Local Evaluation for *Central Decatur, Lamoni, Mormon Trail*
2020-2021

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 11-15 are to be included for reporting data for the previous school year. Reported data will be from the Summer, Fall, and Spring .

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 2020-2021>. The form must be completed and submitted in Word format.

(Note: Instructions and 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

1. **General Information**

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

Basic Information Table	
Item	**Information**
Date Form Submitted	**3/7/22**
Grantee Name	**Central Decatur CSD**
Program Director Name	**Amy Whittington**
Program Director E-mail	**amy.whittington@centraldecatur.org**
Program Director Phone	**641-446-4452**
Evaluator Name	**Ann Schlapia**
Evaluator E-mail	**annmschlapia@gmail.com**
Evaluator Phone	**641-202-4828**
Additional Information from Grantee (optional)	

Center Information Table	
Cohort	**Centers**
(If not in a cohort, leave that cohort info blank)	*(Enter Names of Centers, separated by commas)*
Cohort 11	
Cohort 12	**CD South Elem, CD North Elem, Lamoni Elem, Mormon Trail Elem**
Cohort 13	
Cohort 14	
Cohort 15	
Additional Information from Grantee (optional)	

Note: If you are in Cohort 16, you will report your data next year (We always report the previous year's data in the local evaluations).

2. **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	

Type or copy and paste Introduction/Executive Summary here.

Cardinal Muscle and the Saints After-school Program represent a collaborative project resulting from the combined efforts of Central Decatur Community School District and the Mormon Trail Community School District. They had a very successful program in grant cycle eight with numerous benefits for all involved. In grant cycle twelve, another local district was added, Lamoni Community School District. This center is also located in Decatur County and shares a superintendent with Central Decatur CSD. High poverty numbers and isolation were compelling reasons to expand the grant to include students in this district. Close proximity and shared governance were strong factors in the consideration of this expansion as well. The addition of this district allows the benefits of shared resources (many community members cross over in a variety of roles), as well as enables all children in Decatur County to be provided with much needed services.

The partners share resources, responsibilities, and risks related to the 21st Century program. Each site contributes to the grant's operations, programming and quality corresponding with individual areas of expertise and mission alignment. The project is closely aligned with each district's goals as well as the overall CSIP goals of creating a safe learning environment and increasing math and reading achievement. Intentionally designed intervention activities for reading and math are purposefully integrated into the program. After-school tutoring is closely

connected with individual student goals in order to remediate any reading or math deficiencies. Reading comprehension and vocabulary strategies and math problem solving are regularly utilized to help students meet their proficiency goals. A unique feature of the four 21st CCLC centers is the close alignment of the project goals with the student's daily achievement to best help promote and sustain student success. Each of these goals are designed to help with the early identification of students who need intervention and provide those students with individualized interventions that target the specific areas of student need.

 The Decatur County Coalition Committee was established to serve as the collaborative board. This group has quarterly meetings throughout the past year to provide guidance, consistency, and support for all four centers.

All centers have established before school programs which allow an intentional time for teachers and staff to touch base with students. This practice ensures the development of positive relationships and engenders a positive start for everyone's school day. Throughout the past several years, teachers have undergone training with Carol Dweck's growth mindset materials and Ruby Payne's poverty framework. These are employed in the early morning time together to hopefully bridge any issues that students may carry from home as they transition into their school day; it also supports their social-emotional growth and learning.

Dynamic and well-organized after school programs are offered at all sites. All programs begin as soon as school dismisses and last until 5:30 p.m. The existing sites offered summer academic maintenance and academic enrichment programs. Program delivery differs slightly at each site in order to accommodate unique community differences and to maximize the opportunity to facilitate student success; however, each center has depended on four groups for staffing.

Four sites in Decatur County meet the needs of area students: Lamoni Elementary in Lamoni, Ia, South Elementary and North Elementary sites in Leon, IA and Mormon Trail Elementary in Humeston, IA. Any Kindergarten through sixth grade student attending school at Lamoni, Central Decatur or Mormon Trail is eligible to attend programming at no cost.

Mormon Trail offers before school programming Monday through Friday from 7:30-8:00 am. After school programs run Monday through Thursday from 3:30-5:30pm, every other Friday (early out days) from 1:00-5:30 and on the other two Fridays from 8:00-3:30. Lamoni offers a before and after school program for students in the elementary, grades kindergarten to fifth grade, Monday through Friday. The before school program runs from 7-8 am. The after school program runs from 3-5 pm. On Friday early outs, the program runs from 1-4 pm. Central Decatur offers a morning and afternoon program for students at both North and South Elementary. Our morning program runs from 7:00-8:00 Monday through Friday.   The afternoon program runs from 3:00-5:30 Monday through Thursday. If our school has an early out for

Teacher Professional Development or Parent Teacher Conferences, Cardinal Muscle provides programming on those days from 12:45-5:30.

