# Delaware
# Nita M. Lowey 21st Century Community Learning Centers
# 2021 – 2022
# Subgrant Annual Performance Report
# Evaluation

# Program Title
# Cohort Number ##-##

**School Partner**
**Lead Person Name**
Title
**LEA Name**
Address
Phone Number
Email

**Community Partner(s)**
**Lead Person**
Title
**Partner Agency Name**
Address
Phone Number
Email

## Table of Contents

**Section 1 – Subgrant Information**

| Basic Information | | |
|---|---|---|
| Status Lead Agency and Fiscal Agent (please check) | | |
| ☐ School District   ☐ Private Non-Profit Agency ☐ Private For-Profit Agency | | |
| ☐ Faith-Based Agency          ☐ Other (please explain): | | |
| Lead Agency and Fiscal Agent: | | |
| Address: | | |
| City, State: | Zip: | |
| Telephone Number: | Fax Number: | |
| E-mail Address: | | |
| Federal Employee ID #: | Child Care License # (unless exempt school): | |
| Program Director: | Fax Number: | |
| E-mail Address: | Telephone Number: | |
| ACTUAL **Summer 2021** Average Daily Attendance: | ACTUAL **School Year 2021 – 2022** Average Daily Attendance: | |
| ACTUAL total unduplicated number of students served June 2020 – May 2021 (**30 days or more**): | | |
| Total Cost Per Student Per Year: $ | | |
| List the school district(s) this program primarily serves: | | |
| Check the county(ies) this program primarily serves: ☐ New Castle ☐ Kent  ☐ Sussex | | |
| Number of Days in operation, Number of Sessions offered to Students 2021– 2022: | Number of Steering Committee Meetings 2021 – 2022: | Number of professional development activities attended by staff members paid by 21st CCLC funding: |

**Section 2: Center Operation ACTUAL 2021 – 2022 Information**

| Before-School Program | | | |
|---|---|---|---|
| Grade Level: | | | |
| Number of Weeks: | Days per Week: | Hours/Session: | Total Hours of Operation per Year: |
| Number Paid Staff: | Number of Volunteers: | Number of Sessions: | |

| Afterschool Program | | | |
|---|---|---|---|
| Grade Level: | | | |
| Number of Weeks: *(Minimum of 30)*: | Days per Week: *(Minimum of 4)*: | Hours/Session: *(Minimum of 2)*: | Total Hours of Operation per Year: *(Minimum of 240)*: |
| Number Paid Staff: | Number of Volunteers: | Number of Sessions: *(Minimum of 120)*: | |

| Summer Program | | | |
|---|---|---|---|
| Grade Level: | | | |
| Number of Weeks *(Minimum of 7)*: | Days per Week *(Minimum of 4)*: | Hours/Session *(Minimum of 3)*: | Total Hours of Operation per Year *(Minimum of 90)*: |
| Number Paid Staff: | Number of Volunteers: | Number of Sessions *(Minimum of 32)*: | |

| Weekend Program | | | |
|---|---|---|---|
| Grade Level: | | | |
| Number of Weeks: | Days per Week: | Hours/Session: | Total Hours of Operation per Year: |
| Number Paid Staff: | Number of Volunteers: | Number of Sessions: | |

| Total | | |
|---|---|---|
| **Total Number of Weeks:** | **Total Number of Sessions:** | **Total Cost per Session:** |
| **Grand Total Hours of Operation per Year:** | | |

- **If any of the minimum requirements were not met, please justify why and how the program compensated for missed time:**

**Section 3: Program Design**
**Goals, Objectives, and Strategies – Goal #1 – June 2021 - May 2022**

| Goal #1: Improve school attendance and increase academic achievement of participating students in one or more academic areas. | |
|---|---|
| **Summer** Program Start Date: | **Summer** Program End Date: |
| Site(s): | |

**Measurable Objectives**: Identify the measurable objectives that describe what was planned to be accomplished during this period of time for the program reach Goal #1:

| Objective | Projected Target |
|---|---|
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |
| 4. | |

Performance Indicators:
1. Number of participants who improve attendance and classroom performance; and/or who decrease disciplinary action or other negative behaviors.
2. Number of participants who improve in class participation during school and homework completion.
3. Number of participants who improve on classroom grades and state assessments in English Language Arts and Mathematics.
4. Other:

Data to Measure Progress:
- Attendance Records
- Discipline Records
- Teacher Survey including
  - Class participation
  - Homework completion
- State Assessment in English Language Arts and Mathematics
- Classroom grades in English Language Arts and Mathematics
- Other:

**Actual Data**

| Actual Target Achievement | Status (Exceeded, Met, Did Not Meet, Did Not Attempt) |
|---|---|
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |
| 4. | 4. |

**Revised Objectives and Targets for 2022– 2023**

| Revised Objective | Revised Target |
|---|---|
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |
| 4. | 4. |

**Goals, Objectives, and Strategies – Goal # 2 – June 2021 – May 2022**

| | |
|---|---|
| **Goal #2: Increase school connectedness of participants, including families, caregivers, and school teachers and staff.** | |
| **Summer** Program Start Date: | **Summer** Program End Date: |
| Site(s): | |
| **Measurable Objectives**: Identify the measurable objectives that describe what was planned to be accomplished during this period of time for the program reach Goal #2:<br><br>Objective<br>1.<br>2.<br>3.<br>4. | Projected Target<br>1.<br>2.<br>3. |
| Performance Indicators:<br>1.  Number of Parent/Caregiver and Family meetings, phone calls, and correspondence.<br>2.  Number of School Teacher and other staff meetings, phone calls and correspondence.<br>3.  Number of Family Engagement Opportunities.<br>4.  Other: | |
| Data to Measure Progress:<br>● Parent/Caregiver and Family Attendance and Sign-In Records<br>● Parent/Caregiver Communication Log<br>● School Communication Log<br>● Family/Caregiver & School Teacher Surveys<br>● Other: | |
| **Actual Data**<br><br>Actual Target Achievement<br>1.<br>2.<br>3.<br>4. | Status (Exceeded, Met, Did Not Meet, Did Not Attempt)<br>1.<br>2.<br>3.<br>4. |
| **Revised Objectives and Targets for 2022 – 2023**<br><br>Revised Objective<br>1.<br>2.<br>3.<br>4. | Revised Target<br>1.<br>2.<br>3.<br>4. |

**Goals, Objectives, and Strategies – Goal # 3 – June 2021 – May 2022**

| | |
|---|---|
| **Goal #3: Increase the capacity of participants to become productive adults.** | |
| **Summer** Program Start Date: | **Summer** Program End Date: |
| Site(s): | |
| **Measurable Objectives**: Identify the measurable objectives that describe what was planned to be accomplished during this period of time for the program reach Goal #3: | |

| Objective | Projected Target |
|---|---|
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |
| 4. | |

Performance Indicators:
1. Number of high quality educational and enrichment opportunities provided by this 21st CCLC that help build lifelong skills in areas such as nutrition and health, art, music, technology, and physical education, literacy, science, and other areas:
2. Other:

Data to Measure Progress:
- Attendance Records
- Participant Surveys/Focus Group Discussion
- Number of Sessions
- Program Schedules
- Other:

**Actual Data**

| Actual Target Achievement | Status (Exceeded, Met, Did Not Meet, Did Not Attempt) |
|---|---|
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |
| 4. | 4. |

**Revised Objectives and Targets for 2022 – 2023**

| Revised Objective | Revised Target |
|---|---|
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |
| 4. | 4. |

**Section 4: Fiscal Management**

1. Has the program obligated all of its May 1, 2021 – April 30, 2022 funds from this past school year?

2. If not, will the program obligate all funds by May 31, 2022, and liquidate by July 31, 2022?

3. If not, what is the projected amount of funds that will be unused and turned back to the state?

4. What steps have been taken to help sustain the program beyond the current year?

5. Have there been any audit findings over the past year?

**Section 5: Evaluation**

1. What elements of the program and specific data points have been or will be evaluated?

2. What has been the process for collecting and analyzing these data elements?

3. What has been the timeline for the collection and then analysis of the data elements?

4. What improvements will be made based upon the results of the evaluation of the data elements now at hand?

5. How has the program kept up-to-the-minute attendance records, including the ability to know the program's average daily attendance at any time? Explain the details of the program's daily attendance procedures.

6. Describe your program's average daily attendance for both summer and school year programs. Did your program achieve its Average Daily Attendance goals? What helped or hindered your program's average daily attendance? Are there any changes planned to increase the daily attendance for next year's program?

