Using PPICS for Data Collection: Federal Reporting Requirements

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Agenda

- Introduction
- Reporting Milestones
  - June 28
  - July 31
  - August 30
  - October 31
- Conclusion
A Quick Note: LPA ⇔ AIR

Education
Bringing research to the classroom to help improve learning and teaching
Read more about AIR’s Education work >>

Good Behavior Game
The Good Behavior Game (GBG) is a team-based classroom behavior management strategy that helps young children master the role of student while developing the discipline needed to sit still, pay attention and complete their school work. AIR works with school districts and communities on all aspects of GBG implementation. Read More >

New Website Allows Consumers to Evaluate the Performance of U.S. Four-Year Colleges
A joint project between AIR and Matrix Knowledge Group, CollegeMeasures.org is an interactive website that creates options for evaluating the performance of four-year public and private colleges and universities in the United States. The site is designed to provide information to help officials improve outcomes and performance at higher
First Things First: What is PPICS?

“PPICS” stands for **Profile and Performance Information Collection System**

**Profile**
- PPICS asks you to submit “Grantee Profile” information—basic information about your grant and centers.

**Performance Information**
- PPICS asks you to submit program data for each year your grant was in operation. “Annual Performance Reports” (or APRs) are collected every year.
First Things First: What is PPICS?

Think about PPICS in terms of two main “modules”:

- The Grantee Profile (keep up to date!)
- The APR (fill one out each year!)

To fulfill your reporting requirements, you will need to complete BOTH the Grantee Profile AND the APR.

An APR must be completed each year your grant is active.
First Things First: Why Am I Being Asked to Report in PPICS?

There are two big reasons PPICS is necessary:

- **Reason 1**
  - Move from federal to state administration

- **Reason 2**
  - Report on GPRA indicators
A few tips before we get into reporting details:

- A big part of program effectiveness is the ability to continually improve—it *doesn’t* mean absolute, complete, total, immediate success.
- We’re not looking for data that show a startlingly rosy picture—that’s unrealistic.
- We need *accurate* data.
- Accurate data enable quality critical analysis—analysis that highlights program strengths and reveals areas where the program can be improved.
- With accurate, complete data, ED can make a strong case for the continuation of the program, and provide *you* with the tools you need to succeed.
How Grantees Gain Access to PPICS

1. State staff need to complete a delegation form online (in PPICS), and submit the form to LPA. If you are a new grantee, make sure your state coordinator has completed this step.

2. Upon submission of the delegation form, LPA automatically sends an e-mail containing username and password information to the grantee contact (specified by the state).

3. The person specified as the grantee contact, upon receiving the e-mail, will then be able to log in to PPICS as a grantee user.
First Things First: What is PPICS?

Welcome to the 21st Century Community Learning Centers (CCLC) Profile and Performance Information Collection System! The purpose of this system is to collect basic information from 21st CCLC grantees about yourself, the characteristics associated with your program and the outcomes you were able to achieve as a result of providing services to students and adult family members attending your program.

Getting Started

In order to begin the process of entering your data into the Profile and Performance Information Collection System, click on one of the tabs at the top of the page, or click the Instructions link for more information. You are also strongly encouraged to download and thoroughly read the Grantee Profile User Guide (Adobe® Reader® PDF, 1MB). This document provides important information on the information you will need to complete your Grantee Profile. (Note: A new APR User Guide is currently in development and will be posted here when completed.)

System Instructions and Supports

- Instructions
- I want to change my password or e-mail address
- Technical Support, Troubleshooting, and Contact List

User Guides and Forms
Illinois Reporting Milestones

- **June 28**: Grantee Profile, APR Operations, APR Staffing, and APR Feeder Schools

- **July 31**: APR Attendance, APR Activities, APR Teacher Surveys

- **August 30**: APR Grades, APR Partners

- **October 31**: APR State Assessments (current year only), APR Objectives
Milestone 1: June 28

- Grantee Profile
- APR Operations
- APR Staffing
- APR Feeder Schools
The Grantee Profile
PPICS: The Grantee Profile

Grantee Profile Main Page

Grantee Profile Instructions

Grantee: Demo Grantee 1

Click any of the blue, uncheckmarked buttons below to enter information. Once a section has been successfully completed with all the required information, a gray, checkmarked button will replace the blue button. You can click the gray checkmarked buttons to edit a section's information.

Grantee Name

Grantee Profile sections
A profile needs to be completed for each 21st CCLC grant received by a grantee. If you receive a new grant, you must begin a new PPICS record.

