

**Grantee: Dubuque Community School District**  
**21<sup>st</sup> CCLC Local Evaluation for 2021-2022**

**Overview**

To assist grantees with meeting the local evaluation requirements, the Iowa DOE provides a standardized form for local evaluations of the 21st CCLC Programs. Each grantee is required to complete the local evaluation form with data from the previous school year. Each grantee must submit **ONE** evaluation that encompasses all centers funded by the grantee. Cohorts 12-16 are to be included for reporting data for the previous school year. Reported data will be from the Summer, Fall, and Spring.

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

The completed form should be saved with the filename <**Grantee Name 21st CCLC Local Evaluation Form 2021-2022**>. The form must be completed and submitted in Word format.

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

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

**1. General Information**

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

Basic Information Table	
Item	Information
Date Form Submitted	January 30, 2023
Grantee Name	Dubuque Community School District
Program Director Name	Joe Maloney
Program Director E-mail	<a href="mailto:jmaloney@dbqschools.org">jmaloney@dbqschools.org</a>
Program Director Phone	563-552-3000
Evaluator Name	Miriam J. Landsman, PhD, MSW
Evaluator E-mail	<a href="mailto:Miriam-landsman@uiowa.edu">Miriam-landsman@uiowa.edu</a>
Evaluator Phone	319-335-1257
Additional Information from Grantee (optional)	

Center Information Table	
Cohort	Centers
<i>(If not in a cohort, leave that cohort info blank)</i>	<i>(Enter Names of Centers, separated by commas) INCLUDE SCHOOL LEVEL (i.e. Elementary, Middle, High School)</i>
Cohort 12	
Cohort 13	George Washington Middle School and Thomas Jefferson Middle School
Cohort 14	
Cohort 15	
Cohort 16	
Additional Information from Grantee (optional)	

**Note: If you are in Cohort 17, you will report your data next year (We always report the previous year's data in the local evaluations).**

## 2. Introduction/Executive Summary

Introduction/Executive Summary Required Elements	Complete?
Program Implementation	X
<ul style="list-style-type: none"> <li>Needs Assessment Process</li> </ul>	X
<ul style="list-style-type: none"> <li>Key People Involved</li> </ul>	X
<ul style="list-style-type: none"> <li>Development of Objectives</li> </ul>	X
Program Description	X
<ul style="list-style-type: none"> <li>Program days and hours</li> </ul>	X
<ul style="list-style-type: none"> <li>List of activities</li> </ul>	X
<ul style="list-style-type: none"> <li>Location of centers</li> </ul>	X
<ul style="list-style-type: none"> <li>Attendance requirements</li> </ul>	X
<ul style="list-style-type: none"> <li>Governance (board, director, etc.)</li> </ul>	X
Program Highlights	X

**Needs Assessment:** The Dubuque 21<sup>st</sup> CCLC Grant supports an after-school program for middle school students at George Washington Middle School and Thomas Jefferson Middle School, serving grades 6-8. This program, known as LEAP (or Literacy Education and Project Based Learning program) is a non-traditional after-school program focused on choice, interest, and igniting students' passion for learning. Through this grant, middle school students are allowed to choose from an extended variety of active and project-based learning programs. The central question guiding the needs assessment and the evaluation process is this: How can we structure afterschool programming to have a meaningful impact on students' in-school academic and behavioral performance?

**Key People Involved:** LEAP was created because the district – building administrators, middle school teachers, district administrators associated with Student Services and Curriculum Directors – identified a critical need for support and enrichment programming for students who were not involved in other extra-curricular activities. LEAP does not exclude students who are involved in formal sports, music, or drama programs, but the district wanted to ensure that all students would have opportunities for academic and social/emotional development. The LEAP program was developed to provide enrichment services intended to complement school day instruction and develop the whole, 21<sup>st</sup> Century child.

**Development of Objectives:** The objectives driving this grant were developed based on the priorities that key middle school players identified as critical for after-school programming and that fit with the Department of Education's requirements for 21<sup>st</sup> Century programming. The work of developing these objectives was conducted by committee, which included the middle school principals and the Student Needs Facilitators at each building - in other words, those who have their thumb on the pulse of the middle school population and understand their needs and motivations.

**Program Days and Hours:** LEAP meets five days per week at each site. At Jefferson, activities were from 2:30-4:00. Literacy Room (Homework Help) was from 2:30-5:30. At Washington, activities were from 2:30-4:00. Homework Help was as follows: Monday-Thursday, from 6:40 a.m.-7:20 a.m. and from 2:30-4:30 p.m. and Friday, from 7:15-8:15 a.m. and 2:30-4:00 p.m.

**List of Activities:** A menu of offerings include learning experiences focused on areas including science, literature, technology, fine arts, environmental issues, community service, physical activity, and social-

emotional programming. Students could be playing in a rock band or working in the Aquarium Skull Diggery Program at the National River Museum one evening and playing chess or learning folk dancing the next evening. Other students could choose to learn Asian Dance and Cooking during one session and make ice cream or clay pots another time. Arts on Canvas, craft projects through the library, or learning more about the animals at the Humane Society are some of the many activities which make up LEAP. In addition, there is access to daily assistance with homework in the Literacy Room.

**Location of Centers:** LEAP locations are at both George Washington Middle School and Thomas Jefferson Middle School. Essentially the same program is offered at both schools.

**Attendance Requirements:** There have not been specific attendance requirements for LEAP, and this has been an ongoing challenge. The approach has been to provide opportunities for learning enhancements for all interested students whose parents permit their participation. Meeting the expectation of “regular” attendance (minimum of 90 hours) has been difficult for several reasons, including changes in personnel, varied schedules of students and families, and students being involved in other extracurricular activities (i.e., athletics, fine arts). However, some positive changes are occurring. Participation in homework assistance has continued to increase. Program staff are aware of the importance of improving attendance to be able to continue offering this vital support for students.

