Welcome to the 2016 ISBE 21st CCLC Statewide Evaluation Survey! This survey is **due to be completed by Friday, December 9th, 2016**. The updated survey contains two parts:  
  
**Part I. Programmatic Information**  
Part I should be completed to reflect the collective responses across all program sites covered under your 21st CCLC grant.  Part I is also further divided into the following subsections:

|  |  |
| --- | --- |
| Basic Information | Transportation |
| Recruitment & Retention | Professional Development |
| Lines of Communication | Sustainability |
| Academic Components | Implementation |
| Other Programs & Components | Barriers |
| Technology Use | Additional Comments |

**Part II. Site-Specific Information**  
Part II should be completed to reflect the individual responses of each of your reported sites.

**The following are helpful tips for completing the survey:**

* You should involve others as needed to ensure that the information presented is accurate.
* You should **NEVER** use your browser’s back or forward buttons. Instead, use the arrow keys at the bottom of the survey page.
* If you need a Word version of the survey, you can download it here: [ISBE 21st CCLC 2](https://edc.co1.qualtrics.com/CP/File.php?F=F_5jvWdwjuCYu3dOZ)016 Statewide Evaluation Survey
* If your program has more than one grant, be sure to download the following document for additional guidance: [ISBE\_21stCCLC\_Survey\_FAQ\_11022016.docx](https://edc.co1.qualtrics.com/CP/File.php?F=F_cAOfqEUFKdJC9Tf)
* If you have questions, know that we’re here to help! Feel free to contact the evaluation team by email at [21stCCLC.Evaluation@edc.org](mailto:21stCCLC.Evaluation@edc.org).

**Programmatic Information | Basic Information**

Organization (Grantee) Title:

Year Grantee Began (Cohort Year):

Who is the primary person completing this survey?

What is the title of this person?

Email address:

Telephone Number (Include Area Code):

How many sites are covered by your grant?

Does your program serve ELEMENTARY SCHOOL students (i.e. students in Pre-K through 5th grade)?

* Yes
* No

Does your program serve MIDDLE SCHOOL students (i.e., students in 6th through 8th grade)?

* Yes
* No

Does your program serve HIGH SCHOOL students (i.e., students in 9th through 12th grade)?

* Yes
* No

**Programmatic Information | Recruitment & Retention**

How are ELEMENTARY SCHOOL students identified and referred into the program? Please check all that apply.

* Internal Program Referrals
* School Staff Referrals (e.g. teachers, administrators, counselors, etc.)
* Parent/Guardian or Self Referrals
* Other, please describe: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How are MIDDLE SCHOOL students identified and referred into the program? Please check all that apply.

* Internal Program Referrals
* School Staff Referrals (e.g. teachers, administrators, counselors, etc.)
* Parent/Guardian or Self Referrals
* Other, please describe: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How are HIGH SCHOOL students identified and referred into the program? Please check all that apply.

* Internal Program Referrals
* School Staff Referrals (e.g. teachers, administrators, counselors, etc.)
* Parent/Guardian or Self Referrals
* Other, please describe: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What steps are being taken to ensure ELEMENTARY SCHOOL students with the greatest needs are targeted? Please check all that apply.

* Students are identified using student achievement data
* Students are identified using free/reduced lunch status
* Students are identified as having social-emotional issues
* Other, please describe: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What steps are being taken to ensure MIDDLE SCHOOL students with the greatest needs are targeted? Please check all that apply.

* Students are identified using student achievement data
* Students are identified using free/reduced lunch status
* Students are identified as having social-emotional issues
* Other, please describe: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What steps are being taken to ensure HIGH SCHOOL students with the greatest needs are targeted? Please check all that apply.

* Students are identified using student achievement data
* Students are identified using free/reduced lunch status
* Students are identified as having social-emotional issues
* Other, please describe: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What retention strategies are in place to maximize the number of days that ELEMENTARY SCHOOL participants attend? Please check all that apply.

