

**North Carolina 21<sup>st</sup> CCLC**  
**Instructional Staff Survey (Academic Year 2024-2025 and Summer 2025)**  
**Administration and Reporting Guidance**

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**WHO** NCDPI requires 21<sup>st</sup> CCLC subgrantees to administer Instructional Staff Surveys for **all students in grades K-12** who attended programming for the 2024-2025 academic year and/or summer 2025.

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**WHY** Instructional Staff Survey data are **required as part of federal and state student outcome reporting** requirements. More specifically, states receiving 21<sup>st</sup> CCLC funding must collect data on students participating in 21<sup>st</sup> CCLC programming and track/report instructor-reported improvement in student's level of engagement in learning.

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**WHEN** Subgrantees should administer Instructional Staff Surveys **prior to end of the school year**. If school-day instructors have multiple 21<sup>st</sup> CCLC attendees in their classrooms, they should be asked to complete one survey per attendee. In addition, if applicable, subgrantees should also administer Instructional Staff Surveys prior to the **end of summer programming**.

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**WHAT** For the **2024-2025 school year**, the survey items circled in **blue** on page 3 are required to be included in an Instructional Staff Survey for grades 1-5. Please note that all subgrantees are encouraged to customize the Instructional Staff Survey by including additional survey items that are most meaningful for their internal planning, continuous improvement, and/or sustainability efforts. (Note: Survey items for summer programming are slightly different; thus, sample summer surveys are provided on pages 9 and 10 of this guidance document.)

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**HOW** To collect the Instructional Staff Survey data for school year 2024-25: For **students in grades K-12** who have attended the 21<sup>st</sup> CCLC program, **please select one of their school-day instructors** to contact and ask the instructor to complete the Instructional Staff Survey. Subgrantees should attempt to get one survey completed for each attendee.

- For elementary school students, the Instructional Staff Survey should be completed by the student's primary classroom instructor.
- For middle school and high school students, the Instructional Staff Survey should be completed by an English/Language Arts or Math instructor who has had the student for at least one semester and can evaluate the student's homework completion, class participation, and classroom behavior.
- If collecting a response from the student's school-day, classroom teacher is not possible, it is then allowable to disseminate the survey to a student support team member that is familiar with the student's level of progress over the past year (e.g., social worker, psychologist, counselor, teachers aid, 21<sup>st</sup> CCLC program staff member, etc.).

For **summer-specific** information regarding the Instructional Staff Survey please see to page 8 of this guidance document.



**Note:** If you have any questions regarding developing and/or administering Instructional Staff Surveys, please contact Kathleen Mooney at SERVE Center ([kmooney@serve.org](mailto:kmooney@serve.org)). However, if you have any questions about entering/accessing Instructional Staff Survey data in 21DC, please contact your 21<sup>st</sup> CCLC Program Administrator.

# 21DC Data

To report the Instructional Staff Survey data in 21DC: For each program attendee in grades 1-5 the following information is required for data entry in 21DC:

### Have outcome data to report?

Subgrantees should indicate “No” if:

- the instructor selected the response “the student’s level of engagement in learning did not need to improve”; and/or
- no instructor completed/returned a survey for the participant.

**Instructional Staff Survey**

- \* Grantee: 2024-2025 School Year – Cohort 16 Grantee 050 - Allen County Schools
- \* Center: (School District) Mountain View Elementary
- \* Student [REDACTED] Grade 01
- \* Have outcome data to report?  Yes  No

Subgrantees should indicate “Yes” if the participant has a completed survey on file regarding their engagement in learning. If the subgrantee indicates “Yes” to the question (i.e., Have outcome data to report?), the following question will be visible in 21DC:

### Demonstrated an improvement in instructor/teacher-reported engagement in learning?

If the instructor indicated “Yes, the student demonstrated improvement”, the subgrantee should report “Yes” in 21DC for this field. If the instructor indicated “No, the student did NOT demonstrate improvement” indicate “No” in 21DC for this field.

**Instructional Staff Survey** Cancel

- \* Grantee: 2024-2025 School Year – Cohort 16 Grantee 050 - Allen County Schools
- \* Center: (School District) Mountain View Elementary School
- \* Student [REDACTED] Grade 04
- \* Have outcome data to report?  Yes  No
- \* Demonstrated an improvement in instructor/teacher-reported engagement in learning?  Yes  No

Note: Under the Student Tab in 21DC, the system will allow you to filter participants to determine if they are “Missing Requested Survey (MRS)”.

