21st CCLC 2012
Annual Performance Report:
Paper Forms for Centers

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March 2012

U.S. Department of Education
21st Century Community Learning Centers (21st CCLC)

Contents

Introduction

This is a paper version of the center-level forms for the 21st Century Community Learning Centers (21st CCLC) 2012 Annual Performance Report (APR) available on the *Profile and Performance Information Collection System (PPICS)* website at **http://ppics.learningpt.org/ppics/**. Any questions may be directed to the 21st CCLC Help Desk at 866-356-2711 or 21stcclc@contact.learningpt.org. It is highly recommended to fill out the forms online, but it is understood that this may not always be possible for every center. If opting to complete the paper forms, send them to the grantee-level contact for your program so they may be entered at that level or sent on to Learning Point Associates.

Provide all information to the best of your ability.

Instructions

Operations (Form A)

Complete the table on Form A (see page 15) by identifying the typical number of hours per week that the center was open for each of the time periods.

Only complete this form if the center was active during the reporting period. If the center was not in operation during this time please answer no to the first listed question. A center would have been considered active during the reporting period if the center in question were providing 21st CCLC–funded activities during the entire span of the summer of 20011 and/or the entire span of the 20011–12 school year. Centers operating only for a portion of the summer or only for a portion of the school year (i.e., for only one semester or less) are not required to submit APR data for the 2011–12 reporting period.

When reporting hours of operation at this center during the reporting period, please only report the typical number of hours the center spent actually operating programs that served participating students or adult family members. Hours spent only on administrative or planning tasks should not be counted when completing the tables outlined below.

Typical is defined as the *usual* or *characteristic* attributes associated with center operation and programming. By definition, a 21st CCLC center should be characterized by defined hours of operation that should be relatively consistent across the school year or summer (e.g., 3–6 p.m., Monday–Thursday). Special, nonrecurring, or episodic events, field trips, or programming would not be considered typical attributes associated with center operation and should not be considered when reporting information associated with the typical hours and days of center operation nor when reporting the typical activities provided by the center.

In some instances, centers may be characterized by recurring periods of operation or programming that take place on an ongoing basis but less frequently than weekly. For example, a center may be open on the fourth Saturday of every month in addition to a regular weekly schedule of 3:00 p.m. to 6:00 p.m. Monday through Thursday. In this case, in order to report on typical hours of operation, the center may want to consider adding up the total hours of operation

for a typical month for the timeframe in question (in this case Weekends during the school year) and dividing by 4.3 to obtain a weekly average that can be used to report on typical hours of operation for that timeframe. A similar approach can be taken to reporting on the typical number of days a center was typically open per week.

Note also that one of the categories is for activities that take place during the school day. The 21st CCLC statute specifically indicates that services are to be provided outside the regular school day or during periods when school is not in session (e.g., before school, after school, evenings, weekends, holidays, summer). However, activities targeting prekindergarten children and adult family members may take place during regular school hours since these times may be the most suitable for serving these populations.

On the lines following the table on Form A, indicate the total number of weeks and number of days per week that the center was open during the school year and/or summer.

Staffing (Form B)

In the table on Form B (see page 16), enter the *number* of staff from each category who worked with students and adult family members participating in activities at the center. Respondents should record the number of individuals involved in regularly staffing the center during the reporting period (both school year and summer, separately), not the number of positions associated with the center's operation (e.g., if you have one teaching position for the same activity that meets on different days and two teachers share the position, you would record 2 staff members).

In this instance, an individual, whether a paid employee or a volunteer, would be considered to have regularly staffed the center if they worked at the center according to a defined schedule on an ongoing basis and had a defined function or role to perform during the periods in which they were staffing the center. Individuals who only worked at special, nonrecurring, or episodic events, field trips, or programming should *not* be counted in this section of the APR.

Staff not directly funded by the state administered 21st CCLC grant should also be counted if they regularly staffed activities provided to 21st CCLC participants.

Please also note that a single staff person can be counted in both columns related to the school year and summer if the individual in question regularly staffed the center during both periods of center operation. However, a single staff person should only be counted once in the school year or summer column.

A single individual only should be classified as falling within one staff type category. When an individual staff member can be classified in more than one category, the following hierarchy should be employed in determining in what staff type category they should be counted:

1. School-day teachers (include former and substitute teachers)
2. Center administrators and coordinators
3. Youth development workers and other nonschool-day staff with a college degree or higher. Please note that a Youth Development Worker is defined as any paid staff or volunteer staff member who: Is not certified as a school-day teacher; Is not employed during the school day in some other capacity (e.g., librarian, school counselor) by one or more of the feeder schools and/or districts associated with the 21st CCLC; and Has a nonteaching-based college degree or higher.
4. Other nonteaching school-day staff (e.g., librarians, guidance counselors, aides)
5. Parents
6. College students
7. High school students
8. Other community members (e.g., business mentors, senior citizens, clergy)
9. Other nonschool-day staff with some or no college
10. Other

In this regard, if a staff member is both a parent of a child attending the center and a school-day teacher, the respondent should classify the person as being a school-day teacher because this category of staff appears higher in the above-outlined hierarchy.

Finally, if a staff person was both a volunteer and a paid staff person during either the school or summer, please count them in the paid column only.

On the first line below the tables on Form B, indicate the number of paid staff regularly staffing the center during the reporting period that were not funded directly by the 21st CCLC grant. Only count paid staff that received *no* compensation from funds associated with the 21st CCLC grant. On the second line below the tables, report the number of paid staff who regularly staffed the center during the reporting period who left the program and were replaced during the reporting period with a new staff person.

Activities (Forms C-1–C-7)

For APR reporting purposes, an activity is defined as a discrete program offering that took place according to a defined schedule (e.g., Tuesdays and Thursdays from 4:00 to 5:00 p.m.) on a sustained and ongoing basis during the reporting period. Normally, the activities listed on a center's monthly activity calendar will meet these criteria. Activities provided only once during the reporting period should not be included here. Examples of activities would be an arts and crafts class, an astronomy club, and a tutoring activity.

Center activities supported by a funding source other than 21st CCLC but attended by 21st CCLC participants should also be reported on as well. Activity-related information needs to be supplied separately for activities undertaken during the school year and the summer associated with the reporting period. Activities should only be included if they were actually attended by participants during the school year and/or summer

For the 2011-12 reporting period, states have been afforded the discretion to select one of two options for the reporting of APR activities information:

1. States can opt to continue to report *aggregated* activity information through a revised version of the APR Activities page found in PPICS in previous APR years, OR
2. States can opt to implement a newly developed APR Activities page that allows for data to be collected at the level of an *individual* activity offered during the reporting period.

Be sure to check with your state liaison to determine if you should be completing the Aggregated Activities forms (C-1–C-6) (see pages 18-26) or the Individual Activities form (C-7) (see pages 27-32). The instructions for the aggregated forms are included in this section. The directions for the individual activities form are provided on the form itself. Print and fill out Form C-7 for each activity you offer. Separate tables are provided for activities attended by students and those attended by adult family members. Please utilize the one that is most reflective of activity participants.

Submitting Aggregated Activities Information

This section asks for the following three types of information about the activities provided at this center during the school year and summer:

- The category of activities provided at this center

- The extent to which activities were provided that targeted specific student populations

- The academic subject areas addressed by the activities provided at this center

For each of these three ways of reporting **school year and summer** activity information, please indicate if a given type of activity was provided, how many hours a week the activity type was typically provided, and how often a given type of activity was provided. Note that a single activity can be classified according to each of the areas: category, target population, and subject area. For example, a center may offer a rocketry club targeting students performing below average in science in which participants learn to build and launch rockets while also studying

astronomy. In this case, the activity would be classifiable as an *Academic Enrichment Learning Program* in the first table; it would be identified as targeting *Students not performing at grade level, are failing, or otherwise are performing below average in the second table*; and as a *Science Educational Activity* in the third table.