* Program operates an incentive system rewarding student attendance in the program
* Program conducts outreach to parents when students demonstrate patterns of absenteeism
* Program conducts outreach to school staff (e.g. teachers, administrators, counselors, etc.) when students demonstrate patterns of absenteeism
* Program provides an inviting and inclusive environment that encourages student attendance
* Program designs and delivers academic activities with a specific focus on encouraging attendance
* Program designs and delivers non-academic activities with a specific focus on encouraging attendance
* Other, please describe: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What retention strategies are in place to maximize the number of days that MIDDLE SCHOOL participants attend? Please check all that apply.

* Program operates an incentive system rewarding student attendance in the program
* Program conducts outreach to parents when students demonstrate patterns of absenteeism
* Program conducts outreach to school staff (e.g. teachers, administrators, counselors, etc.) when students demonstrate patterns of absenteeism
* Program provides an inviting and inclusive environment that encourages student attendance
* Program designs and delivers academic activities with a specific focus on encouraging attendance
* Program designs and delivers non-academic activities with a specific focus on encouraging attendance
* Other, please describe: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What retention strategies are in place to maximize the number of days that HIGH SCHOOL participants attend? Please check all that apply.

* Program operates an incentive system rewarding student attendance in the program
* Program conducts outreach to parents when students demonstrate patterns of absenteeism
* Program conducts outreach to school staff (e.g. teachers, administrators, counselors, etc.) when students demonstrate patterns of absenteeism
* Program provides an inviting and inclusive environment that encourages student attendance
* Program designs and delivers academic activities with a specific focus on encouraging attendance
* Program designs and delivers non-academic activities with a specific focus on encouraging attendance
* Other, please describe: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Programmatic Information | Lines of Communication**

How are lines of communication kept open with parents/guardians of ELEMENTARY SCHOOL participants? Please check all that apply.

* Newsletters
* Website
* Notes sent home
* Phone calls
* In-person meetings
* Other, please describe: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How are lines of communication kept open with parents/guardians of MIDDLE SCHOOL participants? Please check all that apply.

* Newsletters
* Website
* Notes sent home
* Phone calls
* In-person meetings
* Other, please describe: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How are lines of communication kept open with parents/guardians of HIGH SCHOOL participants? Please check all that apply.

* Newsletters
* Website
* Notes sent home
* Phone calls
* In-person meetings
* Other, please describe: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Programmatic Information | Academic Components**

For sites serving ELEMENTARY SCHOOL participants, please describe the reading component and the process used to align with English language arts standards. The standards and descriptors can be found at http:www.isbe.net/ils/

For sites serving MIDDLE SCHOOL participants, please describe the reading component and the process used to align with English language arts standards. The standards and descriptors can be found at http//:www.isbe.net/ils/

For sites serving HIGH SCHOOL participants, please describe the reading component and the process used to align with English language arts standards. The standards and descriptors can be found at http//:www.isbe.net/ils/

For sites serving ELEMENTARY SCHOOL participants, please describe the mathematics component and the process used to align with mathematics standards. The standards and descriptors can be found at http//:www.isbe.net/ils/

For sites serving MIDDLE SCHOOL participants, please describe the mathematics component and the process used to align with mathematics standards. The standards and descriptors can be found at http//:www.isbe.net/ils/

For sites serving HIGH SCHOOL participants, please describe the mathematics component and the process used to align with mathematics standards. The standards and descriptors can be found at http//:www.isbe.net/ils/

For sites serving ELEMENTARY SCHOOL participants, how are the other academic components aligned with statewide objectives? Please explain.

For sites serving MIDDLE SCHOOL participants, how are the other academic components aligned with statewide objectives? Please explain.

For sites serving HIGH SCHOOL participants, how are the other academic components aligned with statewide objectives? Please explain.

**Programmatic Information | Other Programs and Components**

Please identify whether the following programs/components are available for each population listed below. Note: By checking a box, you're indicating that the program component is available for the corresponding population.

|  |  |  |  |
| --- | --- | --- | --- |
|  | For Elementary School Participants? | For Middle School Participants? | For High School Participants? |
| Arts Program |  |  |  |
| Bilingual/ELL Program |  |  |  |
| Special Needs Program |  |  |  |
| Entrepreneurial, career development, job skills component |  |  |  |
| Youth development component |  |  |  |
| Mentoring component |  |  |  |
| Credit recovery component |  |  |  |
| Social-Emotional component |  |  |  |
| Science, technology, engineering, mathematics (STEM) program |  |  |  |
| 21st century skills component |  |  |  |
| Behavior and prevention component |  |  |  |

Please indicate whether your arts programming includes one or more of the following. Check all that apply.

