

Central Decatur Community School District
Iowa 21st CCLC Local Evaluation Form
2015-2016 School Year

Overview

To assist grantees with meeting the local evaluation requirements, for the 2015-2016 School Year the Iowa DOE is implementing a standardized form for local evaluations of the 21st CCLC Programs. Each grantee is required to complete the local evaluation form with the most current information. Cohorts 6-10 are to be included for 2015-2016. The checklist, below, serves as a list of required elements and provides a tracking tool for completion. See the Iowa 21st CCLC Local Evaluation Form Instructions for assistance in completing this form. The completed form should be saved with the filename <Grantee 21st CCLC Local Evaluation Form 2015-2016>.

Local Evaluation Element	Complete?
1. Title (Grantee Name) and File Saved with Correct Nomenclature	<input type="checkbox"/>
2. General Information	<input type="checkbox"/>
<i>a. Basic Information Table</i>	<input type="checkbox"/>
<i>b. Center Information Table</i>	<input type="checkbox"/>
3. Introduction/Executive Summary	<input type="checkbox"/>
4. Demographic Data	<input type="checkbox"/>
<i>a. Attendance Summary Table</i>	<input type="checkbox"/>
<i>b. Attendance Discussion</i>	<input type="checkbox"/>
<i>c. Partnerships Summary Table</i>	<input type="checkbox"/>
<i>d. Partnerships Discussion</i>	<input type="checkbox"/>
<i>e. Parent Involvement</i>	<input type="checkbox"/>
5. Objectives	<input type="checkbox"/>
<i>a. Objective Summary Tables (all Cohorts)</i>	<input type="checkbox"/>
<i>b. Objectives Discussion (including Statistical Analysis)</i>	<input type="checkbox"/>
6. Anecdotal Data	<input type="checkbox"/>
<i>a. Success stories</i>	<input type="checkbox"/>
<i>b. Best Practices</i>	<input type="checkbox"/>
<i>c. Pictures</i>	<input type="checkbox"/>
<i>d. Student, teacher, parent, and community input</i>	<input type="checkbox"/>
7. Sustainability plans	<input type="checkbox"/>
<i>a. Formal sustainability plan, if available</i>	<input type="checkbox"/>
<i>b. Discussion on steps to be taken for the future of the program</i>	<input type="checkbox"/>
8. Summary and recommendations	<input type="checkbox"/>
<i>a. Short summary of the program.</i>	<input type="checkbox"/>
<i>b. Dissemination of local evaluation.</i>	<input type="checkbox"/>
<i>c. Recommendations for objectives.</i>	<input type="checkbox"/>
<i>d. Recommendations on future plans for change.</i>	<input type="checkbox"/>

2. General Information

a. *Basic Information Table*

Required Information	Entered Information
Date Form Submitted	11/28/2016
Grantee Name	Central Decatur Community School District
Program Director	Amy Whittington
E-mail	Amy.whittington@centraldecatur.org
Phone	641-446-4452
Evaluator Name	Michele Dickey-Kotz Ed.D & Nancy Halferty Ed.D
E-mail	dickey@graceland.edu , halferty@graceland.edu
Phone	641-784-5202
Additional Information from Grantee (optional)	Click here to enter text.

b. *Center Information Table*

Cohort	Centers
Cohort 6	Enter Names of Centers, separated by commas
Cohort 7	Enter Names of Centers, separated by commas
Cohort 8	CD South Elementary, CD North Elementary, Mormon Trail Elementary
Cohort 9	Enter Names of Centers, separated by commas
Cohort 10	Enter Names of Centers, separated by commas
Additional Information from Grantee (optional)	Click here to enter text.

3. Introduction/Executive Summary

Cardinal Muscle and the **Saints Afterschool Program**, represent a collaborative project resulting from the combined efforts of Central Decatur and Mormon Trail Community School Districts, with Graceland University, Lamoni Iowa. The partners share resources, responsibilities and risks of the 21st Century program, each contributing to its operations, programming and quality according to individual areas of expertise and mission alignment.

