Wisconsin 21st CCLC Statewide Evaluation Overview and Updates 2021-2022

Tuesday, August 24, 2021

Announcements

- Introduce Qianyi Gao, gaoq@uwgb.edu
- Session will be recorded and sent out soon
- Required Training:
  - Please write your name and organization in the chat
- Questions: Post questions in the chat. We will have time for questions at the end of each section.

Upcoming Trainings/Meetings

WI 21st CCLC Evaluation Requirements Virtual Training Series

Tuesday, August 24	Wednesday, August 25	Thursday, August 26
10 AM-12 PM: Overview of Reporting Requirements **(REQUIRED)**	**10 AM-12 PM:** Configuring Settings and Staff in Cayen (OPTIONAL)	**10 AM-12 PM:** Registrations, Activities, and Attendance in Cayen (OPTIONAL)

Next DPI Check-In Webinar: September 1 at 10-11 AM

Agenda

- Outlining Data Expectations (why, who, where, when, and how)
- Expectations for Program Activities in 2021 -2022
- Best Practices for Setting up Cayen
  - New Resource: APR Activity Categories
- GPRA Measures
- Newly Revised State Goals and Objectives

Wisconsin 21st CCLC Evaluation

Why are we here?

Who is involved?

Where and **What** are data collected?

When are data collected?

How is data utilized?

WHY Are We Here?

Reasons out-of-school time programs need data:

1. To meet funding source compliance reporting requirements
2. To support sustainability efforts (i.e., telling your story)/advocacy
3. To identify areas for program improvement and training needs of staff

WHO: Outlining Evaluation Roles

UW-Green Bay

- 1st point of contact for all of your Cayen/data needs
- Day-to-day technical assistance
- Ongoing support
- Data quality checks/monitoring
- Evaluation reporting

You!

- Setting up your program in Cayen
- Registering participants
- Entering attendance, program information
- Certifying APR

DPI

- Grant management
- Oversight/monitoring
- Professional development opportunities
- Funding decisions

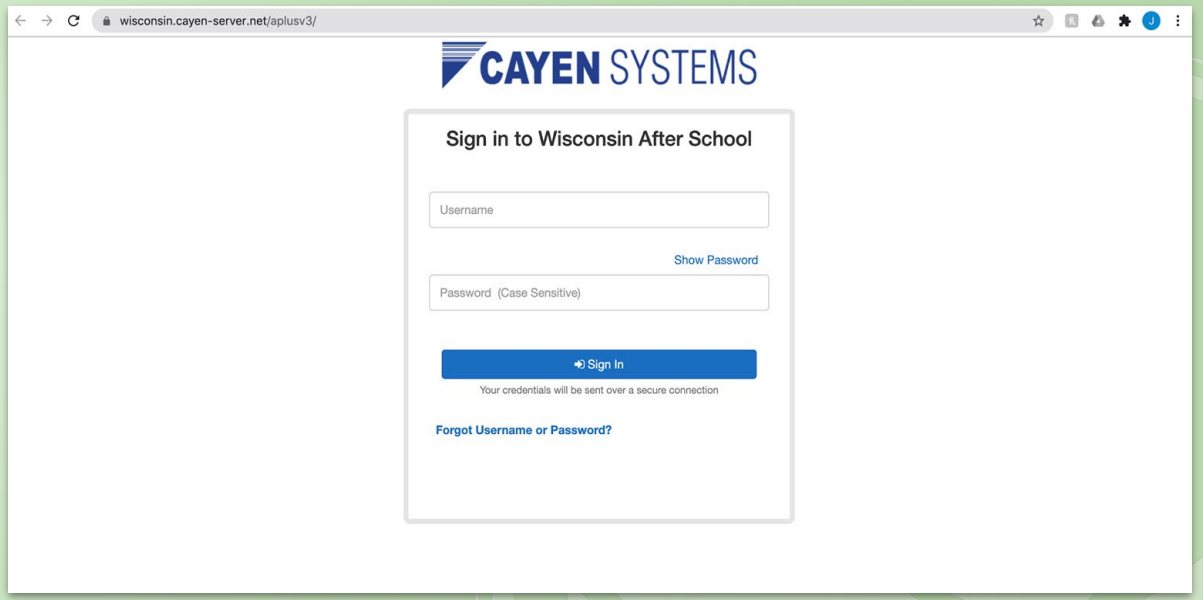
https://dpi.wi.gov/sspw/clc/contacts

Cayen Systems, Inc.

