

Grantee: Council Bluffs Community School District 21st 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.

Required Section	Complete?
1. General Information	x
2. Introduction/Executive Summary	x
3. Demographic Data	x
4. GPRA Measures	x
5. Local Objectives	x
6. Anecdotal Data	x
7. Sustainability Plans	x
8. Summary and Recommendations	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	
Grantee Name	Council Bluffs Community School District
Program Director Name	Elana Zalar
Program Director E-mail	ezalar@cbcsd.org
Program Director Phone	712-329-2303
Evaluator Name	Sherry Huffman, Ed.S.
Evaluator E-mail	shuffman@ghaea.org
Evaluator Phone	712-366-0503
Additional Information from Grantee (optional)	

Center Information Table	
Cohort	Centers
Cohort 12	Carter Lake Elementary, Roosevelt Elementary
Cohort 13	Bloomer Elementary, Edison Elementary
Cohort 14	
Cohort 15	Rue Elementary, Franklin Elementary & Wilson Middle School
Cohort 16	Abraham Lincoln HS, Thomas Jefferson HS, Longfellow Elementary
Additional Information from Grantee (optional)	

2. Introduction/Executive Summary

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

The Council Bluffs Community School District (CBCSD), the eighth largest district in Iowa, serves 9,601 K-12 students and their families in western Iowa's Pottawattamie County. Free/reduced lunch rates for each of the centers are noted below:

- Cohort 12: Carter Lake Elem. 86.79% -, Roosevelt Elem. 76.72%
- Cohort 13: Bloomer Elem. - 87.57% , Edison Elem. - 79.46%
- Cohort 15: Franklin Elem. 72.91% - , Rue Elem. 77.05% -, Wilson MS -83.3%
- Cohort 16: Abraham Lincoln HS 64.08% -, Thomas Jefferson HS 77.83%-, Longfellow Elem. 63.67%

Key people involved in the implementation of 21st CCLC programs in Council Bluffs CSD, would include the support of the school district, especially the Superintendent, Chief Academic Officer, Chief of Student and Family Services, the Director of Assessment & Data Management, along with the Supervisor of Data Systems Support. Other crucial partnerships include the Council Bluffs Schools Foundation, which manages the main elementary level partnering organization, Kids & Company. The Iowa West Foundation has also played a key role in partnering for the summer programs with Council Bluffs CSD. Objectives were rearranged to align more with the strategic plans of the schools with 21st CCLC sites to assist in better collaboration with school administration. These objectives mainly include the in-school attendance of 21st CCLC regular attendees, as well as the average behavior incidents of students attending 21st CCLC programs. Both of these objectives reflect upon the level of school engagement for students who are regularly involved in before or after school programs. Another new objective we are tracking is the high school grant sponsored students that are on track for "Diploma +1", which is an initiative within the Council Bluffs School District to encourage our students to graduate with their high

school diploma as well as 1 other credential which can take the form of post-secondary education, tradeworks certifications, and other accomplishments to set them up for success after high school.

PROGRAM DESCRIPTION

Program Days & Hours

Cohort 12 - Carter Lake & Roosevelt Elementary Schools: Morning programs are available from 7:30 - 8:55 am (1.42 hours) every weekday (7.1 hours per week). Due to an earlier dismissal time on Mondays, programs are available to students from 2:05 - 6:00 pm (3.92 hours). For the rest of the week, Tuesday through Friday, there are club program opportunities from 3:45 - 5:15 pm (1.5 hours total per day or 6 per week). With all of these daily hours combined (17.02 per week) over a typical month of four weeks, a total of 68.08 hours of programs are offered to students. Please also note, this total does not include any longer activity days due to field trips or family engagement events (2-4 hours), which occur at least quarterly for this cohort.

Cohort 13 - Bloomer & Edison Elementary Schools: Morning programs are available from 7:30 - 8:55 am (1.42 hours) every weekday (7.1 hours per week). Due to an earlier dismissal time on Mondays, programs are available to students from 2:05 - 6:00 pm (3.92 hours). For the rest of the week, Tuesday through Friday, there are club program opportunities from 3:45 - 5:15 pm, (1.5 hours total per day or 6 per week). With all of these daily hours combined (17.02 per week) over a typical month of four weeks, a total of 68.08 hours of programs are offered to students. Please also note, this total does not include any longer activity days due to field trips or family engagement events (2-4 hours), which occur at least quarterly for this cohort.

Cohort 15- Rue & Franklin Elementary Schools and Wilson Middle School:

Rue and Franklin: Morning programs are available from 7:30 - 8:55 am (1.42 hours) every weekday (7.1 hours per week). Due to an earlier dismissal time on Mondays, programs are available to students from 2:05 - 6:00 pm (3.92 hours). For the rest of the week, Tuesday through Friday, there are club program opportunities from 3:45 - 5:15 pm, (1.5 hours total per day or 6 per week). With all of these daily hours combined (17.02 per week) over a typical month of four weeks, a total of 68.08 hours of programs are offered to students. Please also note, this total does not include any of the longer activity days due to field trips or family engagement events (2-4 hours), which occur at least quarterly for this cohort.

Wilson Middle School: Morning programs are available from 6:30 - 7:30 am (1.5 hours) Tuesday through Friday (6 hours per week). Due to an earlier dismissal time on Mondays, programs are available to students from 12:50 - 4:30 weekly (3.66 hours). For the rest of the week, Tuesday through Friday, there are program opportunities from 2:30 - 4:30 pm, and sometimes 5 pm depending on the options for the day (2 hours per day or 8 per week). With all of these daily hours combined (17.66 per week) over a typical month of four weeks, a total of 70.64 hours of programs are offered to students. Please also note, this total does not include any of the extended times for longer activity days due to field trips (an extra

hour), Saturday program opportunities (4-8 hours) or family engagement events (2-4 hours), which all usually occur at least quarterly for this cohort.

Cohort 16- Abraham Lincoln High School, Thomas Jefferson High School, and Longfellow Elementary:

Abraham Lincoln & Thomas Jefferson HS: Morning programs are available from 6:45 - 8:10 am (1.42 hours) every weekday (7.1 hours per week). Due to an earlier dismissal time on Mondays, programs are available to students from 1:30 - 4:00 pm at least depending on the program for the day (2.5 hours). For the rest of the week, Tuesday through Friday, there are program opportunities from 3:10 - 4:45 pm at least depending on the options for the day (1.58 hours per day or 6.32 per week). With all of these daily hours combined (15.42 per week) over a typical month of four weeks, a total of 61.68 hours of programs are offered to students. Please also note, this total does not include any of the extended times for longer activity days due to field trips, Saturday program opportunities (usually 4-8 hours) or family engagement events (2-4 hours), which all usually occur at least quarterly for this cohort.

Longfellow Elementary School:

Morning programs are available from 7:30 - 8:55 am (1.42 hours) every weekday (7.1 hours per week). Due to an earlier dismissal time on Mondays, programs are available to students from 2:05 - 6:00 pm (3.92 hours). For the rest of the week, Tuesday through Friday, there are club program opportunities from 3:45 - 5:15 pm, (1.5 hours total per day or 6 per week). With all of these daily hours combined (17.02 per week) over a typical month of four weeks, a total of 68.08 hours of programs are offered to students. Please also note, this total does not include any longer activity days due to field trips or family engagement events (2-4 hours), which occur at least quarterly for this cohort.

List of Activities

Within the Council Bluffs CSD, there are activities for kindergarten through high school seniors. All sites provide activities in a similar way by offering a healthy snack consisting of at least two components - a fruit and whole grain - along with an additional protein item at some of the elementary sites. After their snack is consumed, students attend a variety of club opportunities, which are different each day. The club programs typically change each semester, or more often depending on the site, to offer multiple opportunities throughout the year. However, there are some programs such as chess, crafts, robotics, tutoring, morning literacy, and many others which may continue throughout the entire school year. These year-long programs may change their entire enrollment with each session, or they may need the entire year to accomplish a goal together. Of course there are other programs which depend upon the weather conditions, such as a fishing club in partnership with the Pottawattamie Department of Natural Resources and hiking at Hitchcock Nature Center with some of our outdoor exploration programs.

Location of Centers

Cohort 12: Carter Lake Elementary School (1000 Willow Drive, Carter Lake, Iowa 51510), Roosevelt Elementary School (517 N. 17th Street, Council Bluffs, Iowa 51501)

Cohort 13: Bloomer Elementary School (210 S 7th St, Council Bluffs, IA 51503), Edison Elementary School (2218 3rd Ave, Council Bluffs, IA 51501)

Cohort 15: Franklin Elementary School (3130 Avenue C, Council Bluffs, Iowa 51501), Rue Elementary School (3326 6th Avenue, Council Bluffs, Iowa 51501) Wilson Middle School (715 N. 21st St Council Bluffs, Iowa 51501)

Cohort 16: Abraham Lincoln High School (1205 Bonham, Council Bluffs, Iowa 51503), Thomas Jefferson High School (2501 West Broadway, Council Bluffs, Iowa 51501) Longfellow Elementary School (2011 S. 10th St. Council Bluffs, 51501)

Attendance Requirements

As noted in the table below, 2,688 students participated in at least one day of 21st CCLC programs in the Council Bluffs CSD during the service year for the 2021-2022 summer and school year (June 2021 to May 2022). Also, during this time there were 593 students that attended a minimum of 30 days, which we consider a “regular attendee”. Across all cohorts we hit an average of 165.20% in meeting the D1 expectations, with only 2 sites not meeting their expected regular attendee goal. Carter Lake Elementary achieved 76% of their attendance goal leaving them just 4% shy of the anticipated 80% benchmark. Wilson Middle School also fell short of their goal by a margin of 48.6%.

