

# **21<sup>st</sup> Century Community Learning Centers**

## **Implementation and Outcomes for**

### **Minnesota's Cohort 1 Grantees**

**2003-2004 and 2004-2005**

**Report Submitted to the Minnesota Department of Education**

**by**

**Christa Treichel, Ph.D.**  
**Cooperative Ventures**

**and**

**Gayle R. Zoffer, M.A.**  
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*Listening, Linking, & Learning*

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## Introduction

This document was created in response to the Minnesota Department of Education's (MDE) request for a report that would describe 21<sup>st</sup> Century Community Learning Center (21<sup>st</sup> CCLC) program activities, participant demographics, program outcomes, barriers experienced by grantees, and provide recommendations for program improvement for Cohort One grantees.

The primary audience for this report is the Minnesota Department of Education staff working with the 21<sup>st</sup> CCLC grants. The results and recommendations presented in this report may be useful to staff for:

- Understanding 21<sup>st</sup> CCLC program performance;
- Establishing a frame of reference for program performance at grantee, state, and national levels;
- Identifying the advantages and disadvantages of MDE's state application and reporting processes;
- Formulating changes to MDE's state application and reporting processes;
- Identifying the capacity, strengths, and limitations of the Profile and Performance Information Collection System (PPICS);
- Refining MDE's approach to aiding grantees' measurement of program outcomes;
- Considering how the Minnesota Department of Education might support grantees in their daily program operations, in developing their evaluation plans, and in reporting their accomplishments; and
- Informing Minnesota's state evaluation plan as well as shaping future reporting strategies for grantees.

Over the course of developing this report, the evaluation consultants (Gayle Zoffer and Christa Treichel) worked with existing grantee reports submitted to MDE and the PPICS database. Introducing some background now about this database system will enhance the reading of the remainder of this report.

PPICS serves as a searchable database and repository of information associated with 21<sup>st</sup> CCLC projects funded through state-administered programs. Learning Point Associates created this performance monitoring system, and they provide ongoing management of the database under a federal contract. The U.S. Department of Education is the primary client for Learning Point Associates' work. However, states that administer 21<sup>st</sup> CCLC programs may choose to have their grantees enter their data directly into this system and can query PPICS for summaries of data submitted by state grantees.

While PPICS provides state administrators valuable performance monitoring data, it often requires considerable manipulation before the data can be used for comparative or decision-making purposes at a state, grantee, or center level. For example, some PPICS data sets provide a 12-month picture of programs, while other data sets are divided into information about school year and summer programs. Or, in another example, much data in PPICS is entered by each site at which programming is offered; to look at summary information about one grantee operating programs in

multiple sites requires data re-entry or manipulation of data spreadsheet exported from the PPICS system. Because the U.S. Department of Education is the primary client for Learning Point Associates, state administrators can query PPICS for existing data, but if they want changes to the database to accommodate their own state's program evaluation or performance monitoring needs, they must initiate a separate contract with Learning Point.

A MDE reporting system for 21<sup>st</sup> CCLC grantees exists in part because the PPICS system was not yet operational when the 21<sup>st</sup> CCLC program was first implemented in Minnesota and also because the PPICS system does not capture all the information that MDE staff need to manage the program. One of the challenges for MDE staff lies in the area of grantee reporting and informational management—staff need to determine their informational needs, identify the data captured in PPICS, understand the form in which PPICS data that is easily extracted, and then develop a state reporting system that addresses the informational gaps and the limitations of the PPICS database.

Because these two streams of information about 21<sup>st</sup> CCLC programs exist, part of what was involved in developing this report was gaining an understanding of these two systems: What information has been collected over time from grantees? Where are data located and in what format? When was the data collected? How is the data organized within MDE reports and the PPICS system?

## **Format of Report**

This report is organized in the following manner:

### Section One: Program Description

The first section is comprised of a description of the 21<sup>st</sup> CCLC program as it operates on a federal level and in Minnesota. Three tables are provided that detail the grantee organizations that received funding in Minnesota's first round (referred to as Cohort 1 grantees), the number of centers they operate, and the average number of students they serve.

### Section Two: Participant Demographics

The second section begins with an explanation of the data that is available to describe participant demographics as well as the limitations of this data. The findings are presented next in both tables and graphs.

### Section Three: Program Activities

The third section follows a similar format to the previous section. This section is about program activities and includes an outline of the data available in addition to the limitations of this data. Results about 21<sup>st</sup> CCLC program activities are presented in tables and graphs.

### Section Four: Program Barriers

The fourth section of the report focuses on barriers experienced by grantees in operating 21<sup>st</sup> CCLC programs. The barriers are outlined here and improvements for gathering this information in the future are offered.

### Section Five: Program Outcomes

This section of the report examines the evaluation component of the grants—primarily focusing on what can be said about outcomes at a grantee level, based on grantee self-assessments in PPICS and results of the federal teacher survey.

### Section Six: Evaluation Recommendations

Based on the data analyzed in the report, the evaluation team makes some recommendations about steps to enhance both performance monitoring and evaluation in the future.

## **Glossary**

To aid the readers of this report, a few definitions may be helpful:

21<sup>st</sup> CCLC: 21<sup>st</sup> Century Community Learning Centers

MDE: The Minnesota Department of Education

PPICS: Profile and Performance Information Collection System, a searchable database funded by the U.S. Department of Education, created and managed by Learning Point Associates as a federal contractor. PPICS is the system whereby the U.S. Department of Education can meet its GPRA (Government Performance Review Act) goals for the Federal APR (Federal Annual Performance Review).

Cohort 1: The first round of 19 Minnesota grantees that received 21<sup>st</sup> CCLC funding beginning in 2003

Grantee: An agency or organization designated as the 21<sup>st</sup> CCLC grant award recipient

Center: A location for 21<sup>st</sup> CCLC activities. Some grantees offer programming at one center while other grantees offer programming at multiple centers.

Regular attenders: A definition provided by the U.S. Department of Education that states that a regular attender is a youth who attends a 21<sup>st</sup> CCLC program 30 days or more.



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## Section One: 21<sup>st</sup> Century Community Learning Centers Program Description

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The 21<sup>st</sup> Century Community Learning Centers program is a component of President Bush's No Child Left Behind Act (NCLB). The focus of this program, re-authorized under Title IV, Part B, of the No Child Left Behind Act, is to provide expanded academic enrichment opportunities for children attending low performing schools. Tutorial services and academic enrichment activities are designed to help students meet local and state academic standards in subjects such as reading and math. In addition, 21<sup>st</sup> CCLC programs may provide youth development activities; drug and violence prevention programs; technology education programs; art, music and recreation programs; counseling; and character education to enhance the academic component of the program. Grantees may also provide families of students served by community learning centers opportunities for literacy and related educational development.

Formula grants are awarded to State Educational Agencies, which in turn manage statewide competitions and award grants to eligible entities. For this program, eligible entity means a local educational agency, community-based organization, another public or private entity, or a consortium of two or more of such agencies, organizations, or entities. States must give priority to applications that are jointly submitted by a local educational agency and a community-based organization or other public or private entity. Consistent with this definition of eligible entities, faith-based organizations are eligible to participate in the 21<sup>st</sup> Century Community Learning Centers program.

Minnesota initiated a Request for Proposals for 21<sup>st</sup> Century Community Learning Center programs in 2002. Prospective candidates submitted 78 applications and \$40,781,595.00 in grant funds were requested. Nineteen grants were awarded in the amount of \$9,294,604.00 to cover a 24- to 30-month programming period. Grantees include school districts, reservations, and community-based organizations. On an annual basis, grantees report on progress toward selected goals that may include:

- Improving academic attendance (required of all Minnesota grantees)
- Improving academic achievement
- Improving classroom behavior
- Meeting or exceeding local test standards
- Increasing access to quality developmental and recreational activities
- Enhancing skill development in arts, music, athletics, and other enrichment opportunities
- Increasing the number of young people involved in community service

Tables 1 through 3 provide an overview of the 19 Minnesota grantees who received funding to operate a local 21<sup>st</sup> CCLC program in the first round of funding (referred to as Cohort 1 grantees). The information in these tables describes the total number of centers (or sites) operated by grantees, the total number of student participants, and the average number of students who participate at each grantee's centers.

## MN 21<sup>st</sup> Century Community Learning Centers Grantee and Center Overview 2003-2004

**Findings:** In 2003-04, Minnesota's 19 Cohort 1 grantees operated 65 centers. Approximately half of Minnesota's grantees ran 1 or 2 centers (47.4%), one-quarter operated 3 or 4 centers (26.3%), and one-quarter operated 5 or more centers (26.3%), with an average of 3.4 centers per grantee.

**Table 1: Total Participation and Number of Centers**  
**Cohort 1 Minnesota Grantees**  
**2003-2004 School Year**  
 (Sorted alphabetically by grantee)

Grantee	# of Centers	Total Student Participants		Average # of Total Students/Center
		N	%	N
Bemidji ISD #31	10	405	3.6%	41
Boys & Girls Clubs of the Leech Lake Area	1	549	4.9%	549
Columbia Heights ISD #13	5	751	6.7%	150
Fond du Lac Reservation	2	399	3.5%	200
Isle Schools ISD #473	1	149	1.3%	149
Mankato ISD #77 Community Services/Recreation Dept.	5	144	1.3%	29
McGregor Schools ISD #4	1	308	2.7%	308
Minneapolis ISD #001	4	1,097	9.8%	274
Neighborhood House	7	521	4.6%	74
Nett Lake ISD #707	1	131	1.2%	131
Osseo ISD #279	4	852	7.6%	213
Perspectives Inc	1	100	0.9%	100
Robbinsdale Schools ISD #281	3	921	8.2%	307
Rochester ISD #535	2	337	3.0%	169
St Cloud ISD #742	2	245	2.2%	123
St Paul Schools ISD #625	4	898	8.0%	225
Willmar ISD #347	4	921	8.2%	230
Worthington ISD #518	2	801	7.1%	401
YMCA of Metropolitan Minneapolis	6	1,716	15.3%	286
<b>Total</b>	<b>65</b>	<b>11,245</b>	<b>100.0</b>	<b>173</b>

Source: 2004 PPICS Minnesota Data Export, Attendance

## MN 21<sup>st</sup> Century Community Learning Centers Grantee and Center Overview 2004-2005

**Findings:** In 2004-05, Minnesota's 19 Cohort 1 grantees operated 66 centers, an increase in one center over 2003-2004. Nearly half of Minnesota's grantees ran 1 or 2 centers (47.3%), approximately 1 in 5 operated 3 or 4 centers (21.1%), and approximately 1 in 3 operated 5 or more centers (31.6%), with an average of 3.5 centers per grantee.

**Table 2: Total Participation and Number of Centers**  
**Cohort 1 Minnesota Grantees**  
**2004-2005 School Year and Summer 2004**  
 (Sorted alphabetically by grantee)

Grantee	# of Centers	Total Student Participants	Average # of Total Students/Center
	N	N %	N
Bemidji ISD #31	10	565 4.5%	57
Boys & Girls Clubs of the Leech Lake Area	1	68 0.5%	68
Columbia Heights ISD #13	5	1,165 9.3%	233
Fond du Lac Reservation	2	397 3.2%	199
Isle Schools ISD #473	1	138 1.1%	138
Mankato ISD #77 Community Services/Recreation Dept.	5	322 2.6%	64
McGregor Schools ISD #4	1	380 3.0%	380
Minneapolis ISD #001	4	1,016 8.1%	254
Neighborhood House	7	467 3.7%	67
Nett Lake ISD #707	1	145 1.2%	145
Osseo ISD #279	5 <sup>1</sup>	883 7.0%	177
Perspectives Inc	1	108 0.9%	108
Robbinsdale Schools ISD #281	3	142 1.1%	47
Rochester ISD #535	2	663 5.3%	332
St Cloud ISD #742	2	295 2.3%	148
St Paul Schools ISD #625	4	948 7.5%	237
Willmar ISD #347	4	846 6.7%	212
Worthington ISD #518	2	961 7.6%	481
YMCA of Metropolitan Minneapolis	6	3,070 24.4%	512
<b>Total</b>	<b>24</b>	<b>12,579 100.0%</b>	<b>191</b>

Source: 2005 PPICS Minnesota Data Export, Attendance

<sup>1</sup> Increase of one center compared with 2003-2004.

**Grantee and Center Comparison for the 2003-2004 School Year and Summer 2004/  
School Year 2004-2005**

**Table 3: Total Participation and Number of Centers**  
**Cohort 1 Minnesota Grantees**  
**2003-2004 School Year vs. Summer 2004/School Year 2004-2005**  
(Sorted alphabetically by grantee)

	2003-2004 School Year			Summer 2004/ School Year 2004-2005		
	# of Centers	Total Student Participants		# of Centers	Total Student Participants	
	N	N	%	N	N	%
Bemidji ISD #31	10	405	3.6%	10	565	4.5%
Boys & Girls Clubs of the Leech Lake Area	1	549	4.9%	1	68	0.5%
Columbia Heights ISD #13	5	751	6.7%	5	1,165	9.3%
Fond du Lac Reservation	2	399	3.5%	2	397	3.2%
Isle Schools ISD #473	1	149	1.3%	1	138	1.1%
Mankato ISD #77 Community Services/Recreation Dept.	5	144	1.3%	5	322	2.6%
McGregor Schools ISD #4	1	308	2.7%	1	380	3.0%
Minneapolis ISD #001	4	1,097	9.8%	4	1,016	8.1%
Neighborhood House	7	521	4.6%	7	467	3.7%
Nett Lake ISD #707	1	131	1.2%	1	145	1.2%
Osseo ISD #279	4	852	7.6%	5	883	7.0%
Perspectives Inc.	1	100	0.9%	1	108	0.9%
Robbinsdale Schools ISD #281	3	921	8.2%	3	142	1.1%
Rochester ISD #535	2	337	3.0%	2	663	5.3%
St Cloud ISD #742	2	245	2.2%	2	295	2.3%
St Paul Schools ISD #625	4	898	8.0%	4	948	7.5%
Willmar ISD #347	4	921	8.2%	4	846	6.7%
Worthington ISD #518	2	801	7.1%	2	961	7.6%
YMCA of Metropolitan Minneapolis	6	1,716	15.3%	6	3,070	24.4%
<b>Total</b>	<b>65</b>	<b>11,245</b>	<b>100.0%</b>	<b>66</b>	<b>12,579</b>	<b>100.0%</b>

Source: 2004 and 2005 PPICS Minnesota Data Exports, Attendance and Grantee Profile

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## Section Two: MN 21<sup>st</sup> Century Community Learning Centers Program Participants

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### Available Data and Limitations

#### *Data Used*

All data in this section of the report about the numbers and demographic characteristics of student participants at Cohort 1 centers have been taken from PPICS.