- Access to AS21 data management system
- Options for non-21st CCLC site data management
- Provides options for attendance tracking
- Customizations to system

WHERE: In Cayen's AS21!

- Cayen System's AS21is an online program management software for after -school programs
- Wisconsin -based company & supports hundreds of after - school programs nationwide since 1998
- Statewide evaluation tool in 13 states (including WI)



WHAT: 2021-2022 Requirements

- **All** WI 21st CCLC sites will be **required** to regularly enter:
  - WiseDash State Student ID Number (10-digit number)
  - Daily attendance
  - Program activities
  - Staff information
  - Teacher survey (Grade 1-5)
  - In-school suspensions
  - School day attendance (non-public schools)
  - School day assessment (non-public schools)
  - GPA (Grades 7-8; 10-12)
  - APR certification
  - Student survey (optional)
  - Parent Survey (optional)
- UWGB will conduct monthly data checks and follow-up with sites/DPI

WHEN Are Data Collected?

- Programs set up Cayen site at beginning of year, and enter attendance data weekly throughout year
- Statewide Evaluation Requirement Calendar
- UWGB will check sites' progress on the 1st of every month throughout the year

DPI/UWGB CCLC State-Wide Evaluation (2021-2022 Master Calendar)

2021		
August 24-26	Virtual Cayen Training Series	
September 13 at 10:00 AM	Webinar: Review of Program Activities and Attendance Tracking	This webinar will teach you how to enter activities and track attendance in Cayen. You will learn options for tracking attendance efficiently.
October 1	Data Check	• Initial Cayen Setup – Objectives/Funding Sources/Partners/Staff • Activities, Attendance • State Student IDs
November 15 at 10:00 AM	Webinar: Advanced/New Program Features in Cayen	This webinar will give you a glance at the new features in Cayen.
November 1	Data Check	• Initial Cayen Setup – Objectives/Funding Sources/Partners/Staff • Activities, Attendance • State Student IDs
December 1	Data Check	• Activities, Attendance • State Student IDs
2022		
January 3	Data Check	• Activities, Attendance • State Student IDs
January 10 at 10:00 AM	Webinar: Using Reports in Cayen	This webinar will show you the different report features in Cayen and how you can use them to meet your needs.
January 31	DUE Mid-Year Report (Data pulled from Cayen)	
February 1	Data Check	• Activities, Attendance • State Student IDs
March 1	Data Check	• Activities, Attendance • State Student IDs
March 14 at 10:00 AM	Webinar: Teacher Survey	This webinar will teach you how to send electronic teacher survey results in Cayen and upload hardcopy results.
April 1	Data Check	• Activities, Attendance • State Student IDs • Teacher, Family (optional), and Student (optional) Survey
May 2	Data Check	• Activities, Attendance • State Student IDs • Teacher, Family (optional), and Student (optional) Survey
May 9 at 10:00 AM	Webinar: Certifying APR in Cayen	This webinar will teach you how to finalize end-of-year data and certify using the Cayen system.
May TBD	DUE Yearly Program Report (YPR) Submission	
June 1	Data Check	• Activities, Attendance • State Student IDS • Teacher, Family (optional), and Student (optional) Survey
June 30	FINAL Data Check DUE Fall 2021 & Spring 2022 APR Certification	• Activities, Attendance • State Student IDs • Teacher, Family (optional), and Student (optional) Survey

WHEN Are Data Collected?

Around the 5th of every month, sites will either receive:

- Kudos email confirming expectations met!
- Non-Compliance email
  - First time = Reminder/nudge
  - Second time = Reminder/nudge; Qianyi Gao will follow -up by phone
  - Third time = DPI copied, Qianyi Gao will follow -up by phone to develop remediation plan

Monthly checks build towards:

- Mid-year data (pulled end of January 2022)
- YPR (Spring 2022)
- End of year data (pulled early July 2022)

HOW Will Cayen Data Be Used?