To complete the Grantee Profile, complete all four Grantee Profile sections:
- Basic Info
- Objectives
- Partners
- Centers (Center Info, Prior Info, Feeder Schools)
PPICS: The Grantee Profile
Basic Info

Grantee Profile
Demo Grantee 1
Basic Information

Return to Grantee Profile Main Page

* = Required Field

Enter Information for Demo Grantee 1

Please provide the following information about your organization. If some fields have been completed for you by a program officer from your state department of education, please verify that the information provided is correct and make any modifications that may be needed. All information is required unless otherwise noted. To save the information you have added or updated, click on the Save My Information button.

* Grantee Name: Demo Grantee 1
State/Contract ID #: 

*Which option best describes your organization?:

*Award Date: April 2007

*Length of Grant: 5 years

*Year 1 Award Amount:
*Year 2 Award Amount:
*Year 3 Award Amount:
PPICS: The Grantee Profile
Basic Info

*Year 5 Award Amount: _______________________

*Name of Contact Person: _______________________

*Street Address: _______________________

*City: _______________________

*ZIP Code: ________ - ________

*Phone: _______________________

Fax (optional): _______________________

*Contact's E-mail: _______________________

*Please provide a two- to three-sentence description of your project. Please include in your description any significant changes in circumstances, achievements, or barriers this project has encountered.

If your organization has a Web site, please list the address. (Optional)

*Please indicate if any of the following sources of funding are being utilized in conjunction with 21st CCLC funds to provide services to students and/or adult family members attending the 21st CCLC program. (Please check all that apply.)

- [ ] Title I funds
- [ ] Supplemental Education Services funds
- [ ] Upward Bound funds
- [ ] Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) funds
- [ ] Even Start funds
PPICS: The Grantee Profile
Basic Info

If your organization has a Web site, please list the address. (Optional)

*Please indicate if any of the following sources of funding are being utilized in conjunction with 21st CCLC funds to provide services to students and/or adult family members attending the 21st CCLC program. (Please check all that apply.)

- [ ] Title 1 funds
- [ ] Supplemental Education Services funds
- [ ] Upward Bound funds
- [ ] Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) funds
- [ ] Even Start funds
- [ ] School Dropout Prevention Program funds
- [ ] Safe and Drug-Free Schools funds
- [ ] Safe Schools/Healthy Students Discretionary Grant funds
- [ ] Early Reading First funds
- [ ] Migrant Education Program funds
- [ ] Carol M. White Physical Education Program funds
- [ ] Mentoring Grants funds
- [ ] Other Federal Sources of Funding
- [ ] Other State Sources of Funding
- [ ] Funding from the Local School District(s)
- [ ] Foundation Funding
- [ ] Other

[ ] None of the above

[Save My Information]
PPICS: The Grantee Profile
Basic Info

You have successfully updated the Demo Grantee 1 Grantee record.

Grantee Profile Instructions

Grantee: Demo Grantee 1

Click any of the blue, uncheckmarked buttons below to enter information. Once a section has been successfully completed with all the required information, a gray, checkmarked button will replace the blue button. You can click the gray checkmarked buttons to edit a section's information.
PPICS: The Grantee Profile

Objectives

Grantee Profile
Demo Grantee 1
Objectives

You have successfully added a new Objective named Demo Objective 1.

Return to Grantee Profile Main Page
Objectives Instructions

Add a New Objective:
Objective Description: [Field]
Add

Existing Objectives:

Click the Classify Objective button below to enter information. Once this has been successfully completed with all the required information, a gray, checkmarked button will replace the blue button. You can click the gray checkmarked buttons to edit a section’s information.

Active Objectives

Demo Objective 1

Classify Objective
Remove

There are no inactive Objectives for Demo Grantee 1.
PPICS: The Grantee Profile

Objectives

Grantee Profile
Demo Grantee 1
Objectives: Demo Objective 1
Classify Objectives

Return to Objectives Main Page

* = Required Field

Please check those boxes that classify the objective. If the objective does not fall into any of these categories, please fill in the Other field. When you have completed the process of endorsing the most relevant checkbox(es), please click on the Save My Information button.

If you are editing the description of this objective, please include an explanation of why these changes are being made.

If this objective is no longer relevant to the program, you can change the status of the objective to inactive by clicking off the Is this Objective Active? checkbox.

☑ Is this Objective active?

