

MONTANA 21st CCLC EVALUATION PLAN TABLE (Logic Model)

FEDERAL OBJECTIVE 1: PARTICIPANTS IN 21ST CENTURY COMMUNITY LEARNING CENTER PROGRAMS WILL DEMONSTRATE EDUCATIONAL AND SOCIAL BENEFITS AND EXHIBIT POSITIVE BEHAVIORAL CHANGES.

GOAL 1: STUDENT'S IN 21ST CCLC PROGRAMS WILL SHOW IMPROVEMENT IN ACADEMIC ACHIEVEMENT.

Objective 1.1. 21ST CCLC Programs will increase students' performance in core academics.

Primary Construct	Baseline / Prior Data Source	Indicator	State Level Activities	Local Level Activities	Data Collection & Reporting
Academic and Enrichment Components	80.7% of all 21 st CCLC enrolled students showed at or above proficient in reading in GEMS database for 2013-14.	GPRA 1.1.1. The percentage of 21 st CCLC participants who meet or exceed the proficient level of performance on State Assessments in reading/language arts will increase by 5% annually	<p>State will promote the following activities among grantees:</p> <ul style="list-style-type: none"> Academic enrichment learning programs, mentoring programs, remedial education activities, and tutoring services that are aligned with the State academic standards and any local academic standards; and local curricula that are designed to improve student academic achievement. Activities that enable students to be eligible for credit recovery or attainment; Literacy education programs, including financial literacy program and environmental literacy program. Programs that provide after-school activities for students who are English learners that emphasize language skills and academic achievement. Expanded library service hours. Programs that build skills in science, technology, engineering, and mathematics (STEM) including computer science 		<p>A. Measure/Analysis: GEMS reporting system houses assessment information and this information will be pulled by OPI.</p> <p>B. Target Sample: Regular student participants (i.e., 30+ days of attendance and non-21st CCLC students for comparison purposes.</p> <p>C. Timing: Annually (in Fall/Winter for data from prior Spring testing)</p> <p>D. Who Responsible: Evaluator and OPI enter into MOU. Data specialist works with centers to determine method for identification of 21st CCLC students. Dependent on method, data transmitted securely to evaluator from OPI.</p> <p>E. Reports: Annual results disaggregated as follows:</p> <ul style="list-style-type: none"> By grantees by grade, gender, FRL status, ethnicity

Objective 1.1. 21ST CCLC Programs will increase students' performance in core academics. (continued)

Primary Construct	Baseline / Prior Data Source	Indicator	State Level Activities	Local Level Activities	Data Collection & Reporting
<p>Academic and Enrichment Components</p>	<p>61.9% of 21st CCLC enrolled students show at or above proficient in math in the GEMS data warehouse for 2013-14.</p>	<p>GPRA 1.1.2. The percentage of 21st CCLC participants who meet or exceed the proficient level of performance on State Assessments in mathematics will increase by 5% annually.</p>			<p>A. Measure/Analysis: GEMS reporting system houses assessment information and this information will be pulled by OPI. B. Target Sample: Regular student participants (i.e., 30+ days of attendance and non-21st CCLC students for comparison purposes. C. Timing: Annually (in Fall/Winter for data from prior Spring testing) D. Who Responsible: Evaluator and OPI enter into MOU. Data specialist works with centers to determine method for identification of 21st CCLC students. Dependent on method, data transmitted securely to evaluator from OPI. E. Reports: Annual results disaggregated as follows: <ul style="list-style-type: none"> • By grantees • by grade, gender, FRL status, ethnicity </p>

Objective 1.2. Students in 21ST CCLC Programs will demonstrate increases in homework completion and class participation.

Primary Construct	Baseline / Prior Data Source	Indicator	State Level Activities	Local Level Activities	Data Collection & Reporting
<p>Academic and Enrichment Components</p>	<p>MT 2014 21st CCLC teacher surveys as reported by PPICS showed that 67.4% (1968/2921) of students demonstrated improvements in homework completion and 68.1% (1885/2770) demonstrated improvements in class participation.</p>	<p>GPRA 1.2.1. 70% or more of 21st CCLC participants will demonstrate improvement in homework completion and class participation annually as measured by school day teacher surveys.</p>	<p>State will promote the following activities among grantees:</p> <ul style="list-style-type: none"> • Academic enrichment learning programs, mentoring programs, remedial education activities, and tutoring services that are aligned with the State academic standards and any local academic standards; and local curricula that are designed to improve student academic achievement. • Activities that enable students to be eligible for credit recovery or attainment; • Literacy education programs, including financial literacy program and environmental literacy program. • Programs that provide after-school activities for students who are English learners that emphasize language skills and academic achievement. • Expanded library service hours. • Programs that build skills in science, technology, engineering, and mathematics (STEM). 		<p>A. Measure/Analysis: Surveygizmo used for electronic administration of school teacher survey. Analysis should only include students where improvement was warranted. B. Target Sample: Teachers of regular student program participants (i.e., 30+ days of attendance). C. Timing: Annually (Spring for SY programs and late summer for Summer programs), and/or upon completion of program or drop out. D. Who Responsible: Evaluator provides administration directions, and data specialist works with centers on administration. Teachers complete on Surveygizmo. Center administrators monitor and follow-up with reminders to promote high response rates. E. Reports: Annual results disaggregated as follows: <ul style="list-style-type: none"> • Grade level & school • By grantees </p>

Objective 1.3. Students in 21ST CCLC Programs will demonstrate increases in class grades for core subjects and on-time advancement to the next grade level.

