

Local Evaluation for *Grantee Name*
2020-2021

Overview

To assist grantees with meeting the local evaluation requirements, the Iowa DOE provides a standardized form for local evaluations of the 21st CCLC Programs. Each grantee is required to complete the local evaluation form with data from the previous school year. Each grantee must submit **ONE** evaluation that encompasses all centers funded by the grantee. Cohorts 11-15 are to be included for reporting data for the previous school year. Reported data will be from the Summer, Fall, and Spring .

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

The completed form should be saved with the filename <**Grantee Name** 21st CCLC Local Evaluation Form 2020-2021>. The form must be completed and submitted in Word format.

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

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

1. General Information

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

Basic Information Table	
Item	Information
Date Form Submitted	
Grantee Name	
Program Director Name	
Program Director E-mail	
Program Director Phone	
Evaluator Name	
Evaluator E-mail	
Evaluator Phone	
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)</i>
Cohort 11	Audubon Elementary Launch Kids Club
Cohort 12	
Cohort 13	
Cohort 14	
Cohort 15	
Additional Information from Grantee (optional)	

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

2. Introduction/Executive Summary

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

Executive Summary:

The Audubon Community School District (CSD) initially received a federal grant from the 21st Century Community Learning Centers (21st CCLC) program to provide out of school programming during the school year and through summer break for the 2016-2017 school year. At that time, the school district (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. A review of local day care centers on-line and interview with Audubon residents revealed, there is one community-based child care center that serves infant through pre-school 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 day care and being able to stay home alone'. Stakeholders defined the need as '*provide students with a safe and age-appropriate option when parents were not available outside of school hours*'. During the 20-21 school year the grant was awarded again and the after-school program continued to provide care and meet the needs of the community.

The program ran on school days from 3:30-6:30pm Monday- Friday. Historically, the summer program runs Monday-Friday 9:00am-5:00pm. Both programs are available for students in kindergarten through 4th grade and are run from the grounds of the Audubon elementary school building. The program is staffed by Audubon (CSD) with 5 paid positions including a program director, lead associate and support staff. Staff includes 2 fulltime staff with additional staff rotating on a part-time basis. The management plan includes a leadership committee who hires all staff and a stakeholder's advisory group that includes community partners, parents, students and district staff. The advisory group is a subgroup within the School Improvement Advisory Committee (SIAC).

According to the grantee and monthly attendance data, a typical day has approximately 35 kids with a range of 21-59. The LAUNCH after school programming includes a healthy snack, physical activities (e.g., outdoor play, yoga, sport games), academic support through homework help or tutoring, STEM activities, arts and crafts activities and social interactions with peers. Traditionally, the summer

program also includes healthy snacks and meal, physical activities, academic support, STEM, arts and crafts, social interactions and additional community and state wide field trips (e.g., community pools , Henry Doorly Zoo, Science Center of IA, community libraries and more). 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.

3. Demographic Data

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

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

21 st CCLC Program 2020-2021 School Year Attendance <i>Summary</i> Table				
Cohort	Attendees	Total Attendance	Male	Female
<i>Leave Blank if NA</i>		<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>
Cohort 11	All	72	34	38
	Regular*	56	26	30

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

21 st CCLC Program 2020-2021 School Year Attendance <i>Ethnicity</i> Table							
Cohort	Attendees	White	Hispanic/ Latino	American Indian/ Alaska Native	Black/ African American	Asian/ Pacific Islander	Unknown Race
<i>Leave Blank if NA</i>		<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>
Cohort 11	All	62	4		1		5
	Regular*	46	4		1		5

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

21 st CCLC Program 2020-2021 School Year Attendance <i>Special Needs</i> Table				
Cohort	Attendees	LEP	Free and Reduced Price Lunch (FRPL)	Special Needs
<i>Leave Blank if NA</i>		<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>
Cohort 11	All	2	41	14
	Regular*	0	32	13

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

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

21 st CCLC Program Summer 2020 Attendance <i>Summary</i> Table				
Cohort	Attendees	Total Attendance	Male	Female
<i>Leave Blank if NA</i>		<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>
Cohort 11	All	0	0	0
	Regular*	0	0	0

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

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

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

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

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

Attendance Discussion.

