Pennsylvania Nita M. Lowey 21st Century Community Learning Centers

PA Grantee Implementation Survey Question Guide

Summer 2023/School Year 2023-24

Grantees may use this guide to prepare answers for entry into the web-based PA Grantee Implementation Survey for Summer 2023 and School year 2023-24 21st Century Community Learning Centers programs. The purpose of this survey is to collect program information from grantees that is required by Pennsylvania, but not addressed in the federal reporting system.

Narrative answers may be copied and pasted from this document into the online system. Do not turn this Question Guide in as your report/survey. **You must complete your report/survey online:** [PA Implementation Survey](https://egd.aiu3.net/CCLC/Survey.aspx)

Complete ONE (1) report/survey per grantee, per cohort. The report/survey should address program and implementation information for all centers operated by the grantee through 21st CCLC funds for Summer 2023 and School year 2023-24. **If your program/organization receives funds through more than one funding cycle (cohort), you must complete one survey that represents the programming and students supported by that cohort’s funds.**  If you are not sure how to split your programming or students by cohort, please reach out to the PA 21st CCLC Evaluation team.

**Grantees are strongly encouraged to review this entire Question Guide before beginning reporting in the online system in order to identify the data elements and reporting format that apply to the grantee.** This Question Guide is provided for those grantees who want to work on their survey without having to work on a draft within the online system. This Guide will allow users to see all questions and prepare answers in advance. This is especially useful when compiling responses from multiple centers. The results of all grantees’ entries will be provided to PDE in a summary report format. This Question Guide is a tool to help grantees complete the web-based survey.

The supported answer format is provided in brackets [ ] to assist you in selecting and preparing your response. Keep in mind that answers to certain questions will cause the respondent to skip entire sections that do not apply to the grantee. If a question skips, note the next section number in red text. **You must download/save this Guide to your local network or hard drive in order to work within it.**

**To check character counts:**

1. Highlight text to be counted.
2. Select the ‘Review’ (Word 2007 and later) or ‘Tools’ menu at the top of your Word window.
3. Select Word Count.
4. Determine text length using the ‘Characters (with spaces)’ count.

**Reminder:** The PA Implementation Survey, along with the federal 21APR system, center operations reporting, local evaluation report, and student data workbook follow the federal program year of **Summer 2023 and School year 2023-24**, regardless of dates. This is a **different** timeframe than your contract or fiscal year cycle, which may be July – June, October – September, or January-December. This means that the program year spans more than one fiscal/contract year.