1) Evaluation Reports:
   i. Annual WI Statewide Report
   ii. Center Profiles (1 page program snapshot)
2) Bridged to other Data Requirements:
   i. APR federal-reporting
   ii. YPR state-reporting
3) For your local evaluation purposes, too!
4) Helps DPI team make data-based decisions!!
5) To measure progress toward **Statewide Goals/Objectives**

Site Name

Program Name

Wisconsin 21st Century Community Learning Centers Initiative (21st CCLC)

University of Wisconsin Green Bay | Consortium of Applied Research

2020-2021	Example Elementary School (n=1)	Average Elementary WI 21st CCLC (n=58)
Student Participation (Days)		
# of participants (1+ days)	154	142
# of participants (30+ days)	98	86
% of all students attending 1-29 days	36%	39%
% of all students attending 30-59 days	14%	16%
% of all students attending 60-89 days	17%	21%
% of all students attending 90+ days	33%	24%
Student Participation (Hours)		
% of all students attending less than 15 hours	38%	39%
% of all students attending 15-44 hours	13%	13%
% of all students attending 45-89 hours	10%	13%
% of all students attending 90-179 hours	26%	12%
% of all students attending 180-269 hours	14%	24%
% of all students attending 270+ hours	0%	0%
Average Daily Attendance (ADA): morning + afterschool, all days		
Overall ADA	73	66
In-Person ADA	73	66
Virtual ADA	n/a	15
Eligibility of Participants		
% Economically disadvantaged	80%	79%
% Special education services	0%	11%
% English language learners	7%	17%
Program Schedule/Activities		
Total # of days program operated	114 days	103 days
Total # of hours program operated	262 hours	286 hours
Average # of hours open per week (typical week)	9.0 hours	11.6 hours
Average # of hours of STEM per week	1 hours	3.8 hours
Average # of hours of Literacy per week	2.5 hours	3.6 hours
Average # of hours of Social and Emotional Enrichment per week*	0.0 hours	2.8 hours
Family Participation & Community Partners		
# of unduplicated family members who participated	31	19
# of community partners	6	6

Progress Towards State Goals	
Provide a stable, safe, and supportive environment to meet the needs of the target population	Goal achieved
Challenge youth to develop as learners	Not measured/reported
Support the development of other skills necessary for student success	Not measured/reported
Engage families in support of student learning	Some progress made

COVID-19 Impact Statement: Brief description of the ways in which COVID-19 affected the program

The 21st CCLC after-school program overcame numerous challenges during the 2020-2021 school year as a result of the COVID-19 pandemic. The program was required or opted to serve students virtually. COVID-19 limited or reduced the number of students served by X%. State, local health, district, school, or other policies prohibited or limited the types of services that could be provided.

*Includes Mentoring, Drug Prevention, Counseling Programs, Violence Prevention, Truancy Prevention, and Youth Leadership

Questions?

Expectations for Program Activities in 2021-2022

Programming Expectations in 2021 -2022 & Reporting Requirements

- For schools operating in person:
  - 10 hours of in -person programming per week required (documented in Cayen)
  - Programs may offer virtual services, but these services are in addition to the 10 hours required. Virtual/remote programming tracking is optional; excel template available.

Programming Expectations in 2021 -2022 & Reporting Requirements

- For schools operating virtually:
  - No minimum requirement of 10 hours per week
  - Programs must offer at least one form of academic enrichment instruction and two other types of activities on a weekly basis.
  - Both synchronous and asynchronous virtual activities will count toward the total number of hours per week. Hours and participation should be tracked in Cayen.

Programming Expectations in 2021 -2022 & Reporting Requirements

- Family engagement events
  - Only synchronous family engagement opportunities may be counted toward the total number of family events and attendance should be tracked in Cayen
  - Programs are required to hold at least one family event (recommended minimum amount is four)
  - Events can be in -person or virtual (synchronous)
  - Programs are expected to report the unduplicated count of adult family members who attend family events in Cayen

Questions?

Best Practices for Setting up Activities in Cayen

Setting Activities in Cayen Correctly....

Translates into Accurate Reporting!

Activities				
APR Category	**How Often**	**Times Per Period**	**Average Hours**	**Average Attendance**
STEM	~~Not Offered~~ More than once a week*	~~N/A~~ 2 days a week*	~~N/A (0)~~ Less than 1 hour*	~~N/A (0)~~ 5-10*
Literacy	More than once a week	4 days a week	1-2 hours (1)	11-20 (13)
Tutoring	Not Offered	N/A	N/A (0)	N/A (0)
Homework Help	Not Offered	N/A	N/A (0)	N/A (0)
English Language Learners Support	Not Offered	N/A	N/A (0)	N/A (0)
Entrepreneurship	Not Offered	N/A	N/A (0)	N/A (0)
Arts & Music	Not Offered	N/A	N/A (0)	N/A (0)
Physical Activity	Not Offered	N/A	N/A (0)	N/A (0)
Community / Service Learning	Not Offered	N/A	N/A (0)	N/A (0)
Mentoring	Not Offered	N/A	N/A (0)	N/A (0)
Drug Prevention	Not Offered	N/A	N/A (0)	N/A (0)
Counseling Programs	Not Offered	N/A	N/A (0)	N/A (0)
Violence Prevention	Not Offered	N/A	N/A (0)	N/A (0)
Truancy Prevention	Not Offered	N/A	N/A (0)	N/A (0)
Youth Leadership	Not Offered	N/A	N/A (0)	N/A (0)
College & Career Readiness	Not Offered	N/A	N/A (0)	N/A (0)
No Applicable Category	Once Per Term	N/A	1-2 hours (1)	Less than 5 (1)

