

**Helping Services for Youth & Families, Inc.
Iowa 21CCLC Local Evaluation Form
2017 - 2018 School Year**



TigerHawk Connections Learning Center | 107 ½ West Elm Street | West Union, Iowa 52175
Helping Services for Youth & Families | PO Box 372 | Decorah, Iowa 52101

Prepared by Educational Resource Management Solutions

**Local Evaluation for Helping Services for Youth & Families, Inc.
Iowa 21st CCLC for 2017-2018**

Overview

To assist grantees with meeting the local evaluation requirements, the Iowa DOE provides a standardized form for local evaluations of the 21st CCLC Programs. Each grantee is required to complete the local evaluation form with data from the previous school year. Each grantee must submit **ONE** evaluation that encompasses all centers funded by the grantee. Cohorts 8-12 are to be included for reporting data for the 2017-2018 school year. Reported data will be from the Fall of 2017 and the Spring of 2018. Data will also be reported for the Summer of 2017. The table below lists the eight required sections of the local evaluation. Each section includes a checklist of required items to include. The completed form should be saved with the filename <Grantee Name 21st CCLC Local Evaluation Form 2017-2018>. The form must be completed and submitted in Word format. *(Note: Instructions for clarifications are shown in RED.)*

Required Section	Complete?
1. General Information	X
2. Introduction/Executive Summary	X
3. Demographic Data	X
4. GPRA Measures	X
5. Local Objectives	X
6. Anecdotal Data	X
7. Sustainability Plans	X
8. Summary and Recommendations	X

General Information

General Information Required Elements	Complete?
Basic Information Table	X
Center Information Table	X

Basic Information Table	
Item	Information
Date Form Submitted	11/29/2018
Grantee Name	Helping Services for Youth & Families
Program Director Name	Stacie Schroeder/Brittney Backes
Program Director E-mail	bbackes@helpingservices.org
Program Director Phone	563-379-0629
Evaluator Name	Steve Fate
Evaluator E-mail	stevefatellc@mchsi.com
Evaluator Phone	563-380-4629
Additional Information from Grantee (optional)	Effective 11/30/18, Brittney is new TCLC Coordinator

Center Information Table	
Cohort	Centers
<i>(If not in a cohort, leave that cohort info blank)</i>	<i>(Enter Names of Centers, separated by commas)</i>
Cohort 8	
Cohort 9	
Cohort 10	North Fayette Elementary, West Union
Cohort 11	
Cohort 12	
Additional Information from Grantee (optional)	

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Introduction/Executive Summary

Introduction/Executive Summary Required Elements	Complete?
Program Implementation	
• Needs Assessment Process	X
• Key People Involved	X
• Development of Objectives	X
Program Description	
• Program days and hours	X
• List of activities	X
• Location of centers	X
• Attendance requirements	X
• Governance (board, director, etc.)	X
Program Highlights	X

Helping Services for Youth & Families, Inc. is a non-profit organization working to serve youth and families in the nine counties of far northeast Iowa. Our mission at Helping Services is to prevent and intervene in areas of relationship violence, child abuse, and substance abuse. Since 1973, Helping Services has been providing children, teens, and adults with the skills and knowledge to bring about positive change in their own lives and in their communities. Staff and volunteers work to end domestic violence and child abuse; build healthy families, friendships, and relationships; and empower people to stop the future misuse and illegal use of alcohol, tobacco, and other drugs.

Our teams—Domestic Abuse Advocacy, Family Education and Support, Substance Abuse Prevention, and Youth Mentoring—provide presentations, research-based programs, trainings, and advocacy to families, businesses, and communities.

The TigerHawk Connections Learning Center (TCLC) is a component of the Substance Abuse Prevention Team at Helping Services because it is a program which prevents risky behaviors and helps students learning coping skills to deal with life's challenges. We know that the time after school can be unsupervised, unstructured and without limits on television, computers and unhealthy snacks. Many of our students in the past would have gone home, turned on the TV or video games and vegged out until parents returned home from work.

The Helping Services Administrative staff provides direct oversight of the TCLC program and its functions. Quarterly meetings allow the TCLC Advisory Group to have consistent discussions on the needs of students and the program including sustainability, policy revision and review, networking, brainstorming to address issues and other needs as determined by the Program Director.

The TCLC program at the West Union Elementary provides a safe, structured and enriching program to K - 4th grade students at no cost, no matter family income or status. The TCLC program was initially discovered by the North Fayette Valley Community Coalition (NFVCC) in their work to provide after school programming to NFV youth that were participating in risky behaviors in the after school hours. The NFVCC approached NFV Administration who further identified student achievement gaps and a need for extended learning opportunities as a reason for implementing an after school program. Helping Services for Youth & Families became involved as the Fiscal Agent and agency responsible for grant implementation.

In initial meetings of stakeholders, the needs of the students and community resources were assessed using data from the Early Literacy Assessment FAST, Iowa Tests of Basic Skills, free and reduced waiver students, and the achievement towards CSIP goals. Analysis was completed by School Administration, principals and teachers and included input from parent, teacher, and student surveys. Extended data such as Iowa Youth Survey, County Health Rankings, County Census Data, and research on the effects of Adverse Childhood Experiences (ACES) was provided by Helping Services for Youth &

Families and the North Fayette Valley Community Coalition. Parent responses were overwhelmingly in support of this program:

“There is a REAL NEED in our community for this type of service for children. Many, many are alone after school, some until 8 or 9 at night. It would be great to fill some of those hours with activities and movement (not sitting at a computer or iPad, please....too many of them have this type of electronic babysitter at home already. They can do that at home).” – NFV Parent Survey

A gap in achievement scores between low socioeconomic students and non-low socioeconomic students was evident in the district assessment data. Other priorities focused on the limited quality of family literacy development and lack of student goals to try new things and live a healthy lifestyle. All stakeholders agreed it would be beneficial to create and maintain a safe and drug-free environment for all students and enhance the collaboration among students, youth, families, and community.

Needs of the TCLC program and students continues to be monitored and programming and activities are planned and adjusted to align with those needs. Ongoing needs are identified by the Program Director and staff, West Union Elementary teachers and administration, parents, and students. The TCLC Advisory Group also works to identify the needs of students and brainstorms ways to address them. Objectives were identified as part of the application process and continue to be reviewed and monitored through the evaluation process by our Advisory group.

In 2017-2018, a new attendance policy was implemented for TCLC students. Previous year data showed that the more students attended TCLC after school, the more likely they were to be proficient in math and reading as reported by test scores. This was communicated to parents as well as the importance of utilizing the program as an educational enrichment opportunity for children.

The TigerHawk Connections Learning Center (TCLC) enhances student learning, increases access to community supports and activities, and provides parent education and support for school-aged youth and their families. We work to incorporate experiences from a variety of areas including academic, enrichment, cultural, and recreational activities and we do this through an organized curriculum, trained staff, strong partnerships with the school administration and teachers, involvement with community partners, and by finding ways to incorporate movement in our lessons and activities.

TCLC staff was recognized as a TigerHawk Pride partners in supporting West Union Elementary Youth. The program was also recognized in December 2016 as a contributor to the designation of West Union Elementary as a National Blue Ribbon School. TCLC has also been recognized as a Silver Site sponsor of the 5-2-1-0 Healthy Choices program which promotes healthy eating, increased physical activity, minimal screen time and zero sugary beverages.

TCLC Staff receive a great deal of training and instruction throughout the year in addition to monthly staff meetings. These meetings provide us an opportunity to talk through the program and find ways to improve on identified areas. Staff trainings were provided by the NFV Curriculum Director, Keystone AEA, Fayette County Public Health, and Helping Services for Youth & Families. Staff also attended the 2018 IMPACT Conference and the 2018 Beyond School Hours Conference. Additional training was received for Blood Borne Pathogens, First Aid/CPR, No Such Thing as a Bad Kid, Quality STEM Programs, Mandatory Reporter of Child Abuse and classroom/behavior management. In April of 2016, the TCLC Project Director received DoS certification which continues to be used to develop quality STEM focused activities at TCLC.

It is important to the students of the TCLC program that we treat others with caring and respect and are treated that way in return. We want to know that students have friends at the program and are learning valuable skills in getting along with others. The TCLC rules focus on respect, cooperation, caring and responsibility and have been adapted to align with the building rules.

Our focus on social emotional learning as a component of youth outcomes is one that we believe contributes to student success. Research furthers this approach and “there is growing evidence that the social and emotional competencies youth develop while in afterschool programs can contribute to their success in school and life (Durlak, Weissberg, & Pachan, 2010; Farrington, et al., 2012; Pierce, Auger & Vandell, 2013).

TCLC utilizes the Conscious Discipline safe place to teach skills for self-regulation of behavior. Conscious Discipline is a research based comprehensive self-regulation program that combines social and emotional learning with discipline and guidance. Students using the safe place call it the “Cool down Corner” and know it is a place where they can practice their breathing, choose an activity that helps them regroup, and set a goal for how they wish to re-enter an activity. With this approach, students will learn how to deal with a situation before it escalates.

The TCLC program maintains a minimum adult to student ratio of 1:10. This is important to the youth we serve and increases the number of caring adults in each child’s life. The West Union Elementary program is led by the Project Director and a variety of staff including three paraprofessionals who are also employed at the elementary. These paraprofessionals work throughout all grades and are a link between the work done in the school day and the programming we offer in the after school program. They are able to assist in identifying homework assignments, current topics of study, and strategies used in the classroom for students who have additional needs.

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

The TCLC after school program is offered each day at dismissal time until 6 p.m. to better allow working parents the time to travel and pick up their children. While at program, each child receives a healthy snack including fluid milk. Students are encouraged each month to try a new food and tasting of seasonal fruits and vegetables is facilitated by the Northeast Iowa Food and Fitness Initiative.

In March and April of 2018, surveys were conducted among students, parents, teachers, and staff. These surveys provide information about student likes and dislikes, parent understanding of the program, changes in student achievement according to teachers, and staff feedback on the structure of the program. Teachers were asked to rate homework completion, student participation in the classroom, and student behaviors for each child individually. Parents were asked for both quantitative and qualitative data regarding their child’s experiences in TCLC.

