

**Local Evaluation for *Maquoketa Community School District*  
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?
<b>1. General Information</b>	X
<b>2. Introduction/Executive Summary</b>	X
<b>3. Demographic Data</b>	X
<b>4. GPRA Measures</b>	X
<b>5. Local Objectives</b>	X
<b>6. Anecdotal Data</b>	X
<b>7. Sustainability Plans</b>	X
<b>8. Summary and Recommendations</b>	X

**1. General Information**

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

Basic Information Table	
Item	Information
Date Form Submitted	<b>December 2021</b>
Grantee Name	<b>Maquoketa Community School District</b>
Program Director Name	<b>Tara Notz</b>
Program Director E-mail	<a href="mailto:tnotz@maquoketaschools.org">tnotz@maquoketaschools.org</a>
Program Director Phone	<b>(563) 653-4984 Ext. 5005</b>
Evaluator Name	<b>Dr. Edward Gronlund</b>
Evaluator E-mail	<a href="mailto:ecgronlund@gmail.com">ecgronlund@gmail.com</a>
Evaluator Phone	<b>(563) 528-0844</b>
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	
Cohort 12	
Cohort 13	
Cohort 14	<b>Briggs Elementary, Cardinal Elementary</b>
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	X
• Needs Assessment Process	X
• Key People Involved	X
• Development of Objectives	X
Program Description	X
• Program days and hours	X
• List of activities	X
• Location of centers	X
• Attendance requirements	X
• Governance (board, director, etc.)	X
Program Highlights	X

The Maquoketa Community School District submits its Cohort 14 21<sup>st</sup> CCLC 2020-2021 Local Evaluation Report to the Iowa Department of Education. The *Little Cardinals Out of School Adventures* (Lil' Cards) implemented its second program year. The past two years have presented challenges caused by the COVID 19 world-wide pandemic. The pandemic cancelled the 2020 summer program. The 2020-2021 school year program was provided online to students from January 2021 to May 2021. The virtual online program provided students with additional academic and enrichment learning support. The virtual program had program staff connecting online with children from their home. The COVID 19 pandemic health crisis prevented the program from pursuing successful accomplishment of the program goals.

### OPERATIONAL INFORMATION:

Once the Lil' Cards program returns to normal operations the program will:

The program's goals and the related objectives will be continually reviewed and updated by the Maquoketa Community School District administrators, teachers, parents, and community partners.

The student's learning needs will also be continually assessed. The application process identified that Maquoketa is a small rural community within Jackson County experiencing chronic economic distress stemming from geographical isolation and population loss. The needs assessment efforts found Maquoketa's poverty indicators are greater than the state and region. Students from low income

households had chronic absenteeism. Student academic reading and mathematics performance by students from low income households was unsatisfactory. The process also found that the school and community lacked the resources necessary to adequately support the academic growth of these children from low income households. The program has established a Stakeholder Advisory Group that includes the superintendent, elementary school principals, curriculum director, community liaison, parents, and teachers to continually review the needs assessment feedback, program goals and outcomes, student and parent feedback to make program adjustments and/or changes. The stakeholder group provides the necessary governance to provide effective program leadership to meet the program's goals and objectives as well as the community needs.

The program will return to in person programming that includes instructive learning activities, partnered with adult guidance through school and community-based academic and youth development programs. All sites will offer the equivalent of services for 60 hours per month during the school year (3 hours per school day x 180 school days = 540 hours divided by 9 months = 60 hours per month) and 30 days of summer school (30 days x 3 hours =90 hours). Lil' Cards program schedule will return to the following:

**Before school:** Sites – Cardinal and Brigg Elementary School from 7:15 a.m. – 8:15 a.m. The morning program includes academic computer time, age specific instruction, USDA approved snack, homework, and physical activity.

**After school:** Sites – Cardinal and Brigg Elementary School from 3:30 p.m. – 5:30 p.m. The after-school program includes a USDA approved snack, homework or reading, academic enrichment, direct instruction, computer lab, academic support and enrichment, STEAM (science, technology, engineering, arts, and mathematics) activities, and family literacy.

**Summer school:** Sites – Cardinal and Briggs Elementary Schools from 9:00 a.m. to Noon. The pandemic prevented the summer 2020 program from being held. The summer will also include a USDA approved snack, academic enrichment, STEAM activities, physical activity, program partner activity, and a family literacy activity once a month.

