 under Objective 2 was not met (but was planned).

Planned Activity 3 to Meet Objective 1: Contract with Iowa State University Extension to provide their 8-hour family-focused financial literacy program.

ISU was a contracted provider in the 2015-2016 school year, but did not provide family literacy activities

Observation: Planned Action Step 3 under Objective 2 was not met.

Planned Activity 4 to Meet Objective 1: The CCSD will purchase a license to build and provide the "Mightyjr.com" literacy site and educate Student Adventures families on how to access and use the online reading activities on a daily basis in their homes.

No information was provided to evaluators mentioning the license purchase or the training of parents in the use of this software at home.

Observation: Planned Action Step 4 under Objective 2 was not met.

Planned Activity 5 to Meet Objective 1: Contract with Clinton Community College to provide bi-monthly parent information sessions at each school site explaining its high school completion program and schedule pre-GED assessment for interested parents at either the college or the school site based on parent preference.

Clinton Community College was a contracted partner in the 2015-2016 school year and is listed as having provided 12 hours of service in the Clinton Middle School *Student Adventures* program; however, activities provided were directly to students and not parents.

Observation: Planned Action Step 5 under Objective 1 was not met.

Program Oversight Data

The District included meeting minutes 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 Meeting Minutes.

The Student Adventures Community Governance Board met on the following dates:

- September 17th, 2015
- March 29th, 2016
- May 19th, 2016

Meeting minutes were provided to evaluators for each date the Governance Board met. Governance Board Meeting Minutes include **substantial discussion** on Student Adventures sustainability planning; including grant procurement, community funding, in-kind services, and community events for students, parents, and community members. All meeting minutes also updated Board members on planning processes for Summer programs, connecting the mentoring programs to the Student Adventures programs, Student Adventures activities and staffing updates. It is clear from meeting minutes that community board members are actively engaged in procuring resources for ongoing sustainability of the programs.

The Student Adventures Partner Advisory Board met on the following dates:

- September 10th, 2015
- November 12th, 2015
- February 18th, 2016
- April 14th, 2016

Meeting minutes were provided to evaluators for each date the Partner Advisory Board met. Partner Advisory Board meeting minutes included substantial reporting of current staffing and activities in the afterschool program as well as continual updates on funding and additional grant procurement.

A great deal of discussion at meetings concerned scheduling of service providers and difficulties in the budgets of service providers resulting in staff shortages at their respective agencies. It was also noted that a number of service providers were experiencing staff changes that made it difficult for them to know if they could fulfill their contractual obligations with the District's programs.

Student Adventures Program Staff met on the following dates:

- October 20th, 2015
- November 17th, 2015
- February 23rd, 2016
- March 8th, 2016
- April 25th, 2016

The number of times program staff met to plan decreased significantly from prior years. Generally, staff met at least monthly, and often twice a month to report on and discuss program progress. The Student Adventures Director may wish to explore why that decrease has occurred and if it has impacted program outcomes.

Meeting minutes were provided to evaluators for each date staff met. Meeting minutes reflect **substantial** planning of daily schedules, staffing patterns, budgeting, field trips and special activities coordination, staff training opportunities, reports from staff trainings, summer planning, and planning for the 2015-2016 academic year.

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

Goal I (G1): Staff Student Adventures Programs at Whittier Elementary and Clinton Middle School and provide before, after, and summer programs that empower students to meet and/or exceed the CCSD's CSIP proficiency goals in reading and math through the provision of remedial and academic enrichment education.

Objective G1-1: 70% of Student Adventures participants will move from reading and/or math non-proficient to proficient after two years of program participation as measured by Iowa Assessment scores each year.

***A Note of Caution in Outcome Data Reporting:** Students were not evaluated over two years of program enrollment; they were evaluated over 1 year of enrollment. For students in grades 2-5, the Iowa Assessments were used. Kindergarten and 1st grade students do not take Iowa Assessments and were not included in the outcomes for this evaluation.*

Students entering the program in the Fall of 2015, are being assessed by Fall 2014 (pre-program) Iowa Assessments and Fall 2015 Iowa Assessments. That 'post assessment' is not reflective of a full year in the program and represents at best, 6 weeks of program participation.

