2022-2023 Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) Grant

Wisconsin Statewide

Program Evaluation Manual

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UNIVERSITY of WISCONSIN
GREEN BAY

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1. Introduction & Purpose of Evaluation Manual

The Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) program originated as part of Congress's reauthorization of the Elementary and Secondary Education Act (ESEA) of 1994 to provide grants to schools and to expand education services beyond the regular school hours. Since that time, the 21st CCLC program has been one of the fastest growing programs in the federal government, with a 2019 allocation of $1.2 billion, serving just over 10,000 centers nationwide. The focus of the program, as reauthorized under the Every Student Succeeds Act (ESSA), is to provide expanded academic enrichment opportunities to children attending low-performing schools. Tutorial services and academic enrichment activities are designed to help youth meet academic standards in subjects such as reading and math. In addition, 21st CCLC sites provide program activities related to youth development; drug and violence prevention; technology education; art, music, and recreation programs; counseling; and character education to enhance the academic component of the program.

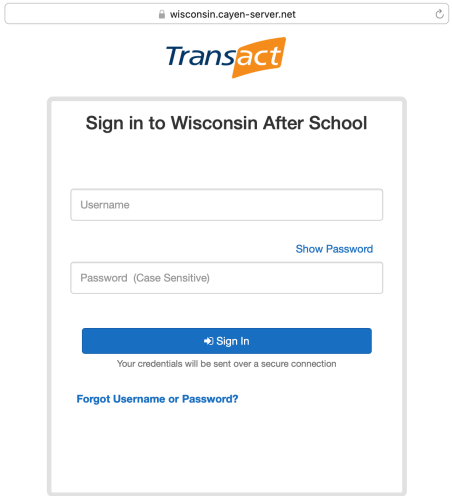
In order to ensure Wisconsin's children are receiving the best quality programming possible, the Department of Public Instruction (DPI) requires each grant recipient to participate in federal, state, and local evaluation. Program evaluation of 21st CCLC programs is important to meet federal reporting requirements, monitor for compliance with grant requirements, and inform funding decisions. Regular program evaluation is also required by the law governing 21st CCLC grant-funded programs. Having access to high quality data can help ensure federal funds continue to be accessible to states by documenting the successes programs have had. In addition, 21st CCLC programs can (and should!) use evaluation data for local advocacy purposes and sustainability efforts. Outside of funding considerations, evaluation results can be used to determine whether the program was implemented as originally planned, whether program goals are being met, and whether participants are being positively impacted by the program. If the evaluation does not produce the results that were expected, it can be opportunity for improvement.

The purpose of this evaluation manual is to help Wisconsin 21st CCLC programs meet state and federal requirements regarding data. This manual offers a number of resources to help 21st CCLC sites:

- Understand the purpose, scope, and sequence of the federal and state evaluation and ensure evaluation requirements are met;
- Establish reliability and validity of 21st CCLC data by providing specific guidance on how to enter and code information;
- Understand how the state will use evaluation findings to help highlight exemplary programming and support all 21st CCLC programs across Wisconsin; and
- Understand expectations for completing local evaluation requirements.

The DPI partners with the Consortium of Applied Research (CAR) at University of Wisconsin-Green Bay (UWGB) to implement the statewide evaluation of 21st CCLC programs in Wisconsin. CAR provides ongoing data collection and evaluation support through the use of TransACT (also known as Cayen Systems AS21), an online data management system. TransACT is a Wisconsin-based company and has supported hundreds of afterschool programs nationwide since 1998. Using Cayen Systems AS21, 21st CCLC program staff track specific data related to program performance. The data in turn are used to help improve program quality and communication with stakeholders.

Figure 1.1. Screenshot of Cayen Systems AS21 Login Page



2. Evaluation at Three Levels

The evaluation of 21st CCLC programs takes place on three levels simultaneously - federal, state, and local - all of which have data collection and reporting requirements. According to ESSA, the State Education Agency (SEA) is required to conduct ongoing monitoring and evaluation of its 21st CCLC programs to assess progress towards achieving the goal of providing high-quality opportunities for academic enrichment, and to provide evidence that the program helps students meet state and local student academic achievement standards. All grantees are required to participate in federal and state evaluation activities that assist the SEA in meeting that requirement. Additionally, grantees are required to develop their own local evaluation plan as a part of the application process to acquire 21st CCLC funds and facilitate the local evaluation if grant funding is received.

Figure 2.1. Evaluation Process at Three Levels

Federal Evaluation

As required in all federally funded programs, the 21st CCLC program has established federal indicators with benchmarks and measures which are reported to Congress. The federal government makes decisions regarding the 21st CCLC program based on the degree to which established benchmarks are reached. As part of the federal evaluation, States are required to submit program data to the federal government using the federal data collection system, known as the 21st CCLC Annual Performance Report (21APR), on a yearly basis. Wisconsin 21st CCLCs accomplish this by utilizing Cayen Systems AS21, which uploads data entered by grantees into the federal 21APR system. This data includes information related to program activities, staffing, participation, and outcomes. **As a result, all 21st CCLC programs in Wisconsin are required to use Cayen Systems AS21.** By entering data into Cayen Systems AS21, Wisconsin 21st CCLCs comply with federal reporting requirements without having to access a separate system.

To meet federal reporting requirements, the following data must be entered in Cayen Systems AS21: the frequency and length of activities offered, the types of staff who work in the program, student participation, student demographics, and student outcomes. Outcome data includes the specific data points required by Government Performance and Results Act (GPRA), such as assessment scores, school day attendance, school day discipline, grade point average (GPA), and teacher survey measures. Some of this information can be pulled directly from DPI's Data Warehouse for public schools (state assessment scores and school day attendance), while others cannot (GPA and school day discipline) and must be submitted by each program. Grantees are also responsible for administering a required teacher survey each year for all participants in grades 1-5.

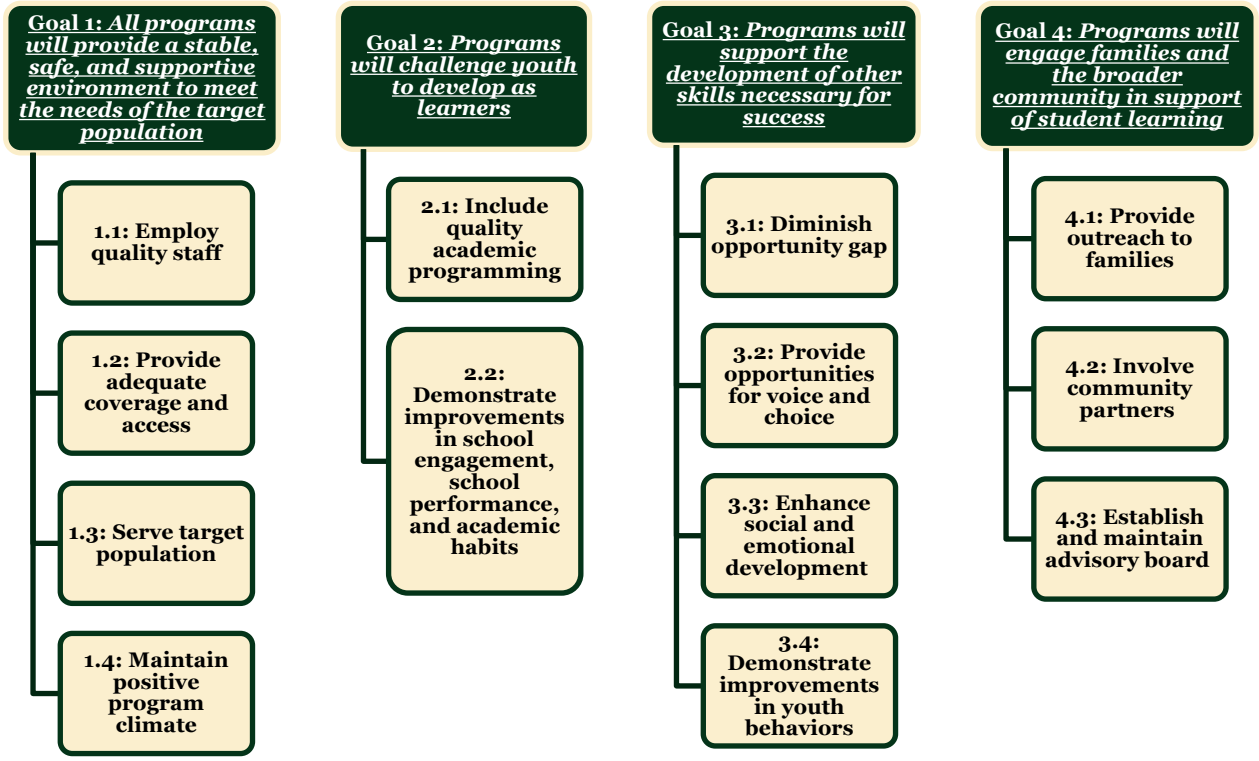
State Evaluation

The DPI has established a robust set of goals and objectives for Wisconsin 21st CCLC programs. Each year, progress is measured toward these goals and objectives through numerous means which include use of data entered into Cayen Systems AS21, family surveys, student surveys, and the Yearly Progress Report (YPR). The YPR is a state-level end-of-year reporting survey completed by program staff. This submission is done via DPI's online portal for 21st CCLC programs and is administered by DPI. In the spring of each year, the primary contact for the

grant will receive an email from DPI that will include a link to the form and instructions for completion. The YPR is typically due in May and is reviewed by DPI staff. All YPR prompts and questions can be found on the DPI website: https://dpi.wi.gov/sspw/clc/yearly-progress-report. This survey allows subgrantees to share successes and challenges and report on progress towards the local performance measures in the approved grant application. Data gathered from the YPR, in addition to data entered in Cayen Systems AS21, is used to create a statewide annual summary report, which is shared widely across the state with important stakeholders, such as grantees, school administrators, and legislators.

Figure 2.2 displays the four state goals for Wisconsin 21st CCLC programs and related objectives. A complete list of the Wisconsin state goals and objectives can be found in Appendix A.

Figure 2.2. Overview of State Goals and Objectives



Local Evaluation

21st CCLC sites in Wisconsin are required to engage in local evaluation efforts on a regular basis, with the intent that local evaluations contribute to continuous program improvement and to the refinement and improvement of program goals and objectives. Programs should not see local evaluation as a compliance measure. Rather, local evaluation is a valuable tool to help design and implement effective program activities, monitor progress and successes, and communicate with stakeholders. Local evaluation services should measure progress toward site-identified goals and may include data collected in Cayen Systems AS21 and other data collected locally by the program. Whenever possible, cross-year comparisons are encouraged. That is, the program should continue to examine similar data elements over time to help identify programmatic strengths and areas for improvement.

Federal requirements for 21st CCLC programs include the creation of a local evaluation report that is made available to the public. This report can be written or created by internal personnel or an external evaluator. Each grantee must have one evaluation report *per site*. If a grantee has multiple sites, a single report may address all those sites as long as evaluation results are differentiated by site. A Local Evaluation Guidelines and Template is available in Appendix B.

Local evaluation should generally follow a four-phase process: Preparation, Planning, Implementation, and Creation of a Report/Using Results. Each phase is discussed in detail below.

Phase 1: Preparation

Two tasks are involved in the preparation phase—assembling a stakeholder team and identifying a leader who will conduct all phases of the evaluation. Building a strong stakeholder team is important to a high-quality local evaluation. A strong stakeholder team should have representation from all areas of your program and offer multiple perspectives. Possible stakeholder team members include program staff, school principals, staff members, parent or guardian representatives, and representatives from business and community partners. The main responsibilities of the team are to review and approve the evaluation plan and review reports.

Programs may hire a qualified external evaluator, such as a university researcher or a company specializing in data management, or identify someone within the program as an internal evaluator. An internal evaluator might be the site coordinator or the program director. It might also be a staff member at the school, such as the school's data management person. Or, it might be a program staff or other school personnel with experience with data management or evaluation. The local evaluator will document program activities, measure progress toward performance measures, and understand the context of the program (see Appendix C for potential local evaluator tasks).

If programs are interested in hiring an external evaluator, there are different ways to find one:

- Ask other 21st CCLC programs whom they are using.
- Ask funders, such as DPI, or other local agencies for a recommendation.
- Inquire at nearby colleges or universities. University faculty often have training in evaluation or research methods and are willing to do work outside of their institutions.
- Search professional organizations, such as the American Evaluation Association (https://my.eval.org/find-an-evaluator).

Phase 2: Planning

After determining who will serve as the local evaluator, the evaluator and the stakeholder team should work together to develop a practical evaluation plan, which ideally occurs during the grant application writing. This phase often leads to two documents: the Logic Model and the Evaluation Plan. The logic model is a graphical representation of a program. It makes connections between the resources that go into the program and the outcomes that occur because of those resources. Three basic elements are included in a logic model: inputs, outputs, and outcomes. Ideally, the Logic Model is created at the inception of the grant and was utilized during the planning of the grant application. A sample logic model can be found in Appendix D.

The evaluation plan builds on the logic model. It is the road map of the evaluation for the stakeholder team and local evaluator. It describes the methods the evaluator will use to assess the

program and establishes responsibilities of each party. An evaluation plan should answer the following four questions:

1. What will be the focus of the evaluation?
    a. What are the evaluation questions?
2. How will the evaluator collect data? Are there any measures that need to be created?
3. How will the evaluator analyze data?
4. How will evaluation findings be reported to stakeholders?

21st CCLC grantees are required to develop an evaluation plan as part of the competitive application process. Any evaluation plan developed with a local evaluator should be based on the approved plan included in the application. If a grantee would like to make changes to the approved evaluation plan based on consultation with the local evaluator, those changes should be submitted to DPI for review.

Phase 3: Implementation

Evaluation will only be successful if programs get maximum participation from staff, students, parents, and other stakeholders. Depending on which data elements are being collected, program staff may need to collaborate with day school personnel to acquire local evaluation data, work alongside program staff to implement evaluation measures, or administer surveys of the program. To ensure a smooth data collection process, programs should consider the following:

- ☐ Do surveys or other assessments need translation for non-English speaking students or parents?
- ☐ Are rooms available for conducting interviews or focus groups?
- ☐ Have parents and guardians been informed about data collection?
- ☐ Has staff been informed of classroom disruptions (e.g., interviews, observations)?
- ☐ Are there procedures in place to secure sensitive data?

After the completion of data collection, the evaluator should begin analyzing and interpreting data. However, programs and the stakeholder team should still play an important role in the data analysis phase, providing valuable insight and context about the evaluation results.

Phase 4: Creation of a Report/Using the Results

A summative evaluation report should be produced on a yearly basis, if possible. See Appendix B Local Evaluation Guidelines and Template for general guidelines for creating a local evaluation report and suggested sections to include. It is a federal requirement that a 21st CCLC program's evaluation results be made publicly available. It is recommended that the local evaluation report be shared with key stakeholders. This may be accomplished through electronic or printed dissemination of the local evaluation report, or a presentation to school and community stakeholders, such as school faculty, the school board, parents and guardians, and community partners. Stakeholder meetings are also very valuable during the evaluation process. Programs may choose to hold mid-year and annual meetings for the stakeholder team to discuss the evaluation.

Figure 2.3. Stakeholder Meetings

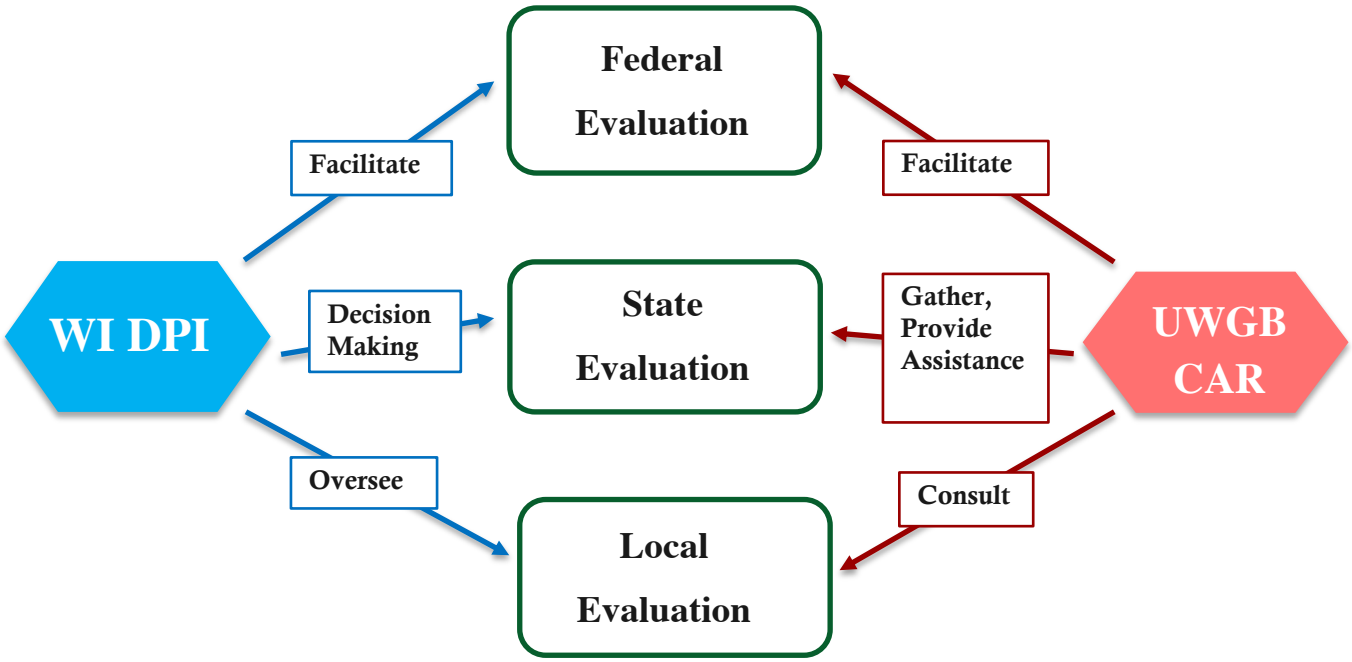
Mid-Year Stakeholder Meeting

- Present preliminary findings
- Develop strategies for addressing gaps and barriers
- Revise evluation plan

Annual Stakeholder Meeting

- Present final report and communicate all evaluation findings/implications
- Develop strategies for implementation next year
- Revise evaluation plan

Figure 2.4. Evaluation Roles of DPI and UWGB



3. Federal and State Evaluation Annual Timeline

The following timeline (see Table 3.1) is provided to help ensure sites stay on top of data expectations for the federal and state evaluation. It is recommended that sites create a similar timeline regarding local evaluation requirements.

In general, programs are expected to set up Cayen Systems AS21 at the beginning of the program year (including Grant Objectives, Funding Sources, Partners, Staff, Activities). Generally, setting up a site in Cayen Systems AS21 at the start of the year takes approximately 4 hours to complete. After the initial set up, program staff should enter attendance data weekly throughout year, and make updates to the system regarding activities, staffing, and so on as changes occur. At the conclusion of the year, or early the next year, outcome data including in-school suspensions, GPA, and teacher survey results must also be entered. Given the substantial reporting requirements for the grant, it is recommended that data entry be a part of a designated staff person's job responsibilities.

UWGB's CAR conducts monthly data checks throughout the school year to ensure sites' progress. On approximately the 5th of every month, data are reviewed, and sites are determined to be in compliance or out of compliance. If adequate data have been entered, sites will receive an email confirming data entry expectations are met. If not, sites will be considered in non-compliance and will receive a non-compliance email. If sites do not enter data for several consecutive months, DPI is notified of the issue.

In addition to monthly checks, CAR offers numerous trainings for grantees on the use of Cayen Systems AS21. This includes a beginning of year webinar training series, which has required and optional components. Typically, portion that provides an overview of evaluation requirements is mandatory for all grantees. Subsequent portions are optional and ideal for new staff or staff that would like a refresher on the system. In addition, throughout the year, additional webinars on select relevant topics are provided every other month.

Other data reporting requirements for 21st CCLC program include the YPR and APR Certification. The YPR is a program survey that is administered in the spring each year. Program

staff will complete this survey regarding the status of their program and submit directly to DPI. APR Certification is completed in Cayen Systems AS21. To do this, at the end of the year, program staff review the data that has been entered/analyzed by Cayen Systems AS21. If data look valid, program staff 'certify' the data, thereby locking it and acknowledging that data are ready to be submitted to the federal government. Information regarding the YPR, and APR Certification are referred to in subsequent chapters of this manual.

