

**Andrew Community School District
Iowa 21st CCLC Local Evaluation Form
2015-2016 School Year**

Title: Grantee 21st CCLC Local Evaluation Form 2015-2016 (ALEAP)

The Andrew Community School District submits its 21st CCLC 2015-2016 Program Report to the Iowa Department of Education. The *Andrew Community School District Leader Education After School Program* (ALEAP) implemented its first program year and it was a success. Peter Bonifas, Activity Coordinator, and Tara Notz, Principal, were the program leaders. These leaders collaborated with the faculty, students, parents, and grant partners to successfully initiate the program. Dr. Edward Gronlund, Program Evaluator, and his Mississippi Bend Area Education Agency's (MBAEA) evaluation team partnered with the district program leaders. The program leaders and evaluation team present the Cohort Ten, first year local evaluation report. The program leaders and evaluation team want to express appreciation to the *Education Resource Management Solutions* for the report template.

Grantee Report Checklist

1. Title (Grantee Name) and File Saved with Correct Nomenclature	<input checked="" type="checkbox"/>
2. General Information	<input checked="" type="checkbox"/>
<i>a. Basic Information Table</i>	<input checked="" type="checkbox"/>
<i>b. Center Information Table</i>	<input checked="" type="checkbox"/>
3. Introduction/Executive Summary	<input checked="" type="checkbox"/>
4. Demographic Data	<input checked="" type="checkbox"/>
<i>a. Attendance Summary Table</i>	<input checked="" type="checkbox"/>
<i>b. Attendance Discussion</i>	<input checked="" type="checkbox"/>
<i>c. Partnerships Summary Table</i>	<input checked="" type="checkbox"/>
<i>d. Partnerships Discussion</i>	<input checked="" type="checkbox"/>
<i>e. Parent Involvement</i>	<input checked="" type="checkbox"/>
5. Objectives	<input checked="" type="checkbox"/>
<i>a. Objective Summary Tables (all Cohorts)</i>	<input checked="" type="checkbox"/>
<i>b. Objectives Discussion (including Statistical Analysis)</i>	<input checked="" type="checkbox"/>
6. Anecdotal Data	<input checked="" type="checkbox"/>
<i>a. Success stories</i>	<input checked="" type="checkbox"/>
<i>b. Best Practices</i>	<input checked="" type="checkbox"/>
<i>c. Pictures</i>	<input checked="" type="checkbox"/>
<i>d. Student, teacher, parent, and community input</i>	<input checked="" type="checkbox"/>
7. Sustainability plans	<input checked="" type="checkbox"/>
<i>a. Formal sustainability plan, if available</i>	<input checked="" type="checkbox"/>
<i>b. Discussion on steps to be taken for the future of the program</i>	<input checked="" type="checkbox"/>
8. Summary and recommendations	<input checked="" type="checkbox"/>
<i>a. Short summary of the program.</i>	<input checked="" type="checkbox"/>
<i>b. Dissemination of local evaluation.</i>	<input checked="" type="checkbox"/>
<i>c. Recommendations for objectives.</i>	<input checked="" type="checkbox"/>
<i>d. Recommendations on future plans for change.</i>	<input checked="" type="checkbox"/>

2. General Information

a. *Basic Information Table*

Required Information	Entered Information
Date Form Submitted	November 21, 2016
Grantee Name	Andrew Community School District
Program Director	Peter Bonifas
E-mail	peter.bonifas@andrew.k12.ia.us
Phone	563-672-3221
Evaluator Name	Dr. Edward Gronlund
E-mail	egronlund@aea9.k12.ia.us
Phone	563-344-6315
Additional Information from Grantee (optional)	Not Applicable

b. *Center Information Table*

Cohort	Centers
Cohort 7	Not Applicable
Cohort 8	Not Applicable
Cohort 9	Not Applicable
Cohort 10	Andrew Community School, 13 S. Marion, Andrew, IA 52030
Additional Information from Grantee (optional)	Not Applicable

3. Introduction/Executive Summary

The Andrew Community School District Leader Education After School Program (ALEAP) has completed the first year of the program. The participating students demonstrated accelerated student reading and mathematics achievement growth/gains, leadership skills, and self-efficacy. Peter Bonifas, Activity Coordinator, and Tara Notz, Principal, as well as the faculty, students, and grant partners have successfully implemented and met the grant's program objectives. Dr. Edward Gronlund, Program Evaluator, and his Mississippi Bend Area Education Agency (MBAEA) program evaluation team partnered with the program leaders to assist with program data collection and analysis as well as implementation of a data-driven decision-making system. ALEAP has demonstrated positive student learning and experience outcomes. The district had 95.5% of the students participate in some aspect of the program as well as 58.3% of the students meeting the grant regular attendee expectation of attending 30 days or more.

The overall ALEAP objective is to support student learning success. The program met the following objectives:

Accelerating student achievement growth/gain rates – The program's before, after, and summer school activities supported student mastery of essential learning standards. Regular

program attendees had a positive 87% literacy and 86% mathematics achievement growth rate on the district assessment.

Developing student leadership skills – The program’s before, after, and summer school activities provided *7 Habits of Highly Effective People* training for students. The personal leadership training supported students acquiring leadership traits and confidence in ability to be successful. Teachers reported 91.9% of the regular program attendees modeled the desired leadership training outcomes.

Promoting self-efficacy and/or self-regulation – Teachers assisted students with setting goals, monitoring goals, and reviewing goals throughout the program. The self-efficacy support targeted students learning their efforts can produce predictable and successful learning outcomes. Teachers reported 94.6% of the regular attendees demonstrated the desired goal setting, monitoring, and review traits. The self-efficacy supports are interconnected to self-regulation. The self-regulation supports for students included reinforcing positive behaviors such as increasing student attendance and reducing student incidents of negative behavior. The regular program attendee attendance data was inconclusive regarding an increase and behavior referrals were so few it was not possible to draw a conclusion.

Expanding learning opportunities – The program provided interesting and engaging new activities for students and increased student learning opportunities. The program provided 28 new activities and offerings during the 2015-2016 school year. The program leaders reported these activities were well received by the participating attendees.

