

### III. 21st CCLC Program

The Nita M. Lowey 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) program supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend low-income and low-performing schools. Out-of-school time (OST) programs should provide a safe environment for academics, particularly for reading, language arts and math, and enrichment. The focus should be on embedded, real-world learning projects. Teachers and activities should be engaging and fun. Think of the students as the customers. Respect their time. This program is optional, not required, so the activities need to be attractive, as well as effective.

The purpose of the 21<sup>st</sup> CCLC program, as described in federal statute, is to provide opportunities for communities to establish or expand activities that –

- Improve academic achievement
- Offer enrichment activities designed to reinforce and complement the regular school curriculum
- Provide opportunities for families to be actively engaged in their child’s education

We want to improve academic achievement, but we also want to expose students to enrichment opportunities and activities that normally would not be afforded to them. For students who have not been successful in the regular school day, more of the same is not likely to produce success. Out-of-school programs should set students up to succeed. They should provide activities that students will enjoy doing where they can simultaneously learn and master the skills that have been giving them difficulty and translate this learning into improvement in the regular school day.

Enrichment activities are often real-world activities that require students to apply the skills they have learned during the regular school day. Oftentimes, enrichment activities are multi-disciplinary, whereby the students use academic skills from multiple subject areas. Enrichment activities also broaden students’ experiences by including the arts, dance, recreation, and cultural activities.

21<sup>st</sup> CCLC programs promote the engagement of adult family members of actively participating students through educational and personal development opportunities, particularly in the area of literacy. Effective 21<sup>st</sup> CCLC programs sponsor parent engagement opportunities that are different and more frequent than have been traditionally offered by the regular school day program.



## Effective Data Collection and Program Evaluation

As required by federal statute, 21<sup>st</sup> CCLC programs must continuously measure the effectiveness of their programs to ensure high quality academic enrichment opportunities and assess the program's progress towards achieving overall student success. The results of these evaluations should be used to refine, improve and strengthen the overall quality of the program. It is especially critical that programs formalize a detailed plan to ensure access to the data necessary to analyze its progress. (e.g. student grades, assessment scores)

All subgrantees must use an external evaluator to conduct the ongoing evaluation of their programs. An external evaluator is an individual, agency, or organization, with **no** vested interest in the 21<sup>st</sup> CCLC program. This requirement refers, but is not limited, to current and former employees of the applicant or co-applicant agency, the original grant application writer(s); family members of employees, participants, and partners; and the applicant's partners. Contracts with external evaluators must be limited to an individual fiscal year with renewal options for each subsequent year of the grant term. **The amount to be paid to the evaluator from grant funds cannot exceed 3% of the annual grant award amount.** If the amount to be paid exceeds 3% of the grant award, the outstanding balance must come from other non-21<sup>st</sup> CCLC sources.

### A. Measurable Goals and Objectives

1. For each goal, the subgrantee must include specific objectives with accompanying performance measures that are quantitative and challenging, yet achievable.
2. Each student-based objective must be performance based and must be able to be continuously measured throughout the year.
3. These measurable objectives will be monitored, and continuation funding is likely to be dependent on achieving the objectives as proven by data.
4. All goals and objectives must be shared with partners, regular school staff, out-of-school staff, parents, evaluator, and students and evidence of sharing is documented through agendas and sign in sheets.
5. End-of-the-year results on goals and objectives will be reported in Cayen AfterSchool 21.

### B. Formative Evaluations

Each subgrantee must undergo periodic (formative) evaluations to assess progress toward achieving the proposed objectives and ultimate goal of providing high-quality opportunities for academic enrichment. The formative evaluations should involve both quantitative and qualitative data collection. Each subgrantee must email the completed formative evaluation to the local ERES. The due date is typically in early February with a specific date provided by GaDOE.

