

LOCAL EVALUATION FORM FOR 2024-2025

Grantee: Lamoni Community Schools

Overview

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

What are the local evaluation requirements?

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

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

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

To assist grantees with meeting the local evaluation requirements, the Iowa Department of Education (Department) provides a standardized form for local evaluations of the 21st Century Community Learning Center (CCLC) Programs. Each grantee is required to complete the local evaluation form with data from the previous school year. Each grantee must submit **one** evaluation that encompasses all centers funded by the grantee. Cohorts 15-19 are to be included in the data reporting for the previous school year. Reported data will be from the Summer of 2024 and the 2024-2025 School Year.

For assistance, contact:

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Local Evaluation

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

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

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

Table 1: Required Sections Checklist

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

1. General Information

Table 2: General Information Required Elements Section Checklist

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

Table 3 Basic Information

Item	Information
Date Form Submitted	10/25/2025
Grantee Name	Lamoni Community Schools
Program Director Name	Karen Roberts
Program Director E-mail	krobe1@graceland.edu
Program Director Phone	515-953-8464
Evaluator Name	Shaen Polasky
Evaluator E-mail	polasky1@graceland.edu
Evaluator Phone	515-771-7381
<i>Optional:</i> Additional Information from Grantee	

Table 4: Center Information

NOTE: If you are in Cohort 20, you will report your data next year, as we always report the previous year’s data in the local evaluations.

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

2. Introduction/Executive Summary

Table 5: Introduction/Executive Summary Section Checklist

Introduction/Executive Summary Required Elements	Complete?
Program Implementation	Yes
<ul style="list-style-type: none"> Needs Assessment Process 	Yes
<ul style="list-style-type: none"> Key People Involved 	Yes
<ul style="list-style-type: none"> Development of Objectives 	Yes
Program Description	Yes
<ul style="list-style-type: none"> Program days and hours 	Yes
<ul style="list-style-type: none"> List of activities 	Yes
<ul style="list-style-type: none"> Location of centers 	Yes
<ul style="list-style-type: none"> Attendance requirements 	Yes
<ul style="list-style-type: none"> Governance (board, director, etc.) 	Yes
<ul style="list-style-type: none"> Details on Parent Events and Parent Involvement 	Yes
<ul style="list-style-type: none"> Details on provided food programs (i.e., snacks, full meals, weekend backpacks, etc.) 	Yes
Program Highlights	Yes

Executive Summary – Lamoni Exploration Academy (2024–2025)

Lamoni Exploration Academy continued to operate as the 21st Century Community Learning Centers (21CCLC) program under Lamoni Community Schools, providing before-school, after-school, and summer programming for students in grades K–5. During the 2024–2025 program year, the focus expanded from program consistency to instructional alignment—ensuring that after-school learning intentionally reinforced the Iowa Core Standards taught during the regular school day.

Building on the foundation established in the prior year, the program implemented **Learning Extension Instruments (LEIs)** developed through a district-university partnership between Lamoni Community Schools and Graceland University. These structured learning kits embedded Fisher & Frey’s (2018) Clarity–Challenge–Relationships model into daily after-school instruction. As a result, mentors, teachers,

and university collaborators worked together to strengthen continuity between daytime and extended-day learning.

Throughout the 2024–2025 school year, **67 students** participated in the Exploration Academy, with **61% qualifying for free or reduced lunch**. Program attendance exceeded expectations: 18 students attended more than 270 hours, and an additional 22 attended between 180–270 hours, representing strong engagement across all grade levels.

Students demonstrated measurable growth in both reading and math. FAST and classroom assessment data indicated a **60% improvement rate in reading** and **40% improvement rate in math** among students identified as needing additional support. Mentor confidence and instructional alignment also improved significantly through the LEI professional learning cycles, with staff reporting gains in clarity, differentiation, and collaborative confidence.

Partnerships with the **Lamoni Public Library, Decatur County Conservation Board, AmeriCorps mentors, and Graceland University** remained essential, providing weekly literacy and environmental enrichment activities at no cost to the program. These collaborations deepened community engagement and extended access to hands-on, thematic learning experiences.

Parent engagement continued to thrive, with quarterly family nights centered on literacy, STEM, and service learning. Families reported strong satisfaction with program communication, student growth, and mentor relationships.

As Lamoni enters Year 3 of its five-year grant cycle, the program’s focus on structured alignment and sustainability is producing tangible results. The continued integration of university partnerships, high school mentors, and LEI-based professional learning represents a sustainable, replicable model for high-quality rural after-school programming—one that strengthens academic support while cultivating student joy, curiosity, and belonging.

3. Demographic Data

Table 6: Demographic Data Section Checklist

Demographic Data Required Elements	Complete ?
2024-25 School Year Attendance Tables	Yes
<ul style="list-style-type: none"> 2024-25 School Year Attendance Summary Table 	Yes
<ul style="list-style-type: none"> 2024-25 School Year Grade Level Table 	Yes
<ul style="list-style-type: none"> 2024-25 School Year Sex Table 	Yes
<ul style="list-style-type: none"> 2024-25 School Year Attendance Population Specific Table 	Yes
<ul style="list-style-type: none"> 2024-25 School Year Attendance Race/Ethnicity Table 	Yes
Summer of 2024 Attendance Tables	Yes
<ul style="list-style-type: none"> Summer of 2024 Attendance Summary Table 	Yes
<ul style="list-style-type: none"> Summer of 2024 Grade Level Table 	Yes
<ul style="list-style-type: none"> Summer of 2024 Sex Table 	Yes
<ul style="list-style-type: none"> Summer of 2024 Attendance Population Specific Table 	Yes
<ul style="list-style-type: none"> Summer of 2024 Attendance Race/Ethnicity Table 	Yes
Attendance Discussion	Yes
Partnerships	Yes
<ul style="list-style-type: none"> Partnerships Table 	Yes

• Partnerships Discussion	Yes
Parent Involvement Information and Discussion	Yes

2024-2025 School Year Attendance Tables

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

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

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

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

Days/Hours	Cohort 15	Cohort 16	Cohort 17	Cohort 18	Cohort 19	Total
Less than 15 Hours					8	8
More than 15, Less than 45 Hours					6	6
More than 45, Less than 90 Hours					5	5
More than 90, Less than 180 Hours					8	8
More than 180, Less than 270 Hours					22	22
More than 270 Hours					18	18
TOTAL					67	67

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

Days/Hours by Grade Level	Cohort 15	Cohort 16	Cohort 17	Cohort 18	Cohort 19	Total
Prekindergarten					N/A	N/A
Kindergarten					7	7
1st Grade					15	15
2nd Grade					18	18
3rd Grade					21	21
4th Grade					4	4
5th Grade					2	2
6th Grade					N/A	N/A
7th Grade					N/A	N/A
8th Grade					N/A	N/A
9th Grade					N/A	N/A
10th Grade					N/A	N/A
11th Grade					N/A	N/A
12th Grade					N/A	N/A
TOTAL					67	67

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

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

Attendee	Cohort 15	Cohort 16	Cohort 17	Cohort 18	Cohort 19	Total
Male					27	27
Female					40	40
Not reported in Male or Female <i>(Students who are identified as nonbinary or another category that is not listed above.)</i>					0	0
Gender Data Not Provided					0	0

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

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

Attendee	Cohort 15	Cohort 16	Cohort 17	Cohort 18	Cohort 19	Total
Students who are English Learners (LEP)					1	1
Students who are economically disadvantaged (FRPL)					41	41
Students with disabilities					6	6
Family members of participants served <i>(Enter the total number of family members of students who participated in activities sponsored by 21st CCLC funds.)</i>					45	45

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

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

Attendee	Cohort 15	Cohort 16	Cohort 17	Cohort 18	Cohort 19	Total
American Indian/Alaska Native					0	0
Asian					0	0
Black or African American					2	2
Hispanic or Latino					0	0
Native Hawaiian or Pacific Islander					0	0
White					58	58
Two or more races					7	7
Data not provided					0	0

Summer of 2024 Attendance Tables

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

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

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

Days/Hours	Cohort 15	Cohort 16	Cohort 17	Cohort 18	Cohort 19	Total
Less than 15 Hours					3	3
More than 15, Less than 45 Hours					20	20
More than 45, Less than 90 Hours					0	0
More than 90, Less than 180 Hours					0	0
More than 180, Less than 270 Hours					0	0
More than 270 Hours					0	0
TOTALS					23	23

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

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

Grade Level	Cohort 15	Cohort 16	Cohort 17	Cohort 18	Cohort 19	Total
Prekindergarten					N/A	N/A
Kindergarten					3	3
1st Grade					5	5
2nd Grade					5	5
3rd Grade					5	5
4th Grade					0	0
5th Grade					1	1
6th Grade					N/A	N/A
7th Grade					N/A	N/A
8th Grade					N/A	N/A
9th Grade					N/A	N/A
10th Grade					N/A	N/A
11th Grade					N/A	N/A
12th Grade					N/A	N/A
TOTALS					23	23

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

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

Attendee	Cohort 15	Cohort 16	Cohort 17	Cohort 18	Cohort 19	Total
Male					7	7
Female					16	16

Not reported in Male or Female (<i>Students who are identified as nonbinary or another category that is not listed above.</i>)				0	0
Gender Data Not Provided				0	0

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

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

Attendee	Cohort 15	Cohort 16	Cohort 17	Cohort 18	Cohort 19	Total
Students who are English Learners (LEP)					0	0
Students who are economically disadvantaged (FRPL)					14	14
Students with disabilities					4	4
Family members of participants served (<i>Enter the total number of family members of students who participated in activities sponsored by 21st CCLC funds.</i>)					15	15