* Objective Description:  Demo Objective 1

If the description of this objective had been updated or modified, please provide an explanation as to why these changes were made:

* Objective Classification
(Check all that apply.):
- Improve Student Achievement
- Increase Student Retention
You have successfully updated the Demo Partner 1 Partner record.

Add a new Partner:

Partner Name: [Input field] Add

☐ There are no partners associated with this grant.

Existing Partners:

Click on the Partner Info button below to enter information. Once this has been successfully completed with all the required information, a gray, checkmarked button will replace the blue button. You can click the gray checkmarked buttons to edit any section's information. To delete a record, click the Remove button.

Active Partners

<table>
<thead>
<tr>
<th>Partner Name</th>
<th>Partner Info</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demo Partner 1</td>
<td></td>
</tr>
<tr>
<td>Demo Partner 2</td>
<td></td>
</tr>
<tr>
<td>Demo Partner 3</td>
<td></td>
</tr>
</tbody>
</table>
PPICS: The Grantee Profile Centers

Add a New Center:

Pick a school from this list:

Step 1: Pick a District:
Step 2: Pick a School:
Add

-- or --

Centers That Are Not Schools—or—Schools That Are Not In The Dropdown List

Center Name: Add

Existing Centers:

Click either the Center Info, Prior Info, or Feeder Schools buttons below to enter information. Once a section has been successfully completed with all the required information, a gray, checkmarked button will replace the blue button. You can click the gray checkmarked buttons to edit a section's information. To delete a record, click the Remove button.

Active Centers

<table>
<thead>
<tr>
<th>Demo Center 1</th>
<th>Delegated this center.</th>
<th>Center Info</th>
<th>Prior Info</th>
<th>Feeder Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demo Center 2</td>
<td>Delegated this center.</td>
<td>Center Info</td>
<td>Prior Info</td>
<td>Feeder Schools</td>
</tr>
</tbody>
</table>

There are no inactive Centers for Demo Grantee 1.
PPICS: The Grantee Profile

Grantee Profile Main Page

Grantee Profile Instructions

Grantee: Demo Grantee 1

Click any of the blue, uncheckmarked buttons below to enter information. Once a section has been successfully completed with all the required information, a gray, checkmarked button will replace the blue button. You can click the gray checkmarked buttons to edit a section's information.

Demo Grantee 1 Basic Info Objectives Partners Centers
PPICS: The APR

The Annual Progress Report
The APR is an annual report—it is a report of what your program did during the past year.

A single APR covers the preceding year’s summer, the preceding year’s fall, and this year’s spring term.
APR: Overview

- An APR needs to be completed for each 21st CCLC grant active *during the reporting period*.
- The APR asks for the elements that characterized program operation *during the reporting period* and outcomes obtained.
- The APR has up to three main sections:
  - Objectives
  - Centers (Made up of at least six sub-sections)
  - Partners
APR: The Three Main Sections

Annual Performance Report (APR) Main Page

APR Instructions

Demo Grantee

Click any of the blue, uncheckmarked buttons below to enter information. Once a section has been successfully completed with all the required information, a gray, checkmarked button will replace the blue button. You can click the gray checkmarked buttons to edit a section's information. You can delegate the responsibility of completing the APR Center section to a center by going to the APR Centers section. You can do this by clicking on the Centers button.

APR Due Date: / / /

☐ I want to certify the APR data for my centers.
PPICS: The APR Centers

APR
WA Test Grantee
Centers

Back to APR Main Page

21st CCLC Centers Associated With This Grant

A center supported with 21st CCLC funds is considered to be the physical location where grant-funded services and activities are provided to participating students and adults. A center is characterized by defined hours of operation, dedicated staff that plan, facilitate, and supervise program activities; and an administrative structure, which may include a position akin to a center coordinator. Outlined below are the 21st CCLC centers identified as being funded by this grant as a result of completion of the Grantee Profile data-entry process.

Please add any centers funded by this grant that were active during the reporting period which are not identified in the table.

Other items to take into consideration when reporting APR data for centers:

Click any of the blue, unchecked buttons below to enter information. Once a section has been successfully completed with all the required information, a gray, checked button will replace the blue button. You can click the gray checkmarked buttons to edit a section's information.