Table 3.1. Evaluation Calendar

2022	
Date/Time	**State Evaluation Activity**
August 29 at 10:00 -11 AM REQUIRED ALL GRANTEES	WI 21st CCLC Statewide Evaluation (Overview and Updates) Presentation Microsoft Teams meeting **Join on your computer or mobile app** Click here to join the meeting
August 30 at 10 -12 PM REQUIRED ALL NEW USERS OF CAYEN	Cayen Virtual Training Series Presentation Microsoft Teams meeting **Join on your computer or mobile app** Click here to join the meeting **Or call in (audio only)** +1 469-998-7460,,53901546# United States, Dallas Phone Conference ID: 539 015 46#
August 30 at 1 -3 PM REQUIRED ALL NEW USERS OF CAYEN	Cayen Virtual Training Series Presentation Microsoft Teams meeting **Join on your computer or mobile app** Click here to join the meeting **Or call in (audio only)** +1 469-998-7460,,425814241# United States, Dallas Phone Conference ID: 425 814 241#
September 12 at 10 -11:30 AM REQUIRED FOR 2021-2022 GRANTEES	Cayen Webinar: Certifying GPRA Outcomes Microsoft Teams meeting **Join on your computer or mobile app** Click here to join the meeting **Or call in (audio only)** +1 469-998-7460,,709960947# United States, Dallas Phone Conference ID: 709 960 947#

September 19 at 10-11:30 AM REQUIRED ALL NEW USERS OF CAYEN	Cayen Webinar: Reviewing AS21 Cayen System Requirements Microsoft Teams meeting **Join on your computer or mobile app** Click here to join the meeting **Or call in (audio only)** +1 469-998-7460,,145819197# United States, Dallas Phone Conference ID: 145 819 197#
October 3	Data Check (Activities, Staffing, Attendance)
November 1	Data Check (Activities, Staffing, Attendance)
November 14 at 10-11:30 AM RECOMMENDED ALL GRANTEES	Cayen Webinar: Advanced Features/ Program Updates Microsoft Teams meeting **Join on your computer or mobile app** Click here to join the meeting **Or call in (audio only)** +1 469-998-7460,,939193079# United States, Dallas Phone Conference ID: 939 193 079#
December 1	Data Check (Activities, Staffing, Attendance)
January 2	Data Check (Activities, Staffing, Attendance)
January 9 at 10-11:30 AM RECOMMENDED ALL GRANTEES	Cayen Webinar: Using Reports in Cayen Microsoft Teams meeting **Join on your computer or mobile app** Click here to join the meeting **Or call in (audio only)** +1 469-998-7460,,390428042# United States, Dallas Phone Conference ID: 390 428 042# Find a local number | Reset PIN
February 1	Data Check (Activities, Staffing, Attendance)
March 1	Data Check (Activities, Staffing, Attendance)
March 13 at 10-11:30 AM REQUIRED ALL GRANTEES	Cayen Webinar: Teacher Survey Microsoft Teams meeting **Join on your computer or mobile app** Click here to join the meeting **Or call in (audio only)** +1 469-998-7460,,392426423# United States, Dallas Phone Conference ID: 392 426 423#

April 3	Data Check (Activities, Staffing, Attendance)
May 1	Data Check (Activities, Staffing, Attendance, AND teacher surveys)
May 8 at 10-11:30 AM REQUIRED ALL GRANTEES	Cayen Webinar: Certifying End of Year Data (APR) Microsoft Teams meeting **Join on your computer or mobile app** Click here to join the meeting **Or call in (audio only)** +1 469-998-7460,,452503973# United States, Dallas Phone Conference ID: 452 503 973#
May TBD	**DUE** Yearly Program Report (YPR) Submission
June 1	Data Check (Activities, Staffing, Attendance, AND teacher surveys)
June 30	FINAL Data Check **DUE** 2022-2023 APR Certification (Activities, Staffing, Attendance, AND teacher surveys, school day attendance, GPA, and suspensions data)

4. Government Performance and Results Act (GPRA) Measures

Government Performance and Results Act (GPRA) measures are federal reporting outcomes for 21st CCLC programs that are reported to Congress and are set by federal government. Prior to 2021-2022, the only outcomes 21st CCLC sites in Wisconsin were required to report were teacher survey results. However, the GPRA measures for the 21st CCLC grant program were updated in 2021. As such, starting with the 2021-2022 school year, all states are required to report outcomes for school assessments, school-day attendance, in-school suspensions, GPA, and teacher surveys. Additional changes instituted in 2021-22 included (1) going from three reporting periods (Summer, Fall, Spring) to two reporting periods (Summer & School Year), and (2) a change in focus from days of participation to hours of participation. Rather than reporting outcomes only for students who attended 30 or more days of programming, grantees must now report outcomes for students who have attended 1 or more hours of programming during the summer or school year. A change has also been made in terms of when data is reported. School year and summer data related to activities, staffing, and participation are reported and certified in the spring. Outcomes-related data for both summer and school year are reported and certified in the fall of the following school year.

Table 4.1 identifies each GPRA measure required by the federal government and the subsequent plan for data collection/reporting in Wisconsin.

Table 4.1. GPRA Measures and Subsequent Plan for Data Collection/Reporting

GPRA Measure	Data Element
Percentage of *students in grade 4-8* who demonstrate growth in **reading and language arts** on state assessments. Percentage of *students in grade 4-8* who demonstrate growth in **mathematics** on state assessments.	****School Assessments:** WI English Language Arts Forward Exam Performance Level (Below Basic, Basic, Proficient, or Advanced); comparing performance level in 2021-2022 to 2022-2023 (for any student who attends 1+ hour of programming in Summer 2022 or 2022-2023) WI Math Forward Exam Performance Level (Below Basic, Basic, Proficient, or Advanced); comparing

	performance level in 2021-2022 to 2022-2023 (for any student who attends 1+ hour of programming in Summer 2022 or 2022-2023) Growth considered to be those who improve their performance level (i.e., go from Below Basic to Basic) or maintain Proficient/Advanced status.
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.	****School Day Attendance:** School Day Attendance Rate (days attended over total possible days) in 2021-2022 compared to School Day Attendance Rate (days attended over total possible days) in 2022-2023 (for any student who attends 1+ hour of programming in Summer 2022 or 2022-2023) Any improvement greater than 0.01 considered improvement.
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.	**GPA:** Unweighted Cumulative End of Year GPA; Identify students in grades 7-8 & 10-12 who attend 1+ hour of programming in Summer 2022 or 2022-2023 with a GPA less than 3.0 in 2021-2022 and compare their GPA in 2021-2022 to 2022-2023 to determine improvement. Any improvement greater than 0.01 considered improvement.
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 the previous school year.	**School Day Discipline:** # of in-school suspensions; Compare the # of in-school suspensions for students in grades 1-12 who attend 1+ hour of programming in 2022-2023 to the number of in-school suspensions in 2021-2022. Any decrease in number considered a decrease.
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.	**Teacher Survey:** (for any student who attends 1+ hour of programming in Summer 2022 or 2022-2023)

For some data elements, UWGB will work with DPI to pull data directly from DPI's Data Warehouse for public schools. Private schools will need to gather all data associated with the GPRA measures.

Figure 4.1. Data Elements Needed from Public Schools and Private Schools

Public Schools

- School Day Attendance (current year only)
- Grade Point Average (GPA)
- School Day Discipline
- Teacher Survey

Private Schools

- School Assessments (equivalent to Foward Exam)
- School Day Attendance (prior & current year)
- Grade Point Average (GPA)
- School Day Discipline
- Teacher Survey

The following table displays the grade levels of students and associated GPRA measures which are required.

Table 4.2. Associated GPRA Measures for Each Grade Level

	K	1	2	3	4	5	6	7	8	9	10	11	12
School Assessments					√	√	√	√	√				
School Day Attendance		√	√	√	√	√	√	√	√	√	√	√	√
GPA								√	√		√	√	√
School Day Discipline		√	√	√	√	√	√	√	√	√	√	√	√
Teacher Survey		√	√	√	√	√							

5. Cayen Systems AS21 Requirements

Cayen Systems AS21 is an online program management software for afterschool programs. It is a Wisconsin-based company and has supported hundreds of afterschool programs nationwide since 1998. Currently, Cayen Systems AS21 is used as a statewide evaluation tool in 13 states including Wisconsin. All 21st CCLC sites in Wisconsin are required to regularly enter afterschool attendance, program activities, staff information, and student outcomes into Cayen Systems AS21.

Figure 5.1. Login Page of Cayen Systems AS21

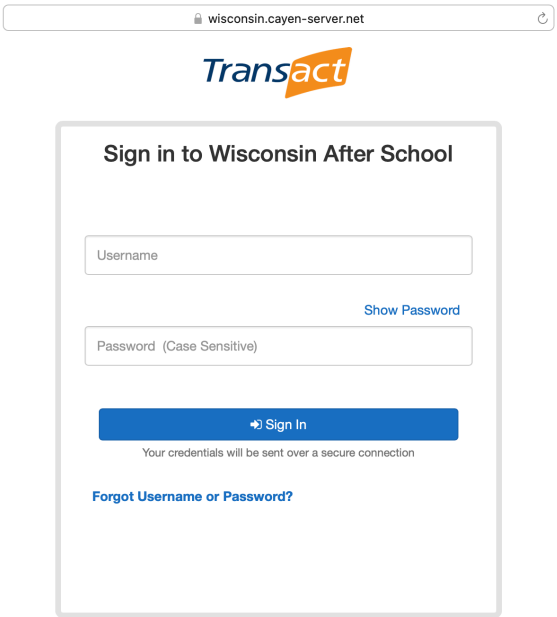


Table 5.1. Resources for use of Cayen Systems AS21 (click links to open)

Resource	Link
Cayen Systems AS21 Handbook & Quick Start Guide	https://www.uwgb.edu/consortium-of-applied-research/wisconsin-21st-century-community-learning-centers/cayen-resources-workbook/
Cayen Systems AS21 Training Webinars	https://www.uwgb.edu/consortium-of-applied-research/wisconsin-21st-century-community-learning-centers/trainings-and-webinars/

In response to the new GPRA measures regarding student academic data, DPI is expecting every site that has 21st CCLC funds to complete a Data Sharing Agreement (DSA) with UWGB (see Appendix E for DSA Template). A DSA will help ensure all parties involved are aware of the data requirements and policies regarding privacy and confidentiality. Only one DSA needs to be signed by an administrator per district/organization. If a district/organization has multiple grants associated with different schools, only one DSA needs to be on file for the course of the grants.

Required Data Elements in Cayen Systems AS21

Wisconsin 21st CCLC program staff are required to enter specific types of student, family, and program related data on a regular basis into Cayen Systems AS21. In addition, outcome data including school-day suspensions, GPA, and teacher surveys must be entered as well. Each of the data component in Cayen Systems AS21 is discussed in detail below.

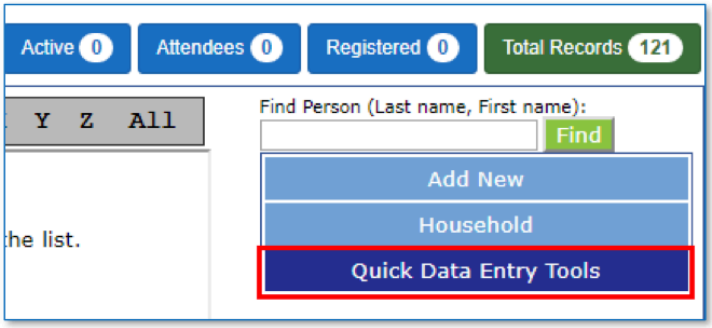
Student Information & Demographics

Information about student participants needs to be collected for a variety of reports, including the Annual Performance Report (APR). In addition to student name, current school, current grade, and date of birth, student demographic information, such as race/ethnicity and gender are required. This information is required for any student who attends the program 1+ hour in summer or school year. Additionally, English Language Learner (ELL) status, economically disadvantaged status, and special education status are also required for APR reporting purposes. Some schools do not allow program staff to have access to information related to individual students' economically disadvantaged status, special education status, or ELL status. If that is the case, programs should enter the aggregate results (i.e., 50 of the 100 students in the program classified as economically disadvantaged) (see the APR Report section on page xx for instruction). Programs may enter student information into the system in three different ways.

1. Add Students from Student Master List

Programs can save data entry time and improve accuracy of participant information by sending data from the school district's Student Information System (such as Infinite Campus or Skyward) to Cayen Systems AS21 via a secure data uploads site (https://datauploads.datapropeller.com) to create a student master list. Programs can use the Demographics Template provided on the

website to expedite the upload process, or have someone in the school download student information from the Student Information System (such as Skyward or Infinite Campus). Once the file is ready, program staff should fill out contact information at the bottom of the website and then submit the student file. A confirmation email from Cayen Systems AS21 will be received when data are submitted and when your request of creating a student master list is completed. This process may take up to five business days. Once a student master list is created in Cayen Systems AS21, programs can register students from the master list directly (see instruction below).

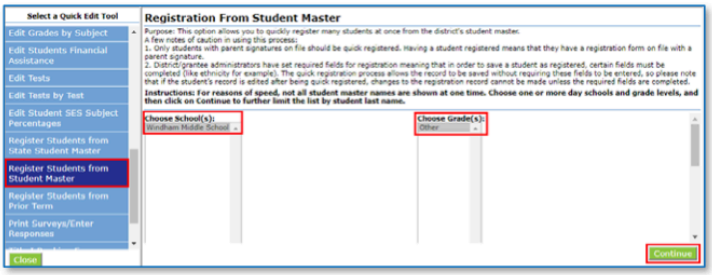


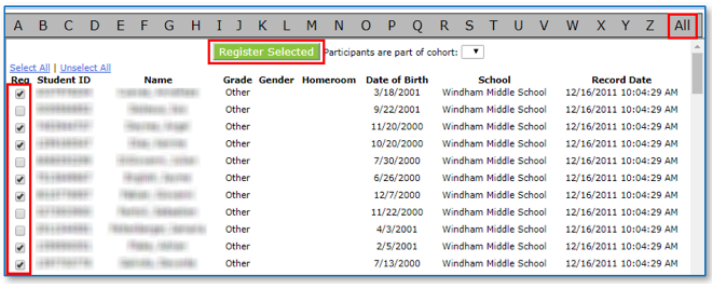
Add Students From Student Master

1. In your left-hand navigation menu, click "Registration"
2. Click "Quick Data Entry Tools"

Add Students From Student Master

1. Click "Register Students from Student Master" in the left, blue menu
2. Click your school under the Choose School(s) column
3. Click the appropriate grade levels under the Choose Grade(s) column
4. Click "Continue"





Select Participants

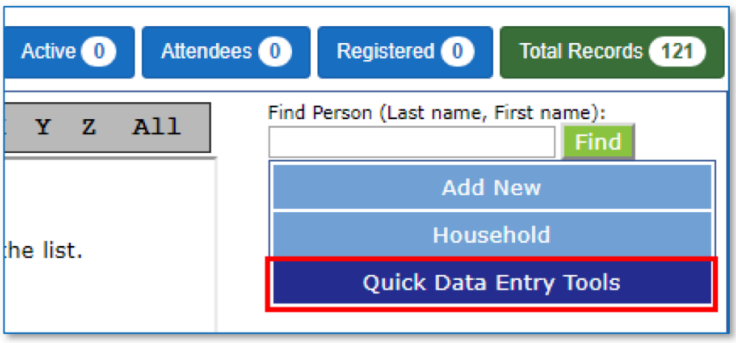
1. Click "All" at the end of the alphabet bar to display the entire student master list of available participants to register
2. If you have a large number of participants, you can filter the list by selecting a letter
3. Select the participants to register by clicking in the box next to each participant's name under the Reg column or click the blue "Select All" link.
4. Click "Register Selected" once you have selected the participants you wish to register

Tips

When selecting participants, the "Record Date" indicates the date on which the student information system data was imported into AS21. Verify that the student data is from a recent import prior to registering them.

2. Add Participants from Prior Term

If participants were served by a site in a prior term (such as the previous school year) and have returned, their information can be pulled forward into the new term (see instruction below). Note that when adding a participant from a prior term, programs may need to modify the "Increase grade level by # grade(s)" field accordingly.

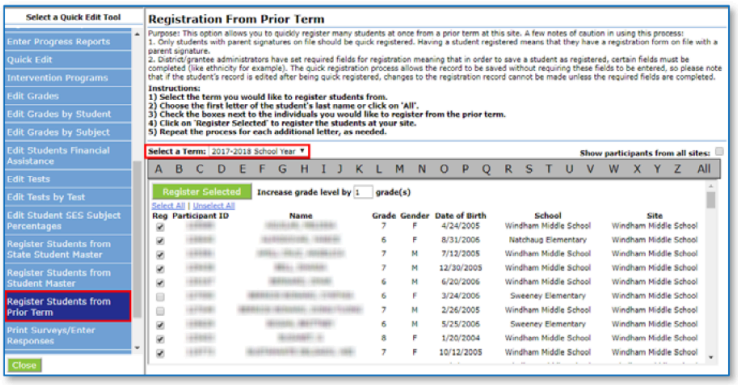


Add Participants from Prior Term

1. In your left-hand navigation menu, click "Registration"
2. Click "Quick Data Entry Tools"

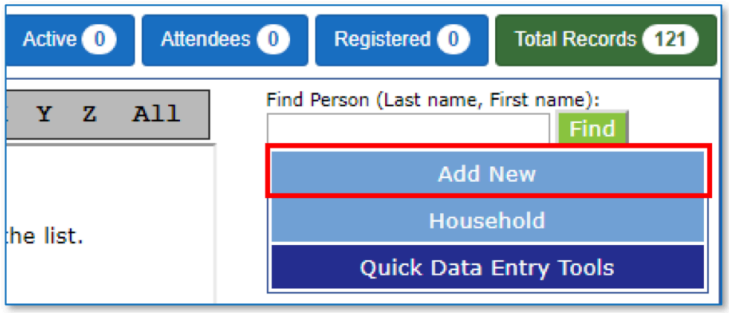
Add Participants from Prior Term

1. Click "Register Students from Prior Term" in the left, blue menu
2. Select the Term from the drop-down and click "All" on the alphabet bar. A list of participants from the term selected will appear
3. Check the boxes for the participants that you would like to bring to the new term
4. Click "Register Selected" once you have selected the participants you wish to register



3. Add Individual Participants

If a site does not have access to student master or prior term records, or if a new participant joins a program mid-year, they will need to be added individually as a new participant (see instruction below).



Add New Participants

1. In your left-hand navigation menu, click "Registration"
2. Click "Add New" in the right, blue menu

Add New Participants

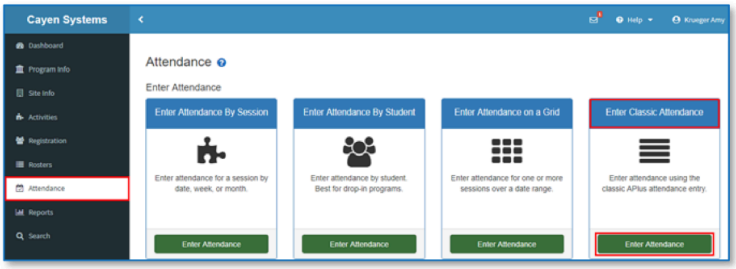
3. Enter the Participant's Last Name, all or part of their First Name, Date of Birth, Student ID (if available)
4. Click "Search"

Add New Participants

5. If the desired Participant shows in the Search results, click on their name and you will be redirected to the Registration record to review, update, and "Save"
6. If the Participant is not displayed, click "Add New". You will be redirected to the Registration record to enter their data and "Save"

Student Attendance

Recording student attendance is the most important data to collect at a site. Attendance should be recorded on a daily to weekly basis to avoid getting too far behind on data entry. The most common way of entering attendance is using the Enter Classic Attendance function (see instructions below).

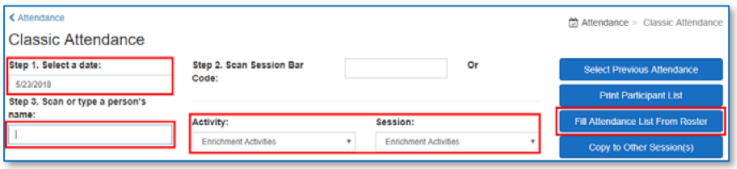


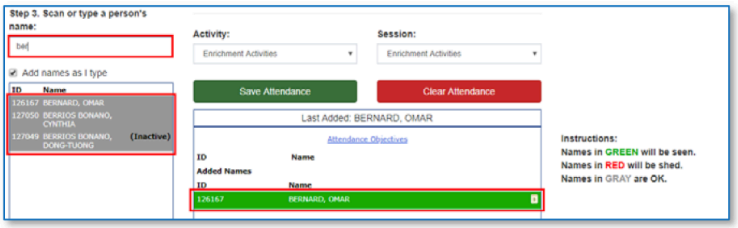
Enter Attendance

1. In your left-hand navigation menu, click "Attendance"
2. Locate the "Enter Classic Attendance" Card
3. Click "Enter Attendance"

Select Criteria for Entering Attendance

1. Select the date of the attendance
2. Select the Activity and Session
3. Scan or type in the person's name OR click "Fill Attendance List from Roster"





If you scan or type in the person's name:

1. Type in the participant name and hit Enter or Tab on the keyboard. All matching records will show below
2. Click the participant name to add to the attendance list
3. Click "Save Attendance"

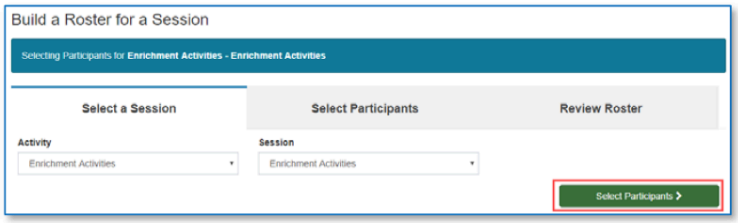
Sites can also fill attendance from a roster. First create rosters of participants that regularly attend or are enrolled in a specific session. Then use that list of expected participants to remove those that were absent rather than entering all the people that were present (see instructions below).