The Grant Application requires you to **serve 80% of the D1 number by the end of year 3.**

The Grant Application requires you to **serve 70% of the D1 number by the end of year 1.**

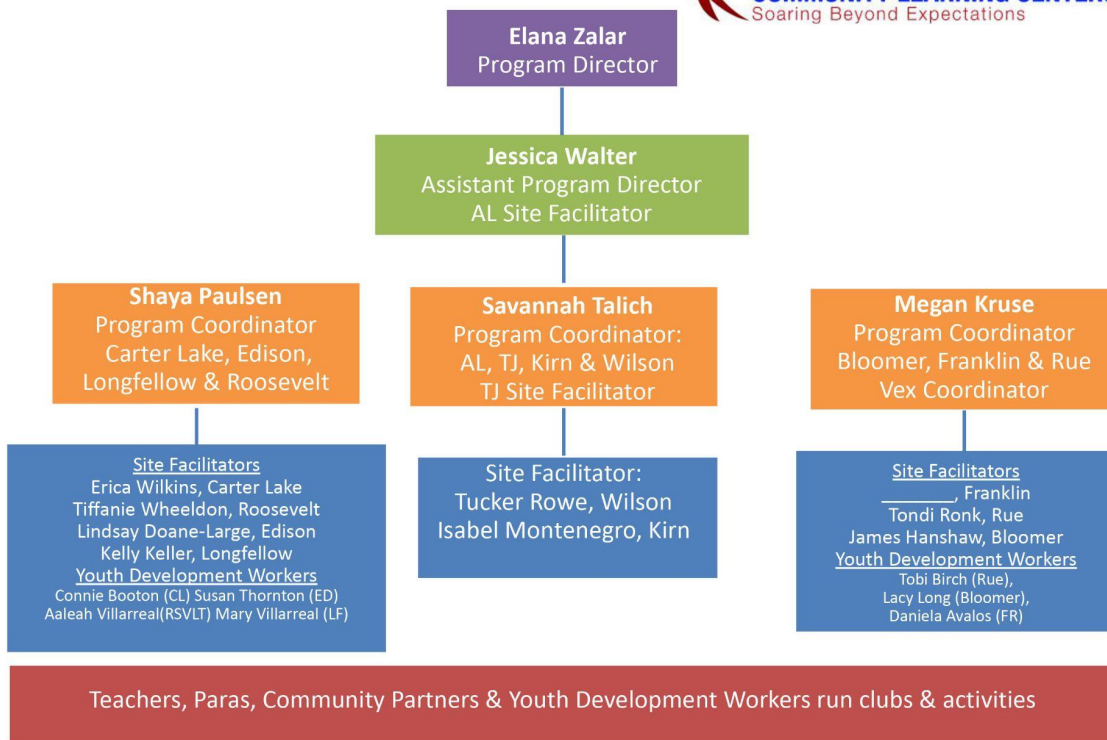
Cohort	SITE	Total Participants	RA Totals	D1 #	% of D1 by Site	% of D1 by Cohort
12	Carter Lake Elementary	107	76	100	76.00%	83.50%
12	Roosevelt Elementary	141	91	100	91.00%	
13	Bloomer Elementary	199	148	75	197.30%	166.00%
13	Edison Elementary	154	101	75	134.70%	
15	Franklin Elementary	221	163	50	326.00%	198.82%
15	Wilson MS	360	36	70	51.40%	
15	Rue Elementary	188	139	50	278.00%	
16	Abraham Lincoln HS	556	80	52	153.80%	134.92%
16	Thomas Jefferson HS	563	43	52	82.70%	
16	Longfellow Elementary	199	132	85	155.29%	
	TOTAL	2,688	593	359	165.20%	

Governance

As part of the Council Bluffs CSD, the 21st CCLC program staff are categorized under the Student & Family Services department. The director who oversees the SFS department is Tim Hamilton. This department is overseen by the Council Bluffs CSD Superintendent, Dr. Vickie Murillo.

The full-time 21st CCLC program staff involves the program director, Elana Zalar, assistant director, Jessica Walter, and program coordinators Megan Kruse (elementary), Shaya Paulsen (elementary), and Savannah Talich (secondary). Below is an organizational chart reflecting the Council Bluffs CSD 21st CCLC staff.

**21st CCLC Organizational Chart
2022-2023**



3. Demographic Data

Demographic Data Required Elements	Complete?
2021-2022 School Year Attendance Tables	
• 2021-2022 School Year Attendance Summary Table	x
• 2021-2022 School Year Grade Level Table	x
• 2021-2022 School Year Sex Table	x
• 2021-2022 School Year Attendance Population Specific Table	x
• 2021-2022 School Year Attendance Race/Ethnicity Table	x
Summer of 2021 Attendance Tables	
• Summer of 2021 Attendance Summary Table	x
• Summer of 2021 Grade Level Table	x
• Summer of 2021 Sex Table	x
• Summer of 2021 Population Specific Table	x
• Summer of 2021 Attendance Race/Ethnicity Table	x
Attendance Discussion	x
Partnerships	x
• Partnerships Table	x
• Partnerships Discussion	x
Parent Involvement Information and Discussion	x

2021-2022 School Year Attendance

21st CCLC Program 2021-2022 School Year Attendance Summary Table						
Reflects Number of Students						
Days/Hours	Cohort 12 R/CL	Cohort 13 B/E	Cohort 14	Cohort 15 R/F/Wi	Cohort 16 AL/TJ/LF	Total
Less than a week (Less than 15 Hours)	18	17		155	581	771
More than a week (More than 15, Less than 45 Hours)	29	64		191	258	542
More than a Month (More than 45, Less than 90 Hours)	37	68		126	133	364
More than two Months (More than 90, Less than 180 Hours)	66	87		88	44	285

More than three Months (More than 180, Less than 270 Hours)	36	58		55	29	178
More than four Months (More than 270 Hours)	34	38		52	44	168
TOTALS	220	332		667	1,089	2,308

21st CCLC Program 2021-2022 School Year Attendance <i>Grade Level</i> Table						
Reflects Total Number of Students						
Days/Hours	Cohort 12	Cohort 13	Cohort 14	Cohort 15	Cohort 16	Total
How many Prekindergarten	18	21		25	15	79
How many Kindergarten	35	55		49	27	166
How many 1st Grade	37	60		54	28	179
How many 2nd Grade	26	46		69	26	167
How many 3rd Grade	35	59		71	25	190
How many 4th Grade	34	47		66	30	177
How many 5th Grade	35	44		47	31	157
How many 6th Grade	0	0		124	0	124
How many 7th Grade	0	0		97	0	97
How many 8th Grade	0	0		65	0	65
How many 9th Grade	0	0		0	285	285
How many 10th Grade	0	0		0	293	293
How many 11th Grade	0	0		0	206	206
How many 12th Grade	0	0		0	123	123
TOTALS	220	332		667	1089	2308

21st CCLC Program 2021-2022 School Year Attendance <i>Sex</i> Table
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Based on Total Attendance						
	Cohor t 12	Cohort 13	Cohort 14	Cohor t 15	Cohor t 16	Total
Male	109	152		315	590	1166
Female	111	177		349	499	1136
Not reported in Male or Female (students who are identified as nonbinary or another category that is not listed above)	0	0		0	0	0
Gender Data Not Provided	0	3		3	0	6

21st CCLC Program 2021-2022 School Year Attendance Population Specific Table						
Based on Total Attendance						
	Cohor t 12	Cohort 13	Cohort 14	Cohor t 15	Cohor t 16	Total
Students who are English Learners (LEP)	4	13		26	53	96
Students who are economically disadvantaged (FRPL)	147	234		465	767	1613
Students with disabilities	28	60		120	189	397
Family members of participants served (Enter the total number of family members of students who participated in activities sponsored by 21st CCLC funds.)	30	30		20	25	105

21st CCLC Program 2021-2022 School Year Attendance Race/Ethnicity Table						
Based on Total Attendance						
	Cohor t 12	Cohort 13	Cohort 14	Cohor t 15	Cohor t 16	Total
American Indian/Alaska Native	1	4		9	9	23
Asian	0	0		6	22	28
Black or African American	19	14		53	53	139
Hispanic or Latino	10	31		72	170	283
Native Hawaiian or Pacific Islander	0	0		0	0	0
White	174	268		486	813	1741
Two or more races	12	11		25	20	68
Data not provided	4	4		16	2	26

Summer of 2021 Attendance.