Attendance Discussion Required Elements	Complete?
General discussion on attendance including	
• Percentage of 21 st CCLC attendance compared to total population.	
• Percentage of attendees who are FRPL.	
• Efforts to increase and keep attendance high.	
• Recruitment efforts.	
• 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>	
• <i>Explain WHY attendance met or did not meet grant goals.</i>	

Attendance:

According to the 2020 Iowa School Performance Profile and enrollment reports 204 students are enrolled at Audubon Elementary School with an average daily attendance rate of 96%. Approximately 56 students or 27% of the population attend the LAUNCH after school on a regular basis (i.e., 30 or more days) which is a decrease in reported regular attendance for the previous grant year. Of the 56 regular attendees 32 or 57% were identified as receiving free/reduced lunch. A total of 72 different students attended at minimum of 1 day (35% of the total school population), of these students 41 (57%) were identified as receiving free/reduced lunch. For both total and regular LAUNCH attendee populations the percent of students identified as receiving free/reduced lunch exceeds the percent of the total school population of 49% of students identified as free/reduced lunch recipients. Typically, during the summer attendance increases however, the LAUNCH summer program was closed during the summer of 2020 due to the COVID-19 pandemic and the urgency to keep children and staff safe. Another trend that was changed for the LAUNCH program more female attendance than male attendance in general, which is not aligned to the overall population of the school.

The LAUNCH program strives to maintain and increase student participation through offering engaging, high quality opportunities and snack/lunch options. Additional efforts include using a social media page to share updates on activities, pictures, and offer communication with family. A school "out reach" message is sent to all K-4 families to provide information and invite registration twice a year. However, word of mouth, from excited kids, and the need in the community is the most effective recruitment tool.

In accordance with the required contact hours, LAUNCH is open 3 hours daily after school (3:30pm-6:30pm) during in session school days for the 2020-2021 school year. On early dismissal days, Wednesdays, Launch is open from 2:05pm -6:30pm. When school is not in session for winter break Launch is not in session. If there is a weather event and school is closed or dismissed early then Launch is not open.

From May 2020-September 2020 LAUNCH was closed as a result of the COVID-19 pandemic. The program was not operating to ensure the health and safety of participants and staff.

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*

21 st CCLC Program 2020-2021 Partnerships Table
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Name of Partner <i>(Enter name of Partner)</i>	Type*: Full/ Partial/ Vendor <i>(descriptions below)</i>	Contribution Type <i>(From list above)</i>	Staff Provided <i>(Describe if applicable)</i>	In-kind Value <i>(Monetary Value if unpaid partner)</i>	Number of Centers Served <i>(Input the number of centers this partner served)</i>
Audubon Co. Conservation Office	Full	3	Presenter/Vendor	\$100	1
Audubon Co. ISU Extension	Full	3	Presenter	\$250	1
Heartland AEA	Full	1	Evaluator	\$1500	1

**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.	✓
• All partner types	✓
• Efforts to recruit partners.	✓
• Highlights of partnerships.	✓
• How partnerships help program serve students.	✓

Partners:

Audubon CSD has historically had a strong community presence and partnership. Since the LAUNCH has started many local businesses have provided support. The current partner list has decreased significantly for the 2020-2021 school year. The decrease is a response to the COVID-19 pandemic and the recommended limitation of community interactions by Audubon CSD. Partnership activities were limited to fair weather outdoor activities or academic activities provided with personnel already in the school building. Additionally, with the cancelation of the summer program the number of partners were decreased as the summer program utilizes more partnerships for larger field trips and outings.

A discussion of re-establishing partnerships will need to be done moving forward to continue to bring the high quality, engaging activities to the program.

The partners that did participate during the 2020-2021 school year were the Audubon County conservation office, which provided access to outdoor learning environments and also local personnel who could safely distance and provide nature and conservation related education to the students. The Audubon County Extension office also provided a presenter and educational materials related to science, technology, engineering and math. This presenter was someone already embedded in the school district for other classroom projects. No additional presenters were provided. Heartland AEA provides evaluator support yearly to the LAUNCH program and also the school district. Heartland AEA compiles and analyzes data and makes recommendations to the program director and school principal.