Demographic Data

Demographic Data Required Elements	Complete?
2017-2018 School Year Attendance Tables	
• 2017-2018 School Year Attendance Summary Table	X
• 2017-2018 School Year Attendance Ethnicity Table	X
• 2017-2018 School Year Attendance Special Needs Table	X
Summer of 2017 Attendance Tables	
• Summer of 2017 Attendance Summary Table	X
• Summer of 2017 Attendance Ethnicity Table	X
• Summer of 2017 Attendance Special Needs Table	X
Attendance Discussion	X
Partnerships	
• Partnerships Table	X
• Partnerships Discussion	X
Parent Involvement Information and Discussion	X

2017-2018 School Year Attendance. Enter data in the appropriate fields in the tables below. Data will be from the Fall of 2017 and the Spring of 2018. There are separate tables for the Summer of 2017. Leave blank any cohorts that do not apply.

21 st CCLC Program 2017-2018 School Year Attendance Summary Table				
Cohort	Attendees	Total Attendance	Male	Female
<i>Leave Blank if NA</i>		<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>
10	All	91	51	40
	Regular*	82	45	37

*Regular Attendees have attended the program for 30 or more days.

21 st CCLC Program 2017-2018 School Year Attendance Ethnicity Table							
Cohort	Attendees	White	Hispanic/ Latino	American Indian/ Alaska Native	Black/ African American	Asian/ Pacific Islander	Unknown Race
<i>Leave Blank if NA</i>		<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>
10	All	84	0	0	4	3	0
	Regular*	76	0	0	3	3	0

*Regular Attendees have attended the program for 30 or more days.

21 st CCLC Program 2017-2018 School Year Attendance Special Needs Table				
Cohort	Attendees	LEP	Free and Reduced Price Lunch (FRPL)	Special Needs
<i>Leave Blank if NA</i>		<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>
10	All	0	30	11
	Regular*	0	25	10

*Regular Attendees have attended the program for 30 or more days.

Summer of 2017 Attendance. Enter data in the appropriate fields in the tables below. Data will be from the Summer of 2017 ONLY. Leave blank any cohorts that do not apply.

21 st CCLC Program Summer 2017 Attendance <i>Summary</i> Table				
Cohort	Attendees	Total Attendance	Male	Female
Leave Blank if NA		Enter #	Enter #	Enter #
10	All	35	18	17
	Regular*	0	0	0

*Regular Attendees have attended the program for 30 or more days.

21 st CCL Program Summer 2017 Attendance <i>Ethnicity</i> Table							
Cohort	Attendees	White	Hispanic/ Latino	American Indian/ Alaska Native	Black/ African American	Asian/ Pacific Islander	Unknown Race
Leave Blank if NA		Enter #	Enter #	Enter #	Enter #	Enter #	Enter #
10	All	30	1	0	4	0	0
	Regular*	0	0	0	0	0	0

*Regular Attendees have attended the program for 30 or more days.

21 st CCLC Program Summer 2017 Attendance <i>Special Needs</i> Table				
Cohort	Attendees	LEP	Free and Reduced Price Lunch (FRPL)	Special Needs
Leave Blank if NA		Enter #	Enter #	Enter #
10	All	0	20	5
	Regular*	0	0	0

*Regular Attendees have attended the program for 30 or more days.

Attendance Discussion.

Attendance Discussion Required Elements	Complete?
General discussion on attendance including	
<ul style="list-style-type: none"> Percentage of 21st CCLC attendance compared to total population. 	X
<ul style="list-style-type: none"> Percentage of attendees who are FRPL. 	
<ul style="list-style-type: none"> Efforts to increase and keep attendance high. 	
<ul style="list-style-type: none"> Recruitment efforts. 	
<ul style="list-style-type: none"> Discussion on how contact hours requirement is being met. <i>60 hours per month (3 hours per day x 5 days a week) during weeks when school is in session (not counting Christmas or Spring Break)</i> 	

When reviewing the number of West Union Elementary students served by the TCLC before and after school program, 33% of the 279 students in the building were served by the 21CCLC funded program in the 2017-2018 school year.

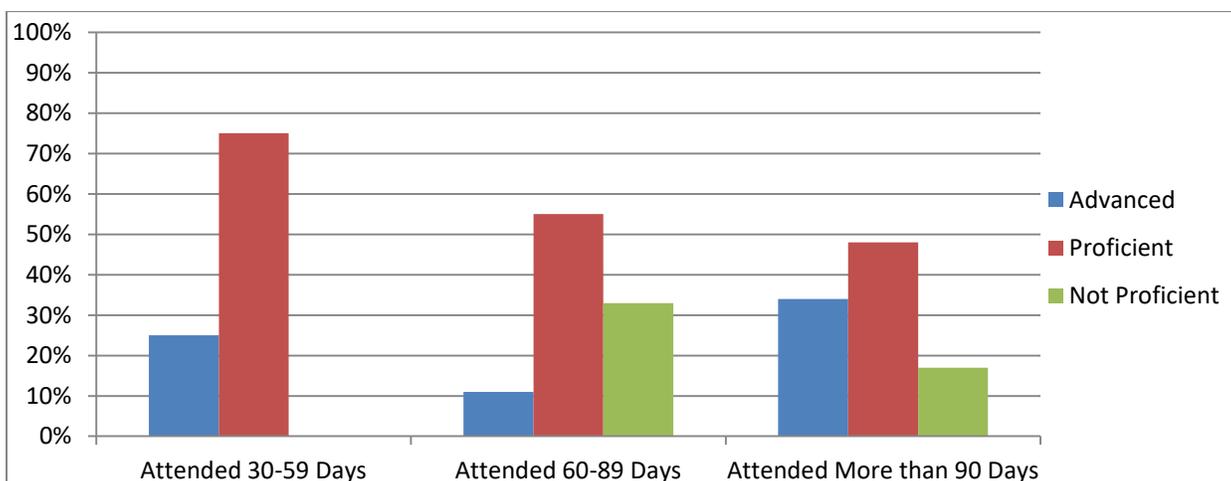
Of the TCLC students, almost 33% received free or reduced lunches in 2017-2018 school year.

In the 2017-2018 school year, a new attendance policy was implemented to increase days of attendance for all students. To be eligible for the program, we required a minimum three days per week attendance. After the 2016-2017 evaluation, we found that the students who had the highest levels of proficiency were also the students that attended program the most. With this, we encouraged parents to utilize the program as much as possible to ensure they had access to the homework help and services we provided and in keeping with our need to be a quality educational enrichment program. If a student fell below the three days per week attendance requirement, the parent(s) would be contacted to discuss attendance and to encourage more participation. At times, it was found the program was no longer a good fit due to schedule changes or parent need. Most times, attendance changes were due to short term schedule changes.

Recruitment for the TCLC program was ongoing throughout the year. TCLC staffs were available at school registration to provide applications and information to prospective students and parents. Text messages announcing sign up was available were sent to all existing TCLC parents. Information was also shared on social media, in school newsletters, and with a newspaper press release. Throughout the year, flyers were sent home with students in the Fall and Spring announcing availability in the program. Any new students to the building were given information by the school secretary. At parent teacher conferences in the Fall and again in the Spring, teachers were encouraged to share information about the program with parents that may feel their child needs additional academic assistance or educational enrichment.

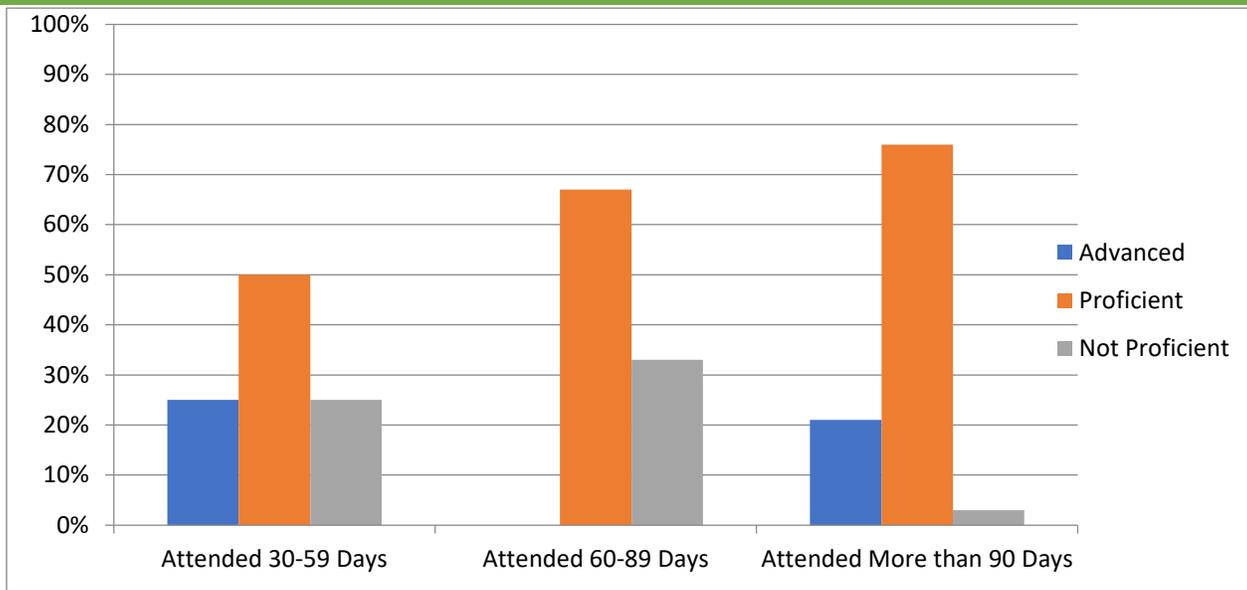
TCLC far exceeded the required minimum contact hours in the 2017-2018 school year. The after school program is available for three hours per day on Monday, Tuesday, Thursday, and Friday and for 4.25 hours on Wednesday due to early school dismissal on those days. The before school program is available each morning for one hour. Each week school is in session, TCLC is provided for 16.25 hours for after school and 5 hours for before school for a total of 21.25 hours per week.