Where it is possible to do so, it is also highly encouraged that a description be provided of at least one activity provided in a given category

Please note that the typical number of hours an activity was provided per week cannot exceed the total number of hours the center was identified as being open per week during the school year or summer on the APR Operations section of the APR.

The first table that appears on the Activities page refers specifically to the mode of service delivery (e.g., mentoring, tutoring, community service/service learning, etc.). The table is split into two types of activities - (1) those targeting student attendees and (2) those targeting adult family members. *Every activity (with the exception of snack) provided by the center should be classifiable into one or more of the categories identified in this table. NOTE:* When attempting to calculate the typical number of hours per week a category of activities was provided during the school year, a given activity only **should be counted as falling within a single activity** category in the table. For example, if five hours per week typically are dedicated to an activity that has both tutoring and mentoring components, five hours should be reported for either mentoring or tutoring in the table, but not both. In this regard, respondents should identify the primary category in which a given activity can best be classified when completing the table.

The second table that appears on the Activities page specifically relates to activities intentionally designed to exclusively provide services to one or more specified target population (e.g., students performing below grade level, habitually truant students, students with limited English proficiency, etc.). *Not every activity provided by a center needs to target one or more of the identified groups outlined in the second table on the Activities page. NOTE:* When attempting to calculate the typical number of hours per week activities targeting a particular student population were provided during the school year, a given activity **should be counted across each of the categories** in which the activity can be classified by the respondent. For example, if five hours per week typically are dedicated to an activity that specifically targets students who are habitually truant *and* are performing below grade level, five hours should be reported for both activity types in the table.

The third table that appears on the Activities page specifically relates to the academic subject area (e.g., reading/language arts, mathematics, science, etc.) that is addressed in a given activity. *It may be possible that a given activity may not have an academic subject area associated with it, and therefore will not be classifiable in relation to the academic subject areas referenced in the third table on the Activities page. NOTE:* When attempting to calculate the typical number of hours per week activities addressing a particular subject area were provided during the school year, a given activity **should be counted across each of the categories** in which the activity can be classified by the respondent. For example, if five hours per week typically are dedicated to an activity that specifically addressed mathematics *and* science, five hours should be reported for both activity types in the table.

Reporting on Activities Provided in Sessions During the Reporting Period

If the center provided some activities in sessions during the reporting period, information submitted for (1) the typical number of hours per week the activity was provided and (2) how often the activity was provided should be reported in terms of what characterized the activity during the period in which it was provided. For example, a center may have provided career- or job-training activities for youth two times per week one hour per day for eight weeks during the school year. In this example the typical number of hours per week this activity was provided should be reported as 2 (i.e., 2 days per week 1 hour per day). In addition, the activity should be identified as having been provided 1-3 times per week, and the checkbox that signifies that the activity was provided across the whole school year should be left unendorsed.

Intentionality of Program Design

The 21st CCLCs are encouraged to articulate the reasoning behind the activities they implemented during the reporting period. Designing activities with intentionality creates better, more focused programs for children and allows program staff to explain the value of the activities more fully to parents, administrators, and other stakeholders. If a center has not fully articulated the rationale behind why the programming they offered during the reporting period was provided, they are encouraged to do so prior to completing the Activities page. Going through this exercise will help ensure that a center is not underreporting the breadth of activities they provided during the reporting period. Also note that one activity may fall within more than one category. In this regard, all appropriate activity categories associated with that activity should be endorsed.

Table 2 provides definitions that will help in determining which categories are appropriate for the activities.

Table 2. Terms Related to Activity Types by Category

Activity Type	Definition and Description
Academic enrichment learning programs	Enrichment activities expand on students' learning in ways that differ from the methods used during the school day. They often are interactive and project focused. They enhance students' education by bringing new concepts to light or by using old concepts in new ways. These activities are fun for the students, but they also impart knowledge. They allow the participants to apply knowledge and skills stressed in school to real-life experiences.
Activities for Limited-English-proficient students	These activities specifically target students with limited English proficiency and are designed to further enhance students' ability to utilize the English language.
Activities that target truant, expelled, or suspended students	These activities specifically target truant, expelled, or suspended students and are designed to reengage these students in educational services and through counseling and support address academic attainment or behavioral issues that have estranged these students from traditional educational settings.
Career or job training	These activities may target either youths and adults participating in the 21st CCLC program and are designed to support the development of a defined skill set directly transferable to a specific vocation, industry, or career. For youths participating in center programming, activities that are designed to expose youths to various types of careers and help inform youths of the skills needed to obtain a given career also could be considered in this activity category.
Community service or service-learning programs	These activities performed by students are characterized by defined service tasks that address a given community need and provide for structured opportunities that link tasks to the acquisition of values, skills, or knowledge by participating youths.
Drug- and violence-prevention, counseling, and character-education programs	These activities are designed to prevent youths from engaging in high-risk behaviors, including the use of drugs and alcohol; amelioration of the causal factors that may have led youths to participate in such activities through counseling and support; and/or the cultivation of core, ethical values, such as caring, honesty, fairness, responsibility, and respect for self and others that are likely to contribute to prevention efforts.
Expanded library service hours	The 21st CCLC funds are used specifically to expand, beyond normal operation, the number of hours a library is open.
Homework help	This refers to program time dedicated to assisting students in working independently on homework, with or without assistance from staff, volunteers, or older peers.
Mentoring	These activities primarily are characterized by matching students with one or more adult role models, often from business or the community, for guidance and support.

Activity Type	Definition and Description
Programs promoting parental involvement	These activities specifically target adult family members of youths participating in the 21st CCLC program and are designed to more actively engage parents in supporting the educational attainment of their children. Activities in this category should require ongoing and sustained participation by the adult family member in order to achieve the acquisition of knowledge or a skill meant to be imparted through participation in the service or activity.
Programs that promote family literacy	These activities specifically target adult family members of youths participating in the 21st CCLC program and are designed to enhance the literacy skills of adult family members. Activities in this category should require ongoing and sustained participation by the adult family member in order to achieve the acquisition of knowledge or a skill meant to be imparted through participation in the service or activity.
Recreational activities	These activities are not academic in nature, but rather allow students time to relax or play. Sports, games, and clubs fall into this category. Occasional academic aspects of recreational activities can be pointed out, but the primary lessons learned in recreational activities are in the areas of social skills, teamwork, leadership, competition, and discipline.
Supplemental educational services	Supplemental Educational Services are a component of Title I of the Elementary and Secondary Education Act (ESEA), as reauthorized by the No Child Left Behind Act (NCLB). These services are meant to provide extra academic assistance to increase the academic achievement of eligible students in schools that have not met State targets for increasing student achievement (adequate yearly progress). These services may include tutoring and after-school services. They may be offered through public- or private-sector providers that are approved by the state, such as public schools, public charter schools, local education agencies, educational service agencies and faith-based organizations. Students from low-income families who remain in Title I schools that fail to meet state standards for at least three years are eligible to receive supplemental educational services.
Tutoring	These activities involve the direct provision of assistance to students in order to facilitate the acquisition of skills and knowledge related to concepts addressed during the school day. Tutors or teachers directly work with students individually and/or in small groups to complete their homework, prepare for tests, and work specifically on developing an understanding and mastery of concepts covered during the school day. Please note that tutoring services directly supported through Supplemental Educational Services provided under the auspices of Title I of the Elementary and Secondary Education Act (ESEA), as reauthorized by the No Child Left Behind Act (NCLB), should be counted in the Supplemental Educational Service activity category.
Activities to promote youth leadership	These activities intentionally promote youth leadership through skill development and the provision of formal leadership opportunities designed to foster and inspire leadership aptitude in participating youth.

Feeder Schools (Form D)

A feeder school is any school that provided students to the center during the reporting period. Fill out the table on Form D (see pages 33-34) for any feeder schools identified in your online Grantee Profile or in your original grant application as well as any new schools you may be serving. It is important to note that every center must have at least one feeder school associated with it, even if the center and the feeder school are the same entity.

