

LOCAL EVALUATION FORM FOR 2023-2024

Grantee: **NAME HERE**

Overview

The U.S. Department of Education (ED) provided guidance on Local Evaluations, as stated in Section F-2 of [21st Century Community Learning Centers, Non-Regulatory Guidance: September 2024](#).

What are the local evaluation requirements?

Each local subgrantee must conduct a periodic evaluation in conjunction with the SEA's evaluation plan (see F-1) to assess its progress toward achieving the goal of providing high-quality opportunities for academic enrichment and overall student success. (Section 4205(b)(2)(A)). The subgrantee must use the results of its evaluation to refine, improve, and strengthen the program or activity as well as review and refine the performance measures. (Section 4205(b)(2)(B)(i)). A subgrantee may use a reasonable and necessary amount of its grant to conduct this evaluation. (In Iowa-No more than 4% of each program's total budget can be used for local evaluation efforts).

A subgrantee must also collect the necessary data to measure student success as described in the subgrantee's application and to contribute to the SEA's overall evaluation of 21st CCLC programs in the State. (Section 4205(b)(1)(E)). The subgrantee must provide public notice of the availability of its evaluations and make the evaluations available upon request. (Section 4205(b)(2)(B)(ii)).

To assist grantees with meeting the local evaluation requirements, the Iowa Department of Education (Department) provides a standardized form for local evaluations of the 21st Century Community Learning Center (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 14-18 are to be included for reporting data for the previous school year. Reported data will be from the Summer of 2023 and the 2023-2024 School Year.

The table below lists the **nine** 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 2023-2024**>. 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. Total Academic Improvement	
5. GPRA Measures	
6. Local Objectives	
7. Anecdotal Data	
8. Sustainability Plans	
9. Summary and Recommendations	

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 information blank)</i>	<i>(Enter Names of Centers, separated by commas)</i> INCLUDE SCHOOL LEVEL (i.e. Elementary, Middle, High School)
Cohort 14	
Cohort 15	
Cohort 16	
Cohort 17	
Cohort 18	
Additional Information from Grantee (optional)	

Note: If you are in Cohort 19, you will report your data next year (We always report the previous year's data in the local evaluations).

Introduction/Executive Summary

Introduction/Executive Summary Required Elements	Complete?
Program Implementation	
<ul style="list-style-type: none"> Needs Assessment Process 	
<ul style="list-style-type: none"> Key People Involved 	
<ul style="list-style-type: none"> Development of Objectives 	
Program Description	
<ul style="list-style-type: none"> Program days and hours 	
<ul style="list-style-type: none"> List of activities 	
<ul style="list-style-type: none"> Location of centers 	
<ul style="list-style-type: none"> Attendance requirements 	
<ul style="list-style-type: none"> Governance (board, director, etc.) 	
<ul style="list-style-type: none"> Details on Parent Events and Parent involvement. 	
<ul style="list-style-type: none"> Details on provided food programs (i.e., snacks, full meals, weekend backpacks, etc.) 	
Program Highlights	

Type or copy and paste Introduction/Executive Summary here.

Demographic Data

Demographic Data Required Elements	Complete?
2023-2024 School Year Attendance Tables	
• 2023-2024 School Year Attendance Summary Table	
• 2023-2024 School Year Grade Level Table	
• 2023-2024 School Year Sex Table	
• 2023-2024 School Year Attendance Population Specific Table	
• 2023-2024 School Year Attendance Race/Ethnicity Table	
Summer of 2023 Attendance Tables	
• Summer of 2023 Attendance Summary Table	
• Summer of 2023 Grade Level Table	
• Summer of 2023 Sex Table	
• Summer of 2023 Attendance Population Specific Table	
• Summer of 2023 Attendance Race/Ethnicity Table	
Attendance Discussion	
Partnerships	
• Partnerships Table	
• Partnerships Discussion	
Parent Involvement Information and Discussion	

2023-2024 School Year Attendance Tables.

Enter the number of students in the appropriate fields in the tables below. Data will be from the Fall of 2023 and the Spring of 2024. There are separate tables for the Summer of 2023. Leave blank any cohorts that do not apply.

The yearly 21st CCLC grant requirement is for the local program to provide at least 60 hours of contact per month. Over the nine months of the program, a minimum of 480 hours of contact would occur. The goal for attendance is that all students would attend more than 270 hours. If this is not occurring for your program, please provide an explanation in the attendance discussion section.

