

# North Dakota 21<sup>st</sup> Century Community Learning Centers



## Statewide Evaluation 2011-2012 School Year

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## Introduction

The 21<sup>st</sup> Century Community Learning Centers Program (CCLC), as authorized under Title IV, Part B, of the Elementary and Secondary Education Act (ESEA), and amended by the No Child Left Behind Act of 2001, emphasizes: (1) opportunities for academic enrichment, including tutorial services to help students (particularly students in high-poverty areas and those who attend low-performing schools) meet State and local student performance standards in core academic subjects such as reading, mathematics and science; (2) offers students a broad array of additional services, programs, and activities, such as youth development activities; drug and violence prevention programs; counseling programs; art, music, and recreation programs; technology education programs; and character education programs, all designed to reinforce and complement the regular academic program of participating students; and (3) extends families of students attending community learning centers opportunities for literacy and related educational development.<sup>1</sup>

The federally funded North Dakota CCLC program is administered by the North Dakota Department of Public Instruction (NDDPI) and operated locally through grants awarded by the NDDPI. The State's CCLC programs support out-of-school (before-school and/or after-school) programming for K-12 students, emphasizing services to those attending high-poverty or Title I (school-wide) schools across the state. In July 2008 the NDDPI awarded eight operational grants for a period of three years each. The eight grantees, all Regional Educational Associations, are located throughout the state.

To measure the effectiveness of these CCLC funded programs and activities, State Education Agencies are required to conduct comprehensive evaluations in addition to identifying performance indicators and measures used to evaluate programs. Each grantee must undergo a periodic evaluation to assess its progress toward achieving the goal of providing high-quality opportunities for academic enrichment. Results of the evaluation must be: (1) used to refine, improve, and strengthen the program and to refine the performance measures; and (2) made available to the public upon request.

North Dakota's CCLC program evaluation framework is based on a continuum emphasizing incremental progress.<sup>2</sup> Accountability, the first level of the evaluation process, calls attention to basic documentation with regard to program implementation and operations, specifically: (1) adherence to proposal and federal regulations (compliance) and (2) documentation examining staffing patterns, student attendance and eligibility, service hours, and program activities offered.

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<sup>1</sup> 21st Century Community Learning Centers; Non-Regulatory Guidance. U.S. Department of Education, Office of Elementary and Secondary Education, Academic Improvement and Teacher Quality Programs, February 2003. Retrieved January 19, 2011 from <http://www2.ed.gov/programs/21stccclc/guidance2003.doc>

<sup>2</sup> Evaluation Plan of 21<sup>st</sup> Century Community Learning Centers, April 2008, prepared by DMD Consulting, Grand Forks ND.

## **Introduction (Continued)**

Process outcomes, the second level of the evaluation process, emphasize results by documenting the accomplishment of activities related to program implementation and operation. These outcomes focus on the level of success and/or quality related to the implementation, management and ongoing operations of an activity. It includes documentation of program records, combined with methodologies such as surveys, interviews, and focus groups, etc.

Impact, the third level of the evaluation process, measures the effects and/or outcomes of program activities, ideally with direct links to program activities. These outcomes should offer meaningful findings including: (1) increased student achievement and (2) positive changes in student behavior.

Sustainability, the fourth and final level of the evaluation process, refers to program continuity focused on securing continued funding. In a broader view it encompasses various strategies to maintain the essentials of the program responsible for its positive impact.

This document presents an evaluation of the North Dakota CCLC program for 2011-2012 and focuses on program attendance, activities/services, center operations, staffing, partnerships, assessments, teacher survey results, parent survey results, student survey results, partner survey results, and program strengths and opportunities for improvement. In addition, it identifies and measures progress toward State mandated objectives, specifically: (1) participants in CCLC programs will demonstrate educational and social benefits and exhibit positive behavioral changes; (2) CCLC will offer a range of high-quality educational, developmental and recreational services; and (3) CCLC will serve children and family members with the greatest needs for expanded learning opportunities.

## **Methodology/Report Format**

North Dakota's CCLC program evaluation was conducted in two phases; qualitative, which included site visits to each of North Dakota's eight grantees, including 15 centers (schools); and quantitative, incorporating an analysis of the grantees program information. During the qualitative phase a standardized set of quality indicators was used to assess CCLC programs in terms of general program implementation, operations, and compliance with federal regulations. This standardized set of quality indicators provides grantees and stakeholders a uniform means for identifying challenges, strengths, and opportunities for improvement.

## Methodology/Report Format (Continued)

The standardized set of quality indicators employed in this phase, the Colorado Department of Education's Monitoring and Quality Improvement Tool (MQIT), was specifically designed for CCLC programs and (1) serves as a self-assessment tool to improve the quality of CCLC programs and (2) serves as a monitoring tool for the NDDPI.<sup>3</sup>

The MQIT is organized into eight categories:

- A. Grant Management and Sustainability
- B. Program Management
- C. Staffing and Professional Development
- D. Partnerships
- E. Center Operations
- F. Programming/Activities
- G. Health and Safety
- H. Evaluation/Measuring Outcomes

Section A addresses the grantees' performance level with regard to individual grant requirements while sections B through H addresses program quality in a broader sense.

Typically the MQIT is completed by the project director/staff prior to the CCLC program evaluator(s) grantee site visit. Each site visit consists of reviewing the completed MQIT (two to four hours) during which time all quality indicators are rated in terms of performance as evidenced by documentation provided by the grantee. Subsequently, the project director/staff and evaluator(s) arrive at a consensus rating (score), identify strengths and opportunities for improvement, and if appropriate, recommend plans of action and timeframes of completion for "lesser" rated quality indicators. Afterwards, visits are made to two or three randomly selected centers (schools) to further assess the CCLC's out-of-school day programs/activities and interactions between student and teacher/staff (approximately one hour).

During the quantitative phase of the CCLC program evaluation, program attendance; activities/services; center operations; program objectives; staffing; partnerships; assessments; and teacher, parent, student, and partner survey information is assembled and analyzed.

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<sup>3</sup> Colorado 21<sup>st</sup> Century Community Learning Center Monitoring and Quality Improvement Tool. Retrieved March 8, 2010 from [http://elo.ccsso.org/alfresco/d/d/workspace/SpacesStore/385e4496-cb7f-11dd-84ce-1bf8a914463c/CO\\_21stCCLCmonitoringtool07final.pdf](http://elo.ccsso.org/alfresco/d/d/workspace/SpacesStore/385e4496-cb7f-11dd-84ce-1bf8a914463c/CO_21stCCLCmonitoringtool07final.pdf)

## **Methodology/Report Format (Continued)**

Information used in this phase is made available by the grantees via Cityspan (YouthServices.net), the 21<sup>st</sup> Century Community Learning Centers Profile and Performance Information Collection System (PPICS), and SurveyMonkey.

