

Grantee: NAME HERE

21st CCLC Local Evaluation for 2021-2022

Overview

To assist grantees with meeting the local evaluation requirements, the Iowa DOE provides a standardized form for local evaluations of the 21st CCLC Programs. Each grantee is required to complete the local evaluation form with data from the previous school year. Each grantee must submit **ONE** evaluation that encompasses all centers funded by the grantee. Cohorts 12-16 are to be included for reporting data for the previous school year. Reported data will be from the Summer, Fall, and Spring.

The table below lists the eight required sections of the local evaluation. Each section includes a checklist of required items to include.

The completed form should be saved with the filename <**Grantee Name 21st CCLC Local Evaluation Form 2021-2022**>. The form must be completed and submitted in Word format.

(Note: Instructions and clarifications are shown in RED.)

| Required Section | Complete? |
|-----------------------------------|-----------|
| 1. General Information | |
| 2. Introduction/Executive Summary | |
| 3. Demographic Data | |
| 4. GPRA Measures | |
| 5. Local Objectives | |
| 6. Anecdotal Data | |
| 7. Sustainability Plans | |
| 8. Summary and Recommendations | |

1. General Information

| General Information Required Elements | Complete? |
|---------------------------------------|-----------|
| Basic Information Table | |
| Center Information Table | |

| Basic Information Table | |
|--|-------------|
| Item | Information |
| Date Form Submitted | |
| Grantee Name | |
| Program Director Name | |
| Program Director E-mail | |
| Program Director Phone | |
| Evaluator Name | |
| Evaluator E-mail | |
| Evaluator Phone | |
| Additional Information from Grantee (optional) | |

| Center Information Table | |
|---|--|
| Cohort | Centers |
| <i>(If not in a cohort, leave that cohort info blank)</i> | <i>(Enter Names of Centers, separated by commas) INCLUDE SCHOOL LEVEL (i.e. Elementary, Middle, High School)</i> |
| Cohort 12 | |
| Cohort 13 | |
| Cohort 14 | |
| Cohort 15 | |
| Cohort 16 | |
| Additional Information from Grantee (optional) | |

Note: If you are in Cohort 17, you will report your data next year (We always report the previous year's data in the local evaluations).

2. Introduction/Executive Summary

| Introduction/Executive Summary Required Elements | Complete? |
|---|------------------|
| Program Implementation | |
| • Needs Assessment Process | |
| • Key People Involved | |
| • Development of Objectives | |
| Program Description | |
| • Program days and hours | |
| • List of activities | |
| • Location of centers | |
| • Attendance requirements | |
| • Governance (board, director, etc.) | |
| Program Highlights | |

Type or copy and paste Introduction/Executive Summary here.

3. Demographic Data

| Demographic Data Required Elements | Complete? |
|--|-----------|
| 2021-2022 School Year Attendance Tables | |
| • 2021-2022 School Year Attendance Summary Table | |
| • 2021-2022 School Year Grade Level Table | |
| • 2021-2022 School Year Sex Table | |
| • 2021-2022 School Year Attendance Population Specific Table | |
| • 2021-2022 School Year Attendance Race/Ethnicity Table | |
| Summer of 2021 Attendance Tables | |
| • Summer of 2021 Attendance Summary Table | |
| • Summer of 2021 Grade Level Table | |
| • Summer of 2021 Sex Table | |
| • Summer of 2021 Population Specific Table | |
| • Summer of 2021 Attendance Race/Ethnicity Table | |
| Attendance Discussion | |
| Partnerships | |
| • Partnerships Table | |
| • Partnerships Discussion | |
| Parent Involvement Information and Discussion | |

2021-2022 School Year Attendance. *Enter the number of students in the appropriate fields in the tables below. Data will be from the Fall of 2021 and the Spring of 2022. There are separate tables for the Summer of 2021. Leave blank any cohorts that do not apply.*

| 21st CCLC Program 2021-2022 School Year Attendance Summary Table | | | | | | |
|---|----------------------|----------------------|----------------------|----------------------|----------------------|--------------|
| Reflects Number of Students | | | | | | |
| Days/Hours | Cohort 12 | Cohort 13 | Cohort 14 | Cohort 15 | Cohort 16 | Total |
| Less than a week (Less than 15 Hours) | | | | | | |
| More than a week (More than 15, Less than 45 Hours) | | | | | | |
| More than a Month (More than 45, Less than 90 Hours) | | | | | | |
| More than two Months (More than 90, Less than 180 Hours) | | | | | | |
| More than three Months (More than 180, Less than 270 Hours) | | | | | | |
| More than four Months (More than 270 Hours) | | | | | | |
| TOTALS | | | | | | |