### 3. Demographic Data

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

**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 <sup>st</sup> CCLC Program 2020-2021 School Year Attendance <b>Summary</b> Table				
Cohort	Attendees	Total Attendance	Male	Female
<i>Leave Blank if NA</i>		<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>
<b>Cohort 14</b>	All	33	15	18
	Regular*	30	14	16

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

21 <sup>st</sup> CCLC Program 2020-2021 School Year Attendance <b>Ethnicity</b> 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>
<b>Cohort 14</b>	All	29				4	
	Regular*	27				3	

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

21 <sup>st</sup> CCLC Program 2020-2021 School Year Attendance <b>Special Needs</b> 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>
<b>Cohort 14</b>	All		23	6
	Regular*		22	6

\*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 <sup>st</sup> CCLC Program Summer 2020 Attendance <b>Summary</b> Table				
Cohort	Attendees	Total Attendance	Male	Female
<i>Leave Blank if NA</i>		<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>
<b>Cohort 14</b>	All	0	0	0
	Regular*	0	0	0

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

21 <sup>st</sup> CCL Program Summer 2020 Attendance <b>Ethnicity</b> 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>
<b>Cohort 14</b>	All	0	0	0	0	0	0
	Regular*	0	0	0	0	0	0

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

21 <sup>st</sup> CCLC Program Summer 2020 Attendance <i>Special Needs</i> Table				
<b>Cohort</b>	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>
<b>Cohort 14</b>	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	X
• Percentage of 21 <sup>st</sup> CCLC attendance compared to total population.	X
• Percentage of attendees who are FRPL.	X
• Efforts to increase and keep attendance high.	X
• Recruitment efforts.	X
• Discussion on how contact hours requirement is being met. <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>	X
• <i>Explain WHY attendance met or did not meet grant goals.</i>	

The virtual program had 70% fewer students participating from YR1. COVID 19 pandemic's disruption to normal school operations prevented the students and staff from experiencing the program as designed.

#### TOTAL STUDENT PARTICIPATION

YR1 31% or 144 students, 461 Cardinal & Briggs Elementary Total Enrollment

YR2 6.5% or 33 students, 503 Cardinal & Briggs Elementary Total Enrollment

#### REGULAR ATTENDEES

YR1 31% or 141 regular attendees, 461 Cardinal & Briggs Elementary Total Enrollment

YR2 6% or 30 regular attendees, 503 Cardinal & Briggs Elementary Total Enrollment

#### FREE REDUCED PRICED LUNCH (FRPL)

YR1 72% or 103 program students (144 total program students) are FRPL.

YR2 69% or 23 program students (33 total program students) are FRPL.

YR1 71% or 100 regular attendees (141 total regular attendees) are FRPL.

YR2 73% or 30 regular attendees (30 total regular attendees) are FRPL.

The virtual program was offered 4:15 p.m. to 5:15 p.m. Monday, Tuesday, Wednesday, and Thursday during the school week from January 2021 to May 2021. The virtual program was delivered approximately 70 school days. The health crisis impacted the normal school day, parents' workday, and

community interactions therefore efforts to recruit or increase student attendance was not a priority. The program staff focused on impactful contributions that supported the school and parents coping and addressing essential student learning needs during the health crisis.

**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*

### 2020-2021 Partners Participating in the Virtual Program Delivery

Partners able to provide their support while the program provided virtual program delivery. The program altered its delivery caused by the implementation of safety precautions to protect students and teachers from COVID 19 health concerns.

21 <sup>st</sup> CCLC Program 2020-2021 Partnerships Table					
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>
Maquoketa Community School District	Partial	7	0	\$36,000	2
Jackson Conversation	Full	3	2	\$3,612	2
Iowa State Extension	Partial	3	2	\$500	2
Jackson County Community Foundation – “Campaign for Grade Level Reading”	Partial	3	1	\$1,876	2
Dr. Edward Gronlund, Program Evaluator	Partial	1	1	\$2,550	2

**2020-2021 Program Partners Unable to Provide Support to the Virtual Program**

21 <sup>st</sup> CCLC Program 2020-2021 Partnerships Table					
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>
Eastern Iowa Community College	Full	3	Partners committed to the program and ready to return providing support after the COVID 19 pandemic public health safety measures are no longer needed.		2
Maquoketa Area Family YMCA	Full	3		2	
Maquoketa Art Experience	Full	3		2	
Maquoketa Public Library	Full	3		2	
Sacred Heart School	Full	3		2	
Sunshine Daycare	Full	3		2	

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

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

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

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

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

Lil' Cards program had only a virtual program with students participating online from their home. The partners were unable to provide their anticipated learning supports because of COVID 19 restrictions. Several partners modified their support and participated in the virtual programming. The partners are ready and committed to providing their support once students return to a full time in person program.

