

LOCAL EVALUATION FORM FOR 2024-2025

Grantee: Central Decatur

Overview

The U.S. Department of Education provided guidance on Local Evaluations, as stated in Section F-2 of 21st Century Community Learning Centers, Non-Regulatory Guidance: September 2024.

What are the local evaluation requirements?

Each local subgrantee must conduct a periodic evaluation in conjunction with the SEA's evaluation plan (see F-1) to assess its progress toward achieving the goal of providing high-quality opportunities for academic enrichment and overall student success. (Section 4205(b)(2)(A)). The subgrantee must use the results of its evaluation to refine, improve, and strengthen the program or activity as well as review and refine the performance measures. (Section 4205(b)(2)(B)). A subgrantee may use a reasonable and necessary amount of its grant to conduct this evaluation.

NOTE: *In Iowa, no more than 4% of each program's total budget can be used for local evaluation efforts.*

A subgrantee must also collect the necessary data to measure student success as described in the subgrantee's application and to contribute to the SEA's overall evaluation of 21st CCLC programs in the State. (Section 4205(b)(1)(E)). The subgrantee must provide public notice of the availability of its evaluations and make the evaluations available upon request. (Section 4205(b)(2)(B)(ii)).

To assist grantees with meeting the local evaluation requirements, the Iowa Department of Education (Department) provides a standardized form for local evaluations of the 21st Century Community Learning Center (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 15-19 are to be included in the data reporting for the previous school year. Reported data will be from the Summer of 2024 and the 2024-2025 School Year.

For assistance, contact:

Joe Collins, Iowa Department of Education - joe.collins@iowa.gov
Dr. Ron Craveym, R&R Educational Consulting – cravey@rredcon.com
Rusty Sinclair, R&R Educational Consulting – sinclair@rredcon.com

Local Evaluation

GENERAL INSTRUCTIONS: Table 1 lists the **nine (9)** required sections of the local evaluation as a checklist. Each section likewise includes a checklist of required items.

The completed form should be saved with the filename <[Grantee Name 21st CCLC Local Evaluation Form 2024-2025](#)>. The form must be completed and submitted in **Word format**.

NOTE: *Instructions and clarifications are shown in BLUE.*

Table 1: Required Sections Checklist

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

1. General Information

Table 2: General Information Required Elements Section Checklist

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

Table 3 Basic Information

Item	Information
Date Form Submitted	
Grantee Name	Central Decatur Schools
Program Director Name	Ms. Kerry Welch, Student Success Coordinator
Program Director E-mail	Kerry.welch@centraldecatur.org
Program Director Phone	641-446-6521
Evaluator Name	Dr. Amber Graeber, Assistant Professor
Evaluator E-mail	Amber.graeber@drake.edu
Evaluator Phone	515-805-0510
Optional: Additional Information from Grantee	

Table 4: Center Information

Cohort <i>If not in a cohort, leave the cohort info blank.</i>	Centers <i>Enter names of centers separated by commas. Include school level (i.e., Elementary, Middle, High School)</i>
Cohort 15	
Cohort 16	
Cohort 17	
Cohort 18	
Cohort 19	Central Decatur (Elementary, Middle)
<i>Optional:</i> Additional Information from Grantee	

2. Introduction/Executive Summary

Table 5: Introduction/Executive Summary Section Checklist

Introduction/Executive Summary Required Elements	Complete?
Program Implementation	Yes
• Needs Assessment Process	Yes
• Key People Involved	Yes
• Development of Objectives	Yes
Program Description	Yes
• Program days and hours	Yes
• List of activities	Yes
• Location of centers	Yes
• Attendance requirements	Yes
• Governance (board, director, etc.)	Yes
• Details on Parent Events and Parent Involvement	Yes
• Details on provided food programs (i.e., snacks, full meals, weekend backpacks, etc.)	Yes
Program Highlights	Yes

Executive Summary – Central Decatur Community School District (2024–2025)

Central Decatur Community School District identified critical academic, social-emotional, and family engagement needs across its three school buildings through a comprehensive needs assessment conducted during the 2023–2024 school year. **This process was led by the district leadership team and informed by meaningful parent and community input gathered through the School Improvement Advisory Council (SIAC).**

The **needs assessment** revealed that students across all three buildings required early and ongoing academic support to meet and sustain reading proficiency. This need was particularly pronounced among students receiving special education services (IEPs) and those from low socioeconomic backgrounds, who required more intensive and sustained interventions to achieve academic success. In addition to academic challenges, at-risk students across the district needed access to high-quality enrichment opportunities that support positive youth development and address chronic absenteeism. These enrichment experiences are essential for increasing student engagement, fostering school connectedness, and promoting consistent attendance. Finally, the assessment highlighted a strong need for expanded support for families. Parents and caregivers require greater access to high-quality

programs, resources, and services that strengthen family literacy, encourage meaningful school engagement, and support student safety and overall success.

As a result, Central Decatur Community School District's utilized the grant to implement its 21st Century Community Learning Centers (21CCLC). The program continued to provide comprehensive before-school, after-school, Monday School, and summer learning opportunities for students in grades PreK–8. Designed to meet the needs of working families and support student learning beyond the traditional school day, the program emphasized consistency, accessibility, and strong school–community partnerships during the 2024–2025 program year.

Programming was offered across multiple settings and schedules to maximize student access. **During the school year**, before-school programming operated Monday through Friday, with extended after-school hours Monday through Thursday. In addition, Central Decatur implemented a full-day “**Monday School**” model, serving students on non-instructional Mondays at **South Elementary**. **Summer** programming was offered for four weeks in June at **North Elementary**, providing structured academic and enrichment experiences during the summer months.

Program activities included academic support, enrichment, and family engagement opportunities. Students participated in before-school and after-school programming, Monday School, and summer learning experiences, while families were engaged through two large family nights (fall and spring) and four to five additional family events throughout the year. Attendance was flexible to meet family needs, with monthly pre-registration encouraged and drop-in participation available when necessary.

Student participation and engagement remained strong. Monday School served an average of 70 students each week, demonstrating consistent demand for full-day enrichment and supervision. The elementary after-school program maintained daily attendance between 60–70 students, even after a schedule adjustment that extended the regular school day by 45 minutes—an outcome that exceeded expectations and highlighted sustained family trust and student interest.

Family engagement was a notable strength of the program. Events such as Back-to-School Night (with over 85% family attendance for PreK–8), a Healthy Family Walk in partnership with Decatur County Public Health, and themed family nights focused on STEM, literacy, math, and the arts fostered meaningful connections between families, students, and schools. The Fall Family Night drew 46 families and 161 total participants, making it one of the most well-attended events in recent years. Spring Family Night continued this success with hands-on art experiences integrated across content areas. The program also addressed students’ nutritional needs through coordinated **food services**. Morning participants received breakfast through the school nutrition program, afternoon students were provided snacks, and Monday School participants received breakfast, lunch, and snacks. Additionally, 20 students received weekly backpack food support, helping ensure consistent access to nutrition beyond the school day.

Governance and oversight were supported by a diverse advisory team, including district leadership, school administrators, parents, community partners, public health representatives, law enforcement, higher education, and library staff. These partnerships strengthened program quality, ensured responsiveness to community needs, and expanded learning opportunities for students.

In summary, the Central Decatur 21CCLC program demonstrated strong participation, high family engagement, and effective coordination of academic, enrichment, and support services for students and families. The continued success of Monday School, sustained after-school attendance, and growing family involvement reflect a stable and impactful program model that supports student learning and community connection in a rural school district.

3. Demographic Data

Table 6: Demographic Data Section Checklist

Demographic Data Required Elements	Complete ?
2024-25 School Year Attendance Tables	Yes
• 2024-25 School Year Attendance Summary Table	Yes
• 2024-25 School Year Grade Level Table	Yes
• 2024-25 School Year Sex Table	Yes
• 2024-25 School Year Attendance Population Specific Table	Yes
• 2024-25 School Year Attendance Race/Ethnicity Table	Yes
Summer of 2024 Attendance Tables	Yes
• Summer of 2024 Attendance Summary Table	Yes
• Summer of 2024 Grade Level Table	Yes
• Summer of 2024 Sex Table	Yes
• Summer of 2024 Attendance Population Specific Table	Yes
• Summer of 2024 Attendance Race/Ethnicity Table	Yes
Attendance Discussion	Yes
Partnerships	Yes
• Partnerships Table	Yes
• Partnerships Discussion	Yes
Parent Involvement Information and Discussion	Yes

2024-2025 School Year Attendance Tables

SECTION INSTRUCTIONS: Enter the number of students in the appropriate fields in the tables below. Data will be from the Fall of 2024 and the Spring of 2025. There are separate tables for the Summer of 2024. Leave blank any cohorts that do not apply.

The yearly 21st CCLC grant requirement is for the local program to provide at least 60 hours of contact per month. Over the nine months of the program, a minimum of 480 hours of contact would occur. The goal for attendance is that all students would attend more than 270 hours. If this is not happening for your program, please explain in the attendance discussion section.

Table 7: 21st CCLC Program 2024-25 School Year Attendance Summary
(Reflects the number of students.)

NOTE: This attendance data is based on total attendees. Please fill in the table using **total attendance**.

Days/Hours	Cohort 15	Cohort 16	Cohort 17	Cohort 18	Cohort 19	Total
Less than 15 Hours					38	38
More than 15, Less than 45 Hours					42	42
More than 45, Less than 90 Hours					19	19
More than 90, Less than 180 Hours					34	34
More than 180, Less than 270 Hours					19	19
More than 270 Hours					43	43
TOTAL					195	195

Table 8: 21st CCLC Program 2024-25 School Year Attendance by Grade Level
(Reflects total number of students.)

Days/Hours by Grade Level	Cohort 15	Cohort 16	Cohort 17	Cohort 18	Cohort 19	Total
Prekindergarten					18	18
Kindergarten					28	28
1st Grade					28	28
2nd Grade					26	26
3rd Grade					16	16
4th Grade					24	24
5th Grade					18	18
6th Grade					16	16
7th Grade					14	14
8th Grade					7	7
9th Grade					0	0
10th Grade					0	0
11th Grade					0	0
12th Grade					0	0
TOTAL					195	195

Table 9: 21st CCLC Program 2024-25 School Year Attendance by Sex
(Based on total attendance.)

INSTRUCTIONS: The School Year Attendance by Sex data is based on the total number of attendees. Please fill in the table using **total attendance**.

Attendee	Cohort 15	Cohort 16	Cohort 17	Cohort 18	Cohort 19	Total
Male					85	85
Female					110	110
Not reported in Male or Female (<i>Students who are identified as nonbinary or another category that is not listed above.</i>)						
Gender Data Not Provided					195	195

Table 10: 21st CCLC Program 2024-25 School Year Attendance by Specific Population
(Based on total attendance.)

INSTRUCTIONS: The Attendance by Specific Population data is based on the total number of attendees. Please fill in the table using **total attendance**.