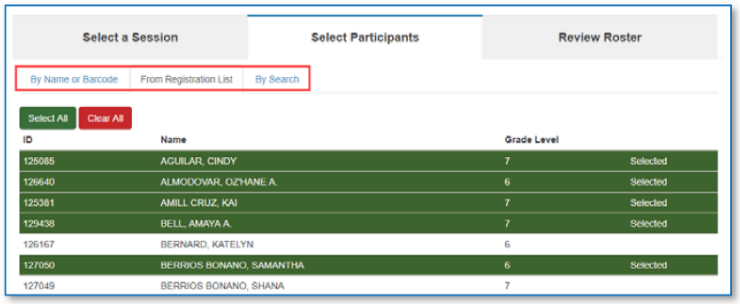
Build a Roster for a Session

1. In your left-hand navigation menu, click "Rosters"
2. Locate the "For a Session" card
3. Click "Build Roster"

Select Activity and Session

1. Use the drop-down menus to select the Activity and Session for which you are building a roster
2. Click "Select Participants" to advance to the next screen



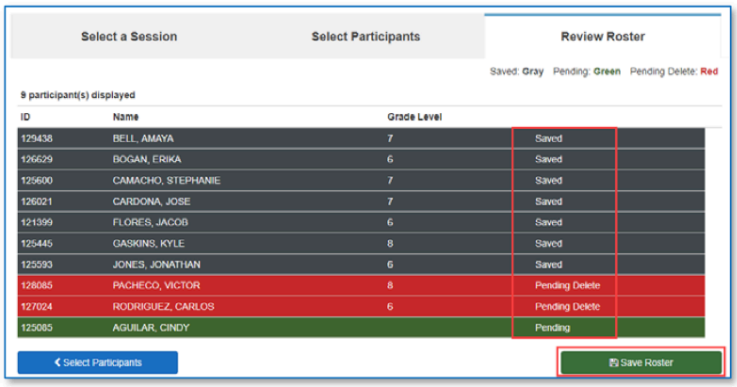


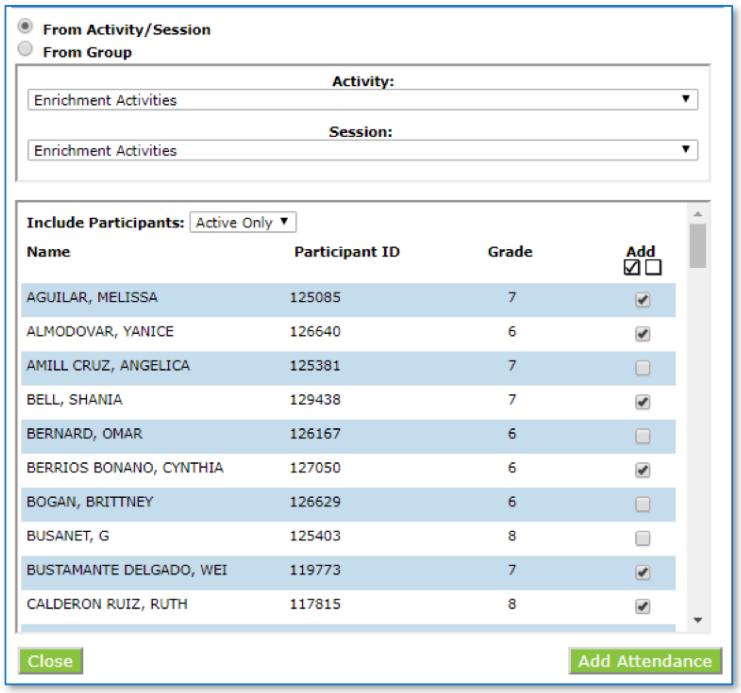
Select Participants

1. Select participants using the options at the top of the screen. (By Name or Barcode, From Registration List, or By Search)
2. Click "Review Roster" to advance to the next screen

Review Roster

1. Review the list of participants
2. Click on a participant name to remove it from the list
3. Click "Save Roster"





Fill Attendance List from Roster

1. Click "Fill Attendance From Roster"
2. Select the Activity and Session or Group for which you are entering attendance
3. Check the box next to each participant name for which you would like to add attendance
4. Click "Add Attendance"
5. If necessary, repeat steps 1-3 with all rosters containing attendance for the selected Date and Activity/Session (or Group). Once done, click the "Close" button
6. Click "Save Attendance"

Activities

Activities are general programming and services accessible within a site. STEM and Literacy are examples of activities. Sessions are the specific offerings of those activities. New sessions should be established for different groups of participants being served on different dates or times. You can think about a college course when setting up your activities and sessions. The general course may be Chemistry (Activity), however, there will be multiple offerings of that course based on date, time, location, teacher, or grade level (Sessions). Instructions for adding activities and sessions in Cayen Systems AS21 can be found below.

APR Activity Categories

Programs must enter student activities into Cayen Systems AS21 and code every activity for student participants as one of 14 APR activity categories. These APR activity categories were developed by the federal Department of Education and are used for state and federal reporting purposes.

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. Often, 21st CCLC activities have more than one purpose. However, only one purpose can be identified in Cayen Systems AS21. 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.

In some cases, APR categories may overlap (such as "Literacy" and "Academic Enrichment" -- two different activity codes used by the system). Sites should consider which code best matches the activity offered and be consistent with which code is used throughout the year. Again, sites should code the activity that best matches the "primary purpose." For example, read alouds could be given the code of "Literacy" because it best describes the intent of the activity. However, another activity, such as project-based learning (which does not have a singular academic focus area), could be coded as "Academic Enrichment."

Additional Considerations:

- *Ensuring all program time is counted*: 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 Systems AS21.
- *Transition time*: Activities in Cayen Systems AS21 should encompass all program time (including transitions). For example, if programming occurs from 2:30 – 5:00 p.m., activities in Cayen Systems AS21 should account for all 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.
- *Weekend programming*: Programs may offer weekend programming (Saturdays or Sundays) as part of regular offerings or special events. In all cases, student attendance should be tracked and all programming should be entered into Cayen Systems AS21. In

order to be considered a regular part of programming, weekend hours must be offered as a part of the regular weekly schedule (i.e., every week). Weekend programming will only count towards total typical hours per week if weekend programming occurs consistently.

- *Activities vs. Sessions*: Activities are broad categories; sessions are the specific dates and times those activities happen. Generally, programs should consider labeling "activities" in Cayen Systems AS21 using the APR categories (i.e., label an activity as Science, Technology, Engineering, and Mathematics [STEM], Literacy Education, Academic Enrichment, Well-rounded Education Activities, etc.). Then, sites should create sessions within these activities (e.g., "Grade 2 Tuesdays Literacy Education"). This ensures all sessions align to the correct APR code.
- *Consistent scheduling*: Keeping a consistent schedule week to week, or offering choice time aligned to a similar theme and category code, will make it easier to track participation in activities in Cayen Systems AS21. Offering this kind of consistency is also very helpful in ensuring program activities are intentional and align to the larger goals of the program.
- *Splitting activities*: In some cases, activities have two primary purposes, and sites may struggle to determine which activity code should be used. In this case, activities can be "split" into two activities, each with a different primary purpose. For example, a club for English Learners about nutrition, which lasts for one hour, may be entered into Cayen Systems AS21 as "Activities for English Learners" for the first 30 minutes and "Healthy and Active Lifestyle" for the remaining 30 minutes. Please note, in such a case, attendance would be tracked twice in Cayen Systems AS21 for this one hour activity.
- *Snack*: Snack is an activity that should be entered into Cayen Systems AS21. There is no one specific APR category associated with food distribution and consumption. Therefore, sites should consider what occurs during snack time and label snack as having that primary purpose. For example, if snack is solely for the purpose of food distribution, it may be coded as Healthy and Active Lifestyle. Or, if literacy activities occur during snack, it could be labeled as Literacy Education.
- *Recess and recreational time*: Healthy and Active Lifestyle can be used as the APR activity to account for programming that is designed to engage students physically, such as recess or recreational time.

- *Family engagement activities*: Although activities for adult family members should be entered into Cayen Systems AS21, such activities do not count toward the activity section of the APR Report. Instead, the total number of unduplicated family members (each family member counted only one time) served is entered on the APR Report. If entering adult family member activities into Cayen Systems AS21, program staff can identify which APR category best fits the primary purpose of the activity. Adult family member activities are not counted in the calculations of the activity section of the APR as this section pertains to student participants only. Student attendance at events that are targeting the adult family members should not be taken or entered in Cayen Systems AS21.

Below (Table 5.2) are the 14 APR activity categories that should be used to code activities in Cayen Systems AS21. Examples of each of these APR activities are provided for reference only. Note that the examples provided are not an exhaustive list, as sites may provide a wide range of other programming. In addition, the examples provided here might be coded by sites in other categories based on the primary purpose of that programming type for that specific site. For example, a snack that occurs during homework help would be coded as "Well-rounded Education Activities" in one program, and a snack that occurs during SEL lessons focused on conflict resolution would be coded as "Drug and Violence Prevention and Counseling" in another program. As a reminder, you should categorize the activity according to the primary purpose for your program.

The 14 categories listed below are those that are used in the "Activities" section of the federal data collection system for 21st CCLC programs. Although these categories were set by the federal Department of Education, they do not align exactly with the list of allowable activities for 21st CCLC programs included in statute. As such, 21st CCLC programs may be offering activities that are allowable under the law, but they do not have their own standalone APR category. To assist grantees in determining how to code the activities they offer, DPI has created a crosswalk that details the specific allowable activities that fall into each of the fourteen APR categories.

Table 5.2. APR Category Definitions and Crosswalk with Allowable Activities

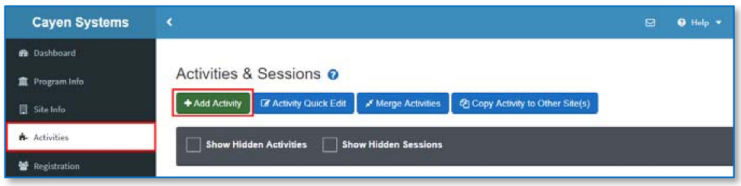
APR Category coded in Cayen	Definition of APR Category	Allowable Activities (per federal guidelines for 21st CCLC programs)	Programming Examples
1. Science, Technology, Engineering, and Mathematics (STEM)	Activity that contributes to the development of STEM skills.	• Mathematics education programs: Program that enables students to analyze, reason, and communicate ideas effectively as they pose, formulate, interpret, and solve mathematical problems in a variety of situations to ensure success in a world beyond the classroom. • Programs that build skills in science, technology, engineering, and mathematics (STEM): Activity that contributes to the development of STEM skills.	Mango Math, Slimy Explosions, Space Club, Coding/Robotics, Math Academic Enrichment, Science Skill Building, Remedial STEM education
2. Literacy Education	Activity that contributes to the development and enjoyment of reading, writing, and speaking, and listening skills.	• Literacy education programs: Activity that contributes to the development and enjoyment of reading, writing, and speaking and listening skills.	Read-alouds, Avid Explorers, LitART Club, Written Expression, Poetry Club, Literacy Club, Literacy Academic Enrichment, Remedial Literacy Education
3. Academic Enrichment	Programming that primarily aims to help students in meeting challenging state and local academic standards by intentionally embedding core content learning (i.e., English Language Arts, mathematics, social studies, and science) into activities that reinforce and enhance academic learning without replicating the school day. Program offerings that are academic in nature, but not exclusively focused on literacy or STEM, or that integrate multiple types of academic content into one activity (e.g., thematic units, project-based learning units, etc.). Please note that **Homework Help is not considered a form of academic enrichment**.	• Tutoring services: Activity that provides direct support for the core academic subjects either one-on-one or in small groups. • Service-learning programs: Activity that engages the students in an activity that benefits the community outside the center. • Environmental literacy activities: Programs that help students connect, explore, and engage with near nature and the local community. Learning and recreation activities contribute to students developing the knowledge, skills, and dispositions to engage, individually and collectively, for a more sustainable future.	Cooking Club, Tutoring, One-on-one Support, Small Group, Project-Based Learning, Learning Centers/Stations

APR Category coded in Cayen	Definition of APR Category	Allowable Activities (per federal guidelines for 21st CCLC programs)	Programming Examples
4. Well-rounded Education Activities	Activity that promotes the development of other skills that contribute to student success, including arts, music, youth development, social and emotional learning (SEL), etc.	• Arts and music programs: Activity that engages students in the creation of art and music and develops the appreciation of art and music. • Activities that enable students to be eligible for credit recovery: Activity that helps students earn the credits they need for a high school degree. • Mentoring programs: Activity that engages the student with a role model. • Service-learning programs: Activity that engages the students in an activity that benefits the community outside the center. • Environmental literacy programs: Programs that help students connect, explore, and engage with near nature and the local community. Learning and recreation activities contribute to students developing the knowledge, skills, and dispositions to engage, individually and collectively, for a more sustainable future. • Remedial education activities: Activity that is designed to provide direct support for mastering school day content such as homework help or assistance completing assignments.	Arts and Music, Homework Help, Entrepreneurship, Community/Service Learning, Youth Leadership, One-on-one Life Skills Support, SEL Curriculum (Sanford Harmony, Second Step, etc.), Service Club
5. Healthy and Active Lifestyle	Activity that engages students in a physical activity, develops the appreciation of health and nutrition, or focuses on student well-being.	• Nutritional education programs: Program that educates and promotes healthy eating behaviors and lifestyles. • Regular, structured physical activity programs: Activity that engages students in physical activity and develops the appreciation of health and nutrition.	Snack, Triple Play, Enrichment and Recreational, Movement Break, Yoga, Ski Club, Volleyball Skills Camp, Group Exercise, Recess, Nutrition Education
6. Services for Individuals with Disabilities	Activities specifically designed for students with unique learning needs. Does not include modifications or accommodations provided to students with disabilities that facilitates their participation in general program activities.	• Services for individuals with disabilities: Service specifically designed for students with an identified disability.	Adaptive Physical Education, Life Skills Club
7. Activities for English Learners	Activity whose primary purpose is to provide direct support for students classified as English Learners (ELs). Does not include scaffolding or support provided to ELs to facilitate	• Programs for English Learners (ELs): Activity that provides direct support to students classified as ELs.	Learning New Language Club, EL Tutoring

APR Category coded in Cayen	Definition of APR Category	Allowable Activities (per federal guidelines for 21st CCLC programs)	Programming Examples
	their participation in general program activities.		
8. Cultural Programs	Activity that promotes the broad diversity of race, language, and culture in Wisconsin schools and prepares all students for a multicultural world.	• Cultural programs: Program or practice that accounts for and adapts to the broad diversity of race, language, and culture in Wisconsin schools and prepares all students for a multicultural world.	Language Clubs, Holidays around the World, Multicultural Day, International Potluck, Cultural Appreciation
9. Telecommunications and Technology Education	A program of studies that leads to technological literacy, which is the ability to initiate and conduct activity associated with technological processes, communications, systems, problems, opportunities, history, future, impact, ethics, and consequences.	• Telecommunications and technology education programs: A program of studies that leads to technological literacy, which is the ability to initiate and conduct activity associated with technological processes, communications, systems, problems, opportunities, history, future, impact, ethics, and consequences.	Digital Field Trips, Creating Digital Books, TelePals, Student Information Technology (IT) Support Programs
10. Expanded Library Service Hours	Hours that provide basic access to library resources, spaces, and digital and print materials beyond the school day, or expanded hours and full library program services, including instruction and guidance in research, inquiry, media, and literacy, provided by a licensed school librarian.	• Expanded library service hours: Hours that provide basic access to library resources, spaces, and digital and print materials beyond the school day with locally appropriate staffing, or expanded hours and full library program services, including instruction and guidance in research, inquiry, media, and literacy, provided by a licensed school librarian.	Expanded Library Hours, Library Night
11. Parenting Skills and Family Literacy	A program that focuses on meaningful family engagement that strengthens beliefs that the parent and guardian can actively engage in their child's learning or builds the skills and knowledge of family members so that they are able to support their child's development, including literacy-related development, at home, at school, and in the community.	• Parenting skills programs that promote parental (legal guardian) involvement and family literacy: A program that focuses on meaningful family engagement that strengthens beliefs that the parent and guardian can actively engage in their child's learning or builds the skills and knowledge of family members so that they are able to support their child's development, including their literacy-related development, at home, at school, and in the community.	Reading Kits, Family Literacy Night, Family Field Trip to Local Library, Parenting with Love and Logic
12. Assistance to Students who have been Truant, Suspended, or Expelled	Activity that promotes school attendance or remediation to vulnerable/at risk students.	• Programs that provide assistance to students who have been truant, suspended, or expelled: Activity that promotes school attendance.	Peer Mentoring, Students Advisory Programs, Programming for Expelled or "At-Risk" Youth

APR Category coded in Cayen	Definition of APR Category	Allowable Activities (per federal guidelines for 21st CCLC programs)	Programming Examples
13. Drug and Violence Prevention and Counseling	Activity that provides information about alcohol or other drug use prevention, promotes peaceful conflict resolution, and provides social and emotional counseling services. Counseling services should be provided by appropriately licensed individuals as necessary.	• Counseling programs: Activity that provides social and emotional counseling services. Counseling services should be provided by appropriately licensed individuals as necessary. • Drug and violence prevention programs and counseling programs: Activity that provides information about alcohol or other drug use prevention. Activity that promotes peaceful conflict resolution.	Alcohol or Drug Abuse (AODA) Curriculum, STOP Tobacco, One-on-one or group Counseling Support, Social and emotional learning (SEL) enrichment, What To Do When I'm Angry curriculum, Sexual Violence Prevention/Awareness
14. Career Competencies and Career Readiness	Activity that prepares students to enroll and succeed in a credit bearing course at a postsecondary institution or a high-quality certificate program with a career pathway to future advancement and contributes to the understanding of business practices and business ownership.	• Financial literacy programs: Programming that includes the areas of "financial mindset," joining education and employment, money management, saving and investing, credit and debt, or risk management and insurance. • Programs that partner with in-demand fields of the local workforce or build career competencies and career readiness and ensure that local workforce and readiness skills are aligned with the Carl D. Perkins Career and Technical Education Act of 2008 and the Workforce Innovation and Opportunity Act: Activity that prepares students to enroll and succeed in a credit-bearing course at a postsecondary institution or a high-quality certificate program with a career pathway to future advancement. Activity that contributes to the understanding of small business practices and business ownership.	Business Leaders of Tomorrow, Community Guest Speaker, Junior Achievement, Financial Literacy, College Readiness Boot Camp, Company Tours, Job Shadows, Mock Interviews, Resume Writing Workshops, Internships, Career-related Projects

Instructions for Adding Activities / Sessions



Add Activities

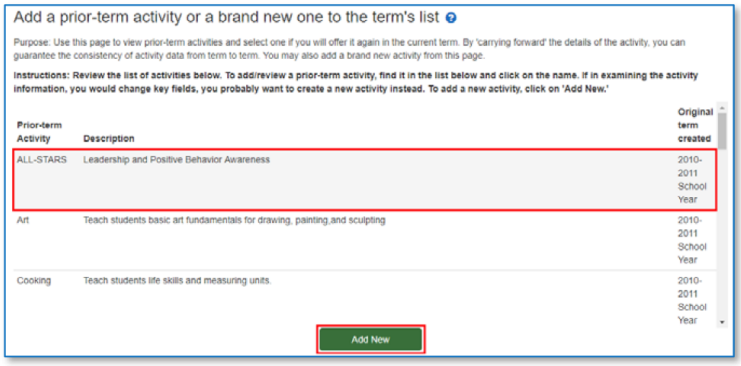
1. In your left-hand navigation menu, click "Activities"
2. Click "Add Activity"

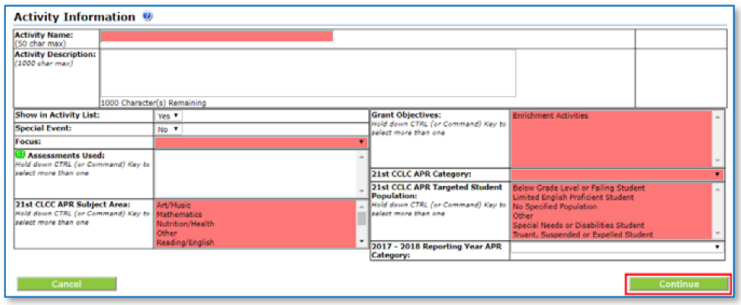
Choose Prior-Term Activity OR Add New

1. If you have offered the EXACT SAME Activity in a prior term, double-click on that activity in the list of Prior-Term Activities. Click "Continue" to create the activity for the current term

OR

1. If entering an activity that HAS NOT been offered at your site in the past, click "Add New"

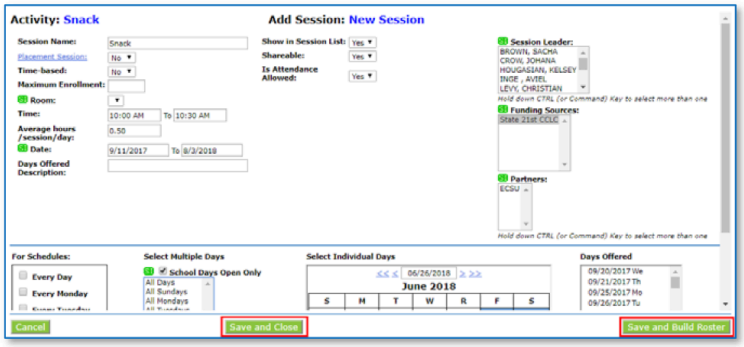




Enter Activity Information

1. Enter the required information to categorize the activity for reports
2. Click "Continue" to save the activity

Once an activity has been created, programs need to establish at least one session of that activity. Be sure to select the appropriate funding source for each session. Only information with sessions funded by 21st CCLC will appear on the Annual Performance Report.

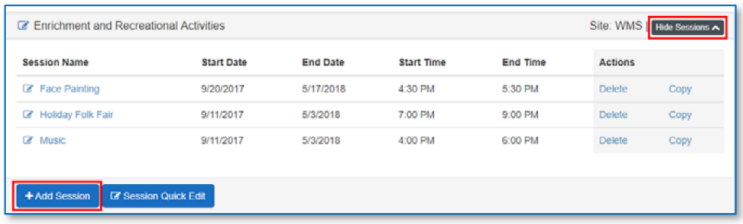


Enter Activity Information

1. Name the session. The session name will default to "New Session." Be sure to rename with a useful name to avoid confusion when viewing reports
2. Complete all required fields
3. Click "Save and Close"

Add Additional Sessions

1. Add more sessions as needed. After adding the first session for an activity, you can add additional sessions to the activity
2. From the Activities screen, find the Activity to which you need to add a session
3. Click the "Show Sessions/Hide Sessions" toggle to view the current sessions for the activity
4. Click "Add Session"
5. Complete all fields
6. Click "Save"



Synchronous and Asynchronous Activities

Given the complexity of educational offerings amidst the COVID-19 pandemic, schools may at times operate in-person or virtually. As a result, 21st CCLC programs have adopted with both synchronous and asynchronous program offerings. Synchronous programming is that programming that occurs in 'real-time' (i.e., in-person services or virtual sessions such as Zoom). In this case, students and staff are participating in programming simultaneously. On the other hand, some programs might offer asynchronous offerings (such as recorded lessons, videos/resources sent to families, or take-home packets). In this case, staff and students might not be engaged in 21st CCLC programming simultaneously. As a result, questions have arisen the last few years with regard to program requirements and reporting in Cayen Systems AS21.

