Grantee: ANDREW COMMUNITY SCHOOL DISTRICT
21st CCLC Local Evaluation for 2022-2023

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: May, 2003*.

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.

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 DOE provides a standardized form for local evaluations of the 21st CCLC Programs. Each grantee is required to complete the local evaluation form with data from the previous school year. Each grantee must submit **ONE** evaluation that encompasses all centers funded by the grantee. Cohorts 13-17 are to be included for reporting data for the previous school year. Reported data will be from the Summer of 2022 and the 2022-2023 School Year.

The table below lists the nine required sections of the local evaluation. Each section includes a checklist of required items to include.

The completed form should be saved with the filename <**Grantee Name** 21st CCLC Local Evaluation Form 2022-2023>. The form must be completed and submitted in Word format.

(Note: Instructions and clarifications are shown in RED.)

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

1. **General Information**

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

Basic Information Table

Item	Information
Date Form Submitted	**January 19, 2024**
Grantee Name	**Andrew Community School District**
Program Director Name	**Jacquelyn Delaney - Andrew** **Andrea Reuter – Easton Valley**
Program Director E-mail	**Jacquelyn.delaney@andrew.k12.ia.us** **Andrea.reuter@eastonvalleycsd.com**
Program Director Phone	**(563) 672-3221 (Andrew)** **(563) 689-4221 (Easton Valley)**
Evaluator Name	**Dr. Edward Gronlund**
Evaluator E-mail	**ecgronlund@gmail.com**
Evaluator Phone	**(563) 528-0844**
Additional Information from Grantee (optional)	

Center Information Table

Cohort *(If not in a cohort, leave that cohort info blank)*	Centers *(Enter Names of Centers, separated by commas)* ***INCLUDE SCHOOL LEVEL (i.e., Elementary, Middle, High School)***
Cohort 13	
Cohort 14	
Cohort 15	
Cohort 16	**Andrew Elementary School** **Easton Valley Elementary School**
Cohort 17	
Additional Information from Grantee (optional)	

Note: If you are in Cohort 18, you will report your data next year (We always report the previous year's data in the local evaluations).

2. **Introduction/Executive Summary**

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

• **Details on Parent Events and Parent involvement.**	X
• **Details on provided food programs (i.e., snacks, full meals, weekend backpacks, etc.)**	X
Program Highlights	X

The Andrew Community School District is a Cohort 16 program and the program leaders submit its second program year evaluation report. The program operates two centers located at the Andrew Elementary School and the Easton Valley Elementary School. The program had a successful year and the program met its goals and objectives. The report highlights the positive academic, learning enrichment, and family literacy support and/or results during the 2022-2023 school year. The program also highlights its first opportunity to provide summer school session. The program welcomed increased attendance numbers this year. Attendance increased by 12% largely due to the return to a normal school year routine after COVID 19 pandemic caused many routine disruptions. A summary of YR2 program successes:

- *Total Academic Achievement* data (a new program measure): 83% of the attendees that were identified as needing academic reading improvement did improve. 75% of the attendees that were identified as needing academic mathematics improvement did improve.
- *GPRA Measure 1A* – 100% of the 4th, 5th, and 6th grade attendees exhibited reading growth.
- *GPRA Measure 1B* – 98% of the 4th, 5th, and 6th grade attendees exhibited mathematics growth.
- *GPRA Measure 3* – 89% of the attendees with identified attendance issues improved their attendance. 18 attendees were identified with attendance issues and 16 of the 18 improved their attendance. 10% of the program attendees were identified as having attendance issues.
- *GPRA Measure 5* – 91% of program attendees demonstrated improved engagement in learning based on tabulating the responses from a teacher survey.
- 96% of program attendees demonstrated leadership mastery based on the assessments from the *7 Habits of Highly Effective People* (student version) instruction.
- 100% of the program attendees increased their word knowledge based on reporting from classroom teacher observations.
- 88% of program attendees demonstrated more interest in reading based on reporting from classroom teacher observations.
- 52 families participated in program activities and/or events to increase their children's engagement in reading.
- 33 families attended community reading activities provided by the program.

The program does not limit participation and this past year 50% of the student enrollment within the two elementary school centers attended the school year program. The program is open to all students thus the program does not have a waiting list. The only attendance limitation is if an attendee did not properly sign-up by the stated deadline for an upcoming event that requires securing transportation in advance and finding sufficient adult volunteers to adequately supervise the field trip.

The program is governed by the Parent Lighthouse group, location center elementary principals, and local center program coordinators. This group is involved in the program's needs assessment activities and findings. The advisory group and program leaders identify financial, program, or other needs as well as support the decision-making process to address these identified program needs. The advisory group and program leaders typically meet once a month, on the first Wednesday of the month.

The program's Andrew Elementary location is led by Jacki Delaney. She has been a district para educator the past four years and three years of experience leading before/after school programs. The Andrew district also has seven staff members and a high school senior supporting the program. The program's Easton Valley location is led by Andrea Reuter. She has been a district para educator the past six years. The Easton Valley location is supported by five staff members as well as three Easton Valley

teachers supporting some academic related activities. The Easton Valley location also has community members and high school students assist the program as needed based on students' activities.

The program's initial student needs assessment identified a student population that was 44.5% poverty (Andrew Elementary 41% and Easton Valley Elementary 48%). The elementary schools had chronic student absenteeism issues believed to be mostly related to the pandemic. The schools also identified learning gaps in reading and math. Student learning levels are rebounding post pandemic restriction. The program leaders and advisory group initiated this program to extend learning activities and more learning time for students. Extended learning is targeted to remediate student learning losses caused by pandemic as well as address the learning gaps created by poverty within these elementary schools' boundaries. These needs assessment findings are directly related to development and implementation of the program's academic, enrichment, and family literacy/engagement goals.

The program's schedule is provided at two locations which are the Andrew Elementary School and Easton Valley Elementary School. The program offers a 30-day summer program. The 2021 summer program was not held because of the pandemic. The program's schedule and activities are briefly described below:

Before school is 7:00 a.m. to 7:40 a.m. and the program offers computer time, age specific instruction, USDA approved snack, homework assistance, and physical activities. **After school** is 3:30 p.m. to 5:30 p.m. and the program offers USDA approved snack, homework assistance, reading activities, academic enrichment, direct instruction, computer lab, academic support and enrichment, STEAM activities, and family literacy. **Summer school** is 9:00 a.m. to noon for 30 days (June to August) and the program offers academic enrichment, STEAM activities, physical activity, partner activity, family literacy, and USDA approved snack.

Additional Summary Information: A program held an *Unpack the Backpack Night*, *Ski Trip*, *Movie Night*, *Student Play*, and *Niabi Zoo* activities that involved students, staff, and parents. These activities together involved 1,345 total participants. Parents were engaged in follow-up communication about their child's progress during parent-teacher conference which have high parent attendance rates. The program engaged 52 families in series of activities to support their child's reading development. The program also held community reading activities which attracted 33 families to attend. These two elementary schools are located in rural Iowa and the school and community relationship has been very positive for years.

The program provided the students with a meal during summer school with a nonprogram funds and provided the students with snack in the afternoons. During the school year, the students get a snack after school with a drink. During our *Kids in the Kitchen* time, students get a snack plus they get to eat what they make.

The program unfortunately will be making some changes next year to decrease the number of field trips. It is hard to get sufficient staff to appropriately supervise field trips, and getting transportation is also challenging. The adjustment the program is making is to avoid taking field trips during our winter months as the weather is so unpredictable and minimize the impact on students. The field trips are a key aspect of the program because students have an opportunity to enhance their learning experiences.