**Governance:** Governance has been handled by district administration in collaboration with each building administrator. This includes the Director of Athletics, the Director of Behavior and Learning Supports, building principals and site coordinators. Jackie Lambe, who is the LEAP Coordinator, has created and met with a student advisory group, consisting of 5-6 students from each of the two schools - Jefferson and Washington. The students’ input has been instrumental in determining the scope and sequence of activities.

**Program Highlights:** Between the two program sites, a total of 828 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> students were able to participate in the various activities and supports offered by LEAP throughout the 2021-22 school year.

**3. Demographic Data**

Demographic Data Required Elements	Complete?
2021-2022 School Year Attendance Tables	X
• 2021-2022 School Year Attendance Summary Table	X
• 2021-2022 School Year Attendance Gender and Special Needs Table	X
• 2021-2022 School Year Attendance Ethnicity Table	X
Summer of 2021 Attendance Tables	N/A
• Summer of 2021 Attendance Summary Table	N/A
• Summer of 2021 Attendance Ethnicity Table	N/A
• Summer of 2021 Attendance Special Needs Table	N/A
Attendance Discussion	X
Partnerships	X
• Partnerships Table	X
• Partnerships Discussion	X
Parent Involvement Information and Discussion	X

**2021-2022 School Year Attendance.** *Enter the number of students in the appropriate fields in the tables below. Data will be from the Fall of 2021 and the Spring of 2022. There are separate tables for the Summer of 2021. Leave blank any cohorts that do not apply.*

<b>21st CCLC Program 2021-2022 School Year Attendance Summary Table</b>						
<i>Reflects Number of Students</i>						
<b>Days/Hours</b>	<b>Cohort 12</b>	<b>Cohort 13</b>	<b>Cohort 14</b>	<b>Cohort 15</b>	<b>Cohort 16</b>	<b>Total</b>
<b>Less than a week</b> <i>(Less than 15 Hours)</i>		446				446
<b>More than a week</b> <i>(More than 15, Less than 45 Hours)</i>		242				242
<b>More than a Month</b> <i>(More than 45, Less than 90 Hours)</i>		115				115
<b>More than two Months</b> <i>(More than 90, Less than 180 Hours)</i>		17				17
<b>More than three Months</b> <i>(More than 180, Less than 270 Hours)</i>		8				8
<b>More than four Months</b> <i>(More than 270 Hours)</i>		0				0
<b>TOTALS</b>		828				828

**Note: The Gender and Special Needs Table and the Ethnicity Table attendance data is based on Total Attendees. Please fill in the tables using TOTAL Attendance.**

<b>21st CCLC Program 2021-2022 School Year Attendance Gender and Special Needs Table</b>						
<b>Based on Total Attendance</b>						
	<b>Cohort 12</b>	<b>Cohort 13</b>	<b>Cohort 14</b>	<b>Cohort 15</b>	<b>Cohort 16</b>	<b>Total</b>
<b>Male</b>		362				362
<b>Female</b>		466				466
<b>Limited English Proficiency (LEP)</b>		21				21
<b>Free and Reduced Lunch (FRPL)</b>		453				453
<b>Special Needs (Disabilities)</b>		78				78

<b>21st CCLC Program 2021-2022 School Year Attendance Ethnicity Table</b>						
<b>Based on Total Attendance</b>						
	<b>Cohort 12</b>	<b>Cohort 13</b>	<b>Cohort 14</b>	<b>Cohort 15</b>	<b>Cohort 16</b>	<b>Total</b>
<b>White</b>		568				568
<b>Hispanic/Latino</b>		29				29
<b>American Indian/Alaska Native</b>		5				5
<b>Black/African American</b>		93				93
<b>Asian/Pacific Islander</b>		36				36
<b>Unknown Race</b>		97				97

Summer of 2021 Attendance. **Enter the number of students in the appropriate fields in the tables below. Data will be from the Summer of 2021 ONLY. Leave blank any cohorts that do not apply.**

<b>21st CCLC Program 2021-2022 Summer 2021 Attendance Summary Table</b>						
<b>Reflects Number of Students</b>						
<b>Days/Hours</b>	<b>Cohort 12</b>	<b>Cohort 13</b>	<b>Cohort 14</b>	<b>Cohort 15</b>	<b>Cohort 16</b>	<b>Total</b>
<b>Less than a week (Less than 15 Hours)</b>		N/A				
<b>More than a week (More than 15, Less than 45 Hours)</b>		N/A				
<b>More than a Month (More than 45, Less than 90 Hours)</b>		N/A				
<b>More than two Months (More than 90, Less than 180 Hours)</b>		N/A				
<b>More than three Months (More than 180, Less than 270 Hours)</b>		N/A				
<b>More than four Months (More than 270 Hours)</b>		N/A				

<b>TOTALS</b>		N/A				
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**Note: The Gender and Special Needs Table and the Ethnicity Table attendance data is based on Total Attendees. Please fill in the tables using TOTAL Attendance.**

<b>21st CCLC Program 2021-2022 Summer 2021 Attendance Gender and Special Needs Table</b>						
<b>Based on Total Attendance</b>						
	<b>Cohort 12</b>	<b>Cohort 13</b>	<b>Cohort 14</b>	<b>Cohort 15</b>	<b>Cohort 16</b>	<b>Total</b>
<b>Male</b>		N/A				
<b>Female</b>		N/A				
<b>Limited English Proficiency (LEP)</b>		N/A				
<b>Free and Reduced Lunch (FRPL)</b>		N/A				
<b>Special Needs (Disabilities)</b>		N/A				

