

# LOCAL EVALUATION FORM FOR 2023-2024

Grantee: **Audubon Launch Kids Club**

## 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. (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 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 14-18 are to be included for reporting data for the previous school year. Reported data will be from the Summer of 2023 and the 2023-2024 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 2023-2024**>. The form must be completed and submitted in **Word format**.

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

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

## 1. General Information

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

Basic Information Table	
Item	Information
Date Form Submitted	
Grantee Name	Launch Kids Club
Program Director Name	Betsy Boyea
Program Director E-mail	bboyea@audubon.k12.ia.us
Program Director Phone	(712)563-3751
Evaluator Name	Christie Crouch
Evaluator E-mail	<a href="mailto:ccrouch@heartlandaea.org">ccrouch@heartlandaea.org</a>
Evaluator Phone	(515) 473-7320
Additional Information from Grantee (optional)	

Center Information Table	
Cohort	Centers
<i>(If not in a cohort, leave that cohort info blank)</i>	<i>(Enter Names of Centers, separated by commas) INCLUDE SCHOOL LEVEL (i.e. Elementary, Middle, High School)</i>
Cohort 14	
Cohort 15	
Cohort 16	
Cohort 17	Audubon Elementary School
Cohort 18	
Additional Information from Grantee (optional)	

**Note: If you are in Cohort 19, you will report your data next year (We always report the previous year's data in the local evaluations).**

## 2. Introduction/Executive Summary

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

### Introduction/Executive Summary

The Audubon Community School District (CSD) received a federal grant from the 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) program to provide after school programming during the school year and daily through summer break. After a review of local options, interviews with parents and community members, the school district (i.e., administration, teachers) and other stakeholders determined a need for out of school programming and care for students in the community with working parents. A review of local daycare centers on-line and interviews with Audubon residents revealed, there is one community-based child care center that serves infants through preschool age clients. Other options included in-home child care providers

which stakeholders described as limited based on the number of students who would need to utilize the care. Community members including parents and grandparents saw the need for additional after school programming to 'fill the gap between daycare and being able to stay home alone'. Additionally, parents indicated a need for "drop in" care. This was especially important for parents who traveled for work and only occasionally were not available to pick students up after school. An additional need that was later identified after the creation of the program was the after-school care of students whose parents work in school settings, especially Audubon Community School District. Stakeholders defined the need as '*provide students with a safe and age-appropriate option when parents were not available outside of school hours*'. The program has run for 9 years and continues to meet the needs identified in the community.

The current program runs on school days from 3:30-6:30pm and during the summer Monday through Friday from 9:00am-5:00pm. Both programs are available for students in kindergarten through 4<sup>th</sup> grade and are run from the grounds of the Audubon elementary school building. The after-school program is staffed by Audubon (CSD) with 5 paid positions including a program director and support staff (2 adults and 2 high school students). The summer program requires a minimum of 7 staff members daily. Summer staff includes the director, adult support staff (para educators), high school student support staff, and community members. The management plan includes the director and Audubon Elementary principal who hire all staff and act as the governing board. The grant pays for all staff.

According to the grantee and monthly attendance data, a typical day has an average of 30 attendees (range of 15-43) and four support staff. This provides a ratio of approximately 7 kids per provider during regular program hours. The Launch after school programming includes a snack, physical activities (e.g., outdoor play, yoga, sport games), academic support through homework help, reading opportunities, seasonal activities, social interactions with peers. A rotation of daily activities is laid out to balance the types of activities each day; however, a reading activity is included every day. Reading activities include group reading, reading to self, listening to books, book buddies, and adults reading aloud. Additionally, a week-by-week theme is planned to align to the season, holiday or community events. During the month of December there was a special "15 days of Christmas" calendar with snacks and activities related to Christmas.

During the summer, Launch is open from 9am-5pm. Approximately half of the day is spent in an activity either on site or in the community. The first half of the day is spent with outdoor time, lunch, and academic time. Each day during the summer 75 minutes is allotted for English Language Arts, 30 minutes for Math and 30 minutes for either Science or Social Studies. Daily lunch and snacks are provided during the summer. Lunch meals are provided through the Summer Food Service Program and snacks are provided through donations and community partnerships.

A luncheon/ celebration is planned at the end of the summer to thank parents and local partners for their support. According to the director, the thank you luncheon had lower attendance than expected. However, the end of summer BBQ for parents and students was well attended. Parents and community members are encouraged to participate in the carnival sponsored by Launch.

The grant allows Audubon CSD to provide these services to many students who may come from low- or limited-income families and provide these students with experiences or opportunities that may not be available otherwise. While many low- or limited-income families participate in the program, there is no income requirement for attendance. The program is open to all students. Parents and community partners see the impact and benefit of the program providing opportunities for learning and care for students and have grown to rely on Launch.

### 3. Demographic Data

Demographic Data Required Elements	Complete?
2023-2024 School Year Attendance Tables	
• 2023-2024 School Year Attendance Summary Table	✓
• 2023-2024 School Year Grade Level Table	✓
• 2023-2024 School Year Sex Table	✓
• 2023-2024 School Year Attendance Population Specific Table	✓
• 2023-2024 School Year Attendance Race/Ethnicity Table	✓
Summer of 2023 Attendance Tables	
• Summer of 2023 Attendance Summary Table	✓
• Summer of 2023 Grade Level Table	✓
• Summer of 2023 Sex Table	✓
• Summer of 2023 Population Specific Table	✓
• Summer of 2023 Attendance Race/Ethnicity Table	✓
Attendance Discussion	✓
Partnerships	✓
• Partnerships Table	✓
• Partnerships Discussion	✓
Parent Involvement Information and Discussion	✓

### 2023-2024 School Year Attendance Tables.

**Enter the number of students in the appropriate fields in the tables below. Data will be from the Fall of 2023 and the Spring of 2024. There are separate tables for the Summer of 2023. Leave blank any cohorts that do not apply.**

**The yearly 21<sup>st</sup> 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 occurring for your program, please provide an explanation in the attendance discussion section.**

**21st CCLC Program 2023-2024 School Year Attendance Summary Table  
Reflects Number of Students**

Days/Hours	Cohort 14	Cohort 15	Cohort 16	Cohort 17	Cohort 18	Total
<i>Less than 15 Hours</i>				7		7
<i>More than 15, Less than 45 Hours</i>				10		10
<i>More than 45, Less than 90 Hours</i>				7		7
<i>More than 90, Less than 180 Hours</i>				10		10
<i>More than 180, Less than 270 Hours</i>				24		24
<i>More than 270 Hours</i>				2		2
<b>TOTALS</b>				60		60