3. **Demographic Data**

Demographic Data Required Elements	Complete?
2022-2023 School Year Attendance Tables	X
• 2022-2023 School Year Attendance Summary Table	X
• 2022-2023 School Year Grade Level Table	X
• 2022-2023 School Year Sex Table	X
• 2022-2023 School Year Attendance Population Specific Table	X
• 2022-2023 School Year Attendance Race/Ethnicity Table	X
Summer of 2022 Attendance Tables	X
• Summer of 2022 Attendance Summary Table	X
• Summer of 2022 Grade Level Table	X
• Summer of 2022 Sex Table	X
• Summer of 2022 Population Specific Table	X
• Summer of 2022 Attendance Race/Ethnicity Table	X
Attendance Discussion	X
Partnerships	X
• Partnerships Table	X
• Partnerships Discussion	X
Parent Involvement Information and Discussion	X

2022-2023 School Year Attendance. *Enter the number of students in the appropriate fields in the tables below. Data will be from the Fall of 2022 and the Spring of 2023. There are separate tables for the Summer of 2022. Leave blank any cohorts that do not apply.*

21st CCLC Program 2022-2023 School Year Attendance Summary Table
Reflects Number of Students

Days/Hours	Cohort 13	Cohort 14	Cohort 15	Cohort 16	Cohort 17	Total
Less than a week (Less than 15 Hours)				7		
More than a week (More than 15, Less than 45 Hours)				34		
More than a Month (More than 45, Less than 90 Hours)				38		
More than two Months (More than 90, Less than 180 Hours)				43		
More than three Months (More than 180, Less than 270 Hours)				23		
More than four Months (More than 270 Hours)				36		
TOTALS				181		

Local Evaluation Form Prepared by R&R Educational Consulting

Note: The Grade Level attendance data is based on Total Attendees. Please fill in the table using TOTAL Attendance.

21st CCLC Program 2022-2023 School Year Attendance *Grade Level* Table
Reflects Total Number of Students

Days/Hours	Cohort 13	Cohort 14	Cohort 15	Cohort 16	Cohort 17	Total
How many Prekindergarten				0		
How many Kindergarten				21		
How many 1st Grade				35		
How many 2nd Grade				35		
How many 3rd Grade				33		
How many 4th Grade				24		
How many 5th Grade				20		
How many 6th Grade				13		
How many 7th Grade				0		
How many 8th Grade				0		
How many 9th Grade				0		
How many 10th Grade				0		
How many 11th Grade				0		
How many 12th Grade				0		
TOTALS				181		

Note: The Sex Table attendance data is based on Total Attendees. Please fill in the table using TOTAL Attendance.

21st CCLC Program 2022-2023 School Year Attendance Sex Table
Based on Total Attendance

	Cohort 13	Cohort 14	Cohort 15	Cohort 16	Cohort 17	Total
Male				93		
Female				88		
Not reported in Male or Female (students who are identified as nonbinary or another category that is not listed above)				NA		
Gender Data Not Provided				NA		

Note: The Population Specifics Table attendance data is based on Total Attendees. Please fill in the table using TOTAL Attendance.

21st CCLC Program 2022-2023 School Year Attendance *Population Specific* Table
Based on Total Attendance

	Cohort 13	Cohort 14	Cohort 15	Cohort 16	Cohort 17	Total
Students who are English Learners (LEP)				0		
Students who are economically disadvantaged (FRPL)				81		
Students with disabilities				34		

Family members of participants served (Enter the total number of family members of students who participated in activities sponsored by 21st CCLC funds.)				244		

Note: The Race/Ethnicity Table attendance data is based on Total Attendees. Please fill in the table using TOTAL Attendance.

21st CCLC Program 2022-2023 School Year Attendance *Race/Ethnicity* Table
Based on Total Attendance

	Cohort 13	Cohort 14	Cohort 15	Cohort 16	Cohort 17	Total
American Indian/Alaska Native				0		
Asian				2		
Black or African American				4		
Hispanic or Latino				0		
Native Hawaiian or Pacific Islander				0		
White				171		
Two or more races				4		
Data not provided				0		

Summer of 2022 Attendance. *Enter the number of students in the appropriate fields in the tables below. Data will be from the Summer of 2022 <u>ONLY</u>. Leave blank any cohorts that do not apply.*

21st CCLC Program 2022-2023 Summer 2022 Attendance *Summary* Table
Reflects Number of Students

Days/Hours	Cohort 13	Cohort 14	Cohort 15	Cohort 16	Cohort 17	Total
Less than a week (Less than 15 Hours)				12		
More than a week (More than 15, Less than 45 Hours)				46		
More than a Month (More than 45, Less than 90 Hours)				44		
More than two Months (More than 90, Less than 180 Hours)				0		
More than three Months (More than 180, Less than 270 Hours)				0		
More than four Months (More than 270 Hours)				0		
TOTALS				102		

Note: The Grade Level attendance data is based on Total Attendees. Please fill in the table using TOTAL Attendance.

21st CCLC Program 2022-2023 Summer 2022 Attendance Grade Level Table
Reflects Total Number of Students

Days/Hours	Cohort 13	Cohort 14	Cohort 15	Cohort 16	Cohort 17	Total
How many Prekindergarten				2		
How many Kindergarten				16		
How many 1st Grade				25		
How many 2nd Grade				23		
How many 3rd Grade				17		
How many 4th Grade				11		
How many 5th Grade				7		
How many 6th Grade				1		
How many 7th Grade				0		
How many 8th Grade				0		
How many 9th Grade				0		
How many 10th Grade				0		
How many 11th Grade				0		
How many 12th Grade				0		
TOTALS				102		

Note: The Sex Table attendance data is based on Total Attendees. Please fill in the table using TOTAL Attendance.

21st CCLC Program 2022-2023 Summer 2022 Attendance Sex Table
Based on Total Attendance

	Cohort 13	Cohort 14	Cohort 15	Cohort 16	Cohort 17	Total
Male				62		
Female				40		
Not reported in Male or Female (students who are identified as nonbinary or another category that is not listed above)				0		
Gender Data Not Provided				0		

Note: The Population Specifics Table attendance data is based on Total Attendees. Please fill in the table using TOTAL Attendance.

21st CCLC Program 2022-2023 Summer 2022 Attendance *Population Specific* Table
Based on Total Attendance

	Cohort 13	Cohort 14	Cohort 15	Cohort 16	Cohort 17	Total
Students who are English Learners (LEP)				1		
Students who are economically disadvantaged (FRPL)				43		
Students with disabilities				25		
Family members of participants served (Enter the total number of family members of students who participated in activities sponsored by 21st CCLC funds.)				4		

Note: The Race/Ethnicity Table attendance data is based on Total Attendees. Please fill in the table using TOTAL Attendance.

21st CCLC Program 2022-2023 Summer 2022 Attendance *Race/Ethnicity* Table
Based on Total Attendance

	Cohort 13	Cohort 14	Cohort 15	Cohort 16	Cohort 17	Total
American Indian/Alaska Native				0		
Asian				0		
Black or African American				3		
Hispanic or Latino				1		
Native Hawaiian or Pacific Islander				0		
White				95		
Two or more races				3		
Data not provided				0		

Attendance Discussion.

Attendance Discussion Required Elements	Complete?
General discussion on attendance including	X
• Percentage of 21st CCLC attendance compared to total population.	X
• Percentage of attendees who are FRPL.	X
• Efforts to increase and keep attendance high.	X
• Recruitment efforts.	X
• Discussion on how contact hours requirement is being met. *60 hours per month (3 hours per day x 5 days a week) during weeks when school is in session (not counting Christmas or Spring Break)* *Explain WHY attendance met or did not meet grant goals.*	X

The program met its attendance goal. Andrew Elementary School and Easton Valley Elementary school students that desire to attend the program's before or after school activities may attend. The program is open to all students. The program does not have a waiting list because all students are welcome. The only attendance limitation is if an attendee did not properly sign-up by the stated deadline for an upcoming event that requires securing transportation in advance and finding sufficient adult volunteers to adequately supervise the field trip.