APR Activity Categories Document

- Enter ***student*** activities into Cayen and code every activity as one of the 16 APR activity categories
- The selected category should reflect the ***primary purpose*** of the activity
- All program time should be included (e.g., transition time, checking in or checking out, etc.) and coded

Guidelines on Annual Performance Report (APR) Activity Categories

Introduction

Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) grantees in Wisconsin must enter *student* activities into the Cayen System and code every activity for student participants as one of 16 APR activity categories. These categories are aligned to the list of allowable activities included in the federal law that authorizes the 21st CCLC grant program.

The APR category selected should reflect the "primary purpose" of the activity. Primary purpose refers to the *primary intent or focus of the activity.* Definitions of these APR categories are provided below. These definitions are taken from the 21APR Data Guide published by the federal Department of Education. Often, 21st CCLC activities have more than one purpose. However, only one purpose can be identified in the Cayen system. This aligns with the way activities are reported in the federal data collection system, known as 21APR. If an activity has more than one goal, sites should consider which category best reflects the primary purpose of the activity when choosing how to code it.

Additional Considerations:

- In order for time spent in activities to count toward the amount of total programming time provided to participants (i.e., to meet 10 hours per week requirement), all activities should be coded as one of the APR categories and the source of funding must be listed as "21st CCLC" in Cayen.
- Activities in Cayen should encompass all program time (including transitions). For example, if programming occurs from 2:30 – 5:00 p.m., activities in Cayen should account for all of that time. Transition time, checking in or checking out, etc., should be included within activity codes to ensure all program time is tracked. In other words, a 10 minute transition time between activities should be coded as part of the first or second activity (or five minutes split between each activity). This ensures all program time is accounted for in reporting.
- **Activities** are broad categories; **sessions** are the specific dates and times those activities happen. Generally, programs should consider labeling "activities" in Cayen using the APR categories (i.e., label an activity as Science, Technology, Engineering, and Mathematics [STEM], Tutoring, Arts and Music, etc.). Then, sites should create sessions within these activities (e.g., "Grade 2 Tuesdays Art Enrichment"). This ensures all sessions align to the correct APR code.
- Keeping a consistent schedule week to week or offering choice time aligned to a similar theme and code, will make it easier to track participation in activities in Cayen. Offering

Setting up Cayen for Success: Recommendation #1: Code Every 21st CCLC Activity with One of the 16 APR Activity Categories

- In order for time spent in activities to count toward the amount of total programming time provided to participants (i.e., to meet 10 hours per week requirement), all activities should be coded as one of the APR categories and the source of funding must be listed as "21st CCLC" in Cayen.

Recommendation #2: Create Activities Based on APR Categories

Activities are broad categories; **sessions** are the specific dates and times those activities happen. Generally, programs should consider labeling "activities" in Cayen using the APR categories (i.e., label an activity as STEM, Tutoring, Arts and Music, etc.).

Then, sites should create sessions within these activities (e.g., "Grade 2 Tuesdays Art Enrichment"). This ensures all sessions align to the correct APR code.

Grade 1 Schedule	Monday	Tuesday	Wednesday	Thursday	Friday
3:30-4 p.m.	Truancy Prevention (Snack All Grades)	Truancy Prevention (Snack All Grades	Truancy Prevention (Snack All Grades)	Truancy Prevention (Snack All Grades)	Truancy Prevention (Snack All Grades)
4-5 p.m.	Tutoring (Grade 1 Tutoring M/W/F)	Homework Help (Grade 1 HW Help T/Th)	Tutoring (Grade 1 Tutoring M/W/F)	Homework Help (Grade 1 HW Help T/Th)	Tutoring (Grade 1 Tutoring M/W/F)
5-6 p.m.	Literacy (Little Explorers Grade 1 Monday)	STEM (Robotics Grade 1 Tues)	Arts & Music (Intro to Drawing-Grade 1 Wed)	Literacy (Book Club - Grade 1 - Thurs)	Community/ Service Learning (Nursing Home Field Trip-All Grades-Fri)

Recommendation #3: Add as much info in the Session Name as you can

- Consider putting the day of the week, teacher name, room number, grade level, etc. in the title of the session
  - Example: "Tuesdays 5-6pm, 1st Grade, Literacy Little Explorers - Holstead"
- This makes using the reports much easier to examine at a glance

Recommendation #4: Ultimate Efficiency Tip !!