Primary Construct	Baseline / Prior Data Source	Indicator	State Level Activities	Local Level Activities	Data Collection & Reporting
Academic and Enrichment Components	No baseline available.	GPRA 1.3.1. 70% or more of 21 st CCLC participants will demonstrate maintenance or increases in math and reading grades annually as measured by school day teacher surveys.	<p>State will promote the following activities among grantees:</p> <ul style="list-style-type: none"> • Academic enrichment learning programs, mentoring programs, remedial education activities, and tutoring services that are aligned with the State academic standards and any local academic standards; and local curricula that are designed to improve student academic achievement. • Activities that enable students to be eligible for credit recovery or attainment; • Literacy education programs, including financial literacy program and environmental literacy program. • Programs that provide after-school activities for students who are English learners that emphasize language skills and academic achievement. • Expanded library service hours. • Programs that build skills in science, technology, engineering, and mathematics (STEM) including computer science. 		<p>A. Measure/Analysis: Surveygizmo used for electronic administration of school teacher survey. Analysis should only include students where improvement was warranted.</p> <p>B. Target Sample: Teachers of regular student program participants (i.e., 30+ days of attendance).</p> <p>C. Timing: Annually (Spring for SY programs and late summer for Summer programs), and/or upon completion of program or drop out.</p> <p>D. Who Responsible: Evaluator provides administration directions, and data specialist works with centers on administration. Teachers complete on Surveygizmo. Center administrators monitor and follow-up with reminders to promote high response rates.</p> <p>E. Reports: Annual results disaggregated as follows:</p> <ul style="list-style-type: none"> • Grade level & school • By grantees

Objective 1.3. Students in 21ST CCLC Programs will demonstrate increases in class grades for core subjects and on-time advancement to the next grade level. (continued)

Primary Construct	Baseline / Prior Data Source	Indicator	State Level Activities	Local Level Activities	Data Collection & Reporting
Academic and Enrichment Components	No baseline available.	1.3.2. 90% or more of 21 st CCLC participants will advance to the next grade level or graduate as measured by annual school day teacher surveys.			<p>A. Measure/Analysis: Surveygizmo used for electronic administration of school teacher survey. Analysis should only include students where improvement was warranted.</p> <p>B. Target Sample: Teachers of regular student program participants (i.e., 30+ days of attendance).</p> <p>C. Timing: Annually (Spring for SY programs and late summer for Summer programs), and/or upon completion of program or drop out.</p> <p>D. Who Responsible: Evaluator provides administration directions, and data specialist works with centers on administration. Teachers complete on Surveygizmo. Center administrators monitor and follow-up with reminders to promote high response rates.</p> <p>E. Reports: Annual results disaggregated as follows:</p> <ul style="list-style-type: none"> • Grade level & school • By grantees

GOAL 2: 21ST CENTURY COMMUNITY LEARNING CENTER PROGRAMS WILL PROVIDE A SAFE, SUPPORTIVE, AND HEALTHY ENVIRONMENT FOR YOUTH.

Objective 2.1: Students participating in 21st CCLC programs will demonstrate increases in perceptions of support, connectedness, and safety.

Primary Construct	Baseline / Prior Data Source	Indicator	State Level Activities	Local Level Activities	Data Collection & Reporting
Participant Involvement	Oakland OST Evaluation showed support rates of 89%. New Hampshire 21 st CCLC evaluation showed average of 81%. The evaluation of the CA James Irvine Foundation's CORAL initiative showed averaged self-reported support rates of 97% ¹ .	2.1.1 90% or more of 21 st CCLC students will report they are supported by and connected to staff in their program annually as measured by student surveys.	<ol style="list-style-type: none"> 1. Promote staff and student relationships 2. Create and implement safety plans coordinated with school or organization plan including: <ol style="list-style-type: none"> a. Drills b. Mandatory reporting c. Protocols 3. Implement Bully Prevention Programs with students including teaching how to report bullying incidents. 		<p>A. Measure/Analysis: Surveygizmo used for electronic administration of student survey.</p> <p>B. Target Sample: Regular student participants (i.e., 30+ days of attendance)</p> <p>C. Timing: Annually (Spring for SY programs and late summer for Summer programs), and/or upon completion of program/drop out.</p> <p>D. Who Responsible: Evaluator provides administration directions, and data specialist works with centers on administration. Students, staff and parents complete on Surveygizmo. Center staff provide computers and monitors for completion.</p> <p>E. Reports: Annual results disaggregated as follows:</p> <ul style="list-style-type: none"> • Grade level & school • By grantees

¹ https://irvine-dot-org.s3.amazonaws.com/documents/59/attachments/WhatMatters_Insight.pdf?1412656136

Objective 2.1: Students participating in 21st CCLC programs will demonstrate increases in perceptions of support, connectedness, and safety. (continued)

Primary Construct	Baseline / Prior Data Source	Indicator	State Level Activities	Local Level Activities	Data Collection & Reporting
Participant Involvement	Oakland OST Evaluation showed perceived safety rates of 87%. New Hampshire 21 st CCLC evaluation showed average of 89%. The CORAL afterschool initiative in CA showed average of 90%.	2.1.2. 90% or more of 21 st CCLC students will report feeling physically safe in their program annually as measured by student surveys.	<ol style="list-style-type: none"> 1. Promote staff and student relationships 2. Create and implement safety plans coordinated with school or organization plan including: <ol style="list-style-type: none"> a. Drills b. Mandatory reporting c. Protocols 3. Implement Bully Prevention Programs with students including teaching how to report bullying incidents. 		<p>A. Measure/Analysis: Surveygizmo used for electronic administration of student survey.</p> <p>B. Target Sample: Regular student participants (i.e., 30+ days of attendance)</p> <p>C. Timing: Annually (Spring for SY programs and late summer for Summer programs), and/or upon completion of program/drop out.</p> <p>D. Who Responsible: Evaluator provides administration directions, and data specialist works with centers on administration. Students, staff and parents complete on Surveygizmo. Center staff provide computers and monitors for completion.</p> <p>E. Reports: Annual results disaggregated as follows:</p> <ul style="list-style-type: none"> • Grade level & school • By grantees

Objective 2.1: Students participating in 21st CCLC programs will demonstrate increases in perceptions of support, connectedness, and safety. (continued)

