

2013-14 Evaluation Guidebook

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.education.ne.gov/21stcclc/

To access the 21st CCLC calendar, Power Point presentation guides, discussion forums, and 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 Point's Federal Website

<http://ppics.learningpt.org/ppicsnet/public/default.aspx>

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Evaluation Overview

The evaluation 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 statewide evaluation team and local sites work together to gather critical data for the continuous improvement process.



Specifically, the evaluation design includes:

- Program Implementation: What happened and with whom?
- Program Collaboration: Do 21st CCLC program staff and leaders collaborate with school and community partners? Is there an effective management or leadership team sharing decision-making for continuous quality improvement?
- Program Quality: What was the quality of programming?
- Program Impact: Did students benefit by participating in the program? Is greater participation associated with greater impact? Did families report benefits and if so, benefits only for students or benefits for both students and their families?

The continuous improvement process for Nebraska’s 21st Century Community Learning Center program begins with **“Creating the Profile”** or essentially developing the vision for the program. The next step is implementing the program in each school, collecting 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 site is **“Implementing the Plan”** which then feeds into the ongoing continuous improvement cycle.

Additional resources to support evaluation can be found on the My21stCCLC website under the Content tab in the Evaluation folder.

July	August	September	October
<ul style="list-style-type: none"> • Eval & Grants Mgmt conf call-2nd Tues-11 am CT • CIP Meetings (CIP Meeting Summary due by 9/30) • Mid-summer database check (July 20) • Upload summer database (within 5 days of summer program ending, no later than 8/9) 	<ul style="list-style-type: none"> • Eval & Grants Mgmt conf call-2nd Tues-11 am CT • Upload summer database (within 5 days of summer program ending, no later than 8/9) • CIP Meetings (CIP Meeting Summary due by 9/30) 	<ul style="list-style-type: none"> • Eval & Grants Mgmt conf call-2nd Tues-11 am CT • CIP Meetings (CIP Meeting Summary due by 9/30) • Set up or update Grantee Profile on PPICS (all first year programs and others only if there is a change) • Self-assessment of site (NEQOST-PSART)-Due by 11/30 to Statewide Evaluator • 30th: CIP Meetings must be completed and CIP Meeting Summary submitted • 30th: Upload #1: 21st CCLC Access database via My21stCCLC digital drop box for progress monitoring by statewide evaluator³ 	<ul style="list-style-type: none"> • Eval & Grants Mgmt conf call-2nd Tues-11 am CT • Site visit to first year programs by statewide evaluator to provide technical assistance on using 21st CCLC Access database • Self-assessment of site (NEQOST-PSART)-Due by 11/30 to Statewide Evaluator
November	December	January	February
<ul style="list-style-type: none"> • Eval & Grants Mgmt conf call-2nd Tues-11 am CT • Self-assessment of site (NEQOST-PSART)-Due by 11/30 to Statewide Evaluator 	<ul style="list-style-type: none"> • Eval & Grants Mgmt conf call-2nd Tues-11 am CT • Record 1.5-2 hour CLASS video¹ of program—Due by 2/28 to be uploaded in My21stCCLC digital dropbox 	<ul style="list-style-type: none"> • Eval & Grants Mgmt conf call-2nd Tues-11 am CT • Record 1.5-2 hour CLASS video¹ of program—Due by 2/28 to be uploaded in My21stCCLC digital dropbox • 31st: Upload #2: 21st CCLC Access database via My21stCCLC digital drop box for progress monitoring by statewide evaluator³ 	<ul style="list-style-type: none"> • Eval & Grants Mgmt conf call-2nd Tues-11 am CT • 28th: Record 1.5-2 hour CLASS video¹ of program— Due by 2/28 to be uploaded in My21stCCLC digital dropbox
March	April	May	June
<ul style="list-style-type: none"> • Eval & Grants Mgmt conf call-2nd Tues-11 am CT • Collect School and Community Partner Collaboration surveys (enter results of surveys into database) • 31st: Upload 21st CCLC Access database via My21stCCLC digital drop box for progress monitoring by statewide evaluator³ • Complete Operations, Staffing, Partners and Feeder School sections of Annual Performance Report on PPICS 	<ul style="list-style-type: none"> • Eval & Grants Mgmt conf call-2nd Tues-11 am CT • Complete Student Surveys (3rd grade & older), Teacher Surveys, Parent Surveys² (enter results into database) • Project directors and then local evaluation supports do all data review/data cleaning steps (see Power Point) • 30th: Upload 21st CCLC Access database via My21stCCLC digital drop box for progress monitoring by statewide evaluator³ 	<ul style="list-style-type: none"> • Eval & Grants Mgmt conf call-2nd Tues-11 am CT • Local evaluation support collects at least one student and/or family success story per site and submits via My21stCCLC digital drop box • Conference call of project directors and local evaluation supports with statewide evaluator to finalize data collection for the year <p>By May 21:</p> <ul style="list-style-type: none"> • Target date to share Access database with local evaluation support for final data cleaning/review 	<ul style="list-style-type: none"> • Eval & Grants Mgmt conf call-2nd Tues-11 am CT <p>By June 6:</p> <ul style="list-style-type: none"> • Final Upload 21st CCLC Access database for progress monitoring by statewide evaluator³ • Success stories due <p>By June 11:</p> <ul style="list-style-type: none"> • Complete Annual Performance Report on PPICS and certify <p>By June 16:</p> <ul style="list-style-type: none"> • Submit Attendance & Participation Data Report (NDE 34-022) via My21stCCLC digital drop box

¹ Instructions for CLASS video can be found under CLASS within this Guidebook

² Parent surveys are available in five languages (English, Arabic, Nuer, Spanish and Vietnamese). To download parent surveys go to the My21stCCLC website

³ 21st 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 in student information management system at school. 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.

Roles and Responsibilities for Evaluation

PROJECT DIRECTORS – EVALUATION

1. Ensure timely communication and reminders to Site Coordinators regarding student attendance data, survey data, and self-assessment and CLASS measures being completed.
2. Provide professional development and training to all Site Coordinators to ensure adequate understanding of the processes and measures.
3. Disseminate and collect school partner and community partner 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 tracking completion of teacher survey, parent survey, and student survey.