<b>21st CCLC Program 2021-2022 Summer 2021 Attendance Ethnicity Table</b>						
<b>Based on Total Attendance</b>						
	<b>Cohort 12</b>	<b>Cohort 13</b>	<b>Cohort 14</b>	<b>Cohort 15</b>	<b>Cohort 16</b>	<b>Total</b>
<b>White</b>		N/A				
<b>Hispanic/Latino</b>		N/A				
<b>American Indian/Alaska Native</b>		N/A				
<b>Black/African American</b>		N/A				
<b>Asian/Pacific Islander</b>		N/A				
<b>Unknown Race</b>		N/A				

#### Attendance Discussion.

<b>Attendance Discussion Required Elements</b>	<b>Complete?</b>
General discussion on attendance including	X
<ul style="list-style-type: none"> <li>Percentage of 21<sup>st</sup> CCLC attendance compared to total population.</li> </ul>	X
<ul style="list-style-type: none"> <li>Percentage of attendees who are FRPL.</li> </ul>	X
<ul style="list-style-type: none"> <li>Efforts to increase and keep attendance high.</li> </ul>	X
<ul style="list-style-type: none"> <li>Recruitment efforts.</li> </ul>	X
<ul style="list-style-type: none"> <li>Discussion on how contact hours requirement is being met. <i>60 hours per month (3 hours per day x 5 days a week) during weeks when school is in session (not counting Christmas or Spring Break)</i></li> </ul>	X
<b><i>Explain WHY attendance met or did not meet grant goals.</i></b>	

**Percentage of 21<sup>st</sup> CCLC Attendance Compared to Total Population:** The total student population, according to certified enrollment and combined for both sites - Jefferson (521) and Washington (654) Middle Schools - for the 2021-22 school year was 1,175.

828 students or 70% of the total student population attended at least one or more LEAP activities. Of those 828 students who attended LEAP from both schools, 21 of these students participated 90 or more hours. Program staff are working toward increasing that percentage further. In summarizing the Ethnicity Table for all students, 69% of students participating were white, 11% were Black/African American, 4% were Hispanic, 4% were Asian/Pacific Islander, and 5 students were American Indian/Alaska Native. For 12% of participants, racial/ethnic identity was unknown. Additionally, 9% of LEAP participants have special learning needs, and 3% are English language learners.

**Percentage of Attendees who are FRPL:** 55% (or 453 of 825 students) of the total number attending LEAP were FRPL.

**Efforts to Increase and Keep Attendance High:** Although the total number of students participating in one or more LEAP activities is high (70% of the total population), the issue here is with the number of students who attended 90 or more hours. Program staff continue to strategize to further increase attendance

**Recruitment Efforts:** LEAP continues to use various strategies to strengthen recruitment. There have been pizza parties for regular attenders. Both schools personally recruit students and promote at Open Houses with a LEAP informational table for students and parents. In addition, there is a LEAP Board at each school, which allows students to find out about the activities for the month. LEAP is promoted through WTV and all school announcements and successes or positive notes about LEAP are shared during "Student Success Time" by all teachers. There is also a LEAP website (<https://www.dbqschools.org/district/programs/leadership-enrichment-school-programs-leap/>), which keeps both students and parents informed of programs and activities.

**Discussion on how contract hours requirement is being met:** LEAP meets five days per week at each site. At Jefferson, activities were from 2:30-4:00. Literacy Room (Homework Help) was from 2:30-5:30. At Washington, activities were from 2:30-4:00. Homework Help was as follows: Monday-Thursday, from 6:40 a.m.-7:20 a.m. and from 2:30-4:30 p.m. and Friday, from 7:15-8:15 a.m. and 2:30-4:00 p.m.

**Why attendance did not meet grant goals:** LEAP serves a large percentage of the student population (70%) but continues to work to increase the number of "regular" attendees who attend 90 or more hours. Program staff continue to strategize to further increase attendance.



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

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

<b>21st CCLC Program 2021-2022 Partnerships Table</b>				
<b>Name of Partner (Enter name of Partner)</b>	<b>Type*: Full/ Partial/ Vendor (descriptions below)</b>	<b>Contribution Type (From list above)</b>	<b>Staff Provided (Describe if applicable)</b>	<b>In-kind Value (Monetary Value if unpaid partner)</b>
Carnegie-Stout Public Library	3	Homemade Arts & Crafts, Christmas Gifts, etc.	Haidee Cordoso	\$900
Dubuque Police Department	3	Community / Law enforcement partnership & communication	Officer Nichole Brehm	\$1,600
Challenge to Change	3	Yoga instruction and relaxation techniques	Sandra Gotto	\$1,500
National Mississippi River Museum & Aquarium	3	Marine education and exposure to sea creatures	Megan Hahn and Jennifer Drayna	\$500
Rising Star Theater Company	3	Drams instruction, stage make-up and set design	Megan Schumacher	\$800
Swiss Valley Nature Center	3	Wild animal respect and education	Taylor Schaeffers	\$250
Dubuque Humane Society	3	Animal / pet care as well as pet therapy	Kelsey Schmidt	\$1,800

Trolleys of Dubuque	8	Provided transportation for field trips		\$1,000
Dubuque Leisure Services	3	Rec-N-Roll Trailer and other physical activity programming	Brian Feldott	\$500
Creative Adventure Lab	3	STEM programming		\$750

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

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

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

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

Partnerships Discussion Required Elements	Complete?
General discussion on Partnerships including	X
• Summary of partnerships table.	X
• Total Partners by Type	X
• Efforts to recruit partners.	X
• Highlights of partnerships.	X
• How partnerships help program serve students.	X

**Summary of Partnership Table:** There were a total of 10 community partners during the 2021-22 school year.

**Total Partners by Type:** All provided programming and activity-related services

**Efforts to Recruit Partners:** Jackie Lambe (LEAP Coordinator) is deeply connected in the community, and has middle school children of her own, so she not only acutely understands the needs and interests of this age group, but she has many contacts within the community who are willing to help in some way. Currently, her efforts to recruit partners are by word of mouth or by networking. Jackie uses her community contacts as a network system and often those who are already providing services to the LEAP program will have an idea for Jackie in her pursuit of additional contacts.