Primary Construct	Baseline / Prior Data Source	Indicator	State Level Activities	Local Level Activities	Data Collection & Reporting
Participant Involvement	New Hampshire 21 st CCLC evaluation showed annual student sense of belonging at 76%. The CORAL afterschool initiative in CA showed average of 71%.	2.1.3. 75% or more of 21 st CCLC students will report feeling connected to peers (including having a sense of belonging) annually as measured by student surveys.	<ol style="list-style-type: none"> 1. Promote staff and student relationships 2. Create and implement safety plans coordinated with school or organization plan including: <ol style="list-style-type: none"> a. Drills b. Mandatory reporting c. Protocols 3. Implement Bully Prevention Programs with students including teaching how to report bullying incidents. 		<p>A. Measure/Analysis: Surveygizmo used for electronic administration of student survey.</p> <p>B. Target Sample: Regular student participants (i.e., 30+ days of attendance)</p> <p>C. Timing: Annually (Spring for SY programs and late summer for Summer programs), and/or upon completion of program/drop out.</p> <p>D. Who Responsible: Evaluator provides administration directions, and data specialist works with centers on administration. Students, staff and parents complete on Surveygizmo. Center staff provide computers and monitors for completion.</p> <p>E. Reports: Annual results disaggregated as follows:</p> <ul style="list-style-type: none"> • Grade level & school • By grantees

Objective 2.2: Students participating in 21st CCLC programs will be provided with healthy eating opportunities.

Primary Construct	Baseline / Prior Data Source	Indicator	State Level Activities	Local Level Activities	Data Collection & Reporting
Participant Involvement	<p>77 total centers met criteria in 2013-14.</p> <p>61 programs used NLSP in 13-14 program year though OPI lunch programs. 9 programs used CACFP through DPHHS. 7 programs used some other source or were not using either (teachers using their own money, etc)</p> <p>90.9% of eligible centers enrolled in nutrition programs.</p>	<p>2.2.1 100% of 21st CCLC centers who meet eligibility criteria will enroll in the USDA Healthy Snack Program (NSLP or CACFP) as measured by School Nutrition Program and DPHHS enrollment records.</p>	<p>Promote enrollment of students who are eligible for USDA Healthy Snack Program.</p>		<p>A. Measure/Analysis: School Nutrition/DPHHS Monitoring Reports: Count total centers that meet eligibility criteria that are enrolled in these programs out of all centers meeting criteria.</p> <p>B. Target Sample: All centers</p> <p>C. Timing: Mid-year February reporting period</p> <p>D. Who Responsible: School Nutrition and DPHHS runs a report for data specialist and she counts centers enrolled in these programs. Results are shared with evaluator by center.</p> <p>E. Reports: Annual results disaggregated as follows:</p> <ul style="list-style-type: none"> • By programs and targeted grade level(s)

GOAL 3: 21ST CCLC PROGRAMS WILL WORK COLLABORATIVELY WITH FAMILIES AND COMMUNITY TO PROMOTE POSITIVE YOUTH DEVELOPMENT AND PARENTAL SKILLS

Objective 3.1 Parents of students in 21ST CCLC Programs will demonstrate increases in parental involvement and support/knowledge of student.

Primary Construct	Baseline / Prior Data Source	Indicator	State Level Activities	Local Level Activities	Data Collection & Reporting
Partnerships, Collaborations, and Sustainability	The Department of Education's 2006-2007 "Parent and Family Involvement in Education" survey found that just 55 percent of parents were "very satisfied with the way school staff interacts with parents.	3.1.1. 65% or more of 21 st CCLC parents/ caregivers will report that they are satisfied with communication from center staff annually as measured by parent surveys.	State will encourage programs to 1. Offer Family Activities 2. Offer Family Educational Opportunities. 3. Implement Parent Engagement Activities 4. Provide training to programs on civic engagement and service learning 5. Encourage community involvement in the program 6. Encourage programs that partner with in-demand fields of the local workforce or build career competencies and career readiness and ensure that local workforce and career readiness skills are aligned with the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) and the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.).		A. Measure/Analysis: Surveygizmo used for electronic administration of parent survey. B. Target Sample: All parents C. Timing: Annually (Spring for SY programs and late summer for Summer programs), and/or upon completion of program or drop out. D. Who Responsible: Evaluator provides administration directions, and data specialist works with centers on administration. Students, staff and parents complete on Surveygizmo. Center staff provide computers and monitors for completion. E. Reports: Annual results disaggregated as follows: • Child's grade level • By grantees

Objective 3.1 Parents of students in 21ST CCLC Programs will demonstrate increases in parental involvement and support/knowledge of student. (continued)

Primary Construct	Baseline / Prior Data Source	Indicator	State Level Activities	Local Level Activities	Data Collection & Reporting
Partnerships, Collaborations, and Sustainability	SSHS grant showed that 71% of parents demonstrated parental knowledge/ awareness of student's educational progress.	3.1.2. 65% or more of parents will report knowledge and awareness of student progress and activities in 21 st CCLC program and school annually as measured by parent surveys.			<p>A. Measure/Analysis: Surveygizmo used for electronic administration of parent survey.</p> <p>B. Target Sample: All parents</p> <p>C. Timing: Annually (Spring for SY programs and late summer for Summer programs), and/or upon completion of program or drop out.</p> <p>D. Who Responsible: Evaluator provides administration directions, and data specialist works with centers on administration. Students, staff and parents complete on Surveygizmo. Center staff provide computers and monitors for completion.</p> <p>E. Reports: Annual results disaggregated as follows:</p> <ul style="list-style-type: none"> • Child's grade level • By grantees

Objective 3.2 Students will demonstrate increases in community and civic engagement, and career development.