State of Iowa is reporting requirements (end of November), conflict with reporting of Fall Iowa Assessment results. Because Iowa Assessment scores for Fall 2016 are not yet available from the District, all academic outcome data must be viewed as skewed data and not reflective of a full year's participation in that program.

Whittier: The tables that follow include pre- and 6 week in-program reading and math proficiency data for students in the afterschool program.

Whittier Math Outcomes: The CCSD presented evaluators with data for all participants with any level of involvement in Student Adventures school year programs. Tables 1-2 represent Iowa Assessments math achievement data delineated by grade level. Grade 2 students did not have pre-program Iowa Assessment scores and were excluded from the data. Data was further delineated by socioeconomic status so the District could utilize the data in matched analysis with students of similar socioeconomic status who did not participate in the Student Adventures program.

T1: Whittier Student Adventures Math Outcomes (Grade 3-5) <i>n</i> = 33					
		Fall 2014 Iowa Assessments		Fall 2015 Iowa Assessments	
School Year Program		Not Proficient	Proficient	Not Proficient	Proficient
			44%	56%	12%

T2: Whittier Student Adventures Math Outcomes (Grades 3-5 LSES) (n=21)				
	Fall 2014 Iowa Assessments		Fall 2015 Iowa Assessments	
School Year Program	Not Proficient	Proficient	Not Proficient	Proficient
	48%	53%	19%	81%

Observation: Highly significant progress in reading proficiency is noted at Whittier.

Whittier Reading Outcomes: The CCSD presented evaluators with data for all participants with any level of involvement in Student Adventures school year programs.

T3: Whittier Student Adventures Reading Outcomes (Grade 3-5) n = 32				
	Fall 2014 Iowa Assessments		Fall 2015 Iowa Assessments	
School Year Program	Not Proficient	Proficient	Not Proficient	Proficient
	34%	66%	19%	81%

T4: Whittier Student Adventures Reading Outcomes (Grades 3-5 LSES) (n=23)				
	Fall 2014 Iowa Assessments		Fall 2015 Iowa Assessments	
School Year Program	Not Proficient	Proficient	Not Proficient	Proficient
	39%	61%	17%	83%

Note: Iowa Assessments for grades 3-5 reflect only a few months of Student Adventures intervention early in the Fall of 2016. They reflect pre-program scores from Fall 2015 Iowa Assessments and in-program Iowa Assessments scores in Fall 2016. Fall 2016 would represent a full year's intervention, but those scores were not available for review prior to deadlines set by the State of Iowa for evaluation completion.

Clinton Middle School: The tables that follow include Iowa Assessment reading and math proficiency data for students in the afterschool program.

Clinton Middle School Math Outcomes: The CCSD presented evaluators with data for all participants with any level of involvement in Student Adventures school year programs.

T5: CMS Student Adventures Math Outcomes (Grade 6-8) n = 57				
	Fall 2014 Iowa Assessments		Fall 2015 Iowa Assessments	
School Year Program	Not Proficient	Proficient	Not Proficient	Proficient
	42%	58%	42%	58%

T6: CMS Student Adventures Math Outcomes (Grades 6-8 LSES) (n=51)				
	Fall 2014 Iowa Assessments		Fall 2015 Iowa Assessments	
School Year Program	Not Proficient	Proficient	Not Proficient	Proficient
	41%	59%	43%	57%

Observation: Middle School student did meet the achievement benchmarks set for in the Student Adventures application.

Clinton Middle School Reading Outcomes: The CCSD presented evaluators with data for all participants with any level of involvement in Student Adventures school year programs.