Centers that have to submit APR data:

ABERDEEN ELEMENTARY SCHOOL

Operations  Staffing  Attendance  Feeder Schools
Activities  Grades  State Assessment Current Year
Teacher Survey
APR: Centers

Centers that have to submit APR data:
ABERDEEN ELEMENTARY SCHOOL

- Operations
- Staffing
- Attendance
- Feeder Schools

- Activities
- Grades
- State Assessment Current Year
- Teacher Survey
APR: Operations

Back to APR Centers page

Operational Information

Please provide the following information about the center's operations during the reporting period. To save the information you have added or updated, click on the Save My Information button at the bottom of the page.

Was active during the reporting period? (By clicking "No" you'll be returned to the list of centers, and this center will appear under the heading, "Centers that do not have to submit APR"). If you have any questions about whether data should be reported for this center or not based on operations during the reporting period, please click on the Additional information on what constitutes being active during the reporting period link outlined below.

Additional information on what constitutes being active during the reporting period.

- Yes
- No

Hours of Operation
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.
## APR: Operations

### School Year

<table>
<thead>
<tr>
<th></th>
<th>Typical Hours Per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekday before school</td>
<td></td>
</tr>
<tr>
<td>Weekday during school hours*</td>
<td></td>
</tr>
<tr>
<td>Weekday after school</td>
<td></td>
</tr>
<tr>
<td>Weekend</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>0</strong></td>
</tr>
</tbody>
</table>

### Summer

<table>
<thead>
<tr>
<th></th>
<th>Typical Hours Per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekday</td>
<td></td>
</tr>
<tr>
<td>Weekday Evenings</td>
<td></td>
</tr>
<tr>
<td>Weekend</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>0</strong></td>
</tr>
</tbody>
</table>
APR: Operations

**Weeks and Days of Operation**
Complete the following questions by identifying the total number of weeks and days the center was open.

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?

Add Comments

Save My Information

If you have any comments you would like to make about the interpretability of the instructions on this page or about the feasibility of obtaining or reporting the data requested in this section, please click on the following link entitled *Comments for Learning Point Associates*.

Comments for Learning Point Associates
Further guidance on classifying staff

To save the information you have added or updated, click on the Save My Information button at the bottom of the page.

<table>
<thead>
<tr>
<th>Type of Staff Member</th>
<th>School Year</th>
<th></th>
<th></th>
<th>Summer</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School-day teachers (include former and substitute teachers)</td>
<td>Paid</td>
<td>Volunteer</td>
<td></td>
<td>Paid</td>
<td>Volunteer</td>
<td></td>
</tr>
<tr>
<td>Center administrators and coordinators</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Youth development workers and other nonschool-day staff with a college degree or higher</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other nonteaching school-day staff (e.g., librarians, guidance counselors, aides)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High school students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other community members (e.g., business mentors, senior citizens, clergy)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other nonschool-day staff with some or no college</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Totals:
APR: Staffing

<table>
<thead>
<tr>
<th>Other community members (e.g., business mentors, senior citizens, clergy)</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Other nonschool-day staff with some or no college</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Totals:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please enter 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.

Please enter 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 member.

Add Comments

Save My Information

If you have any comments you would like to make about the interpretability of the instructions on this page or about the feasibility of obtaining or reporting the data requested in this section, please click on the following link entitled Comments for Learning Point Associates.

Comments for Learning Point Associates
APR: Staffing - Tips

- Only report on staff who regularly staffed the program.
- At the bottom of the page you will be asked to report:
  - The number of staff funded by non-21st CCLC funds
  - The number of staff who left the program and were replaced by new staff
## APR: Feeder Schools

**Feeder Schools for which APR data should be submitted:**

<table>
<thead>
<tr>
<th>School Name</th>
<th>Feeder School active</th>
<th>Percentage of Center Participants</th>
<th>Summer Percentage of Center Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td>1-25%</td>
</tr>
<tr>
<td></td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

**Add Comments**

**Save My Information**

**Feeder Schools for which APR data does not need to be submitted:**

If you have any comments you would like to make about the interpretability of the instructions on this page or about the feasibility of obtaining or reporting the data requested in this section, please click on the following link entitled [Comments for Learning Point Associates](#).

[Comments for Learning Point Associates](#)
Milestone 2: July 31

- APR Attendance
- APR Activities
- APR Teacher Surveys
APR: Centers
**Total Participants**

Please indicate below the number of participants (Pre K-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, please count attendees only one time.

<table>
<thead>
<tr>
<th></th>
<th>All Students Served</th>
<th>All Adults Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>Both Summer and School Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Year Only</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer Only</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Individual Participants Served</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Regular Attendees

In the table below, please record (a) the total number of student attendees who attended the program fewer than 30 days during the reporting period and (b) the number who attended 30 or more days during the reporting period. Any student who attended 30 days or more during the reporting period is a "regular attendee."

