

**End of Year Reporting Survey**

Nita M. Lowey 21st Century Community Learning Centers Grant Program

www.cde.state.co.us/21stcclc

Submission Process

The End-of-Year Reporting Survey for the 21st Century Community Learning Centers (21st CCLC) grant program will take place online in Qualtrics. A link andlog in information for the survey will be sent to program directors when the system is open. The purpose of this document is to help you fill out the report survey online. The results of the survey will help inform management of the 21st CCLC grant program and highlight program successes. Information reported to CDE in relation to grant activities is not confidential and is subject to public request.  Grantees should ensure reported information does not contain Personally Identifiable Information (PII) or confidential information.

Part I: 21st CCLC SUBGrantee Information (PRE-POPULATED)

**Please note if there are any changes to the above information:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Subgrantee Name:** | *(PRE-POPULATED)* | **Program Name:** | *(PRE-POPULATED)* |
| **Name of Center(s):** | *(PRE-POPULATED)* | | |
| **Program Contact:** | *(PRE-POPULATED)* | | |
| **Telephone:** | *(PRE-POPULATED)* | **E-mail:** | *(PRE-POPULATED)* |
| **Fiscal Contact:** | *(PRE-POPULATED)* | | |
| **Telephone:** | *(PRE-POPULATED)* | **E-mail:** | *(PRE-POPULATED)* |

Part II: Students Served

**Q1. Student Participation:**

1. As of June 30, are you on track for meeting your student participation numbers (unduplicated) as projected in your approved grant application?

Exceeded participation number projections

Met participation number projections

Making progress (at least 50%)

Not making progress (less than 50%)

1. ***Follow-Up*:** Please provide an explanation and evidence for why this response was selected.Include projected numbers and participation numbers and percentages in the narrative.

**Q2. Regular Student Attendee Participation:**

1. As of June 30, are you on track for meeting your regular student attendee participation numbers (unduplicated) as projected in your approved grant application?

Exceeded participation number projections

Met participation number projections

Making progress (at least 50%)

Not making progress (less than 50)

1. ***Follow-Up*:** Please provide an explanation and evidence for why this response was selected.Include projected numbers and participation numbers and percentages in the narrative.

Part III: Family Members Served

**Q3.** **Family Member Participation:**

1. As of June 30, are you on track for meeting your family member participation numbers (unduplicated) as projected in your approved grant application?

Exceeded participation number projections

Met participation number projections

Making progress (at least 50%)

Not making progress (less than 50%)

1. ***Follow-Up:*** Please provide an explanation and evidence for why this response was selected.Include projected numbers and participation numbers and percentages in the narrative.

**Q4. Family-School Partnerships:**

1. Using the rating scale below, please select the answer that best describes the level of activity in each area at the centers served by this grant for this period.

|  |  |
| --- | --- |
|  | **Level of Activity**  1 - Not occurring  2 - Rarely occurs  3 - Occasionally occurs  4 - Frequently occurs |
| 1. **Welcoming all families into the school community**. Families are active participants in the life of the centers, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing. |  |
| 1. **Effective communication**. Families and staff engage in regular, two-way, meaningful communication about students. |  |
| 1. **Supporting student success**. Families and staff continuously collaborate to support students’ learning and healthy development both at home and at the centers, and have regular opportunities to strengthen their knowledge and skills to do so effectively. |  |
| 1. **Speaking up for every child**. Families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success. |  |
| 1. **Sharing power**. Families and staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs. |  |
| 1. **Collaborating with community**. Families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation. |  |

*\*For more information about these components of Family-School partnerships, please visit:* *<https://www.cde.state.co.us/fedprograms/ti/parents>*

1. ***Follow-Up:*** Please provide an explanation for why the above responses were selected.

Part IV: 21st CCLC Success Stories

**Q5. Please share success stories from your grant program.**

Do not use the student’s or family’s real name or identifiable information. The success should be related to the services provided through your 21st CCLC grant this reporting period. These success stories will be shared externally on the 21st CCLC webpages and in other program materials.

