



21ST CCLC Annual Performance Report: Teacher Survey Instruction Guide

U.S. Department of Education
21ST Century Community Learning Centers Program
Office of Elementary and Secondary Education
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21ST CCLC Annual Performance Report (APR) Teacher Survey Instruction Guide

What is the purpose of the teacher survey?

The reporting of teacher survey results constitutes one section of the 21st CCLC Annual Performance Report (APR), which all grantees are required to complete once a year in accordance with federal reporting requirements. The purpose of the teacher survey is to ask regular school-day teachers to report on the extent to which certain behaviors exhibited by a center's regular attendees improved or did not improve during the APR reporting period. This information is being collected in order to allow for the calculation of the percentage of students meeting the definition of a *regular attendee* who demonstrated teacher-reported improvements in student behavior. This measure is one of fourteen measures that the U.S. Department of Education has identified as a means to report on the performance indicators associated with the 21st CCLC program. The teacher survey can be found on page 5 of this document.

Who completes the teacher surveys and which students are included?

You need to implement the teacher survey, for every student identified as a regular attendee (one who has attended a given center 30 days or more during the APR reporting period), one of his or her regular school-day teachers should be selected to complete the teacher survey. For elementary school students, the teacher should be the regular classroom teacher. For middle and high school students, a mathematics or English teacher should be surveyed. Although it is permissible to survey teachers who also are serving as 21ST CCLC program staff, it is preferable to survey teachers who are not serving the program in this capacity.

The reporting period for the APR coincides with the school year. A teacher survey should be completed for each student participant (1) who attended a given center 30 days or more during a given reporting period and (2) who attended the center at some point during the school year.

Are the items found on the teacher survey relevant to all students?

It is possible that some items found on the teacher survey may not be relevant to all regular attendees served by a given center during the reporting period. For example, questions related to changes in homework completion may not be relevant for younger students served by a given center. In the survey directions, teachers are instructed not to complete a given section of the survey if they believe the type of change being described is not applicable to the student in question.

When should I administer the teacher survey?

The survey should be administered to teachers BEGINNING April 1 and due May 1st for collection so that we have adequate time to review and tabulate the results as part of the evaluation process.

Can I access an electronic version of the teacher survey?

Yes, a form-fillable Word document containing the teacher survey is available via www.ccaspchicago.org. The survey can be downloaded, completed by the teacher in question, saved, and e-mailed to the program staff person responsible for tallying the results @ info@ccaspchicago.org. The school coordinator is responsible to batch all surveys and submit to CCASP and also include the Tally Sheet. Both a copy of the survey and the Tally sheet are included in this document.

How will teacher survey results be reported?

Teacher survey results will be reported as part of the APR process in aggregate for each 21st CCLC center associated with a given grantee in accordance with the tally sheet appendix below. In this regard, if a given grantee is operating two 21ST CCLC centers, teacher survey results will be reported for each center separately.

Who should I contact if I have questions about the teacher survey?

If you have any questions about the teacher survey or about what information needs to be supplied, please contact your 21st CCLC program coordinator Barbara Harris.

Important Terms and Definitions

Please keep in mind the following terms and definitions when preparing to undertake the administration of the teacher surveys.

Center: (LOCAL SCHOOL) A community learning center that provides students with academic enrichment opportunities along with activities designed to complement the students' regular academic program to students and their families during non-school hours (before or after school) or periods when school is not in session (including holidays, weekends, or summer recess). For APR reporting purposes, a center supported with 21st CCLC funds is considered to be the physical location where grant-funded services and activities are provided to participating students and adults. A center is characterized by defined hours of operation; dedicated staff that plan, facilitate, and supervise program activities; and an administrative structure that includes a position akin to a center coordinator. A 21st CCLC grant must fund at least one 21st CCLC center.

If the same participants attending a program participate in activities at multiple sites, only one of these locations should be selected as the primary center serving that group of participants.

Grantee: The entity serving as the fiduciary agent for a given 21st CCLC grant. An APR must be completed by the grantee for each 21st CCLC grant that was active during the reporting period and for which the grantee serves as the fiduciary agent. (CENTER FOR COMMUNITY ACADEMIC SUCCESS PARTNERSHIPS)

Regular Attendee: A student who has attended a 21st CCLC program for at least 30 days (which do not have to be consecutive) during the reporting period.

Reporting Period: The reporting period for the annual performance report coincides with the school year.

Teacher Survey – 21st Century Community Learning Centers (21st CCLCs)

This survey is designed to collect information about changes in a particular student's behavior during the school year. Please select only one response for each of the questions asked in the table below. Please note that survey response options are divided into two primary groups: (1) **Did Not Need to Improve**, which suggests that the student had already obtained an acceptable level of functioning and no improvement was needed during the course of the school year; and (2) **Acceptable Level of Functioning Not Demonstrated Early in School Year—Improvement Warranted**, which suggests that the student was not functioning at a desirable level of performance on the behavior being described. If the student warranted improvement on a given behavior, please indicate the extent to which the student did or did not improve on that behavior during the course of the school year by indicating if they demonstrated **Significant Improvement, Moderate Improvement**, or one of the other levels listed below. If you believe the behavior described in a given question is not applicable for the student for whom you are completing the survey (e.g., homework is not given in your classroom because of the age of the student), please do not provide a response for that question.

Name of Student: _____

Grade/School: _____ Subject taught (if middle or high school): _____

[illegible]

Teacher Survey – 21st Century Community Learning Centers (21st CCLCs)

In the table below, record the results from each teacher survey. This survey is administered at the end of the school year. The survey asks school-day teachers to report whether regular attendees' behavior improved or did not improve in certain areas. *Teacher selection:* For every student you have identified as a **regular attendee (30 days or more)**, select one of his or her regular school-day teachers to complete the teacher survey. For elementary school students, the teacher should be the regular classroom teacher. For middle and high school students, a mathematics **or** English teacher should be surveyed. Although you may include in your sample teachers who also are serving as 21ST CCLC program staff, it is preferable to survey teachers who are **not** also program staff. One teacher survey should be filled out for every student identified as a regular attendee.

1.1 Total number of surveys given out: _____

1.2 Total number of surveys completed: _____

Behaviors on Which Teachers Reported:	Number of Regular Attendees							
	Did Not Need to Improve	Acceptable Level of Functioning Not Demonstrated Early in School Year – Improvement Warranted						
		Significant Improvement	Moderate Improvement	Slight Improvement	No Change	Slight Decline	Moderate Decline	Significant Decline
Changed behavior in terms of turning in homework on time.								
Changed behavior in terms of completing homework to your satisfaction.								
Changed behavior in terms of participating in class.								
Changed behavior in terms of volunteering (e.g., for extra credit or more responsibilities).								
Changed behavior in terms of attending class regularly.								
Changed behavior in terms of being attentive in class.								
Changed behavior in terms of behaving well in class.								
Changed behavior in terms of academic performance.								
Changed behavior in terms of coming to school motivated to learn.								

Teacher Survey – 21st Century Community Learning Centers (21st CCLCs)

Changed behavior in terms of getting along well with other students.								
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