Iowa Assessments-The Impact of Attendance on Reading Proficiency



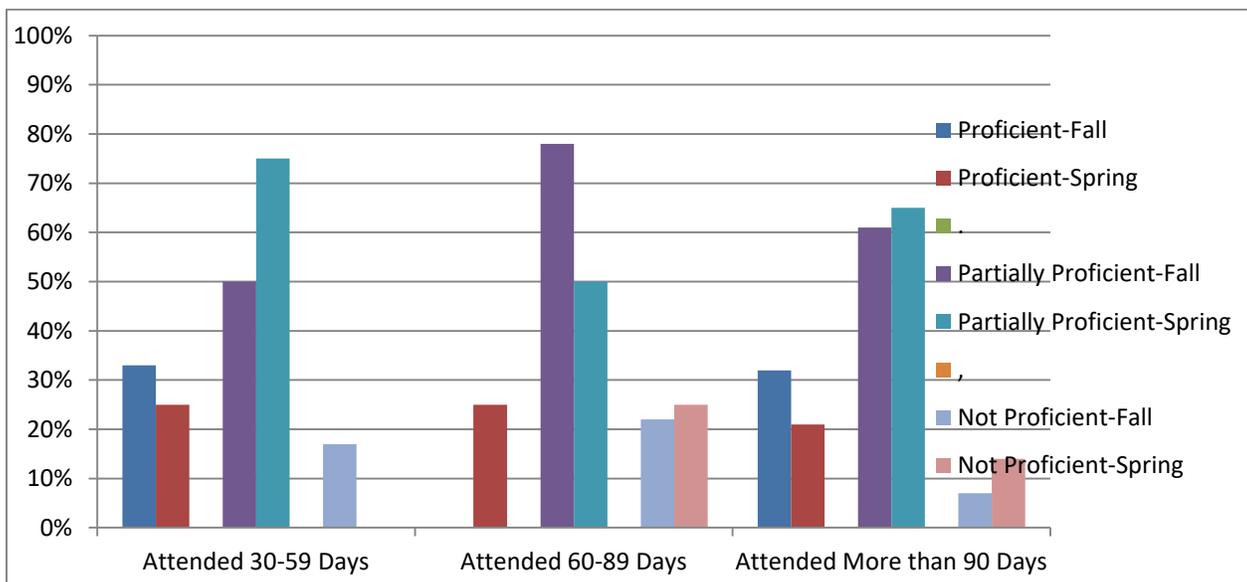
Program attendance is not seen as impacting participant's performance on this measure.

Iowa Assessments-The Impact of Attendance on Math Proficiency

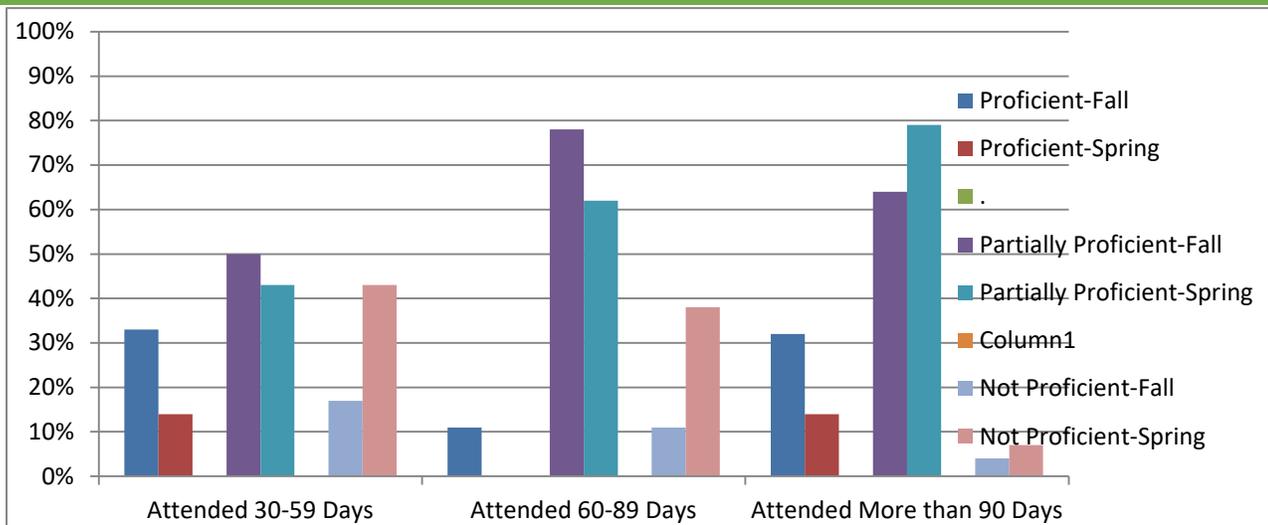


This graph presents data on the impact of TCLC attendance on Iowa Assessments. In math, 97% of participants attending more than 90 days were considered proficient or advanced. In this assessment, program attendance is a positive factor.

MAP Assessments-The Impact of Attendance on Reading Growth



This graph displays the impact of attendance on reading proficiency measured by the MAP assessment. This evaluator could not see a clear impact of attendance on proficiency.



This graph displays the impact of attendance on math proficiency as measured by the MAP assessment. TCLC participants who attended the program for more than 90 days demonstrated the positive impact of the support offered by the Tiger Hawk Learning center.

Partnerships Table. Enter data in the appropriate fields in the table below. Add rows as needed. In-kind value must be reported as a monetary value (i.e. \$1,200). Contribution type must be one of the following eight items. The number of each item may be used in the table (i.e. 4 in place of Provide Food). If a partner has more than one contribution type, enter all of them in the Contribution Type cell.

1. Provide Evaluation Services
2. Raise Funds
3. Provide Programming / Activity-Related Services
4. Provide Food
5. Provide Goods
6. Provide Volunteer Staffing
7. Provide Paid Staffing
8. Other

Name of Partner <i>(Enter name of Partner)</i>	Paid/ Unpaid	Contribution Type <i>(From list above)</i>	Staff Provided <i>(Describe if applicable)</i>	In-kind Value <i>(Monetary Value if unpaid partner)</i>	Number of Centers Served <i>(Input the number of centers this partner served)</i>
Helping Services for Youth & Families	Paid	2,3,7	Program Director, all TCLC program staff		1
North Fayette Valley CSD	Unpaid	6,8	Support time and advisory role from building principal, curriculum director, guidance counselor, lead team	\$30,000	1

			members, teachers and staff, staff training, provide building space for programming and storage		
North Fayette Valley Community Coalition	Unpaid	5,6,8	Volunteer staff, mentoring program, office space, substance abuse avoidance trainings, Love and Logic Parent education	\$11,500	1
Upper Iowa University College of Education	Unpaid	1,3,6	Advisory role, third party evaluation, source of interns and students working on tutoring hour requirements	\$6,000	1
Child and Adult Food Care Program	Unpaid	4	Snacks for TCLC after school students	\$6,000	1
Summer Food Service Program	Unpaid	4	Meals (breakfast and lunch) for summer camp attendees	\$4,000	1
Fayette County ISU Extension	Unpaid	3,6,8	STEM programming for after school program, STEM camps, cooking club, advisory role	\$2,500	1
Gundersen Palmer Lutheran Hospitals and Clinics	Unpaid	3,8	Advisory role, health and wellness program activities, staff training, 1 st Aid/CPR training	\$2,000	1
Gundersen Palmer Community Health	Unpaid	3,8,2	Advisory role, 5-2-1-0 grant programming and funding, staff training, policy review and revision	\$3,500	1
Keystone Area Education Agency (AEA)	Unpaid	6,8	Staff training, access to media library, materials use	\$1,000	1
Fayette County Conservation Board	Unpaid	3,6	Program activities on animals and environmental science, walking field trips, activities by County Educator twice per year	\$800	1
NFV Ministerial Association	Unpaid	8	Advisory role, collection of school supplies for TCLC students	\$500	1
West Union Community Library	Unpaid	8	Meeting space	\$250	1
Abbe Center for Community Mental Health	Unpaid	8	Advisory role on social emotional learning and addressing behaviors	\$240	1
NFV Parents	Unpaid	5,6	Materials donations, advisory role	\$360	1
Science Center of Iowa	Paid	3	Program on electricity and geology	\$720	1

Blank Park Zoo	Paid	3	Programs on animals, shared with Allamakee County	\$350	1
Northeast Iowa Community College	Unpaid	3, 8	Access to student volunteers and interns, access to adult learning opportunities	\$500	1
Fayette County Dairy Producers	Unpaid	2	Ice cream machine for Literacy night and frozen yogurt mix	\$150	1
Luther College	Unpaid	6	Student volunteers for program activities	\$450	1
West Union Chamber of Commerce	Unpaid	3,8, 2	Program activities, advisory role, promotion of program and funding needs	\$1,250	1
City of West Union	Unpaid	8	Mayor advisory role, promotion of program		
Kim Conrad Counseling	Unpaid	6	Social emotional learning, small group activities, partnership with student access to mental health services	\$3,500	1
Fayette County Substance Abuse Coalition	Unpaid	3	Substance abuse prevention programming, information for parents	\$1,250	1
Dollar General Literacy Grants	Unpaid	2,5	Grant for summer literacy services and take home books for students	\$1,000	1
Governor's STEM Council – NE Iowa Region	Unpaid	2,3,5	Partnership for Regional STEM festival, advisory role, STEM kits for use in program	\$5,000	1
Iowa Ag Literacy Foundation	Unpaid	5	Funds to purchase cooking and literacy curriculum	\$200	1
Good Samaritan Center	Unpaid	3	Partnership for Christmas project, networking for projects to help Seniors	\$500	1
Tobin & Anne Britt	Unpaid	6	Christmas project partnership	\$250	1
Donna Baumler	Unpaid	6	Program volunteer	\$1,000	1
West Union Fire Department	Unpaid	3,6	Fire safety week information	\$500	1
West Union Park and Rec	Unpaid	3,6	Partnership to offer summer theatre camp	\$1,200	1
Bank 1 st	Unpaid	6	Partnership to provide internet safety education to students	\$500	1
Iowa Department of Natural Resources	Unpaid	6	Programming for ice and winter water safety	\$250	1
Northeast Iowa Food Bank	Unpaid	5,3	Staff training on access to food, summer food backpack program	\$2,250	1
Fayette County	Unpaid	3,6	Weather safety training for	\$500	1

Emergency Management			students, access to smoke detectors for families		
Upper Explorerland Regional Planning Commission	Unpaid	3,5	Healthy Hometown and STEPS programs	\$2,000	1
Northeast Iowa Food and Fitness Initiative	Unpaid	3,8	Walking club materials, cooking club, health foods education, advisory role	\$2,000	

Partnerships Discussion.

Partnerships Discussion Required Elements	Complete?
General discussion on Partnerships including	
• Summary of partnerships table.	X
• Total unpaid and paid partners.	X
• Efforts to recruit partners.	X
• Highlights of partnerships.	X
• How partnerships help program serve students.	X

TCLC worked with 63 partners in the 2017 - 2018 school year to provide educational enrichment opportunities for students, technical assistance and training for TCLC staff, program materials and supplies, and volunteer time for program activities.