3. **Demographic Data**

Demographic Data Required Elements	Complete?
2020-2021 School Year Attendance Tables	
● 2020-2021 School Year Attendance Summary Table	x
● 2020-2021 School Year Attendance Ethnicity Table	x
● 2020-2021 School Year Attendance Special Needs Table	x
Summer of 2020 Attendance Tables	
● Summer of 2020 Attendance Summary Table	x
● Summer of 2020 Attendance Ethnicity Table	x
● Summer of 2020 Attendance Special Needs Table	x
Attendance Discussion	
Partnerships	
● Partnerships Table	x
● Partnerships Discussion	x
Parent Involvement Information and Discussion	

2020-2021 School Year Attendance. *Enter data in the appropriate fields in the tables below. Data will be from the Fall of 2020 and the Spring of 2021. There are separate tables for the Summer of 2020. Leave blank any cohorts that do not apply.*

21st CCLC Program 2020-2021 School Year Attendance *Summary* Table				
Cohort	Attendees	Total Attendance	Male	Female
Leave Blank if NA		*Enter #*	*Enter #*	*Enter #*
Cohort 11	All			
	Regular*			
Cohort 12	All	217	106	111
	Regular*	140	66	74
Cohort 13	All			
	Regular*			
Cohort 14	All			
	Regular*			
Cohort 15	All			
	Regular*			

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

21st CCLC Program 2020-2021 School Year Attendance *Ethnicity* 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 #*
Cohort 11	All						
	Regular*						
Cohort 12	All	**199**	**2**	**0**	**4**	**2**	**10**
	Regular*	**131**	**1**	**0**	**3**	**2**	**3**
Cohort 13	All						
	Regular*						
Cohort 14	All						
	Regular*						
Cohort 15	All						
	Regular*						

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

21st CCLC Program 2020-2021 School Year Attendance *Special Needs* Table				
Cohort	Attendees	*LEP*	*Free and Reduced Price Lunch (FRPL)*	*Special Needs*
Leave Blank if NA		*Enter #*	*Enter #*	*Enter #*
Cohort 11	All			
	Regular*			
Cohort 12	All	1	134	31
	Regular*	1	91	20
Cohort 13	All			
	Regular*			
Cohort 14	All			
	Regular*			
Cohort 15	All			
	Regular*			

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

Summer of 2020 Attendance. *Enter data in the appropriate fields in the tables below. Data will be from the Summer of 2020 <u>ONLY</u>. Leave blank any cohorts that do not apply.*

21st CCLC Program Summer 2020 Attendance *Summary* Table				
Cohort	Attendees	*Total Attendance*	*Male*	*Female*
Leave Blank if NA		*Enter #*	*Enter #*	*Enter #*

Cohort 11	All			
	Regular*			
Cohort 12	All	0	0	0
	Regular*	0	0	0
Cohort 13	All			
	Regular*			
Cohort 14	All			
	Regular*			
Cohort 15	All			
	Regular*			

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

21st CCL Program Summer 2020 Attendance *Ethnicity* Table							
Cohort	Attendees	White	Hispanic/ Latino	American Indian/ Alaska Native	Black/ African American	Asian/ Pacific Islander	Unknown Race
Leave Blank if NA							
Cohort		*Enter #*	*Enter #*	*Enter #*	*Enter #*	*Enter #*	*Enter #*
	All						
Cohort 11	Regular*						
	All						
Cohort 12	Regular*	**0**	**0**	**0**	**0**	**0**	**0**
	All	**0**	**0**	**0**	**0**	**0**	**0**
Cohort 13	Regular*						
	All						
Cohort 14	Regular*						
	All						
Cohort 15	Regular*						
	All						

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

21st CCLC Program Summer 2020 Attendance *Special Needs* Table				
Cohort	Attendees	*LEP*	*Free and Reduced Price Lunch (FRPL)*	*Special Needs*
Leave Blank if NA		*Enter #*	*Enter #*	*Enter #*
Cohort 11	All			
	Regular*			
Cohort 12	All	0	0	0
	Regular*	0	0	0
Cohort 13	All			
	Regular*			

Cohort 14	All			
	Regular*			
Cohort 15	All			
	Regular*			

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

Attendance Discussion.

Attendance Discussion Required Elements	Complete?
General discussion on attendance including	
● Percentage of 21ˢᵗ CCLC attendance compared to total population.	x
● Percentage of attendees who are FRPL.	x
● Efforts to increase and keep attendance high.	x
● Recruitment efforts.	x
● Discussion on how contact hours requirement is being met. *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)* ● *Explain WHY attendance met or did not meet grant goals.*	x

The coronavirus outbreak in mid-March of 2020 which closed schools shortened the days offered the school year by as much as 40 days. If programming had continued, the number of students attending more than 30 days would have increased. In addition, ongoing concerns and logistics prevented in person programming during the summer of 2020. Each site assisted with remote meal deliveries, as well as providing ideas for enrichment and learning to students via online resources and packets of materials that were available for pickup and/or delivered in some cases.

School resumed in person learning in August of 2020, and each program was able to resume in person activities and reopen physical sites.

Attendance demographics in all categories mirrors actual enrollment. Elementary enrollment between the 4 building sites is about 600 students for 2020, so program enrollment is about 36% as attending at least occasionally, with 23% of the total population attending regularly. This is significant because it emphasizes the importance of the programming within the larger community. All sites saw an increase in enrollment (about 15% total increase) and participation for the 2020-2021 school year. The sites average between 58-69% free and reduced lunch in the overall school population, while 62% of those attending the program are eligible for free and reduced lunch.