1. Used to refine, improve, and strengthen the program (i.e., continuous improvement of the program)
2. Made available to the public upon request

The format for the formative evaluation is provided by the 21<sup>st</sup> CCLC department. The written formative evaluation reports must contain, at minimum, the following elements:

1. *Student Attendance*: Data on average daily attendance and enrollment at each site

2. *Program Operation*: Synopsis of current level of operation at each site
3. *Objective Assessment*: Data analysis and indication of progress towards achieving EACH objective (as required, all objectives must include measures that allow for continuous [formative] assessment)
4. *Recommendations*: Recommendations for programmatic refinement for all objectives where progress is not being achieved or where the program is not likely to achieve the stated objective by the end of the program year

### **C. Cayen AfterSchool 21 Data Entry**

*(Refer to Cayen AfterSchool21's online User's Manual for specific instructions.)*

Cayen Afterschool 21 is the online system utilized by subgrantees to enter and maintain required program data and information that is report to US ED. Subgrantees must enter data in Cayen Afterschool 21 on a regular basis. (See Appendix O). Please see below for a list of some of the requirements:

1. All students must be registered into Cayen AfterSchool 21 at the beginning of the program; set up term calendar.
2. Georgia Testing Identification (GTID) numbers must be entered for all students.
3. Build rosters in Cayen AfterSchool 21.
4. Daily attendance must be taken and recorded in a timely manner. See Appendix O.
5. Grades must be entered for each grading period for English/Language Arts and math (you may enter other subject grades as determined by your program's goals and objectives).
6. Subgrantees are required to distribute teacher surveys and have the option to use Cayen AfterSchool 21 to generate surveys as one tool to assess the effectiveness of the program for their students. The results must be entered into Cayen AfterSchool 21 at the end of the year.
7. Data must be certified by the program director for school year program in accordance with the timeline established by GaDOE. Complete Annual Performance Report (APR) Certification Review Report in Cayen AfterSchool 21.

### **D. Georgia Testing Identification (GTID) Numbers and Data Collection**

Georgia Testing Identification (GTID) Numbers are unique identifiers for all students in Georgia. Student academic data is coded via the Student Information System (SIS) for all Local Education Agencies (LEAs) by entry of GTID numbers for each student. LEAs submit their SIS to GaDOE during the school year at established times. 21st CCLC subgrantees are required to provide GTID numbers for all participating students to assist with tracking attendance, academic data and federal reporting.

- Non-LEA subgrantees are required to provide their contact in each designated LEA within the geographic area with an enrollment roster that includes all students who have been enrolled and participated in 21st CCLC activities for thirty or more days. LEAs will be required to enter the GTID numbers for all participating students into the SIS for transmission to GaDOE Data Collections in Student Record.
- LEA subgrantees will be required to enter GTID numbers for all 21st CCLC students who have participated in the program for thirty or more days into the SIS for transmission to GaDOE Data Collections in Student Record.

Deadlines for entry of GTID data will be established by the data collections office in the coordinating school district.

Coordination between the 21st CCLC staff and the LEA Data Collections staff is important.

### **E. Summative Evaluation Requirements**

Each 21<sup>st</sup> CCLC subgrant must submit a summative evaluation report typically by June with the specific date provided by GaDOE. The summative report, which is prepared by the external evaluator, must provide a detailed summary of the program and progress towards meeting each stated objective. Each report must include, at a minimum, the following major sections:

1. Common Data Elements page provided by GaDOE 21<sup>st</sup> CCLC
2. Overview and History  
This section must contain a general overview of the subgrantee's 21<sup>st</sup> CCLC program, including a history of previous operation and how the program has progressed and grown over the past year(s) of operation, if applicable.
3. Student Attendance and Enrollment
  - a. Student enrollment (per site and for the grant as a whole); enrollment must include overall total enrollment and the number and percentage of regular attendees (attending >30 days).
  - b. Average daily attendance (per site)
  - c. Student demographics (e.g., gender, ethnicity)
4. Program Operation  
The summative report must include information on operation for each site within the program (e.g., days, hours, and weeks of operation for each component).
5. Quality of Staffing  
The composition of site staff is one method for assessing the quality and breadth of a 21<sup>st</sup> CCLC program. For each site within the program, the summative report must include information about staffing, such as staff demographics, student to staff ratio, staff training and/or professional learning, and utilization of certified teachers.
6. Objective Assessment  
Within the grant application, 21<sup>st</sup> CCLC programs propose both objectives and methods of evaluating progress towards achieving the objectives. The summative report must include detailed information for each objective approved by GaDOE (e.g., activities, data collected, timeline, analysis, and results). Programs are not permitted to revise, reword, or otherwise change their objectives without specific written approval from GaDOE in the form of a program amendment.
7. Other Observations (*Optional*)  
If appropriate, provide other relevant findings pertaining to the 21<sup>st</sup> CCLC program. Other findings could include qualitative and/or quantitative data not related to specific objectives; quotes or statements from students, parents, or teachers; success stories of students within the program; and photographs demonstrating unique program activities and services.
8. Progress towards Sustainability  
The summative report must provide information about the program's partnerships (e.g., partnership development, partner maintenance, and contributions to the program).
9. Overall Recommendations

Provide an overall assessment of the 21<sup>st</sup> CCLC program, as well as any program-wide recommendations to enhance program quality. This is considered to be the most important section of the Summative Evaluation.