ISU Extension, the Upper Iowa University College of Math and Science, Fayette County Conservation, Iowa Department of Natural Resources, the Science Center of Iowa, Blank Park Zoo, and the Northeast Iowa Community College provided Science, Technology, Engineering, and Math (STEM) activities throughout the year. Our partnership with the Governor's STEM Council – Northeast Iowa Region provided technical assistance and grant funding for STEM curriculums.

Evaluation Services included the review of objectives and design of evaluation forms tailored to collect the data needed to evaluate objectives. Evaluation services also included the purchase of access to tracking software from Youth Services.

Fundraising is currently done by the Project Director who is responsible for program budgets and writing supporting grants.

Programming and Activity Related Services were provided through a variety of partners, most of them not paid by the TCLC grant. Project partners included health services provided by Gundersen Clinics, the Abbe Center for Community Mental Health, Helping Services for Youth & Families, Fayette County Board of Health and Palmer Lutheran Hospital, West Union Dental Clinic, and Kim Conrad Counseling Services. Students participated in Kids' Yoga and learned what to do in an emergency (1st Aid/CPR for students). The West Union Park and Rec and Valley Park and Rec Foundation provided access to sporting activities such as baseball, softball, football, soccer, and basketball and partnered with TCLC Summer Camp to provide the Summer Theatre project.

Community volunteers helped TCLC cover staff and projects throughout the year. We had Upper Iowa University athletes assist with a reading contest. Luther College students visited and shared their college experiences while working on arts and crafts. We had volunteers help with administrative work as well as volunteer in the program leading activities and assisting with children. Our Advisory Group worked to review current policies and practices and is looking to address sustainability by growing community engagement in the program.

Paid staffing not paid by the grant includes bi-weekly meetings between the Project Director and Elementary Principal, observation, guidance, and training by the NFV Curriculum Director, and support from the School Secretary. School Teachers provide ongoing information, ideas, strategies, and access to the school day materials.

Parent Involvement Information and Discussion.

Parent Involvement Information and Discussion Required Elements	Complete?
Number and description of parent meetings and/or events.	X
Number of parents at each meeting and/or event.	X
Description of communication with parents (flyers, letters, phone calls, personal contact, etc.)	X
Efforts to increase parental involvement.	X

The April Family Literacy Night was a partnership with the NFV Title 1 Reading Program, TCLC and the West Union Elementary. Frozen yogurt was provided to all participants who visited classrooms and learned about their students' literacy projects. Students could spin the wheel for prizes which included new take home books. The over 400 participants enjoyed a slide show of all the TCLC activities for the year.

Additionally, three other family nights were held in the 2017-2018 school year with one night focused on math, one additional on literacy and one on STEM. For the literacy night, participants learned about Iowa Public Television resources and programming, spent time reading with their students, and enjoyed a healthy meal. All kiddos were provided a take home book by IPTV. Keystone AEA was on hand to help parents understand how to support student learning in math and families were taught math games they can play at home. A deck of cards, dice, and an activity booklet were provided to all families in attendance. The STEM night included fun STEM activities utilizing our existing STEM curriculums. For the three family nights, a total of 117 parents attended with 262 students.

As part of our DoE Site Visit, a parent meeting was held with 18 parents participating. Additionally, we have 6 parents who actively participate in the TCLC Advisory Group. Parents are provided paperwork at the parent orientation which encourages them to become a volunteer. On each parent application, parents are also asked how they wish to support the program – either through time, resources, or monetary donations or supplies. This provides us a database of parents we can contact for various needs.

Parents are connected to the program through monthly calendars and newsletters, via our Facebook group, and through text messages. Regular flyers are also sent home to communicate learning opportunities and programs that support student learning and family engagement. Throughout the year, parents are asked to assist as needed.

To better provide access to parent engagement opportunities, parent survey participants were asked which topics they would like to see more of in the next school year. The majority continue to want to learn more about how to make reading, math, and science fun for their children while finding ways to help them with their homework. Additional interest was shown in health and wellness opportunities.

Parents felt that TCLC was doing a good job providing healthy snacks, keeping kids physically active, and offering a variety of activities and events throughout the year. These topics will all be considered for future programming ideas and shared with partner agencies that may be able to provide access to these trainings and services. Parents are also asked to write letters to legislators to share the need for after school programs and sharing stories for marketing materials and grant applications. Parents are also encouraged to be a part of the Advisory Group.

GPRA Measures

For 2017-2018, the US DOE has indicated that 21st CCLC Programs should measure 14 performance indicators that follow the Government Performance and Results Act (GPRA). Please note the GPRA data intends to measure student improvement based on how many regular attendees needed improvement. If you do not have this number, then enter the total number of Regular Attendees for each grade level instead. Also note that reading scores can be used for GPRA Measures 4-6 – Improvement in English. This is the same data reported online to the APR Data System.

GPRA Measures Required Elements	Complete?
GPRA Measures Data Table	
<ul style="list-style-type: none"> Name of Assessment Tools Used for Each Measure. 	X
<ul style="list-style-type: none"> Data Entered for all Applicable Measures. 	X
GPRA Measures Discussion	X

GPRA Measures Data Table.

GPRA Measures	Number of Regular Student Attendees Needing Improvement	Number of Students Who Improved	Percentage of Students Who Improved
GPRA Measures 1-3 – Improvement in Mathematics			
Assessment Tool Used: Academic Performance Measures (1 st and 4 th quarter grades)			
1. The number of elementary 21st Century regular program participants who improved in mathematics from fall to spring.	78	50	64%
2. The number of middle/high school 21st Century regular program participants who improved in mathematics from fall to spring.	n/a	n/a	n/a
3. The number of all 21st Century regular program participants who improved in mathematics from fall to spring.	78	50	64%
GPRA Measures 4-6 – Improvement in English			
Assessment Tool Used: Academic Performance Measures (1 st and 4 th quarter grades)			
4. The number of elementary 21st Century regular program participants who improved in English from fall to spring.	80	64	80%
5. The number of middle/high school 21st Century regular program participants who improved in English from fall to spring.	n/a	n/a	n/a
6. The number of all 21st Century regular program participants who improved in English from fall to spring.	80	64	80%

GPRA Measures	Number of Regular Student Attendees Needing Improvement	Number of Students Who Improved	Percentage of Students Who Improved
GPRA Measures 7-8 – Improvement in Proficiency			
Assessment Tool Used: Academic Performance Measures (1 st and 4 th quarter grades)			
7. The number of elementary 21st Century regular program participants who improve from not proficient to proficient or above in reading.	17	7	41%
8. The number of middle/high school 21st Century regular program participants who improve from not proficient to proficient or above in mathematics.	n/a	n/a	n/a
GPRA Measures 9-11 – Homework and Class Participation			
Assessment Tool Used: teacher surveys			
9. The number of elementary 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	29	16	55%
10. The number of middle/high school 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	n/a	n/a	n/a
11. The number of all 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	29	16	55%
GPRA Measures 12-14 – Student Behavior			
Assessment Tool Used: teacher surveys			
12. The number of elementary 21st Century regular program participants with teacher-reported improvements in student behavior.	29	13	45%
13. The number of middle/high school 21st Century regular program participants with teacher-reported improvements in student behavior.	n/a	n/a	n/a
14. The number of all 21st Century regular program participants with teacher-reported improvements in student behavior.	29	13	45%

GPRA Measures Discussion.

GPRA Measures Discussion Required Elements	Complete?
Total or Regular Attendance Used?	X
Discussion of high performing and low performing areas.	X
Description of data collecting instrument.	X
Discussion of difficulties on any GPRA Measure.	X
Assessment of 21st CCLC Program based solely on GPRA Measures.	X

A variety of assessments were used to collect GPRA Measures including a comparison of 1st and 4th quarter grades, FAST Assessments, Iowa Assessments and MAP Assessment. When looking at the improvement of mathematics, the 1st and 4th quarter grades were reviewed. In the Fall, 78 of the 92 regular attending students were shown to be in need of improvement and achieving less than 50% of math standards. When comparing those same students in the Spring, 50 were shown to improve proficiency in math. Throughout the year, 64% of students increased math proficiency.

The 1st and 4th quarter grades were again reviewed for student improvement in English. In the Fall, 80 students were identified as achieving less than 50% proficiency in reading standards. In the Spring, 64 students had shown increased proficiency for an improvement of 80%.

The 1st and 4th quarter grades were again reviewed for student reading proficiency. In the Fall, 17 students were identified as achieving less than 50% proficiency in reading standards. In the Spring, 7 students had shown increased proficiency for an improvement of 41%.

Homework completion, class participation, and student behaviors were tracked through teacher surveys which were administered in the Spring. There was a 55% improvement reported in homework completion and class participation with 16 of 29 students showing improvement. Student behaviors as reported by teachers saw a 45% improvement with 13 of 29 identified students showing improvement.

Local Objectives

STARTING JULY 1, 2017, GPRA MEASURES WERE THE OFFICIAL OBJECTIVES. Additional local objectives should be added to help your local organizations better serve your community. However, these local objectives will be considered as additional information since the GPRA Measures will always serve as the official objectives. Data will be from the Summer and Fall of 2017 and the Spring of 2018.

Local Objectives Required Elements	Complete?
Local Objectives Data Tables	
• Rating of each Objective as listed below.	X
• Full Methodology used for measurement.	X
• Justification for Rating	X
Local Objectives Discussion	X

Local Objectives Data Tables.