Attendee	Cohort 15	Cohort 16	Cohort 17	Cohort 18	Cohort 19	Total
Students who are English Learners (LEP)					4	4
Students who are economically disadvantaged (FRPL)					118	118
Students with disabilities					39	39
Family members of participants served (<i>Enter the total number of family members of students who participated in activities sponsored by 21st CCLC funds.</i>)					95	95

Table 11: 21st CCLC Program 2024-25 School Year Attendance by Race/Ethnicity
(Based on total Attendance.)

INSTRUCTIONS: The Attendance by Race/Ethnicity data is based on the total number of attendees. Please fill in the table using **total attendance**.

Attendee	Cohort 15	Cohort 16	Cohort 17	Cohort 18	Cohort 19	Total
American Indian/Alaska Native					0	0
Asian					0	0
Black or African American					6	6
Hispanic or Latino					5	5
Native Hawaiian or Pacific Islander					0	0
White					177	177
Two or more races					7	7
Data not provided						

Summer of 2024 Attendance Tables

SECTION INSTRUCTIONS: Enter the number of students in the appropriate fields in the tables below. Data will be from the Summer of 2024 **only**. Leave blank any cohorts that do not apply.

Due to the length of a Summer Program, it is not expected that any attendees will exceed more than 90 hours.

Table 12: 21st CCLC Program 2024-25 Summer 2024 Attendance Summary
(Reflects the number of students.)

Days/Hours	Cohort 15	Cohort 16	Cohort 17	Cohort 18	Cohort 19	Total
Less than 15 Hours					13	13
More than 15, Less than 45 Hours					40	40
More than 45, Less than 90 Hours					29	29
More than 90, Less than 180 Hours					20	20
More than 180, Less than 270 Hours					0	0
More than 270 Hours					0	0
TOTALS					102	102

Table 13: 21st CCLC Program 2024-25 Summer 2024 Attendance by Grade Level
(Reflects total number of students.)

INSTRUCTIONS: The grade-level attendance data is based on total attendees. Please fill in the table using **total attendance**.

Grade Level	Cohort 15	Cohort 16	Cohort 17	Cohort 18	Cohort 19	Total
Prekindergarten					7	7
Kindergarten					22	22
1st Grade					12	12
2nd Grade					15	15
3rd Grade					16	16
4th Grade					10	10
5th Grade					10	10
6th Grade					4	4
7th Grade					4	4

Grade Level	Cohort 15	Cohort 16	Cohort 17	Cohort 18	Cohort 19	Total
8th Grade					2	2
9th Grade						
10th Grade						
11th Grade						
12th Grade						
TOTALS					102	102

Table 14: 21st CCLC Program 2024-25 Summer 2024 Attendance by Sex
(Based on total attendance.)

INSTRUCTIONS: The Attendance by Sex data is based on the total number of attendees. Please fill in the table using **total attendance**.

Attendee	Cohort 15	Cohort 16	Cohort 17	Cohort 18	Cohort 19	Total
Male					48	48
Female					54	54
Not reported in Male or Female (<i>Students who are identified as nonbinary or another category that is not listed above.</i>)					0	0
Gender Data Not Provided					0	0

Table 15: 21st CCLC Program 2024-25 Summer 2024 Attendance by Specific Population
(Based on total attendance.)

INSTRUCTIONS: The Attendance by Specific Population data is based on the total number of attendees. Please fill in the table using **total attendance**.

Attendee	Cohort 15	Cohort 16	Cohort 17	Cohort 18	Cohort 19	Total
Students who are English Learners (LEP)					4	4
Students who are economically disadvantaged (FRPL)					67	67
Students with disabilities					25	25
Family members of participants served (<i>Enter the total number of family members of students who participated in activities sponsored by 21st CCLC funds.</i>)					98	98

Table 16: 21st CCLC Program 2024-25 Summer 2024 Attendance by Race/Ethnicity
(Based on total Attendance.)

INSTRUCTIONS: The Attendance by Race/Ethnicity data is based on the total number of attendees. Please fill in the table using **total attendance**.

Attendee	Cohort 15	Cohort 16	Cohort 17	Cohort 18	Cohort 19	Total
American Indian/Alaska Native					0	0
Asian					5	5
Black or African American					1	1
Hispanic or Latino					3	3
Native Hawaiian or Pacific Islander					0	0
White					88	88
Two or more races					3	3
Data not provided						

Attendance Discussion

Table 17: Attendance Discussion Required Elements Checklist

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

Attendance Discussion - Central Decatur Community School District's 21CCLC (2024-2025)

General Discussion on Attendance: During the 2024–2025 program year, Central Decatur's 21st Century Community Learning Centers (21st CCLC) program served students through both the academic year and a summer learning term, reaching a total of 195 students during the school year and 102 students during Summer 2024. Attendance patterns across both program periods reflect strong engagement among a core group of students, alongside ongoing challenges related to consistent participation for others. The **highest enrollment** occurred in **kindergarten through fifth grade during the school year** and **kindergarten through third grade during the summer**.

Central Decatur served a total of **195 K-8 students** during the 2024-2025 school year. This number represents approximately **33% of the district's K-8 population**. Attendance was tracked through daily sign-in logs and verified by internal school records.

During the **school year**, attendance data indicate varied levels of participation. A total of **43 students** attended more than **270 hours**, meeting or exceeding the program's target threshold for high-quality participation and reflecting sustained access to academic and enrichment supports. An additional **19 students** attended between **180 and 270 hours**, demonstrating meaningful engagement. However, a notable portion of students participated for fewer than 180 hours, including 38 students who attended fewer than 15 hours and 42 students who attended between 15 and 45 hours. These data suggest that while the program successfully retains a group of highly engaged students, barriers such as transportation, family schedules, competing responsibilities, and chronic absenteeism do impact consistent participation for some students.

Summer 2024 attendance patterns were consistent with expectations for a shorter-term program. **The majority of summer participants attended between 15 and 90 hours**, indicating sustained engagement throughout the session. Summer participation complemented the school-year program by providing continued academic support and enrichment opportunities, particularly for students most vulnerable to summer learning loss.

Percentage of FRPL Attendees: Of the 195 students enrolled in the program, **118 qualified for free or reduced lunch (FRPL)**, resulting in a **free/reduced percentage of 60.5%**. This is close to the district demographics (63.7% qualify for FRPL) and reflects the program's emphasis on equitable access.

Serving all Students: Attendance by sex was relatively balanced across both periods, with 110 female and 85 male students participating during the school year and 54 female and 48 male students during the summer. **Racial and ethnic data** indicate that the majority of participants identified as White, with

representation from Black or African American, Hispanic or Latino, Asian students (summer), and students identifying with two or more races.

Serving Special Populations (ELL, SPED): During the school year, **39 were students with disabilities**, and **four were English Learners**. Similarly, during Summer 2024, **25 were students with disabilities**, and **four were English Learners**. These populations often face compounded barriers to academic success and consistent attendance, reinforcing the importance of targeted outreach, differentiated instruction, and wraparound supports to improve access and sustained engagement.

Efforts to Increase and Sustain Attendance: The program prioritizes engaging, high-quality activities designed to encourage consistent student participation.

- Programming intentionally incorporates both multi-age and grade-level groupings to foster positive social interactions and peer relationships.
- Students participate in a variety of structured and unstructured activities, including puzzles, board games, creative arts, and STEM-based learning experiences. These activities are designed to support student engagement, collaboration, and enjoyment in a supportive environment.
- On Mondays, when extended programming time is available, students participate in enrichment opportunities beyond the school setting. These experiences include community-based field trips and experiential learning opportunities that allow students to explore new environments, build background knowledge, and connect learning to real-world contexts. These extended experiences have proven effective in increasing student interest and motivation to attend the program regularly.

Recruitment Efforts: Recruitment efforts are supported through consistent and intentional communication with families. A monthly 21st CCLC newsletter is distributed in conjunction with the school newsletter and provides families with information about upcoming events, program hours, and enrollment procedures. In addition, promotional materials for major events are posted throughout the school buildings to increase visibility and awareness. Experience has shown that participation in special events often serves as an entry point for students and families. Students who attend one-time events are more likely to enroll in ongoing weekly programming, motivated by opportunities to build friendships, participate in engaging activities, and feel connected to the program community.

How Contact Hour Requirements Were Met: The program meets contact hour requirements through a combination of before-school, after-school, and extended-day programming.

- **Before School:** Students receive 0.5 hours of programming in the morning from 7:15–7:45 a.m.,
- **After School:** Tuesday through Friday, and 1.75 hours of after-school programming from 3:45–5:30 p.m., Tuesday through Thursday.
- **Monday School:** Additionally, the program operates extended sessions on two to three Mondays per month, providing up to 10 hours of programming per Monday.

On average, **the program provides approximately 69 contact hours per month**, meeting the 21st CCLC requirement in most months. In months with fewer extended Monday sessions or an extended school break (winter break, spring break, etc.), total contact hours may fall below the 60-hour minimum. This variation is primarily due to recent changes in the school schedule, including a transition from a five-day to a four-day instructional week and an extension of the school day by 45 minutes. While these

changes have reduced available after-school time, the program continues to adapt scheduling and programming to maximize student access and maintain compliance whenever possible.

Explanation of Whether Grant Goals were Met

The program met all required contact-hour and equity benchmarks. The implementation of before school, after school, and Monday school programming provided multiple opportunities for student enrichment and support. The new school schedule meant that shifts had to occur in programming. The option for a "Monday school" proved successful, averaging 70 students each time. With the implementation of the new school schedule, school ends 45 minutes later than it had in previous years. There were concerns that this would impact after school attendance in the program. Program attendance was not negatively impacted by the change in schedule. Attendance trends, family feedback, and reflections from those working in the program indicate that Central Decatur Community School District is not only meeting state attendance requirements but also engaging students and families in a meaningful way when providing support and enrichment.

NOTE: Please do not reference the old regular (30 days or more) attendance goal from the old APR. This is no longer applicable. Instead, discuss the new APR measures, especially the over 270 hours.

Partnerships

SECTION INSTRUCTIONS: 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.

Contribution Types

NOTE: If 8, Other, is used, please provide details in the Description of Contribution column.