#### **2003-2004**

For 2003-2004, when all participating centers were Cohort 1 centers, it was possible to garner summary figures for total participants in Minnesota and national comparison data from the following PPICS summary reports (bullets represent titles of available PPICS reports users may query):

- Number of Total Student and Regular Attendees Served by Centers, Minnesota 2004 and All States 2004
- Racial/Ethnic Group Classification for Student Attendees, Minnesota 2004 and All States 2004
- Gender of Student Attendees, Minnesota 2004 and All States 2004
- Grade Level of Student Attendees, Minnesota 2004 and All States 2004

To calculate the total number and average number of participants per individual grantee, it was necessary to use the following PPICS data exports:

- Export APR Attendance data, Minnesota 2004
- Export Grantee Profile data

#### **2004-2005**

For 2004-2005, because we were interested in statistics for Cohort 1 centers only, no summary reports were applicable, but we used the following PPICS data exports:

- Export APR Attendance data, Minnesota 2005
- Export Grantee Profile data

For national comparison data, we used the following PPICS summary reports:

- Number of Total Student and Regular Attendees Served by Centers, All States 2005
- Special Services or Programs Classification for Student Attendees, All States 2005

## *Data Limitations*

Several cautions must be taken into account in reviewing the summaries and calculations based on this data:

1. In Minnesota, all activities, objectives, attendance, demographics, and teacher survey data is entered by individual centers or by someone in the grantee's central office. While centers are able to provide explanatory data to provide context for their data, they are not required to submit these comments. Thus, in some cases, there is no explanation for missing data.
2. Neither the state of Minnesota, nor grantees knew the structure of the future PPICS database when the first round of annual performance reporting took place. Grantees summarized attendance and demographic data in paper reports submitted to MDE by July 31 of each year; grantees can use these reports as a basis for entering data into PPICS which is due by October 31. However, for 2003-2004, grantees were asked to enter data into PPICS using categories that did not always parallel those of the state reports. For example, MDE had asked grantees for the number of student participants of varying ages while PPICS asked for this information by grade levels. Thus, data entry quality for 2003-2004 may have been compromised as grantees worked to translate their data from one report into another.
3. PPICS considers a "year" to be the preceding summer and the subsequent school year. Thus, 2005 data includes Summer 2004 programming and programming from the 2004-2005 school year. However, Minnesota Cohort 1 grantees that received awards at various points throughout 2003 did not offer programming in the summer of 2003. Thus, comparing totals from 2004 and 2005 should be done cautiously.
4. Because federal regulations about data privacy prevent the collection of demographic information in a format that could identify individual students, when centers enter a number of students in a racial or grade level category that is lower than 3, it is rounded down to 0 by the database, and any entries of 3 or 4 are rounded up to 5. Thus, when a center enters gender, race, or grade level information for a larger or smaller number of total students than they reported serving, it is impossible to determine whether this is a result of a data entry error or of the rounding policy.
5. In PPICS, grantees are asked to track the participation and demographic characteristics for all participants and those who have attended for at least 30 days, those designated as "regular" participants. One-third of Minnesota centers did not enter demographic information about regular participants for 2004-2005; thus, no summaries have been prepared for that subgroup of participants.
6. In several places in this report, we attempt to provide national PPICS data as a comparison for Minnesota results. There are some discrepancies in reported figures for total student participants and regular student attendees in different PPICS summary reports. The evaluation consultants were not able to get information from Learning Point Associates to resolve these discrepancies. Thus, in reporting the national percentages of regular attendees, we relied on the percentages as reported in the PPICS reports: Number of Total Student and Regular Attendees Served by Centers, All States 2004 and 2005. For 2005, when we

reported Minnesota percentages of student participants eligible for free and reduced lunch, with Limited English Proficiency, and with special needs, for national comparison, we relied on the percentages in the summary report: Special Services or Programs Classification for Student Attendees, All States 2005.

## **Findings**

### ***Student Participation in School Year 2003-2004 (Tables 1 and 4)***

- Minnesota's 65 Cohort 1 centers served 11,245 students during the 2003-04 school year, with the total number of students per grantee ranging from 100 to 1,716.
- The average number of students served per center in 2003-2004 was 173; the average number of students served per center among the 19 grantees ranged from a minimum average of 29 to a maximum average of 549.
- In 2003-2004, 55.3% of all Cohort 1 student attendees were deemed "regular attendees"—defined by the federal government as those participating in programming for at least 30 days. Minnesota's percentage of regular attendees slightly exceeded the national regular participation rate of 54.6%. The percentage of regular attendees among Cohort 1 grantees ranged from a reported minimum of 11% to a reported maximum of 100%.

### ***Student Participation in Summer 2004/School Year 2004-2005 (Tables 2 and 4)***

- Minnesota's 66 Cohort 1 centers served 12,579 students in 2004-05, including both the summer of 2004 and the school year of 2004-2005, with the total number of students per grantee ranging from 68 to 3,070.
- The average number of students served per Cohort 1 center in 2004-2005 was 191; the average number of students served per center among the 19 grantees ranged from a minimum average of 47 to a maximum average of 512.
- In 2004-2005, approximately 66.7% of all Cohort 1 attendees were deemed "regular attendees." The percentage of regular attendees ranged from a reported minimum of 24% to a reported maximum of 100% (the rate at 3 centers).

### ***Changes in Student Participation Between 2003-2004 and 2004-2005 (Table 4 and Figure 1)***

- The number of total student participants in 2004-2005 rose 12% from the 11,245 students served in 2003-04 by Cohort 1 centers, keeping in mind that the 2003-2004 totals do not include any summer 2003 programming. Seven grantees reported a smaller number of total participants in 2004-2005 compared with the first year of operation.
- The number of regular student participants in 2004-2005 rose 38% from the 6,224 students served in 2003-2004, keeping in mind that the 2003-2004 totals do not include any summer 2003 programming. Seven grantees reported a smaller number of regular participants in 2004-2005 compared with the first year of operation.

- The percentage of regular attendees rose from 55.3% in 2003-2004 to 66.7% in 2004-2005, exceeding the 2004-2005 national percentage of 54.7%. The minimum percentage of regular attendees among Minnesota Cohort 1 grantees rose from 11% in 2003-2004 to 24% in 2004-2005.

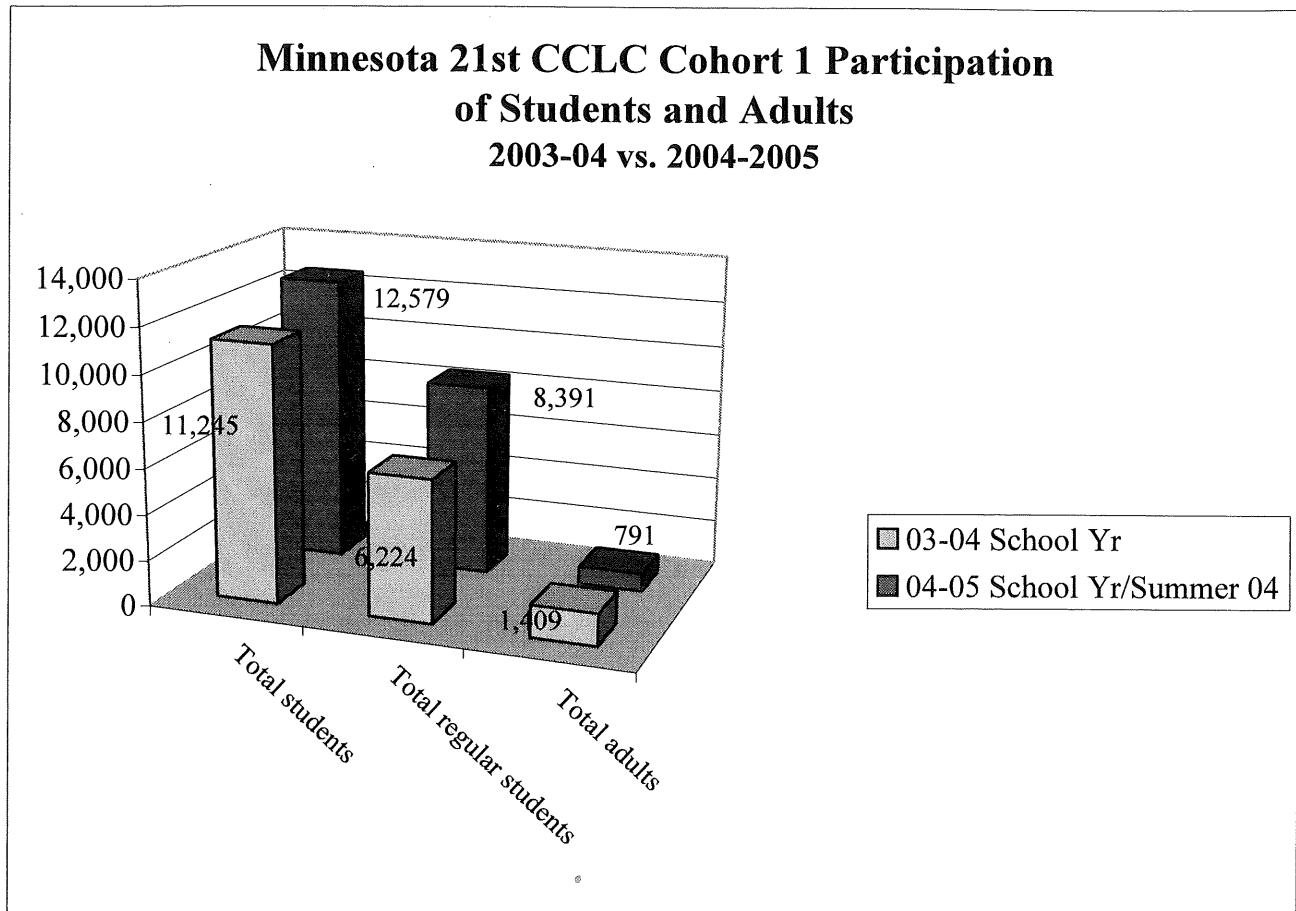


**Table 4: Total vs. Regular Student Participation of Minnesota Cohort 1 Grantees**  
**2003-2004 School Year vs. Summer 2004/2004-2005 School Year**  
(Sorted alphabetically by grantee)

Grantee	2003-2004 School Year			2004-2005 School Year and Summer 2005		
	Total Student Participants	Regular Student Participants	% of Regular Participants	Total Student Participants	Regular Student Participants	% of Regular Participants
	N	N	%	N	N	%
Bemidji ISD #31	405	385	95.1%	565	565	100.0%
Boys & Girls Clubs of the Leech Lake Area	549	413	75.2%	68	24	35.3%
Columbia Heights ISD #13	751	132	17.6%	1,165	277	23.8%
Fond du Lac Reservation	399	106	26.6%	397	104	26.2%
Isle Schools ISD #473	149	66	44.3%	138	36	26.1%
Mankato ISD #77 Community Services/Recreation Dept.	144	144	100.0%	322	289	89.8%
McGregor Schools ISD #4	308	67	21.8%	380	110	28.9%
Minneapolis ISD #001	1,097	590	53.8%	1,016	472	46.5%
Neighborhood House	521	321	61.6%	467	467	100.0%
Nett Lake ISD #707	131	117	89.3%	145	119	82.1%
Osseo ISD #279	852	441	51.8%	883	749	84.8%
Perspectives Inc	100	72	72.0%	108	88	81.5%
Robbinsdale Schools ISD #281	921	285	30.9%	142	120	84.5%
Rochester ISD #535	337	155	46.0%	663	223	33.6%
St Cloud ISD #742	245	178	72.7%	295	169	57.3%
St Paul Schools ISD #625	898	617	68.7%	948	612	64.6%
Willmar ISD #347	921	101	11.0%	846	532	62.9%
Worthington ISD #518	801	318	39.7%	961	365	38.0%
YMCA of Metropolitan Minneapolis	1,716	1,716	100.0%	3,070	3070	100.0%
<b>Total</b>	<b>11,245</b>	<b>6,224</b>	<b>55.3%</b>	<b>12,579</b>	<b>8391</b>	<b>66.7%</b>

Source: 2004 and 2005 PPICS Minnesota Data Exports, Attendance

**Figure 1**



***Demographics of Student Participants School Year 2003-2004 (Table 5 and Figures 2 and 3)***

- In 2003-04, approximately half of total Cohort 1 student participants were female (49.3%), and half were male (49.0%).
- Of the 10,469 total student participants in 2003-04 for whom racial data was available, approximately 70% were students of color (28.3% Black, 16.3% Hispanic, 13.0% Asian or Pacific Islander, and 11.5% Native American).
- Of the 9,802 total student participants in 2003-04 for whom grade level data was available, 62.2% were in grades K-5, 28.8% in grades 6-8, and 4.9% in grades 9-12.
- Approximately 65% of total student participants served by Cohort 1 grantees in 2003-04 were eligible for free and reduced lunch, slightly higher than the 61.5% national rate.
- Approximately one-fourth (26.4%) of total student participants served by Cohort 1 grantees in 2003-04 were students with limited English proficiency, much higher than the 16.7% reported nationally.