For each cohort table, enter the appropriate data. If a Grantee did not participate in a cohort, that cohort table will be left blank. Rows may be added as needed. If desired, all cohorts may be combined into one table (especially helpful if all objectives are the same). If this is done, in the objectives discussion section, note that the table combines more than one cohort. Objectives will be rated as one of four ways:

- Met the stated objective. *Must provide methodology on how the objective was measured and justification for meeting the objective.*
- Did not meet but made progress toward the stated objective. *Must provide methodology on how the objective was measured and what criteria was used to determine that progress was made.*
- Did not meet and no progress was made toward the stated objective. *Must provide methodology on how the objective was measured and what criteria was used to determine that no progress was made.*
- Unable to measure the stated objective. *All objectives should be measured unless extraordinary circumstances prevent doing so. If an objective cannot be measured, complete details on these circumstances must be provided in the Methodology/Justification column.*

Cohort 10 Table

Cohort 10 Objectives	Objective Rating	Methodology/Justification for Rating
The majority of enrolled students will demonstrate proficiency in annual literacy assessments conducted by NFV, including FAST and Iowa Assessments	Met stated objective.	In comparing 1 st quarter literacy grades for TCLC students to 4 th quarter grades, 80 students were identified as needing improvement and 64 of them improved. Overall, of the 92 students in the program, 72 were proficient in English at the end of the year.
The majority of enrolled students will demonstrate proficiency in annual literacy assessments conducted by NFV, including Measure of Academic	Met stated objective.	In comparing 1 st quarter math grades for TCLC students to 4 th quarter grades, 78 students were identified as needing improvement and 50 of them

Cohort 10 Objectives	Objective Rating	Methodology/Justification for Rating
Progress and Iowa Assessments		improved. Overall, of the 92 students in the program, 64 were proficient in math at the end of the year.
Homework completion increases as reported by teachers	Met stated objective.	As reported by teachers, 17% increased their homework completion including the turning in of homework.
The majority of enrolled students will have tried a new activity or demonstrated a new skill.	Met stated objective.	As reported by student surveys, 13% of students indicated they had not tried a new activity or learned a new skill at TCLC.
The majority of enrolled students will know the concepts of nutrition, exercise, and overall health	Met stated objective.	As reported by student surveys, 100% of students felt they knew how to be healthy and what the 5-2-1-0 Healthy Choices program was.
The majority of parents will increase awareness of academic enrichment activities and how they can support their children's learning at home.	Met stated objective.	As reported in parent surveys, 63% of parents felt they were provided the resources to support student learning at home. 100% of parents received regular communications about supporting student learning.
The majority of parents feel welcome in the program and know what their children are involved in at TCLC.	Met stated objective.	Based on parent surveys, almost all of parents knew what students worked on at TCLC. 100% of parents received the monthly calendars via the Facebook group or by paper copy at program.

Local Objectives Discussion.

Local Objectives Discussion Required Elements	Complete?
• Statistical Analysis as Applicable.	X
• Improvement over more than one year as observed.	X
• Applicable graphs, tables, and/or charts.	X
• Details on methodology and ratings as needed.	X
• Clarification for objectives not met.	X
• Clarification for objectives not measured.	X

This evaluation concerns the TigerHawk Connections Learning Center (TCLC) located in West Union, Iowa and serving the students of the North Fayette Valley Elementary attendance center. This continues to be a dynamic and fluid program enrolling 104 students from junior kindergarten through fourth grade. Of the 104 students served, 48% were female and 52% were male. 44 of the enrollees were considered at risk by their school. This programs' enrollees were 4.4% black, 1% Hispanic, and 94.6% white.

In examining this data, the evaluator was mindful that the attendees were a fluid group with attendance that ranged from eight days to 171 days. It is also noted that the TCLC program had three primary components. These components were a summer program, a before school program, and an after school program. The after school program had the highest enrollment, and all participants in the before school program were enrolled in the after school program. This was not the case for the summer program participants.

In this evaluation, three measures were examined for regular attendance students. These being the MAP assessment (fall and spring), the Iowa Assessments (midyear norms), and classroom Academic Performance Levels (first and fourth quarters). The impact of at risk factors and program attendance were also explored in the standardized tests.

Using the data from these four sources, the evaluator has reached the following conclusions:

1. The majority of enrolled students did demonstrate proficiency in all annual literacy assessments conducted by NFV.
2. The majority of enrolled students did demonstrate proficiency in all three of the annual math assessments conducted by NFV.

Academic Performance Levels in Literacy

Achieved Proficiency In:	All TCLC Participants		Junior Kindergarten		Kindergarten		Grade 1	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Less than 25% of Reading Standards	7%	7%			4%	4%	7%	14%
25%-49% of Reading Standards	15%	4%			12%	8%	36%	7%
50%-74% of Reading Standards	22%	20%			21%	12%	28%	21%
75% or more of Reading Standards	56%	69%			63%	76%	28%	57%

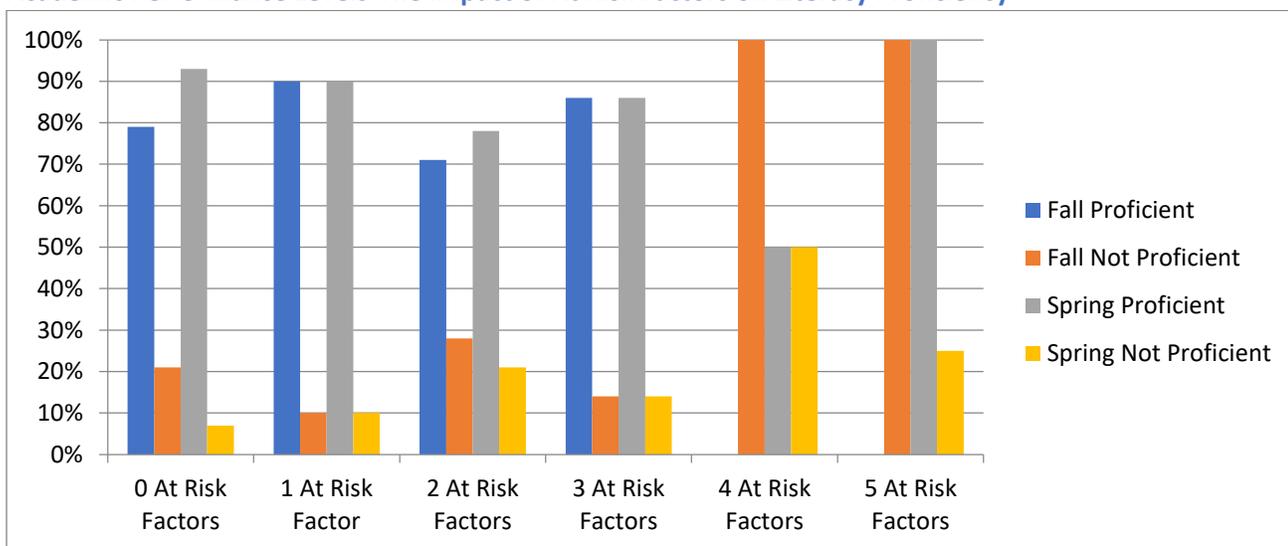
Achieved Proficiency In:	Grade 2		Grade 3		Grade 4	
	Fall	Spring	Fall	Spring	Fall	Spring
Less than 25% of Reading Standards	12%	12%	5%	0%	0%	0%
25%-49% of Reading Standards	6%	6%	22%	0%	15%	0%
50%-74%						

of Reading Standards	18%	18%	0%	22%	38%	28%
75% or more of Reading Standards	65%	65%	72%	78%	46%	71%

The information gathered for this portion of the evaluation was taken from the literacy academic performance level for each grade level during the 1st and 4th quarters. For all participants, there was a decrease of participants in the less than 25% through 49% levels (not proficient) and an increase in the number of participants in the 50% and above levels (proficient). The exception was Grade 2 participants that showed no change from fall to spring. Only one student in junior kindergarten was involved, so that data was not included.

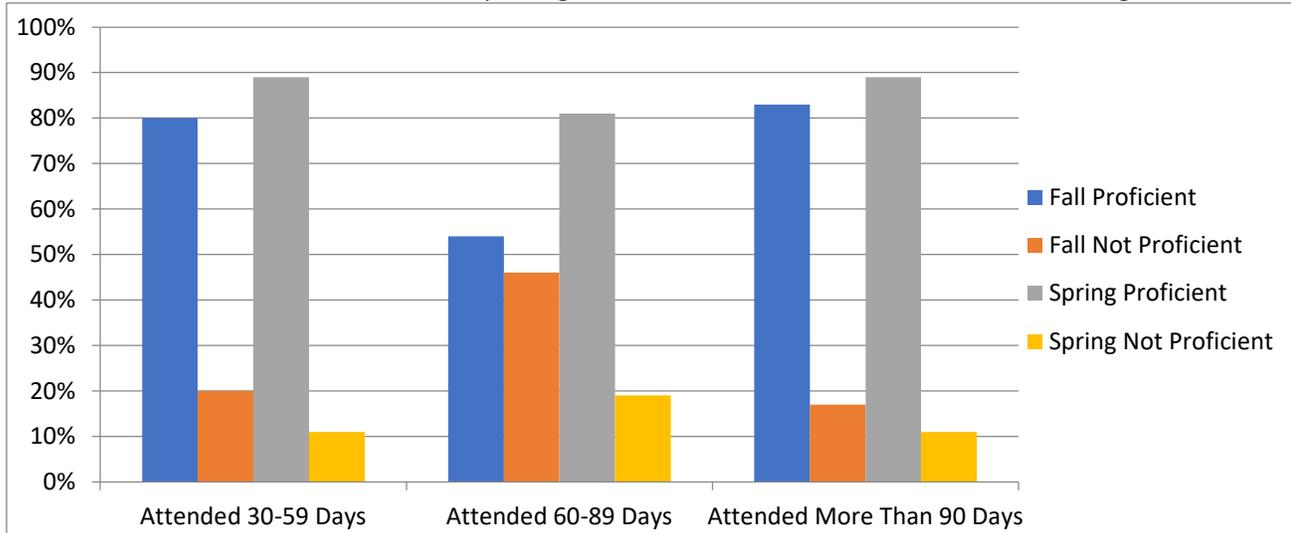
This performance supports the stated goal that the majority of enrolled students will demonstrate proficiency in annual literacy assessments.

Academic Performance Levels-The Impact of At Risk Factors on Literacy Proficiency



The above graph shows the impact of at risk factors on academic performance levels. Simply put, the greater the number of risk factors, the greater the impact on performance. In this measure, this is especially true with students who have been identified with four and five at risk factors.

Academic Performance Levels-The Impact of Attendance on Literacy Proficiency



This graph displays the effect of attendance on proficiency levels as measured by academic performance levels. While it is a close comparison, TCLC participants who attended more than 90 days showed a slight advantage in proficiency levels.