ALEAP engaged students in a variety of learning opportunities and activities. The program provided before and after school instructional tutoring to assist students with literacy and mathematics. The students received *7 Habits of Highly Effective People* training support to develop their leadership and become more confident in their learning pursuits. The program offered STEM (*Science, Technology, Engineering, and Mathematics*) activities to expand student thinking in regard to future career path selections. The program also included social as well as physical motor skill activities so that students had a variety of experiences. The program organized field trips to expand and expose students to learning experiences beyond the classroom. The program leaders remarked that ALEAP participation was enhanced by offering new and exciting programs to students such as flag football, kid wind, archery, karate, swimming lessons, photography, bowling, Legos, basketball and volleyball clinics, theater, children’s choir, dance, field trips to a local pumpkin patch and Crystal Lake Cave, and ski trips.

ALEAP is thankful to its contributing partners: Maquoketa YMCA, Hurstville Interpretive Center, Iowa State Extension, Matter Creative Center, Maquoketa Karate Club, Papa’s Pumpkin Patch, Sundown Mountain Resort, Timber Lanes, Jackson County Conservation, Clover Kids 4H, Andrew City Library, Andrew Lions Club, Iowa Public Television, Parent Lighthouse Team, Little Hawk, and Mississippi Bend Area Education Agency. These partners have played various roles that have made ALEAP successful this past year.

The program leaders and evaluation team in collaboration with the faculty, students, parents, and grant partners continually reflect on ALEAP’s ability to successfully reach its intended objectives. The program leaders’ priorities for 2016-2017 are: (1) continue to monitor student achievement growth/gains; (2) develop measures to include science achievement growth/gains; (3)

collaborate with teachers to identify ways of sustaining the leadership trait development, self-efficacy, and self-regulation; and (4) explore activities and offerings with grant partners to identify a variety of experiences so that students are continually engaged.

The Andrew Community School District wants to extend a thank you to the program staff, faculty, students, parents, and grant partners for their support and dedication to making ALEAP an effective program and rewarding endeavor.

4. Demographic Data

a. Attendance Summary Table including disaggregated data

Andrew School 21 st CCLC Program Attendance Summary Table													
Cohort	Attendees		Sex		Ethnicity					Special Services			
		Attendance	Male	Female	White	Hispanic/ Latino	American Indian/ Alaska Native	Black/ African American	Asian/ Pacific Islander	Unknown Race	LEP	FRPL	Special Needs
10	All	126	58	68	124	0	0	2	0	0	0	60	17
	Regular*	77	33	44	77	0	0	0	0	0	0	36	7

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

The following definitions are presented to assist the report readers with the data presentation:

Vocabulary	Definition and/or Descriptor
Regular program attendees	<u>Regular program attendees</u> are Andrew Community School District enrolled students attending the ALEAP program 30 days or more. Seventy-seven (77) students attended ALEAP 30 days or more.
Non-regular program attendees	<u>Non-regular program attendees</u> are Andrew Community School District enrolled students NOT attending the ALEAP program 30 day or more. The district had 132 total students and 126 (95.5%) students participated in the program. Fifty-five (55) students did not attend the grant required 30 days or more to be labeled a regular program attendee.
Control group	<u>Control group</u> is two neighboring small rural elementary schools. The evaluation team used a control group to compare literacy achievement growth and gains. These control group elementary schools do not have 21 st Century grant programs. It was possible to do so because <i>FAST</i> literacy is a standardized literacy screening measure used statewide by almost all elementary schools. The evaluation team had easy access to the data found within the statewide <i>TIER</i> database. Neighboring small rural schools were used because it was assumed the neighboring communities would likely mirror the Andrew Community School District demographics and the evaluation team had knowledge of the elementary schools so that it would be easy to discover if these schools had their own highly innovative program that might impact the results.

b. Attendance Discussion

The program leaders and evaluation team were excited that 95.5% of the school's student population (126/132) attended program activities during the school year. The program leaders and evaluation team believe this extremely high ALEAP participation rate is a positive indicator.

The program leaders and evaluation team recognize the efforts of faculty, parents, and grant partners to deliver such an engaging program was a key factor in reaching the high participation rate. Another positive indicator was 58.3% (77/132) of the school's student population were regular program attendees. It was also a positive companion indicator that 61% (77/126) of those 126 attending chose to regularly attend the program 30 or more days.

The program leaders reported positive program attendance rates based on 30 day, 60 day, and 90 day attendance rates. The program leaders felt that the successful year one attendance numbers reflects the district and community's efforts to provide an effective supplemental educational program for students. The grade level and attendance rates will be monitored and analyzed annually to ensure the program continues to generate worthwhile academic value for participating students. The program leaders feel the student attendance rate is a great indicator that parents and students find the program beneficial. The following table presents the 2015-2016 numbers:

ALEAP Attendance Rate Numbers (YR 1, 2015-2016)

Grade Level	Less Than 30 Days	30-59 Days	60-89 Days	90 days or More	Grade Total
Kindergarten	2	6	2	1	11
1 st Grade	4	5	3	5	17
2 nd Grade	6	8	4	2	20
3 rd Grade	1	4	4	3	12
4 th Grade	4	9	4	2	19
5 th Grade	3	6	0	0	9
6 th Grade	13	4	2	0	19
7 th Grade	10	0	0	2	12
8 th Grade	6	0	1	0	7
School Total	49	42	20	15	126
% of School Population	37%	32%	15%	11%	95%

The 21st Century grants have an expectation for funded programs to address poverty related achievement gaps. The Andrew Elementary School has 48.5% of its student population qualifying for a free and reduced-price lunch (FRPL). FRPL student numbers are used to identify low socioeconomic subgroup population within a school and it is a highly used common poverty indicator. The FRPL participation rate for all attendees is 47.6% (60/126) and regular program attendees' FRPL is 46.7% (36/77). The program leaders and evaluation team have presented evidence that ALEAP is meeting its grant low socioeconomic achievement gap expectation.

The program leaders remarked that ALEAP participation was enhanced by offering new and exciting programs to students such as flag football, kid wind, archery, karate, swimming lessons, photography, bowling, Legos, basketball and volleyball clinics, theater, children's choir, dance, field trips to a local pumpkin patch, and Crystal Lake Cave, and ski trips. The variety of activities and offerings provided to students is with an engaging before and after school, and school program.

c. *Partnerships Summary Table***Andrew Community School District 21st CCLC Program Partners for 2015-2016**

Total Number of Partners = 16		
Contribution Type*	# of Paid Partners	# of Unpaid Partners
Provide Evaluation Services	1	1
Raise Funds	0	1
Provide Programming / Activity-Related Services	6	5
Provide Goods	2	2
Provide Volunteer Staffing	1	4
Provide Paid Staffing	6	0
Other		

*Note: A partner can provide more than one type of service.

d. *Partnerships Discussion*

ALEAP is thankful to its contributing partners. Maquoketa YMCA, Hurstville Interpretive Center, Iowa State Extension, Matter Creative Center, Maquoketa Karate Club, Papa's Pumpkin Patch, Sundown Mountain Resort, Timber Lanes, Jackson County Conservation, Clover Kids 4H, Andrew City Library, Andrew Lions Club, Iowa Public Television, Parent Lighthouse Team, Little Hawk, and Mississippi Bend Area Education Agency. These partners have played various roles that have made ALEAP successful this past year.