21st CCLC Program 2021-2022 Summer 2021 Attendance Summary Table						
Reflects Number of Students						
Days/Hours	Cohor t 12	Cohort 13	Cohort 14	Cohor t 15	Cohor t 16	Total
Less than a week (Less than 15 Hours)	15	0		62	31	108
More than a week (More than 15, Less than 45 Hours)	11	7		28	178	224
More than a Month (More than 45, Less than 90 Hours)	4	6		18	99	127
More than two Months (More than 90, Less than 180 Hours)	10	15		41	65	131
More than three Months (More than 180, Less than 270 Hours)	16	14		50	16	87
More than four Months (More than 270 Hours)	0	0		0	0	0
TOTALS	56	42		199	389	686

21st CCLC Program 2021-2022 Summer 2021 Attendance Grade Level Table						
Reflects Total Number of Students						
Days/Hours	Cohor t 12	Cohort 13	Cohort 14	Cohor t 15	Cohor t 16	Total
How many Prekindergarten	0	0		0	0	0
How many Kindergarten	2	0		0	0	2
How many 1st Grade	6	1		7	1	14
How many 2nd Grade	14	12		16	6	48
How many 3rd Grade	15	7		19	5	37
How many 4th Grade	15	9		15	5	44
How many 5th Grade	4	13		12	9	38
How many 6th Grade	0	0		97	0	97
How many 7th Grade	0	0		21	0	21
How many 8th Grade	0	0		12	0	12
How many 9th Grade	0	0		0	143	143
How many 10th Grade	0	0		0	84	84
How many 11th Grade	0	0		0	72	72
How many 12th Grade	0	0		0	64	64
TOTALS	56	42		199	389	686

21st CCLC Program 2021-2022 Summer 2021 Attendance Sex Table						
Based on Total Attendance						
	Cohor t 12	Cohort 13	Cohort 14	Cohor t 15	Cohor t 16	Total
Male	28	29		101	194	352
Female	28	13		98	195	334
Not reported in Male or Female (students who are identified as nonbinary or another category that is not listed above)	0	0		0	0	0
Gender Data Not Provided	0	0		0	0	0

21st CCLC Program 2021-2022 Summer 2021 Attendance Population Specific Table						
Based on Total Attendance						
	Cohor t 12	Cohort 13	Cohort 14	Cohor t 15	Cohor t 16	Total
Students who are English Learners (LEP)	1	4		5	17	27
Students who are economically disadvantaged (FRPL)	47	34		132	278	491
Students with disabilities	16	13		49	68	146
Family members of participants served (Enter the total number of family members of students who participated in activities sponsored by 21st CCLC funds.)	0	0		0	0	0

21st CCLC Program 2021-2022 Summer 2021 Attendance Race/Ethnicity Table						
Based on Total Attendance						
	Cohor t 12	Cohort 13	Cohort 14	Cohor t 15	Cohor t 16	Total
American Indian/Alaska Native	0	0		3	6	9
Asian	0	0		1	9	10
Black or African American	2	2		16	21	41
Hispanic or Latino	3	3		14	50	70
Native Hawaiian or Pacific Islander	0	0		0	0	0
White	50	32		160	299	541
Two or more races	1	2		5	4	12
Data not provided	0	3		0	0	3

Attendance Discussion.

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

In order to put the attendance data for 21st Century programs into perspective, we must first share data from the Council Bluffs CSD. There are over 9,500 students being served at eleven (11) elementary schools, two (2) middle schools, and two (2) high schools. Of these fifteen (15) schools, there were ten (10) 21st CCLC sites in the 2021-2022 school year. This includes seven (7) elementary schools, one (1) middle school, and two (2) high schools within the district.

Programs funded by the 21st Century grant reached over 2,000 student participants throughout the summer and school year, with 593 of them attending 30 or more days (45+ hours of programming). Specifically, there were 2,341 participants throughout the school year, and a total of 560 unique participants during the summer session alone. Overall, the 21st Century programs served approximately 43% of the student population within our grant funded schools in 2021-2022.

During the summer programs, large differences are seen between all attendees versus the regular attendees. Each cohort saw some students reach 30 days/ 45+ hours throughout summer programming alone, with Cohort 15 being the highest at 28 regular attendees. Summer opportunities were offered in various formats by age level, with elementary programming running 5 days a week for 30 days. Middle school programming was offered in 2 separate 15 day sessions students were able to sign up for separately, or both. And lastly, high school summer programming was offered via credit recovery throughout summer, as well as multiple 5 day sessions targeted toward our incoming 9th graders called LYFT (Leveraging Youth For the freshman Team). The LYFT program showcased orientation style sessions to assist students in preparation for high school, as well as career readiness opportunities partnering with local businesses.

Overall, the total percentage of participants during the school year with FRPL qualification reached 53.43%, with the regular attendees 28%. For the summer sessions, 75% were participants which qualified for FRPL, and the summer regular attendees came in at 80%.

All of the Council Bluffs CSD sites with 21st CCLC programs use the CitySpan software to enroll students, track attendance and snack, access reporting documents regarding attendance, and to assist in communication with students and parents. This software is helpful in creating electronic schedules for families, tracking the level of engagement by program services areas, and the ability to connect with

parents and/or students about their lack of attendance. In hopes to increase and keep attendance levels high, 21st CCLC program staff are continuously trained and encouraged utilize Youth Services reports for their site to determine any student's level of participation, create student awareness of their attendance and encourage achievement of higher levels of attendance for incentives, such as becoming a Regular Attendee (30 or more days or, 45+ hours of programming).

Other efforts to constantly expand the reach of 21st CCLC programs is to survey all populations involved - student, parent, staff, and community partners - informally through conversation and site visits, but also officially at the end of each school year in order for each site to see feedback regarding the areas of struggle or success. These surveys are disseminated through an email with a link to a Google Form as well as issued in person to assist in accessibility for student input at all age levels. All of these forms of communication are provided in both English and Spanish.

Site visits and observations of programs occur monthly by full-time 21st CCLC program staff, which includes either Program Coordinators, the Assistant Program Director or the Program Director. Each 21st CCLC Site Facilitator has access to their program's observational feedback and survey results, which involves a follow up discussion with the Site Facilitator regarding best practices and areas of growth. Ideally, the result of hearing from all parties involved in 21st Century programs is for it to provide insight as to any necessary changes which would increase engagement and attendance overall. This survey data is also provided to our external evaluator to determine issues and successes.

In the elementary schools, youth participants are retained and recruited through similar but additional avenues. Due to the difference in age and parent involvement, most parents of elementary level students determine their student's enrollment. In order to recruit participants, 21st CCLC program staff uses School Messenger service through Council Bluffs CSD's PowerSchool program to send out phone calls, emails and flyers home with each student about the available opportunities, any program updates or reminders, along with any notifications of family events. All of these forms of communication (phone, email, paper) are provided in both English and Spanish. Since the elementary level has better attended parent-teacher conference nights, 21st CCLC program staff host a table at the school to provide a tangible presence for parents and staff to ask questions about programs, learn how to enroll their child, and often invite a community partner to setup a visual display of opportunities available during out-of-school program time.

In conjunction with the retention of participation discussed above, each session of 21st CCLC programs at all ten sites within the Council Bluffs CSD opens enrollment to all students at each site. At the high school level, recruitment efforts include youth participants or current student leadership groups creating posters to display in the schools, as well as emails to parents and students about upcoming programs for each semester. Another form of recruitment, which may be the most valuable, is the teachers and staff leading programs who inform students about the programs they are involved with and encourage students to participate. This is typically the strongest and most influential form of recruitment. For the elementary schools, recruitment involves partnering with the school building as well as Kids & Company to share registration forms with parents regarding the clubs being offered for each semester. An especially important recruitment event is the Open House Night at the very beginning of the school year for each 21st CCLC site. Our program staff are able to have a table of registration forms, pamphlet information about 21st CCLC funding, and connect face-to-face with parents, students, school staff and other community organizations present. Similar events held throughout the school year are incredible

opportunities for 21st CCLC program staff to reconnect with parents and provide a 21st CCLC presence in support of school and family engagement.

The number of contact hours for each cohort vary depending on the grade level being served. Each site provides morning programs which typically consist of a literacy or tutoring type of instruction, combined with a physical activity or enrichment activity, such as board games. A detailed description for each cohort is provided below.

Cohort 12 - Carter Lake & Roosevelt Elementary Schools: Morning programs are available from 7:30 - 8:55 am (1.42 hours) every weekday (7.1 hours per week). Due to an earlier dismissal time on Mondays, programs are available to students from 2:05 - 6:00 pm (3.92 hours). For the rest of the week, Tuesday through Friday, there are club program opportunities from 3:45 - 5:15 pm (1.5 hours total per day or 6 per week). With all of these daily hours combined (17.02 per week) over a typical month of four weeks, a total of 68.08 hours of programs are offered to students. Please also note, this total does not include any longer activity days due to field trips or family engagement events (2-4 hours), which occur at least quarterly for this cohort.

Cohort 13 - Bloomer & Edison Elementary Schools: Morning programs are available from 7:30 - 8:55 am (1.42 hours) every weekday (7.1 hours per week). Due to an earlier dismissal time on Mondays, programs are available to students from 2:05 - 6:00 pm (3.92 hours). For the rest of the week, Tuesday through Friday, there are club program opportunities from 3:45 - 5:15 pm, (1.5 hours total per day or 6 per week). With all of these daily hours combined (17.02 per week) over a typical month of four weeks, a total of 68.08 hours of programs are offered to students. Please also note, this total does not include any longer activity days due to field trips or family engagement events (2-4 hours), which occur at least quarterly for this cohort.