Parent Involvement Information and Discussion.

Parent Involvement Information and Discussion Required Elements	Complete?
Number and description of parent meetings and/or events.	
Number of parents at each meeting and/or event.	
Description of communication with parents (flyers, letters, phone calls, personal contact, etc.)	
Efforts to increase parental involvement.	

Parent Involvement:

The original management plan included a stakeholder advisory committee that included parents. A review of committee notes did not find evidence of parents attending meetings. The building principal, who is the major stakeholder, utilizes the School Improvement Advisory Committee (SIAC) which includes parents to be the stakeholder advisory committee. All business for the LAUNCH program is reported to go through the SIAC. This is only one way the LAUNCH program includes parents and is a change from previous years.

Each year, the LAUNCH program hosts a “Family Night” at the end of the school year. This night includes a meal and activity for families to enjoy. Typically, it is an outdoor event and includes grilling. An additional change to the family involvement because of COVID was the cancellation of the holiday cookie decorating. In its place during the 2020-2021 year, students made an ornament for their family. Again, this was a change in how they include families but tried to continue to bring family into the setting.

The program director utilizes social media as a main source of communication. Interview with the program director and review of the social media posts for 2020-2021 school year indicate that posts were not as frequent. In the past social media was used daily in the summer to provide updates to parents. It is recommended that a daily update or weekly updates be provided during the school year as well not just when a big event occurs.

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 offer donated materials for activities.

Yearly posts and school alert emails are sent electronically for registration and interest in the program.

It is hypothesized that 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. GPRA Measures

For 2020-2021, the US DOE has indicated that 21st CCLC Programs should measure 14 performance indicators that follow the Government Performance and Results Act (GPRA). Please note the GPRA data intends to measure student improvement based on how many regular attendees needed improvement. If you do not have this number, then enter the total number of Regular Attendees for each grade level instead. Also note that reading scores can be used for GPRA Measures 4-6 – Improvement in English. This is the same data reported online to the APR Data System.

GPRA Measures Required Elements	Complete?
GPRA Measures Data Table	
<ul style="list-style-type: none"> Name of Assessment Tools Used for Each Measure. Data Entered for all Applicable Measures. 	
GPRA Measures Discussion	

GPRA Measures Data Table.

GPRA Measures	Number of Regular Student Attendees Needing Improvement	Number of Students Who Improved	Percentage of Students Who Improved
GPRA Measures 1-3 – Improvement in Mathematics			
Assessment Tool Used: FAST MATH Grade Level Assessment (k-1 earlyMath, 2-4 aMath)			
1. The number of elementary 21st Century regular program participants who improved in mathematics from fall to spring.	32	11	34%
2. The number of middle/high school 21st Century regular program participants who improved in mathematics from fall to spring.	--	--	--
3. The number of all 21st Century regular program participants who improved in mathematics from fall to spring.	32	11	34%
GPRA Measures 4-6 – Improvement in English			
Assessment Tool Used: FAST Reading Grade Level Assessment (k-1 earlyReading, 2-4 CBM-r)			
4. The number of elementary 21st Century regular program participants who improved in English from fall to spring.	34	11	33%

GPRA Measures	Number of Regular Student Attendees Needing Improvement	Number of Students Who Improved	Percentage of Students Who Improved
5. The number of middle/high school 21st Century regular program participants who improved in English from fall to spring.	--	--	--
6. The number of all 21st Century regular program participants who improved in English from fall to spring.	34	11	33%
GPRA Measures 7-8 – Improvement in Proficiency			
Assessment Tool Used: FAST Reading Grade Level Assessment			
7. The number of elementary 21st Century regular program participants who improve from not proficient to proficient or above in reading.	34	10	29%
8. The number of middle/high school 21st Century regular program participants who improve from not proficient to proficient or above in mathematics.	--	--	--
GPRA Measures 9-11 – Homework and Class Participation			
Assessment Tool Used:			
9. The number of elementary 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	10	7	70%
10. The number of middle/high school 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	--	--	--
11. The number of all 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	--	--	--
GPRA Measures 12-14 – Student Behavior			
Assessment Tool Used: Review of the Office referral data in Panorama Student Success			
12. The number of elementary 21st Century regular program participants with teacher-reported improvements in student behavior.	5	0	0%

