

General Instructions

This workbook contains six worksheets, including this instruction page. The following five sheets must be completed by filling in the requested information in the yellow cells.

Specific instructions are included on each page of the following worksheets.

The workbook must be emailed to your program specialist by Monday, February 2, 2026.

Please include the name of your subgrantee and date of completion in the file name when it is saved.

Program Operation

Directions: Please list the operational times for each site in the spaces below. If you have two or more sites that have the same exact hours of operation, please just use one box for those sites and list each of those sites in the 'Site Name(s)' cell. Please place a 'N/A' in the cells that do not apply (e.g., if a site does not operate before school). Please be sure to scroll down on this page to see the 'Description of Activities' section. Please contact the program's assigned Program Specialist if additional space is needed to complete this sheet.

Site Name(s)						KIPP @ Woodson Park Academy					
Before School Hours of Operation											
	Monday	Tuesday	Wednesday	Thursday	Friday						
Start Time (e.g., 7:00AM)	N/A	N/A	N/A	N/A	N/A						
End Time (e.g., 8:00AM)	N/A	N/A	N/A	N/A	N/A						
After School Hours of Operation											
	Monday	Tuesday	Wednesday	Thursday	Friday						
Start Time (e.g., 3:00PM)	3:45 PM	3:45 PM	3:45 PM	3:45 PM	1:45 PM						
End Time (e.g., 6:00PM)	6:00 PM	6:00 PM	6:00 PM	6:00 PM	6:00 PM						
Weekends/Holidays/Other											
	Weekend	Holiday	Other								
Start Time (e.g., 8:00AM)	N/A	N/A	N/A								
End Time (e.g., 4:00PM)	N/A	N/A	N/A								

Site Name(s)											
Before School Hours of Operation											
	Monday	Tuesday	Wednesday	Thursday	Friday						
Start Time (e.g., 7:00AM)											
End Time (e.g., 8:00AM)											
After School Hours of Operation											
	Monday	Tuesday	Wednesday	Thursday	Friday						
Start Time (e.g., 3:00PM)											
End Time (e.g., 6:00PM)											
Weekends/Holidays/Other											
	Weekend	Holiday	Other								
Start Time (e.g., 8:00AM)											
End Time (e.g., 4:00PM)											

Site Name(s)						TSH @ Collier Heights					
Before School Hours of Operation											
	Monday	Tuesday	Wednesday	Thursday	Friday						
Start Time (e.g., 7:00AM)	N/A	N/A	N/A	N/A	N/A						
End Time (e.g., 8:00AM)	N/A	N/A	N/A	N/A	N/A						
After School Hours of Operation											
	Monday	Tuesday	Wednesday	Thursday	Friday						
Start Time (e.g., 3:00PM)	3:00 PM	3:00 PM	3:00 PM	3:00 PM	3:00 PM						
End Time (e.g., 6:00PM)	6:00 PM	6:00 PM	6:00 PM	6:00 PM	6:00 PM						
Weekends/Holidays/Other											
	Weekend	Holiday	Other								
Start Time (e.g., 8:00AM)	N/A	N/A	N/A								
End Time (e.g., 4:00PM)	N/A	N/A	N/A								

Site Name(s)											
Before School Hours of Operation											
	Monday	Tuesday	Wednesday	Thursday	Friday						
Start Time (e.g., 7:00AM)											
End Time (e.g., 8:00AM)											
After School Hours of Operation											
	Monday	Tuesday	Wednesday	Thursday	Friday						
Start Time (e.g., 3:00PM)											
End Time (e.g., 6:00PM)											
Weekends/Holidays/Other											
	Weekend	Holiday	Other								
Start Time (e.g., 8:00AM)											
End Time (e.g., 4:00PM)											

Description of Activities

Please provide description of the activities and services offered by your program including new programming and supports being implemented this year. This can include academic, student enrichment and parent/guardian activities as well as field trips or outstanding one time activities, etc.

The program continues to work toward reaching the enrollment goal of 80 3rd through 5th grade scholars. The Study Hall Collier Heights has not yet reached its enrollment target of thirty scholars, and ongoing efforts will focus on connecting with families from Harper-Archer Elementary and Usher-Collier Elementary to boost enrollment numbers. The program operates at two sites, Collier Heights, and KIPP at Woodson Park Academy. The scholars at Collier Heights begin their day at 3:00 once transported by the program from their elementary school to the site. At KIPP at Woodson Park Academy, students start their programming activities after school ends, transitioning into the afterschool program at 3:45 pm on regular days and 1:45 pm on Fridays. The program at both sites begins with a healthy snack where scholars can socialize with their fellow scholars before transitioning into their assigned rooms to begin academic support with homework help and building their confidence with ELA and Math. Scholars also benefited from enrichment opportunities which included sewing, financial literacy, photography, and dance. Scholars at Collier Heights were able to benefit from a partnership with local volunteers that donated items which allowed scholars to shop for their loved ones during the holiday season. Each scholar was able to select 3+ gifts. Volunteers wrapped each gift, and scholars were able to take their gifts home that evening. Parent education this Fall consisted of program orientation. The program plans to begin the Spring season with a parent engagement session focused on Black History during the month of February. Scholars have begun their preparation for this session.