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

Table 18: 21st CCLC Program 2024-25 Partnerships Table

Name of Partner	Vendor* Type [‡] : Full or Partial (Descriptions below)	Contribution Type (From list above)	Description of Contribution (Include staff provided)	Total In-kind Value (Monetary Value if unpaid partner)
Decatur County Sheriff Dept.	Full	3,6	Drug and violence prevention opportunity Service learning College and career readiness learning Family engagement	200.00
Decatur Co. Conservation	Full	3,6	STEM focused-partnership Supported literacy and math outcomes Provided enrichment	150.00

			Service learning	
Decatur County Development	Full	3	College and career readiness learning	100.00
Graceland University	Full	3,6	Academic tutoring to support literacy and math goals Provided enrichment Physical fitness opportunities College and career readiness learning Family engagement	300.00
Dr. Hefferon Chiropractor	Full	3,6	Provided enrichment Art, music, and drama opportunities	300.00
Decatur County Public Health	Full	3,5,6	Physical fitness opportunities Nutrition education Family engagement Amber Suazo	500.00
PBS (Des Moines)	Full	3,5,6	STEM focused-partnership Provided enrichment Family engagement	200.00
Green Valley AEA	Full	3,6	STEM focused-partnership Supported literacy and math initiatives Provided enrichment Family engagement	1,500
AmeriCorps	Full	6	Academic tutoring to support literacy and math goals Provided enrichment Family engagement	180.00
Rotary Club of Decatur County	Full	6	Family engagement Academic tutoring	200.00
Leon Library	Full	6	Supported literacy goals Provided enrichment	100.00
ISU Extension & Outreach	Full	3,6	STEM focused-partnership Supported literacy and math goals Provided enrichment	100.00
Decatur County Hospital	Full	3,6	Family engagement	100.00
Leon Lion's Club	Full	3,6	Family engagement	100.00
Parents as Teachers	Full	3,5,6	Family engagement Supported literacy efforts Provided enrichment Nutrition education	200.00
Bedford Apple Orchard	Full	3,5,6	Enrichment programming	400.00
Iowa State University	Full	3,5,6	Enrichment programming	1,000
Leon Community Theater	Partial	3,5,6	Enrichment programming	50.00
Creston Family Fitness Center	Partial	3,7	Physical education enriching activities	400.00

*Vendor – services are only provided at a cost to the program

[‡]Full – partner works with the local program at no cost to the program; Partial – partner works with the local program by providing discounted costs/rates

Table 19: Partnerships Discussion Required Elements Checklist

INSTRUCTIONS: Make sure to discuss what partners do, the 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:	Yes
● Summary of partnerships table	Yes
● Total Partners by Type	Yes
● How in-kind value was determined	Yes
● Efforts to recruit partners	Yes
● Highlights of partnerships	Yes
● How partnerships help the program serve students	Yes

General Overview of Partnerships

During the 2024–2025 program year, Central Decatur’s 21st Century Community Learning Centers (21st CCLC) program leveraged a robust network of community, higher education, nonprofit, and public-sector partners to enhance programming quality, expand student opportunities, and strengthen family engagement. The partnerships table reflects a total of **19 active partners**, the **majority of which served as full partners**, contributing consistently to program implementation through in-kind services, staff time, and enrichment opportunities.

Summary of Partnerships and Partner Types

Of the 19 partners, 17 served as full partners and 2 served as partial partners, indicating a strong level of sustained collaboration across the program year. Partners represented a diverse range of sectors, including:

- Public agencies and local government (e.g., Decatur County Sheriff’s Department, Decatur County Public Health, Decatur County Conservation, Decatur County Hospital),
- Higher education institutions (Graceland University, Iowa State University),
- Community organizations and service clubs (Rotary Club of Decatur County, Leon Lions Club),
- Educational and literacy organizations (Green Valley AEA, AmeriCorps, Leon Library, ISU Extension & Outreach, Parents as Teachers, PBS–Des Moines),
- Health, wellness, and fitness providers (Creston Family Fitness Center, Dr. Hefferon Chiropractor),
- Arts, enrichment, and cultural partners (Leon Community Theater, Bedford Apple Orchard).

Collectively, these partners contributed meaningful support across academic, enrichment, health, and family engagement domains.

Total Partners by Contribution Type

Partner contributions aligned closely with program goals and allowable 21st CCLC activities.

Full Partners: 17

Partial Partners: 2

Vendors: 0

How In-Kind Value was Determined

In-kind value was determined by an hourly wage per person volunteering at 20.00 per hour and the goods they provided at no cost to the program were estimated by retail cost and then cost per student.

Efforts to Recruit and Retain Partners

The Cardinal Muscle Director maintains regular communication with community partners to collaboratively develop programming that is engaging, innovative, and responsive to the needs of all students. Many partners serve on the program's Advisory Board, providing them with a meaningful voice in program planning and decision-making. In addition, partners are routinely invited to participate in Family Nights, where they facilitate activities, share information about community resources, and highlight ways they can support and strengthen families.

Highlights of the Partnerships

Key highlights include strong collaborations with higher education partners, such as Graceland University and Iowa State University, which supported academic tutoring, enrichment programming, physical fitness, and college and career readiness activities. Public agencies, including the Decatur County Sheriff's Department and Decatur County Public Health, provided critical prevention education, safety awareness, and wellness programming that addressed both student and family needs. STEM partnerships with organizations such as Green Valley AEA, ISU Extension & Outreach, and PBS-Des Moines strengthened hands-on learning experiences aligned with literacy and math outcomes. Additionally, partnerships with local service clubs and community organizations enhanced family engagement, a consistent program strength.

The partnership with Decatur County Public Health has been particularly impactful. Through this collaboration, Decatur County Public Health has secured grant funding that has directly benefited the program by providing physical activity equipment and evidence-based lessons focused on healthy eating, physical activity, and overall wellness. Public Health staff also regularly participate in Family Nights by hosting informational booths, distributing resources, and engaging families in conversations related to health, nutrition, and well-being. This partnership supports the program's whole-child approach and aligns with 21st CCLC priorities related to student wellness, family engagement, and reducing barriers to learning.

How Partnerships Support Student Success

Community partnerships play a critical role in the program's ability to offer a diverse, high-quality array of academic, enrichment, and wellness programming. These partnerships enhance student engagement by providing varied learning experiences, which supports sustained student attendance and retention. In addition, partnerships create meaningful opportunities for students and community organizations to build relationships, increasing students' sense of belonging and strengthening connections between families, schools, and community resources.

Community partnerships are essential to the sustainability and effectiveness of the program. Partners are engaged on a regular basis in planning and delivering high-quality enrichment activities that enhance student learning and engagement. Many partners serve on the program's Advisory Board, ensuring shared decision-making and alignment with community needs. Partners also play a critical role in connecting students and families to local resources and supports. In a small, rural community, this collaborative approach strengthens the program's capacity to support families and address student needs holistically.

NOTE: Be sure to include information on how the in-kind value was determined.

Parent Involvement Information and Discussion

Table 20: Parent Involvement Information and Discussion Required Elements Checklist

Parent Involvement Information and Required Elements	Complete ?
Parent Involvement Table	Yes
Parent Involvement Discussion. <i>Description of communication with parents (flyers, letters, phone calls, personal contact, etc.)</i>	Yes
Efforts to increase parental involvement.	Yes

Table 21: 21st CCLC Program 2024-2025 Parent Involvement Table

INSTRUCTIONS: List all parent events held during the Summer of 2024 and the 2024-25 School Year. Add extra rows if needed. If data for the Parent Involvement Table is not available, add an explanation in the Parent Involvement Discussion section.

NOTE: A minimum of four events (one per quarter) is a grant requirement.

Name of Event	Cohorts Involved (List which Cohorts participated)	Number of Parents/Family Members Attending	Total Attendance (Include staff, students, etc.)	Short Description of Event
Event 1 National Night Out Aug 5, 2024	Cohort 19	80	172	It is a community event where students can get supplies, backpacks, and other things to prepare for school starting
Event 2 Back To School Night August 21, 2024	Cohort 19	121	394	This event is for families and students to meet their teachers and learn about the upcoming school year
Event 3 State of Iowa Statewide Healthy Walk October 2nd, 2024	Cohort 19	29	511	All students in grades PreK-8th grade walked for an hour along with families. The students could walk with friends or
Event 4 Fall Family Night November 5th, 2024	Cohort 19	46	161	Students along with their families were able to walk around and complete centers that were Math, Reading, and STEM related. The highlight was a full size Planetarium that was provided by our AEA.
Event 5 Fall Native American Open House November 28th	Cohort 19	27	203	Families were invited to the school to see the Native American homes projects and to learn more from the students about what they have

				learned from their research reports
Event 6 Spring Art Family Night April 8th	Cohort 19	20	89	Our Spring family night was all about art. Students and their families were able to walk around the various centers using various art materials.

Parent Involvement Discussion – Central Decatur 21st Century

Central Decatur Community School District met and exceeded the 21CCLC requirement of hosting at least one family-focused event per quarter during the 2024–2025 program year. Parent and family participation remained consistent throughout the year, and the events reflected a variety of themes that connected directly to student learning and community involvement.

National Night Out (August 5, 2024)

National Night Out engaged Cohort 19 students and their families in a community-wide back-to-school readiness event. A total of **172 individuals attended**, including approximately **80 parents and family members**. Families accessed school supplies, backpacks, and other essential resources, helping students prepare for the upcoming school year while strengthening community-school connections.

Back to School Night (August 21, 2024)

Back to School Night welcomed families and students to meet teachers and learn about expectations, routines, and academic goals for the new school year. The event drew strong participation, with **394 total attendees**, including **121 parents and family members**. This event played a critical role in establishing early communication and partnerships between families and school staff.

State of Iowa Statewide Healthy Walk (October 2, 2024)

All students in grades PreK–8 participated in the Statewide Healthy Walk, walking for one hour alongside families and staff to promote wellness and physical activity. The event had a total attendance of **511 participants, including 29 parents and family members**. Students were able to walk with peers and family members, reinforcing healthy habits and community engagement.

Fall Family Night (November 5, 2024)

Fall Family Night provided an interactive learning experience for students and families through Math, Reading, and STEM-based activity centers. A total of **161 individuals attended, including 46 parents and family members**. A highlight of the evening was a full-size planetarium provided by the Area Education Agency (AEA), which enhanced student engagement and family participation in STEM learning.

Fall Native American Open House (November 28, 2024)

During the Fall Native American Open House, families were invited to view student-created Native American housing projects and learn about students' research and learning. The event had a **total attendance of 203 individuals, including 27 parents and family members**. This event supported culturally responsive learning and provided students with an authentic opportunity to share their academic work with families.

Spring Art Family Night (April 8, 2025)

Spring Art Family Night centered on creative expression and family engagement through hands-on art activities. Students and families rotated through multiple art centers using a variety of materials. The event was **attended by 89 individuals, including 20 parents and family members**, offering a welcoming space for families to engage with student creativity and the school community.

Communication with Parents

Multiple communication channels are used to ensure information is accessible and timely for all families. These include a monthly program newsletter, a weekly school newsletter, and text-caster messages to notify families of upcoming events, schedule changes, and program updates. In addition, flyers and letters are sent home with students, and staff maintain personal contact with families as needed to address questions, provide reminders, and build relationships.

Efforts to Increase Parental Involvement

Overall, the program hosted **six family engagement events** during the 2024–2025 program year, each aligned with program goals of relationship building and community connection. Attendance across events shows active family participation, consistent engagement, and support for continued collaboration between families and the Central Decatur Community School District.