* Performance Arts
* Music
* Visual Arts (photography, drawing, sculpture)
* Deocrative Arts (Ceramics, Jewelry)
* Applied Art (Architecture, Fashion design)
* Art History (Visiting art museums)

Please describe the arts programming for ELEMENTARY SCHOOL participants.

Please describe the arts programming for MIDDLE SCHOOL participants.

Please describe the arts programming for HIGH SCHOOL participants.

Please describe the bilingual/ELL programming for ELEMENTARY SCHOOL participants.

Please describe the bilingual/ELL programming for MIDDLE SCHOOL participants.

Please describe the bilingual/ELL programming for HIGH SCHOOL participants.

Please describe the special needs programming for ELEMENTARY SCHOOL participants.

Please describe the special needs programming for MIDDLE SCHOOL participants.

Please describe the special needs programming for HIGH SCHOOL participants.

Please indicate whether your programs's entrepreneurial, career development, and/or job skills component includes one or more of the following. Check all that apply.

* Entrepreneurship activities (business planning, school store)
* Junior Achievement program
* Financial literacy
* Career exploration (skills/interest inventories, guest speakers, job fairs, field trips)
* Online programs/resources (e.g. Career Launch, Career Cruising)
* Job seeking skills (e.g. resume writing, interview skills)
* Clubs/programs that explore careers and support skill development
* Career and technical student organization activities

Please describe the entrepreneurial, career development, and/or job skills component for ELEMENTARY SCHOOL participants.

Please describe the entrepreneurial, career development, and/or job skills component for MIDDLE SCHOOL participants.

Please describe the entrepreneurial, career development, and/or job skills component for HIGH SCHOOL participants.

Please describe the youth development component for ELEMENTARY SCHOOL participants.

Please describe the youth development component for MIDDLE SCHOOL participants.

Please describe the youth development component for HIGH SCHOOL participants.

Please describe the mentoring component for ELEMENTARY SCHOOL participants.

Please describe the mentoring component for MIDDLE SCHOOL participants.

Please describe the mentoring component for HIGH SCHOOL participants.

Please describe the credit recovery component for ELEMENTARY SCHOOL participants.

Please describe the credit recovery component for MIDDLE SCHOOL participants.

Please describe the credit recovery component for HIGH SCHOOL participants.

Please indicate whether your program's social-emotional component utilizes one or more of the following. Check all that apply.

* Aggression Replacement Training
* Botvin Life Skills Training Curriculum
* Lions Quest Curriculum
* Means and Measures of Human Achievement Labs (MHA) Tools
* Positive Behavioral Intervention and Supports (PBIS)
* Second Step Curriculum
* Stephen Covey's Seven Habits of Highly Effective People Program

Please describe the social-emotional component for ELEMENTARY SCHOOL participants.

Please describe the social-emotional component for MIDDLE SCHOOL participants.

Please describe the social-emotional component for HIGH SCHOOL participants.

Please describe the science, technology, engineer, mathematics (STEM) programming for ELEMENTARY SCHOOL participants.

Please describe the science, technology, engineer, mathematics (STEM) programming for MIDDLE SCHOOL participants.

Please describe the science, technology, engineer, mathematics (STEM) programming for HIGH SCHOOL participants.

Please describe the 21st century skills component for ELEMENTARY SCHOOL participants.

Please describe the 21st century skills component for MIDDLE SCHOOL participants.

Please describe the 21st century skills component for HIGH SCHOOL participants.

Please indicate whether your behavior and prevention component includes one or more of the following. Check all that apply.

* Drug prevention
* Counseling programming
* Violence prevention
* Truancy prevention
* Youth leadership

Please describe the behavior and prevention component for ELEMENTARY SCHOOL participants.

Please describe the behavior and prevention component for MIDDLE SCHOOL participants.

Please describe the behavior and prevention component for HIGH SCHOOL participants.

Please identify whether the following enrichment and recreation components are available for ELEMENTARY SCHOOL participants. Please check all that apply.