21st CCLC sites must meet the following requirements regarding synchronous vs. asynchronous programming:

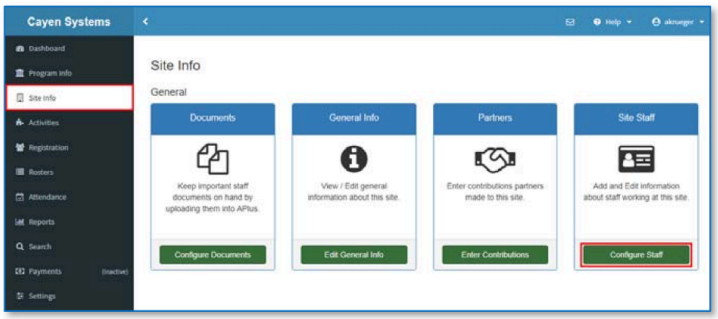
- The program must offer at least 10 hours per week of *in-person* programming to students, as is required by the grant. Virtual programming may be offered, but it must be in addition to the 10 hours per week of in-person programming.
- Only synchronous virtual program activities (i.e., those offered live) will be counted as additional hours offered by the program. Asynchronous virtual program activities (i.e., take-home packets or materials, activities sent electronically, etc.) will not be counted.
- Reporting Requirements:
    - Synchronous virtual program activities must be entered as activities in Cayen Systems AS21 and attendance must be tracked in Cayen Systems AS21.
    - Asynchronous virtual program activities (e.g., activity packets, recorded videos, take-home kits, etc.) should not be entered as activities in Cayen Systems AS21 and should not be tracked in Cayen Systems AS21.

Staffing

Staff information is required for the US Department of Education Annual Performance Report (APR). APR related staff information for each of the active reporting periods for the site must be entered into Cayen Systems AS21 (see instructions below). When reporting on staffing, there are different categories: administrator, college student, community member, high school student, parent, school day teacher, other non-teaching school staff, subcontracted staff, and other. Below are definitions of each of the categories:

- Administrator: An individual who has a primary oversight capacity of the staff and functions of the program, such as a site coordinator or districtwide program coordinator. In short, it is anyone responsible for overall program development, management, or CLC line staff supervision.
- College Student: An individual who is currently enrolled in a post-secondary institution.
- Community Member: An individual who is from the community at large.
- High School Student: An individual who is currently enrolled in a secondary institution. Note that high school student reported as staff **CANNOT** also be counted as 21st CCLC participants.

- Parent: An individual who is the parent or guardian of a student enrolled in the 21st CCLC program.
- School Day Teacher: An individual whose primary role is as a teacher within the school or feeder school.
- Other Non-Teaching School Staff: An individual whose primary role is to provide services or activities such as security, custodial, clerical, athletic, or transportation for the program.
- Subcontracted Staff: An individual representing an organization other than the granted agency who enters into a formal contract to provide services for the 21st CCLC program. Subcontractors are often referred to as "vendors" and they may include paid or volunteer staff from partner organizations who come in to lead specific activities (e.g. tutoring, Karate Club, etc.).
- Other: An individual who is not identifiable with any category above. Many of 21st CCLC staff members work as support stuff (i.e., "aides") during the school day. Based on the definitions provided, these staff don't fit into either the "School Day Teachers" category or the "Other Non-Teaching School Staff" category. For that reason, we are advising that programs report such staff as "Other."

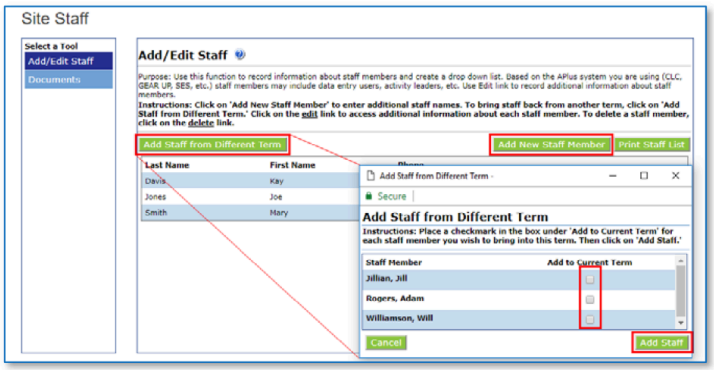


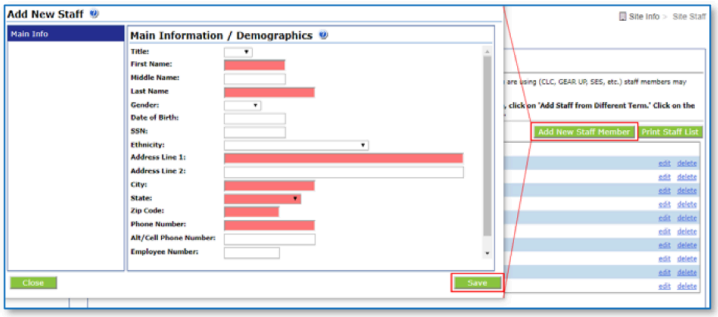
Configure Staff

1. In your left-hand navigation menu, click "Site Info"
2. Locate the "Site Staff" card
3. Click "Configure Staff"

Add Staff from Different Term

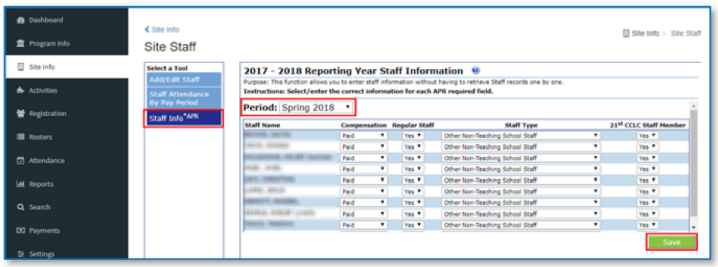
1. If working with the same staff from a different term, click "Add Staff From Different Term"
2. Check the box next to the staff member you would like to bring back from a prior term
3. Click "Add Staff"





Add New Staff Member

1. Click "Add New Staff Member"
2. Complete the required fields
3. Click "Save"



Enter APR Related Staff Info

1. Click "Staff Info *APR" in the left, blue menu
2. Select the Period you wish to view
3. Complete the fields of information for all staff members listed on the APR Staff Info screen
4. Click "Save"

Family Members Attendance

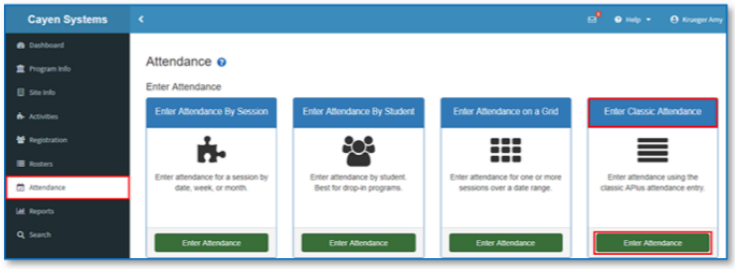
Family members include those who live and do not live with students, such as parents/guardians, grandparents, adult siblings, neighbors, aunts, and uncles. However, children who are family members (e.g., younger or older siblings) should not be tracked. The total number of

unduplicated family members who attended 21st CCLC programming is required on the APR. If family events were open to the entire school community, but were hosted in partnership with the 21st CCLC program and other funding sources, programs should only count those family members in attendance who had a student enrolled in the program.

Family engagement events that are intended to develop family members' own skills or provide them with opportunities to meaningfully connect to their child's learning are required. Virtual family engagement events that are offered synchronously (i.e., live) may be counted toward the total number of family events reported. Attendance at in-person and synchronous virtual family events should be tracked in Cayen Systems AS21. Asynchronous family engagement opportunities may not be counted toward the total number of family events reported to DPI, and participation in those opportunities should not be tracked in Cayen Systems AS21.

Family members are added to Cayen Systems AS21 using the same registration methods as students. Program staff can manually enter them into the Registration menu, or you can add each name as you track attendance for a family event session using Classic Attendance (see instructions below). When you enter an adult in the system, be sure to check the box that they are an adult. And, although not required, it can be useful to associate an adult with a particular student through the "Household" feature.

Programs are expected to record the unduplicated count of adult family members in Cayen Systems AS21. Family Member attendance in Cayen Systems AS21 is tracked in the same manner as the students are. That is, programs will need to create an Activity ("Family Events") and one or more Sessions to track the attendance of Family Members. Best practice is to create a separate Session for each Family Event that was held, but programs could also create a single "Family Event" session that is offered on multiple dates. Either set up would work fine. Once the Session is created, then programs would track attendance for the particular date that the Session is offered in the Attendance menu. Note that programs have the option to override the APR with a total number of family participants. It is not necessary to enter the names of each family member, but programs should have a good system in place to keep track of attendance.



Add an Attendee

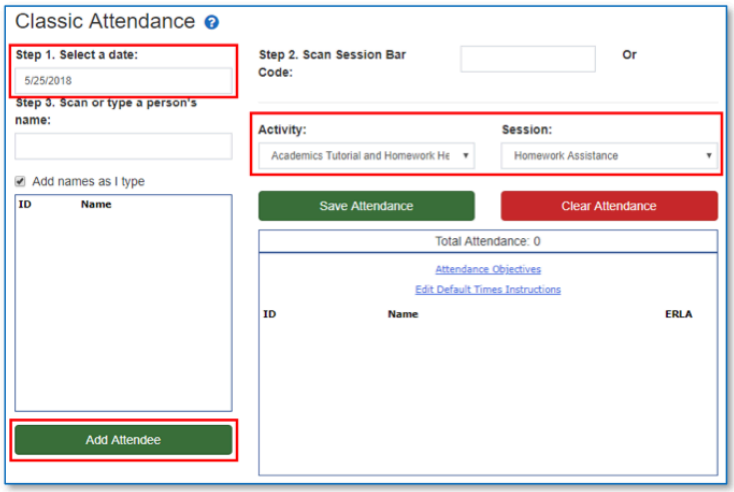
1. In your left-hand navigation menu, click "Attendance"
2. Locate the "Enter Classic Attendance" Card
3. Click "Enter Attendance"

Select criteria for entering attendance

1. Choose the date of attendance from the calendar
2. Select an Activity and Session
3. Click "Add Attendee"

OR

3. Type the person's name and hit Enter or Tab on the keyboard. If no match is found in Registration, you will be prompted to add the new person
4. The Registration tab will open and the add new participant search screen will appear



Enter Attendee information

1. Enter the information that you have on the attendee
2. Click "Search".

Enter Attendee information

3. If no matching records are found in the registration search, click "Add New"
4. Update the information as needed in the new participant's Registration record
5. Click "Save." The Attendance tab will re-open and the new person will automatically be saved in attendance

Outcomes

1. Teacher Survey

Programs are required to report to the US Department of Education the 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. To meet this

requirement, programs need to administer teacher surveys (see Appendix F for a copy of the survey) for students in grades 1-5 who attend 10+ hours in summer or 10+ hours in the school year.

Best practices in administration

For summer programming, teacher surveys should be completed by program staff that worked directly with the students over the course of the summer program. For school year programming, teacher surveys should be completed by the individual students' school day teachers.

For every student who attends 10+ hours, a regular school-day teacher should be selected to complete the teacher survey. For elementary school students, the teacher should be the regular classroom teacher. Only one teacher needs to complete the survey for each student.

The survey should be administered to teachers near the end of the school year. In general, it is not a good practice to wait until the last week of the school year to administer the survey, although they should be conducted as close to the end of the year as possible (e.g., 3 weeks before the last day of school). Administering the survey earlier in the year (e.g., in March or April) limits the amount of improvement teachers can observe (and report) in student behavior.

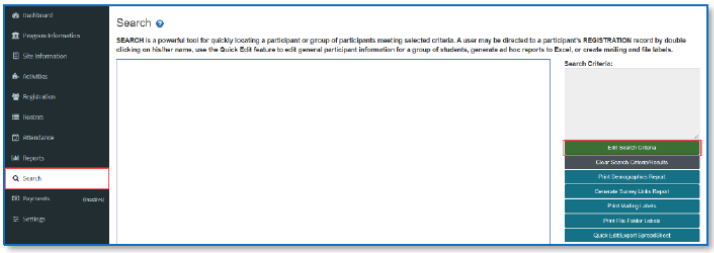
Programs have the option to send out electronic teacher surveys using Cayen Systems AS21 or hand out hard copies of teacher surveys. If program chooses to distribute hard copies, staff should specify a location (or person) to which the surveys should be returned and a date by which they should be completed.

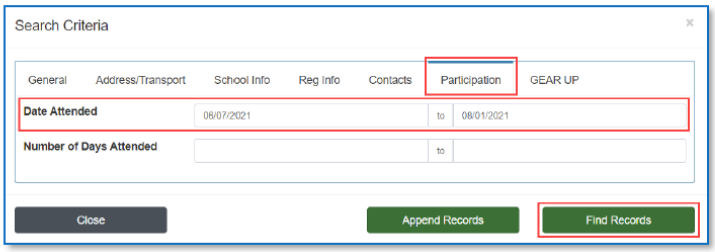
For electronic teacher surveys, program staff will download a report of survey links from Cayen Systems AS21 (see below). Using the information from the report, program staff can email the unique teacher survey links to each teacher. Teachers who have multiple students enrolled in the program will receive multiple links (one link for each child). Results from teachers who complete the survey electronically will be automatically updated in Cayen Systems AS21.

Electronic teacher survey

Search for Participants

1. In your left-hand navigation menu, click 'Search'
2. On the right of the screen, click 'Edit Search Criteria'
3. The Search Criteria window will open



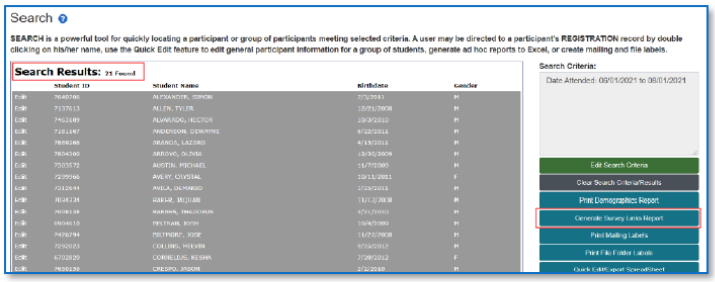


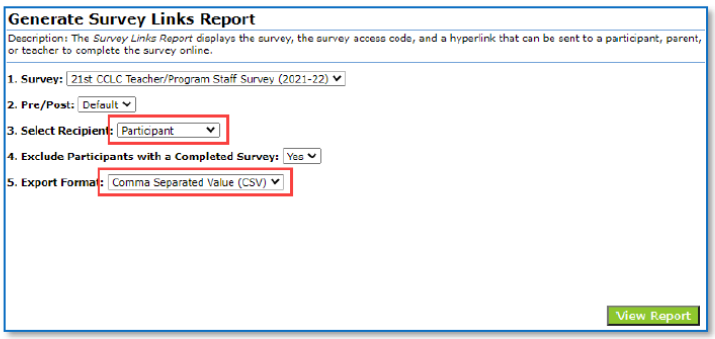
Enter Search Criteria

4. Click the 'Participation' tab
5. Locate the 'Date Attended' field and enter your program's summer date range
6. Click 'Find Records'

Generate Survey Link Report

7. Once the search results load, the number of participants that matched the criteria will show at the top of the screen
8. On the right of the screen, click 'Generate Survey Links Report'



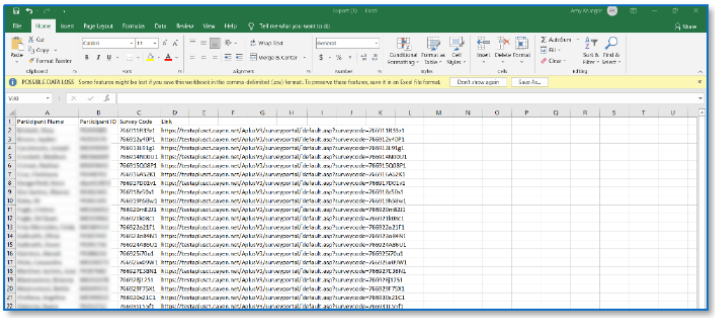


Select Report Criteria

9. Select criteria for the report
10. For the 'Select Recipient' option, choose 'Participant'
11. For the 'Export Format' option, choose 'Comma Separated Value (CSV)'
12. Click 'View Report.' This will download a CSV file that can be opened in Excel or Google Sheets.

Distribute Survey Links

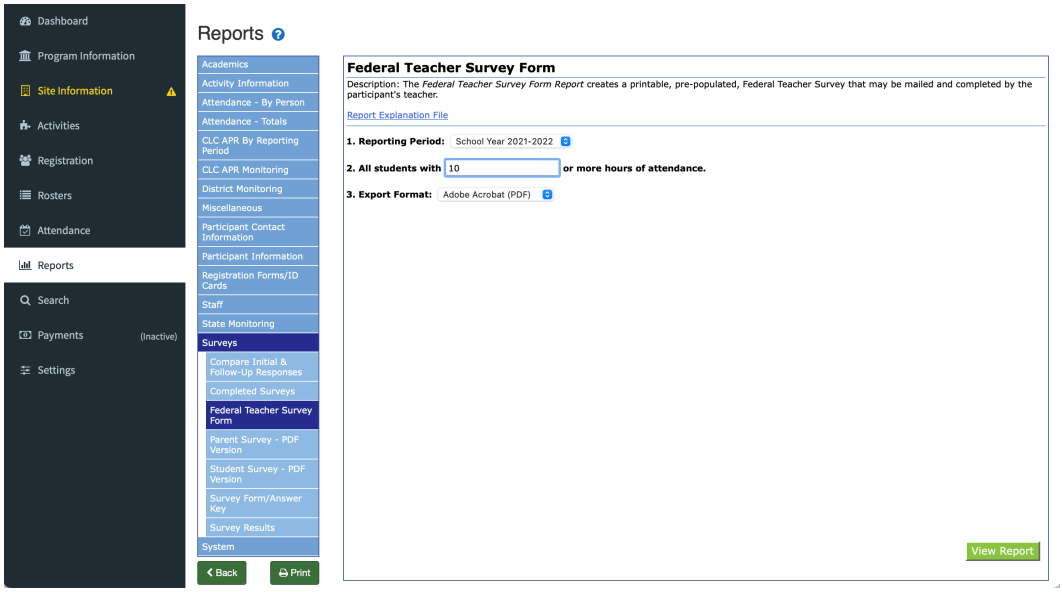
13. Copy information from the spreadsheet into emails to the people that will provide feedback related to specific participants



Hard copy teacher survey

To print out hard copies of teacher surveys, follow the steps below:

1. Click Reports in the left-hand navigation menu
2. Click Surveys and then Federal Teacher Survey Form
3. Select the Reporting Period (Summer or School Year)
4. Select Adobe Acrobat (PDF) as the Export Format
5. Click View Report on the right corner

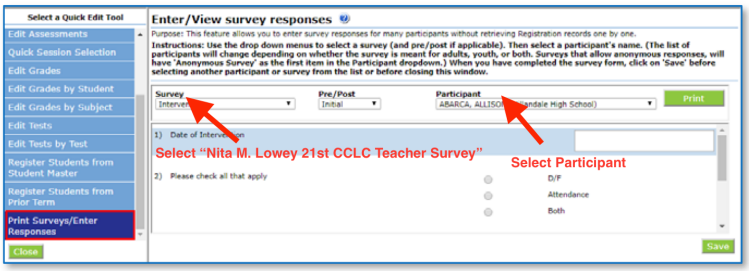


How to enter hard copy results

If programs send out hard copies of teacher surveys, program staff need to manually enter survey results into Cayen Systems AS21 using the quick data entry tools under Registration. After clicking on "Quick Data Entry Tools", the screen will open with a blue menu on the left. Locate "Enter/View Survey Responses" and select Nita M. Lowey 21st CCLC Teacher Survey from the survey dropdown menu and participant name to enter survey results.

Print Surveys/Enter Responses

1. In the left blue menu, click "Print Survey/Enter Responses"
2. Select the survey and participant
3. Complete the survey
4. Click "Save"



2. Grade Point Average

Programs are required to report to the US Department of Education the percentage of students in grades 7-8 and 10-12 participating in 21st CCLC programming in the school year and summer with a prior-year unweighted Grade Point Average (GPA) of less than 3.0 who demonstrated an improved GPA. To meet this requirement, programs need to provide unweighted cumulative end of year GPA for students in grades 7-8 and 10-12 who attend 1+ hour in summer or 1+ hour in the school year.

Program staff have the option to either enter GPA in Cayen Systems AS21 for each individual student for both years (prior year and current year) or calculate results and 'override' APR in Cayen Systems AS21 with aggregate results (instructions for how to override APR in Cayen Systems AS21 can be found on p.62). Instructions for entering GPA in Cayen Systems AS21 will be forthcoming. If schools do not use GPA, programs can consult with UWGB to calculate GPA based on student grades.

3. In-School Suspensions

Programs are required to report to the US Department of Education the percentage of students in grades 1-12 participating in 21st CCLC programming in the school year and summer who experienced a decrease in in-school suspensions compared to the previous school year. To meet this requirement, programs need to provide the number of in-school suspensions for students in grades 1-12 who attend 1+ hour in summer or 1+ hour in the school year.

Program staff have the option to either enter the number of suspensions in Cayen Systems AS21 for each individual student for both years (prior year and current year) or calculate results and 'override' APR in Cayen Systems AS21 with aggregate results. Instructions for entering in-school suspensions in Cayen Systems AS21 will be forthcoming. If schools do not use in-school suspensions, there would be 0 in-school suspensions for every student.

4. Forward Exams

Programs are required to report to the US Department of Education the percentage of students in grades 4-8 participating in 21st CCLC programming who demonstrated growth in reading and language arts on state assessments and the percentage of students in grades 4-8 participating in

21st CCLC programming who demonstrated growth in mathematics on state assessments. To meet this requirement, programs need to provide WI Forward Exam Performance Level (Below Basic, Basic, Proficient, or Advanced) for students in grades 4-8 who attend 1+ hour in summer or 1+ hour in the school year.