Primary Construct	Baseline / Prior Data Source	Indicator	State Level Activities	Local Level Activities	Data Collection & Reporting
Partnerships, Collaborations, and Sustainability	One study showed that on average, about 45 percent of students are involved in community service within the schools that offer it ² . Another study found that more than 1 in 4 eighth grade students in the U.S. volunteer each year ³ .	3.2.1. 50% or more of middle and high school students and 25% or more of elementary students in 21 st CCLC programs that offer community service activities will report participation in community service/ service learning opportunities annually as measured by student survey.	State will encourage programs to: 1. Offer Family Activities 2. Offer Family Educational Opportunities. 3. Implement Parent Engagement Activities 4. Provide training to programs on civic engagement and service learning 5. Encourage community involvement in the program 6. Encourage programs that partner with in-demand fields of the local workforce or build career competencies and career readiness and ensure that local workforce and career readiness skills are aligned with the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) and the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.).		A. Measure/Analysis: Surveygizmo used for electronic administration of student survey. B. Target Sample: Regular student participants (i.e., 30+ days of attendance participating in programs that offer service learning/community service opportunities. C. Timing: Annually (Spring for SY programs and late summer for Summer programs), and/or upon completion of program/ drop out. D. Who Responsible: Evaluator provides administration directions, and data specialist works with centers on administration. Students, staff and parents complete on Surveygizmo. Center staff provide computers and monitors for completion. E. Reports: Annual results disaggregated as follows: • Grade level & school • By grantees

² Community Service and Service-Learning in U.S. Public Schools, 2004: Findings from a National Survey, Search Institute, Minneapolis, Minnesota, www.search-institute.org/whatsnew/2004G2GCompleteSurvey.pdf.

³ Child Trends. Table 1: Students who volunteer at least once per month by grade level, 1991-2009. Retrieved from http://www.childtrendsdatabank.org/sites/default/files/20_Volunteering_tab01.jpg.

Objective 3.2 Students will demonstrate increases in community and civic engagement, and career development. (continued)

Primary Construct	Baseline / Prior Data Source	Indicator	State Level Activities	Local Level Activities	Data Collection & Reporting
Partnerships, Collaborations, and Sustainability	OSTLMS data shows 17 centers provided service learning/community service, out of 141 centers (12%)	3.2.2. 80% or more of 21 st CCLC centers are offering community/service learning activities in their programs annually as measured by data system records.			<p>A. Measure/Analysis: State data spreadsheet tracks activities and type of activities. Count centers offering this activity out of total centers (unduplicated).</p> <p>B. Target Sample: All centers</p> <p>C. Timing: On-going, as courses added to system</p> <p>D. Who Responsible: Agencies/grantees enter data into the State Activities spreadsheet, data specialist reviews for data completion & quality. APR data files are sent to evaluator for compilation.</p> <p>E. Reports: Annual results disaggregated as follows:</p> <ul style="list-style-type: none"> • Targeted grade level(s) • By grantees

Objective 3.2 Students will demonstrate increases in community and civic engagement, and career development. (continued)

Primary Construct	Baseline / Prior Data Source	Indicator	State Level Activities	Local Level Activities	Data Collection & Reporting
Partnerships, Collaborations, and Sustainability	No baseline available.	3.2.3. 75% or more of 21 st CCLC high school participants will report exposure to career development opportunities annually as measured by student surveys.			<p>A. Measure/Analysis: Surveygizmo used for electronic administration of student survey.</p> <p>B. Target Sample: Regular student participants (i.e., 30+ days of attendance participating in programs that offer service learning/community service opportunities.</p> <p>C. Timing: Annually (Spring for SY programs and late summer for Summer programs), and/or upon completion of program/ drop out.</p> <p>D. Who Responsible: Evaluator provides administration directions, and data specialist works with centers on administration. Students, staff and parents complete on Surveygizmo. Center staff provide computers and monitors for completion.</p> <p>E. Reports: Annual results disaggregated as follows:</p> <ul style="list-style-type: none"> • Grade level & school • By grantees

FEDERAL OBJECTIVE 2: 21ST CENTURY COMMUNITY LEARNING CENTERS WILL OFFER HIGH-QUALITY ENRICHMENT OPPORTUNITIES THAT POSITIVELY AFFECT STUDENT OUTCOMES SUCH AS SCHOOL ATTENDANCE AND ACADEMIC PERFORMANCE, AND RESULT IN DECREASED DISCIPLINARY ACTIONS OR OTHER ADVERSE BEHAVIORS.

GOAL 4: 21ST CCLC PROGRAMS WILL SEE AN INCREASE IN THE SOCIO-EMOTIONAL SKILLS OF THEIR STUDENTS.

Objective 4.1: Students participating in 21st CCLC programs will demonstrate improvements in perceptions of self-control and conflict resolution skills

Primary Construct	Baseline / Prior Data Source	Indicator	State Level Activities	Local Level Activities	Data Collection & Reporting
Academic and Enrichment Components	CASEL meta-analysis found 35% growth (over control group) among after school participants on "positive social behavior" and 57% overall positive change. ⁴	4.1.1 50% or more of 21 st CCLC students will demonstrate improvements in conflict resolution skills annually as measured by school day teacher surveys.	<ol style="list-style-type: none"> 1. Integrate/coordinate school day expectations for consistency. 2. Teach problem solving and goal setting in schools 3. Implement the High School Initiative supported by OPI 4. Teach Behavior Expectations 		<p>A. Measure/Analysis: Surveygizmo used for electronic administration of school teacher survey. Analysis should only include students where improvement was warranted.</p> <p>B. Target Sample: Teachers of regular student program participants (i.e., 30+ days of attendance).</p> <p>C. Timing: Annually (Spring for SY programs and late summer for Summer programs), and/or upon completion of program or drop out.</p> <p>D. Who Responsible: Evaluator provides administration directions, and data specialist works with centers on administration. Teachers complete on Surveygizmo. Center administrators monitor and follow-up with reminders to promote high response rates.</p> <p>E. Reports: Annual results disaggregated as follows: • Grade level & school • By grantees</p>

⁴ Durlak, J. A., & Weissberg, R. P. (2007). The impact of after-school programs that promote personal and social skills. Chicago, IL: Collaborative for Academic, Social, and Emotional Learning.