The program organized field trips to expand and expose students to learning experiences beyond the classroom. The program leaders shared that ALEAP participation was enhanced by offering new and exciting programs to students such as flag football, kid wind, archery, karate, swimming lessons, photography, bowling, Legos, basketball and volleyball clinics, theater, children's choir, dance, field trips to a local pumpkin patch, and Crystal Lake Cave, and ski trips.

Andrew School 21st CCLC Partnerships

<u>Partner</u>	<u>Paid/Unpaid</u>	<u>Services Provided</u>
Maquoketa YMCA	Unpaid	Facility access, background checks, equipment, swimming.
Hurstville Interpretive Center	Unpaid	Facility access for field trips, program development.
Iowa State Ext. - (Jackson Co.)	Paid	Staffing, materials for weekly programs.
Matter Creative Center	Paid	Staffing, materials, travel for weekly STEM programs
Maquoketa Karate Club	Paid	Staffing for weekly programs
Papa's Pumpkin Patch	Unpaid	Field trip destination, provided free pumpkins to kids
Sundown Mountain Resort	Paid	Ski lessons, group ski package, and food
Timber Lanes	Paid	Weekly bowling programs
Jackson Co. Conservation	Paid	Staffing and program development
Clover Kids - 4H	Unpaid	Staffing, materials for a monthly 4-H program
Andrew City Library	Unpaid	Facility access and materials
Iowa Public T.V.	Unpaid	Curriculum - The Electric Company
Andrew Lions Club	Unpaid	Staffing, volunteers
Parent Lighthouse Team	Unpaid	Family Literacy night planning & coordination
Little Hawk	Unpaid	Funding
Mississippi Bend AEA	Paid/Unpaid	Local Evaluation

e. *Parent Involvement*

Parents are involved in ALEAP after school activities by attending two parent involvement activities per year. These include a Literacy and/or Math night and also a Leadership Night. Parents are invited to attend student lead sessions on teaching reading, math or leadership strategies by students to the parents. Parents also contribute by serving meals and helping to organize the event. Our total attendance for each of these nights is between 100-150 students and family members. Parents are also involved by attending yearly field trips with students during parent-teacher conference days and additional field trip days throughout the year. Parents are informed through flyer communications that are sent home with students, Facebook posts, and text reminders to families.

5. **Objectives**

a. *Objective Summary Tables (all Cohorts)*

Cohort 10 Table

Objective	Objective Rating	Methodology/Justification for Rating
ALEAP participants will show accelerated growth in reading/language arts, math, and science skills.	MET THE STATED OBJECTIVE	<p>Methodology: Student reading and mathematics achievement gains were quantified using a standardized measure (<i>FAST Literacy</i> and <i>i-Ready® Curriculum Associates</i> reading and mathematics). The ALEAP <i>FAST</i> data and two small rural elementary schools within the region were compared to provide additional growth feedback. The <i>FAST</i> data were readily available within the statewide <i>TIER</i> system; therefore, it is not cost prohibitive for the evaluation team to gather the comparison data.</p> <p>Justification: The objective target is growth and/or a gain in achievement. Therefore, the program leaders and evaluation team agreed to use at least half of the students demonstrating achievement growth as performance benchmark quantifying success. Regular program attendees had a positive 87% literacy and 86% mathematics achievement growth rate on the district assessment exceeding the 50% success benchmark. Additionally, regular program attendees’ grades 2-5 had a .92 effect size performance difference on the CBM-R literacy assessment that demonstrated accelerated growth.</p>
Students will model 7 <i>Habits of Highly Effective People</i> through leadership opportunities and responsibilities.	MET THE STATED OBJECTIVE	<p>Methodology: A survey was used to gather feedback from teacher observations of student leadership traits. The teachers rated their observations of students modelling the desired leadership traits. A five point scale was used that began with emerging (1) leadership traits to advanced (5) leadership traits. The 1, 2, 3, 4, and 5 scale was devised using the 7 <i>Habits</i> framework. The survey was a qualitative method to inform implementation practices. The principal and faculty developed a simple rater reliability activity during faculty meeting conversations before the survey was administered.</p>

Justification: The objective target set by the program leaders and evaluation team was 80% of the students will have a rating of 3 or higher. The teacher survey feedback was 91.9% of the regular program attendees demonstrated the desired leadership traits. The survey scale tally was 1=0%, 2=8.1%, 3=16.2%, 4=41.9%, and 5=33.8%.

Objective	Objective Rating	Methodology/Justification for Rating
Students will increase attendance and reduce behavior referrals during the school day.	MET THE STATED OBJECTIVE	<p><u>Methodology:</u> The attendance and behavior referral incident rate was a comparison between 2014-2015 and 2015-2016 attendance and behavior referrals. The incident rate tabulation was quantified to inform program leaders of secondary benefits of the program’s implementation.</p> <p><u>Justification:</u> The objective target is reducing the trend and/or rate overtime. Regular program attendee attendance was, on average, one-fifth (1/5) day per student per school year increase. The school lacked sufficient number of behavior referrals; therefore, an analysis was not conducted.</p>
Students will set goals, monitor goals, and review goals with an adult throughout the program	MET THE STATED OBJECTIVE	<p><u>Methodology:</u> A survey was used to gather feedback from teacher observations of student goal setting, monitoring, and reviewing observations. The teachers rated student skills from 1 (emerging) to 5 (advanced) scale. Teachers used student Learning Logs to inform their individual student rating. The survey was a qualitative method to inform implementation practices. The principal and faculty developed a simple rater reliability activity during faculty meeting conversations before the survey was administered.</p> <p><u>Justification:</u> The objective target is set by the program leaders and evaluation team is 80% of the students will have a rating of 3 or higher. The teacher survey feedback was 94.6% of the students had ratings of 3 or higher. The survey scale tally was 1=0%, 2=5.4%, 3=14.9%, 4=31.1%, and 5=48.9%.</p>
Students will participate in activities and programs that are new or not currently in their interest area.	MET THE STATED OBJECTIVE	<p><u>Methodology:</u> The program leaders reviewed the list of activities and programs delivered to students. The program leaders and evaluation team reviewed the activities to identify individual value and determine if students had access to a variety of activities. This was a subjective qualitative process so that program leaders were engaged in a mindful review of the activities offered.</p> <p><u>Justification:</u> The findings from the review process by the program leaders and evaluation team was the high attendance rate and student engagement led to the conclusion that year one activities met the program objective.</p>