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

**21st CCLC Program 2023-2024 School Year Attendance Grade Level Table  
Reflects Total Number of Students**

<i>Days/Hours</i>	<i>Cohort 14</i>	<i>Cohort 15</i>	<i>Cohort 16</i>	<i>Cohort 17</i>	<i>Cohort 18</i>	<i>Total</i>
<i>How many Prekindergarten</i>				0		0
<i>How many Kindergarten</i>				14		14
<i>How many 1st Grade</i>				11		11
<i>How many 2nd Grade</i>				13		13
<i>How many 3rd Grade</i>				17		17
<i>How many 4th Grade</i>				5		5
<i>How many 5th Grade</i>				0		0
<i>How many 6th Grade</i>				0		0
<i>How many 7th Grade</i>				0		0
<i>How many 8th Grade</i>				0		0
<i>How many 9th Grade</i>				0		0
<i>How many 10th Grade</i>				0		0
<i>How many 11th Grade</i>				0		0
<i>How many 12th Grade</i>				0		0
<b>TOTALS</b>				60		60

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

**21st CCLC Program 2023-2024 School Year Attendance Sex Table  
Based on Total Attendance**

<i>Attendee</i>	<i>Cohort 14</i>	<i>Cohort 15</i>	<i>Cohort 16</i>	<i>Cohort 17</i>	<i>Cohort 18</i>	<i>Total</i>
<i>Male</i>				29		29
<i>Female</i>				31		31
<i>Not reported in Male or Female (students who are identified as nonbinary or another category that is not listed above)</i>						
<i>Gender Data Not Provided</i>						

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

**21st CCLC Program 2023-2024 School Year Attendance Population Specific Table  
Based on Total Attendance**

<i>Attendee</i>	<i>Cohort 14</i>	<i>Cohort 15</i>	<i>Cohort 16</i>	<i>Cohort 17</i>	<i>Cohort 18</i>	<i>Total</i>
<i>Students who are English Learners (LEP)</i>				0		0
<i>Students who are economically disadvantaged (FRPL)</i>				29		29
<i>Students with disabilities</i>				8		8
<i>Family members of participants served (Enter the total number of family members of students who participated in activities sponsored by 21st CCLC funds.)</i>				11		11

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

**21st CCLC Program 2023-2024 School Year Attendance Race/Ethnicity Table  
Based on Total Attendance**

<i>Attendee</i>	<i>Cohort 14</i>	<i>Cohort 15</i>	<i>Cohort 16</i>	<i>Cohort 17</i>	<i>Cohort 18</i>	<i>Total</i>
<i>American Indian/Alaska Native</i>				0		0
<i>Asian</i>				0		0
<i>Black or African American</i>				0		0
<i>Hispanic or Latino</i>				4		4
<i>Native Hawaiian or Pacific Islander</i>				0		0
<i>White</i>				56		56
<i>Two or more races</i>				0		0
<i>Data not provided</i>				0		0

## Summer of 2023 Attendance Tables.

Enter the number of students in the appropriate fields in the tables below. Data will be from the Summer of 2023 **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.

**21st CCLC Program 2023-2024 Summer 2023 Attendance Summary Table  
Reflects Number of Students**

<i>Days/Hours</i>	<i>Cohort 14</i>	<i>Cohort 15</i>	<i>Cohort 16</i>	<i>Cohort 17</i>	<i>Cohort 18</i>	<i>Total</i>
<i>Less than 15 Hours</i>				3		3
<i>More than 15, Less than 45 Hours</i>				2		2
<i>More than 45, Less than 90 Hours</i>				4		4
<i>More than 90, Less than 180 Hours</i>				19		19
<i>More than 180, Less than 270 Hours</i>				30		30
<i>More than 270 Hours</i>				15		15
<b>TOTALS</b>				73		73

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

**21st CCLC Program 2023-2024 Summer 2023 Attendance Grade Level Table  
Reflects Total Number of Students**

<i>Days/Hours</i>	<i>Cohort 14</i>	<i>Cohort 15</i>	<i>Cohort 16</i>	<i>Cohort 17</i>	<i>Cohort 18</i>	<i>Total</i>
<i>How many Prekindergarten</i>				0		0
<i>How many Kindergarten</i>				23		23
<i>How many 1st Grade</i>				13		13
<i>How many 2nd Grade</i>				15		15
<i>How many 3rd Grade</i>				11		11
<i>How many 4th Grade</i>				11		11
<i>How many 5th Grade</i>				0		0
<i>How many 6th Grade</i>				0		0
<i>How many 7th Grade</i>				0		0
<i>How many 8th Grade</i>				0		0
<i>How many 9th Grade</i>				0		0
<i>How many 10th Grade</i>				0		0
<i>How many 11th Grade</i>				0		0
<i>How many 12th Grade</i>				0		0
<b>TOTALS</b>				73		73

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

**21st CCLC Program 2023-2024 Summer 2023 Attendance Sex Table  
Based on Total Attendance**

<i>Attendee</i>	<i>Cohort 14</i>	<i>Cohort 15</i>	<i>Cohort 16</i>	<i>Cohort 17</i>	<i>Cohort 18</i>	<i>Total</i>
<i>Male</i>				<b>43</b>		<b>43</b>
<i>Female</i>				<b>30</b>		<b>30</b>
<i>Not reported in Male or Female (students who are identified as nonbinary or another category that is not listed above)</i>						
<i>Gender Data Not Provided</i>						

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

**21st CCLC Program 2023-2024 Summer 2023 Attendance Population Specific  
Table**

**Based on Total Attendance**

<i>Attendee</i>	<i>Cohort 14</i>	<i>Cohort 15</i>	<i>Cohort 16</i>	<i>Cohort 17</i>	<i>Cohort 18</i>	<i>Total</i>
<i>Students who are English Learners (LEP)</i>				<b>0</b>		
<i>Students who are economically disadvantaged (FRPL)</i>				<b>12</b>		
<i>Students with disabilities</i>				<b>10</b>		
<i>Family members of participants served (Enter the total number of family members of students who participated in activities sponsored by 21st CCLC funds.)</i>				<b>8</b>		