\* Gender: All ▾ \* Grade: All ▾ \* Missing Required Survey (MRS): All ▾ \* Has Attendance?: All ▾

Q ▾ Go Actions ▾

		Center Name	MRS	First Name	Middle Name	Last Name	Grade	Gender	Days Attended	Hours Attended	Date First Attended	Has Outcome	Has Improved
<a href="#">View Survey</a>	<a href="#">View Attendance</a>	Mountain View Elementary School	N	[REDACTED]			04	F	40	273.5	06/05/2023	Y	Y
<a href="#">View Survey</a>	<a href="#">View Attendance</a>	Mountain View Elementary School	N	[REDACTED]			04	M	40	282.5	06/05/2023	Y	Y

# Sample Surveys

Sample surveys are provided in this document as a means to show different ways that subgrantees can design their Instructional Staff Survey (e.g., abridged surveys, customized surveys).

- **School year sample surveys** are shown on pages 3, 4 and 5.
- **Summer sample surveys** are shown on pages 9 and 10.

**North Carolina 21<sup>st</sup> CCLC**  
**Instructional Staff Survey (School Year 2024-2025)**  
**Sample School Year Survey**

This survey is designed to collect information about changes in a particular student’s behavior and level of engagement during the school year. Please select only one response per row in the table below. If you believe an item is not applicable for the student for whom you are completing the survey (e.g., homework is not given in your classroom), please indicate so by checking Column E.

<b>Student Name:</b>	<b>Instructor Name:</b>
<b>Student Grade Level:</b>	<b>School Name:</b>

	Column A	Column B	Column C	Column D	Column E
Over the past school year, to what extent has the student demonstrated improvement in the following areas?	Significant Improvement	Moderate Improvement	Limited Improvement	No Improvement	Did Not Need to Improve or Not Applicable
1. Coming to school motivated to learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Being attentive in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Willingness to ask for help, when needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Getting along well with other students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Behaving well in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Participating in class activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Turning in homework.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Demonstrating academic progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall Student Engagement in Learning
The survey items in the table above are various indicators of engagement; thus, based on your observation of the student’s overall performance this past school year, did the student’s level of engagement in learning improve?
<input type="checkbox"/> Yes, the student demonstrated improvement. <input type="checkbox"/> No, the student did NOT demonstrate improvement. <input type="checkbox"/> The student’s level of engagement in learning did not need to improve.

Perceived Impact of 21 <sup>st</sup> CCLC-Funded Program
Overall, to what extent do you think the student has benefited from participating in the <i>[insert name of the 21 CCLC-funded program here]</i> ?
<input type="checkbox"/> To a great extent <input type="checkbox"/> Somewhat <input type="checkbox"/> Very little <input type="checkbox"/> Not at all <input type="checkbox"/> Don’t know

Instructor/Teacher Comments
Please use the space below to ask any questions or provide any comments regarding the <i>[insert name of the 21 CCLC-funded program here]</i> ?

**North Carolina 21<sup>st</sup> CCLC**  
**Instructional Staff Survey (School Year 2024-2025)**  
**Abridged School Year Sample**

This survey is designed to collect information about changes in a particular student’s behavior and level of engagement during the school year. Please select only one response per row in the table below. If you believe an item is not applicable for the student for whom you are completing the survey (e.g., homework is not given in your classroom), please indicate so by checking Column E.

<b>Student Name:</b>	<b>Instructor Name:</b>
<b>Student Grade Level:</b>	<b>School Name:</b>

	Column A	Column B	Column C	Column D	Column E
Over the past school year, to what extent has the student demonstrated improvement in the following areas?	<b>Significant Improvement</b>	<b>Moderate Improvement</b>	<b>Limited Improvement</b>	<b>No Improvement</b>	<b>Did Not Need to Improve or Not Applicable</b>
Behaving well in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participating in class activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Turning in homework.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall Student Engagement in Learning
The survey items in the table above are various indicators of engagement; thus, based on your observation of the student’s overall performance this past school year, did the student’s level of engagement in learning improve?
<input type="checkbox"/> Yes, the student demonstrated improvement. <input type="checkbox"/> No, the student did NOT demonstrate improvement. <input type="checkbox"/> The student’s level of engagement in learning did not need to improve.

**North Carolina 21<sup>st</sup> CCLC**  
**Instructional Staff Survey (School Year 2024-2025)**  
**Customized School Year Sample**

This survey is designed to collect information about changes in a particular student’s behavior and level of engagement during the school year. Please select only one response per row in the table below. If you believe an item is not applicable for the student for whom you are completing the survey (e.g., homework is not given in your classroom), please indicate so by checking Column E.