Mormon Trail offers a before school program Monday through Friday from 7:30 to 8:00 am. We offer an after school program Monday through Thursday from 3:30-5:30 pm. On early out Fridays (every other Friday) we offer an after school program from 1:00-5:30 pm and on the

opposite Fridays from 8:00-3:30.. We have had success in our numbers that stayed for after school. Parents really enjoyed the help that students received on homework, which made them more successful in school. Younger students were given time to play in centers and participate in activities at their level. We have found at our site that parents want their students to receive help on homework more than anything else.

Lamoni offers a before and after school program for students in the elementary, grades kindergarten to fifth grade, Monday through Friday. The before school program runs from 7-8 am. The after school program runs from 3-5 pm. The program has made efforts to recruit students by sharing information in the elementary school newsletter, the Lamoni school website, and on Facebook to the local community. Additionally, efforts have been made to recruit students through collaboration with Lamoni elementary school teachers. After school events have been collaboratively planned and implemented, such as literacy week during the day, leading up to Family Literacy night where the entire elementary student body is invited in addition to program participants. Efforts have been made to maintain participant attendance by offering a variety of activities, including STEM, homework help, and physical activity daily. Additionally, parents and guardians are often asked for input and suggestions to improve participants' experience and to meet the specific needs of the families with students attending. Finally, to maintain attendance, there is ongoing communication with parents and guardians through email, Remind application, and monthly newsletters to communicate events, activities, and announcements so that families are aware and connected with the program.

Central Decatur offers a morning and afternoon program for students at both North and South Elementary. Our morning program runs from 7:00-8:00 Monday through Friday.   The afternoon program runs from 3:00-5:30 Monday through Thursday. If our school has an early out for Teacher Professional Development or Parent Teacher Conferences, Cardinal Muscle provides programming on those days from 12:45-5:30. All programs are free of charge to all families. We have found that the attendance in all programs has stayed consistent, showing us that what we are providing is meeting the needs of our students and families.

Each program would like to attract more at-risk youth to attend but face barriers in parent support and limited understanding of the program value. Transportation is also an issue for many in Lamoni and Mormon Trail. Each program would like to continue to find ways to increase more hands on activities related to Reading, Math, and STEM to increase interest and the continuation of practicing and reviewing what they have learned in the classroom.

Attendance did meet grant goals, and efforts will continue to make the program accessible and enticing to all students, including the most at-risk.

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*

21ˢᵗ CCLC Program 2020-2021 Partnerships Table					
Name of Partner *(Enter name of Partner)*	Type*: Full/ Partial/ Vendor *(descriptions below)*	Contribution Type *(From list above)*	Staff Provided *(Describe if applicable)*	In-kind Value *(Monetary Value if unpaid partner)*	Number of Centers Served *(Input the number of centers this partner served)*
Humeston Public Library	Full	3	Stem activities 2 times per month (LEGO day)	$500	1
Wayne County Conservation	Full	3	Naturalist taught lessons and did activities with students about nature.	$500	1
Decatur Co. Extension & Outreach	Full	3	special STEM activities each month. Help with Family events	$3,600	4
Graceland University	Full	3,6	School of Ed. volunteers 4x a year	$5,000	3
Decatur Co. Public Health	Full	5,6	Health and nutrition classes, physical fitness equipment	$5,000	4
Decatur Co. Sheriff's office	Full	3	safety programming	$2,000	4
Decatur Co. Development Corp	Full	2,5		$500	3
SWCC	Full	3	field trip opportunities	$1,000	4

Lamoni Public Library	Full	3	reading and literacy activities weekly	$1,000	1
Southern Iowa RSVP (Retired and Senior Volunteer Program)	Full	3, 6	Provided a volunteer that led a knitting group. Also provided volunteers for a booth for a family literacy event.	$500	1
Community Health Centers of Southern Iowa	Full	4	provided financial support to provide free healthy meals during family literacy events	$500	3
Decatur County Conservation	Full	3, 6	Naturalist came and provided lessons and activities about nature	$1,000	2
Iowa State University Dec	Full	3	STEM activities	$500	1
Decatur County Hospital	Full	3,5	Provided bike helmets for students and a booth at family night	$5,000	2

*Full – partner works with local program at no cost to the program
Partial – partner works with local program by providing discounted costs/rates
Vendor – services only provided with a cost to the program

Partnerships Discussion. Make sure to discuss what partners do, length of the partnership and how critical the partnership is to the success of the program.

Partnerships Discussion Required Elements	Complete?
General discussion on Partnerships including	
• Summary of partnerships table.	x
• All partner types	x
• Efforts to recruit partners.	x
• Highlights of partnerships.	x
• How partnerships help program serve students.	x

The program partnered with 13 community partners in 2020-2021, for an overall estimated in-kind value of $26,600. These partnerships are essential to program success as they provide additional resources and support to students and staff in the program, and reduce barriers for students in meeting and developing life long skills. Most program partners provide some type of

programming support or staff assistance. Partnerships in rural Iowa are generally cultivated through word of mouth and community connections.

The students at Mormon Trail enjoyed the partnership with Wayne County Conservation. The naturalist provided virtual (zoom) activities for the students once a month. Some of the activities included taking a virtual tour of the conservation museum, learning about bird calls and sounds, and identifying animal tracks. The students looked forward to the monthly visit.