Academic Performance Levels in Math

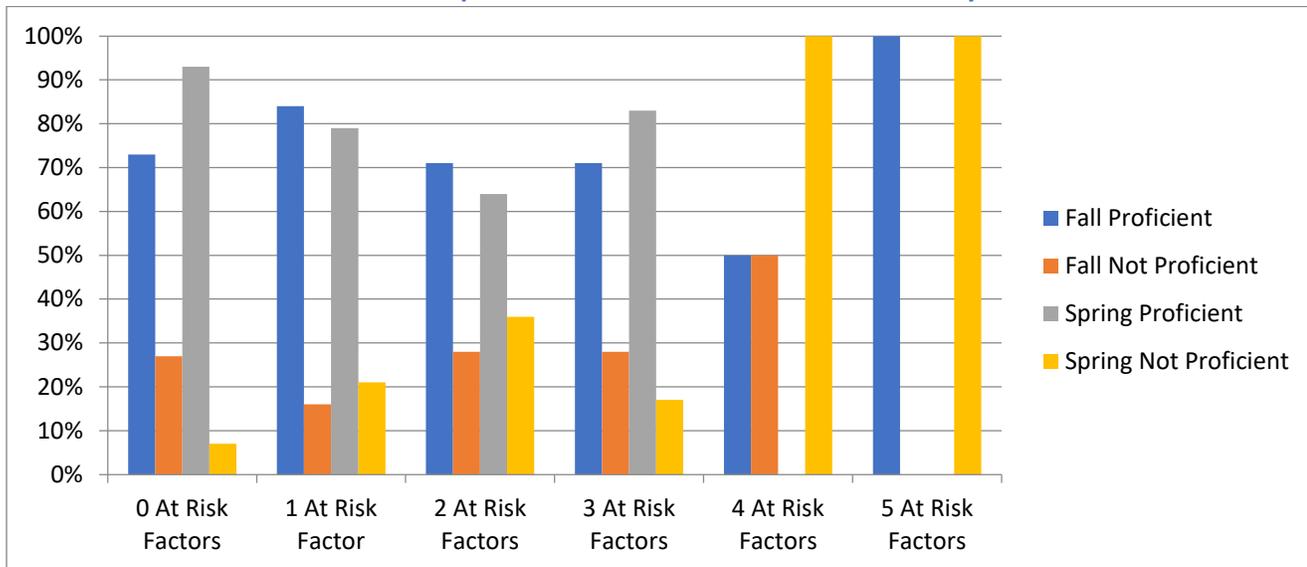
Achieved Proficiency In:	All TCLC Participants		Junior Kindergarten		Kindergarten		Grade 1	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Less than 25% of Math Standards	17%	6%	%	%	8%	4%	50%	7%
25%-49% of Math Standards	8%	12%	%	%	21%	0%	0%	28%
50%-74% of Math Standards	28%	25%	%	%	29%	22%	0%	14%
75% or more of Math Standards	47%	57%	%	%	46%	74%	50%	50%

Achieved Proficiency In:	Grade 2		Grade 3		Grade 4	
	Fall	Spring	Fall	Spring	Fall	Spring
Less than 25% of Math Standards	11%	6%	24%	0%	0%	17%
25%-49% of Math Standards	0%	6%	0%	18%	15%	17%
50%-74% of Math Standards	39%	18%	24%	47%	25%	25%
75% or more of Math Standards	50%	70%	53%	35%	46%	42%

The data for this analysis was gathered from the math academic performance levels using quarters one and four data. While there was an increase from fall to spring in students in the less than 25% through 49% (not proficient) levels, The majority of participants displayed proficiency at the 50% and greater levels. Only one student in junior kindergarten was involved, so that data was not included.

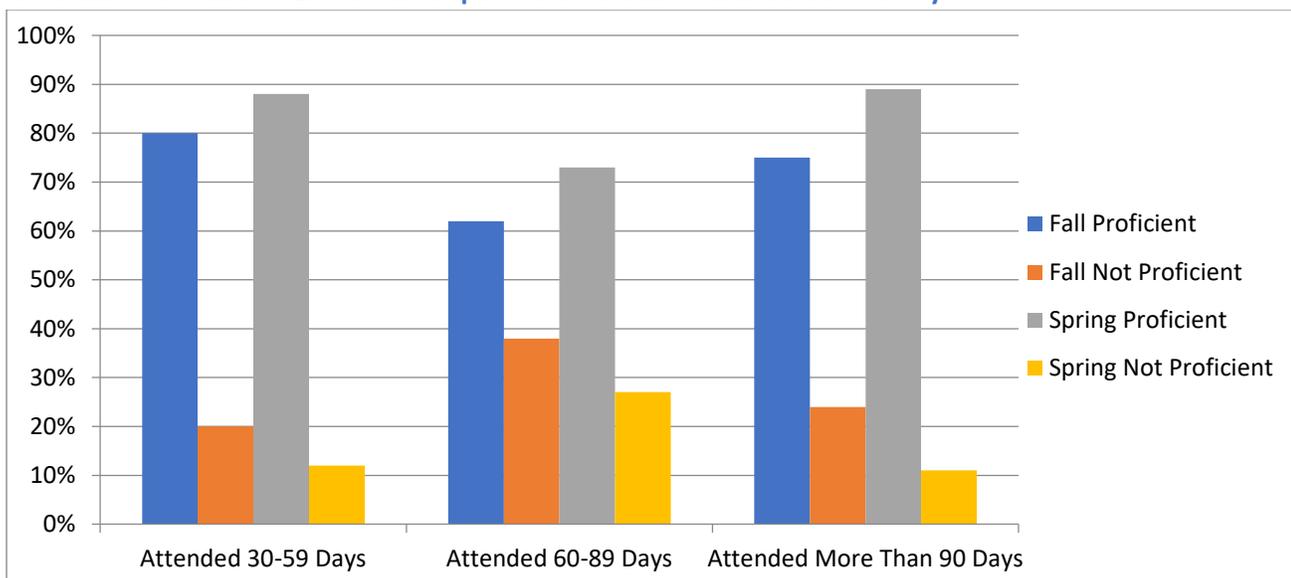
This performance supports the stated goal that the majority of enrolled students will demonstrate proficiency in annual math assessments.

Academic Performance Levels-The Impact of At Risk Factors on Math Proficiency



The above graph shows the impact of at risk factors on academic performance levels in math. As was the case in reading, the greater the number of risk factors, the greater the impact on performance. In this measure, this is again true with students who have been identified with four and five at risk factors.

Academic Performance Levels-The Impact of Attendance on Math Proficiency



This graph displays the effect of attendance on proficiency levels as measured by academic performance levels. As in literacy, it is a close comparison. TCLC participants who attended more than 90 days showed a slight advantage in proficiency levels.

Iowa Assessments-Reading Proficiency

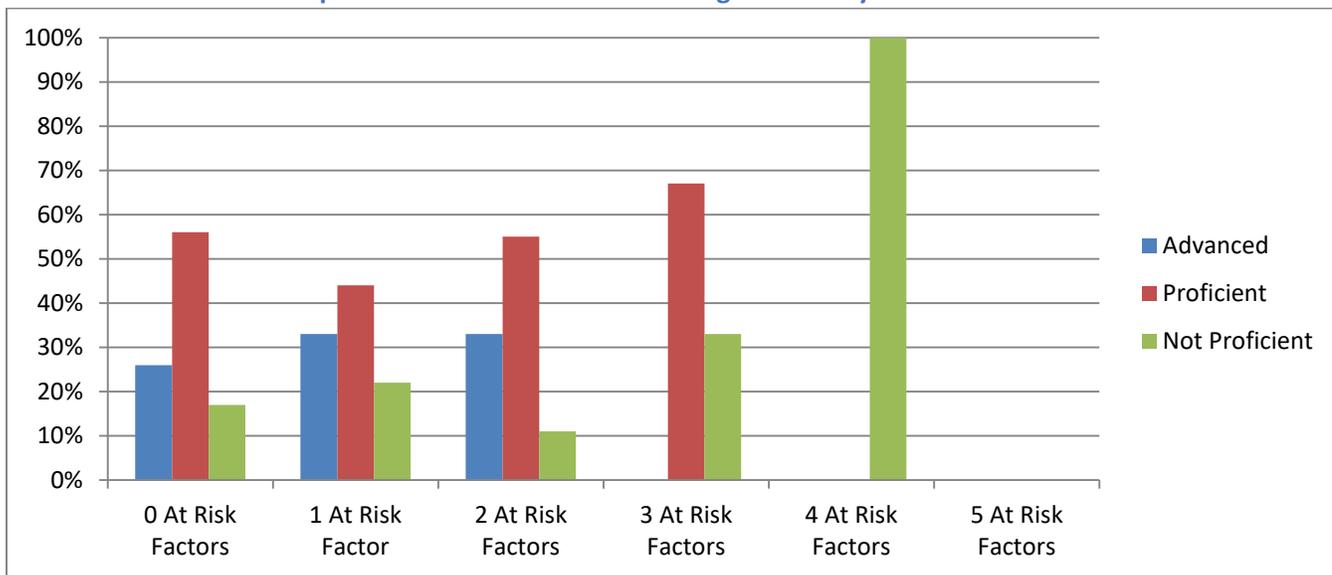
All TLC Participants			Grade 2		
Reading Proficiency Level			Reading Proficiency Level		
Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
20%	54%	26%	29%	47%	24%

Grade 3			Grade 4		
Reading Proficiency Level			Reading Proficiency Level		
Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
0%	69%	31%	23%	46%	31%

The Iowa Assessments provide an additional data point for the TigerHawk Learning Center participants. The majority of participants were proficient or advanced in reading at every grade level.

This is a strong display of skills and an indication that the majority of enrolled students are demonstrating proficiency in this reading assessment.

Iowa Assessments-The Impact of At Risk Factors on Reading Proficiency



As has been the case in other data in this evaluation, at risk factors impact participant’s proficiency. Once again, this is especially true for participants with four and five identified at risk factors.

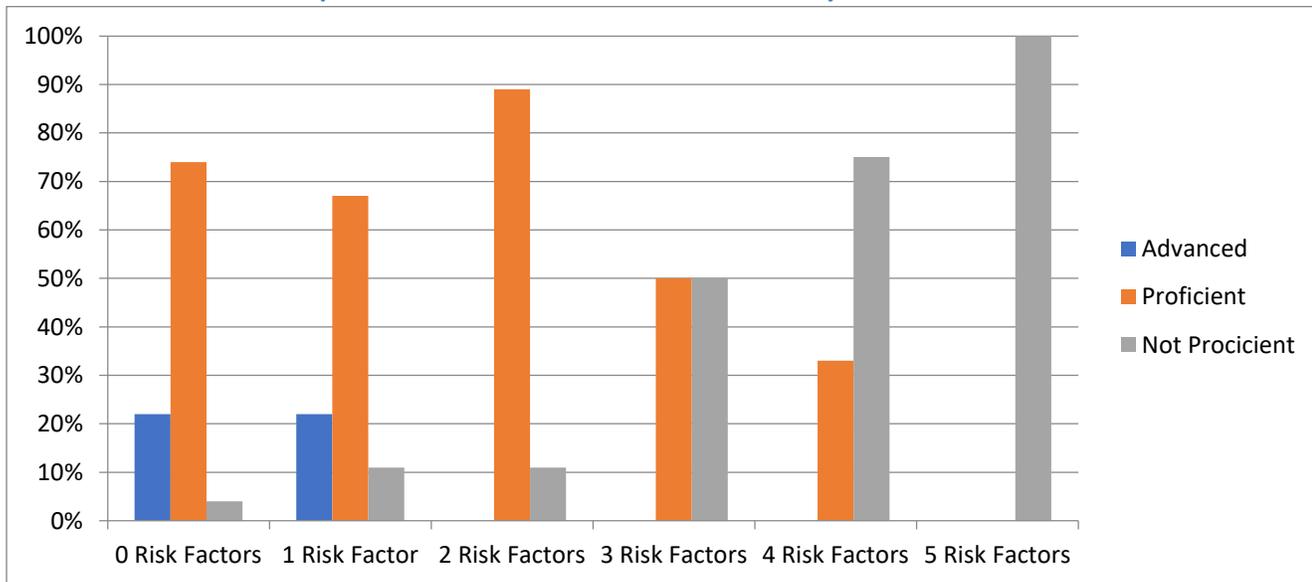
All TCLC Participants			Grade 2		
Math Proficiency Level			Math Proficiency Level		
Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
13%	72%	15%	6%	59%	35%

Grade 3			Grade 4		
Math Proficiency Level			Math Proficiency Level		
Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
0%	100%	0%	38%	54%	8%

Again, the Iowa Assessments provides additional data for the TigerHawk Learning Center participants. 76% of participants were proficient or advanced in math.