<b>Student Name:</b>	<b>Instructor Name:</b>
<b>Student Grade Level:</b>	<b>School Name:</b>

Overall Learning Engagement Outcomes	Column A	Column B	Column C	Column D	Column E
Over the past school year, to what extent has the student demonstrated improvement in the following areas?	<b>Significant Improvement</b>	<b>Moderate Improvement</b>	<b>Limited Improvement</b>	<b>No Improvement</b>	<b>Did Not Need to Improve or Not Applicable</b>
1. Behaving well in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Participating in class activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Turning in homework.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SEL-Oriented Engagement Outcomes	Column A	Column B	Column C	Column D	Column E
Over the past school year, to what extent has the student demonstrated improvement in the following areas?	<b>Significant Improvement</b>	<b>Moderate Improvement</b>	<b>Limited Improvement</b>	<b>No Improvement</b>	<b>Did Not Need to Improve or Not Applicable</b>
4. Knowing their personal strengths.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Persevering through challenges.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Empathizing with others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Working in teams.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Making respectful choices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall Student Engagement in Learning
The survey items in the tables above are various indicators of engagement; thus, based on your observation of the student’s overall performance this past school year, did the student’s level of engagement in learning improve?
<input type="checkbox"/> Yes, the student demonstrated improvement <input type="checkbox"/> No, the student did NOT demonstrate improvement <input type="checkbox"/> The student’s level of engagement in learning did not need to improve.

Perceived Impact of 21 <sup>st</sup> CCLC-Funded Program
Overall, to what extent do you think the student has benefited from participating in the <i>[insert name of the 21 CCLC-funded program here]</i> ?
<input type="checkbox"/> To a great extent <input type="checkbox"/> Somewhat <input type="checkbox"/> Very little <input type="checkbox"/> Not at all <input type="checkbox"/> Don’t know

Instructor/Teacher Comments
Please use the space below to ask any questions or provide any comments regarding the <i>[insert name of the 21 CCLC-funded program here]</i> ?

# 21<sup>st</sup> CCLC Instructional Staff Survey FAQs

## Academic Year 2024-2025 & Summer 2025

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### Purpose

#### **1. Why collect Instructional Staff Survey data?**

According to NCDPI's 21<sup>st</sup> CCLC Fiscal and Program Guidance document, the key purposes of data collection are: (1) to complete federal reporting requirements; (2) to demonstrate that substantial progress has been made towards meeting the objectives of the 21<sup>st</sup> CCLC program as outlined in the grant application; and (3) to provide information for local, state, and federal program evaluations. More specifically, subgrantees are required to use performance measures to monitor student academic progress at the end of the year. Thus, it is the responsibility of subgrantees to collect Instructional Staff Survey data and then enter the survey results into 21DC.

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### Survey Administration

#### **2. Are subgrantees required to use the sample Instructional Staff Survey exactly as provided in this guidance document?**

For surveys going to students' instructors in **grades 1-5**, the items circled in **blue** on the sample survey (page 3), must appear as written. However, if preferred, subgrantees may delete non-required items or add additional questions that help to inform their internal, continuous program improvement efforts.

Please note that for **middle and high school level** surveys, there are no specific required items; but at least one item on your Instructional Staff Survey must address student engagement in learning (however defined and/or measured by your program).

#### **3. Should subgrantees collect Instructional Staff Survey data online or via paper format?**

Subgrantees may administer the survey in whichever mode they prefer. Since some subgrantees will be compiling data from a large number of Instructional Staff Surveys, they may prefer to administer the survey using an online system (e.g., Google Forms, Survey Monkey, Qualtrics) that has the capability of collecting responses into a spreadsheet for easy scanning and analysis of responses.

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### Students Requiring Completed Instructional Staff Surveys

#### **4. Should Instructional Staff Surveys be completed for participants across all grade levels?**

Yes. You are required to collect Instructional Staff Survey data for participants across all grade levels in your program. More specifically, subgrantees should contact the school-day, classroom instructor of every student that attended the 21<sup>st</sup> CCLC program. If a school-day instructor has multiple 21<sup>st</sup> CCLC attendees in their classroom, they should be asked to complete a survey for each of those students.

Note: If collecting a response from the student's school-day, classroom instructor is not possible, it is then allowable to disseminate the survey to a student support team member that is familiar with the student's level of progress over the past year (e.g., social worker, psychologist, counselor, teachers aid, 21<sup>st</sup> CCLC afterschool program staff, etc.).

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**Survey Timing and Response Rates**

**5. When should Instructional Staff Surveys be distributed?**

Distribute surveys in the spring of the school year—as close to the end of the afterschool programming as possible in order to capture students’ growth over the course of the whole school year (while still allowing adequate time to have surveys returned). Similarly, for summer school, distribute surveys as close to the end of the summer programming as possible.