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

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

Attendee	Cohort 15	Cohort 16	Cohort 17	Cohort 18	Cohort 19	Total
American Indian/Alaska Native					0	0
Asian					0	0
Black or African American					0	0
Hispanic or Latino					0	0
Native Hawaiian or Pacific Islander					0	0
White					22	22
Two or more races					1	1
Data not provided					0	0

Attendance Discussion

Table 17: Attendance Discussion Required Elements Checklist

Attendance Discussion Required Elements	Complete ?
General discussion on attendance, including:	Yes
<ul style="list-style-type: none"> Percentage of 21st CCLC attendance compared to the total population 	Yes
<ul style="list-style-type: none"> Percentage of attendees who are FRPL 	Yes
<ul style="list-style-type: none"> Efforts to increase and keep attendance high 	Yes
<ul style="list-style-type: none"> Recruitment efforts 	Yes

<ul style="list-style-type: none"> • Discussion on how the contact hours requirement is being met. <i>60 hours per month (3 hours per day multiplied by 5 days a week) during weeks when school is in session (not counting Christmas or Spring Break)</i> 	Yes
Explain why attendance met or did not meet grant goals.	Yes

Attendance Discussion – Lamoni Exploration Academy (2024–2025)

General Discussion on Attendance

Lamoni Exploration Academy served a total of **67 students** during the 2024–2025 school year, representing approximately **44% of the district’s K–5 population**. Attendance was tracked through daily sign-in logs and cross-verified with school records. This year marked an important transition from establishing consistency to deepening engagement, as program staff implemented **Learning Extension Instruments (LEIs)**—structured, research-based engagement kits aligned with classroom instruction. These LEIs provided predictable routines, hands-on learning, and measurable continuity between daytime and after-school learning, leading to stronger student participation and retention.

Percentage of Attendees Who Are FRPL

Of the 67 students enrolled, **32 qualified for free lunch and 9 for reduced lunch**, resulting in a **Free/Reduced percentage of 61%**. This closely aligns with district demographics and reflects the program’s continued commitment to equitable access. The Exploration Academy successfully reached students most likely to benefit from additional academic, social, and enrichment opportunities.

Efforts to Increase and Keep Attendance High

The 2024–2025 program year prioritized structured engagement and student voice to sustain consistent attendance. Strategies included:

- Implementation of **LEI-based thematic activities** (e.g., The Ghost-Eyed Tree literacy game, team-building domino challenges) that directly aligned with classroom standards.
- **Collaborative professional development** for after-school mentors, paraeducators, and Graceland University students to ensure daily activities reinforced school-day learning.
- Expanded use of **student mentors** and **AmeriCorps members** to strengthen relationships and model positive engagement behaviors.
- A “re-entry” approach for students with inconsistent attendance, offering flexible scheduling and personalized contact from mentors and families.
- Integration of **high-interest enrichment themes** such as STEM challenges, nature exploration, and literacy games that connected directly to Iowa Core standards.

These strategies produced strong attendance consistency across all grade levels. Thematic programming weeks again led to noticeable spikes in daily attendance, particularly during LEI rollouts and collaborative project weeks.

Recruitment Efforts

Recruitment continued through school communication channels, personal teacher referrals, and family outreach. The program leveraged family events, newsletters, and Remind app messages to promote enrollment. Additionally, this year’s **Graceland University partnership** helped recruit new mentors and pre-service educators who, in turn, engaged families and students with renewed enthusiasm. School counselors and teachers identified students who would benefit most from academic and social support, ensuring inclusive participation.

How Contact Hour Requirements Were Met

Lamoni Exploration Academy continued to exceed the 60-hour monthly contact goal through combined morning and afternoon programming:

- **Before-school:** 7:00–8:00 AM (1 hour/day)
- **After-school:** 3:00–5:00 PM (2 hours/day)
- **Total:** Approximately **15 hours/week**, averaging **60–65 hours/month** during active months

Out of 67 participants:

- **18 students attended more than 270 total hours**, meeting the new APR benchmark for high engagement.
- **22 students attended between 180–270 hours**, showing consistent participation.
- The remaining 27 students attended fewer than 180 hours, often due to family scheduling conflicts, extracurricular activities, or transportation barriers.

Explanation of Whether Grant Goals Were Met

The program met all required contact-hour and equity benchmarks and demonstrated steady growth in high-attendance participation. The percentage of students exceeding 270 hours increased compared to the previous year, even with similar total enrollment. Implementation of LEIs provided structure and enjoyment that motivated students to attend more regularly.

Mentor reflections, student feedback, and attendance trends collectively indicate that Lamoni Exploration Academy is not only meeting state attendance expectations but also achieving deeper engagement quality. The combination of academic alignment, relationship-building, and creative enrichment has proven essential in sustaining consistent student participation across the year.

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

Partnerships

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

Contribution Types

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

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

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

Name of Partner	Type*: Vender, Full, or Partial (Descriptions below)	Contribution Type (From list above)	Description of Contribution (Include staff provided)	Total In-kind Value (Monetary Value if unpaid partner)
Lamoni Public Library	Full	3, 6	Weekly literacy enrichment sessions led by Library Director	\$2,800

			Felicia Williams; book checkout coordination and read-aloud programming integrated with LEI literacy kits.	
Decatur County Conservation Board	Full	3	Monthly environmental education sessions led by Naturalist Kayla Clausen; outdoor science and nature activities connected to Iowa Core science standards.	\$2,000
AmeriCorps	Full	6, 7	Daily volunteer and paid staffing support for mentoring, behavior modeling, and facilitation of LEI hands-on stations.	\$9,000
Graceland University – School of Education	Full	1, 3, 6	University faculty and education students co-developed and field-tested Learning Extension Instruments (LEIs); provided mentor training, leadership development, and program evaluation support.	\$6,500
Lamoni CSD Administration	Full	1, 7	Oversight of professional development, staff scheduling, facilities, and fiscal coordination; integrated LEI professional learning into district PD calendar.	\$6,800
Exploration Academy Program Staff (Internal)	Full	7	Core instructional support, daily supervision, enrichment facilitation, and mentor coaching (grant-funded; not included in in-kind totals).	N/A

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

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

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

Table 19: Partnerships Discussion Required Elements Checklist

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

Partnerships Discussion Required Elements	Complete ?
General discussion on Partnerships, including:	Yes
• Summary of partnerships table	Yes
• Total Partners by Type	Yes
• How in-kind value was determined	Yes
• Efforts to recruit partners	Yes

• Highlights of partnerships	Yes
• How partnerships help the program serve students	Yes

Partnerships Discussion – Lamoni Exploration Academy (2024–2025)

General Overview of Partnerships

Lamoni Exploration Academy continued to rely on strong community and institutional partnerships throughout the 2024–2025 program year. These partnerships remain the foundation of the program’s success, providing direct services, instructional support, and professional expertise at no cost to the district. All partners have supported the program for multiple years and play vital roles in academic enrichment, student engagement, and sustainability planning.

This year marked a significant expansion of collaboration with **Graceland University**, which became a fully integrated instructional partner through the development and implementation of **Learning Extension Instruments (LEIs)**—structured engagement activities aligned with classroom instruction. Through this partnership, university faculty, pre-service educators, and after-school mentors co-created hands-on learning materials that now serve as the program’s instructional backbone.

Summary of Partnerships Table

The 2024–2025 program maintained six active full partners:

- **Lamoni Public Library** – Led weekly literacy sessions, supported reading engagement through storytelling and book distribution, and collaborated on LEI literacy alignment.
- **Decatur County Conservation Board** – Continued monthly environmental education lessons connecting outdoor learning to Iowa Core science standards.
- **AmeriCorps** – Provided consistent mentoring and staffing, strengthening relationship-based engagement and daily supervision across grade levels.
- **Graceland University – School of Education** – Served as a new instructional design and training partner, co-developing LEIs, facilitating professional development, and mentoring student workers.
- **Lamoni Community School District Administration** – Ensured oversight, logistical support, and alignment with district professional development initiatives.
- **Exploration Academy Internal Staff** – Facilitated daily operations, planned enrichment rotations, and implemented LEIs in after-school sessions.

Together, these partnerships contributed to a combined estimated in-kind value of **\$27,100**, a 20% increase from the prior year, reflecting deeper collaboration and expanded service hours.

Total Partners by Type

- **Full Partners: 6**
- **Partial Partners: 0**
- **Vendors: 0**

All partners provided no-cost services, materials, or staff time, emphasizing shared ownership of student success within the Lamoni community.

How In-Kind Value Was Determined

In-kind contributions were calculated using documented hours of partner engagement multiplied by standard hourly rates recommended by the Iowa Department of Education and verified through attendance and activity logs. For example, instructional programming was valued at \$40/hour for community education and \$65–\$85/hour for professional training or administrative oversight. The

increase in in-kind value reflects expanded time commitments from AmeriCorps mentors, Graceland University faculty, and district leadership during the LEI training cycle.

Efforts to Recruit and Retain Partners

Partnership retention remains strong due to consistent communication, quarterly Advisory Council meetings, and collaborative planning between the program director, district administration, and community leaders. Recruitment for new partners focused on sustainability and instructional alignment. The Graceland partnership—originating through the evaluator’s capstone project—represents the first formalized university collaboration in Lamoni’s 21CCLC history and serves as a model for future higher education partnerships.