YouthServices.net, a data entry/report generating software program, records key information for each participant including name, address, school, emergency contacts, demographics, and tracks participants and services and their participation in program activities. In addition, the software also manages information about staff, partnering agencies, and facilities. A vast majority of the YouthServices.net information is uploaded to PPICS which allows for grantee and state data outcome comparisons. In addition teacher, parent, student, and partner surveys are conducted via SurveyMonkey.

This report consists of a bulleted executive summary of quantitative and qualitative results, measurements of progress made toward reaching North Dakota's mandated objectives, program strengths and opportunities for improvement, recommendations for program improvement, data reporting and interpretation considerations, and detailed descriptive tables and graphs.

When reviewing and interpreting the information contained in this report, the reader should be cognizant of specific data limitations. These are addressed in the "Data Reporting and Interpretation Considerations" section of the report.

## Executive Summary

### Grantees

1. North Dakota's eight grantees which include 83 centers are located throughout the state, specifically: Williston, Minot, Mandan, Bottineau, Devils Lake, Dickinson, Grand Forks, and Fargo. All grantees are Regional Educational Associations. (Table/Graph 1).

### Program Attendance

1. Of the 7,438 unduplicated attendees reported statewide, 57.2% (4,252) were regular attendees (30+ hours) while 42.8% (3,186) attended less than 30 hours. (Table/Graph 2).
2. Nearly half (49.5%) were "White", 38.0% "American Indian/Alaskan Native", and 5.9% "Hispanic/Latino." (Table/Graph 3).
3. Approximately two-thirds (65.1%) were enrolled in grades one through five. (Table/Graph 4).
4. More than six in ten (62.4%) attendees participated in the "Free and Reduced Lunch Program (FRLP)", 6.7% in the "Limited English Proficiency (LEP)" special services/programs, and 11.2% in "special needs" services/programs. (Table/Graph 5).

### Activities/Services

1. All reporting centers provided "academic enrichment learning programs", 85.2% "homework help", 69.1% "recreational activities", and 40.7% "tutoring." (Table/Graph 6).
2. More than one-third (35.8%) of reporting centers specified family members attended "promotion of parental involvement", 16.0% "promotion of family literacy", while 7.4% reported family members attended "career/job training for adults." (Table/Graph 6).
3. All reporting centers provided "reading/literacy education activities" and "mathematics education activities", 97.5% "science education activities", 92.6% "health/nutrition related activities", 61.7% "cultural activities/social studies", 74.1% "telecommunications and technology education activities", and 77.8% "arts and music education activities." (Table/Graph 7).

## **Executive Summary (Continued)**

4. A sizable majority (81.5%) of reporting centers targeted “students not performing at grade level”, 16.0% “LEP”, 13.6% “truant students”, 28.4% “students with special needs”, and 38.3% indicated targeting “other student populations.” (Table/Graph 8).
5. More than three-fourths (79.5% or 66) of reporting centers indicated that more than 65.0% of their total hours involved the core academic areas of mathematics, reading/literacy, science, and technology/computer, while the remaining centers (20.5% or 17) reported 65.0% or less of their hours related to the core academic areas. In addition, 72.4% (50,038.2) of the total 69,078.3 hours of programming involved the core academic areas. (Table/Graph 9).
6. Nearly all (98.8% or 82) of reporting centers indicated providing enrichment activities; only one reported not providing such activities. (Table/Graph 10).
7. Nearly all (97.6% or 81) of reporting centers served attendees that met or exceeded 40% free/reduced meals, while two (2.4%) did not specify whether they met the criteria. (Table/Graph 11).

### **Center Operations**

1. More than three-fourths (82.7% or 67) of all centers reported a mean number of hours per week as 15 or more, while 17.3% or 14 reported a mean of less than 15 hours per week. (Table/Graph 12).

### **Staffing**

1. Of the 1,089 total paid and volunteer staff, 43.8% were “school-day teachers”, 21.9% “college students”, 4.5% “high school students”, and 7.8% “center administrators and coordinators.” (Table/Graph 13a).
2. Of the 477 “school-day teachers”, all were paid; 69.5% of the “college students” paid, 98.0% of “high school students” paid, while all of the “center administrators and coordinators” were paid. (Table/Graph 13b).

## Executive Summary (Continued)

### Partnerships

1. Types of partners were wide-ranging and included Clubs, College or Universities, Community-Based Organizations, Faith-Based Organizations, For-Profit Entities, Health Based Organizations, Libraries, Museums, Nationally Affiliated Non-Profit Agencies, Other Units of City/County Government, Park/Recreation Districts, Regional/Intermediate Education Agencies, School Districts, United States Department of Interior-Bureau of Indian Affairs, and YMCA's/YWCA's. All grantees partnered with at least one organization. (Table/Graph 15).
2. Of the 137 partnerships reported statewide, 75.9% contributed "programming/activity-related services", 72.3% "goods/materials", 29.9% "paid staffing", and 29.9% "volunteer staffing." (Table/Graph 14).
3. Total estimated monetary value of contributions by partners was \$1,037,451.24, or a mean estimated monetary value of \$7,572.64 per partner. Regarding subcontractors, the total estimated monetary value held by the 31 subcontractors was \$1,347,755.00, or a mean estimated monetary value of \$43,475.97 per subcontractor. (Table/Graph 14 and 15).
4. Of the total amount contributed by partners, 79.3% (\$822,901.24) was provided by "school districts." (Table/Graph 15).

### Assessments

1. Mean MAP math scores increased slightly from 193.2 in the fall of 2008-09 to 201.3 in the spring of 2008-09; increased somewhat from 193.1 in the fall of 2009-10 to 203.6 in the spring of 2009-10; increased to some extent from 194.5 in the fall of 2010-11 to 201.0 in the spring of 2010-11; and increased somewhat from 193.1 in the fall of 2011-12 to 203.1 in the spring of 2011-12. (Table/Graph 16).
2. Mean MAP reading scores increased slightly from 189.4 in the fall of 2008-09 to 196.4 in the spring of 2008-09; increased somewhat from 188.7 in the fall of 2009-10 to 197.5 in the spring of 2009-10; increased to some extent from 188.4 in the fall of 2010-11 to 195.2 in the spring of 2010-11; and increased somewhat from 189.2 in the fall of 2011-12 to 198.1 in the spring of 2011-12. (Table/Graph 16).
3. In 2008-09, 73.7% of attendees were "advanced" or "proficient" in state assessment math scores compared to 76.3% during the 2011-12 timeframe. (Table/Graph 17).

## Executive Summary (Continued)

4. In 2008-09, 69.0% of attendees were “advanced” or “proficient” in state assessment reading scores compared to 66.6% during the 2011-12 timeframe. (Table/Graph 18).

