

Evaluation Guidebook

Nebraska 21ST Century Community Learning Centers

Statewide Evaluator

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Note: All evaluation questions must be directed to the Statewide Evaluator

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For copies of this guidebook and other 21st CCLC information:

Nebraska Department of Education (NDE) Website

www.nde.ne.gov/21stcclc/

To access the 21st CCLC calendar, Power Point presentation guides, discussion forums, and where to upload Access databases and other required reporting; log in and password are required:

My21stCCLC website

<http://21stcclc.myelearning.org>

To report outcomes on the federal program website and to maintain your grantee profile; log in and password required (different than the one for My21stCCLC):

Profile & Performance Information Collection System (PPICS)

Learning Points Federal Website

www2.learningpt.org/ppics/

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Evaluation

Statewide and local evaluators work together to gather critical data for the continuous improvement process. Its goals are to assess program practices, identify areas in which improvement is needed, and to monitor the overall quality of services offered to Nebraska’s children, youth, and families.



The continuous improvement process for Nebraska’s 21st Century Community Learning Center programs begins with **“Creating the Profile”** or essentially developing the vision for the program. The next step is implementing the program in each school, collecting local and statewide evaluation data sufficient to provide data sources to create a Continuous Improvement Process Data Snapshot. This snapshot reports process and outcome data for every school site. This CIP Snapshot can then be used by the management team and key stakeholders for **“Setting the Goals.”** The team reviews strengths and challenges found within the program. By identifying the areas for continuous improvement (the what), each school site program will set in motion a need to identify the strategies for improvement (the how). **“Planning to Improve”** is identifying the methods by which those strategies will be implemented and who will be responsible. Finally, each program and school sites is **“Implementing the Plan”** which then feeds into the ongoing continuous improvement cycle.

Calendar Summary

July	August	September	October
	<ul style="list-style-type: none"> If summer program, complete narrative report of summer program outcomes for NDE Conference call for local evaluators with statewide evaluator (preparing for CIP Process Meetings) Continuous Improvement Process Meeting (due by Sept. 30) 	<ul style="list-style-type: none"> Continuous Improvement Process Meeting and CIP Online Report (due by Sept. 30) *See format in Appendix Set up or update Grantee Profile on PPICS (all first year programs and others only if there is a change) Statewide evaluators provides each grantee with current 21st CCLC Access database 	<ul style="list-style-type: none"> Site visit to first year programs by statewide evaluator to provide technical assistance on using 21st CCLC Access database Informal, brief observation of all sites by local evaluators
November	December	January	February
<ul style="list-style-type: none"> Conference call for all local evaluators with statewide evaluator to discuss the recently completed informal observations and upcoming formal observations 	<ul style="list-style-type: none"> Site observations using <i>Observations for Quality After School Programming</i>, and debriefs by local evaluators with management team and staff (enter results into database)-Due by 2/28 	<ul style="list-style-type: none"> Site observations using <i>Observations for Quality After School Programming</i>, and debriefs by local evaluators with management team and staff (enter results into database)-Due by 2/28 	<ul style="list-style-type: none"> Site observations using <i>Observations for Quality After School Programming</i>, and debriefs by local evaluators with management team and staff (enter results into database)-Due by 2/28 By 2/28, project director must send one copy of completed <i>Observations for Quality After School Programming</i> to Jan Handa at NDE Project directors upload 21st CCLC Access database for progress monitoring by statewide evaluator²
March	April	May	June
<ul style="list-style-type: none"> Collect School and Community Partner Collaboration surveys (enter results of surveys into database) Import student demographic data linked to NSSRS student identifier into 21stCCLC MS Access database from school district student information management system 	<ul style="list-style-type: none"> Complete <u>Student Surveys (3rd grade & older), Teacher Surveys, Parent Surveys¹</u> (enter results into database) Project directors and then local evaluators do all data review/data cleaning steps (see Power Point) Project directors upload 21st CCLC Access database for progress monitoring by statewide evaluator² 	<ul style="list-style-type: none"> Local evaluator collects at least two student and/or family success stories per grant and submits via My21stCCLC website digital drop box Conference call of project directors and local evaluators with statewide evaluator to finalize data collection for the year 	<p>By June 15:</p> <ul style="list-style-type: none"> Certify APR on PPICS Submit Access database via My21stCCLC digital drop box² Submit Annual Attendance & Participation Data Report (NDE 34-022) via My21stCCLC digital drop box

**Statewide evaluator is referenced on front cover

¹ Parent surveys are available in five languages. To download parent surveys go to <http://www.nde.state.ne.us/21stcclc/parentsurveys.htm> (English, Arabic, Nuer, Spanish and Vietnamese).

²21st CCLC Access databases should be “zipped” (compressed) before uploading to My21st CCLC website (see Power Point instruction on how to zip or unzip a file).

Ongoing activities: Maintaining attendance records. If a student or family is relocating out of the area, and the student has participated 30 days or more in the program, complete a student survey and parent survey and enter results into database.

Evaluation Plan for Nebraska 21st Century Community Learning Centers

Goal: To enable elementary and secondary schools to plan, implement, or expand extended learning opportunities for the benefit of the educational, health, social service, cultural, and recreational needs of their communities.

Outcome	Indicators	Performance Measure of Effect	Data Source
21 st CCLC programs will offer a range of high quality educational, developmental, and recreational services.	Core Educational services. Centers will offer high-quality services in core academic areas, e.g., reading, writing, mathematics, & science.	Improved quality of services based on observation rating.	Classroom Observation Staff Interview
	Enrichment & support activities. Centers will offer enrichment and support activities such as nutrition & health, art, music, technology, and recreation.	Improved linkages to school day.	Collaboration Survey
Participants in 21 st CCLC programs will demonstrate educational benefits (improve student learning).	Achievement. Increasing percentage of students will meet or exceed district standards in core academic areas.	<i>Academic Indicators:</i> -Improved academic performance -Improved behavioral indicators -Increased percentage meeting performance standards in core academic areas	Teacher, parent, and student surveys Analysis of student success stories
Participants in 21 st CCLC programs will demonstrate social benefits and exhibit positive behavioral changes.	Behavior. Students participating in the program will show improvements on measures such as school attendance, classroom performance, and decreases in disciplinary actions or other negative behaviors.	<i>Behavioral Indicators:</i> -Improved behavioral indicators	Teacher, parent, & student surveys Analysis of success stories
Families are actively involved in student's learning.	Parenting supports and assistance regarding student learning and development are provided; two-way communication channels exist; families are volunteering; families are involved with student learning at home; families participate in decision-making and collaboration with the school and after school program.	-Increased family support of student learning -Demonstrated satisfaction with program, services for students, and communication with parents.	Teacher, parent, & student surveys

Roles and Responsibilities for Evaluation

PROJECT DIRECTORS – EVALUATION

1. Ensure timely communication and reminders to Site Coordinators regarding student attendance data, survey data, and observation measures being completed both formally and informally.
2. Provide professional development and training to all Site Coordinators to ensure adequate understanding of the processes and measures.
3. Disseminate and collect collaboration surveys.
4. Provide Site Coordinators with a list of survey participants for survey dissemination, such as a master list of all students served nearly 30 days or more followed by columns for teacher survey, parent survey, and student survey.