**Bold questions** are required.

# Section 1. Implementation

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| Grantee Name: [select one] | **[drop-down list of all active grantees]** |
| If your program is known by another name (other than the grantee/school name), please provide it here. [text, 100 characters] |  |
| **You identified that your program targets specific populations for participation [refer to the Participation Counts tab]. Please describe how your program specifically recruits these populations to participate in your program.** [open-ended] |
|  |
| **Please describe how your program ensures equitable opportunity for services to private school students in the area served by the grant during this program year.** [open-ended] |
|  |
| **What strategies or information did you use to identify students to enroll?** [select all that apply]*Answer options:*  |
| Academic assessment data (i.e. 4Sight, PSSA, DIBELS, etc.) |  |
| Demographic elements |  |
| Parent referral |  |
| Program does not use a formal process to identify students for enrollment |  |
| Program has open enrollment |  |
| Referral from social services/community agency |  |
| Report card grades |  |
| Siblings of already enrolled students |  |
| Students lacking credits/insufficient credits to graduate |  |
| Teacher/school recommendation |  |
| Other, please specify [text, 300 characters] |  |
| **Please describe the strategies/protocol your staff used to encourage regular and repeated student attendance at your program.** [select all that apply]*Answer options:* |
| Offering high-interest activities |  |
| Program enforces an aggressive attendance policy |  |
| Program offers incentives for regular attendance |  |
| Program staff contact parents of students who are absent from the program |  |
| Regular attendance is required for continued enrollment |  |
| Regular attendance is required for participation in field trips or special activities |  |
| Program does not use any particular strategies to encourage repeated attendance |  |
| Other, please specify [text, 300 characters] |  |
| What strategies were effective for encouraging regular and repeated attendance in virtual programming, if applicable? [text, 500 characters] |  |
| **In what ways did the program collaborate with the schools the students attend to develop and implement the 21st CCLC program?** [select all that apply]*Answer options:* |
| Program maintains ongoing communication with school administrators |  |
| Program maintains ongoing communication with school-day teachers |  |
| School representatives contributed to the grant application  |  |
| School representatives serve on the Advisory Board/Focus Group |  |
| Teachers from the school(s) are also the program staff |  |
| Other, please specify [text, 300 characters] |  |
| What difficulties or challenges, if any, did your program experience related to identification and recruitment of students? Pennsylvania uses this information to plan training and professional development, support grantees, and anticipate needs. [select all that apply]*Answer options:* |
| Being unable to serve the siblings of identified/recruited students because of grades levels the program serves |  |
| Building awareness of program  |  |
| Competition with other programs/activities |  |
| Difficulty connecting with children and families (lack of response to engagement attempts) |  |
| Extended day more difficult for younger students |  |
| Lack of devices at home for virtual learning |  |
| Lack of internet connection at home for virtual learning |  |
| Parent commitment to consistent attendance |  |
| Parent involvement and awareness |  |
| Parent reluctance to allow students to stay after school |  |
| Student responsibilities at home or after-school job |  |
| Student transience |  |
| Transportation |  |
| None/Not aware of any challenges |  |
| Other, please specify [text, 300 characters] |  |
| **What strategies or information did your program use to identify students' needs?** [select all that apply]*Answer options:* |
| Assessment data |  |
| Credit accrual |  |
| Intake assessment |  |
| Observation |  |
| Parent feedback |  |
| Program does not formally identify student needs |  |
| Report card grades |  |
| Teacher/school recommendation or referral |  |
| Other, please specify [text, 300 characters] |  |
| **What information or qualities did the grantee consider most important when selecting an intervention (program, activity, curriculum, etc.)? Please select no more than three options.** [select three]*Answer options:* |
| Alignment with PA academic standards |  |
| Complements/matches district programming |  |
| Demonstrated program success with specific student groups |  |
| Other program recommendation |  |
| Prior experience using the model/program |  |
| Research |  |
| Other, please specify [text, 300 characters] |  |
| **How would you classify the geographic context of your 21st CCLC Program?**  [select one]*Answer options:* |
| Urban |  |
| Suburban |  |
| Rural |  |
| Combination of types |  |
| **The following program types are identified in 21st CCLC program guidance. Please indicate the types of programming or services that your program offered in 2023-24 by selecting the program types that apply.** [select all that apply]*Answer options:* |
| 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 |  |
| Social Emotional Learning - Activities that address and offer students and families of students, opportunities for active and meaningful engagement in addressing social and emotional learning (SEL). (Cohort 9 only) |  |

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| In a typical program week, how often did your program implement activities designed to influence student outcomes in each of the following areas?  Select (X) the one answer for each row that best represents your program. [matrix] |
| Content Area | Daily | A few times per week | Once a week | Less often than once per week (i.e. monthly, quarterly) | Program does not typically implement such activities |
| Reading/literacy |  |  |  |  |  |
| Math |  |  |  |  |  |
| Science |  |  |  |  |  |
| Social studies |  |  |  |  |  |
| Other academic content areas |  |  |  |  |  |
| Behavior |  |  |  |  |  |
| School attendance |  |  |  |  |  |