Note: The Grade Level attendance data is based on Total Attendees. Please fill in the table using TOTAL Attendance.

| 21st CCLC Program 2021-2022 School Year Attendance <i>Grade Level</i> Table | | | | | | |
|--|----------------------|----------------------|----------------------|----------------------|----------------------|--------------|
| Reflects Total Number of Students | | | | | | |
| Days/Hours | Cohort 12 | Cohort 13 | Cohort 14 | Cohort 15 | Cohort 16 | Total |
| <i>How many Prekindergarten</i> | | | | | | |
| <i>How many Kindergarten</i> | | | | | | |
| <i>How many 1st Grade</i> | | | | | | |
| <i>How many 2nd Grade</i> | | | | | | |
| <i>How many 3rd Grade</i> | | | | | | |
| <i>How many 4th Grade</i> | | | | | | |
| <i>How many 5th Grade</i> | | | | | | |
| <i>How many 6th Grade</i> | | | | | | |
| <i>How many 7th Grade</i> | | | | | | |
| <i>How many 8th Grade</i> | | | | | | |
| <i>How many 9th Grade</i> | | | | | | |
| <i>How many 10th Grade</i> | | | | | | |
| <i>How many 11th Grade</i> | | | | | | |
| <i>How many 12th Grade</i> | | | | | | |
| TOTALS | | | | | | |

Note: The Sex Table attendance data is based on Total Attendees. Please fill in the table using TOTAL Attendance.

| 21st CCLC Program 2021-2022 School Year Attendance <i>SEX</i> Table | | | | | | |
|---|----------------------|----------------------|----------------------|----------------------|----------------------|--------------|
| Based on Total Attendance | | | | | | |
| | Cohort 12 | Cohort 13 | Cohort 14 | Cohort 15 | Cohort 16 | Total |
| Male | | | | | | |
| Female | | | | | | |
| Not reported in Male or Female (students who are identified as nonbinary or another category that is not listed above) | | | | | | |
| Gender Data Not Provided | | | | | | |

Note: The Population Specifics Table attendance data is based on Total Attendees. Please fill in the table using TOTAL Attendance.

| 21st CCLC Program 2021-2022 School Year Attendance Population Specific Table | | | | | | |
|--|----------------------|----------------------|----------------------|----------------------|----------------------|--------------|
| Based on Total Attendance | | | | | | |
| | Cohort 12 | Cohort 13 | Cohort 14 | Cohort 15 | Cohort 16 | Total |
| Students who are English Learners (LEP) | | | | | | |
| Students who are economically disadvantaged (FRPL) | | | | | | |
| Students with disabilities | | | | | | |
| Family members of participants served (Enter the total number of family members of students who participated in activities sponsored by 21st CCLC funds.) | | | | | | |

Note: The Race/Ethnicity Table attendance data is based on Total Attendees. Please fill in the table using TOTAL Attendance.

| 21st CCLC Program 2021-2022 School Year Attendance Race/Ethnicity Table | | | | | | |
|--|----------------------|----------------------|----------------------|----------------------|----------------------|--------------|
| Based on Total Attendance | | | | | | |
| | Cohort 12 | Cohort 13 | Cohort 14 | Cohort 15 | Cohort 16 | Total |
| American Indian/Alaska Native | | | | | | |
| Asian | | | | | | |
| Black or African American | | | | | | |
| Hispanic or Latino | | | | | | |
| Native Hawaiian or Pacific Islander | | | | | | |
| White | | | | | | |
| Two or more races | | | | | | |
| Data not provided | | | | | | |