Student Name	Teacher Survey	Parent Survey	Student Survey
Johnson, Michael			
Rodriguez, Maria			

5. Participate with the Local Evaluator when he or she does observations and ratings of program sites with the *Observations for Quality After School Programming* tool and arrange for staff and yourself to debrief on results of observation with local evaluator immediately following the observation. Ensure that the building principal is available and included in both the interview and debrief.
6. Enter data into the PPICS federal web-based reporting system to set up Grantee Profile and other required information by September 30.
7. Maintain accurate records of attendance data throughout the year and ensure accurate data entered into the MS Access 21st CCLC database in a timely and accurate manner. Review data as it is being entered and refer survey or other data back to the site coordinator as needed for clarification or completion.
8. Work with school district identified information management person to export all student roster information (demographic information) from district student information management system into 21stCCLC Access database by March 31.
9. After local evaluator has completed review (data cleaning) and verification of the 21stCCLC Access database, use the 21stCCLC Access database to complete PPICS reporting and the NDE Annual Attendance & Participation Data Report (NDE 34-022) by June 15.

10. Report submissions:

- June 15 NDE Annual Attendance & Participation Data Report (NDE 34-022) via My21stCCLC digital drop box
- June 15 MS Access database via My21stCCLC digital drop box
- June 15 Certify Federal APR on PPICS (Federal website for all centers)
- September 30 Online CIP Report via My21stCCLC website

11. Participate in Continuous Improvement Process meeting with management team, including local evaluator, to review all CIP Data Snapshot and to identify CIP plans; complete online CIP report by September 30. Format of CIP Meeting Online Summary is included in the Appendix of this guidebook and is also available online on the My21stCCLC website.

BUILDING PRINCIPALS – EVALUATION

1. Serve on the management team for the project.
2. Participate in the informal and formal observation of the program at the school building (including the interview and debrief that follows the observation).
3. Participate in the Continuous Improvement Process Meeting and setting of areas for improvement and associated strategies.
4. Provide leadership to the Project Director for collecting survey data from stakeholders.

SITE COORDINATORS – EVALUATION

1. Remain informed and knowledgeable about tracking attendance for every student served.
2. Maintain accurate and clear attendance records.
3. Disseminate survey data as identified in the evaluation calendar using the list provided by the Project Director.
4. Check off receipt of each survey and review each survey for completion and accuracy, such as identifier for student, completion of all parts of survey, and returning to stakeholder when necessary to complete the survey.

Student Name	Teacher Survey	Parent Survey	Student Survey
Johnson, Michael	√		√
Rodriguez, Maria	√	√	√

5. Submit all survey data to Project Director as identified in the evaluation calendar.

LOCAL EVALUATORS

1. Support local programs with data collection efforts and reporting

- A. Assist the project director by providing copies of all Observations for Quality After School Programming rating instruments completed in the program year. These data are entered into the 21st CCLC database.
- B. Check the student roster table in the database for accuracy and completion in late spring.
- C. Provide feedback to the project director on strategies for ensuring satisfactory return rates on all survey data. These might include:
 - 1. Meeting with school day teachers at a staff meeting to walk through completion of teacher surveys, or
 - 2. Meeting with the building principal to engage him or her in explaining importance of teacher survey instrument to school day teachers and providing support in understanding the survey, or
 - 3. Setting new goals for return rates based on prior year's performance.
- D. The local evaluator is responsible for ensuring the accuracy of the data contained in the database. The local evaluator should complete customary data cleaning steps to ensure no impossible outliers occur, such as an entry of 55 on a field that should include data on a 1 to 5 scale. Data cleaning would also include reviewing the data in the student roster table and all survey tables for completion. For example, if a student ID number is missing in the student roster the local evaluator should prompt the project director to find and enter this information. Student ID numbers are required on all student roster and survey data entries. Collaboration surveys and site observation data are the exceptions (no student ID number is appropriate). The local evaluator is responsible for approving (verifying) the database for submission to the statewide evaluator by June 15. For more information, see Power Point on Cleaning and Verifying Databases posted on the My21stCCLC website.
- E. The local evaluator will assist the project director in interpreting data from the database to address entries on the Annual Performance Report (APR) on PPICS (the federal web-based reporting system).
- F. The local evaluator will facilitate an annual continuous improvement process meeting (no later than September 30), along with other members of the management team, to review the CIP Data Snapshot, identify CIP strategies, and to assist the project director in the completion of the online CIP report.
- G. Local evaluator should participate in conference calls with statewide evaluator at points identified on evaluation calendar.

2. Conduct observation and rating of every site with the *Observations for Quality After School Programming* tool

The *Observations for Quality After School Programming* tool is included at the end of this guidebook. In the first year of a grant award, the statewide evaluator completes the tool with the local evaluator. In each subsequent year, local evaluators are solely responsible for completing the observations.

Informal and brief observations should also occur early in the program year, such as October. Site staff and the project director should also be encouraged to informally use the *Observations for Quality After School Programming* tool for peer review, self review, and informal program improvement discussions. These data, however, should not be entered in the database and reported to NDE.

Local evaluators are responsible for completing observations and ratings for all sites included in the grant or grants annually during the months of December, January, or February (no later than February 28). Results from these observations should be shared with program staff at the site **immediately** following the observation. For example, if the observation occurs from 3:30 to 5:30 pm, the evaluator may need a few minutes to tally the scores and determine ratings, and then he or she should meet with the building principal, project director and program staff in the same evening to review and discuss observations (debrief the results). The project director should always be included in the discussions. One copy of each completed formal observation must be sent to Jan Handa, Grants Manager, Nebraska Department of Education, by February 28.

3. Submit two or more Success Stories (per grant) to the Statewide Evaluator in Microsoft Word via the My21stCCLC digital drop box by June 15

Local evaluators should interview staff in the programs to identify **at least two student or family success stories**. These stories typically follow a pattern similar to the steps noted below:

1. Describe the family or student demographics and month/year in which you began working with family. For example, "In June, 2000, AW came to our learning center requesting XYZ for her son (1st grade student) and daughter (4th grade student). At that time, AW was a single mother of two school-age children. Her primary language was XX, and her English was very limited. Further, she struggled with..."
2. Describe the initial assessment of student learning needs. For example, "AW requested after-school programming and homework assistance for her children. Further, I referred AW to ELL classes to help broaden her job opportunities. Transportation was arranged through...and school age programming and homework assistance were provided after school at our center."
3. Describe the process of service delivery. Specifically, how did the process go? What barriers or hindrances developed or had to be overcome? How did the student's or family's participation in this process change over time?
4. Describe any further goals, outcomes, or requests for more advanced services that developed.
5. Describe the impact of this student or family on any other students or families. For example, "AW referred a friend of hers to our center for three children to participate in after school programming." Or "AW served as a mentor to new members of the ELL class."
6. Describe the outcome of each goal or outcome discussed in #2 and #4 (if not already answered). Also list the month/year you last met with or talked with this student or family and status. Add any other information you deem relevant to the story.