- For all sessions:
  - Select all calendar days that the session will be offered
  - Create a "session roster" for all potential students that would attend this session
- Offer an initial 'check in' activity/session (such as snack) in which all students attend "together." Take attendance and enter this attendance in Cayen for that session.
- Next, click on "copy to all scheduled sessions" so that attendance transfers to all sessions scheduled for that day!!
- Manually edit the sessions for students who may have left programming early.

Recommendation #5: Consultation Appointments

- The Cayen system is flexible to accommodate many different models of programming.
- If you want some advice on how best to set up your unique model in the Cayen system, please reach out and share your schedule with us!
- Consider setting up your activities/schedule now and contacting us after to take a peak.

Questions?

Government Performance & Results ACT (GPRA) Measures

The WHY

-GPRA Measures are federal reporting outcomes reported to Congress

-GPRA Measures are set by Federal Government (not state-level)

-Telling our story (i.e., having strong outcome data) translates into…

- -Increased likelihood of continued federal funding
- -Strong local evaluation results
- -Opportunities to advocate (local, state, and federal levels)
- -Stronger, higher quality programs!

Getting Ready for the GPRA Measures

- Important Changes:
  - Two Reporting Periods (Summer & End of Year)
  - Additional Outcome Measures Required
  - Change in Focus from Days of Participation to Hours of Participation
  - Outcome Measures required for participants attending 1+ hours of programming (not 30 days)
- Expectations for 2021-2022:
  - 75% response rate for teacher survey (same as prior years)
  - 65% response rate for all other GPRA measures

- What Counts as an Hour?
  - In Cayen, students are marked as attending *activities* on specific days.
  - Therefore, the *time* associated with such an activity (for example 3:30 -4pm) contributes to the accumulation of # of hours a student attends programming.
  - If a student is marked as attending an activity, they will be counted as attending the full duration of the activity.
  - Please ensure that students who leave programming early are not marked as having attended all program activities that day.

- What attendance expectations are there with regard to how many hours students should attend?
  - In 2021-2022, ADA and Regular Attendees (30+ days) will be used to document attendance requirements.
  - Hours may be used in the future.

School Assessments

Federal Requirement:

Percentage of students in grade 4 -8 who demonstrate growth in **reading and language arts** on state assessments

Percentage of students in grades 4 -8 who demonstrate growth in **mathematics** on state assessments

For 4-8th graders who attend 1+ hour in summer 2021 or in 2021-2022, we need:

- WI Forward Exam Performance Level (Below Basic, Basic, Proficient, or Advanced)
  - -Spring 2021 ELA & Spring 2022 ELA
  - -Spring 2021 Math & Spring 2022 Math

To do this…we need staff to either:

A. Public Schools:
   I. Enter State Student ID # (10-digit number) for every student in Cayen (we'll pull Forward Exam results from DPI, calculate, submit)

B. Private Schools:
   I. Enter School Assessment Results in Cayen for each individual student (Cayen will calculate), OR
   II. Program or School Staff calculate results and 'override' APR in Cayen with aggregate results

School Day Attendance

Federal Requirement:

Percentage of students in grades 1-12 participating in 21st CCLC during the school year who had a school day attendance rate at or below 90% in the prior school year and demonstrated an improved attendance rate in the current school year.

For 1-12th graders who attend 1+ hour in summer 2021 or in 2021-2022, we need:

- School Day Attendance Rate for:
  - 2020-2021
  - 2021-2022

To do this…we need staff to either:

A. Public Schools:
   I. Enter State Student ID # for every student in Cayen (we'll pull School Day Attendance results from DPI, calculate, submit)

B. Private Schools:
   I. Enter School Day Attendance Rates in Cayen for each individual student for both years (Cayen will calculate), OR
   II. Program or School Staff calculate results and 'override' APR in Cayen with aggregate results

GPA (MS & HS Only)

Federal Requirement:

Percentage of students in grades 7-8 and 10-12 attending 21st CCLC programming during the school year and summer with a prior -year unweighted GPA of less than 3.0 who demonstrated an improved GPA.