Central Decatur has appreciated all of its partners and their support in making our programming exciting and enriching. Some of our highlights include Decatur County Public Health support in providing staff for our early morning programming with new exercise equipment.   This year we had a "Welcome Back Leon" family night that we invited all our Community Partners as well as local businesses to come. Each Community Partner and/or business ran a boothe giving students and families information about them plus a treat for each student. Our local hospital provided every child a brand new bike helmet. One continued highlight for our students is having Graceland University Students provide activities during our long early out days was definitely a highlight for our students.

Lamoni's program has been enriched by the many community partners that have contributed time and volunteers to support the before and after school programs. Specifically, the Lamoni Public Library and the Decatur County Conservation have provided weekly activities and volunteers for programming. The activities have included developing literacy and reading skills as well as educating students on ecosystems and habitats. The students have immensely enjoyed these weekly visitors and look forward to their programming. Adding to the community partners, High School Staff as well as Graceland University staff have taken part in planning and providing STEM activities for the students. Students have enjoyed the activities provided by the students. Seeing the High School students using their knowledge from Science and Agriculture has made a great impact on the students.

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

Central Decatur was able to have 2 family nights. Our Fall Family night was a Drive Through Family Night. Teachers lined up along the front of the school in teams and then each car would stop by each team to pick up an item to bring home to have family night at home. Each family on their stops received a reading and math game, a science experiment, and a snack.   We had about 48 families drive through which impacted about 100 students. In the Spring we had an outdoor "Welcome Back to Leon" themed family night. We invited all of our community partners and local businesses. Each one had a booth and gave out information about their services while giving each child a prize/treat. We had over 20 booths and about 150 people came through the event. We received a lot of positive feedback from parents and our partners that this was an amazing event for all.

Mormon Trail held one Family Literacy night due to COVID. Students participated in a variety of literacy activities with their families. Families were able to do the activities at their pace. We invited parents to the evening by sending notes home. We had roughly 25% of our families attend. Students enjoyed the activities and it was fun to see entire families get involved.Students also chose a book to take with them.

Lamoni held one Family Literacy Night due to COVID. The activity was a drive by event with bagged activities for the family along with a snack.   The activity was advertised through Remind phone application, email, newsletters, and communication from elementary school teachers. Parents and students were encouraged to participate by driving by the elementary school's front entrance. A table was set up with bagged snacks and activities. Students were also given an opportunity to choose a free book to take with them. There was one activity bag per family and a snack was provided for each family member.   Additionally, a survey is sent out to guardians each semester to engage parents and increase involvement. These surveys include questions regarding suggestions and feedback as well as parenting tips, and opportunities for parents to provide input on how well the program is meeting the needs of their children.

Flyers announcing the events are sent home with students and included in building newsletters. Staff do a wonderful job of connecting with parents at dismissal to also encourage parents attendance at events and share anecdotes from the program. We have found that parents appreciate the personal contact provided by the staff. Providing incentives for students who "bring a parent" to an event also usually results in stronger attendance at events.

4. GPRA Measures

For 2020-2021, 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 <u>regular attendees needed improvement</u>. 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	
● Name of Assessment Tools Used for Each Measure.	x
● Data Entered for all Applicable Measures.	x
GPRA Measures Discussion	

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: *ISASP results for grades 3-6, and FASTbridge math composites for K-2*			
1. The number of elementary 21st Century regular program participants who improved in mathematics from fall to spring.	75	72	96%
2. The number of middle/high school 21st Century regular program participants who improved in mathematics from fall to spring.	0	0	0
3. The number of all 21st Century regular program participants who improved in mathematics from fall to spring.	75	72	96%
GPRA Measures 4-6 – Improvement in English			
Assessment Tool Used: *ISASP results for grades 3-6, and teacher reports for K-2*			
4. The number of elementary 21st Century regular program participants who improved in English from fall to spring.	49	49	100%

5. The number of middle/high school 21st Century regular program participants who improved in English from fall to spring.	0	0	0
6. The number of all 21st Century regular program participants who improved in English from fall to spring.	49	49	100%
GPRA Measures 7-8 – Improvement in Rdg Proficiency			
Assessment Tool Used: *FASTbridge (early reading composite K-1, CBM-R and areading for grades 2-6)*			
7. The number of elementary 21st Century regular program participants who improve from not proficient to proficient or above in reading.	88	87	98%
8. The number of middle/high school 21st Century regular program participants who improve from not proficient to proficient or above in mathematics.	0	0	0
GPRA Measures 9-11 – Homework and Class Participation			
Assessment Tool Used: *teacher reports*			
9. The number of elementary 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	79	76	96%
10. The number of middle/high school 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	0	0	0
11. The number of all 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	79	76	96%
GPRA Measures 12-14 – Student Behavior			
Assessment Tool Used: *office referrals*			
12. The number of elementary 21st Century regular program participants with teacher-reported improvements in student behavior.	15	13	87%
13. The number of middle/high school 21st Century regular program participants with teacher-reported improvements in student behavior.	0	0	0
14. The number of all 21st Century regular program participants with teacher-reported improvements in student behavior.	15	13	87%

GPRA Measures Discussion.

GPRA Measures Discussion Required Elements	Complete?
Total or Regular Attendance Used?	y
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

The program sites used Iowa Statewide Assessment of Student Progress (ISASP) to determine proficiency levels for reading, math, and language. Teacher reports and universal screeners (FASTbridge assessments in reading) were also utilized.