**Highlights of Partnership:** One of the interesting aspects of LEAP's partnerships is the variety of services and experiences that these community entities are offering students through this collaborative project. For example, students have access to the National Mississippi River Museum and Swiss Valley Nature Center for science and nature experiences, they have opportunities for hands-on arts learning through the Creative Adventure Lab, and physical activities through Dubuque Leisure services. Trolleys of Dubuque provides transportation for field trips. The Dubuque Humane Society provides opportunities

for students to learn animal care. Together, these varied community partnerships are meeting students' needs for academic, behavioral, and social-emotional growth.

**How Partnerships Help Programs Serve Students:** Partnerships have created a diverse offering of interests and possibilities for middle schoolers. Partners have a passion for the program they offer, allowing students to think about and experience things that would likely be unavailable to them otherwise.

#### Parent Involvement Information and Discussion.

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

**Number and Description of Parent Meetings and/or Events:** The LEAP program sponsored two parent events through a registration and information table during Open House for incoming 6<sup>th</sup> graders, as well the full school Open House for all 6-8 grade students and their families.

**Number of Parents at Each Meeting and/or Event:** Between the two schools, approximately 300 families requested information about the LEAP program during the Open Houses. This number is estimated based on the number of student registration applications that were distributed at these events.

**Description of Communication with Parents:** Communication with parents occurred through various ways. Information was posted on the LEAP website. Flyers were sent home with students along with reminders given to the students to pass on to their parents. Information was also provided in the electronic student mailbag. Finally, LEAP hosted an informational table at the schools' Open Houses to educate parents about the program.

**Efforts to Increase Parental Involvement:** Program leaders continue to use school newsletters, informational tables at Open Houses and conferences and the district website as avenues to educate families about the benefits of LEAP and being involved in supporting their students. This program provides students with the opportunity to further explore project-based learning, but also provides parents with a safe place for their children to be after school. Getting parents to school events has become a universal issue and knows no economic or ethnic barriers. It seems to be even more challenging at the middle and high school levels. Previous attempts to encourage parent involvement through parent nights offered through this program have been unsuccessful.

#### 4. GPRA Measures

For 2021-2022, the US DOE has 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 current school year is the 2021-2022 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.**

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

**GPRA Measure 1A – Reading Progress.** Percentage of students in **grades 4-8** participating in 21<sup>st</sup> CCLC programming during the school year and/or summer who demonstrate growth in reading and/or language arts on State Assessments.

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

GPRA Measure 1A – Reading Progress	Less Than 15 Hours	15-44 Hours	45-89 Hours	90-179 Hours	180-269 Hours	270 Hours or More
<b>Number of Attendees for whom you have outcome Data to report.</b>	446	242	115	17	8	N/A
<b>Number of Attendees who exhibited growth.</b>	96	41	24	10	2	N/A
<b>Percentage of Attendees who exhibited growth. Calculated for each column.</b>	22%	17%	21%	59%	25%	N/A

**GPRA Measure 1B – Math Progress.** Percentage of students in **grades 4-8** participating in 21<sup>st</sup> CCLC programming during the school year and/or summer who demonstrate growth in mathematics on State Assessments.

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

<b>GPRA Measure 1B – Math Progress</b>	<b>Less Than 15 Hours</b>	<b>15-44 Hours</b>	<b>45-89 Hours</b>	<b>90-179 Hours</b>	<b>180-269 Hours</b>	<b>270 Hours or More</b>
<b>Number of Attendees for whom you have outcome Data to report.</b>	446	242	115	17	8	N/A
<b>Number of Attendees who exhibited growth.</b>	115	44	27	11	2	N/A
<b>Percentage of Attendees who exhibited growth. Calculated for each column.</b>	26%	18%	23%	65%	25%	N/A

**GPRA Measure 2 – Academic Achievement - GPA.** Percentage of students in **grades 7-8 and 10-12** attending 21<sup>st</sup> CCLC programming during the school year and/or summer with a prior-year unweighted Grade Point Average (GPA) of less than 3.0 who demonstrated an improved GPA.

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

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

	<b>Less Than 15 Hours</b>	<b>15-44 Hours</b>	<b>45-89 Hours</b>	<b>90-179 Hours</b>	<b>180-269 Hours</b>	<b>270 Hours or More</b>
<b>Number of Attendees for whom you have outcome Data to report.</b>	275	134	81	10	3	N/A
<b>For how many of these students do you have outcome data to report and who had a prior-year un-weighted GPA of less than 3.0?</b>	40	57	43	4	2	N/A
<b>Percentage of Attendees who improved their GPA. Calculated for each column.</b>	15%	43%	53%	40%	67%	N/A

**GPRA Measure 3 – School Day Attendance.** Percentage of students in **grades 1-12** participating in 21<sup>st</sup> CCLC during the school year who had a school day attendance rate at or below 90% in the prior school year and demonstrated an improved attendance rate in the current school year.