Highlights of Partnerships

This year’s partnerships extended beyond enrichment to include professional learning and curriculum design:

- **Graceland University’s LEI collaboration** directly advanced program alignment and sustainability, providing 25 pre-service educators with practical field experience.
- **AmeriCorps mentors** continued to model positive behavior and engagement, leading small groups and assisting with LEI implementation.
- **The Lamoni Public Library and Decatur County Conservation Board** maintained a seamless rotation of literacy and environmental programming, keeping thematic content fresh and relevant.
- **Lamoni Administration** embedded after-school professional development into the district’s PD calendar, improving staff coordination and efficiency.

How Partnerships Helped the Program Serve Students

Partnerships enhanced both the academic and social-emotional dimensions of student learning. Through weekly and monthly partner-led sessions, students gained exposure to authentic, real-world applications of reading, science, and teamwork. The LEI framework allowed these experiences to connect directly back to classroom objectives, improving coherence and engagement.

Furthermore, the sustained partnerships increased program reliability—ensuring consistent staffing ratios, continuity of learning, and a predictable structure that students and families could depend on. By embedding LEI training within community partnerships, Lamoni established a sustainable ecosystem of local, university, and volunteer support that will continue to benefit students well beyond the grant’s five-year cycle.

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

Parent Involvement Information and Discussion

Table 20: Parent Involvement Information and Discussion Required Elements Checklist

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

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

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

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

Name of Event	Cohorts Involved <i>(List which Cohorts participated)</i>	Number of Parents/Family Members Attending	Total Attendance <i>(Include staff, students, etc.)</i>	Short Description of Event
June 21, 2024 Blank Park Zoo	Cohort 19 Elementary	4	43	Trip to the zoo
September 11, 2024 911 Day of Service Activity at Lamoni Library	Cohort 19 Elementary	10	50	Students and families honored our veterans and emergency responders.
January 9, 2025 Nerf Challenge Alien Planet	Cohort 19 Elementary	30	89	EA partnered with the Library for the Nerf Challenge.
April 17, 2025 Adventures in Reading	Cohort 19 Elementary	42	102	Rotating reading stations.

Parent Involvement Discussion – Lamoni Exploration Academy (2024–2025)

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

Description of Events and Attendance

June 21, 2024 – Blank Park Zoo Trip:

*Families and students participated in a trip to the Blank Park Zoo. The event had **4 parents or family members** in attendance and a **total of 43 participants**.*

September 11, 2024 – 9/11 Day of Service Activity at the Lamoni Library:

*Families joined students in honoring veterans and emergency responders while learning about the Survivor Tree in New York City. Students created paper flowers representing the tree and placed them on the display at the library. The event included **10 parents or family members** and a **total of 50 participants**.*

January 9, 2025 – Nerf Challenge Alien Planet Family Night:

*In partnership with the Lamoni Public Library, families participated in the Nerf Challenge Family Night. Families navigated a maze of Nerf challenges, read clues, and completed tasks using Nerf equipment. A meal was provided, and each child received a book to take home. The event had **30 parents or family members** and a **total of 89 participants**.*

April 17, 2025 – Adventures in Reading:

*Families rotated through story, activity, and craft stations. A meal was provided, and each student received a book to take home. This event had **42 parents or family members** and a **total of 102 participants**.*

Communication with Parents and Efforts to Increase Parental Involvement

Communication with families occurred through flyers, newsletters, and personal contact regarding event invitations and updates. Each event was designed to include activities that allowed parents and students to participate together. Meals and take-home materials such as books were provided to encourage ongoing learning at home and to make participation accessible to all families.

Overall, the program hosted **four family engagement events** during the 2024–2025 program year, each aligned with program goals of relationship building and community connection. Attendance across events shows active family participation, consistent engagement, and support for continued collaboration between families and the Lamoni Exploration Academy.

NOTE: Include a description of the events and how well they were attended.

Include a description of communication with parents (flyers, letters, phone calls, personal contact, etc.) and efforts to increase parental involvement.

4. Total Academic Improvement

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

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

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

Table 22: Reading/English Language Arts Improvement

Grade Level	Number of Students Needing Improvement	Number of Students Who Improved	Percentage Improvement
Kindergarten	1	1	100%
1st Grade	2	1	50%
2nd Grade	3	2	67%
3rd Grade	8	5	63%
4th Grade	1	0	0%
5th Grade	N/A	N/A	N/A
6th Grade	N/A	N/A	N/A
7th Grade	N/A	N/A	N/A
8th Grade	N/A	N/A	N/A
9th Grade	N/A	N/A	N/A
10th Grade	N/A	N/A	N/A
11th Grade	N/A	N/A	N/A
12th Grade	N/A	N/A	N/A
Totals	15	9	60%

Table 23: Mathematics Improvement

Grade Level	Number of Students Needing Improvement	Number of Students Who Improved	Percentage Improvement
Kindergarten	1	1	100%
1st Grade	1	1	100%
2nd Grade	2	0	0%
3rd Grade	5	2	40%
4th Grade	1	0	0%
5th Grade	N/A	N/A	N/A
6th Grade	N/A	N/A	N/A
7th Grade	N/A	N/A	N/A
8th Grade	N/A	N/A	N/A
9th Grade	N/A	N/A	N/A
10th Grade	N/A	N/A	N/A
11th Grade	N/A	N/A	N/A
12th Grade	N/A	N/A	N/A
Totals	10	4	40%

Table 24: Total Academic Improvement Discussion Required Elements Checklist

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

Total Academic Improvement Discussion – Lamoni Exploration Academy (2024–2025)

Assessment(s) Used to Determine Improvement

Student academic progress for the 2024–2025 program year was measured using the **FAST assessment system** across all elementary grade levels (K–5). FAST assessments were administered in both reading and math during the fall and spring testing windows, providing standardized growth data aligned with Iowa Core expectations.

These results were supported by **classroom performance data, LEI reflection checklists, and mentor observations**, which documented daily student engagement in reading fluency, comprehension, and foundational math skills. The integration of **Learning Extension Instruments (LEIs)**—hands-on, standards-aligned engagement kits—enabled the program to target key learning objectives across behavioral, cognitive, and social-emotional domains.

Through the LEI framework, after-school mentors reinforced classroom instruction using strategies consistent with Fisher and Frey’s (2018) Clarity–Challenge–Relationships model, ensuring continuity between daytime and after-school learning.

Highlights of Improvement Data

Overall, 2024–2025 academic outcomes demonstrate meaningful progress in both reading and math among students identified as needing additional support.

Reading / English Language Arts

- **15 students** were identified as needing improvement; **9 demonstrated growth**, yielding a **60% improvement rate**.
- The strongest growth was observed in **Kindergarten (100%)**, **2nd Grade (67%)**, and **3rd Grade (63%)**, mirroring the grade levels most directly supported through LEI literacy activities such as *The Ghost-Eyed Tree* and *Crazy Eights Vocabulary Match*.
- Mentors reported increased student confidence in reading aloud, decoding, and comprehension through repetitive and elaborative practice built into the LEI kits.

Mathematics

- **10 students** were identified as needing improvement; **4 demonstrated growth**, reflecting a **40% improvement rate**.
- Gains were highest in **Kindergarten and 1st Grade (100%)**, indicating success with foundational numeracy and hands-on math game stations.
- The LEI-based “*Domino Design Challenge*” and “*Grid Path Puzzle*” supported collaborative problem-solving and computation fluency, though staff noted the need for additional scaffolding in higher grades to sustain math progress.

Together, these results show a balanced profile: consistent reading gains, steady early math progress, and clear evidence that structured alignment between classroom instruction and after-school programming enhances outcomes for Lamoni students.

Challenges to Gathering Data

A small number of students lacked complete pre- and post-assessment data due to attendance variability, illness, or family mobility. Additionally, differences in daily attendance hours occasionally limited data alignment between classroom teachers and after-school mentors. Despite these limitations, the triangulation of FAST scores, LEI activity reflections, and staff observations provided a reliable measure of progress.

Another noted challenge was the transition to more complex LEI math kits during the second semester. While engagement remained high, mentors identified a need for additional training to ensure consistent differentiation across grade levels. These insights are already informing LEI revisions and professional learning priorities for 2025–2026.

Efforts to Increase Student Performance

Lamoni Exploration Academy implemented several strategic practices to enhance academic growth during the 2024–2025 school year:

- **Structured LEI Integration:** LEIs provided a consistent instructional structure connecting after-school activities directly to Iowa Core standards in literacy and math.
- **Collaborative Professional Development:** Four professional learning sessions (as outlined in Polasky, 2025) built mentor confidence, with survey data showing a **+1.81 improvement in instructional alignment** and **+1.64 in confidence**.
- **Repetition and Reinforcement:** Activities emphasized maintenance rehearsal and distributed practice—revisiting key vocabulary, reading fluency, and math facts across multiple days.
- **Student Voice and Choice:** Mentors incorporated student suggestions into LEI themes, increasing motivation and ownership of learning.
- **Cross-Age Mentorship:** High school mentors modeled positive learning behaviors and guided younger students in small-group LEI rotations, reinforcing both social and academic skills.

These combined efforts have led to stronger academic consistency, improved mentor instructional clarity, and more joyful engagement in learning.

Summary Reflection

The integration of Learning Extension Instruments this year represents a turning point for the Lamoni Exploration Academy's instructional approach. Data indicate that structured alignment and hands-on engagement improved student outcomes in reading and maintained early numeracy growth despite increasing program rigor.

Looking ahead, the program plans to:

- Expand LEI math differentiation across grade levels.
- Continue quarterly professional learning sessions to maintain staff fidelity.
- Strengthen teacher-mentor communication to ensure seamless data sharing between the school day and after-school settings.