Cohort 15- Rue & Franklin Elementary Schools and Wilson Middle School:

Rue and Franklin: Morning programs are available from 7:30 - 8:55 am (1.42 hours) every weekday (7.1 hours per week). Due to an earlier dismissal time on Mondays, programs are available to students from 2:05 - 6:00 pm (3.92 hours). For the rest of the week, Tuesday through Friday, there are club program opportunities from 3:45 - 5:15 pm, (1.5 hours total per day or 6 per week). With all of these daily hours combined (17.02 per week) over a typical month of four weeks, a total of 68.08 hours of programs are offered to students. Please also note, this total does not include any of the longer activity days due to field trips or family engagement events (2-4 hours), which occur at least quarterly for this cohort.

Wilson Middle School: Morning programs are available from 6:30 - 7:30 am (1.5 hours) Tuesday through Friday (6 hours per week). Due to an earlier dismissal time on Mondays, programs are available to students from 12:50 - 4:30 weekly (3.66 hours). For the rest of the week, Tuesday through Friday, there are program opportunities from 2:30 - 4:30 pm, and sometimes 5 pm depending on the options for the day (2 hours per day or 8 per week). With all of these daily hours combined (17.66 per week) over a typical month of four weeks, a total of 70.64 hours of programs are offered to students. Please also note,

this total does not include any of the extended times for longer activity days due to field trips (an extra hour), Saturday program opportunities (4-8 hours) or family engagement events (2-4 hours), which all usually occur at least quarterly for this cohort.

Cohort 16- Abraham Lincoln High School, Thomas Jefferson High School, and Longfellow Elementary:

Abraham Lincoln & Thomas Jefferson HS: Morning programs are available from 6:45 - 8:10 am (1.42 hours) every weekday (7.1 hours per week). Due to an earlier dismissal time on Mondays, programs are available to students from 1:30 - 4:00 pm at least depending on the program for the day (2.5 hours). For the rest of the week, Tuesday through Friday, there are program opportunities from 3:10 - 4:45 pm at least depending on the options for the day (1.58 hours per day or 6.32 per week). With all of these daily hours combined (15.42 per week) over a typical month of four weeks, a total of 61.68 hours of programs are offered to students. Please also note, this total does not include any of the extended times for longer activity days due to field trips, Saturday program opportunities (usually 4-8 hours) or family engagement events (2-4 hours), which all usually occur at least quarterly for this cohort.

Longfellow Elementary School: Morning programs are available from 7:30 - 8:55 am (1.42 hours) every weekday (7.1 hours per week). Due to an earlier dismissal time on Mondays, programs are available to students from 2:05 - 6:00 pm (3.92 hours). For the rest of the week, Tuesday through Friday, there are club program opportunities from 3:45 - 5:15 pm, (1.5 hours total per day or 6 per week). With all of these daily hours combined (17.02 per week) over a typical month of four weeks, a total of 68.08 hours of programs are offered to students. Please also note, this total does not include any longer activity days due to field trips or family engagement events (2-4 hours), which occur at least quarterly for this cohort.

While we had excellent success across all of our buildings regarding recruiting and retaining consistent attendance from students, we did unfortunately fall short on our specific attendance goal at two buildings. At Wilson Middle School, we had a goal to serve between 49-56 students on a consistent basis, and rather than meeting our goal of 70-80% of our regular attendees, we came up short at only 51.4% of our goal. We believe a large limiting factor in this attendance gap was due to a change in transportation accessibility within our district. Not having the ability to bus students off campus reduced the amount of engaging opportunities we were able to offer, which had a negative impact on our ability to retain more students within programs throughout the year. We are making adjustments at this site by working with community partners to find more ways to bring that engaging curriculum into the school to accommodate for the ongoing transportation shortage. The other school we did not successfully meet our attendance goal at, was Carter Lake Elementary (in year 5). Carter Lake only managed to serve 76% of our goal in regular attendees rather than the anticipated 80%. This site is our smallest school size across all cohorts, yet managed to have the highest percentage of regular attendees out of total participants in the building, at 71%. This shows us we need to focus our efforts on engaging a higher percentage of the school in order to be successful at meeting our regular engagement goals.

Partnerships Table.

21st CCLC Program 2021-2022 Partnerships Table					
Name of Partner	Type*: Full/ Partial/ Vendor	Contribution Type	Staff Provided	In-kind Value	Total In-kind
CB Chamber of Commerce	Full (unpaid)	3, 4, 6	Staff from the chamber of commerce as well as volunteer staff assist in facilitating youth leadership programming & visits with local businesses.	3: \$1,500 4: \$600 6: \$720 \$2,820 x 2 sites	\$5,640
CBCSD	Full (Unpaid)	3, 4, 5, 7, 8	Averages from other partners here were quadrupled, as this partner participates in every quarter of the fiscal year.	3: \$4,000 4: \$2,000 5: \$2,000 7: \$5,040 8: \$2,000 SUB TTL: \$15,040 x 10 sites	\$150,400
CB Soccer Club	Partial (Paid)	3, 7	Facilitate soccer programs for elementary students.	5: \$700 x 4 sites	\$2,800
CitySpan - Youth Services	Vendor (Paid)	8			
CB Police Department	Full (Unpaid)	3, 6	Facilitate tour of various branches of the police department. Lead hands-on activities for career academy.	3: \$1,500 6: \$720 TTL: \$2,200 x 2 sites	\$4,400
CB Public Library	Full (Unpaid)	3, 5, 6	Facility tour / literacy activities and programming with take home projects supplied	3: \$1,500 5: \$500 6: \$720 TTL: \$2,720 x 5 sites	\$13,600
CB Schools Foundation	Full (Unpaid)	3, 7		3: \$1,500 7: \$720 TTL: \$2,220 x	\$15,540

				7 sites	
CBCSD Nutrition Services	Vendor (Paid)	4			
Central Athletics Cheer	Vendor (Paid)	3,7	Facilitate cheer programs for elementary students.	3: \$200 7: \$80 TTL: \$280 x 3 sites	\$840
Durham Museum	Vendor (Paid)	3	Partner for family events.		
Eileen's Cookies	Vendor (Paid)	3	Partner for family events.		
Evaluation Consultant	Vendor (Paid)	1			
First Student	Vendor (Paid)	8			
Fitucate	Partial (Paid)	3, 7		3: \$500 x 4 sites	\$2,000
Fontenelle Forest	Partial (Paid)	3, 7	Partner for elementary programs & family events.	3: \$450 x 5 sites	\$2,250
Food Bank for the Heartland	Full (Unpaid)	3, 6		3: \$1,500 6: \$720 TTL: \$2,220 x 2 sites	\$4,440
Future Soccer	Partial (Paid)	3, 7		3: \$600 x 7 sites	\$4,200
Gifford Farms	Partial (Paid)	3, 7		3: \$2100 x 3 sites	\$6,300
Green Hills AEA	Full (Unpaid)	3		3: \$1,500 x 9 sites	\$13,500
Hitchcock Nature Center	Partial (Paid)	3, 7	Used for various roles in after school programming, family engagement, and summer activities.	3: \$120 x 7 sites	\$840
HyVee	Partial (Paid)	3, 4, 5, 7		3: \$1250 x 2 sites	\$2,500
Iowa West Foundation	Full (Unpaid)	5, 8		5: \$500 8: \$500	\$10,000

				TTL: \$1,000 x 10 sites	
IWCC - Adult Education	Full (Unpaid)	6	Facilitate information of programs to parents throughout the year regarding adult education opportunities.	6: \$720 x 10 sites	\$7,200
IWCC - Career Exploration	Full (Unpaid)	3, 6		3: \$1,500 6: \$720 TTL: \$2,220 x 2 sites	\$4,440
Kids & Company	Full (Unpaid)	6, 8		6: \$720 8: \$500 TTL: \$1,220 x 7 sites	\$8,540
Omaha Children's Museum	Partial (Paid)	3, 7		3: \$300 x 5 sites	\$1,500
Omaha Chess	Vendor (Paid)	3			
Omaha Henry Doorly Zoo - Clubs	Partial (Paid)	3,7		3: \$1100 x 5 sites	\$5,500
Papa Johns Pizza	Partial (Paid)	4		4: \$100 x 10 sites	\$1000
Christy Arthur-Robotics	Partial (Paid)		Facilitate robotics at elementary schools.	3: \$500 x 4 sites	\$2,000
Strategic Air Command & Aerospace Museum	Full (Unpaid)	3, 5, 6	Facilitate STEM programs at 2 elementary schools.	3: \$1,500 5: \$500 6: \$720 TTL:\$2,720 x 2 sites	\$5,440
TS Institute / TS Bank	Full (Unpaid)	3, 5,		3: \$1,500 5: \$500 TTL: \$2,000 x 2 sites	\$4,000

West Pottawattamie Co 4H	Full (Paid)	3, 7	Facilitate STEM programs at 2 elementary schools.	3: \$1,500 5: \$500 6: \$720 TTL:\$2,720 x 2 sites	\$5,440
Kona Ice Truck	Vendor (paid)	4	Partner for family events.		
HinesGlow Entertainment	Partial (Paid)	3, 7	Facilitate business programs at 2 elementary schools.	3: \$200 7: \$100 TTL: \$300 x 2	\$600
Life Launch Courteous Kids	Partial (Paid)	3, 7	Facilitate life skills programs at 2 elementary schools.	3: \$200 7: \$100 TTL: \$300 x 2	\$600
AIM Institute	Full (Unpaid)	3, 7	Facilitates STEM programming at 1 middle school & 2 elementary schools	3: \$1,500 7: \$500 TTL: \$2,000 x 3	\$6,000
				TOTAL	\$291,510

**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.

Partnerships Discussion Required Elements	Complete?
General discussion on Partnerships including	
● 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

This partnerships table above provides a quick snapshot of the variety of organizations and businesses collaborating with 21st CCLC programs within the Council Bluffs CSD. Although we are located in Council

Bluffs, there are also many organizations and businesses a few miles over the river into Omaha, Nebraska. The opportunities within the Council Bluffs community are immense, but another giving community neighboring our area has been beneficial to our 21st CCLC programs as well. On average, our partners each serve between 2-5 sites. Unfortunately, the detailed monetary value provided by all of these organizations is incredibly difficult to capture, which is something we are continually working on refining to help create more concrete data points.