Summer of 2021 Attendance. *Enter the number of students in the appropriate fields in the tables below. Data will be from the Summer of 2021 ONLY. Leave blank any cohorts that do not apply.*

| 21st CCLC Program 2021-2022 Summer 2021 Attendance <i>Summary</i> Table | | | | | | |
|--|----------------------|----------------------|----------------------|----------------------|----------------------|--------------|
| Reflects Number of Students | | | | | | |
| Days/Hours | Cohort 12 | Cohort 13 | Cohort 14 | Cohort 15 | Cohort 16 | Total |
| Less than a week (Less than 15 Hours) | | | | | | |
| More than a week (More than 15, Less than 45 Hours) | | | | | | |
| More than a Month (More than 45, Less than 90 Hours) | | | | | | |
| More than two Months (More than 90, Less than 180 Hours) | | | | | | |
| More than three Months (More than 180, Less than 270 Hours) | | | | | | |
| More than four Months (More than 270 Hours) | | | | | | |
| TOTALS | | | | | | |

Note: The Grade Level attendance data is based on Total Attendees. Please fill in the table using TOTAL Attendance.

| 21st CCLC Program 2021-2022 Summer 2021 Attendance <i>Grade Level</i> Table | | | | | | |
|--|----------------------|----------------------|----------------------|----------------------|----------------------|--------------|
| Reflects Total Number of Students | | | | | | |
| Days/Hours | Cohort 12 | Cohort 13 | Cohort 14 | Cohort 15 | Cohort 16 | Total |
| How many Prekindergarten | | | | | | |
| How many Kindergarten | | | | | | |
| How many 1st Grade | | | | | | |
| How many 2nd Grade | | | | | | |
| How many 3rd Grade | | | | | | |
| How many 4th Grade | | | | | | |
| How many 5th Grade | | | | | | |
| How many 6th Grade | | | | | | |
| How many 7th Grade | | | | | | |
| How many 8th Grade | | | | | | |
| How many 9th Grade | | | | | | |
| How many 10th Grade | | | | | | |
| How many 11th Grade | | | | | | |
| How many 12th Grade | | | | | | |
| TOTALS | | | | | | |

Note: The Sex Table attendance data is based on Total Attendees. Please fill in the table using TOTAL Attendance.

| 21st CCLC Program 2021-2022 Summer 2021 Attendance <i>SEX</i> Table | | | | | | |
|---|----------------------|----------------------|----------------------|----------------------|----------------------|--------------|
| Based on Total Attendance | | | | | | |
| | Cohort 12 | Cohort 13 | Cohort 14 | Cohort 15 | Cohort 16 | Total |
| Male | | | | | | |
| Female | | | | | | |
| Not reported in Male or Female (students who are identified as nonbinary or another category that is not listed above) | | | | | | |
| Gender Data Not Provided | | | | | | |

Note: The Population Specifics Table attendance data is based on Total Attendees. Please fill in the table using TOTAL Attendance.

| 21st CCLC Program 2021-2022 Summer 2021 Attendance <i>Population Specific</i> Table | | | | | | |
|--|----------------------|----------------------|----------------------|----------------------|----------------------|--------------|
| Based on Total Attendance | | | | | | |
| | Cohort 12 | Cohort 13 | Cohort 14 | Cohort 15 | Cohort 16 | Total |
| Students who are English Learners (LEP) | | | | | | |
| Students who are economically disadvantaged (FRPL) | | | | | | |
| Students with disabilities | | | | | | |
| Family members of participants served (Enter the total number of family members of students who participated in activities sponsored by 21st CCLC funds.) | | | | | | |

Note: The Race/Ethnicity Table attendance data is based on Total Attendees. Please fill in the table using TOTAL Attendance.

| 21st CCLC Program 2021-2022 Summer 2021 Attendance Race/Ethnicity Table | | | | | | |
|--|----------------------|----------------------|----------------------|----------------------|----------------------|--------------|
| Based on Total Attendance | | | | | | |
| | Cohort 12 | Cohort 13 | Cohort 14 | Cohort 15 | Cohort 16 | Total |
| American Indian/Alaska Native | | | | | | |
| Asian | | | | | | |
| Black or African American | | | | | | |
| Hispanic or Latino | | | | | | |
| Native Hawaiian or Pacific Islander | | | | | | |
| White | | | | | | |
| Two or more races | | | | | | |
| Data not provided | | | | | | |

Attendance Discussion.

| Attendance Discussion Required Elements | Complete? |
|---|-----------|
| General discussion on attendance including | |
| <ul style="list-style-type: none"> • Percentage of 21st CCLC attendance compared to total population. | |
| <ul style="list-style-type: none"> • Percentage of attendees who are FRPL. | |
| <ul style="list-style-type: none"> • Efforts to increase and keep attendance high. | |
| <ul style="list-style-type: none"> • Recruitment efforts. | |
| <ul style="list-style-type: none"> • Discussion on how contact hours requirement is being met. <i>60 hours per month (3 hours per day x 5 days a week) during weeks when school is in session (not counting Christmas or Spring Break)</i> <i>Explain WHY attendance met or did not meet grant goals.</i> | |

Type or copy and paste Attendance Discussion here.