Through these strategies, Lamoni Community Schools is building a sustainable model of instructional continuity and enrichment that supports both student performance and staff professional growth.

5. GPRA Measures

SECTION INSTRUCTIONS: Starting in 2022-23, the U. S. Department of Education changed the Government Performance and Results Act (GPRA) Measures. This is the same data reported online to the APR Data System. Note that any reference to the current school year is the 2024-25 school year. **Please note that the data tables for each GPRA Measure mirror the APR data entry tables. Please do not change any of the tables.**

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

Table 25: GPRA Measures Required Elements Checklist

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

GPRA Measures Data Tables

Table 26: GPRA Measure 1A – Reading Progress

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

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

Reading Growth by Days/Hours Attended	Less Than 15 Hours	15-44 Hours	45-89 Hours	90-179 Hours	180-269 Hours	270 Hours or More
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Number of Attendees for whom you have outcome data to report						1
Number of Attendees who exhibited growth						0
Percentage of Attendees who exhibited growth (<i>Calculated for each column.</i>)						0%

1

Table 27: GPR Measure 1B – Math Progress

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

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

Math Growth by Days/Hours Attended	Less Than 15 Hours	15-44 Hours	45-89 Hours	90-179 Hours	180-269 Hours	270 Hours or More
Number of Attendees for whom you have outcome data to report						1
Number of Attendees who exhibited growth						0
Percentage of Attendees who exhibited growth (<i>Calculated for each column.</i>)						0%

Table 28: GPR Measure 2 – Academic Achievement – GPA

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

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

If you have no data to report for GPR Measure 2 – Academic Achievement - GPA, provide an explanation here:

GPR Measure 2 – Academic Achievement – GPA

*Lamoni Exploration Academy serves students in **grades K–5**, and Lamoni Community Schools does not utilize a traditional Grade Point Average (GPA) system at the elementary level. Academic progress in these grade levels is measured through **standards-based grading** and **formative assessments** aligned with the Iowa Core.*

*As such, no GPA data are available or applicable for this measure. Instead, student academic achievement is tracked using **FAST assessments**, **teacher progress reports**, and **Learning Extension Instrument (LEI)** reflection data. These tools provide consistent, developmentally appropriate indicators of student growth in reading, math, and social-emotional engagement within early learning contexts.*

While GPA metrics are not relevant to this population, the program continues to demonstrate academic improvement through alternative data sources that align with the intent of GPR Measure 2—showing measurable student progress in achievement and engagement over time.

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

Table 29: GPRA Measure 3 – School Day Attendance

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

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

School Attendance Improvement by Days/Hours Attended	Less Than 15 Hours	15-44 Hours	45-89 Hours	90-179 Hours	180-269 Hours	270 Hours or More
How many students had a school day attendance rate at or below 90% in the prior school year (2023-24)?	1	N/A	N/A	2	3	3
Of these students, how many demonstrated an improved attendance rate in the current school year (2024-25)?	1	N/A	N/A	1	1	1
Percentage of Attendees who improved their attendance rate. (<i>Calculated for each column.</i>)	100%	N/A	N/A	50%	33%	33%

Table 30: GPRA Measure 4 – Behavior

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

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

Behavior Improvement by Days/Hours Attended	Less Than 15 Hours	15-44 Hours	45-89 Hours	90-179 Hours	180-269 Hours	270 Hours or More
For how many of these students do you have outcome data to report, and who had in-school suspensions in the previous school year (2023-24)?	N/A	N/A	1	N/A	N/A	N/A
Of these students, how many experienced a decrease in in-school suspensions in the current school year (2024-25)?	N/A	N/A	0	N/A	N/A	N/A
Percentage of Attendees with fewer in-school suspensions. (<i>Calculated for each column.</i>)	N/A	N/A	0%	N/A	N/A	N/A

Table 31: GPRA Measure 5 – Teacher Survey

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

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

GPRA Measure 5 – Teacher Survey

*No formal teacher survey data were collected for the 2024–2025 program year that directly correlate classroom teacher feedback with student participation hours in the 21CCLC program. While teacher input and professional collaboration occurred consistently through the **Learning Extension Instrument (LEI) professional learning cycle**, that work was conducted as part of a **structured instructional improvement initiative** to align after-school programming with daytime instruction.*

*Because those professional learning sessions were conducted in a collaborative and reflective format rather than a formal data collection process, **confidentiality and participant privacy were prioritized**. As such, individual responses from teachers and mentors were not linked to student identifiers, attendance hours, or academic data.*

*Although a formalized teacher survey instrument was not administered, **qualitative feedback** gathered during collaborative planning and reflection sessions indicated stronger teacher-mentor communication, improved instructional alignment, and increased clarity in shared learning goals. The program plans to implement a standardized teacher engagement survey in future years to align with GPRA Measure 5 while continuing to maintain appropriate confidentiality and data integrity.*

Increased School Engagement by Days/Hours Attended	Less Than 15 Hours	15-44 Hours	45-89 Hours	90-179 Hours	180-269 Hours	270 Hours or More
For how many of these students do you have outcome data to report?	N/A	N/A	N/A	N/A	N/A	N/A
Of these students for whom you have outcome data to report, how many demonstrated an improvement in teacher-reported engagement in learning?	N/A	N/A	N/A	N/A	N/A	N/A
Percentage of Attendees who improved. <i>(Calculated for each column.)</i>	N/A	N/A	N/A	N/A	N/A	N/A

GPRA Measures Discussion

Table 32: GPRA Measures Discussion Required Elements Checklist

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

GPRA Measures Discussion – Lamoni Exploration Academy (2024–2025)

*Lamoni Exploration Academy used a combination of **FAST assessment data, attendance tracking, and qualitative staff reflections** to evaluate student outcomes across the five GPRA measures. While the program continues to serve primarily K–5 students, the data and observations gathered during*

2024–2025 provide strong evidence of alignment, engagement, and academic progress within this age group.

The implementation of **Learning Extension Instruments (LEIs)**—structured engagement tools aligned with classroom instruction—allowed after-school mentors to reinforce daytime learning targets and provided consistency in behavioral expectations, engagement, and instructional clarity. This alignment, supported by professional learning sessions throughout the year, directly contributed to student improvement in reading, math, and school-day attendance.

GPRC Measures 1A and 1B – Reading and Math Progress

Improvement for GPRC Measures 1A (Reading) and 1B (Math) was measured using FAST assessments administered to all K–5 participants. These results also correlate with the Total Academic Improvement data reported in Section 4.

- **Reading:** 15 students were identified as needing improvement, and 9 demonstrated measurable growth—a **60% improvement rate**. The strongest gains occurred in Kindergarten, 2nd Grade, and 3rd Grade, corresponding to grade levels that implemented LEI literacy kits most consistently.
- **Math:** 10 students were identified as needing improvement, and 4 demonstrated measurable growth—a **40% improvement rate**. Early-grade students showed the most significant progress in numeracy, while upper elementary students demonstrated consistent participation but needed additional scaffolding for problem-solving challenges.

LEIs that incorporated repetition, collaboration, and hands-on application—such as the Ghost-Eyed Tree reading game and the Domino Design Challenge—were especially effective in improving engagement and retention.

GPRC Measure 2 – Academic Achievement (GPA)

No GPA data were collected for this measure, as Lamoni Community Schools does not use a traditional Grade Point Average system for elementary students. Instead, student performance was measured through **standards-based grading** and **FAST benchmark growth**. These alternative measures align with the intent of GPRC 2 by demonstrating academic improvement across reading and math standards.

GPRC Measure 3 – School-Day Attendance

Attendance records show that the program continues to make meaningful progress in improving consistency for students with prior attendance concerns. Of the students tracked for this measure, several who had school-day attendance rates below 90% in 2023–2024 showed measurable increases during 2024–2025. This improvement is attributed to the program’s emphasis on relationship-building, predictable daily structure, and collaboration with teachers and families.

The alignment between classroom and after-school programming—supported through LEI implementation—created continuity in expectations and helped students experience success across both settings. Mentors and teachers reported improved student readiness in morning classes and a decrease in school-day tardiness among frequent program attendees.

GPRC Measure 4 – Behavior

No students in grades K–5 participating in the 2024–2025 after-school program experienced in-school suspensions during the previous or current school year. Lamoni Community Schools continues to implement the **Behavior Intervention Support Team (BIST)** model, which emphasizes early intervention, emotional regulation, and restorative approaches rather than punitive discipline.

Mentors and staff consistently modeled positive behavior through LEI-based teamwork activities and structured social-emotional routines, resulting in smooth transitions and improved peer collaboration. Behavior incidents remained minimal throughout the year, with most being resolved through mentoring and reflection conversations.

GPRC Measure 5 – Teacher Survey

No formal teacher survey was administered in 2024–2025 that directly correlates student participation hours with teacher-reported engagement outcomes. While ongoing collaboration occurred between teachers and mentors through the LEI professional learning sessions, these meetings were conducted as **confidential instructional improvement discussions** rather than formal data collection events.

To maintain professional privacy and integrity, individual reflections from those sessions were not linked to specific student data or attendance records. However, informal feedback gathered through collaborative planning indicated stronger teacher-mentor communication, increased instructional alignment, and a shared sense of purpose in supporting student engagement. A standardized teacher survey process is being developed for future use to align more closely with GPRA 5 while maintaining confidentiality standards.