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

5. Participate in the self-assessment rating of program sites with the *NEQOST-PSART (K-12)* tool and support the videotaping and submission of 1.5 to 2 hours of programming video for CLASS scoring. Participate in the review of the CLASS scores provided by the statewide evaluator.
6. Maintain and regularly upload MS Access database for review by statewide evaluator. This includes all targeted evaluation data and maintenance of accurate records of attendance data throughout the year. 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. Upload deadlines throughout the year are noted in the 21st CCLC calendar.
7. Enter data into the PPICS federal web-based reporting system to set up Grantee Profile and other required information by September 30.
8. Work with the information management staff person identified by the school district to export all student roster information (demographic information) from district student information management system into 21stCCLC Access database by noted deadlines (21st CCLC Calendar).
9. After verification of the 21stCCLC Access database by statewide evaluator, use the 21stCCLC Access database queries to complete PPICS reporting and the NDE Annual Attendance & Participation Data Report (NDE 34-022) by June 7.

10. Reporting deadlines:

By June 6:

- Final Upload 21st CCLC Access database
- Success stories due

By June 11:

- Complete Annual Performance Report on PPICS and certify

By June 16:

- Attendance & Participation Data Report (NDE 34-022) via My21stCCLC digital drop box

By August 9:

- Final Upload 21st CCLC Access database if a summer program was provided

By September 30:

- Submit CIP Meeting Summary

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

BUILDING PRINCIPALS – EVALUATION

1. Serve as a member of the site level management team and participate in regular management team meetings.
2. Participate in the self-ratings of the program at the site and in the review of the CLASS scores provided by the statewide evaluator.
3. Participate in the Continuous Improvement Process Meeting and identification of areas for improvement and associated strategies.
4. Provide leadership to the Project Director for collecting survey data from stakeholders (teachers, students, parents, community- and school-partners).

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	√		√

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

LOCAL EVALUATION SUPPORT

- This can be provided externally through an evaluation professional who meets the criteria to be paid as an external local evaluator (see guidance in Request for Proposals)
- Or, beginning July 1, 2013, programs may choose to meet some or all of the evaluation services through internal staff. Note: Internal staff are not required to meet the external evaluator criteria. However, internal staff cannot be separately compensated as an evaluator. Only professional evaluators may be approved for an external evaluation contract.
- Local evaluation support roles, if met through internal staff, may be delegated to more than one staff member.

1. Support local programs with data collection efforts and reporting, and these may include:

- A. Participate in the self-assessment rating process and in the debrief of the CLASS scores provided by the statewide evaluator.
- B. 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.
- C. 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).
- D. Facilitate an annual continuous improvement process meeting (no later than September 30), along with other members of the site level management team, to review the CIP Data Snapshot, identify CIP strategies, and assist the project director in the completion of the CIP Meeting Summary Report (reminder: always at the site level).

2. Support the project director in submitting one Success Story per site to the Statewide Evaluator in Microsoft Word via the My21stCCLC digital drop box by June 1

Local evaluation supports should interview staff in the programs to identify **at least one student or family success story**. 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 evaluation support. 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.

3. May participate in using the Continuous Improvement Process (CIP) Data Snapshot provided by the statewide evaluator, facilitate with the site level 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 Summary by 9/30).

- A. Local evaluation support should serve as a member of the management team leading the 21st CCLC program. Therefore, as self-ratings, CLASS ratings, 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 evaluation support may participate in 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 CIP Report (due by September 30), the local evaluation support should be involved and helping to support the process.

What if you need to replace your local evaluation support?

Local evaluation support services now involve choices and offer programs some flexibility. In many cases, the benefits of the external evaluator far outweigh the associated costs, and programs are strongly encouraged to continue utilizing these evaluation partners. In some cases, programs have sufficient internal staff to meet these evaluation needs through one or two internal staff members. Because bias in the observation process has now been removed (with the move to a self-assessment tool and a video coded external rating), local evaluation support may be internal or external. Therefore, programs may continue to use external evaluators to support their program evaluation activities. This is strongly encouraged and is a permissible grant expenditure up to \$2,500 per site. However, external evaluators must meet the criteria required in the grantee assistance guide. 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, external evaluators may not provide professional development services or other services to the grantee if they are serving as an evaluator for the grantee.

If the local management team believes they have adequate internal support to meet evaluation requirements, they may use someone internally who works in the program (e.g., project director).

Project directors may change local evaluation supports for any reason. Sometimes, external 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 external evaluators. If it is not working, simply examine the contract or memorandum of understanding that you are using with your external evaluator and follow the steps required to conclude services.

When choosing an external evaluator, keep in mind the requirements of working with an external professional (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.

External evaluator fee:

If programs choose to retain a local evaluation partner, local evaluators must meet the Nebraska 21st CCLC external evaluation criteria. The evaluator must be approved by the statewide evaluator. If the local evaluator provides every service described under the “Role of the Local Evaluator” this would result in approximately 35 hours of services per year. There is no minimum fee. The maximum annual fee for local evaluation is no more than \$2,500 per site.

Evaluation Tools: Procedures, Descriptions and Forms

All survey and observation data is collected and entered in the program's database by the 21st CCLC project director or designee.