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

	Less Than 15 Hours	15-44 Hours	45-89 Hours	90-179 Hours	180-269 Hours	270 Hours or More
How many students had a school day attendance rate at or below 90% in the prior school year (2020-2021)?	135	72	30	7	5	N/A
Of these students, how many demonstrated an improved attendance rate in the current school year (2021-2022)?	100	51	21	5	4	N/A
Percentage of Attendees who improved their attendance rate. <b>Calculated for each column.</b>	74%	71%	70%	71%	80%	N/A

**GPRA Measure 4 – Behavior.** Percentage of students in **grades 1-12** attending 21<sup>st</sup> CCLC programming during the school year and/or summer who experienced a decrease in in-school suspensions compared to the previous school year.

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

	Less Than 15 Hours	15-44 Hours	45-89 Hours	90-179 Hours	180-269 Hours	270 Hours or More
For how many of these students do you have outcome data to report and who had in-school suspensions in the previous school year (2020-2021)?	89	37	27	14	6	N/A
Of these students, how many experienced a decrease in in-school suspensions in the current school year (2021-2022)?	64	25	20	11	5	N/A
Percentage of Attendees with fewer in-school suspensions. <b>Calculated for each column.</b>	72%	68%	74%	79%	83%	N/A

**GPRA Measure 5 – Teacher Survey.** Percentage of students in **grades 1-5** participating in 21<sup>st</sup> CCLC programming in the school year and/or summer who demonstrated an improvement in teacher-reported engagement in learning.

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

	Less Than 15 Hours	15-44 Hours	45-89 Hours	90-179 Hours	180-269 Hours	270 Hours or More
<b>For how many of these students do you have outcome data to report?</b>	446	242	115	17	8	N/A
<b>Of these students for whom you have outcome data to report, how many demonstrated an improvement in teacher-reported engagement in learning?</b>	437	230	108	15	8	N/A
<b>Percentage of Attendees who improved. Calculated for each column.</b>	98%	95%	94%	88%	100%	N/A

#### GPRA Measures Discussion.

GPRA Measures Discussion Required Elements	Complete?
Discussion of high performing and low performing areas.	X
Discussion of issues with any GPRA Measure.	X
Assessment of 21 <sup>st</sup> CCLC Program based solely on GPRA Measures.	X

**Discussion of High Performing and Low Performing Areas:** 48% of regularly attending students improved in MAP scores in the area of reading compared with 20% of students attending less than 90 hours. In mathematics, 52% of regularly attending students improved on their MAP test compared to 23% of student attending less than 90 hours. Thus, the improvement noted in the regularly attending students is substantial and can be regarded as positive academic growth trend in LEAP attendees. Surveys completed by teachers indicated that 96% of all students demonstrated improvement in teacher-reported engagement in learning.

**Discussion of difficulties on an GPRA Measure:** None at this time.

**Assessment of 21<sup>st</sup> CCLC Program based Solely on GPRA Measures:** With 52% MAP growth in regular LEAP attendees in Math and 48% MAP growth in regular LEAP attendees in reading, we can say that a substantial percentage of students who regularly attended LEAP showed positive academic growth. Further, 96% of LEAP students were assessed by their teacher as having improved in teacher-reported engagement. We reaffirm that LEAP is not a traditional program offering strictly reading and math tutoring programs for students to raise their achievement level. Opportunities to participate in different educational and developmental activities allows for student growth in multiple areas.

## 5. Local Objectives

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

1. Enter no more than **five** Local Objectives. If you have more than five objectives, enter the top five in the Local Objectives Table and summarize additional objectives in the Local Objectives Discussion Section. Another option is to consolidate two or more objectives into one objective. If you have fewer than five objectives, leave the additional rows blank.
2. Local Objectives should **NOT** mirror GPRM Measures. For example, since Reading and Math achievement are covered by GPRM Measure 1 there is no need to have Local Objectives on Reading or Math achievement.
3. There is a Local Objectives Table for each Cohort. If a Grantee did not participate in a cohort, that cohort table should be left blank.
4. Objectives will be rated as one of four ways. These are the **ONLY** acceptable ratings:
  - a. Met the stated objective. (Must provide methodology on how the objective was measured and justification for meeting the objective.)
  - b. Did not meet but made progress toward the stated objective. (Must provide methodology on how the objective was measured and what criteria was used to determine that progress was made.)
  - c. Did not meet and no progress was made toward the stated objective. (Must provide methodology on how the objective was measured and what criteria was used to determine that no progress was made.)
  - d. Unable to measure the stated objective. (All objectives should be measured unless extraordinary circumstances prevent doing so. If an objective cannot be measured, complete details on these circumstances must be provided in the Methodology/Justification column.)
5. Data will be from the Summer and Fall of 2020 and the Spring of 2021.

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

### Local Objectives Data Tables.



Cohort 13 Table

Cohort 13 Objectives	Objective Rating	Methodology/Justification for Rating
80% of students in the After School Program (ASP) will participate in Project Based Learning.	Met	Reviewed content of every LEAP offering to determine evidence of Project Based Learning. 100% of the programming sessions, contain Project Based Learning.
50% of regular attenders will increase academic performance in reading on the MAP test	Did not meet, but made progress	We identified “regular” attenders as those students who attended 90 hours or more of programming. Based on those numbers we had 48% of students increase academic performance in reading on the MAP test.
50% of the total school population will attend at least one day of programming	Met	Daily attendance logs were used to track participation. 70% (828 out of 1,175) of the total student population at Jefferson and Washington attended at least one day of programming.
50% of regular attenders will increase academic performance in mathematics on the MAP test	Met	We identified “regular” attenders as those students who attended 90 hours or more of programming. Based on those numbers we had 52% of students increase academic performance in mathematics on the MAP test.
Increase the number of community partners that work with the after-school LEAP program	Met	Partner participation and contributions were documented by LEAP staff. We were able to maintain our current partners, while adding one new partner (Rising Star Theater) for our LEAP program.