On the right side of the table on Form D, indicate whether the center provided services to students who attended one of the listed feeder schools by entering an estimated percentage of center participants served during the reporting period who were enrolled at an identified school during the reporting period. In completing the table, consider all students served by the center.

For students who participated in activities at the center both during the school year and summer *or* during the summer only, consider such students as having been enrolled in the school they attended during the school year following the summer in question. Values greater than zero but less than one should be rounded up and included in the 1-25% category. In completing the table, also consider all students served by the center for the time frame in question. This means that if a student attended the center both during the school year and summer, they should be considered when estimating both the school year and summer percentages of students attending the center from that school.

Attendance (Form E)

The purpose of this section of the APR is to obtain information about the participants served at this center during the reporting period. Complete the eight tables on Form E (see pages 35-37) by indicating the number of participants (students and adults) served during the reporting period, the characteristics associated with the student population served by the center, and the number of center participants meeting the definition of *regular attendee*. A *regular attendee* is defined as a student students that has attended a 21st CCLC program for at least 30 days (which do not have to be consecutive) during the reporting period.

To protect student confidentiality, if you have a value for any student characteristic that is less than three, round that value down to zero. If you have a value of three or four, round that value up to five.

Impact Categories (Form F)

The Impact Categories section is intended to measure what effects the program has had on participants (specifically regular attendees). Your state education agency has chosen the categories on which you must report, and whether you need to provide gradient information for each impact category. If you do not know which categories to complete, contact your state liaison and ask. On Form F (see page 38), indicate which impact categories are required for your state. Once you have done so, skip to only those sections and complete the forms as directed.

Grades (Form F-1)

To report on changes in grade performance for regular attendees, compare the students' first set of Fall 2011 mathematics and reading/language arts grades with the students' last set of spring 2012 grades for those participants who were regular attendees at this center during the reporting period. If the grades you have for a given student do not span the 2011–12 school year (e.g., the student only was enrolled in mathematics or reading/language arts for one semester), do not report grade results for the student in question.   In addition, students meeting the definition of a regular attendee who participated only in center-related activities during summer 2011 should not be included in grades reporting.

It is realized that there are some students for whom you may only have either mathematics or reading/language arts grades for comparison, but not both. In this case, report the change in student performance for the grades you do have available.

If your state requires gradient information to be reported, fill out the Form F-1a (see pages 39–40); otherwise, fill out the Form F-1b (see pages 41–42). Answer the questions in the first table on the appropriate form by indicating the number of *regular attendees* that fall into each of the listed categories. Count a child only once (unduplicated count) in the table. The total of each of the four cells in the table should be equal to the number of regular attendees you identified as being served by the center in the reporting period.

If you are using a 100-point scale, a half-grade change is a decrease or increase of five points. If you are using an A–F scale, a half-grade change is any decrease or increase in the letter grade (e.g., A to A- is a decrease and C+ to B- is an increase). If you are using an E-S-U (Excellent-Satisfactory-Unsatisfactory) or similar non-A–F letter-grade scale, a half-grade change is a decrease or increase from one letter grade to another (e.g., S to E is an increase and S to U is a decrease).

State Assessment—Current Year (Form F-2)

In order to provide State Assessment – Current Year information, fill out the Form F-2 (see pages 42–43). Answer the questions in the first table on the appropriate form by indicating the number of regular attendees that fall into each of the listed categories. Count a child only once (unduplicated count) in the table. The total of each of the four cells in the table should be equal to the number of regular attendees you identified as being served by this center in the reporting period.

The purpose of this section is to collect data on what proficiency categories regular attendees fell within on the state assessment administered during the reporting period. Report proficiency results for both the mathematics and reading/language arts sections of the state assessment on the tables on Form 2. It is realized that most states currently only test a subset of grades. Report the performance of regular attendees on the state assessment for the grades tested in your state.

As above, answer the questions on the tables by indicating the number of regular attendees that fall into each of the listed categories. Count a child only once (unduplicated count) in the table. The total of each of the cells in the table should be equal to or less than the number of regular attendees you identified as being served by this center in the reporting period.

State Assessment—Cross-Year Disaggregated (Forms F-3a and F-3b)

These sections require you to compare a student's 20010-11 state assessment results with 2011–12 results for those participants who were regular attendees at this center during the reporting period. It is realized that there are some students for whom you may only have either mathematics or reading/language arts assessment results for comparison, but not both. In this case, report the change in student performance for the assessment results you do have available.

Answer the questions in the first table on Form F-3a (gradations) or Form F-3b (combined) by indicating the number of regular attendees that fall into each of the listed categories. Count a child only once (unduplicated count) in the table. The total of each of the four cells in the table should be equal to the number of regular attendees you identified as being served by the center in the reporting period.

Answer the questions in the remaining two tables on Form F-3a or Form F-3b by indicating the number of regular attendees that fall into each of the listed categories. Count a child only once (unduplicated count) in each table. The total of the cells in the table should be equal to the number of regular attendees you identified as being served by the center in the reporting period.

You should count students as having witnessed an improvement in state assessment results if they scored in a proficiency category when taking the assessment during the 2011–12 school year that represented a higher level of achievement than the category they scored in when taking the assessment during the 2010–11 school year. For example, you would count students as having improved if they scored in the *basic* category in 2010–11 and improved to *proficient* when taking the 2011–12 assessment. A similar approach should be taken when identifying the number of students who witnessed a decline in performance.

Teacher Survey (Form F-4)

In the table on Form F-4 (see pages 55-56), record the results from the Learning Point Associates teacher survey. This survey should be administered at the end of the school
year associated with the reporting period. The survey asks school-day teachers to report whether regular attendees' behavior improved, did not improve, or did not need to 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 the teachers who also are serving as 21st CCLC program staff, it is preferable to survey teachers who are not. There should be one teacher survey filled out for every student identified as a regular attendee. In addition, note that students meeting the definition of a regular attendee who participated only in center-related activities during summer 2011 should not be included in the reporting of teacher survey results.

Comments (Form G)

It is understood that some grantees and centers may have circumstances that do not fit into the options that the APR provides. To obtain the best information possible on all grantees, you should include any further information pertinent to the APR on Form G (see page 57). Also, if there are any sections of the APR you were not able to complete, explain the omissions on this form. You may attach additional sheets if necessary, but try to keep your comments concise and specific.

Confirmation Page (Form H)

On this form (see page 58), certify that you have completed all of the required information for your 2012 APR. Put a checkmark next to the sections you have completed. All of the standard sections (i.e., Operations, Staffing, Activities, Feeder Schools, and Attendance) are required. Your state education agency (SEA) has selected which impact categories are required as well. You can find out what these are by contacting your SEA liaison or by logging on to the PPICS online system at **http://ppics.learningpt.org/ppics/** and seeing which buttons are available in the Centers section of the APR part of the site. Please review the associated forms to ensure that you have included all necessary information. If you have not completed any required section, give an explanation for the omission on Form G and write "See comments" next to the section title. Once you have completed and checked off all required sections, have the primary program contact for your center sign the confirmation page and send the Forms section of this document (pages 15-58) to your grantee, which may then enter the information into the online system or send the paper copy on to Learning Point Associates.

Form A: Operations

For instructions, see page 1.

_____
Grantee Name

_____
Center Name

_____
Grantee State ID Number (if applicable)

_____
State Education Agency

Was the center active during the reporting period (Y/N)?   _____

Time Period	Typical Hours Per Week
School Year	
Weekday before school	
Weekday during school hours	
Weekday after school	
Weekend	
Total for school year	
Summer	
Weekdays	
Weekday evenings	
Weekend	
Total for summer	

What was the total number of weeks the center was open during the school year?   _____

What was the total number of weeks the center was open during the summer?   _____

What was the typical number of days per week the center was open during the school year?   _____

What was the typical number of days per week the center was open during the summer?   _____

Form B: Staffing

For instructions, see page 3.