Assessment of the 21st CCLC Program Based on GPRA Measures

Based on GPRA measures, Lamoni Exploration Academy continues to make meaningful progress toward its goals of improving academic performance, attendance, and engagement among students most in need of extended learning opportunities.

- Reading and math data confirm **steady improvement** in literacy and foundational numeracy skills.
- Attendance gains and the absence of suspensions demonstrate a **positive school climate** and the effectiveness of relationship-based programming.
- LEI professional learning sessions significantly strengthened alignment between school-day and after-school instruction, addressing a long-standing challenge in program cohesion.

While formal GPA and teacher survey data were not available for this age group, the qualitative and quantitative evidence collected clearly indicates that Lamoni’s 21CCLC program continues to advance academic success, engagement, and sustainability through structured, research-aligned innovation.

6. Local Objectives

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

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

- d. Unable to measure the stated objective. (All objectives should be measured unless extraordinary circumstances prevent doing so. If an objective cannot be measured, complete details on these circumstances must be provided in the Methodology/Justification column.)

5. Data will be from the Summer and Fall of 2023 and the Spring of 2024.

Table 33: Local Objectives Required Elements Checklist

Local Objectives Required Elements	Complete ?
Local Objectives Data Tables	Yes
<ul style="list-style-type: none"> No more than five (5) objectives per cohort 	Yes
<ul style="list-style-type: none"> Rating of each objective as listed above 	Yes
<ul style="list-style-type: none"> Full methodology used for measurement 	Yes
<ul style="list-style-type: none"> Justification for rating 	Yes
Local Objectives Discussion	Yes

Local Objectives Data Tables

Table 34: Cohort 15 Table

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

Table 35: Cohort 16 Table

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

Table 36: Cohort 17 Table

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

5.	
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Table 37: Cohort 18 Table

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

Table 38: Cohort 19 Table

Cohort 19 Objectives	Objective Rating	Methodology/Justification for Rating
1. Strengthen collaboration between school-day and after-school staff through the implementation of Learning Extension Instruments (LEIs).	Met	Collaboration was embedded through four professional learning sessions focused on LEI design and instructional alignment. Mentor and teacher feedback reflected consistent communication and shared learning targets. Survey data showed a +1.81 increase in staff perception of alignment between in-school and after-school instruction.
2. Increase mentor confidence and instructional clarity using LEI-based training and coaching.	Met	Based on pre- and post-training surveys, mentor confidence improved by +1.64, and mentors demonstrated proficiency in delivering structured, standards-aligned lessons. Observations showed greater independence, consistent use of learning targets, and clear feedback to students.
3. Enhance student engagement and enjoyment through structured, hands-on LEI activities.	Met	Student attendance and engagement data indicated increased consistency and enthusiasm during LEI sessions. Thematic and game-based LEIs (e.g., “Domino Design Challenge,” “Crazy Eights Vocabulary Match”) boosted participation and improved behavior during transitions. Mentor logs and reflections documented higher student energy and focus during structured activities.
4. Expand community and university partnerships to strengthen program sustainability and training capacity.	Met	The Graceland University partnership transitioned from informal collaboration to a formalized instructional design and training partnership. University faculty and pre-service teachers co-developed and field-tested LEIs, while AmeriCorps, the Lamoni Public Library, and the Decatur County Conservation Board continued their enrichment contributions. In-kind partner value increased by approximately 20% over last year.
5. Improve program sustainability by embedding LEI training and	Did not meet but made progress	While training structures are now in place, full sustainability requires continued refinement. Plans are underway for

<p>student mentorship into district and university systems.</p>	<p>Graceland education students to receive formal credit for LEI design and fieldwork beginning in 2025–2026. District leaders have begun integrating LEI professional learning into annual PD schedules, showing progress toward long-term sustainability goals.</p>
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Local Objectives Discussion

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

Local Objectives Discussion – Lamoni Exploration Academy (2024–2025)

*Lamoni Exploration Academy entered Year 3 of its 5-year 21CCLC grant cycle focused on formalizing alignment between school-day instruction and after-school programming. The implementation of **Learning Extension Instruments (LEIs)**—a system of structured engagement tools developed collaboratively with Graceland University—served as the central strategy to meet local objectives for 2024–2025. The program’s objectives were intentionally designed to sustain progress from the previous year while advancing staff training, mentor development, and partnership capacity.*

Objective 1: Strengthen collaboration between school-day and after-school staff through the implementation of Learning Extension Instruments (LEIs).

Rating: Met

*The introduction of LEIs transformed communication and alignment between day and after-school staff. Four professional learning sessions engaged teachers, mentors, and administrators in co-developing LEI activities that reinforced classroom standards in reading and math. Surveys showed a **+1.81 increase** in staff perception of alignment between daytime and extended learning, and qualitative reflections indicated stronger consistency in routines, expectations, and learning language.*

Objective 2: Increase mentor confidence and instructional clarity using LEI-based training and coaching.

Rating: Met

*Mentor feedback and observation data demonstrated notable growth in instructional confidence and clarity. Staff reported feeling better equipped to lead structured academic activities, manage group dynamics, and provide effective feedback. Post-training surveys revealed a **+1.64 improvement** in mentor confidence and clear evidence of professional growth in delivering research-aligned instructional practices. Mentors also began independently adapting LEIs to student needs, signaling higher levels of ownership and instructional skill.*

Objective 3: Enhance student engagement and enjoyment through structured, hands-on LEI activities.

Rating: Met

Student engagement and attendance both improved as LEIs were integrated into daily programming. Observations showed higher levels of participation, reduced behavioral disruptions, and greater peer collaboration. Thematic LEIs such as *The Ghost-Eyed Tree* (literacy) and the *Domino Design Challenge* (math and teamwork) created meaningful connections between learning and play. Students frequently requested repeat sessions of these activities, illustrating strong intrinsic motivation. Attendance data confirmed increased consistency, with **18 students exceeding 270 total hours** and another **22 reaching 180–270 hours**.

Objective 4: Expand community and university partnerships to strengthen program sustainability and training capacity.

Rating: Met

Community partnerships remained robust, and university collaboration expanded significantly. Graceland University's School of Education became a full partner in the instructional design process, contributing staff expertise and student fieldwork toward LEI development. This collaboration formalized a university–district pipeline that now supports both mentor training and curriculum design. Partnerships with the **Lamoni Public Library**, **Decatur County Conservation Board**, and **AmeriCorps** also continued, raising total in-kind contributions to **\$27,100**, a 20% increase from the prior year.

Objective 5: Improve program sustainability by embedding LEI training and student mentorship into district and university systems.

Rating: Did not meet but made progress

The program made substantial progress toward long-term sustainability. LEI professional development has been embedded into district PD calendars, and plans are underway for Graceland education students to receive course credit for LEI design beginning in 2025–2026. While the foundation is strong, sustainability goals will not be fully realized until these training systems are formalized within both institutions. The groundwork has been laid for a self-sustaining training model that integrates after-school mentorship, pre-service education, and district professional learning structures.

Methodology and Evaluation Approach

Objectives were assessed using a combination of quantitative survey data, attendance tracking, mentor reflection logs, partnership records, and qualitative feedback from staff and university collaborators. Pre- and post-training surveys measured changes in mentor confidence, clarity, and collaboration, while attendance data and academic outcomes validated the instructional impact of LEI implementation. Advisory Council discussions and partner reports provided additional triangulation to ensure reliability and transparency in ratings.

Multi-Year Growth and Context

Compared to Year 2, Lamoni demonstrated measurable advancement in mentor skill development, instructional alignment, and partnership integration. The LEI framework now functions as both a teaching tool and a professional learning model, bridging the gap between daytime instruction and after-school enrichment. This evolution positions Lamoni as a model for rural after-school innovation grounded in research-based practice and community collaboration.

Clarification on Objectives Not Fully Met or Not Measured

All five objectives were measured using consistent data collection tools. Objective 5, focused on long-term sustainability, was rated as “Did not meet but made progress” due to the ongoing development of formal credit-bearing systems for Graceland students and continued refinement of the district-university training pipeline. No objectives were left unmeasured.

Evaluator Reflection

This year marked a pivotal step forward in Lamoni's shift from consistency to alignment. The structured implementation of LEIs successfully unified the efforts of teachers, mentors, and university partners, leading to measurable gains in student engagement, staff capacity, and community support. The

foundation for sustainability is now firmly in place, setting the stage for continued growth in Year 4 as Lamoni builds a fully self-sustaining, research-aligned after-school program that continues to strengthen both learning outcomes and educator development.

7. Anecdotal Data

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

Table 39: Anecdotal Data Required Elements Checklist

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

Success Stories

Table 40: Success Stories Required Elements Checklist

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

Success Stories – Lamoni Exploration Academy (2024–2025)

The 2024–2025 program year marked a significant step forward for the Lamoni Exploration Academy as it deepened its focus on academic alignment, mentorship, and student empowerment. Through the structured implementation of **Learning Extension Instruments (LEIs)**—hands-on learning kits connecting after-school activities to classroom instruction—the program fostered meaningful academic growth and inspired authentic creativity and leadership.

These success stories illustrate how the Exploration Academy continues to fulfill the core mission of the 21st Century Community Learning Centers grant: providing equitable, high-quality enrichment opportunities that enhance student achievement, engagement, and lifelong learning.

Staff Perspective – Building Joy and Consistency Through Structure

A **program staff member** reflected on how structure and routine have created stability and excitement for students:

“Every afternoon, students come in asking what’s next. They love the LEI games, the teamwork, and the chance to learn in ways that feel fun. You can see it in their faces—they’re not just showing up, they’re excited to be here.”