<table>
<thead>
<tr>
<th>Please Indicate the Total Number Who:</th>
<th>Number of Student Attendees</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Attended fewer than 30 days during the reporting period</td>
<td>[ ]</td>
</tr>
<tr>
<td>b) Attended 30 days or more during the reporting period</td>
<td>[ ]</td>
</tr>
<tr>
<td>Total:</td>
<td>[ ]</td>
</tr>
</tbody>
</table>
# APR: Attendance

## By Racial/Ethnic Group (Duplicates Allowed)

<table>
<thead>
<tr>
<th>Please Indicate the Total Number of:</th>
<th>Total Student Attendees</th>
<th>Regular Student Attendees</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/Alaska Native</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black or African American</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**How many students attending the center do you not have racial/ethnic group data for?**

|                          |                         |                           |
In addition to the “Racial/Ethnic Group Data section, there are several other “Student Characteristic” sections on the Attendance page:

- Gender
- Limited English Proficiency
- Free or Reduced Price Lunch Eligibility
- Special Needs or Disabilities
- Grade Level
Add a new activity

Activity Name:

Participant Type:
- Student Attendee
- Adult Family Members

Add

Activities For Which APR Data Needs To Be Reported

Example SY Activity for Students

Activities For Which APR Data Does Not Need To Be Reported

Continue
Activities Information:

The purpose of this page is to collect data about (1) the category the activity can be classified as falling within and if relevant, the academic subject area(s) and student populations targeted by the activity; (2) the amount of time dedicated to providing the activity; and (3) the extent to which individuals participated in the activity during the reporting period.

Activity Name: **Example SY Activity for**

*Was **Example SY Activity for Students** an activity that was provided during the reporting period? (By clicking "No" you'll be returned to the list of activities, and this activity will appear under the heading, "Activities For Which APR Data Does Not Need To Be Submitted")

- ☐ Yes
- ☐ No

*Please 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
# PPICS: Activities

## Activity Categories

Please identify the primary category the activity can be classified as falling within from the list below. Please choose only one category.

**Activity Targeted Youth**

- Academic Enrichment Learning Program
- Tutoring
- Homework Help
- Mentoring
- Recreational Activity
- Career/Job Training for Youth
- Drug/Substance Abuse Prevention
- Violence Prevention
- Counseling or Character Education
- Expanded Library Service Hours
- Supplemental Education Services
- Community Service/Service Learning
- Activity to Promote Youth Leadership
- Other

If the activity was intentionally designed to incorporate other elements beyond the primary category identified above, please select a second category from the following dropdown menu.
Student Populations Targeted by the Activity

Please indicate if the activity was specifically designed to exclusively provide services to one or more of the following target populations. Please check all that apply.

*Activity Targeted Specific Student Populations

☐ Students 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
PPICS: Activities

Activity Subject Area(s)

Please identify if an academic subject area was addressed during provision of the activity. Please check all that apply.

*Activity Addressed Specific Subject Areas

☐ Reading/literacy
☐ Mathematics
☐ Science
☐ Arts and music
☐ Entrepreneurial education
☐ Technology/telecommunications
☐ Cultural activities/social studies
☐ Health/nutrition
☐ Other
☐ None of the above
PPICS: Activities

Amount of Time Provided

Please describe the total number of weeks, the typical number of days per week, and the typical number of hours per day that 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 was typically offered 1-3 times a month.
- [ ] Yes, this activity was typically offered less than once a month.
- [ ] No, this activity was typically offered every week during the period it was offered.
PPICS: Activities

Number of Participants

Please indicate the number of participants served by this activity per day. Do not include instructors, volunteer tutors, etc. Only those being served should be included.

Typical Number of Students per Day

Activity Description (Optional)

If you would like, you may include a 1000-word description of the activity here. This section is optional, and is not required to complete your APR.

1000 characters left

Add Comments

Save My Information

If you have any comments you would like to make about the interpretability of the instructions on this page or about the feasibility of obtaining or reporting the data requested in this section, please click on the following link entitled Comments for Learning Point Associates.