4. Total Academic Improvement

SECTION INSTRUCTIONS: This requirement for the Iowa 21st CCLC Local Evaluations provides the data needed to meet Section F-1 of [21st Century Community Learning Centers, Non-Regulatory Guidance \(2023\)](#), which states, among other things “*These indicators and measures must be able to track student success and improvement over time.*”

The Iowa 21st CCLC Program has been tracking progress in reading and math for all 21st CCLC students since 2015. Sub-grantees even provided data on academic progress during the 2019-2020 and 2020-2021 school years, which were affected by the COVID-19 Pandemic. **In order to review academic improvement data over time, the Iowa 21st CCLC Program is adding a state requirement to report ALL reading and math data as a local measure. Please complete the following tables on Reading/English Language Arts and Mathematics Improvement.**

NOTE: This data uses the “Number of Students Needing Improvement” in the comparison.

Table 22: Reading/English Language Arts Improvement

Grade Level	Number of Students Needing Improvement	Number of Students Who Improved	Percentage Improvement
Kindergarten	26	22	85%
1st Grade	19	16	84%
2nd Grade	17	15	88%
3rd Grade	11	9	81%
4th Grade	18	14	77%
5th Grade	11	10	90%
6th Grade	10	10	100%
7th Grade	10	10	100%
8th Grade	3	3	100%
9th Grade			
10th Grade			

11th Grade			
12th Grade			
Totals			

Table 23: Mathematics Improvement

Grade Level	Number of Students Needing Improvement	Number of Students Who Improved	Percentage Improvement
Kindergarten	26	21	80%
1st Grade	19	17	89%
2nd Grade	17	15	88%
3rd Grade	11	8	73%
4th Grade	18	15	83%
5th Grade	11	9	81%
6th Grade	10	9	90%
7th Grade	10	9	90%
8th Grade	3	3	100%
9th Grade			
10th Grade			
11th Grade			
12th Grade			
Totals			

Table 24: Total Academic Improvement Discussion Required Elements Checklist

Total Academic Improvement Discussion Required Elements	Complete?
Include what assessment(s) were used to determine improvement	Yes
Include a discussion of the highlights of improvement data, focusing on low and high-performing grade levels	Yes
Challenges to gathering data	Yes
Efforts to increase student performance	Yes

Assessment(s) Used to Determine Improvement

Student academic improvement in Reading/English Language Arts (ELA) and Mathematics was measured using a combination of district-adopted standardized assessments, universal screening tools, and professional teacher observations. Central Decatur Community School District assessments were used to ensure alignment with district instructional priorities and state accountability measures.

- *For Reading/ELA, spring screening scores from FastBridge were used for students in kindergarten through second grade, specifically Early Reading and CBM-R (Curriculum-Based Measurement–Reading). For students in grades three through eight, improvement was measured using Iowa Statewide Assessment of Student Progress (ISASP) reading scores.*
- *For Mathematics, spring screening scores from FastBridge were used for kindergarten through second grade, including earlyMath for kindergarten and aMath for second grade. Students in grades three through eight were assessed using ISASP mathematics scores.*
- *In addition to quantitative assessment data, teacher observations were incorporated into the review process to provide contextual insight into student growth, classroom performance, and skill application. Improvement for Iowa 21st CCLC reporting purposes is defined as progress*

among students identified as “needing improvement” at baseline, allowing for consistent tracking of student growth over time in accordance with state requirements.

Highlights of Improvement Data in Reading/ELA

Reading/ELA data demonstrate strong academic gains across all participating grade levels, **with improvement rates consistently exceeding 75 percent. Kindergarten through second grade** showed particularly rapid growth, **with improvement rates of 85 percent, 84 percent, and 88 percent respectively**, as measured through FastBridge spring screening data. **Upper elementary grades** also demonstrated substantial progress, **including a 90 percent improvement rate in fifth grade** based on ISASP reading results.

Notably, **all middle school students identified as needing improvement in grades six through eight demonstrated measurable gains**, resulting in a 100 percent improvement rate at each of those grade levels. These outcomes indicate that targeted literacy supports and aligned instructional strategies are effectively supporting students as reading demands increase.

Highlights of Improvement Data in Mathematics

Mathematics improvement data reflect similarly strong outcomes across grade levels. **Improvement rates ranged from 73 percent to 100 percent, with most grade levels achieving gains above 80 percent.** Early learners in kindergarten through second grade demonstrated improvement rates between 80 percent and 89 percent based on FastBridge earlyMath and aMath spring screening scores, highlighting the effectiveness of early math intervention.

Upper elementary and middle school students also showed strong progress on ISASP mathematics assessments. **Grades six and seven each demonstrated a 90 percent improvement rate, while grade eight achieved a 100 percent improvement rate among students needing improvement.** These results suggest the program is successfully reinforcing foundational and applied math skills across developmental levels.

Challenges to Gathering Data

A small number of students did not have complete pre- and post-assessment data, primarily due to factors such as inconsistent attendance, student illness, or family mobility. In some cases, variations in daily program participation also created challenges in fully aligning assessment data with classroom instruction. Despite these limitations, multiple measures - including FastBridge assessment results, student participation in program learning activities, and ongoing staff observations - were used to provide a reliable and comprehensive picture of student progress.

Efforts to Increase Student Performance

The program employs intentional, data-informed strategies to increase student performance in both reading and mathematics. Assessment results and teacher observations are used to identify individual and group areas of need, allowing staff to provide targeted academic support through small-group instruction, individualized assistance, and skill-focused practice aligned to classroom learning goals. Academic instruction is reinforced through enrichment activities designed to strengthen literacy and numeracy skills in engaging, hands-on ways. This approach supports student motivation while increasing time on task and opportunities for skill application. Ongoing communication and collaboration with classroom teachers further ensure instructional alignment and continuity between the school day and out-of-school programming.

Summary Reflection

Overall, the academic improvement data indicates that the program is making a meaningful impact on student learning in both Reading/ELA and Mathematics. High improvement rates across nearly all grade levels - particularly the consistent 100 percent improvement observed in middle school reading and eighth-grade mathematics - demonstrate strong progress among students most in need of academic support.

The use of multiple assessment measures, including FastBridge screeners, ISASP scores, and teacher observations, provides a comprehensive picture of student growth and strengthens confidence in the reported outcomes. The program remains committed to continuous improvement by using data to refine instructional practices and sustain positive academic results for participating students.

5. GPRA Measures

SECTION INSTRUCTIONS: Starting in 2022-23, the U. S. Department of Education changed the Government Performance and Results Act (GPRA) Measures. This is the same data reported online to the APR Data System. Note that any reference to the current school year is the 2024-25 school year.

Please note that the data tables for each GPRA Measure mirror the APR data entry tables. Please do not change any of the tables.

NOTE: This data uses the “Number of Attendees for whom you have outcome Data to report” in the comparison. This can result in GPRA data not matching the Total Academic Improvement data.

Table 25: GPRA Measures Required Elements Checklist

GPRA Measures Required Elements	Complete ?
GPRA Measures Data Tables	Yes
• GRPA Measure 1A – Reading Progress	Yes
• GRPA Measure 1B – Math Progress	Yes
• GRPA Measure 2 – Academic Achievement GPA	Yes
• GRPA Measure 3 – School Day Attendance	Yes
• GRPA Measure 4 – Behavior	Yes
• GRPA Measure 5 – Teacher Survey	Yes
GPRA Measures Discussion	Yes

GPRA Measures Data Tables

Table 26: GPRA Measure 1A – Reading Progress

INSTRUCTIONS: Percentage of students in **grades 4-8** participating in 21st CCLC programming during the school year and/or summer who demonstrate growth in reading and/or language arts on State Assessments.

Reading Growth by Days/Hours Attended	Less Than 15 Hours	15-44 Hours	45-89 Hours	90-179 Hours	180-269 Hours	270 Hours or More
Number of Attendees for whom you have outcome data to report	17	29	8	9	5	12
Number of Attendees who exhibited growth	16	27	8	8	5	11
Percentage of Attendees who exhibited growth (<i>Calculated for each column.</i>)	94%	93%	100%	88%	100%	91%

Table 27: GPRA Measure 1B – Math Progress

INSTRUCTIONS: Percentage of students in **grades 4-8** participating in 21st CCLC programming during the school year and/or summer who demonstrate growth in mathematics on state assessments.

Math Growth by Days/Hours Attended	Less Than 15 Hours	15-44 Hours	45-89 Hours	90-179 Hours	180-269 Hours	270 Hours or More
Number of Attendees for whom you have outcome data to report	17	29	8	9	5	12
Number of Attendees who exhibited growth	14	26	8	9	5	11
Percentage of Attendees who exhibited growth (<i>Calculated for each column.</i>)	82%	89%	100%	100%	100%	91%

Table 28: GPRA Measure 2 – Academic Achievement – GPA

INSTRUCTIONS: Percentage of students in **grades 7-8 and 10-12** attending 21st CCLC programming during the school year and/or summer with a prior-year unweighted Grade Point Average (GPA) of less than 3.0 who demonstrated an improved GPA.

- Grade of A = GPA of 4
- Grade of B = GPA of 3
- Grade of C = GPA of 2
- Grade of D = GPA of 1
- Grade of F = GPA of 0

GPA Improvement by Days/Hours Attended	Less Than 15 Hours	15-44 Hours	45-89 Hours	90-179 Hours	180-269 Hours	270 Hours or More
Number of Attendees for whom you have outcome data to report and who had a prior year unweighted GPA of less than 3.0?	2	2	0	0	0	0
For how many of these students do you have outcome data to report, and who had a prior-year unweighted GPA of less than 3.0?	2	2	0	0	0	0
Percentage of Attendees who improved their GPA. (<i>Calculated for each column.</i>)	0%	100%				

Table 29: GPRA Measure 3 – School Day Attendance

INSTRUCTIONS: Percentage of students in **grades 1-12** participating in 21st CCLC during the school year who had a school day attendance rate at or below 90% in the prior school year and demonstrated an improved attendance rate in the current school year.

School Attendance Improvement by Days/Hours Attended	Less Than 15 Hours	15-44 Hours	45-89 Hours	90-179 Hours	180-269 Hours	270 Hours or More
How many students had a school day attendance rate at or below 90% in the prior school year (2023-24)?	10	9	1	5	1	1
Of these students, how many demonstrated an improved attendance rate in the current school year (2024-25)?	4	5	0	4	1	1
Percentage of Attendees who improved their attendance rate. (<i>Calculated for each column.</i>)	40%	55%	0%	80%	100%	100%

Table 30: GPRA Measure 4 – Behavior

INSTRUCTIONS: Percentage of students in **grades 1-12** attending 21st CCLC programming during the school year and/or summer who experienced a decrease in in-school suspensions compared to the previous school year.