**Parent Involvement Information and Discussion.**

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

COVID 19 disrupted all in person meetings and programming. The program was virtual and 70% fewer students than YR1 participated in the virtual program. The program will return to its normal efforts to meet with parents and communication regularly after the pandemic. Program communication efforts during the pandemic were adjusted and minimized. Parents during the school year have been overwhelmed by the communication necessary around their children's regular school learning and all the adjustments to personal life caused by the pandemic. The program leaders were respectful to parents regarding communication efforts.

**4. GPRA Measures**

For 2020-2021, the US DOE has indicated that 21<sup>st</sup> 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	X
<ul style="list-style-type: none"> <li>Name of Assessment Tools Used for Each Measure.</li> </ul>	X
<ul style="list-style-type: none"> <li>Data Entered for all Applicable Measures.</li> </ul>	X
GPRA Measures Discussion	X

**GPRA Measures Data Table.**

GPRA Measures	Number of Regular Student Attendees Needing Improvement	Number of Students Who Improved	Percentage of Students Who Improved
<b>GPRA Measures 1-3 – Improvement in Mathematics</b>			
<b>Assessment Tool Used:</b> <i>Teacher Curriculum-Based Observations.</i>			
<b>1. The number of elementary 21<sup>st</sup> Century regular program participants who improved in mathematics from fall to spring.</b>	14	12	86%



<b>GPRA Measures</b>	<b>Number of Regular Student Attendees Needing Improvement</b>	<b>Number of Students Who Improved</b>	<b>Percentage of Students Who Improved</b>
<b>2. The number of middle/high school 21<sup>st</sup> Century regular program participants who improved in mathematics from fall to spring.</b>			
<b>3. The number of all 21<sup>st</sup> Century regular program participants who improved in mathematics from fall to spring.</b>	14	12	86%
<b>GPRA Measures 4-6 – Improvement in English</b>			
<b>Assessment Tool Used: <i>Teacher Curriculum-Based Observations.</i></b>			
<b>4. The number of elementary 21<sup>st</sup> Century regular program participants who improved in English from fall to spring.</b>	10	10	100%
<b>5. The number of middle/high school 21<sup>st</sup> Century regular program participants who improved in English from fall to spring.</b>			
<b>6. The number of all 21<sup>st</sup> Century regular program participants who improved in English from fall to spring.</b>	10	10	100%
<b>GPRA Measures 7-8 – Improvement in Proficiency</b>			
<b>Assessment Tool Used: <i>Teacher Curriculum-Based Observations.</i></b>			
<b>7. The number of elementary 21<sup>st</sup> Century regular program participants who improve from not proficient to proficient or above in reading.</b>	12	7	59%
<b>8. The number of middle/high school 21<sup>st</sup> Century regular program participants who improve from not proficient to proficient or above in mathematics.</b>			
<b>GPRA Measures 9-11 – Homework and Class Participation</b>			
<b>Assessment Tool Used:</b>	ONLINE PROGRAM		
<b>9. The number of elementary 21<sup>st</sup> Century regular program participants with teacher-reported improvement in homework completion and class participation.</b>	N/A	N/A	N/A
<b>10. The number of middle/high school 21<sup>st</sup> Century regular program participants with teacher-reported</b>			

<b>GPRA Measures</b>	<b>Number of Regular Student Attendees Needing Improvement</b>	<b>Number of Students Who Improved</b>	<b>Percentage of Students Who Improved</b>
<b>improvement in homework completion and class participation.</b>			
<b>11. The number of all 21<sup>st</sup> Century regular program participants with teacher-reported improvement in homework completion and class participation.</b>	N/A	N/A	N/A
<b>GPRA Measures 12-14 – Student Behavior</b>			
<b>Assessment Tool Used:</b>	ONLINE PROGRAM		
<b>12. The number of elementary 21<sup>st</sup> Century regular program participants with teacher-reported improvements in student behavior.</b>	N/A	N/A	N/A
<b>13. The number of middle/high school 21<sup>st</sup> Century regular program participants with teacher-reported improvements in student behavior.</b>			
<b>14. The number of all 21<sup>st</sup> Century regular program participants with teacher-reported improvements in student behavior.</b>	N/A	N/A	N/A

