

21<sup>ST</sup> CENTURY COMMUNITY LEARNING CENTERS

# Statewide Objectives



IDAHO STATE DEPARTMENT OF EDUCATION  
STUDENT ENGAGEMENT | 21<sup>ST</sup> CCLC

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## INTRODUCTION

This document provides guidance to grantees on the established set of performance measures of 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC).

The federal 21<sup>st</sup> CCLC has established performance objectives as part of the Government Performance and Results Act (GPRA):

GPRA Objective 1: Participants in 21st Century Community Learning Center programs will demonstrate educational and social benefits and exhibit positive behavioral changes.

GPRA Objective 2: 21st Century Community Learning Centers will offer high-quality enrichment opportunities that positively affect student outcomes such as school attendance and academic performance, and result in decreased disciplinary actions or other adverse behaviors.

GPRA Objective 3: Improve the operational efficiency of the program.

To coincide with these performance objectives, the Idaho 21<sup>st</sup> CCLC has established the following statewide objectives:

**Academic:** Establish community learning centers that provide opportunities for academic enrichment to students in high-poverty, low-performing schools.

**Enrichment:** Establish community learning centers that offer a broad array of additional services, programs, and activities that complement the regular school day.

**Family & Parent Engagement:** Establish community learning centers that offer families of student's opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development.

**Targeted Services:** Establish community learning centers that target services to students who attend schools that (1) are implementing comprehensive support and improvement activities and (2) enroll students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities, or who lack positive role models.

**Continuous Improvement:** Establish community learning centers that continuously improve operational efficiency to provide high quality programming for participants.

**Summer Program:** Establish community learning centers that provide academic enrichment opportunities to students during the summer months.

Category	State Educational Agency Goal	Grantee Objective	Data Collected
Academic	Establish community learning centers that provide opportunities for academic enrichment to students in high-poverty, low-performing schools.	<p>1.1. Offer at least one (1) academic opportunity each day.</p> <p>1.2. Regular program participants show improvement/growth in academic content.</p>	<p>Academic Activity</p> <p>State Assessment</p> <p>Teacher Reported Data</p>
Enrichment	Establish community learning centers that offer a broad array of additional services, programs, and activities that complement the regular school day.	<p>2.1 Offer at least one (1) academic opportunity each day.</p> <p>2.2 Regular program participants show improvement/growth in behavior.</p>	<p>Enrichment Activity</p> <p>Teacher Reported Data</p>
Family Engagement	Establish community learning centers that offer families of student's opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development.	<p>3.1 Promote &amp; offer family engagement activities for families of student's services that are focused on a child's education and/or include literacy and related educational development:</p> <ul style="list-style-type: none"> <li>• Five (5) family literacy services.</li> <li>• Three (3) parent involvement opportunities.</li> </ul>	<p>Family Engagement</p> <p>Attendance</p>
Targeted Services	Establish community learning centers that target services to students who attend schools that (1) are implementing comprehensive support and improvement activities and (2) enroll	<p>4.1 Offer program at least 100 days with typical programming of 12 hours per week.</p> <p>4.2 Serve proposed number of students on a daily basis.</p>	<p>Calendar &amp; Schedule</p> <p>Participant Attendance &amp; Demographics</p>

Category	State Educational Agency Goal	Grantee Objective	Data Collected
	students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities, or who lack strong positive role models.	4.3 Focus on regular program participants: 30 days or more of participation	
Continuous Improvement	Establish community learning centers that continuously improve operational efficiency to provide high quality programming for participants.	<p>5.1 Offer all staff opportunities for professional development.</p> <p>5.2 Implement periodic evaluations for program and staff.</p> <p>5.3 Implement safety &amp; emergency policies, plans, and procedures.</p> <p>5.4 Submit complete and accurate data.</p> <p>5.5 Submit accurate, timely, and allowable reimbursements.</p>	<p>Staff PD Attendance</p> <p>APR Questionnaire</p> <p>Federal &amp; State APR Reimbursement Requests</p>
Summer Program	Establish community learning centers that provide academic enrichment opportunities to students during the summer months.	<p>6.1 Offer at least one (1) academic opportunity and one (1) enrichment opportunity for participants each day.</p> <p>6.2 Offer one (1) family engagement activity.</p> <p>6.3 Offer one (1) professional development opportunity related to summer programming.</p>	<p>Academic &amp; Enrichment Activity</p> <p>Participant Attendance &amp; Demographics</p> <p>Family Engagement Attendance</p> <p>Staff Information &amp; PD</p>



## ACADEMIC OBJECTIVE

Grantees will offer at least one (1) academic opportunity each day, measured by academic activity data offered.

Grantees will focus on the improvement of regular program participants (RPPs) in academic content, measured by state assessment and teacher reported data.