Tool	Instructions
CLASS Rating Submit video by February 28	The Classroom Assessment and Scoring System will be used to externally rate the quality of teaching/learning interactions of all sites annually. The CLASS ranges from kindergarten through 12 th grade. Sites will record 1.5-2 hours of program video and upload in 15 to 30 minute segments into the Digital Dropbox for CLASS videos on the My21st CCLC website by February 28. Results will be provided to sites in the order they are submitted as soon as reasonably possible. More information about the recording of the CLASS video is included in this Guidebook under CLASS.
Nebraska Quality Out-of-School Time Program Self-Assessment Rating Tool (NEQOST-PSART K-12) deadline November 30	For use by local management team to self- assess each site between September and November. Enter results in database and send one copy of each completed self-rating to Statewide Evaluator by November 30. The statewide evaluation team will facilitate the process for year 1 grantees.
Collaboration Surveys (School Partner and Community Partner versions) targeted for March 15	Reminder: These are collected at the site level, rather than at the grantee level. This means you may need to ask partners to rate school sites separately if their responses may differ. School Partner form: for use with principals and teachers in schools. Community partner form: key partners, and other agencies the program closely collaborates with to coordinate and deliver services to students and families. Distribute these surveys in early March . These surveys are allowed to be anonymous, if respondents choose. When entering these data in the 21 st CCLC Access database, you may skip name and role. If you know they are teachers, for example, it is sufficient to enter "teacher" rather than First Grade Teacher.
Parent Survey targeted for April 15	For use with parents (families) of all students served in the program <u>30 days or more</u> (children of all ages). Have parents complete in April . Must obtain 90% or greater completion rate.
Student Survey Elementary (3 rd grade and older only) targeted for April 15	For use with elementary students (3 rd grade and older only). Students complete it in late spring (April) to gather data of student skills, beliefs, and attitudes toward learning. Must obtain 90% or greater completion rate.
Student Survey Middle-High School targeted for April 15	For use with middle and high school students. Students complete survey in the late spring (April) to gather data of student skills, beliefs, and attitudes toward learning. Must obtain 90% or greater completion rate.
Teacher Survey targeted for April 15	For use with teachers of <u>all students served 30 days or more during the school year</u> by program. Distribute by April 1; collect by April 15 . Must obtain 90% or greater completion rate. Some programs elect to complete teacher surveys with all students served, regardless of number of days served, and use those served less than 30 days as a control group.
Success Stories deadline June 6	Local evaluation supports gather student or family success stories which best represent local programs. Submit one success story per site via the My21stCCLC digital drop box by June 6 .

The word targeted for is used to describe dates by which the program should collect and enter results into the program's 21stCCLC database. The word deadline is used to identify dates by which the program must provide reports and/or data to the Nebraska Department of Education.

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

School _____ Position _____ Date _____

*You may leave position blank, if you wish

<i>Indicate the degree to which you disagree or agree with each of the following statements:</i>		Disagree	Somewhat Disagree	Neutral	Somewhat Agree	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)

School _____ 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	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)*

1. Academic support or enrichment
2. Recreation or club offerings
3. Supervision (older youth) or child care (younger children)

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 (if I have homework).			
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 (if I have homework).			
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 someday.			
19. I am involved in activities to help others (such as service learning, community service, or other volunteer 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	
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1. Rate the student’s performance on student assessment data or other data based on district standards. Use professional teacher judgment based on multiple sources, where appropriate.

Subjects	Standards		
	Exceeds	Meets	Did not Meet
Reading (reading, speaking, listening)			
Writing			
Mathematics			
Science			

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.



Nebraska Quality Out-of-School-Time Program Self-Assessment Rating Tool NEQOST-PSART (K-12)



Adapted from the Observations for Quality After School Programming
©2013, 2008 Lisa St. Clair, Ed.D., Munroe-Meyer Institute, University of Nebraska

Medical Center, a University Center of Excellence on Developmental Disabilities, Education, Research and Services.

Adapted from Exemplary Practices in Afterschool Program Development, Best Practices and Indicators for Out-Of-School Time Programs, National Collaboration for Youth Competency Assessment Tool, 21st Century Skills, Observations for Quality School-Age Care & Programming, National School-Age Care Alliance: Standards for Quality School-Age Care and After-School Programs, School Age Care Environment Rating Scale, A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement, & The K-8 Principal: Standards for Quality School-Age Child Care.

Participant Names and Roles (and agency if not the school or site named below, if applicable)		Participant Signatures	
Participant 1		Participant 1	
Participant 2		Participant 2	
Participant 3		Participant 3	
Participant 4		Participant 4	
Participant 5		Participant 5	
Participant 6		Participant 6	
Participant 7		Participant 7	

School or Site		School District or Agency	
# of students enrolled		Time rating discussion begun	
Grade levels served		Time rating discussion completed	
For the past two week period, what was the average daily student attendance?		For the past two week period, what was the average daily number of staff actively working with students?	

Instructions to Self-Assessment Team:

Note: The term “program” refers to the out-of-school time program

Who: The individuals that must be included on the self-assessment team in order to gather a meaningful self-assessment rating should include at a minimum:

- site supervisor for the program (sometimes referred to as director, site lead, etc.)
- building principal (of the school building in which the program is located or a building principal who works with the majority of students in the program (it is permissible to include more than one building principal)
- staff from the program
- community partner (it is permissible and even encouraged to include more than one)
- optional others you might include could be parents, older students, graduates of the program, those involved in the sustainability or funding of your program—anyone who actively knows your program and has an interest in contributing to meaningful responses to the items in order to promote continuous improvement
- if you have more individuals than there is space for Participant names, roles, and signatures, add on the back.

What: Collect at least two weeks of lesson plans, activity listings or calendars, vision or mission statement for the program, personnel files of staff working in the program, attendance records for most recent two weeks of the program. Together you will complete one rating form, which all participants will sign.

How: Plan for a two hour meeting. You may finish earlier, but it takes longer the first time. First, review how each of you would rate the individual item. For some items—such as in Administration—not everyone will have any knowledge about the item. It’s okay to rely on other team members in their areas of expertise. If there is variance, discuss why you would rate it the way you would and try to reach a consensus on the ratings. If that is not possible, check the average of the ratings among the team. ✓ the rating which best describes each item. All items should be scored. At the conclusion of the rating, total the scores for each sub-category and multiply by the value in that category. For example, if one ✓ is in 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

Individual results from the Self-Assessment ratings are not shared with NDE. Group outcomes (aggregate) are reported in the Statewide Evaluation Report.

Item	Administration and Sustainability	1 Not Evident	2 Slightly Evident	3 Moderately Evident	4 Mostly Evident	5 Consistently Evident
A1	The program is delivered in a manner that is consistent with its mission or vision (compare mission or vision statement to the list of activities or lesson plans reviewed for the self-assessment).					
A2	The program utilizes a management team (also referred to as leadership team) that oversees operation and continuous improvement of this program (site). This team meets at least 8 times per year. This team includes at a minimum: site supervisor, school administrator, community partner.					
A3	Program policies and procedures are responsive to the needs of students and families in the community (discuss 1-2 recent examples, such as adjusted hours based on needs assessment, used student or parent survey results to improve program or policies, used a parent suggestion for change to procedure).					
A4	Program policies and procedures are in place and are practiced as appropriate to support the safety of the students (it is clear who is in charge of building after school hours, fire drills, etc., should be practiced in the program, not just in the school day program, should be practiced or have a clear schedule for practice in summer).					
A5	Program policies and procedures are in place to protect and enhance the health and wellness of all students (use school day policies and procedures such as send sick children home, how medication is dispensed, emergency procedures are delineated).					
A6	Program policies encourage student attendance and retaining students (enrollment info or parent handbook or other notification identifies how students are recruited, expectation of retention or continued attendance is communicated, follow up with students who are absent, not drop in).					
A7	Program practices and policies ensure staff to student ratios not to exceed 1:15 and very few whole group activities (kindergarten 1:8-10; grades 1-12 should be 1:12-15, use substitutes or other qualified staff to maintain ratios, generally use a small group model).					
A8	Staff and volunteer/community partners are provided an orientation and training prior to beginning to work with students.					