Objective 4.1: Students participating in 21st CCLC programs will demonstrate improvements in perceptions of self-control and conflict resolution skills (continued)

Primary Construct	Baseline / Prior Data Source	Indicator	State Level Activities	Local Level Activities	Data Collection & Reporting
Academic and Enrichment Components	SSHS evaluation showed that on average, 72% of students (middle to high school) perceived self-control at post-survey.	4.1.2. 75% or more of 21 st CCLC students will report personal control (over their behavior and futur annually as measured by student surveys.	<ol style="list-style-type: none"> 1. Integrate/coordinate school day expectations for consistency. 2. Teach problem solving and goal setting in schools 3. Implement the High School Initiative supported by OPI 4. Teach Behavior Expectations 		<p>A. Measure/Analysis: Surveygizmo used for electronic administration of student survey.</p> <p>B. Target Sample: Regular student participants (i.e., 30+ days of attendance</p> <p>C. Timing: Annually (Spring for SY programs and late summer for Summer programs), and/or upon completion of program or drop out.</p> <p>D. Who Responsible: Evaluator provides administration directions, and data specialist works with centers on administration. Students complete on Surveygizmo. Center admins monitor to promote high response rates.</p> <p>E. Reports: Annual results disaggregated as follows: • Grade level & school • By grantees</p>

Objective 4.2: Students participating in 21st CCLC programs will demonstrate improvements in behavior.

Primary Construct	Baseline / Prior Data Source	Indicator	State Level Activities	Local Level Activities	Data Collection & Reporting
<p>Academic and Enrichment Components</p>	<p>CASEL meta-analysis found 30% improvement (over control group) among after school participants on problem behaviors.</p>	<p>4.2.1 Increase 21st CCLC students' demonstrated personal control over their behavior through a 25% decrease in formal behavior referral(s) to the principal or administrator during the school day annually as measured by school discipline records.</p>	<ol style="list-style-type: none"> 1. Integrate/coordinate school day expectations for consistency. 2. Teach problem solving and goal setting in schools 3. Implement the High School Initiative supported by OPI 4. Teach Behavior Expectations 		<p>A. Measure/Analysis: GEMS reporting system houses discipline referral information and this information will be pulled by OPI.</p> <p>B. Target Sample: Regular student participants (i.e., 30+ days of attendance and non-21st CCLC students for comparison purposes.</p> <p>C. Timing: Annually (in Fall/Winter for data from prior school year)</p> <p>D. Who Responsible: Evaluator and OPI enter into MOU. Data specialist works with centers to determine method for identification of 21st CCLC students. Dependent on method, data transmitted securely to evaluator from OPI.</p> <p>E. Reports: Annual results disaggregated as follows: • By grantees • by grade, gender, FRL status, ethnicity</p>

Objective 4.2: Students participating in 21st CCLC programs will demonstrate improvements in behavior. (continued)

Primary Construct	Baseline / Prior Data Source	Indicator	State Level Activities	Local Level Activities	Data Collection & Reporting
<p>Academic and Enrichment Components</p>	<p>MT 2014 21st CCLC teacher surveys as reported by PPICS showed that 1437 out of 2596 (55%) students demonstrated improvement in behavior.</p>	<p>GPRA 4.2.2. 60% or more of 21st CCLC participants will demonstrate improvements in behavior annually as measured by school day teacher surveys.</p>	<ol style="list-style-type: none"> 1. Integrate/coordinate school day expectations for consistency. 2. Teach problem solving and goal setting in schools 3. Implement the High School Initiative supported by OPI 4. Teach Behavior Expectations 		<p>A. Measure/Analysis: Surveygizmo used for electronic administration of school teacher survey. Analysis should only include students where improvement was warranted.</p> <p>B. Target Sample: Teachers of regular student program participants (i.e., 30+ days of attendance).</p> <p>C. Timing: Annually (Spring for SY programs and late summer for Summer programs), and/or upon completion of program or drop out.</p> <p>D. Who Responsible: Evaluator provides administration directions, and data specialist works with centers on administration. Teachers complete on Surveygizmo. Center administrators monitor and follow-up with reminders to promote high response rates.</p> <p>E. Reports: Annual results disaggregated as follows:</p> <ul style="list-style-type: none"> • Grade level & school • By grantees

GOAL 5: 21ST CENTURY COMMUNITY LEARNING CENTURY PROGRAMS WILL PROMOTE THE ACTIVE ENGAGEMENT OF ENROLLED PARTICIPANTS.

Objective 5.1 Programs will offer engaging programmatic activities that promote participation, retention and active learning experiences.

Primary Construct	Baseline / Prior Data Source	Indicator	State Level Activities	Local Level Activities	Data Collection & Reporting
Participant Involvement	From OSTLMS, number of students who attended 30 plus days. <ul style="list-style-type: none"> 12-13 year: 8,526 13-14 year: 9,033 This represents a 5.6% growth.	5.1.1 Increase the frequency of participation of enrolled students attending 21 st CCLC programs annually by 5% as measured by State attendance spreadsheets.	State will promote the following activities among grantees: <ol style="list-style-type: none"> Academic enrichment learning programs, mentoring programs, remedial education activities, and tutoring services that are aligned with the State academic standards and any local academic standards; and local curricula that are designed to improve student academic achievement. Well-rounded education activities, including such activities that enable students to be eligible for credit recovery or attainment; Literacy education programs, including financial literacy program and environmental literacy program. Programs that support a healthy and active lifestyle, including nutritional education and regular, structured physical activity programs. Services for individuals with disabilities. Programs that provide after-school activities for students who are English learners that emphasize language skills and academic achievement. Cultural programs. Telecommunications and technology education programs. 		<p>A. Measure/Analysis: Data system tracks student enrollment and attendance⁵.</p> <p>B. Target Sample: All students</p> <p>C. Timing: On-going, daily attendance</p> <p>D. Who Responsible: Agencies/grantees enter attendance data, data specialist reviews data completion & quality, and enters into APR. Data files also sent to evaluator for state evaluation report.</p> <p>E. Reports: Semi-annual results disaggregated as follows:</p> <ul style="list-style-type: none"> # of days 1-29, # days 30 – 59, # days 60 – 89, # days 90+ Enrollment by time of day (morning vs. afternoon enrollment) and summer/school year Enrollment by age, gender, FRL status, ethnicity and school Enrollment by course, length of the class (days), day of week