For public schools, program staff need to have accurate demographics and attendance entered into Cayen Systems AS21. Forward Exams data will be pulled directly from DPI. For private schools, program staff have the option to either enter school assessment results in Cayen Systems AS21 for each individual student for both years (prior year and current year) or calculate results and 'override' APR in Cayen Systems AS21 with aggregate results. Instructions for entering Forward Exams results in Cayen Systems AS21 will be forthcoming.

5. School-Day Attendance

Programs are required to report to the US Department of Education the percentage of students in grades 1-12 participating in 21st CCLC programming during the school year who had a school attendance rate at or below 90% in the prior school year and demonstrated an improved attendance rate in the current school year. To meet this requirement, programs need to provide school day attendance rate for students in grades 1-12 who attend 1+ hour in the school year.

For public schools, program staff need to have accurate demographics and attendance entered into Cayen Systems AS21. School-day attendance for the prior year will be pulled directly from DPI. However, public schools will need to enter the current year school day attendance rate (days attended over possible days of attendance). For private schools, program staff have the option to either enter school day attendance rates in Cayen Systems AS21 for each individual student for both years (prior year and current year) or calculate results and 'override' APR in Cayen Systems AS21 with aggregate results. Instructions for entering school day attendance in Cayen Systems AS21 will be forthcoming.

6. Student Survey

Programs collect data from student surveys (see Appendix G for a copy of the survey) which should be administered to students in Grades 3-12 at the end of the school year. Information for how to administer the student survey will be forthcoming. The survey is available in English and

Spanish. If your site needs the survey in a different language, please reach out to UWGB and DPI as soon as possible.

Program staff members are encouraged to tailor their data collection strategies according to the needs of their individual program and staff members. However, some general guidelines are offered to assist with the development of data collection strategies.

- Data should be collected on-site. Do not print and send the student survey home with your participants.
- Data collection should occur as close to the end of the program as possible, while ensuring that as many eligible participants as possible are present when data collection takes place.
- Data collection should occur early in the series of after school events to ensure that students aren't tired and "ready to go home."
- Data collection should be facilitated by an adult who is familiar to the participants. This person should also be someone who has a reasonable amount of authority and can clearly convey the purpose and the importance of the data collection effort to the students.

Below are sample instructions that program staff can consider using when telling students about the survey:

> *We are interested in finding out how our afterschool program affects students who participate. We'd like to have you complete a survey that will help us understand what you thought of this program and how it has affected you. The survey should only take 10 minutes to complete, and the survey is completed anonymously, so you do not need to put your name on it. If you have any questions, please raise your hand.*

7. Family Survey

Programs also collect data from a family survey (see Appendix H for a copy of the survey). The family survey should be administered at the end of the school year and takes only 10 minutes to complete. Program staff are encouraged to tailor their data collection strategies of the family survey according to the needs of families and are encouraged to be creative in finding ways to get families to complete it. Programs should try and have as many families as possible complete a survey – even if their child does not attend regularly.

In general, it is not recommended that the family survey be sent home with students, as surveys will likely not be returned. Therefore, it is recommended that these surveys be completed on-site. Family activities which occur at the end of the school year tend to be a good opportunity to obtain these data. Program can also administer the surveys as families pick up students from the program.

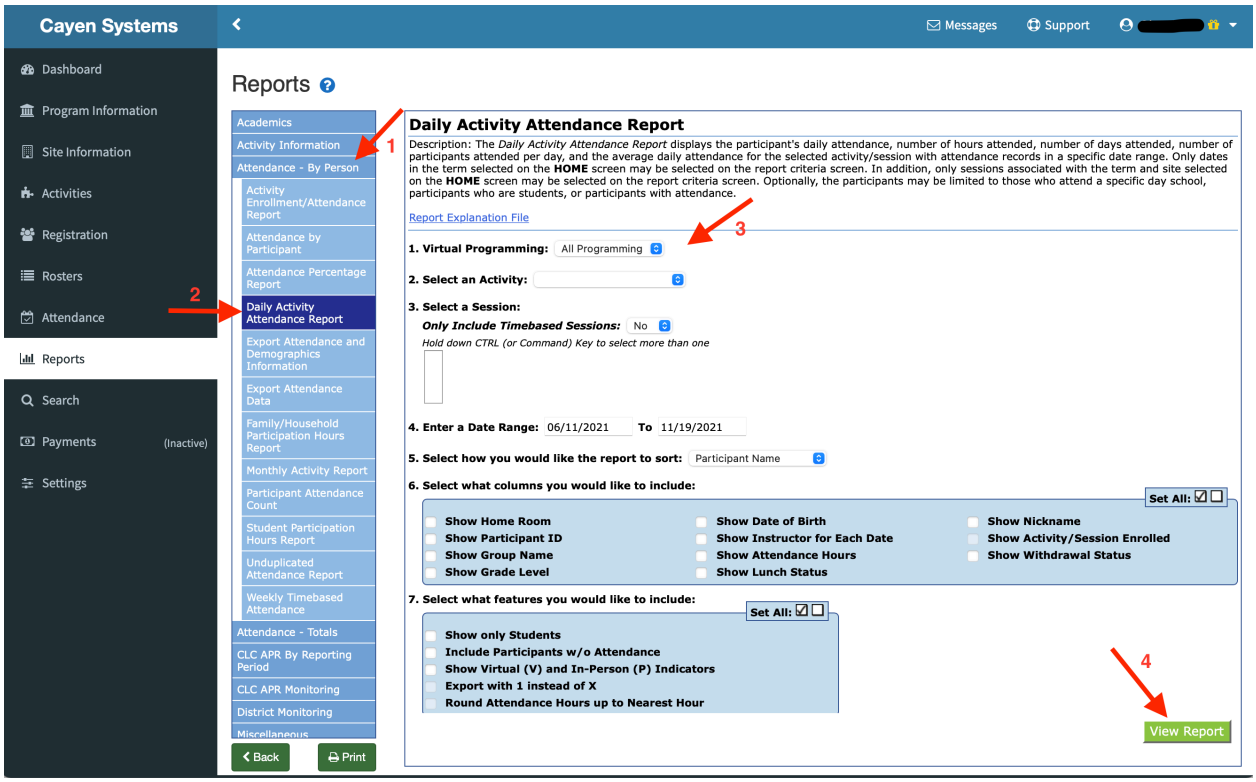
Information for how Family Surveys will be administered will be forthcoming in Spring 2023.

6. Cayen Systems AS21 Reports Features

Cayen Systems AS21 offers a wide variety of reports that can be generated to assist with day-to-day programming, monitoring of data entry and for evaluation purposes.

Daily Activity Attendance Report

The Daily Activity Attendance Report can be found under Attendance - By Person. This report displays each participant's daily attendance, number of days attended, number of participants attended per day, and the average daily attendance for the selected activity/session with attendance records in a specific date range. It helps a site to spot participants with irregular attendance or days with low attendance.



Daily Activity Attendance Report
District: [redacted] School District
[redacted] Elementary School
Between 08/25/2021 and 09/25/2021
All Activities
All Sessions
Date Run: Tuesday, November 16, 2021 at 9:57:32 AM (CT)

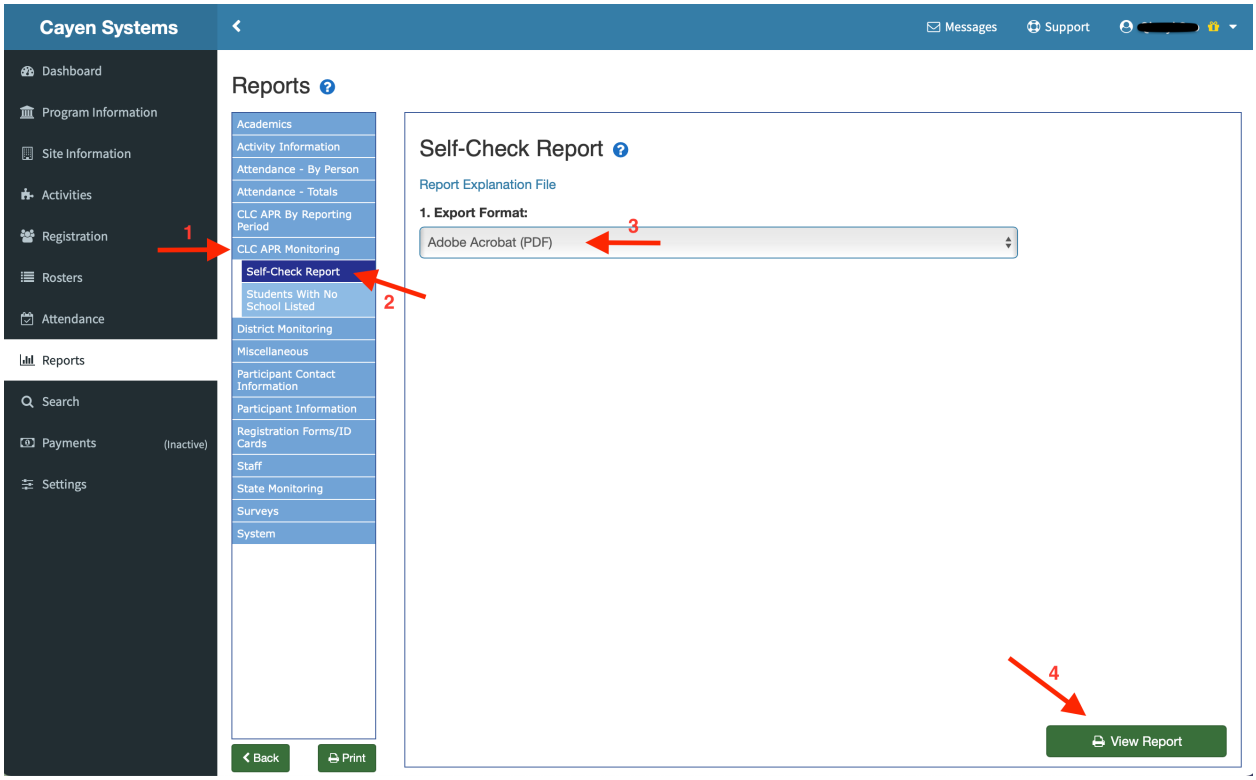
Name	Age	09/13	09/14	09/15	09/16	09/20	09/21	09/22	09/23	Days Attended	% Attendance
[redacted]									X	1	12.5%
[redacted]									X	1	12.5%
[redacted]		X	X	X	X	X	X	X	X	8	100.0%
[redacted]		X	X	X	X	X	X	X	X	8	100.0%
[redacted]		X	X			X	X	X		5	62.5%
[redacted]		X	X	X	X	X	X	X	X	8	100.0%
[redacted]					X		X		X	3	37.5%
[redacted]		X	X	X	X	X	X	X	X	8	100.0%
[redacted]		X	X	X	X	X	X	X	X	8	100.0%
[redacted]		X	X	X	X	X	X	X	X	8	100.0%
[redacted]		X	X	X	X		X		X	6	75.0%
[redacted]		X	X	X	X		X		X	6	75.0%
[redacted]		X	X				X			3	37.5%
[redacted]		X	X	X	X	X	X	X	X	8	100.0%
[redacted]		X	X	X	X	X	X	X	X	8	100.0%
[redacted]									X	1	12.5%
[redacted]			X	X			X	X		4	50.0%
[redacted]		X	X	X	X	X	X	X	X	8	100.0%
[redacted]		X	X	X		X	X	X	X	7	87.5%
[redacted]		X	X	X		X	X		X	6	75.0%
[redacted]		X		X		X		X		4	50.0%
[redacted]		X		X		X		X		4	50.0%
[redacted]		X	X	X	X	X	X	X	X	8	100.0%

-- Page Break --

Name	Age	09/13	09/14	09/15	09/16	09/20	09/21	09/22	09/23	Days Attended	% Attendance
[redacted]		X				X	X	X		4	50.0%
[redacted]		X	X	X	X		X	X	X	7	87.5%
[redacted]		X	X		X		X	X	X	6	75.0%
[redacted]				X	X	X	X	X	X	6	75.0%
[redacted]				X	X	X	X	X	X	6	75.0%
[redacted]		X	X		X	X	X	X	X	7	87.5%
[redacted]		X	X	X	X	X				5	62.5%
[redacted]		X	X	X	X	X	X	X	X	8	100.0%
[redacted]			X	X			X	X		4	50.0%
Total Participants		**24**	**23**	**23**	**20**	**21**	**26**	**23**	**24**	184	
Average Daily Attendance: 23											

Self-Check Report

The Self-Check Report can be found under CLC APR Monitoring. It allows grantees and sites to review key pieces of information related to the 21st CCLC program in a single step, including program operations, demographics, attendance, activities, funding sources, partners, and staff information. This report consolidates data that typically would be found in several different reports.



Self-Check Report

Date Generated: 11/14/2021

Organization Information

District	Site	Grantee	Site Leader
[redacted] School District	[redacted] Elementary School	[redacted] School District	[redacted]

Reporting Period Dates

Reporting Period	Start Date	End Date
Summer 2021	06/11/2021	08/27/2021
School Year 2021-2022	08/30/2021	06/10/2022

Attendance

Reporting Period	1-29 Days	30-59 Days	60-89 Days	90+ Days
Summer 2021	0	0	0	0
School Year 2021-2022	114	0	0	0

Reporting Period	< 15 Hours	15-44 Hours	45-89 Hours	90-179 Hours	180-269 Hours	270+ Hours
Summer 2021	0	0	0	0	0	0
School Year 2021-2022	100	14	0	0	0	0

All Weeks

Reporting Period	Hours/Week	Days/Week	Days Open	Weeks Open	Average Daily Attendance	Average Weekly Attendance
Summer 2021	0.00	0	0	0	0.00	0.00
School Year 2021-2022	6.10	5	23	5	45.35	70.80

Typical Weeks

Reporting Period	Hours/Week	Days/Week	Days Open	Weeks Open	Average Daily Attendance	Average Weekly Attendance
Summer 2021	0.00	0	0	0	0.00	0.00
School Year 2021-2022	7.00	5	15	3	50.40	72.67

Funding Sources

Funding Source	Linked To Activity?
21st Century CLC	Yes

Partners

Partner	Contributions	Sub Contract	Linked To Activity?

Activities by DOE Category

Activity DOE Category	Activity Count
NOT SET	2

Activities by APR Category

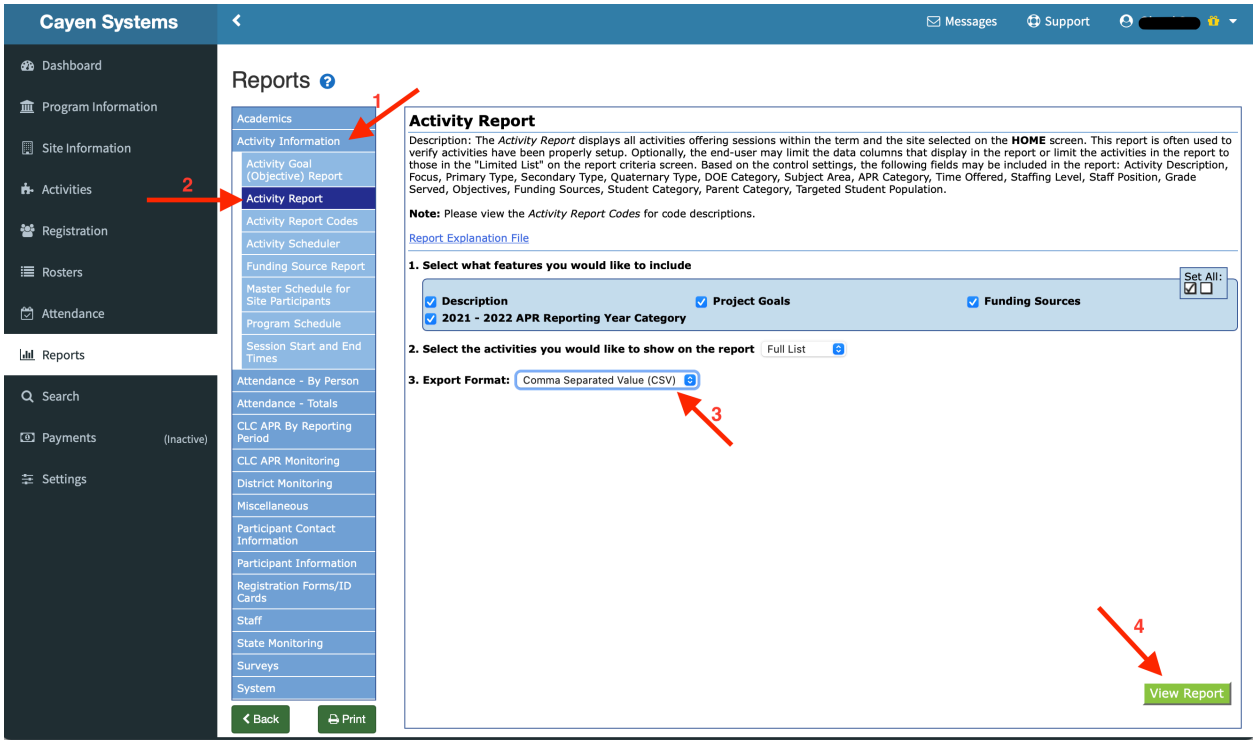
Activity APR Category	Activity Count
Homework Help	1
STEM	1

Demographics

Student Count	Ethnicity Count	Lunch Type Count	Gender Count	Student ID Count	LEP Cat Count	Special Ed Count	Grade Count	State ID Count	Teacher Count
128	128	77	128	128	60	24	128	128	128

Activity Report

The Activity Report can be found under Activity Information. This report displays all activity offerings within the selected term. It includes each activity's descriptive information and classifications (APR codes). This report is often used to verify activities have been properly set up and to evaluate the diversity of a program's activities.



Activity Report - State

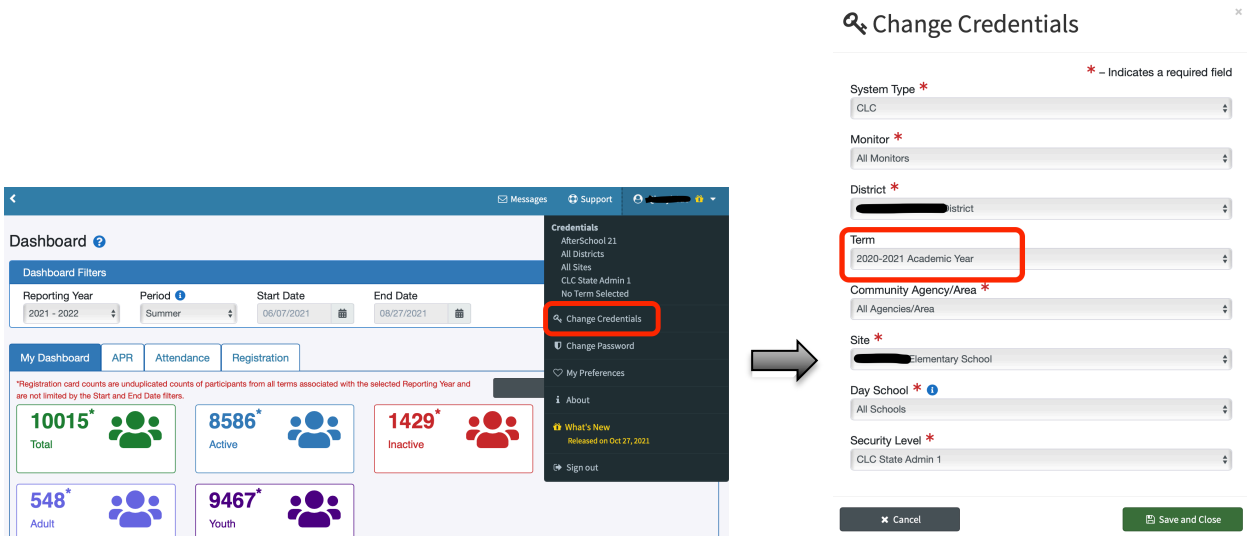
[redacted] *School*

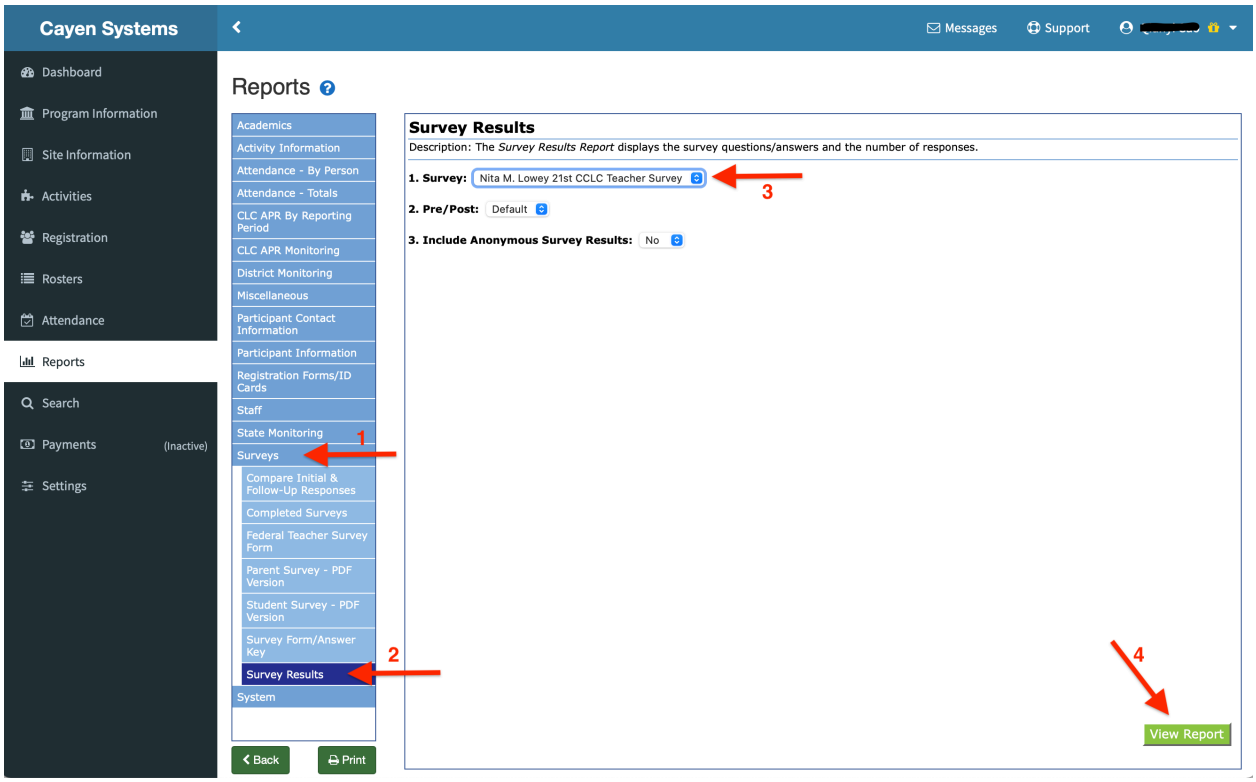
Date Run: Sunday, November 14, 2021 at 10:54:20 AM (CT)

Activity Name	Description	Project Goals	Funding Sources	2021 - 2022 APR Reporting Year Category
Academic Enrichment - Homework				Homework Help
Academic Enrichment - Literacy				Literacy
Academic Enrichment - Math				STEM
Club - 80's Club				Literacy
Club - All About Sports	Session 2			Physical Activity
Club - Bloxels	Session 2			STEM
Club - Captivating Critters				Literacy
Club - Enrichment Choices				Literacy
Club - Night at the Museum				STEM
Club - Service Learning	Session 3			Literacy
Club - Torch Club				STEM
Club - WackyWorkouts				Physical Activity
Club - When I Grow Up I Want To Be...				Literacy
Club Field Trip - Neville Museum				Literacy
Fine Arts				Arts & Music
Intro to ASP Week 1				Youth Leadership
Literacy				Literacy
Physical Activity				Physical Activity
Physical Activity				Physical Activity
SEL				Violence Prevention
Snack				Violence Prevention
STEM				STEM

Survey Results

This report displays the survey questions/answers and the number of responses. After logging in, you need to go to your profile and click on Change Credentials. You must select a Term to be able to view the survey results.