Partnerships Table. *Enter data in the appropriate fields in the table below. Add rows as needed. In-kind value must be reported as a **monetary value** (i.e. \$1,200). Contribution type must be one of the following eight items. The number of each item may be used in the table (i.e. 4 in place of Provide Food). If a partner has more than one contribution type, enter all of them in the Contribution Type cell.*

1. *Provide Evaluation Services*
2. *Raise Funds*
3. *Provide Programming / Activity-Related Services*
4. *Provide Food*
5. *Provide Goods*
6. *Provide Volunteer Staffing*
7. *Provide Paid Staffing*
8. *Other*

| 21st CCLC Program 2021-2022 Partnerships Table | | | | |
|---|---|---|---|--|
| Name of Partner <i>(Enter name of Partner)</i> | Type*: Full/ Partial/ Vendor <i>(descriptions below)</i> | Contribution Type <i>(From list above)</i> | Staff Provided <i>(Describe if applicable)</i> | In-kind Value <i>(Monetary Value if unpaid partner)</i> |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

**Full – partner works with local program at no cost to the program*

Partial – partner works with local program by providing discounted costs/rates

Vendor – services only provided with a cost to the program

Partnerships Discussion. *Make sure to discuss what partners do, length of the partnership and how critical the partnership is to the success of the program.*

| Partnerships Discussion Required Elements | Complete? |
|---|-----------|
| General discussion on Partnerships including | |
| • Summary of partnerships table. | |
| • Total Partners by Type | |
| • Efforts to recruit partners. | |
| • Highlights of partnerships. | |
| • How partnerships help program serve students. | |

Type or copy and paste Partnerships Discussion here.

Parent Involvement Information and Discussion.

| Parent Involvement Information and Discussion Required Elements | Complete? |
|--|------------------|
| Number and description of parent meetings and/or events. | |
| Number of parents at each meeting and/or event. | |
| Description of communication with parents (flyers, letters, phone calls, personal contact, etc.) | |
| Efforts to increase parental involvement. | |

Type or copy and paste Parent Involvement Information and Discussion here.

4. GPRA Measures

For 2021-2022, the US DOE has changed the Government Performance and Results Act (GPRA) Measures. This is the same data reported online to the APR Data System. Note that any reference to current school year is the 2021-2022 school year. **Please note that the data tables for each GPRA Measure mirror the APR data entry tables. Please do not change any of the tables.**

| GPRA Measures Required Elements | Complete? |
|---|-----------|
| GPRA Measures Data Tables | |
| • GRPA Measure 1A – Reading Progress | |
| • GRPA Measure 1B – Math Progress | |
| • GRPA Measure 2 – Academic Achievement GPA | |
| • GRPA Measure 3 – School Day Attendance | |
| • GRPA Measure 4 – Behavior | |
| • GRPA Measure 5 – Teacher Survey | |
| GPRA Measures Discussion | |

GPRA Measure 1A – Reading Progress. Percentage of students in **grades 4-8** participating in 21st CCLC programming during the school year and/or summer who demonstrate growth in reading and/or language arts on State Assessments.

If you have no data to report for GPRA Measure 1A – Reading Progress, provide an explanation here:

| GPRA Measure 1A – Reading Progress | Less Than 15 Hours | 15-44 Hours | 45-89 Hours | 90-179 Hours | 180-269 Hours | 270 Hours or More |
|--|--------------------|-------------|-------------|--------------|---------------|-------------------|
| Number of Attendees for whom you have outcome Data to report. | | | | | | |
| Number of Attendees who exhibited growth. | | | | | | |
| Percentage of Attendees who exhibited growth. Calculated for each column. | | | | | | |

GPRA Measure 1B – Math Progress. Percentage of students in **grades 4-8** participating in 21st CCLC programming during the school year and/or summer who demonstrate growth in mathematics on State Assessments.