7. Indicate whether the actual student-to-staff ratio was consistent with that proposed in the subgrant application, and, if not, what the program will do to address the discrepancy in future operation.

8. Elaborate on any staff development and staff turnover issues. What is your program doing to increase staff retention and consistency?

9. Describe the activities for adult family members. How many opportunities were there? How many adult family members attended these sessions? How long were the sessions?

10. What has been done well and what needs to be changed in order to produce the desired results?

11. How will this annual performance review evaluation be shared with students, parents and other family members, program staff, school staff, and the community?

12. Provide additional comments related to any progress or lack of progress on any goal(s) or any other aspect(s) of the 21st CCLC program, if desired.

**Section 6: APR DATA 21st CCLC 2021-2022**

**Activities**

Activities must be entered for how many participants attended each activity along with how many **total hours** each activity was offered for that term.

| Activity | How many participants attended this activity during the term (school year and summer)? | How many total hours of this activity did you offer during the term (school year and summer)? |
|---|---|---|
| Academic Enrichment | | |
| Activities for English Learners | | |
| Assistance to Students who have been Truant, Suspended, or Expelled | | |
| Career Competencies and Career Readiness | | |
| Cultural Programs | | |
| Drug and Violence Prevention and Counseling | | |
| Expanded Library Service Hours | | |
| Healthy and Active Lifestyle | | |
| Literacy Education | | |
| Parenting Skills and Family Literacy | | |
| Science, Technology, Engineering, and Mathematics, including computer science | | |
| Services for Individuals with Disabilities | | |
| Telecommunications and Technology Education | | |
| Well-rounded Education Activities, including credit recovery and attainment | | |

**Staffing**

Enter the total number of people who work in the center, in either a paid or unpaid volunteer capacity, providing direct support to the program and those that provided support for any activity for any amount of time.

| Staff Type | Paid | Volunteer |
|---|---|---|
| Administrators | | |
| College Students | | |
| Community Members | | |
| High School Students | | |
| Parents | | |
| School Day Teachers | | |
| Other Non-Teaching School Staff | | |
| Subcontracted Staff | | |
| Other | | |

**Participation**

Enter the number of students who were enrolled and attended programming at the 21st CCLC center during the summer and school year. Choose the grade the students are currently enrolled in or, if summer, the grade level for the upcoming school year.

| Grade Level | Less than 15 hours | 15-44 hours | 45-89 hours | 90-179 hours | 180-269 hours | 270 hours or more |
|---|---|---|---|---|---|---|
| Pre-Kindergarten | | | | | | |
| Kindergarten | | | | | | |
| Grade 1 | | | | | | |
| Grade 2 | | | | | | |
| Grade 3 | | | | | | |
| Grade 4 | | | | | | |
| Grade 5 | | | | | | |
| Grade 6 | | | | | | |
| Grade 7 | | | | | | |
| Grade 8 | | | | | | |
| Grade 9 | | | | | | |
| Grade 10 | | | | | | |
| Grade 11 | | | | | | |
| Grade 12 | | | | | | |

**Race/Ethnicity**

Enter the total number of participants for each race/ethnicity. While there are many ways in which individuals self-identify their own affiliation, 21APR follows  guidance from the Department of Education's Office for Civil Rights for reporting racial and ethnic data.

| Race/Ethnicity | Total PreK - Grade 5 | Grades 6 - 12 |
|---|---|---|
| American Indian or Alaska Native | | |
| Asian | | |
| Black or African American | | |
| Hispanic or Latino | | |
| Native Hawaiian or Pacific Islander | | |
| White | | |
| Two or more races | | |
| Data Not Provided | | |

**Gender**

Enter the total number of participants for each gender.

| Sex | Total PreK - Grade 5 | Grades 6 - 12 |
|---|---|---|
| Male | | |
| Female | | |
| Another Gender Identity | | |
| Data Not Provided | | |

**Population**

In this section, the number of participants does not have to equal the total participants for the center because some participants may be reported in more than one category, and some may not be reported at all.

| Population | Total PreK - Grade 5 | Total Grades 6 - 12 |
|---|---|---|
| Students who are English learners | | |
| Students who are economically disadvantaged | | |
| Students with disabilities | | |
| Family members of participating served | | |