In the 2021-2022 service year, there were 22 paid community partners along with another 14 unpaid community partners, which totals to 35 combined community partners and counting. For all partners who provide programming for our students, the standard commitment is to provide a weekly program for the duration of a semester meeting at least 1x per week. Some of our partners offer this service at multiple locations, filling their schedule to help meet our needs across all cohorts, while others just commit to 1 building per week due to their own staffing shortages. The weekly club commitment as a partner is 2 hours in length.

A variety of efforts are used in order to recruit new partnerships. On a daily basis our entire team of staff are always thinking of the organizations and businesses they directly or indirectly encounter, and if they would be a good fit for a partnership at one or many of our 21st CCLC program sites. Recommendations from current partners is another reason for our growth in recruitment. One of the more official ways this information is collected is at our annual event to appreciate our current partners for the year. We provide each with a small card to complete with a spot at the bottom for any references for us to contact about being involved in 21st CCLC before and/or after school programs. Our area Chamber of Commerce events are another great way to make connections with local organizations and businesses to spread awareness about 21st CCLC programs within the community.

The most significant way in which our partnerships help the Council Bluffs CSD 21st CCLC programs serve students is by making our grant funding stretch further than it would without them. Our level of sustainability grows as we gain more and more partnerships. Especially for “full” partners who serve our students at no cost to the program. The number of students we are able to serve has increased with organizations in this category. It also improves the quality of our programs because we are able to have the professionals within the field providing information to our students. This is especially true for our career academies at the secondary level. Another piece involves our “partial” partnerships who provide opportunities in-kind or at a discounted rate. They are able to contribute experiences which typically would not have been a possibility for our students, staff or their families.

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

Throughout the 2021-2022 school year, we hosted a total of 11 parent engagement events; with 7 larger scale events noted below, as well as (4) quarterly parent advisory meetings held individually at each building for local conversation regarding clubs.

Family Event Descriptions

Wellness Bash - Before the school year begins, the City of Council Bluffs hosts an annual “Wellness Bash” at a local park. 21st CCLC participates by hosting a table and volunteering alongside other community partners to talk to families and students about the upcoming school year. This is a great opportunity for us to connect with parents before the school year begins while providing goodies and connecting with other local businesses with whom we discuss potential partnerships as well.

Open House Night (Elementaries)- typically on open house night, prior to the school year beginning we set up a table at each of our elementary schools and have information about our 21st CCLC programs and upcoming before and after school events. This event is well attended at each of our schools, with an average of 75-100 participants per elementary site (7).

Boo Bash - At Rue Elementary, 21st CCLC was able to partner alongside the school to help host a festive “Boo Bash” around Halloween. Students and families were invited to dress up and attend a fun filled event full of carnival style games, and trick-or-treating throughout the school after hours.

Robotics Tournaments- In December 2021 and March 2022, the Vex IQ students competed in 2 tournaments as well. One was hosted by the JJR teams, the other was the Iowa State Vex IQ Robotics Tournament. They ran (8) 1 minute teamwork matches that score cooperatively as well as individual, and team evaluation in driving and programming. The students participate in interviews, judging, notebook evaluation, and overall behavior. This event was very well attended with over 200 people attending each of the events, as well as teams from multiple grant funded schools having teams qualify for Worlds!

Lights On After School Open House - the main focus of these events was to provide parents with a special day to visit the after school programs and see exactly what their students were doing and share more information with them about 21st CCLC programs in the Council Bluffs CSD. This event operates as an “open house” style where parents are given the freedom and flexibility to visit their student during the end of clubs to see them in action, or to visit clubs as a spectator that may be considering signing their student up in the future.

Winter Family Engagement- In December 2021, all families across our cohorts were invited to a festive night at the Durham Museum in Omaha. This event brought in over 80 people who were able to access the museum after hours at no cost.

Spring Conferences Event- 21st CCLC staff made an effort to be present at spring parent teacher conferences to provide a final “push” for club awareness in the back half of the school year. Staff were able to be present at a table for questions and the elementary schools had a raffle drawing to create some excitement around the conversation of after school clubs!

Since our 21st CCLC programs have such a close partnership with the Council Bluffs CSD, we are able to send out School Messenger emails and phone calls in both English and Spanish to share information with families about events at all sites. Hard copies of flyers in English and Spanish are also sent home with the

students and displayed at the front desk at each school. Social media sites for the schools and the 21st CCLC sites are also great avenues for disseminating information about events, as well as the school websites. We continually strive to make parent engagement accessible and valuable throughout the school year by partnering with schools on building level events, as well as offering unique opportunities to engage families in a way that is specific to the after school setting.

4. GPRA Measures

GPRA Measures Required Elements	Complete?
GPRA Measures Data Tables	
• 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 21st CCLC programming during the school year and/or summer who demonstrate growth in reading and/or language arts on State Assessments.

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
Number of Attendees for whom you have outcome Data to report.	204	198	110	90	53	1
Number of Attendees who exhibited growth.	139	151	76	74	43	1
Percentage of Attendees who exhibited growth.	68%	76%	69%	82%	81%	100%

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

GPRA Measure 1B – Math Progress	Less Than 15 Hours	15-44 Hours	45-89 Hours	90-179 Hours	180-269 Hours	270 Hours or More
Number of Attendees for whom you have outcome Data to report.	212	206	111	90	53	1
Number of Attendees who exhibited growth.	169	178	104	86	47	1
Percentage of Attendees who exhibited growth.	80%	86%	94%	96%	89%	100%

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

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

	Less Than 15 Hours	15-44 Hours	45-89 Hours	90-179 Hours	180-269 Hours	270 Hours or More
Number of Attendees for whom you have outcome Data to report.	204	135	34	3	0	0
For how many of these students do you have outcome data to report and who had a prior-year unweighted GPA of less than 3.0?	139	96	25	2		
Percentage of Attendees who improved their GPA.	68%	71%	73%	67%		

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

	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)?	144	84	16	18	10	0
Of these students, how many demonstrated an improved attendance rate in the current school year (2021-2022)?	61	49	13	10	8	
Percentage of Attendees who improved their attendance rate.	42%	58%	81%	56%	80%	

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

	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)?	17	5	1	2	3	0
Of these students, how many experienced a decrease in in-school suspensions in the current school year (2021-2022)?	16	4	1	2	3	
Percentage of Attendees with fewer in-school suspensions.	94%	80%	100%	100%	100%	

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

	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?	1	1	49	34	13	0
Of these students for whom you have outcome data to report, how many demonstrated an improvement in teacher-reported engagement in learning?	1	1	17	12	5	
Percentage of Attendees who improved.	100%	100%	35%	35%	39%	

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 st CCLC Program based solely on GPRA Measures.	X

READING PROGRESS

NWEA MAP assessments were used to determine the number of students in grades 4-8 demonstrating growth in English/ Language Arts. The percentage of students demonstrating growth ranges from 68% to 100%. Higher percentages are noted for students attending 90 or more hours.

When considering all grades participating in NWEA MAP ELA testing, 72% of students demonstrated growth from fall to spring in 2020-21.

MATH PROGRESS

NWEA MAP assessments were used to determine the number of students in grades 4-8 demonstrating growth in Math. The percentage of students demonstrating growth ranges from 80% to 100%. Higher percentages are noted for students attending 45 or more hours.

When considering all grades participating in NWEA MAP Math testing, 84% of students demonstrated growth from fall to spring in 2020-21.

ACADEMIC ACHIEVEMENT

The GPA for students in grades 7-8 and 10-12 were used to determine which students whose prior-year GPA was less than 3.0 who demonstrated an improvement in 2021-22. The percent of students improving their GPA ranged from 67% to 73%, with an average of 70%. When looking at the GPA growth for students in any grade, 58% of students with a previous GPA of less than 3.0 improved their GPA last year.

SCHOOL DAY ATTENDANCE

This measure examined the average attendance rate of students in grades 1-12 with a prior school years' rate of less than 90% and a current attendance rate more than 90%. The percentage of attendees who improved their average attendance rate ranged from 42% to 81%, for an average of 52%. When examining this data for all participants, regardless of grade, similar results were found: 50% of all CCLC attendees with a prior years' attendance rate of less than 90% improved their attendance.