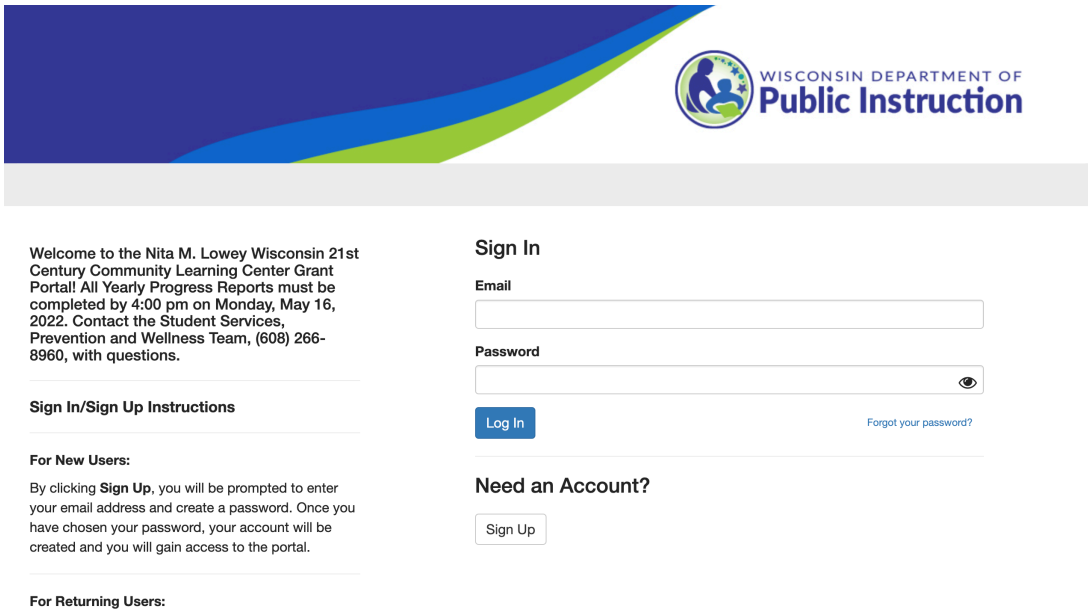


7. Yearly Progress Report (YPR)

The YPR is an end-of-year reporting survey completed by program staff. This submission is done via the WizeHive online portal and is administered by DPI. Typically, the YPR is sent to program staff in late March and must be completed by early May. The primary contact for the grant will receive an email from DPI that will include a link to the form and instructions for completion. All YPR prompts and questions can be found on the DPI website: https://dpi.wi.gov/sspw/clc/yearly-progress-report. In general, the YPR will take program staff about 3 hours to complete. Program staff can save responses and finish the YPR at a later time if additional data is needed.

Data entered in Cayen Systems AS21 is bridged to the YPR, meaning the YPR survey will be prepopulated with information already entered in Cayen Systems AS21 (such as number of program days operated, number of students, and so on). Program staff should review the information on the YPR and provide additional context within the qualitative and narrative portions to ensure DPI understands the scope of the program. This survey allows subgrantees to share successes, request support around specific challenges, and report on progress towards the Performance Measures in the approved grant application.

Figure 7.1. YPR Sign-In Page



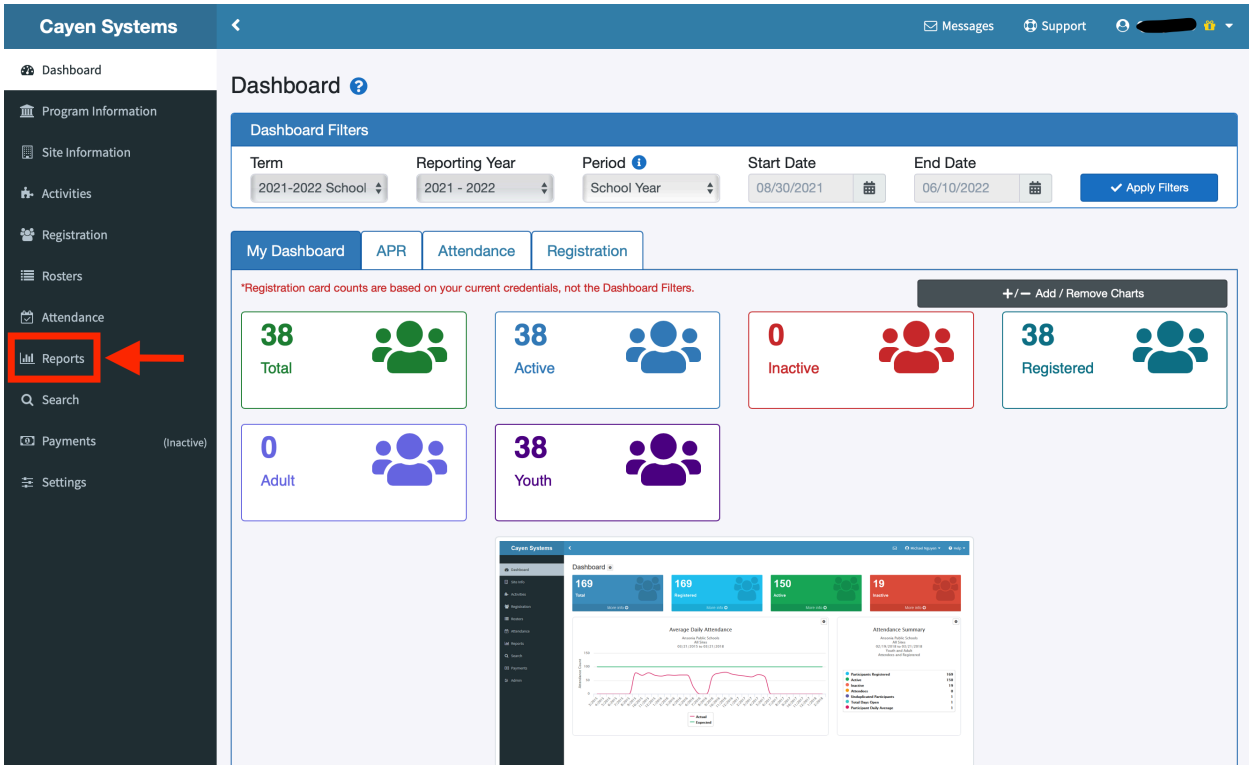
8. Utilization of Results

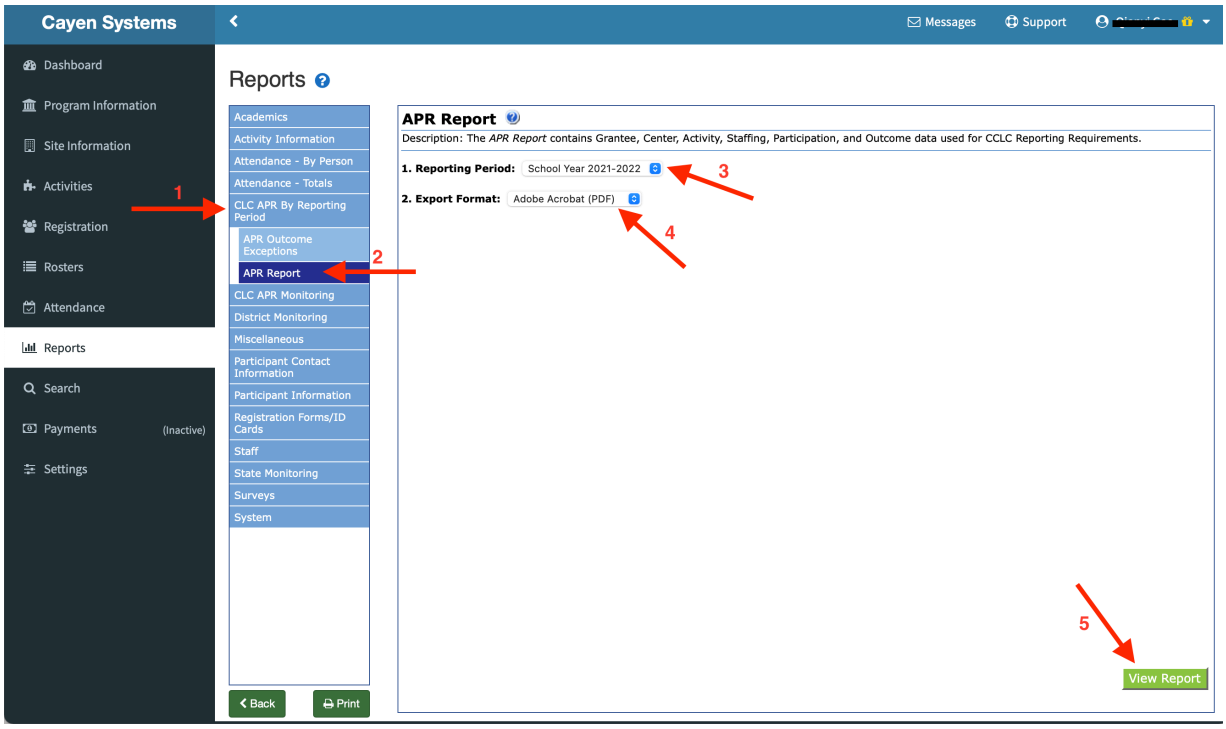
Data collected as part of the statewide evaluation system are utilized in numerous ways. First, results are provided to the federal government to meet grant requirements and ensure funds continue to be accessible to Wisconsin programs. Second, data are used by Wisconsin DPI to make funding decisions, determine compliance amongst sites, determine growth, and identify areas for program improvement. Third, program staff should utilize data for local evaluation efforts to improve program quality locally. Sites should remember that data in Cayen Systems AS21 serve the function of documenting key elements of the program for the purpose of compliance/monitoring, and also to improve the quality of the program. As such, cross-year comparisons are key, as well as examining the extent to which sites meet state goals and performance measures.

As a result of the data inputted into the system, a number of key deliverables are provided to DPI and grantees including the APR Report, and End of Year Annual Report. Each of these reports are described next.

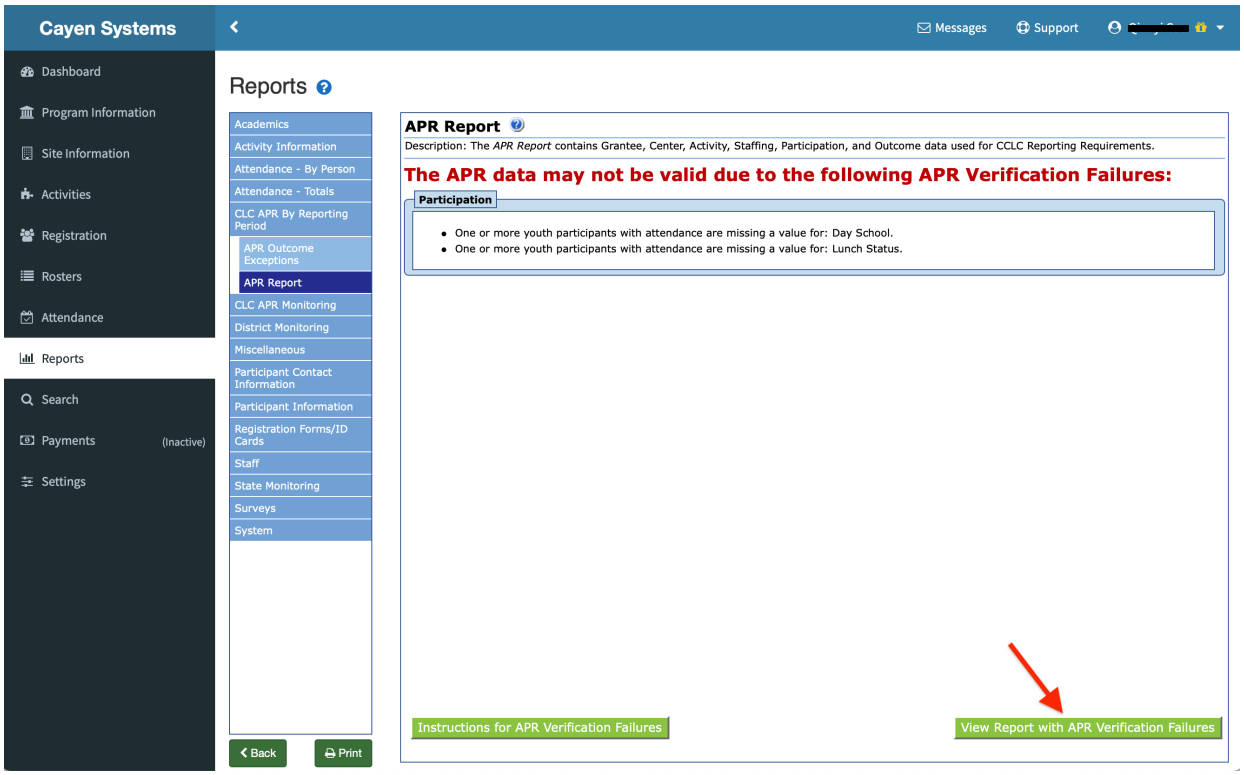
End of Term Reporting: APR Report

The APR Report can be found under CLC APR By Reporting Period (see instructions below). This report contains data used for 21st CCLC reporting requirements: Grantee and Center information, Activity, Staffing, Participation, and Outcome data.

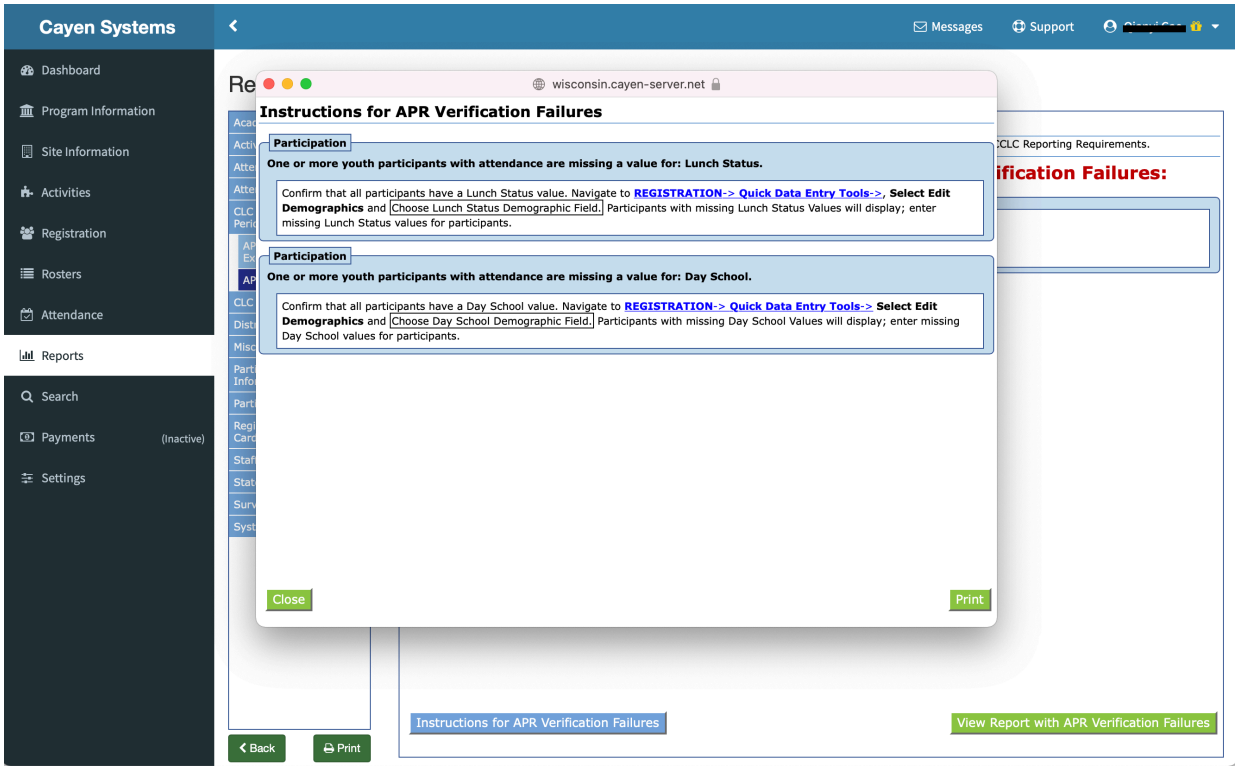

Cayen Systems
Messages
Support
Dashboard
Program Information
Site Information
Activities
Registration
Rosters
Attendance
Reports
Search
Payments (Inactive)
Settings
Dashboard
Dashboard Filters
Term
2021-2022 School
Reporting Year
2021 - 2022
Period
School Year
Start Date
08/30/2021
End Date
06/10/2022
Apply Filters
My Dashboard
APR
Attendance
Registration
*Registration card counts are based on your current credentials, not the Dashboard Filters.
+/- Add / Remove Charts
38 Total
38 Active
0 Inactive
38 Registered
0 Adult
38 Youth


Cayen Systems
Messages
Support
Dashboard
Program Information
Site Information
Activities
Registration
Rosters
Attendance
Reports
Search
Payments (Inactive)
Settings
Reports
1
Academics
Activity Information
Attendance - By Person
Attendance - Totals
CLC APR By Reporting Period
APR Outcome Exceptions
APR Report
2
CLC APR Monitoring
District Monitoring
Miscellaneous
Participant Contact Information
Participant Information
Registration Forms/ID Cards
Staff
State Monitoring
Surveys
System
Back
Print
APR Report
Description: The APR Report contains Grantee, Center, Activity, Staffing, Participation, and Outcome data used for CCLC Reporting Requirements.
1. Reporting Period: School Year 2021-2022
3
2. Export Format: Adobe Acrobat (PDF)
4
5
View Report

After clicking View Report, you may see the APR verification failures page (screenshot below) before you can view the report. This page tells you what information is missing for the APR report. Click on **View Report with APR Verification Failures** will take you to the APR report.



Or click on **Instructions for APR Verification Failures** to see how to fix the missing information.