If you have no data to report for GPRA Measure 1B – Math Progress, provide an explanation here:

| GPR Measure 1B – Math Progress | Less Than 15 Hours | 15-44 Hours | 45-89 Hours | 90-179 Hours | 180-269 Hours | 270 Hours or More |
|--|--------------------|-------------|-------------|--------------|---------------|-------------------|
| Number of Attendees for whom you have outcome Data to report. | | | | | | |
| Number of Attendees who exhibited growth. | | | | | | |
| Percentage of Attendees who exhibited growth. Calculated for each column. | | | | | | |

GPR Measure 2 – Academic Achievement - GPA. Percentage of students in **grades 7-8 and 10-12** attending 21st CCLC programming during the school year and/or summer with a prior-year unweighted Grade Point Average (GPA) of less than 3.0 who demonstrated an improved GPA.

- Grade of A = GPA of 4.
- Grade of B = GPA of 3.
- Grade of C = GPA of 2.
- Grade of D = GPA of 1.
- Grade of F = GPA of 0.

If you have no data to report for GPR Measure 2 – Academic Achievement - GPA, provide an explanation here:

| | Less Than 15 Hours | 15-44 Hours | 45-89 Hours | 90-179 Hours | 180-269 Hours | 270 Hours or More |
|--|--------------------|-------------|-------------|--------------|---------------|-------------------|
| Number of Attendees for whom you have outcome Data to report. | | | | | | |
| For how many of these students do you have outcome data to report and who had a prior-year un-weighted GPA of less than 3.0? | | | | | | |
| Percentage of Attendees who improved their GPA. Calculated for each column. | | | | | | |

GPR Measure 3 – School Day Attendance. 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.

If you have no data to report for GPRA Measure 3 – School Day Attendance, provide an explanation here:

| | Less Than 15 Hours | 15-44 Hours | 45-89 Hours | 90-179 Hours | 180-269 Hours | 270 Hours or More |
|--|--------------------|-------------|-------------|--------------|---------------|-------------------|
| How many students had a school day attendance rate at or below 90% in the prior school year (2020-2021)? | | | | | | |
| Of these students, how many demonstrated an improved attendance rate in the current school year (2021-2022)? | | | | | | |
| Percentage of Attendees who improved their attendance rate. Calculated for each column. | | | | | | |

GPRA Measure 4 – Behavior. Percentage of students in **grades 1-12** attending 21st CCLC programming during the school year and/or summer who experienced a decrease in in-school suspensions compared to the previous school year.

If you have no data to report for GPRA Measure 4 – Behavior, provide an explanation here:

| | Less Than 15 Hours | 15-44 Hours | 45-89 Hours | 90-179 Hours | 180-269 Hours | 270 Hours or More |
|--|--------------------|-------------|-------------|--------------|---------------|-------------------|
| For how many of these students do you have outcome data to report and who had in-school suspensions in the previous school year (2020-2021)? | | | | | | |
| Of these students, how many experienced a decrease in in-school suspensions in the current school year (2021-2022)? | | | | | | |
| Percentage of Attendees with fewer in-school suspensions. Calculated for each column. | | | | | | |

GPRA Measure 5 – Teacher Survey. Percentage of students in **grades 1-5** participating in 21st CCLC programming in the school year and/or summer who demonstrated an improvement in teacher-reported engagement in learning.

If you have no data to report for GPRA Measure 5 – Teacher Survey, provide an explanation here:

| | Less Than 15 Hours | 15-44 Hours | 45-89 Hours | 90-179 Hours | 180-269 Hours | 270 Hours or More |
|--|--------------------|-------------|-------------|--------------|---------------|-------------------|
| For how many of these students do you have outcome data to report? | | | | | | |
| Of these students for whom you have outcome data to report, how many demonstrated an improvement in teacher-reported engagement in learning? | | | | | | |
| Percentage of Attendees who improved. Calculated for each column. | | | | | | |

GPRA Measures Discussion.

| GPRA Measures Discussion Required Elements | Complete? |
|--|-----------|
| Discussion of high performing and low performing areas. | |
| Discussion of issues with any GPRA Measure. | |
| Assessment of 21 st CCLC Program based solely on GPRA Measures. | |

Type or copy and paste GPRA Measures Discussion here.