Overall, the program saw steady improvements in reading, english, math, homework, and behaviors for students who were regular attenders. In everything but math and homework, regular attenders outperformed the rest of the population, and these numbers were similar. As programs are heavily focused on literacy at the early elementary level, and our most regular attenders tend to be our youngest students, this is not surprising. Homework participation and completion is generally more of an issue for our older elementary students. An emphasis is placed on homework first at all the sites, but if students are unable to finish before the "fun/extension" activities begin, students are allowed to join and participate. However, as many of the students who attend the program are at risk for a variety of reasons, it is not surprising that they would not finish homework on their own or at home later in the evening.

Overall, the program appears to be meeting its overall objectives in increasing student achievement, while providing a safe and engaging environment for students.

5. Local Objectives

ON JULY 1, 2017, GPRA MEASURES BECAME 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 2020 and the Spring of 2021.

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 11 Table

Cohort 11 Objectives	Objective Rating	Methodology/Justification for Rating

Cohort 12 Table

Cohort 12 Objectives	Objective Rating	Methodology/Justification for Rating
At least 10% of our families will attend our family events	**Meet Objective**	Methodology: The program leaders will record the number of families attending the family events. The objective will be measured by using a simple tally of participants at each event. Justification: With Covid restrictions our participation has been low at some sites. Now with restrictions being lifted we are hoping to increase our participation. **Each family event at each site had more than 10% of our families in attendance. We were very pleased with the attendance at each site.**
Each site will have at least 2 Community Partner visits per quarter	**Meet Objective**	Methodology: The program leaders will keep a log of what community partners visited the site along with the activity name. The objective will be measured by the data found on the log. Justification: With Covid restrictions we were not allowed to have our partners in the buildings. Now that the restrictions have been lifted we are hoping to reconnect with our Partners and have them reunite with our students at each site. **Each site was able to meet the objective averaging at least 2 partners per site each quarter. Most sites exceeded this objective.**

Cohort 13 Table

Cohort 13 Objectives	Objective Rating	Methodology/Justification for Rating

Cohort 14 Table

Cohort 14 Objectives	Objective Rating	Methodology/Justification for Rating

Cohort 15 Table

Cohort 15 Objectives	Objective Rating	Methodology/Justification for Rating

Local Objectives Discussion.

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

Remember to include a Local Objectives discussion

Family Events are very important to all of our sites.Due to Covid we were not able to have all of our family events due to our sites being closed. During the 20-21 school year having family events and ensuring participation was a major objective for us. Two of our four sites were able to have 2 family events and our 2 smaller site had one each. The participation met and exceeded our goal. Each site averaged between 20-25% of their families in attendance at each event logged through a sign in sheet. The ability for our families to learn new ways to support their children academically and emotionally is a critical factor for each event. The opportunity for interaction for our families so so important due to all of our sites being located in a rural area. Our second objective of re-connecting with our Community Partners is such a positive aspect of our daily programming for our students. All site Directors stayed in contact with our Community Partners during quarantine and when guests were restricted from our buildings. All sites missed the student to partner interactions for learning and enrichment. Each site was able to have Partners re-enter the buildings. Highlights for our students were having Decaur County

Conservation, Graceland University Students, our Public Libraries, Public Health, much more come back to share with and teach us new and exciting things in person.

6. **Anecdotal Data**

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

Remember to include Anecdotal Data (Interviews, Observations, Comments)

Mormon Trail: Teachers shared that students who were struggling with getting their homework done on time were more successful at turning in work on time. Others shared students that were able to get extra support of specific skills had better test scores and overall did better in the classroom. Students loved having the "extra" activities, such as the monthly visits from the Wayne County Conservation Naturalist, Hannah. Parents were thankful that homework was done when they left after school, so they didn't have to worry about it after they got home.

Central Decatur: Parents comment on a regular basis that they are thankful for the program. Our town has little to no afterschool care for students. The before and after school program fills in a much needed gap in the community by providing safe enriching programming for all elementary age children. Due to the limitations of school aged care and the challenges COVID brought to all of our families, we heard on a regular basis from families how grateful they were to have free care for their children during this time. Having our doors stay open and putting measures in place to keep our programming consistent was praised by many parents.

Lamoni: The program in Lamoni is valued by parents as it fills the need for before and after school care. We have worked hard to make the program a worthwhile learning experience for the students. Our hard work to develop this program is paying off with increased positive comments from parents and grandparents. One particular student had recently been placed in the care of his Grandparents. The grandparents thanked and complimented the staff on a daily basis for offering the before and after school program. The grandparents commented how it helps them transition to the role of caregiver for the student. The program is also growing and includes students who

need the homework help and students who want to attend because they see the fun things the others are doing.

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**

Remember to include a student success story

A success story that **Mormon Trail** had was with two brothers. They were struggling to keep up with their work on a daily basis and were constantly behind. The classroom teacher began sending a daily checklist of assignments to complete so staff were able to keep track of what needed done. This followed through the whole school year and allowed the students to be more successful. If all work was not completed before the end of the daily program, the list would go home so the parents knew exactly what other assignments still needed done for the day.

A success story for **Lamoni** was the impact the High School students contributing to the program had on the students. Students are picked up by parents at various times according to their schedules. With our volunteers bringing in new and interesting projects and information, students began to get upset if they were picked up early before they had a chance to participate. One student, upset that she was going to miss out on learning about Ms. Ella's snake, begged mom to come back later. Mom commented that she didn't realize how important it was to participate in each group. She began waiting until 5 to pick up her child. I believe the more involved the kids are, the more parents realize this is a program to provide learning opportunities for the students, not just a safe place for after school.