**GPRA Measures Discussion.**

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

The summer program was cancelled and the school year program was virtual for five months. The number of students that participated in the virtual program was substantially fewer than YR1 participation. The students were assessed using classroom curriculum assessments/observations from online student participation. The students were not in a normal classroom setting therefore GPRA measures 9-14 could not be measured. Dr. Edward Gronlund, program evaluator, stated the limited number of participating students and limited number of virtual program days provided insufficient data for analysis and the intended learning conditions for students did not exist. He also stated COVID 19 disruptions makes it difficult to assess program impact.

**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	X
<ul style="list-style-type: none"> <li>Rating of each Objective as listed below.</li> </ul>	X
<ul style="list-style-type: none"> <li>Full Methodology used for measurement.</li> </ul>	X
<ul style="list-style-type: none"> <li>Justification for Rating</li> </ul>	X
Local Objectives Discussion	X

### Local Objectives Data Tables.

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

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

**Cohort 14 Table**

Cohort 14 Objectives	Objective Rating	Methodology/Justification for Rating
<b>ACADEMIC GOAL</b> - 60% of Lil' Cards students will maintain or grow in reading and math as measured from the end of year spring <i>FastBridge</i> ® assessment to the beginning of the year fall <i>FastBridge</i> ® assessment.	<b>YR2 UNABLE TO MEASURE THE STATED OBJECTIVE</b>	<u>Methodology:</u> A norm-referenced (objective and quantitative) assessment will be used to measure the program's academic goal. <i>FastBridge</i> ® a reading and math assessment (purchased assessment aligned to the school's instructional curriculum) was selected. The selected assessment will be administered fall, winter, and spring to elementary students for the purpose of measuring annual school year reading and math performance gains. The assessment is a valid measure recommended by Iowa Department of Education for ongoing student reading and math performance monitoring. <u>Justification:</u> Unfortunately, the COVID 19 pandemic prevented the collection of sufficient student data to make a

Cohort 14 Objectives	Objective Rating	Methodology/Justification for Rating
		determination of whether or not the goal was met. The students did not participate in the learning conditions that the goal was designed to reach. The program was virtual and had reduced number of days.
<b>ACADEMIC GOAL</b> - The rate of absenteeism will decrease by 2%.	<b>YR2 UNABLE TO MEASURE THE STATED OBJECTIVE</b>	<u>Methodology</u> : The school office within each elementary school will gather student attendance rates to be tallied daily, weekly, monthly, quarterly, and each semester. The attendance tallies will be used by the program staff to determine the rate of absenteeism during the school year at each attendance center. It is a simple a quantitative data gathering method. <u>Justification</u> : The program did not measure student absenteeism because the school district had many virtual learning days where students participated from their home and an ongoing pandemic health crisis. The program's absenteeism targets were established to address students attending in person school.
<b>ENRICHMENT GOAL:</b> All students will demonstrate growth in at least one of the 7 Habits (Be Proactive, Begin with the End in Mind, Put First Things First, Think Win Win, Seek First to Understand and Then Be Understood, Synergize, Sharpen the Saw) as well as the PBIS and CARDS positive learning behaviors. The Before/After School program will support these social/emotional learning needs as a continuation from the school day.	<b>YR2 UNABLE TO MEASURE THE STATED OBJECTIVE</b>	<u>Methodology</u> : The local 7 Habit qualitative survey and PBIS commercial qualitative student survey will be used to determine enrichment goal progress. The 7 Habit survey will used to determine if student grow in at least one of the 7 Habits (Be Proactive, Begin with the End in Mind, Put First Things First, Think Win Win, Seek First to Understand and Then Be Understood, Synergize, Sharpen the Saw). Teachers have the PBIS ( <i>Positive Behavior Interventions and Supports</i> ) commercial qualitative student behavior assessment which includes local school CARDS expectations (caring, accountable, respectful, dedicated, and safe expectations) to measure these desired social/emotional student outcomes. <u>Justification</u> : Students did not regularly attend in person school. The enrichment activities were paused because the limited virtual learning schedule focused on the core academic activities.
<b>FAMILY LITERACY GOAL:</b> 100% of students' families will be more engaged in their children's reading activities and support reading at home and seek out community reading activities.	<b>YR2 UNABLE TO MEASURE THE STATED OBJECTIVE</b>	<u>Methodology</u> : A qualitative parent survey will be used to gather feedback from parents regarding (a) engagement in their children's reading activities, (b) parents at home reading support, and (c) parents seeking out community reading activities. <u>Justification</u> : In person activities were not conducted. The COVID 19 health crisis prevented in person activities and communication efforts between school and parents focused on core academic needs.