A sample success story might look like this:

A few days before school started, I met XX's mom at the ZZ open house. She greeted me with these words, "I hope you can tame my son; he can't even hold a pencil." In just a few days I discovered that not only could he *not* hold a pencil, but also he couldn't identify his name or count to five. XX didn't know how a book worked or how to sit and listen to a read aloud. He was only able to identify three letters (A, B, and X).

XX is an African American boy living with both parents. His family is identified as low income. XX entered kindergarten at ABC Elementary School in the fall. With his deficiencies in school readiness skills, it was apparent that XX needed more than the half-day kindergarten program. The objectives set for him centered on academic readiness skills.

XX was enrolled in the afterschool program. Each week we concentrated on a different letter. Toward the end of the school year we worked with blends and word endings. Each week had a theme for the letter or blend. For example, the letter J has a Jungle theme. For social studies the children learn where jungles are located and different layers of a jungle; in science they learn the different animals that live in the jungle and how they survive together. The afterschool program also included daily instruction in math. Through our unit studies XX learned shapes, numbers, addition, subtraction, money, time, measurement, and estimation. Each day 25 minutes was devoted to activities in which XX engaged in individual activities that reinforced what he was learning in class.

We believe that XX's wonderful progress is due to the 1:1 attention he received in the afterschool program because of having both a teacher and a helper in the classroom. Also, the academic structure of the after school CLC supported the progress he was making in the classroom.

XX's kindergarten teacher and his afterschool teacher submitted results of literacy and math assessments and work samples to the CLC site supervisor and the local evaluator. All of these measures demonstrated that XX made considerable academic progress during school year. For example, by the end of first quarter, the child who couldn't count to five a couple of months earlier, counted to 78. By the end of second quarter he was able to identify all capital and lower case letters. He did particularly well in math, where his classroom teacher judged his performance to be either "satisfactory" or "proficient" on all objectives assessed during the year. In summary, the support that XX received through CLC has made a critical contribution to his development and readiness for first grade.

4. Using the Continuous Improvement Process (CIP) Data Snapshot provided by the statewide evaluator, facilitate with the entire management team and other key stakeholders a review of evaluation findings, help to identify areas for improvement, and support the program in developing continuous improvement plans (project directors reports these strategies on the CIP Online Summary by 9/30).

- A. The local evaluator serves as a member of the management team leading the 21st CCLC program. Therefore, as formal observations and survey data, as well as informal observations and anecdotal data, yield information about areas of strength and challenge for the local program, the management team should reflect upon these data.
- B. The local evaluator will lead the Continuous Improvement Process (CIP) Meeting using the CIP Data Snapshot (provided by the statewide evaluator in July) and will facilitate continuous improvement process discussions and plans. While the project director is responsible for submitting the online CIP Report (due by September 30), the local evaluator should be involved and helping to support the process.

5. Other Activities

Answer other local questions, such as: What is the impact of the program on student grades? What can be done to continuously improve the program?

What if you need to replace your local evaluator?

Evaluators must meet the criteria required in the grant application to serve as a local evaluator. They must hold an advanced degree, must have completed graduate coursework in statistics, research, or evaluation, and must have experience serving as an evaluator. They must be external to the program. External means that they are not nor have they been employed by the school district or community agency connected to the grant. Also, local evaluators may not provide professional development services or other services to the grantee if they are serving as an evaluator for the grantee.

Project directors may change local evaluators for any reason. Sometimes, evaluators and project directors do not have a good fit. This could be due to having similar strengths and skills but not having key skills or strengths necessary for the management team. It could be due to personality or communication difficulties. There can be any number of reasons to change evaluators. If it is not working, simply examine the contract or memorandum of understanding that you are using with your evaluator and follow the steps required to conclude services.

When choosing a new evaluator, keep in the requirements (see first paragraph) and consult with the statewide evaluator. New evaluators are most likely going to be found in area colleges and universities, although sometimes they are found at Educational Service Units. While the statewide evaluator does not provide recommendations, she will provide guidance and advise grantees of other evaluators in the geographic region.

Recommended fee:

The suggested annual fee for local evaluation is \$2,500 per site. If a grantee has three school based sites, the suggested annual contract for local evaluation would then be \$7,500.

Surveys and Tools

Located on following pages.

School Collaboration Survey
21st Century Community Learning Centers (CCLC)

School _____ Position _____ Date _____

*You may leave position blank, if you wish

Indicate the degree to which you disagree or agree with each of the following statements:		Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Strongly Agree
1	The 21 st CCLC program provides an after school program that strengthens student academic achievement.	1	2	3	4	5
2	The 21 st CCLC program provides support for student social and behavioral development.	1	2	3	4	5
3	The 21 st CCLC program helps to engage families and the community.	1	2	3	4	5
4	The 21 st CCLC program appropriately uses classroom spaces, gym or cafeteria spaces, media center, computer labs, and outdoor space.	1	2	3	4	5
5	I work with the 21 st CCLC staff to connect programming to content offered during the school day (e.g., connects to standards, offers extension of an activity or concept taught earlier in the day, etc.).	1	2	3	4	5
6	I view the 21 st CCLC as a part of our school, not a program offered by an outside agency or staff.	1	2	3	4	5
7	Communication with the 21 st CCLC program staff is effective. I know when the program is being offered, who is attending, what's occurring, and am notified when there are changes.	1	2	3	4	5
8	School staff and 21 st CCLC program staff systematically share information to support student homework completion.	1	2	3	4	5
9	We regularly share staff development offerings or training opportunities.	1	2	3	4	5

This year have you shared strategies with program staff or leadership to meet the individual needs of students in the program?

Do you have any suggestions about how you would improve this program?

Community Partner Collaboration Survey

21st Century Community Learning Centers (CCLC)

Agency _____ Position _____ Date _____

*You may leave Agency and position blank, if you wish

Indicate the degree to which you disagree or agree with each of the following statements:		Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Strongly Agree
1	The 21 st CCLC program provides an after school program that strengthens student academic achievement.	1	2	3	4	5
2	The 21 st CCLC program provides support for student social and behavioral development.	1	2	3	4	5
3	The 21 st CCLC program helps to engage families and the community.	1	2	3	4	5
4	The 21 st CCLC program has sufficient resources to support students and families (physical space, materials, adequate budget, and at least are working toward a sustainability plan).	1	2	3	4	5
5	We work together to connect after school programming to content offered during the school day, yet make sure the learning is offered differently in after school (hands-on more than paper and pencil tasks).	1	2	3	4	5
6	I view the 21 st CCLC as a collaborative effort of the school, the program, and our agency. We have regular meetings to share planning and to review outcomes.	1	2	3	4	5
7	Communication with the 21 st CCLC program staff is effective. I know when the program is being offered, who is attending, what's occurring, and am notified when there are changes.	1	2	3	4	5
8	We systematically share information to support student homework completion, and work together to offer a wide range of developmentally appropriate and interesting after school experiences.	1	2	3	4	5
9	We regularly share staff development or training opportunities.	1	2	3	4	5

Did your agency or organization provide services to the 21st CCLC program this year? If yes, please briefly summarize any that were not paid for with 21st CCLC funding.