⁵ If attendance present days = 30+, include in count. Count should be unduplicated (student counted only once over the school year)

Objective 5.1 Programs will offer engaging programmatic activities that promote participation, retention and active learning experiences. (continued)

Primary Construct	Baseline / Prior Data Source	Indicator	State Level Activities	Local Level Activities	Data Collection & Reporting
		5.1.1 Increase the frequency of participation of enrolled students attending 21 st CCLC programs annually by 5% as measured by State attendance spreadsheets	<ul style="list-style-type: none"> 9. Expanded library service hours. 10. Parenting skills programs that promote parental involvement and family literacy; 11. Programs that provide assistance to students who have been truant, suspended, or expelled to allow the students to improve their academic achievement. 12. Drug and violence prevention programs and counseling programs. 13. Programs that build skills in science, technology, engineering, and mathematics (STEM) including computer science, and that foster innovation in learning by supporting nontraditional STEM education teaching methods. 14. Programs that partner with in-demand fields of the local workforce or build career competencies and career readiness, and ensure that local workforce and career readiness skills are aligned with Carl D. Perkins Career and Technical Education Act of 2006. 		

Objective 5.1 Programs will offer engaging programmatic activities that promote participation, retention and active learning experiences. (continued)

Primary Construct	Baseline / Prior Data Source	Indicator	State Level Activities	Local Level Activities	Data Collection & Reporting
Participant Involvement	Evidence from the evaluation of the national 21st CCLC program indicates that 25% of after school participants drop out after two months ⁶ . In fact, most data show a decline in students who re-enroll from one year to the next. Thus, increasing annually, even by a small amount is a positive finding	5.1.2. Increase the percent of students who are retained in the 21st CCLC program by 5% annually as measured by State attendance spreadsheets.			<p>A. Measure/Analysis: Data system tracks student enrollment and attendance. Evaluator will match/compare students one year to the next to calculate retention in 21st CCLC program⁷.</p> <p>B. Target Sample: All students</p> <p>C. Timing: On-going, daily attendance</p> <p>D. Who Responsible: Agencies/grantees enter attendance data, data specialist reviews data completion & quality, and enters into APR. Data files also sent to evaluator for state evaluation report.</p> <p>E. Reports: Annual results disaggregated as follows:</p> <ul style="list-style-type: none"> • Number of years retained (1, 2, etc.) • By programs and targeted grade level(s) • Retention by grade and school

⁶ <http://www.hfrp.org/content/download/1098/48603/file/issuebrief6.pdf>

⁷ If prior year (PY) Student ID present AND attendance is 1+ day, AND current year (CY) Student ID present AND attendance is 1+ day, then retained. For retention over multiple years, same process except matching IDs across several years. For analysis of indicator, need to calculate target gain from baseline (and each year thereafter). For example, assume 50 students out of 100 students retained at baseline. Retention is 50% (50/100). 5% target gain would be calculated by multiplying 50% by 5% (target) = 52.5% (this is what you hope to achieve the following year). During the following year, would compare this percent (52.5%) to actual percent of students retained to determine whether indicator was met.

Objective 5.1 Programs will offer engaging programmatic activities that promote participation, retention and active learning experiences. (continued)

Primary Construct	Baseline / Prior Data Source	Indicator	State Level Activities	Local Level Activities	Data Collection & Reporting
Participant Involvement	Oakland OST Evaluation showed engagement rates of 85% for elementary, 75% for middle school, and 80% for high school ⁸ . New Hampshire 21 st CCLC evaluation showed average of 85% engagement in learning ⁹ .	5.1.3. 80% or more of 21 st CCLC students will report they are actively engaged in their learning experience at their local 21 st CCLC program annually as measured by student surveys.			<p>A. Measure/Analysis: Surveygizmo used for electronic administration of student, parent and staff survey.</p> <p>B. Target Sample: Regular student participants (i.e., 30+ days of attendance)</p> <p>C. Timing: Annually (Spring for SY programs and late summer for Summer programs), and/or upon completion of program or drop out.</p> <p>D. Who Responsible: Evaluator provides administration directions, and data specialist works with centers on administration. Students, staff and parents complete on Surveygizmo. Center staff provide computers and monitors for completion.</p> <p>E. Reports: Annual results disaggregated as follows:</p> <ul style="list-style-type: none"> • Grade level & school • By grantees

⁸ <http://ofcy.org/assets/Uploads/Evaluation/Public-Profit-Findings-Report-9.15.2.pdf>

⁹ <http://www.education.nh.gov/instruction/integrated/documents/ccl-report-final.pdf>

GOAL 6: 21ST CCLC PROGRAMS WILL PROVIDE HIGH-QUALITY OPERATIONS.

Objective 6.1. 21st CCLC Programs will be perceived as valuable by parents and school teachers/administrators.

Primary Construct	Baseline / Prior Data Source	Indicator	State Level Activities	Local Level Activities	Data Collection & Reporting
<p>Evaluation of Program Goals, Progress and Effectiveness</p>	<p>Prior data collection varies by program. Typically satisfaction rates are high (80% +).</p>	<p>6.1.1. 85% or more of 21st CCLC parents will report satisfaction with the 21st CCLC program annually as measured by a parent survey.</p>	<p>State will promote the following activities among grantees:</p> <ol style="list-style-type: none"> 1. Disseminate Information on benefits of 21st CCLC programs to schools, decision makers, parents, and others 2. Support programs on staff retention strategies 3. Train Programs on grant requirements including: <ol style="list-style-type: none"> a. Budgets, b. Programming c. Evaluation Requirements d. Sustainability Partnerships e. Strategies link to school day f. Academic Enrichment g. Nutrition? h. Character Development i. Career Development j. STEM, music, art 4. Administer Principal/Superintendent Agreement 5. Implement/sustain a Regional Representative Training Model 6. Review each program's report with program director annually 7. Monitor each program 2x in the 5-year grant cycle. 8. Conduct site visits as needed with new grantees/ directors, or when problems arise 		<p>A. Measure/Analysis: Surveygizmo used for electronic administration of student, parent and staff survey.</p> <p>B. Target Sample: All parents</p> <p>C. Timing: Annually (every Spring)</p> <p>D. Who Responsible: Evaluator provides administration directions, and data specialist works with centers on administration. Students, staff and parents complete on Surveygizmo. Center staff provide computers and monitors for completion.</p> <p>E. Reports: Annual results disaggregated as follows:</p> <ul style="list-style-type: none"> • Grade level & school • By grantees