## Local Objectives Discussion.

Local Objectives Discussion Required Elements	Complete?
<ul style="list-style-type: none"> <li>Statistical Analysis as Applicable.</li> </ul>	X

• Improvement over more than one year as observed.	X
• Applicable graphs, tables, and/or charts.	X
• Details on methodology and ratings as needed.	X
• Additional Objectives not in Local Objective Tables.	X
• Clarification for objectives not met.	X
• Clarification for objectives not measured.	X

**Statistical Analysis as Applicable:** None applicable at this time.

**Improvement Over More Than One Year as Observed:** Progress on several local objectives has been consistent over previous years: achievement of the objectives for project-based learning, improvement in math and reading, and family participation in Open House night were consistent with the previous year.

**Applicable Graphs, Tables, and/or Charts:** None applicable at this time.

**Details on Methodology and Ratings as Needed:** Methodology and ratings are explained in the chart above.

**Clarification for Objectives Not Met:** The objective related to at least 50% of regular attenders increasing their academic performance in reading on the MAP test was not met. We identified “regular” attenders as those students who attend 90 or more hours of programming and only 48% of those students increased their academic performance in reading on the MAP test.

**Clarification for Objectives Not Measured:** N/A.

## 6. Anecdotal Data

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

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

Type or copy and paste Anecdotal Data here.

**Success Stories**

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

**Specific Examples:** During the COVID pandemic we were not able to provide the same level of afterschool programming as we had previously done. During the 21-22 school year we were able to get back to some more “normal” activities and it was great getting kids involved with their school once again in meaningful and educational learning opportunities. We had several new students at our schools offering the LEAP program that we work to get them to attend afterschool activities if they are not already involved with other extracurricular activities (i.e., athletics, band). Students that try it once are immediately hooked and want to come back again which was no different this year.

**Key People Involved:** Student Advisory Committee, Teachers, and Facilitators

**Quotes from participants, teachers, parents, etc.:** “As a basketball coach, I'm very thankful for HW help. \_\_\_\_\_ was able to attend HW help and increased two of his failing grades to passing grades. This made him eligible for our first game and he was super excited about being able to play in front of his mom.” – Teacher

“I do LEAP at Jefferson Middle School. Last year I would constantly go there, and I gained some amazing friends because of it. This year I go there and sometimes I make food for my family. This really helps out my family and specifically my mom because she is a single parent. Making supper some nights help make sure all my siblings wind up eating a healthy based meal and makes sure we all get some. With my mom being a single working parent, I go to get my siblings and help them with things they might need. LEAP is a good way to have a break from the responsibilities we have. LEAP can help your academic, social, and sometimes even environmental learning! This extracurricular activity helps many students who need a little extra push. Students start succeeding in many different aspects in life with LEAP. It really has helped me become more happy but also responsible. It helps me become more responsible with that little break I get from constantly helping out with siblings and the house. In general, LEAP is a wonderful after school event and I am thankful that it is available. I hope it continues to be at the school!” – Student

“Rising Star Theatre Company has recently begun offering theatre LEAP programs at both Washington and Jefferson. The students have really enjoyed exploring theatre games and especially have expressed interest in our improv workshops. One student at Jefferson was extremely nervous and shy at our first meeting and was reluctant to “jump in” to any games, but once he did, you could see the joy on his face when he realized how successful he was at making up scenes and now he volunteers to start every time we meet. He is incredibly creative and now makes bold and hilarious choices during games. Last month, he said, “I wish we had this (session) every day of the week!” I encouraged him to pursue improv in high school as well and he grinned from ear to ear! This program has enriched the lives of students and the educators. I love it and hope to continue offering programs for years to come!” – Partner

**Include objectives showing large increases:** 80% of student in the ASP will participate in Project Based Learning. The ASP provides 100% Project Based Learning opportunities.

### Best Practices

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

**Description of the Practice/Activity:** Project Based Learning is central to the best practices within LEAP. Project Based Learning is a teaching method in which students gain knowledge and skills by being immersed in a topic or skill in which they have the opportunity to investigate, interact and collaborate with others, and learn in an authentic and hands-on environment.

**Methodology of Measuring Success of Best Practice:** Project Based Learning engages students in critical thinking skills, construction of knowledge and can affect self-regulation. Success has been measured through reflective comments offered by participating students and community partner observations of student's level of engagement and growth.

**Information on why practice/activity was implemented:** Research indicates that when Project Based Learning is employed, student motivation and engagement increases. Those involved with the LEAP program understand the specific attributes of this age group as well as the importance of motivating and engaging students both during and after school and chose to dedicate and involve Project Based Learning in all LEAP activities.

**Impact of Best Practice on Attendance:** All students attending the LEAP program engage in Project Based learning. Students have the opportunity to suggest activities that will be incorporated into the program. Therefore, it has been evident that our students find LEAP activities to be engaging and motivating.

**Impact of Best Practice on Achievement:** Based on student responses to Project Based Learning, the immersion in topics or skills, the ability to collaborate and interact with other students and staff, and the opportunity to engage in create and intellectually stimulating activities had a positive impact on students' intellectual and social-emotional development.

**Pictures**



Students enjoying meals prepared during cooking class



Cooking Class and "Chef of the Day"



Fresh baked cookies during Baking Class



Valentine's Day gifts for local senior home residents



Students with K-9 officer



Craft day with Carnegie Stout Public Library



Students displaying holiday gifts for family members



Chef of the Day

**Student, teacher, parent, and stakeholder input**

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

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

**Quotes from Students:**

“LEAP has always been fun for me. Especially Student Ambassadors. I am very thankful that we have had the opportunity and funding to do it. It is fun and it brings me joy and I get to bring other people joy too. I am very thankful for LEAP.”