_____	_____
Grantee Name	Center Name

Type of Staff Member	School Year	
	Paid	Volunteer
School-day teachers (including former and substitute teachers)		
Center administrators and coordinators		
Youth development workers or other nonschool-day staff with a college degree or higher		
Other nonschool-day staff with some or no college		
Other nonteaching school staff (e.g., librarians, guidance counselors, aides)		
Parents		
College students		
High school students		
Other community members (e.g., business mentors, senior citizens, clergy)		
Other _____		
Totals		

Type of Staff Member	Summer	
	Paid	Volunteer
School-day teachers (including former and substitute teachers)		
Center administrators and coordinators		
Youth development workers or other nonschool-day staff with a college degree or higher		
Other nonschool-day staff with some or no college		
Other nonteaching school staff (e.g., librarians, guidance counselors, aides)		
Parents		
College students		
High school students		
Other community members (e.g., business mentors, senior citizens, clergy)		
Other _____		
Totals		

The number of paid staff regularly staffing the center
during the reporting period that were not funded
directly by the 21st CCLC grant: _____

The number of paid staff that regularly staffed the center
during the reporting period who left the program and were
replaced during the reporting period with a new staff person: _____

Form C-1: School Year Activities by Category

For instructions, see page 5.

Grantee Name

Center Name

EXAMPLE						
Activity or Service	**Typical Number of Hours Per Week**	**Typically, How Often Was This Type of Activity Provided?**				**Was This Type of Activity Provided Across the Whole School Year?**
		4–5 Times a Week	**1–3 Times a Week**	**1–3 Times a Month**	**Less Than Once a Month**	
1. Academic improvement or remediation programs	10			x		Yes

Activity or Service	**Typical Number of Hours Per Week**	**Typically, How Often Was This Type of Activity Provided?**				**Was This Type of Activity Provided Across the Whole School Year?**
		4–5 Times a Week	**1–3 Times a Week**	**1–3 Times a Month**	**Less Than Once a Month**	
Activities Targeting Student Attendees						
1. Academic enrichment learning programs						
2. Tutoring						
3. Homework help						
4. Mentoring						

Activity or Service	Typical Number of Hours Per Week	Typically, How Often Was This Type of Activity Provided?				Was This Type of Activity Provided Across the Whole School Year?
		4–5 Times a Week	1–3 Times a Week	1–3 Times a Month	Less Than Once a Month	
Activities Targeting Student Attendees						
5. Recreational activities						
6. Drug- and violence-prevention, counseling, and character-education programs						
7. Career or job training for youth						
8. Expanded library service hours						
9. Supplemental educational services						
10. Community service or service-learning programs						
11. Activities to promote youth leadership						
12. Other: _____ _____ _____						

Activity or Service	Typical Number of Hours Per Week	Typically, How Often Was This Type of Activity Provided?				Was This Type of Activity Provided Across the Whole School Year?
		4–5 Times a Week	1–3 Times a Week	1–3 Times a Month	Less Than Once a Month	
Activities Targeting Adult Family Members*						
13. Programs that promote parental involvement						
14. Programs that promote family literacy						
15. Career or job training for adults						

*Activities targeting adult family members must require ongoing and sustained participation by the adult family member in order to achieve the acquisition of knowledge or a skill meant to be imparted through participation in the service or activity. Examples of activities that conform to these requirements would include general equivalency diploma (GED) classes, classes on how to develop a resume, or a programming series on effective parenting strategies. Episodic, nonrecurring, or special events likely do not conform to these requirements. For example, an open house night for the parents of children attending the center that involves a meal and social activities would not conform to these requirements.

Form C-2: School Year Activities by Student Populations Targeted

For instructions, see page 5.

Activity or Service	Typical Number of Hours Per Week	Typically, How Often Was This Type of Activity Provided?				Was This Type of Activity Provided Across the Whole School Year?
		4–5 Times a Week	1–3 Times a Week	1–3 Times a Month	Less Than Once a Month	
Activities Targeting Specific Student Populations						
1. Students who are not performing at grade level, are failing, or otherwise are performing below average						
2. Limited-English-proficient students						
3. Students who have been truant, suspended, or expelled						
4. Students with special needs or disabilities						
5. Other: _____ _____ _____						

Form C-3: School Year Activities by Subject Area

For instructions, see page 5.

Activity or Service	Typical Number of Hours Per Week	Typically, How Often Was This Type of Activity Provided?				Was This Type of Activity Provided Across the Whole School Year?
		4–5 Times a Week	1–3 Times a Week	1–3 Times a Month	Less Than Once a Month	
Activities Addressing a Specific Subject Area						
1. Reading or literacy education activities						
2. Mathematics education activities						
3. Science education activities						
4. Arts and music education activities						
5. Entrepreneurial education programs						
6. Telecommunications and technology education programs						
7. Cultural activities or social studies						
8. Health- or nutrition-related activities						
9. Other: _____ _____						

Activity Description (Optional)

If you would like, provide a description of one of the school-year activities here. This section is optional and is not required to complete your APR.

Form C-4: Summer Activities by Category

For instructions, see page 5.

Activity or Service	Typical Number of Hours Per Week	Typically, How Often Was This Type of Activity Provided?				Was This Type of Activity Provided Across the Whole School Year?
		4–5 Times a Week	1–3 Times a Week	1–3 Times a Month	Less Than Once a Month	
Activities Targeting Student Attendees						
1. Academic enrichment learning programs						
2. Tutoring						
3. Homework Help						
4. Mentoring						
5. Recreational activities						
6. Drug- and violence-prevention, counseling, and character-education programs						
7. Career or job training for youth						
8. Expanded library service hours						
9. Supplemental educational services						

Activity or Service	Typical Number of Hours Per Week	Typically, How Often Was This Type of Activity Provided?				Was This Type of Activity Provided Across the Whole School Year?
		4–5 Times a Week	1–3 Times a Week	1–3 Times a Month	Less Than Once a Month	
Activities Targeting Student Attendees						
10. Community service or service-learning programs						
11. Activities that promote youth leadership						
12. Other: _____ _____ _____						
Activities Targeting Adult Family Members*						
13. Programs that promote parental involvement						
14. Programs that promote family literacy						
15. Career or job training for adults						

*Activities targeting adult family members must require ongoing and sustained participation by the adult family member in order to achieve the acquisition of knowledge or a skill meant to be imparted through participation in the service or activity. Examples of activities that conform to these requirements would include general equivalency diploma (GED) classes, classes on how to develop a resume, or a programming series on effective parenting strategies. Episodic, nonrecurring, or special events likely do not conform to these requirements. For example, an open house night for the parents of children attending the center that involves a meal and social activities would not conform to these requirements.

Form C-5: Summer Activities by Student Populations Targeted

For instructions, see page 5.

Activity or Service	Typical Number of Hours Per Week	Typically, How Often Was This Type of Activity Provided?				Was This Type of Activity Provided Across the Whole School Year?
		4–5 Times a Week	1–3 Times a Week	1–3 Times a Month	Less Than Once a Month	
Activities Targeting Specific Student Populations						
1. Students who are not performing at grade level, are failing, or otherwise are performing below average						
2. Limited-English-proficient students						
3. Students who have been truant, suspended, or expelled						
4. Students with special needs or disabilities						
5. Other: _____ _____ _____						

Form C-6: Summer Activities by Subject Area

For instructions, see page 5.

Activity or Service	Typical Number of Hours Per Week	Typically, How Often Was This Type of Activity Provided?				Was This Type of Activity Provided Across the Whole School Year?
		4–5 Times a Week	1–3 Times a Week	1–3 Times a Month	Less Than Once a Month	
Activities Addressing a Specific Subject Area						
1. Reading or literacy education activities						
2. Mathematics education activities						
3. Science education activities						
4. Arts and music education activities						
5. Entrepreneurial education programs						
6. Telecommunications and technology education programs						
7. Cultural activities or social studies						
8. Health- or nutrition-related activities						
9. Other: _____ _____						

Activity Description (Optional)

If you would like, provide a description of one of the summer activities here. This section is optional and is not required to complete your APR.