For 7-8th graders and 10-12th graders who attend 1+ hour in summer 2021 or 1+ hour in 2021-2022, we need:

- Unweighted Cumulative End of Year GPA for:
  - 2020-2021
  - 2021-2022

To do this…we need staff to either:

A. Enter GPA in Cayen for each individual student for both years (Cayen will calculate)

B. Program or School Staff calculate results and 'override' APR in Cayen with aggregate results

If schools do not use GPA, consult with UWGB to calculate GPA based on student grades.

School Day Discipline

Federal Requirement:

Percentage of students in grades 1-12 attending 21st CCLC programming during the school year and summer who experienced a decrease in in -school suspensions compared to to the previous school year.

For 1-12th graders who attend 1+ hour in summer 2021 or in 2021-2022, we need:

- # of in-school suspensions for:
  - 2020-2021
  - 2021-2022

To do this…we need staff to either:

A. Enter # of suspensions in Cayen for each individual student for both years (Cayen will calculate)

B. Program or School Staff calculate results and 'override' APR in Cayen with aggregate results

If schools do not have in-school suspensions, there would be 0 in-school suspensions for 2020-2021 and 0 in 2021-2022 for every student.

Elementary Teacher Survey

Federal Requirement:

Percentage of students in grades 1-5 participating in 21st CCLC programming in the school year and summer who demonstrated an improvement in teacher reported engagement in learning.

For 1-5th graders who attend 10+ hours in summer 2021 or in 2021-2022, we need:

- Teacher Survey

To do this…we need staff to either:

For **Summer** Program

A. Send out electronic teacher surveys using Cayen to program staff
B. Hand out hard copies of the teacher survey and enter results in Cayen

For **School Year** Program

A. Send out electronic teacher surveys using Cayen to school day teachers
B. Hand out hard copies of the teacher survey and enter results in Cayen

But what if…

- ..Participants move?
  - Try to get as much of this data as possible. If students move within the district, reach out and try to acquire. If students move outside of the district/state, that's okay 😊
- ..I have a participant in Summer 2021 who will be a sixth grader in fall 2022 and attending the middle school (not my school anymore)?
  - Again, try to get as much of the data possible.
- ..I'm serving a non-district student. Do I have to reach out to that school district to get this information?
  - Try to get as much data as possible.

Recommendations on How to Get the Data

- 21st CCLC sites should communicate and plan with schools on how to get access to the data
- Identify who the "data person" is at your school(s)
  - Share this presentation!
- Communicate with UWGB/DPI of issues or for support

Recommendations on How to Get the Data

- Create Data Sharing Agreements between required parties (templates provided)
  - Templates should be reviewed by your organizations and school legal teams (these are a starting point only)
- Templates available

COMMUNITY BASED ORGANIZATION
DATA SHARING AGREEMENT
BETWEEN _____(District)_____
AND
_____(CBO)_____

This Data Sharing Agreement ("DSA") is entered into between _____(district) and _____(CBO) ("Requestor"), a community-based organization that provides 21st Century Community Learning Center (CCLC) services to District students. This DSA has the following overriding goals:

1. Preserving the anonymity of student identities, including assurance that identifiable student data is not released to unauthorized third parties;
2. Enhancing the ability of the District and the Requestor to improve academic achievement for District students by allowing access to individual student records consistent with the requirements of the Family Educational Rights and Privacy Act ("FERPA");
3. Accurately measuring the District and the Requestor's progress toward improving student outcomes and indicators, and meeting set targets and other goals; and
4. Meeting USDOE federally required and Wisconsin Department of Public Instruction CCLC data requirements and expectations.

THEREFORE, THE DISTRICT AND _____ AGREE AS FOLLOWS:

I. OBLIGATIONS OF REQUESTOR

The Requestor, representing all members of the organization, shall ensure the confidentiality of student data through the following methods:

a. The Requestor shall strictly comply with all state and federal laws that apply to the use and release of the data, including but not limited to FERPA and its regulations. When necessary to comply with FERPA, the Requestor shall procure the consent of parents or eligible students to the release and use of the data, and shall maintain and make written proof of parent or student consent available to the District.

Questions?