Please include the following stories from your school year or summer school programs:

* 1. Provide one paragraph about a student who experienced academic success.
  2. Provide one paragraph about a school student who experienced success through enrichment programming.
  3. Provide one paragraph about a parent/family who experienced success through meaningful family education and engagement activities.
  4. Provide one paragraph about a meaningful collaboration or partnership related to your 21st CCLC program. Describe the collaboration/partnership and how this collaboration/partnership increased or leveraged resources leading to successful outcomes for 21st CCLC students and their families.

PART V: Program Implementation

**Q6.** **Current program description:**

Please use the space provided to submit any changes to the current program description. This information will be posted on the CDE 21st CCLC webpage.

**Q7. Program implementation challenges and subsequent impact:**

* 1. Describe any school-level or center-level challenges, and the impact of these challenges on implementation.
  2. Describe any subgrantee-level (district/CBO/etc.) challenges and the impact of these challenges on implementation.
  3. Describe any other challenges and the impact of these challenges on implementation.

**Q8. Program models**

1. What percentage of programming was implemented using the following learning models? *(Must equal 100%)*
   * Completely remote:
   * Hybrid (in-person and remote):
   * Completely in-person:
   * Other (Please specify):
2. ***(If remote and/or hybrid)*** Describe any challenges and successes with implementing remote and/or hybrid programming. *Please include best practices and lessons learned.*

**Q9. Program evaluation efforts:**

1. Outside of mandated state reporting, describe what evaluation efforts are in place to measure program effectiveness and quality.
2. Describe the results of these evaluation efforts for this year and how the results are continually used to improve the quality of your program. Please email a copy of the report to [21cclc@cde.state.co.us](mailto:21cclc@cde.state.co.us) by October 15th.

**Q10.** **Teacher surveys:**

1. What percentage of regular attendees have a completed teacher survey?
2. The federal compliance expectation is 100% distribution and return rates for teacher surveys. If the 100% expectation was not met, please explain why.

**Q11.** **Program sustainability:**

1. How ready are you to sustain your program beyond the life of your grant? Please explain your response.

Not at all ready

Slightly ready

Moderately ready

Extremely ready

1. ***Follow-Up*:** Please provide an explanation for why this response was selected.
2. Describe the actions that have been taken to sustain your program and next steps toward sustainability.

PART VI: Technical Assistance

**Q12. Supports:**

1. What state technical assistance, professional development (including training topics) or other state activities has been most helpful to better serve you and your program?

Visits from CDE staff or consultants

Statewide meeting with other programs

Regional meetings with other programs

Referrals to similar programs

Technical assistance by phone

Technical assistance by e-mail

Webinars

Other (please describe)

1. What additional supports from CDE would be helpful in the successful implementation of your program?

**Q13. Professional development:** Please list and describe professional development and training topics that would be of benefit in implementing your grant.

Part VII: State Performance Measures (SMART Goals)

**Q14. Core Academic Performance Measure (SMART Goal)**

Below is the description of this Performance Measure (SMART Goal) that was provided in the initial 21st CCLC RFP:

To help students meet the challenging State academic standards, 21st CCLC programs will provide academic activities in core academic subjects such as reading and mathematics (e.g., tutoring). This performance measure can include academic supports such as literacy, mathematics, science, and social studies activities.

1. Report progress on the **Core** **Academic** Performance Measure submitted by the 21st CCLC Subgrantee:*(PRE-POPULATED)*

*Check the response that best describes progress at the end of the rating period (June 30). If you went above and beyond your performance measure, then select ‘exceeded your performance measure’. If you have completely (100%) met performance measure, then select ‘met performance measure’, if you have partially met your performance measure, then select ‘making progress’. If you have made minimal gains on your performance measure, then select ‘not making progress’.*

Exceeded performance measure

Met performance measure

Making progress

Not making progress

Data Not Available

***(If data not available)*** Please provide a detailed explanation of 1) why the data is not available, 2) when the data will be available, 3) the progress being made toward this measure, and 4) steps that will be taken to meet or exceed this measure in the future.