Item	Administration and Sustainability (Continued)	1 Not Evident	2 Slightly Evident	3 Moderately Evident	4 Mostly Evident	5 Consistently Evident
A9	Staff development and training are on ongoing process. They include workshops, training, mentoring, coaching, and professional learning communities that result in measurable professional growth (ongoing evaluation of staff might be done directly or through partners).					
A10	Staff reflect and promote the racial, ethnic, linguistic, gender and other diversities of our student population. The program activities and behaviors of staff demonstrate that they value diversity, access, inclusion and equity.					
A11	Staff are provided the necessary support to make their work experience positive (staff meetings, annual evaluation, competitive wages, opportunity to problem solve as issues arise).					
A12	Staff are professionally qualified to work with students [Retains staff which meet NAA guidelines for directors and teachers-Directors: Bachelor or associates degree in related field, 3 credits child-youth development, 3 credits administration; OR two years of experience, Bachelor degree in related field and 12 credit hours (child/youth development, administration, and school age care programming); Staff who teach: Bachelor degree and 3 credits child-youth development; OR 6 months experience, Associates degree or 2 years of college, and 3 credits child-youth development; OR 18 months experience, high school or GED, and 6 credits child-youth development and school age care programming; At a minimum, must meet all Nebraska licensure standards).					
A13	The program offers staff members a clear path for advancement and an environment for professional growth (discuss change in job duties ahead of time, promote from within when possible, support leadership development).					
A14	Sustainability of our program is evidenced in that we have secured ongoing, diversified funding streams resulting in financial sustainability. One source of funding (e.g., 21 st CCLC) represents no more than 50% of our funding.					

Item	Administration and Sustainability (Continued)	1 Not Evident	2 Slightly Evident	3 Moderately Evident	4 Mostly Evident	5 Consistently Evident
A15	The program's sustainability plan is developed and implemented by our management team. It is reviewed at least twice annually.					
A16	The program uses evaluation as a tool for continuous growth and improvement (shares information with funders and other stakeholders including students, parents, and community partners and actively engages them in action planning for improvement, and shares evaluation information publicly).					
	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 are actively engaged with students (during activities are all staff actively engaged? (Especially consider during snacks or lunch, recreational play, other activities).					
R4	Staff interactions with each other relate to the goals of the program, and are characterized by warmth, respect, and reflect appropriate modeling for students.					
R5	Staff-to-student ratios permit staff to meet the individual needs of students (how staff are placed/what they do and 1:8-10 for kinder; First-12 th 1:12-15, throughout all).					
R6	Staff encourage students to make choices (gathers input from students regarding activities that interest them, ensures students have a selection of activities available, uses lesson and activity planning formats with spaces for optional activities).					
R7	Students interact positively with each other.					
R8	Students interact positively with staff.					
R9	Staff know the primary caregivers (parents etc.) of the students and frequently talk with them about student successes and areas in need of improvement.					
R10	The program has strong parental support.					
R11	The staff promote positive social development between young people (consistent opportunities to socialize and collaborate, as well as to engage in quiet and reflective interactions; opportunities with different project roles, responsibilities, and authority; exploration of different viewpoints and cultures; teambuilding).					
R12	The program provides mentoring opportunities through internal or external sources (e.g., college students, volunteers, older students).					
	Totals					

Total for Relationships ____

Item	Family-Program Collaboration	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 (generally a balance of more positive than negative, share information in multiple ways about upcoming activities or schedules, don't share confidential information within hearing of other parents or students).					
F3	Parents share relevant information about their child with program staff (provides systematic prompts for intentional opportunities for parents to share as needed).					
F4	The program and/or school create a welcoming climate for parents (clear signage, accessible, regular greeting).					
F5	Staff encourage parental involvement in the program or school in a variety of meaningful ways (provides training to staff on meaningful involvement, posts or shares or prompts families with family engagement such as PTA 100 Ways to Help Your Child and School Succeed, invites families to attend or partner in the program).					
F6	Staff provide, or connect parents to, opportunities designed to engage parents in supporting student learning at home (scaffold parents' understanding regarding student work, displays student work and makes clear how to support at home, provides information about supporting learning at home).					
F7	A representative group of parents are included in shared decision making on key issues related to student learning.					
F8	All parents evaluate the program.					
F9	Families are provided information about community resources to meet the needs of students and families.					
F10	Staff members actively pursue information and understanding of the culture of students and families in the program.					
	Totals					

¹ The word parent means any adult care giver

**Total for Family-Program
Collaboration ____**

Item	School-Program 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 within the building in which the program is delivered for lesson planning, communications, and data management.					
S4	Program staff and school staff work together to ensure that summer or after school activities enhance and complement the school curriculum (could be met through school staff planning activities, aligning to state standards).					
S5	The school and program regularly share staff development offerings.					
S6	The program has reasonable access to all spaces in building in which it is located (cannot be limited to one large space such as a gym or cafeteria).					
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 program works in collaboration with the school or district to utilize student achievement data in continuous program planning (might be at the student level, classroom level, school level, or district level, depending on the partnership between the site and the associated district).					
S10	The school and program staff share in the process of recruiting and retaining students.					
	Totals					