The overall daily attendance(ADA) for regular attendees (more than 45 hours participation in afterschool activities) was higher than the average daily attendance for non-regular attendees at every cohort. ADA for regular attendees ranged from 93.5 to 94.3% and the ADA for non-regular attendees ranged from 87.1 to 93.2%

BEHAVIOR

The in-school suspension rate of students attending CCLC programming indicates that 80 to 100% of students experienced a decrease in in-school suspensions from 2020-21 to 2021-22. The highest count of in-school suspensions was observed for students attending after school programs less than 15 hours.

TEACHER SURVEY

Data for this measure utilized teacher surveys about CCLC program attendees in grades 1-5 who demonstrated an improvement in class participation. Of 98 teacher responses, improvement was noted for 36 students (37%). It should be noted that maintenance of class participation would also be considered a favorable response. When combining “maintained” and “improved” responses, teachers indicated positive student participation in class for 99% of students.

When examining teacher surveys for all students (regardless of grade), similar findings are reported. Of 181 teacher responses, improved and maintained participation in class was noted for 171 students (90%).

Teachers also reported positive student homework completion: 93% rated as improved or maintained. Finally, teachers indicated that student behavior in class in maintenance or improvement at 91%.

STRENGTHS

Teachers reported positive ratings for more than 91% of students in the areas of homework completion, class participation, and behaving well.

More than 72% of after school participants demonstrated fall to spring growth in English/ Language Arts, and more than 84% made fall to spring growth in Math. 67% or more of after school participants with a prior years’ GPA of less than 3.0 improved their GPA.

The average daily attendance of regular attendees is 93.5% or better across cohorts. In-school suspensions are infrequent and declined from last year for CCLC program attendees.

More than half of attendees with a prior year’s attendance rate lower than 90% improved their attendance this year.

CONSIDERATIONS

In 2021-22, teacher surveys were emailed for students attending 30 hours or more of after school programming (historically considered “regular attendees”). Survey return rate for teachers of regular attendees was 19% (185/ 962). The issue of return rate has historically been a challenge. Moving forward, shortening the survey to just items used for purposes of the evaluation, and providing timely reminders for survey completion could increase the return rate. A higher participation rate from teachers on the Local Evaluation Survey would provide a more comprehensive picture of student behavior across after school attendees.

5. Local Objectives

Local Objectives Required Elements	Complete?
Local Objectives Data Tables	
<ul style="list-style-type: none"> No more than FIVE Objectives per Cohort. 	X

• Rating of each Objective as listed above.	X
• Full Methodology used for measurement.	X
• Justification for Rating	X
Local Objectives Discussion	X

Local Objectives Data Tables.**Cohort 12 Table**

Cohort 12 Objectives	Objective Rating	Methodology/Justification for Rating
Disciplinary incidents for in-school behavior of regular attendees (45 hours or more) will be less than non-regular attendees.	Met the Stated Objective	The behavior incident rate for regular attendees was 3.05 compared to 4.26 for non-regular attendees.
Of the parents responding, 50% indicate via survey that the program had a positive impact on their child's educational growth.	Met the Stated Objective	85% (11/13) of parents of students in Cohort 12 Agreed/ Strongly Agreed that the activities had a positive impact on their child. This exceeds the stated goal of 50%.

Cohort 13 Table

Cohort 13 Objectives	Objective Rating	Methodology/Justification for Rating
Student Engagement Disciplinary incidents for in-school behavior of regular attendees (45 hours or more) will be less than non-regular attendees.	Met the Stated Objective	The behavior incident rate for regular attendees was 2.05 compared to 3.96 for non-regular attendees.
Parent Feedback Of the parents responding, 50% indicate via survey that the program had a positive impact on their child's educational growth.	Met the Stated Objective	84% (16/19) of parents of students in Cohort 13 Agreed/ Strongly Agreed that the activities had a positive impact on their child. This exceeds the goal of 50%

Cohort 15 Table

Cohort 14 Objectives	Objective Rating	Methodology/Justification for Rating
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Student Engagement Disciplinary incidents for in-school behavior of regular attendees (45 hours or more) will be less than non-regular attendees.	Met the Stated Objective	The behavior incident rate for regular attendees was 1.1 compared to 3.21 for non-regular attendees.
Parent Feedback Of the parents responding, 50% indicate via survey that the program had a positive impact on their child's educational growth.	Met the Stated Objective	94% (16/17) of parents of students in Cohort 15 Agreed/ Strongly Agreed that the activities had a positive impact on their child. This exceeds the stated goal of 50%.

Cohort 16 Table

Cohort 16 Objectives	Objective Rating	Methodology/Justification for Rating
Student Engagement Disciplinary incidents for in-school behavior of regular attendees (45 hours or more) will be less than non-regular attendees.	Met the Stated Objective	The behavior incident rate for regular attendees was 4.65 compared to 4.85 for non-regular attendees.
Parent Feedback Of the parents responding, 50% indicate via survey that the program had a positive impact on their child's educational growth.	Met the Stated Objective	100% (4/4) of parents of students in Cohort 16 Agreed/ Strongly Agreed that the activities had a positive impact on their child. This exceeds the stated goal of 50%.
Future Ready The percent of participating students "on track" to complete their Diploma plus 1 credential (D+1) will be within 10% of the district average.	Did not Meet; Made Progress Toward the Stated Objective	17% (208 of 1225) of students in Cohort 16 are On Track to complete their D+1 credential compared to 60% of students district-wide. This is not within 10% of the district totals. This is the first instance of using D+1 as an Objective for CCLC programming. This could be considered a baseline year.

Additional Objectives Table

Additional Objectives	Objective Rating	Methodology/Justification for Rating
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21st CCLC will provide nutritious after school snacks to all attendees.	Met the Stated Objective	Youth Services data show a total of 76,780 snacks provided across all CLC programming. The highest percent of snacks taken by students was at Cohort 13. The fewest number of snacks taken by students was at Cohort 12.
21st CCLC will hold at least four family education events throughout the calendar year. Attendance will be tracked.	Met the Stated Objective	Data held in Youth Services indicate a total of eight family education events (virtual and in-person) involving every cohort and attended by over 1000 participants.
21st CCLC will provide a minimum of 30 summer school days (between 4-6 hours daily)	Met the Stated Objective	Summer school days were offered for 30 days at all cohort locations.
21st CCLC will track juvenile arrests from 2:00-5:00 p.m. over time.	Met the Stated Objective	Juvenile arrest counts have been provided by the Council Bluffs Police Department for the past 12 years. From 2021 to 2022, juvenile arrests decreased by 34% (a count of 56 fewer incidents). The 12-year trendline is steadily declining.

Local Objectives Discussion.

Local Objectives Discussion Required Elements	Complete?
• Statistical Analysis as Applicable.	N/A
• 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.	N/A

Local Objectives Discussion

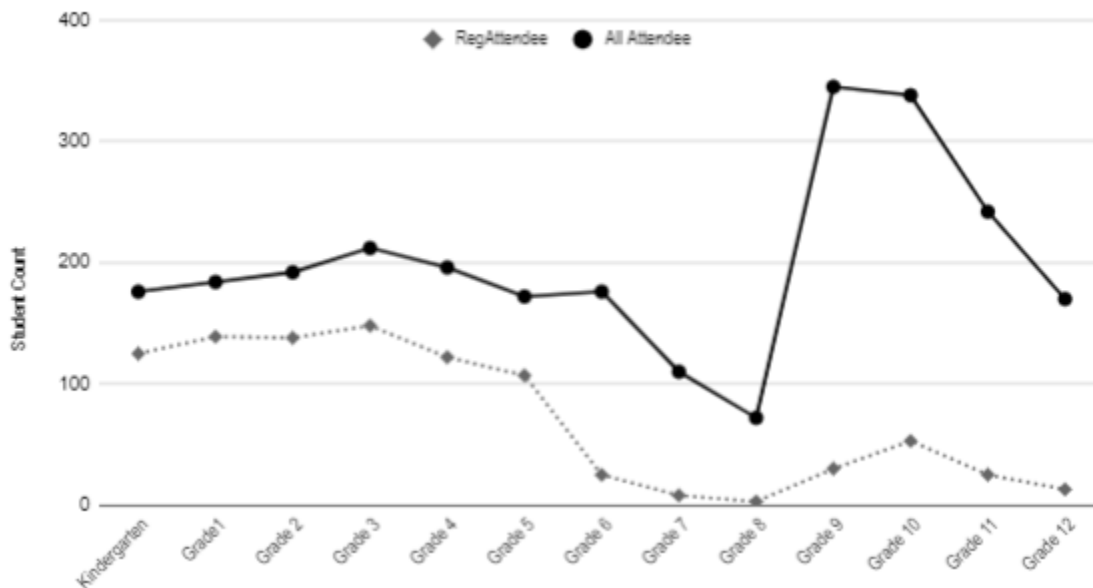
Three local objectives were removed from each Cohort, as they were duplications of GPRA Measures. These included two Student Achievement objectives (fall to spring growth on MAP ELA and Math assessments) and one Student Engagement objective (average daily attendance of regular attendees compared to school averages).