T7: CMS Student Adventures Reading Outcomes (Grade 6-8) (n = 57)				
	Fall 2014 Iowa Assessments		Fall 2015 Iowa Assessments	
School Year Program	Not Proficient	Proficient	Not Proficient	Proficient
	40%	60%	54%	46%

T8: CMS Student Adventures Reading Outcomes (Grades 6-8 LSES) (n=51)				
	Fall 2014 Iowa Assessments		Fall 2015 Iowa Assessments	
School Year Program	Not Proficient	Proficient	Not Proficient	Proficient
	39%	61%	57%	43%

Observation: Middle School student did meet the achievement benchmarks set for in the Student Adventures application and lost ground in achievement in reading.

Academic Achievement Summary Tables: Math Outcomes for All Schools

T27: All Grade 3-8 Student Adventures Math Outcomes (n=89)						
	Fall 2014 Iowa Assessments Pre-program		Fall 2015 Iowa Assessments 2 months in Program		Fall 2016 Iowa Assessments 8-12 Months in Program	
School Year Program	Not Proficient	Proficient	Not Proficient	Proficient	Not Proficiency	Proficient
		43%	57%	31%	69%	Not available yet

T28: All Grade 3-8 Student Adventures Math Outcomes (LSES Only) (n=72)						
	Fall 2014 Iowa Assessments Pre-program		Fall 2015 Iowa Assessments 2 months in Program		Fall 2016 Iowa Assessments 8-12 Months in Program	
School Year Program	Not Proficient	Proficient	Not Proficient	Proficient	Not Proficiency	Proficient
		43%	57%	39%	61%	Not available yet

Academic Achievement Summary Tables: Reading Outcomes for All Schools

T31: All Grade 3-8 Student Adventures Reading Outcomes (n=89)						
	Fall 2014 Iowa Assessments Pre-program		Fall 2015 Iowa Assessments 2 months in Program		Fall 2016 Iowa Assessments 8-12 Months in Program	
School Year Program	Not Proficient	Proficient	Not Proficient	Proficient	Not Proficiency	Proficient
		38%	62%	42%	58%	Not available yet

T32: All Grade 3-8 Student Adventures Reading Outcomes (LSES Only) (n=74)						
	Fall 2014 Iowa Assessments Pre-program		Fall 2015 Iowa Assessments 2 months in Program		Fall 2016 Iowa Assessments 8-12 Months in Program	
School Year Program	Not Proficient	Proficient	Not Proficient	Proficient	Not Proficiency	Proficient
		39%	61%	45%	55%	Not available yet

VI. Participant Surveys (After-School Programs)

Parent Surveys: Surveys were distributed to parents with children participating in Student Adventures programs. Whittier Elementary School had 15 parent surveys returned.

Whittier Elementary School: 100% of parents returning surveys indicated that the after-school program at Bluff benefits their child. This year, parents were asked the question, “Would you be willing to pay a fee for your child to attend Before and/or Afterschool Programs?” 47% of parents said, “Yes.” Parents were also given the opportunity in their survey to recommend activities the school should offer.

Whittier Elementary School – Parent Surveys (n = 15)				
The after school program is a program that:	Strongly Agree	Agree	Disagree	Strongly Disagree
Has caring staff that show concern	10	4	0	1
Is a safe place for my children	11	3	0	1
Provides extra academic support	11	3	1	0
Provides good enrichment activities	11	4	0	0
Has opportunities for student success	10	4	1	0
Has healthy physical activities	8	7	0	0
Provides good adult role models	8	7	0	0
Is necessary in the school	9	5	1	0
Meets my needs as a parent	9	6	0	0

The table that follows focuses on Whittier parent perceptions of concrete outcomes for their child or children. In this portion of the survey, parents are seeing positive outcomes for their child which they perceive to be the result of participation in the after school program.