During the 2013-2016 grant cycle, the grant has supported the operation of three 21st Century Community Learning Centers. The program serves students at three centers within the two districts: South Elementary (K-2 grades) and North Elementary (3-6 grades) represent the Central Decatur district in Leon, Iowa; the third site is located at Mormon Trail Community Elementary School (K-6) in Humeston, Iowa. The original design of the program involved a high level of collaboration between the two districts to ensure uniform delivery of the program; however, as implementation evolved over the course of the grant cycle, it became clear that each site had its unique needs and program delivery was tweaked to accommodate those differences in order to better serve students at each center.

In the fourth year of the grant, it has become increasingly more evident that the two communities have very different needs and resources; the continued efforts to adapt the program to meet the unique needs of each district has generated continued positive outcomes for both districts.

Changes in leadership this fall has presented unique challenges to Mormon Trail's program launch. As always, the struggles that seem to come with changes in leadership led to a delayed start of the fall program. The new leadership has been inducted and norms and expectations have been clarified. There is strong commitment to continuation of the program. The current plan is to kick off this year with a community-wide fall banquet with the goal of boosting the support and understanding of parents and other stakeholders. Once it begins, the program will be constructed much as it has in the past with additional emphasis on science and technology. The district's commitment is to increase attendance and support for the program as they journey through this year and into the summer.

In the first year of the grant, formal "before school programs" were purposefully developed and offered at learning centers with daily start times of 7:00 a.m. This practice has evolved into a less formal, but perhaps a more powerful, intentional "touch base time", where teachers and staff purposefully seek out participants. Each morning, CD staff purposefully implements Carol Dweck's growth mindset framework by welcoming each student back to the learning community and deliberately processing with the student how the morning has gone. The staff then reminds students that they are each capable of success as long as they remember to do what they already know how to do! Because the morning "touch base" practice has become a part of the culture of these centers, all students (not just participants) benefit. These intentional efforts also help students to develop and maintain a growth mindset as they head into the school day.

Dynamic and well organized afterschool programs are offered at all sites beginning as soon as school dismisses and lasts until 5:00 p.m. at Mormon Trail and 5:30 p.m. at both Central Decatur centers. Specifically designed summer enrichment and academic maintenance programs were operated at all grant centers.

4. Demographic Data

a. Attendance Summary Table including disaggregated data

Enter data in the appropriate fields as required in the table below.

Central Decatur Community School District 21 st CCLC Program Attendance Summary Table													
Cohort	Attendees		Sex		Ethnicity						Special Services		
		Attendance	Male	Female	White	Hispanic/ Latino	American Indian/ Alaska Native	Black/ African American	Asian/ Pacific Islander	Unknown Race	LEP	FRPL	Special Needs
6	All	#	#	#	#	#	#	#	#	#	#	#	#
	Regular*	#	#	#	#	#	#	#	#	#	#	#	#
7	All	#	#	#	#	#	#	#	#	#	#	#	#
	Regular*	#	#	#	#	#	#	#	#	#	#	#	#
8	All	172	93	64	164	6	0	2	0	0	0	53	15
	Regular*	88	48	40	83	4	0	1	0	0	0	28	8
9	All	#	#	#	#	#	#	#	#	#	#	#	#
	Regular*	#	#	#	#	#	#	#	#	#	#	#	#
10	All	#	#	#	#	#	#	#	#	#	#	#	#
	Regular*	#	#	#	#	#	#	#	#	#	#	#	#

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

b. Attendance Discussion

Approximately 50% of students who attend the program, attend for 30 or more days. This lower than expected number is partially due to the programming on early dismissal days. On early dismissal days (only 1-2 a month) attendance doubles, however, these students do not come on regular days, for a variety of reasons. Only about 30% of students qualifying for free/reduced meals also attend the program regularly, despite a school population average of 65%. The program will continue

c. Partnerships Summary Table

Enter data in the appropriate fields as required in the table below.