STUDENT ENGAGEMENT

The average number of discipline referrals for regular attendees across all cohorts (range from 1.1 to 4.65) were lower than incidences for non-regular attendees (range from 3.21 to 4.85). There were more disciplinary referrals for students in Cohort 16 overall (71% of students with at least 1 referral) and the least at Cohort 13 overall (29% of students with at least 1 referral). Overall, local objectives targeting student engagement were met this year.

As in previous years, student participation in after school programming this year decreased from the elementary to the secondary grades. Compared to 2020-21, there were more regular attendees in after school programming this year for every grade level except 7th, 8th and 9th. The percent increase in attendance this year ranged from 8% at 12th grade to 400% at 6th grade). The lowest participation rates continue to be seen at 7th and 8th grade.

CCLC Attendance by Grade 2021-22



PARENT FEEDBACK

Parents participating in the Local Evaluation Surveys responded favorably to the item, “the activities had a positive impact on my child (i.e. educational, career focus, and social skill development.” At each Cohort more than 84% (range 84% to 100%) indicated that they Agree/ Strongly Agree. Responses were similar for other items surveyed:

Percent Agree/	Survey Item
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Strongly Agree	
89%	The activities provided an appropriate balance of fun and learning.
91%	I liked the variety of opportunities offered this school year.
91%	The activities gave my child(ren) the chance to use their strengths.
87%	Participating in the activities has made my child(ren) more hopeful about his/her future education and/or career.
81%	The activities encouraged my child to make healthy choices (i.e. snacks, physical fitness, etc.)
89%	I would recommend activities to other parents.
89%	I would like my child(ren) to participate in more activities.
87%	The activities helped my child(ren) to learn to work as a team.

FUTURE READY OUTCOME

Council Bluffs District aims to make postsecondary education inescapable through their Plus One Pathways (Diploma Plus One, or D+1). A student's On Track status is determined by indicators including school attendance, academic achievement, and credits (metrics differ by grade). This is the first year D+1 is being used as a measure of CCLC program impact; this can be considered a baseline year.

While 17% of all students in Cohort 16 are considered on-track for the D+1 Pathway, the percentage for Regular Attendees is 28%. In addition, the percentages increase as students' hours in afterschool programming increases; from 16% for those attending less than 15 hours to 40% for those attending 180-269 hours. This indicator could potentially be a viable outcome for all afterschool program cohorts moving forward.

ADDITIONAL OUTCOMES

21st CCLC met all additional outcomes targeting nutritious snacks, holding family education events, and providing summer school hours. They continue to partner with the Council Bluffs Police Department to track juvenile arrests occurring in the afternoon: a longer term outcome the program seeks to impact.

1. Anecdotal Data

Anecdotal Data Required Elements	Complete?
Success Stories	x
Best Practices	x

Pictures	x
Student, teacher, parent, and stakeholder input.	x

Success Stories

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

Success Stories

JROTC Student Leader at ALHS:

"I am one of the JROTC leadership cadets and I help with the tutoring club. I think this club has been very helpful to students at our school and I think the peer-led tutoring is more approachable than teacher-led tutoring has been in the past. We consistently have students who stop by for help and it has been a great club for the JROTC team as well to practice our own leadership skills."

Teacher & Weightlifting Club Leader at ALHS:

"We've seen multiple kids grow in confidence within themselves as they've committed to personal health through a weightlifting club. It takes time but once a kid starts to see the change they are making through being disciplined and committed, it is almost like they release who they really are. For a few kids this confidence has helped them improve their grades."

Staff/Parent at Franklin Elementary:

I have been a robotics coach at Franklin since 2019. The best thing about the Robotics Clubs is seeing kids get those "aha" moments after they figure out something that was troubling them. Being able to see kids that cannot participate in sports due to physical disabilities compete successfully in a Robotics Competition get cheered on for their great driving, just like you cheer on a baseball player who makes a great hit, is such a wonderful experience. To see them light up and learn so many things, not just in the STEM field, but also how to be a presenter, and talk to a judge about why they built their robot a certain way, and to see the excitement in their eyes to be able to drive and program a robot they put together themselves is absolutely priceless.

My children have participated in many clubs at Franklin Elementary School and they have always had fun and learned something new, or got the chance to experience something they wouldn't normally get to do (like singing the National Anthem at a baseball or hockey game). All of these after school clubs are so greatly needed and appreciated as it helps keep kids out of trouble and gives them chances to grow in so many ways.

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

One example of a 21st CCLC best practice would be the expansion of student-led tutoring programs piloted at Abraham Lincoln High School. Historically the tutoring or study hall programs have been led by teachers and staff, which provided quality academic support but also did not provide the largest student reach available. In 2019, the JROTC program reached out asking if they could sponsor a student-led academic support program to provide one-on-one tutoring from upperclassmen in order to better reach students and encourage them to attend the program. The JROTC tutoring program has been highly successful in providing a comfortable space for students to stop in and get the support they need from like minded students and in a one-on-one capacity. This program has had a great impact on the building culture as a whole and the group has sponsored weekend and test prep days with pizza provided to make studying accessible and desirable. This has been such a great program to watch grow as we partnered with our Junior ROTC program and are able to blend goals of academic success and student leadership amongst the high school. For the current and upcoming school years we plan to expand a targeted focus on gauging student success and the statistical impact out of this program.

Another example of a best practice implemented in the CBCSD 21st CCLC programming would be our commitment to growth within the VEX robotics program district wide. Starting in 2016, a local champion of robotics, Christy Arthur, began piloting robotics programs in a few buildings with a small group of interested students. Over the last 8 years, thanks to partnering with 21CCLC as well as receiving additional grant funding through the Iowa Step Up Grant, we have expanded to having Robotics programs in 13 out of 15 schools within the district. The 21st CCLC schools have been a major part of the robotics growth as we have had the funding and structure to build these programs into after school clubs. Students have experienced immense growth throughout the competitions associated with VEX robotics and all schools have experienced an increase in program participation in recent years.

Pictures



Bloomer Gentlemen Society at a parade



Carter Lake Robotics Club @ a VEX Tournament



Franklin Elementary Craft Club



Gifford Farm Club @ Bloomer Elementary



ALHS Chess Club

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

We asked students, teachers, parents, and community partners how they felt about our afterschool programs. Below reflects a small snapshot of the positive responses we received.

Quotes from Students:

“Though my schedule fills up and I’m not able to participate as much as I used to. I still LOVE after school clubs and I know a lot of other people do too. We all appreciate and love the work that the club leaders do to keep things running and fun despite restrictions and conflicts.” - *Student at ALHS (11th grade)*

“I stay after school at Credit Chasers at least once a week to get help on homework. I am so thankful we have teachers who stay late to help me keep my grades up!” - *Student at TJHS (9th grade)*

“Clubs allowed me to meet like minded people and make good friends which helped me make friends outside of clubs as well.” - *Student at ALHS (9th grade)*

"The clubs I was in helped with my anxiety alot and made it easier to meet new people."

- *Wilson Student (7th grade)*

"Clubs are my favorite part of school! I always have so much fun. I really like when we make art."

- *Student at Rue (4th grade)*

Quotes from Teachers:

"We have had wonderful conversations around so many touchy subjects because of our book content. A lot of people that maybe did not have a place that was their fit for school, have a place in Book Club."

- *Club Sponsor for ALHS Battle of the Books*

"While I have not personally sponsored any clubs at Wilson, I have seen the impact of having these programs for our students! I love hearing about what activities my students did during clubs the day before. They have such a positive impact on kids and I'm just grateful to be at a school that is able to offer these opportunities to keep students excited to be at school!" - *Teacher at Wilson Middle School*

"I am so thankful for the programs that have been made available at our school thanks to 21CCLC. Students get so many unique experiences thanks to clubs and it really does mean so much to the kids and families." - *Teacher at Roosevelt Elementary*

Quotes from Parents:

"My student has improved tremendously academically, mentally, and emotionally due to the works of Edison and the staff. We are not from here and we have less than a handful of family members in the area, so the 21st Century clubs have allowed my child opportunities to be social and make friends."

- *Parent at Edison Elementary*

"My child loves the after school clubs. She loves doing new things and learning new things." - *Parent at Rue Elementary*

"My child has found activities that she has never known she has an interest in until she attended certain clubs." - *Parent at Bloomer Elementary*

"My daughter has done well since being in clubs! She wants to be more involved and is just all around happier!" - *Parent at Roosevelt Elementary*

"My student has loved going to the lego club after school. He has made new friends and enjoys the interaction with other kids." - *Parent at Longfellow Elementary*

Quotes from Partners/Stakeholders:

“The gaming club at TJHS allowed students who don’t have the money to enjoy the newest gaming consoles to try those out weekly as well as meeting new friends.” - Pottawattamie Promise Coach

“I love working with these programs and getting to see students connect the dots as they learn how to complete a new activity that might seem hard at first. Making STEM fun for students is something I am really passionate about.” - AIM Institute

“Cooking club was good for an activity after school that many of our students don't get at Kaneshville. We talk about families working together to make a meal and sitting down to a table and talking about the day. Many of our students don't experience this at home so we are happy to have 21st CCLC to help us provide this life skill opportunity.” - Cooking Program at Kaneshville Alternative Learning Center

“We love having clubs available at my building. The students really need these types of things after school and the fact that they are free is even cooler! We are thankful for the impact this has had on our community and students throughout the years.” - Administrative Assistant at Edison Elementary

2. 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

Council Bluffs CSD 21st CCLC Sustainability Plan

Best practices note that in order to have solid sustainability, a clear vision for students and families must be articulated. In Council Bluffs we strive to:

- Support families as the first teachers of their children
- Support teachers, sponsors, and community partners as they provide engaging learning activities for students that support Iowa CORE Standards
- Engage community partners that can provide students and families with socially and civically connected experiences that also reflect future employment and career opportunities.