Do you have any suggestions about how you would improve this program?

Parent Survey

Nebraska 21st Century Community Learning Centers

Parents: Please complete this survey for each of your children participating in the 21st CCLC program.

Student's name or identifier	
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Why did you have your child participate in the 21st CCLC program? *✓ your main reason (choose only one)*

- | | |
|--|---|
| <input type="checkbox"/> Extra help in school (reading or math help) | <input type="checkbox"/> Supervision or child care after school |
| <input type="checkbox"/> Activities (music, computers, art, etc.) | <input type="checkbox"/> Recreation (sports, basketball, games) |

Please ✓ the appropriate box for each question	Disagree	Slightly Disagree	Slightly Agree	Agree
1. The 21 st CCLC program is a great benefit to my child/youth.				
2. The 21 st CCLC staff are excellent (caring, reliable, skilled).				
3. The 21 st CCLC staff communicate with me regularly about my child's progress in the program.				
4. The 21 st CCLC program is a safe place, physically and emotionally.				
5. The activities offered are good and my child enjoys them.				
6. My child learns more by participating in the 21 st CCLC program.				
7. The 21 st CCLC program helps my child build and maintain friendships.				
8. My child's behavior is handled well in the after school program and I am kept informed about strengths and challenges.				

How do you support student learning? (*✓ all that apply or explain*)

- Read newsletters from school
- Talk to or exchange e-mails with school teacher or teachers at least monthly
- Visit school during parent events (like parent-teacher conference, back to school night, etc.)
- Review homework every day, even if it is finished in the after school program
- Volunteer (help teacher, field trip, school events, help with book fairs)
- Support learning at home (extra learning activities, board games, family outings, computers, internet, reading)
- Participate in advisory groups (PTA, school improvement committees, parent advisory groups, PIRC councils).
- I share important information about my child with the 21st CCLC and/or school staff.

How would you improve the program? Feel free to include additional comments on the back of this survey.

**Elementary Student Survey (3rd grade and older)
Nebraska 21st Century Community Learning Centers**

Student Name or Identifier _____

Date _____

Thanks for participating in the after school program!! Please fill out all parts of this survey so we find out what you think about it.

Please check the box that best fits you.	<i>No</i>	<i>Sometimes</i>	<i>Yes</i>
1. Getting good grades in school is important to me.			
2. I feel accepted by other kids in the 21 st CCLC program.			
3. I feel accepted by other kids in school.			
4. I feel safe in the 21 st CCLC program.			
5. I get my homework done in the 21 st CCLC program.			
6. I talk to my family about my homework or what I'm learning in school.			
7. I'm getting good grades in reading (or language arts) at school.			
8. I'm getting good grades in mathematics at school.			
9. I follow the rules at school.			
10. I follow the rules in the 21 st CCLC program.			
11. I get along well with the other students in the 21 st CCLC program.			
12. I get along well with the other students in school.			
13. I like the activities in the 21 st CCLC program.			
14. I like how we learn things in the 21 st CCLC program.			
15. The adults in the 21 st CCLC program care about me.			
16. I have a safe way to get home from the 21 st CCLC program.			

Middle/High School Student Survey
Nebraska 21st Century Community Learning Centers

Student Name or Identifier _____

Date _____

Thanks for participating in the 21st CCLC program!! Please fill out all parts of this survey so we find out what you think about it.

Please check the box that best fits you.	No	Sometimes	Yes
1. Getting good grades in school is important to me.			
2. I feel accepted by others in the 21 st CCLC program.			
3. I feel accepted by others in school.			
4. I feel safe in the 21 st CCLC program.			
5. I get my homework done in the 21 st CCLC program.			
6. I talk to my family about my homework or what I'm learning in school.			
7. I'm getting good grades in reading (or English) at school.			
8. I'm getting good grades in mathematics at school.			
9. I follow the rules at school.			
10. I follow the rules in the 21 st CCLC program.			
11. My friends encourage me to make good choices.			
12. I get along well with the other students in the 21 st CCLC program.			
13. I get along well with the other students in school.			
14. I like the activities in the 21 st CCLC program.			
15. I like how we learn things in the 21 st CCLC program.			
16. The adults in the 21 st CCLC program care about me.			
17. I have a safe way to get home from the 21 st CCLC program.			
18. I would like to go to college some day.			
19. I am involved in community service or other activities to help others.			
20. There are ways I can make my community a better place.			

What do you think are your contributions to selecting and planning activities in the 21st CCLC program?

Teacher Survey - 21st Century Community Learning Centers

Student Name or identifier	
-----------------------------------	--

1. Rate the student's performance on student assessment data (A) OR on district standards (B)

Subjects	Met		Not Met	
	Advanced	Proficient	Progressing	Beginning
Reading (reading, speaking, listening)				
Writing				
Mathematics				

2. Rate the following student behaviors: √ their level of change (if any) from fall to spring this year

To what extent has this student changed his or her behavior in terms of:	√ here if no change was needed because the student was already excellent in this area.	Improvement			No Change in Behavior	Decline		
		Significant	Moderate	Slight		Slight	Moderate	Significant
Turning in homework on time.								
Completing homework to your satisfaction.								
Participating in class.								
Volunteering (e.g., extra credit or more responsibilities)								
Attending class regularly.								
Being attentive in class.								
Behaving well in class.								
Academic performance.								
Coming to school motivated to learn.								
Getting along well with other students.								
Extent the family has changed their behavior to support this student's learning.								

3. Please write any comments concerning the impact of the 21st Century Community Learning Center program on this student.

Observations for Quality After School Programming



Observations for Quality After School Programming

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Observer		Site Observed	
Date		School District	
# of students enrolled		Time interview begun	
Grade levels served		Time interview completed	
List all people included in interview (name and role) *Must include project director and principal			
Time observation begun		# of students present during observation	
Time observation completed		# of staff present during observation	
Time debrief begun		Time debrief completed	
List all people present for debrief (name and role) *Must include project director and principal			

Instructions to Evaluator: When scheduling the formal observation, ensure that the building principal and project director (possibly site supervisor) will be present. Begin by meeting with the program director to complete cover sheet information shaded in tan and to complete all interview items (all shaded items only). The interview should be done approximately two hours before the start of the after school program. You will also need to familiarize yourself with the mission and goals of the program, as these are referred to in several items. You will also need access to documents containing policies (e.g., policy manual, staff handbook, parent handbook).