21st CCLC Program 2023-2024 School Year Attendance Summary Table
Reflects Number of Students

Days/Hours	Cohort 14	Cohort 15	Cohort 16	Cohort 17	Cohort 18	Total
Less than 15 Hours						
More than 15, Less than 45 Hours						
More than 45, Less than 90 Hours						
More than 90, Less than 180 Hours						
More than 180, Less than 270 Hours						
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 2023-2024 School Year Attendance Grade Level Table
Reflects Total Number of Students**

Days/Hours	Cohort 14	Cohort 15	Cohort 16	Cohort 17	Cohort 18	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 2023-2024 School Year Attendance Sex Table
Based on Total Attendance**

Attendee	Cohort 14	Cohort 15	Cohort 16	Cohort 17	Cohort 18	Total
Male						
Female						
<i>Not reported in Male or Female (students who are identified as nonbinary or another category that is not listed above)</i>						
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 2023-2024 School Year Attendance Population Specific Table
Based on Total Attendance**

Attendee	Cohort 14	Cohort 15	Cohort 16	Cohort 17	Cohort 18	Total
<i>Students who are English Language Learners</i>						
<i>Students who are economically disadvantaged (FRPL)</i>						
<i>Students with disabilities</i>						
<i>Family members of participants served (enter the total number of family members of students who participated in activities sponsored by 21st CCLC funds.)</i>						

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

**21st CCLC Program 2023-2024 School Year Attendance Race/Ethnicity Table
Based on Total Attendance**

Attendee	Cohort 14	Cohort 15	Cohort 16	Cohort 17	Cohort 18	Total
<i>American Indian/Alaska Native</i>						
<i>Asian</i>						
<i>Black or African American</i>						
<i>Hispanic or Latino</i>						
<i>Native Hawaiian or Pacific Islander</i>						
<i>White</i>						
<i>Two or more races</i>						
<i>Data not provided</i>						

Summer of 2023 Attendance Tables.

Enter the number of students in the appropriate fields in the tables below. Data will be from the Summer of 2023 **ONLY**. Leave blank any cohorts that do not apply.

Due to the length of a Summer Program, it is not expected that any attendees will exceed more than 90 hours.

**21st CCLC Program 2023-2024 Summer 2023 Attendance Summary Table
Reflects Number of Students**

Days/Hours	Cohort 14	Cohort 15	Cohort 16	Cohort 17	Cohort 18	Total
<i>Less than 15 Hours</i>						
<i>More than 15, Less than 45 Hours</i>						
<i>More than 45, Less than 90 Hours</i>						
<i>More than 90, Less than 180 Hours</i>						
<i>More than 180, Less than 270 Hours</i>						
<i>More than 270 Hours</i>						
TOTALS						

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

**21st CCLC Program 2023-2024 Summer 2023 Attendance Grade Level Table
Reflects Total Number of Students**

Days/Hours	Cohort 14	Cohort 15	Cohort 16	Cohort 17	Cohort 18	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 2023-2024 Summer 2023 Attendance Sex Table
Based on Total Attendance**

Attendee	Cohort 14	Cohort 15	Cohort 16	Cohort 17	Cohort 18	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 2023-2024 Summer 2023 Attendance Population Specific Table
Based on Total Attendance**

Attendee	Cohort 14	Cohort 15	Cohort 16	Cohort 17	Cohort 18	Total
Students who are English Language Learners						
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 2023-2024 Summer 2023 Attendance Race/Ethnicity Table
Based on Total Attendance**

Attendee	Cohort 14	Cohort 15	Cohort 16	Cohort 17	Cohort 18	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 multiplied by 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.

Please do not reference the old regular (30 days or more) attendance goal from the old APR. This is no longer applicable. Instead, discuss the new APR measures, especially the over 270 hours band.

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	
• How in-kind value was determined	
• Efforts to recruit partners.	
• Highlights of partnerships.	
• How partnerships help program serve students.	

Type or copy and paste Partnerships Discussion here.

Be sure and include information on how in-kind value was determined.

Parent Involvement Information and Discussion.

Parent Involvement Information and Discussion Required Elements	Complete?
Parent Involvement Table	
Parent Involvement Discussion. Description of communication with parents (flyers, letters, phone calls, personal contact, etc.)	
Efforts to increase parental involvement.	

Parent Involvement Table.

List all parent events held during the Summer of 2023 and the 2023-2024 School Year. Add extra rows if needed. If data for the Parent Involvement Table is not available, add an explanation in the Parent Involvement Discussion section.

Note that a minimum of four events (one per quarter) is a grant requirement.

21st CCLC Program 2023-2024 Parent Involvement Table

Name of Event <i>(Enter name/description of Event)</i>	Cohorts Involved <i>(List which Cohorts participated)</i>	Number of Parents/Family Members attending	Total Attendance <i>(Include staff, students, etc.)</i>	Short Description of Event

Type or copy and paste Parent Involvement Discussion here.