### Teacher Survey Results (YouthServices.net)

1. 5,058 surveys were distributed to center teachers, of which 62.3% (3,151) were completed and returned. (Table/Graph 19a).
2. In the teacher’s opinion, 2,135 attendees needed to improve their behavior in terms of “turning in homework on time”, of those, 60.7% “showed improvement”, 29.9% exhibited “no change”, while 9.4% “showed a decline.” (Table/Graph 19a).
3. Of the 2,290 attendees needing to improve their behavior in terms of “completing their homework to the teachers satisfaction”, teachers indicated 63.5% “showed improvement”, 29.0% displayed “no change”, while 7.5% “showed a decline.” (Table/Graph 19b).
4. Of the 2,227 attendees needing to improve their behavior in terms of “participating in class”, 60.4% “showed improvement”, 34.8% exhibited “no change”, while 4.8% “showed a decline.” (Table/Graph 19c).
5. Of the 2,094 attendees needing to improve their behavior in terms of “volunteering in class”, 41.6% “showed improvement”, 56.2% displayed “no change”, while 2.2% “showed a decline.” (Table/Graph 19d).
6. Of the 1,401 attendees needing to improve their behavior in terms of “attending class regularly”, 34.3% “showed improvement”, 59.4% exhibited “no change”, while 6.4% “showed a decline.” (Table/Graph 19e).
7. Of the 2,316 attendees needing to improve their behavior in terms of “being attentive in class”, 52.2% “showed improvement”, 36.9% displayed “no change”, while 10.9% “showed a decline.” (Table/Graph 19f).
8. Of the 2,060 attendees needing to improve their behavior in terms of “behaving well in class”, 48.1% “showed improvement”, 40.3% exhibited “no change”, while 11.6% “showed a decline.” (Table/Graph 19g).

## Executive Summary (Continued)

9. Of the 2,514 attendees needing to improve their behavior in terms of “performing well academically”, 70.8% “showed improvement”, 22.8% displayed “no change”, while 6.5% “showed a decline.” (Table/Graph 19h).
10. Of the 2,095 attendees needing to improve their behavior in terms of “coming to school motivated to learn”, 53.1% “showed improvement”, 40.7% exhibited “no change”, while 6.2% “showed a decline.” (Table/Graph 19i).
11. Of the 1,971 attendees needing to improve their behavior in terms of “getting along well with other students”, 50.2% “showed improvement”, 41.0% displayed “no change”, while 8.8% “showed a decline.” (Table/Graph 19j).

### Teacher Survey Results (SurveyMonkey)

1. Of the 647 teacher surveys completed, 89.4% “strongly agreed” or “agreed” that “teachers have a good understanding of the goals of the after-school program”, 10.7% “disagreed” or “strongly disagreed”, while 4.5% were “not sure.” (Table/Graph 20a).
2. 80.7% “strongly agreed” or “agreed” that “teachers have a good understanding about the after-school program expectations of my (teacher) contributions”, 14.7% “disagreed” or “strongly disagreed”, while 4.6% were “not sure.” (Table/Graph 20b).
3. 69.7% “strongly agreed” or “agreed” that “program staff communicate regularly with school day staff to inform us (teachers) about program operations”, 15.6% “disagreed” or “strongly disagreed”, while 14.7% were “not sure.” (Table/Graph 20c).
4. 63.1% “strongly agreed” or “agreed” that “program staff communicate regularly with school day staff to receive information about student progress”, 17.6% “disagreed” or “strongly disagreed”, while 19.3% were “not sure.” (Table/Graph 20d).
5. 74.8% “strongly agreed” or “agreed” that “program activities addressing academic and behavioral needs of the students are well designed”, 20.7% “disagreed” or “strongly disagreed”, while 4.5% were “not sure.” (Table/Graph 20e).
6. 71.3% “strongly agreed” or “agreed” that “program activities addressing academic and behavioral needs of students are implemented effectively”, 23.6% “disagreed” or “strongly disagreed”, while 5.1% were “not sure.” (Table/Graph 20f).

## **Executive Summary (Continued)**

### **Parent Survey Results (SurveyMonkey)**

1. Of the 1,139 parent surveys completed, “the most important reasons for having their child participate in the after-school program” were: “safe setting” (2.46), “helps with childcare” (2.50), “improves academic performance” (2.84), “improves behavior in and out of school” (3.53), and “improves attitude towards school” (3.67), respectively. (Note: 1 denotes “most important” while 5 “least important”). (Table/Graph 21a).
2. 73.5% of parents “strongly agreed” or “agreed” that “as a result of participating in the after-school program, the child's reading skills have improved”, 23.4% “disagreed” or “strongly disagreed”, while 3.1% were “not sure.” (Table/Graph 21b).
3. 68.5% “strongly agreed” or “agreed” that “as a result of participating in the after-school program, the child's math skills have improved”, 27.2% “disagreed” or “strongly disagreed”, while 4.3% were “not sure.” (Table/Graph 21c).
4. 77.1% “strongly agreed” or “agreed” that “as a result of participating in the after-school program, the child's attitude towards school has improved”, 19.3% “disagreed” or “strongly disagreed”, while 3.6% were “not sure.” (Table/Graph 21d).
5. 98.2% “strongly agreed” or “agreed” that “the after-school program provides a safe setting for the child to participate in activities”, 1.2% “disagreed” or “strongly disagreed”, while 0.6% were “not sure.” (Table/Graph 21e).
6. 98.0% “strongly agreed” or “agreed” that “overall, the parent(s) is very satisfied with the after-school program for which the child participates”, 1.4% “disagreed” or “strongly disagreed”, while 0.6% were “not sure.” (Table/Graph 21f).
7. 96.0% “strongly agreed” or “agreed” that “overall, the child is very satisfied with the after-school program”, 2.5% “disagreed” or “strongly disagreed”, while 1.5% were “not sure.” (Table/Graph 21g).

### **Student Survey Results (SurveyMonkey)**

1. Of the 2,671 completed student surveys, 61.9% of the students indicated that “yes”, the “after school program helped improve their reading”, 12.3% responded “no”, 25.8% were “not sure”, while the remaining students did not respond. (Table/Graph 22).

## Executive Summary (Continued)

2. 62.9% of the students responding indicated that “yes”, the “after-school program helped improve their math skills”, 15.4% responded “no”, 21.7% were “not sure”, while the remaining students did not respond. (Table/Graph 22).
3. 77.8% of the students responding indicated that “yes”, they “like attending the after-school program”, 10.5% responded “no”, 11.8% were “not sure”, while the remaining students did not respond. (Table/Graph 22).