Program objectives were rated as one of four ways: met the stated objective; did not meet but made progress toward the stated objective; did not meet and no progress was made toward the stated objective; and unable to measure the stated objective.

b. *Objectives Discussion (including Statistical Analysis)*

The overall ALEAP objective is to support student learning success. The program is monitoring five success areas, or objectives, to determine if students are receiving the supports. The first success area is accelerating student achievement rates. Students need to master the essential learning standards to be confident in their ability to pursue higher levels of learning which includes eventually post-secondary education. The second success area is developing student leadership skills. Likewise, academic confidence combined with personal leadership confidence increases the likelihood students may pursue a more challenging post-secondary education and/or career path. The third success area is fostering student learning engagement. The program provides robust before, during, and after supports so that students find school to be a rewarding place to be. The more a student finds learning engaging, the more they learn. The fourth success area is promoting self-efficacy and/or self-regulation. Teachers working with students to set goals, monitor goals, and review goals throughout the program will demonstrate to students their efforts do translate into a predictable success belief mindset. The fifth success area is expanding learning opportunities. This fifth area integrates opportunities for student self-identification of new interests thus supporting the student engagement and self-efficacy objectives. Ultimately, the program target is Andrew students have an opportunity to pursue their path and will have necessary knowledge/skills to achieve their dreams.

Program leaders and evaluation team (Mississippi Bend Area Education Agency) will use standardized assessment feedback to measure whether or not students have accelerated achievement rates. The standardized assessments provide the evaluation team with quantitative data to conduct analyses. The program leaders and evaluation team will also compare the literacy assessment with two other small rural elementary schools (control group) within the region that do not have a 21st Century grant program. The purpose is to detect possible achievement acceleration. Evaluation team will conduct these analyses in literacy. A statewide literacy assessment screener (*FAST*) is used by almost all elementary schools statewide and these analyses can easily be tabulated using a statewide student achievement database (*TIER*). Other literacy and mathematics pre and post assessment comparisons between regular program attendees and non-regular program attendees will also be included in the quantitative feedback.

The Iowa Department of Education statewide and Mississippi Bend Area Education Agency regionally are supporting improved student literacy performance. (Legislation, §279.68 *Early Literacy Initiative*, has mandated literacy expectations statewide.) The support includes common literacy assessments, progress monitoring supports, research-based instructional strategies, *MTSS* approach (*Multi-Tiered System of Supports* or *response-to-intervention*) coaching, *professional learning communities* training/coaching, and other technical assistance. Program leaders and evaluation team recognized that many literacy supports will be happening during the school day as well as during ALEAP. It will be difficult to discern the most impactful factor contributing to student literacy success. The evaluation team will use the *FAST* literacy assessment to calculate an effect size in an attempt to identify possible accelerated growth. The program leaders and evaluation team have collaborated to create an effective and efficient data-driven decision-making practices.

Program leaders and evaluation team selected qualitative approaches to determine whether or not the non-academic objectives have been met. Teacher surveys, attendance records, discipline referral reports, learning logs, and list of expanded learning opportunities will be used

to tabulate qualitative feedback. ALEAP is being conducted within a small rural elementary school and program leaders have easy and frequent access to students, teachers, parents, and grant partners. The program leaders are essentially immersed in the entire program on a daily basis; thus, the evaluation team has partnered with these leaders to examine the qualitative data to validate their daily conclusions generated from their observations about whether or not these objectives have been met.

6. Anecdotal Data

a. *Success Stories*

- ALEAP program has increased parental involvement in the school district as a whole. Specifically, parents and community members have been more involved in our district mentoring program, participating in our *Lunch with Leaders Program*, volunteering for service projects, and involvement with school improvement efforts.
- A first grade student attended 143 days of the ALEAP programming. This student has received special education services in the area of reading and math for the past two years. He has made tremendous achievements in both literacy and math throughout the year and has since been dismissed from special education services. This student's leadership, confidence and abilities to follow the *7 Habits* has also greatly increased.

b. *Best Practices*

ALEAP best practices have been continuing student learning supports, implementing a growth-mindset, and encouraging students to demonstrate their learning in multiple ways. During the school day, teachers are providing students with many opportunities to learn new math and literacy strategies so students are able to have many ways to show how they are learning new information. During the ALEAP program students are able to apply these strategies and are not being directed to complete a task in a specific way, but rather have the opportunity to choose to solve a challenge/problem that works best for them. One student recently stated, "I love ALEAP because I can create my own projects and no one tells me exactly how I have to do it." The program focus on student self-efficacy and self-regulation is readily observable.

c. *Pictures*





d. Student, teacher, parent, and community input

ALEAP program has been a real asset to our school and community. The students have been able to learn and work in multi-age groups with amazing hands-on activities. It has allowed students to learn from each other along with developing relationships and thinking skills with peers in activities that they would not have otherwise been able to participate in. The ALEAP program has also provided parents with the comfort that their children are in a safe, fun, enriching, and supervised environment after the school day has ended.

The program leaders have requested assistance from the evaluation team to further develop program's input procedures and feedback analysis. The program leaders have received frequent positive feedback from teachers, students, parents, and community members. The program leaders want to quantify this feedback to support program decision-making. The program leaders and evaluation team will explore simple and frequent electronic data gathering and reporting systems that generate speedy feedback. The goal is to integrate a system that can be used after the grant period expires.

7. Sustainability Plans

a. *Original sustainability plan (from your application).*

The ALEAP will be a sustaining effort through the following efforts:

1. Ongoing professional development will build capacity in school staff to lead ongoing efforts beyond the term of the grant.
2. Community partners to provide in-kind services with outside sources funding ongoing resources.
3. Andrew Parent and Community Lighthouse Team will continue its annual donation to the school district with part of the funding tagged for the ALEAP.
4. Creation of the Andrew Schools Education Foundation to receive corporate gifts to support the ALEAP.
5. Resource allocation is prioritized by the district administration to continue support for low socioeconomic status students.