5. Local Objectives

GPRA Measures will always serve as the official objectives. However, Local Objectives allow grantees to focus on areas not covered by the GPRA Measures. The following guidelines should be followed when entering the Local Objectives.

1. Enter no more than **five** Local Objectives. If you have more than five objectives, enter the top five in the Local Objectives Table and summarize additional objectives in the Local Objectives Discussion Section. Another option is to consolidate two or more objectives into one objective. If you have fewer than five objectives, leave the additional rows blank.

2. Local Objectives should **NOT** mirror GPRA Measures. For example, since Reading and Math achievement are covered by GPRA Measure 1 there is no need to have Local Objectives on Reading or Math achievement.
3. There is a Local Objectives Table for each Cohort. If a Grantee did not participate in a cohort, that cohort table should be left blank.
4. Objectives will be rated as one of four ways. These are the **ONLY** acceptable ratings:
 - a. Met the stated objective. (Must provide methodology on how the objective was measured and justification for meeting the objective.)
 - b. Did not meet but made progress toward the stated objective. (Must provide methodology on how the objective was measured and what criteria was used to determine that progress was made.)
 - c. Did not meet and no progress was made toward the stated objective. (Must provide methodology on how the objective was measured and what criteria was used to determine that no progress was made.)
 - d. Unable to measure the stated objective. (All objectives should be measured unless extraordinary circumstances prevent doing so. If an objective cannot be measured, complete details on these circumstances must be provided in the Methodology/Justification column.)
5. Data will be from the Summer and Fall of 2020 and the Spring of 2021.

| Local Objectives Required Elements | Complete? |
|---|-----------|
| Local Objectives Data Tables | |
| <ul style="list-style-type: none"> • No more than FIVE Objectives per Cohort. • Rating of each Objective as listed above. • Full Methodology used for measurement. • Justification for Rating | |
| Local Objectives Discussion | |

Local Objectives Data Tables.

Cohort 12 Table

| Cohort 12 Objectives | Objective Rating | Methodology/Justification for Rating |
|----------------------|------------------|--------------------------------------|
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |
| 5. | | |

Cohort 13 Table

| Cohort 13 Objectives | Objective Rating | Methodology/Justification for Rating |
|----------------------|------------------|--------------------------------------|
| 1. | | |

| | | |
|----|--|--|
| 2. | | |
| 3. | | |
| 4. | | |
| 5. | | |

Cohort 14 Table

| Cohort 14 Objectives | Objective Rating | Methodology/Justification for Rating |
|----------------------|------------------|--------------------------------------|
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |
| 5. | | |

Cohort 15 Table

| Cohort 15 Objectives | Objective Rating | Methodology/Justification for Rating |
|----------------------|------------------|--------------------------------------|
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |
| 5. | | |

Cohort 16 Table

| Cohort 16 Objectives | Objective Rating | Methodology/Justification for Rating |
|----------------------|------------------|--------------------------------------|
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |
| 5. | | |

Local Objectives Discussion.

| Local Objectives Discussion Required Elements | Complete? |
|--|-----------|
| • Statistical Analysis as Applicable. | |
| • Improvement over more than one year as observed. | |
| • Applicable graphs, tables, and/or charts. | |
| • Details on methodology and ratings as needed. | |
| • Additional Objectives not in Local Objective Tables. | |
| • Clarification for objectives not met. | |

- | | |
|--|--|
| • Clarification for objectives not measured. | |
|--|--|

Remember to include a Local Objectives discussion

Type or copy and paste Local Objectives discussion here.

6. Anecdotal Data

| Anecdotal Data Required Elements | Complete? |
|--|-----------|
| Success Stories | |
| Best Practices | |
| Pictures | |
| Student, teacher, parent, and stakeholder input. | |

Remember to include Anecdotal Data (Interviews, Observations, Comments). Be specific. Try to avoid general comments like “Parents seem pleased with the program.”

Type or copy and paste Anecdotal Data here.

Success Stories

| Success Stories Required Elements | Complete? |
|---|-----------|
| Specific Examples. | |
| Key People Involved | |
| Quotes from participants, teachers, parents, etc. | |
| Include objectives showing large increases. | |

Remember to include a student success story. Be as personal as possible.