The summative evaluation report is required of all 21<sup>st</sup> CCLC programs. This report will be compared to data submitted to GaDOE and the US ED to ensure accuracy of data analyzed and summarized. The 21<sup>st</sup> CCLC program must, upon request, provide GaDOE all data mentioned in the summative evaluation report. GaDOE will review all summative evaluation reports to aid in determination of whether to award discretionary continuation funding in the subsequent years of the grant award. Failure to show adequate progress towards achieving objectives may result in discontinuation of funding or increased monitoring, audit, and evaluation efforts by GaDOE. It is strongly recommended that program directors receive the summative evaluation from the program's external evaluator with adequate time to review the data and the evaluation report and return the report to the external evaluator for edits, if necessary, prior to submitting the final report to the ERES or to GaDOE.

#### **F. Summer Evaluation**

The Summer Evaluation Performance Report must be completed by all subgrantees that operate a summer program. The form for the Summer Evaluation is provided by the GaDOE. This report includes a description of the program, services and activities offered to students and families. Subgrantees must also describe how the summer program supported the identified goals and objectives. As part of the report, subgrantees may include any recommendations or revisions for the summer program. The final Summer Evaluation Performance Report must be submitted to the ERES no later than a date specified by GaDOE towards the end of August. Additional instruction will accompany the evaluation form.

## **Appendix C – Selection of and Working with External Evaluators**

All subgrantees must use an external evaluator to conduct the ongoing evaluation component of their programs. Please review the following guidance when identifying and selecting the external evaluator.

### **Requirements:**

Evaluators should:

1. Be retained by a contract and not by a MOA or MOU, if they are paid from 21<sup>st</sup> CCLC funds, by using applicable procurement policies and procedures.
2. Have no vested interest in the 21<sup>st</sup> CCLC program, including current or past employees of the agency, employee's family members, partners or participants.
3. Attend annual 21<sup>st</sup> CCLC Evaluation Training Session with GaDOE and local leaders.
4. Have experience with evaluation practices and educational programs.
5. Visit with program director and conduct individual site visits that preferably coincide with report card grading periods, at minimum, since this is a good time to review program progress.
6. Provide three references to program director at time of hire.
7. Attend Advisory Board or Council meetings.
8. Collaboratively work with site coordinators and program directors in collecting data and determining program revisions for continuous improvement.
9. Use state-provided reporting forms.
10. Be trained in 21<sup>st</sup> CCLC data system. Access data directly from Cayen AfterSchool 21 instead of tasking the 21<sup>st</sup> CCLC local program leaders to provide data.
11. Complete formative assessments as described in RFP and subgrantee Operations Manual and submit to Program Director in time to be reviewed and returned for revisions prior to Program Director submission to GaDOE on or before February 1<sup>st</sup>.
12. Complete the End-of-the-Year Summative Evaluation Report and Common Data Elements worksheet and submit to Program Director in time to be reviewed and returned for revisions prior to Program Director submission to GaDOE on or before June 30<sup>th</sup>.
13. Complete the Summer Evaluation Report and submit to Program Director for review prior to Program Director submission to GaDOE on or before August 30<sup>th</sup>.
14. Not be the author of the grant. However, evaluators can provide valuable advice regarding data collection tools and evaluation design in development of the grant.

### **Best Practices**

1. Willing to be actively involved with the program including monthly site visits.
2. Experience with nonprofit organizations and youth development.
3. Talk with students, parents, staff and other stakeholders frequently.
4. Be accessible and responsive.
5. Mindful of the 21<sup>st</sup> CCLC staff as their customer.
6. Regular communication with 21<sup>st</sup> CCLC leaders and be responsive to their needs
7. Provide clear, honest, and relevant recommendations for improvement.