The district will re-prioritize funding to ensure sustainability of the ALEAP. These funds that may be used are as follows:

- Andrew Community School District General Fund – This fund will be used if the ALEAP is a determining factor for students selecting schools.
- Federal Title I / Iowa K-3 Funding – Providing support for students in reading and math after school and during the summer program.
- Dropout Prevention Funding – These funds can be used if we justify the ALEAP is an effective strategy to prevent student from dropping out, if categorized as a possible dropout student.

b. *Partner Contributions.*

Partner Contribution Table for Sustainability Plan

Community Partner	Contribution (detail)	Staff Provided	In-kind Value Estimate	Sites Served
Maquoketa YMCA	Facility usage	4	\$5,000	Andrew
Jackson Co. Conservation	Hurstville Interpretive Center visits	2	\$2,000	Andrew
Iowa State Extension	Weekly Programs	1	\$1,500	Andrew
Clover Kids 4-H	Bi-monthly Programs	3	\$2,000	Andrew
Andrew Lions Club	Bi-monthly reading programs	4	\$1,000	Andrew
Parent & Community Lighthouse Team	Coordinate and provide volunteers, chaperones, program input.	8	\$3,000	Andrew
Little Hawk	Annual Donation from basketball tournament proceeds	0	\$5,000	Andrew

- c. *Prepare for Comprehensive Site Visit.* **NOT APPLICABLE**

8. **Summary and Recommendations**

- a. *Short summary of the program.*

The purpose of the Andrew Community School District Leader Education After School Program (ALEAP) is to accelerate student reading, mathematics, and science achievement, develop student leadership skills, increase attendance, reduce discipline behaviors, and engage students in self-efficacy and/or self-regulation with teacher support. Peter Bonifas, Activity Coordinator, and Tara Notz, Principal, as well as the faculty, students, and grant partners are engaged in a before and after school program during the school year and a summer program. The program has an array of features to support student learning success. The program includes direct student supplemental academic support, leadership training to build more student confidence, self-efficacy assistance to develop student self-regulation to monitor their own learning behaviors, and introduction to a variety of interesting activities to extend their learning experiences.

The ALEAP program was offered one hour before school, two hours after school, and 30 days within the summer months. The program was offered 180 school days or 540 hours which is approximately 60 hours per month. The summer program is 30 days and four hours per day. The overall ALEAP objective is to support student learning success.

The 60 hours of monthly before and after school programming and 30 days of summer school program provided time for the program to fully implement its activities and meet all its stated objectives. A brief description of each ALEAP objective's success evidence is presented:

Accelerating student achievement growth/gain rates – The program's before, after, and summer school activities supported student mastery of essential learning standards. Regular program attendees had a positive 87% literacy and 86% mathematics achievement growth rate on the district assessment.

Developing student leadership skills – The program's before, after, and summer school activities provided *7 Habits of Highly Effective People* training for students. The personal leadership training supported students acquiring leadership traits and confidence in ability to be successful. Teachers reported 91.9% of the regular program attendees modeled the desired leadership training outcomes.

Promoting self-efficacy and/or self-regulation – Teachers assisted students with setting goals, monitoring goals, and reviewing goals throughout the program. The self-efficacy support targeted students learning their efforts can produce predictable and successful learning outcomes. Teachers reported 94.6% of the regular attendees demonstrated the desired goal setting, monitoring, and review traits. The self-efficacy supports are interconnected to self-regulation. The self-regulation supports for students included reinforcing positive behaviors such as increasing student attendance and reducing student incidents of negative behavior. Regular program attendee attendance was, on average, one-fifth (1/5) day per student per school year increase. The school lacked sufficient number of behavior referrals; therefore, an analysis was not conducted.

Expanding learning opportunities – The program provided interesting and engaging new activities for students and increased student learning opportunities. The program provided 28 new activities and offerings during the first year. The program leaders reported these activities were well received by the participating attendees.

b. *Dissemination of local evaluation.*

Commonly used population descriptors:

Groups	Description
Regular program attendees	<u>Regular program attendees</u> are Andrew Community School District enrolled students attending the ALEAP program 30 days or more. Seventy-seven (77) students attended ALEAP 30 days or more.
Non-regular program attendees	<u>Non-regular program attendees</u> are Andrew Community School District enrolled students NOT attending the ALEAP program 30 day or more. The district had 132 total students and 126 (95.5%) students participated in the program. Fifty-five (55) students did not attend the grant required 30 days or more to be labeled a regular program attendee.
Control group	<u>Control group</u> is two neighboring small rural elementary schools. The evaluation team used a control group to compare literacy achievement growth and gains. These control group elementary schools do not have 21 st Century grant programs. It was possible to do so because <i>FAST</i> literacy is a standardized literacy screening measure used statewide by almost all elementary schools. The evaluation team had easy access to the data found within the statewide <i>TIER</i> database. Neighboring small rural schools were used because it was assumed the neighboring communities would likely mirror the Andrew Community School District demographics and the evaluation team had knowledge of the elementary schools so that it would be easy to discover if these schools had their own highly innovative program that might impact the results.

The Andrew Community School District **L**eaders **E**ducation **A**fter School **P**rogram (ALEAP) has met its year one 21st Century grant program objectives. The purpose of the program is to accelerate student reading, mathematics, and science achievement, develop student leadership skills, increase attendance, reduce discipline behaviors, and engage students in self-efficacy and/or self-regulation with teacher support. Peter Bonifas, Activity Coordinator, and Tara Notz, Principal, as well as the faculty, students, and grant partners have successfully initiated implementation of the grant's program objectives. Dr. Gronlund, Program Evaluator, and his Mississippi Bend Area Education Agency's (MBAEA) program evaluation team have collaborated with the Andrew Community School District's program leaders to provide technical assistance to develop, implement, and sustain a reliable data-driven decision-making system. The program leaders and evaluation team present the Cohort Ten, year one, local evaluation report.

PROGRAM OBJECTIVE: ALEAP participants will show accelerated growth in reading/language arts, math and science skills. The program leaders and the evaluation team have collaborated on the gathering and analysis of the program's student academic learning evidence. The project team and evaluation team concluded from the findings that the district had

met its year one academic program objective. *FAST* reading assessment and *i-Ready*® literacy and mathematics, aligned to the *Iowa Core* learning standards, provided student academic growth and achievement gain evidence that demonstrated student success.