The two hour observation period should begin at the start of the after school program (e.g., just before students are scheduled to begin arriving). √ the rating which best describes each item. All items should be scored. Items scored based on the interview may be changed if observation reveals a more appropriate score. For example, if the interview indicated that there are sufficient materials to support program activities—consistently evident—but during the observation staff were lacking paper for an art activity or enough snack was not available, the observer may lower the rating. If opportunities to ask questions of parents, school administrators or other staff, community partners, or students arise, refer to the **Family Partnership** and **School/Community Collaboration** sub-categories. There are specific items in the **Programming** sub-category which require direct observation only, with only limited allowance for basing on other evidence, such as lesson plans or interview. These relate to language, math, and science practices. If no evidence, these must be scored as a 1.

At the conclusion of the observation, total the scores for each sub-category. For example, if one √ is the column Not Evident (1), then the total would be 1 point. If nothing is checked in a column, the total is 0. If three √'s are in the column Somewhat Evident (3), then the total would be 9. Add all of the totals together to make the total score for the sub-category. As noted in the example, the total would be 35 for Relationships.

Item #	Relationships	1 Not Evident	2 Slightly Evident	3 Moderately Evident	4 Mostly Evident	5 Consistently Evident
R1	Staff interactions with students are characterized by warmth, respect, and appreciation for their efforts.				x	
R2	Staff use positive behavior management strategies.				x	
R3	Staff use intentional strategies to foster peer-to-peer relationships.			x		
R4	Staff are actively engaged with students.			x		
R5	Staff interactions with each other relate to the goals of the program, and are characterized by warmth, respect, and reflect appropriate modeling for students.			x		
R6	Staff-to-student ratios permit staff to meet the individual needs of students.			x		
R7	Staff encourage students to make choices.				x	
R8	Staff reflect the language and community of the students in the program.					x
R9	Students interact positively with each other.			x		
R10	Students interact positively with staff.			x		
Totals		0	0	18	12	5

Total for Relationships 35

Debrief on the results of the observation immediately following the observation session. Ensure that the project director, building principal, and other stakeholders are available for approximately 45 minutes. Their role should be to listen to the results and brainstorm with each other possible strategies for strengthening lower rated areas.

Item #	Administration	1 Not Evident	2 Slightly Evident	3 Moderately Evident	4 Mostly Evident	5 Consistently Evident
A1	The administration provides sound management of the program consistent with its mission and philosophy.					
A2	Program policies and procedures are responsive to the needs of students and families in the community.					
A3	Program policies and procedures are in place and are practiced as appropriate to support the safety of the students.					
A4	Program policies and procedures are in place to protect and enhance the health and wellness of all students.					
A5	Program policies encourage student attendance.					
A6	Program practices and policies support retaining students in the program.					
A7	Program practices and policies ensure staff to student ratios not to exceed 1:15 and very few whole group activities.					
A8	Staff are professionally qualified to work with students.					
A9	Staff and volunteer/community partners are provided an orientation and training prior to beginning to work with students.					
A10	Staff receive appropriate support to make their work experience positive.					
A11	Staff are provided professional development to enhance their capacity to work with all students and families.					
A12	A system is developed to ensure that school staff, program staff, and students provide input to plan and implement activities consistent with the program's mission.					
A13	A system is used to ensure there are sufficient materials to support program activities.					
A14	Administration, program staff, school staff, parents, and community partners evaluate the program and make recommendations about continuous improvements.					
	Totals					

Total for Administration ____

Item #	Relationships	1 Not Evident	2 Slightly Evident	3 Moderately Evident	4 Mostly Evident	5 Consistently Evident
R1	Staff interactions with students are characterized by warmth, respect, and appreciation for their efforts.					
R2	Staff use positive behavior management strategies.					
R3	Staff use intentional strategies to foster peer-to-peer relationships.					
R4	Staff are actively engaged with students.					
R5	Staff interactions with each other relate to the goals of the program, and are characterized by warmth, respect, and reflect appropriate modeling for students.					
R6	Staff-to-student ratios permit staff to meet the individual needs of students.					
R7	Staff encourage students to make choices.					
R8	Staff reflect the language and diversity of the students and families in the program.					
R9	Students interact positively with each other.					
R10	Students interact positively with staff.					
R11	Staff are effective in engaging and positively interacting with all parents.					
	Totals					

Total for Relationships ____

Item #	Family Partnerships	1 Not Evident	2 Slightly Evident	3 Moderately Evident	4 Mostly Evident	5 Consistently Evident
F1	All parents ¹ and visitors are greeted and provided appropriate information.					
F2	Staff share relevant student information with parents.					
F3	Parents share relevant information about their child with program staff.					
F4	The program and/or school create a welcoming climate for parents.					
F5	Information about the program is shared regularly with parents in multiple ways.					
F6	Staff encourage parental involvement in the program or school in a variety of meaningful ways.					
F7	Staff provide, or connect parents to, opportunities designed to engage parents in supporting student learning at home.					
F8	A representative group of parents are included in shared decision making on key issues related to student learning.					
F9	All parents evaluate the program.					
F10	Families are provided information about community resources to meet the needs of students and families.					
	Totals					

¹ The word parent means any adult care giver

Total for Family Partnerships ____

Item #	School/Community Collaboration	1 Not Evident	2 Slightly Evident	3 Moderately Evident	4 Mostly Evident	5 Consistently Evident
S1	Program staff and school staff meet regularly to share information.					
S2	At least one program staff member regularly participates in teacher staff or planning meetings.					
S3	The site supervisor is provided space at the school for lesson planning, communications, and data management.					
S4	Program staff and school staff work together to ensure that after school activities enhance and complement the school curriculum.					
S5	The school and program regularly share staff development offerings.					
S6	The program has reasonable access to all spaces in the school building.					
S7	The school and program share in the process of recruiting and hiring staff.					
S8	At least one program staff member participates on the school improvement team or key leadership council.					
S9	The school, community, and program collaborate to ensure that materials, displays, and activities reflect the diversity in the community.					
S10	Responsibility for student learning and development is a collaborative enterprise among parents or families, school staff, program staff, and community members.					
S11	The program utilizes community partners to enhance activity offerings, support learning, and to share information with students.					
S12	The school and program staff share in the process of recruiting and retaining students.					
S13	Staff build intentional linkages connecting students to the community.					
	Totals					