***(If not making progress or making progress is selected)*** Please provide an explanation for why the program was unable to make progress on or meet this performance measure and steps that will be taken to meet or exceed this measure in the future.

***(If met or exceeded is selected)*** Please share best practices that contributed to meeting or exceeding this measure this year and recommendations for other programs.

1. Please check the indicator(s) being used to track progress**:**

Student academic records of grades or GPA

Formal assessments (e.g., Elementary: DIBELS, Galileo, NWEA’s MAP, State Assessment. Middle School: AIMS web, Galileo, State Assessment. High School: Galileo, Scholastic Aptitude Test, State Assessment)

Credit recovered and/or attained during OST hours

Other (Please explain):

1. Required Data Validation:
   1. Please provide an explanation and evidence for why this rating was selected for this performance measure.
   2. Number of students assessed for this performance measure at baseline:
   3. Number of students who significantly improved or met specifically set criteria as measured by your selected indicator:
   4. Please explain whether progress on this performance measure differed for regular attendees and non-regular attendees.

**Q15. School Attendance Performance Measure (SMART Goal)**

Below is the description of this Performance Measure (SMART Goal) that was provided in the initial 21st CCLC RFP:

To decrease chronic absenteeism and increase school attendance, 21st CCLC programs will provide additional services, programs, and activities aimed at increasing school engagement. This performance measure can include activities proven to decrease chronic absenteeism and increase school attendance.

1. Report progress on the School **Attendance** Performance Measure submitted by the 21st CCLC Subgrantee: **(***PRE-POPULATED)*

*Check the response that best describes progress at the end of the rating period (June 30). If you went above and beyond your performance measure, then select ‘exceeded your performance measure’. If you have completely (100%) met performance measure, then select ‘met performance measure’, if you have partially met your performance measure, then select ‘making progress’. If you have made minimal gains on your performance measure, then select ‘not making progress’.*

Exceeded performance measure

Met performance measure

Making progress

Not making progress

Data Not Available

***(If data not available)*** Please provide a detailed explanation of 1) why the data is not available, 2) when the data will be available, 3) the progress being made toward this measure, and 4) steps that will be taken to meet or exceed this measure in the future.

***(If not making progress or making progress is selected)*** Please provide an explanation for why the program was unable to make progress on or meet this performance measure and steps that will be taken to meet or exceed this measure in the future.

***(If met or exceeded is selected)*** Please share best practices that contributed to meeting or exceeding this measure this year and recommendations for other programs.

1. Please check the indicator(s) being used to track progress**:**

School teacher surveys

School attendance records (e.g., Baseline to year-end school attendance comparison to themselves, comparison to peers)

Other (Please explain):

1. Required Data Validation:
   1. Please provide an explanation and evidence for why this rating was selected for this performance measure.
   2. Number of students assessed for this performance measure at baseline:
   3. Number of students who significantly improved or met specifically set criteria as measured by your selected indicator:
   4. Please explain whether progress on this performance measure differed for regular attendees and non-regular attendees.

**Q16. Essential Skills Performance Measure (SMART Goal)**

Below is the description of this Performance Measure (SMART Goal) that was provided in the initial 21st CCLC RFP:

To reinforce and complement the regular academic program, 21st CCLC programs will provide additional services, programs, and activities aimed at increasing essential skills. This performance measure can include educational enrichment activities that support essential skills including performance based activities that support learning through enriching opportunities that participants would not otherwise receive. Enrichment activities include positive youth development, Service-Learning, career exploration, competency based learning.

1. Report progress on the **Essential Skills** Performance Measure submitted by the 21st CCLC Subgrantee:*(PRE-POPULATED)*

*Check the response that best describes progress at the end of the rating period (June 30). If you went above and beyond your performance measure, then select ‘exceeded your performance measure’. If you have completely (100%) met performance measure, then select ‘met performance measure’, if you have partially met your performance measure, then select ‘making progress’. If you have made minimal gains on your performance measure, then select ‘not making progress’.*

Exceeded performance measure

Met performance measure

Making progress

Not making progress

Data Not Available

***(If data not available)*** Please provide a detailed explanation of 1) why the data is not available, 2) when the data will be available, 3) the progress being made toward this measure, and 4) steps that will be taken to meet or exceed this measure in the future.