***Demographics of Student Participants Summer 2004/School Year 2004-2005 (Table 5 and Figures 2 and 3)***

- In 2004-2005, just over half of the 21<sup>st</sup> CCLC total participants for whom gender data was entered, including the designation "gender unknown," were female (50.9%) and just under half were male (48.7%).
- Of the 12,205 total Minnesota student participants in 2004-2005 for whom racial data was entered, including the designation "race unknown," approximately 70% were students of color (34.2% Black, 16% Hispanic, 11.5% Asian or Pacific Islander, and 7.9% Native American). Approximately 3 in 10 student participants were White in 2004-05 (28.7%).
- Of the 12,195 total Minnesota student participants for whom grade level data was entered, including the designation "grade level unknown," 63.4% were in grades K-5, 30.1% in grades 6-8, and 5.0% in grades 9-12.
- Approximately 70.1% of total student participants served by Cohort 1 grantees in 2004-05 were eligible for free and reduced lunch, compared with 56.6% nationally.<sup>1</sup>
- Approximately 2 in 10 (21.1%) of total student participants served by Cohort 1 grantees in 2004-05 were students with limited English proficiency, compared with 17.4% nationally.<sup>1</sup>
- Approximately 1 in 10 (10.9%) of total student participants served by Cohort 1 grantees in 2004-05 were students with special needs, compared with 8.2% nationally.<sup>1</sup>

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<sup>1</sup> See data limitation #6 on page 9.

**Table 5: Demographics of Student Participants, Minnesota Cohort 1 Grantees<sup>1</sup>**

	2003-2004 School Year		2004-2005 School Year and Summer 2004	
	N	%	N	%
<b>Participants</b>				
Total student participants	11,245		12,579	
Total regular student participants	6,224	55.3%	8,391	66.7% <sup>2</sup>
Total adult participants <sup>3</sup>	1,409		791	
<b>Gender</b>				
Male	5,307	49.0%	5,989	48.7%
Female	5,394	49.8%	6,267	50.9%
Gender unknown	138	1.3%	48	0.4%
Total with data	10,839	100.0%	12,304	100.0%
<b>Race</b>				
Asian/Pacific Islander	1,362	13.0%	1,399	11.5%
Black	2,963	28.3%	4,174	34.2%
Hispanic	1,703	16.3%	1,958	16.0%
Native American	1,203	11.5%	962	7.9%
White	3,238	30.9%	3,500	28.7%
Race Unknown <sup>4</sup>			212	1.7%
Total with data	10,469	100.0%	12,205	100.0%
<b>Grade Level Served</b>				
P-K	117	1.2%	98	0.8%
K	337	3.4%	483	4.0%
1	729	7.4%	1,145	9.4%
2	916	9.3%	1,356	11.1%
3	1,449	14.8%	1,526	12.5%
4	1,339	13.7%	1,644	13.5%
5	1,331	13.6%	1,628	13.3%
6	1,201	12.3%	1,503	12.3%
7	877	8.9%	1,082	8.9%
8	748	7.6%	1,091	8.9%
9	188	1.9%	293	2.4%
10	104	1.1%	123	1.0%
11	103	1.1%	112	0.9%
12	87	0.9%	81	0.7%
Unknown	276	2.8%	30	0.2%
Total with data	9,802	100.0%	12,195	100.0%
<b>Grade Level Served</b>				
PK	117	1.2%	98	0.8%
K-5	6,101	62.2%	7,782	63.8%
6-8	2,826	28.8%	3,676	30.1%
9-12	482	4.9%	609	5.0%
Unknown	276	2.8%	30	0.2%
Total with data	9,802	100.0%	12,195	100.0%

<sup>1</sup> Grantees had previously submitted participation and demographic data to MDE, using different categories than the PPICS database. This may have affected data accuracy in PPICS for 2003-04 and comparability for the future.

<sup>2</sup> Because the percentage of regular participants varied greatly among grantees with different numbers of participants, it is also useful to consider the mean percentage of regular participants, 73.4%.

<sup>3</sup> Adults were served by 8 of the 19 2003-2004 Cohort 1 grantees and 9 of the 19 grantees in 2004-2005.

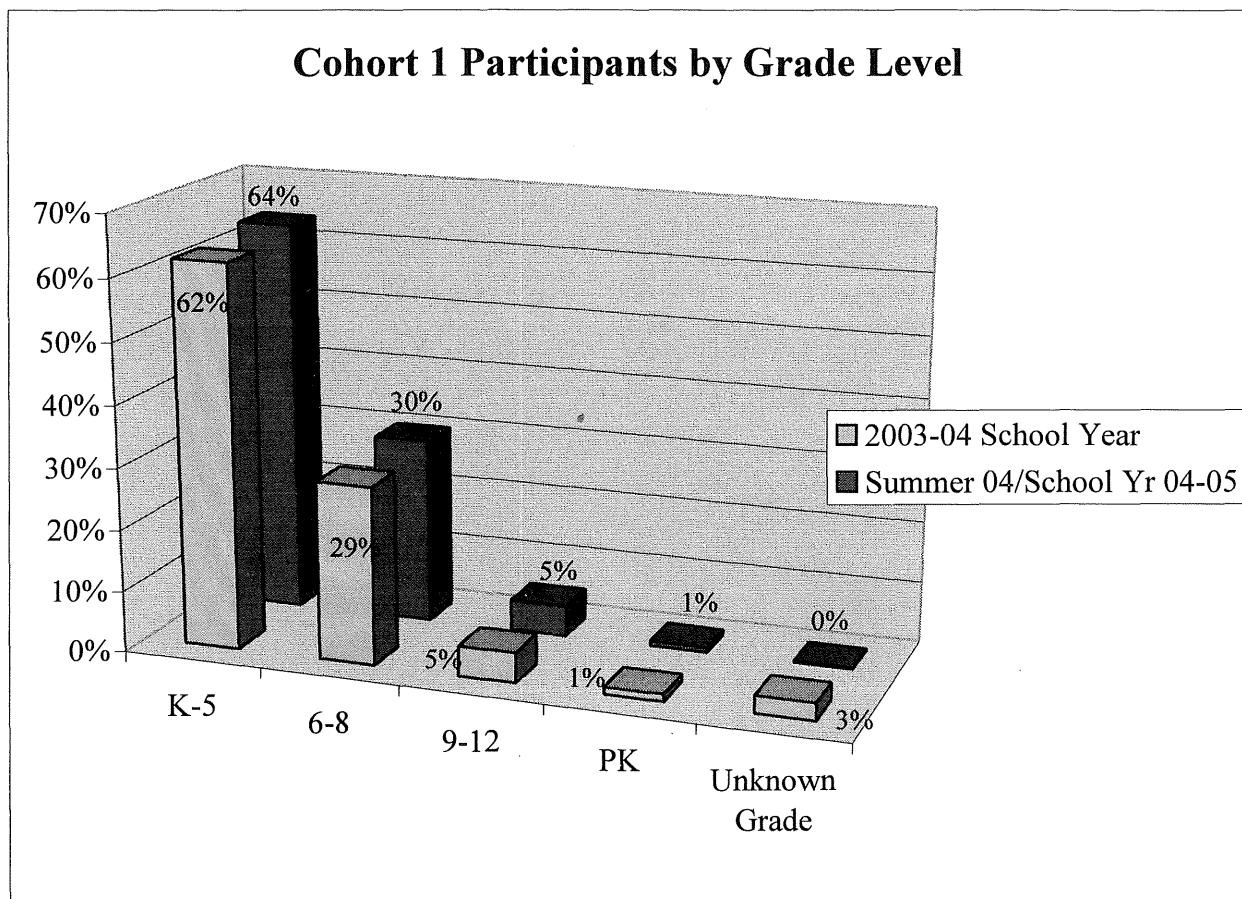
<sup>4</sup> Grantees were asked to enter data in this field beginning with the 2004-2005 school year.

**Table 5: Demographics of Student Participants (*continued*)**  
**Minnesota Cohort 1 Grantees**

	2003-2004 School Year		2004-2005 School Year/Summer 2004	
	N	%	N	%
<b>Special Populations</b>				
Free and Reduced Lunch	7,244	64.4% <sup>1</sup>	8,821	70.1% <sup>2</sup>
Limited English Proficiency	2,973	26.4% <sup>1</sup>	2,656	21.1% <sup>2</sup>
Special Needs	NA <sup>3</sup>		1,372	10.9% <sup>2</sup>

Source: PPICS 2004 Minnesota Summary Report and 2005 Minnesota Attendance Data Export

**Figure 2**

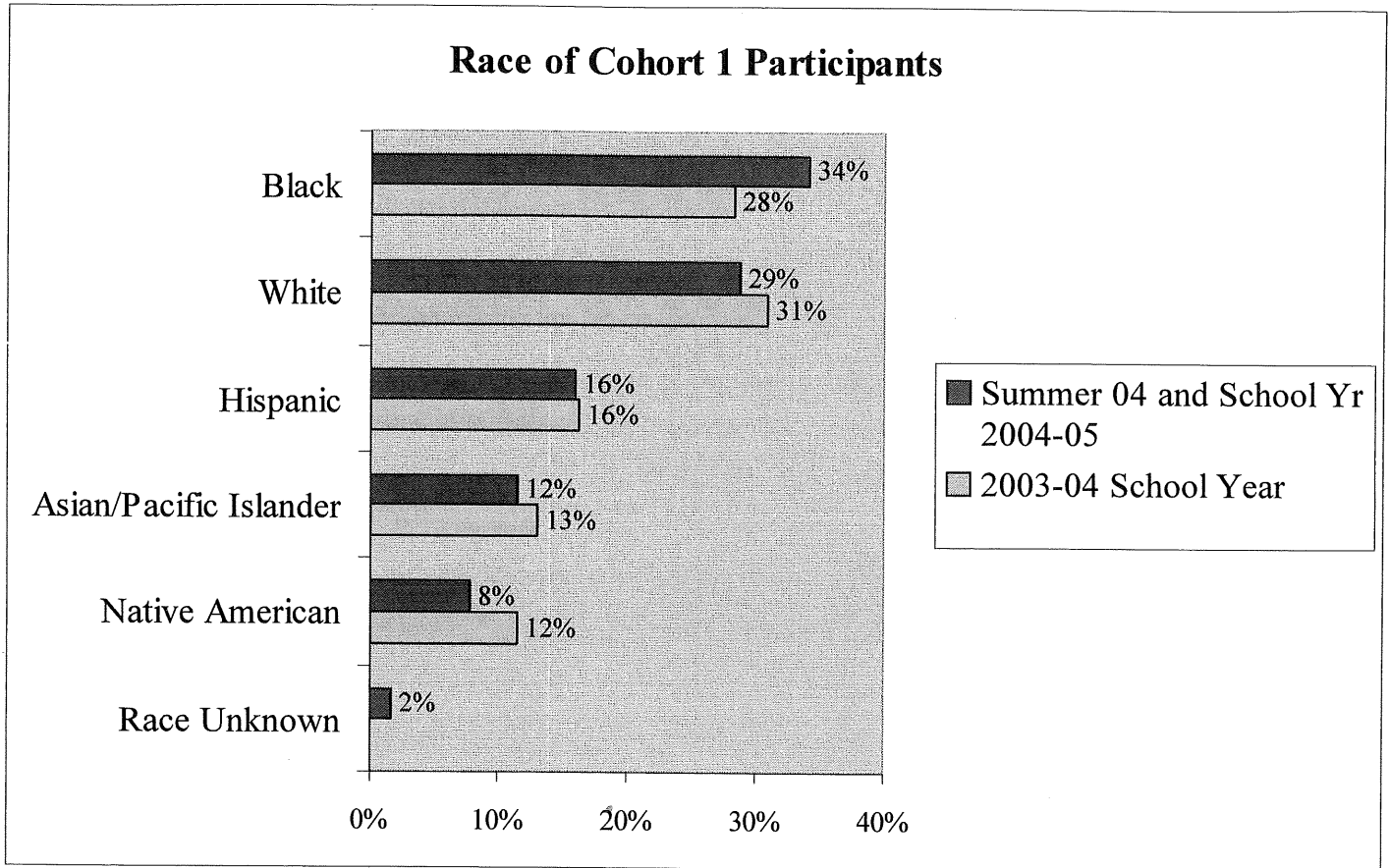


<sup>1</sup> Of 11,245 reported total students in the 2003-2004 school year.

<sup>2</sup> Of 12,579 reported unduplicated total students in the summer of 2004 and school year of 2004-2005.

<sup>3</sup> In 2003-04, fewer than half of Minnesota grantees reported any data in this category; so no data has been included.

**Figure 3**



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## Section Three: MN 21<sup>st</sup> Century Community Learning Centers Program Activities

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### Available Data and Limitations

#### *Data Used*

Data in this section of the report about program activities offered by Cohort 1 centers have been taken from PPICS and from a summary report prepared by MDE staff in 2004.

#### *2003-2004*

For 2003-2004, when all participating centers were Cohort 1 centers, it was possible to garner summary figures for types and subject areas of activities offered in Minnesota and national comparison data from the following PPICS summary reports (bullets represent titles of available PPICS reports users may query):

- Activities and Services Provided by Category, Minnesota 2004 School Year and All States 2004 School Year
- Activities and Services Provided by Subject Area, Minnesota 2004 School Year and All States 2004 School Year

Table 7 about contact hours comes from a presentation given by MDE Prevention Research Specialist, Heather Britt, Ph.D., at the summer 2004 conference for 21<sup>st</sup> CCLC grantees.

#### *2004-2005*

In order to analyze data for Cohort 1 grantees only during their second year of operation, we relied on the following export from PPICS:

- Export Activities data, Minnesota 2005

For national comparisons, we relied on the following PPICS Summary Reports

- Activities and Services Provided by Category, All States 2005 School Year
- Activities and Services Provided by Subject Area, All States 2005 School Year

#### *Data Limitations*

Several cautions must be taken into account in reviewing the summaries and calculations based on this data:

1. The information on contact hours for 2003-2004 was summarized from hard copy annual reports submitted to the state; there was no way to replicate the analysis for 2004-2005 without a significant amount of data entry. Beginning with 2005-2006, grantees can enter activity and contact hour information into PPICS, and a summary report may be available to generate similar information for that and subsequent years.
2. PPICS summarizes activity data separately for the school year and the preceding summer. In order to enhance comparability with the 2003-2004 school year data, we opted to present activity data only for the school year of 2004-2005.