Total for School/Community Collaboration _____

Item #	Environment, Safety & Wellness of Students	1 Not Evident	2 Slightly Evident	3 Moderately Evident	4 Mostly Evident	5 Consistently Evident
E1	Program space is arranged well for a range of activities.					
E2	The program's indoor space meets the needs of the students.					
E3	The program's outdoor space meets needs of students.					
E4	Staff know where each student is during the program.					
E5	Staff know which students to expect to arrive in the program each day, dismiss appropriately to ensure safety, and inform parents of attendance or dismissal issues.					
E6	Students are carefully supervised to maintain safety.					
E7	The program provides an environment that protects the health and enhances the wellness of the students.					
E8	Meals and snacks are nutritious and adequate in portion to meet the needs of the students.					
E9	Staff ensure that students take steps to minimize health risks (score of up to 3 if hand sanitizers are used consistently, up to 5 with hand washing with soap and water). ¹					
E10	Staff provide students skills to recognize and report personal safety issues, such as bullying, child abuse, or drug/alcohol abuse.					
	Totals					

Total for Environment, Safety & Wellness of Students _____

¹CDC guidance on hand washing is provided immediately following the Observation forms

Item #	Programming	1 Not Evident	2 Slightly Evident	3 Moderately Evident	4 Mostly Evident	5 Consistently Evident
P1	Homework time is characterized by adequate adult support, timely and appropriate responses to student questions, and supply of necessary materials.*					
P2	Activities and offerings reflect the mission of the program and promote the broad development of the students in the program.					
P3	Language and literacy activities are both embedded throughout the program and explicitly offered.*					
P4	Mathematics is developed in students through the use of engaging learning games and activities, projects meaningful to students, or through technology which appears interesting to students.*					
P5	Science activities include in-depth, hands-on investigations where systematic inquiry is encouraged.*					
P6	Fine arts, creative arts, and/or dramatic enrichment activities are available to students at least weekly.					
P7	Students can choose from a wide variety of activities each day.					
P8	The daily schedule is flexible, and it offers enough security, independence, and stimulation to meet the needs of the students (if it meets the needs of younger students but not older students, this would be scored in the mid-range, e.g. a 3).*					
P9	A variety of instructional strategies are used to meet the needs of all students, including the needs of exceptional learners (special education to gifted).*					
P10	Recreational activities include an appropriate range of free choice play and group, structured activities, such as sports. Offerings should be sufficiently stimulating to encourage students to exercise.					
P11	Leadership development opportunities are offered to students.					
P12	Programming includes regular activities to foster positive peer-to-peer relationships.					
P13	Programming includes intentional linkages to connect students to the community in which they live.					
	Totals					

Total for Programming _____

****In order to be rated as a 4 or 5, items must be directly observed. Evaluators may base a score of 3 or lower on artifact evidence, such as portfolios, in depth lesson plans, or posted displays of previous work and supporting interview. If not observed or little evidence, record a score of 1.***

DOMAINS	SCORE	# OF ITEMS	AVG. (Score/# Items)
Total for Administration		14	
Total for Relationships		11	
Total for Family Partnerships		10	
Total for School/Community Collaboration		13	
Total for Environment, Safety & Wellness of Students		10	
Total for Programming		13	
OVERALL		71	

Note: Results on all items should be entered in the program database for all formal observations completed by the local evaluator. Color of shading on sub-categories refers to shading of section in the Elements of Quality in Nebraska 21st Century Community Learning Center programs.



Keeping hands clean is one of the most important steps we can take to avoid getting sick and spreading germs to others. It is best to wash your hands with soap and clean running water for 20 seconds. However, if soap and clean water are not available, use an alcohol-based product to clean your hands. Alcohol-based hand rubs significantly reduce the number of germs on skin and are fast acting.

When washing hands with soap and water:

- Wet your hands with clean running water and apply soap. Use warm water if it is available.
- Rub hands together to make a lather and scrub all surfaces.
- Continue rubbing hands for 20 seconds. Need a timer? Imagine singing "Happy Birthday" twice through to a friend!
- Rinse hands well under running water
- Dry your hands using a paper towel or air dryer. If possible, use your paper towel to turn off the faucet

Remember: If soap and water are not available, use alcohol-based gel to clean hands.

When using an alcohol-based hand sanitizer:

- Apply product to the palm of one hand
- Rub hands together
- Rub the product over all surfaces of hands and fingers until hands are dry.

When should you wash your hands?

- Before preparing or eating food
- After going to the bathroom
- After changing diapers or cleaning up a child who has gone to the bathroom
- Before and after tending to someone who is sick
- After blowing your nose, coughing, or sneezing
- After handling an animal or animal waste
- After handling garbage
- Before and after treating a cut or wound

Guide to Setting Up Your Grantee Profile on the PPICS website

Detailed instructions for completing your grantee profile on the PPICS website can be found on the My21stCCLC website, “Content” tab, “Evaluation” tab, “Power Point Presentations” tab, “Setting Up Your Grantee Profile in PPICS.”

Guide to Completing Grantee APR Data on PPICS Website

Website is located at: www2.learningpt.org/PPICS/

Grantees are required to establish their grantee profiles and to complete APR data. The type of APR data to be reported includes information about each center (21st CCLC site) and partners. You will be provided a PPICS log in and password for reporting purposes. If you do not receive your password by September 30, please contact Jan Handa at the Nebraska Department of Education.

For Centers, here is what grantees need to answer:

APR: Centers - Microsoft Internet Explorer

File Edit View Favorites Tools Help

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Address <http://www2.learningpt.org/ppics/apr/aprcenters.asp>

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[Back to APR Main Page](#)

21st CCLC Centers Associated With This Grant:

A center supported with 21st CCLC funds is considered to be the physical location where grant-funded services and activities are provided to participating students and adults. A center is characterized by defined hours of operation; dedicated staff which plan, facilitate, and supervise program activities; and an administrative structure which may include a position akin to a center coordinator. Outlined below are the 21st CCLC centers that were identified as being funded by this grant as a result of completion of the Grantee Profile data entry process.

Please [add any centers](#) funded by this grant that were active during the reporting period which are not identified in the table.

[Other items to take into consideration when reporting APR data for centers.](#)

Click any of the blue, uncheckmarked buttons below to enter information. Once a section has been successfully completed with all the required information, a gray, checkmarked button will replace the blue button. You can click the gray checkmarked buttons to edit a section's information.

Active Centers

O'NEILL ELEMENTARY SCHOOL	Operations	Staffing	Activities	Feeder Schools
	Attendance	Teacher Survey		

Within the CENTERS page, there are operations, staffing, activities, feeder schools, attendance, and teacher survey. For OPERATIONS:

APR: Centers: Operational Information - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Address http://www2.learningpt.org/topics/apr/aprOperations.asp

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Typical Hours Per Week	
Weekday Before School	<input type="text"/>
Weekday During School Hours*	<input type="text"/>
Weekday After School	<input type="text"/>
Weekend	<input type="text"/>
Total	<input type="text"/>

* The statute specifically indicates services are to be provided outside the regular school day or during periods when school is not in session, e.g., before school, after school, evenings, weekends, holidays, or summer. However, activities targeting prekindergarten children and adult family members may take place during regular school hours, as these times may be the most suitable for serving these populations.