GPRA Measures	Number of Regular Student Attendees Needing Improvement	Number of Students Who Improved	Percentage of Students Who Improved
13. The number of middle/high school 21 st Century regular program participants with teacher-reported improvements in student behavior.	--	--	--
14. The number of all 21 st Century regular program participants with teacher-reported improvements in student behavior.	5	0	0%

GPRA Measures Discussion.

GPRA Measures Discussion Required Elements	Complete?
Total or Regular Attendance Used?	
Discussion of high performing and low performing areas.	
Description of data collecting instrument.	
Discussion of difficulties on any GPRA Measure.	
Assessment of 21 st CCLC Program based solely on GPRA Measures.	

Math Improvement: The 2020-2021 school year was the first year that Audubon CSD utilized the FAST system for math benchmarking. Students in grades K-4 participated in a various grade level subtests; however, the earlyMath composite and aMath subtest scores were reported for growth. Of the 11 students who improved their math scores 5 students improved to proficiency. The other 6 students improved their scores to decreased risk level (i.e., high risk to some risk). This new way to look at the math data is more objective and utilizes a more rigorous comparison than in previous years.

ELA Improvement/Proficiency: Audubon again utilized the FAST system to assess reading during the 2021 school year. Student in K-1 were assessed using the earlyReading state required subtests and 2-4 students were assessed using the CBM-r passages for their assigned grade level. Additional tests were taken in the winter and spring benchmarks but are not reported for growth at this time. The growth shown for regular attendees of 34% is an increase in the number of students growing from the previous report. In addition to the students that needed improvement additional students who were already considered proficient made growth moving to "college pathway". While these data alone can not provide a correlation between improvement and the LAUNCH program it does indicate that students attending at all proficiencies are showing improvement. At this time, the ELA improvement and proficiency is slightly discrepant as one student did not improve to proficiency but simply improved to the next level of risk.

Homework and Class Participation:

Student Behavior: Student behavior was evaluated using the behavior referrals in the Panorama Student Success System. Students were identified as needing improvement if they were categorized as

“some risk” or “high risk” based on the number of referrals. Once students were identified with the risk criteria an analysis of each students referrals was conducted. Student behavior would be considered improved if the number of referrals per month decreased. No students identified met this criteria. It is hypothesized that these students may benefit from additional behavior supports during the school day. It is unknown if these students display behaviors of concern during LAUNCH.

5. Local Objectives

ON JULY 1, 2017, GPRA MEASURES BECAME THE OFFICIAL OBJECTIVES. Additional local objectives should be added to help your local organizations better serve your community. However, these local objectives will be considered as additional information since the GPRA Measures will always serve as the official objectives. Data will be from the Summer and Fall of 2020 and the Spring of 2021.

Local Objectives Required Elements	Complete?
Local Objectives Data Tables	
• Rating of each Objective as listed below.	
• Full Methodology used for measurement.	
• Justification for Rating	
Local Objectives Discussion	

Local Objectives Data Tables.

For each cohort table, enter the appropriate data. If a Grantee did not participate in a cohort, that cohort table will be left blank. Rows may be added as needed. If desired, all cohorts may be combined into one table (especially helpful if all objectives are the same). If this is done, in the objectives discussion section, note that the table combines more than one cohort. Objectives will be rated as one of four ways:

- Met the stated objective. *Must provide methodology on how the objective was measured and justification for meeting the objective.*
- Did not meet but made progress toward the stated objective. *Must provide methodology on how the objective was measured and what criteria was used to determine that progress was made.*
- Did not meet and no progress was made toward the stated objective. *Must provide methodology on how the objective was measured and what criteria was used to determine that no progress was made.*
- Unable to measure the stated objective. *All objectives should be measured unless extraordinary circumstances prevent doing so. If an objective cannot be measured, complete details on these circumstances must be provided in the Methodology/Justification column.*

Cohort 11 Table

Cohort 11 Objectives	Objective Rating	Methodology/Justification for Rating
80% of Students regularly attending LAUNCH will meet the K-4 benchmark on FAST	Did not meet the stated objective	A review of data in the Panorama MTSS system for proficiency indicates that 35/54 or 66% of students attending LAUNCH did not meet proficiency in the spring of 2021.