School Year Attendance Table

School Year Attendance	YR1	YR2	YR3	YR4	YR5
Elementary School Enrollment	342	334			
Total Students Participating	161	181			
Percent of Enrollment Participating	47%	54%			
Female Participants	88	88			
Male Participants	73	93			
Economically Disadvantaged FRPL %	40%	45%			
Family Member Participants	293	244			

Summer School Attendance Table

Summer School Attendance	YR1	YR2	YR3	YR4	YR5
Students Participating	NOT HELD COVID YEAR	102			
Female Participants		40			
Male Participants		62			
Economically Disadvantaged FRPL %		42%			
Family Member Participants		4			

Note: The year one of the program was initiated August 2021 therefore a 2021 summer program was not an option therefore the program provided its first summer program in 2022.

The attendance tables present a comparison between YR1 and YR2 attendance including the economically disadvantaged FRPL percentage. Another year removed from COVID-19 attendance difficulties created by the pandemic showed program attendance increased by 12%. The first summer program was held and it was an attendance success.

The program provides a variety of interesting and engaging extended learning activities. Some activities are more popular with students; however, the program leaders do seek to provide a variety of unique activities to address all student interests. These interesting activities are attractive to students therefore the program's activities are the primary recruitment strategy. Additional student recruitment is not necessary because current program resources are being fully utilized by the number of students attending. If an activity was planned and student attendance needed to be limited, low-income students would have a priority to attend.

The program communicates with parents using school events, literacy night events, school webpage, social media, and Facebook. The program has multiple communication tools so that parents have the necessary information to participate in the program. These are small rural school districts and these schools have the ability to address individual parent communication needs in a timely manner.

Before school is from 7:00 a.m. to 7:40 a.m. or 40 minutes per school day over a 180-day school year. Afterschool is 3:30 p.m. to 5:30 p.m. or 2 hours, five days a week equaling 10 hours per week. The schools have early hours during the month for teacher professional development. After school program provides extended time during professional development early out days. This extended time averaged

across the month brings the program's delivery to 3 hours per day, 15 hours (5) days per week, and 60 hours per month. **The program met the 60 hour per month requirement**.

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

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

21st CCLC Program 2022-2023 Partnerships Table

Name of Partner *(Enter name of Partner)*	Type*: Full/ Partial/ Vendor *(descriptions below)*	Contribution Type *(From list above)*	Staff Provided *(Describe if applicable)*	In-kind Value *(Monetary Value if unpaid partner)*
Swiss Valley Nature Preserve	Partial	3		$100
Clinton Co Extension	Partial	3		$1,000
Maquoketa Caves State Park	Full	3 & 6	Had staff to assist with navigating the caves/learning about the area.	$150
Eden Valley County Refuge	Full	3		$200
Moore Family Farm	Full	3, 4, & 6	Had staff to assist with learning about farm life.	$500
Mines of Spain	Partial	3		$150
Maquoketa State Bank	Full	3 & 6	Had staff to assist with learning about financial literacy.	$175
National Mississippi River Museum	Partial	3 & 6	Had staff to assist with learning about the Mississippi River Area.	$1,400
Voy Theater	Partial	3		$500
Sundown Mountain Resort	Partial	3 & 6	Had staff to assist with learning about how to ski.	$1,300
Andrew City Library	Full	3 & 6	Had staff to assist with checking out books.	$100
Andrew Lion's Club	Full	2		$500
Mississippi Bend AEA	Partial	8		$300
Niabi Zoo	Partial	3		$500
Andrew Community Schools	Full	7	Had staff to assist with staffing the program.	$1,000
Andrew Parent Lighthouse	Full	2		$500

Name of Partner	Type*: Full/ Partial/ Vendor	Contribution Type	Staff Provided	In-kind Value
Hurstville Interpretive Center	Partial	3 & 6	Had staff to assist with learning about nature and ecosystems.	$200
Maquoketa YMCA	Partial	3		$1,200
Bellevue State Park	Full	3		$100
City of Preston	Full	3		$100
City of Bellevue	Full	3		$100
Timber Lanes	Partial	3		$300
City of LaMotte	Full	3		$100
Andrew Fire Department	Full	3 & 7	Had staff to assist with learning about fire safety.	$250
Heather's Thespians	Partial	3		$600
Copper Creek Recreation	Partial	3		$100
Program Evaluator	Partial	1		$500

Full – partner works with local program at no cost to the program.

Partial – partner works with local program by providing discounted costs/rates.

Vendor – services only provided with a cost to the program.

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

Partnerships Discussion Required Elements	Complete?
General discussion on Partnerships including	
• Summary of partnerships table.	X
• **Total Partners by Type**	X
• **How in-kind value was determined**	X
• Efforts to recruit partners.	X
• Highlights of partnerships.	X
• How partnerships help program serve students.	X

The program has a great group of partners. The program has retained its partners and are continuing to work with these partners during the current year. The partners are also committed to working with the program next school year. The program works with its current partners to find and recruit new partners. The program has retained all of its partners from last year as well as added a few new ones. The program has:

21 - partners providing activity-related service programming, number 3.
 7 - partners providing volunteer staff to deliver programming, number 6.
 2 - partners support funding raising activities, number 2.
 2 - partners providing paid staffing, number 7.
 1 - partner Mississippi Bend AEA providing support, number 8.
 1 - partner the external evaluator donates a portion of his fee to program, number 1.

The calculation of in-kind values is estimated on how much would it cost the program to provide the experience to the students. If it is a paid service, the in-kind value are always discounted thus lower than market value. If applicable partner in-kind values are calculated at $20.00 per hour as a base pay.

The partners provide programming and resources such staff, materials, and food so that extended learning activities are robust and engaging. The biggest advantage the program provides students is extending their learning and exposing students to different learning environments. The program engages students in exploring caves, visiting a refuge area, river museum experience, theater production, ski resort activity, zoo visit, exploring an environmental center, visiting a state park, fire department field trip, and recreation center fun time. For example, ISU extension and the Clinton County Farm Bureau provide hands on learning lessons which are well attended (around 30-40 students).

Parent Involvement Information and Discussion.

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

Parent Involvement Table. List all parent events held during the Summer of 2022 and the 2022-2023 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.

21st CCLC Program 2022-2023 Parent Involvement Table

Name of Event *(Enter name/description of Event)*	Cohorts Involved *(List which Cohorts participated)*	Number of Parents/Family Members attending	Total Attendance *(Include staff, students, etc.)*	Additional Information if needed
Unpack the Backpack Night	16	346	480	
Movie Night	16	72	149	
Ski Trip	16	65	124	
Student Play	16	228	411	
Niabi Zoo	16	19	181	

Parent Involvement Discussion.

Type or copy and paste Parent Involvement Discussion here. Include a description of communication with parents (flyers, letters, phone calls, personal contact, etc.) and efforts to increase parental involvement.

The program communicates with parents using school events, literacy night events, school webpage, social media, informal communications, email, phone calls, and Facebook. The program has multiple communication tools so that parents have the necessary information to participate in the program. These attendance centers are small rural elementary schools have had strong communication tools to interact with parents.

The communication efforts, for example, are each family engagement activity that sends invitations to all families enrolled in the program. Such activities are *Lego Night* and *Family Movie* night. These fliers are sent home with attendees to invite families to participate in these activities. The program also uses social media to help communicate and remind parents about these opportunities. *Unpack the*

Backpack and *Parent/Teacher Conference* communication was done through the school via email, text, *SeeSaw*, and social media platforms to increase the participation. The program utilized *Unpack the Backpack* (school wide event) as means to inform more parents about the program and benefits of attending. The program held *Lego Night* on a Monday night after most parents were off of work and our *Family Movie* night was on a Sunday afternoon.