Weeks and Days of Operation
Complete the following questions by identifying the total number of weeks and days the Center was open.

What was the total number of weeks the Center was open during the school year?

What was the **typical** number of days per week the Center was open during the school year?

[Add Comments](#)

Done

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For attendance, the screen is longer than is shown below, but it focuses on both the # of total students (all who ever attended the program this program year) and # of students regularly served (30 or more days in the after school program).

APR: Centers: Attendance Information - Microsoft Internet Explorer

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Address http://www2.learningpt.org/ppics/apr/aprattendance.asp

To save the information you have added or updated, click on the **save my information** button at the bottom of the page.

Center Participation—Number of Individuals Served

In the table below, enter the *unduplicated* number of adults (19 and older) and K-12 students who attended the center for each time period indicated. If your center keeps an attendance list for each activity and people can attend more than one activity, please count attendees only one time.

Please Indicate the Number of:	Number of student attendees	Number of adult family member attendees (19 or older)
1. Unduplicated # of individuals served during the school year	<input type="text"/>	<input type="text"/>

Regular Attendees

In the table below, please record (a) the total number of student attendees who attended the program fewer than 30 days during the reporting period and (b) the number who attended 30 or more days during the reporting period. Any student who attended 30 days or more during the reporting period is a "regular attendee."

Please Indicate the Total Number Who:	Number of Student Attendees
a) Attended fewer than 30 days during the reporting period	<input type="text"/>
b) Attended 30 days or more during the reporting period	<input type="text"/>
Total:	<input type="text"/>

Student Characteristics—Racial/Ethnic Group

Done

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For STAFFING, here is what is needed:

APR: Centers: Staffing Information - Microsoft Internet Explorer

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Address http://www2.learningpt.org/ppics/apr/aprStaffing.asp

Google Search Web 38 blocked AutoFill Options

Type of Staff Member	Paid	Volunteer
School-day teachers (include former and substitute teachers)	<input type="text"/>	<input type="text"/>
College students	<input type="text"/>	<input type="text"/>
High school students	<input type="text"/>	<input type="text"/>
Parents	<input type="text"/>	<input type="text"/>
Youth development workers	<input type="text"/>	<input type="text"/>
Other community members (e.g., business mentors, senior citizens, clergy, etc.)	<input type="text"/>	<input type="text"/>
Other nonteaching school staff (e.g., librarians, guidance counselors, aides, etc.)	<input type="text"/>	<input type="text"/>
Other: <input type="text"/>	<input type="text"/>	<input type="text"/>
Totals:	<input type="text"/>	<input type="text"/>

Please enter the number of paid staff **regularly staffing** the center during the reporting period that were not funded directly by the 21st CCLC grant.

Please enter the number of paid staff that **regularly staffed** the center during the reporting period who left the program and were replaced during the reporting period with a new staffperson.

Done

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For TEACHER SURVEYS, data will be reported by attendance groupings, 30-59 days, 60-89 days, and 90 or more days. Students who attend 29 or fewer days are not reported with Teacher Survey data.

APR: Centers: Teacher Survey Information - Microsoft Internet Explorer

File Edit View Favorites Tools Help

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Address http://www2.learningpt.org/ppics/apr/aprteacher.asp

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and high school students, a mathematics or English teacher should be surveyed. Although you may include in your sample teachers who are also serving as 21st CCLC program staff, it is preferable to survey teachers who are not also program staff. There should be one teacher survey filled out for every student identified as a regular attendee.

In order to complete this module, you need to complete the Attendance module because the number of surveys given out should be equal to or less than the number of regular attendees you will identify as being served by this center in the reporting period.

Total number of surveys given out:

Total number of surveys completed:

Behaviors on Which Teachers Reported:	Number of Regular Attendees						
	Significant Improvement	Moderate Improvement	Slight Improvement	No Change	Significant Decline	Moderate Decline	Slight Decline
Changed behavior in terms of turning in homework on time	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Changed behavior in terms of completing homework to your satisfaction	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Done

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For ACTIVITIES:

APR: Centers: Activities Information - Microsoft Internet Explorer

File Edit View Favorites Tools Help

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Address: http://www2.learningpt.org/ppics/apr/aprActivities.asp

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Activities By Category

Activity or Service	Typical # Hrs./ Week (round to nearest whole number)	School Year				
		What % of participants served in a typical week participated in the service/activity?				
		1-25%	26-50%	51-75%	76%+	N/A
1. Academic improvement/remediation programs	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Academic enrichment learning programs	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Tutoring/Homework Help	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Mentoring	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Activities for limited English proficient students	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Recreational Activities	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Activities that target students who have been truant, suspended, or expelled	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Drug and violence prevention, counseling, and character education programs	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Done

start Lisa's Address Book - ... APR: Centers: Activiti... Document1 - Microsof...

For FEEDER SCHOOLS, this is probably the easiest screen to answer. A feeder school INCLUDES THE SCHOOL AT WHICH THE CLC IS OPERATING and any other schools from which students are currently attending (e.g., ABC Elementary and ABC Catholic School might be feeder schools for the ABC Elementary 21st CCLC program):



Feeder School Information:

A feeder school is any school that provided students to the center during the reporting period. Listed below are the schools that were identified for this center as being likely to provide student participants for your center during the reporting period when the Grantee Profile record was completed. *If grantees in your state have not been asked to complete a Grantee Profile, then feeder schools for this grantee will need to be [added](#) to the table.*

Please indicate if the center provided services to students who attended one of the listed feeder schools by entering an estimated percentage of center participants served during the reporting period who were enrolled at an identified school during the reporting period. In completing the table, please consider all students served by the center. If a feeder school is not listed below, please [add that school](#).

School Name	School Year				
	Percentage of Center Participants				
	1-25%	26-50%	51-75%	76% +	N/A
O'NEILL ELEMENTARY SCHOOL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[Add Comments](#)

Guidebook for 21st CCLC Master Database

General tips:

1. **You must have the Microsoft Access (2003) program loaded on your computer in order for the 21st CCLC database to function.**
2. **Never leave 0's in a field unless 0 is the correct entry.** If needed, tab to that field which will highlight the 0. Press on the space bar one time to remove the 0 and leave a blank instead. In some cases, a 0 means no. If a person doesn't answer a question, we would prefer that field be left blank rather than a false no.
3. When entering data on **forms**, there are **many fields with a down arrow** on the right. Click on the arrow to display choices.
4. **Do data cleaning before printing any reports.** Data cleaning is done by going into TABLES and selecting each table one at a time and visually scanning the data. Look for errors such as hitting 11 instead of 1 or 44 instead of 4. It is very easy to enter extra numbers when doing a large amount of data entry quickly. If you find an error, such as 11 instead of 1, change it to 1. If in doubt, find the raw data (survey form) and examine it to make sure of the correction. See also the Power Point on Data Cleaning & Verification posted on My21stCCLC.
5. **Keep a record of all surveys (raw data) at least until five years after the end of the grant.** Records will occasionally be audited to ensure the fidelity of the data.
6. **When uploading a database to My21stCCLC, you must first "zip" or compress the file and upload that file instead (See instructions in Power Point presentations on My21stCCLC)**

