



**Iowa Department of Education  
Bureau of Teaching and Learning Services  
2007 Before and After School Grants  
February 2008  
Education Appropriations Committee Presentation**

## 2007 Before/After School Program Grants

### **Application Process:**

The Iowa Department of Education has a consultant who reviews the competitive grant process to ensure consistency and quality.

### **Application Data**

Number of applicants	38
Total funds requested	\$4,077,634.25
Grants awarded	9
Total funds awarded	\$899,999.00

### **Grant Readers**

Grant readers read applications on August 1, 2007. Ten grant readers participated, with four representing outside agencies and six representing the Iowa Department of Education (DE).

### **Grant Requirements**

A total of 264 points were possible for each grant application. Of those total points, 42 were possible in the area of School/Community Partnerships and Collaboration. Applicants were required to include information regarding the historical and current status of the school/community partnerships. Effective collaboration and partnerships, as described in the application materials, "are critical to the implementation" of before/after school programs, and "represent a wide variety of community stakeholders, build upon existing program strategies, provide support, and provide a unified, integrated system of service." Formal partners were not required to be identified; however, if they were, a Partnership Agreement Form(s) was to be included in the application. Specific information required by the request for proposal included the following:

- That a needs assessment was conducted on resources and gaps in service delivery;
- What level of active parent involvement there was in all aspects of the application;
- The community partners as collaborators and "active members" in the design and implementation of the project;
- How the program's goals and objectives helped address and increase student achievement.

# Clinton Community School District Afterschool Program Survey Results

## Demographics of respondents

- 71% Caucasian
- 18% African/American
- 10% Hispanic
- 1% other

## Program data (Six afterschool sites)

- 4,500 hours of direct academic assistance
- 3.2 hours per week of academic assistance per student
- 1,200 hours of prevention activities
- 785 students served in one year
- 443 students were regular attendees (56.4%)
- 225 students served per day
- 31 program partners

## Student achievement data (Six afterschool site)

- 13.2% improvement in **math** scores on the Iowa Tests of Basic Skills
- 7.5% improvement in **reading** scores on the Iowa Tests of Basic Skills

## Student attitudinal data (Five afterschool sites)

- 94.3% of students surveyed said that the afterschool program had someone there to help
- 91.5% of students surveyed said that they are comfortable talking to staff
- 90.7% of students surveyed said that they like the afterschool program
- 88.6% of students surveyed said that they are doing better in school
- 86.5% of students surveyed said that they look forward to the afterschool program

## Teacher survey data (Five afterschool sites)

- 77.5% of teachers surveyed reported that afterschool participants improved their academic performance
- 68% of teachers surveyed reported that afterschool participants improved their class participation
- 65% of teachers surveyed reported that afterschool participants improved their motivation to learn
- 60% of teachers surveyed reported that afterschool participants improved in completing their homework
- 57.5% of teachers surveyed reported that afterschool participants improved their attentiveness in class
- 53.1% of teachers surveyed reported that afterschool participants improved in turning in their homework

**Parent survey data (Six afterschool sites)**

- 100% of parents surveyed reported that the afterschool program is a necessary program in the school
- 100% of parents surveyed reported that the afterschool program meets their needs as a parent
- 97.4% of parents surveyed reported that the afterschool program is a safe place
- 94.8% of parents surveyed reported that the afterschool program provides extra academic support
- 94.8% of parents surveyed reported that their children have more learning opportunities
- 82% of parents surveyed reported that their children's academics have improved
- 74.4% of parents surveyed reported that their children have better attitudes about school
- 74.4% of parents surveyed reported that their children's self-confidence has improved
- 69.2% of parents surveyed reported that their children have better social skills

<b>2007 Recipients</b>		
<b>Organization</b>	<b>Formal Partner(s) (Partnership Agreement Form(s) were completed and included in the grant application)</b>	<b>Award Amount</b>
Clinton CSD	<ul style="list-style-type: none"> <li>• Ashford University</li> <li>• Clinton County Sheriff's Department</li> <li>• Clinton Parks and Recreation</li> <li>• Iowa State University Extension Office</li> <li>• Clinton County Conservation Office</li> <li>• Clinton YWCA</li> <li>• Area Substance Abuse Council</li> </ul>	\$132,434.00
Lamoni SAFE Coalition	<ul style="list-style-type: none"> <li>• Lamoni Community Schools</li> <li>• Graceland University</li> <li>• Decatur County ISU Extension</li> </ul>	\$81,091.00
Postvile CSD	<ul style="list-style-type: none"> <li>• Keystone AEA</li> <li>• Alternative Treatment Associates</li> <li>• Northeast Iowa YMCA</li> <li>• Northeast Iowa Retired and Senior Volunteer Program</li> <li>• Community Connections Safe Schools/Healthy Students Grant</li> <li>• Allamakee County Extension</li> </ul>	\$74,000.00
St. Mark Community Center	<ul style="list-style-type: none"> <li>• None</li> </ul>	\$56,572.00
Storm Lake CSD	<ul style="list-style-type: none"> <li>• Northwest Iowa Alcohol, Drug and Tobacco Unit</li> <li>• Iowa Central Community College</li> </ul>	\$136,526.00
Jesup CSD	<ul style="list-style-type: none"> <li>• Jesup Parent/Teacher Organization</li> <li>• Jesup Visioning Committee (business and community members)</li> <li>• Jesup Library</li> <li>• Iowa State Extension Services</li> <li>• Jesup Ministerial Association</li> <li>• Juvenile Court Liaison</li> </ul>	\$102,606.00
Clear Creek-Amana CSD	<ul style="list-style-type: none"> <li>• Neighborhood Centers of Johnson County</li> </ul>	\$187,530.00
Oakridge Neighborhood Services	<ul style="list-style-type: none"> <li>• Institute for Character Development</li> <li>• Des Moines Public Schools</li> </ul>	\$75,000.00
Boys and Girls Clubs of Cedar Rapids	<ul style="list-style-type: none"> <li>• None</li> </ul>	\$54,240.00