The program parent involvement highlights are:

<u>Andrew Elementary Site</u>

<u>Unpack the Backpack</u> -This event is to welcome students and families back to school. Student bring their backpacks to school with their school supplies in them. The families get to meet the teacher, see where their child will sit, and talk with their teacher if they would like. We also serve a meal, have activities for the kids to do, and families can sign their kids up for LEAP (grant before/afterschool program). LEAP has a booth to answer parent's questions about the program and to inform them of our policies. This is a great way to maximize participation in the program. Students enjoy this night and look forward to seeing their new teacher and their friends. This event will be retained for next year.

<u>Movie Night</u> - Close to the holidays, we take a trip to the local theater. We invite parents to join in this experience with the students. When the students return from the movie, the staff talks with the students about the characters, plot, conclusion, etc. just like in books so they can see the same things we ask about a text, we can find in movies as well. This is a great opportunity for some families who can't afford to go to the movies with their kids and they can see things to talk about with movies to enhance student learning. Students enjoy this opportunity and look forward to seeing a movie at the local theater. For a lot of kids, this is the only opportunity they get to see a movie at the theater. This event will be retained for next year.

<u>Ski Trip</u> - A fun trip for older students and parents to go experience one of the local ski facilities. Most students don't get to go skiing so this is their only opportunity to do an activity like this. For some students, this is the only time we see them participate in a LEAP (grant before/afterschool program) activity. This event is well attended by students and parents. We will continue to provide this opportunity with support from our local Parent Organization as expenses for this trip continue to increase.
<u>Student Play</u> - In the spring, students work for an entire quarter researching some plays, then creating a script, making their costumes and set, practicing their play, and finally performing their play in front of all the students and families. This event is attended pretty well by the parents of the students in the play. Students enjoy this LEAP (grant before/afterschool program) activity and look forward to working with their past art teacher. As long as the teacher will continue to do this event in the spring, it will be retained for next year.

<u>Niabi Zoo</u> - This is a trip to the local zoo (about 50 minutes away) to see animals, learn about them, and show students and families this place to experience with their families if they wish to come back. We open this opportunity up to parents who would like to attend with their children. We alternate between going to the zoo and going to a baseball game in the summer. Whichever works best with our schedule is what we do. One of the two events will be retained. Students seem to love to do both, although the students are a little more excited about the zoo.

Easton Valley Elementary Site

Unpack Backpack Night – LEAP (grant before/afterschool program) *helpers, parents and students attended the Color Run that was held after the Unpack Backpack Event. Families could walk/run through the event which was held at school. We had a huge turnout and families reported how much fun it was. We will be doing helping with something during Unpack the Backpack in future years but the plan is to change the activity each year to keep families involved.*

Lego night was also a success for the first one we hosted. Families were invited in for a few hours one evening following LEAP (grant before/afterschool program) *programming to build with Legos. LEAP provided families with a light meal and then an opportunity to free build as well as some friendly competitions building particular items. We are not sure if we'll do Lego night again or if we'll try something different.*

LEAP (grant before/afterschool program) *provided all families with an opportunity to attend our movie night at the movie theater. LEAP paid for admission for the families and we had a good turnout for the first time we've done this. We plan on doing this activity again but will try a different time of the year.*

P/T conference night, LEAP (grant before/afterschool program) *hands out materials to families, provides a snack and allows siblings to stay with LEAP workers while parents visit one child's classrooms. This is a great service for our families.*

Student Play, one of our elementary teachers and some of our high school theatre students help our 4-6 graders put on a small play. The students memorize their lines as best they can for the performance. They are also in charge of designing the sets and making their own costumes. The students had a great time doing this and we are going to continue to do this each year.

4. **Total Academic Improvement. (New state priority).**

Total Academic Improvement and Discussion Required Elements	Complete?
Reading/English Improvement Table	X
Mathematics Improvement Table	X
Total Academic Improvement Discussion	X

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: May, 2003*, which states,**

　　　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 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 and Mathematics Improvement.**

Reading/English Improvement

Grade Level	Number of Students Needing Improvement	Number of Students Who Improved	Percentage Improvement
K	9	7	78%
1	14	12	86%
2	12	9	75%
3	17	15	88%
4	12	11	92%
5	8	7	88%
6	3	1	33%
7	NA	NA	NA
8	NA	NA	NA
9	NA	NA	NA
10	NA	NA	NA
11	NA	NA	NA
12	NA	NA	NA
Totals	75	62	83%

Mathematics Improvement

Grade Level	Number of Students Needing Improvement	Number of Students Who Improved	Percentage Improvement
K	10	9	90%
1	12	6	50%
2	10	7	70%
3	18	12	67%
4	13	13	100%
5	11	9	82%
6	5	3	60%
7	NA	NA	NA
8	NA	NA	NA
9	NA	NA	NA
10	NA	NA	NA
11	NA	NA	NA
12	NA	NA	NA
Totals	79	59	75%

Total Academic Improvement Discussion.

Total Academic Improvement Discussion Required Elements	Complete?
Please include a discussion of highlights of improvement data, including low and high performing grade levels.	X
Challenges to gathering data.	X
Efforts to increase student performance.	X

The **Total Academic Improvement** was established as a new state priority and the 2022-2023 school year is the baseline year for measuring program academic progress. The baseline Total Academic Improvement data is presented below:

83% of the attendees (62 attendees improved) that were identified as needing academic reading improvement (75 attendees were identified as needing improvement) did improve. 41% of the total attendees were identified as needing reading improvement.

75% of the attendees (59 attendees improved) that were identified as needing academic mathematics improvement (79 attendees were identified as needing improvement) did improve. 44% of the total attendees were identified as needing mathematics improvement.

The program will continue its efforts to assist attendees with homework, reading skill development, academic enrichment activities, direct instruction, computer lab learning supports, tutoring, and enrichment field trips, STEAM activities, and family literacy activities. The program leaders will use future attendee reading and mathematics results to determine if additional learning supports and needed and which attendees will need intensive additional support.

GPRA Measures

For 2022-2023, the US DOE has 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 current school year is the 2022-2023 school year. Please note that the data tables for each GPRA Measure mirrors the APR data entry tables. Please do not change any of the tables.

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

GPRA Measure 1A – Reading Progress. 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. **If you have no data to report for GPRA Measure 1A – Reading Progress, provide an explanation here:**

GPRA Measure 1A – Reading Progress	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.	4	15	10	13	3	3
Number of Attendees who exhibited growth.	4	15	10	13	3	3
Percentage of Attendees who exhibited growth. Calculated for each column.	100%	100%	100%	100%	100%	100%

GPRA Measure 1B – Math Progress. 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. **If you have no data to report for GPRA Measure 1B – Math Progress, provide an explanation here:**

GPRA Measure 1B – Math Progress	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.	4	15	10	13	3	3
Number of Attendees who exhibited growth.	4	15	9	13	3	3
Percentage of Attendees who exhibited growth. **Calculated for each column.**	100%	100%	90%	100%	100%	100%

GPRA Measure 2 – Academic Achievement - GPA. 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.

If you have no data to report for GPRA Measure 2 – Academic Achievement - GPA, provide an explanation here: Andrew Elementary School and Easton Valley Elementary School provide a program for grades K to 6. Therefore, the GPRA Measure 2 is NOT APPICABLE therefore the program does not have data to report.

	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?	NA	NA	NA	NA	NA	NA
For how many of these students do you have outcome data to report and who had a prior-year un-weighted GPA of less than 3.0?	NA	NA	NA	NA	NA	NA
Percentage of Attendees who improved their GPA. **Calculated for each column.**	NA	NA	NA	NA	NA	NA

GPRA Measure 3 – School Day Attendance. 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. **If you have no data to report for GPRA Measure 3 – School Day Attendance, provide an explanation here:**

	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 (2020-2022)?	1	9	5		2	1
Of these students, how many demonstrated an improved attendance rate in the current school year (2022-2023)?	1	9	4		1	1
Percentage of Attendees who improved their attendance rate. Calculated for each column.	100%	100%	80%		50%	100%

GPRA Measure 4 – Behavior. 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.