### Partner Survey Results (SurveyMonkey)

1. Of the 52 completed partner surveys, 100.0% “strongly agreed” or “agreed” that “the partner has a good understanding of the goals of the after-school program.” (Table/Graph 23a).
2. 96.2% “strongly agreed” or “agreed” that “the partner has a good understanding about after-school program expectations of the partner’s contributions”, 3.8% “disagreed” or “strongly disagreed”, while 0.0% were “not sure.” (Table/Graph 23b).
3. 92.3% “strongly agreed” or “agreed” that “the project director communicates regularly with the partner regarding progress of the project”, 3.8% “disagreed” or “strongly disagreed”, while 3.8% were “not sure.” (Table/Graph 23c).
4. 78.8% “strongly agreed” or “agreed” that “the project director communicates regularly with the partner regarding the impact of the partner’s contributions”, 15.4% “disagreed” or “strongly disagreed”, while 5.8% were “not sure.” (Table/Graph 23d).
5. All partners “strongly agreed” or “agreed” that “the after-school program is viewed as a helpful resource to families in the community.” (Table/Graph 23e).
6. 96.2% “strongly agreed” or “agreed” that “the partner and grantee work together to effectively coordinate services for children, youth, and/or families”, 1.9% “disagreed” or “strongly disagreed”, while 1.9% were “not sure.” (Table/Graph 23f).
7. All partners “strongly agreed” or “agreed” that “the after-school program is a significant asset in the community.” (Table/Graph 23g).

## **Executive Summary (Continued)**

8. Regarding “how the partner contributes to the after-school program”, 15.4% donate money, 25.0% volunteer, 25.8% donate time, 34.6% donate materials, 36.5% teach a course, 15.4% provide tutors, while 36.5% donate meeting space. (Table/Graph 23h).

### **MQIT**

1. On a scale from 1 to 4 (1 denoting “must improve”, 2 “some progress”, 3 “satisfactory”, and 4 “excellent”) the highest to lowest ranked monitoring category (quality indicators) mean scores were: "center operations" (3.98), "staffing and professional development" (3.95), "programming/activities" (3.94), "partnerships" (3.93), "grant management and sustainability" (3.88), "health and safety" (3.88), "program management" (3.81), and "evaluation/measuring outcomes" (3.73). The overall mean score for all monitoring categories was 3.88. (Table/Graph 25a).

### **Program Strengths Based on MQIT Findings**

1. CCLC programs continued to identify and serve eligible students and their families consistent with the grant applications. Students/families benefited from an experienced and dedicated staff, long-tenured programs, and engaged day schools/staff and partners, among others. The staff and programs are committed to help their youth improve their chances for success
2. Grantees exhibited well-defined organization structures, providing coordinators at each site to supervise staff and oversee daily programming.
3. Grantees provided of a variety of evidence-based academic and enrichment programs/activities, several similar to those provided by the respective day-schools, including: math, reading, science, homework help, tutoring, computer and technology, music, arts and crafts, and recreational/field trip activities. Program activities were typically based on student need and were commensurate with the age and skill level of the participants.
4. In general, programs/activities were highly structured and included detailed schedules/lesson plans/calendars.
5. As a rule, day school and afterschool teachers continued to collaborate/communicate verbally and/or via written documentation, identifying specific individuals needing assistance in particular academic areas.

## Executive Summary (Continued)

6. Staff were typically furnished comprehensive “Employee/Staff Handbooks” commonly encompassing program mission and vision statements; program goals and objectives; program information; curriculum organization/development; communication with parent/guardian; confidentiality; accidents and illness (medical emergencies); behavioral guidelines (incidents which threaten the safety and wellbeing of others); staff development; staff evaluation; nondiscrimination statements; sexual harassment statements, etc. Frequently, job descriptions were spelled out for each position while periodic staff evaluations were conducted to provide clear feedback for enhancing program quality.
7. As a rule, parents/families were provided comprehensive “Parent/Family Handbooks” describing program mission/vision; program goals and objectives; program information (times, cost, staff); holidays and storm day policies; release of student policies; visitor policies; snacks; field trips; accident/illness policies; volunteering; policy statements (nondiscrimination, sexual harassment, and access to student records); and technology, computer and network availability; etc.
8. Numerous professional development/training opportunities were afforded staff. For example: program management, abuse and neglect, Readers Theatre, STEM, Crisis Prevention Intervention, Nonviolent Crisis Intervention, first aid/CPR, and various in and out of state meetings/conferences.
9. Grantees continued their commitment to conduct outreach to eligible participants by diverse methods including: newsletters, letters to parents/families, open houses, PTO presentations, brochures, parent/family handbooks, invitations to programs/activities, DVD’s, and school-specific websites, among others.
10. In general, grantees conducted monthly meetings with project directors/site coordinators and staff, and in addition, many held regular meetings with school principals.
12. Grantees offered a wide variety of opportunities for parent/family activities, for example: annual parent meetings, family fun nights, and parent/family classes to improve skills for career and personal enhancement. In addition, grantees encouraged parental involvement in program decision making, with many serving on advisory boards.
13. All grantees provided written sustainability plans which addressed issues should federal funding be discontinued or should school buildings no longer be eligible to receive funding.

## **Executive Summary (Continued)**

14. Grantees made every effort to recruit and retain new partners, including a variety of public, private, and governmental sector agencies to address unmet needs.
15. School's essential health and safety issues were generally adhered to as required. For example: safe spaces/areas for program activities, daily nutritional snacks, addressing unique health issues (such as allergies), clearly defined procedures for participant pick-ups, emergency contact information, readiness plans, fire/safety drills, internet access (firewall, etc.), universal precautions, and first aid/CPR trained staff.
16. A majority of grantees collected and shared site-specific stories and photos regarding the afterschool program's impact on the students/families. Typically these were published in newsletters and/or newspaper articles. In addition, grantees shared and requested promising practices internally and among all other CCLC programs in the state.

### **Opportunities for Program Improvement Based on MQIT Findings**

1. Although various grantees/sites have examined/updated school safety policies/procedures, all grantee/sites in North Dakota are expected to reevaluate these periodically, taking into consideration the 2012 incident at the Sandy Hook Elementary School in Newtown Connecticut. The chief concern relates to individual(s) entering a school "unrecorded/ unchecked" by any day school or after school staff, potentially causing devastation.
2. Approximately one-third (three) of the program's grantees lacked advisory boards, those typically comprised of parents, students, partners, and community member at large to provide advice and feedback.
3. Half of the grantees (four) did not offer programming at all sites that meets the 15 hour per week requirement at all sites.
4. Half (four) of the grantees did not complete all State Assessment and/or MAP math and reading scores for sites and/or used incorrect scoring methods.
5. Although not typical of most sites, in a few instances access to supplies for emergencies were not accessible after day school classes were dismissed.

## **Executive Summary (Continued)**

6. Various grantees continued to recognize that parent/family programming was limited and/or the perceived struggle with limited parental participation in the afterschool program's parent/family events.
7. Three of the state's eight grantees acknowledged conducting teacher, parent, student, and partnership surveys, however did not communicate results internally or to respective stakeholders.

