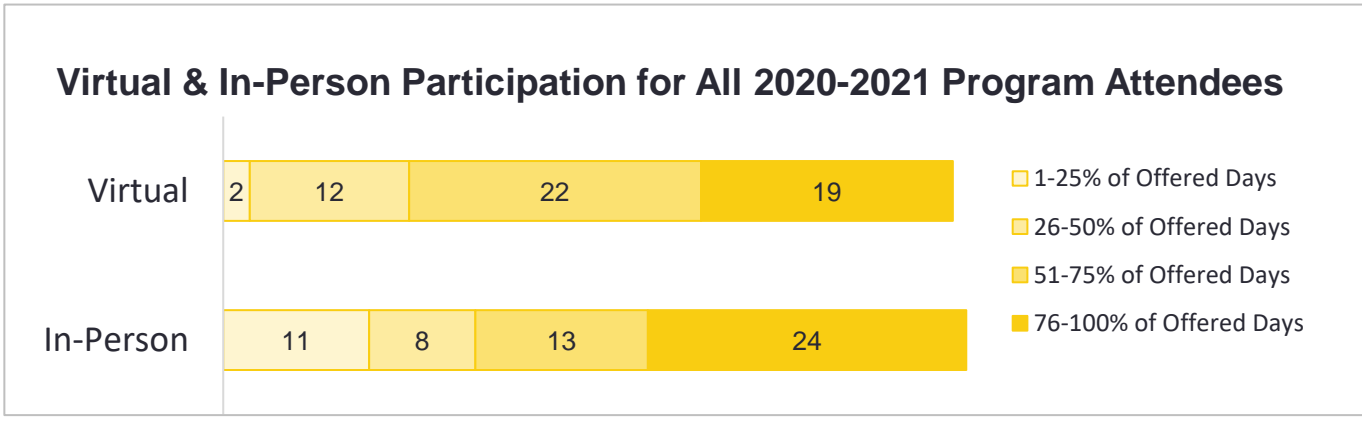
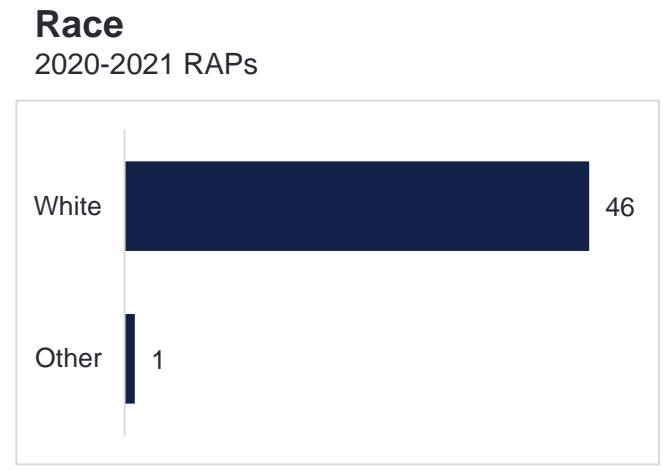
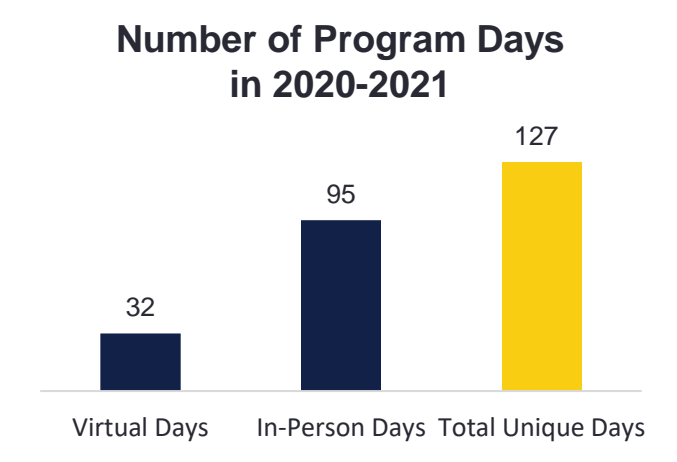
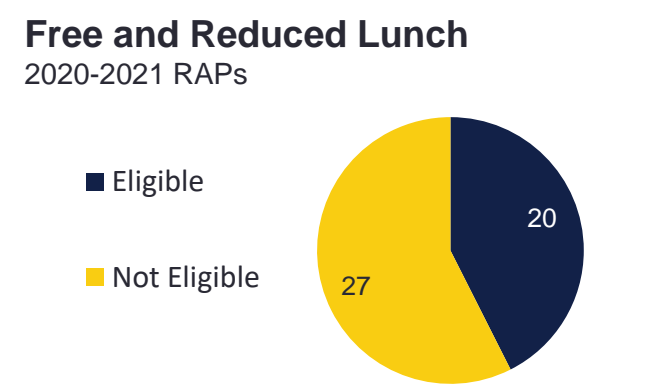
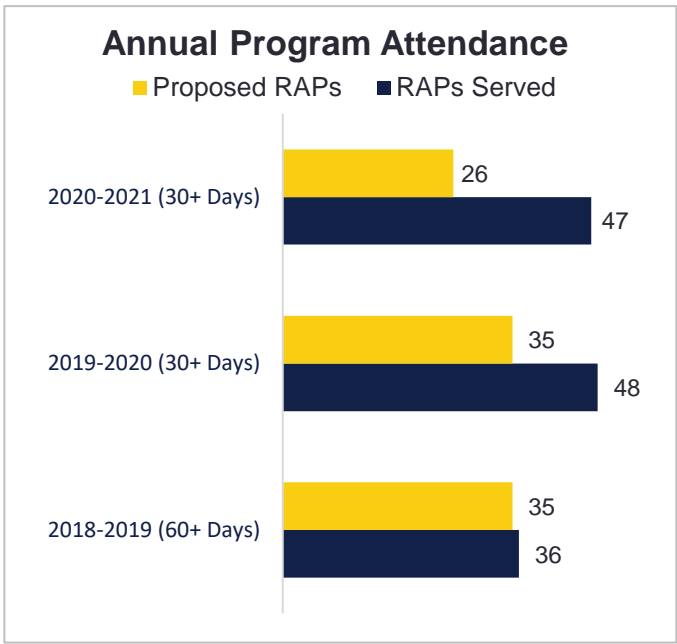