Local Objectives Discussion.

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

Remember to include a Local Objectives discussion

Local Objective: The data used to calculate the proficiency level was based on the Spring 2021 benchmark period. The data was pulled directly from the state supported Panorama Student Success System. Only 54 participants were included in this calculation because data for 2 students was missing. The 2 missing points of student data would not have a significant impact on the calculation of a proficiency rate.

The local objective for the LAUNCH program is to demonstrate 80% or better rate of proficiency on literacy benchmarks. A review of student level data indicates that 66% of students who regularly attended LAUNCH in 2020-2021 were proficient. This includes 13 students meeting the earlyReading benchmark (K-1) and 23 students meeting the CBM-r (2-4) benchmark. 6 of the 13 students meeting the earlyReading benchmark for foundational skills also met the benchmark on CBM-r for oral reading fluency during the spring benchmark when both are given. The whole Audubon elementary was 65% proficient during the spring of 2021. Therefore, students attending LAUNCH are performing similar to the population as a whole. It is recommended that utilizing the LAUNCH program after school may be an opportunity to impact the system as a whole to provide targeted interventions to students as an extension of the school day. The more students attending LANUCH will have potential to impact the population proficiency.

6. Anecdotal Data

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

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

Anecdotal: The LAUNCH Program is a success in Audubon. It is able to provide after school programming to 25%+ of the school population. 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 healthy foods. This a success in that it is filling the “gap” that was seen in the community.

The elementary school principal, Sam Greave, has been a key stakeholder in the continued success of the LAUNCH. Mr. Graeve wrote the original grant alongside some other school staff. He continues to be instrumental in the advisory group, collecting and reporting data and ensuring staffing. He also donates the space after school and during the summer. The school space allows for students to easily transition from the school day to the after school program and is equipped for elementary aged students. This cuts down on transportation time and costs.

Many teachers saw success with students as well as reported through informal conversations.

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

LAUNCH allowed student a summer program in 2021. Eventhough many options were not available like they had been in the past, we made due with lots of creative ideas locally. One day, our students established a lemonade stand during summer Launch to provide public workers, like local law enforcement some recognition. Most wanted to make a free will donation. The free will donations that were collected were used to give back to the community (Parks & Rec Department). This was a great success!

Our students still had the chance to swim, bowl and bake within our community. One parent stated that over the summer (in LAUNCH) she watch her son come back out of his shell and start open up to peers again. The parent further stated, “Previously he was timid about public interaction mainly because there was a lot of hesitation to rejoin public outings.” In other word, the program allowed him to see his world getting back to “normal”.

Another parent echoed what we've heard in the past, that [LAUNCH] has given his step sons the an "outlet" during the summer to be active and engaged. He stated he didn't know "what they would have done with out it!"

Finally, one former student in the Launch Program has felt it was so good for him, that he has told the principal that he wants to come back and work at Launch in the summer time when he is older. In his words, "I want to pay it back, all the times I got to be here and have fun." This was a sincere statement that describes the impact of our program on students who would not have otherwise gotten experiences like those offered in Audubon's Launch Program.

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.	

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

Type or copy and paste Best Practices here.

Best Practice: Due to the pandemic, we had to restructure our LAUNCH program. One of the big changes was to organize our students in grade alike groups so as not risk undue spread of illness. This was best practice at the time and we are proud that we could pull it off. We recognized a need from parents and planned to remain open since many parents needed to get back to work. This would be considered a best practice because it recognized the need for giving parents back the ability to keep working while their child/children had a safe place to be. Our students to continue to have supervision, snacks and activities even when in their new small groups. When the COVID-19 pandemic closed schools there was no playbook to follow and we had to adjust on the fly. I think we did everything in our power to ensure our students were cared for and given opportunities to stay active in the after school hours.