## State Mandated Objectives/Progress

***Objective 1: Participants in CCLC programs will demonstrate educational and social benefits and exhibit positive behavioral changes.***

***Performance Indicator 1.1 Achievement: Continuous improvement in test scores, grades, and/or teacher reports.***

1. Mean MAP math scores increased slightly from 193.2 in the fall of 2008-09 to 201.3 in the spring of 2008-09; increased somewhat from 193.1 in the fall of 2009-10 to 203.6 in the spring of 2009-10; increased to some extent from 194.5 in the fall of 2010-11 to 201.0 in the spring of 2010-11; and increased somewhat from 193.1 in the fall of 2011-12 to 203.1 in the spring of 2011-12.
2. Mean MAP reading scores increased slightly from 189.4 in the fall of 2008-09 to 196.4 in the spring of 2008-09; increased somewhat from 188.7 in the fall of 2009-10 to 197.5 in the spring of 2009-10; increased to some extent from 188.4 in the fall of 2010-11 to 195.2 in the spring of 2010-11; and increased somewhat from 189.2 in the fall of 2011-12 to 198.1 in the spring of 2011-12.
3. In 2008-09, 73.7% of attendees were “advanced” or “proficient” in state assessment math scores compared to 76.3% during the 2011-12 timeframe.
4. For the same time period, 69.0% of attendees were “advanced” or “proficient” in state assessment reading scores compared to 66.6% during the 2011-12 timeframe.
5. According to teacher’s, nearly two-thirds (60.7%) of the attendees “showed improvement” in their behavior in terms of “turning in homework on time.”
6. Approximately two-thirds (63.5%) of the attendees improved their behavior in terms of “completing their homework to the teachers satisfaction.”
7. Six in ten (60.4%) of the attendees improved their behavior in terms of “participating in class.”
8. Nearly half (41.6%) of the attendees improved their behavior in terms of “volunteering in class.”
9. Slightly more than half (52.2%) of the attendees improved their behavior in terms of “being attentive in class.”

### **State Mandated Objectives/Progress (Continued)**

10. More than two-thirds (70.8%) of attendees improved their behavior in terms of “performing well academically.”
11. Slightly more than half (53.1%) of the attendees improved their behavior in terms of “coming to school motivated to learn.”
12. Approximately three-fourths (73.5%) of parents “strongly agreed” or “agreed” that “as a result of participating in the after-school program, their child’s reading skills have improved.”
13. Nearly seven in ten (68.5%) parents “strongly agreed” or “agreed” that “as a result of participating in the after-school program, their child's math skills have improved.”
14. Nearly two-thirds (61.9%) of the attendees indicated that “yes”, the “after school program helped improve their reading.”
15. Approximately two-thirds (62.9%) of the attendees reported that “yes”, the “after-school program helped improve their math skills.”

## **State Mandated Objectives/Progress (Continued)**

***Performance Indicator 1.2 Behavior: Improvements in attendance, classroom performance (other than grades) and number of disciplinary actions/adverse behaviors.***

1. According to teachers, slightly more than one-third (34.3%) of the attendees “showed improvement” in their behavior in terms of “attending class regularly.”
2. Approximately half (48.1%) of the attendees “showed improvement” in their behavior in terms of “behaving well in class.”
3. Half (50.2%) of the attendees “showed improvement” in their behavior in terms of “getting along well with other students.”
4. More than three-fourths (77.1%) of parents indicated that they “strongly agreed” or “agreed” that “as a result of participating in the after-school program, their child's attitude towards school has improved.”

***Objective 2: CCLC will offer a range of high-quality educational, developmental and recreational services.***

***Performance Indicator 2.1 Core educational services: More than 65% of daily programming offered at each center will be of high quality in the core academic areas, e.g., reading and literacy, mathematics, science, and technology/computer.***

1. Approximately three-fourths (66 or 79.5%) of the reporting centers indicated that more than 65.0% of their hours involved core academic areas (mathematics, reading/literacy, science, and technology/computer), while the remaining reporting centers (17 or 20.5%) indicated 65.0% or less of their hours related to those areas.

***Performance Indicator 2.2 Enrichment and support activities: All Centers offer enrichment and support activities such as nutrition and health, art, music, and recreation.***

1. Nearly all (82 or 98.8%) of the reporting centers indicated providing enrichment and support activities, only one reported not providing such activities.

## State Mandated Objectives/Progress (Continued)

***Performance Indicator 2.3 Community involvement: All Centers establish and maintain partnerships within the community that continue to increase levels of community collaboration in planning, implementing and sustaining programs.***

1. Types of partners varied considerably and included Clubs, College or Universities, Community-Based Organizations, Faith-Based Organizations, For-Profit Entities, Health Based Organizations, Libraries, Museums, Nationally Affiliated Non-Profit Agencies, Other Unit of City/County Government, Park/Recreation Districts, Regional/Intermediate Education Agencies, School Districts, United States Department of Interior-Bureau of Indian Affairs, and YMCA's/YWCA's. All grantees reported partnerships with organizations.
2. Of the 137 partnerships reported statewide, 75.9% contributed "programming/activity-related services", 72.3% "goods/materials", 29.9% "paid staffing", and 29.9% "volunteer staffing."
3. The total estimated monetary value of contributions by the grantee's partners was \$1,037,451.24, or a mean estimated monetary value of \$7,572.64 per partner. Of the \$1,037,451.24 contributed, \$822,901.24 or 79.3% was provided by "school districts."
4. All partners "strongly agreed" or "agreed" that "they have good understanding of the goals of the after-school program."
5. A vast majority (96.2%) of partners "strongly agreed" or "agreed" that "they have a good understanding about after-school program expectations of their contributions."
6. Nearly all (92.3%) of partners "strongly agreed" or "agreed" that "the project director communicates regularly with them regarding progress of the project."
7. Approximately eight of ten (78.8%) partners indicated they "strongly agreed" or "agreed" that "the project director communicates regularly with them regarding the impact of the partner's contributions."
8. All partners "strongly agreed" or "agreed" that "the after-school program is viewed as a helpful resource to families in the community."
9. A vast majority (96.2%) of partners "strongly agreed" or "agreed" that "they and grantee work together to effectively coordinate services for children, youth, and/or families."
10. All partners "strongly agreed" or "agreed" that "the after-school program is a significant asset in the community."

## **State Mandated Objectives/Progress (Continued)**

11. All grantees provided written sustainability plans which addressed issues should federal funding be discontinued or should school buildings no longer be eligible to receive funding.

***Performance Indicator 2.4 Services to families of eligible students: All Centers will offer services to families of eligible students.***

1. More than one-third (35.8%) of the reporting centers indicated family members attended “promotion of parental involvement”, 16.0% “promotion of family literacy”, and 7.4% reported family members attended “career/job training for adults.”

***Performance Indicator 2.5 Extended hours: All Centers will offer services at least 15 hours a week on average, and provide services when school is not in session, such as summer and holidays.***

1. More than three-fourths (67 or 82.7%) of the centers reported a mean number of hours per week as 15 or more, while 14 or 17.3% reported a mean of less than 15 hours per week.