**Program Attendance & Participant Characteristics (School-Year Programming)**





## 2020-2021 Performance Measure Progress

### Academic Outcomes

Outcome	Target	Performance Measure	Notes
70%	75%	of regular participating students in grades 1-6 will earn a B- or better or improve their ELA grade from fall to spring.	
72%	75%	of regular participating students in grades 1-6 will earn a B- or better or improve their math grade from fall to spring.	
57%	75%	of regular participating students in KG will receive a final spring grade of a check mark or better on 85% of ELA standards..	
71%	75%	of regular participating students in KG will receive a final spring grade of a check mark or better on 85% of Math standards.	
68%	70%	of regular participating students will either improve academic performance or did not need to improve.	
68%	70%	of regular participating students will either improve completing homework to the teachers' satisfaction or did not need to improve.	

### Social/Behavioral Outcomes

Outcome	Target	Performance Measure	Notes
77%	65%	of regular participating students will either improve getting along well with other students or did not need to improve.	
78%	65%	of regular participating students will either improve behaving well in class or did not need to improve.	

### Family Engagement Outcomes

Outcome	Target	Performance Measure	Notes
--	75%	of parents will report on the spring parent surveys that they have helped with their child's school work.	Data unavailable due to COVID-19 precautions
--	60%	of parents will report on the spring parent surveys that they have engaged with their child's school by participating in at least one school event each year.	Data unavailable due to COVID-19 precautions



## Site-Level Programming

### A. Provide a description of programming offered during 2020-2021. To what extent was it similar or different from programming offered in previous years?

- Programming in 2020-2021 differed in large part due to virtual programming. We created an in-person enrichment binder full of STEM and literacy activities for the days we were able to have in-person programming.
- We provided enrichment activities for STEM and literacy for a virtual program by way of examples for the days that our programs had to go virtual due to COVID-19.
- All in-person enrichment supplies were provided to coordinators for them to prepare for in-person programming. All virtual enrichment activities was chosen by program coordinators for their own virtual program held on Google Classrooms.
- Coordinators were given guidance on recommended activities, websites, and enrichment supplemental materials for the coordinators to choose from.

### B. What barriers did you face when designing/implementing programming for this site this year?

- Enrichment for programming this year was chosen similar to previous years as far as enrichment and literacy activities. The majority of our schools chose an in-person school year vs virtual for this year. The only time a virtual program will be used in the programs we serve is if numbers of COVID-19 cases rise higher steadily over several weeks.
- At almost six weeks into our school year, we have found to only have one site close for a two-week time frame thus far. Enrichment for a virtual program was created similar to the previous school year with the coordinator taking responsibility of planning enrichment activities to post on line in our Google Classrooms set up for each individual program.
- The only barriers we have faced is staffing. We have had every one of our seven in person sites have one or more people quarantine in the first six weeks leaving us short staffed at sometimes multiple sites at once. It is a huge barrier to continue offering programming in those circumstances.

### C. What were some of the bright spots of programming this year?

- During the hurdles of frequent back and forth programming, the bright spot for the 2020-2021 school year was in-person programming.
- Students and staff were appreciative of the days where we were actually in-person. Students were more engaged in STEM activities and literacy activities. Staff were more engaged with students.
- Both craved the in-person connections that are made after long periods of virtual programming. This was nice to see and hear from both staff and students.