Objective 6.1. 21st CCLC Programs will be perceived as valuable by parents and school teachers/administrators. (continued)

Primary Construct	Baseline / Prior Data Source	Indicator	State Level Activities	Local Level Activities	Data Collection & Reporting
Evaluation of Program Goals, Progress and Effectiveness	Prior data collection varies by program. Typically satisfaction rates are high (80% +).	6.1.2. 90% or more of school day teachers and principals will report perceived value of the 21st CCLC program annually as measured by teacher and administrator satisfaction survey.			<p>A. Measure/Analysis: Surveygizmo used for electronic administration of school teacher and administrator survey.</p> <p>B. Target Sample: All teachers and principals of program participants.</p> <p>C. Timing: Annually (every Spring)</p> <p>D. Who Responsible: Evaluator provides administration directions, and data specialist works with centers on administration. Students, staff and parents complete on Surveygizmo. Center staff provide computers and monitors for completion.</p> <p>E. Reports: Report results separately for teachers and administrators. Annual results disaggregated as follows:</p> <ul style="list-style-type: none"> • Grade level & school • By grantees

Objective 6.2. Programs will offer high-quality program activities and operations that meet the needs of youth in the community.

Primary Construct	Baseline / Prior Data Source	Indicator	State Level Activities	Local Level Activities	Data Collection & Reporting
<p>Program Management and Operations</p>	<p>New data collection</p>	<p>6.2.1. 100% of 21st CCLC centers will serve at least 80% of their targeted capacity annually as measured by grantee reports.</p>	<p>State will promote the following activities among grantees:</p> <ol style="list-style-type: none"> 1. Disseminate Information on benefits of 21st CCLC programs to schools, decision makers, parents, and others 2. Support programs on staff retention strategies 3. Train Programs on grant requirements including: <ol style="list-style-type: none"> a. Budgets b. Programming c. Evaluation Requirements d. Sustainability e. Strategies link to school day f. Academic Enrichment g. Nutrition h. Character Development i. Career Development j. STEM, music, art 4. Administer Principal/Superintendent Agreement 5. Implement/sustain a Regional Representative Training Model 6. Review each program's report with program director annually 7. Monitor each program 2x in the 5-year grant cycle. 8. Conduct site visits as needed with new grantees/ directors, or when problems arise 9. Program will employ a variety of high-quality safety practices and policies to ensure that students and staff are safe and healthy. 		<p>A. Measure/Analysis: E-grants provides capacity for each program. Capacity calculated from targeted capacity as written on grant application¹⁰.</p> <p>B. Target Sample: All centers.</p> <p>C. Timing: On-going, as program info entered into system</p> <p>D. Who Responsible: Data specialist works with EGrants to obtain data, and send to evaluator for analysis.</p> <p>E. Reports: Annual results disaggregated as follows:</p> <ul style="list-style-type: none"> • Capacity by program

¹⁰ If annual total served is greater than target capacity (per application) then met indicator.

Objective 6.2. Programs will offer high-quality program activities and operations that meet the needs of youth in the community.
(continued)

Primary Construct	Baseline / Prior Data Source	Indicator	State Level Activities	Local Level Activities	Data Collection & Reporting
Program Management and Operations	From OSTLMS, 38 centers out of 149 centers are open a minimum of 60 hours per month during the school year (26%).	6.2.2. 80% or more of 21 st CCLC centers are available a minimum of 60 hours per month for school year programs as measured by grantee reports.			<p>A. Measure/Analysis: Activity spreadsheet tracks hours of program per month.</p> <p>B. Target Sample: All centers</p> <p>C. Timing: On-going, as program info entered into system</p> <p>D. Who Responsible: Agencies/grantees enter data into activity spreadsheet, Amanda reviews for data completion & quality.</p> <p>E. Reports: Annual results disaggregated as follows:</p> <ul style="list-style-type: none"> • By program
Program Management and Operations	From OSTLMS, 2013-2014 99 out of 149 centers ran summer programs (66%).	6.2.3. 75% or more of 21 st CCLC centers will have summer offerings every year as measured by grantee reports.			<p>A. Measure/Analysis: Activity spreadsheet tracks type of program (summer/school year)¹¹.</p> <p>B. Target Sample: All centers</p> <p>C. Timing: On-going, as program info entered into system</p> <p>D. Who Responsible: Agencies/grantees enter data into activity spreadsheet, Amanda reviews for data completion & quality.</p> <p>E. Reports: Annual results disaggregated as follows:</p> <ul style="list-style-type: none"> • By program

¹¹ If "Time of Year" = "summer" then include count for center/grantee. Divide by total number of centers/grantees.