Total for School-Program Collaboration ____

Item	Community-Program Collaboration	1 Not Evident	2 Slightly Evident	3 Moderately Evident	4 Mostly Evident	5 Consistently Evident
CP1	The program shares planning and leadership of the program with community partner(s) (e.g., community partners serve on the management team of the program; if no community partner available for self-rating process, score is a 1).					
CP2	The program utilizes members of the community to enhance activity offerings, support learning, and to share information with students.					
CP3	The program actively works with community leaders (including the media, city council, county supervisors, school board members, local businesses, agencies) to ensure their public support of the program.					
CP4	The program brings volunteers into the program that are reflective of and knowledgeable about the community (a volunteer might be a community partner, but does not have to be, it might be a parent).					
CP5	Staff create awareness of resources and/or work with area professionals (guidance counselors, community partners) to support youth and families with needs in gaining access to help (e.g., support for those with depression, substance abuse, food insufficiencies).					
CP6	The program promotes strong connections between students and the surrounding neighborhood and community through service learning activities.					
CP7	The local community provides in-kind and financial support to the program (school district, community based organizations, civic organizations, faith based organizations, city, state or local supports, Chamber, business associations).					
	Totals					

Total for Community-Program 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 (separate small groups, accommodates a variety of learning experiences, range of quiet to more active).					
E2	The program's indoor space meets the needs of the students (adequate space, appropriate seating/tables, accommodates a range of activities, safe).					
E3	The program's outdoor space meets needs of students. When outdoor space is not available (e.g., due to weather), alternative indoor recreation space is available to support activities.					
E4	Staff know where each student is during the program (know where students are at all times during the program, considering the developmental needs of the students—closer supervision for younger students and more autonomy for secondary students).					
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 (again, with a developmental understanding the youth being served—less supervision required for mature students).					
E6	Students are supervised (line of sight required for elementary only, should be developmentally appropriate for age/grade level of students in the program).					
E7	The program provides an environment that protects the health and enhances the wellness of the students (follow typical school health/wellness policies, attention paid to hand washing for 20 seconds before ingesting foods).					
E8	Meals and snacks are nutritious and adequate in portion to meet the needs of the students (USDA guidelines).					
E9	Staff provide students skills to recognize and report personal safety issues, such as bullying, child abuse, or drug/alcohol abuse.					
E10	The program provides daily activities that promote wellness (such as exercise, healthy eating, lifestyle).					
	Totals					

Total for Environment, Safety & Wellness of Students _____

Item	Programming-Academic Focus	1 Not Evident	2 Slightly Evident	3 Moderately Evident	4 Mostly Evident	5 Consistently Evident
P1	Homework time or independent learning time is characterized by adequate adult support, timely and appropriate responses to student questions, and supply of necessary materials.					
P2	Language and literacy activities are both embedded throughout the program and explicitly offered (provides daily activities in reading, writing, speaking or listening, invites writing by placing engaging materials at centers—should be developmentally appropriate for age/grade level of students, creates a literacy-rich environment, including display of students work, plans activities to include interpreting, answering, retelling, identifying parts, using graphic organizers, or dictionaries, writer’s workshops).					
P3	Language and literacy focused activities are offered regularly to all participants and programming is embedded in other activities or directly offered a minimum of 20% of hours of programming.					
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 actively utilized (predictions, why questions, following up on hypotheses).					
P6	Science or STEM (science, technology, engineering or mathematics) focused activities are offered regularly to all participants and programming is embedded in other activities or directly offered a minimum of 20% of hours of programming.					
P7	A variety of instructional strategies are used to meet the needs of all students, including the needs of exceptional learners (special education to gifted).					
	Totals					

Total for Programming-Academic Focus _____

Item	Programming-Skills Focus	1 Not Evident	2 Slightly Evident	3 Moderately Evident	4 Mostly Evident	5 Consistent ly Evident
PS1	The program offers ongoing opportunities to learn diverse skills and explore new subjects and disciplines they might otherwise not experience (may be independent or in groups or “clubs,” might focus on learning another language, might focus on car repair, might focus on working in a political campaign or service learning, etc.).					
PS2	Participants have ongoing opportunities to establish personal goals, assess their progress over time, and are recognized by staff for their efforts and accomplishments.					
PS3	The program teaches collaborative learning skills.					
PS4	The program embeds learning opportunities into program activities that strengthen social and life skills to prepare students for a globally competitive information age by assisting students in gaining social and cross-cultural skills (how are staff supporting students in working effectively together and working with diverse groups?).					
PS5	The program embeds learning opportunities into program activities that strengthen social and life skills to prepare students for a globally competitive information age by assisting students in gaining skills in adaptability and flexibility.					
PS6	The program embeds learning opportunities into program activities that strengthen social and life skills to prepare students for a globally competitive information age by assisting students in gaining skills in initiative and self-direction (consider how much students are helping to decide what to focus on in the program vs. the proportion of staff directed activities, etc.).					
PS7	The program embeds learning opportunities into program activities that strengthen social and life skills to prepare students for a globally competitive information age by assisting students in gaining skills in productivity and accountability.					
PS8	The program embeds learning opportunities into program activities that strengthen social and life skills to prepare students for a globally competitive information age by assisting students in gaining skills in leadership and responsibility.					
PS9	The program offers project-based activities that include culminating experiences that promote a sense of accomplishment (independent project, group projects, service learning, etc.).					
PS10	The program includes opportunities to expand comprehension, build skill mastery, and increase students’ ability to analyze, synthesize and evaluate.					

Item	Programming-Skills Focus (Cont.)	1 Not Evident	2 Slightly Evident	3 Moderately Evident	4 Mostly Evident	5 Consistent ly Evident
PS11	The program provides opportunities for students' to become competent and thoughtful speakers (staff model, opportunities to read and respond to each other's work, oral discussions, debates, youth presentations).					
PS12	The program provides opportunities for students to explore other ways of life, value their own, and consider connections between the two.					
PS13	The program helps students explore and discuss what it means to be a member of a community along with the rights and responsibilities that go along with it.					
PS14	The program provides opportunities for both individual and group creative expression.					
PS15	The program provides opportunities for peer-to-peer teaching and mentoring.					
PS16	The program promotes critical thinking, analysis, and problem solving.					
PS17	The program provides opportunities for students' to become competent, reflective, and thoughtful listeners (staff model, opportunities for students to listen to and respond to each other's work, oral discussions, debates, youth presentations).					
PS18	The program promotes the development and strengthening of communication skills (writing, speaking, presenting to groups, etc.).					
PS19	The program promotes the ability for students to practice and demonstrate a range of functional and critical thinking skills related to information, media and technology (information literacy, media literacy, information and communication technology).					
PS20	The program promotes innovation and creativity.					
	Totals					