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

**21st CCLC Program 2023-2024 Summer 2023 Attendance Race/Ethnicity Table  
Based on Total Attendance**

<i>Attendee</i>	<i>Cohort 14</i>	<i>Cohort 15</i>	<i>Cohort 16</i>	<i>Cohort 17</i>	<i>Cohort 18</i>	<i>Total</i>
<i>American Indian/Alaska Native</i>				<b>0</b>		<b>0</b>
<i>Asian</i>				<b>0</b>		<b>0</b>
<i>Black or African American</i>				<b>0</b>		<b>0</b>
<i>Hispanic or Latino</i>				<b>0</b>		<b>0</b>
<i>Native Hawaiian or Pacific Islander</i>				<b>0</b>		<b>0</b>
<i>White</i>				<b>71</b>		<b>71</b>
<i>Two or more races</i>				<b>2</b>		<b>2</b>
<i>Data not provided</i>						

## Attendance Discussion.

Attendance Discussion Required Elements	Complete?
General discussion on attendance including	
<ul style="list-style-type: none"> <li>Percentage of 21<sup>st</sup> CCLC attendance compared to total population.</li> </ul>	✓
<ul style="list-style-type: none"> <li>Percentage of attendees who are FRPL.</li> </ul>	
<ul style="list-style-type: none"> <li>Efforts to increase and keep attendance high.</li> </ul>	✓
<ul style="list-style-type: none"> <li>Recruitment efforts.</li> </ul>	✓
<ul style="list-style-type: none"> <li>Discussion on how contact hours requirement is being met. <i>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)</i></li> </ul> <p><b><i>Explain WHY attendance met or did not meet grant goals.</i></b></p>	✓

According to the Iowa School Performance Profile and enrollment reports (23-24) 212 students are enrolled at Audubon Elementary School with an average daily attendance rate of 93.9%. The average daily attendance at Launch during the school year was 30 students (14% of all students). A total of 60 different students attended for a minimum of 1 day. The majority of students (40% or 24 students) fell in the range of 180-270 hours, 16% (10 students) attended 90-179 hours and also 15-44 hours. Approximately 12% (7 students) attended less than 15 hours and 45-89 hours. The final 3% (2 students) attended more than 270 hours. This divide continues to reiterate the need for temporary care for students who are in between the stages of staying alone and being at a daycare. During the summer 73 different students attended the Launch program. Of these attendees 41% (30 kids) attended between 180-270 hours. This is comparable to the percent of students who attended the after-school program.

The population of Launch is similar to the total population of Audubon Elementary. For example, within Audubon Elementary 92.5% of students are white and 97% and 93% of students are white during the summer and after school programs respectively. There are more males attending during the summer, 59%, than during the school year when 48% of the attendees are males. Fewer students with IEPs attend Launch (14% summer, 13% after school) than the total population of students with IEPs (18.9%). There is not a significant number of students identified as English Language Learners (>1%) in the population as a whole and 0 students identified as English Language Learners attended Launch. The population of FRL at Audubon Elementary is 41%. Launch has a slightly higher percentage of attendees qualifying for FRL during the school year, 49%. During the summer, the number of students identified as FRL was significantly lower at 14%.

In accordance with the required contact hours, Launch is open 3 hours daily after school (3:30 pm-6:30 pm) during in session school days for the 2023-2024 school year. There are approximately 20 school days per month which meets the overall requirement of 60 hours per month. During the school year, when school is not in session, Launch is not in session. This includes winter break, spring or other planned school breaks. If there is a weather event and school is closed or dismissed early then Launch is not open for the safety of students and staff which may impact the overall hours per month.

During the summer, Launch is open for approximately 9 weeks, June-August weekdays from 9:00am -5:00pm. The only non-Launch day during the summer is the observance of the 4th of July holiday. Summer Launch is open approximately 360 hours.

The Launch program strives to maintain and increase attendance through offering engaging, high quality opportunities for students. All students at Audubon Elementary will be provided with access to a registration form and the opportunity to sign up. During the summer of 2023 and the 2023-2024 School Year the Launch program was free to families. This is a huge selling point for the program and meets the needs of the community. At this time, interview with the grantee indicates that “word of mouth” is their best recruitment tool. Recruitment efforts could extend to all school age students in the community including those who attend other schools (i.e., private schools, open enrollment, home school).

## 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.**

**NOTE: If type 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**

**21st CCLC Program 2023-2024 Partnerships Table**

<b>Name of Partner (Enter name of Partner)</b>	<b>Type*: Full/ Partial/ Vendor (descriptions below)</b>	<b>Contribution Type (From list above)</b>	<b>Description of Contribution (Include staff provided)</b>	<b>Total In-kind Value (Monetary Value if unpaid partner)</b>
Chenice Sornson	Full	4	Cooking Demo: Make own sub sandwich	\$40
Brian & Kathy Jensen	Full	4	Cooking Demos: Mac & Cheese, Omelets, Grilled Cheese, Mashed Potatoes, Canned Soup/Pasta	\$200
Rensburg Service	Full	4, 2	Making Snacks: Trail Mix (\$40) Field Trip: Coon Rapids Aquatic Center (\$180)	\$210
B's Trading Post	Full	4	Making Snacks: Savory Snack Mix	\$40
Rod & Angie Williams	Full	4, 2	Making Snacks: Sweet Snack Mix (\$40) Field Trip: Carroll Rec Center (\$420) Donation \$40	\$500
Courtney Nelson	Full	4	Making Snacks: Walking Taco	\$40
Clayton Dorsey; Farm Bureau	Full	4	Making Snacks: Ice Cream Sundaes	\$40

Scott & Abby Larsen	Full	4, 3,2	Making Snacks: Cookie Decorating (\$40) & Donut Decorating (\$40) Donation \$100	\$180
Bakery On Broadway	Full	4	Ice Cream	\$150
Audubon Family Chiropractic	Full	2	Field Trip to the REC (bowling)	\$180
Landus	Full	2	Snack at the Audubon Co. Fair (\$180) Slushies (\$120)	\$300
Paul & Shellie Madsen	Full	2,4	Field Trip Mini Golf (\$240), Ice Cream (\$180)	\$420
Stephine Sorensen & Sid Tison	Full	3, 4	Manners Banquet at REC	\$500
Audubon REC	Partial	3	Discounted Activity	\$180
Audubon State Bank	Full	4	Slushies	\$120
Audubon Firehouse Flames	Full	4	2 Cookouts at Littlefield Park	\$150
St. Patrick Catholic Women	Full	2	Field Trip Guthrie Center Aquatic Center	\$200
K's Family Salon	Full	2	Field Trip Guthrie Center Aquatic Center	\$100
Robinson Ruhnke	Full	2	Field Trip Guthrie Center Aquatic Center	\$100
Richard & Tara Deist	Full	2	Craft Supplies	\$150
Landmands Bank	Full	2	Craft Supplies	\$150
Anonymous Donor	Full	2	Craft Supplies	\$200
Delyte Borkowski	Full	2	Craft Supplies	\$40
	Full			
Chris Jensen	Full	3	Guest Speaker 1 hour re: Fair	\$22
Coby Gust	Full	3	Guest Speaker 1 hour re: Safety	\$45
Vera Peterson	Full	3	Guest Speaker 1 hour re: Service Dog	\$20
Megan Kelly	Full	3	Guest Speaker 1 hour re: Pollution	\$29
AMVC	Full		Making Snacks: Pizza (\$40)	\$40
Heartland AEA	Vendor	1	2 days of service	\$1800