## Findings

### *Types of Activities Offered by Cohort 1 Centers in 2003-2004 (Tables 6, 7, and 8)*

- The activities most frequently provided by 21<sup>st</sup> CCLC grantees in 2003-2004 were also the 4 most frequently offered activities nationally, with each being offered, on average, approximately 5 hours per week and by a minimum of two-thirds of the 65 centers:
  - Academic improvement/remediation (85% of MN centers)
  - Tutoring/homework help (77% of MN centers)
  - Academic enrichment learning programs (75% of MN centers)
  - Recreational activities (68% of MN centers)
- Approximately 3 in 10 of Minnesota centers reported offering the following activities during the 2003-2004 school year: community service, mentoring, drug and violence prevention, and activities promoting youth leadership.
- Approximately 27% of Minnesota centers offered programs to promote family literacy or parental involvement, compared with 58% of centers nationally in 2003-2004.
- The combination of homework help and core curricular instruction accounted for more approximately 32% of total contact hours during 2003-2004; sports and recreation activities accounted for the next largest percentage of contact hours (28%).
- Community service accounted for nearly 15% of total contact hours in 2003-2004 at Cohort 1 centers.

### *Types of Activities Offered by Cohort 1 Centers in 2004-2005 School Year (Tables 9 and 10)*

- The activities most frequently provided at Minnesota 21<sup>st</sup> CCLC centers during the 2004-2005 school year were also the 4 most frequently offered activities nationally, with each being offered by a minimum of three-quarters of the 66 centers:



- Academic enrichment learning programs (86% of Minnesota centers)
  - Tutoring/homework help (83% of Minnesota centers)
  - Recreational activities (79% of Minnesota centers)
  - Academic improvement/remediation programs (76% of Minnesota centers)
- The average number of hours these 4 activities were offered weekly ranged from a high of 7.4 hours per week for academic enrichment to 4.4 hours for tutoring/homework help. Minnesota centers, on average, offered both academic enrichment and remediation activities for more hours per week than all centers nationally.
  - Between 40% and 50% of Minnesota centers reported offering the following activities during the 2004-2005 school year: activities promoting youth leadership (50%); drug and violence prevention, counseling, and character education programs (46%); community service (44%), and mentoring (41%).
  - Approximately 44% of Minnesota centers offered programs to promote family literacy or parental involvement, compared with 51% of centers nationally in 2004-2005.

***Changes in Activities Offered between 2003-04 and 2004-05 (Table 11 and Figure 4)***

- With the exception of remediation and career/job training for youth, larger percentages of Minnesota centers reported offering each of type of activities during the second year of operation. The greatest percentage increases came in three types of activities:
  - Youth leadership activities (growth from 32% to 50% of centers)
  - Programs promoting parental involvement/family literacy (growth from 27% to 44% of centers), and
  - Activities for limited English proficient students (growth from 22% to 38% of centers)
- During the 2003-2004 school year, academic improvement/remediation was the most frequently offered activity; in 2004-2005, the percentage of centers reporting offering remediation activities dropped 10%, and academic enrichment learning programs were the most frequently offered programs.

**Table 6: Types of Activities Offered by Minnesota Cohort 1 Grantees  
2003-2004 School Year**

(sorted by percentage of centers offering activity)

Program Type	# of Centers Providing	% of MN's 65 Centers Providing	Average # of Hrs/Week Typically Provided <sup>1</sup>
<b>Programs Targeted to Students</b>			
Academic improvement/ remediation programs	51	85.0%	4.8
Tutoring/homework help	46	76.7%	4.7
Academic enrichment learning programs	45	75.0%	5.5
Recreational activities	41	68.3%	5.4
Community service/service learning programs	21	35.0%	3.4
Mentoring	19	31.7%	4.5
Drug and violence prevention, counseling, and character education programs	19	31.7%	3.1
Activities that promote youth leadership	19	31.7%	4.5
Expanded library hours	15	25.0%	3.9
Activities for limited English proficient students	13	21.7%	7.5
Activities that target truant, expelled or suspended students	11	18.3%	3.5
Career/job training	9	15.0%	2.4
Supplemental educational services	7	11.7%	4.9
Other	8	13.3%	3.0
<b>Programs Targeted to Adult Family Members</b>			
Programs promoting parental involvement/family literacy	16	26.7%	2.9

Source: PPICS 2004 Summary Report, Activities and Services Provided by Category, Minnesota 2004

**Table 7: Contact Hours Per Activity Type of Cohort 1 Minnesota Grantees  
2003-2004 School Year**

Activity	Hours	% of Total Contact Hours
Sports and recreation activities	203,904	28.2%
Homework help/tutoring	141,662	19.6%
Community service	107,125	14.8%
Core curriculum instruction	88,245	12.2%
Art, music, theater, dance	66,945	9.3%
Technology instruction	58,218	8.1%
Health/nutrition	28,196	3.9%
Cultural enrichment	19,047	2.6%
Other	9,154	1.3%
<b>Total contact hours</b>	<b>722,496</b>	<b>100.0%</b>

Source: Reflections on the Ascent: Climbing the Mountain One Step at a Time, Presentation by MDE staff member Heather Britt, PhD., Summer, 2004

<sup>1</sup> Percentage calculated with number of centers offering as the denominator

**Table 8: Types of Activities Offered by Cohort 1 Minnesota 21st Century Community Learning Centers  
with National Comparison Data  
2003-2004 School Year**

	MINNESOTA			ALL STATES		
	# of Centers Providing	% of 65 Centers Reporting	Average # of Hrs/Week Typically Provided <sup>1</sup>	# of Centers Providing	% of 3,578 Centers Reporting	Average # of Hrs/Week Typically Provided <sup>1</sup>
<b>Programs Targeted to Students</b>						
Academic improvement/ remediation programs	51	85.0%	4.8	2,917	81.5%	5.8
Tutoring/homework help	46	76.7%	4.7	3,200	89.4%	5.3
Academic enrichment learning programs	45	75.0%	5.5	3,203	89.5%	5.5
Recreational activities	41	68.3%	5.4	3,109	86.9%	5.0
Community service/service learning programs	21	35.0%	3.4	1,523	42.6%	2.4
Mentoring	19	31.7%	4.5	1,603	44.8%	4.1
Drug and violence prevention, counseling, and character education programs	19	31.7%	3.1	2,188	61.2%	2.8
Activities that promote youth leadership	19	31.7%	4.5	1,851	51.7%	3.4
Expanded library hours	15	25.0%	3.9	1,319	36.9%	4.3
Activities for limited English proficient students	13	21.7%	7.5	1,081	30.2%	4.5
Activities that target truant, expelled or suspended students	11	18.3%	3.5	865	24.2%	3.6
Career/job training	9	15.0%	2.4	912	25.5%	2.9
Supplemental educational services	7	11.7%	4.9	945	26.4%	4.2
Other	8	13.3%	3.0	459	12.8%	4.4
<b>Programs Targeted to Adult Family Members</b>						
Programs that promote parental involvement and family literacy	16	26.7%	2.9	2,091	58.4%	2.5

Source: PPICS Summary Report, Activities and Services Provided by Category, Minnesota 2004 and All States 2004, accessed 8/3/06

<sup>1</sup> Percentage calculated with number of centers offering as the denominator

**Table 9: Types of Activities Offered by Minnesota Cohort 1 Grantees**  
**2004-2005 School Year**  
(sorted by percentage of centers offering activity)

<b>Program Type</b>	<b># of Centers Providing</b>	<b>% of 66 Centers Providing</b>	<b>Average # of Hrs/Week Typically Provided<sup>1</sup></b>
<b><i>Programs Targeted to Students</i></b>			
Academic enrichment learning programs	57	86.4%	7.4
Tutoring/homework help	55	83.3%	4.4
Recreational activities	52	78.8%	4.5
Academic improvement/ remediation programs	50	75.8%	6.3
Activities that promote youth leadership	33	50.0%	3.7
Drug and violence prevention, counseling, and character education programs	30	45.5%	3.2
Community service/service learning programs	29	43.9%	3.3
Mentoring	27	40.9%	3.7
Activities for limited English proficient students	25	37.9%	6.8
Expanded library hours	23	34.8%	2.6
Activities that target truant, expelled or suspended students	14	21.2%	7.9
Supplemental educational services	13	19.7%	5.0
Career/job training	6	9.1%	4.0
Other	1	1.5%	20.0
<b><i>Programs Targeted to Adult Family Members</i></b>			
Programs promoting parental involvement/family literacy	29	43.9%	1.9
Career/job training for adults	2	3.0%	1.5

Source: 2005 PPICS Minnesota Activity Data Export

<sup>1</sup> Percentage calculated with number of centers offering as the denominator

**Table 10: Types of Activities Offered by Cohort 1 Minnesota 21st Century Community Learning Centers  
with National Comparison Data  
2004-2005 School Year**

(sorted by percentage of MN centers offering activity)

	MINNESOTA			ALL STATES		
	# of Centers Providing	% of 66 Centers Providing	Average # of Hrs/Week Typically Provided <sup>1</sup>	# of Centers Providing	% of 7,450 Centers Reporting	Average # of Hrs/Week Typically Provided <sup>1</sup>
<b>Programs Targeted to Students</b>						
Academic enrichment learning programs	57	86.4%	7.4	6,240	83.8%	5.6
Tutoring/homework help	55	83.3%	4.4	6,712	90.1%	5.3
Recreational activities	52	78.8%	4.5	6,634	89.1%	5.2
Academic improvement/ remediation programs	50	75.8%	6.3	5,523	74.1%	5.5
Activities that promote youth leadership	33	50.0%	3.7	3,946	53.0%	3.4
Drug and violence prevention, counseling, and character education programs	30	45.5%	3.2	4,064	54.6%	2.8
Community service/service learning programs	29	43.9%	3.3	3,261	43.8%	2.6
Mentoring	27	40.9%	3.7	3,274	44.0%	4.1
Activities for limited English proficient students	25	37.9%	6.8	2,238	30.0%	4.6
Expanded library hours	23	34.8%	2.6	2,488	33.4%	4.1
Activities that target truant, expelled or suspended students	14	21.2%	7.9	1,584	21.3%	3.5
Supplemental educational services	13	19.7%	5.0	1,968	26.4%	4.0
Career/job training	6	9.1%	4.0	1,680	22.6%	2.7
Other	1	1.5%	20.0	795	10.7%	4.0
<b>Programs Targeted to Adult Family Members</b>						
Programs that promote parental involvement and family literacy	29	43.9%	1.9	3,831	51.4%	2.8
Career/job training for adults	2	3.0%	1.5	919	12.3%	3.1

Source: 2005 PPICS Activity Data Export and PPICS Summary Report, Activities and Services Provided by Category, All States 2005

<sup>1</sup> Percentage calculated with number of centers offering as the denominator

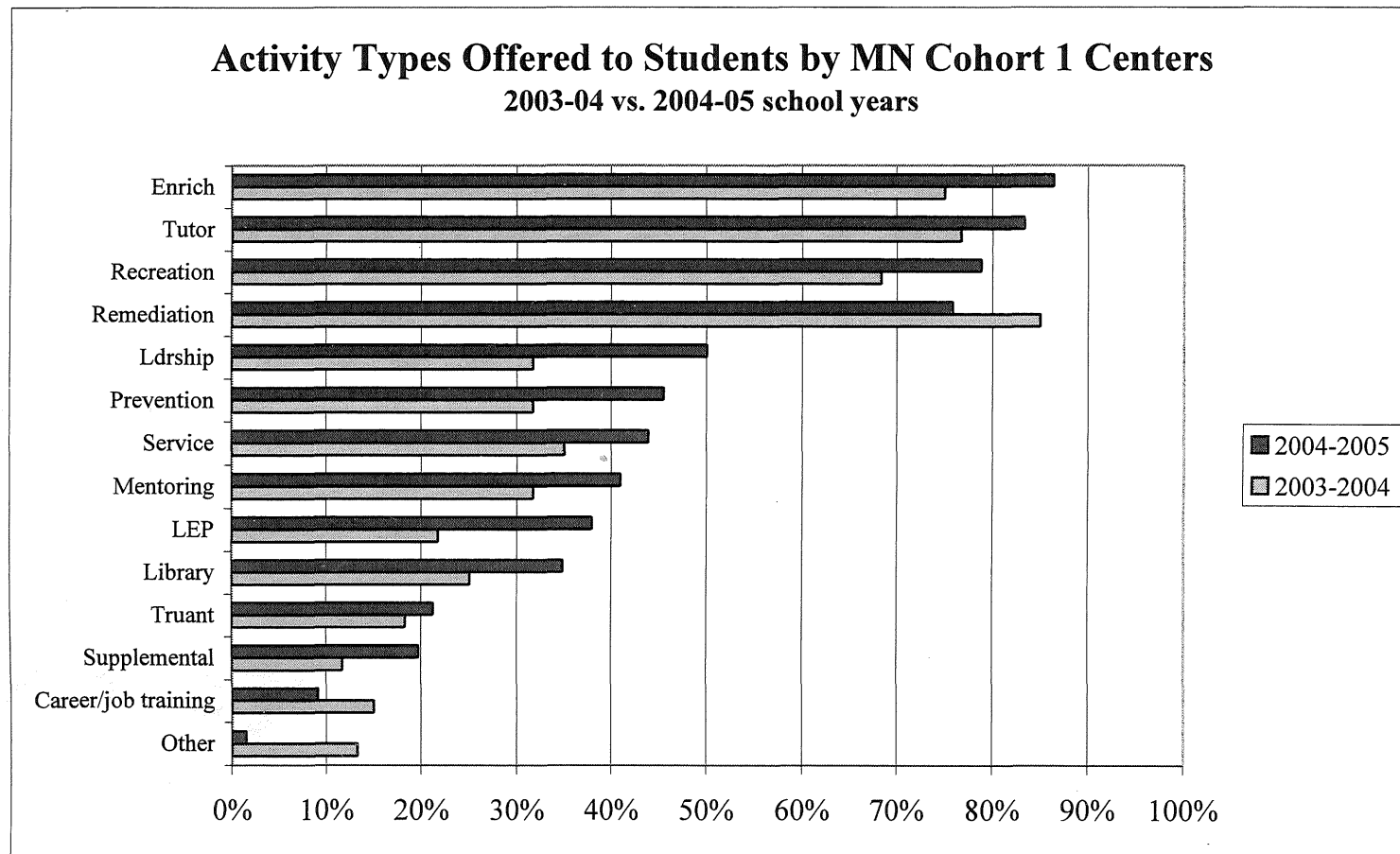
**Table 11: Types of Activities Offered by Minnesota Cohort 1 Grantees  
2003-04 and 2004-05 School Years**