A success story for **Central Decatur** has been the dramatic increase in attendance from about 15 to an average of 35 students per day at our South Elementary site due to the physical activities we have added each morning. One of our Mom's works for Public Health and was so impressed that she found funding to provide us with new workout supplies. Each day the kids come in and workout in the stations and then on some days we do team sports. The students throughout the year have recruited friends to come and that is what caused the positive increase in attendance. The hope is that the physical start for these students will impact their overall emotional and physical health. This program was highlighted in the USDA newsletter as a" physical activity success story for the state of Iowa". What an honor this was for our school. We had a Mom report that their Son used to have anxiety about coming to school and now is getting up early and wants to be the first kid to arrive at our morning program.

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

Remember to include a few best practices that you observed or that were reported to you

The project is closely aligned with districts' goals, including overall CSIP goals of creating a safe learning environment while increasing math and reading achievement. Student intervention activities for reading and math are provided. After school tutoring is closely connected with individual student goals in order to remediate any reading or math deficiencies. Reading comprehension and vocabulary strategies and math problem solving will be utilized to help students meet the proficiency goals. A unique feature of the four 21st CCLC centers is the close alignment of the project goals with school day achievement to best help promote student success. Each of these are designed to help identify students who need intervention early in the school year and provide those students with individualized interventions that will target the specific areas of student need.

Students at-risk in reading and/or math are asked to participate in after school programming. Rural homes in Decatur and Wayne counties are very isolated, and many families lack the necessary financial resources to arrange private transportation to and from school. These families depend on school transportation to ensure their child gets to school on a daily basis; staying after school (or getting to school in the summer) is a luxury that few families in this area can afford. To accommodate this need, regular and free transportation is made available for after school as well as summer programming to ensure that the students who have the greatest economic barriers have an opportunity to participate and benefit from the programming without creating hardships for their families.

STEM continues to be a force in career and technical education. All four centers continue to focus on equity as it relates to the development of the skill set required to be successful in these areas. The after school programs all have STEM components during which students are engaged in academic enrichment activities on computers, science projects, or coding exercises.

The centers also continue to be committed to physical literacy and overall student health. Physical activity is routinely integrated in the after school and summer programming. A healthy snack is always provided and there is regular programming designed to strengthen overall student health and body awareness. Districts consult with their Physical Education instructors in the design of appropriate and engaging activities

Cultural awareness is critical to the task of becoming a 21st Century global citizen. The Centers are intentional in including programming that advances students' cultural competencies and have elected to use a fine arts pathway to promote cultural consciousness; additionally, there are annual field trips that are designed to provide students with and Arts and Music cultural experience. The districts also utilize their art teachers to develop activities to explore their own cultural and artistic identity.
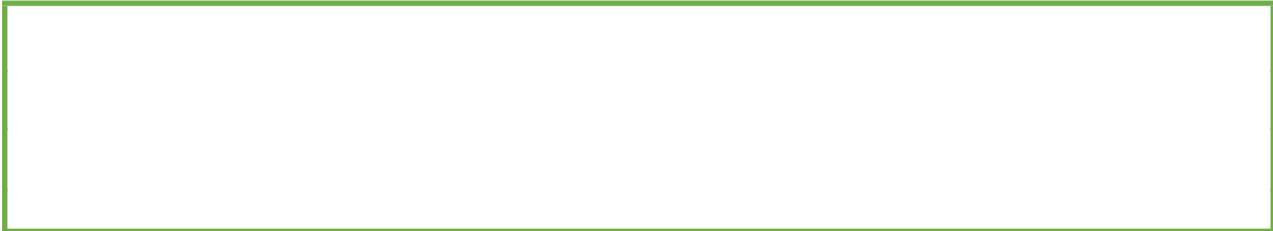
Pictures

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

The CCLC programs at Central Decatur, Lamoni, and Mormon Trail were able to re-imagine and enhance learning at their respective districts during a global pandemic because of the known value it adds to the educational system and the importance that social-emotional learning has on students. The benefit was felt by the school districts, the educators, parents/guardians, and the external stakeholders that continue to value this great partnership. Mitigation efforts established by the school districts crossed over to the programs in a seamless transition and allowed in person opportunities, while much of the country remained virtual.

As the parent/guardian survey response data reveals, 78.6 percent strongly agree that they have a clear understanding of the goals and objectives for the 21st Century Community Learning Center (CCLC) that their child participates in.

"I enjoy this program for my kids because it is safe, fun, and convenient," stated Alexandria Short.

Survey results show 92.9 percent strongly agree that the CCLC is a safe place for their child to work, learn, and have fun.

"My children look forward to attending the CCLC program, Exploration Academy, as part of their daily school routine. They know they will be safe and well taken care of," stated Carmen Duver.

When asked about equitable access to a quality CCLC program, 85.7 percent strongly agreed and 14.3 percent agreed.

The survey asked if anything needed to be changed about the CCLC program at their respective school district, other than none (nothing), the only other response was to move the closure time to 6 pm, to better align with a parent's work schedule.

Students, once they begin, in the CCLC program, continue in it! The survey data shows that the programs continue to engage new students, while maintaining current students, which speaks volumes in the value and need for such great programs at these school districts.