The local reading and mathematics assessment, *i-Ready*® Curriculum Associates, indicated regular program attendees had a high rate of achievement growth. *i-Ready*® assessments are aligned to *Iowa Core* learning standards. Table 1 is presented to illustrate literacy and mathematics regular program attendees' grade level and school growth. Regular program attendees had 87% achievement growth rate in literacy and 86% achievement growth rate in mathematics. Iowa school districts select their own second assessment; therefore, schools select a variety of assessment tools so that comparisons with other schools are not readily available.

Table 1: Percentage of Program Regular Attendees' Achievement Growth

Grade Level	<i>i-Reading Assessment</i> <i>ALEAP Regular Attendees</i>					
	Literacy Growth			Mathematics Growth		
Kindergarten	8	8	100%	6	8	75%
1 st Grade	13	13	100%	12	13	92%
2 nd Grade	13	13	100%	13	13	100%
3 rd Grade	8	11	73%	9	11	82%
4 th Grade	11	12	92%	10	12	83%
5 th Grade	3	4	75%	4	4	100%
6 th Grade	3	6	50%	4	6	67%
7 th Grade	2	2	100%	2	2	100%
8 th Grade	0	1	0%	0	1	0%
ALEAP Total	61	70	87%	60	70	86%

The vast majority of Andrew Elementary School students attend the ALEAP program; therefore, the program leaders and evaluation team interpret with caution the presented comparison of regular program attendees found in Table 1 and non-regular program attendees found in Table 2. The regular program attendees' growth rate was greater than non-regular program attendees. The caution is program leaders and evaluation team could only conclude the difference between the two groups was amount of time attending program activities.

The overall regular program attendees' literacy growth rate was 87% and mathematics growth rate was 86%. The non-regular attendees' growth rates were 77% literacy and 74% mathematics. The regular program attendees had a 10% higher growth rate in reading and 12% in mathematics than non-regular attendees. The program leaders and evaluation team concluded students regularly attending the program had more support time and initially this time difference

has generated a positive achievement benefit. The program leaders and evaluation team recognized the positive outcome and believe caution is required because it is difficult to determine the causation of the difference. The program leaders and evaluation team will continue to conduct this growth comparison to determine whether or not this positive trend continues and, at later date, have more evidence that may validate this early hopeful indicator.

Table 2: Percentage of NON-Program Regular Attendees' Achievement Growth

Grade Level	<i>i-Reading Assessment NON-Regular Program Attendees</i>					
	Literacy Growth			Mathematics Growth		
Kindergarten	3	3	100%	2	3	67%
1 st Grade	2	3	67%	2	3	67%
2 nd Grade	7	8	88%	7	8	88%
3 rd Grade	1	1	100%	1	1	100%
4 th Grade	5	5	100%	3	5	60%
5 th Grade	4	5	80%	3	5	60%
6 th Grade	7	15	47%	13	15	87%
7 th Grade	8	14	57%	9	14	64%
8 th Grade	9	16	56%	12	16	75%
ALEAP Total	46	70	77%	52	70	74%

The grades 2-5 *FAST CBM-R* literacy data (fall to spring 2015-2016) had regular program attendees having significantly higher achievement gain rate, see Table 3, than the control group. The gain rate difference was a significant 0.92 effect size. Program leaders and evaluation team acknowledged all elementary schools statewide are undertaking this research-based literacy instructional focus work that is mandated within *Iowa Code §279.68*. The effect size is a positive indicator that ALEAP has contributed to this grades 2-5 academic growth acceleration.

The program leaders and evaluation team found kindergarten average achievement gains were slightly less than the control group and 1st grade average gains were similar to the control group. These findings are presented in Table 4. The program leaders and evaluation team agreed to re-evaluate these kindergarten and 1st grade findings mid-year during the 2016-2017 winter *FAST* testing window. The program is in its first year and it may be helpful to study the fall 2016 and upcoming winter 2017 achievement data to identify trends and if necessary make program adjustments to improve kindergarten and first grade academic learning growth and gains.

Table 3: FAST Assessment for Program Students Attending 30 Days or More

Poverty Rate = 47%		CompK	Comp1	CBM-R
ALEAP	Average Gain	34.8	36.5	42.0
	Median Gain	34.0	37.5	43.0
	Standard Deviation	7.44	11.67	17.19
	Number of Students	10	12	53
Effect Size (compared to a control group)				0.92

Table 4: FAST Literacy Regional School Achievement Gain Comparison

Schools		CompK	Comp1	CBM-R
Andrew Elementary Poverty = 47%	Average Gain	33.0	37.3	41.5
	Median Gain	33.0	36.0	43.0
	Standard Deviation	8.0	11.7	17.7
	Student Population	12	13	57
Comparable Regional Elementary Schools that did not have a 21st Century Grant				
Control Group (Schools)		CompK	Comp1	CBM-R
Elementary A Poverty = 26%	Average Gain	35.1	33.1	39.4
	Median Gain	39.0	33.0	43.0
	Standard Deviation	15.4	9.6	18.2
	Student Population	53	37	169
Elementary B Poverty = 37%	Average Gain	37.3	36.7	33.4
	Median Gain	37.0	38.0	35.0
	Standard Deviation	15.4	14.2	18.2
	Student Population	23	36	170

The evaluation team analyzed and compared the Andrew Community School District and a control group. Table 3 and Table 4 present the comparison of literacy achievement gain rates. Comparing *FAST* assessment data were an efficient evaluation comparison. The student data sets from all Iowa elementary schools are readily available within the Iowa Department of Education's *TIER* system. It was considered helpful to the program leaders to compare their student performance progress with neighboring schools.

Iowa State Board of Education has approved *Smarter Balance* as the new state assessment and *Iowa Tests of Basic Skills* will no longer be the state's accountability measure. Therefore, the program leaders and evaluation team agreed the statewide *FAST* literacy assessment and *i-Ready*® *Curriculum Associates* reading and math assessment aligned to *Iowa Core* learning standards would provide the needed ongoing academic growth evidence. The evaluation team also decided to delay a science achievement review until the district has been provided more statewide science assessment guidance. The program leaders and evaluation team will explore, during year two, possible science achievement measures that may provide beneficial feedback. Currently literacy has been a very high priority content area statewide since passage of the literacy mandate (*Iowa Code §279.68*). The next statewide instructional improvement push statewide will be mathematics. A statewide mathematics support system planning is underway and more information will be available spring 2017. Science will follow at some later date; therefore, the program leaders and evaluation team will examine a method to address science feedback during the 2016-2017.