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| Please briefly describe any creative or innovative strategies that the grantee used to engage students in programming and/or address student needs. [text, 300 characters] |
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| **During traditional in-person operations, how did the program provide transportation for students?** [select all that apply]*Answer options:* |
| Not applicable - Program did not operate in-person this year |  |
| Schools/districts provide transportation  |  |
| Students take public transportation |  |
| Program provides transportation during school year programming |  |
| Program provides transportation during summer programming |  |
| Program provides transportation for field trips and special events |  |
| Program provides transportation on weekdays |  |
| Program provides transportation on weekends |  |
| Program does not provide transportation |  |
| Most students live within walking distance of their center |  |
| Transportation is unnecessary |  |
| Parents provide transportation |  |
| Other, please specify [text, 300 characters] |  |
| **How did the program coordinate 21st CCLC programming with other initiatives to ensure the programs complement (not compete with or supplant) each other?** [text, 2000 characters] |
|  |
| What assistance, training, or information does your program need (or anticipate needing) related to student identification and recruitment, program operations and implementation, academics, student behavior, program evaluation and reporting, staff development, virtual learning, or other aspects of 21st CCLC programs? [text, 500 characters] |
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| **How do you collaborate with existing state/federal programs to ensure that you are not supplanting? Please elaborate.** [text, 2000 characters] |
|  |
| **Please list the programs with which you have collaborated and the frequency with which you collaborate or communicate with each program.** |
| Program Name [text] | Program Type [dropdown] | Frequency of collaborations [dropdown] |
|  | Dropdown options: state, federal | Dropdown options: daily, weekly, monthly, quarterly, annually |
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# Section 2. Academics

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| What models or pre-packaged programs, if any, did the grantee use for academics? [text, 300 characters] |
|  |
| **How did the program integrate the school day curricula into its activities; and how do the educational activities offer support regular school-day learning?** [text, 2000 characters] |
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| Did your program take students on any field trips this term? [select one] |
| Yes – virtual |  |
| Yes – in-person |  |
| Yes – in person and virtual |  |
| No |  |
| If you held virtual field trips and felt they were successful, please describe the experience if it may be helpful to other grantees: [open-ended] |
|  |
| If your program had in-person field trips, did you submit the required Field Trip forms and obtain prior written approval from your Program Officer? [select one] |
| Yes |  |
| No |  |

# Section 3. Social Skills, Behavior, and School Attendance

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| **Please describe the strategies/protocol your program used to influence positive student behavior (for students with such a need).** [select all that apply]*Answer options:* |
| Improving behavior and discipline is not a focus of the program. |  |
| Character education activities |  |
| Communication with parents |  |
| Communication with school/teachers/administrators |  |
| Community service or service learning |  |
| Counseling |  |
| Home visits |  |
| Individualized intervention strategies |  |
| Low student-to-teacher ratio |  |
| Mentoring |  |
| Rewards/incentives |  |
| Student Code of Conduct/discipline protocol |  |
| No specific strategies were used. |  |
| Other, please specify [text, 300 characters] |  |
| Please describe the strategies/protocol your staff used to improve student social skills, self-confidence, attitude toward school, classroom behavior, and interpersonal skills (for students with such a need). If the program is not focusing on these issues, please provide an answer to that effect. [text, 1000 characters] |
|  |
| **Please describe the strategies/protocol your staff used to positively influence student attendance at school (for students with a need).** [select all that apply]*Answer options:* |
| Improving school attendance is not a focus of the program. |  |
| Character education activities |  |
| Communication with parents |  |
| Communication with school/teachers/administrators |  |
| Established school attendance policy |  |
| Home visits |  |
| Immediate follow-up with students absent from the program |  |
| Incentives |  |
| Individualized intervention strategies |  |
| Reinforcement with students of the benefits of attending school |  |
| Required school-day attendance for program attendance |  |
| Rewards/incentives |  |
| No specific strategies were used. |  |
| Other, please specify [text, 300 characters] |  |

#  Section 4. Mini-Grant Funding Competition (Cohort 9 only): Social and Emotional Learning (SEL) Programs and Environmental Education (Oct. 1, 2021 to Sept. 30, 2023)