If you have no data to report for GPRA Measure 4 – Behavior, provide an explanation here:

	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 (2021-2022)?		1	1			
Of these students, how many experienced a decrease in in-school suspensions in the current school year (2022-2023)?		1	1			
Percentage of Attendees with fewer in-school suspensions. Calculated for each column.		100%	100%			

GPRA Measure 5 – Teacher Survey. 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. **If you have no data to report for GPRA Measure 5 – Teacher Survey, provide an explanation here:**

	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?	5	33	32	41	19	30
Of these students for whom you have outcome data to report, how many demonstrated an improvement in teacher-reported engagement in learning?	3	32	30	37	16	28
Percentage of Attendees who improved. Calculated for each column.	100%	97%	94%	90%	84%	93%

GPRA Measures Discussion.

GPRA Measures Discussion Required Elements	Complete?
Please include, at a minimum, the following on your discussion of GRPA Measures. If you do not have data on any GPRA measure, add information on why those measures were not included.	
• **Discussion of high performing and low performing areas.**	
• **Discussion of issues with any GPRA Measure.**	
• **Assessment of 21st CCLC Program based solely on GPRA Measures.**	

Type or copy and paste GPRA Measures Discussion here.

GPRA 1A – Reading Progress**: 100%** of the 4th, 5th, and 6th grade attendees exhibited participating reading growth.

GPRA 1B – Mathematics Progress**: 98%** of the 4th, 5th, and 6th grade attendees exhibited mathematics growth.

The comparison of YR2 to YR1 GPRA 1A and GPRA 1B cannot be made. Mistakenly the program leaders entered K-6 attendees last year rather the requested grades 4 to 6. The program evaluator shared that the outcome data from YR1 and YR2 are so high, above 95% both years, that the time and effort to record YR1 grades 4 to 6 was not necessary. The program evaluator also shared it would be unlikely to gain any meaningful feedback to make future program decisions. (i.e., The programs efforts are working therefore at this time no need to make changes.)

The reading and math progress is measured using the statewide norm-referenced and criterion-referenced adaptive assessment. This assessment is benchmarked to provide feedback to teachers and students regarding their progress and grade-level attainment. The *FASTBridge*® assessment, a statewide approved assessment, is being used to measure student reading and math progress for the purposes of this grant project. *FASTBridge*® is a commercial assessment that provides the necessary reliability and validity data.

GPRA 2 – Academic Achievement**: NA, not applicable.** The program does not have attendees from grades 7-12 therefore the program does not have data to report. The program provides before/after school and summer school programming for grade K-6.

GPRA 3 – School Day Attendance**: 89%** of attendees with identified attendance issues improved their attendance. 18 attendees were identified with attendance issues and 16 of the 18 (89%) attendees improved their attendance. 10% of the program attendees were identified as having attendance issues. Last year, YR1 had 90 attendees identified with attendance issues from the prior school. 81 of those identified attendees improved their attendance or a 90% improvement rate. The drop from YR1 to YR2 number of identified attendees is 80%. (YR1 had 90 identified attendees and YR2 had 18 identified attendees which is 72 fewer identified attendees or 80%.). The 90 identified attendees, in YR1, were related to wide spread absenteeism caused by COVID 19 pandemic. The program leaders believe YR2 numbers are more reflective of pre-COVID 19 levels.

The elementary locations have an electronic attendance recording system. The system is used to pull the necessary attendance data to measure improved student attendance. The electronic system also records student behaviors related to suspensions. The GPRA reported results are from an electronic recording system.

GPRA 4 – Behavior: 100% of students improved behavior related to suspensions. The two elementary schools had only one attendee that was identified as having in-school suspensions for the previous school year. This attendee with support of the administrator, teachers, and positive program experiences improved their school day behaviors. Last year, the attendees identified with in-school suspensions were also an insignificant number (YR 1 was 4 students identified and 1 student improved or 25%.) therefore the program leaders are addressing those issues individually with staff and students to improve behavior.

GPRA 5 – Teacher Survey: 91% of attendees demonstrated improved engagement in learning based on tabulating the responses from a classroom teacher survey. Teacher observations of students' learning behaviors are a subjective and qualitative judgment regarding pre and post school year learning engagement gains. The teachers' responses are tabulated and reported for the purpose of reporting GPRA Measure #5. Last year, YR1 had 95% of attendees demonstrated improved engagement in learning based on teacher survey responses. The program evaluator shared these results are fairly high and the subjective nature of the teacher survey responses most likely have sufficient rating error to account for the differences between YR1 and YR2 therefore the program evaluator suggested waiting for YR3 data feedback before any program changes be considered.

The program's GPRA performances demonstrated high performing program effort. The program did not have low performing areas. The program also has local objectives in addition to the GPRA measures. The program met its GPRA and local objectives during the second year of the program.

5. Local Objectives

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 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. **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.**
3. **Objectives will be rated as one of four ways. These are the ONLY acceptable ratings:**
    a. <u>**Met the stated objective.**</u> **(Must provide methodology on how the objective was measured and justification for meeting the objective.)**
    b. <u>**Did not meet but made progress toward the stated objective.**</u> **(Must provide methodology on how the objective was measured and what criteria was used to determine that progress was made.)**
    c. <u>**Did not meet and no progress was made toward the stated objective.**</u> **(Must provide methodology on how the objective was measured and what criteria was used to determine that no progress was made.)**
    d. <u>**Unable to measure the stated objective.**</u> **(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.)**

4. **Data will be from the Summer and Fall of 2020 and the Spring of 2022.**

Local Objectives Required Elements	Complete?
Local Objectives Data Tables	X
• No more than FIVE Objectives per Cohort.	X
• Rating of each Objective as listed above.	X
• Full Methodology used for measurement.	X
• Justification for Rating	X
Local Objectives Discussion	X

Local Objectives Data Tables.

Cohort 16 Table

Cohort 16 Objectives	Objective Rating	Methodology/Justification for Rating
1. Number of students growing in leadership.	**MET THE STATED OBJECTIVE YR 2**	<u>Methodology</u>: Teachers will record student leadership growth in the *7 Habits of Highly Effective People* based on the expectations set by the program leaders. The teachers' ratings will be gathered using a criterion-referenced survey method. <u>Justification</u>: **96%** of the students demonstrated leadership growth. The program leaders set 80% growth rate as the program's target.
2. Percent of students with increased knowledge of words.	**MET THE STATED OBJECTIVE YR 2**	<u>Methodology</u>: Teachers use their ongoing regular classroom curriculum-based assessments to determine if students have increased their knowledge of words. <u>Justification</u>: **100%** of the participating students demonstrated increases in knowledge of words growth. The program leaders set 90% of participating students demonstrating knowledge of words growth as the program's target.
3. Number of students showing more interest in reading.	**MET THE STATED OBJECTIVE YR 2**	<u>Methodology</u>: Teachers will survey participating student reading interest growth during the school year. The teachers will use their professional observation skills based on teaching experience to identify students with increased reading interest growth. <u>Justification</u>: Andrew Elementary had **96%** and Easton Valley Elementary had **79%** of the students having more interest in reading. These results surpassed the program's 75% target.

Cohort 16 Objectives	Objective Rating	Methodology/Justification for Rating
4. Number of students' families more engaged in their children's reading activities.	**MET THE STATED OBJECTIVE YR 2**	Methodology: Teachers will survey participating student family reading engagement. Teachers will use their professional observation skills to determine if families are more engaged their child's reading activities. Justification: Andrew Elementary had **30 families** and Easton Valley Elementary had **22 families** more engaged. These results exceed the program's per site 20-family target for more reading activity engagement.
5. Number of families attending community reading activities.	**MET THE STATED OBJECTIVE YR2**	Methodology: Program leaders will tally the number of families attending reading activities. Justification: Andrew Elementary School had **14 families** and Easton Valley Elementary School had **29 families**. The program leaders set 10-family per school target for attending community reading activities.

Local Objectives Discussion.