“I think LEAP is a nice thing because they give a lot of options and you can discover hobbies and do things you have never done before. I love doing circuit club because it’s very fun and you can learn and see things with the machine.”

“I come to homework help because I get to get my homework done and get my grades up. Homework help is my favorite LEAP activity and sometimes I get candy for getting my homework done.”

“I like hanging out with my friends and making new friends.”

“I like to draw and make new friends.”

“For me LEAP is a place where I can calm down and do stuff I enjoy and it doesn’t cost money.”

“I had a lot of fun doing art at Washington. I got to hang out with new friends and meet new people. It was a lot of fun and I like it a lot.”

“In creating artwork during LEAP, I got to discover a new interest for painting. I also got to bond with other people while drawing. It was super fun and stress-relieving.”

“I participated in math counts LEAP after school. Math counts is good because it helps improve my math skills and that helps my grades.”

#### **Quotes from Teachers:**

“I am pleased with the addition of drama/acting LEAP programs this year. My son loves to participate and often comes home and shares the games that they played that afternoon. I love that this time is used without electronics and devices, instead it provides students with an opportunity to communicate and socialize with each other.”

“I think LEAP is an awesome program that not only has fun activities, but it also teaches life skills like cooking. I think it’s great they sometimes go on cool fieldtrips and get to know a diversity of students they may never get to hang out with otherwise and learn from. There are always lots of choices of a variety of activities they can join. All around wonderful program! I wish they had something like this when I was in school!”

“LEAP is such an amazing opportunity for kids. The wide variety of activities to see kids participate in has been so great to see. Having meals in minutes has been a great way to get kids involved with cooking some new recipes and being able to bring home a whole meal is amazing. When having the areas resources come in to do different activities with the students is a great time to have them try new things, along with interacting with different aged students.”

“I thought I would share that I have enjoyed the Facebook postings, talking to \_\_\_\_\_ and the emails we receive regarding the Robotics Club. It is fun to see these students working together and creating such interesting robots.”

“During December another staff member and I held an activity where the students could make gifts for their families. We did not have a big turnout but those that did left smiling and excited to share their hard work with their families. The students had options of what to make such as different ornaments with various materials. We did this in the same room as another LEAP activity. Our students had the rare opportunity to be able to do both activities, leaving the gifts for their families and a meal! LEAP is a great way to form relationships with students that we would not have the opportunity to do otherwise because it is a smaller group of kids.”

**Quotes from Parents:** “I think LEAP provides a great incentive for my daughter to listen and follow through at school. She loves the cooking opportunities provided through the LEAP program”

“LEAP helps to remove the electronic device that seems sometimes be permanently attached to her hand.”

“LEAP is a great place for my son to complete his homework and get the academic support he needs. This allows us to do family things together when he gets home from LEAP.”

**Quotes from Partners:** “It is a joy bringing our k-9’s in for a demo with the students during LEAP. The kids’ faces always seem to light up when they see our K-9’s. I also enjoy the opportunity to see the kids in a different atmosphere from some of my daily encounters as a police officer.”

“Rising Star Theatre Company has recently begun offering theatre LEAP programs at both Washington and Jefferson. The students have really enjoyed exploring theatre games and especially have expressed interest in our improv workshops. One student at Jefferson was extremely nervous and shy at our first meeting and was reluctant to “jump in” to any games, but once he did, you could see the joy on his face when he realized how successful he was at making up scenes and now he volunteers to start every time we meet. He is incredibly creative and now makes bold and hilarious choices during games. Last month, he said, “I wish we had this (session) every day of the week!” I encouraged him to pursue improv in high school as well and he grinned from ear to ear! This program has enriched the lives of students and the educators. I love it and hope to continue offering programs for years to come!”

**Quotes from other Stakeholders (Administrators, Counselors, etc.):** “I enjoy the opportunity to grow stronger relationships with my students through my work with the LEAP program. Also, being able to interact with other students that are not in my house during the day has been very enjoyable.”

“As a basketball coach, I'm very thankful for HW help. \_\_\_\_\_ was able to attend HW help and increased two of his failing grades to passing grades. This made him eligible for our first game and he was super excited about being able to play in front of his mom.”

“LEAP provides opportunities for our students to connect with school around academics and high interest areas. We are proud of the partnerships we have with community groups to help connect students through our LEAP program.”

## 7. Sustainability Plans

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

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

**Original Plan from Grant Application Summary:** Beginning in Year 5 of this project, the district will begin planning for and soliciting local contributions to sustain ASP programming. Furthermore, nearly all the ASP programming will be sustainable years with reduced funding through the grant. Partnerships have been carefully crafted to enhance and sustain programming. The ASP partners are all cognizant of the need to reduce costs by increasing in-kind services, reducing fees, or providing service for free in year 5 and the district will also continue to recruit and train more volunteers for enrichment programming.

**Discuss Formal Sustainability Plan If Applicable:** NA at this time



**How Program Will Continue Without 21<sup>st</sup> CCLC Grant Funding:** Several community partners are on board with offering middle school programming free of charge, as evidenced by the fact that they already offer programming at no cost. Dubuque is also known as a community that supports the education of their children; selling the need for an after-school enrichment program at the middle school level is not a stretch in thinking for the community. There will be increased responsibility at the building level for maintaining the integrity of the program. However, the middle schools embrace the fact that offering Project Based Learning to their students in this kind of after school, safe, nurturing setting is right for their kids, and they are passionate about making life better for their students.