	2003-04 School Year			2004-05 School Year		
	# of Centers Providing	% of 65 Centers Providing	Average # of Hrs/Week Typically Provided <sup>1</sup>	# of Centers Providing	% of 66 Centers Providing	Average # of Hrs/Week Typically Provided <sup>1</sup>
<b>Program Type</b>						
<i><b>Programs Targeted to Students</b></i>						
Academic improvement/ remediation programs	51	85.0%	4.8	50	75.8%	6.3
Tutoring/homework help	46	76.7%	4.7	55	83.3%	4.4
Academic enrichment learning programs	45	75.0%	5.5	57	86.4%	7.4
Recreational activities	41	68.3%	5.4	52	78.8%	4.5
Community service/service learning programs	21	35.0%	3.4	29	43.9%	3.3
Mentoring	19	31.7%	4.5	27	40.9%	3.7
Drug and violence prevention, counseling, and character education programs	19	31.7%	3.1	30	45.5%	3.2
Activities that promote youth leadership	19	31.7%	4.5	33	50.0%	3.7
Expanded library hours	15	25.0%	3.9	23	34.8%	2.6
Activities for limited English proficient students	13	21.7%	7.5	25	37.9%	6.8
Activities that target truant, expelled or suspended students	11	18.3%	3.5	14	21.2%	7.9
Career/job training	9	15.0%	2.4	6	9.1%	4
Supplemental educational services	7	11.7%	4.9	13	19.7%	5
Other	8	13.3%	3	1	1.5%	20
<i><b>Programs Targeted to Adult Family Members</b></i>						
Programs promoting parental involvement/family literacy	16	26.7%	2.9	29	43.9%	1.9
Career/job training for adults	NA	NA	NA	2	3.0%	1.5

Source: PPICS Summary Report, Activities and Services Provided by Category, Minnesota 2004 and 2005 PPICS Activity Data Export

<sup>1</sup> Percentage calculated with number of centers offering as the denominator

**Figure 4**



## **Findings**

### ***Subject Areas of Activities Offered by Cohort 1 Centers in 2003-2004 School Year (Tables 12 and 13)***

- Nearly 100% of Minnesota centers reported offering reading or literacy activities. Eighty-two percent of Minnesota centers reported mathematics education activities, compared with 92% of centers nationally. Minnesota centers typically provided literacy activities for an average of 4.6 hours per week and mathematics activities for an average of 4.2 hours in 2003-04.
- Approximately 6 in 10 Minnesota centers reported offering arts and music education activities or technology education activities for an average of 4.7 hours per week. This is consistent with the fact that 75% of Minnesota centers reported offering academic enrichment activities.

### ***Subject Areas of Activities Offered by Cohort 1 Centers in 2004-2005 School Year (Tables 12 and 14)***

- More than 85% of Minnesota centers reported offering reading or literacy activities, and 80% of Minnesota centers reported mathematics education activities. Minnesota centers typically provided literacy activities for an average of 4.7 hours per week in 2004-2005 and math activities for an average of 3.9 hours per week.
- Nearly 75% Minnesota centers reported offering arts and music education activities for an average of 5.2 hours per week, which exceeded the national average of 4.3 hours per week.

### ***Changes in Subject Areas of Activities Offered between 2003-04 and 2004-05 (Table 12 and Figures 5 and 6)***

- The percentage of Minnesota centers reporting offering reading and/or literacy activities during the 2004-2005 school year dropped from 97% to 86% while the percentage reporting offering math activities stayed constant at approximately 80%.
- In 2004-05, a significantly larger percentage of Cohort 1 centers offered activities in science (growth from 42% to 67% of centers) and arts and music education (growth from 60% to 73%).



**Table 12: Subject Areas Offered by Minnesota Cohort 1 Community Learning Centers  
2003-04 and 2004-05 School Years**

	2003-04 School Year			2004-05 School Year		
	# of Centers Providing	% of 65 Centers Providing	Average # of Hrs/Week Typically Provided <sup>1</sup>	# of Centers Providing	% of 66 Centers Providing	Average # of Hrs/Week Typically Provided <sup>1</sup>
Reading/literacy education activities	58	96.7%	4.6	57	86.4%	4.7
Mathematics education activities	49	81.7%	4.2	53	80.3%	3.9
Arts and music education activities	36	60.0%	4.6	48	72.7%	5.2
Telecommunications and technology education programs	35	58.3%	3.1	38	57.6%	2.8
Cultural activities/social studies	27	45.0%	3.6	39	59.1%	3.5
Health/nutrition-related activities	27	45.0%	3.1	33	50.0%	2.8
Science education activities	25	41.7%	3.1	28	42.4%	2.7
Entrepreneurial education programs	6	10.0%	2.2	6	9.1%	1.7
Other	9	15.0%	4.1	10	15.2%	5.1

Source: PPICS Summary Report, Activities and Services Provided by Subject Area, Minnesota 2004 and 2005 PPICS Activity Data Export

<sup>1</sup> Percentage calculated with number of centers offering as the denominator

**Table 13: Activities Offered by Minnesota Cohort 1 21<sup>st</sup> Century Community Learning Centers by Subject  
with National Comparison Data  
2003-2004 School Year**

	MINNESOTA			ALL STATES		
	# of Centers Providing	% of 65 Centers Reporting	Average # of Hrs/Week Typically Provided <sup>1</sup>	# of Centers Providing	% of 3,554 Centers Reporting	Average # of Hrs/Week Typically Provided <sup>1</sup>
Reading/literacy education activities	58	96.7%	4.6	3,420	96.2%	5.3
Mathematics education activities	49	81.7%	4.2	3,272	92.1%	4.7
Arts and music education activities	36	60.0%	4.6	2,987	84.1%	3.8
Telecommunications and technology education programs	35	58.3%	3.1	2,331	65.6%	3.5
Cultural activities/social studies	27	45.0%	3.6	2,475	69.6%	3.0
Health/nutrition-related activities	27	45.0%	3.1	2,364	66.5%	2.9
Science education activities	25	41.7%	3.1	2,418	68.0%	3.1
Entrepreneurial education programs	6	10.0%	2.2	641	18.0%	2.3
Other	9	15.0%	4.1	577	16.2%	5.4

Source: PPICS Summary Report, Activities and Services Provided by Subject Area, Minnesota 2004 and All States 2004

<sup>1</sup> Percentage calculated with number of centers offering as the denominator

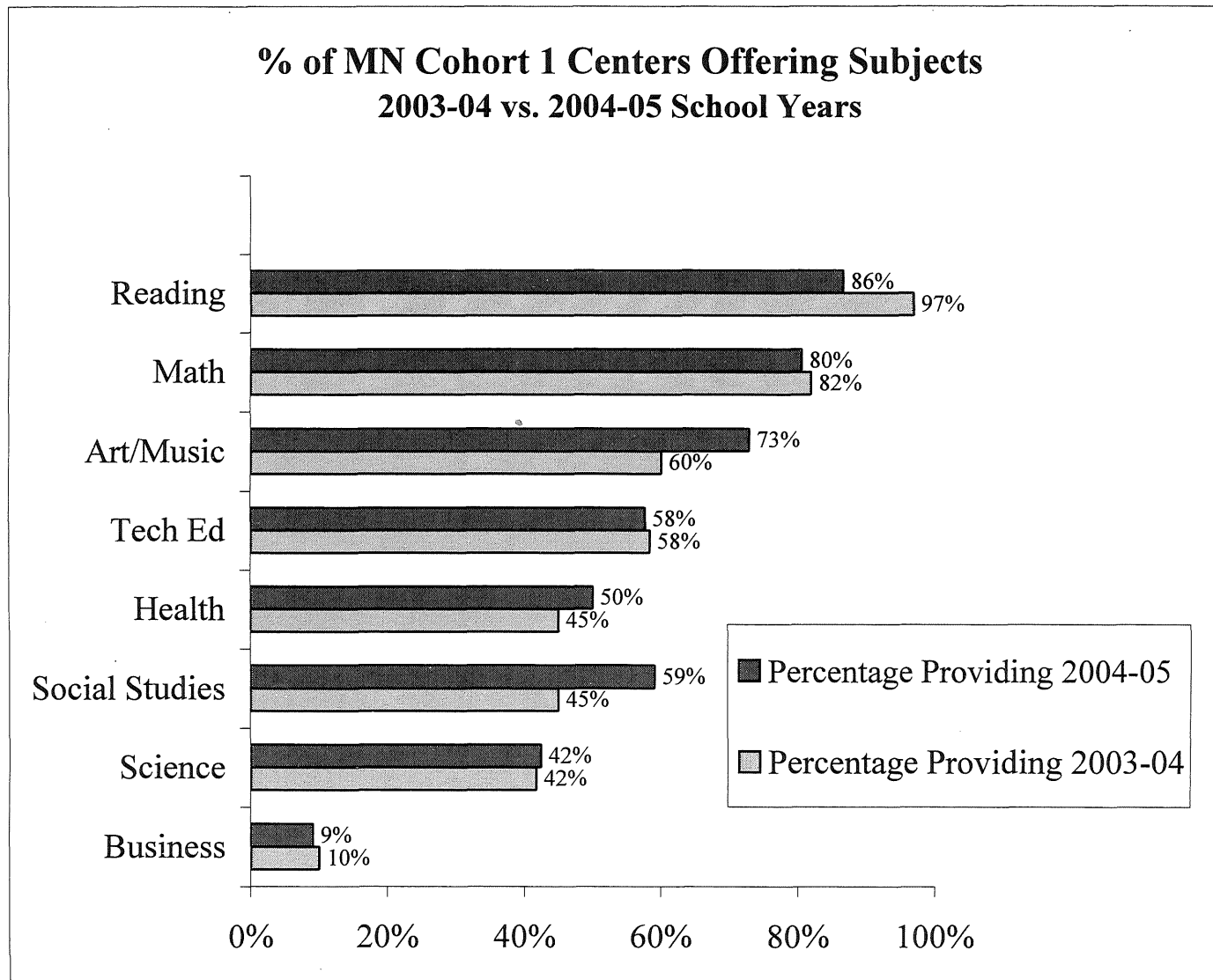
**Table 14: Activities Offered by Minnesota Cohort 1 21<sup>st</sup> Century Community Learning Centers by Subject  
with National Comparison Data  
2004-2005 School Year**

	MINNESOTA			ALL STATES		
	# of Centers Providing	% of 66 Centers Providing	Average # of Hrs/Week Typically Provided <sup>1</sup>	# of Centers Providing	% of 7,360 Centers Reporting	Average # of Hrs/Week Typically Provided <sup>1</sup>
Reading/literacy education activities	57	86.4%	4.7	6,788	92.2%	5.3
Mathematics education activities	53	80.3%	3.9	6,654	90.4%	4.6
Arts and music education activities	48	72.7%	5.2	6,354	86.3%	4.3
Telecommunications and technology education	38	57.6%	2.8	4,845	65.8%	3.7
Cultural activities/social studies	39	59.1%	3.5	5,113	69.5%	3.3
Health/nutrition-related activities	33	50.0%	2.8	5,027	68.3%	3.2
Science education activities	28	42.4%	2.7	4,932	67.0%	3.3
Entrepreneurial education programs	6	9.1%	1.7	1,456	19.8%	2.3
Other	10	15.2%	5.1	1,330	18.1%	5.5

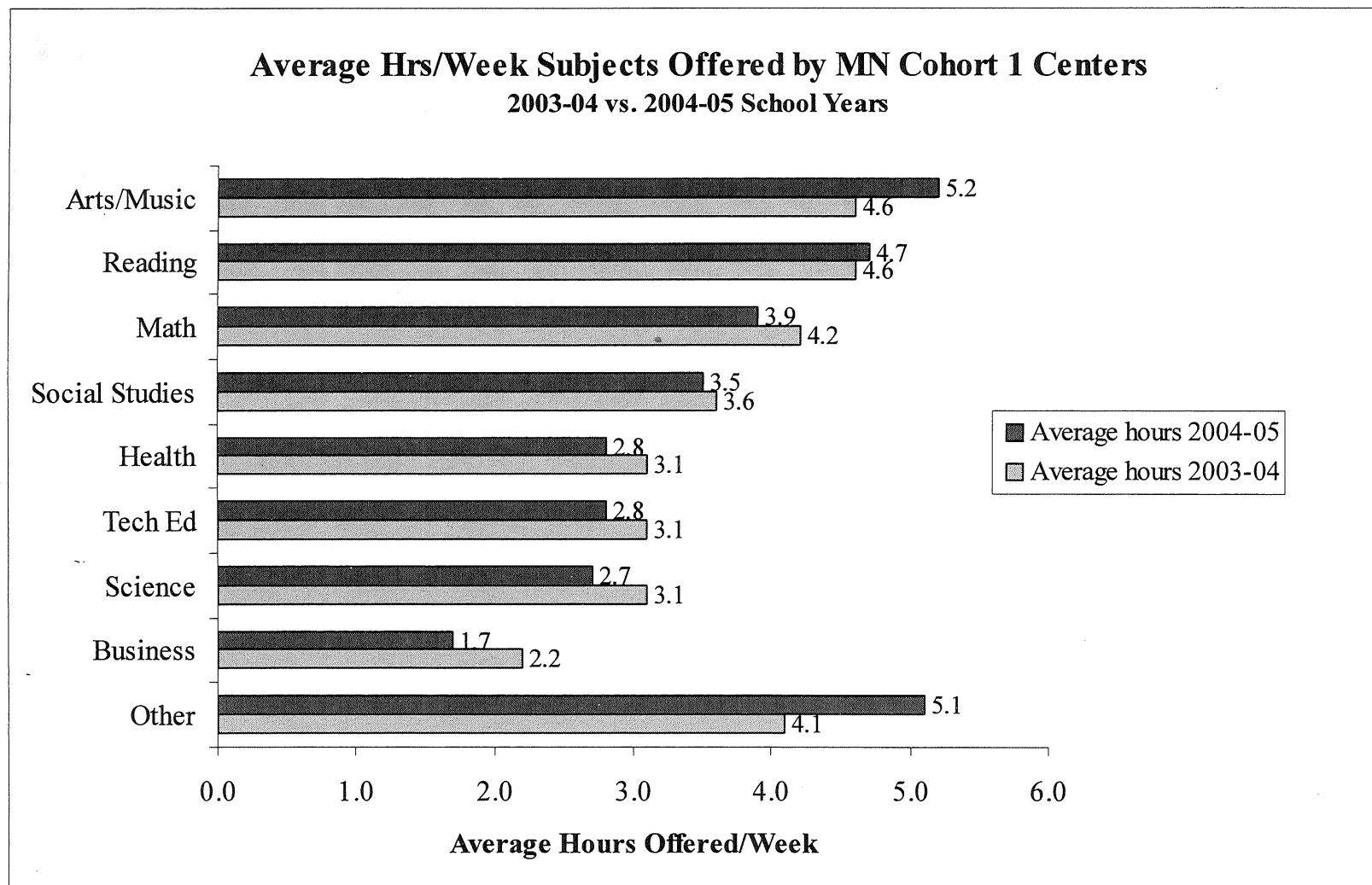
Source: PPICS Summary Report, Activities and Services Provided by Subject Area, All States 2005 and 2005 PPICS Activity Data Export, Minnesota

<sup>1</sup> Percentage calculated with number of centers offering as the denominator

**Figure 5**



**Figure 6**



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## **Section Four: MN 21<sup>st</sup> Century Community Learning Centers Program Barriers**

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At several points during the MDE reporting process, grantees were asked to identify barriers they experienced in implementing and operating 21<sup>st</sup> CCLC programs. For example, they were asked about barriers to recruiting participants, barriers about partnerships, or about barriers in general, depending on the wording of the question in that particular report.