### Local Objectives Discussion.

Local Objectives Discussion Required Elements	Complete?
• Statistical Analysis as Applicable.	X
• Improvement over more than one year as observed.	X
• Applicable graphs, tables, and/or charts.	X

• Details on methodology and ratings as needed.	X
• Clarification for objectives not met.	X
• Clarification for objectives not measured.	X

### Remember to include a Local Objectives discussion

Lil' Cards program established three goals to address the community's learning goals for preschool and elementary aged students. The program has an ACADEMIC, ENRICHMENT, and FAMILY LITERACY goals. **The Lil' Cards met its 2020-2021 program goals.** The program's narrative describing its success during the past year is presented in the following report section.

**ACADEMIC GOAL:** 100% enrolled Lil' Cards program students will maintain or increase their reading and mathematics performance.

### YR2 – UNABLE TO MEASURE THE STATE OBJECTIVE

**Objectives:** Year 1 - 60% of Lil' Cards students will maintain or grow in reading and mathematics.  
Year 2 - 80% of Lil' Cards students will maintain or grow in reading and mathematics.  
Year 3 - 100% of Lil' Cards students will maintain or grow in reading and mathematics.

**Summative objective after three years** is improved student reading and mathematics performance and a positive proficiency trend line.

**Annual Absenteeism Objective:** The rate of student absenteeism will decrease by 2%. The student attendance rates will be tallied daily, weekly, monthly, quarterly, and each semester. The attendance rate formative evaluation data will be used by the program staff and advisory committee to refine, improve, and strengthen efforts to improve student attendance.

**Methodology:** The *FastBridge*® a commercial reading and math assessment is used to measure formative academic student performance. The *FastBridge*® assessment is used district-wide as well as state-wide. The *FastBridge*® assessment will be administered fall, winter, and spring to elementary students for the purpose of measuring and monitoring annual school year reading and math performance gains. The Iowa Department of Education selected *FastBridge*® for statewide use after the assessment's technical adequacy had been fully reviewed by the Department to meet Iowa's K-12 public school's formative reading and math assessment needs.

**Justification:** The COVID 19 pandemic health crisis prevented the collection of sufficient student data to make a determination of whether or not the goal was met. The students did not participate in the learning conditions that the goal was designed to reach. The program was virtual and had reduced number of days.

**Table 1 and Table 2** represent that insufficient student data (N/A) were available to determine academic growth. The program met a reduced number of days, it was a virtual program, and only a few students participated.

**TABLE 1: Reading Achievement Growth**

Grade Level	Average Student Reading Gain					Program Growth Rate
	Year 1 2019-2020	Year 2 2020-2021	Year 3 2021-2022	Year 4 2022-2023	Year 5 2023-2024	
Grade 1	58%	N/A				
Grade 2	23%					
Grade 3	62%					
Grade 4	87%					
Grade 5	82%					
<b>Average</b>	<b>66%</b>					

**TABLE 2: Mathematics Achievement Growth**

Grade Level	Average Student Mathematics Gain					Program Growth Rate
	Year 1 2019-2020	Year 2 2020-2021	Year 3 2021-2022	Year 4 2022-2023	Year 5 2023-2024	
Grade 1	75%	N/A				
Grade 2	31%					
Grade 3	56%					
Grade 4	74%					
Grade 5	82%					
<b>Average</b>	<b>66%</b>					

Table 3 presents the attendance data. The COVID 19 pandemic caused so much school learning time in a virtual format with students participating from home. These conditions do not reflect normal school operations and measuring absenteeism during these unusual times does not offer the program useful program feedback. The absenteeism goal refers to in person school day attendance and the health crisis prevented in person school day attendance. Therefore, the absenteeism goal did not student data for analysis,