This is a strong display of skills and an indication that the majority of enrolled students are demonstrating proficiency in this annual math assessment.

Iowa Assessments-The Impact of At Risk Factors on Math Proficiency

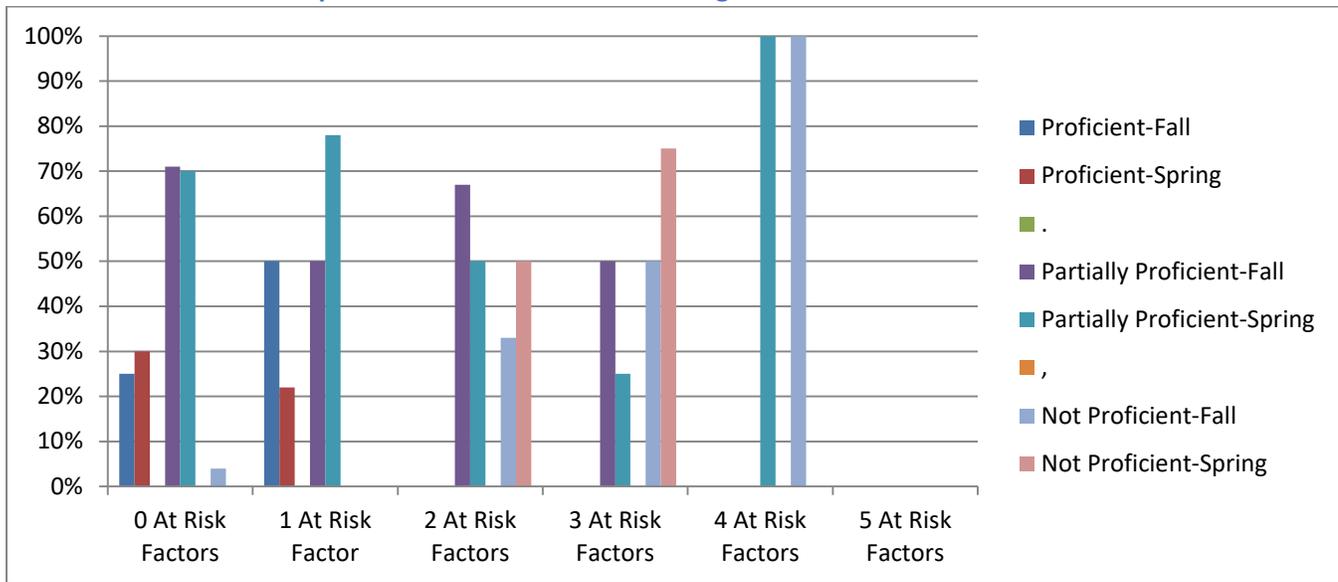


The graph above presents the effect of at risk factors on math performance in the Iowa Assessments. As was the case with in the reading assessment, as at risk factors increase, proficiency decreases. This is noted especially for participants identified with four or more at risk factors.

All TLCL Participants			Grade 2		
Fall	Proficiency Levels	Spring	Fall	Proficiency Level	Spring
14%	Low	16%	17%	Low	12%
12%	Low Avg	22%	22%	Low Average	29%
25%	Avg	11%	11%	Average	12%
25%	High Ave	31%	22%	High Average	18%
23%	High	20%	28%	High	29%

Grade 3			Grade 4		
Fall	Proficiency Levels	Spring	Fall	Proficiency Level	Spring
6%	Low	18%	23%	Low	17%
6%	Low Average	6%	8%	Low Average	33%
35%	Average	18%	31%	Average	0%
24%	High Average	29%	31%	High Average	50%
29%	High	24%	8%	High	0%

The MAP assessment results in reading vary from grade level to grade level. Looking at all participants, there was a slight increase in students considered not proficient from fall to spring, a slight increase in the number considered partially proficient and, and a slight decrease in student considered proficient. The majority of participants did demonstrate partial proficiency or proficiency in this measure.

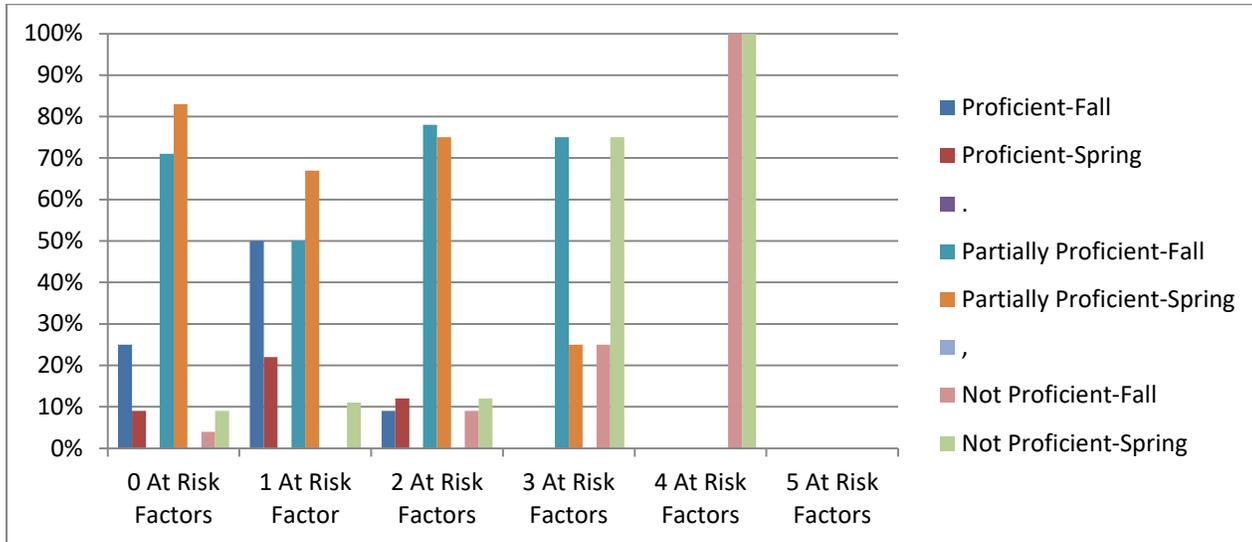


This graph shows the impact of at risk factors on reading proficiency measured by the MAP assessment. Participants with two, three, and four at risk factors showed the greatest impact.

All TLCL Participants			Grade 2		
Fall	Proficiency Levels	Spring	Fall	Proficiency Level	Spring
8%	Low	18%	5%	Low	12%
27%	Low Avgas	22%	28%	Low Average	18%
19%	Avg	27%	28%	Average	35%
21%	High Ave	22%	22%	High Average	24%
25%	High	11%	17%	High	12%

Grade 3			Grade 4		
Fall	Proficiency Levels	Spring	Fall	Proficiency Level	Spring
0%	Low	6%%	23%	Low	42%
12%	Low Average	25%	46%	Low Average	25%
24%	Average	38%	0%	Average	0%
18%	High Average	19%	23%	High Average	25%
47%	High	12%	8%	High	8%

The MAP assessment in math showed an overall decline in math skills from fall to spring when looking at grade levels. Looking at all participants, there was a definite increase in students considered not proficient from fall to spring, an increase in the number considered partially proficient and, and a definite decrease in students considered proficient. However, the majority of participants did demonstrate partial proficiency or proficiency in this measure.



This graph shows the impact of at risk factors on math proficiency as measured by the MAP assessment. Participants with three and four at risk factors showed the greatest impact.

Anecdotal Data

Anecdotal Data Required Elements	Complete?
Success Stories	X
Best Practices	X
Pictures	
Student, teacher, parent, and stakeholder input.	X

Success Stories

Success Stories Required Elements	Complete?
Specific Examples.	X
Key People Involved	X
Quotes from participants, teachers, parents, etc.	X
Include objectives showing large increases.	X

We received stories and feedback from parents, teachers, school staff, and students throughout the year. For this evaluation, we have selected a couple of them to share:

Student feedback helps us to understand what students like most about the time they spend with us. Some student quotes include:

“I like when you help us with homework. And when the guests come.” – TCLC Student

“I like book reading time and dancing.” – TCLC Student

“I like when you let us eat snack outside. That makes it more fun.” – TCLC Student

Parent feedback continues to be important in the TCLC program as it helps us understand our successes and areas for improvement. Some parent quotes from 2016 – 2017 include:

“TCLC makes learning fun and my children think they are just playing but they have really thrived in the program!” – TCLC Parent

“We moved to the area following a divorce which was really hard on the kids. We did not know anyone in the area and this program has not only provided a safe place for my kids to be, but it also provided an opportunity for my kids to make new friends. Without TCLC, I am not sure we would have adjusted as well to this major life change.” – TCLC Parent

“TCLC has helped us help parents that need additional resources. Now we can refer them to the program and know the services they will receive.” – Teacher

“My daughters were painfully shy after moving to the District. At TCLC, they were able to make new friends and find students that shared interests. They really came out of their shell once they warmed up to staff and students. This helped their learning during the school day too.” – TCLC Parent

The partnership between the Elementary and TCLC has been a strong one and the Principal’s story is used to feature our work to link the school day with the after school program. Teachers have also provided feedback for shared student successes:

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

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

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

And I am sure there are many more! We look forward to this continued partnership and having the best interests of our students' in mind as we work together to help them accomplish their goals.