APR Report - School Year 2021-2022 (08/30/2021 - 06/10/2022)

Grantee Information	Type: School District	Award: $

Grantee Contact Information		
	Phone:	E-Mail

Center Information	Type: School	Center ID: WI30

Center Contact Information		
	Phone:	E-Mail

Feeder Schools (2)

School	Summer	Fall	Spring
	X		

*Center Location

Partners (2)

Partner	Subcontractor
	No
	Yes

Activities

APR Category	How Often	Times Per Period	Average Hours	Average Attendance
Academic Enrichment	Not Offered	N/A	N/A (0)	N/A (0)
Well-rounded Education Activities	More than once a week	5 days a week	1-2 hours (1.87)	More than 30 (65)
Literacy Education	More than once a week	3 days a week	Less than 1 hour (0.78)	More than 30 (38)
Healthy and Active Lifestyle	More than once a week	5 days a week	1-2 hours (1.15)	More than 30 (52)
Services for Individuals with Disabilities	Not Offered	N/A	N/A (0)	N/A (0)
Activities for English Learners	Not Offered	N/A	N/A (0)	N/A (0)
Cultural Programs	Not Offered	N/A	N/A (0)	N/A (0)
Telecommunications and Technology Education	Not Offered	N/A	N/A (0)	N/A (0)
Expanded Library Service Hours	Not Offered	N/A	N/A (0)	N/A (0)
Parenting Skills and Family Literacy	Not Offered	N/A	N/A (0)	N/A (0)
Assistance to Students who have been Truant, Suspended, or Expelled	More than once a week	5 days a week	Less than 1 hour (0.25)	More than 30 (63)
Drug and Violence Prevention and Counseling	Not Offered	N/A	N/A (0)	N/A (0)
Science, Technology, Enginering, and Mathematics	More than once a week	3 days a week	1-2 hours (1.14)	More than 30 (54)
Career Competencies and Career Readiness	Not Offered	N/A	N/A (0)	N/A (0)

Total Participants & Hours By Grade Level

Grade Level	Total	< 15 Hours	15-44 Hours	45-89 Hours	90-179 Hours	180-269 Hours	>= 270 Hours
PK	0	0	0	0	0	0	0
K	0	0	0	0	0	0	0
1	0	0	0	0	0	0	0
2	0	0	0	0	0	0	0
3	0	0	0	0	0	0	0
4	23	0	3	9	8	3	0
5	15	3	3	4	5	0	0
6	16	3	3	1	3	6	0
7	11	4	2	4	1	0	0
8	0	0	0	0	0	0	0
9	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0

Pre-K - 5th Grade		6th - 12th Grade	
Student Attendance	**Count**	**Student Attendance**	**Count**
< 30 days?	19	< 30 days?	16
30 - 59 days?	19	30 - 59 days?	11
60 - 89 days?	0	60 - 89 days?	0
90 or more days	0	90 or more days	0
Race / Ethnicity	**Count**	**Race / Ethnicity**	**Count**
American Indian or Alaskan Native	1	American Indian or Alaskan Native	1
Asian	0	Asian	1
Black or African American	0	Black or African American	0
Hispanic or Latino	2	Hispanic or Latino	3
Hawaiian or Pacific Islander	0	Hawaiian or Pacific Islander	0
White	32	White	20
Two or More Races	3	Two or More Races	2
Data Not Provided	0	Data Not Provided	0
Gender	**Count**	**Gender**	**Count**

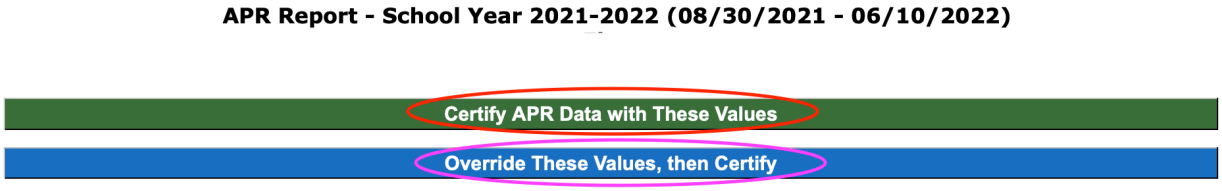
State APR Outcome Options

Teacher Surveys
- Survey Name: Nita M. Lowey 21st CCLC Teacher Survey

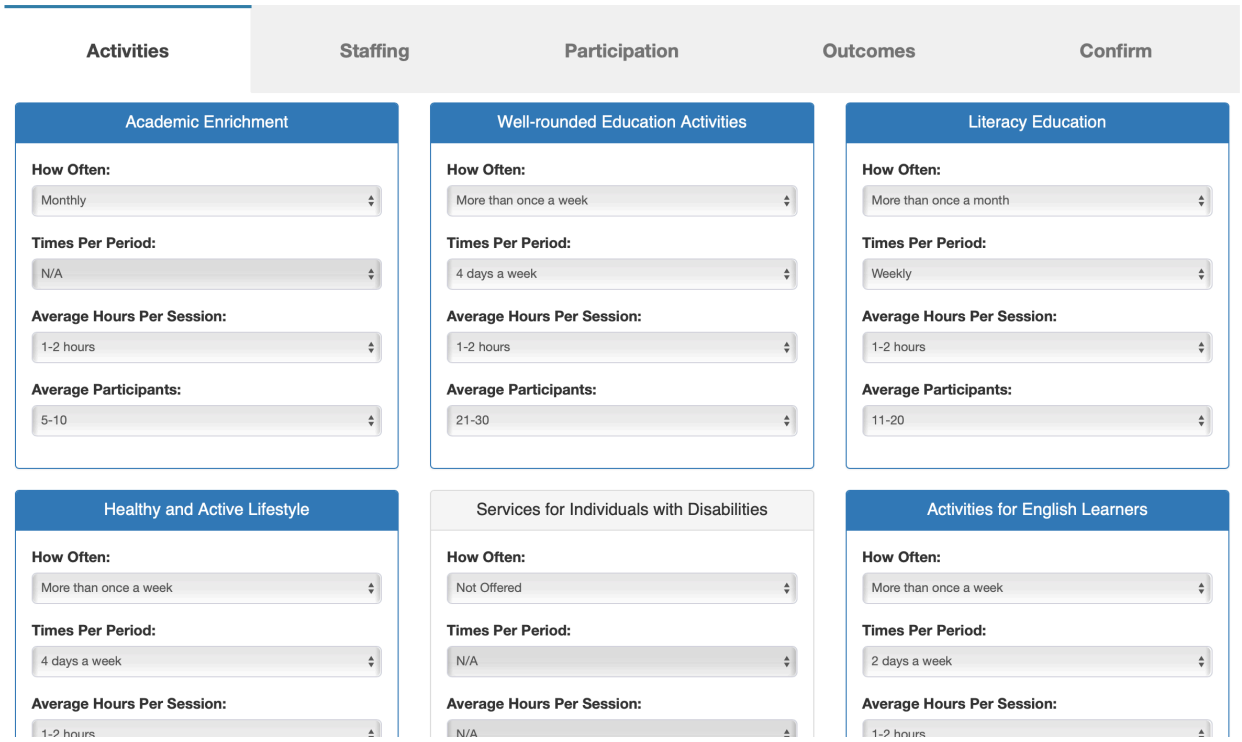
Outcome - Teacher Survey

Pre-K - 5th Grade		6th - 12th Grade	
Teacher Survey Distribution	**Count**	**Teacher Survey Distribution**	**Count**
Surveys Distributed	102	Surveys Distributed	0
Surveys Returned	0	Surveys Returned	0
Surveys Returned (30-59 days)	0	Surveys Returned (30-59 days)	0
Surveys Returned (60-89 days)	0	Surveys Returned (60-89 days)	0
Surveys Returned (90+ days)	0	Surveys Returned (90+ days)	0
Homework/Participation Improved	**Count**	**Homework/Participation Improved**	**Count**
30-59 days	0	30-59 days	0
60-89 days	0	60-89 days	0
90+ days	0	90+ days	0
Behavior Improved	**Count**	**Behavior Improved**	**Count**
30-59 days	0	30-59 days	0
60-89 days	0	60-89 days	0
90+ days	0	90+ days	0

At the end of each reporting period (summer; school year), programs need to certify their APR data in Cayen Systems AS21. If sites utilize Cayen Systems AS21 frequently and enter all program activities, staff, and outcome data, Cayen Systems AS21 will calculate all aspects of the APR Report. Sites should simply need to review the report and 'certify' (i.e., verify that the information is accurate). If information is not accurate on the report, sites can 'override' the values with corrected information. If sites do override Cayen Systems AS21 values, a description as to why such override took place is required.



Programs should review the APR data carefully. At the bottom of the APR report, programs have the options to either **Certify APR Data with These Values** or **Override These Values, then Certify**. If you choose to certify APR with these values, the APR certification is complete. If you choose to override these values, then certify, the system will take you to another page where you can make changes to the data (see screenshot below). Some schools do not allow program staff to have access to students' economic disadvantaged status. Using the override function would allow program staff to enter the aggregate results.



Annual Report

Each year, data collected in Cayen Systems AS21 and the YPR are used to create an Annual Report. Copies of recent reports can be found (https://www.uwgb.edu/consortium-of-applied-research/wisconsin-21st-century-community-learning-centers/reports/). This 20-page reports provides a summary of program attendance, family participation, demographics of participants, typical programming elements, and progress towards state outcomes. This report is shared widely with stakeholders including school administrators and legislators and used as an advocacy tool for the program for sustainability purposes.

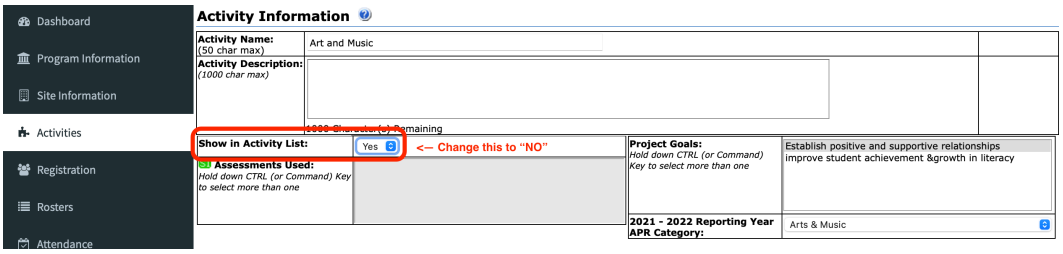
9. Frequently Asked Questions

A. *In summer, in which grade are students considered to be (the grade they have just left or the grade they are entering)?*

In summer, students are considered to be in the grade they are going into the following fall. For example, a student who has finished 4th grade should be entered as a 5th grader in summer.

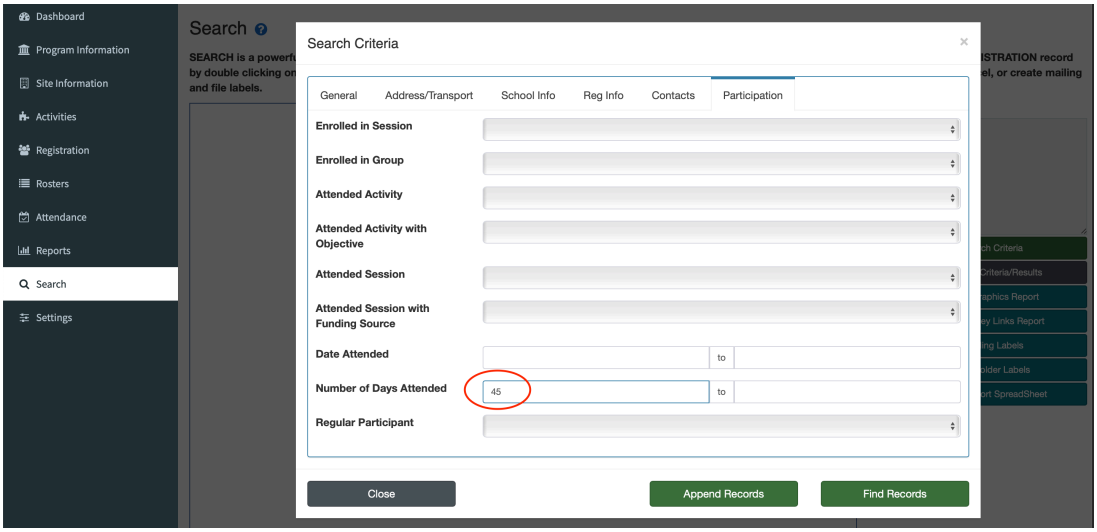
B. *Summer activities and sessions are still showing up in the activity list for the school year. Is there a way to delete them?*

Unfortunately, you cannot delete the summer activities (as they are needed to report for the APR), but you can hide them from the activity list. Select the activity you want to hide and click on Edit Activity. Then there is a Show in Activity List option where you can change it from Yes to No using the dropdown menu (see screenshot below).

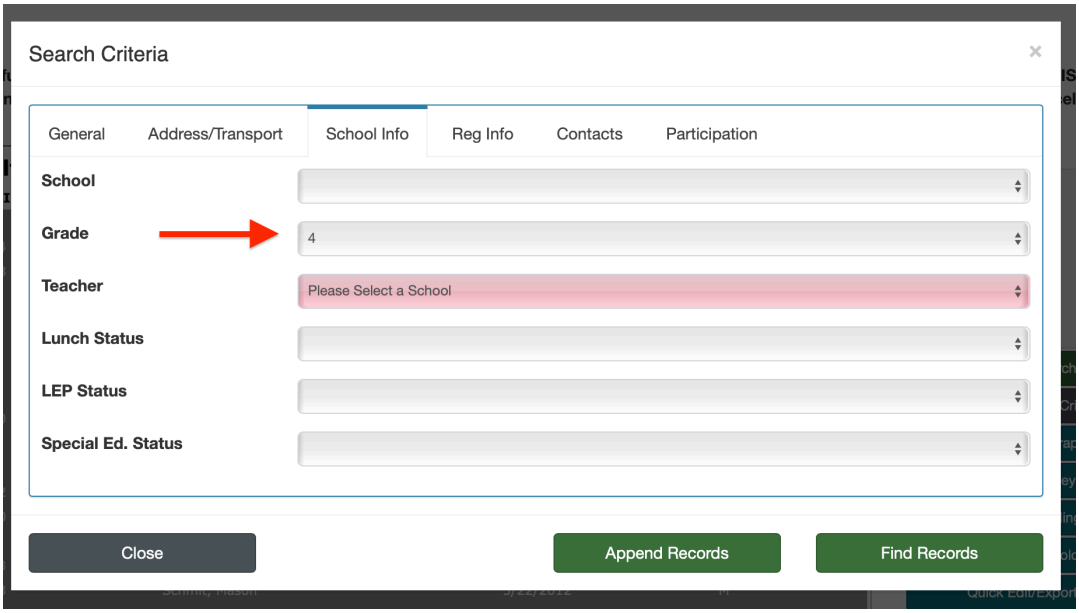


C. *How do I generate a custom report (for example, a report of students who attended 45 days or more)?*

The Search function in Cayen Systems AS21 is a powerful tool for quickly generating a list of participants meeting specific criteria. Search results can be used to create ad hoc reports that may be requested from funders, administrators, or evaluators. Click "Search" in the left-hand navigation menu and then click "Edit Search Criteria." Use the criteria tabs to locate specific fields and enter values that match the desired participants and then click "Find Records" to display the search results. In this case, you would go to the Participation tab and enter 45 for the number of days attended.



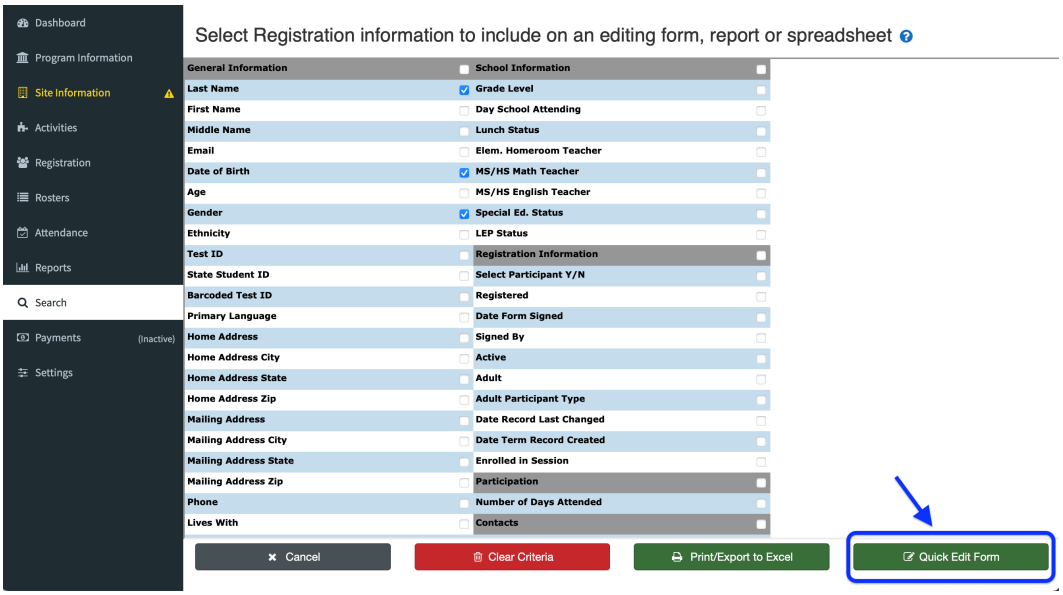
Another example, if an administrator requests to get a list of students who are in 4th grade, you can use the search tool to quickly generate the list. You would go to the School Info tab and select 4 from the dropdown menu for the Grade.



D. *Is there a way to quickly edit registration information for a group of participants?*

Yes. The Quick Edit/Export Spreadsheet feature in Search can be very useful to update information for a group of participants at the same time. First generate a list of participants meeting specific criteria. Once search results have been returned, click "Quick Edit/Export

Spreadsheet." A window with multiple participant-related fields will appear. Check the boxes for the fields you would like to include in the edit form and then click "Quick Edit Form" to make changes.



E. *Many of our staff members work as aides during the school day. Which staffing category do they fit into?*

Based on the definitions provided in the 21APR Data Guide, day school aides do not fit into either the "School Day Teachers" category or the "Other Non-Teaching School Staff" category. For that reason, DPI advises that aides be reported as "Other."

F. *On certain days, our program was open but did not have any students attend. Will this affect the number of operating days reported to DPI?*

Yes, if no students are present on a given day, Cayen Systems AS21 does not document the program as 'open'. Although it is not counting towards days open, it is also not counting against your program's ADA (as days of 0 attendance would certainly pull ADA down).

G. *What to do if program staff do not have access to individual student free/reduced lunch status?*

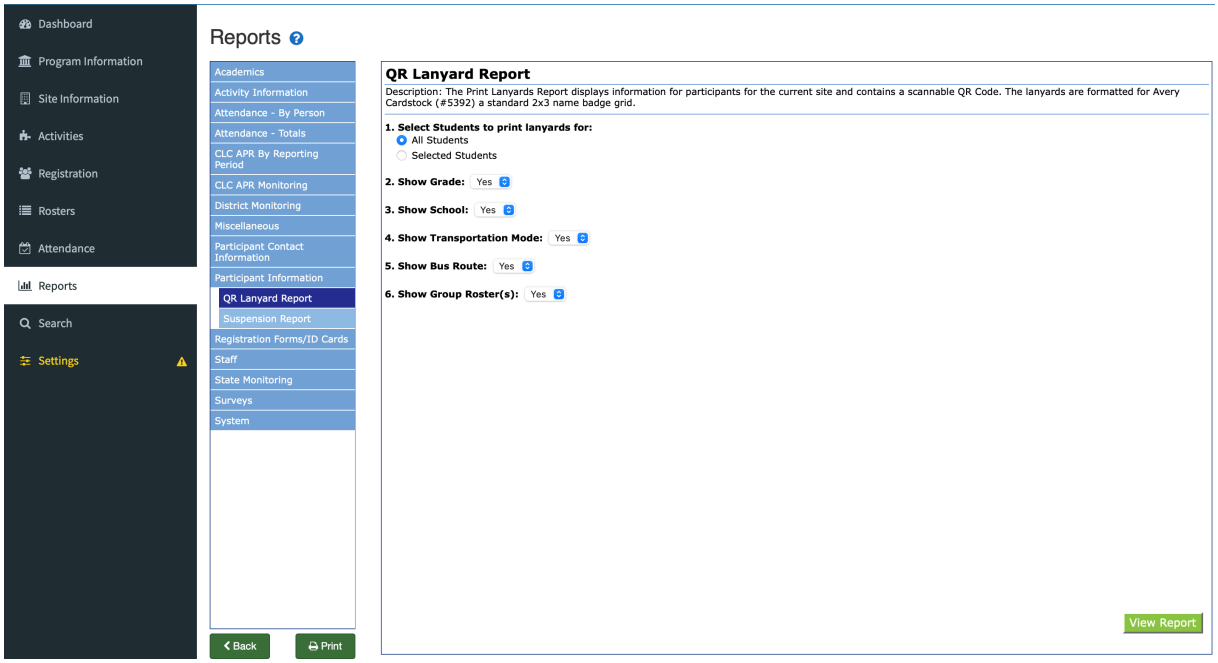
Program staff can enter Free/Reduced lunch status at the aggregate level instead of student level. To do this, they will override APR in Cayen Systems AS21 with the total number of students who are eligible for Free/Reduced lunch.

H. *Are we expecting to report outcomes using the GPRA measures for family members who attend 1+ hours of family activities?*

No. GPRA measures are for 1+ hours of participations for STUDENT participants only, so programs do not need to report outcomes for family members.

I. *I want to print ID cards for attendance tracking purpose. Where can I find a master copy with barcodes that allows me to scan and track attendance?*

Go to Reports and then under Participant Information, there is a QR Lanyard Report. This report generates scannable QR codes that can be printed and used to track attendance for students.