***Objective 3: CCLC will serve children and family members with the greatest needs for expanded learning opportunities.***

***Performance Indicator 3.1 High-need communities: All Centers will serve students that attend schools that are in need of improvement or are from schools that meet or exceed 40% free and reduced meals as defined by School Foods.***

1. All centers served students that were in need of improvement.
2. Nearly all (81 or 97.6%) of the reporting centers served attendees that met or exceeded 40% free/reduced meals, while two (2.4%) did not specify whether they met the 40% free and reduced meal criteria.

## Recommendations for Program Improvement

Recommendations for CCLC program improvement are based on performance indicator goals and essential best practices, evidenced by observations made and information provided during the completion of the MQIT, site visits to centers (schools), and the analysis of data provided by grantees/centers via YouthServices.net, PPICS, and SurveyMonkey.

1. Performance indicator 1.1 specifies that CCLC attendees continually show improvement in test scores. In order to monitor changes in assessment test scores or proficiency levels test results must be reported by all grantees/centers. Although the proportion of centers reporting MAP and State assessment test results has increased over time, there remain a relatively large number of centers not reporting results. Specifically, nearly 20.0% of the state's centers did not report MAP math or reading scores, while approximately the same proportion (20.0%) did not report State assessment math or reading proficiencies.
  - Report student-specific MAP math and reading scores and state assessment math and reading proficiencies on a timely basis.
2. Performance indicator 2.1 stipulates that more than 65% of daily programming offered at each center will be of high quality in the core academic areas, e.g., reading and literacy, mathematics, science, and technology/computer. Approximately four-fifths (79.5%) of the reporting centers indicated that more than 65.0% of their hours related to core academics, while one-fifth (20.5%) of the reporting centers indicated 65.0% or less of their daily programming related to the core areas.
  - Develop an action plan to address the requirement that more than 65% of daily programming offered at each center will be of high quality in the core academic areas. The action plan should include assigning responsibility to an individual(s) to explore specific steps/options grantees/centers have available to meet the 65.0% requirement; decide on a timeframe when the specific steps/options need be completed; and examine and use the resources available to assist with the specific steps/options (Federal CCLC program staff, NDDPI, other grantees/centers, other states, etc.). At present, a quarterly monitoring report is disseminated to individual grantees. The purpose of the report is to observe whether each site is meeting the mandated objective that more than 65.0% of programming at each site is in the core academic areas of reading, math, science, and technology/computer.

## **Recommendations for Program Improvement (Continued)**

3. Performance indicator 2.2 requires that all centers offer enrichment and support activities such as nutrition and health, art, music, and recreation. Only one (1.2%) of the reporting centers did not provide such activities.
  - Develop an action plan to address the requirement that all centers offer enrichment and support activities such as nutrition and health, art, music, technology and recreation. The action plan should include assigning responsibility to an individual(s) to explore specific steps/options grantees/centers have available to meet the all center requirement; decide on a timeframe when the specific steps/options need be completed; and examine and use the resources available to assist with the specific steps/options (Federal CCLC program staff, NDDPI, other grantees/centers, other states, etc.).
4. Performance indicator 2.3 specifies that all centers establish and maintain partnerships within the community that continue to increase levels of community collaboration in planning, implementing and sustaining programs. Types of partners and the services provided CCLC programs varied considerably, with the estimated monetary value of contributions approaching the \$1.1 million level. On one occasion a written sustainability plan did not include all school sites within the respective region.
  - Include all sites in the written sustainability plan one which addresses issues should federal funding be discontinued or should centers no longer be eligible to receive funding.
5. Performance indicator 2.4 stipulates that all centers will offer services to families of eligible students. More than one-third (35.8%) of the reporting centers indicated family members attended “promotion of parental involvement”, 16.0% “promotion of family literacy”, and 7.4% reported family members attended “career/job training for adults.” These figures do not necessarily suggest that centers did not offer services to family members, rather that a relatively few number of family members participated.
  - Develop an action plan to address the requirement that all centers offer services to families of eligible students. The action plan should include assigning responsibility to an individual(s) to explore specific steps/options grantees/centers have available to meet the family requirement; decide on a timeframe when the specific steps/options need be completed; and examine and use the resources available to assist with the specific steps/options (Federal CCLC program staff, NDDPI, other grantees/centers, other states, etc.).

## **Recommendations for Program Improvement (Continued)**

6. Performance indicator 2.5 requires that all centers will offer services at least 15 hours a week on average, and provide services when school is not in session, such as summer and holidays. Nearly one in five (17.3%) of the centers reported a mean of less than 15 hours per week.
  - Develop an action plan to address the requirement that all centers will offer at least 15 hours a week on average. The action plan should include assigning responsibility to an individual(s) to explore specific steps/options grantees/centers have available to meet the 15 hour requirement; decide on a timeframe when the specific steps/options need be completed; and examine and use the resources available to assist with the specific steps/options (Federal CCLC program staff, NDDPI, other grantees/centers, other states, etc.).
7. Performance indicator 3.1 specifies that all centers will serve students that attend schools that are in need of improvement or are from schools that meet or exceed 40% free and reduced meals as defined by School Foods. All centers served students that were in need of improvement, while nearly all (81 or 97.6%) of the reporting centers served attendees that met or exceeded 40% free/reduced meals.
  - Develop an action plan to address the requirement that all centers will serve students that attend schools that are in need of improvement or are from schools that meet or exceed 40% free and reduced meals. The action plan should include assigning responsibility to an individual(s) to explore specific steps/options grantees/centers have available to meet the requirement; decide on a timeframe when the specific steps/options need be completed; and examine and use the resources available to assist with the specific steps/options (Federal CCLC program staff, NDDPI, other grantees/centers, other states, etc.).
8. Although various grantees/sites have examined/updated school safety policies/procedures, all grantee/sites in North Dakota are expected to reevaluate these periodically, taking into consideration the 2012 incident at the Sandy Hook Elementary School in Newtown Connecticut. The chief concern relates to individual(s) entering a school “unrecorded/ unchecked” by any day school or after school staff, potentially causing devastation.
  - Reevaluate school safety policies/procedures periodically.
9. Approximately one-third (three of eight) of the grantees lacked an advisory board(s).
  - Establish an advisory board(s) that meets regularly and is comprised of parents, students, community member at large, and partners to provide advice and feedback.

## **Recommendations for Program Improvement (Continued)**

10. In a few instances access to supplies for emergencies were not accessible after day school classes were dismissed.
  - Allow access to supplies not accessible after day classes are dismissed.
11. YouthServices.net based teacher, student, parent, and partnership surveys were not conducted by all centers, in addition, nearly half of the grantees who conducted such surveys failed to communicate results internally and to respective stakeholders.
  - Carry out SurveyMonkey based teacher, student, parent, and partnership surveys using the existing standardized questionnaire formats, subsequently communicating the survey results internally and to respective stakeholders.
12. Although a sizeable number of grantees reported YouthServices.net based program attendance, activities/services, center operations, staffing, and partnership information, not all data was reported by all centers. The number and proportion of such grantees/centers is made available in each Table/Graph in the “Detailed Tables/Graph” section.
  - Report such program information on a timely basis. At present, missing data reports are disseminated to individual grantees quarterly. Grantees are expected to review the reports and populate any missing data.