Central Decatur Community School District 21 st CCLC Program Partners for 2015-2016		
Total Number of Partners = #		
Contribution Type*	# of Paid Partners	# of Unpaid Partners
Provide Evaluation Services	2	0
Raise Funds	0	0
Provide Programming / Activity-Related Services	0	4
Provide Goods	0	2
Provide Volunteer Staffing	0	4
Provide Paid Staffing	0	0

Other

2

6

Note: A partner can provide more than one type of service.d. Partnerships Discussion*

Partnerships are critical to the overall success of the program. Currently, strong partnerships have been cultivated with four agencies: Graceland Univeristy, Leon Public Library, Decatur County Public Health, and Student clubs and athletes from Central Decatur. These partners support and provide programming on summer trips and early dismissal days. In addition, Graceland University has allowed the use of the University facilities at reduced cost.

e. Parent Involvement

Parents at each site report their overall satisfaction with the programming. Typically 20-30% of families attend the evening family nights. These are held at least four times a year and provide parents with tools to support their child's school success, and fun activities to do at home.

5. Objectives*a. Objective Summary Tables (all Cohorts)*

For each cohort table, Grantee will enter the appropriate data. If a Grantee did not participate in a cohort, that cohort table will be left blank. To add a row to the table, press tab while in the last cell of the table and a new row will be added. Objective will be rated as one of four ways:

- Met the stated objective.
- Did not meet but made progress toward the stated objective.
- Did not meet and no progress was made toward the stated objective.
- Unable to measure the stated objective.

Cohort 6 Table

Objective	Objective Rating	Methodology/Justification for Rating
Click here to enter objective.	Click here to enter rating for objective.	Click here to enter methodology and justification for rating.

Cohort 7 Table

Objective	Objective Rating	Methodology/Justification for Rating
Click here to enter objective.	Click here to enter rating for objective.	Click here to enter methodology and justification for rating.

Cohort 8 Table

Objective	Objective Rating	Methodology/Justification for Rating
85% of grades 2-6 students (attending 30 or more days) will be proficient in reading as measured by the Measures of Academic Progress (MAP) by June, 2015	Did not meet, but made progress toward the stated objective.	Spring 2016 MAP assessment results normed cut score at each grade level to determine proficiency

Cohort 9 Table

Objective	Objective Rating	Methodology/Justification for Rating
Click here to enter objective.	Click here to enter rating for objective.	Click here to enter methodology and justification for rating.

Cohort 10 Table

Objective	Objective Rating	Methodology/Justification for Rating
Click here to enter objective.	Click here to enter rating for objective.	Click here to enter methodology and justification for rating.

b. Objectives Discussion (including Statistical Analysis)

Program impact and student growth were measured by the percentage of student participants (who attended 30 or more days) who tested as proficient on the MAP Reading and Math assessments using National Standard Score (NSS) as a determinant of proficiency. The three year data (to be submitted to the PPICS depository) consistently evidences that the learning centers fell short of the 85% proficiency objective; however, there is strong evidence of student growth in both Reading and Math across all grade levels and centers indicating critical and positive progression toward their original objective. In addition to test data, survey responses from parents, teachers and students continue to be overwhelmingly positive. This finding was supported by anecdotal evidence cultivated through informal interviews and dialogue which the evaluators had with parents, teachers, and students.

6. Anecdotal Data

a. Success Stories

During the 2014-2015 school year, CD implemented required weekly at-home reading for all students K-6. As expected, some students and families struggled to complete the required 75 minutes a week of reading at home. Additional reading time was added to Cardinal Muscle, and

teachers worked with staff to complete the reading logs, thus enabling 100% of cardinal muscle regular attenders to meet their weekly at-home reading requirements.

During early dismissal days, Cardinal Muscle staff develop additional enrichment activities. In the spring, a “golf camp” day was held for students in grades 3-6. The staff partnered with members of the local golf course to assign a golf mentor to pairs of students. For many students, this was their first time golfing.

b. Best Practices

CARDINAL MUSCLE continues to be forward-thinking in their enrichment. The learning center has a built in STEM activity time every day and, the summer of 2015 they held a highly successful STEM camp. THE SAINTS AFTERSCHOOL PROGRAM also purposefully integrates STEM activities in their program delivery.

c. Pictures

Senator Sinclair on a visit to the Cardinal Muscle program.