Comments for Learning Point Associates
APR: Activities

- The activities section is one of the most comprehensive—it *will* take some time!
- Don’t stop entering activities data simply because the system indicates ‘complete’—ensure that the data are an accurate reflection of your program.
- Truly complete activities data will provide you with much more complete, more useful *reports*.
APR: Teacher Survey

Teacher Survey Information

In the table below, record the results from the Learning Point Associates teacher survey. This survey is administered at the end of the year. This survey should be administered at the end of the school year associated with the reporting period (for additional information about the process of administering the teacher survey, please access and review the Teacher Survey Guide). The survey asks school-day teachers to report whether regular attendees’ behavior improved or did not improve in certain areas.

A survey should be completed for each student you have identified as a regular attendee (attended the center 30 days or more). For each regular attendee, 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.
APR: Teacher Survey

- For elementary school students, the teacher should be the regular classroom teacher.
- For middle and high school students, a mathematics or English teacher should be surveyed.

Although you may include in your sample teachers who are also serving as 21st CCLC program staff, it is preferable to survey teachers who are not also program staff. There should be one teacher survey filled out for every student identified as a regular attendee.

In addition, please note that students meeting the definition of a regular attendee that participated only in center-related activities during the summer of 2007 should NOT be included in the reporting of teacher survey results.

In order to complete this module, you need to complete the Attendance module because the number of surveys given out should be equal to or less than the number of regular attendees you will identify as being served by this center in the reporting period.

Total number of surveys given out: 64
Total number of surveys completed: 58

Your state has also requested that you report teacher survey results separately for the following sub-groups of regular attendees:

1. Students that attended the center between 30 and 59 days
2. Students that attended the center between 60 and 89 days
3. Students that attended the center 90 or more days

Select one of these groups to report on by selecting one of the options from the following dropdown menu and clicking on the Enter Attendance by Information Range button.
APR: Teacher Survey

Total number of surveys given out: 64
Total number of surveys completed: 58

Your state has also requested that you report teacher survey results separately for the following sub-groups of regular attendees:

1. Students that attended the center between 30 and 59 days
2. Students that attended the center between 60 and 89 days
3. Students that attended the center 90 or more days

Select one of these groups to report on by selecting one of the options from the following dropdown menu and clicking on the Enter Attendance by Information Range button.

Please select a day range
Please select a day range

If the number of surveys completed is less than the number of surveys given out, you are prompted to enter a comment for further explanation why data are missing by clicking on the Add Comments button.

Add Comments
Teacher Survey Information

Regular Attendees Participating 30 to 59 Days

The purpose of this page is collect results obtained from the teacher survey for those regular attendees that participated 30 to 59 days during the reporting period.

Again, please note that students meeting the definition of a regular attendee that participated only in center-related activities during the summer of 2006 should NOT be included in the reporting of teacher survey results.

Please also note that no row in the below table should sum to more than 2, the number of completed teacher surveys reported for this center.
APR: Teacher Survey

Do you have any completed surveys for regular attendees that participated between 30 and 59 Days during the reporting period?
- Yes
- No

<table>
<thead>
<tr>
<th>Behaviors on Which Teachers Reported:</th>
<th>Number of Regular Attendees Participating between 30 and 59 Days During the Reporting Period</th>
<th>Acceptable Level of Functioning Not Demonstrated in Early School Year – Improvement Warranted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Changed behavior in terms of turning in homework on time</td>
<td>Did Not Need to Improve</td>
<td>Significant Improvement</td>
</tr>
<tr>
<td>Changed behavior in terms of completing homework to your satisfaction</td>
<td>Did Not Need to Improve</td>
<td>Significant Improvement</td>
</tr>
<tr>
<td>Changed behavior in terms of participating in class</td>
<td>Did Not Need to Improve</td>
<td>Significant Improvement</td>
</tr>
<tr>
<td>Changed behavior in terms of volunteering (e.g. for extra</td>
<td>Did Not Need to Improve</td>
<td>Significant Improvement</td>
</tr>
</tbody>
</table>
# APR: Teacher Survey

<table>
<thead>
<tr>
<th>behavior in terms of behaving in class</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Changed behavior in terms of academic performance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Changed behavior in terms of coming to school motivated to learn</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Changed behavior in terms of getting along well with other students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

If you have any comments you would like to make about the interpretability of the instructions on this page or about the feasibility of obtaining or reporting the data requested in this section, please click on the following link entitled [Comments for Learning Point Associates](#).

[Add Comments]

[Save My Information]

[Comments for Learning Point Associates]
Complete all three of the APR Teacher Survey sections—for students attending 30-59 days, 60-89 days, and 90+ days.