*\*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.	✓
• <b>Total Partners by Type</b>	
• <b>How in-kind value was determined</b>	✓
• Efforts to recruit partners.	✓
• Highlights of partnerships.	✓
• How partnerships help program serve students.	✓

Audubon CSD historically has a strong community presence and partnership. The small-town community is very willing to engage with the program and recruiting partners is as simple as asking for support. Since the LAUNCH after school program has started many local businesses have provided support. Some long-standing partners have been AMVC, Landmands Bank, Audubon State Bank and Audubon Chiropractic. According to the grantee, "Many of the entities charge nothing to come present to our group. Audubon swimming pool has given us a discounted rate as does our Rec Center (ARC). Many local partners are willing to help out. It is a great community". The majority of partners are full partners who donate food, money for activities, or materials directly to the program. Social media and a donor request letter is used to solicit donations in any amount to support an activity, snack or outing.

Partners contributed to a variety of activities including speaking, sponsoring projects, and sponsoring field trips. Local partners provide life lessons related to finance, health, and love of learning with a focus aligned to building community and the mission of Launch. Guest speakers included a dog trainer, Police officer, and DNR worker. Many craft projects were possible due to the generosity of donors/partners in the community. The community itself is the largest sponsor of the program. The community supports having the students out in the community and appreciates the community service provided by the Launch program. Attendees do community service projects helping to serve lunch, reading at the assisted living community, picking up garbage, food drives, distributing flags and an end of summer fundraising event.

The end of summer carnival is a celebration for the attendees as well as the community. The kids create games and prizes throughout the summer and host the event during the last week. According to the program director, "The money raised goes to a local charity that the kids choose and it teaches the kids to be in service to others".

In kind values for guest speakers was determined by accessing zip recruiter salary information for Audubon County Iowa. Heartland AEA is the now the only vendor partner, charging a fee for the evaluation service, when in the past it was an in-kind value. The Audubon Rec Center is a partial partner offering discounts on activities. The in-kind value was determined based on an analysis of the current price and the price charged.

## Parent Involvement Information and Discussion.

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

## Parent Involvement Table.

List all parent events held during the Summer of 2023 and the 2023-2024 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 that a minimum of four events (one per quarter) is a grant requirement.

**21st CCLC Program 2023-2024 Parent Involvement Table**

Name of Event <i>(Enter name/description of Event)</i>	Cohorts Involved <i>(List which Cohorts participated)</i>	Number of Parents/Family Members attending	Total Attendance <i>(Include staff, students, etc.)</i>	Short Description of Event
End of Year BBQ	17	44	95	
Etiquette Luncheon	17	42	90	
Carnival Summer	17			

The program director utilizes social media on an on-going basis to keep parents informed of schedules, activities and provide pictures. Specifically noted, the director posted weekly schedules with a time breakdown of daily activities and pick up locations if they visited community partners throughout the summer. These posts also included notes for parents of materials or needed items. Additional more specific schedules and timelines are provided at parent request. Parents were encouraged to call, email or text with questions of concerns. Social media posts and information were more prominent in the summer than for the after-school program.

Parents were also asked to be chaperones on summer field trips and are welcome to volunteer when time allows. There are no specific indications of on-going parent involvement outside of social media posts. Parents will comment on posts, provide feedback on activities and also provide donated materials for activities.

During the summer parents were given etiquette/manner basics to work on at home to reinforce what kids were working on at Launch. Parents received a letter and the notes and were encouraged to work on manners at home too. Kids also invited guests/parents to an etiquette luncheon to show off their skills. Invitations were sent home with each attendee to provide to the guest of their choice. The luncheon was provided at the Audubon Rec Center. Not all students attended the Launch program on the luncheon day but more than 50% of the

students who attended during the summer attended with a guest. It was important to include any guests and not only parents to ensure the opportunity for all attendees to have an adult present.

The summer carnival is available to the public as well as the attendees and families of Launch. The summer carnival was publicized by community flyers, social media and notes home with the attendees. (See attached) An unknown number of community members and families attend the carnival.



The end of the year BBQ was well attended by families. Everyone enjoyed a meal provided by volunteers and Launch staff. Due to the heat it was held indoors and families could eat together and then play outside if they wanted.

During the school year of 23-24 limited or no evidence was available for the parent's involvement, beyond communication of schedules, updates and pictures via social media. Interview with the school district principal/grantee indicated it is hard to get parents involved with the after-school program by virtue of it being after school care when parents are unavailable. However, the program encourages attendees to take home projects, share content and tell parents what has been going on. This could be enhanced with a weekly take home note explaining projects or what was worked on during the week.

Parent involvement was historically, and continues to be, limited as many of the students attending are doing so while parents are at work and alternate childcare is not available. Pick up time activities, expanded hours or scheduled after hours events should be considered to increase parent involvement. Yearly enrollment meetings or on-going news letters should be considered for keeping parents involved in the program. Additional recommendations for increasing parent involvement are included in the Recommendations section.