Behavior Improvement by Days/Hours Attended	Less Than 15 Hours	15-44 Hours	45-89 Hours	90-179 Hours	180-269 Hours	270 Hours or More
For how many of these students do you have outcome data to report, and who had in-school suspensions in the previous school year (2023-24)?		1	1			1
Of these students, how many experienced a decrease in in-school suspensions in the current school year (2024-25)?		1	1			1
Percentage of Attendees with fewer in-school suspensions. (<i>Calculated for each column.</i>)		100%	100%			100%

Table 31: GPRA Measure 5 – Teacher Survey

INSTRUCTIONS: Percentage of students in **grades 1-5** participating in 21st CCLC programming in the school year and/or summer who demonstrated an improvement in teacher-reported engagement in learning.

Increased School Engagement by Days/Hours Attended	Less Than 15 Hours	15-44 Hours	45-89 Hours	90-179 Hours	180-269 Hours	270 Hours or More
For how many of these students do you have outcome data to report?	18	21	6	20	11	36
Of these students for whom you have outcome data to report, how many demonstrated an improvement in teacher-reported engagement in learning?	13	18	6	19	11	33
Percentage of Attendees who improved. (<i>Calculated for each column.</i>)	72%	86%	100%	95%	100%	92%

GPRA Measures Discussion

Table 32: GPRA Measures Discussion Required Elements Checklist

GPRA Measures Discussion Required Elements	Complete ?
Please include, at a minimum, the following in your discussion of GPRA Measures. If you do not have data on any GPRA measure, add information on why those measures were not included.	Yes
Include what assessment(s) were used to determine improvement for Measures 1A and 1B.	Yes
Discussion of high-performing and low-performing areas.	Yes
Discussion of issues with any GPRA Measure.	Yes
Assessment of the 21st CCLC Program based solely on GPRA Measures.	Yes

GPRA Measures Narrative Discussion

Assessment Tools for Measures 1A and 1B: To determine student growth in core academic areas, the program utilized a combination of standardized state assessments and screening tools:

- **Reading/ELA (Measure 1A):** Improvement for students in kindergarten through 2nd grade was measured using FastBridge spring screening scores, specifically earlyReading and CBM-R (Curriculum-Based Measurement-Reading). For students in grades 3 through 8, growth was determined using Iowa Statewide Assessment of Student Progress (ISASP) reading scores.
- **Mathematics (Measure 1B):** For kindergarten through 2nd grade, FastBridge spring screening scores were used, including earlyMath (K-1) and aMath (2nd grade). Students in grades 3 through 8 were assessed using ISASP mathematics scores.

High-Performing Areas

- **Reading and Math Progress (Measures 1A & 1B):** Both measures showed exceptional results across almost all attendance tiers. In Reading, four out of six categories achieved 90% growth or higher. Mathematics performance was even stronger, with students attending between 45 and 269 hours achieving a 100% growth rate.
- **Teacher-Reported Engagement (Measure 5):** This measure saw high success rates, particularly for students attending 45 hours or more, where improvement rates ranged from 92% to 100%.
- **Behavior (Measure 4):** While the sample size was small, 100% of students who had prior in-school suspensions and fell into the reported attendance categories showed a decrease in suspensions.

Low-Performing Areas

- **School Day Attendance (Measure 3):** This was the most inconsistent area. Students with less than 15 hours of participation had only a 40% improvement rate in attendance. Furthermore, students in the 45-89 hour tier showed 0% improvement, though this may be due to a very small sample size ($n=1$).
- **GPA Improvement (Measure 2):** Data for GPA improvement was sparse. In the "Less Than 15 Hours" category, 0% of the students ($n=2$) improved their GPA.

Issues with GPRA Measures

Several data constraints may impact the interpretation of these results:

- **Sample Size Limitations:** For Measures 2 (GPA) and 4 (Behavior), the number of students meeting the criteria (having prior-year low GPAs or suspensions) was extremely low. This makes it difficult to draw statistically significant conclusions about the program's impact on these specific outcomes.
- **Attendance Discrepancies:** The instructions note that GPRA data uses the "Number of Attendees for whom you have outcome data" rather than total enrollment. This can lead to a disconnect between these tables and Total Academic Improvement data reported elsewhere.
- **Missing Data Tiers:** In Measure 2, four out of six attendance tiers had zero students to report, leaving significant gaps in the data for high-attendance participants.

Efforts to Increase Student Performance

To strengthen academic support during the afterschool program, **we implemented the IXL online learning platform to provide targeted practice in reading and mathematics** during Cardinal Muscle. IXL allows for individualized instruction; each student completes a diagnostic assessment, which then generates a personalized set of skills aligned to their current learning needs. Classroom teachers are also able to assign specific skills based on ongoing classroom instruction, ensuring continuity between the school day and the after school program.

In addition, we restructured staffing to provide more intentional academic support. High school student workers now focus specifically on building reading fluency with all first- and second-grade participants. At the middle school level, we began offering math tutoring twice per week led by the middle school math teacher. This tutoring was offered as an open, drop-in support opportunity for students seeking additional assistance.

Overall Program Assessment

Based solely on the GPRA Measures, the 21st CCLC program is highly effective at fostering academic growth and student engagement. The correlation between **higher attendance and better outcomes is evident in Measure 5 (Teacher Survey)**, where students attending more than 45 hours consistently hit 92-100% improvement. While school day attendance (Measure 3) remains an area for growth, the program's ability to drive progress in Reading and Math (Measures 1A and 1B) - often **exceeding a 90% success rate** - indicates that the academic interventions provided during program hours are yielding strong results for participants.

Summary Reflection

Overall, GPRA data indicate that the 21st CCLC program is highly effective in supporting academic growth and student engagement, particularly for students with higher levels of participation. Reading and mathematics outcomes were consistently strong across attendance tiers, with many groups demonstrating growth rates above 90% and several achieving 100% growth. Teacher-reported engagement also showed notable improvement, especially among students attending 45 hours or more, reinforcing the positive relationship between sustained participation and student outcomes.

Looking ahead to the 2025–2026 school year, we plan to expand both participation and programming at the middle school level. As this was our first year serving middle school students, we encountered challenges related to student recruitment and sustained engagement in offered activities. To address these challenges, we plan to hire a middle school teacher to serve as a program liaison,

supporting both student recruitment and the development of programming that aligns with student interests and academic needs.

For the upcoming school year, we also intend to continue enhancing our Monday School programming by introducing new, enriching experiences that are both engaging and educational. In addition, we plan to increase the number of high school tutors available to support younger students. During the past year, students who participated in daily reading practice with high school tutors demonstrated measurable gains in reading fluency. This approach has proven to be a simple yet highly effective strategy for supporting struggling learners and will be expanded in the coming year.

6. Local Objectives

SECTION INSTRUCTIONS: GPRA Measures will always serve as the official objectives. However, Local Objectives allow grantees to focus on areas not covered by the GPRA Measures. The following guidelines should be followed when entering the Local Objectives.

1. Enter no more than five Local Objectives. If you have more than five (5) objectives, enter the top five in the Local Objectives Table and summarize additional objectives in the Local Objectives Discussion Section. Another option is to consolidate two or more objectives into one objective. If you have fewer than five objectives, leave the additional rows blank.
2. Local Objectives should NOT mirror GPRA Measures. For example, since Reading and Math achievement are covered by GPRA Measure 1, there is no need to have Local Objectives on Reading or Math achievement.
3. There is a Local Objectives Table for each Cohort. If a Grantee did not participate in a cohort, that cohort table should be left blank.
4. Objectives will be rated as one of four ways. These are the ONLY acceptable ratings:
 - a. Met the stated objective. (Must provide methodology on how the objective was measured and justification for meeting the objective.)
 - b. Did not meet but made progress toward the stated objective. (Must provide methodology on how the objective was measured and what criteria were used to determine that progress was made.)
 - c. 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.)
 - d. 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.)
5. Data will be from the Summer and Fall of 2023 and the Spring of 2024.

Table 33: Local Objectives Required Elements Checklist

Local Objectives Required Elements	Complete ?
Local Objectives Data Tables	Yes
• No more than five (5) objectives per cohort	Yes
• Rating of each objective as listed above	Yes
• Full methodology used for measurement	Yes
• Justification for rating	Yes
Local Objectives Discussion	Yes

Local Objectives Data Tables

Table 34: Cohort 15 Table

Cohort 15 Objectives	Objective Rating	Methodology/Justification for Rating
1.		
2.		
3.		
4.		
5.		

Table 35: Cohort 16 Table

Cohort 16 Objectives	Objective Rating	Methodology/Justification for Rating
1.		
2.		
3.		
4.		
5.		

Table 36: Cohort 17 Table

Cohort 17 Objectives	Objective Rating	Methodology/Justification for Rating
1.		
2.		
3.		
4.		
5.		

Table 37: Cohort 18 Table

Cohort 18 Objectives	Objective Rating	Methodology/Justification for Rating
1.		
2.		
3.		
4.		
5.		

Table 38: Cohort 19 Table

Cohort 19 Objectives	Objective Rating	Methodology/Justification for Rating
1. K-6 students who attend at least 50% of program days will demonstrate annual growth or proficiency on spring testing (as measured by CBM-R or Areading scores on the FASTBridge assessment suite)	<u>Met the stated objective</u>	FASTBridge assessments and attendance
2. 7 th -8 th students who attend at least 50% of program days, will demonstrate academic proficiency (as measured by passing English, Reading, and	<u>Did not meet but made progress toward the stated objective.</u>	Small number of students attending, progress was made, but not all students met goal in all 3 subjects

Math core classes each semester.)		
3. K-8 Students who attend at least 50% of program days, will miss less than 18 days of school per year.	<u>Did not meet but made progress toward the stated objective.</u>	90% of students who were regular attenders missed less than 18 days. This is significant improvement from previous years' attendance data
4. Teachers agree that 75% of their students enrolled in the after school program are engaged in the school day classes, are behaving well in class, and/or are getting along well with others as measured by teacher surveys and school behavior reports.	<u>Met the stated objective</u>	Teachers report students are excited to attend before/after school programming and appear more engaged during the school day as a result, as measured by teacher reports.
5. 80% of parents with students in the after-school program will participate in a minimum of 2 family literacy activities/year as evidenced by event activity/participation records.	<u>Met the stated objective</u>	Strong attendance at all of the family literacy events and activities

Local Objectives Discussion

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

Local Objectives Discussion

Based on the provided data for Cohort 19, the following narrative analyzes the program's performance regarding its local objectives during the evaluation period.

Statistical Analysis of Objectives

The program established five local objectives. Grant evaluation guidelines suggest focusing on the top five local objectives. The performance breakdown is as follows:

- **Academic Growth (K-6):** Met the objective for students attending at least **50% of program days** showing growth or proficiency on FastBridge assessments.
- **Academic Proficiency (7-8):** Did not meet but made progress; a small number of students participated, and while progress was noted, not all students passed all three core subjects (English, Reading, and Math).

- **School Attendance:** Did not meet but made progress; **90% of regular attenders** missed fewer than 18 days of school.
- **Student Engagement:** Met the objective; teacher reports indicated students were excited to attend and appeared more engaged during the school day.
- **Parental Participation:** Met the objective; records showed strong attendance, meeting the goal of **80% of parents** participating in at least two family literacy activities.