**6. How should Instructional Staff Surveys be distributed to maximize the return rate?**

When administering surveys, there is the possibility that not all teachers/instructors will return it. However, NCDPI aims to have a completed Instructional Staff Survey for as many of your program attendees as possible. Care should be given in crafting the request of classroom teachers and/or instructors to complete the survey. Instructions should include the purpose of the data collection, directions for how to complete and return the survey, a contact name/number from the program if there are questions, etc. In addition, if an Instructional Staff Survey is disseminated but not returned, then follow-up communication is recommended. Thus, it is important to build follow-up activities into your data collection timeline.

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**Reporting Instructional Staff Survey Results in 21DC**

**7. How should Instructional Staff Surveys data be entered in 21DC?**

For each program attendee in grades 1-5, the following information is required for data entry in 21DC:

**Have outcome data to report?**

Subgrantees should indicate “No” if:

- a. the instructor selected the response “the student’s level of engagement in learning did not need to improve”; and/or
- b. no instructor completed/returned a survey for the participant.

Subgrantees should indicate “Yes” if the participant has a completed survey on file regarding their engagement in learning. If the subgrantee indicates “Yes” to the question (i.e., Have outcome data to report?), the following question will be visible in 21DC:

**Demonstrated an improvement in instructor/teacher-reported engagement in learning?**

If the instructor indicated “Yes, the student demonstrated improvement”, the subgrantee should report “Yes” in 21DC for this field. If the instructor indicated “No, the student did NOT demonstrate improvement” the subgrantee should indicate “No” in 21DC for this field.

**8. Can my organization enter engagement data into 21DC for all students—including students in kindergarten and grades 6-12?**

Yes. Subgrantees can add Instructional Staff Survey data into 21DC for all grade-levels; however, it is only required for grades 1-5.

**9. Why is my program required to administer an Instructional Staff Survey for kindergarten, middle school, and high school participants—but the engagement in learning data are not required to be entered into 21DC?**

In past years, the US Department of Education required states to report student engagement data for program participants in grades K-12; however, in 2021, that requirement changed at the federal level (and now states are only required to report student engagement data for grades 1-5). Despite this change at the federal level, NCDPI sees collecting teacher/instructor feedback regarding student engagement as a best practice. Therefore, administering an Instructional Staff Survey for students K-12 is required. It’s important to note that while the findings of kindergarten, middle, and high school surveys are not required to be entered into 21DC, it is expected that the survey data collected will be used to inform and/or improve future program planning/implementation.

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**Summer  
Instructional  
Survey  
Requirements**

**10. Are subgrantees required to collect Instructional Staff Survey data during 21CCLC-funded summer programming?**

Yes. If a subgrantee runs a 21<sup>st</sup> CCLC funded summer program, then they are required to collect student learning engagement data via an Instructional Staff Survey at the end of the summer program. If a student attends programming both in summer and during the school year, separate surveys must be administered for each term.

**11. Participants won't have a "regular school-day teacher" during the summer; thus, who should complete the Instructional Staff Survey?**

While the Instructional Staff Survey for the school year is meant to be disseminated to the "regular school-day teacher," during the summer, it is understood that students don't have a school-based teacher (unless they are attending district-funded summer school). Thus, it is advised that at the end of the 21<sup>st</sup> CCLC summer program, subgrantees identify a "primary" summer instructor to complete the survey.

- A "primary" summer instructor refers to an instructor who is most familiar with the student's level of engagement in summer activities.
- For summer programs, in most cases the Instructional Staff Surveys will be disseminated to and completed by 21<sup>st</sup> CCLC program staff.

**12. What data will need to be entered into 21DC in regards to the summer Instructional Staff Survey?**

The data entry fields for summer are similar to the data fields for the school year. In essence, you will answer the question "Have outcome data to report?" If you indicate "Yes", you will also indicate if that student "Demonstrated an improvement in instructor/teacher reported engagement in reading?"

**13. Are the required items for the summer survey the same as the ones for the school year survey?**

The required items for the summer survey are slightly different than the ones on the school year survey. On the sample summer survey (page 9), the items circled in blue, must appear as written on the Instructional Staff Survey that your organization disseminates for students in **grades 1-5**. Again, for kindergarten, middle, and high school level surveys there are no specific required items; but at least one item on your Instructional Staff Survey must address student engagement in learning (however defined and/or measured by your program).

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**North Carolina 21<sup>st</sup> CCLC**  
**Instructional Staff Survey (Sumer 2025)**  
**Sample Summer Survey**

This survey is designed to collect information about changes in a particular student’s behavior and level of engagement during summer programming. Please select only one response per row in the table below. If you believe an item is not applicable for the student for whom you are completing the survey, please indicate so by checking Column E.