## 4. Total Academic Improvement

This requirement for the Iowa 21<sup>st</sup> 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 21<sup>st</sup> CCLC Program has been tracking progress in reading and math for all 21<sup>st</sup> 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.**

**Note that this data uses the “Number of Students Needing Improvement” in the comparison.**

### *Reading/English Improvement*

Grade Level	Number of Students Needing Improvement	Number of Students Who Improved	Percentage Improvement
K	3	1	33%
1	3	1	33%
2	10	8	80%
3	7	6	86%
4	6	3	50%
5			
6			
7			
8			
9			
10			
11			
12			
<b>Totals</b>	29	19	66%

### *Mathematics Improvement*

Grade Level	Number of Students Needing Improvement	Number of Students Who Improved	Percentage Improvement
K	1	0	0%
1	2	1	50%
2	2	1	50%
3	6	3	50%
4	2	2	100%
5			

6			
7			
8			
9			
10			
11			
12			
<b>Totals</b>	13	7	54%

### Total Academic Improvement Discussion.

Total Academic Improvement Discussion Required Elements	Complete?
Include what assessment(s) were used to determine improvement.	✓
Please include a discussion of highlights of improvement data, including low and high performing grade levels.	✓
Challenges to gathering data.	✓
Efforts to increase student performance.	✓

Academic data was collected for all students in the district and therefore was available to analyze for students attending Launch. During the school year, a total of 60 students attended LAUNCH, 29 and 13 students needed to make improvements in ELA and Math.

If a student’s fall score was coded as “red (high risk) or yellow (some risk)” in Panorama MTSS Student Success they were deemed to need improvement. For students in kindergarten or 1st grade the earlyReading or early Math composite score was used as the measure and the aReading or aMath was used for 2nd-4th grade. A student was considered to make improvement if the coded color moved to the next level (e.g., red to yellow) or if the student’s given percentile rank increased within their given color band.

Students in 2<sup>nd</sup> and 3<sup>rd</sup> grade attending Launch were identified as needing improvement in ELA at a higher frequency than other grades. They were also the 2 grades that made the most improvement with 86% of 3<sup>rd</sup> grade students and 80% of 2<sup>nd</sup> grade students making improvements on reading fluency. Kindergarten and 1<sup>st</sup> grade assessments are composite assessments which look at a variety of skills. The skills differ in the fall and spring which could give a false impression of improvement because a skill may no longer be assessed.

Interviews with the principal/grantee alluded to new curricula being used school wide which could contribute to the improvements seen for students attending Launch and in the school as a whole. In addition, historical review of the Launch program did not indicate a strong routine of reading or math-based activities. The current director has provided documentation of the academic routines she schedules. Even without explicit instruction, exposure and opportunities for practice in reading and math can have a positive impact on outcomes for students. Data indicates that 66% of the students who needed improvement in ELA made gains and 54% in math. Based on this information it is recommended that continued scheduled activities that allow for reading and math practice be included

at Launch. This may include working with math puzzles, math bingo, dice games, experiments, word searches, word games, thematic books or other engaging activities. Further of the 60 attending during the school year, 22 also attended the previous summer. This means they had the opportunity to continue practicing their reading skills and math skills. This may also have a long-term impact of the students if they continue to attend summer and school Launch programs.

## 5. GPRA Measures

Starting in 2022-2023, the US DOE 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 2023-2024 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.**

**Note that 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.**

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

### GPRA Measure 1A – Reading Progress.

Percentage of students in **grades 4-8** participating in 21<sup>st</sup> 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.		2	1	1		
Number of Attendees who exhibited growth.		1	1	1		
Percentage of Attendees who exhibited growth. <b>Calculated for each column.</b>		50%	100%	100%		

### GPRA Measure 1B – Math Progress.

Percentage of students in **grades 4-8** participating in 21<sup>st</sup> 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:**

<b>GPRA Measure 1B – Math Progress</b>	<b>Less Than 15 Hours</b>	<b>15-44 Hours</b>	<b>45-89 Hours</b>	<b>90-179 Hours</b>	<b>180-269 Hours</b>	<b>270 Hours or More</b>
<b>Number of Attendees for whom you have outcome Data to report.</b>		2	1	1		
<b>Number of Attendees who exhibited growth.</b>		2	0	1		
<b>Percentage of Attendees who exhibited growth. Calculated for each column.</b>		100%	0%	100%		

**GPRA Measure 2 – Academic Achievement - GPA.**

Percentage of students in **grades 7-8 and 10-12** attending 21<sup>st</sup> 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:**

The LAUNCH program serves students from Kindergarten through 4th grade. GPA is not calculated for those grade levels at Audubon Community Schools.

	<b>Less Than 15 Hours</b>	<b>15-44 Hours</b>	<b>45-89 Hours</b>	<b>90-179 Hours</b>	<b>180-269 Hours</b>	<b>270 Hours or More</b>
<b>Number of Attendees for whom you have outcome Data to report and who had a prior year unweighted GPA of less than 3.0?</b>						
<b>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?</b>						
<b>Percentage of Attendees who improved their GPA. Calculated for each column.</b>						

**GPRA Measure 3 – School Day Attendance.**

Percentage of students in **grades 1-12** participating in 21<sup>st</sup> 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 (2022-2023)?	4	4	0	1	10	1
Of these students, how many demonstrated an improved attendance rate in the current school year (2023-2024)?	4	2	0	1	7	1
Percentage of Attendees who improved their attendance rate. <b>Calculated for each column.</b>	100%	50%		100%	70%	100%

**GPRA Measure 4 – Behavior.**

Percentage of students in **grades 1-12** attending 21<sup>st</sup> 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 (2022-2023)?				1	1	
Of these students, how many experienced a decrease in in-school suspensions in the current school year (2023-2024)?				1	1	
Percentage of Attendees with fewer in-school suspensions. <b>Calculated for each column.</b>				100%	100%	

**GPR Measure 5 – Teacher Survey.**

Percentage of students in **grades 1-5** participating in 21<sup>st</sup> 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 GPR Measure 5 – Teacher Survey, provide an explanation here:**

There is no teacher survey data to report because there was no data provided. This may mean that data was not kept or the survey was conducted.

	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?						
Of these students for whom you have outcome data to report, how many demonstrated an improvement in teacher-reported engagement in learning?						
Percentage of Attendees who improved. <b>Calculated for each column.</b>						

**GPR Measures Discussion.**

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

There is data to report on 4/6 GPR measures. There is not data to report for GPA or Teacher survey data. There is no GPA data to report because the Launch program serves students in grades K-4. GPA is not calculated at these grade levels. There is no teacher survey data to report because there was no data provided. This may mean that data was not kept or the survey was conducted.

GPRA measure 1A and 1B ELA and Math progress was determined for the 4<sup>th</sup> grade students only by examining their ISASP scores in the Panorama MTSS Student Success System. If scores moved up a proficiency category or the color of the score changed from red to green they were categorized as making improvement. While the sample of 4<sup>th</sup> grade students attending Launch is small improvement was still demonstrated. Two students improved on both reading and math measures. Two students improved on 1 or the other measures of reading and math.