Improvement Over Time

Improvement is explicitly noted in the **School Attendance** objective. The data indicates that having 90% of regular attenders miss fewer than 18 days represents a "**significant improvement from previous years' attendance data**," suggesting that the program's strategies for consistent school-day attendance are gaining traction over time.

Summary of Objective Ratings

The following table summarizes the performance and achievement levels for Cohort 19.

Local Objective Area	Rating	Key Statistic/Result
K-6 Academic Growth	Met	Growth/Proficiency on FastBridge
7-8 Core Pass Rates	Progress Made	Not all students pass all three subjects
K-8 School Attendance	Progress Made	90% of students missed less than 18 days
Teacher-Reported Engagement	Met	Teachers reported increased excitement
Family Literacy Participation	Met	Strong attendance at events

Methodology and Ratings

The program utilized a variety of quantitative and qualitative methodologies to determine these ratings:

- **Standardized Testing:** FASTbridge assessments (CBM-R and aReading) were used to track K-6 academic growth.
- **Administrative Records:** Attendance records and semester grades in core classes (English, Reading, and Math) provided the basis for student-level performance tracking.
- **Surveys and Evaluations:** Teacher surveys and school behavior reports measured engagement, while event-specific post-activity evaluations measured parental satisfaction.
- **Participation Logs:** Activity records tracked the frequency of family literacy event attendance.

Clarification for Objectives Not Met

Two objectives were rated as "**Did not meet but made progress toward the stated objective**":

- **7th-8th Grade Proficiency:** The failure to fully meet this goal was attributed to the **small number of students attending**, which can cause individual student struggles to disproportionately affect the overall percentage. While progress was observed, the high bar of passing all three core subjects was not met by the entire cohort.

- **School Attendance:** Although the **90% success rate** is high, it did not fully satisfy the specific internal target. However, the justification highlights this as a major success compared to historical data, indicating a positive trend.

Clarification for Objectives Not Measured

All five stated objectives for Cohort 19 were measured and assigned a rating. There were **no objectives** categorized as "Unable to measure" for this reporting period.

Evaluator Reflection

The primary strength of the program was identified in K-6 academic growth, where **students attending at least 50% of program days met the stated objective** by demonstrating annual growth or proficiency as measured by FASTbridge CBM-R or aReading scores. The program excelled in fostering family engagement and literacy. Objectives for parental participation were met, with **records showing that 80% of parents attended a minimum of two family literacy activities**. This qualitative **success was mirrored in the classroom**, where teachers reported that students appeared more engaged and excited about the school day as a result of their participation in the 21st CCLC programming.

While some objectives were not fully met, the program demonstrated considerable progress and positive trends. For instance, although the school attendance objective was not officially met, 90% of regular attendees missed fewer than 18 days of school. This outcome is particularly noteworthy as it represents a significant improvement over attendance data from previous years, indicating that the program's strategies are gaining effective traction. Similarly, while 7th and 8th-grade students did not meet the objective of all regular attendees passing every core class in English, Reading, and Math, progress was made despite the challenges posed by a small participant sample size.

6. Anecdotal Data

SECTION INSTRUCTIONS: Remember to include Anecdotal Data (Interviews, Observations, Comments). Be specific. Try to avoid general comments like "Parents seem pleased with the program."

Table 39: Anecdotal Data Required Elements Checklist

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

Success Stories

Table 40: Success Stories Required Elements Checklist

Success Stories Required Elements	Complete ?
Specific examples	Yes
Key people involved	Yes
Quotes from participants, teachers, parents, etc.	Yes
Include objectives showing large increases	Yes

Success Story 1: Social-Emotional Development and Behavioral Stability

Focus: Multi-Age Collaboration and Behavioral Regulation

*One of the program's most significant achievements this year involved a family of four brothers, ages 5–10, all of whom faced substantial barriers to traditional classroom success. Prior to consistent participation in the **Cardinal Muscle Monday School**, these students frequently struggled with self-regulation and exhibited negative or aggressive reactions when faced with frustration. The severity of these challenges necessitated shortened school days for two of the brothers to ensure a manageable environment.*

*However, the 21st CCLC program provided a distinct, multi-age setting that shifted the students' trajectory. By engaging in collaborative activities with a diverse range of peers, all four boys demonstrated a remarkable ability to navigate social interactions successfully. The program's structured yet flexible environment allowed these students to prove they could thrive in a school-based setting. Most notably, throughout the duration of the Monday school activities, the program recorded **zero behavioral incidents** for all four students. This success directly aligns with the program's goal of decreasing disciplinary issues and suggests that the 21st CCLC environment serves as a vital bridge for students who require non-traditional supports to achieve social-emotional stability.*

Success Story 2: Targeted Literacy Intervention and Fluency Growth

Focus: Incentivized Learning and Academic Confidence

The program also saw a transformative shift in a first-grade student who initially demonstrated a strong resistance to reading practice. For this student, the traditional classroom requirement to remain stationary and focus on text was a significant barrier to engagement, causing him to fall behind in foundational literacy skills.

*To address this, the after-school program staff implemented a customized incentive system designed to gamify the learning process and reduce the anxiety associated with reading. By integrating movement and rewards into literacy blocks, the program fostered a more positive association with academic tasks. As a result, the students' FastBridge screening scores began to show steady improvement in both overall literacy and rate of fluency. Beyond the quantitative data, staff observed a profound shift in the student's self-efficacy; he transitioned from a reluctant participant to a confident reader who now actively engages with texts. This individual success exemplifies the program's ability to meet **GPRA Measure 1A**, which tracks the percentage of students demonstrating growth in reading through the use of state assessments and screening tools.*

Quotes

Participant: *I love it because we get to go out and see new things while being with different friends - 5th grader*

Teacher: *I love that our school provides a safe and enriching place for our students and especially our at-risk students to go when we don't have school. Ms. Martin-Third Grade Teacher*

My students can't wait for the bell to ring so they can go to Cardinal Muscle!!!!-Mrs. Staback-Kindergarten Teacher

Parent: *It is a much appreciated option for non-school day Mondays, especially if grandparents or other caregivers are not available – Parent*

I love that this is offered! They love all the fun activities and places they've gone! Thank you, guys!! – Parent

Central Decatur Community School District's 21st Century program is positively impacting students and families.

Best Practices

Table 41: Best Practices Required Elements Checklist

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

Description of the Practice/Activity

The IXL online learning platform is a research-based, adaptive instructional tool designed to support individualized learning in reading and mathematics. IXL provides standards-aligned skill practice that adjusts in real time to student responses, allowing each learner to engage with content at an appropriate level of challenge. Students begin by completing a diagnostic assessment, which identifies specific skill gaps and strengths. Based on this data, IXL generates personalized learning pathways that target individual academic needs.

Methodology for Measuring Success

*Student academic improvement in Reading/English Language Arts (ELA) and Mathematics was measured using a combination of district-adopted standardized assessments, universal screening tools, and professional teacher observations. Central Decatur Community School District assessments were used to ensure alignment with district instructional priorities and state accountability measures. **Use of IXL online learning platform is one, important variable attributing to student learning in Reading/English Language Arts (ELA) and Mathematics.***

- For Reading/ELA, spring screening scores from FastBridge were used for students in kindergarten through second grade, specifically Early Reading and CBM-R (Curriculum-Based Measurement–Reading). For students in grades three through eight, improvement was measured using Iowa Statewide Assessment of Student Progress (ISASP) reading scores.
- For Mathematics, spring screening scores from FastBridge were used for kindergarten through second grade, including earlyMath for kindergarten and first grade and aMath for second grade. Students in grades three through eight were assessed using ISASP mathematics scores.

In addition to quantitative assessment data, teacher observations were incorporated into the review process to provide contextual insight into student growth, classroom performance, and skill application.

Information on Why the Practice/Activity was Implemented

Within the 21st CCLC afterschool program, IXL is used to reinforce and extend classroom instruction. Classroom teachers are able to assign targeted skills that align with current curricular goals, ensuring coherence between school-day learning and afterschool support. Program staff monitor student progress

through IXL's data dashboards, which provide immediate feedback on skill mastery, time on task, and growth over time.

Impact on Attendance

We do not have evidence to support the practice's impact on attendance. This could be an area to develop in the future.

Impact on Student Achievement

The implementation of IXL has had a positive impact on student learning by increasing opportunities for deliberate practice, immediate feedback, and differentiated instruction. Students are able to work at their own pace while receiving targeted support, which has been particularly beneficial for students requiring additional reinforcement in foundational reading and math skills. Preliminary outcome data indicate strong academic growth in both subject areas, especially among students with consistent participation, suggesting that the structured and individualized nature of IXL contributes meaningfully to improved academic performance (see **Total Academic Outcomes** and **GRPA Measures**).

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

Pictures

INSTRUCTIONS: Pictures should showcase students engaged in activities and learning. Do not include posed pictures. Take action shots of children reading, participating, smiling and being involved in the activities. Please send 4-8 of your best pictures. Pictures need to be individual and not a montage. Links to social media are not to be used here. Please add a caption for each picture describing what is happening.



Iowa Arboretum and Gardens: Students got to explore the various fields of flowers and plants. The highlight was playing on the Treehouse Playground.



STEM Day: At Monday School we had a STEM Day. Students had an exciting time doing experiments and exploring science.



Fall Family Night: Iowa PBS attended with activities for students and families.



Middle School Service Learning Project: Students made mailboxes for the new Sheriff's office.

Student, Teacher, Parent, and Stakeholder Input

Table 42: Student, Teacher, Parent, and Stakeholder Input Required Elements Checklist

Student, Teacher, Parent, and Stakeholder Input Required Elements	Complete ?
Quotes from students, teachers, parents, partners, and stakeholders	Yes
Quotes should be attributed (titles can be used, but names only with permission)	Yes
Showcase the success of the program, especially for student attendance, behavior and academic success	Yes

Student, Teacher, Parent, and Stakeholder Input - Central Decatur Community School District

Quotes from Students

- *I love the recess you can play with lots of kids and I love the snack. -First Grader*
- *I love going swimming.*
- *I get to see and play with my friends-Kindergartner*
- *I love Monday School because we go swimming-First Grader*
- *"Monday school is fun and sometimes we go on field trips. We have been to a trampoline park, and we have even been to a cotton field and picked cotton. It is just fun to go too! - Eighth Grader*
- *"I like having time to hang out with my friends. It is definitely better than sitting at home." - Seventh Grader*
- *"I love it because we get to go out and see new things while being with different friends." 5th grader*
- *"I just like it; it is fun to go places and hang out." - 5th grader*

Quotes from Teachers

- *Having the opportunity for students to continue to practice their reading and math skills with the IXL program has helped my students grow. Mrs. Hamilton-First grade Teacher*
- *I love the fact that our school provides a safe and enriching place for our students and especially our at-risk students to go when we don't have school. Ms. Martin-Third Grade Teacher*
- *My students can't wait for the bell to ring so they can go to Cardinal Muscle!!!!-Mrs. Staback-Kindergarten Teacher*

Quotes from Parents

- *I love that this is offered! They love all the fun activities and places they've gone! Thank you, guys!!*
- *It is a much appreciated option for non-school day Mondays, especially if grandparents or other caregivers are not available.*
- *Having a variety of activities is great. Not all of the kids will enjoy every activity but having at least one activity that they do enjoy is great.*

Quotes from Partners

- *Having the Cardinal Muscle program for our families is a great benefit for everyone. We do not have a daycare center in our town, so this helps to fill the gap for all families. - DC Public Health*
- *We love partnering with the Cardinal Muscle program. The Director calls on us to partner with activities, and we then partner with them to provide education on healthy lifestyles. - DC Public Health*

Quotes from other Stakeholders (administrators, counselors, etc.)