## Common Elements of Quality After-school Programs

Quality after-school programs can provide safe, engaging environments that complement the school day by promoting learning to improve student outcomes. While there is no one single formula for success in after-school programs, both practitioners and researchers have found that effective programs combine academic, enrichment, cultural, and recreational activities to guide learning and engage children and youth in wholesome activities. They also find that the best programs develop activities to meet the particular needs of the programs they serve.

The types of activities found in a quality after-school program include:

- tutoring and supplementing instruction in basic skills, such as reading, math, and science
- drug and violence prevention curricula and counseling
- physical and motor fitness
- youth leadership activities
- volunteer and community service opportunities
- college awareness and preparation
- courses and enrichment in arts and culture
- computer instruction
- language instruction, including English as a second language
- employment preparation or training
- mentoring
- activities linked to law enforcement
- supervised recreation and athletic programs and events

Looking at the spectrum of after-school programs, researchers and practitioners have identified some common elements necessary to developing high quality programs that meet the needs of the diverse population of school-age children and youth.

**The common elements of quality after-school programs include:**

- **The program is a combination of academic, enrichment, cultural, and recreational activities that guide learning and engage children and youth in wholesome activities.**
- **Goal setting and strong management**
  - Setting goals directed at addressing student outcomes
  - Implementing quality programming focused on the goals
  - Creating a solid organizational structure
  - Adapting effective management strategies
  - Meeting legal requirements
- **Planning for long-term sustainability**
  - Accessing adequate and sustainable funding
  - Building public will through advocacy
  - Ensuring access and equity for all children
  - Incorporating recognition for program and students

- **Quality after-school staffing**
  - Hiring, retaining, and compensating qualified staff, including a dedicated program administrator
  - Providing ongoing professional development for staff
  - Using volunteers effectively
  - Ensuring low staff-to-student (1:10 that may be achieved by combining professional staff with paraeducators and community volunteers) and small group sizes (30 or less)
- **Attention to safety, health, and nutrition issues**
  - Creating safe places with adequate space and materials
  - Meeting nutritional needs
- **Effective partnerships**
  - Building on the strengths of the community by:
    - Collaborating among diverse partners: parents, educators, community residents, law enforcement agencies, service providers, community and faith-based organizations, civic organizations, colleges, businesses, arts and cultural institutions, museums, parks and recreation, and public officials
    - Using community resources effectively
  - Building consensus and partnerships among key stakeholders
- **Strong involvement of families**
  - Involving families and youth in program planning
  - Attending to the needs of working parents
  - Providing opportunities for both children and families within school and in the community
- **Extended learning opportunities**
  - Providing engaging opportunities directed at learning and improving student outcomes
  - Coordinating learning with the regular school day
  - Offering a wide variety of activities to meet the diverse needs of students
  - Linking school-day and after-school curriculum
- **Linkages between school-day and after-school personnel**
  - Providing planning time to maximize opportunities to improve student outcomes
  - Coordinating and maximizing the use of school and other community facilities and resources
- **Evaluation of program progress and effectiveness**
  - Using data for program improvement and accountability
  - Designing effective evaluations to address program and student outcomes

These characteristics of high-quality after-school programs help ensure children's continued growth, development, and learning throughout the pre-adolescent and adolescent school years.

Activities Present in Quality After School Programs

	Tutoring and supplementing instruction in basic skills	Drug and violence prevention	Physical and motor fitness	Youth leadership	Volunteer and community service	College awareness and preparation	Arts and culture enrichment	Computer instruction	Language instruction, including ELL	Employment preparation	Mentoring	Law enforcement activities	Recreation and athletic programs
<b>2007-08 Iowa Before/After School Grantees</b>													
Boys and Girls Clubs of Cedar Rapids	X	X		X							X		X
Clear Creek Amana Schools	X	X	X		X		X			X			X
Clinton Community School District	X	X	X				X						X
Jesup Community School District	X						X						X
Lamoni SAFE Coalition	X		X		X		X				X		
Oakridge Neighborhood Services	X		X	X			X			X			X
Postville Community School District	X												
St. Mark Community Center	X	X									X		
Storm Lake Community School District	X				X				X		X		X
<b>Totals</b>	9	4	4	2	3	0	5	0	1	2	4	0	6