Total for Programming-Skills Focus _____

Item	Programming-Enrichment Focus	1 Not Evident	2 Slightly Evident	3 Moderately Evident	4 Mostly Evident	5 Consistent ly Evident
PE1	The program provides opportunities for students to make connections between their own lives and other people, places, events.					
PE2	The program provides opportunities for students to develop technology skills to explore, express ideas, exchange information, solve problems and to create.					
PE3	The program emphasizes the importance of art as a tool of self-expression and exploration (performing arts, fine arts, etc.).					
PE4	The program emphasizes the importance of art as an avenue for connecting communities, cultures and societies (again, consider all forms of art).					
PE5	The program offers individual, group and team sports/recreational activities that foster skill acquisition and development and promote full participation regardless of skill and experience.					
PE6	The program balances directed and self-directed activities.					
PE7	The program exposes students to a broad array of college/career possibilities using developmentally appropriate strategies.					
PE8	The program includes career awareness, career planning, and for older students-college/career engagement (job shadows, internships, field trips, college visits).					
PE9	The program helps students to understand economic concepts through exploration of entrepreneurial ventures.					
PE10	The program helps students to develop the basic planning and financial skills to prepare for life (simple concepts for younger students and more advanced concepts for older students).					
	Totals					

Total for Programming-Skills Focus _____

DOMAINS	SCORE	# OF ITEMS	AVG. (Score/# Items)
Total for Administration		16	
Total for Relationships		12	
Total for Family-Program Collaboration		10	
Total for School-Program Collaboration		10	
Total for Community-Program Collaboration		7	
Total for Environment, Safety & Wellness of Students		10	
Total for Programming-Academic Focus		7	
Total for Programming-Skills Focus		20	
Total for Programming-Enrichment Focus		10	
OVERALL		102	

CLASS Video Instructions

Classroom Assessment and Scoring System (CLASS). This tool was developed to measure teaching and learning interactions. It was developed by Bob Pianta at the University of Virginia, Center for Advanced Studies on Teaching and Learning. The CLASS focuses on **instructional support** (concept development, connection to prior learning, effective facilitation of questions, scaffolding of learning), **emotional support** (relationship demonstrated between staff and students, respectful conversation), and the **organizational foundation** of the learning environment (pacing, transitions). The CLASS tool is best when paired with professional development to support areas that could be strengthened. Further information on the tool may be found at www.teachstone.org. UNMC has reliable CLASS observers for all grade levels—infant through 12th grade. Observations must be submitted through 15-30 minute video tape segments that total between 1.5 and 2 hours in length. Upload these into the digital drop box for CLASS videos on My21stCCLC. The statewide evaluator can discuss the options and work with the project director to agree upon the most reasonable course of action that works for the site in terms of specifically what to record.

Video observation

- **Site staff record four video segments—each about 15 -30minutes in length--recording an activity involving staff and students (over a period of 1.5 to 2 hours of the typical program) with an emphasis on recording activities that involve teaching/learning interactions**
- **Site staff upload 4 video segments (15 -30 min increments) in drop box on My21st CCLC**
- **UNMC prepares a debrief summary and scores, and via My21stCCLC returns the results (narrative and scores) and video clips embedded in the feedback report**
- **Project director enters scores into database**

CLASS scores will be used to establish baseline data, and while they may be reported in the statewide evaluation report or on individual sites' data snapshots, no Indicators of Quality or standards will be established. Results from the observations can be used to support staff members' unique professional development needs, to set program-wide goals, and to help shape system wide support at all levels. The CLASS tool has been used nationally and higher class scores are associated with higher academic outcomes regardless of students' risk factors.

If you have a large site, who do you record? That is up to your management team. Do you want to record 15 - 30 minutes of each staff member (or members) with their assigned group or club (that is permissible, and it is okay if the video increases in length)? Would you rather select one team to record for all 4 cycles? Discuss as a management team how you intend to use the results and make the decision that best fits your intended use. If you have questions, contact the statewide evaluator to discuss options.

Note: The videotaping equipment recommendations were developed by the UNMC evaluation team. They do not necessarily represent the policy of the Nebraska Department of Education and should not be assumed to be an endorsement by the Department of Education or the 21st Century Community Learning Center program.



Sample Video Equip

- **Samsung HMX-W300RN Rugged Full HD 1080p Pocket Camcorder (Red) – found to work very well (About \$125)**
5.5MP CMOS 3x ZOOM 2.3" LCD USB
- **Joby GP1-D1EN Gorillapod Flexible Tripod (Grey) (About \$20)**
- **Sandisk Ultra 16 GB microSDHC Class 1 UHS-1 Memory Card 30MB/s with Adaptor SDSDQUA-016G-U46A (About \$16)**

Guide to the Continuous Improvement Process

As mentioned previously, statewide and local evaluation supports 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.

After data is submitted by June 15, statewide evaluators pull together all of the data to create Continuous Improvement Process Data Snapshots for the state and for grantees. The evaluators also prepare an annual evaluation report.

CIP data snapshot. The CIP data snapshot provides grantees and their individual school sites with the performance, process, and outcome data necessary to craft meaningful continuous improvement plans with key stakeholders, as required by the 21st CCLC program. Annually the statewide evaluator provides a four-color pdf file of the CIP Data Snapshot for each program, which is also disaggregated by grant and by site. The snapshot provides a summary of each site's and the overall program's data outcomes compared to state outcomes. If requested, the statewide evaluator may provide the snapshot in Microsoft Word format provided the grantee agrees to add a disclaimer to every page stating "this evaluation report has been modified by the grantee and has not been reviewed or verified by the statewide evaluator."

CIP Meeting Summary Report Form. At the conclusion of the annual Continuous Improvement Process meeting (one meeting per site), the site management team should complete the CIP Meeting Summary Report Form. This form is available online. One form per site (not per grant) is to be prepared annually following the CIP meeting, and submitted electronically no later than September 30.