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

Remember to include a Local Objectives discussion.

Enrichment Goal: Students will participate in new activities and program such as leadership opportunities; and setting, monitoring, and reviewing goals with an adult.

Objective 1: Number of students growing in leadership traits.

Methodology: Teachers will record student leadership growth in the *7 Habits of Highly Effective People* based on the expectations set by the school. The teachers' ratings will be gathered using a criterion-referenced survey method.

Justification: **YR2   96% of the students demonstrated leadership growth.**
                          YR1   89% of the students demonstrated leadership growth.

The program leaders set 80% growth rate as the program's target. The teacher survey leadership ratings of 3, 4, or 5 were determined to meet the program's leadership expectation.

TABLE 1: Teacher Survey of Participating Student Leadership

Survey Rating		YR1 (2021-2022)		YR2 (2022-2023)		YR3 (2023-2024)		YR4 (2024-2025)		YR5 (2025-2026)	
		Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students
Emerging –	1	0	0%	0	0%						
	2	3	11%	5	4%						
Rating 3, 4, and 5 rating demonstrate leadership growth. Advanced –	3	10	36%	65	52%						
	4	14	50%	39	31%						
	5	1	3%	16	13%						
Total		**28**	**89%**	**125**	**96%**						

The program met Objective 1. 96% of the participating students had leadership survey rating of 3, 4, and 5. See Table 1. **96%** (highlighted in yellow), YR2 column, result surpasses the 80% or above target level of the program. The number of students participating increased from YR1 to YR2 because the leadership program was new to Easton Valley Elementary. Therefore, Easton Valley Elementary used YR1 to established the leadership program in their school. Andrew Elementary School has used this leadership program for several years prior to the grant program. Thus, YR1 student data only reflects Andrew Elementary School students.

Family Literacy/Engagement: Families will have increased opportunities to be actively engaged in literacy growth of their children and increase their own literacy levels.

The Family Literacy/Engagement Goal was met due to meeting Objectives 2, 3, 4, and 5. The Objectives 2, 3, 4, and 5 results of the are present below.

Objective 2: Percent of students with increased knowledge of words

Methodology: Teachers use their ongoing regular classroom curriculum-based assessments to determine if students have increased their knowledge of words.

Justification: YR2 **100%** of the participating students demonstrated increases in knowledge of words growth. (YR1 was 100%.) The program leaders set 90% of participating students demonstrating knowledge of words growth as the program's target. **The program met Objective 2**.

Objective 3: Number of students showing more interest in reading.

Methodology: Teachers will survey participating student reading interest growth during the school year. The teachers will use their professional observation skills based on teaching experience to identify students with increased reading interest growth.

Justification:

OBJECTIVE #3
Students Demonstrating More Interest in Reading

	Andrew Elementary School	East Valley Elementary School
YR1	80%	76%
YR2	96%	79%

The program has set an annual target of 75% of the students will demonstrate an increased interest in reading. **The program met Objective 3**. Andrew Elementary had 96% and Easton Valley Elementary had 79% of the students having more interest in reading. These results surpassed the 75% program target.

Objective 4: Number of students' families more engaged in their children's reading activities.

Methodology: Teachers will survey participating student family reading engagement. Teachers will use their professional observation skills to determine if families are more engaged their child's reading activities.

Justification:

OBJECTIVE #4
Number of Families More Engaged in their Child's Reading

	Andrew Elementary School	East Valley Elementary School
YR1	25 Families	20 Families
YR2	30 Families	22 Families

The program has set an annual target of 20 families observed more engaged their child's reading activity engagement. **The program met Objective 4**. Andrew Elementary had **30 families** and Easton Valley Elementary had **22 families** more engaged. These results exceed the program's 20 families at each school target.

Objective 5: Number of families attending community reading activities.

Methodology: Program leaders will tally the number of families attending reading activities.

Justification:

OBJECTIVE #5
Number of Families Attending Community Reading Activities

	Andrew Elementary School	East Valley Elementary School
YR1	10 Families	25 Families
YR2	14 Families	29 Families

The program leaders set 10-family target for attending community reading activities. **The program met Objective 5**. Andrew Elementary School had **14 families** and Easton Valley Elementary School had **29 families**. The results exceeded the 10-family target.

The local objective targets were established based on program leaders' and program evaluator's educational experiences. These target levels represent reasonable achievements that serve to motive program leaders and staff members efforts. The targets represent a subjective judgement by program leaders of local objective attainment**.**

7. Anecdotal Data

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

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

Success Stories

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

Remember to include a student success story. Be as personal as possible.

Success Stories:

Positive Change for a Second Grade Student: *"A 2nd grade student would come to school most days unhappy. He came to the after-school program after his mom learned what we offered students to be successful, learn new things and see a bigger part of our world with field trips. He had some anger issues, not wanting to come in from outside time and trouble with other students. We had his teacher give us some ideas to engage him a little more and open up to new challenges. We started with sight words, encouraging him to tell us about his day and just getting to know him. As the year progressed, we saw a big change in him. The teacher even said he was coming to school happier, with a mindset to learn and see his friends. To see him be so excited to do the fun activities at the after-school program was amazing."* – Patty Schmidt, Easton Valley Elementary Principal

Positive Change for a Fifth Grade Student: *"A 5th grade student joined us when we did a theater club for 4th-6th grades. He wasn't sure he would like to participate. He was shy, quiet and stayed at the back of most activities we did. As the students learned how to make props and costumes out of simple things with our art teacher, he was warming up to the idea of being on stage for the performance. These students practiced for weeks leading up to the day they were going to perform. This student was nervous to talk in front of 1st-3rd graders. He got up there and did his part as best as he could. He did a great job and everyone was so proud of him. He said next year, I'm going to be in the lead role. He was so excited looking forward to next year's performance."* – Patty Schmidt, Easton Valley Elementary Principal

Program Success Data:

- *Total Academic Achievement* data (a new program measure): 83% of the attendees that were identified as needing academic reading improvement did improve. 75% of the attendees that were identified as needing academic mathematics improvement did improve.

- *GPRA Measure 1A* – 100% of the 4th, 5th, and 6th grade attendees exhibited reading growth.
- *GPRA Measure 1B* – 98% of the 4th, 5th, and 6th grade attendees exhibited mathematics growth.
- *GPRA Measure 3* – 89% of the attendees with identified attendance issues improved their attendance. 18 attendees were identified with attendance issues and 16 of the 18 improved their attendance. 10% of the program attendees were identified as having attendance issues.
- *GPRA Measure 5* – 91% of program attendees demonstrated improved engagement in learning based on tabulating the responses from a teacher survey.
- 96% of program attendees demonstrated leadership mastery based on the assessments from the *7 Habits of Highly Effective People* (student version) instruction.
- 100% of the program attendees increased their word knowledge based on reporting from classroom teacher observations.
- 88% of program attendees demonstrated more interest in reading based on reporting from classroom teacher observations.
- 52 families participated in program activities and/or events to increase their children's engagement in reading.
- 33 families attended community reading activities provided by the program.

Best Practices

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

The methodology of measuring success of the program's best practices is the program's local objectives as well as the GPRA measures. The program's best practices and local objectives were directly aligned during the development of the grant application. The three best practice areas stated within the grant application were: (1) academic best practices supporting improved student learning; (2) enrichment best practices creating a learning environment to enhance accelerated student learning; and family literacy best practices building support system for students that builds realistic expectations for learning and success.

BEST PRACTICE: **Academic** - The program provided extended learning experiences for participating students that added a context to scaffold learning during the entire school day, tutoring, homework assistance, healthy snacks, and physical activity. These student supports assist learning and extend learning time so that students have rich learning environments and experiences. These activities have successfully increased student academic performance this past year and these activities have extensive research base. The program uses validated norm-referenced/criterion-referenced measures including *FASTBridge*® assessments, Curriculum-Based (CBM) measures, Computer-Adaptive Tests (CAT), and social-emotional behavior (SEB). These measures provide reading and math student progress data as well as giving feedback on student well-being.