Form C-7: Activities Individual Form

If you have questions about what level of detail is appropriate when reporting activities information, please refer to the following example: For example, a given center has a standing activity on its calendar called Sports that runs from 4:00 to 5:00 every Tuesday and Thursday for 21 weeks and during this 21-week period different 7 weeks are spent on Baseball and 7 weeks are spent on soccer and 7 weeks are spent on Basketball, a single activity called Sports would be entered into PPICS.

Now, however, let's say that during a nine week period Baseball ran on Monday's and Wednesday from 3:00 to 4:00 and during a 12 week period Soccer ran on Tuesday's and Thursday's from 4:00 to 5:00. These should be entered as different activities given that they were scheduled differently during the course of the week and ran for different lengths during the reporting period.

If you are concerned that the application of this approach to reporting activity information as outlined here will be difficult for you to undertake or you are concerned about the number of activities you will need to report on, please contact the PPICS Help Desk at 21stcclc@contact.learningpt.org.

Activity Name: _____

Participant Type: ☐ Student Attendees

☐ Adult Family Members (for adult activities please use page)

Student Attendees

Was this activity provided during the reporting period? ☐ Yes ☐ No

Indicate whether this activity was provided in the summer or during the school year (if the activity was conducted during both the summer and school year, it should be listed twice with separate information for both time periods).

☐ School Year
☐ Summer

Activity Categories

Identify the primary category in which the activity can be classified as falling from the list below. Choose only one category.

☐ Academic enrichment learning program

☐ Tutoring

☐ Homework help

☐ Mentoring

☐ Recreational activity

☐ Career or job training for youth

☐ Drug- and violence-prevention, counseling, or character education

☐ Expanded library service hours

☐ Supplemental education services

☐ Community service or service learning

☐ Activity to promote youth leadership

☐ The activity had more than two program elements

If the activity intentionally was designed to incorporate other elements beyond the primary category identified above, please select a secondary category from the following list:

☐ Academic enrichment learning program

☐ Tutoring

☐ Homework help

☐ Mentoring

☐ Recreational activity

☐ Career or job training for youth

☐ Drug- and violence-prevention, counseling, or character education

☐ Expanded library service hours

☐ Supplemental education services

☐ Community service or service learning

☐ Activity to promote youth leadership

☐ Other: _____

Student Populations Targeted by the Activity

Indicate whether the activity specifically was designed to exclusively provide services to one or more of the following target populations. Check all that apply.

- [ ] Students who are not performing at grade level, are failing, or otherwise are performing below average
- [ ] Limited-English-proficient students
- [ ] Students who have been truant, suspended, or expelled
- [ ] Students with special needs or disabilities
- [ ] Other: _____
- [ ] None of the above

Activity Subject Areas

Identify whether an academic subject area was addressed during the provision of the activity. Check all that apply.

- [ ] Reading or literacy
- [ ] Mathematics
- [ ] Science
- [ ] Arts and music
- [ ] Entrepreneurial education
- [ ] Technology or telecommunications
- [ ] Cultural activities or social studies
- [ ] Health or nutrition
- [ ] Other: _____
- [ ] None of the above

Amount of Time Provided

Describe the total number of weeks, the typical number of days per week, and the typical number of hours per day this activity was provided.

	Total number of weeks provided
	Typical number of days provided per week
	Typical number of hours provided per day

It's also common for a given activity to be offered in multiple sessions concurrently or at multiple times to different groups of participants during the course of a week. If either of these circumstances were true for this activity, please endorse the appropriate option below (please note that completion of these fields is optional).

☐ Was this activity offered in multiple sessions that occurred concurrently on the same day serving different groups of students (e.g, there were two sessions of the activity that met from 4:00 to 5:00 p.m. on Tuesdays, with one session for students in grade 4 and a second session for students in grade 5)?

☐ Was this activity offered multiple times during the course of the typical week but to different groups of students on a given day (e.g., the activity was offered on Tuesdays to students in grade 4 and Thursdays to students in grade 5)?

Was this activity typically offered less frequently than weekly during the period it was offered (for example, was the activity provided every other Saturday or one Saturday a month)?

☐ Yes, this activity typically was offered 1–3 times a month.

☐ Yes, this activity typically was offered less than once a month.

☐ No, this activity typically was offered every week during the period it was offered.

Number of Participants

Indicate the typical number of participants (students or adults) served by this activity per day. Do not include instructors, volunteer tutors, and other staff. Only those being served should be included.

☐ Total number of students per day

Activity Description (Optional)

If you would like, include a 1,000-word description of the activity here. This section is optional and is not required to complete your APR.

_____
_____
_____
_____
_____
_____
_____
_____
_____

Adult Family Members

It is important to note that activities Targeting Adult Family Members must require ongoing and sustained participation by the adult family member in order to achieve the acquisition of knowledge or a skill that is meant to be imparted through participation in the service or activity. Examples of activities that conform to these requirements would include GED classes, classes on how to develop a resume, or a programming series on effective parenting strategies. Episodic, nonrecurring, or special events are likely not to conform to these requirements. For example, an open house night for the parents of children attending the center that involves a meal and social activities would not conform to these requirements.

Was this activity provided during the reporting period? ☐ Yes ☐ No

Indicate whether this activity was provided in the summer or during the school year (if the activity was conducted during both the summer and school year, it should be listed twice with separate information for both time periods).

☐ School Year
☐ Summer

Activity Categories

Identify the primary category in which the activity can be classified as falling from the list below. Choose only one category.

☐ Promotion of parental involvement

☐ Promotion of family literacy

☐ Career or job training for adults

☐ The activity had more than two program elements

If the activity intentionally was designed to incorporate other elements beyond the primary category identified above, please select a secondary category from the following list:

☐ Promotion of parental involvement

☐ Promotion of family literacy

☐ Career or job training for adults

☐ Other: _____

Amount of Time Provided

Describe the total number of weeks, the typical number of days per week, and the typical number of hours per day this activity was provided.

☐	Total number of weeks provided
☐	Typical number of days provided per week
☐	Typical number of hours provided per day

It's also common for a given activity to be offered in multiple sessions concurrently or at multiple times to different groups of participants during the course of a week. If either of these circumstances were true for this activity, please endorse the appropriate option below (please note that completion of these fields is optional).

☐ Was this activity offered in multiple sessions that occurred concurrently on the same day serving different groups of adult family members (e.g, there were two sessions of the activity that met from 4:00 to 5:00 p.m. on Tuesdays, with one session for adult family members of students in grade 4 and a second session for adult family members of students in grade 5)?

☐ Was this activity offered multiple times during the course of the typical week but to different groups of adult family members on a given day (e.g., the activity was offered on Tuesdays to adult family members of students in grade 4 and Thursdays to adult family members of students in grade 5)?

Was this activity offered less than weekly during the period it was offered (e.g., Was the activity provided every other Saturday or one Saturday a month)?

☐ Yes, this activity typically was offered 1–3 times a month.

☐ Yes, this activity typically was offered less than once a month.

☐ No, this activity typically was offered every week during the period it was offered.

Number of Participants

Indicate the typical number of participants (students or adults) served by this activity per day. Do not include instructors, volunteer tutors, and other staff. Only those being served should be included.

☐	Total number of adult family members per day

Activity Description (Optional)

If you would like, include a 1,000-word description of the activity here. This section is optional and is not required to complete your APR.

_____

_____

_____

Form D: Feeder Schools

For instructions, see page 10. Please add additional pages as needed.

Grantee Name	Center Name

School Year (Example)							
School Name	**Feeder School Active**		**Percentage of Center Participants**				
	Y	**N**	**1–25%**	**26–50%**	**51–75%**	**76%+**	**N/A**
Wright Elementary	X					X	

School Year							
School Name	**Feeder School Active**		**Percentage of Center Participants**				
	Y	**N**	**1–25%**	**26–50%**	**51–75%**	**76%+**	**N/A**

Summer							
School Name	**Feeder School Active**		**Percentage of Center Participants**				
	Y	**N**	**1–25%**	**26–50%**	**51–75%**	**76%+**	**N/A**

Form E: Attendance

For instructions, see page 10.