Attendance appears to be a measure showing improvement across the board. Only 5 students who needed to improve attendance (attended >90% prior) did not improve. Behavior is an area that was not a significant area of concern. The 2 students who had in-school suspensions had a total of less than one day of suspension. However, a review of the data for the students indicates they also had a decrease in overall behavior referrals.

Overall, the impression of improvement is that when students has needs and they attend the program they are making improvements on academics, attendance or behavior. However, without the teacher survey data is difficult to judge if the changes are enough to be perceived in daily interactions and impressions. It is highly recommended that the district conduct the teacher survey.

## 6. 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. 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 was 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.**

Local Objectives Required Elements	Complete?
Local Objectives Data Tables	
<ul style="list-style-type: none"> <li>No more than FIVE Objectives per Cohort.</li> </ul>	✓
<ul style="list-style-type: none"> <li>Rating of each Objective as listed above.</li> </ul>	✓
<ul style="list-style-type: none"> <li>Full Methodology used for measurement.</li> </ul>	✓
<ul style="list-style-type: none"> <li>Justification for Rating</li> </ul>	✓
Local Objectives Discussion	✓

### Local Objectives Data Tables.

**Cohort 17 Table**

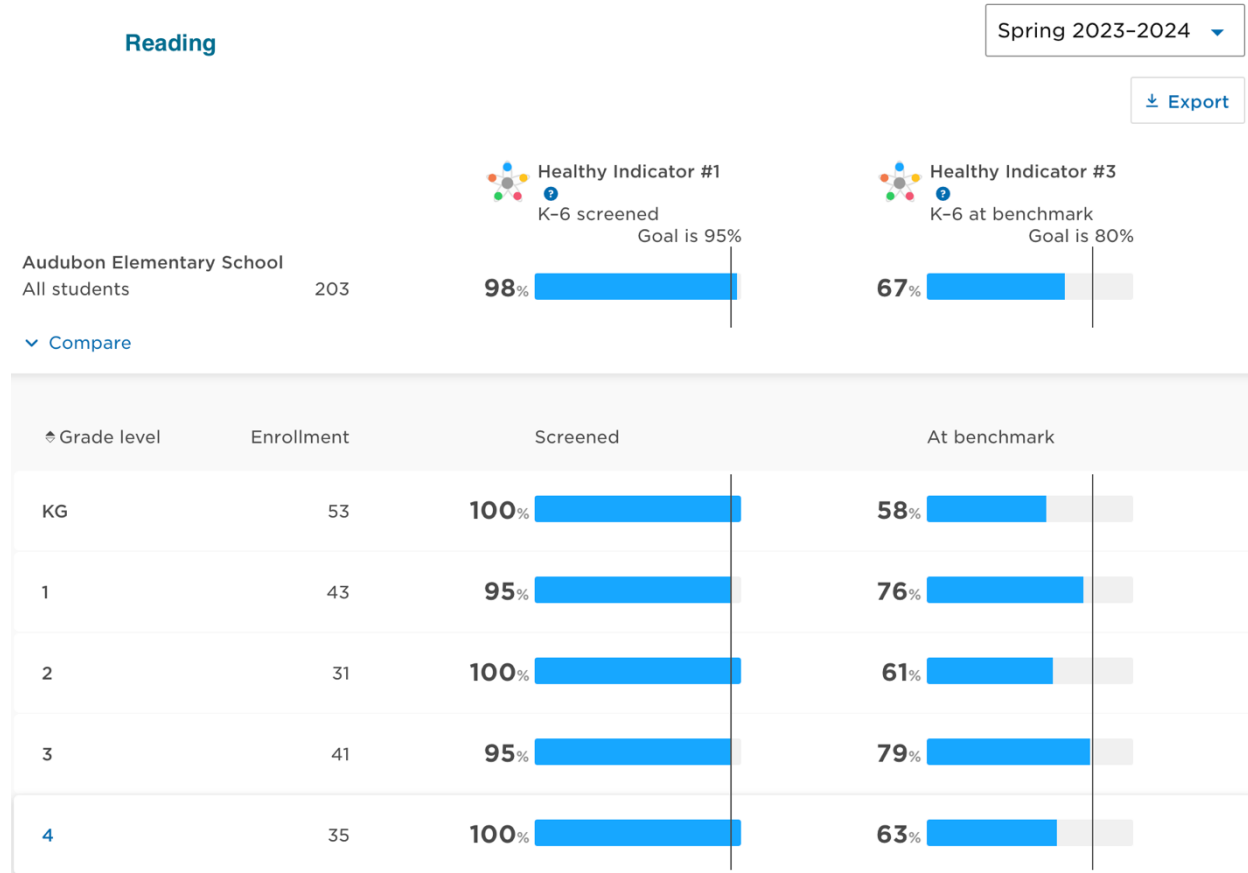
Cohort 17 Objectives	Objective Rating	Methodology/Justification for Rating
1. 70% of K-4 students will be at or above benchmark on the FAST assessment in READING in the spring	Did not meet but made progress toward the stated objective	Healthy Indicator data shows rate of proficiency of 67%.
2. 70% of K-4 students will be at or above benchmark on the FAST assessment in MATH in the spring	Met the stated objective.	Healthy Indicator data shows rate of proficiency of 76%.

### Local Objectives Discussion.

Local Objectives Discussion Required Elements	Complete?
<ul style="list-style-type: none"> <li>Statistical Analysis as Applicable.</li> </ul>	✓
<ul style="list-style-type: none"> <li>Improvement over more than one year as observed.</li> </ul>	✓
<ul style="list-style-type: none"> <li>Applicable graphs, tables, and/or charts.</li> </ul>	✓
<ul style="list-style-type: none"> <li>Details on methodology and ratings as needed.</li> </ul>	✓
<ul style="list-style-type: none"> <li>Additional Objectives not in Local Objective Tables.</li> </ul>	✓
<ul style="list-style-type: none"> <li>Clarification for objectives not met.</li> </ul>	✓
<ul style="list-style-type: none"> <li>Clarification for objectives not measured.</li> </ul>	✓