***(If not making progress or making progress is selected)*** Please provide an explanation for why the program was unable to make progress on or meet this performance measure and steps that will be taken to meet or exceed this measure in the future.

***(If met or exceeded is selected)*** Please share best practices that contributed to meeting or exceeding this measure this year and recommendations for other programs.

1. Please check the indicator(s) being used to track progress**:**

Self-report surveys (student, parent/guardian, school teacher, program staff)

Systematic observations (parent/guardian, school teacher, program staff)

Interviews or focus groups (student, parent/guardian, school teacher, program staff)

Formal portfolios or competency assessments (e.g., rubric)

Other (Please explain):

1. Required Data Validation:
2. Please provide an explanation and evidence for why this rating was selected for this performance measure.
3. Number of students assessed for this performance measure at baseline:
4. Number of students who significantly improved or met specifically set criteria as measured by your selected indicator:
5. Number of students who significantly improved as measured by your selected indicator:
6. Please explain whether progress on this performance measure differed for regular attendees and non-regular attendees.

**Q17. Family Engagement Performance Measure (SMART Goal)**

Below is the description of this Performance Measure (SMART Goal) that was provided in the initial 21st CCLC RFP:

To increase active and meaningful engagement in their children’s education, 21st CCLC program will provide services, programs, and activities forfamilies of students served by community learning centers (e.g., including opportunities for literacy and related educational development). This performance measure can include Parent/Family Activities that provide educational opportunities for parents and families to reengage in their students’ education. Parent/Family activities include ESL, Parenting classes, Culturally Responsive activities, and engaging parents/families in student outcomes.

1. Report progress on the **Family Engagement** Performance Measure submitted by the 21st CCLC Subgrantee: **(***PRE-POPULATED)*

*Check the response that best describes progress at the end of the rating period (June 30). If you went above and beyond your performance measure, then select ‘exceeded your performance measure’. If you have completely (100%) met performance measure, then select ‘met performance measure’, if you have partially met your performance measure, then select ‘making progress’. If you have made minimal gains on your performance measure, then select ‘not making progress’.*

Exceeded performance measure

Met performance measure

Making progress

Not making progress

Data Not Available

***(If data not available)*** Please provide a detailed explanation of 1) why the data is not available, 2) when the data will be available, 3) the progress being made toward this measure, and 4) steps that will be taken to meet or exceed this measure in the future.

***(If not making progress or making progress is selected)*** Please provide an explanation for why the program was unable to make progress on or meet this performance measure and steps that will be taken to meet or exceed this measure in the future.

***(If met or exceeded is selected)*** Please share best practices that contributed to meeting or exceeding this measure this year and recommendations for other programs.

1. Please check the indicator(s) being used to track progress**:**

Completion of specialized program (e.g., ESL, High School Equivalency Prep, College Prep)

Self-report parent/guardian survey on delivered program

Parent/guardian interviews or focus groups on delivered programs

School records/reporting of parent’s/guardian’s participation in school day activities

Community partner records/reporting on parent/family follow-up on referrals to services

Other (Please explain):

1. Required Data Validation:
   1. Please provide an explanation and evidence for why this rating was selected for this performance measure.
   2. Number of family members assessed for this performance measure at baseline:
   3. Number of family members who significantly improved or met specifically set criteria as measured by your selected indicator:

Part VIII: Quality Implementation Rubric

**Q18. Complete the Quality Implementation Rubric survey based on your 21st CCLC grant during this reporting period.**

1. Complete a Quality Implementation Rubric and fill out up to three Quality Improvement Rubric – Action Tools for the criterion identified for improvement.
2. Describe program strengths and areas in need of improvement based on your Quality Implementation Rubric results.

**Q19. Additional Comments/Additional Feedback to CDE.**

21st CCLC Subgrantee Signatures

|  |  |  |
| --- | --- | --- |
|  |  |  |
| **21st CCLC Program Director Signature, Date** |  | **21st CCLC Primary Fiscal Contact Signature, Date** |