* College Preparation Activities
* Culinary Arts Activities
* Cultural Activities
* Field Trips
* Gardening Activities
* Games
* Sports Activities
* Other, please describe: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please identify whether the following enrichment and recreation components are available for MIDDLE SCHOOL participants. Please check all that apply.

* College Preparation Activities
* Culinary Arts Activities
* Cultural Activities
* Field Trips
* Gardening Activities
* Games
* Sports Activities
* Other, please describe: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please identify whether the following enrichment and recreation components are available for HIGH SCHOOL participants. Please check all that apply.

* College Preparation Activities
* Culinary Arts Activities
* Cultural Activities
* Field Trips
* Gardening Activities
* Games
* Sports Activities
* Other, please describe: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Is there a service-learning component to the program?

* Yes
* No

How many of the program participants are involved in the service-learning component?

|  |  |
| --- | --- |
|  | Total Number |
| Elementary School Participants |  |
| Middle School Participants |  |
| High School Participants |  |

Please describe the service-learning components available at sites serving ELEMENTARY SCHOOL students. What do students do and whom do they serve?

Please describe the service-learning components available at sites serving MIDDLE SCHOOL students. What do students do and whom do they serve?

Please describe the service-learning components available at sites serving HIGH SCHOOL students. What do students do and whom do they serve?

**Programmatic Information | Technology Use**

Please indicate whether computers and/or other technologies (i.e. tablets, smartphones) are utilized by ELEMENTARY SCHOOL participants for any of the following activities. Check all that apply.

* Academic remediation or computer-assisted instruction
* Homework support
* Credit recovery programs
* Media-making and/or digital arts
* Test preparation
* Research or finding information and resources
* Computer literacy or programming
* Games and/or free play time
* Other, please describe: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please indicate whether computers and/or other technologies (i.e. tablets, smartphones) are utilized by MIDDLE SCHOOL participants for any of the following activities. Check all that apply.

* Academic remediation or computer-assisted instruction
* Homework support
* Credit recovery programs
* Media-making and/or digital arts
* Test preparation
* Research or finding information and resources
* Computer literacy or programming
* Games and/or free play time
* Other, please describe: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please indicate whether computers and/or other technologies (i.e. tablets, smartphones) are utilized by HIGH SCHOOL participants for any of the following activities. Check all that apply.

* Academic remediation or computer-assisted instruction
* Homework support
* Credit recovery programs
* Media-making and/or digital arts
* Test preparation
* Research or finding information and resources
* Computer literacy or programming
* Games and/or free play time
* Other, please describe: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

For those computers and/or other technologies (i.e. tablets, smartphones) that are utilized by ELEMENTARY SCHOOL participants, which software/on-line sites are used most often?

For those computers and/or other technologies (i.e. tablets, smartphones) that are utilized by MIDDLE SCHOOL participants, which software/on-line sites are used most often?

For those computers and/or other technologies (i.e. tablets, smartphones) that are utilized by HIGH SCHOOL participants, which software/on-line sites are used most often?

**Programmatic Information | Transportation**

Please identify whether your program (or one of your partners) offers transportation for the corresponding populations listed below. Check all that apply.

* Elementary School
* Middle School
* High School

In the previous question, you indicated that your program offers transportation for program participants. Please indicate how transportation is funded for your program.

* 21st CCLC funds
* In-kind funds
* Both 21st CCLC and in-kind funds

**Programmatic Information | Professional Development**

Please identify any professional development offered to staff this year and any planned for next year. Please check all that apply. Note that these professional development opportunities can be offered through your own organization, through partners, or other in-kind supports.

* 21st CCLC Program-Specific Training (e.g. ISBE conferences, ISBE webinars)
* Illinois Learning Standards Training and/or Common Core Training
* Cultural Awareness and Sensitivity Training
* Disciplinary and/or Behavioral Training (e.g. Anger Management, Positive Behavioral Intervention and Supports (PBIS))
* English Language Arts Training
* Health Training (e.g. nutrition education, fitness education, sexual education)
* Media/Technology Training
* Safety Training (e.g. First Aid, CPR training)
* STEM Training
* Team-Building Training
* Trauma Informed Practice Training
* Youth Development Training
* Youth Program Quality Assessment Training
* Other, please describe: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What recommendations do you have for future professional development activities and for which target audiences?