My child has been in the CCLC program for:

less than one year
1 year
2 years
3 or more years

35.7%
42.9%
14.3%
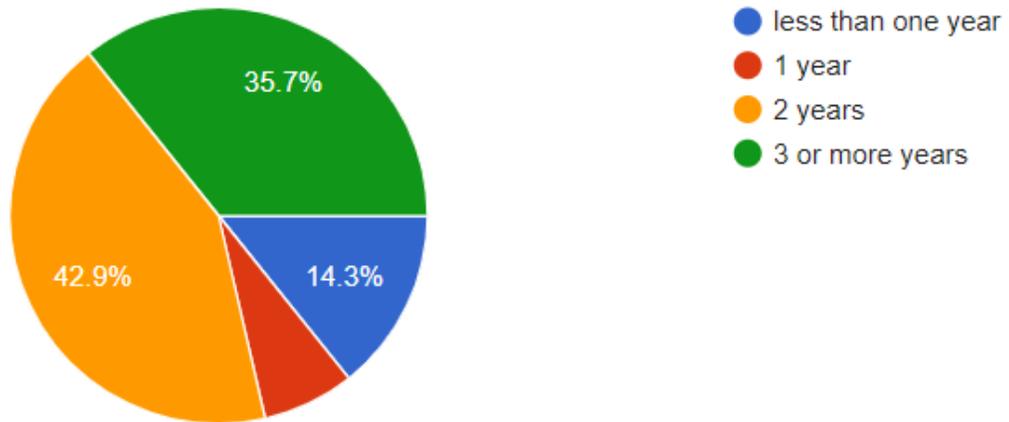
7. **Sustainability Plans**

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

Discuss the level of sustainability over the life of the grant. Explain how partner contributions can help sustain the program after federal funding ends.

Sustainability through program/data analysis: Continuous program improvement starts with vested stakeholders regularly reviewing data and evaluating progress towards the various established goals. The site coordinators and district administrators used data driven evaluation techniques and committed to collaborate on ways to obtain the best possible student learning outcomes. The data was then distributed to key stakeholders for reflection, analysis, and evaluation. Recommendations for changes for improvements followed analysis and interpretation of reports. Student interest in the program was regularly determined by analyzing the attendance patterns as well as aggregating comments from students, staff, and parents during and after program opportunities.

The Decatur County Cares Coalition meets quarterly to review needs and progress of the programs, share resources, and work together in seeking long term sustainability funding.

Sustainability through community partners: Sustainability activities throughout the grant cycle included collaboration with diverse partners to provide an array of quality activities. The activities were designed to intentionally build community awareness of the program in an effort to establish broad community buy-in and to implement a wide range of communication methods to keep critical stakeholders up-to-date about program activities and to engage volunteers and other diversified staff to provide programming. Perhaps the most critical community partner is often the most overlooked and that is the faculty, staff, and administration of each center. Each site coordinator worked to maintain a close relationship with each school district to ensure a connection to the school and the school community to capitalize upon and align with the instructional standards and goals of each.

Sustainability through advocacy: The program centers publicly shared program success and needs with the community at large. District administration advocated with legislative bodies to preserve funding. Central Decatur and the Leon community as well as Graceland and the Lamoni community hosted multiple state and national policymakers in recent years as a part of the ongoing effort to share the positive effects of multiple initiatives.

Sustainability through media: The site coordinators utilized all school and community communication streams to inform the public of the activities and successes of the four program sites. This included postings to social media and more traditional newspaper/newsletter outlets. All marketing efforts were evaluated for their effectiveness in increasing attendance, procuring community support, and identifying potential additional funding streams.

Sustainability through adaptability: Sustainability planning must be creative, flexible and rely on strong partners and internal support. The original design of the program involved a high level of collaboration between the two charter 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 adapted to accommodate those differences in order to best serve students at each center. As the former grant came to a close the centers looked for ways to continue and expand the program in a way that would impact more students. The Central Decatur and Mormon Trail centers looked for additional partners as they applied for the next grant cycle. As a result, the Decatur County Cares Coalition (DC3) was formed and brought several new stakeholders to the table - including a third school district (Lamoni Community School District). The new program design not only increases the number of students impacted, but the new model significantly increases the collaborative processes of the stakeholders, assembles county-wide resources, increases the potential for additional funding sources, and substantially increases the level of accountability for each learning center. As the newly awarded grant (2017) matures and ultimately ends, other funding streams will have to be pursued. Grant funding is critical to the long-term stability of the DC3 program for all students, as the largest cost in maintaining the program is in staffing. Without grant funding, the programs would become more exclusive, as some type of sliding fee scale would need to be implemented. While family/student fees will ultimately help with sustainability, the DC3 Advisory Board recognizes the impact this would have on the target population - low SES students and families. Currently, 65% of the students qualify for free or reduced lunch, with the majority qualifying for free lunch, and many would be unable to afford even the smallest of fees. The DC3 board members are dedicated to finding outside funding sources to sustain the newly awarded beyond the grant dates.

Sustainability through coordinated resources: The school districts provide space, office equipment, and custodial services. School lunch staff provide healthy snacks under the child care food assistance program. The grant partners worked with daily program staff and the site coordinator to provide assistance and information for programming and family literacy needs. Partners worked to combine resources where possible in order to maximize the positive impact on families and the best utilization of public and private funding.