Newly Revised
State Goals and Objectives

State Goals and Objectives:
DPI Monitoring vs. UWGB Evaluation

- DPI Monitoring...
  - Checks if the program did what they said they were going to do
  - Examines inputs, activities, and outputs for the program
  - Ensures programs meet grant expectations/compliance with federal/state requirements
  - *Informs decisions regarding funding*
- UWGB Evaluation...
  - Focuses on outcomes, impacts, and overall goals
  - Looks at the 'big picture' and answers question "Are we doing the right thing?"
  - Informs long -term planning purposes
  - *Most elements not directly tied to funding* ...Progress toward objectives is what matters!

Goal 1: *All programs will provide a stable, safe, and supportive environment to meet the needs of the target population*

Sub-area	Objective	Data Source(s)
1.1 Quality staff	1.1.a: 100% of programs employ a part-time or full-time coordinator	YPR
	1.1.b: -85% of programs maintain a student-to-staff ratio at or below 15-to-1 (grades K-5) -85% of programs maintain a student-to-staff ratio at or below 20-to-1 (grades 6-12)	YPR
	1.1.c: 95% of students and families believe that staff care about them	Student Survey Family Survey
	1.1.d: 90% of staff have training in or knowledge of promising practices for specific Out of School Time (OST) practices	YPR
	1.1.e: 90% of staff have training in or knowledge of promising practices in social and emotional learning (SEL)	YPR
	1.1.f: 90% of staff have training in or knowledge of promising practices in equitable teaching and culturally responsible practices	YPR
1.2 Coverage and access	1.2.a: 90% of families and Middle/High school students report that the days/times the program is offered are adequate to meet the family's and students' needs	Family Survey Student Survey (6-12)
	1.2.b: 90% of programs solicit family and middle/high school student feedback in regard to scheduling	YPR
	1.2.c: 100% of programs provide sufficient transportation options to ensure transportation is not a barrier	YPR
	1.2.d: 100% of programs provide an equal opportunity to participate and access to the program (e.g., race, gender, ethnicity, language, different abilities, mental health needs, sexual orientation, family/student background, and/or family income, behavioral needs, etc.)	YPR

Goal 1: *All programs will provide a stable, safe, and supportive environment to meet the needs of the target population*

Sub-area	Objective	Data Source(s)
1.3 Target population	1.3.a: 95% of programs report that the percent of program participants that are economically disadvantaged aligns with the percent of economically disadvantaged in the school day population.	Cayen/WiseDash
	1.3.b: 55% of attendees in grades 3-8 are in need of academic support as demonstrated by the previous year's spring Forward assessment score (below grade-level expectations and targets)	WiseDash
	1.3.c: 95% of programs report serving students most in need of support (e.g., race, gender, ethnicity, language, social and emotional learning needs, different abilities, mental health needs, sexual orientation, family/student background, and/or family income, behavioral needs, etc.)	YPR
	1.3.d: 95% of programs report having a systematic recruitment strategy in place to ensure those most in need of support are targeted for participation	YPR
1.4 Program climate	1.4.a: At least 95% of participants report feeling safe at the after-school program at 75% of programs.	Student Survey
	1.4.b: At least 95% of participants indicate feeling that they belong at the after-school program at 75% of programs.	Student Survey
	1.4.c: 90% of families indicate that because of their interaction with after-school staff, they felt more welcomed in the school	Family Survey
	1.4.d: -At least 40% of participants (grades K-5) are frequent attendees (attended 200+ hours of program) at 50% of programs -At least 40% of participants (grades 6-12) are frequent attendees (attended 100+ hours of program) at 40% of programs	Cayen
	1.4.e: At least 95% of participants report knowing a staff with whom they identify at the after-school program at 75% of programs.	Student Survey
	1.4f: At least 95% of participants report that there is at least one staff member that they can talk to and trust at the after-school program at 75% of programs.	Student Survey