**Programmatic Information | Sustainability**

Please describe what actions your program has taken to ensure sustainability.

Please describe any deviations from your approved plan for sustainability.

In your opinion, what critical components of the program are most sustainable?

In your opinion, how sustainable are the critical components of the program after the grant cycle ends?

* All are sustainable
* Most are sustainable
* Some are sustainable
* None are sustainable

Was your program's funding decreased in 2015-2016?

* Yes
* No

Please explain how the size and scope of the originally funded program is being maintained after funding decreased in 2015-2016.

Please list any partners not funded by the 21st CCLC program. Describe the relationship for each.

**Programmatic Information | Implementation**

Please rate the level of implementation on each of the following key components in 2015-2016 for programs for ELEMENTARY SCHOOL students.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | No Progress | Little Progress | Significant Progress | Meets Requirements | Exceeds Requirements |
| Implemented academic activities |  |  |  |  |  |
| Implemented other enrichment/recreation activities |  |  |  |  |  |
| Implemented evaluation activities |  |  |  |  |  |
| Used data to improve the program |  |  |  |  |  |
| Identified ways to continue critical components of the program after the grant period |  |  |  |  |  |
| Coordinated after-school program with school's day programs |  |  |  |  |  |
| Provided services to the students' extended families with 21st CCLC funds |  |  |  |  |  |
| Involved other agencies and nonprofit organizations |  |  |  |  |  |
| Served children with greatest needs |  |  |  |  |  |
| Leaders participated in professional development |  |  |  |  |  |
| Staff engaged in professional development |  |  |  |  |  |
| Coordinated the program with other funding sources to supplement the school's programs |  |  |  |  |  |

Please rate the level of implementation on each of the following key components in 2015-2016 for programs for MIDDLE SCHOOL students.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | No Progress | Little Progress | Significant Progress | Meets Requirements | Exceeds Requirements |
| Implemented academic activities |  |  |  |  |  |
| Implemented other enrichment/recreation activities |  |  |  |  |  |
| Implemented evaluation activities |  |  |  |  |  |
| Used data to improve the program |  |  |  |  |  |
| Identified ways to continue critical components of the program after the grant period |  |  |  |  |  |
| Coordinated after-school program with school's day programs |  |  |  |  |  |
| Provided services to the students' extended families with 21st CCLC funds |  |  |  |  |  |
| Involved other agencies and nonprofit organizations |  |  |  |  |  |
| Served children with greatest needs |  |  |  |  |  |
| Leaders participated in professional development |  |  |  |  |  |
| Staff engaged in professional development |  |  |  |  |  |
| Coordinated the program with other funding sources to supplement the school's programs |  |  |  |  |  |

Please rate the level of implementation on each of the following key components in 2015-2016 for programs for HIGH SCHOOL students.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | No Progress | Little Progress | Significant Progress | Meets Requirements | Exceeds Requirements |
| Implemented academic activities |  |  |  |  |  |
| Implemented other enrichment/recreation activities |  |  |  |  |  |
| Implemented evaluation activities |  |  |  |  |  |
| Used data to improve the program |  |  |  |  |  |
| Identified ways to continue critical components of the program after the grant period |  |  |  |  |  |
| Coordinated after-school program with school's day programs |  |  |  |  |  |
| Provided services to the students' extended families with 21st CCLC funds |  |  |  |  |  |
| Involved other agencies and nonprofit organizations |  |  |  |  |  |
| Served children with greatest needs |  |  |  |  |  |
| Leaders participated in professional development |  |  |  |  |  |
| Staff engaged in professional development |  |  |  |  |  |
| Coordinated the program with other funding sources to supplement the school's programs |  |  |  |  |  |