8. **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

The Decatur County Cares Coalition (Cardinal Muscle, Saints Afterschool Program and Lamoni Exploration Academy) represent a collaborative project resulting from the combined efforts of the Central Decatur Community School District, Lamoni Community School District, and the Mormon Trail Community School District. 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. The project is closely aligned with district goals, including overall CSIP goals of creating a safe learning environment while increasing math and reading achievement.

This federal grant funding equalizes the opportunity for rural, social and economically disadvantaged students in Decatur County. Transportation and a no-fee structure allows students of all family income levels to participate equally and provides field trips and extended opportunities that would otherwise only be available in more urban settings.

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

https://www.lamonischools.org/vnews/display.v/SEC/Exploration%20Academy%7CLocal%20Evaluation

http://www.centraldecatur.org/north-elementary/cardinal-muscle/

http://www.centraldecatur.org/south-elementary/cardinal-muscle/

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

Highlights from this evaluation are shared annually at the local school board meetings. In addition, paper copies are available and provided to any stakeholder or parent upon request.

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

Remember to include an evaluator discussion on how the program met or did not meet the local objectives

The program objectives utilized during the first grant cycle were unrealistic and inadequate when measuring program impact. Beginning in the fall of 2017, Lamoni Community School District was added to the new grant and a joint collaborative advisory board, the Decatur County Cares Coalition, was established to oversee and advise the (now) four centers involved with the project.

The board consists of 15 community partners who, collectively, pursue the goal of maximizing resources, partnerships, and opportunities in Decatur County, to serve all Decatur County elementary students and to narrow the achievement gap for students at each of the centers.

Local objectives were modified in 2019-202to better reflect the goals and purpose of the grant, largely to interact and support with families (local objective 1- family attendance) and to engage and find sustainability through partnerships (local objective 2). Local objectives were met in both areas even working within the constraints of covid precautions.

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

Remember to include an evaluator discuss of what can be done to improve the program

As the world continues to determine how best to move forward through a global pandemic, now more than ever, social emotional learning is a topic many educators know is important in the momentum forward in meeting the critical role in determining how well-equipped students will be to meet the demands of the classroom. These three programs, Cardinal Muscle, Lamoni Exploration Academy, and Saints Afterschool Program, continue to provide opportunities and pathways for every student, crafting a chance for learning, while recognizing the importance of supporting students' social and emotional wellbeing, understanding that it's fundamental to academic success.

The following recommendations for the programs are as follows:

1. Re-establish or reimagine external stakeholders.
    As to be expected, engagement/participation with external stakeholders during the 2020-2021 academic year decreased to abide by school district COVID mitigation protocols. Now is the time to examine how best to utilize those remaining stakeholders and determine if new partners need to be added to better serve students. Are there partnerships that could assist with social emotional learning?

2. Financially support the continuation of the program.

There is one year remaining in the grant cycle for the three school districts. The data strongly supports the continuation of the CCLC program or a similar format and now is the time for the districts to examine how best to achieve it given their rural location and lack of quality before/after school childcare in the region. Are there external stakeholders that would share in the expense? This is truly an added value to the region. If the programs did go away at the end of the grant cycle, would this have an impact on the workforce shortage?

UNEXPECTED DATA (Unusual circumstances that occurred during the past school year- Flood, Tornado, Storm, Pandemic or other) Explain how this affected the program and how you responded to continue to serve children. What new procedures did you introduce? How did the Staff, Students and Parents respond? You may include pictures to help illustrate the challenges faced because of natural disasters.

Each program needs to include a paragraph describing activities post-covid- how did you continue to offer programs with covid restrictions

CD Our Post Covid Plan for our program was to have our program run as normal as possible knowing that our families depended upon us being open. We were able to keep our doors open the entire school year under our usual operating hours. Pre Covid our students would rotate from room to room completing various activities. We had to stop that practice and have students stay within their grade group with the same teacher in one room each day. All students and staff were required to wear a mask.

We also increased our academic time doing many activities to review basic skills hoping to fill in the gaps in learning from the time spent at home during quarantine. We added a math club using the Bedtime Math materials to help in practicing math skills in a fun way at both of our sites. We had to make some changes to our Family Nights due to not allowing visitors and large school based gatherings in the Fall. We had a drive through family night that was very successful. In the Spring we were able to gather outside with our community and partners. Everyone was so excited to finally be together doing something fun.

Lamoni: During COVID, the on-site supervisor and a few staff for Exploration Academy worked to maintain contact with EA families. The on-site supervisor volunteered with the drive by lunch program and also delivered meals to families in quarantine and families unable to pick up lunches. Families were also offered support with delivering homework packets and listening to the parents' concerns, and reassuring them. So, when we returned to offering the program, I was expecting lower numbers. I was surprised when we were about the same if not higher than before COVID. I think keeping in contact with parents helped sustain the program after COVID. We continued our program using the COVID protocols set by the school. We were able to continue the program as it was before with just a few modifications. One of the most important things was increasing our time outside as much as possible.

Mormon Trail: After COVID and upon returning to in-person learning in the fall, MT followed the protocols set by the board while running as normal as possible. Students in attendance continued to wear masks and sit 6 feet apart. We were fortunate enough to have a larger room to be able to do this and have all students remain in the same room. Our monthly visits by the Wayne County Naturalist were done virtually so students were still able to participate in this activity.