Objective Status

Directions: List each of your program's approved, official 21st CCLC objectives in Column A. Please list the objectives exactly as written in the original, approved application or approved program amendment. In Column B, please select the category from the dropdown menu that best categorizes the objective's focus area - please select 'Other' for objectives outside of these categories. In Column C, select the appropriate status of each objective from the dropdown menu. In Column D, please describe why you selected that specific option in Column C (i.e., review of report card grades indicates improvement in reading/math, attendance records of adult family member events indicate a high number of attendees, etc.).

Objective	Category	Status	Reason for Status
1.1) 40% of regularly attending (30 days or more) scholars will demonstrate improvement in English/Language Arts from fall to spring, measured by ELA Report Card.	A2. Academic - Reading/ELA	4. Unable to measure progress on the stated objective	Assessment of this objective will occur at the end of the program year. First quarter grades for English/Language Arts were available for 72 scholars, attending regularly. Of these scholars, 35 of 72 (48.6%) are proficient or receive an A or B in ELA.
1.2) 40% of regularly attending (30 days or more) scholars will demonstrate improvement in Math from fall to spring, as measured by the math report card.	A1. Academic - Math	4. Unable to measure progress on the stated objective	Assessment of this objective will occur at the end of the program year. First quarter grades for Math were available for 72 scholars, attending regularly. Of these scholars, 38 of 72 (52.8%) are proficient or receive an A or B in Math.
1.3) 40% of regularly attending (30 days or more) scholars will demonstrate improvement in Math from fall to spring, as measured by ELA i-Ready Assessment.	A2. Academic - Reading/ELA	4. Unable to measure progress on the stated objective	Assessment of this objective will occur at the end of the program year. According to the initial i-Ready Assessments conducted in the first month of programming, 13 of 55 (23.6%) were At Grade Level and 14 of 55 (25.4%) were Approaching Grade Level. There were a total of 28 Scholars that Needs Improvement.
1.4) 40% of regularly attending (30 days or more) scholars will demonstrate improvement in Math from fall to spring as measured by the Math i-Ready Assessment.	A1. Academic - Math	4. Unable to measure progress on the stated objective	Assessment of this objective will occur at the end of the program year. According to the initial i-Ready Assessments conducted in the first month of programming, 4 of 55 (7%) were At Grade Level and 28 of 55 (51%) were Approaching Grade Level. There were a total of 23 Scholars that Needs Improvement.
2.1) 65% of regularly attending (30 days or more) scholars will report engaging in healthy behaviors more frequently, as measured by pre-(fall) and post-(spring) administration of a youth outcome survey.	B3. Behavior - Social/Emotional	4. Unable to measure progress on the stated objective	Assessment of this objective will occur after the post (Spring) youth outcome survey. Of the Scholars that completed the pre survey, 81.6% selected Very True or True when asked if the program helps them make healthy choices.

<p>2-2) 65% of regularly attending (30 days or more) will report engaging in fewer risky behaviors as measured by pre- (fall) and post - (spring) administration of a youth outcome survey.</p>	<p>B2. Behavior - Discipline</p>	<p>4. Unable to measure progress on the stated objective</p>	<p>Assessment of this objective will occur after the post (Spring) youth outcome survey. Of the Scholars that completed the pre survey, 73.5% selected Very True or True when asked if their behavior in class has improved since joining the program.</p>
<p>3-1) 60% of family members of scholars regularly attending (30 days or more) scholars will report increased communication with their child about their schoolwork/academics, as measured by the pre-(fall) and post-(spring) administration of a parent/guardian survey. 3-2) 75% of family members of scholars regularly attending (30 days or more) will attend at least one parent education workshop designed to help them support their child's education and/or adolescent growth and development, as measured by post-project analysis of workshop sign-in sheets.</p>	<p>P2. Parent Engagement - Performance</p>	<p>4. Unable to measure progress on the stated objective</p>	<p>The assessment of this objective will occur post program. According to the fall (pre) survey, a total of 83.9% selected Strongly Agree or Agree when asked if communication with my Scholar about academics has improved since enrolled in the program.</p>
	<p>P1. Parent Engagement - Participation</p>	<p>4. Unable to measure progress on the stated objective</p>	<p>The assessment of this objective will occur post program. There were 43 family members that attended parent orientation held at KIP and Collier Heights in August.</p>