**TABLE 3: Rate of Student Absenteeism Objective**

Elementary Buildings	2017-2018	Grant Years				
		2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
<b>Cardinal Absenteeism Target</b>		<b>16%</b>	<b>14%</b>	<b>12%</b>	<b>10%</b>	<b>8%</b>
Cardinal - Grades PK-2	18.0%	6.8%				
<b>Briggs Absenteeism Target</b>		<b>8%</b>	<b>6%</b>	<b>4%</b>	<b>2%</b>	<b>0%</b>
Briggs - Grades 3-5	10.3%	7.7%				
<b>Average</b>	<b>14.2%</b>	<b>7.3%</b>				

**ENRICHMENT GOAL:** 100% enrolled Lil' Cards program students will exhibit increased classroom confidence, an enhanced physical and social-wellbeing, an awareness of sense of community, and enriched character development.

**YR2 – UNABLE TO MEASURE THE STATE OBJECTIVE**

**Objectives:** 100% of students will demonstrate growth in at least one of the 7 Habits (Be Proactive, Begin with the End in Mind, Put First Things First, Think Win Win, Seek First to Understand and Then Be Understood, Synergize, Sharpen the Saw) as well as the PBIS and CARDS positive learning behaviors. The Before/After School program will support these social/emotional learning needs as a continuation from the school day. (Objective change was adopted YR1 by the Advisory Committee.)

The following objectives were deleted because the COVID 19 pandemic created too many teacher scheduling issues to fully implement the application's plan. 100% of students will build skills in critical thinking, listening, memory, visualization, and concentration through hands on science, physical, and arts activities. 100% of students will see core concepts differently, allowing them to have their own educational experiences. Low-income students will exhibit higher levels of engagement in the classroom and feel a sense of inclusion.

**Methodology:** The local 7 Habit qualitative survey and PBIS commercial qualitative student survey will be used to determine enrichment goal progress. The 7 Habit survey will be used to determine if student grow in at least one of the 7 Habits (Be Proactive, Begin with the End in Mind, Put First Things First, Think Win Win, Seek First to Understand and Then Be Understood, Synergize, Sharpen the Saw). Teachers have the PBIS (*Positive Behavior Interventions and Supports*) commercial qualitative student behavior assessment which includes local school CARDS expectations (caring, accountable, respectful, dedicated, and safe expectations) to measure these desired social/emotional student outcomes.

**Justification:** Students did regularly attend in person school. The enrichment activities were paused because the limited virtual learning schedule focused on the core academic activities. Table 4 presents insufficient data available to measure the goal. Several partners did modify their enrichment activities so that students could experience extended learning online. The students enjoyed these activities. The enrichment activities will resume once students may attend in person.

**TABLE 4: Social Emotion Growth**

Grade Level	Average Student Social Emotional Gain					Program Growth Rate
	Year 1 2019-2020	Year 2 2020-2021	Year 3 2021-2022	Year 4 2022-2023	Year 5 2023-2024	
Grade 1	100%	N/A				
Grade 2	38%					
Grade 3	44%					
Grade 4	81%					
Grade 5	76%					
<b>Average</b>	<b>69%</b>					

**FAMILY LITERACY GOAL:** 100% enrolled Lil' Cards program students will maintain or increase their reading and mathematics performance.

**YR2 – UNABLE TO MEASURE THE STATE OBJECTIVE**

**Objectives:** 100% of students will increase their knowledge of words and will show more interest in reading.

100% of students' families will be more engaged in their children's reading activities and support reading at home and seek out community reading activities.

**Methodology:** A qualitative parent survey will be used to gather feedback from parents regarding (a) engagement in their children's reading activities, (b) parents at home reading support, and (c) parents seeking out community reading activities.

**Justification:** In person activities were not conducted. The COVID 19 health crisis prevented in person activities and communication efforts between school and parents focused on core academic needs.