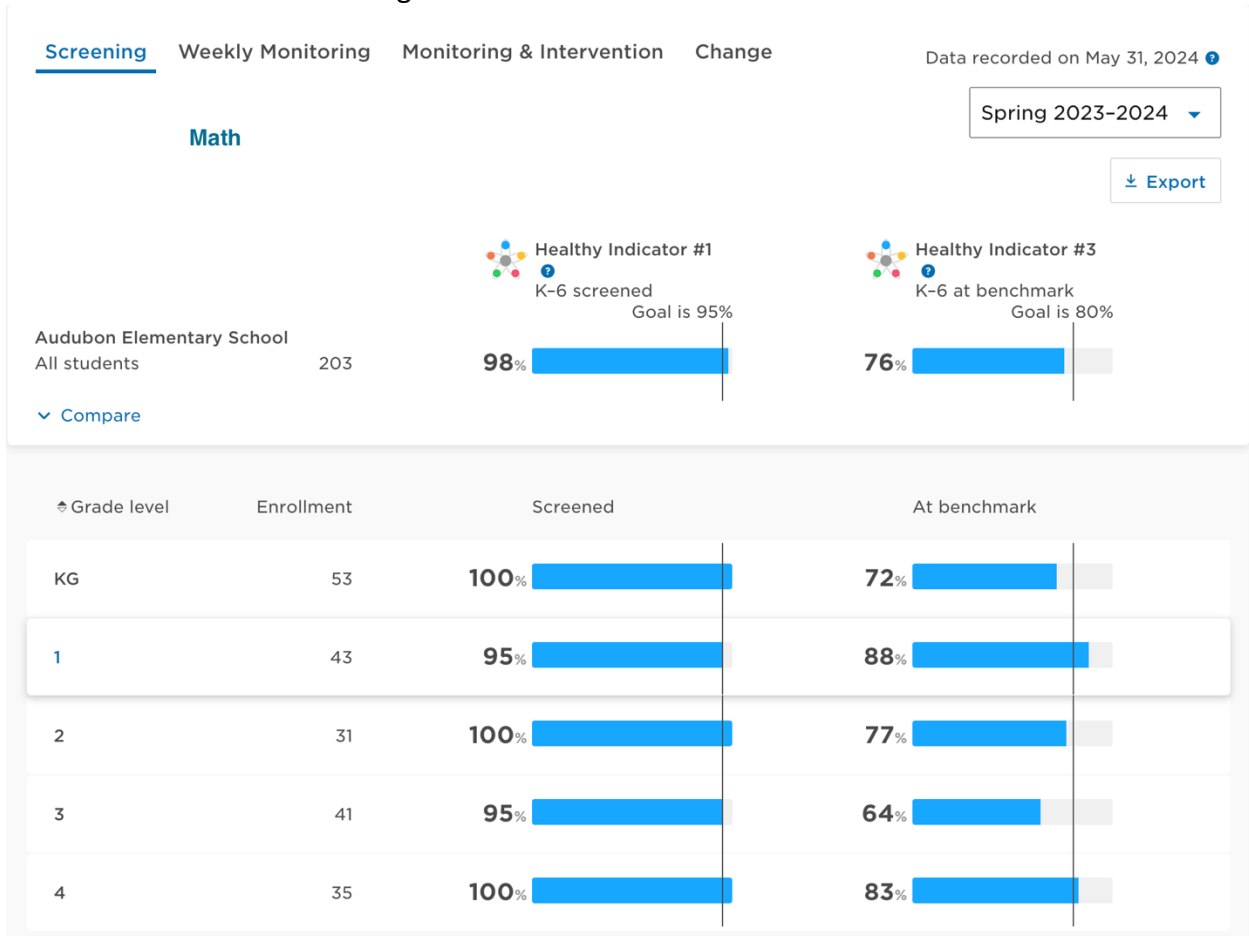
The chosen local objectives were related to overall proficiency on their grade level data for literacy and math. This is a continued objective that is closely tied to the district’s annual improvement goals. A review of healthy indicator data available from Panorama MTSS Student Success shows that Audubon elementary is approaching their goal of having 70% of students K-4 meeting the literacy benchmark. First and third grade have met this objective exceeding the

70% mark. However, Kindergarten, second and fourth grades have not yet met the objective. Despite not meeting the current objective this is an improvement over years past when no grade levels met the 70% target.



A review of healthy indicator data available from Panorama MTSS Student Success shows that Audubon elementary has met their goal of having 70% of students K-4 meeting the math benchmark. All grade levels with the exception of third grade exceeded the 70% target. This level of students meeting benchmark is also an improvement over years past. The current K-4 rate of 76% is 8 percentage points higher than the previous year when only Kindergarten and first grade exceeded the 70%.

It is recommended that next year’s local objectives reflect a different topic than reading and math in accordance with new guidelines.



## 7. Anecdotal Data

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

### Success Stories

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

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

## Best Practices

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

Launch has so many excellent practices. However, the scheduled academic practices are a key best practice observed. The team does a wonderful job of incorporating activities that allow for “sneaky” practice as well as times for explicit practice.

One activity that highlights this practice and incorporates community building is reading at the Friendship Home. Students have the opportunity to read with residents at the local nursing home which appears to bring so much joy to the residents and the attendees love as well. The carnival is a best practice that also highlights the reach into the community and shows off what the attendees of Launch do during the summer.

A new practice that was a showcase of practice is the end of summer luncheon. Students practiced and learned manners all summer in preparation for the end of summer luncheon. This provided a life skill that could be practiced in real time as they ate in the community. It also tied in a family component by sharing skills with parents and encouraging practice at home.

A practice was determined to be a best practice if it was aligned to a goal or outcome set forth by the Launch director and/or school. For example, improving reading was a goal from the school and Launch directly implemented activities to support the goal of the school. The improvement data discussed in previous sections indicates many students attending Launch improved reading skills. Therefore, it can be inferred that the extra practice has a positive impact on reading.

The Launch director also set a goal for attendees to be good community members. By having activities that incorporate community service they are directly impacting that goal.

One of our success stories includes a move-in student, whose parent decided to move to Audubon because of the after-school program. This child had been in multiple schools, but with a stable school setting, the academic progress is showing. Other small, nearby districts don't offer what we can. Our after-school program is a draw to bring families into our community,

and we are showing academic success correlated to hosting such a program. Local businesses have talked about how finding employees is easier when a program such as this exists.

Another success story comes from a family with multiple students in the school system. They have leaned on the program to help curb day care costs and therefore feels a great financial benefit from this program. They feel their children are being exposed to activities and experiences that would not have happened had it not been for our Launch Kids program.

## Pictures



Playing games and practicing math skills.



Reading with residents at the Friendship Home



Mini Pizza day



End of summer BBQ with families



Working together



Bowling!