Include a description of the events and how well they were attended.

Include a description of communication with parents (flyers, letters, phone calls, personal contact, etc.) and efforts to increase parental involvement.

Total Academic Improvement

This requirement for the Iowa 21st CCLC Local Evaluations provides the data needed to meet **Section F-1 of 21st Century Community Learning Centers, Non-Regulatory Guidance: May, 2003**, which states,

These indicators and measures must—

- *Be able to track student success and improvement over time;*

The Iowa 21st CCLC Program has been tracking progress in reading and math for all 21st CCLC students since 2015. Sub-grantees even provided data on academic progress during the 2019-2020 and 2020-2021 school years affected by the COVID-19 Pandemic. **In order to review academic improvement data over time, The Iowa 21st CCLC Program is adding a state requirement to report ALL reading and math data as a local measure. Please complete the following tables on Reading/English and Mathematics Improvement.**

Note that this data uses the “Number of Students Needing Improvement” in the comparison.

Reading/English Improvement

Grade Level	Number of Students Needing Improvement	Number of Students Who Improved	Percentage Improvement
Kindergarten			
1st Grade			
2nd Grade			
3rd Grade			
4th Grade			
5th Grade			
6th Grade			
7th Grade			
8th Grade			
9th Grade			
10th Grade			
11th Grade			
12th Grade			
Totals			

Mathematics Improvement

Grade Level	Number of Students Needing Improvement	Number of Students Who Improved	Percentage Improvement
Kindergarten			
1st Grade			
2nd Grade			
3rd Grade			
4th Grade			
5th Grade			
6th Grade			
7th Grade			
8th Grade			
9th Grade			
10th Grade			
11th Grade			
12th Grade			
Totals			

Total Academic Improvement Discussion.

Total Academic Improvement Discussion Required Elements	Complete?
Include what assessment(s) were used to determine improvement.	
Please include a discussion of highlights of improvement data, including low and high performing grade levels.	
Challenges to gathering data.	
Efforts to increase student performance.	

Type or copy and paste Total Academic Improvement Discussion here.

GPRRA Measures

Starting in 2022-2023, the U. S. Department of Education changed the Government Performance and Results Act (GPRRA) Measures. This is the same data reported online to the APR Data System. Note that any reference to the current school year is the 2023-2024 school year. **Please note that the data tables for each GPRRA Measure mirrors the APR data entry tables. Please do not change any of the tables.**

Note that this data uses the “Number of Attendees for whom you have outcome Data to report” in the comparison. This can result in GPRRA data not matching the Total Academic Improvement data.

GPRRA Measures Required Elements	Complete?
GPRRA 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	
GPRRA Measures Discussion	

GPRRA 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 GPRRA Measure 1A – Reading Progress, provide an explanation here:**

GPRRA 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:**

GPRA 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.						

GPRA 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 GPRA 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 and who had a prior year unweighted GPA of less than 3.0?						
For how many of these students do you have outcome data to report and who had a prior-year unweighted GPA of less than 3.0?						

Percentage of Attendees who improved their GPA. Calculated for each column.						
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GPRA 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 (2022-2023)?						
Of these students, how many demonstrated an improved attendance rate in the current school year (2023-2024)?						
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 (2022-2023)?						
Of these students, how many experienced a decrease in in-school suspensions in the current school year (2023-2024)?						

Percentage of Attendees with fewer in-school suspensions. Calculated for each column.						
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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?
Please include, at a minimum, the following on your discussion of GPRA Measures. If you do not have data on any GPRA measure, add information on why those measures were not included.	
Include what assessment(s) were used to determine improvement for Measures 1A and 1B.	
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.

Local Objectives

GPRM Measures will always serve as the official objectives. However, Local Objectives allow grantees to focus on areas not covered by the GPRM 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 GPRM Measures. For example, since Reading and Math achievement are covered by GPRM 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 2023 and the Spring of 2024.

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

Local Objectives Data Tables.

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.		

Cohort 17 Table

Cohort 17 Objectives	Objective Rating	Methodology/Justification for Rating
1.		
2.		
3.		
4.		
5.		

Cohort 18 Table

Cohort 18 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.	

Type or copy and paste Local Objectives discussion here.

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.”

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.):

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.

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 2023-2024 local evaluation is posted (required by U. S. Department of Education). 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 the exact URL where your 2023-2024 local evaluation is/will be posted.

Posting the URL is **required by U. S. Department of Education. 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.**

If the Local Evaluation will be posted once it is finalized, please indicate that here.

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

Unexpected data would include 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(s).

Type or copy and paste Unexpected data input here.