When she was employed at MDE as a Prevention Research Specialist, Heather Britt, Ph.D. completed the analysis of barriers that follows below. Heather mined state grantee reports for this information and presented it at a grantee meeting in the summer of 2005. As a result of her analyses, barriers (and strategies to address them as suggested by grantees) are organized according to the following categories: sites/programming, participation, parents, staff, structure, data, and other barriers. However, it was not possible to determine from the summary analysis just how many grantees identified each type of barrier.

In consultation with MDE staff, the evaluation consultants reviewed a sample of grantee files to determine whether additional types of barriers were reported by Cohort I grantees for 2004-2005. Barriers reported in those sample files generally paralleled those reported in the Britt analysis. In Section Six, evaluator recommendations will be made about ways to refine the process of gathering information about barriers in the future.

### ***Program Barriers Identified by Cohort 1 Grantees in Reporting through June 2004***

#### **Sites/Programming**

##### **Barriers**

- Late start for certain program components
- Addition of new programs
- Startup of programs—procedures, organization, communication, curriculum, transportation, training staff, public relations
- Conversion from long-standing targeted services--conflict with targeted services programs and finances

##### **Strategies: Programming**

- Separate programming for elementary and middle school students
- Adding smaller sites to accommodate certain kids
- Addition of before school programs
- Planning discrete program sessions compatible with family schedules

##### **Strategies: Resources**

- Targeted and prioritized work to focus on 21st CCLC families
- Bending of targeted services and 21st CCLC programs and strategies
- Addition of time for certain students to focus efforts
- Asking partners to come to the sites for programming

## **Participation**

### **Barriers:**

- Drop-in facilities
- Consistent participation by kids—in fee and non-fee programs, in academic and enrichment programs
- Attendance
- Young people “skipping” the academic component
- Mobility

### **Strategies: Involvement**

- Contracts with parents and children
- Incentive points/rewards for young people
- Surveying kids (and parents) about desired programs
- Offer variety of programming

### **Strategies: Communication**

- Increased communication with school staff
- Phone calls home when students aren’t attending
- Telephone calls
- Better communication with parents
- Better explanation to parents

## **Parents**

### **Barriers:**

- Using sites as babysitters
- Lack of understanding of importance of extra help/encouragement/consistency
- Lack of parental approval for kids to participate
- Experiences of kids at home
- –substandard housing, parents using alcohol/drugs, parents unemployed, witnessing community/domestic violence, experiencing child abuse/neglect
- Parents wanting more programming

### **Strategies:**

- Engage more adults from families of participants
- Focus on literacy needs of parents

## **Staff**

### **Barriers:**

- Staff turnover
- Finding qualified staff
- Overworked teachers
- Short staffed
- Staff training

### **Strategies: Staff**

- Addition of teachers, especially ELL teachers
- Teaming with staff from recreational programs to increase participation in academic programs
- Addition of peacemaker position

### **Strategies: Support**

- Gathering more volunteers to support program
- Use of older adolescent mentors for younger youth
- Use of other organizations to provide mentors

## **Structural**

### **Barriers:**

- Busses and transportation
- Lack of quiet space, or space in general
- Length of time with student (over time, individual time)

### **Strategies: Structural**

- Seamless system of recruiting and retaining students
- Send students from several schools to one site to more efficiently use funding, resources, staff
- Providing transportation to and from activities
- Better transportation routes

## **Data**

### **Barriers:**

- Access to data
- Defining a “completer” for drop-in programs
- Defining a “completer” for adults
- Unrealistic goals/benchmarks!

### **Strategies:**

- Consistency of reporting—standardizing reports, graphs and test administration, setting rules and a calendar for data collection
- Clear understanding of assessments
- Using district coordinators of literacy, math & assessment
- Better systems to take adult attendance
- Negotiations with district for data



## **Other**

### **Barriers:**

- Changing dynamics of student cohorts
- Fluctuating homework assignments
- Other activities for kids during certain times of the year

### **Strategies:**

- Use of other local funders to support programs
- Positive public relations, testimonials from kids
- Parent advisory group

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## **Section Five: MN 21<sup>st</sup> Century Community Learning Centers Program Outcomes**

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In order to understand how information about 21<sup>st</sup> CCLC program outcomes has been collected to date as well as summarizing the results achieved by Cohort 1 grantees so far, the evaluation consultants looked at what types of information were required by MDE (in the grant application and the corresponding grantee evaluation plan) and the data that was collected about program outcomes from MN state reports and in the PPICS database.

This section of the document is organized in the following manner:

- It begins by outlining the history of the grantee evaluation planning process, grantee reporting, and the data available from MN state reports and through PPICS.
- An overview of the outcome objectives selected by Cohort 1 in 2003-2004 follows, supported by tables detailing the degree to which these outcome objectives were met during the 2003-2004 and 2004-2005 reporting periods. This information is presented for all 19 Cohort 1 grantees as a group and then again by each grantee separately, with information on the status of each objective.
- Following the information about achievement of outcome objectives, the results of the federal teacher survey administered in Minnesota in 2004-2005 are presented, including the response rates grantees achieved in surveying teachers in 2004-2005, results from the surveys collected during the 2004-2005 school year are highlighted, and a comparison between Minnesota grantees and other national grantees.

### **History of the 21<sup>st</sup> CCLC Grantee Evaluation Planning Process**

After Cohort 1 grantees received their funding in 2003, MDE required each to develop a brief evaluation plan. Later in 2004, MDE requested a more detailed version of the plan that focused on process and outcome data for school year and summer programs. At this same time, MDE staff introduced grantees to the PPICS database and explained that an additional annual report would be completed online in this system.

The 2004 evaluation plan asked grantees to consider how they would collect the following types of information using the categories specified below:

## *Components of the Minnesota 21<sup>st</sup> CCLC Evaluation Plan for Cohort 1 Grantees*

Basic Information: A description of the grantee organization.

Objectives: For Cohort 1 grantees, MDE required evaluation plans to address both process and outcome objectives. Process objectives consisted of identifying target numbers for: 1) participant recruitment (an unduplicated count of all participants) and 2) participant retention (an unduplicated count of regularly attending youth—those who participated 30 days or more in the program as defined by the U.S. Department of Education).

Grantees were asked to explain how they proposed to measure their achievement of each outcome (see full list of outcomes below) by providing baseline data, identifying indicators and data collection methods, selecting performance targets, and describing the target population that would be assessed.

In terms of the outcome objectives, MDE required grantees to measure a common outcome goal of "improving or maintaining school attendance" (Goal 1 in the list below). Cohort 1 grantees were also required to select another outcome goal from the list below and given the option to select additional outcome goals.

Partnerships: Information about collaborative partners and their involvement in programming as well as challenges around implementation.

Site (Center) Information: Detailed information about local site operations.

Participant Demographics: Numbers of youth and adult participants, their demographic characteristics (gender, race/ethnicity, grade level, and special populations information), and an additional breakdown of this information for all youth participants as well as regular attenders (attending the program 30 days or more).

Activity Information: The frequency and duration of program activities offered and the number of youth who participated in these activities. Also, grantees were asked to classify which school subject areas were addressed within the different activities offered.

Teacher Survey Data: The teacher survey, developed by Learning Point Associates, was selected by MDE as a common outcome measure for all Cohort 1 grantees. In the evaluation plan, grantees were asked to explain whether they would add additional items to this survey and how it would be implemented.

Additional Information: Grantees were asked to explain how parents and families would be involved in the program, share stories of success, and provide additional qualitative data about their program.

### *21<sup>st</sup> CCLC Process Objectives*

Process Objective 1: Reporting about participant recruitment results

Process Objective 2: Reporting about participant retention results

### *21<sup>st</sup> CCLC Outcome Goals*

Goal 1: Improve or maintain school attendance (*required of all grantees*).

Goal 2: Increase academic achievement.

Goal 3: Improvement in classroom performance and decreased disciplinary actions.

Goal 4: Increase the percentage of participating students that meet or exceed local academic achievement standards in reading or math.

Goal 5: Increase the availability of and participation in programs that offer a range of high quality educational, developmental, and recreational activities.

Goal 6: Contribute to positive youth development through skill development in arts, music, athletics, and other enrichment opportunities.

Goal 7: Increase the number of youth engaged in community service.

As mentioned earlier in this report, grantees in Cohort 1 began reporting to MDE prior to the PPICS database's implementation. The first Minnesota state report was required in June 2003. In 2004, grantees began entering their profile information into PPICS, and in 2005 grantees began entering results related to program outcomes. At the same time, MDE required grantees to continue to complete state reports that had been modified to avoid duplicate reporting between MDE and PPICS.

## **Data Available from MN State Reports and PPICS About Outcomes Results**

### ***MN State Reports***

In 2003 and 2004, Cohort I grantees were asked to report on progress toward meeting their recruitment and retention goals, the required goal of improving or maintaining school attendance, a second outcome goal of their choice, and any additional outcomes they selected to measure. In 2005-2006, Cohort I grantees did not report results related to their selected outcomes because quantitative results (i.e., the results of the federal teacher surveys and a self-assessment of the extent to which they met their stated objectives) would be entered by grantees into the PPICS database.

### ***PPICS***

In order to report outcome results using the PPICS database, the system required grantees to identify their outcome objective and translate their MN state process and outcome evaluation goals into the Federal Annual Performance Report (APR) language. Grantees were asked to

classify each objective or outcome statement above according to Federal APR objective language by using the following guidelines provided by MDE:

<b>Minnesota State Process and Outcome Evaluation Goals</b>	<b>Federal APR Directions and Classification</b>
Process Objective 1: Participant Recruitment Goals	Classify participant recruitment goals as "Other" objectives with the description "Participant Recruitment Objective."
Process Objective 2: Participant Retention Goals	Classify participant recruitment goals as "Participant Retention" objectives.
Goal 1: School Attendance (required of all grantees)	Classify school attendance goals (maintenance or improvement) as "Student Behavior" objectives.
Goal 2: Increase academic achievement.	Classify as "Student Achievement" objective.
Goal 3: Improvement in classroom performance and decreased disciplinary actions.	Classify as "Student Behavior" objective.
Goal 4: Increase the percentage of participating students that meet or exceed local academic achievement standards in reading or math.	Classify as "Student Achievement" objective.
Goal 5: Increase the availability of and participation in programs that offer a range of high quality educational, developmental and recreational activities	Classify as "Participation in Core Education Services" or "Participation in Enrichment Activities," depending on your specific target and focus.
Goal 6: Contribute to positive youth development through skill development in art, music, athletics and other enrichment opportunities.	Classify as "Social Development" objective.
Goal 7: Increase the number of youth engaged in community service.	Classify as "Other" objective.
Other	Classify as appropriate

In addition, Cohort 1 grantees were asked to indicate the degree to which they had achieved each outcome objective by selecting one option from a menu in PPICS:

- "Met the stated objective"
- "Did not meet, but progressed toward the stated objective"
- "Did not meet and no progress toward the stated objective"
- "Can't measure"

The PPICS database also allowed grantees the option of providing qualitative information to explain the status of their objectives.