Grantee Name   Center Name

Total Participants

Indicate the number of participants (PK–12 students and adult family members age 19 and older) who attended the program during the school year only, the summer only, or both. If your center keeps an attendance list for each activity and people can attend more than one activity, count attendees only one time.

Period of Attendance	All Students Served	All Adults Served*
School year only		
Summer only		
Both summer and school year		
Total individual participants served		

*Adults only should be counted for APR reporting purposes if both of the following are true:

1. They are an adult family member age 19 years or older of a child that attended the center during the reporting period

2. They participated in activities targeting adult family members that required ongoing and sustained participation by the adult family member in order to achieve the acquisition of knowledge or a skill meant to be imparted through participation in the service or activity. Examples of activities that conform to these requirements would include GED classes, classes on how to develop a resume, or a programming series on effective parenting strategies. Episodic, nonrecurring, or special events are not likely to conform to these requirements. For example, an open house night for the parents of children attending the center that involves a meal and social activities would not conform to these requirements.

Regular Attendees

Record in the following table: (1) the total number of student attendees who attended the program fewer than 30 days during the reporting period, and (2) the number who attended 30 days or more during the reporting period. Any student who attended 30 days or more during the reporting period is a *regular attendee*.

Nature of Attendance	Number of Student Attendees
1. Attended fewer than 30 days during the reporting period	
2. Attended 30 days or more during the reporting period	
Total	

Student Characteristics—Racial/Ethnic Group

Please provide below, to the best of your ability, the number of students who fit into each of the categories given in each characteristic section. If you do not have enough information to determine what category describes a student, list that student in the *unknown* category for that section. In sections related to *Racial/Ethnic Group* and *Student Services*, you may include a duplicate count. That is, students may be counted in more than one category (e.g., a student may have mixed ethnicity or have limited English proficiency and may also be eligible for free or reduced price lunch). For students who fit more than one category, you may count them in as many categories as apply. For the grade level and gender sections, count each student only once. For students that attended summer sessions only during the reporting period, please count them in the grade they would have been enrolled in during the school year following the summer in question. You must use whole numbers for all answers.

To protect student confidentiality, a value for any student characteristic that is less than three should be rounded down to zero; for value of three or four, round it up to five.

Racial/Ethnic Group	Total Student Attendees	Regular Student Attendees
American Indian/Alaska Native		
Asian/Pacific Islander		
Black or African American		
Hispanic or Latino		
White		
For how many students attending the center do you not have racial/ethnic group data?		

Student Characteristics—Gender

Gender	Total Student Attendees	Regular Student Attendees
Male		
Female		
Data not provided		

Student Characteristics—Special Services or Programs

Special Service or Program - Limited English Proficiency	Total Student Attendees	Regular Student Attendees
Students with limited English proficiency		
Students for whom limited English proficiency status could not be determined.		

Student Characteristics—Special Services or Programs

Special Service or Program - Free or Reduced-Price Lunch	Total Student Attendees	Regular Student Attendees
Students eligible for free or reduced-price lunch		
Students for whom free or reduced-price lunch status could not be determined.		

Special Service or Program - Special Needs or Disabilities	Total Student Attendees	Regular Student Attendees
Students with special needs or disabilities		
Students for whom special needs or disabilities status could not be determined.		

Student Characteristics—Grade Level

Grade Level	Total Student Attendees	Regular Student Attendees
Prekindergarten		
Kindergarten		
First grade		
Second grade		
Third grade		
Fourth grade		
Fifth grade		
Sixth grade		
Seventh grade		
Eighth grade		
Ninth grade		
10th grade		
11th grade		
12th grade		
Unknown		

Form F: Impact Categories

For instructions, see page 11.

_____   _____
Grantee Name   Center Name

Put a checkmark beside the impact category or categories that your state education agency has chosen for this year's APR. The specific forms you need to fill out are determined by your state education agency.

Grades (see pages 8–9)

_____ Gradation Reporting (Form F-1a)

_____ Combined Reporting (Form F-1b)

State Assessment—Current Year (see pages 10)

_____ Combined Reporting (Form F-2)

State Assessment—Cross-Year Disaggregated (see pages 10–11)

_____ Gradation Reporting (Form F-3a)

_____ Combined Reporting (Form F-3b)

Teacher Survey (see page 11)

_____ (Form F-4)

To clarify, for each impact category you have marked, fill out the associated form as follows:

Grades..Form F-1a or F-1b

State Assessment—Current Year...Form F-2

State Assessment—Cross-Year (Disaggregated)....................................Form F-3a or F-3b

Teacher Survey...Form F-4

Form F-1a: Grades (Gradation)

For instructions, see pages 11.

_____

_____
Grantee Name   Center Name

Grades Data Overview

Indicate the number of regular attendees for which:	Number of Regular Attendees
You have both mathematics *and* reading/language arts grades for fall 2011 and spring 2012.	
You have *only* mathematics grades for fall 2011 and spring 2012.	
You have *only* reading/language arts grades for fall 2011 and spring 2012.	
You have *neither* mathematics *nor* reading/language arts grades for fall 2011 and spring 2012. You also should count in this category students meeting the definition of a regular attendee who participated only during the summer and therefore should not be included in grades reporting.	
Total	

Mathematics Grades

Indicate the number of regular attendees who:	Regular Attendees by Number of Days Attended		
	30–59 Days	**60–89 Days**	**90+ Days**
Increased their mathematics grade by half a grade or more.			
Decreased their mathematics grade by half a grade or more.			
Neither increased nor decreased their mathematics grade.			
Number of the above (i.e., neither increased nor decreased) that could not improve given that they had obtained highest grade possible *			
Total (Mathematics)			

*Figures reported in this row should not be counted toward the column totals.

Indicate the number of regular attendees who:	Regular Attendees by Number of Days Attended		
	30–59 Days	60–89 Days	90+ Days
Increased their reading/language arts grade by half a grade or more.			
Decreased their reading/language arts grade by half a grade or more.			
Neither increased nor decreased their reading/language arts grade.			
Number of the above (i.e., neither increased nor decreased) that could not improve given that they had obtained highest grade possible *			
Total (Reading/Language Arts)			

*Figures reported in this row should not be counted toward the column totals.

Form F-1b: Grades (Combined)

For instructions, see pages 11.

Grantee Name	Center Name

Grades Data Overview

Indicate the number of regular attendees for which:	Number of Regular Attendees
You have both mathematics *and* reading/language arts grades for fall 2011 and spring 2012.	
You have *only* mathematics grades for fall 2011 and spring 2012.	
You have *only* reading/language arts grades for fall 2011 and spring 2012.	
You have *neither* mathematics *nor* reading/language arts grades for fall 2011 and spring 2012. You also should count in this category students meeting the definition of a regular attendee who participated only during the summer and therefore should not be included in grades reporting.	
Total	

Mathematics Grades

Indicate the number of regular attendees who:	Regular Attendees
Increased their mathematics grade by half a grade or more.	
Decreased their mathematics grade by half a grade or more.	
Neither increased nor decreased their mathematics grade.	
Number of the above (i.e., neither increased nor decreased) that could not improve given that they had obtained highest grade possible *	
Total (Mathematics)	

*Figures reported in this row should not be counted toward the column totals.

Reading/Language Arts Grades

Indicate the number of regular attendees who:	Regular Attendees
Increased their reading/language arts grade by half a grade or more.	
Decreased their reading/language arts grade by half a grade or more.	
Neither increased nor decreased their reading/language arts grade.	
Number of the above (i.e., neither increased nor decreased) that could not improve given that they had obtained highest grade possible *	
Total (Reading/Language Arts)	

*Figures reported in this row should not be counted toward the column totals.

Form F-2: State Assessment–Current Year (Combined)

For instructions, see page 10.