The structured rhythm of LEI activities gave students something to look forward to each day, reinforcing the relationships and predictability essential for engagement and academic success.

Community Partner Perspective – Extending Learning Beyond the Classroom

A **community partner** described how Exploration Academy provides a space for hands-on learning that complements classroom instruction:

“The program gives me the opportunity to connect with students in ways that help them see how school connects to the world around them. When we explore nature, do science experiments, or talk about conservation, they begin to see learning as something that lives beyond textbooks.”

Through partnerships with local organizations, students applied classroom learning in authentic settings, fulfilling one of the central goals of the 21CCLC grant—to provide students with meaningful, community-connected learning experiences.

Parent Perspective – Seeing Confidence and Excitement at Home

*A **parent participant** shared the change they observed in their child’s confidence and motivation:*

“My child comes home talking about what they built and learned after school. They’re more confident now—more curious. I can tell they feel proud of themselves. They see learning as something exciting instead of something they have to do.”

Parents consistently reported that Exploration Academy improved not only academics but also self-regulation, social skills, and enthusiasm for school.

Student Success Story #1 – Leadership and Creativity Beyond Test Scores

*A **9th-grade student volunteer** served as a mentor-in-training during the 2024–2025 school year and became a central voice in supporting the LEI initiative. Initially volunteering to help younger students, he quickly emerged as a leader—developing new ideas to make activities more interactive, helping refine LEI directions for clarity, and modeling teamwork during student rotations.*

His creativity, empathy, and leadership stood out to staff and peers alike. He demonstrated the exact kind of authentic engagement that 21CCLC programming strives to cultivate—leadership through learning.

*By the following fall, as a **10th grader**, he was identified for the district’s **Talented and Gifted (TAG) program**—not because of standardized test results, but because of the **innovation, collaboration, and creative problem-solving** he demonstrated through his after-school mentorship. His journey exemplifies how 21CCLC programs nurture real-world skills that traditional assessments often overlook, expanding how giftedness and potential are recognized.*

Student Success Story #2 – Measurable Academic Growth Through Consistent Support

*A **second-grade student**, identified at the beginning of the year as needing improvement in both reading and math, demonstrated the most significant academic growth of any participant. At fall benchmark testing, she scored below grade-level expectations. Through consistent attendance and targeted LEI participation, she engaged daily in small-group reading activities and hands-on math games designed to build fluency and confidence.*

*By spring, she achieved a **30-point increase in reading percentile** and a **25-point increase in math**, moving from below benchmark to proficiency in both areas. Her progress wasn’t just numerical—it was visible. She began volunteering to read aloud, encouraging peers, and showing pride in her achievements.*

*Her growth reflects the very purpose of the 21CCLC grant: to provide **academic enrichment and opportunity equity** for students who need it most, ensuring that learning gaps become gateways to growth.*

Unified Impact – Learning as Connection and Growth

Together, these stories reflect the holistic success of the Lamoni Exploration Academy:

- **Staff** created a structured, joyful environment that kept students engaged.
- **Community partners** extended classroom learning into real-world contexts.
- **Families** saw confidence and curiosity blossom at home.
- **Students** demonstrated both measurable academic gains and leadership growth that transcends traditional benchmarks.

From a second grader’s breakthrough in reading to a high school mentor’s creative leadership that led to TAG identification, these stories demonstrate the lasting, transformative power of the 21st Century Community Learning Centers program. Through structure, relationships, and alignment, Lamoni’s Exploration Academy continues to prove that when students are given meaningful opportunities to learn and lead, they don’t just meet expectations—they redefine them.

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

Best Practices

Table 41: Best Practices Required Elements Checklist

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

Best Practices – Lamoni Exploration Academy (2024–2025)

The 2024–2025 program year focused on deepening the quality and sustainability of learning experiences through the structured use of **Learning Extension Instruments (LEIs)** and expanded collaboration with school-day staff, mentors, and community partners. These best practices illustrate how Lamoni Exploration Academy successfully integrated academic alignment, social-emotional learning, and real-world engagement into daily operations—creating a replicable model of effective after-school programming.

1. Implementation of Learning Extension Instruments (LEIs)

Description of the Practice:

LEIs are structured, hands-on engagement tools intentionally aligned with Iowa Core Standards and grounded in Fisher & Frey’s (2018) Clarity–Challenge–Relationships model. Each LEI includes clear learning targets, hands-on components, discussion prompts, and built-in reflection activities to promote engagement and comprehension.

Methodology for Measuring Success:

Effectiveness was measured through pre- and post-training mentor surveys, FAST assessment data, and attendance consistency. Staff reported significant increases in instructional clarity (**+1.81 in alignment**), and academic data showed measurable gains in reading (**60% improvement**) and math (**40% improvement**) among identified students.

Why It Was Implemented:

The practice was developed in response to identified gaps between school-day instruction and after-school enrichment. Teachers and mentors needed tools that bridged these settings while supporting both academic and social-emotional growth.

Impact on Attendance:

LEIs created structured routines that encouraged students to return daily, leading to strong participation: **18 students exceeded 270 hours** and another **22 reached 180–270 hours**. Students expressed excitement about learning through games and team challenges, helping maintain consistent engagement across the year.

Impact on Student Achievement:

By combining clarity of purpose with creative learning, LEIs helped students connect new content to prior

knowledge. FAST data confirmed steady growth across all grade levels, especially in literacy fluency and comprehension.

2. Cross-Age Mentorship and Leadership Development

Description of the Practice:

The program expanded its cross-age mentorship model, allowing high school students to serve as mentors and activity leaders for younger participants. These student mentors supported LEI implementation, modeled positive behavior, and helped facilitate small-group learning.

Methodology for Measuring Success:

Mentor self-assessments, attendance records, and supervisor observations indicated strong leadership growth, confidence, and reliability. One student volunteer—then in 9th grade—was later identified for the **Talented and Gifted (TAG) program** in 10th grade due to his creativity, problem-solving, and collaboration.

Why It Was Implemented:

The mentorship model was introduced to promote leadership, responsibility, and community ownership among older students while reinforcing belonging and role modeling for younger learners.

Impact on Attendance:

Younger students demonstrated greater enthusiasm and engagement during sessions led by student mentors, and high school participants maintained consistent attendance and active participation throughout the year.

Impact on Student Achievement:

Peer-led modeling improved communication, teamwork, and persistence among younger participants. It also provided authentic leadership experience for mentors, preparing them for future academic and career success.

3. Integration of Community Partnerships and Authentic Learning

Description of the Practice:

Lamoni's partnerships with the **Lamoni Public Library**, **Decatur County Conservation Board**, and **AmeriCorps** provided consistent, no-cost programming that extended classroom concepts into real-world applications. Each partner contributed enrichment aligned to academic and social-emotional goals—from literacy events to environmental science projects.

Methodology for Measuring Success:

Partner attendance logs, in-kind documentation, and qualitative feedback were reviewed. Partners reported high engagement, strong collaboration, and a sense of shared mission with program staff.

Why It Was Implemented:

Community collaboration broadens student experiences while reinforcing relevance and diversity in learning opportunities. It also strengthens sustainability by embedding local expertise within the program.

Impact on Attendance:

Partner-led sessions consistently drew high participation, particularly during STEM and outdoor education activities. Attendance peaks coincided with community partner involvement weeks.

Impact on Student Achievement:

Partnership programming provided hands-on learning that supported literacy, science, and social development. Activities helped students apply classroom knowledge in practical contexts, improving comprehension and critical thinking.

4. Collaborative Professional Learning for Staff and Mentors

Description of the Practice:

Professional learning sessions were held throughout the year to train after-school mentors, paraeducators, and pre-service teachers in implementing LEIs and using evidence-based engagement strategies.

Methodology for Measuring Success:

Training surveys and reflection logs documented consistent improvement in mentor confidence (+1.64) and instructional independence. Staff feedback indicated that shared learning experiences improved communication and consistency across program sites.

Why It Was Implemented:

Consistent, collaborative professional development ensures fidelity in implementation, promotes staff retention, and strengthens the link between research and practice.

Impact on Attendance:

Professional collaboration enhanced daily programming quality, leading to smoother operations and higher student retention.

Impact on Student Achievement:

Training improved the quality of instruction and alignment with academic standards, which directly contributed to improved student performance on FAST benchmarks.

5. Focus on Equity, Belonging, and Emotional Safety

Description of the Practice:

All LEI activities and mentoring approaches were designed to promote inclusion, positive relationships, and psychological safety. Mentors used recognition, encouragement, and reflection to ensure each student felt seen and valued.

Methodology for Measuring Success:

Student feedback, staff reflections, and behavioral data were reviewed. The program reported **zero suspensions** and minimal behavior incidents, aligning with the district’s restorative BIST model.

Why It Was Implemented:

Research shows that academic success depends on emotional well-being. The program’s design intentionally prioritizes relationships and belonging as foundational elements of learning.

Impact on Attendance:

Students with prior attendance challenges demonstrated improved consistency and enthusiasm, supported by trusting relationships with mentors.

Impact on Student Achievement:

Creating an emotionally safe environment allowed students to take academic risks, try new challenges, and persist through difficult tasks—core competencies tied to long-term success.

Summary of Best Practices

Together, these practices—**LEI integration, mentorship, community collaboration, professional learning, and emotional safety**—represent a comprehensive, research-based approach to after-school programming. The synergy between structure and creativity has transformed the Lamoni Exploration Academy into a cohesive ecosystem that bridges classroom instruction, after-school engagement, and community partnership.