**How Partnership Contributions Will Help the Program Continue:** These partnerships represent incredible talent, passion, and commitment to the youth in these communities. Based on the grant's accomplishments with collaboration between school personnel and committed community partners, we anticipate sustained collaboration for after-school educational and developmental programming.

## 8. Summary and Recommendations

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

### Summary of Program

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

**Reference introduction section:** The Dubuque 21<sup>st</sup> CCLC Grant supports an after-school program for middle school students at George Washington Middle School and Thomas Jefferson Middle School, serving grades 6-8. This program, known as LEAP (or Literacy Education and Project Based Learning program) is a non-traditional after-school program focused on choice, interest, and igniting students' passion for learning. Through this grant, middle school students are allowed to choose from an extended variety of active and project-based learning programs. Dubuque Community School's desire to support the academic and social emotional needs of middle school students through Project Based Learning is central to this 21<sup>st</sup> CCLC Grant. Student data, as well as anecdotal data tell us that our afterschool programming at the middle school level has had a positive impact on student success.

**Showcase successes of program:** Children have grown academically, socially, and emotionally. They have been made to feel that their opinions matter and some have found undiscovered passions that

may create a path into their adult lives. Many have felt a new sense of belonging, self-confidence, and motivation to succeed.

**Highlight items contributing to the program success:** LEAP provides opportunities for students to suggest topics, choose their own sessions, and try things that they never imagined or never had access to before. Project Based Learning is also key to program success. The wonder ... the discovery ... the realization that this is fun is all so necessary and motivational at the middle school level. A dedicated staff is also central to the success of LEAP. Their willingness to go the extra distance just to provide a safe place and inspiring programs in which students can thrive, is a strength of this program.

**Include exemplary contributions from staff, teachers, volunteers and/or partners:** Coming out of the COVID pandemic where community partners were limited on their ability to be in buildings, we found numerous teachers and staff stepping up to offer afterschool programming for our students as part of the LEAP program. Teachers and staff indicated the significant value in this program and offering opportunities for students to be engaged in their school outside of the normal school day.

#### Dissemination of Local Evaluation.

Dissemination of Local Evaluation Required Elements	Complete?
Exact URL where your <b>2021-2022</b> local evaluation is posted ( <b>required by US DOE</b> ). Because this is required by ESSA, we check each URL for accuracy.	X
Discussion of other methods of Dissemination (Board reports, community meetings, person to person, e-mail, etc.)	X

Paste exact URL where your **2021-2022** local evaluation is posted (**required by US DOE**). **The URL should pull up the Local Evaluation, not just the page where it can be found. The URL should also not download the file. The Local Evaluation should be readable in the browser window.**

**Exact URL:** <https://www.dbqschools.org/LEAP>

**Other Methods of Dissemination:** Highlights from this evaluation will be shared in committee meetings, with the Director of Secondary Education, building leadership at both Jefferson and Washington Middle Schools and with our partners as we continue to explore opportunities for improvement to the program.

#### Recommendations for Local Objectives.

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

Include objectives not measured.	X
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**Objectives to be changed and reasons why:** With the new GPRA measures, the evaluator recommended considering dropping the local objectives related to improving academic performance in reading (GPRA measure 1a) and math (GPRA measure 1b), as these may be duplicative.

**Objectives to be added:** Due to ongoing challenges with regular attendance, the evaluator recommends adding a local objective related to increasing regular attendance. This may encourage greater attention to the issue and will allow for a measure of change over time.

**Include objectives not met:** For the objective related to at least 50% regular attenders increasing performance on the reading portion of the MAP test, the result of 48% was just shy of the objective. However, this objective may be duplicative of GPRA objective 1a.

**Include objectives not measured:** Not applicable

#### Recommendations on Future Plans for Change.

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

**Changes in activities:** Based on feedback from students and stakeholders, current activities have been appreciated, and students seem to be benefiting from Project Based Learning. Now that we have moved on from the COVID pandemic community partners are back to providing normal programming with our LEAP program and students

**Changing in recruitment efforts:** LEAP has been quite successful in its recruitment efforts, as evidenced by the fact that 828 students, or 70% of the total student population, attended one or more LEAP activities during the 2021-22 academic year. The challenge is to increase the percentage of regularly attending participants (a minimum of 90 hours over the school year). LEAP has chosen a strategy to be inclusive, to engage as many students as possible, and this certainly has its benefits in terms of exposing a large number of students to enrichment activities and educational supports. The evaluator also recommends seeking input from stakeholders—including, staff, teachers, parents, community partners, and students— on other strategies to strengthen regular attendance. This can be accomplished through surveys, focus groups, or informal mechanisms.

**Changes in partnerships:** Increasing the involvement of community partners was discussed previously (Local Objectives). LEAP has a strong history of community involvement, and the LEAP Coordinator has been very successful in engaging community partners. Now that the COVID pandemic has eased, community partners are back to operating as usual with the LEAP program.

**Changes for sustainability:** The DCSD and LEAP community partners have strong supportive relationships. The district should continue to build and nurture a sense of community with these partners, showing appreciation for their efforts, highlighting their work on the website, and generally giving partners a sense that they are a vital part of making a difference in the lives of middle school students. Now that community partners are back in the schools, sustaining partnership can once again be prioritized.

**Other changes suggested by governing body:** The district will continue to look at ways to encourage more regular attendees for the LEAP program with the understanding there are many opportunities for students to be involved in extracurricular activities (i.e., athletic teams, band, choir) at each of the schools.

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

The COVID-19 pandemic had a significant impact on the program. We continue to work to add more partners able to offer programming for our students, but we have found many of our school day teachers now wanting to be involved with providing programming, as they see the value for students.