_____

Grantee Name

_____

Center Name

State Assessment Proficiency Results—Overview

Indicate the number of regular attendees for which:	Regular Attendees
You have both mathematics *and* reading/language arts results for the state proficiency test administered during the 2011–12 school year.	
You have *only* mathematics results for the state proficiency test administered during the 2011–12 school year.	
You have *only* reading/language arts results for the state proficiency test administered during the 2011–12 school year.	
You have *neither* mathematics *nor* reading/language arts results for the state proficiency test administered during the 2011–12 school year.	
Totals	

State Assessment Proficiency Results—Mathematics Performance

Indicate the number of regular attendees who scored in the following levels on the state proficiency test administered during the reporting period (*NOTE:* Enter the proficiency levels for your state below from highest to lowest.)	Regular Attendees
Total (Mathematics)	

State Assessment Proficiency Results—Reading/Language Arts Performance

Indicate the number of regular attendees who scored in the following levels on the state proficiency test administered during the reporting period (*NOTE:* Enter the proficiency levels for your state below from highest to lowest.)	Regular Attendees
Total (Reading/Language Arts)	

Form F-3a: State Assessment—Cross-Year (Disaggregated, Gradation)

For instructions, see pages 12.

<div style="border:1px solid;"> </div>

_____   _____
Grantee Name   Center Name

State Assessment Proficiency Results—Changes in Performance Level Overview

Indicate the number of regular attendees for which:	Number of Regular Attendees
You have both mathematics *and* reading/language arts assessment results for proficiency tests administered during the 2010–11 and 2011–12 school years.	
You have *only* mathematics assessment results for proficiency tests administered during the 2010–11 and 2011–12 school years.	
You have *only* reading/language arts assessment results for proficiency tests administered during the 2010–11 and 2011–12 school years.	
You have *neither* mathematics *nor* reading/language arts assessment results for proficiency tests administered during the 2010–11 and 2011–12 school years.	
Total	

State Performance Levels

Indicate the performance levels used by your state assessment from high to low (e.g., *advanced* to *basic*), with 1 being high. If you have fewer than five categories, you can leave levels blank.

1. _____

    2. _____

    3. _____

    4. _____

    5. _____

Example
1. Advanced
2. Proficient
3. Basic
4.
5.

On the following pages, indicate the number of regular attendees that fall into each of the listed categories, separated based on students' performance on the first of the two tests. For example, if a student performed at the *proficient* level one year and moved to the *advanced* level the next,

you would indicate that a student in the *proficient* level witnessed an increase in performance between the two years.

Mathematics Proficiency Test Results—Changes in Performance Level

Indicate the number of regular attendees in each level who:	Regular Attendees by Number of Days Attended		
	30–59 Days	60–89 Days	90+ Days
Level 1 (Highest)			
Witnessed no change in performance level on the proficiency test administered during the 2011–12 school year.			
Witnessed a decrease in performance level on the proficiency test administered during the 2011–12 school year.			
Total for Level 1			
Level 2			
Witnessed an increase in performance level on the proficiency test administered during the 2011–12 school year.			
Witnessed no change in performance level on the proficiency test administered during the 2011–12 school year.			
Witnessed a decrease in performance level on the proficiency test administered during the 2011–12 school year.			
Total for Level 2			
Level 3			
Witnessed an increase in performance level on the proficiency test administered during the 2011–12 school year.			
Witnessed no change in performance level on the proficiency test administered during the 2011–12 school year.			
Witnessed a decrease in performance level on the proficiency test administered during the 2011–12 school year.			
Total for Level 3			
Level 4			
Witnessed an increase in performance level on the proficiency test administered during the 2011–12 school year.			
Witnessed no change in performance level on the proficiency test administered during the 2011–12 school year.			
Witnessed a decrease in performance level on the proficiency test administered during the 2011–12 school year.			
Total for Level 4			

Indicate the number of regular attendees in each level who:	Regular Attendees by Number of Days Attended		
	30–59 Days	60–89 Days	90+ Days
Level 5 (Lowest)			
Witnessed an increase in performance level on the proficiency test administered during the 2011–12 school year.			
Witnessed no change in performance level on the proficiency test administered during the 2011–12 school year.			
Total for Level 5			
Total (Mathematics)			

Reading/Language Arts Proficiency Test Results—Changes in Performance Level

Indicate the number of regular attendees in each level who:	Regular Attendees by Number of Days Attended		
	30–59 Days	60–89 Days	90+ Days
Level 1 (Highest)			
Witnessed no change in performance level on the proficiency test administered during the 2011–12 school year.			
Witnessed a decrease in performance level on the proficiency test administered during the 2011–12 school year.			
Total for Level 1			
Level 2			
Witnessed an increase in performance level on the proficiency test administered during the 2011–12 school year.			
Witnessed no change in performance level on the proficiency test administered during the 2011–12 school year.			
Witnessed a decrease in performance level on the proficiency test administered during the 2011–12 school year.			
Total for Level 2			
Level 3			
Witnessed an increase in performance level on the proficiency test administered during the 2011–12 school year.			
Witnessed no change in performance level on the proficiency test administered during the 2011–12 school year.			
Witnessed a decrease in performance level on the			

proficiency test administered during the 2011–12 school year.			
Total for Level 3			
Indicate the number of regular attendees in each level who:	**Regular Attendees by Number of Days Attended**		
	30–59 Days	**60–89 Days**	**90+ Days**
Level 4			
Witnessed an increase in performance level on the proficiency test administered during the 2011–12 school year.			
Witnessed no change in performance level on the proficiency test administered during the 2011–12 school year.			
Witnessed a decrease in performance level on the proficiency test administered during the 2011–12 school year.			
Total for Level 4			
Level 5 (Lowest)			
Witnessed an increase in performance level on the proficiency test administered during the 2011–12 school year.			
Witnessed no change in performance level on the proficiency test administered during the 2011–12 school year.			
Total for Level 5			
Total (Reading/Language Arts)			

One of the goals of the 21st CCLC program is to help students achieve a level of *proficient* or above on state assessments. The federal government has set three proficiency categories: *basic*, *proficient*, and *advanced*. Each state has chosen three or more proficiency categories for its own assessments. One of the state's categories matches the federal category of *proficient* while the lower categories connect to the *basic* level and the higher categories represent the *advanced* level in the federal system. If your state has two or more proficiency levels that fall below proficient, indicate the number of students that scored at least two levels below *proficient* on the previous year's assessment and have now scored *proficient* or above on the current assessment. *NOTE:* You only will need to complete the following tables if your state assessment system has two or more proficiency levels the fall below proficient.

Mathematics Proficiency Test Results—Significant Changes in Performance Level

Indicate the number of regular attendees in each level who:	**Number of Regular Attendees**
Number of regular attendees who witnessed a jump from a category two levels below	

proficient to the *p*roficient performance level or above on the proficiency test.	
Number of regular attendees that witnessed a jump from a category three levels below *proficient* to the *p*roficient performance level or above on the proficiency test.	

Reading/Language Arts Proficiency Test Results—Significant Changes in Performance Level

Indicate the number of regular attendees in each level who:	Number of Regular Attendees
Number of regular attendees who witnessed a jump from a category two levels below *proficient* to the *p*roficient performance level or above on the proficiency test.	
Number of regular attendees that witnessed a jump from a category three levels below *proficient* to the *p*roficient performance level or above on the proficiency test.	

Form F-3b: State Assessment—Cross-Year
(Disaggregated, Combined)

For instructions, see pages 12.

_____   _____
Grantee Name   Center Name

State Assessment Proficiency Results—Changes in Performance Level Overview

Indicate the number of regular attendees for which:	Number of Regular Attendees
You have both mathematics *and* reading/language arts assessment results for proficiency tests administered during the 2010–11 and 2011–12 school years.	
You have *only* mathematics assessment results for proficiency tests administered during the 2010–11 and 2011–12 school years.	
You have *only* reading/language arts assessment results for proficiency tests administered during the 2010–11 and 2011–12 school years.	
You have *neither* mathematics *nor* reading/language arts assessment results for proficiency tests administered during the 2010–11 and 2011–12school years.	
Total	

State Performance Levels

Indicate the performance levels used by your state assessment from high to low (e.g., *advanced* to *basic*), with 1 being high. If you have fewer than five categories, you can leave levels blank.