**Programmatic Information | Barriers**

Please rate the degree to which the following were barriers while serving ELEMENTARY SCHOOL students this year.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Not a barrier | Somewhat of a Barrier | A Significant Barrier |
| Difficulty in recruiting students |  |  |  |
| Inconsistent attendance of students |  |  |  |
| Poor parent involvement in activities |  |  |  |
| Poor cooperation from day teacher |  |  |  |
| Difficulty in communicating with school |  |  |  |
| Poor cooperation from school in obtaining necessary information |  |  |  |
| Difficulties in transporting students (cost, logistics) |  |  |  |
| Difficulty in maintaining a safe environment for students when coming/going from site |  |  |  |
| Negative peer pressure and/or gangs influencing students |  |  |  |
| Competing activities at school in which the students want to participate |  |  |  |
| Competing responsibilities at home, such as the need to babysit siblings |  |  |  |
| Competing responsibilities because student must work |  |  |  |
| Difficulty in maintaining/identifying partners |  |  |  |
| Too little time with students |  |  |  |
| Other, please describe: |  |  |  |

Please rate the degree to which the following were barriers while serving MIDDLE SCHOOL students this year.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Not a barrier | Somewhat of a Barrier | A Significant Barrier |
| Difficulty in recruiting students |  |  |  |
| Inconsistent attendance of students |  |  |  |
| Poor parent involvement in activities |  |  |  |
| Poor cooperation from day teacher |  |  |  |
| Difficulty in communicating with school |  |  |  |
| Poor cooperation from school in obtaining necessary information |  |  |  |
| Difficulties in transporting students (cost, logistics) |  |  |  |
| Difficulty in maintaining a safe environment for students when coming/going from site |  |  |  |
| Negative peer pressure and/or gangs influencing students |  |  |  |
| Competing activities at school in which the students want to participate |  |  |  |
| Competing responsibilities at home, such as the need to babysit siblings |  |  |  |
| Competing responsibilities because student must work |  |  |  |
| Difficulty in maintaining/identifying partners |  |  |  |
| Too little time with students |  |  |  |
| Other, please describe: |  |  |  |

Please rate the degree to which the following were barriers while serving HIGH SCHOOL students this year.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Not a barrier | Somewhat of a Barrier | A Significant Barrier |
| Difficulty in recruiting students |  |  |  |
| Inconsistent attendance of students |  |  |  |
| Poor parent involvement in activities |  |  |  |
| Poor cooperation from day teacher |  |  |  |
| Difficulty in communicating with school |  |  |  |
| Poor cooperation from school in obtaining necessary information |  |  |  |
| Difficulties in transporting students (cost, logistics) |  |  |  |
| Difficulty in maintaining a safe environment for students when coming/going from site |  |  |  |
| Negative peer pressure and/or gangs influencing students |  |  |  |
| Competing activities at school in which the students want to participate |  |  |  |
| Competing responsibilities at home, such as the need to babysit siblings |  |  |  |
| Competing responsibilities because student must work |  |  |  |
| Difficulty in maintaining/identifying partners |  |  |  |
| Too little time with students |  |  |  |
| Other, please describe: |  |  |  |

**Programmatic Information | Additional Comments**

Please provide any additional comments that you'd like to share.

**Site-Specific Information**

Please provide the name of Site:

Please indicate the number of youth you have enrolled at this site by grade level.

|  |  |  |
| --- | --- | --- |
|  | Summer 2015 | School Year 2015-2016 |
| Pre-Kindergarten (1) |  |  |
| Kindergarten (2) |  |  |
| 1st Grade (3) |  |  |
| 2nd Grade (4) |  |  |
| 3rd Grade (5) |  |  |
| 4th Grade (6) |  |  |
| 5th Grade (7) |  |  |
| 6th Grade (8) |  |  |
| 7th Grade (9) |  |  |
| 8th Grade (10) |  |  |
| 9th Grade (11) |  |  |
| 10th Grade (12) |  |  |
| 11th Grade (13) |  |  |
| 12th Grade (14) |  |  |

What is the name of the site coordinator?

What is the email address for the site coordinator?

What town/city is this site located?

Name all public and private schools attended during the day by the 21st CCLC students.

First day of 21st CCLC programming for FY15:

Last day of 21st CCLC programming for FY15:

Number of weeks site was active during summer 2015:

Number of weeks site was active during the 2015-2016 school year:

Has the site provided weekend programming?