Cardinal Muscle school students explore the climbing wall at South Elementary.

Spring Family Night (below)





**Cardinal
Muscle's
Little
River
Fun Day!**

d. Student, teacher, parent, and community input

Parent surveys from the 2014-2015 school year collected information about parents' perceptions of the Cardinal Muscle program. Responses were overwhelmingly positive. Anecdotal responses from parent surveys are included below:

- The after school program really helps my children.
- Since I work, I depend on the after school program to keep my kids safe before and after school.
- My children love “walking Wednesdays”. They love running in the hallways for exercise.
- I don't have time after work to help my child with homework, so I appreciate the cardinal muscle workers to help my child get it done.
- I love the fact that my kids can ride the bus home after the cardinal muscle program ends, and that they can ride the bus in the summers both ways.

Student surveys from the 2014-2015 school year collected information about students' perceptions of the Cardinal Muscle program. Responses were overwhelmingly positive and are included in the next table.

Question	Yes	Sometimes	No
I feel accepted by other kids at Cardinal Muscle.	60%	34%	5%
I feel safe at Cardinal Muscle.	84%	12%	4%
I get my homework done at Cardinal Muscle.	71%	22%	7%
Cardinal Muscle has helped me get better grades in reading or language arts at school.	71%	17%	12%
Cardinal Muscle has helped me get better grades in mathematics at school.	68%	17%	15%
I get along well with the other students at Cardinal Muscle.	76%	23%	4%
I like the activities at Cardinal Muscle.	72%	24%	4%
The adults at Cardinal Muscle care about me.	87%	10%	3%

7. Sustainability Plans

a. *Original sustainability plan (from your application).*

Overview:

The 21st century program grant was awarded in 2012 and is a collaboration between Central Decatur and Mormon Trail School Districts. During the 2012-2015 grant cycle, the grant has supported the operation of three 21st Century Community Learning Centers. The program serves students at three centers within the two districts: South Elementary (K-2 grades) and North Elementary (3-6 grades) represent the Central Decatur district in Leon, Iowa; the third site is located at Mormon Trail Community Elementary School (K-6) in Humeston, Iowa. The original design of the program involved a high level of collaboration between the two districts to ensure uniform delivery of the program; however, as implementation evolved over the course of the grant cycle, it became clear that each site had its unique needs and program delivery was tweaked to accommodate those differences in order to better serve students at each center.

Mission & Vision:

Central Decatur CSD Mission Statement:

Central Decatur Community Schools will provide the opportunity for a quality education to achieve the highest academic, technical, reasoning and social skills that challenges and prepares every student to reach maximum potential in the classroom, in society, and in future endeavors.

Mormon Trail CSD Mission Statement:

The mission of the Mormon Trail Community School District, in partnership with the community, is to provide quality educational opportunities in a safe and caring environment to prepare all students to function successfully in a diverse and changing world.

Two goals for before/after & summer school programming have been identified and are listed below:

Goal 1: Increase academic achievement for students in reading.

Goal 2: Increase academic achievement for students in math.

The guiding values of the Central Decatur & Mormon Trail before/after & summer school programs are:

All children deserve physical and emotional environments that satisfy their basic needs.

All children need supportive adult relationships and role models.

All children benefit from expanded learning opportunities.