10. Appendices

Appendix A: State Goals and Objectives

Goal 1: ***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 percent of programs employ a part-time or full-time coordinator	YPR
	1.1.b: -85 percent of programs maintain a student-to-staff ratio at or below 15-to-1 (grades K-5) -85 percent of programs maintain a student-to-staff ratio at or below 20-to-1 (grades 6-12)	YPR
	1.1.c: 95 percent of students and families believe that staff care about them	Student Survey Family Survey
	1.1.d: 90 percent of staff have training in or knowledge of promising practices for specific Out of School Time (OST) practices	YPR
	1.1.e: 90 percent of staff have training in or knowledge of promising practices in social and emotional learning (SEL)	YPR
	1.1.f: 90 percent 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 percent of families and middle and high school students report that the days and 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 percent of programs solicit family and middle and high school student feedback in regard to scheduling	YPR
	1.2.c: 100 percent of programs provide sufficient transportation options to ensure transportation is not a barrier	YPR
	1.2.d: 100 percent 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 and student background, and/or family income, behavioral needs, etc.)	YPR
1.3 Target population	1.3.a: 95 percent of programs report that the percent of program participants that are economically disadvantaged aligns with the percent of economically disadvantaged in the day school population.	Cayen/WiseDash
	1.3.b: 55 percent 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 percent 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 and student background, and/or family income, behavioral needs, etc.)	YPR

	1.3.d: 95 percent 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 percent of participants report feeling safe at the after-school program at 75 percent of programs.	Student Survey
	1.4.b: At least 95 percent of participants indicate feeling that they belong at the after-school program at 75 percent of programs.	Student Survey
	1.4.c: 90 percent 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 percent of participants (grades K-5) are frequent attendees (attended 200+ hours of program) at 50 percent of programs -At least 40 percent of participants (grades 6-12) are frequent attendees (attended 100+ hours of program) at 40 percent of programs	Cayen
	1.4.e: At least 95 percent of participants report knowing a staff member with whom they identify at the after-school program at 75 percent of programs.	Student Survey
	1.4f: At least 95 percent 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 percent of programs.	Student Survey

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

Sub-area	Objective	Data Sources
Sub-area 2.1: Quality academic programming	2.1.a: 90 percent of programs provide at least four 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 percent 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 percent of programs report aligning with school day content or state standards	YPR
Sub-area 2.2: Improvements in school engagement, school performance, and academic habits	2.2.a: 70 percent of students and families report that attending the Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) helps them improve their grades or do better in school	Student Survey Family Survey
	2.2.b: 70 percent 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 percent 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 percent 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 percent 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 percent 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 percent 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)
Sub-area 3.1: Opportunity Gap	3.1.a: 90 percent 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
Sub-area 3.2: Voice and Choice	3.2.a: 90 percent of students agree that they have some choices about how to spend their time in the program	Student Survey
	3.2.b: 90 percent of students agree that staff and program leaders care about what students think	Student Survey
	3.2.c: 80 percent of students report that the 21st CCLC provided opportunities to be a leader	Student Survey
Sub-area 3.3: Social and Emotional Skill Development	3.3.a: 80 percent 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 percent 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 percent of students agree that they have opportunities to explore topics that are interesting to them	Student Survey
	3.3.d: 90 percent of programs report that they intentionally embed opportunities for SEL into program activities	YPR
Sub-area 3.4: Improvements in Youth Behaviors	3.4.a: 80 percent 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)
Sub-area 4.1: Outreach to families	4.1.a: 100 percent of programs offer at least one family activity or event (in person or virtual) per year 4.1.b: -At least 45 percent of families (elementary or K-8 programs) participate in 21st CCLC family activities or events	YPR Cayen

	-At least 25 percent of families (middle or high school programs) participate in 21st CCLC family activities or events	
	4.1.c: 90 percent of programs report providing information on 21st CCLC programming to parents and guardians at least monthly	YPR
	4.1.d: 85 percent of families agree that staff communicate with them about the program	Family Survey
	4.1.e: 75 percent of family members report that they have ongoing opportunities throughout the year to provide feedback	Family Survey
	4.1.f: 75 percent 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 percent of families report that family activities provided by the program help them develop their own knowledge and skills	Family Survey
Sub-area 4.2: Involvement of community partners	4.2.a: 100 percent of programs involve partners (i.e., as a funder, advisory board member, or ongoing source of in-kind support)	YPR
	4.2.b: 75 percent of 21st CCLC programs have at least three 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
Sub-area 4.3: Advisory Board	4.3.a: 25 percent of programs involve an advisory board that involves numerous stakeholders (e.g., parents and guardians, students, community partners, teachers, etc.)	YPR

Appendix B: Local Evaluation Guidelines and Template

Below is the Local Evaluation Guidelines and Template for general guidelines for creating a local evaluation report, with suggested sections to include. It can also be downloaded from DPI's website (https://dpi.wi.gov/sspw/clc/evaluation).

Local Evaluation Report Guidelines

21st Century Community Learning Center (CLC) sites in Wisconsin are required to engage in local evaluation efforts annually, with the intent that local evaluative services contribute to continuous program improvement. Local evaluative services should measure progress towards site-identified goals and may include data collected in the AS21 Cayen System (or appropriate alternative). Whenever possible, cross-year comparisons are encouraged. That is, the program should continue to examine similar data elements over time to help identify programmatic strengths and areas for improvement.

Federal requirements for CLC programs include the creation of a local evaluation report that is made publicly available. This report can be written or created by internal CLC personnel or an external evaluator. Each grantee should create one evaluation report per site. If a grantee has multiple sites, a single report may address all of those sites as long as evaluation results are differentiated by site.

This document provides general guidelines for creating a local evaluation report, with suggested sections to include. Sites should choose data elements most relevant to their site and consider a format that tells the story of their program or data. Unless marked as "required," data elements described below are ideas and suggestions, and sites can decide to measure and report on additional or different elements altogether. The format of the report might be a PDF written report, a PowerPoint presentation, a data-focused newsletter, or other format. Regardless of format, the annual evaluation report should be publicly shared with key stakeholders (through electronic or printed dissemination, or a presentation with school faculty, the school board, parents and guardians, or community partners).

As you are writing the report, think about how you may use it in your outreach and advocacy locally with different stakeholders, such as parents and guardians, the school board, or local businesses. Along with meeting grant requirements, this report should be a tool for your program's internal improvement efforts and external outreach efforts.

Cover Page and Title

Make sure the name of your project or site, the name of the grantee organization, and your contact information is on the title page. If possible, include your organization's logo/branding in addition to the CLC logo.

Introduction and Program Description

Include a brief overview of the program, with specific information on the program's target population, goals of the program, and typical program schedule. Also include information on the methodology of the evaluation (i.e., who collected and analyzed the data).

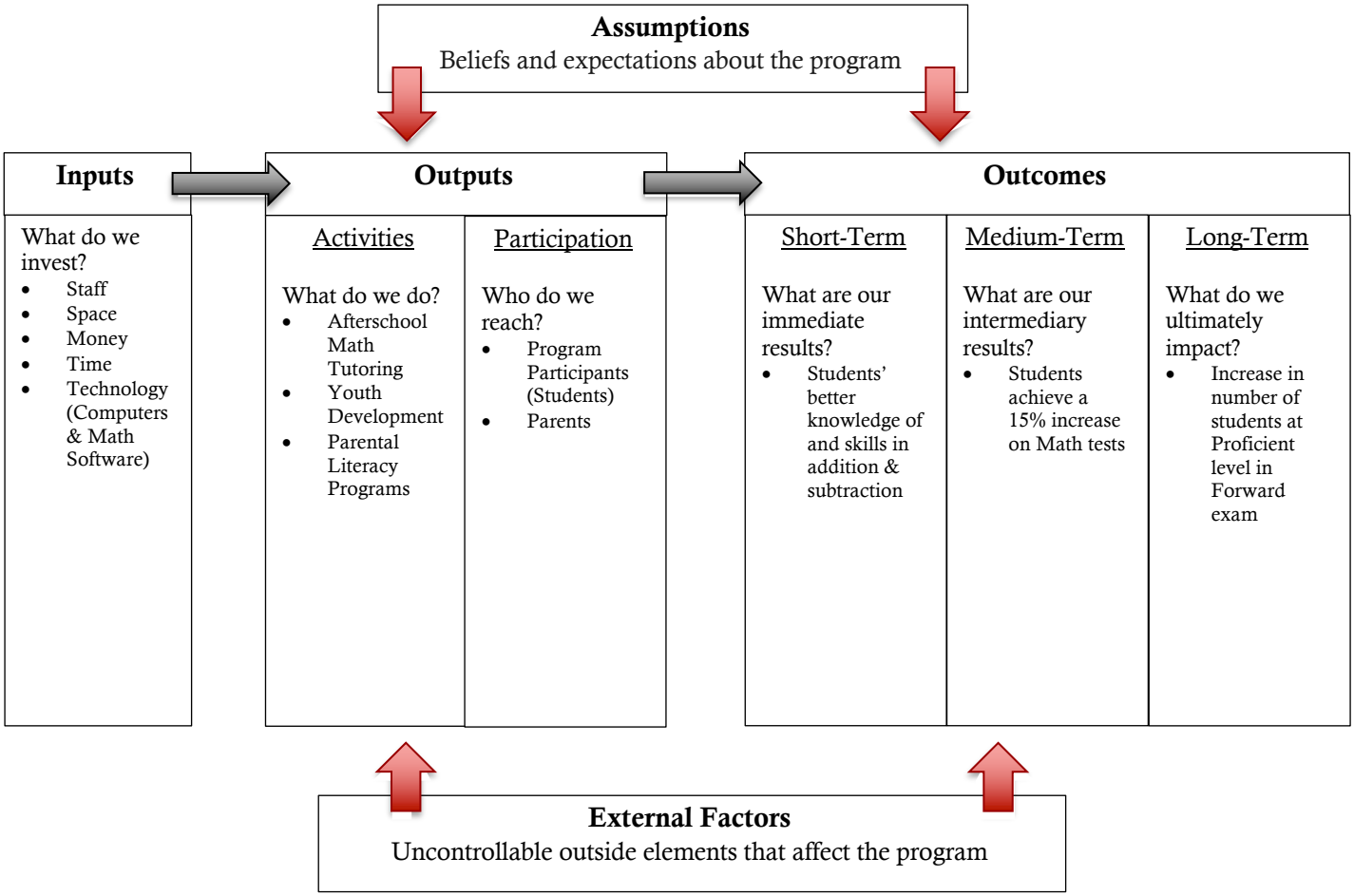
Evaluation Findings

Students Served (Optional)
The data in this section include student enrollment over the year(s) of your program. Include information on the total number of students served before- and after-school, the number of students who attend 1-29 days, 30-59 days, 60-89 days, and 90+ days. Provide the Average Daily Attendance (ADA) for before and after school. **Hint: Use the Cayen Systems AS21 Self-Check and *Hours of Operation* reports.**
Student Demographics (Optional)
This section contains information on the characteristics of students served by the program over the year(s) of the program. Include information on the number or percentage of students served by grade level, gender, race/ethnicity, Special Education status, Limited English Proficiency (ELL), and Free/Reduced Lunch status. Differentiate between all students served by the program and those served regularly (30+ days) or frequently (90+ days). **Hint: Use the Cayen Systems AS21 n *Export Attendance and Demographics Information* report.**
Program Operation (Optional)
Provide trend data for each year of your program on hours of operation in summer and during the school year. Include the total number of weeks open, average number of days per week, and average number of hours per week. Include sample types of activities. **Hint: Use the Cayen Systems AS21 *Self-Check*, *Attendance Summary*, and *Weekly Timetable Attendance* reports.**
Staffing (Optional)
Describe your overall staffing structure: How many full and part time staff support your program? What is the ratio of staff to students? Does your staff include teachers, paraprofessionals, volunteers? Has there been staff turnover in the past year? How many staff, and in what positions? **Hint: Use the *Site Staff* card in the *Site Information* menu in Cayen Systems AS21**
Progress Toward Objectives (**Required**; At least one outcome reported for each of the four statewide goals)
Using the goals and expected outcomes in your grant application for funding, report on progress toward goals. This may include reporting assessment scores (e.g., STAR, PALs, ACT, Forward, etc.), reporting survey results (e.g., student, parent and guardian, teacher, etc.), reporting on family participation and attendance at family events, and so on. At least one outcome for each statewide goal (safe, supportive environment; challenge youth as learners; support development of other skills for success; and engage families in support of student learning) must be reported.
Conclusions and Recommendations
In this final section, provide a high-level summary of the successes and lessons of the program based on your evaluation findings. You may want to communicate how the evaluation findings can or will be used (in terms of changes planned, etc.). You should also make a list of key recommendations (which can be used to advocate to key stakeholders for additional resources needed by the program!). ns and Recommendations

Appendix C: Potential Local Evaluator Tasks

Potential Local Evaluator Tasks
Conduct regular meetings with the program director to create an Evaluation Plan for the program that includes multiple growth and achievement data points as well as qualitative data.
Identify data to collect for a complete picture of the program and provide a plan for data collection, analysis, and reporting.
Manage the data collection process and ensure the program is meeting an established timeline.
Produce formal reports and presentations for each stakeholder meeting, including a Final Report linked to program goals that offers both summative results of the program and recommendations for the next year.
Analyze data by demographic subgroups and attendance to determine if outcomes differ over time, and provide recommendations.
Provide assistance to program directors to embed strategic thinking about program improvements into the daily functions of the staff.
Observe program activities and conduct structured and unstructured interviews with the staff and other stakeholders.
Participate as an integral part of the evaluation team and help the stakeholder team monitor and adjust its work to understand the full impact of the program on the students and the community.

Appendix D: Sample Logic Model



Appendix E: Data Sharing Agreement Template

Nita M. Lowey 21st CCLC

DATA SHARING AGREEMENT

BETWEEN _____(District)

AND

University of Wisconsin-Green Bay's Consortium of Applied Research (UWGB CAR)

This Data Sharing Agreement ("DSA") is entered into between _____ (district/organization) and UWGB CAR ("Requestor") as contracted by Wisconsin Department of Public Instruction. 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/Organization and the Requestor to improve academic achievement for District/Organization 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 21st CCLC data requirements and expectations.

THEREFORE, THE DISTRICT AND UWGB CAR 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.
b. The Requestor shall restrict access to the data only to the person or persons within the Requestor's organization who have been tasked with analyzing the data. The requestor shall make all persons aware of, and agree to abide by, the terms set forth in this DSA.
c. The Requestor shall not release or otherwise reveal, directly or indirectly, the data to any individual, agency, entity, or third party not included in this DSA, unless such disclosure is required by law or court order.

d. The Requestor shall not use data shared under this DSA for any purpose other than the goals outlined in this DSA. Nothing in the DSA shall be construed to authorize Requestor to have access to additional data from the District/Organization that is not included in the scope of the DSA (or addenda). Requestor understands that the DSA does not convey ownership of the data to Requestor.
e. The Requestor shall take reasonable security precautions and protections to ensure that persons not authorized to view the data do not gain access to the data.
f. The Requestor shall report all known or suspected breaches of District/Organization data, in any format, to the District's Data Reporting team immediately, but no later than twenty-four hours.
g. The Requestor shall securely and permanently destroy the data, and any and all hard and soft (electronic) copies thereof, two years after 21st CCLC funding concludes. Requestor agrees to require all employees, contractors, or agents of any kind using the District/Organization data to comply with this provision. Requestor agrees to document the methods used to destroy the data, and upon request, provide certification to the District/Organization that the data has been destroyed.
h. The Requestor has the right consistent with scientific standards, to present, publish, or use student results it has gained in the course of its analysis, but only if the publication, presentation, or use does not include personally identifiable information of parents, students, or teachers, and is outside the bounds of a research study. Should the Requestor use or collect data for the purpose of conducting a research study, Requestor will contact the district to gain approval separate from this agreement.
i. The Requestor acknowledges that any violation of this DSA and/or the provisions of FERPA or accompanying regulations related to the nondisclosure of protected student information constitutes just cause for the District to immediately terminate this DSA.

II. OBLIGATIONS OF DISTRICT

During the term of this DSA, the District shall:

a. Prepare and deliver student demographic, academic, and behavioral data as defined in Appendix A – Required Data Elements.

III. TERM

This DSA will allow for the District/Organization to provide the Requestor with student demographic and academic data, as defined in Appendix A, for the duration of the 21st CCLC grant awarded to the district. The DSA shall become effective on the date when the last party to sign has executed this DSA and shall remain in effect until 21st CCLC funding concludes, unless terminated under the terms of Paragraph IV below.

IV. TERMINATION

The District/Organization may terminate this DSA, with 30 days written notice to UWGB CAR at any time, if terms of this agreement are violated or there are grave concerns about the ability to protect student

data. In addition, the District/Organization may terminate this DSA at any time if it determines such action is necessary for the health, safety or education of students or staff. UWGB CAR may terminate this DSA, with 90 days written notice to the District/Organization, at any time, for any reason.

By signing below, each signatory represents that it has the authority to execute this DSA.

_____	_____
District	UWGB CAR
_____	_____
Signature	Signature
_____	_____
Printed Name	Printed Name
_____	_____
Title	Title
_____	_____
Date	Date

DSA APPENDIX A:
REQUIRED DATA ELEMENTS

Student-Level Data Elements	
Demographics	Last Name, First Name Current School Current Grade DOB Gender Race/Ethnicity ELL Status Special Education Status
Grades	Unweighted GPA* (current and prior year) – Grades 7, 8, 10, 11, 12 only *If GPA unavailable, ELA and mathematics grades for all terms (current and past year)
Assessments	Private School Only: - Reading and Language Arts Assessment Levels (equivalent to Forward Exam) - Mathematics Assessment Levels (equivalent to Forward Exam)
School Day Attendance	Private Schools Only: - # of Days Present at School - # of Days Absent at School
School Day Behavior	# of In-School Suspensions (current and past year) *If in-school suspensions not used by school, report 0.
Aggregate Level Data Elements	
Demographics	Free/Reduced Lunch Status* *Total number of students served by CCLC program who are eligible for F/RL.

Appendix F: Sample Teacher Survey

Nita M. Lowey 21st Century Community Learning Centers Teacher Survey:

The 21st CCLC program is interested in learning about the impact participation in the program may have had on students' **engagement in learning.** This is one of the outcomes that 21st CCLC programs are required to report to the federal Department of Education.
Engagement in learning includes emotional engagement (enjoyment of the lesson), behavioral engagement (paying attention in class, asking questions in class, putting effort into assignments), cognitive engagement (understanding the importance of education, formulating personal learning goals), and agentic engagement (constructive contributions to teaching and learning processes). In online environments, engagement in learning also includes high levels of interaction between students and teachers and having a social presence in the course.

Student Name: _____ Program Site: _____

1. Overall, what happened with the student's engagement in learning over the course of the program/year?
   - *Needed to improve and did*
   - *Needed to improve and stayed the same*
   - *Needed to improve and got worse*
   - *It did not need to improve*
2. To what extent did the student improve in their…

	Needed to improve and did improve	Needed to improve and stayed the same	Needed to improve and got worse	It did not need to improve	Not Applicable
A. Enjoyment of class activities (e.g., participates, shows interest in topics studied, spends extra time on topics, volunteers, etc.)	○	○	○	○	○
B. Participation in class activities	○	○	○	○	○
C. Asking questions during class or engaging in relevant topic conversations	○	○	○	○	○
D. Completion of in-class assignments	○	○	○	○	○
E. Connecting class activities and materials to the real world	○	○	○	○	○
F. Willingness to try new things in the classroom	○	○	○	○	○
G. Demonstration of self-directed learning (expresses interests, offers input into class activities, explores	○	○	○	○	○

topics of personal interest, works independently)					

Appendix G: Sample Student Survey

Student Survey: Grades 3 - 12

Hi! We want to know what you think.

This is not a test. There are no right or wrong answers.

You do not have to answer these questions, but we hope you will!

Your name is not on here and no one else will know how you answered.

1. What after-school/before-school site do you attend? _____
2. What grade are you in?

   O Grade 3, 4, or 5 O Grade 6, 7, or 8 O Grade 9, 10, 11, or 12
3. How much do you like school?

   O Not at all. I hate it. O Not very much. O A little. O A lot.
4. Do you feel like you belong at your school?

   O No, not at all. O Not very much. O Yes, a little. O Yes, a lot.
5. Why do you go to the after-school program? (Pick as many as you want.)

   O The activities are fun.

   O I like the after-school staff.

   O My friends go.

   O The program helps me do better in school.

   O My teachers want me to go.

   O A family member wants me to go.

   O There's nothing else to do after school.

   O Other: _____

6. At this after-school program:	No, not at all.	Not very much.	Yes, a little.	Yes, a lot.
a. Do you get to choose what you do?	O	O	O	O
b. Do you feel safe?	O	O	O	O
c. Do you feel like you belong?	O	O	O	O
d. Do you have opportunities to explore topics that are interesting to you?	O	O	O	O

7. At this after-school program:	No, not at all.	Not very much.	Yes, a little.	Yes, a lot.
a. Do the adults in the after-school program care about me?	O	O	O	O
b. Is there at least one adult I connect with?	O	O	O	O
c. Do adults in the after-school program care about what students think?	O	O	O	O
d. Is there at least one adult that you can talk to and trust?	O	O	O	O

8. Does coming to this after-school program:	No, not at all.	Not very much.	Yes, a little.	Yes, a lot.
a. Help you improve your grades or do better in school?	O	O	O	O
b. Help you get along better with other people?	O	O	O	O
c. Help you be more of a leader?	O	O	O	O

9. **(Grades 6-12 only)** Do the days and times this after-school program is offered meet your needs?

O No, not at all. O Not very much. O Yes, sometimes. O Yes, always.

Appendix H: Sample Family Survey

Family Survey

This survey asks questions about your child(ren)'s participation in the after-school program this year. Your answers are anonymous, so please do not put your name on this survey.

Your answers to this survey will help us improve the after-school program. Thank you for your time.

1. What school does your child(ren) attend (i.e., Nicolet, Howe, Franklin, Sullivan, etc.)?

2. How many of your children attend this out-of-school time program?

3. For each of the following statements regarding program staff, please indicate the level of your agreement with each.

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. Staff and program leaders care about my child(ren).	O	O	O	O
b. I can talk to the staff and program leaders about any concerns I have.	O	O	O	O
c. My child(ren) enjoys spending time with staff and program leaders.	O	O	O	O
d. My child(ren) feels that program staff listen to them.	O	O	O	O
e. Staff members communicate with me about the program.	O	O	O	O
f. Because of my interaction with the after-school program staff, I feel more welcomed in the school	O	O	O	O

4. For each of the following statements regarding the after-school program, please indicate the level of your agreement with each.

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. I am happy with the types of activities offered by the after-school program that my child(ren) participates in.	O	O	O	O
b. The days and times the program is offered are adequate to meet my needs.	O	O	O	O
c. As a result of the program, I have opportunities to be engaged in my child(ren)'s education.	O	O	O	O
d. I have ongoing opportunities throughout the year to provide feedback.	O	O	O	O

5. Please indicate the level of your agreement with each of the following statements. **If you have more than one child enrolled in the program, please refer to your oldest child for this question.**

The after-school program has helped my child:	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/ Unsure
a. Get along better with others.	O	O	O	O	O
b. Improve their grades or do better in school.	O	O	O	O	O
c. Participate in activities they would have not otherwise have had the opportunity to participate in.	O	O	O	O	O
d. Have increased confidence in their abilities.	O	O	O	O	O

6. Did you participate in any family events hosted by the after-school program this year?

O Yes O No

If "Yes," please indicate the level of your agreement with the following statement.	**If "No," please answer the following question.**
Family activities provided by the program help me develop my own knowledge and skills. O Strongly agree O Agree O Disagree O Strongly Disagree Family activities help me feel engaged in my child(ren)'s education. O Strongly agree O Agree O Disagree O Strongly Disagree	What prevented you from participating in family events? Choose as many reasons as you want: O Family events were not offered / I didn't know family events occurred O Schedule or timing of event O Lack of transportation to or from event O Lack of childcare options O Content of event was not relevant or interesting O Feeling unwelcome at school O I don't speak same language(s) spoken at the after-school program O Other: _____

7. My child(ren)'s overall experience in the after-school program was _____

O Excellent O Good O Fair O Poor

THANK YOU!