EVIDENCE: The following positive evidence demonstrates the impact of academic strategies:

- 83% of the attendees that were identified as needing academic reading improvement did improve.

- 75% of the attendees that were identified as needing academic mathematics improvement did improve.
- 100% of the 4th, 5th, and 6th grade attendees exhibited reading growth.
- 98% of the 4th, 5th, and 6th grade attendees exhibited mathematics growth.
- 91% of program attendees demonstrated improved engagement in learning.
- 100% of the program attendees increased their word knowledge.
- 88% of program attendees demonstrated more interest in reading based on reporting from classroom teacher observations.

BEST PRACTICE: **Enrichment** - The program enriches student learning experiences by academic assistance with enrichment activities, physical fitness, field trips, the arts, and leadership opportunities. The After School Alliance research base was used to select the program's support learning activities. The extended learning activities are the biggest enrichment effort. The program engages students in exploring caves, refuge area, river museum, theater, ski resort, zoo, environmental center, state park, fire department, and recreation center. These extended learning activities are highly attended by students and fosters a connect to the program that supports student attendance year-round.

EVIDENCE: The following positive evidence demonstrates the impact of the enrichment strategies: 91% of program attendees demonstrated improved engagement in learning; and 96% of program attendees demonstrated leadership mastery based on the assessments from the *7 Habits of Highly Effective People* (student version) instruction.

A key aspect of the program is to provide opportunities for students to receive instruction and support to develop their leadership attributes and fully engage in all the extended learning activities. The program believes student leadership development supports a student's ability to fully engage in the enrichment activities.

BEST PRACTICE: **Family Literacy** - The program included the family engagement practice based on research released by Global Family Research Project. The purpose is to engage families to assist their ability to support their child's academic learning as well as their growth to adulthood. The program provides literacy nights, community guest speaker, and Dolly Parton Imagination Library. Research has found that student learning is often greater in homes that support learning and their learning at their child's school. The family literacy activities are intended to connect the family to school and create partnership between the parent, school, and child that support a students' learning.

EVIDENCE: The following positive evidence demonstrates the impact of the family literacy strategies: 52 families participated in program activities and/or events to increase their children's engagement in reading. 16% change in family participation from YR1 to YR2 (YR1 equal 45 families and YR2 equal 52 families); and 33 families attended community reading activities provided by the program. 23% change in family participation from YR1 to YR2 (Y1 equal 35 families and YR2 equal 43 families).

Note: Andrew Elementary School and Easton Valley Elementary School are small rural schools and these schools are an integral positive aspect of their communities. This positive school and community relationship reduces student attendance issues. These schools identified 18 students with attendance problems which is 5% of the total enrollment. Plus, the program had 16 of those 18 students improve their attendance which is a positive program outcome.
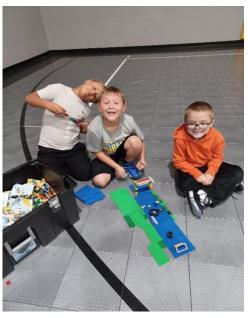
Pictures

Insert pictures here. 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 of pictures. Links to social media are not to be used here.

Caption: Students were on a trip to Prairie Creek and had a chance to pick and eat mulberries.

Caption: Students participated in a STEM activity night. Students were able use LEGOS, blocks, and connectors.

Caption: A favorite activity of many young students is art time.

Caption: Students have fun learning to cook foods that they can make at home.

Caption: Students enjoy cooking activities. Students have opportunities to create their own food.

Caption: Bowling activity is very popular. The program must cap the numbers that can participate.

Caption: 5th & 6th grade students enjoy science experiment and activity time. These science activities are connected to STEM night.

Caption: Many students enjoy their opportunities go to a park. We have students that do not have opportunities to use local parks. This is a very popular activity.

Student, teacher, parent, and stakeholder input

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

Quotes from Students:

[Note: LEAP refers to the grant before/after school and summer program.]

4th Grade Student: *I love that there are many opportunities to do different activities. There are also many opportunities to meet and hang out with new friends.*

3rd Grade Student: *I like to come to LEAP because we get to do a lot of fun stuff. One of my favorite things to do right now is to do cooking with Miss Joy. We are learning how to make some cool stuff.*

Student: *My favorite leap is outside playing time and car night.*

Student: *I like art club a lot because we get to do fun activities. I like when we get to have coloring time. There are a lot of fun options to play with on game night. I like when we get snacks right as we get to LEAP.*

Quotes from Teachers:

Mallory Jamison, 4th Grade Teacher/Parent: *Leap is important for our students here at Andrew because it gives them opportunities they may not have at home. Parents know their students are safe while participating in these activities. By students staying after school, they can work on social-emotional skills and other academic work.*

Wendy Casel, Reading Recovery: *Having a safe and consistent place for our students to go after school is invaluable. It not only gives students peace of mind but also parents know their child(ren) is/are taken care of in an environment that fosters their growth. Our program helps our students develop positive relationships with numerous adults and peers of differing ages. Students can participate and lead activities that focus on their strengths and help them improve upon their weaknesses. Activities and lessons provided help give our students challenges that they can rise to by using their problem-solving skills, listening to seek first skills, and synergizing skills when working to get along with both adults and peers.*

Wendy Casel, Reading Recovery: *Students can participate and lead activities that focus on their strengths and help them improve upon their weaknesses. Activities and lessons provided help give our students challenges that they can rise to by using their problem-solving skills, listening to seek first skills, and synergizing skills when working to get along with both adults and peers.*

Emily Michaelsen, 3rd Grade: *Leap has helped some of the students find friendships with students in other grades. My students are excited and look forward to leap.*

Renee Bowmann, 1st Grade: *I'm grateful that my students have a safe place they can go before or after school. I've also taken advantage of having LEAP staff work on something with my students if I ask them*

(an example is sight words). I have been able to communicate successes or concerns about students with Andera. She's another person on my students' team.

Beth Sterk, 1st Grade: *One of my students that attends the LEAP program has had the opportunity to do things he wouldn't be able to do without attending this program. He gets to be around other kids to play, do different activities, and go to places he wouldn't get to go to without this program.*

Emily Kilburg, Kindergarten: *Andrea, program teacher, offers a great variety of activities to all who attend. They get to form relationships with adults and other kids that they need. It's a very positive experience for them.*

Quotes from Parents:

Janie Cornelius: *LEAP has given Logan extra learning activities and the opportunity to try many new things. The variety of subjects and activities was awesome for him to experience. He also enjoyed the times he was able to interact with some of the older kids at Andrew.*

Jamie Theisen: *LEAP has helped both of our children to grow socially and academically. They enjoy the variety of structured activities, learning new things, and showing off new creations. It is also a nice structured time to socialize and work on team-building skills.*

Emily Warner: *My daughter loves attending the am and pm LEAP program that EV offers. She enjoys learning new activities and participating in different crafts, experiments, games etc. I often get asked if she can stay longer. Thank you, Easton Valley for offering this program for our families.*

Quotes from Partners:

Joy Gnade, Iowa State Extension: *LEAP is great for students because it offers them a safe place after school. While they're at LEAP they have the opportunity to socialize and learn in a less formal environment than the classroom. In fact, often, learning looks like play, which drives interest and curiosity.*

Quotes from other Stakeholders (Administrators, Counselors, etc.):

Brandon Kirchhoff, Andrew Principal: *I love the opportunities that LEAP provides our students. A lot of these students would not get to experience some of these activities due to the cost. In some of the places we go, students and parents don't even know they are there or that they can do the things we do there. It also helps provide a safe place for students to be while our parents can continue to work out of town which most do.*

Note: Please refer to the best practice, GPRA, and local objectives sections of the report for the program's positive academic success. The program's schools do not have an attendance and/or student behavior issues which is a positive condition and it reflects on the outstanding communities these school serve.