Component	Year 1	Year 2	Year 3
Programming	Determine essential program components, ie. tutoring, homework assistance, snacks, transportation, off-site activities, hours of operation. Develop a staff & parent needs survey.	Prioritize needs and wants based upon the needs survey and program goals. ie. safe place, student academic achievement	Implement essential program components and monitor use.
Funding	Determine amount of funding that will be needed to sustain a similar type program.	Determine resources and community partners that could be used to create funding.	Obtain and allocate previously identified funding.
Staffing	Evaluate staffing patterns and review student attendance in conjunction with student/staff ratios.	Re-allocate staff according to building and student need.	Re-allocate staff according to building and student need.
Community Partnerships	Review of current partnerships and their contributions to the programs.	Seek out and recruit additional community partners that can support essential components of the program. Identify monetary and in-kind supports that are available for sustainability of the program.	Add essential community partnerships which will support program implementation.
Roles & Responsibilities	Identify current staff roles and assign next step responsibilities. ie., Director attends local civic meetings to enhance connections. Superintendent reaches out to business community. PTO members will brainstorm	Create a flow chart and plan of available connections while adding new partners to the program.	Full use of all available partners.

	parent in-kind funding options.		
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- b. *Partner Contributions.* For each partner, enter the requested information into the text boxes in the table below. To add a row to the table, press tab while in the last cell of the table and a new row will be added.

Partner Contribution Table for Sustainability Plan

Community Partner	Contribution (detail)	Staff Provided	In-kind value	Sites Served
Graceland University	Education major students for additional programming, use of facilities	Yes- varies by date & location, approx.. 5-10	\$3000	North Elementary & South Elementary
Public Library	Summer programming support	Yes- 1	\$1000	North Elementary, South Elementary, & Mormon Trail
CD High School clubs	FFA, FCLA, Rodeo club, Students athletes (golf, VB, BB & FB) to support activities on early dismissal days (by theme each month)	Approx. 10-20 per each early dismissal days	\$3000	North Elementary & South Elementary
Decatur County Public Health	Staff member to provide healthy living programming	Yes- 1	\$200	North Elementary & South Elementary

- c. *Prepare for Comprehensive Site Visit.* This visit requires a meeting with Community Partners and an updated Sustainability Plan to guide you through 2 years of additional funding at 75%.

Input your preliminary plan to sustain the level of programming for children despite a 25% reduction in years 4 and 5. Questions to answer include: How will you reorganize? What changes will you make? What new community partners have been added? What community partners have dropped off? What additional funding sources will you have?

The 21st century program sites have explored ways to increase the role of community partners. The use of Graceland facilities, staff, and students has increased over the previous year. In addition, partnering with the local library has allowed the programs to offer additional programs and opportunities while keeping costs at a minimum. We continue to reach out to all agencies in our area to gain partners and increase opportunities for students while remaining sustainable. Parent pay options have been explored, but local data suggests this would cause a significant decrease in attendance.

8. Summary and Recommendations

- a. *Short summary of the program.*

Each program day during the school year, students receive the following from the time school ends until 5:00 p.m. (Mormon Trail) and 5:30 p.m. at both Central Decatur centers.

- A healthy snack. A healthy snack is provided through each center's School Food Service snack program.
- Academic time. During academic time, students receive homework help and tutoring from both certified teachers and Cardinal Muscle staff members. Cardinal Muscle staff members also use high frequency word games, developed specifically for Cardinal Muscle programs, as well as practice spelling words. Each learning center has a rotating bin of books specifically selected from the school libraries for students to read during independent reading time.
- opportunities designed to encourage them to further explore and apply the knowledge they have learned during the school day. Enrichment activities are supervised and created by staff members and community partners at each learning center. Again, it is important to note that during the third year of the grant cycle, Central Decatur purposefully integrated science and technology as significant components of enrichment time.
- Recreation time. The original grant writers collaborated with Health and Movement Sciences faculty and staff at Graceland University in an effort to design purposeful and age-appropriate recreational activities. During recreation time, students participate in a variety of structured and semi-structured activities including fitness walking, teambuilding games, playground games, and small group indoor and outdoor activities. Staff leaders also collaborated with Graceland University faculty as they designed and implemented robust summer STEM camps.
- Once each month, students attend a field / study trip designed to introduce a variety of local enrichment, cultural, and entertainment venues. These trips are especially important for students from low SES families who often do not have the opportunity to engage in activities such as these in their life outside of school-based programs.

b. Dissemination of local evaluation.