### State Assessment

**Rationale:** in order to establish common measurements for the evaluation of program performance of ensuring that grantees are helping students “meet the challenging State academic standards” (ESSA, 4201(a)(1)), Idaho 21<sup>st</sup> CCLC use the [Idaho Reading Indicator \(IRI\)](#) for K-3 and the [Idaho Standard Assessment Test \(ISAT\)](#) for 4-11.

As outlined in the Government Performance and Results Act (GPRA), 21<sup>st</sup> CCLC grantees demonstrate performance:

- Grades K-5 demonstrate reading proficiency (21<sup>st</sup> CCLC Program GPRA Measures, no. 1854); and
- Grades 6-12 demonstrate math proficiency (21<sup>st</sup> CCLC Program GPRA Measures, no. 1854).

**Measurement:** academic performance based on the following:

- Participant is a regular program participant (attended 30 or more days),
- Not proficient in reading or math (based on previous year’s assessment), and
- Improved to proficient in reading or math (based on current year’s assessment).

### Teacher Reported Data

**Rationale:** in order to establish common measurements for the evaluation of program performance of ensuring that grantees are aligning “with the regular academic program of the school” (ESSA, 4203(a)(14)(A)); collaborating “with the schools that participating students

attend” (ESSA, 4204(b)(2)(D)(i)); and helping students “meet the challenging State academic standards” (ESSA, 4201(a)(1)), Idaho 21<sup>st</sup> CCLC grantees may use teacher reported data.

As outlined in the GPRA, 21<sup>st</sup> CCLC grantees demonstrate performance:

- Teacher reported improvement in homework completion and class participation (21<sup>st</sup> CCLC Program GPRA Measures, no. 1038 & 1039).

## ENRICHMENT OBJECTIVE

Grantees will offer at least one (1) enrichment opportunity each day, measured by academic activity data offered.

Regular program participants will show improvement/growth in behavior.

### Teacher Reported Data

**Rationale:** in order to establish common measurements for the evaluation of program performance of ensuring that grantees are helping students improve “overall student success” (ESSA, 4204(b)(2)(B)), Idaho 21<sup>st</sup> CCLC grantees may use teacher reported data.

As outlined in the GPRA, 21<sup>st</sup> CCLC grantees demonstrate performance:

- Teacher reported improvement in student behavior (21<sup>st</sup> CCLC Program GPRA Measures, no. 1041 & 1042).

## FAMILY ENGAGEMENT OBJECTIVE

Grantees will offer opportunities for families of students for meaningful engagement throughout the year, measured by offering the following activities:

- School year program: Five (5) family literacy services and three (3) parent involvement opportunities.
- Summer program: offer one (1) family literacy service.

## Attendance Records

**Rationale:** in order to establish common measurements for the evaluation of program performance of ensuring that grantees “offer families of students served by community learning centers opportunities for active and meaningful engagement in their children’s education, including opportunities for literacy and related educational development” (ESSA, 4201(a)(3)), Idaho 21<sup>st</sup> CCLC grantees must use family/parent attendance records. Idaho 21<sup>st</sup> CCLC follows the *Family Literacy Services* (24) and *Parent Involvement* (39) guidelines as outlined in ESSA Sec. 8101.

## TARGETED SERVICES OBJECTIVE

Grantees will operate school year program a minimum of 100 days with typical programming of 12 hours per week. Grantees that operate summer program will operate for a minimum of 40 hours during the summer months.

Grantees will serve the proposed number of students on a daily basis and focus on regular program participants.

## Attendance Records

Rationale: in order to establish common measurements for the evaluation of program performance of ensuring that grantees have “regular (or consistent) program attendance” (ESSA, 4201(a)(3)), Idaho 21<sup>st</sup> CCLC grantees use participant attendance records.

## CONTINUOUS IMPROVEMENT OBJECTIVE

### Professional Development

Grantees will offer all staff opportunities for professional development.

**Rationale:** in order to establish common measurements for the evaluation of program performance of ensuring that grantees operate a quality afterschool program that uses “best practices, including research or evidence-based practices” (ESSA, 4204(b)(2)(J)), as well as “well-rounded education activities” that support “the challenging State academic standards and any local academic standards (ESSA, Sec. 4205(a)), Idaho 21<sup>st</sup> CCLC grantees must use staff

information & PD attendance records. Idaho 21<sup>st</sup> CCLC follows the *Professional Development* (42) guidelines as outlined in ESSA Sec. 8101.

### Periodic Evaluations of Program and Staff

**Rationale:** in order to establish common measurements for the evaluation of program performance of ensuring that grantees “undergo a periodic evaluation... to assess the program’s progress toward achieving the goal of providing high-quality opportunities for academic enrichment and overall student success” (ESSA, 420(b)(2)(A)), Idaho 21<sup>st</sup> CCLC uses third year independent evaluations and periodic program and staff evaluations.

### Implement Safety & Emergency Plans, Policies, and Procedures

**Rationale:** in order to establish high-quality programs that focus on the safety of participants and staff.

### Submit Complete and Accurate Data

### Submit Accurate, Timely and Allowable Reimbursements