## 6. Anecdotal Data

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

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

**Cassie Burns, Program Coordinator:** *“Last year’s after school program was very different. Having an all-virtual program had positives and negatives. I was glad to be able to provide great enrichment programs for the students that logged into the ZOOM meetings each night. Some of the programs were very well planned and executed even with being ZOOM. I received or gathered all materials and sent those to the students to take home. Students were able to have all necessary materials without needing to find them at home. I particularly loved the art night with a local artist. She thought out how to show the students everything on the computer, but still took time to allow the students to explore the different materials and chat with them. I would have loved to be in person with the students because that would have been more engaging, but each program captivated the students that sign up in different ways.”*

**Vanessa Huffman, Program Staff:** *“I think the after-school program is a great opportunity for kiddos to learn social skills and interact with adults for other buildings besides their own.”*

**Natasha Payne, Program Staff:** *“The program allows children to step outside their comfort zone and have new experiences while working with children outside their classroom. They work together to solve problems, create art projects, and learn new skills they might not be able to have at their house.”*

**Parent:** *“The virtual after school program helped my child be engaged and interact with new people after school. They learned new skills with the Iowa State Extension and had fun creating their craft projects.”*

**Program Partner:** *“We had fun being creative and coming up with activities the kids would like to do virtually. We are excited to be back in person during the 2021-2022 school year.”*



**Success Stories**

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

**Remember to include a student success story**

The success stories and individual involved are presented on pages 15 and 16 within the Anecdotal section. Please refer to the Anecdotal comments.

**Best Practices**

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

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

**The program was virtual during 2020-2021 and disrupted by the COVID 19 pandemic. The program plans to begin returning to normal as soon as possible during the 2021-2022 school year.**

The three key elements of the program are academic, enrichment, and family literacy supports. These three elements are the foundation of the program. The academic element fosters continued hands-on learning with students before and after school. This learning is a continuation of the academic instruction during the school day. The best practice is engaging students in real hands-on learning and generating academic growth excitement among students. For example, Jackson County Conservation provides interactive programming such as “Feathers, Fossils, and Fuzz” as well as “Pond Builder.” The at-risk students participating in the program have an opportunity to be immersed in a rich academic environment is practice that has been found highly successful in improving math and reading performance.

Another key element is enrichment. The students experience physical fitness, nutrition, field trips, and the arts. These experiences integrate core concepts to support reading and mathematics growth. For example, a field trip combined with specific reading content directly connected to the experience provides at-risk students with an engaging context that excites and motivates these students to read. These enrichment activities also boost attendance. Research has found high student engagement improves attendance rates. In addition, these enrichment activities foster a sense of belonging and teamwork so that each student feels connected to school and their learning.

The third key element is family literacy. In October 2018, a new report, “Joining Together to Create a Bold Vision for Next-Generation Family Engagement: Engaging Families to Transform Education,” was released by the Global Family Research Project and was commissioned by the Carnegie Corporation of New York. The challenge put forth in the report is to shift mindsets and encourage continuing innovation in family engagement by enabling families to be involved in their children’s development and learning pathways from birth on. Strong research support and innovative practices show that family engagement is a key component of creating comprehensive learning pathways for children. The program has partnered with school district’s Parents Association for Kids (PACK). The partnership is to plan and provide an array of family literacy activities such as literacy night, guest speakers, and other events. Family literacy activities have been hampered by the pandemic. These activities require larger groups of parents and students gathering together. The pandemic is significantly hampering 2020-2021 school year activities.

### Pictures

Insert pictures here. Pictures should showcase students engaged in activities and learning. Do not include posed pictures, take action shots of children reading, participating, smiling and being involved in the activities. Please send 4-8 of your best pictures.

**THE PROGRAM DID NOT COLLECT PICTURES DURING THE 2020-2021 VIRTUAL PROGRAMMING. PHOTOS WOULD HAVE DEPICITED CHILDREN WITHIN THEIR HOME ENVIRONMENT AND THE PROGRAM LEADERS DECIDED NOT TO PLACE SUCH IMAGES WITHIN A PUBLIC ONLINE AVAILABLE REPORT.**

### Student, teacher, parent, and stakeholder input

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

The quotes are shared within the Anecdotal section on pages 15 and 16. Please refer to Anecdotal comments.

### 7. Sustainability Plans

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

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

The program leaders and Stakeholder Advisory Group are planning to resume regular programming for the 2021-2022 school year. Hopefully the program can resume its planned program.

The chart below represents the anticipated community partners and their contributions last year and next year. The partners' efforts were hindered during 2020-2021 due to the health crisis.