Upon completion of the local evaluation, notice about its posting is shared with families in the school newsletter and facebook page. The local evaluation is posted online at the school website at 3 locations:

<http://www.centraldecaturn.org/north-elementary/cardinal-muscle/>

<http://www.centraldecaturn.org/south-elementary/cardinal-muscle/>

<http://www.mormontrailcsd.org/wp-content/uploads/2016/03/21st-Century-evaluation-10-28-15.pdf>

c. Recommendations for objectives.

The sustained student learning impact has not been formally assessed; though it appears the data

is available. The evaluators recommend that students who participated in 30 or more days for all three years be tracked and that the “over time” data be analyzed to establish long-term impact of the program. This type of data analysis could build capacity for the program to leverage appropriations from outside sources for continued funding. The three year data evidences that in some areas, non-participants outperform participants. The evaluators have expressed confidence that there are outside variables that can be attributed to the higher scores of the non-participants such as family structure and socio-economic status. Further analysis could verify this hypotheses to determine variables which might influence these differences; this understanding could work to inform program design and delivery for improved student performance.

d. Recommendations on future plans for change.

The evaluators observed this program over an 11 month period and have acquired an expressed confidence that each learning center fills a critical role in serving all children (but especially “at risk” students) before and after school as well as during summer breaks in their respective communities. There is strong evidence that the program has a positive impact on student learning, student motivation, and student success. As this grant moves forward, careful consideration of sustainability is needed. . Other sources of funding may need to be secured to meet the needs of all students. The evaluators recommend that a committee be formed to study the data, explore research funding opportunities, and seek additional sources financial support. All learning centers have evidenced a deep commitment to parent involvement. Again, in an attempt to measure the long term multi-year grant impact, the evaluators recommend that the three years of survey data be aggregated and analyzed by recurring themes to better measure parent satisfaction. Given the amount of unsolicited anecdotal evidence cultivated by the evaluators, it is assured that parent surveys as the sole measure of satisfaction does not tell the whole story. We recommend the program reconsider modes (or add additional modes) of collecting parent data to ensure parent ideas and concerns are included when considering the design and delivery of the program.

Due to the rural nature of the school districts and communities, it can be difficult to provide “cultural” and off site enrichment opportunities. Increased attendance on these “field trip” days indicates this is a highly preferred activity. The program has done a superior job of designing and implementing these cultural opportunities. It is recommended that the grant applicants consider how to exploit the geographic location of and relationship with Graceland to expand opportunities, increase the frequency of opportunities, or bring the opportunities to the learning centers. There is a strong working relationship between Graceland University and the 21st Century Learning Program personnel; the evaluators feel that it is appropriate for the program to ask for a higher level of committed involvement that would expand these enrichment opportunities.

CARDINAL MUSCLE continues to be forward-thinking in their enrichment. The learning center has a built in STEM activity time every day and, the summer of 2015 they held a highly successful STEM camp. THE SAINTS AFTERSCHOOL PROGRAM also purposefully integrates STEM activities in their program delivery. The evaluators recommend and encourage the program to continue to explore avenues that would further enhance opportunities for students to engage in STEM activities. Additional training with program staff on developing STEM activities would benefit the program as would additional resources/funding. STEM opportunities

on a small scale were always well attended by students. Staff would benefit from training in the design and implementation of additional STEM activities. The data from surveys continues to evidence that homework assistance to fill a critical need. The evaluators recommend that, program staff continue to look at more ways to offer specific tutoring for struggling students.

The evaluators recognize the immense potential of the 21st Century Learning program to support the recently mandated legislation in the state of Iowa that all third graders be proficient in reading. It is recommended that the learning centers explore the ways the program can support the initiative for intensive reading instruction both during the academic year and summer programs. It is also recommended that program directors work to identify partners outside of the school district that can assist them in this endeavor.

Prepared by:

Michele Dickey-Kotz, Ed.D, and Nancy Halferty, Ed.D 10-28-15