When filling out Teacher Survey data, each line should contain un-reduplicated counts. Each student is counted once per line.

If a teacher did not score a particular behavior for a student, it’s okay for the sum total of that line to be less than the total number of surveys returned.
APR: Teacher Survey

- Only report teacher survey data for regular attendees
- One and only one survey for each regular attendee
- Avoid asking teachers staffing the program to complete teacher surveys (potential conflict of interest)
- For secondary students, mathematics or reading/language arts teacher should be surveyed
Milestone 3: August 30

- APR Partners
- APR Grades
Milestone 3: August 30

Demo Grantee

Centers that have to submit APR data:

ABERDEEN ELEMENTARY SCHOOL

Operations  Staffing  Attendance  Feeder Schools
Activities  Grades  State Assessment  Teacher
            Current Year  Survey

www.learningpt.org
APR: Partners

Annual Performance Report (APR) Main Page

APR Instructions

Demo Grantee 1

Click any of the blue, uncheckmarked buttons below to enter information. Once a section has been successfully completed with all the required information, a gray, checkmarked button will replace the blue button. You can click the gray checkmarked buttons to edit a section’s information. You can delegate the responsibility of completing the APR Center section to a center by going to the APR Centers section. You can do this by clicking on the Centers button.

APR Due Date: / / 

Demo Grantee 1

Objectives Centers Partners

☐ I want to certify the APR data for my centers.
Partners

Back to APR Main Page

Community Partners and Subcontractors

Outlined below are the organizations your grantee has identified as being program partners or Subcontractors (e.g., churches, YMCA, local businesses, universities, libraries, museums) when completing their Grantee Profile. If grantees in your state have not been asked to complete a Grantee Profile, then all partners associated with this grantee will need to be added to the table below.

Click on the APR Info button below to enter information. Once this has been successfully completed with all the required information, a gray, checkmarked button will replace the blue button. You can click the gray checkmarked buttons to edit a section's information.

Please add any organizations that served as partners or subcontractors during the reporting period that are not identified in the table.

Partners for which APR data should be submitted:

Aberdeen Chamber of Commerce
APR: Partners

Aberdeen School District
Partners
Aberdeen Chamber of Commerce

Return to APR Partners List

APR Info:

Was Aberdeen Chamber of Commerce active during the reporting period? (By clicking "no" you'll be returned to the list of centers, and this center will appear under the heading, Partners for which APR data do not need to be submitted)
- Yes
- No

Did Aberdeen Chamber of Commerce serve as a subcontractor during the reporting period?
- Yes
- No

Estimated monetary value of contributions made by the partner during the reporting period: $
Estimated monetary value of contributions made by the partner during the reporting period: $ 

Estimated monetary value of the subcontract held by the partner during the reporting period: $ 

Please indicate how Aberdeen Chamber of Commerce contributed to the project during the reporting period:

- Programming or activity-related services
- Goods or materials
- Volunteer staffing
- Paid staffing
- Evaluation services
- Funding or raised funds
- Other:

Add Comments

Save My Information

If you have any comments you would like to make about the interpretability of the instructions on this page or about the feasibility of obtaining or reporting the data requested in this section, please click on the following link entitled Comments for Learning Point Associates.

Comments for Learning Point Associates
APR: Grades

Remember: Grades should be reported only for REGULAR ATTENDEES, those students attending 30 days or more during the reporting period.
APR: Grades

<table>
<thead>
<tr>
<th># of Regular Attendees</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. You have both math AND reading scores grades for the fall of 2007 and spring 2008.</td>
</tr>
<tr>
<td>2. You have ONLY math grades for fall 2007 and spring 2008.</td>
</tr>
<tr>
<td>3. You have ONLY reading scores grades for fall 2007 and spring 2008.</td>
</tr>
<tr>
<td>4. You have NEITHER math NOR reading scores grades for fall 2007 and the spring of 2008. 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.</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

Regular Attendees

b) Attended 30 days or more during the reporting period
APR: Grades

Math Grades

<table>
<thead>
<tr>
<th>Please Indicate the Number of Regular Attendees Who:</th>
<th>Regular Attendees by Number of Days Attended</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased their math grade by half a grade or more.</td>
<td>30 – 59 Days</td>
</tr>
<tr>
<td>Decreased their math grade by half a grade or more.</td>
<td></td>
</tr>
<tr>
<td>Neither increased nor decreased their math grade.</td>
<td></td>
</tr>
<tr>
<td>≠ of the above (i.e., neither increased nor decreased) that could not improve given that they had obtained the highest grade possible.*</td>
<td></td>
</tr>
</tbody>
</table>