Guidebook for 21st CCLC Master Database

General tips:

1. **You must have the Microsoft Access 2010 or more recent version loaded on your computer in order for the 21st CCLC database to function.**
2. Microsoft Access can only be run on a PC or dual platform computer; Apple or Macintosh computers will not work.
3. **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. **Do enter 0's in attendance fields** as these are the correct entry if a student did not attend that component (e.g., 0 in summer attendance if did not attend summer).
4. When entering data we recommend it be entered in **TABLES**. This seems to be easiest for most. However, data can also be entered on **FORMS**, but there are many fields with a down arrow on the right (click on the arrow to display choices).
5. **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.
6. **Keep a record of all surveys (raw data) at least until three years after the end of the grant.** Records will occasionally be audited to ensure the fidelity of the data.
7. **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. [ABC21stCCLC2014.accdb](#) if you wish.

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 you provide the import list to your tech person who will export school district information management system demographic data by student. See Power Point presentations on the My21stCCLC website with information regarding how to import or copy/paste these data. **Key: Share the field codes list beginning on p. 38 with your school district tech person.**

Because it is easier and more reliable, it is required that the student data needed for the student roster table be exported directly from the school's student information management system and 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 local evaluation supports by NDE.

SELF-ASSESSMENT TOOL

Enter the scores from the *self-assessment* tool into the database. Select the table for Self-Assessment and enter the data.

COLLABORATION SURVEYS

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

Enter data as directed on the screen. If you prefer to enter in a 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 TABLES and select Teacher Surveys. Enter data on the teacher survey as directed. If you instead use FORMS, 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 TABLES or FORMS and select Elem Student Survey. In FORMS, it is set up in data entry mode. Enter data as directed on the form.

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

PARENT SURVEYS

Go to TABLES or 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.

QUERIES

Many queries have been set up to support the reports. Use queries to run all attendance and other reports when it is time for reporting on PPICS. Note, however, that your database must be reviewed and verified by your local evaluation support, and then by the statewide evaluator, prior to beginning reporting on PPICS on the attendance and teacher survey outcomes under each center.

FIELD CODES LIST

1Grantee and Sites Field Roster

District Name	Text	District Name
Grantee Name	Text	These have been set up for all grantees already
Site	Text	These have been set up for all grantees already (school building name (do not enter 'School' at the end)
Site ID	Number	Site ID Number assigned by statewide evaluator—DO NOT CHANGE
Funding	Currency	Total 21 st CCLC funding for entire year (school year and summer)
<i>Note: For next items (counts and reports on staff), include all staff working in the 21st CCLC program during program hours regardless of the funding stream through which they are paid (e.g., Title I, grant, Special Education, etc.).</i>		
# of cert teachers	Number	Enter the total number of certified teachers who worked at this site Aug-May
Certified teachers	Memo	Enter first and last name of all certified teachers who worked at this site Aug-May (enter in one box, not separate rows, per site)
# of informal educators	Number	Enter the total number of informal educators who worked at this site Aug-May
Informal educators	Memo	Enter first and last name of all informal educators who worked at this site Aug-May (enter in one box, not separate rows, per site)
<i>Note: The next items focus on the programmatic structure of the site</i>		
Start date of site	Date	Start date of school year program at this site
End date of site	Date	End date of school year program at this site
Components offered	Text	Choose the one you are FUNDED for by 21 st CCLC <ul style="list-style-type: none"> • "After school only";

		<ul style="list-style-type: none"> • "After school and Out of School Days"; • "After school and before school" • "After school, before school, and OOS Days"
OOSMin	Number	Minimum number of days a regular attender of <u>Out of School Days</u> must attend in order to be counted as a regular attender (enter minimum # of days -1; e.g., if must attend 5 enter 4)
SUMMin	Number	Minimum number of days a regular attender of <u>Summer</u> must attend in order to be counted as a regular attender (enter minimum # of days - 1; e.g., if must attend 5 enter 4)

Student Roster Fields Chart

Year	Number	Program Year (year ending, 2013)
Program	Text	Program Name (grantee)
Site	Text	Program Site (school)
ID	Text	10 digit NDE Student Identifier (NSSRS #)
Last Name	Text	Student Last Name
First Name	Text	Student First Name
Middle Initial	Text	Student Middle Initial
Status	Text	Status of student, 0 = exited program, 1 = active, 2 = enrolled, not active (This field is optional and can be left blank)
Grade	Text	Current grade level of student 0 = kindergarten 1 = first through 12 = twelfth
Gender	Text	M = Male F = Female
Ethnicity	Text	Hispanic 1 = Yes 2 = No
Race	Text (2 digit)	AM = American Indian/Alaska Native AS = Asian BL = Black PI = Native Hawaiian or Pac Island WH = White HI = Hispanic, Latino (some use this and some use WH or other)
Special Education	Text (2 digit)	Report if the student is verified with a disability 00 = no verified disability Through 16 = mental handicap
LEP Participation	Number	1 = Yes 2 = No limited Engl proficiency
Free or Reduced Lunch	Number	0 = not eligible 1 = Free meals 2 = Reduced priced meals 3 = Free special milk
Reading, Writing, Math, and Science Scale Scores (from prior year, 2011-12)	Number	NeSA Reading, Writing, Math and Science Scale Scores from 11-12 (if student was 3rd grade or older) Values should range from 1-200, except for writing which will range from (1.00 to 8.00)

Component	Text	1=Afterschool only, 2=Before and After; Default is Afterschool only
Summer attendance	Number	Total # of days attended summer program in summer prior to school year, not after)
SY Attendance	Number	Total # of days attended after school program during school year (not including OOS or Summer)
OOS attendance	Number	Total # of days attended OOS program (non-school days during school year)
Year Attendance	Calculated (Access sums for you)	Total # of days attended after school program + OOS days added together (Sum SY Attendance + OOS attendance = Year Attendance)—This will automatically be calculated by the database at the final submission of the database.
SUM BLAST participant	Yes/No	Was this student a summer BLAST! Participant during the summer? This includes any of the following: NASA Summer of Innovation activities, robotics, aviation and aeronautics, cosmic connections to the universe (including solar and star parties), high altitude ballooning and rocketry. If yes, check Yes if not, check No
SUM BLAST Regular Attender	Yes/No	Did this student participate in summer BLAST activities at least 30 hours during the summer? If yes, check Yes if not, check No
SY Attendance	Number	Total # of days attended after school program during school year (not including OOS or Summer)
OOS attendance	Number	Total # of days attended OOS program (non-school days during school year)
Year Attendance	Calculated (Access sums for you)	Total # of days attended after school program + OOS days added together (Sum SY Attendance + OOS attendance = Year Attendance)—This will automatically be calculated by the database at the final submission of the database.
SY BLAST participant	Yes/No	Was this student a school year BLAST! Participant during the school year? This includes any of the following: NASA Summer of Innovation activities, robotics, aviation and aeronautics, cosmic connections to the universe (including solar and star parties), high altitude ballooning and rocketry. If yes, check Yes if not, check No
SY BLAST Regular Attender	Yes/No	Did this student participate in school year BLAST activities at least 25 hours during the school year? If yes, check Yes if not, check No