There are three components to our sustainability plan: Quality Staffing, Community Partner Development, and a Management Plan. At the core of our programs are qualified staff members who work with our young people on a daily basis. Currently, the majority of our after school program providers are licensed teachers working with the school in each cohort. While this is optimum for certain logistical details, relationship building components of the after school world not to mention their expertise in Iowa CORE standards and lesson delivery, this workforce is expensive.

In concert with CBCSD's Human Resources Department we have developed a stipend pay for Club Leaders (\$20 per hour) and Club Assistants (\$15 per hour), in order to provide equitable pay for before and after school staff for their time spent leading or assisting with programs. This discussion started in 2018-19 and was implemented in 2019-20. This adjustment from the previous model has saved us as much as thirty-five percent (35%) over previous personnel expenditures, which has assisted us in a vision of sustainability moving forward. Leveraging our building employees rather than hiring outside partner organizations can provide a monumental savings opportunity for our district as our supplies costs are often lower as well as the daily staffing rate being more fiscally responsible than providing the pay of an organization's team.

Second, the 21st CCLC Leadership Team – site facilitators, program coordinators, assistant director and the director make it a part of daily business to learn about local entities and call upon them to get involved in schools. As is noted on those charts, many partners serve in multiple schools of the 21st CCLC sites, further demonstrating their commitment to the youth of CBCSD. In order to retain and recruit community partners, we do our best to remind them of their value through small appreciation gifts throughout the year, and beginning in 2023 we intend to bring back an event previously called "Partners & Pastries", where we gather all local partners and stakeholders to celebrate their impact on students. Knowing that we consistently have grants reaching their reduction funding years, or possibly ending their

cohort entirely, we will be making a conscious effort to communicate the need for sustainability with our partners in hopes to retain some at a reduced cost or free rate in the future.

Lastly, in an effort to increase efficiency and reduce expenditures, the 21st CCLC leadership team is focused on identifying gaps in individual sites in order to seek more targeted programming that best serves student needs and interests. Making a strategic effort to curate our offerings will help us serve more students with the staffing & partner capacity we are already funding. Leveraging our current partners and building staff in a way to serve the maximum students possible will be vital in tightening our budget to best prepare ourselves for a sustainable future of after school offerings. Of course, this plan is a living document and will be modified as new partners and resources are secured for the CLC Cohorts.

3. 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

The 21st Century Community Learning Centers (CCLC) program in Iowa implements before and after school enrichment opportunities designed to positively impact the academic and behavioral development of students, especially for those identified as being at risk. The Council Bluffs School District partners with its community to provide diverse activities from interest-based clubs, career exploration, and academic assistance to field trips, sports and family events. During 2021-2022, CCLC programming is available at all grade levels.

At the Elementary, SUPER Kids (Student University Promoting Education and Recreation), Carter Lake & Roosevelt Elementary schools in Cohort 12, Bloomer & Edison Elementary schools in Cohort 13, Rue and Franklin Elementary in Cohort 15, and Longfellow Elementary in Cohort 16. As for secondary programs, and included in Cohort 16, Abraham Lincoln and Thomas Jefferson High Schools have a program titled CB Ready by 21, as well as Wilson Middle School, which is in Cohort 15 as well.

In the Council Bluffs Community School District, 21st CCLC funds provide student opportunities in academic support, enrichment learning experiences in the way of field trips, healthy snacks and other foods, career exploration experiences, community and civic engagement activities, fitness activities, and family literacy and engagement activities. These overarching categories facilitate the healthy whole child initiative. Programs stress student health growth along a K-12 pathway. Out of school programming takes place on average one hour before school and two hours after school each school day. Family nights are organized a minimum of once per month. Site facilitators, community partners, teachers, and paraprofessionals work with the 21st CCLC Leadership Team to support families and students. Over the summer months, elementary schools in Cohorts 12, 13, 15, and 16 have a summer program in partnership with the Iowa West Foundation and Council Bluffs CSD summer school programs for 30 days of summer learning for all 6 of the 21st CCLC elementary schools. Cohort 16, the high schools, as well as Wilson Middle School (Cohort 15) operated 30 days in June and July.

Programs funded by the 21st Century grant reached over 2,000 student participants throughout the summer and school year, with 593 of them attending 30 or more days. Separately, there were 2,341

participants during the school year, and a total of 560 during the summer session alone. Overall, the 21st Century programs served at least 43% of the total student population within our cohorts in 2021-2022

This evaluation includes a summary of findings for each of the four cohorts as outlined by the required Government Performance and Results Act (GPRA) measures, a report regarding local objectives, along with anecdotal data, demographic information and sustainability plan.

RECOMMENDATION FOR LOCAL OBJECTIVES

With the updated GPRA measures in 2022, several Council Bluffs CCLC local objectives were essentially duplicated. Incorporating the D+1 Pathways initiative into afterschool programming could potentially have a positive impact on the targeted population, as well as provide unique objectives for all cohorts moving forward. This could include tracking students that are On-Track or targeted programming for students to earn their D+1 credentials.

Dissemination of Local Evaluation.

Dissemination of Local Evaluation Required Elements	Complete?
Exact URL where your 2021-2022 local evaluation is posted (required by US DOE). 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

Link to the local evaluation and one-page summary in English:

<https://www.cb-schools.org/Page/95>.

The Local Evaluation, External Evaluation, and one-page summary or evaluation highlights will be provided to the Council Bluffs CSD School Board, reviewed at the community partners meeting, shared with principals at quarterly meetings with all site administration in January 2023, posted on all social media pages and the 21st CCLC website, and sent to all 21st CCLC site families and staff.

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.	N/A

All local objectives were met with the exception of a new Future Ready Outcome for Cohort 16: *The percent of participating students “on track” to complete their Diploma plus 1 credential (D+1) will be within 10% of the district average.*

The objective is rated as “Did not Meet; Made Progress Toward the Stated Objective” due to the fact that the criteria of 10% was determined as the best prediction of a new data point. This is the first year D+1 is being used as a measure of CCLC program impact; this can be considered a baseline year.

While 17% of all students in Cohort 16 are considered on-track for the D+1 Pathway, the percentage for Regular Attendees is 28%. In addition, the percentages increase as students’ hours in afterschool programming increases; from 16% for those attending less than 15 hours to 40% for those attending 180-269 hours.

Given the new baseline, this objective could be edited to reflect a realistic target; one that may differ from elementary to secondary grades, or by participant group (regular attendees/ non-regular attendees). Additionally, this indicator could potentially be a viable outcome for all afterschool program cohorts moving forward.

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 partnerships which affect our sustainability plans involve pursuing more unpaid, full or partial partnerships with community businesses and organizations instead of discounts from vendors for program services or experiences. This will create a more sustainable program overall for schools to have these opportunities beyond grant funding years.

The following recommendations are provided by external evaluator, Sherry Huffman, after reviewing the data included in this report:

With the updated GPRA measures in 2022, several Council Bluffs CCLC local objectives were essentially duplicated. Incorporating the D+1 Pathways initiative into afterschool programming could potentially have a positive impact on the targeted population, as well as provide unique objectives for all cohorts moving forward. This could include tracking students that are On-Track or targeted programming for students to earn their D+1 credentials.

Student participation in after school programming decreases from Kindergarten to high school. What risk factors might serve as an early warning system to recruit students most at need for engagement at the middle and high school level?

A higher participation rate from teachers on the Local Evaluation Survey would provide a more comprehensive picture of student behavior across after school attendees. Might elements of the survey process be modified to increase the pool of teacher responses?

UNEXPECTED DATA

Due to the lasting impact of COVID-19 Pandemic, we have continued to have a shortage of bus drivers within our school district which has hindered our ability to provide transportation to off site field trips and opportunities. Due to this shortage we have had to limit off campus opportunities and shifted to primarily on-site programming only. Unfortunately this has limited use of some of our community partners who are unable to run their programs on site. The lack of access to transportation has primarily impacted our secondary schools as they historically have been able to offer engaging off campus opportunities each Monday, and this shortage drastically limited the amount of programming options available on Mondays.

As a response to this obstacle, we made efforts to provide smaller scale off-campus programs by utilizing district vans or asking for parent support with transportation for our high school students. This received reasonable success however did not prove to be sustainable as a long term solution due to the true need for grant sponsored transportation.

We were unable to meet our attendance requirements at the following schools: Carter Lake and Roosevelt Elementary (Cohort 12), Wilson Middle School (Cohort 15), and Thomas Jefferson and Abraham Lincoln High Schools (Cohort 16).

We were able to meet the attendance requirements at the following schools: Bloomer & Edison Elementary (Cohort 13), Rue and Franklin Elementary (Cohort 15), and Longfellow Elementary (Cohort 16).