Community Partner	Contribution (detail)	Staff Provided*	In-kind value*	Sites Served
Jackson County Campaign for Grade Level Reading	Assist in summer programming and family literacy events	1	\$1,806	Briggs/ Cardinal
Eastern Iowa Community College (Clinton Community College)	Offer family literacy programming to program participant families	1	\$1,806	Briggs/ Cardinal
Jackson County Conservation	Programming at school sites for enrichment activities, hands on activities, field trips, recreational and community services	2	\$3,612	Briggs/ Cardinal
Iowa State Extension	Programming at school sites for enrichment activities and hands on activities.	2	\$500	Briggs/ Cardinal
Maquoketa Area Family YMCA	Recreational programming and community event site	Partners unable to provide services during the COVID 19 pandemic.		Briggs/ Cardinal
Maquoketa Art Experience	Enrichment classes in art and music			Briggs/ Cardinal
Maquoketa Library	Academic enrichment, family literacy, program reading incentives, program promotion			Briggs/ Cardinal
Sacred Heart School	Programming space for enrichment activities, data to support effectiveness			Briggs/ Cardinal
Sunshine Daycare	Programming for enrichment activities			Briggs/ Cardinal

The program leaders, Stakeholder Advisory Group, and partners have continued researching ways to sustain Lil' Cards.

(1) The program leaders, Stakeholder Advisory Group, and partners will seek grant opportunities, approach the City and County, investigate in-kind and volunteer support opportunities, and corporate and private donations.

(2) The program leaders, Stakeholder Advisory Group, and partners will develop collaborative relationships with the Community Foundation of Jackson County to assess the feasibility of an annual non-competitive funding donation.

(3) The program leaders, Stakeholder Advisory Group, and partners will reach out to neighboring school districts that have sustained programs to investigate successful strategies.

(4) The program leaders and Stakeholder Advisory Group will communicate the program's progress toward its student outcome goals. The program's success will be a recruiting tool to engage potential funders in future participation.

(5) The program leaders, Stakeholder Advisory Group, and partners will continually foster a strong relationship with current partners and recruit potential new partners. The initial partner contribution list is presented below.

**SUSTAINABILITY COMMENTARY:** The pandemic has disrupted the program's operation since March 13, 2020. The entire 2020-2021 school year has been disrupted by the pandemic. The stakeholders are aware the program's need may be greater after the pandemic than the need assessment findings found in the program grant application.

## 8. Summary and Recommendations

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

### Summary of Program

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

The program established three goals. The program has an academic, enrichment, and family literacy goal. These goals were generated from the grant application's needs assessment that found Maquoketa to be a small rural community geographically isolated with population loss. These factors have caused increasing number low income household thus generating a larger percentage of students being at-risk. The Maquoketa region's isolation has also experienced fewer resources caused by not being located near larger population centers. These needs assessment findings led to the program awarded being granted five years of funding to accomplish the established goals for the district's at-risk student population.

The virtual program produced insufficient data to measure the program's goals. The program goals and measures were designed to assess impact of an in person school day and program.

### Dissemination of Local Evaluation.

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

The local evaluation report has been uploaded to the Maquoketa Community School District website and the report may be viewed at:

<http://>

The annual local evaluation report is reviewed by the advisory committee and pertinent portions are shared with the partners to reinforce the student benefits gained from their support. All stakeholders are encouraged to go to the district's website and view the report.

#### Recommendations for Local Objectives.

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

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

The program objectives' section and narrative included the program evaluators discussion. The entire report is completed in collaboration with the program evaluator.

#### Recommendations on Future Plans for Change.

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

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

The local evaluator has found the pandemic altering the program's ability to operate as designed. The program was designed for in person school day and school year. It is inappropriate to measure a program against its goals and objectives when the program does not have the ability to operate as designed. The local evaluator anticipates that once students return to a regular school day and the program operates as designed goal and objective data analysis will be conducted to generate feedback for the program leaders and advisory group to study.

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.

The COVID 19 pandemic forced the program to operate virtually. The virtual program had fewer students attend because students attended from their homes online. Online learning did not entice students as much as the in person learning. The health crisis prevented the program from being delivered as it was designed. The purpose of the grant program is to provide at-risk students with extended learning time as well as additional learning experiences. It has been documented by research that time and experience are two key elements to student learning. The program was unable to extend personal face-to-face learning time. Students missed valuable individual learning time to improve on their strengths and weaknesses. The program was also unable to have additional face-to-face or hands-on experiences. Students again missed learning opportunities to enhance their knowledge base and connect these new experiences to traditional learning. The pandemic prevented the program from delivering on face-to-face learning time and giving students new experiences beyond the school day.