Objective 6.2. Programs will offer high-quality program activities and operations that meet the needs of youth in the community.
(continued)

Primary Construct	Baseline / Prior Data Source	Indicator	State Level Activities	Local Level Activities	Data Collection & Reporting
Program Management and Operations	From 2012-2013 and 2013-2014 monitoring visits, 44 out of 48 (92%) programs monitored report compliance with at least 80% of quality indicators for organizational structure and management.	6.2.4. 100% of centers will be compliant in at least 80% of quality indicators for organizational structure and management as measured by annual OPI self-monitoring tool.			<p>A. Measure/Analysis: OPI Self-Monitoring tool : Percent of total centers rated who are compliant in 4 out of 5 indicators</p> <p>B. Target Sample: All centers, plus those visited by Coordinator</p> <p>C. Timing: Annual (Spring)</p> <p>D. Who Responsible: Center administrator completes self-assessment as part of local evaluation. OPI (Mary Ellen) collects data from site visits and then enters the results into the data system.</p> <p>E. Reports: Annual results disaggregated as follows:</p> <ul style="list-style-type: none"> • By centers
Academic and Enrichment Components	In 2013-2014 there were 74 out of 149 centers (50%) that focused on health/physical fitness/nutrition.	6.2.5 75% or more of 21 st CCLC centers will offer health/physical fitness/nutrition activities annually as measured by grantee reports.			<p>A. Measure/Analysis: Activity spreadsheet tracks activities.</p> <p>B. Target Sample: All centers</p> <p>C. Timing: On-going, as program info entered into system</p> <p>D. Who Responsible: Agencies/grantees enter data into activity spreadsheet, Amanda reviews for data completion & quality.</p> <p>E. Reports: Annual results disaggregated as follows:</p> <ul style="list-style-type: none"> • By program

Objective 6.2. Programs will offer high-quality program activities and operations that meet the needs of youth in the community.
(continued)

Primary Construct	Baseline / Prior Data Source	Indicator	State Level Activities	Local Level Activities	Data Collection & Reporting
Partnerships, Collaborations, and Sustainability	Program monitoring tool: 2012-2013 and 2013-2014 monitoring tool indicates 23 out of 48 (48%) centers were in compliance with 4 out of 5 quality partnership indicators.	6.2.6. 100% of 21 st CCLC centers will be rated as Compliant in at least 80% (4 out of 5) of quality Partnership indicators as measured by annual OPI self-assessment monitoring tool.			<p>A. Measure/Analysis: OPI Self-Monitoring tool : Percent of total centers rated who are compliant in 4 out of 5 indicators</p> <p>B. Target Sample: All centers, plus those visited by Coordinator</p> <p>C. Timing: Annual (Spring)</p> <p>D. Who Responsible: Center administrator completes self-assessment as part of local evaluation. OPI (Mary Ellen) collects data from site visits and then enters the results into the data system.</p> <p>E. Reports: Annual results disaggregated as follows:</p> <ul style="list-style-type: none"> • By centers
Partnerships, Collaborations, and Sustainability	Program monitoring tool: 2012-2013 and 2013-2014 monitoring tool indicates 11 out of 48 (23%) grantees have sustainability plans.	6.2.7. By the end of 3rd year of funding, 100% of grantees will have a sustainability plan.			<p>A. Measure/Analysis: OPI Self-Monitoring tool</p> <p>B. Target Sample: All centers, plus those visited by Coordinator</p> <p>C. Timing: Annual (Spring)</p> <p>D. Who Responsible: Center administrator completes self-assessment as part of local evaluation. OPI (Mary Ellen) collects data from site visits and then enters the results into the data system.</p> <p>E. Reports: Annual results disaggregated as follows:</p> <ul style="list-style-type: none"> • By centers

Objective 6.2. Programs will offer high-quality program activities and operations that meet the needs of youth in the community.
(continued)

Primary Construct	Baseline / Prior Data Source	Indicator	State Level Activities	Local Level Activities	Data Collection & Reporting
Staffing and Professional Development	Monitoring tool: 2012-2013 and 2013-2014 monitoring tool indicates 41 out of 48 (85%) grantees indicate at least 8 out of 10 staffing and professional development indicators.	6.2.8. 100% of 21 st CCLC centers will be rated as Compliant in at least 80% (8 out of 10) of quality Staffing and Professional Development indicators as measured by annual OPI self-assessment monitoring tool.			<p>A. Measure/Analysis: OPI State Monitoring tool : Percent of total centers rated who are compliant in 8 out of 10 indicators</p> <p>B. Target Sample: All centers, plus those visited by Coordinator</p> <p>C. Timing: Annual (Spring)</p> <p>D. Who Responsible: Center administrator completes self-assessment as part of local evaluation. OPI (Mary Ellen) collects data from site visits and then enters the results into the data system.</p> <p>E. Reports: Annual results disaggregated as follows:</p> <ul style="list-style-type: none"> • By centers
Program Management and Operations	Not available	6.2.9. 100% of 21 st CCLC centers will be rated as Compliant in at least 80% (15 out of 19) of quality Management and Sustainability indicators as measured by annual OPI self-assessment monitoring tool.			<p>A. Measure/Analysis: OPI State Monitoring tool : Percent of total centers rated who are compliant in 8 out of 10 indicators</p> <p>B. Target Sample: All centers, plus those visited by Coordinator</p> <p>C. Timing: Annual (Spring)</p> <p>D. Who Responsible: Center administrator completes self-assessment as part of local evaluation. OPI (Mary Ellen) collects data from site visits and then enters the results into the data system.</p> <p>E. Reports: Annual results disaggregated as follows:</p> <ul style="list-style-type: none"> • By centers

Objective 6.2. Programs will offer high-quality program activities and operations that meet the needs of youth in the community.
(continued)

Primary Construct	Baseline / Prior Data Source	Indicator	State Level Activities	Local Level Activities	Data Collection & Reporting
Program Management and Operations	Not available	6.2.10. 100% of 21 st CCLC centers will be rated as Compliant in at least 80% (10 out of 13) of quality Health & Safety indicators as measured by annual OPI self-assessment monitoring tool.			<p>A. Measure/Analysis: OPI State Monitoring tool : Percent of total centers rated who are compliant in 8 out of 10 indicators</p> <p>B. Target Sample: All centers, plus those visited by Coordinator</p> <p>C. Timing: Annual (Spring)</p> <p>D. Who Responsible: Center administrator completes self-assessment as part of local evaluation. OPI (Mary Ellen) collects data from site visits and then enters the results into the data system.</p> <p>E. Reports: Annual results disaggregated as follows:</p> <ul style="list-style-type: none"> • By centers