Program Recommendations

Directions: Please provide program recommendations in Column A based upon the results of this formative assessment. These recommendations can come from within the program, the external evaluator, or other program stakeholders. In Column B, please describe specific steps for implementation that the program will follow to ensure the recommended actions occur. **Delete the examples in both columns before entering comments.**

Recommendations	Steps for Implementation
<p>The program has made progress on improving scholar attendance but has not met the enrollment at Collier Heights. It is recommended to continue to outreach with parents and teachers at Usher-Collier and Harper-Archer. This is an opportunity to share early program highlights in academics and scholar survey results.</p>	<p>Program Director should connect with Grade Level Teams or school teams to share scholar data and survey results. The scholar surveys showed strong student program satisfaction. Scholars also showed high levels of agreement that the program helps them complete their homework (77.5%), make healthy choices (81.6%), and improves behavior (73.5%) since joining the program. The teaching staff may be able to assist in identifying potential scholars and families that could benefit from the program. This strategic approach could help ensure to enroll students that could benefit from the academic support and have strong attendance.</p>
<p>First quarter report card review indicates scholars are progressing well in Math and ELA but a large percentage of scholars do not meeting standards. Scholars indicated they need more help with Math (40%) and Writing (25%).</p>	<p>The Program Director should engage teachers to explore where scholars need the most support in those topics and develop strategies that would grow their skills and confidence in those areas. Working together to develop a more individualized plan for student growth may assist in growing the percentage of students meeting standards in Math and ELA. Continue to develop opportunities for scholars to practice their Math and ELA through projects and small group work.</p>
<p>The program should begin developing family engagement sessions, with the coordination and guidance of the Advisory Council, that would assist parents in supporting their scholar and increasing communication about schoolwork/academics.</p>	<p>The Program Director with the support of the Advisory Council should share scholar survey results with families and scholars and develop strategies such as games or take-home activities to increase their communication and support the areas of Math and Writing. This would not only help families but scholars in the areas where they would like more help.</p>

<p>Based on the scholar survey results, the scholars have a strong appreciation of homework help but would like to expand the enrichment opportunities. Site Coordinators should increase the opportunities for scholars to provide feedback throughout the program. This attendance improvement strategy will continue to grow the scholars' strong connection with the program.</p>	<p>Scholars mentioned a desire to have more time to play games together, help each other, and more art when answering questions like what they would like more help with and what would make the program better. Scholars displayed their interest in art during the survey time by using the additional sheet to draw pictures and they requested we bring markers and crayons next time we come to facilitate the survey completion. Of the words the scholars could select to describe themselves the top words were Funny (36) and Creative (31).</p>
<p>To continue to improve the impact on scholars' self-assessment of engaging in fewer risky behaviors, the program should regularly develop opportunities to strengthen social and emotional learning.</p>	<p>Developing time in the program schedule for scholars to talk in small groups or have circle time to connect and learn more about one another while also receiving guidance from staff on building a respectful and supportive decision making would drive the importance of social and emotional learning. Scholars value their time to talk with their friends so setting aside time for them to connect during transition or at the beginning of programming would help scholars process their day, learn strategies to assist in healthy decision making, and create a stronger sense of community.</p>

Government Performance and

Directions: Please review GPPRA measures 1-5. Answer the questions in column C in column D (yes or no). Any answer marked as yes (no). Any answer marked as yes in column F will mean you are on track to collect the GPPRA measure.

GPPRA # 1	Percentage of students in grades 4–8 participating in 21st CCLC programming during the school year and summer who demonstrate growth in reading/language arts on state assessments.	Does your program serve students in grades 4-8?	Yes
	Percentage of students in grades 4–8 participating in 21st CCLC programming during the school year and summer who demonstrate growth in mathematics on state assessments.		
GPPRA # 2	Percentage of students in grades 7–8 and 10–12 attending 21st CCLC programming during the school year and summer with a prior-year unweighted GPA less than 3.0 who demonstrated an improved GPA.	Does your program serve students in grades 7, 8, 10, 11, and/or 12?	No
GPPRA # 3	Percentage of youth in grades 1–12 participating in 21st CCLC during the school year and summer 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.	Does your program serve students in grades 1-12?	Yes
GPPRA # 4	Percentage of students in grades 1–12 attending 21st CCLC programming during the school year and summer who experienced a decrease in in-school suspensions compared to the previous school year.	Does your program serve students in grades 1-12?	Yes
GPPRA # 5	Percentage of students in grades 1–5 participating in 21st CCLC programming in the school year and summer who demonstrated an improvement in teacher-reported engagement in learning.	Does your program serve students in grades 1-5?	Yes