Guest Speaker Coby Gust



Practicing our table manners

## Student, teacher, parent, and stakeholder input

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

### Quotes from Students:

*"My favorite part of the summer was the Carroll pool. They had a big slide"*

*"I got to go bowling for the first time"*

*"My favorite thing was kayaking at the lake"*

*"It was my first time to paly mini golf"*

### Quotes from Teachers:

*"Thank you staff"*

### Quotes from Parents:

*"So amazing Betsy and Launch staff" (in reference to community carnival)*

### Quotes from Partners:

*"Thank you for the delicious lunch! My favorite part was walking in and being greeted so politely. Well done Launch leaders"*

*"Launch is a wonderful part of our community"*

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

Community Member, *" Thank you Betsy and staff for all you've done for this program! I tell everyone I know, Audubon is so extremely lucky to have it"*

*"We had so much fun! Thank you Launch kids and staff for a great event" (community carnival)*

## 8. Sustainability Plans

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

Audubon CSD and Launch plan to sustain the current program through grant monies and strong community support through local and county partners. The majority of activity funding is provided by local partners either by in-kind donations or providing learning opportunities for students. Currently, the grant provides financial support for other activities provided at a discounted rate (e.g., community pool), transportation to activities out of safe walking distance and staff salary. The use of the school building and grounds is donated by the school district. In addition, summer meals can be provided through the USDA grant to all children in the community providing a financial break for the Launch program. A feasibility study may need to be done to determine if the program is sustainable without the use of grant funds to continue the same level of engaging activities and dedicated staff. At this time the program is provided free of charge to all participants, however in the future it may be necessary to charge for students outside of the school district or do have a minimal fee and limited space to ensure there is money available for all of the activities/events.

## 9. Summary and Recommendations

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

### Summary of Program

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

The Audubon Community School District (CSD) (i.e., administration, teachers) and other community stakeholders determined a need for out of school programming and care for students in the community with working parents. The Launch program has been able to fill this need for the last 9 years.

The program runs on school days and during the summer Monday through Friday from Both programs are available for students kindergarten through 4<sup>th</sup> grade and are run from the

grounds of the Audubon elementary school building. The Launch after school programming includes a snack, physical activities (e.g., outdoor play, yoga, sport games), academic practice and community building. The summer program also includes snacks and a meal, physical activities, academic support, STEM, arts and crafts, social interactions and additional community and out of district field trips (e.g., pool, recreation centers, neighboring communities).

Audubon CSD historically has a strong community presence and partnership. Since the Launch program has started many local businesses have provided support. Some long-standing partners have been AMVC, Landmands Bank, Audubon State Bank and Audubon Chiropractic. The majority of partners are full partners who donate food, money for activities, or materials directly to the program. Local partners provide life lessons related to finance, health, and love of learning.

Students who have attended Launch are demonstrating improved attendance and academic performance according to the GPAR measures evaluated in this report. They are also showing community pride and activism as demonstrated on their social media posts.

The Launch program is a success in Audubon. It is able to provide after school programming and summer programming filling a need in the community. These students are now provided with appropriate adult supervision after school and during the summer. In addition, they are provided with a variety of enriching activities and learning life skills. This is a success for parents, children, the school and the Audubon community.

### Dissemination of Local Evaluation.

Dissemination of Local Evaluation Required Elements	Complete?
Exact URL where your <b>2023-2024</b> local evaluation is posted ( <b>required by US DOE</b> ). Because this is required by ESSA, we check each URL for accuracy.	
Discussion of other methods of Dissemination (Board reports, community meetings, person to person, e-mail, etc.)	

**Paste the exact URL where your 2023-2024 local evaluation is/will be posted.**

Posting the URL is **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.**

**If the Local Evaluation will be posted once it is finalized, please indicate that here.**

The evaluation will be posted to the Audubon CSD website after it is finalized. Further, a copy of the evaluation will be posted on the Launch Facebook page for parents and community members to access.

## Recommendations for Local Objectives.

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

It is recommended that next year's local objectives reflect a different topic than reading and math in accordance with new guidelines to not address GPRA measures.

The Launch Kids' program will seek to curb discipline office referrals from students involved in the program. The school management program will offer data in this area. Current data suggest a decreasing trend in this area, but more data will be necessary to confirm this.

The other area that we hope to decrease is poor attendance. It's a more challenging leap to tie attendance rates to the Launch Kids' program, but since we track attendance in both, we can look for commonalities in both.

## Recommendations on Future Plans for Change.

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

It is recommended that the Launch program director continue to build family engagement and family interactions. Family engagement and involvement has a strong correlation to increased student grades, attendance, test scores, positive behaviors and graduation rates. An after-school program should be considered an extension of the school system and school day. Therefore, Launch is another avenue to include parents who may not be able to participate during the school day. Suggestions to build parent involvement include creating a parent advisory committee and having a table at open house and conferences. A committee can help determine activities, reach out to community resources and engage fellow parents. An informational table can help increase participation and encourage parents to interact with program staff while bringing additional awareness to community members and parents.

The use of social media is a great asset; however, research supports a variety of contact methods to meet the most number of parents and gain meaningful involvement. Utilizing differentiated contact methods is recommended, (e.g., newsletter, outreach phone message). Social media is used to share pictures of students but no descriptions of the activities, partners or events are included. It is recommended that social media also acknowledge the activities and participation of community partners.

Another recommendation would be an extension of the current program. An extension of the program could include morning hours prior to the school day, extended hours during conferences and extended hours during the summer. This may increase attendance for parents who work earlier in the day. A final recommendation would be to revisit transportation as an option during the summer. This would allow kids with parents who work and can not drop off to attend.

Additionally, I would recommend partnering with the school to provide additional targeted interventions with students needing improvement in reading and math. This will provide an extension of the school day, benefit the student and may decrease a time demand on classroom teachers. Teachers should also be given the opportunity to complete the teacher survey a few times each year for students who have attended Launch. Doing it quarterly for any student who attended during the 9 weeks would ensure all students would be represented.

The final recommendation relates to the utilization of the Positive Behavior Interventions and Support (PBIS) framework. Currently, Audubon CSD utilizes PBIS during the school day providing consistent expectations and feedback about behavior. Carrying over the use of the expectations, feedback and acknowledgement to the after school program would help link the two programs together and provide support and consistency for students and staff. This may include providing professional development to the after school staff on PBIS and other social emotional behavioral mental health (SEBMH) practices.

Additional recommendations are included in previous sections (e.g., sustainability).

## 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 disaster(s).**

No unexpected data to report.