

## Washington state 21<sup>st</sup> CCLC State Performance Goals and Objectives

Washington has established a set of State Performance Indicators that measures statewide and individual program success. Individual program performance indicators must align with state performance indicators, and additionally, may address local needs and interests.

### State Goals

1. To establish community learning centers that provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet the challenging state academic standards.
2. To offer students a broad array of additional services, programs, and activities, such as youth development activities, that align with the regular academic program and needs of participating students.
3. To 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.
4. To offer high-quality expanded learning opportunities that lead to positive outcomes for participants and meet the proposed purpose and requirements for program implementation.

*Student Outcomes Objective—Participants in 21<sup>st</sup> CCLC programs will demonstrate improvement on academic and behavioral school-related outcomes.*

<b>Student Outcomes</b>	<b>Indicator</b>	<b>Target</b>
SO 1	Percentage of students regularly participating in the program who were in need of improvement and increased in their student growth percentile (SGP) for <b>reading</b> . Grades 4–8	Students regularly participating in the program will show improvement in academic achievement as determined by the percentage of 21 <sup>st</sup> CCLC regular program participants who increase in their student growth percentile (SGP) for <b>reading</b> .
SO 2	Percentage of students regularly participating in the program who were in need of improvement and increased in their student growth percentile (SGP) for <b>math</b> . Grades 4–8	Students regularly participating in the program will show improvement in academic achievement as determined by the percentage of 21 <sup>st</sup> CCLC regular program participants who increase in their student growth percentile (SGP) for <b>math</b> .
SO 3	Percentage of students regularly participating in the program who are identified as ELL and show progress toward English language proficiency. Grades K–8	Students regularly participating in the program will show improvement in academic achievement as determined by the percentage of 21 <sup>st</sup> CCLC regular program participants who show progress toward English language proficiency.

SO 4	Percentage of students regularly participating in the program who had chronic school-day absenteeism in the prior school year and demonstrated fewer absences. Grades 6–12	Students regularly participating in the program will show improvement in behavior as determined by the percentage of 21 <sup>st</sup> CCLC regular program participants who had unexcused school-day absences in the prior school year demonstrated fewer absences as compared to the previous school year.
SO 5	Percentage of students regularly participating in the program who are earning less than 100% of credits attempted in the prior school year and demonstrated a higher percentage of credits earned. Grades 9–12	Students regularly participating in the program will show improvement in academic achievement as determined by the percentage of 21 <sup>st</sup> CCLC regular program participants who are earning less than 100% of credits attempted in the prior school year demonstrated a higher percentage of credits earned as compared to the previous school year.
SO 6	The percentage of students regularly participating in the program who earned a cumulative GPA of 2.0 or less in the prior year and demonstrated an increase in cumulative GPA in the current year. Grades 6–12	Students regularly participating in the program will show improvement in academic achievement as determined by the percentage of 21 <sup>st</sup> CCLC regular program participants who are earning less than a cumulative GPA of 2.0 in the prior school year demonstrated an increase in cumulative GPA as compared to the previous school year.
SO 7	Percentage of students regularly participating in the program who had school-day disciplinary incidents in the prior school year and demonstrated fewer incidents as compared to the previous school year. Grades 1–12	Students regularly participating in the program will show improvement in behavior as determined by the percentage of 21 <sup>st</sup> CCLC regular program participants who had school-day disciplinary incidents in the prior school year demonstrated fewer incidents as compared to the previous school year.
SO 8	The percentage of students regularly participating in the program promoted to the next grade. Grades K–3	The percentage of students regularly participating in the program promoted to the next grade.