## **Data Reporting and Interpretation Considerations**

When examining the information made available in this report the reader should note the following:

1. In certain instances data relevant to the evaluation was not reported by all grantees/centers.
2. A sizable number of centers failed to report assessment test results; as a result, tests to measure statistically significant differences in assessment test scores were not conducted.
3. Changes in math and reading assessment mean scores or proficiency levels from one time period to another are not necessarily a direct result of the CCLC program. Numerous other factors may affect the changes in scores or proficiencies.
4. Math and reading assessments are not necessarily administered to the same grades year after year.
5. In some instances grantees may not have included homework help/tutoring hours spent with attendees in the core academic area of mathematics, reading/literacy, science, and technology/computer (assignments, problems, questions, etc.), consequently the number and proportion of hours relating to the core academic areas may be underreported.
6. As indicated previously, during the completion of the MQIT phase of the site visits discussions focused on whether daily programming data entered into YouthServices.net was correct. Based on program schedules, lesson plans, and other site visit observations, it seemed likely that several schools met the core academic requirement. At present, grantee directors and/or CCLC program personnel, along with the state program evaluator are continuing to investigate causes for the seemingly incorrect data at sites which in all probability met the core academic requirement.
7. Information used in the teacher, parent, student, and partner survey portions of this report are based on responses made by the respective stakeholders and may be subjective in nature, seeing as negative responses may be perceived to impact the CCLC program in an adverse manner.

## Detailed Tables/Graphs

### Table/Graph 1

#### Grantees by Location and Number of Centers

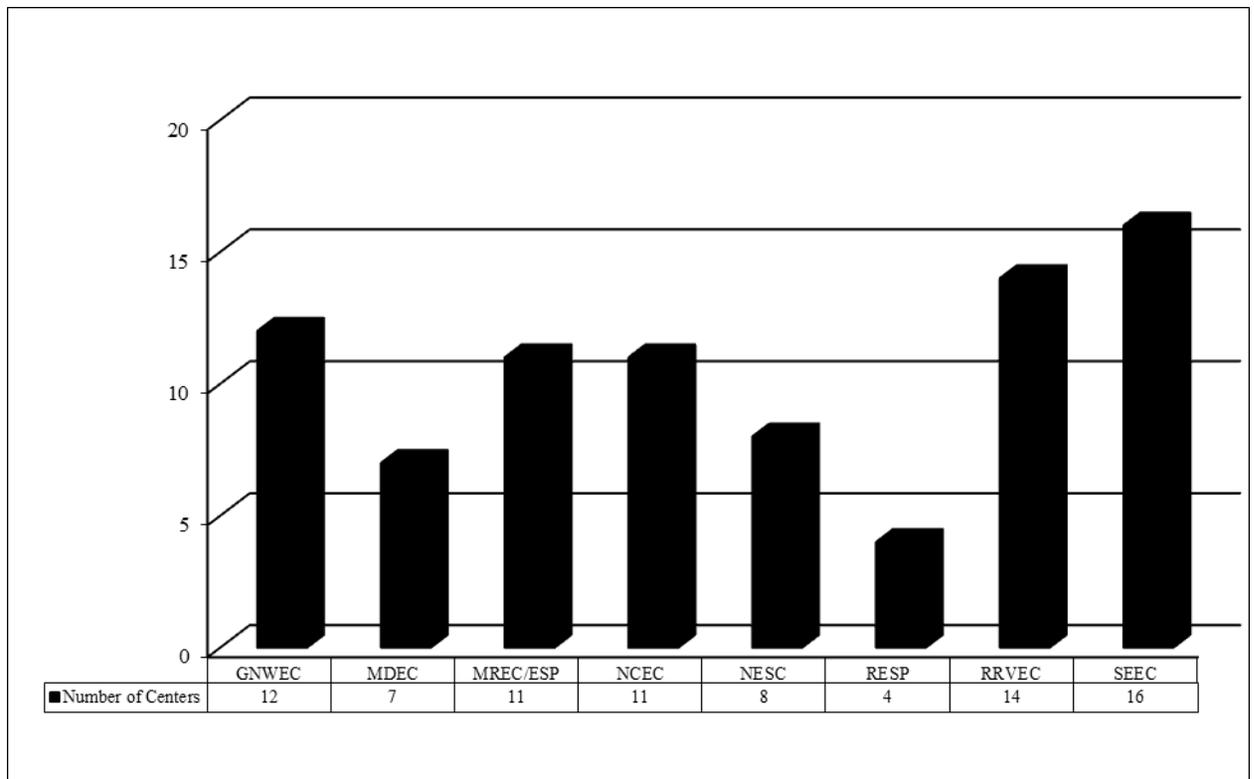
#### All Grantees

2011-2012

Source: PPICS Individual Grantee Profile Summary - Data Submitted by Grantees

Grantee	Location	Number of Centers
GNWEC - Great Northwest Education Cooperative	Williston	12
MDEC - Mid-Dakota Education Cooperative	Minot	7
MREC/ESP - Missouri River Education Cooperative/Extended School Program	Mandan	11
NCEC - North Central Education Cooperative	Bottineau	11
NESC - Northeast Education Services Cooperative	Devils Lake	8
RESP - Roughrider Education Services Program	Dickinson	4
RRVEC - Red River Valley Education Cooperative	Grand Forks	14
SEEC - South East Education Cooperative	Fargo	16
Total		83

**Table/Graph 1**  
**Grantees by Location and Number of Centers**  
**All Grantees**  
**2011-2012**  
**Source: PPICS Individual Grantee Profile Summary - Data Submitted by Grantees**