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| Please indicate the grantee’s status related to the Mini-Grant Competition funding for Summer 202/School year 2023-24. [select one]*Answer options:* |
| This grantee did NOT receive mini-grant funding for SEL and Environmental Education for Summer 2023 or SY 2023-24. If you choose this answer option, please skip to section 5. |  |
| This grantee received additional funding for social and emotional (SEL) programming. |  |
| This grantee received additional funding for environmental education programming. |  |
| This grant received additional funding for BOTH social and emotional (SEL) and environmental education programming. |  |
| How frequently did the 21st CCLC typically offer social and emotional learning (SEL) programming? [select one]*Answer options:* |
| Not at all/Not applicable |  |
| Daily |  |
| Several times a week |  |
| Once a week |  |
| 2-3 times a month |  |
| Once a month |  |
| Quarterly |  |
| Other, please specify [text, 500 characters] |  |
| How frequently did the 21st CCLC typically offer environmental education? [select one]*Answer options:* |
| Not at all/Not applicable |  |
| Daily |  |
| Several times a week |  |
| Once a week |  |
| 2-3 times a month |  |
| Once a month |  |
| Quarterly |  |
| Other, please specify [text, 500 characters] |  |
| Who delivered SEL programming or environmental education? [select all that apply]*Answer options:* |
| Program staff |  |
| School/LEA staff/guidance counselors (non-program staff if grantee is a school/district) |  |
| Community partners (nonprofit organizations) |  |
| Contractors (businesses/vendors) |  |
| Other, please specify [text, 500 characters] |  |
| Please briefly describe the nature and content of the d social and emotional learning (SEL) activities you implemented. Leave blank if this does not apply. [text, 500 characters] |  |
| Please briefly describe the nature and content of the environmental education activities you implemented. Leave blank if this does not apply. [text, 500 characters] |  |
| What grade levels were part of SEL or environmental education programming? [open-ended] |
| Grades served with social and emotional learning (SEL) activities |  |
| Grades served with environmental education activities |  |

IMPORTANT: Outcomes or results of SEL programming or environmental education should be included in your local evaluation report as you identified in your application for mini-grant funding. Please be sure that your local evaluator makes note in the local report which outcomes/results are linked to these funds OR include a separate section within the local report to share such program information and results. You and your local evaluator should refer to your mini-grant application narrative and/or the competition guidance to determine how your program planned to evaluate your programming.

# Section 5. Stakeholders

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| **Please describe how the grantee communicated with parents, students, and the community.** [select all that apply] *Answer options:* |
| Advisory Board/Focus Group meetings |  |
| Family/student handbooks |  |
| Fliers/promotional materials/newsletters |  |
| Informal feedback/communication |  |
| Letters sent to students' home |  |
| Media (i.e. newspapers, TV, radio) |  |
| Meetings/events |  |
| Open houses/family nights |  |
| Parent meetings |  |
| Phone calls |  |
| Social media |  |
| Surveys, questionnaires, focus groups |  |
| Website |  |
| Other, please specify [text, 500 characters] |  |
| **What kinds of parent/family activities did your program hold during the 2023-24 program year?** [select all that apply]*Answer options:* |
| Adult ESL services |  |
| Adult education opportunities and/or GED classes |  |
| Career/job training |  |
| Computer/technology training |  |
| Cultural events |  |
| Family literacy nights |  |
| Health, nutrition, fitness, or wellness activities |  |
| Open House |  |
| Parent/Center staff meetings |  |
| Parenting skills classes |  |
| Parent training on how to help their children with schoolwork |  |
| Parent training on post-secondary options and planning |  |
| Parent reinforcement of the importance of school and education |  |
| Parent volunteering at the program |  |
| Structured family recreation |  |
| Other, please specify [text, 300 characters] |  |
| Please list the Open House events and other Parent Engagement activities your 21st CCLC program hosted this year. If centers held their events on the same date, include all centers on one line. If centers held Open House/other events on different dates, list each separately.*Please indicate the type(s) of event/activities for each event.* |
| Date | Center(s) | Total Parents/Adult Family Members Attending | Topic(s)/Focus of Event, if any | Parent Leadership | Family Literacy | Parent Education/Workshop | Open House |
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|  |  |  |  |  |  |  |  |
| Please provide any additional Open House events here. |
|  |
| Please provide additional clarification or comments on the above or describe other parent/family involvement or educational opportunities your program offered during this term. [open-ended] |
|  |
| **How many adult family members of participating students participated in at least one activity of any type during this program year (Summer 2023/SY 2023-24)?** Each individual/adult should only be counted once. [number] |  |
| How many adult family members of participating students participated in at least one parent education/engagement activity during this program year (Summer 2023/SY 2023-24)? This includes activities such as adult ESL, parent education/workshops, computer training, parenting skills, and similar offerings. Each individual/adult should only be counted once. [number] |  |
| How many adult family members of participating students participated in at least one parent involvement activity during this program year (Summer 2023/SY 2023-24)? This includes activities such as open house events, family nights, and similar offerings. Each individual/adult should only be counted once. [number] |  |