## *Data Limitations*

1. Grantees provide a great deal of program information when reporting to MDE and entering data into the PPICS database. Much of the information is useful for performance monitoring (defined as an orientation toward collecting or documenting program inputs such as the number of clients, staffing patterns, or partnerships). However, as explained earlier in this report, reorganizing the information so that it is useful for MDE staff requires additional manipulation—sometimes a considerable amount of specialized work. And yet, this level of effort is needed in order to sort the performance monitoring information in such a way that MDE staff can reflect on it and use it for purposes of program improvement—particularly to distinguish the performance of different funding cohorts or examine certain characteristics grantee by grantee.
2. Some of the information in the MDE reports and the PPICS database can be useful for program evaluation (defined as an approach to appraising the outcomes or impact of the overall program). However, there are several cautions that need to be taken into account:
  - While the PPICS database provides a menu of options allowing grantees to indicate the degree to which they have achieved their outcome objectives, no definitions currently exist to guide grantees in selecting the most appropriate option. This situation presents a unique challenge for grantees with multiple sites. For example, if a grantee operates six centers and five of the six meet an objective but one does not, grantees choose for themselves whether to characterize this as “Met the stated objective” or “Did not meet, but progressed toward the stated objective.” Different grantees may make this choice using different decision rules. MDE staff trying to use PPICS data as part of a determination of program impact are challenged because grantees’ current decision making processes are not transparent and open to inconsistency.
  - All Cohort 1 grantees were required to set an objective related to school attendance. The other objectives from which Cohort 1 grantees could select their second area of impact have different likelihoods of being reached—almost by definition. For example, some objectives may be easier to designate as met simply by virtue of a center’s becoming operational (e.g., “Increase the availability of and participation in programs that offer a range of high quality education, developmental and recreational activities”).
  - Because Cohort 1 grantees were able to customize the language of their objectives (see Table 18 on page 46), some grantees entered very specific and challenging objectives into PPICS (e.g., “10% of 4th-9th graders will participate in after school homework assistance activities and raise their cumulative GPA by .75 by June of each school year”), while other grantees worded their objective as “improve academic achievement.” Grantees have also selected a range (in terms of difficulty and specificity) of performance targets and indicators; for the attendance objective, for example, some grantees selected maintaining current attendance levels, while others set significant improvement goals—even while targeting chronically truant students

as the focus for recruitment. When grantees have worded their objectives and set their performance targets in such disparate ways, it is questionable whether it is appropriate to make statements about the degree to which a particular type of objective has been met by Minnesota grantees—for example, “45% of all Cohort 1 grantees met their goal around maintaining or improving school attendance.”

- Grantees varied significantly in the percentage of regular attendees for whom they reported teacher survey data (from 4% to 100%). To this point, MDE staff have not provided explicit guidance about whether grantees with large numbers of centers and/or regular attendees may sample teachers and how they should go about this. Grantees have also rarely provided qualitative comments within PPICS detailing the sampling strategies they have used. In addition, some community-based organization grantees have faced some challenges in getting the outcomes data they need from the participating schools by reporting deadlines.
3. In reviewing data in the MDE reports and the PPICS database, the evaluation team noted missing data both about demographics and outcomes (i.e., a grantee doesn’t have an attendance objective listed in PPICS but reports on that objective in the annual hard copy report to MDE). In the first year in particular, some missing demographic data may have reflected changes in the type of data requested by MDE and needed for entry into PPICS; in other cases the reasons for the missing data are unknown. This caution is offered because depending on the amount of missing data, the overall findings may be comprised. In this report, missing data is identified and where possible, reasons are given as to why it was omitted. In addition, demographic characteristics of regular attendees were not reported because close to half of Minnesota grantees failed to enter this data.

### ***Evaluation Team Observations***

1. The evaluation consultants observed that only some grantees elected to enter their recruitment and retention objectives (classified as process objectives by MDE) as outcome objectives in PPICS. Additional training and monitoring by MDE staff could help to clarify expectations and improve consistency in this area.
2. While requiring Cohort 1 grantees to set an objective relating to maintaining or improving attendance and providing information about how to calculate attendance rates, MDE did not set parameters about expected levels of improvement given various points at which a site or grantee might be starting.
3. The federal teacher survey is a required measure for all grantees, but there has been little guidance to this point from MDE to grantees about how to link particular items to the achievement of particular kinds of outcome objectives.

### ***Evaluation Team Questions***

1. How did MDE select the original objective statements, and how was attendance selected as the one required objective for all grantees?

2. What is the process MDE staff have been using to “certify” the grantee data in the PPICS database? And furthermore, what does this certification mean?

## **21<sup>st</sup> CCLC Program Outcomes Analyses**

In order to gain a greater understanding of grantee progress toward achieving outcome objectives, the evaluation consultants studied program outcomes in greater detail using the following data sources:

- Export Objective Profile data
- Export APR Objectives data, Minnesota 2005
- Export APR Teacher Survey data, Minnesota 2005

These data sources are used to provide an overview of the outcome objectives selected by Cohort 1 grantees and the degree to which these outcome objectives were met during the two reporting periods covered in this report. This information is presented for all 19 Cohort 1 grantees as a group and then again by each grantee separately, with information about the grantee’s self-assessment of the status of each objective.

An analysis of the results of the administration of the federal teacher survey in Minnesota in 2004-2005 follows. The response rates grantees achieved in surveying teachers are offered, the results from the surveys collected during the school year are highlighted, and a comparison between Minnesota grantees and other national grantees is provided.

## **Findings**

### ***Types of Objectives Set by Cohort 1 Grantees (Table 15)***

- 16 of 19 Minnesota grantees cited the required goal of maintaining or improving school attendance in their PPICS profiles.
- Approximately 1 in 4 objectives (24.6%) set by Cohort 1 grantees in 2003-2004 related to academic achievement—either defined broadly or specifically with reference to increasing the percentage of participating students meeting or exceeding local achievement standards in reading and math.
- In 2004-2005, two grantees each added one objective—one in the school attendance category and one in the academic achievement realm.



**Table 15: All Active<sup>1</sup> Objectives, by Type, for Minnesota Cohort 1 Grantees  
2003-2004**

<b>Objective</b>	<b>Number of Citations<sup>2</sup></b>	<b>% of All Cited Objectives</b>
Maintain or improve school attendance	17	23.3%
Increase academic achievement	12	16.4%
Increase the availability of and participation in programs that offer a range of high quality educational, developmental and recreational activities	10	13.7%
Contribute to positive youth development through skill development in art, music, athletics and other enrichment opportunities.	7	9.6%
Participant recruitment	7	9.6%
Improvement in classroom performance and decrease disciplinary actions	6	8.2%
Increase the percentage of participating students that that meet or exceed local achievement standards in reading and math	6	8.2%
Participant retention	5	6.8%
Increase the number of youth engaged in community service	2	2.7%
Other	1	1.4%
<b>Total</b>	<b>73</b>	<b>100.0%</b>

Source: PPICS Objectives Table Export with Evaluator Recodes, 8/3/06

***Status of Objectives 2003-2004 and 2004-2005 (Tables 16 and 17)***

- In 2003-2004, Minnesota's Cohort 1 grantees reported that they had met approximately two-thirds (67%) of all their active objectives and had made progress towards an additional 25%. In 2004-2005, reported rates of meeting objectives rose slightly to 68%.
- In 2004-2005, two grantees failed to report the status of their seven objectives in their APR report.
- Grantees reported some improvement on 12 of the 66 objectives for which they reported the status in both 2003-2004 and 2004-2005 (18%), while reporting a decline in status for 8 objectives (12%). Grantees assigned the same status in both years to nearly 7 in 10 of the 66 objectives.

<sup>1</sup> Includes all objectives designated as "active" or non-dropped by grantees when they reported on 2003-04 performance.

<sup>2</sup> An individual grantee can cite more than one objective in a given category

**Table 16: Status of All Active Objectives of Minnesota Cohort 1 Grantees  
2003-2004**

<b>Objective</b>	<b>Number of Citations</b>	<b>% of All Cited Objectives</b>
Met objective	49	67.1%
Did not meet but progressed	18	24.7%
Did not meet and no progress made toward stated objective	2	2.7%
Can't measure	4	5.5%
<b>Total</b>	<b>73</b>	<b>100.0%</b>

Source: PPICS Objectives Table Export, 8/3/06

**Table 17: Status of All Active Objectives of Minnesota Cohort 1 Grantees  
2004-2005**

<b>Objective</b>	<b>Number of Citations</b>	<b>% of All Cited Objectives</b>
Met objective	51	68.0%
Did not meet but progressed	15	20.0%
Did not meet and no progress made toward stated objective	0	0.0%
Can't measure	2	2.7%
No information reported on objective status	7	9.3%
<b>Total</b>	<b>75</b>	<b>100.0%</b>

Source: PPICS Objectives Table Export, 8/3/06

**Table 18: Objective Status for Cohort 1 Grantees 2004 vs. 2005<sup>1</sup>**

Grantee	Objective <sup>2</sup>	Status of Objective 2004	Status of Objective 2005
Bemidji ISD #31	Increase the percentage of participating students that that meet or exceed local achievement standards in reading and math	Met	Met
Boys & Girls Clubs of the Leech Lake Area	Improve/Maintain school attendance Increase academic achievement Increase availability of and participation in programs that offer a range of high quality education, developmental and other enrichment opportunities	Progressed but did not meet Did not meet and no progress Met	No information No information No information
Columbia Heights ISD #13	Participant Recruitment Goal Participant Retention Goals School Attendance Improvement in classroom performance and decrease disciplinary actions Increase the availability of and participation in programs that offer a range of high quality educational, developmental and recreational activities	Met Progressed but did not meet Met Progressed but did not meet Met	Progressed but did not meet Progressed but did not meet Progressed but did not meet Progressed but did not meet Met
Fond du Lac Reservation	Improve/maintain school attendance. Improvement in classroom performance and decreased disciplinary actions. Increase academic achievement. Increase the availability of and participation in programs that offer a range of high quality educational, developmental and recreational activities.	Met Met Met Met	Met Met Met Met
Isle Schools ISD #473	Contribute to positive youth development through skill development in art, music, athletics and other enrichment activities. Improve/maintain school attendance Increase academic achievement Increase the availability of and participation in programs that offer a range of high quality educational, developmental and recreational activities.	Met  Progressed but did not meet Progressed but did not meet Met	No information  No information No information No information

<sup>1</sup> Compiled from the objectives listed in PPICS Individual Grantee APR Reports for 2004 and 2005 for each grantee. These are not necessarily exactly the same as the objectives in original applications or the 2004-05 hard copy annual performance report submitted to the state of Minnesota.

<sup>2</sup> Actual text of objective as entered by grantee in its PPICS profile.

Grantee	Objective	Status of Objective 2004	Status of Objective 2005
Mankato ISD #77 Community Services/Recreation Dept.      <i>New in 2004-05</i>	Standards Test Scores for 8th graders	Unable to measure progress	Met
	Improve performance by 4th, 6th, 7th, and 9th graders on the Terra Nova test	Unable to measure progress	Met
	Improve the attitude and self-esteem of participants	Progressed but did not meet	Met
	Improve the leadership and decision making skills of youth grades 3-8	Progressed but did not meet	Met
	Increase at-risk student involvement in after-school and summer activities	Progressed but did not meet	Met
	Improving School Attendance	Progressed but did not meet	Met
	<i>Improve English Language Skills among English Language Learners</i>		Met
McGregor Schools ISD #4	Achievement: 10% 4th - 9th graders will participate in afterschool homework assistance activities and raise Cum. GPA by .75 by June of each school year.	Progressed but did not meet	Progressed but did not meet
	Enrichment / Skill Building: 50% of K -12th grade students will participate in at least 2 skill development activities by June of each school year.	Met	Met
	Improve Attendance: Average daily attendance for 5th - 9th graders will improve to 90% by June 2004 and will be maintained at 90% through June 2005.	Did not meet, but progressed toward the stated	Met
Minneapolis ISD #001	15% of class offerings will change quarterly to fulfill the educational, developmental and recreational needs of students.	Met	Met
	150 families of at risk students will be involved in concentrated support to better meet academic and developmental needs of their children.	Met	Met
	50% of students enrolled in the program will engage in community service.	Progressed but did not meet	Met
	Enroll a minimum of 125 students identified as underserved or at risk.	Met	Met
	Of total number of program participants, 10% of eligible students will be new to the program.	Met	Met
	Regular attendees participating in after school activities will maintain or exceed a 90% attendance rate. (In alignment with NCLB state standards).	Met	Met
	Regular attendees will meet or exceed their home schools test scores in reading and math.	Met	Progressed but did not meet

Grantee	Objective	Status of Objective 2004	Status of Objective 2005
Neighborhood House	Disciplinary action Improve/Maintain School Attendance Increase the availability of programs for youth	Unable to measure progress Unable to measure progress Met	Unable to measure progress Unable to measure progress Met
Nett Lake ISD #707	Monitor attendance grades K-12, with all students in K-6 with 1 day or less absence in the quarter monetarily rewarded; students grades 7-12 will less than 16 hours absence will be monetarily rewarded per quarter To increase the availability of and participation in programs offering a range of high quality educational, developmental and recreational activities.	Met  Met	Met  Met
Osseo ISD #279	Increase the percentage of participating students that meet or exceed local academic achievement standards in reading or math. School Attendance Participant Recruitment Goals Participant Retention Goals	Met  Met Met Met	Met  Met Met Met
Perspectives Inc	Improve or maintain school attendance Increase academic achievement Improve classroom performance and decreased disciplinary actions. Participant Recruitment Participant Retention	Met Progressed but did not meet Progressed but did not meet  Met Met	Met Progressed but did not meet Met  Progressed but did not meet Met
Robbinsdale Schools ISD #281	Maintain school attendance Increase the percentage of participating students that meet or exceed local academic achievement standards in reading Reduce the achievement gap between high and low performing children, especially any achievement gap between minority and non-minority children.	Progressed but did not meet Met  Met	Progressed but did not meet Met  Progressed but did not meet
Rochester ISD #535	Improve or maintain satisfactory classroom performance. Improve or maintain school attendance at 90% or above. Increase participation in high quality enrichment activities.	Met Met Met	Met Met Met



Grantee	Objective	Status of Objective 2004	Status of Objective 2005
St Cloud ISD #742	Improve or maintain school attendance for program participants.	Met	Met
	Increase the availability of and participation in programs that offer a range of high quality education, developmental and recreational activities.	Met	Met
	Increase the percentage of participating students that meet or exceed local academic achievement standards in reading or math.	Met	Met
	Recruitment of 240 students for programming across sites.	Met	Met
	Retention of 204 students for programming across sites.	Progressed but did not meet	Progressed but did not meet
St Paul Schools ISD #625	Decrease the percentage of students absent 15 or more days a year by 2%.	Did not meet and no progress	Met
	At least 5% of participating students each year will increase performance on the Stanford 10 by at least one stanine	Met	Met
	<i>Increase school attendance rate of attendees by 2% from the baseline (2003-04 school year) to the second year of the program (2004-05 school year).</i>		Progressed but did not meet
Willmar ISD #347	Improve or Maintain School Attendance	Met	Progressed but did not meet
	Improvement in Classroom Performance and Decreased Disciplinary Actions	Met	Met
	Increase Academic Achievement	Met	Met
	Participant Recruitment	Progressed but did not meet	Met
	Participant Retention or Completion	Progressed but did not meet	Met
Worthington ISD #518	After School Academic Program	Met	Met
	Enrichment opportunities	Met	Met
	Parent Involvement	Met	Met
YMCA of Metropolitan Minneapolis	Contribute to positive youth development through skill development in art, music, athletics and other enrichment opportunities.	Met	Met
	Improve or maintain school attendance	Met	Progressed but did not meet
	Increase academic achievement	Met	Progressed but did not meet
	Increase the availability of and participation in programs that offer a range of high quality educational, developmental and recreational activities.	Met	Met
	Increase the number of youth engaged in community service.	Met	Met

## Federal Teacher Survey Results

As mentioned earlier in this report, MDE staff selected the federal teacher survey assessing changes in behavior among regular attendees as its common impact measure. This 10-item survey, developed by Learning Point Associates, was distributed to teachers of students considered to be regular attendees (regular classroom teachers for elementary students and Math and English teachers for middle and high school students). Teachers were asked questions at the end of the school year about whether students' attendance, attitude, and performance in the classroom had changed.