GETTING STARTED

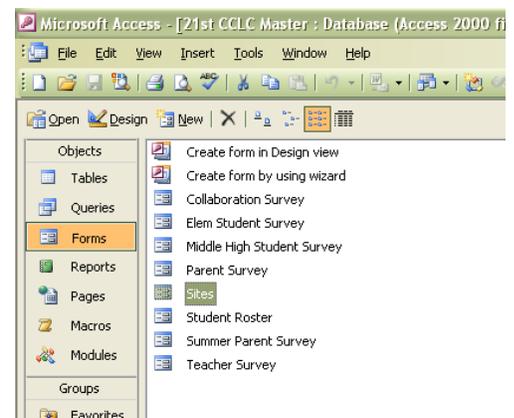
Begin by saving or copying the database onto the hard drive or server where you will be storing the database permanently. You may save it under a different name, e.g. [ABC21stCCLC.mdb](#) if you wish.

SET UP PROGRAM AND SITES

In Access, open the database in its permanent location.

Go into FORMS and select Sites. In the Sites form, enter the name of your program and one of your sites. For example, enter Nebraska Public Schools (program) and Main Street Elementary (site). If you have two separate 21st CCLC grants, as in the case of Omaha Public Schools and Lincoln Public Schools, enter your sites by the associated grant. 1 Omaha Public Schools with King Elementary site and Monroe Middle site and Omaha Public Schools 2 with the Liberty and other sites.

Continue by entering the same name for your program again and the next site operated under that program. For example, Sidney Public Schools (program) and West Ward (site). If you operate two or more sites under the same program, enter the EXACT



same program name and the next site, and continue until you are finished with all sites.

SET UP STUDENT ROSTER

Initially, the student roster you should input into the Student Roster table is the student's first and last name and NSSRS ID number. You may leave other data blank until March. See Power Point presentation on the My21stCCLC website with information regarding how to import or copy/paste these data.

It is easier and more reliable to export the student data needed for the student roster table directly from the school's student information management system. Student data should be exported from the school's information management system then pasted or imported directly into the student roster table. It is best to do this by March 31 of each program year. Thereafter, as additional students enroll into the program, it may be easier to manually enter these students into the student roster table or via the student roster form. Those responsible for managing the data for the program must establish a process for verifying the accuracy of the information contained in the student roster table. These data are vitally important. Refer to "Creating a Culture of Quality Data" document disseminated to all grantees by NDE.

OBSERVATIONS FOR QUALITY AFTER SCHOOL PROGRAMMING

Enter the scores from the *Observations for Quality After School Programming* tool into the database. Select the form for Observation Measure and enter the data. You can print a report in the Reports section, also called Observation Measure.

COLLABORATION SURVEYS

To enter collaboration survey data, go to FORMS and select Collaboration Survey.

Enter data as directed on the form. It is set up in data entry mode, which means it will always open on a new screen. You will have to note whether it is a School or Community Partner Collaboration Survey.

TEACHER SURVEYS

Go to forms and select Teacher Surveys. Enter data on the teacher survey form as directed. It is set up in data entry format, meaning it will always advance to a new screen when opened.

STUDENT SURVEYS

With both surveys, if someone does not answer an item, it is important to leave the field blank, rather than leaving the default value, 0, which would indicate a NO. A blank indicates no response or not applicable, whereas a 0 means a very low rating.

ELEMENTARY SCHOOL STUDENT SURVEY: Go to FORMS and select Elem Student Survey. It is set up in data entry mode. Enter data as directed on the form.

MIDDLE/HIGH SCHOOL STUDENT SURVEY: Go to FORMS and select Middle High Student Survey. It is also set up in data entry mode. Enter data as directed on the form.

PARENT SURVEYS

Go to FORMS and select Parent Survey. The form is set up in data entry mode.

Enter data as directed on the form. If entering a form from another language, set up an English translation next to it, and enter the data as marked by the parent. Survey forms are set up the same in every language. If you are unable to enter the comment, ask the Project Director to have the comment translated into English.

Under Why enrolled? (Why did parents enroll their child in the program), the survey asks respondents to select their MAIN REASON. If someone selects more than one, or does not answer the question, leave the item blank. Only one answer may be chosen.

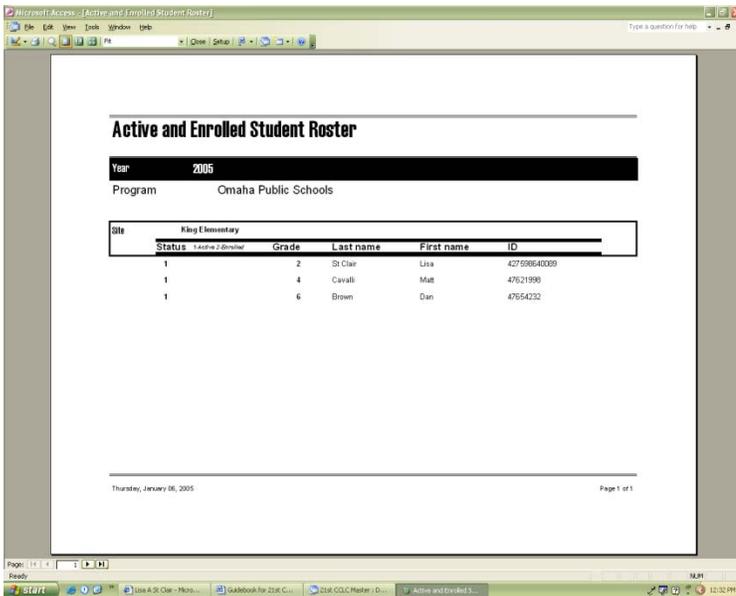
To enter values under Types of Parent Involve. (Involvement), the data entry person should click on it with the mouse. A check indicates YES the person checked this item on the survey.

Enter comments exactly as written by the respondent, except for spelling errors.

If someone answers only part of the survey, enter the part that has been answered and tab through the rest or go to the bottom of the screen and advance by the arrow at the bottom.

REPORTS

To select a report, go to REPORTS and select the one desired. For example, you may wish to print a list of all active and enrolled students. Go to Reports and select Active and Enrolled Student Roster. I entered some pretend data under Omaha Public Schools, King Elementary. Data would be listed grouped by year, program, and site. This may be useful to keep a regular record of your program numbers and site numbers.



Active and Enrolled Student Roster

Year 2006

Program Omaha Public Schools

Site King Elementary					
Status	Grade	Last name	First name	ID	
1	2	St Clair	Lisa	42759840009	
1	4	Cavali	Mat	47621996	
1	6	Brown	Dan	47654232	

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QUERIES

Many queries have been set up to support the reports.