Whittier Elementary School - Parent Surveys (n=15)			
My child(ren):	Yes	No	No Change Needed
Has improved in turning in homework	8	1	6
Gets along better with others	10	0	5
Attitude about school is better	8	1	6
Academics has improved	13	1	1
Has better social skills	10	1	4
Has more self confidence	10	1	4
Makes better use of their time	10	1	4

Has more learning opportunities	11	2	2
Has improved school attendance	3	2	10

Clinton Middle School: Only 2 parent surveys were returned at Clinton Middle School making the sample invalid. No analysis was completed.

Clinton Middle School Parent Surveys				
The after school program is a program that:	Strongly Agree	Agree	Disagree	Strongly Disagree
Has caring staff that show concern	Invalid Sample			
Is a safe place for my children	Invalid Sample			
Provides extra academic support	Invalid Sample			
Provides good enrichment activities	Invalid Sample			
Has opportunities for student success	Invalid Sample			
Has healthy physical activities	Invalid Sample			
Provides good adult role models	Invalid Sample			
Is necessary in the school	Invalid Sample			
Meets my needs as a parent	Invalid Sample			

Clinton Middle School Parent Surveys (n=9)			
My child(ren):	Yes	No	No Change Needed
Has improved in turning in homework	Invalid Sample		
Gets along better with others	Invalid Sample		
Attitude about school is better	Invalid Sample		
Academics has improved	Invalid Sample		
Has better social skills	Invalid Sample		
Has more self confidence	Invalid Sample		
Makes better use of their time	Invalid Sample		
Has more learning opportunities	Invalid Sample		
Has improved school attendance	Invalid Sample		

Observation: A valid sample must be obtained from parents for Clinton Middle School.

Student Surveys: Student surveys were administered to program participants at all three elementary schools. Results are tabulated in the tables that follow.

Whittier Elementary Student Surveys (n = 17)		
	Yes	No
I like it	17	0
I look forward to coming to the program	17	0
I am very comfortable talking to after school staff and teachers	14	3
I feel like there is someone in the program to help when I need it	17	0
I think I am doing better in school since I started coming here	12	5

Clinton Middle School Student Surveys (n = 14)		
	Yes	No
I like it	14	0
I look forward to coming to the program	13	1
I am very comfortable talking to after school staff and teachers	13	0
I feel like there is someone in the program to help when I need it	14	0
I think I am doing better in school since I started coming here	13	1

Observation: While the majority of students at Whittier Elementary and Clinton Middle School viewed the program as favorable; however, the return rate on student surveys was low given the number of students who participated in the program.

Teacher Surveys: Classroom teachers with students in the Student Adventures program were asked to complete the following survey regarding their perceptions of student change.

At Whittier Elementary School, 24 surveys were distributed to teachers and 24 were returned.

Whittier Elementary School Teacher Surveys for Regular Attendees (n=24)						
Behaviors on Which Teachers Reported	Not Need	Acceptable Level of Functioning Not Demonstrated Early in School Year – Improvement Warranted				
		Sig. Improv.	Mod. Improv.	Slight Improv.	No Change	Decline
Changed behavior: turning in homework on time	8	3	1	5	7	
Changed behavior: completing homework	7	4	1	3	8	1
Changed behavior: participating in class	3	3	1	3	14	
Changed behavior: volunteering	11	2	1	5	7	
Changed behavior: attending class regularly	18	2	1	1	2	2
Changed behavior: being attentive in class	6	4	2	4	12	
Changed behavior: behaving well in class	9	1	1	5	6	2
Changed behavior: improved academic performance	1		8	7	7	1
Changed behavior: prepared to learn	7		6	2	9	
Changed behavior: getting along well with others	11		4	3	4	1

At Clinton Middle School, 10 only surveys were returned.