PROGRAM OBJECTIVE: **Students will model 7 Habits of Highly Effective People through leadership opportunities during the school day.** The program leaders and evaluation team have collaborated on the gathering and analysis of the program's student leadership growth evidence. The project leaders and evaluation team concluded from the findings that the district had met its year one leadership program objective. Program leaders and evaluation team agreed surveying teachers would be an efficient approach to measure whether or not students were modelling the desired leadership traits from their *7 Habits Highly Effective People* training.

Program leaders and the evaluation team concluded engaging teachers in an observation feedback approach would provide teachers with the knowledge and skills to identify the desired leadership traits and encourage teachers to reinforce regularly these desired leadership traits with students. A simple survey was constructed to provide year one feedback. Teachers were asked to rate regular program attendees on a 5 point scale from emerging to advanced leadership traits. The teachers were asked to respond to the following question: **I have observed this student's growth in their ability to demonstrate the 7 Habits during the school day.** The observation rating scale was developed from the *7 Habits* framework. The teacher survey outcome is presented in Table 5.

Table 5: Student Modeling 7 Habit Behaviors

Survey Rating		Number of Students	Percentage of Students
Emerging –	1	0	00.0%
	2	6	08.1%
	3	12	16.2%
	4	31	41.9%
Advanced –	5	25	33.8%
Total		74	

The summative teacher feedback was 75.7% of the regular program attendees reached the 4 and 5 advanced levels with another 16.2% reaching the mid-point 3 rating. Thus, 91.9% of the attendees were at the desirable performance leadership level. Program leaders and evaluation team will be adding more sophistication to the survey. The leaders and team will be deciding if more than one survey administration per year would benefit the program and if more survey items would provide additional feedback so that the program staff could devise plans to sustain these leadership development practices beyond the grant cycle.

PROGRAM OBJECTIVE: Student will increase attendance and reduce behavior referrals during the school day. The program leaders and evaluation team have collaborated on the gathering and analysis of the program's student behavior evidence. The project team and evaluation team concluded from the findings that the district had met its year one attendance and behavior objective. The actual schoolwide attendance rate and behavior referral data did not provide sufficient evidence to make a determination. The program leaders and evaluation did find the enthusiasm by students attending program activities overwhelming; therefore, together agreed the objective had been met because of high student engagement finding.

The program leaders and evaluation team examined regular program attendees' school attendance. Evaluation team compared 2014-2015 a year prior to initiating the program, and 2015-2016 the first year of the program. The following students were excluded from the tabulation: (a) kindergarten students were excluded because it was their first year in school and prior year data did not exist; (b) transfer in or out students had presented incomplete attendance records; and (c) students who had absent differences greater than 4 days between the two years because it was assumed other circumstances beyond the child's control may have impacted attendance. Table 6 is presented with the tabulation findings and it reflects a slight positive reduction of 11 total absent days or an average of one-fifth (1/5) day per student per year. The program leaders and evaluation team concluded insufficient evidence existed to determine whether or not the attendance rate increased.

Table 6: Regular Program Attendees School Attendance

Number of Days Absent Grades 1-8	Prior Year 2014-2015	Grant Year 2015-2016
Total days absent from school	= 262.0	292.5
Less: days absent by 8 student outliers (more than 4 day difference between the school years)	= 45.5	87.0
Adjusted days absent from school	= 216.5	205.5

Kindergarten and transfer in and out students were excluded.

The evaluation team found student behavior referral numbers presented by the program leaders so insignificant that analysis could not be done. The principal shared that she found three referrals into student management system during 2015-2016. The program leaders and evaluation team agreed to continue to monitor behavior referral data. The following student engagement finding led the program leaders and evaluation team to agree that the objective had been met. ALEAP had an outstanding 95.5% of school's student population (126/132) attend program activities. The program leaders and evaluation team believe this high ALEAP participation rate is a positive reflection on ALEAP programming matching student interest and learning need. Another positive indicator was 58.3% of the school's student population (77/132) attended and met the regular program attendee classification. The leaders and team were pleased 61% (77/126)

of the ALEAP participating students choose to attend 30 or more days and become a regular program attendee. The evaluation team felt the participation rate/attendance is a positive reflection on the program leaders, faculty, and partners to deliver an engaging program to students.

The program leaders shared that they believe ALEAP participation was enhanced by offering new and exciting program to students such as flag football, kid wind, archery, karate, swimming lessons, photography, bowling, Legos, basketball and volleyball clinics, theater, children's choir, dance, field trips to a local pumpkin patch, and Crystal Lake Cave, and ski trips. The program captured student interest and many activities had tremendous student participation. The program leaders reported that the high participation was also enhanced because these activities and events were free to the attending students.

21st Century grants have an expectation that grantees address poverty related achievement gaps. Andrew Community School District has 48.5% of its student population qualify for a free and reduced-price lunch (FRPL). FRPL is used as a poverty indicator. The ALEAP participation rate was for all attendees was 47.6% (60/126) FRPL and 46.7% (36/77) by regular attendees (36/77). The program leaders and evaluation team felt the program is meeting the grantor's desired poverty achievement gap expectation.

PROGRAM OBJECTIVE: Student will set goals, monitor goals, and review goals with an adult throughout the program and students are able to lead their student led conferences and share their leadership notebook with families during conferences. The program leaders and evaluation team have collaborated on the gathering and analysis of the program's student self-efficacy and/or self-regulation evidence. The project team and evaluation team concluded from the findings that the district had met its year one self-efficacy program objective. Program leaders and evaluation team agreed surveying teachers would be an efficient approach to measure these self-efficacy behaviors. Teachers were asked to rate regular program attendees on a 5 point scale from emerging (1) to advanced (5). The teachers were asked to respond to the following question: **Students are able to lead their student led conferences and share their leadership notebook with families during conferences.** The rating scale is based on the self-efficacy. The survey feedback is presented in Table 7.