Student, teacher, parent, and stakeholder input



Student, teacher, parent, and stakeholder input Required Elements	Complete?
Quotes from student, teacher, parent, and stakeholders.	
Quotes from partners.	
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.	

Type or copy and paste student, teacher, parent and stakeholder input here.

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7. Sustainability Plans

Sustainability Plans Required Elements	Complete?
Original plan from grant application summary.	
Discuss formal sustainability plan if applicable.	
How program will continue without 21st CCLC grant funding.	
How partnership contributions will help the program continue (refer to partnership table from section 3).	

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

Type or copy and paste Sustainability Discussion here.

Collaboration with our local community could not have been more vital than in the past year when our program was restricted to places to travel to for fieldtrips and outings. This provided real sustainability by use of our local rec center, swimming pool and in-house ideas to engage our students. The local movie theater was able to open back up and offer some free summer movies sponsored by local businesses. We see how this situation “forced” us to get creative about activities to engage students here in our town.

8. 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.	

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.	

Summary of Program: The 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 4th grade and are run from the grounds of the Audubon elementary school building. The LAUNCH after school programming includes a healthy snack, physical activities (e.g., outdoor play, yoga, sport games), academic support through homework help or tutoring, STEM activities, arts and crafts activities and social interactions with peers. Approximately 56 students or 27% of the population attend the LAUNCH after school on a regular basis (i.e., 30 or more days). The LAUNCH program strives to maintain and increase kid participation through offering engaging, high quality opportunities. The 2020-2021 school year posed new obstacles to keep student engagement and maintain safety. The LAUNCH program utilized cohort groups similar to what was occurring daily in the classrooms. Specifically, grade levels were not crossed during activities or through materials. This was a way to maintain social distancing and safety for students. While this was not ideal and did not provide the opportunity for students to meet and make new connections it did allow the program to continue and meet the needs of the stakeholders.

Audubon CSD has historically had a strong community presence and partnership. Since LAUNCH has started many local businesses have provided support. Local partners provide life lessons related to finance, health, and love of learning. The small-town community is very willing to engage with the program. LAUNCH is a success in Audubon. It is able to provide after school programming to 27% of the school population and 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 healthy foods. This a success in that it is filling the “gap” that was seen in the community.

Dissemination of Local Evaluation.

Dissemination of Local Evaluation Required Elements	Complete?
Exact url where local evaluation is posted (required by US DOE).	
Discussion of other methods of Dissemination (Board reports, community meetings, person to person, e-mail, etc.)	

Type or copy and paste Dissemination of Local Evaluation here.

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.	

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

Local Objectives: At this time, data reported by Audubon CSD indicates that the students attending LAUNCH are not proficient in reading or math. It is recommended to keep the reading objective but also add an objective for math. The program may also add an objective that states how much time is dedicated to supporting the academic skills.

An additional local objective recommendation would be to increase parent participation. This could be evaluated by documenting and tracking the number of parents who participate in survey opportunities, family events, or meetings.

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.	

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

Recommendations on Future Plans for Change:

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, text, etc). Within these new methods of contact, it is also recommended to conduct interest surveys to determine what the stakeholder groups (parents and students) would like to see at the LAUNCH program. This may reach new families and get new ideas for activities/involvement.

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.

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 study and additional local objectives). For example, data reported by Audubon CSD indicates that the students attending LAUNCH are not proficient in reading or math. It is recommended to keep the reading objective but also add an objective for math. The program may also add an objective that states how much time is dedicated to supporting the academic skills.

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

Like most school districts in Iowa, Audubon CSD closed in March 2020 due to the COVID-19 pandemic. The LAUNCH program is housed in the Audubon Elementary building and therefore, was also closed through the summer of 2020. No summer program was in place. Additionally, the school program was not approved to start until September when safety measures were in place (see program summary highlights).