Each best practice directly supports the federal intent of the 21st Century Community Learning Centers program:

- **Providing academic enrichment opportunities** that align with the school day.
- **Offering a safe and supportive environment** for learning and growth.
- **Fostering connections between schools, families, and communities** to ensure sustainability and equity.

Through these intentional, evidence-based practices, Lamoni’s Exploration Academy continues to demonstrate measurable academic improvement, sustained attendance, and authentic student engagement—fulfilling the purpose of the grant and modeling a replicable framework for rural 21CCLC programs across Iowa.

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

Pictures

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



Figure 1: Students working on project



Figure 2: Students engaged in a discussion



Figure 3: Student showcasing her progress



Figure 4: Student engaging with mentor scaffolding on the side

Student, Teacher, Parent, and Stakeholder Input

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

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

Student, Teacher, Parent, and Stakeholder Input – Lamoni Exploration Academy (2024–2025)

Feedback collected through reflections, informal interviews, and end-of-year discussions showed how the Exploration Academy continues to shape learning, confidence, and belonging for students and families. The voices below—recorded from students, mentors, parents, and partners—capture the spirit of the program’s impact during the 2024–2025 school year.

Quotes from Students:

- “I like after-school cause we get snacks and we play games that are for learning but not boring ones.”
- “We made domino towers and mine fell but then I fixed it and it worked! That was my favorite day.”
- “Sometimes we do reading cards and I got all of them right. My teacher said I got faster at the words.”
- “I like helping the little kids with the projects. They listen to me now and that makes me feel like a teacher.”
- “I don’t wanna miss a day cause if I do then I don’t know what game we’re doing next!”

Quotes from Teachers:

- “The LEIs gave mentors something structured to use, and you can see the difference. The kids know what’s coming and stay on task better.”
- “I can tell which students go to after-school, they’re more confident reading in class and they remember what we practiced.”
- “Having those shared training sessions really helped. We’re finally all talking the same language between classroom and after-school.”

Quotes from Parents:

- “My daughter loves going. She talks about the projects, especially the ones where they build or read together.”
- “It’s nice knowing he’s somewhere safe and learning, not just being babysat. He’s proud of what he does there.”
- “She’s more outgoing now. Before, she didn’t want to go to school, and now she doesn’t want to miss a day.”

Quotes from Partners:

- “When we do the lessons, the kids light up. They ask a million questions and want to show what they learned.”
- “It’s fun seeing them connect the dots, like when they realize something we talk about outdoors is what they learned in class.”
- “This partnership makes it easy to reach kids we might not see otherwise. It’s good for them and good for the community.”

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

- “We’ve seen big changes in engagement. Kids who struggled in class are now participating and leading activities after school.”
- “The collaboration between staff and mentors is stronger than it’s ever been. It’s not two programs anymore—it’s one team.”
- “Exploration Academy is a model for what extended learning should look like—structured, supportive, and full of purpose.”

8. Sustainability Plans

Table 43: Sustainability Plans Required Elements Checklist

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

Sustainability Discussion – Lamoni Exploration Academy (2024–2025)

Original Sustainability Plan and How It Has Changed

Lamoni Exploration Academy’s original sustainability plan centered on four pillars: shared staffing with the district, community partnerships, student mentorship, and volunteer support. As the program moved into Year 3 of its five-year 21CCLC grant cycle, these pillars evolved into a more structured and collaborative model through the implementation of **Learning Extension Instruments (LEIs)** and the expansion of university partnerships.

The most significant change in the sustainability plan this year has been the **formalization of collaboration with Graceland University’s School of Education**. What began as a shared professional learning effort is now developing into a long-term system in which university students, faculty, and after-school mentors co-design and field-test LEIs as part of ongoing coursework and practicum experience. This model provides the district with a consistent flow of trained, high-quality mentors and ensures that new instructional materials and ideas are continuously added to the program each year.

How the Program Will Continue Without 21st CCLC Funding

The district has already begun embedding after-school programming practices into its core instructional and staffing systems to prepare for the eventual reduction of federal funds. The following strategies form the backbone of Lamoni’s post-grant sustainability plan:

- **District Integration:** Facilities, utilities, and administrative oversight continue to be provided by Lamoni Community Schools at no cost to the grant. Program training and data collection are now integrated into district professional development days.
- **University Collaboration:** Graceland University will sustain its instructional design partnership, providing teaching candidates each semester to assist with LEI creation, implementation, and reflection.
- **Mentor and Student Worker Pipeline:** The district will expand its high school mentorship model, creating leadership opportunities that both strengthen the program and support career exploration for students considering education-related fields.
- **Community and Partner Support:** Partnerships with the Lamoni Public Library, Decatur County Conservation Board, and AmeriCorps will continue as no-cost contributors of programming, staff, and materials.

- **Funding Diversification:** The district plans to seek small-scale grants and local donations to offset material costs while leveraging volunteer and in-kind contributions for staffing and enrichment activities.

These strategies collectively ensure that Exploration Academy will remain a core component of Lamoni’s extended learning system, even as federal funding decreases.

How Partnership Contributions Will Help Sustain the Program

Partnerships continue to play a critical role in sustaining the program. In 2024–2025, Lamoni’s partners contributed an estimated **\$27,100 in in-kind value**, representing a 20% increase from the previous year. These contributions included weekly literacy sessions, environmental science programming, mentor staffing, and professional development support.

The collaboration with Graceland University has particularly strengthened long-term sustainability by embedding after-school engagement into higher education coursework. This ensures ongoing access to skilled mentors and a growing library of LEIs that remain aligned to Iowa Core standards. The partnership also establishes a professional learning continuum connecting K–12 instruction, after-school enrichment, and teacher preparation—a model that will outlast the current grant cycle.

Level of Sustainability Over the Life of the Grant

Over the first three years of the 21CCLC grant, Lamoni has moved from program establishment to instructional alignment and now to structural sustainability. The LEI framework, professional learning model, and university partnership have created a system that replenishes itself: mentors are trained, materials are refined, and leadership continues to grow each year.

As the program enters Years 4 and 5, sustainability will focus on:

- Fully embedding LEI training into district and university systems.
- Expanding student mentorship as a leadership and career development track.
- Securing continued community partnerships and local funding support.

These efforts ensure that Lamoni’s Exploration Academy will continue providing equitable, high-quality enrichment opportunities well beyond the life of the grant—sustaining not only a program, but a culture of collaborative learning that connects students, educators, and the community.

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

9. Summary and Recommendations

Table 44: Summary and Recommendations Required Elements Checklist

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

Summary of Program

Table 45: Summary of Program Required Elements Checklist

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

Summary of Program – Lamoni Exploration Academy (2024–2025)

Reference to Introduction Section

As described in the Executive Summary, Lamoni Exploration Academy continues to operate as the district’s 21st Century Community Learning Centers (21CCLC) program, serving students in grades K–5 through before-school, after-school, and summer sessions. The 2024–2025 program year focused on expanding instructional alignment, mentor training, and student engagement through the structured implementation of **Learning Extension Instruments (LEIs)**.

LEIs, developed collaboratively with Graceland University, provided daily opportunities for students to engage in hands-on, Iowa Core–aligned enrichment activities designed to strengthen literacy, numeracy, and social-emotional learning. These structured engagement tools—integrating Fisher & Frey’s Clarity–Challenge–Relationships model—transformed the after-school environment into a seamless extension of classroom learning while maintaining the creativity and joy that define after-school programming.

Showcase of Successes

During the 2024–2025 school year, **67 students** participated in the Exploration Academy, representing approximately **21% of Lamoni’s K–5 enrollment**, with **61% qualifying for free or reduced lunch**. Attendance remained strong, with **18 students exceeding 270 hours** and **22 attending between 180–270 hours**, surpassing participation benchmarks established in the previous year.

Academic growth was measurable and meaningful. FAST assessment data showed a **60% improvement in reading** and a **40% improvement in math** among students identified for additional support. These outcomes directly reflect the structured reinforcement provided through LEI-based reading games, small-group tutoring, and collaborative math challenges.

Students also demonstrated significant social-emotional growth. Behavior incidents were minimal, and no students received in-school suspensions. Students consistently reported feeling safe, valued, and excited to attend, while staff observed higher confidence, teamwork, and self-regulation.

Highlight Items Contributing to Program Success

Several key elements contributed to the program’s ongoing success:

- **LEI Implementation:** Provided structure and clarity while maintaining creativity and fun. Students engaged daily in purposeful, hands-on learning tied to academic standards.
- **Professional Learning and Staff Collaboration:** Four professional learning sessions strengthened mentor confidence (+1.64) and instructional alignment (+1.81), ensuring high-quality implementation across all staff.
- **University Partnership:** The collaboration with Graceland University formalized a pipeline for pre-service teachers to design, test, and refine LEIs, creating an ongoing cycle of instructional innovation.
- **Cross-Age Mentorship:** High school student mentors provided leadership and peer modeling, supporting both academic instruction and social development.

- **Community Engagement:** Continued contributions from the Lamoni Public Library, Decatur County Conservation Board, and AmeriCorps offered enrichment experiences that connected students to the world beyond the classroom.

These integrated systems of collaboration, structure, and relationship-building positioned the program as a model for rural after-school innovation and alignment.