*Program Attendance Objective – Participants in the 21<sup>st</sup> CCLC programs will attend on a consistent basis.*

<b>Program Attendance</b>	<b>Indicator</b>	<b>Target</b>
PA 1	Percentage of youth enrolled in 21st CCLC programming more than 30 days (or 80 hours) during the school year and summer of interest.	<b>80 percent</b> of enrolled students at each center are regular attendees (30 days or more).
PA 2	Percentage of youth enrolled in 21st CCLC programming more than 60 days (or 120 hours) during the school year and summer of interest.	<b>60 percent</b> of regular attendees at each center participate in program 60 days or more in a given year.
PA 3	Percentage of youth enrolled in 21st CCLC programming in the prior school year/summer for 60 days (or 120 hours) or more that also participated in 60 days (or 120 hours) or more of programming in the school year and summer of interest.	<b>X percent</b> of program participants will attend programming for more than one consecutive year.
PA 4	Percentage of youth participating in 21st CCLC programming in both the fall and spring semesters of the school year of interest.	<b>X percent</b> of program participants will attend programming in both the fall and spring semesters.

*Program Quality Objective – All programs will participate in in all steps of a formal continuous quality improvement process.*

<b>Program Quality</b>	<b>Indicator</b>	<b>Target</b>
PQ 1	The percentage of centers submitting at least one completed consensus program self-assessment using the Youth Program Quality Assessment (Youth PQA) or the School-Age Program Quality Assessment (SAPQA).	<b>100 percent</b> of centers will submit at least one completed consensus program self-assessment using the Youth Program Quality Assessment (Youth PQA) or the School-Age Program Quality Assessment (SAPQA).
PQ 2	The percentage of centers submitting at least two completed external assessments using the Youth Program Quality Assessment (Youth PQA) or the School-Age Program Quality Assessment (SAPQA).	<b>100 percent</b> of centers will submit at least two completed external assessments using the Youth Program Quality Assessment (Youth PQA) or the School-Age Program Quality Assessment (SAPQA).

PQ 3	The percentage of centers submitting one Program Quality Assessment Form B Interview.	<b>100 percent</b> of centers will submit one Program Quality Assessment Form B Interview.
PQ 4	The percentage of centers participating in either the Planning with Data workshop (live training for new cohorts) or the Advanced Planning with Data training (webinar training for continuing cohorts).	<b>100 percent</b> of centers will participate in either the Planning with Data workshop (live training for new cohorts) or the Advanced Planning with Data training (webinar training for continuing cohorts).
PQ 5	The percentage of centers submitting at least one program improvement plan annually.	<b>100 percent</b> of centers will submit at least one program improvement plan annually.

*Program Implementation Objective—All programs will implement their program with fidelity to the 21<sup>st</sup> CCLC model as defined by language in the Every Student Succeeds Act (ESSA) and the requirements of this RFP.*

<b>Program Implementation</b>	<b>Indicator</b>	<b>Targets</b>
PI 1	The percentage of centers providing opportunities for academic enrichment <sup>1</sup> .	<b>100 percent</b> of centers will provide opportunities for academic enrichment.
PI 2	The percentage of centers offering students a broad array of additional services, programs, and activities <sup>2</sup> .	<b>100 percent</b> of centers will offer students a broad array of additional services, programs, and activities.
PI 3	The percentage of centers offering 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.	<b>100 percent</b> of centers will 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.

<sup>1</sup> Tutorial services to help students, particularly students who attend low-performing schools, to meet the challenging State academic standards.

<sup>2</sup> Youth development activities, service learning, nutrition and health education, drug and violence prevention programs, counseling programs, arts, music, physical fitness and wellness programs, technology education programs, financial literacy programs, environmental literacy programs, mathematics, science, career and technical programs, internship or apprenticeship programs, and other ties to an in-demand industry sector or occupation for high school that are designed to reinforce and complement the regular academic program of participating students.

PI 4	The percentage of centers offering services at least 12 hours a week on average during the school year.	<b>100 percent</b> of centers will offer services at least 12 hours a week on average during the school year.
PI 5	The percentage of centers offering a summer program for 20 hours per week and lasting at least four consecutive weeks.	<b>100 percent</b> of centers will offer a summer program for 20 hours per week and lasting at least four consecutive weeks.
PI 5	The percentage of centers maintaining or increasing the level of contributions (direct or in-kind) with their originally identified partner(s).	<b>100 percent</b> of centers maintaining or increasing the level of contributions (direct or in-kind) with their originally identified partner(s).