8. Sustainability Plans

Sustainability Plans Required Elements	Complete?
Discuss formal sustainability plan from your original grant application including how it has changed.	X
How program will continue without 21st CCLC grant funding.	X
How partnership contributions will help the program continue (refer to partnership table from section 3).	X

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

The application outlined the program could be sustained by using district general funds, Federal Title I funds, Iowa K-3 Funding funds, Dropout Prevention Funding, and fees paid by parents. The application also stated that continuing to build new partner and sustain current partner relationships adds value to the program because students find these experiences engaging and beneficial. Andrew Elementary School had a grant and sustained their grant program. This grant has Andrew Elementary adding a new center at the Easton Valley Elementary location. The two elementary schools believe the successful sustainability plan executed by Andrew Community School District will support sustainability of the newly created new partnership between the Andrew Community School District and Easton Valley Community School District. These school districts share a superintendent which does increase the likelihood of continued program coordination between the two centers.

The program's partners provide educational experiences for participating students. These learning experiences expand students' connections to real world learning applications. Some students experience opportunities that would not happen if not for participating in the program. The student population participating in the program are impacted by poverty and conditions that place some students at-risk. The program leaders continually work with parents and teachers to identify and recruit new educational partners that can provide stimulating experiences for participation students. The partner educational experiences have been the biggest recruiting tool to retaining continued student participation.

Biggest sustainability positive is Andrew Community School District did sustain a program after their grant program ended. Andrew Community School District applied for a new 21st Century Community Learning grant to expand before/afterschool and summer programming to East Valley Community School District. Therefore, Andrew Community School District was able to bring committed partners to the new program and the district understands how to continue the program after this grant funding ends.

9. **Summary and Recommendations**

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

Summary of Program

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

Brandon Kirchhoff, Andrew Elementary School Principal: *With the success of last year's programming, Book Club, Mississippi River Museum visits, Kids in the Kitchen, and STEM night, we decided to keep these nights. These events were well attended by students and students were actively engaged in the activities on those nights. Our museum nights are especially attended well with nearly 40 kids who attend. Another awesome programming night we have is our Spring Play Production. This*

event is just for our older students and is highly attended by them. Not only do the kids get to research and write their play, but they get to create their own and put on their production in front of the school and their families. The best part of this whole play experience is the person who leads it. It is our past art teacher who comes back to work with our kids. They love working with her again and this event could not be possible without her and her high school student volunteers.

Patty Schmidt, Easton Valley Elementary School Principal: *This past year was a positive year for the LEAP (before/afterschool program). We had large numbers of students attend the school year program along with good numbers during our summer program. We partnered with a variety of different organizations to expand our offerings to students and families. Our families enjoyed the various different family events as well and were very happy with the different programs offered. Our biggest challenge remains staffing and assisting those students with challenging behaviors. The main change we are making for the next school year will be decreasing our field trips. Unfortunately, it is hard to get enough staff to appropriately staff the trips, and getting transportation is also challenging. We have decided to not take field trips during our winter months as the weather is so unpredictable.*

Andrea Reuter, Program Director at the Easton Valley Elementary Site: *Our program went wonderful with our partners coming in for programming to try new activities. We learned how to sew using a sewing machine and also hand sewing. We tried new crafts and games to encourage more reading. We worked on math skills with the games we played and a practice ATM to count money at Maquoketa State Bank. ISU Extension taught us so much about plants, different types of soil and coding with bee bots. One of our 2nd grade teachers gave me advice on how to keep the kids engaged and more were willing to participate in new activities.*

Dissemination of Local Evaluation.

Dissemination of Local Evaluation Required Elements	Complete?
Exact URL where your **2022-2023** local evaluation is posted (**required by US DOE**). Because this is required by ESSA, we check each URL for accuracy.	X
Discussion of other methods of Dissemination (Board reports, community meetings, person to person, e-mail, etc.)	X

Paste exact URL where your **2022-2023** local evaluation is/will be posted **(required by US DOE). 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.**

https://

The report will be posted on the district website and the location will be communicated to teachers, parents, and community members. The report will also be used by the advisory members and program leaders to make changes or adjustments to ensure the program meets its goals and objectives.

Recommendations for Local Objectives.

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

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

The objectives were modified last year to honor the request by Iowa Department of Education to have no more than five local objectives. The modified objectives were met this year and the local objectives section clearly describes the nature and scope of the objectives as well as the YR2 results. Therefore, all five objectives were measured and met.

Recommendations on Future Plans for Change.

Recommendations on Future Plans for Changing Required Elements	Complete?
This should be the most substantial discussion area. Please base your discussion on the data you are submitting. Please include the following elements as a minimum.	X
• **Changes in activities.**	X
• **Changes in recruitment efforts.**	X
• **Changes in partnerships.**	X
• **Changes for sustainability plans.**	X
• **Other changes as suggested by governing body.**	X
• **Based on the data, recommendations for improving program quality.**	X

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

A minor change to the program for 2023-2024 is to decrease the number of field trips. It is hard to get sufficient staff to appropriately supervise field trips, and getting transportation is also challenging. The adjustment the program is making is to avoid taking field trips during our winter months as the weather is so unpredictable and minimize the impact on students. The field trips are a key aspect of the program because students have an opportunity to enhance their learning experiences.

The program is open to all students and 50% of the student enrollment at the two school centers participated during 2022-2023 school year. The program partnerships are well established and have been stable for many years. The Andrew Elementary School and Easton Valley Elementary School are located in rural areas and the program has captured most regional partnerships that can support the program. The governing body, Lighthouse Group, continues to provide outstanding support and leadership for the program.

The program leaders stated that one of the biggest hurdles is staffing. The program relies heavily on school staff to deliver the program. These individuals start their work day earlier and stay later so that students can experience this highly effective program. Fortunately, current staff members have found the program to be rewarding so thus far staff retention has been high.

Andrew Community School District was able to sustain a portion of their before/after school program after grant funding ended. The programs partners were committed as well as the school district to a before/after school program. Andrew Community School District decided to expand the benefits of a before/after school program by adding Easton Valley Community School District. This grant is partnership between these two districts to expand before/after school programs. After the grant funds end, the two school districts believe that this partnership and their community resources will be able to sustain the before/after school program.

The sustainability plan is unchanged. The program will be supported by the school districts, partners, and parents once the grant funding ends.

     Evaluator comment: *I do not recommend any changes to the program at this time. All the program data indicators are trending positive. Students are demonstrating learning growth and the program leaders have demonstrated effective implementation. The Andrew Elementary School's prior successful implementation experiences are instrumental to the current grant program's success. The program has positive school, parent and community relationships. The program partners are well established and have demonstrated willingness to continue their support. The dedication and leadership of Brandon Kirchhoff, Principal Andrew Elementary School, and Patty Schmidt, Principal Easton Valley School, is a key factor in the success of the program.*

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

     The program did not experience unexpected events this year. The COVID 19 pandemic was the biggest unexpected event that hindered program operations. The health care protocols and vaccines have allowed schools to return to more normal operations.

2021-2022 GPRA MEASURE 4 [BEHAVIOR] YR1 CORRECTION:

     The 2021-2022 evaluation report inadvertently reported incorrect student in-school suspension numbers from the 2020-2021 school year. The recording mistake happened over a year ago and the program leaders are uncertain how the incorrect numbers were pulled from the student management system. The corrected YR1 GPRA Measure 4, Behavior, program student data are presented below.

GPRA Measure 4 – Behavior. 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.

YR1 - 2021-2022 - Corrected Program Student Data

If you have no data to report for GPRA Measure 4 – Behavior, provide an explanation here:

	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 (2020-2021)?		1	1		1	1
Of these students, how many experienced a decrease in in-school suspensions in the current school year (2021-2022)?		0	0		1	0
Percentage of Attendees with fewer in-school suspensions. Calculated for each column.		100%	0%		100%	0%