Table 7: Students Setting, Monitoring, and Reviewing Goals with an Adult

Survey Rating	Number of Students	Percent of Students
Emerging – 1	0	00.0%
2	4	05.4%
3	11	14.9%
4	23	31.1%
Advanced – 5	36	48.6%
Total	74	

Teachers also responded to: **The student is able to demonstrate a “Level 2” leadership (I am able to lead myself) 80% or more based on their leadership notebook data.** Teachers responded that 64 regular program attendees or 85.5% met the program standard of 80% and 10 or 13.5% did not meet the program standard. The summative feedback from teachers within the school were 79.7% of the students reached the higher 4 and 5 advanced ratings with another 14.9% reaching the mid-point 3 rating. Thus, 94.6% of the students demonstrated the desired objective target of the program. Additionally, teacher feedback indicated that 85.5% of the regular program attendees were demonstrating the desired self-efficacy.

PROGRAM OBJECTIVE: Students will participate in activities and programs that are new or not currently in their interest area. The program leaders and evaluation team have collaborated to review the expanded educational experiences provided to students. The project team and evaluation team concluded from the review that the district had met its expanding student educational experience program objective. Program leaders and evaluation team used a review process included examining the value of these experiences and identifying a variety of activities to continually stimulate student interest. Table 8 presents the program leaders and evaluation team review summary and feedback.

Table 8: ALEAP Activity and Program Review

Activity	Interest Area	Feedback
After School Play	Arts & Music	Great to have & watch kids perform!
Archery	Physical Education, Recreational Activity	Very well attended program, especially 5 th -8 th students!
Art Explosion (ISU)	Art Educational activities	
Arts & Crafts	Art Educational activities, Volunteer & Service	Made things for local charities, nursing homes.
Basketball Clinic	Recreational Activity	Great opportunity, especially for parents who can't send their kids to expensive camps. One of the top attended programs.
Board Games	Literacy Activities	
Bumper Bowling	Recreational Activity	
Children's Choir	Music Education	Awesome performance at the nursing home!
Clover Kids – 4H	Literacy & Character building activities	
Dance	Physical Fitness	
Flag Football	Physical Fitness	
Helping Hand Crafts	Art Educational activities, Volunteer & Service	Made things for local charities, nursing homes.
Hurstville Interpretive Center	Supervised Field Trip, Science Education	
Karate	Physical Fitness	
Kid Wind (STEM)	Science Education activity	Great hands on activities and experiments!
Legos	Science Education activity	
Little Chefs (ISU)	Nutritional Education	
Movie Night	Recreation and enrichment events	
Mud & Muck (ISU)	Science Education activity	

Table 8 Continued: ALEAP Activity and Program Review		
Activity	Interest Area	Feedback
Painting & Pottery	Art Educational activities	
Photography	Art Educational activities	
Pumpkin Patch Fall Trip	Supervised Field Trip	Very well attended, lots of parental supervision as well!
Robotics	Science Education activity	
Ski Trip	Physical Fitness, Supervised Field Trip	Very well attended, lots of parental supervision as well!
Swimming Lessons	Physical Fitness, Recreational Activities	Thanks for providing this amazing opportunity for our children to learn water safety!
Volleyball Clinic	Physical Fitness	
Yearbook	Literacy activities, Youth Leadership	
YMCA Free Time	Recreational Activities	
Homework Assistance	Homework Assistance before & after school	Great to have access before and after school to computers, books, etc.

The Mississippi Bend Area Education Agency Evaluation Team presented the local evaluation report and assisted the program leaders in the completion of the annual grant report. The members of the evaluation team are:

- Dr. Edward Gronlund, Program Evaluator and Team Leader, egronlund@mbaea.org
- Nicholas Conklin, Organizational Information Specialist, nconklin@mbaea.org
- Faith Koger, Information Specialist, fkoger@mbaea.org
- Jessica Giovannini, Information Specialist, jgiovannini@mbaea.org

c. Recommendations for objectives.

The program leaders and evaluation team in collaboration with the faculty, students, parents, and grant partners continually review ALEAP’s ability to successfully reach its intended objectives. The program leaders’ priorities for 2016-2017 are: (1) continue to monitor student achievement growth/gains; (2) develop measures to include science achievement growth/gains; (3) collaborate with teachers to identify ways of sustaining the leadership trait development, self-efficacy, and self-regulation; and (4) explore activities and offerings with grant partners to identify a variety of experiences so that students are continually engaged.

Objectives	Recommendation
ALEAP participants will show accelerated growth in read/language arts, math, and science.	<ul style="list-style-type: none"> • Continue to monitor standardize measures to address immediate instructional and student learning needs. • Review kindergarten and 1st grade FAST literacy assessment data to identify ways to accelerate learning. • Explore a science achievement measure that would be practical and feasible for the everyday instructional purposes and the grant reporting needs.

Objectives	Recommendation
Students will model <i>7 Habits of Highly Effective People</i> through leadership opportunities and responsibilities.	<ul style="list-style-type: none"> • Collaborate with teachers to embed and sustain the leadership traits gained through the <i>7 Habits</i> training. • Begin a conversation with teachers to identify ways to expand the survey to provide more detailed feedback.
Students will increase attendance and reduce behavior referrals during the school day.	<ul style="list-style-type: none"> • Continue to monitor student attendance and behavior. Attendance and behavior were not identified this year as a need area.
Students will set goals, monitor goals, and review goals with an adult throughout the program.	<ul style="list-style-type: none"> • Begin a conversation with teachers to identify ways to expand the survey to provide more detailed feedback.
Students will participate in activities and programs that are new or not currently in their interest area.	<ul style="list-style-type: none"> • Continue to review activities to ensure continued high student engagement. • Continue to work with grant partners to sustain the continuation of popular activities and exploration for new activities.

The program leaders have requested assistance from the evaluation team to develop an organized feedback input practices during year two. The program leaders would like to quantify the input/feedback from teachers, students, parents, and community so that it provides a more reliable decision-making process that informs progress toward the program's goals and objectives. The program leaders have received very positive feedback from all stakeholders and their observations have validated those positive comments. The program leaders expressed a desire to have a feedback system that could detect student learning needs that they have not observed and it could be used beyond the grant period.

d. *Recommendations on future plans for change.*

Peter Bonifas, Activity Coordinator, and Tara Notz, Principal, through a needs assessment process that included the evaluation team as well as the faculty, students, and grant partners did not identify any ALEAP program changes for 2016-2017. The evidence gathered, analyzed, and evaluated indicated that proceeding with ALEAP as outlined in the grant application was desired for 2016-2017. The program leaders do believe an earnest conversation with community partners to enact the sustainability plan will need to begin during year three of the grant project.