Guide to Setting Up Your Grantee Profile on the PPICS website

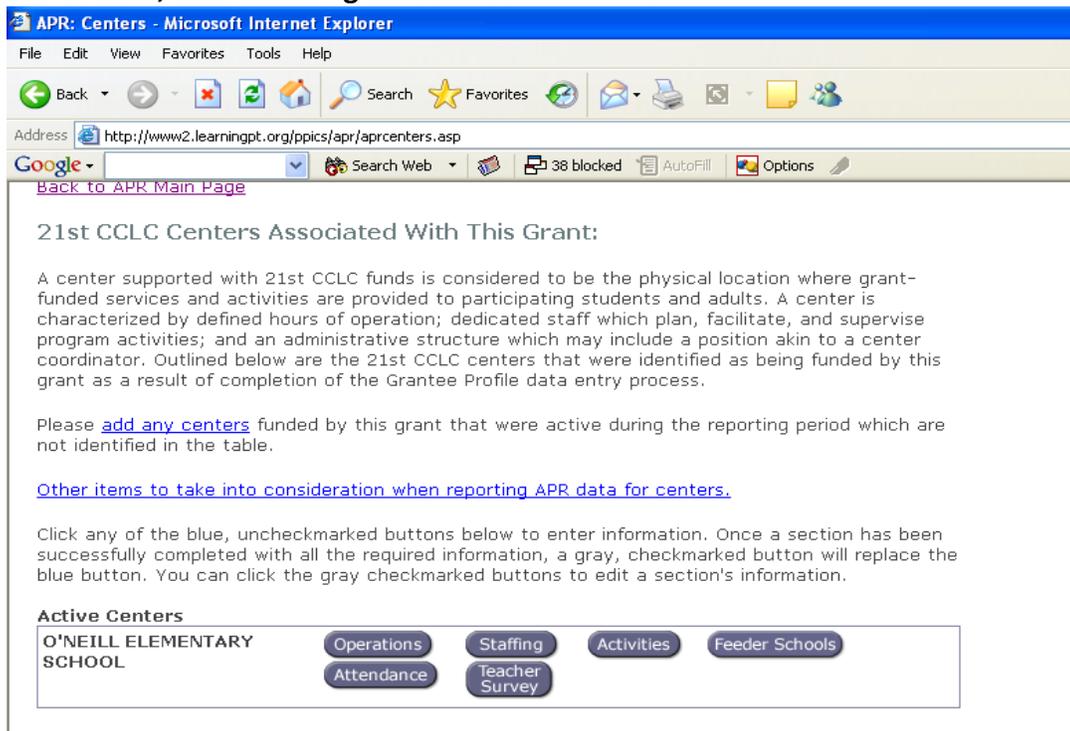
Detailed instructions for completing your grantee profile on the PPICS website can be found on the My21stCCLC website under the “Content” tab in the “Evaluation” folder. Select the “Power Point Presentations” folder and then “Setting Up Your Grantee Profile in PPICS.”

Guide to Completing Grantee APR Data on PPICS Website

Website is located at: <http://ppics.learningpt.org/ppicsnet/public/default.aspx>

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:



The screenshot shows a Microsoft Internet Explorer browser window with the address bar displaying <http://www2.learningpt.org/ppics/apr/aprcenters.asp>. The page content includes a link to the 'APR Main Page', a heading '21st CCLC Centers Associated With This Grant:', and a definition of a center. Below the definition, there is a link to 'add any centers' and another link for 'Other items to take into consideration when reporting APR data for centers.'. A section titled 'Active Centers' lists 'O'NEILL ELEMENTARY SCHOOL' with several buttons for data entry: 'Operations', 'Staffing', 'Activities', 'Feeder Schools', 'Attendance', and 'Teacher Survey'.

[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:

The screenshot shows a Microsoft Internet Explorer browser window. The title bar reads "APR: Centers: Operational Information - Microsoft Internet Explorer". The address bar shows the URL "http://www2.learningpt.org/ppics/apr/aprOperations.asp". The browser interface includes a menu bar (File, Edit, View, Favorites, Tools, Help), a toolbar with navigation buttons (Back, Forward, Stop, Refresh, Home, Search, Favorites, Print, Stop, Reload, Home, Stop, Reload, Home, Stop, Reload, Home), and a search bar. The main content area contains a form titled "Typical Hours Per Week" with the following fields:

	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"/>

Below the form is a paragraph of 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."

Next is a section titled "Weeks and Days of Operation" with the instruction: "Complete the following questions by identifying the total number of weeks and days the Center was open."

There are two questions, each followed by a text input field:

- 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?

At the bottom of the form area is a link: [Add Comments](#)

The browser's status bar at the bottom shows "Done" and the Windows taskbar with the Start button and several open applications: "Lisa's Address Book - ...", "APR: Centers: Opera...", and "Document1 - Microsof...".

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

File Edit View Favorites Tools Help

Back Forward Stop Refresh Home Search Favorites Recycle Bin Mail Print Search AutoFill Options

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

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

For STAFFING, here is what is needed:

APR: Centers: Staffing Information - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Forward Stop Home Search Favorites Refresh Print Stop Options

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

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

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

Back Forward Stop Refresh Home Search Favorites AutoFill Options

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

Google Search Web 38 blocked AutoFill Options

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

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

For ACTIVITIES:

APR: Centers: Activities Information - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Forward Stop Refresh Home Search Favorites

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):

APR: Centers: Feeder School Information - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Forward Stop Refresh Home Search Favorites Home Mail Print Recycle Bin

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

Google Search Web 38 blocked AutoFill Options

[back to APR Centers page](#)

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](#)