This section of the report describes the response rates grantees achieved in surveying teachers in 2004-2005, highlights the results from the surveys collected during the 2004-2005 school year, and provides a comparison of the results between Minnesota and other national grantees.

### *Response Rates (Table 19)*

- In 2004-2005, 62 of the 66 Minnesota centers distributed 4,504 teacher surveys to assess changes in behavior of regular attendees. A total of 3,206 surveys were returned from 59 of those centers, for an overall response rate of 71.2%. The mean response rate among the 59 centers that submitted at least one completed survey was 80.3%. Response rates to the distributed surveys per grantee ranged from 60% to 100%.
- In 2004-2005, Minnesota's centers reported a total of 8,391 participants who had attended at least 30 days. Thus, centers submitted teacher survey data for 38.2% of regular attendees. Among individual grantees, the percentage of regular attendees with completed surveys ranged from 4% to 100%.

### *Results (Tables 20 and 21)*

- Of regular attendees perceived by their teachers to be in need of improvement, at least 60% were assessed as having improved in the following areas (six of ten areas):
  - Academic improvement (75% improved, 21% no change)
  - Completing homework to the teacher's satisfaction (66% improved, 30% no change)
  - Being motivated to learn (65% improved, 30% no change)
  - Being attentive in class (65% improved, 30% no change)
  - Turning in homework on time (63% improved, 29% no change)
  - Participating in class (62% improved, 34% no change)
- Teachers were least likely to report improvement in "attending class regularly," with 50% of those needing to improve having improved and 46% showing no change.
- Minnesota teacher respondents assessed a smaller percentage of students as having improved on each of the 10 items than did teachers nationally.

**Table 19: Teacher Survey Response Rates, Cohort 1**  
**2004-2005 School Year and Summer 2004**  
(Sorted alphabetically by grantee)

Grantee	# of Regular Attendees	# of Surveys Given Out	# of Surveys Returned	% of Surveys Returned	% of Regular Attendees with Completed Surveys
Bemidji ISD #31	565	364	253	69.4%	44.8%
Boys & Girls Clubs of the Leech Lake Area	24	24	24	100.0%	100.0%
Columbia Heights ISD #13	277	277	231	83.4%	83.4%
Fond du Lac Reservation	104	104	66	63.5%	63.5%
Isle Schools ISD #473	36	36	36	100.0%	100.0%
Mankato ISD #77 Community Services/Recreation Dept.	289	126	94	74.6%	32.5%
McGregor Schools ISD #4	110	110	89	80.9%	80.9%
Minneapolis ISD #001	472	472	369	78.2%	78.2%
Neighborhood House	467	407	327	80.3%	70.0%
Nett Lake ISD #707	119	71	60	84.5%	50.4%
Osseo ISD #279	749	163	160	98.2%	21.4%
Perspectives Inc.	88	64	47	73.4%	53.4%
Robbinsdale Schools ISD #281	120	120	72	60.0%	60.0%
Rochester ISD #535	223	85	73	85.9%	32.7%
St Cloud ISD #742	169	169	163	96.4%	96.4%
St Paul Schools ISD #625	612	612	463	75.7%	75.7%
Willmar ISD #347	532	205	192	93.7%	36.1%
Worthington ISD #518	365	365	361	98.9%	98.9%
YMCA of Metropolitan Minneapolis	3,070	730	126	17.3%	4.1%
<b>Total</b>	<b>8,391</b>	<b>4,504</b>	<b>3,206</b>	<b>71.2%<sup>1</sup></b>	<b>38.2%</b>

Source: 2005 Federal Teacher Survey PPICS Data Export, Minnesota

<sup>1</sup> Sixty-two of the 66 Minnesota Cohort 1 CCLC's distributed teacher surveys; 3 centers reported receiving no completed surveys, including 1 center that had distributed 580 surveys. Including those centers that had a 0% response rate lowers the overall response rate. Another way to think of the response rate is to report the mean of the percentage returned by each center—80.3%.



**Table 20: Teacher Survey Results for Minnesota Cohort 1 Grantees**  
**2004-2005 School Year and Summer 2004**  
(sorted by highest percentage with improvement)

	Of Completed Surveys					Of Those Needing to Improve		
	Total Responses to Item	No Need to Improve		Need to Improve		Percentage Improving	Percentage No Change	Percentage Declining
	N	N	%	N	%			
Academic performance	2,757	311	11.3%	2,446	88.7%	75.1%	20.9%	4.0%
Completing homework to teacher's satisfaction	3,029	335	11.1%	2,694	88.9%	65.5%	30.1%	4.5%
Being motivated to learn	2,801	533	19.0%	2,268	81.0%	65.0%	29.8%	5.2%
Being attentive in class	2,543	449	17.7%	2,094	82.3%	64.5%	29.2%	6.4%
Turning homework in on time	3,044	372	12.2%	2,672	87.8%	63.2%	31.6%	5.2%
Participating in class	3,126	414	13.2%	2,712	86.8%	61.9%	34.4%	3.7%
Getting along well with others	2,788	691	24.8%	2,097	75.2%	58.6%	34.8%	6.6%
Behaving well in class	2,744	648	23.6%	2,096	76.4%	57.7%	33.7%	8.6%
Volunteering in class (extra credit or responsibilities)	2,495	373	14.9%	2,122	85.1%	51.3%	45.5%	3.2%
Attending class regularly	2,962	860	29.0%	2,102	71.0%	49.5%	46.3%	4.2%

Source: 2005 PPICS Data Export, Federal Teacher Survey for Minnesota

**Table 21: Teacher Survey Results: A Comparison of Minnesota Cohort 1 Results with National Data**  
**2004-2005 School Year and Summer 2004**  
(sorted by percentage improving in MN)

	# Needing to Improve in MN	# Needing to Improve Nationally	Percentage Improving		Percentage No Change		Percentage Declining	
	N	N	MN <sup>1</sup>	All States <sup>2</sup>	MN	All States	MN	All States
Academic performance	2,446	189,299	75.1%	76.5%	20.9%	18.2%	4.0%	5.3%
Completing homework to teacher's satisfaction	2,694	182,679	65.5%	75.1%	30.1%	19.5%	4.5%	5.5%
Being motivated to learn	2,268	177,986	65.0%	70.6%	29.8%	24.5%	5.2%	5.0%
Being attentive in class	2,094	179,286	64.5%	70.2%	29.2%	23.7%	6.4%	6.0%
Turning homework in on time	2,672	178,895	63.2%	74.0%	31.6%	20.3%	5.2%	5.7%
Participating in class	2,712	182,062	61.9%	74.8%	34.4%	21.8%	3.7%	3.4%
Getting along well with others	2,097	166,215	58.6%	68.1%	34.8%	26.3%	6.6%	5.6%
Behaving well in class	2,096	168,547	57.7%	66.8%	33.7%	25.8%	8.6%	7.4%
Volunteering in class (for extra credit or responsibilities)	2,122	166,645	51.3%	62.1%	45.5%	35.1%	3.2%	2.9%
Attending class regularly	2,102	151,713	49.5%	62.5%	46.3%	33.0%	4.2%	4.5%

Source: 2005 PPICS Data Export, Federal Teacher Survey for Minnesota

<sup>1</sup> Of Minnesota's 66 Cohort 1 centers operating in 2004-2005, 62 (93.9%) distributed 4,504 teacher surveys. Of these, 3,206 surveys were returned from 59 centers, a response rate of 71.2%. PPICS reported the average teacher survey response rate for all Minnesota centers reporting federal teacher survey data as 80.6% (includes both Cohort 1 and Cohort 2 centers). Percentages for improved, declined, or no change were calculated using the total number needing to improve reported for each item.

<sup>2</sup> 232,774 teacher surveys were returned nationally from 4,387 centers (55.9% of all centers). The total teacher survey response rate for all states was 76.3%, while the average teacher survey response rate for all centers in all states reporting federal teacher survey data was 77.2%. Percentages for improved, declined, or no change were calculated using the total number needing to improve reported for each item. (PPICS 2005 summary report, Changes in Student Behavior Among Regular Attendees).

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## Section Six: Evaluation Recommendations

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The recommendations below emerged from the process of using existing data to develop this report about the implementation and preliminary outcomes of Cohort 1 grantees of Minnesota's 21<sup>st</sup> Century Community Learning Center program. We view this section as an evolving document that will acquire greater specificity as time moves on, based on the collaborative conversations between the evaluators, MDE staff, and the group of additional evaluators and grantee representatives that will be convened in 2007. For each category of recommendations, we have provided our current view of who might be involved in developing more specific action recommendations and some approximate times by which decisions need to be completed—in part based on the MDE cycle of grantmaking and reporting. The four categories of recommendations below are clearly interdependent; decisions made in one area will inform decisions to be made in other areas.

While these recommendations emerged from a study of Cohort 1 grantees, most of the recommendations below will largely affect Cohort 3 grants—with the exception of the recommendations in the Revising Reporting/Ensuring Quality Data section which will likely affect grantees from all cohorts.

### ***Decisions Related to Performance Monitoring and State Evaluation Planning***

- Differentiating between performance monitoring needs (e.g., How many centers are Minnesota grantees operating? How many youth participants are regular attendees?) and program evaluation needs (e.g., Are grantees positively impacting rates of school attendance? What are teachers saying about student behavior and academic performance?)
- Developing key questions that correspond to performance monitoring needs and program evaluation needs and then using these questions to frame future evaluation activities (e.g., implementing a more detailed outcomes study with selected grantees or conducting additional analyses of PPICS data over time)
- Conducting further discussions about the value and limitations of the federal teacher's survey as one common measure across grantees, discussing any additions that might be valuable for Cohort 3 grantees, and making grantees aware of the way in which use of this tool will inform state understanding of grantee performance

***Who would be involved?*** The evaluation consultants and MDE staff would collaborate in developing proposals to be presented to the broader evaluation group, with decisions made on these topics to provide the substance of the state evaluation plan.

***By when must decisions be reached?*** The state evaluation plan would be completed by September 30, 2007. However, decisions about performance monitoring would also inform revised reporting for grantees and would likely need to be considered by April 2007.

### ***Revising the Grantee Application for Cohort 3***

- Considering whether all current outcomes (required and optional) remain choices for future grantees
- Determining whether and the extent to which grantees will retain flexibility to customize the wording of their outcome objective statements
- Clarifying whether recruitment and retention objectives may or must be selected as outcome objectives
- Asking applicants to explain how participation in the program is likely to produce the desired outcomes (i.e., provide their theory of change)
- Revisiting the requirements of the grantee application in the partnership area and asking grantees to explain, in detail, how they will access information from schools (including having teachers complete the federal teacher survey)

***Who would be involved?*** MDE staff would take the lead on revising the application, with review of evaluation-related sections by the evaluation consultants.

***By when must decisions be reached?*** Revised application will be complete by mid-October 2006.

### ***Revising Reporting/Ensuring Quality Data***

- Re-examining state reporting requirements, in part based on decisions reached about the key performance monitoring and evaluation questions (this could include the development of an on-line state component to PPICS or the revision of some questions on the paper state reports)
- Re-examining MDE staff questions about barriers experienced by grantees and creating a corresponding data gathering process based on informational needs (data collection could involve revised questions in state reports or conducting group discussions with program staff)
- Providing definitions to assist grantees in uniformly assessing progress towards meeting outcome objectives in the PPICS Annual Performance Report (i.e., What do grantees do in cases in which an objective was met in some centers but not in all centers?)
- Taking steps to ensure quality data entry into PPICS. Such steps might include:
  - Offering clear instructions to grantees highlighting some of the most common mistakes made in data entry into PPICS and strongly encouraging grantees to enter qualitative comments to explain the context for missing data or low response rates
  - Monitoring grantee reporting to ensure that grantees implement and report on commonly required outcome measures
  - Auditing a random number of state and PPICS reports to ensure data quality (e.g., to identify missing data or follow-up on low response rates to ensure they are not data entry errors)

***Who would be involved?*** MDE staff, in collaboration with the state evaluation consultants, would take the lead in this area of deliberation.

***By when must decisions be reached?*** Revised state reports should be completed by March/April 2007 and would be implemented with Cohorts 1 and 2.

***Training and Technical Assistance for Future Applicants and Grantees***

- Articulating a theory of change (should be incorporated into training for potential applicants and might be revisited in training to assist awardees to prepare more detailed evaluation plans)
- Initial training for Cohort 3 awardees on the following topics could enhance the quality of evaluation plans and thus the ability to measure progress towards outcomes:
  - Phrasing outcome objectives (assuming that MDE continues to support customization of objectives)
  - Identifying evaluation indicators
  - Selecting data collection methods and sources for evaluation indicators
  - Examining how change will be assessed (or identifying the basis for comparison)
  - Selecting appropriate youth participant groups to assess progress on outcome objectives
- Later training for Cohort 3 awardees might include the following:
  - Understanding and using evaluation data
  - Entering data into the PPICS database

***Who would be involved?*** MDE staff in consultation with the evaluation consultants would play the primary role in defining training components

***By when must decisions be reached?*** Any information for applicants will need to be ready by mid-October 2006, while training for awardees might be expected to take place in August 2007.