# Section 6. Staff & Professional Development

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| What is the program's typical student to staff ratio? (Staff refers to those individuals providing direct services to students.) If it is different for summer and school year, you may provide both, but please label each accordingly. [text, 300 characters] |
|  |
| **What type(s) of professional development were available to your 21st CCLC staff during the 2023-24 program year?** [select all that apply]*Answer options:* |
| Health & safety training |  |
| Peer networking |  |
| Staff orientations |  |
| State/national afterschool conferences |  |
| Training on implementation of academic models/interventions/purchased programs |  |
| Training on implementation of attendance & discipline models/interventions/purchased programs |  |
| Training on implementation of social & behavioral models/interventions/purchased programs |  |
| Training or professional development related to STEM education |  |
| Grantee does not offer professional development to staff |  |
| Other, please specify [text, 300 characters] |  |
| Who typically provides professional development/training? [select all that apply]*Answer options:* |
| Contractors/vendors |  |
| Grantee staff |  |
| Partners |  |
| Presenters at conferences |  |
| School District/LEA |  |
| Other, please specify [text, 300 characters] |  |
| **Please describe how information, materials, resources, and program requirements are shared with 21st CCLC program staff, especially information collected at state-level grantee meetings and trainings?** [select all that apply]*Answer options:* |
| Email communication |  |
| Informal conversations |  |
| Newsletters |  |
| Phone calls |  |
| Staff meetings |  |
| Training/professional development |  |
| Other, please specify [text, 300 characters] |  |
| Please report participation in any required conference(s) or webinar trainings attended during this term. Provide the name(s) and position(s) of staff attending. If you need additional space, please attach a separate sheet |
| National level Conference attended with PDE permission | Date(s) Attended | Name & Position | Name & Position |
|  |  |  |  |
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| **LIVE** WEBINAR TrainingPDE-Sponsored, REQUIRED | Date(s) Attended | Name & Position | Name & Position |
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|  |  |  |  |
| If required webinars were not attended, please explain: [open-ended] |
|  |
| Please describe any staff changes that occurred this year. [open-ended] If you experienced any changes in program or agency leadership, be sure to update your Contact Information tab in the 21st Century Dashboard. |
|  |

Section 7: Program Recognition and Branding

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| Please describe any awards or recognition your afterschool program received during this term, whether local, state, or national. [open-ended] |
|  |
| Did your program host or participate in a Lights On Afterschool event? [select one] |
| Yes |  |
| No |  |
| Not applicable |  |
| Please provide the date(s) of your Lights on Afterschool event(s). [text] |  |
| If yes, please describe your event or your involvement. [open-ended] |  |

# Section 8: Emergency Readiness Plan for 21st CCLC Program

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| Per the 21st CCLC Emergency Readiness Template/Plan instructions/content, each grantee should review their Emergency Readiness Plan semi-annually or annually. Grantees are to update the plan as needed and also have regular teacher/student drills on the plan according to a schedule included in the individual plan. **You should upload a copy of your plan on the Documents tab within the 21st CCLC dashboard.** |
| Was your Emergency Readiness Plan reviewed and or updated this year? [select one] |
| Yes |  |
| No |  |
| How often did your program practice and log your 21st CCLC Emergency Readiness Plan drills? [select one] |
| Once |  |
| Twice |  |
| Quarterly |  |
| Monthly |  |
| Other, please describe |  |
| Please describe Emergency Readiness Plan practice drills: [open-ended] |
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# Section 9. Course/Credit Recovery