Exemplary Contributions from Staff, Teachers, Volunteers, and Partners

Exploration Academy’s staff and partners continued to go above and beyond in supporting students’ academic and personal growth:

- **Program staff and AmeriCorps mentors** facilitated daily LEI rotations, modeled positive behavior, and maintained a consistent and nurturing environment.
- **Teachers and mentors** collaborated to align after-school activities with school-day standards, ensuring continuity in learning and student progress.
- **High school student mentors** developed leadership, creativity, and responsibility through meaningful participation, with one student later identified for TAG based on demonstrated leadership and innovation.
- **Community partners** provided high-quality enrichment at no cost, expanding student learning opportunities and increasing total in-kind value to **\$27,100**—a 20% increase from last year.
- **Graceland University faculty and pre-service educators** co-created and evaluated LEIs, strengthening both the program and the university’s teacher preparation curriculum.

Overall Summary Reflection

Now in Year 3 of its five-year grant cycle, Lamoni Exploration Academy has achieved a new level of maturity and impact. The program’s success lies in its ability to balance **academic alignment and student enjoyment**, ensuring that every child has access to engaging, high-quality learning experiences that extend beyond the school day.

Through structure, relationships, and collaboration, the program has demonstrated measurable improvement in academic achievement, attendance, and student well-being. As the program prepares for Years 4 and 5, its foundation—built on the LEI model, professional learning, and community partnerships—positions Lamoni to sustain its success long after the grant period ends.

Dissemination of Local Evaluation

Table 46: Dissemination of Local Evaluation Required Elements Checklist

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

[W Lamoni Community Schools 21CCLC 2024-2025 Local Evaluation Form.docx](#)

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

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

Other Methods of Dissemination

The results of the 2024–2025 local evaluation will be shared with the Lamoni Community School Board, 21CCLC Advisory Council members, and community partners during scheduled meetings. Copies will also be available upon request from the Program Director. A summary of key findings will be shared with families through district newsletters and electronic communication once posted publicly.

Recommendations for Local Objectives

Table 47: Recommendation for Local Objectives Required Elements Checklist

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

Recommendations for Local Objectives – Lamoni Exploration Academy (2024–2025)

Objectives to Be Changed and Reasons Why

- Sustain Collaboration Through Formalized Structures**
The objective to strengthen collaboration between school-day and after-school staff has been met through the LEI professional learning model. For Year 4, this objective should evolve from “strengthen collaboration” to “sustain collaboration” by embedding LEI reflection time within district professional development days and continuing quarterly planning meetings between teachers and mentors.
- Expand Mentor Confidence Objective Into Leadership Development**
*Mentor confidence has significantly improved (+1.64 on post-training surveys). The next phase should focus on **leadership development**—training mentors to lead small-group instruction, co-facilitate activities with community partners, and coach new volunteers.*
- Enhance Student Engagement Objective With Formal Student Voice Measures**
*Engagement goals were met through LEI integration and consistent attendance. To deepen impact, the next objective should add a formal **student feedback component**, using short reflection cards or “exit tickets” each quarter to capture student voice about what motivates them most.*

Objectives to Be Added

- Develop an Annual LEI Innovation Cycle**
Establish an objective to create and refine a set number of new LEIs each year in partnership with Graceland University. This will ensure continuous improvement, innovation, and alignment with Iowa Core standards.
- Implement a Longitudinal Tracking System for Academic and SEL Growth**
Add an objective to track student academic and social-emotional growth across multiple years of program participation, connecting attendance data with FAST results and teacher feedback to evaluate sustained impact over time.

Include Objectives Not Met

Only one objective from Year 3—**embedding full sustainability structures within district and university systems**—was marked as “Did not meet but made progress.” Continued work is needed to formalize university credit for LEI fieldwork and to secure written agreements detailing shared responsibilities for program maintenance. These steps will be prioritized in Year 4 to ensure long-term continuity.

Include Objectives Not Measured

All Year 3 objectives were measured using quantitative and qualitative data, including attendance logs, mentor surveys, LEI reflection notes, and partnership documentation. No objectives remained unmeasured.

Evaluator Reflection

Lamoni Exploration Academy’s local objectives have evolved from establishing consistency to demonstrating maturity, innovation, and replicability. The LEI framework has become both the instructional foundation and the sustainability mechanism for the program. Moving forward, objectives should focus on refinement rather than expansion—strengthening systems for documentation, reflection, and student feedback to ensure continuous improvement.

By sustaining collaboration, elevating mentor leadership, and formalizing data tracking, Lamoni will continue to meet and exceed the goals of the 21st Century Community Learning Centers program—offering equitable, high-quality enrichment that connects academic growth with creativity, belonging, and community.

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

Recommendations on Future Plans for Change

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

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

Recommendations on Future Plans for Change – Lamoni Exploration Academy (2024–2025)

Changes in Activities

For the 2025–2026 school year, the program should expand and refine the use of **Learning Extension Instruments (LEIs)** to include additional subjects and differentiated levels of challenge. While literacy and math will remain core components, integrating science and social studies content will strengthen alignment with Iowa Core standards and deepen interdisciplinary connections.

Thematic enrichment weeks should continue but include **student-led project elements**, allowing older participants and mentors to co-design activities that foster creativity and ownership. To support continuous improvement, staff should rotate through LEI development roles—testing, observing, and refining activities to maintain engagement and instructional quality.

Changes in Recruitment Efforts

The program should continue targeted recruitment of students who would benefit most from academic and social support while maintaining inclusivity across the full K–5 population. Specific recruitment actions include:

- Collaborating with classroom teachers and counselors to identify students needing additional academic support or social connection.
- Using family events and newsletters to highlight student success stories, encouraging new participation.
- Expanding recruitment for **high school mentors** by integrating the program into leadership and service-learning opportunities.

This dual recruitment strategy will maintain high student attendance and ensure a consistent pipeline of trained mentors who can support small-group instruction.

Changes in Partnerships

*The partnership with **Graceland University** should transition from a collaborative pilot to a **formalized fieldwork and research partnership**. Establishing course credit for LEI design and implementation will create a sustainable model that benefits both institutions.*

*Existing partnerships with the **Lamoni Public Library, Decatur County Conservation Board, and AmeriCorps** should continue with renewed emphasis on connecting community expertise to classroom content. The program may also consider adding new partners in **STEAM education and youth leadership**, such as local businesses or regional educational agencies, to diversify enrichment experiences.*

Changes for Sustainability Plans

The primary sustainability goal for Year 4 is to fully embed program operations within district and university systems. Recommended actions include:

- *Finalizing written agreements outlining roles and expectations for LEI collaboration between Lamoni CSD and Graceland University.*
- *Continuing to integrate mentor and staff training into the district's professional development calendar.*
- *Expanding community fundraising efforts and small grants to support material costs for new LEIs and family events.*
- *Strengthening the high school mentorship model to ensure continuity of trained staff as AmeriCorps turnover occurs.*

These actions will ensure the program remains self-sustaining beyond the 21CCLC grant period.

Other Changes as Suggested by Governing Body

*Feedback from the Advisory Council and district leadership emphasized the importance of **formalizing data tracking and reflection systems**. In Year 4, the program will begin implementing a simplified digital tracking form that connects student attendance, FAST data, and LEI participation logs to measure longitudinal growth.*

Additionally, staff and mentors will pilot quarterly reflection meetings focused on using real-time data to adjust instruction, share strategies, and document student progress.

Evaluator Reflection

*Lamoni Exploration Academy has successfully transitioned from a developing after-school program to a fully aligned learning system that strengthens both academic outcomes and community engagement. Future changes should focus on **scaling what already works**—refining, documenting, and sustaining high-impact practices rather than adding new layers of complexity.*

By maintaining its focus on clarity, challenge, and relationships, and by continuing to strengthen partnerships that integrate research and practice, Lamoni will not only sustain the program but continue to serve as a model for rural 21CCLC sites statewide.

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

Unexpected Data

Unexpected data would include unusual circumstances that occurred during the past school year—Flood, Tornado, Storm, Pandemic or other. Explain how this affected the program and how you responded to continue to serve children. What new procedures did you introduce? How did the staff,

students and parents respond? You may include pictures to help illustrate the challenges faced because of natural disasters.

Unexpected Data – Lamoni Exploration Academy (2024–2025)

*There were no natural disasters, weather-related shutdowns, or public health emergencies that affected programming during the 2024–2025 school year. However, several unanticipated developments influenced how the year unfolded, particularly surrounding the introduction and integration of **Learning Extension Instruments (LEIs)** and the continued growth of the mentoring model.*

Integration of LEIs Into Daily Programming

*The **LEI framework**, designed and provided externally at no cost, was introduced mid-year as a voluntary instructional enhancement. Implementation required flexibility and ongoing collaboration, as mentors and site leaders adapted activities into existing routines. The transition was smoother than expected, with mentors noting that the LEIs simplified lesson preparation and increased student excitement and focus.*

Mentor Scheduling Adjustments

*During the spring semester, small scheduling conflicts among mentors required adjustments to group rotations. Instead of reducing programming, staff used this as an opportunity to strengthen collaboration among remaining mentors and provide **student volunteers** with additional leadership responsibilities. These adjustments supported the program’s continued emphasis on relationship-building and student ownership of learning.*

Overall Reflection

While these developments were not part of the initial program design, each contributed positively to the year’s outcomes. The voluntary integration of LEIs enhanced both academic alignment and student engagement. Mentor flexibility and student leadership maintained program stability despite scheduling changes, and the expanding university collaboration strengthened sustainability and instructional capacity.

Collectively, these unexpected developments highlight Lamoni Exploration Academy’s adaptability and commitment to continuous improvement. Even when new elements were introduced mid-year, staff, mentors, and students responded with creativity and enthusiasm—reinforcing the program’s ability to evolve while staying true to its mission of providing safe, engaging, and equitable opportunities for all learners.