- *Cardinal Muscle is an incredible resource for students and families in our school community. This program extends learning and promotes enrichment through activities that engage students in exploration of the resources our community, county and region offer. Its impact can be evidenced by student achievement and attitudes. -Mr. Coffelt, Superintendent Central Decatur Schools.*

7. Sustainability Plans

Table 43: Sustainability Plans Required Elements Checklist

Sustainability Plans Required Elements	Complete ?
Discuss the formal sustainability plan from your original grant application, including how it has changed.	Yes
How the program will continue without 21st CCLC grant funding	Yes
How partnership contributions will help the program continue (refer to Table 18: 21st CCLC Program 2024-25 Partnerships Table from section 3)	Yes

Sustainability Discussion

Original Sustainability Plan

The Central Decatur Community School District sustainability plan centered on a robust infrastructure built to support the long-term viability of its 21st Century Community Learning Centers. By leveraging its history of operating successful grant sites since 2013, the district has established day-to-day operations and building-level monitoring that allow for the seamless expansion of services to all elementary and middle school students in the county.

Staffing and recruitment were prioritized through a formal process where job descriptions were developed for each role and advertised through school publications, community outlets, and Iowa Works. Building principals and Site Coordinators conducted interviews with a focus on hiring highly qualified individuals, specifically encouraging school-day teachers and para-educators to work after-school hours. This strategy ensured a strong academic connection between the traditional school day and the enrichment program. Retention is maintained by offering competitive pay rates and flexible scheduling that respects the personal time of district employees, while leadership emphasizes clear communication and positive relationships to value the work being done.

Professional development has been integrated into the plan by including program staff in building-level training focused on teaching and behavioral strategies at minimal or zero cost to the grant. Staff are also encouraged to utilize webinars from the After School Alliance and attend the annual Impact After School conference to stay current on best practices. Strong leadership is further secured by appointing school employees as Site Coordinators whenever possible, which reduces administrative costs through school-day release time and ensures constant collaboration regarding curriculum and student data.

The district further extended its resources through established partnerships and Memorandums of Understanding with organizations like Graceland University RSVP and AmeriCorps. These partnerships have provided a reliable pipeline of volunteers who assist with enrichment activities, field trips, and family literacy events. Central Decatur's history of sustainability is evidenced by its ability to maintain essential program components even after previous grant cycles ended, often by consolidating locations for efficiency and securing short-term bridge funding. This ongoing commitment to partnership and resource optimization remains critical to the safety and academic success of the students in Decatur County.

How the Program Will Continue Without 21st CCLC Funding

The district has already begun embedding this work into its core school district systems. The following strategies are part of Central Decatur's post-grant sustainability plan:

- **District Coordination:** Central Decatur facilities, utilities, and administrative oversight continue to be provided at no cost to the grant. Program training and data collection are now integrated into district professional development. The school district provides 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.

- **Partnership Collaboration:** Central Decatur Community School District will sustain its partnerships with a myriad of local and regional groups to support student enrichment and learning.
- **Sustainability through Program/Data Analysis:** 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 is 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.
- **Sustainability through Advocacy:** The program centers publicly shared program success and needs with the community at large. District administration advocated 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 program. 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 relies on strong partners and internal support. As the newly awarded grant (2024) matures and ultimately ends, other funding streams will have to be pursued. Grant funding is critical to the long-term stability of the before/after school 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 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 board members are dedicated to finding outside funding sources to sustain the newly awarded beyond the grant dates.

How Partnership Contributions Will Help Sustain the Program

The Central Decatur Community School District sustains its 21st CCLC program through a robust network of 19 community partners that significantly reduce operational costs while enhancing program quality. By leveraging 17 "Full" partners who provide services at no cost and two "Partial" partners who offer discounted rates, the district minimizes its reliance on grant funding for specialized instruction and essential resources.

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. The site coordinator worked to maintain a close relationship with each building staff to ensure a connection to the school and the school community to capitalize upon and align with the instructional standards and goals of each.

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

8. Summary and Recommendations

Table 44: Summary and Recommendations Required Elements Checklist

Summary and Recommendations Required Elements	Complete ?
Summary of the program	Yes
Dissemination of local evaluation	Yes
Recommendations for local objectives	Yes
Recommendations on future plans for change	Yes
Unexpected Data	Yes

Summary of Program

Table 45: Summary of Program Required Elements Checklist

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

Central Decatur Community Schools District's 21st Century Learning Centers – 2024-2025

Introduction

The Central Decatur Community School District's 21st Century Community Learning Centers (21CCLC) program continues to play a critical role in supporting student academic success, enrichment, and family engagement during the 2024–2025 program year. Grounded in a comprehensive needs assessment and informed by ongoing collaboration with district leaders, families, and community partners, the program is designed to address academic gaps, social-emotional needs, and access to high-quality out-of-school learning opportunities for students in grades PreK–8.

During this reporting period, the program offered a continuum of services—including before-school, after-school, Monday School, and summer programming—to ensure equitable access for students and families in a rural district context. Through intentional programming, strong partnerships, and responsive leadership, the Central Decatur 21CCLC program has demonstrated measurable academic gains, high levels of family engagement, and sustained participation, even amid district-wide scheduling changes.

Successes

The Central Decatur 21CCLC program experienced several notable successes during the 2024–2025 program year. Foremost among these was strong academic improvement across grade levels in both reading and mathematics. Improvement rates consistently exceeded 75 percent across all grades, with multiple grade levels - particularly in middle school - demonstrating 100 percent improvement among

students identified as needing additional academic support. These outcomes underscore the effectiveness of targeted, data-informed instructional practices aligned with district curriculum and assessments.

Student participation and engagement remained strong throughout the year. The program served 195 students during the school year, representing approximately one-third of the district's K-8 population, and 102 students during Summer 2024. Despite the district's transition to a four-day instructional week and an extended school day, after-school attendance remained stable, exceeding initial expectations. The implementation of Monday School emerged as a particularly successful innovation, averaging approximately 70 students per session and providing extended enrichment and supervision on non-instructional days.

Family engagement was another significant success for Central Decatur. The program exceeded grant requirements by hosting six family-focused events during the year, with strong attendance across events such as Back-to-School Night, Fall Family Night, and the Statewide Healthy Walk. These events fostered meaningful connections among families, students, schools, and community partners while reinforcing academic, wellness, and cultural learning goals.

Highlight Items Contributing to Program Success

Several key factors contributed to the success of the 21CCLC program in Central Decatur.

- **First, program flexibility and responsiveness were critical.** The district's shift to a four-day school week created new challenges but also opportunities, which the program addressed through the development of Monday School. This adaptive approach allowed the program to maintain compliance with contact-hour requirements while expanding enrichment opportunities and meeting family needs for childcare and structured learning time.
- **Second, strong alignment with district instructional priorities supported academic success.** The use of district-adopted assessments (FastBridge and ISASP), combined with ongoing communication between 21CCLC staff and classroom teachers, ensured consistency between school-day instruction and out-of-school programming. Small-group instruction, individualized support, and skill-based practice allowed staff to respond directly to student needs.
- **Third, the program benefited from deep and sustained community partnerships.** Nineteen active partners contributed enrichment programming, academic tutoring, wellness education, and family engagement support. Many partners served as full partners and participated in program planning through advisory roles, strengthening shared ownership and long-term sustainability.
- **Finally, a strong emphasis on relationship-building** - among students, families, staff, and community members - helped sustain attendance and engagement. In a rural community, these relationships are essential to building trust and ensuring families view the program as a reliable and valuable extension of the school day.

Exemplary Contributions from Staff, Teachers, Volunteers, or Partners

The success of the Central Decatur 21CCLC program is directly tied to the dedication and collaboration of its staff, teachers, and community partners.

- Program leadership, coordinated by the **Student Success Coordinator**, provided consistent oversight, communication, and vision, ensuring that programming remained aligned with grant goals and responsive to emerging needs.

- **Teachers and instructional staff** played a critical role in supporting student learning by delivering targeted academic support, monitoring student progress, and integrating enrichment activities that reinforced literacy and numeracy in engaging ways. Their willingness to adapt instruction, collaborate with partners, and build strong relationships with students contributed significantly to both academic gains and positive student experiences.
- **Community partners** provided exemplary contributions across multiple domains. Higher education partners such as **Graceland University** and **Iowa State University** supported tutoring, enrichment, and college and career readiness activities. Public agencies, including **Decatur County Public Health** and the **Decatur County Sheriff's Department**, delivered wellness education, prevention programming, and family engagement support that aligned with a whole-child approach. STEM-focused partners and arts organizations expanded learning beyond the classroom, while service clubs and libraries strengthened literacy and family connections.

Collectively, these contributions reflect a strong, collaborative program model in which staff, educators, and partners work together to support student success, family engagement, and community connection. This shared commitment has positioned the Central Decatur 21CCLC program as a stable, effective, and impactful resource for students and families.

Overall Summary Reflection

Overall, the Central Decatur Community School District's 21st Century Community Learning Centers program demonstrated strong effectiveness during the 2024–2025 program year. The program successfully provided high-quality academic support, enrichment, and family engagement opportunities for students in grades PreK–8, even amid significant district-wide scheduling changes. Student outcomes indicate meaningful academic gains in both reading and mathematics across nearly all grade levels, with particularly strong improvement among students most in need of additional support.

- The program's ability to adapt to a four-day school week through the implementation of Monday School reflects responsive leadership and a commitment to meeting student and family needs.
- High participation in Monday School, sustained after-school attendance, and strong family engagement further highlights the program's relevance and value within the community.
- Robust partnerships with higher education, public agencies, and community organizations enriched programming and strengthened the program's whole-child approach.

Collectively, attendance data, academic outcomes, GPRA measures, and anecdotal evidence demonstrate that the Central Decatur 21CCLC program is effectively supporting student learning, engagement, and well-being. The program is well-positioned to build on these successes through continued data-informed improvement, strategic partnerships, and a sustained focus on equity and access for all students.