Total (Math)

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

= sum of the total number of regular attendees for whom you had:
  'both math and reading' scores
  'math only' scores
Milestone 4: October 31

- APR Objectives
- APR State Assessment Results
- Everything else
Milestone 3: October 31
APR: Objectives

Program Objectives:

Outlined below are the program objectives that your grantee identified when completing their Grantee Profile. If grantees in your state have not been asked to complete a Grantee Profile, then objectives for this grantee will need to be added to the table. In the "Status of Objective" column, please select the option that best describes the status of this objective at the end of the reporting period.

If there were program objectives that were associated with the activities a grantee undertook during the reporting period that are not listed below, please add that objective to the table.

If there were program objectives that were not associated with the reporting period but are listed in the table below, you can remove them from this year's APR by selecting the Objective Not Associated with the Reporting Period option from the Status of Objective dropdown menu. Once you save the information and return to the page the Objective in question will appear under the heading Objectives for which APR data does not need to be submitted.

Objectives for which APR data should be submitted:

<table>
<thead>
<tr>
<th>Objective Classification</th>
<th>Status of Objective</th>
</tr>
</thead>
</table>
| At least 50% of participants who attend at least 70% of sessions of the after school program will demonstrate an annual increase of at least 5 points in math and reading grades. | -- Select one --
| Improve Student Achievement; Reach Targeted Participation Levels in Core Educational Services; Offer a Particular Type of Activity or Service; Foster Community... | Did not meet, but progressed toward the stated objective
| Did not meet and no progress toward the stated objective
| Unable to measure progress on the stated objective
| Revised the stated objective
| Dropped the stated objective entirely
| Objective Not Associated with the Reporting Period |
Record the number of regular attendees who fell within each of the categories identified below.

State Assessment Proficiency Results Overview

<table>
<thead>
<tr>
<th>Category</th>
<th># of regular attendees</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. You have both math AND reading/language arts results for the state proficiency test administered during the 2007–08 school year.</td>
<td></td>
</tr>
<tr>
<td>2. You have ONLY math results for the state proficiency test administered during the 2007–08 school year.</td>
<td></td>
</tr>
<tr>
<td>3. You have ONLY reading/language arts results for the state proficiency test administered during the 2007–08 school year.</td>
<td></td>
</tr>
<tr>
<td>4. You have NEITHER math NOR reading/language arts results for the state proficiency test administered during the 2007–08 school year.</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
</tr>
</tbody>
</table>

Regular Attendees

b) Attended 30 days or more during the reporting period
### APR: State Assessment Current Year

**Math Performance - State Assessment Proficiency Results**

<table>
<thead>
<tr>
<th></th>
<th># of regular attendees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced</td>
<td></td>
</tr>
<tr>
<td>Proficient</td>
<td></td>
</tr>
<tr>
<td>Basic</td>
<td></td>
</tr>
<tr>
<td>Minimal</td>
<td></td>
</tr>
<tr>
<td>Total (Math)</td>
<td></td>
</tr>
</tbody>
</table>

Please indicate the number of regular attendees who scored in the following levels on the *Mississippi* proficiency test administered during the reporting period:

- Advanced
- Proficient
- Basic
- Minimal

The sum of the total number of regular attendees for whom you had:
- ‘both math and reading’ scores
- ‘math only’ scores
Annual Performance Report (APR) Main Page

Demo Grantee 2

Click any of the blue, uncheckmarked buttons below to enter information. Once a section has been successfully completed with all the required information, a gray, checkmarked button will replace the blue button. You can click the gray checkmarked buttons to edit a section’s information. You can delegate the responsibility of completing the APR Center section to a center by going to the APR Centers section. You can do this by clicking on the Centers button.

APR Due Date: / / 

I want to certify the APR data for my centers.
Illinois Reporting Milestones

- **June 28**: Grantee Profile, APR Operations, APR Staffing, and APR Feeder Schools
- **July 31**: APR Attendance, APR Activities, APR Teacher Surveys
- **August 30**: APR Grades, APR Partners
- **October 31**: APR State Assessments (current year only), APR Objectives
Or, if you have questions later...

- E-mail: 21stcclc@contact.learningpt.org
- Toll-free phone: 866-356-2711
- Our goal is to respond to Help Desk requests within one or two business days.