Clinton Middle School Teacher Surveys for Regular Attendees (n=10)						
Behaviors on Which Teachers Reported	Not Need	Acceptable Level of Functioning Not Demonstrated Early in School Year – Improvement Warranted				
		Sig. Improv.	Mod. Improv.	Slight Improv.	No Change	Decline
Changed behavior: turning in homework on time	2	2	0	1	3	1
Changed behavior: completing homework	2	1	0	1	4	1
Changed behavior: participating in class	5	0	0	3	1	0
Changed behavior: volunteering	7	0	1	0	2	0
Changed behavior: attending class regularly	9	0	0	0	0	1
Changed behavior: being attentive in class	3	0	1	2	1	1
Changed behavior: behaving well in class	6	2	0	1	1	0
Changed behavior: improved academic performance	3	2	0	2	1	1
Changed behavior: prepared to learn	5	0	0	3	1	1
Changed behavior: getting along well with others	7	0	2	1	0	0

Observation: Teachers tended to endorse improvement, however modest, in their student’s academic performance.

VII. Conclusions and Recommendations

In this fifth year of after school, before school, and summer *Student Adventures* programs for K-5th grade students at Whittier Elementary School and 6-8th graders at Clinton Middle School, *Student Adventures* staff are to be commended for creating before, after and summer school program activities that align with the majority of the goals and objectives set forth in their program proposal.

Evaluators note that in this fifth year, these centers provided before, after, and summer school programs that targeted students in the lowest quartile of achievement while still being inclusive to all students within each school. Minority students being served reflect the percentage of minority students in the overall school population for each school and students enrolled in the program exceeded the percentage of low socioeconomic status students at both schools. Regular attendance in the program was higher for Whittier Elementary than in previous years. The numbers of regular attendees in the Middle School program is significantly lower than regular attendance in similar programs throughout the District.

Complete academic achievement data sets were available for 94% of students enrolled in the programs.

Survey data sets did not adequately represent the numbers of students who were regular attendees in the program. Clinton Middle School had only 2 parent surveys and 10 teacher surveys reported despite having thirty regular attendees. The number of student surveys returned reflect only half of the number of regular attendees, despite the fact that these would be easy to administer and collect from students while they are attending the program.

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 each school, and the fact that an elementary school and a middle school are linked under one *Student Adventures* program, 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. While it is more difficult to capture enrollment and/or parent involvement at some schools, academic achievement must be the centerpiece of the programs.

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

Objective G1-1: 70% of *Student Adventures* participants will move from reading and/or math non-proficient to proficient after two years of program participation as measured by Iowa Assessment scores each year.

Objective G1-1 is not met, but progress is evident.

Objective G1-2: 100% of *Student Adventures* participants will participate in a minimum of 2 hrs/week in the school year and 15 hrs/week for 4 weeks in the summer of academic enrichment classes.

Objective G1-2 is met.

Objective G2-1 75% of Student Adventures participants will increase positive bonding to school as evidenced by a 5% per year of participation increase in their daily average school attendance and 85% attendance in Student Adventures programs as measured by CCSD attendance records.

Objective G2-1 is not met, but progress in Student Adventures program attendance is evident.

Objective G2-2: 50% of Student Adventures participants will delay their initiation into substance use by 1 year for each year of program participation as evidenced by IYS cohort data..

Objective G2-2 needs revision; Measure is not specific to Student Adventures population; consider a short-term, in-program pre and post measure specific to prevention programs being offered.

Objective G3-1 20% of parents will participate in a minimum of two family literacy activities/year offered through their school's *Student Adventures* programs as evidenced by activity/participation records.

Objective G3-2 is met, but more verification data is needed.

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

The *Student Adventures* Program Director has been effective regarding program sustainability and a sustainability plan is on file with the *Student Adventures* Program Director and District. The sustainability plan is reviewed annually.

Clinton Community Governance Board Meetings and Partner Advisory Board meetings were held regularly with key personnel from community partnering agencies, other youth prevention programs, and the *Student Adventures* Program Director in attendance. Minutes from these meetings note ongoing cooperation in new grant proposals and ongoing investigation of potential funding sources.

Parent and student perceptions of programs indicate that 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 have highlighted individual schools' variations or deviations from each applicable action step and again, recommend that *Student Adventures* staff review any deviations and consider modifying their programs to align with the action step or, conversely, modify the action step to better align with the program.