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| **Did your program include a 21st CCLC-funded high school (grades 9-12) credit/course recovery component during the Summer 2023/School year 2023-24 program year?** [select one]*Answer options:* |
| Yes |  |
| No*If you choose this answer option, please skip to section 10.* |  |

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| How long did it *typically* take high school students to recover one course during school year programming? [select one]*Answer options:* |
| Less than one month |  |
| Less than a semester |  |
| Less than a full school year |  |
| A full program year |  |
| Course or credit recovery was not a component of the school year program |  |
| How long did it *typically* take high school students to recover one course during summer programming? [select one]*Answer options:* |
| Less than the length of the summer program |  |
| The full term of the summer program |  |
| We did not operate a summer program/Course or credit recovery was not a component of the summer program |  |
| How was high school course/credit recovery typically delivered? [select one]*Answer options:* |
| Primarily face-to-face |  |
| Primarily computer-based |  |
| Blend of face-to-face and computer-based instruction |  |
| **Did high school students who participated in course/credit recovery activities typically participate in other 21st CCLC activities?** [select one]*Answer options:* |
| Yes |  |
| No |  |
| If you answered "no" to the previous question, why did course/credit recovery students not typically participate in non-credit recovery 21st CCLC activities? [select all that apply]*Answer options:* |
| Course/credit recovery activities targeted a different population than the regular 21st CCLC activities/program. |  |
| Students had other school-related obligations that prevented them from participating. |  |
| Students had other family, home, or work obligations that prevented them from participating. |  |
| Students had so many courses/credits to recover that there was not an opportunity for them to participate in other 21st CCLC activities. |  |
| The program only offered course/credit recovery activities. |  |
| Other, please specify [text, 300 characters] |  |
| If there is anything else you want to share related to high school course/credit recovery, please use this space: [text, 1000 characters] |
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# Section 10. Program Evaluation and Reporting

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| **Please share the name(s) of your external evaluator or evaluation team and that person’s or team’s organization affiliation.** Enter “independent evaluator” after the person’s name if the evaluator is not part of an organization or business.[text, 1000 characters] |  |
| **Does the grantee have a formal data access/provision/sharing agreement in place with the LEA(s) from which students enroll?** [select one]*Answer options:* |
| Yes |  |
| No |  |
| Grantee is a school/district and only serves its own students |  |
| **Please upload a copy of your most recent data sharing agreement [.doc, .docx, .pdf]** |

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| Do you have a staff person(s) responsible for data management? [select one] |
| Yes |  |
| No |  |

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| **How did you meet the goals and objectives set forth in your original application during the 2023-24 funding year?** Your response should be approximately 2-3 pages long, or 3,000-4,000 characters. [text, 4000 characters] |
|  |
| **What results were achieved as a result of receiving funds from the 21st CCLC program and how did those funds contribute to the success of your program?** Your response should be approximately 2-3 pages long, or 3,000-4,000 characters. [text, 4000 characters] |
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# Section 11. Grantee Information

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| **How can we contact you in case we have a question about your responses?** [text] |
| Your name:  |  |
| Phone: |  |
| Email: |  |
| **What is your role in this program?** [select all that apply]*Answer options:* |
| Program manager |  |
| Site coordinator |  |
| Program support staff |  |
| Local evaluator |  |
| Other, please specify [text, 300 characters] |  |
| Please share anything else that you think the Pennsylvania 21st CCLC Program state team (PA Department of Education, Center for Schools and Communities, Allegheny Intermediate Unit) should know. Feel free to share challenges, needs, suggestions, or successes. [text, 2000 characters] |
|  |

If you have questions about any of the annual required reports, please contact the 21st CCLC evaluation team at Allegheny Intermediate Unit or refer to the evaluation website ([www.aiu3.net/evaluations](http://www.aiu3.net/evaluations), click on 21st Century link).