Goal 2: *Programs will challenge youth to develop as learners*

Sub-area	Objective	Data Source(s)
2.1 Quality academic programming	2.1.a: 90% of programs provide at least 4 hours of academic enrichment per week in a typical week (activities which list academics as the primary objective of the activity)	Cayen
	2.1.b: 100% of programs report using one or more promising practices in their academic programming (e.g., project-based learning; inquiry-based learning; service learning)	YPR
	2.1.c: 100% of programs report aligning with school day content or state standards	YPR
2.2 Improvements in school engagement, school performance, and academic habits	2.2.a: 70% of students and families report that attending the 21st CCLC helps them improve their grades or do better in school	Student Survey Family Survey
	2.2.b: 70% of students (in grades 1-5) participating in 21st CCLC programming demonstrate an improvement in teacher-reported engagement in learning	Teacher Survey
	2.2.c: 70% of attendees who attend 60+ hours (in grades 4-8) demonstrate growth in reading and language arts on state assessment or equivalent	State Assessments
	2.2.d: 70% of attendees who attend 60+ hours (in grades 4-8) demonstrate growth in math on state assessment or equivalent	State Assessments
	2.2.e: 70% of students in grades 7–8 and 10–12 who attend 60+ hours of 21st CCLC programming with a prior-year unweighted GPA less than 3.0 will demonstrate an improved GPA	GPA
	2.2.f: 95% of grade 1-12 youth who attend 60+ hours of 21st CCLC programming during the school year, and have had a school-day attendance rate at or below 90% in the prior school year, will demonstrate an improved attendance rate in the current school year	School Day Attendance

Goal 3: *Programs will support the development of other skills necessary for success*

Sub-area	Objective	Data Source(s)
3.1 Opportunity Gap	3.1.a: 90% of families agree that because of the program, their child participated in activities they would not have otherwise had the opportunity to participate	Family Survey
3.2 Voice and Choice	3.2.a: 90% of students agree that they have some choices about how to spend their time in the program	Student Survey
	3.2.b: 90% of students agree that staff and program leaders care about what students think	Student Survey
	3.2.c: 80% of students report that the 21st CCLC provided opportunities to be a leader	Student Survey
3.3 Social and Emotional Skill Development	3.3.a: 80% of students and families report that the 21st CCLC helped them to get along better with others	Student Survey Family Survey
	3.3.b: 80% of parents and guardians report that as a result of coming to the program, their child has increased confidence in their abilities	Family Survey
	3.3.c: 80% of students agree that they have opportunities to explore topics that are interesting to them	Student Survey
	3.3.d: 90% of programs report that they intentionally embed opportunities for SEL into program activities	YPR
3.4 Improvements in Youth Behaviors	3.4.a: 80% of students in grades 1–12 attending 60+ hours of 21st CCLC programming during the school year experience a decrease in in-school suspensions compared to the previous school year	In-School Suspensions

Goal 4: *Programs will engage families and the broader community in support of student learning*

Sub-area	Objective	Data Source(s)
4.1 Outreach to families	4.1.a: 100% of programs offer at least 1 family activity or event (in person or virtual) per year	YPR
	4.1.b: -At least 45% of families (Elementary or K-8 programs) participate in 21st CCLC family activities or events -At least 25% of families (Middle/High School programs) participate in 21st CCLC family activities or events	Cayen
	4.1.c: 90% of programs report providing information on 21st CCLC programming to parents and guardians at least monthly	YPR
	4.1.d: 85% of families agree that staff communicate with them about the program	Family Survey
	4.1.e: 75% of family members report that they have ongoing opportunities throughout the year to provide feedback	Family Survey
	4.1.f: 75% of families report that as a result of the program they had opportunities to be engaged in their child's education	Family Survey
	4.1.g: 60% of families report that family activities provided by the program help them develop their own knowledge and skills	Family Survey
4.2 Involvement of community partners	4.2.a: 100% of programs involve partners (i.e., as a funder, advisory board member, or ongoing source of in-kind support)	YPR
	4.2.b: 75% of 21st CCLC programs have at least 3 community partners (volunteered services and contracted services such as community agencies, community members, faith-based organizations, advocacy groups, local businesses, employers, nonprofits such as libraries, UW-Extension, etc.)	Cayen
4.3 Advisory Board	4.3.a: 25% of programs involve an advisory board that involves numerous stakeholders (e.g., parents and guardians, students, community partners, teachers, etc.)	YPR

Questions?

Reminder: Upcoming Trainings/Meetings

WI 21st CCLC Evaluation Requirements Virtual Training Series

Tuesday, August 24	Wednesday, August 25	Thursday, August 26
10 AM-12 PM: Overview of Reporting Requirements **(REQUIRED)**	**10 AM-12 PM:** Configuring Settings and Staff in Cayen (OPTIONAL)	**10 AM-12 PM:** Registrations, Activites, and Attendance in Cayen (OPTIONAL)

Next DPI Check-In Webinar: September 1 at 10-11 AM

Questions?

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Attendance!
Please remember to list name/org in Chat