- Travis Elliott, West Union Elementary Principal

“I can tell with both of my students the improvement of their reading skills. They continued to strengthen their literacy skills. Both students improved on our weekly spelling lists, going from CVC words to words with more sounds by the end of the year. The growth academically during this school year was in help by the TCLC program. Looking forward to working with TCLC in the future!!!” – West Union Elementary Kindergarten Teacher

“My students enjoyed the socialization and snacks. Spelling word practice was beneficial because they don’t practice at home.” – West Union Elementary 3rd grade teacher

"I saw a difference in 'Susie' after she started to attend TCLC after school program. She started to pick up on academic skills and she had her Jolly phonics homework completed. Thank you to TCLC for the homework help they give to our students!" – West Union Elementary Kindergarten Teacher

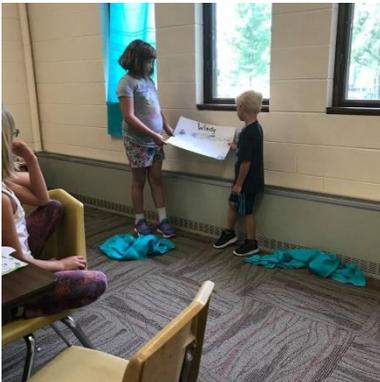
Best Practices

Best Practices Required Elements	Complete?
Description of the practice/activity.	X
Methodology of measuring success of best practice.	X
Information on why practice/activity was implemented.	X
Impact of practice/activity on attendance.	X
Impact of practice/activity on student achievement.	X

In looking at what TCLC does well, the following stand out:

- STEM Activities – these activities are incorporated into the lesson plans at least once a day. Basic activities include card and dice games for math, building structures from sticks, straws, and tape or using computer programming to make a cat dance on the computer screen. Activities are hosted by partner agencies and also through the organized curriculum used in the program.
- TCLC utilizes Mindworks Curriculums that feature all subjects of the common core with hands on activities that facilitate fun and learning. Each activity has a facilitator's guide which provides talking points for before, during and after the activity. This has improved the quality of the activities we do and encouraged student engagement in all areas of the program even when not using the curriculum.
- Student to adult ratios are low at TCLC with no more than ten students per one staff. Having low student to staff ratios ensures small group help with homework and more hands on interaction when doing projects.
- Community partnerships and access to resources is a benefit for parents of the TCLC students. Staff works to inform the community about the TCLC program and find opportunities to share information. Many community partners have provided parenting classes, money management programs, health and wellness activities and more as a result of the partnerships.

Insert pictures here. Pictures should showcase students engaged in activities and learning.





Student, teacher, parent, and stakeholder input

Student, teacher, parent, and stakeholder input Required Elements	Complete?
Quotes from student, teacher, parent, and stakeholders.	X
Quotes from partners.	X
Quotes should be attributed (titles can be used but names only with permission).	X
Showcase success of the program, especially for student attendance, behavior and academic success.	X

Student Surveys

Students enjoyed providing input on the TCLC program and shared many ideas about future activities they would like to see included. When looking at student survey results, the majority of students have one or more teachers/staff they like at TCLC, get along with their classmates, and have one or more friends in the program. However, the majority of students also reported they do not always complete their homework on time and are not always excited to be at TCLC.

Overall, students enjoy the field trips and learning about animals while at TCLC. Their least favorite activities were homework help, math practice, journal writing and yoga. They would like to be outside more while at TCLC and would enjoy more arts and crafts activities. A few even suggested they would like a nap time after a long day of school. Several students would also like to have extra recess and more snacks.

Parent Surveys

TCLC parents were asked to complete end of year surveys and 9 were received. These surveys provided both qualitative and quantitative data feedback for our program. This data was used to determine our achievement of goals for Family Literacy.

Parent registration can be completed online or on a paper application. A change in the school registration this year caused some confusion for parents. The TCLC application was not included in the online registration, making it difficult for parents to know where to sign up. Applications were distributed at the Elementary office after school started and through TCLC staff. Parent registration included a 30 minute orientation which was conducted in large groups prior to the start of the school year and as needed throughout the school year.

A goal of the program is to have parents feel welcome and all survey participants noted they agreed or strongly agreed when asked if they and their child feel valued and respected by TCLC.

To increase parent engagement, parents were asked about which additional programs or services they would like to see included in TCLC. Parents were most interested in learning more about how to support their students' learning in reading, math and science and tips for assisting with homework. They also showed interest in physical activity and health and wellness opportunities. There was no interest in HSED or GED classes with the 9 parents that responded to the survey.

Teacher Surveys

West Union Elementary Teachers were asked to complete a Survey Monkey for each TCLC student. They were asked to rate student improvement from the beginning of their year through the end of the 2017 – 2018 school year.

Each day of program, TCLC students spend time on homework assignments, studying for tests, and review concepts covered as part of the school day. When asked about homework completion rates and teacher satisfaction, teachers reported that 31% of students did not need to improve, 5% had significant improvement, 15% had moderate improvement, 10% had slight improvement, and 39% had no change.

In addition to homework completion, TCLC works on responsibility in the classroom which includes turning in homework on time, bringing assignments and materials to program, and remembering Reading Counts books for free reading. Teachers were asked to rate students' improvement or decline in turning in homework on time from the beginning of the year to the end of the year. Teachers reported that 31% did not need improvement, 3% had significant improvement, 6% had moderate improvement, 5% had slight improvement, and 55% had no change.

Sustainability Plans

Sustainability Plans Required Elements	Complete?
Original plan from grant application summary.	X
Discuss formal sustainability plan if applicable.	X
How program will continue without 21st CCLC grant funding.	X
How partnership contributions will help the program continue (refer to partnership table from section 3).	X

We are working to expand the knowledge of our program and working to bring new partners on board. Current activities to expand volunteer engagement include:

- planning of Lights on Afterschool event to inform and engage business community
- Presentation to Chamber of Commerce Executive Board to help share program information
- All student applications now include volunteer and donation section to encourage support
- visiting licensure with DHS as a child care facility to generate funds
- exploring per student costs for full pay lunch families
- Partnership with Dollar General for supply donation
- Crayon and supply drives with NF Ministerial
- create wish list of supplies and materials to have available when asked
- Completion of Walmart, Kmart and Shopko materials grants applications
- coordinate with Economic Development

- utilize toy library in Decorah (items can be used three weeks at a time)
- Create TCLC rocks video to share why students think program is important
- Share pictures on activities
- Ask those that partner why they choose to do so
- Host an open house in conjunction with Chamber after 5 events
- Provide a onetime mailing to NFV Households featuring stats from TCLC and providing ways they can get involved
- Send email to households with call to action
- Ask high schooler or UIU student to consider taking pictures, creating video or other promotional items
- Send survey monkey to parents on how they can provide support
- Build an email database
- Have sponsor levels and ask for monetary donations

The Advisory Group is beginning to form a list of next steps and will continue to discuss sustainability. Fall events will include Lights on Afterschool event and a Chamber after 5 events. We will need to share information about the program and educate the community on the benefits. We will also need to engage more community groups, businesses and organizations to provide sustainability of programming.

Summary and Recommendations

Summary and Recommendations Required Elements	Complete?
Summary of program.	X
Dissemination of local evaluation.	X
Recommendations for local objectives.	X
Recommendations on future plans for change.	X

Summary of Program

Summary of Program Required Elements	Complete?
Reference introduction section.	X
Showcase successes of program.	X
Highlight items contributing to program success.	X
Include exemplary contributions from staff, teachers, volunteers and/or partners.	X

In reviewing the provided data, the evaluator finds the TigerHawk Connections Learning Center to be a strong support for students attending West Union Elementary. While skill acquisition must be placed with this school, the Center provides significant academic, social, and emotional support in it's before school and after school programs. Adding significant adults to participant's lives during their extended day strengthens needed assets for the participating students.

Much of the data collected and examined in this evaluation is seen as baseline data that will be added to. With that said, the evaluator is comfortable in stating that significant progress has and is being made to meet the programs stated goals.

As an added note, the data collected was diverse and in a variety of forms. One area the evaluator examined was the performance of participants considered at risk by the school's classification and by economic indicators. While no clear pattern emerged, the evaluator will continue to examine data as it relates to these students.

Dissemination of Local Evaluation.

Dissemination of Local Evaluation Required Elements	Complete?
Exact url where local evaluation is posted (required by US DOE).	X
Discussion of other methods of Dissemination (Board reports, community meetings, person to person, e-mail, etc.)	X

A copy of the local evaluation will be made available on the Helping Services website: www.helpingservices.org/tclc

Copies will be provided to school administration, school board, as well as the Advisory Group. Parents and teachers will be notified of the completion of the document and where it can be found. Social media will also be used to provide a link to the complete report.

Recommendations for Local Objectives.

Recommendations for Local Objectives Required Elements	Complete?
Objectives to be changed and reasons why.	X
Objectives to be added.	X
Include objectives not met.	X
Include objectives not measured.	X

The evaluator does not make any recommendations for the local objectives as they continue to be met satisfactorily.

Recommendations on Future Plans for Change.

Recommendations on Future Plans for Changing Required Elements	Complete?
Changes in activities.	X
Changes in recruitment efforts.	X
Changes in partnerships.	X
Changes for sustainability plans.	X
Other changes as suggested by governing body.	X

The evaluator recommends:

1. That the TCLC staff coordinates their academic programing and behavioral interventions with the participants' classroom teachers and involved behavioral experts. Specifically to supplement and support the academic performance areas being measured and reinforce behavioral support systems.
2. That the TCLC staff anticipates (through communication) each standardized testing session that participants are involved with to increase motivation, reduce testing fatigue and reduce test anxiety. The evaluator will be available to continue to explore and construct these interventions.
3. That the TCLC staff continue and expand efforts to address the at-risk factors identified for participants. This recommendation includes partnering with school and community providers to provide specific academic and behavioral services. Again, the evaluator will be available to explore and identify appropriate partners and services. Specifically to explore a partnership with the North Fayette Valley Community Coalition to provide older positive and supportive role models for participants with elevated identified at risk factors.

The staff is commended for implementing interventions in this area over the past year. The results are evident, especially for participants with two identified at risk factors.

4. That the TCLC staff continues to encourage/require increased attendance for participants to maximize this programs beneficial impacts on academic and behavioral success.
5. The evaluator remains in contact with North Fayette Valley schools to be familiar with the changing standardized testing that will affect TCLC participants.