1. _____

   2. _____

   3. _____

   4. _____

   5. _____

Example
1. Advanced
2. Proficient
3. Basic
4.
5.

On the following pages, indicate the number of regular attendees that fall into each of the listed categories, separated based on students' performance on the first of the two tests. For example, if a student performed at the *proficient* level one year and moved to the *advanced* level the next,

you would indicate that a student in the *proficient* level witnessed an increase in performance between the two years.

Mathematics Proficiency Test Results—Changes in Performance Level

Indicate the number of regular attendees in each level who:	Regular Attendees
Level 1 (Highest)	
Witnessed no change in performance level on the proficiency test administered during the 2011–12 school year.	
Witnessed a decrease in performance level on the proficiency test administered during the 2011–12 school year.	
Total for Level 1	
Level 2	
Witnessed an increase in performance level on the proficiency test administered during the 2011–12 school year.	
Witnessed no change in performance level on the proficiency test administered during the 2011–12 school year.	
Witnessed a decrease in performance level on the proficiency test administered during the 2011–12 school year.	
Total for Level 2	
Level 3	
Witnessed an increase in performance level on the proficiency test administered during the 2011–12 school year.	
Witnessed no change in performance level on the proficiency test administered during the 2011–12 school year.	
Witnessed a decrease in performance level on the proficiency test administered during the 2011–12 school year.	
Total for Level 3	
Level 4	
Witnessed an increase in performance level on the proficiency test administered during the 2011–12 school year.	
Witnessed no change in performance level on the proficiency test administered during the 2011–12 school year.	
Witnessed a decrease in performance level on the proficiency test administered during the 2011–12 school year.	
Total for Level 4	

Indicate the number of regular attendees in each level who:	Regular Attendees
Level 5 (Lowest)	
Witnessed an increase in performance level on the proficiency test administered during the 2011–12 school year.	
Witnessed no change in performance level on the proficiency test administered during the 2011–12 school year.	
Total for Level 5	
Total (Mathematics)	

Reading/Language Arts Proficiency Test Results—Changes in Performance Level

Indicate the number of regular attendees in each level who:	Regular Attendees
Level 1 (Highest)	
Witnessed no change in performance level on the proficiency test administered during the 2011–12 school year.	
Witnessed a decrease in performance level on the proficiency test administered during the 2011–12 school year.	
Total for Level 1	
Level 2	
Witnessed an increase in performance level on the proficiency test administered during the 2011–12 school year.	
Witnessed no change in performance level on the proficiency test administered during the 2011–12 school year.	
Witnessed a decrease in performance level on the proficiency test administered during the 2011–12 school year.	
Total for Level 2	
Level 3	
Witnessed an increase in performance level on the proficiency test administered during the 2011–12 school year.	
Witnessed no change in performance level on the proficiency test administered during the 2011–12 school year.	
Witnessed a decrease in performance level on the proficiency test administered during the 2011–12 school year.	

	Regular Attendees
Indicate the number of regular attendees in each level who:	
Level 4	
Witnessed an increase in performance level on the proficiency test administered during the 2011–12 school year.	
Witnessed no change in performance level on the proficiency test administered during the 2011–12 school year.	
Witnessed a decrease in performance level on the proficiency test administered during the 2011–12 school year.	
Total for Level 4	
Level 5 (Lowest)	
Witnessed an increase in performance level on the proficiency test administered during the 2011–12 school year.	
Witnessed no change in performance level on the proficiency test administered during the 2011–12 school year.	
Total for Level 5	
Total (Reading/Language Arts)	

One of the goals of the 21st CCLC program is to help students achieve a level of *proficient* or above on state assessments. The federal government has set three proficiency categories: *basic, proficient,* and *advanced.* Each state has chosen three or more proficiency categories for its own assessments. One of the state's categories matches the federal category of *proficient* while the lower categories connect to the *basic* level and the higher categories represent the *advanced* level in the federal system. If your state has two or more proficiency levels that fall below proficient, indicate the number of students that scored at least two levels below *proficient* on the previous year's assessment and have now scored *proficient* or above on the current assessment. *NOTE:* You only will need to complete the following tables if your state assessment system has two or more proficiency levels the fall below proficient.

Mathematics Proficiency Test Results—Significant Changes in Performance Level

Indicate the number of regular attendees in each level who:	Number of Regular Attendees
Number of regular attendees who witnessed a jump from a category two levels below *proficient* to the *p*roficient performance level or above on the proficiency test.	
Number of regular attendees that witnessed a jump from a category three levels below	

proficient to the *p*roficient performance level or above on the proficiency test.	

Reading/Language Arts Proficiency Test Results—Significant Changes in Performance Level

Indicate the number of regular attendees in each level who:	Number of Regular Attendees
Number of regular attendees who witnessed a jump from a category two levels below *proficient* to the *p*roficient performance level or above on the proficiency test.	
Number of regular attendees that witnessed a jump from a category three levels below *proficient* to the *p*roficient performance level or above on the proficiency test.	

Form F-4: Teacher Survey

For instructions, see pages 13.

[   ]
_____   _____
Grantee Name   Center Name

In the following table, record the results from the Learning Point Associates teacher survey. This survey is administered at the end of the year. The survey asks school-day teachers to report whether regular attendees' behavior improved or did not improve in certain areas. If a student did not need to improve in a particular area, include that student only in the Did Not Need to Improve column.

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 the teachers who also are serving as 21st CCLC program staff, it is preferable to survey teachers who are not. There should be one teacher survey filled out for every student identified as a regular attendee. In addition, note that students meeting the definition of a regular attendee who participated only in center-related activities during summer 2011 should not be included in the reporting of teacher survey results.

The number of surveys given out should be equal to or less than the number regular attendees you identified as being served by this center in the reporting period on Form E. If your state requires gradation information, print out Form F-4 for each of the three time period ranges per student and check the appropriate box at the top of each survey for the range of time it is addressing.

Survey

☐ 30–59 Days ☐ 60–89 Days ☐ 90+ Days ☐ Combined

1.1 Total number of surveys given out: _____   1.2 Total number of surveys completed: _____

| Changes in 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
Turning in homework on time								
Completing homework to your satisfaction								
Participating in class								
Volunteering (e.g., extra credit, more responsibilities)								
Attending class regularly								
Being attentive in class								
Behaving well in class								
Performing academically								
Coming to school motivated to learn								
Getting along well with other students								

Form G: Comments

For instructions, see page 14.

Grantee Name	Center Name

Provide any additional information you believe to be pertinent to this APR. If you are not able to complete any sections of the APR for any reason, include an explanation for the omissions here. Be sure to state the name of each incomplete section or specific questions to which you are referring. Attach additional sheets as needed.

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Form H: Confirmation Page

For instructions, see page 14.

_____
Grantee Name

_____
Grantee State ID Number (if applicable)

_____
State Education Agency

_____
Center Name

_____
Center Address

_____
Center City, State ZIP

Indicate which APR forms you have completed. The forms for Operations, Staffing, Activities, Feeder Schools, and Attendance are required of all centers. Your state education agency has selected which impact categories are required. Please review the associated forms to ensure that you have included all necessary information. If you have not completed any required section, give an explanation for the omission on Form G (Comments) and write "See comments" next to the section title below:

Standard Categories

_____ Operations (Form A)

_____ Staffing (Form B)

_____ Activities (Form C)

_____ Feeder Schools (Form D)

_____ Attendance (Form E)

_____ Impact Categories (Form F)

_____ Grades (Form F-1)

_____ State Assessment—Current Year (Form F-2)

_____ State Assessment—Cross-Year Disaggregated (Form F-3)

_____ Teacher Survey (Form F-4)

I hereby state that all the information I have provided is complete and accurate to the best of my knowledge.

_____
Signature