* Yes
* No

Please describe the weekend programming:

Elementary Students (grades Pre-K through 5) - Enrollment at this site

Note the following:

* The number of students in each attendance category should add up to the total number of students you served at this site during the 2015-2016 school year.
* The number of students receiving free/reduced lunch should be less than or equal to the overall number of students.
* Be sure not to duplicate students in the attendance categories. For example, if a student has attended 90+ days, then the student should only be included in the row count for students attending 90+ days.

|  |  |  |
| --- | --- | --- |
|  | # of Students | # of Students Receiving Free/Reduced Lunch |
| Number of Students Attending Less than 30 Days |  |  |
| Number of Students Attending 30-59 Days |  |  |
| Number of Students Attending 60-89 Days |  |  |
| Number of Students Attending 90+ Days |  |  |

Middle/High Students (grades 6 through 12) - Enrollment at this site

Note the following:

* The number of students in each attendance category should add up to the total number of students you served at this site during the 2015-2016 school year.
* Be sure not to duplicate students in the attendance categories. For example, if a student has attended 90+ days, then the student should only be included in the row count for students attending 90+ days.
* The number of students in each attendance category should add up to the total number of students you served at this site.

|  |  |  |
| --- | --- | --- |
|  | # of Students | # of Students Receiving Free/Reduced Lunch |
| Number of Students Attending Less than 30 Days |  |  |
| Number of Students Attending 30-59 Days |  |  |
| Number of Students Attending 60-89 Days |  |  |
| Number of Students Attending 90+ Days |  |  |

Did you administer the federal teacher survey at the end of the 2015-2016 school year?

* Yes
* No

Elementary Students (grades Pre-K through 5) - Teacher Survey summary for elementary students attending 30 days or more. Teachers of regular attendees should have completed the federal teacher survey for each student. Please provide a summary of those surveys in the table below, by adding teacher survey responses together. Report the total of students that did not need to improve, improved, or declined for each behavior. Note that the total for each row should equal the total number of students attending 30 days or more.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Did not need to improve | Significant Improvement | Moderate Improvement | Slight Improvement | No Change | Slight Decline | Moderate Decline | Significant Decline |
| Turning in his/her homework on time |  |  |  |  |  |  |  |  |
| Completing homework to the teacher's satisfaction |  |  |  |  |  |  |  |  |
| Participating in class |  |  |  |  |  |  |  |  |
| Volunteering (e.g. for 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 |  |  |  |  |  |  |  |  |

Middle/High Students (grades 6 through 12) - Teacher Survey summary for middle/high students attending 30 days or more. Teachers of regular attendees should have completed the federal teacher survey for each student. Please provide a summary of those surveys in the table below, by adding teacher survey responses together. Report the total of students that did not need to improve, improved, or declined for each behavior. Note that the total for each row should equal the total number of students attending 30 days or more.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Did not need to improve | Significant Improvement | Moderate Improvement | Slight Improvement | No Change | Slight Decline | Moderate Decline | Significant Decline |
| Turning in his/her homework on time |  |  |  |  |  |  |  |  |
| Completing homework to the teacher's satisfaction |  |  |  |  |  |  |  |  |
| Participating in class |  |  |  |  |  |  |  |  |
| Volunteering (e.g. for 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 |  |  |  |  |  |  |  |  |

Elementary Students (grades Pre-K through 5) - Progress in elementary student proficiency from first to fourth quarter. Please report the number of regular attendees (students attending 30 days or more) who demonstrated academic improvement over the course of the school year.

Note: If data are unavailable, please leave blank.

|  |  |
| --- | --- |
|  | # or students |
| Number of regular program participants not proficient in mathematics |  |
| Number of regular program participants improved to proficient or above in mathematics |  |
| Number of regular program participants not proficient in reading |  |
| Number of regular program participants improved to proficient or above in reading |  |

Middle/High Students (grades 6 through 12) - Progress in middle/high student proficiency from first to fourth quarter. Please report the number of regular attendees (students attending 30 days or more) who demonstrated academic improvement over the course of the school year.

Note: If data are unavailable, please leave blank.

|  |  |
| --- | --- |
|  | # of Students |
| Number of regular program participants not proficient in mathematics |  |
| Number of regular program participants improved to proficient or above in mathematics |  |
| Number of regular program participants not proficient in reading |  |
| Number of regular program participants improved to proficient or above in reading |  |