<b>Student Name:</b>	<b>Instructional Staff Name:</b>
<b>Student’s 2024-25 Grade Level:</b>	<b>Summer Program/Center Name:</b>

	Column A	Column B	Column C	Column D	Column E
To what extent has the student improved in the following areas during the summer program?	Significant Improvement	Moderate Improvement	Limited Improvement	No Improvement	Did Not Need to Improve or Not Applicable
1. Coming to the summer program motivated to learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Being attentive during summer program activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Willingness to ask for help during summer program activities, when needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Getting along well with other students during summer program activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Behaving well during summer program activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Actively participating in summer program activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Demonstrating academic progress during summer programming.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Overall Student Engagement in Learning**

The survey items in the table above are various indicators of engagement; thus, based on your observation of the student’s overall performance during summer programming, did the student’s level of engagement in learning improve?

- Yes, the student demonstrated improvement
- No, the student did NOT demonstrate improvement
- The student’s level of engagement in learning did not need to improve.

**Perceived Impact of 21<sup>st</sup> CCLC-Funded Summer Program**

Overall, to what extent do you think the student has benefited from participating in the summer programming provided by *[insert name of the 21 CCLC-funded summer organization here]*?

- |  |                                   |                                      |                                     |                                     |
|--|-----------------------------------|--------------------------------------|-------------------------------------|-------------------------------------|
| <input type="checkbox"/> To a great extent | <input type="checkbox"/> Somewhat | <input type="checkbox"/> Very little | <input type="checkbox"/> Not at all | <input type="checkbox"/> Don’t know |
|--|-----------------------------------|--------------------------------------|-------------------------------------|-------------------------------------|

**Instructional Staff Comments**

Please use the space below to provide comments regarding the impact of *[insert name of the 21 CCLC-funded summer organization here]* summer programming for participating students.

**North Carolina 21<sup>st</sup> CCLC**  
**Instructional Staff Survey (Summer 2025)**  
**Abridged Sample Summer Survey**

This survey is designed to collect information about changes in a particular student’s behavior and level of engagement during summer programming. Please select only one response per row in the table below. If you believe an item is not applicable for the student for whom you are completing the survey, please indicate so by checking Column E.

<b>Student Name:</b>	<b>Instructional Staff Name:</b>
<b>Student’s 2024-25 Grade Level:</b>	<b>Summer Program/Center Name:</b>

	Column A	Column B	Column C	Column D	Column E
To what extent has the student improved in the following areas during the summer program?	<b>Significant Improvement</b>	<b>Moderate Improvement</b>	<b>Limited Improvement</b>	<b>No Improvement</b>	<b>Did Not Need to Improve or Not Applicable</b>
1. Behaving well during summer program activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Actively participating in summer program activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Demonstrating academic progress during summer programming.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall Student Engagement in Learning
The survey items in the table above are various indicators of engagement; thus, based on your observation of the student’s overall performance during summer programming, did the student’s level of engagement in learning improve?
<input type="checkbox"/> Yes, the student demonstrated improvement <input type="checkbox"/> No, the student did NOT demonstrate improvement <input type="checkbox"/> The student’s level of engagement in learning did not need to improve.

### Instructional Staff Survey—Crosswalk of Change

Change	In Past (Years Prior to 2022)	Now (2022 - 2025)	Why
<b>Name of Survey</b>	Teacher Survey	Instructional Staff Survey	To ensure consistency across school year (SY) and summer programming to align with new GPRA <u>summer</u> survey data requirement
<b>Survey Recipient</b>	School day teachers of all “regular” attendees (30 days or more) that participated in the school year program	School day teachers or instructors of all attendees that participate in the school year program	Align with new GPRA definitions (shift to continuum of <b>hours</b> model vs. <b>days</b> attended model)
<b>Student whose survey data are required to be entered into 21DC</b>	For each “regular” program attendee (30 days or more)	For each program attendee in <b>grades 1-5</b>	Align with new GPRA definitions (shift to a targeted focus on elementary students’ engagement in learning )  <i>Note: Subgrantees have the option to add survey data into 21DC for all grade-levels; however, only data for grades 1-5 will be used for federal-reporting purposes.</i>
<b>21DC items</b>	Improvements in homework completion AND class participation. [Yes, No]  Improvements in class behavior. [Yes, No]	Have outcome data to report? [Yes, No]  Demonstrated an improvement in instructor/teacher-reported engagement in learning? [Yes, No]	Align with new GPRA focus on “engagement in learning” terminology