Dissemination of Local Evaluation

Table 46: Dissemination of Local Evaluation Required Elements Checklist

Dissemination of Local Evaluation Required Elements	Complete ?
Exact URL where your 2024-25 local evaluation is posted (<i>required by U.S. Department of Education</i>). Because this is required by ESSA, we check each URL for accuracy.	Yes
Discussion of other methods of dissemination (Board reports, community meetings, person to person, e-mail, etc.)	Yes

NOTE: Posting the URL is required by the U.S. Department of Education. The URL should pull up the Local Evaluation, not just the page where it can be found. The URL should also not download the file. The Local Evaluation should be readable in the browser window. If the Local Evaluation will be posted once it is finalized, please indicate that here.

Local Evaluation Link and Method of Dissemination

<https://centraldecal.org/district/cardinal-muscle/>

- Once the report is finalized, it will be posted on this page as a direct link.
- Parents will be notified in weekly school announcements that the year-end report has been finalized and is posted.

Recommendations for Local Objectives

Table 47: Recommendation for Local Objectives Required Elements Checklist

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

Objectives to be Changed and Reasons Why

1. 7th and 8th Grade Proficiency Objective

The current 7th–8th grade academic proficiency objective requires students who attend at least 50 percent of program days to demonstrate proficiency by passing English, Reading, and Math core classes each semester. **While this objective reflects high expectations for student achievement, it proved to be overly rigid and did not fully capture the impact of the 21st Century Community Learning Centers program on middle school participants.** Because the objective required proficiency across multiple core content areas simultaneously, **it functioned as a binary measure that did not account for partial or incremental academic progress.**

Additionally, the small number of middle school students participating in the program made the objective disproportionately sensitive to individual student circumstances. In such cases, the academic performance of one or two students significantly influenced whether the objective was met, limiting its usefulness as a program-level indicator. The objective also emphasized proficiency rather than growth, which is not fully aligned with the scope and influence of out-of-school-time programming.

Recommended Change: To more accurately reflect program impact and support continuous improvement, it is recommended that this objective be revised to focus on academic growth.

A revised objective would measure whether 7th–8th grade students who attend at least 50 percent of program days demonstrate improvement in at least one core academic area—English, Reading, or Math—as evidenced by course grades, progress reports, or teacher feedback.

This revision maintains rigorous expectations while better aligning with small sample sizes, the realistic influence of the program, and evaluation language favored by state and federal reviewers.

2. School Attendance Objective

The current school attendance objective states that K–8 students who attend at least 50 percent of program days will miss fewer than 18 days of school per year. While this objective aligns with district definitions of chronic absenteeism, it is not well suited as a measure of out-of-school-time program impact. **The use of a fixed, district-level attendance threshold does not adequately reflect the scope of influence of the 21st Century Community Learning Centers program or the incremental progress that can result from regular participation.**

Evaluation data indicate that approximately 90 percent of students who met the program attendance threshold missed fewer than 18 days of school, representing a strong and positive outcome. However, because the objective was structured as an absolute benchmark rather than a growth-based measure, the program was unable to fully demonstrate success, even in the presence of meaningful improvement. Additionally, the objective does not account for students who entered the program already experiencing chronic absenteeism, limiting the program’s ability to show progress for those most in need of support.

Recommended Change: To better align with program influence and continuous improvement practices, it is recommended that this objective be revised to focus on year-over-year attendance growth. A revised objective would measure whether K–8 students who attend at least 50 percent of program days demonstrate improved school-day attendance compared to the previous year, as evidenced by reduced absences or improved attendance rates. This approach aligns more closely with GPRA Measure 3, reflects documented improvement trends, and provides a more accurate representation of the program’s contribution to student attendance.

Objectives to be Added

No recommendations are being made to add objectives, however modifying two existing objectives has been recommended. See above.

Objectives Not Met

During the 2024–2025 evaluation period, two local objectives were rated as “Did not meet but made progress toward the stated objective.” Importantly, both objectives show meaningful progress and positive trends, and neither reflects a lack of program effectiveness. Rather, the outcomes point to issues of measurement design, sample size, and external factors beyond the program’s control.

1. 7th–8th Grade Academic Proficiency Objective: K–8 students who attend at least 50% of program days will demonstrate academic proficiency by passing English, Reading, and Math core classes each semester.

Objective was not met but Central Decatur made progress toward the stated objective.

Explanation: This objective was not fully met due to the small number of middle school students participating in the program and the high threshold set by the objective. While participating students

demonstrated progress, not all students passed all three core academic subjects during the evaluation period. Because the objective required proficiency across multiple content areas simultaneously, even partial or meaningful academic gains were insufficient to meet the stated criteria.

Additionally, middle school students often present with more complex academic needs and external factors. These include attendance patterns, course rigor, and adolescent development. These factors can influence semester grades independent of after-school program participation. Despite these challenges, staff observed academic improvement and increased engagement among participating students, indicating progress toward the objective even if the formal benchmark was not achieved.

2. School-Day Attendance Objective: K–8 students who attend at least 50% of program days will miss fewer than 18 days of school per year.

Objective was not met but Central Decatur made progress toward the stated objective.

Explanation: Although the objective was not fully met, the data shows substantial progress. Ninety percent of students who were regular 21CCLC attendees missed fewer than 18 days of school, representing a significant improvement compared to attendance patterns in previous years. However, because the objective was framed as an absolute threshold rather than a growth-based measure, the program did not receive full credit for these gains.

School-day attendance is influenced by a range of external factors including family circumstances, transportation, illness, and district scheduling changes. These factors clearly extend beyond the direct control of the 21CCLC program. Notably, the district's transition to a four-day school week introduced additional complexity in attendance patterns. Even so, participation in before-school, after-school, and Monday School programming appeared to support improved consistency for many students, particularly those who attended regularly.

Summary

The objectives not met were ambitious and well-intentioned but set at levels that limited their ability to capture incremental growth and program impact. In both cases, the program demonstrated meaningful progress and positive trends that align with broader attendance and engagement goals. These results suggest a need to refine future objectives to better reflect growth, account for small sample sizes, and more accurately represent the influence of out-of-school-time programming.

Objectives Not Measured

All five stated objectives for Cohort 19 were measured and assigned a rating. There were **no objectives** categorized as "Unable to measure" for this reporting period.

Recommendations on Future Plans for Change

Table 48: Recommendations on Future Plans for Changing Required Elements Checklist

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

Changes in Activities

Enrollment for students in grades K–6 has remained steady, indicating that current programming is meeting the needs and interests of younger participants. Program coordinators will continue to refine and expand enrichment opportunities by exploring new partnerships, incorporating feedback from students and families, and offering a balanced mix of academic support and enrichment activities. These efforts are intended to sustain participation while ensuring that programming remains engaging, developmentally appropriate, and aligned with program goals.

Changes in Recruitment Efforts

Building on the strong initial implementation of programming for students in grades 7–8, the program will prioritize expanding activity offerings that are informed by student voice. By intentionally involving middle school students in the selection and design of activities, the program aims to increase engagement, ownership, and consistent attendance. Planned enhancements include interest-based enrichment, hands-on learning opportunities, and activities that align with students' social, academic, and developmental needs.

Changes in Partnerships

*The Central Decatur 21st Century Community Learning Centers program benefits from a strong and diverse network of community, higher education, and public agency partners. These partnerships have contributed significantly to the program's ability to provide high-quality academic support, enrichment, and family engagement opportunities. **At this time, the evaluation does not indicate a need for major changes to existing partnerships.***

Rather, findings suggest opportunities to strengthen and refine current collaborations to further enhance program impact and sustainability.

- One area to strengthen is related to the district's transition to a four-day school week and the successful implementation of Monday School. **This presents an opportunity to integrate partners more fully into extended-day programming.** Expanding partner involvement during Monday School, particularly in areas such as STEM, wellness, career exploration, and the arts, could further enrich student experiences and maximize the effectiveness of this innovative program component.
- Another area to refine is in partner/district relations. **Implementing effective communication and feedback loops with instructional staff and partners will support continuous improvement.** Brief, structured opportunities for partners and teachers to provide input on programming effectiveness would strengthen alignment with school-day instruction and provide valuable qualitative data for future evaluations. Overall, the program is well-served by its current partnerships, and continued emphasis on deepening - rather than expanding - these relationships will further support student success and program sustainability.

Changes for Sustainability Plans

The primary sustainability goal is to embed program operations within existing district systems. Recommended actions include:

- **Formalized Partnership Collaboration:** Sustainability is further bolstered through a robust network of local and regional partners. To ensure these relationships endure beyond the current grant cycle or changes in leadership, Central Decatur is moving toward formalized agreements (such as MOUs and 28E agreements). These documents codify the shared commitment of our partners - including those in the Leon and Lamoni communities - to maximize the utilization of

both public and private funding. This collaborative approach ensures that family literacy and student enrichment remain a community-wide priority rather than a single-entity responsibility.

- **Professional Human Capital:** A critical component of our "exit strategy" for grant funding is the ability to build capacity for internal expertise. Program training and data collection are no longer separate grant-funded activities; they are now integrated into the district's permanent professional development calendar. By training permanent district staff and site coordinators in data-driven evaluation techniques, we are building "human capital" that stays within the district. Even after the grant period ends, the pedagogical skills and data-analysis protocols developed during this cycle will remain institutional assets, ensuring the continued quality of student learning outcomes.

Other Changes Suggested by the Governing Body

Recognizing the distinct needs of Central Decatur's older students, the program's leadership team identified a strategic opportunity to **evolve our middle school model**. While the initial implementation for grades 7–8 established a solid foundation, the governing body determined that moving toward a student-led design model was essential for long-term sustainability and growth.

Under the leadership team's direction, the program will now prioritize expanding activity offerings directly informed by "student voice." The rationale behind this shift is to move middle schoolers from passive participants to active stakeholders. By intentionally involving these students in the selection and design of their own enrichment, the program aims to foster a sense of ownership that naturally drives consistent attendance and deeper engagement. These leadership-driven enhancements include hands-on, interest-based learning that aligns specifically with the social and developmental milestones of early adolescence.

In contrast, the leadership team noted that enrollment for students in grades K–5 has remained consistently strong, signaling that the current structure successfully meets the needs of our younger participants. Consequently, the governing body has directed program coordinators to focus on "continuous refinement" for this age group. This involves maintaining the steady participation of younger students by exploring new partnerships and incorporating family feedback, ensuring a stable and balanced mix of academic support and enrichment that remains developmentally appropriate.

NOTE: Remember to include an evaluator discussion of what can be done to improve the program.

Unexpected Data

Unexpected data would include 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.

Unexpected Data

There were no natural disasters, weather-related shutdowns, or public health emergencies that affected programming during the 2024–2025 school year. However, a notable contextual change occurred when the district transitioned to a four-day school week. This shift created an opportunity for the 21st Century Community Learning Centers program to expand services by offering a "Monday School" option. Monday School allowed the program to provide additional academic support and enrichment experiences for participating students, extending learning opportunities beyond the traditional school week and responding to emerging student and family needs.