Type or copy and paste Success Stories here.

Best Practices

| Best Practices Required Elements | Complete? |
|---|-----------|
| Description of the practice/activity. | |
| Methodology of measuring success of best practice. | |
| Information on why practice/activity was implemented. | |
| Impact of practice/activity on attendance. | |
| Impact of practice/activity on student achievement. | |

Remember to include a few best practices that you observed or that were reported to you.

Type or copy and paste Best Practices here.

Pictures

Insert pictures here. Pictures should showcase students engaged in activities and learning. Do not include posed pictures. Take action shots of children reading, participating, smiling and being involved in the activities. Please send 4-8 of your best pictures. Pictures need to be individual and not a montage of pictures. Links to social media are not to be used here.

Student, teacher, parent, and stakeholder input

| Student, teacher, parent, and stakeholder input Required Elements | Complete? |
|--|-----------|
| Quotes from student, teacher, parent, partners, and stakeholders. | |
| Quotes should be attributed (titles can be used but names only with permission). | |
| Showcase success of the program, especially for student attendance, behavior and academic success. | |

Type or copy and paste student, teacher, parent and stakeholder input here.

Quotes from Students:

Quotes from Teachers:

Quotes from Parents:

Quotes from Partners:

Quotes from other Stakeholders (Administrators, Counselors, etc.):

7. Sustainability Plans

| Sustainability Plans Required Elements | Complete? |
|---|-----------|
| Discuss formal sustainability plan from your original grant application including how it has changed. | |
| How program will continue without 21st CCLC grant funding. | |
| How partnership contributions will help the program continue (refer to partnership table from section 3). | |

Discuss the level of sustainability over the life of the grant. Explain how partner contributions can help sustain the program after federal funding ends.

Type or copy and paste Sustainability Discussion here.

8. Summary and Recommendations

| Summary and Recommendations Required Elements | Complete? |
|---|-----------|
| Summary of program. | |
| Dissemination of local evaluation. | |
| Recommendations for local objectives. | |
| Recommendations on future plans for change. | |
| Unexpected Data | |

Summary of Program

| Summary of Program Required Elements | Complete? |
|---|-----------|
| Reference introduction section. | |
| Showcase successes of program. | |
| Highlight items contributing to program success. | |
| Include exemplary contributions from staff, teachers, volunteers and/or partners. | |

Type or copy and paste Summary of Program here.

Dissemination of Local Evaluation.

| Dissemination of Local Evaluation Required Elements | Complete? |
|---|-----------|
| Exact URL where your 2021-2022 local evaluation is posted (required by US DOE). Because this is required by ESSA, we check each URL for accuracy. | |
| Discussion of other methods of Dissemination (Board reports, community meetings, person to person, e-mail, etc.) | |

Paste exact URL where your **2021-2022** local evaluation is posted (**required by US DOE**). **The URL should pull up the Local Evaluation, not just the page where it can be found. The URL should also not download the file. The Local Evaluation should be readable in the browser window.**

Type or copy and paste other methods of Dissemination of Local Evaluation here.

Recommendations for Local Objectives.

| Recommendations for Local Objectives Required Elements | Complete? |
|---|------------------|
| Objectives to be changed and reasons why. | |
| Objectives to be added. | |
| Include objectives not met. | |
| Include objectives not measured. | |

Remember to include an evaluator discussion on how the program met or did not meet the local objectives

Type or copy and paste Recommendations for Local Objectives here.

Recommendations on Future Plans for Change.

| Recommendations on Future Plans for Changing Required Elements | Complete? |
|---|------------------|
| Changes in activities. | |
| Changes in recruitment efforts. | |
| Changes in partnerships. | |
| Changes for sustainability plans. | |
| Other changes as suggested by governing body. | |

Remember to include an evaluator discussion of what can be done to improve the program

Type or copy and paste Recommendations on Future Plans for Change here.

UNEXPECTED DATA (Unusual circumstances that occurred during the past school year- Flood, Tornado, Storm, Pandemic or other) Explain how this affected the program and how you responded to continue to serve children. What new procedures did you introduce? How did the Staff, Students and Parents respond? You may include pictures to help illustrate the challenges faced because of natural disaster.

Type or copy and paste Unexpected data input here.