**Outcomes**

**GPRA #1 - Academic Achievement - State Assessments**

Percentage of students in grades 4-8 participating in 21st CCLC programming during the school year and summer who demonstrate growth in reading and language arts on state assessments

| Academic Achievement – Reading/Language Arts State Assessments | Less than 15 hours | 15-44 hours | 45-89 hours | 90-179 hours | 180-269 hours | 270 hours or more |
|---|---|---|---|---|---|---|
| Total 21st CCLC students in grades 4-8 (see participation table) | | | | | | |
| For how many of these students do you have outcome data to report? | | | | | | |
| Of the students for whom you have outcome data to report, how many demonstrated growth in reading and language arts on state assessments? | | | | | | |

Percentage of students in grades 4-8 participating in 21st CCLC programming during the school year and summer who demonstrate growth in mathematics on state assessments.

| Academic Achievement – Mathematics State Assessments | Less than 15 hours | 15-44 hours | 45-89 hours | 90-179 hours | 180-269 hours | 270 hours or more |
|---|---|---|---|---|---|---|
| Total 21st CCLC students in grades | | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 4-8 (see participation table) | | | | | | |
| For how many of these students do you have outcome data to report? | | | | | | |
| Of the students for whom you have outcome data to report, how many demonstrated growth in mathematics on state assessments? | | | | | | |

## GPRA #2 - Academic Achievement - GPA

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 Grade Point Average (GPA) of less than 3.0 who demonstrated an improved GPA.

| Academic Achievement – GPA | Less than 15 hours | 15-44 hours | 45-89 hours | 90-179 hours | 180-269 hours | 270 hours or more |
|---|---|---|---|---|---|---|
| Total 21st CCLC students in grades 7-8 and 10-12 (see participation table) | | | | | | |
| 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? | | | | | | |
| Of these students, how many demonstrated an improved GPA? | | | | | | |

## GPRA #3 – School Day Attendance

Percentage of students in grades 1-12 participating in 21st CCLC programming 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 | Less than 15 hours | 15-44 hours | 45-89 hours | 90-179 hours | 180-269 hours | 270 hours or more |
|---|---|---|---|---|---|---|
| Total 21st CCLC students in grades 1-12 (see participation table) | | | | | | |
| For how many of these students do you have attendance data to report and who had a school day attendance rate at or below 90% in the prior school year? | | | | | | |
| Of these students, how many demonstrated an improved attendance rate in the current school year? | | | | | | |

**GPRA #4 - Behavior**

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.

| Behavior – In-School Suspensions | Less than 15 hours | 15-44 hours | 45-89 hours | 90-179 hours | 180-269 hours | 270 hours or more |
|---|---|---|---|---|---|---|
| Total 21st CCLC students in grades 1-12. (see participation table) | | | | | | |
| For how many of these students do you have outcome data to report and who had in-school suspensions in the previous school year? | | | | | | |

Of these students, how many experienced a decrease in in-school suspensions in the current school year?

## GPRA #5 - Engagement in Learning

Percentage of students in <u>grades 1–5</u> participating in 21st CCLC programming in the school year and summer who demonstrated an improvement in teacher-reported engagement in learning.

| Teacher-Reported Engagement in Learning | Less than 15 hours | 15-44 hours | 45-89 hours | 90-179 hours | 180-269 hours | 270 hours or more |
|---|---|---|---|---|---|---|
| Total 21st CCLC students in grades 1-5. (see participation table) | | | | | | |
| 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? | | | | | | |

**Section 7 Certifications and Signatures**

We, the undersigned, certify that the information contained in this Delaware 21st Century Community Subgrant Annual Performance Report Evaluation is complete and accurate to the best of our knowledge; that the necessary assurances of compliance with applicable state and federal statues, rules, regulations have been met; and, that the indicated lead agency designated in this application was authorized to administer this subgrant.

We further certify that the 34 assurances listed in the current subgrant application have been satisfied and have been adhered to, and that all facts, figures, and representation in this report are correct to the best of our knowledge.

**Live Signature** of:                                    **Live Signature** of:

Superintendent or Chief Executive Officer of the         Chief Executive Officer of the Community Agency
Local Education Agency

_____                          _____

Printed Name:                                            Printed Name:
Local Education Agency:                                   Community Agency:
Date:                                                    Date:

**Contact information**
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 21st CCLC State Program Officer                          **Teresita Cuevas**
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