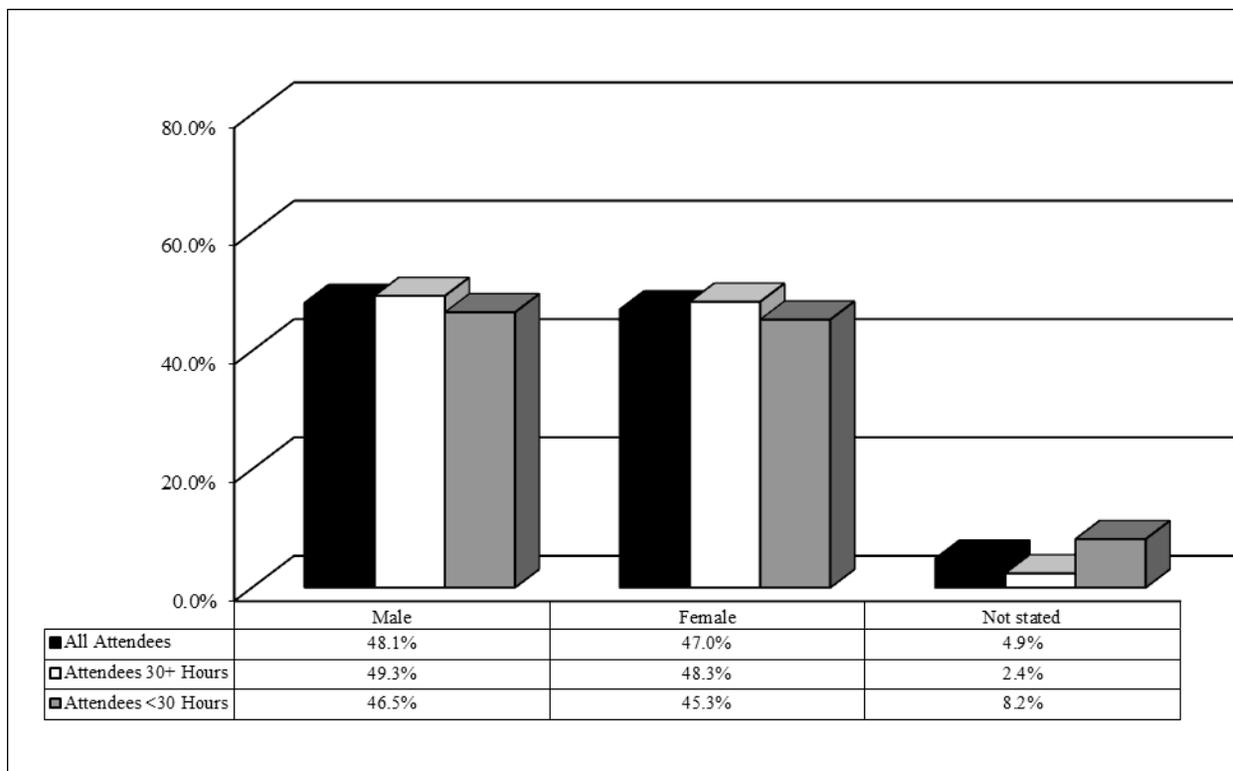


**Table/Graph 2**  
**Attendance by Gender and Attendee Status**  
**All Grantees**  
**2011-2012**  
**Includes School Year and Summer Combined**  
**Source: Downloaded PPICS Attendance Excel Spreadsheet/Database - Data Submitted by Grantees**

Gender	All Attendees		Attendees (30+ hours)		Attendees (<30 hours)	
	N	%	N	%	N	%
Male	3,578	48.1%	2,096	49.3%	1,482	46.5%
Female	3,497	47.0%	2,054	48.3%	1,443	45.3%
Not stated	363	4.9%	102	2.4%	261	8.2%
Total	7,438	100.0%	4,252	100.0%	3,186	100.0%

Number of centers reporting - 80 of 83 (96.4%)

**Table/Graph 2**  
**Attendance by Gender and Attendee Status**  
**All Grantees**  
**2011-2012**  
**Includes School Year and Summer Combined**  
**Source: Downloaded PPICS Attendance Excel Spreadsheet/Database - Data Submitted by Grantees**



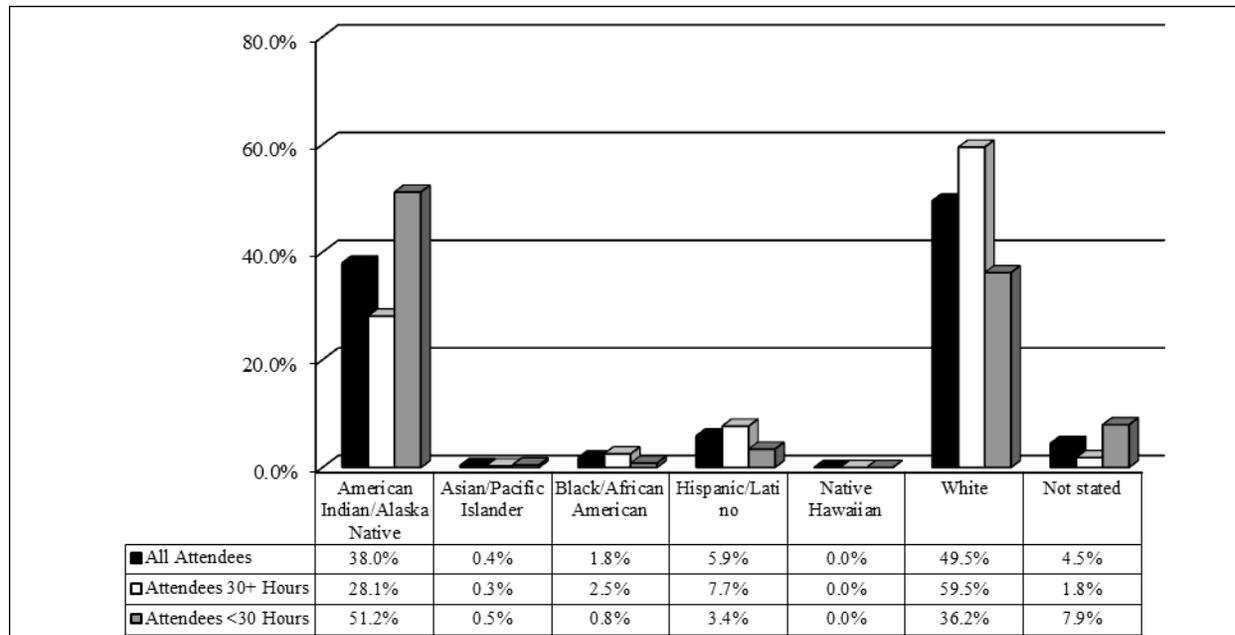
**Table/Graph 3**  
**Attendance by Racial/Ethnic Groups and Attendee Status**  
**All Grantees**  
**2011-2012**  
**Includes School Year and Summer Combined**

**Source: Downloaded PPICS Attendance Excel Spreadsheet/Database - Data Submitted by Grantees**

Racial/Ethnic Groups	All Attendees		Attendees (30+ hours)		Attendees (<30 hours)	
	N	%	N	%	N	%
American Indian/Alaska Native	2,826	38.0%	1,196	28.1%	1,630	51.2%
Asian/Pacific Islander	28	0.4%	13	0.3%	15	0.5%
Black/African American	134	1.8%	108	2.5%	26	0.8%
Hispanic/Latino	436	5.9%	327	7.7%	109	3.4%
Native Hawaiian	-	0.0%	-	0.0%	-	0.0%
White	3,683	49.5%	2,530	59.5%	1,153	36.2%
Not stated	331	4.5%	78	1.8%	253	7.9%
Total	7,438	100.0%	4,252	100.0%	3,186	100.0%

Number of centers reporting - 80 of 83 (96.4%)

**Table/Graph 3**  
**Attendance by Racial/Ethnic Groups and Attendee Status**  
**All Grantees**  
**2011-2012**  
**Includes School Year and Summer Combined**  
**Source: Downloaded PPICS Attendance Excel Spreadsheet/Database - Data Submitted by Grantees**

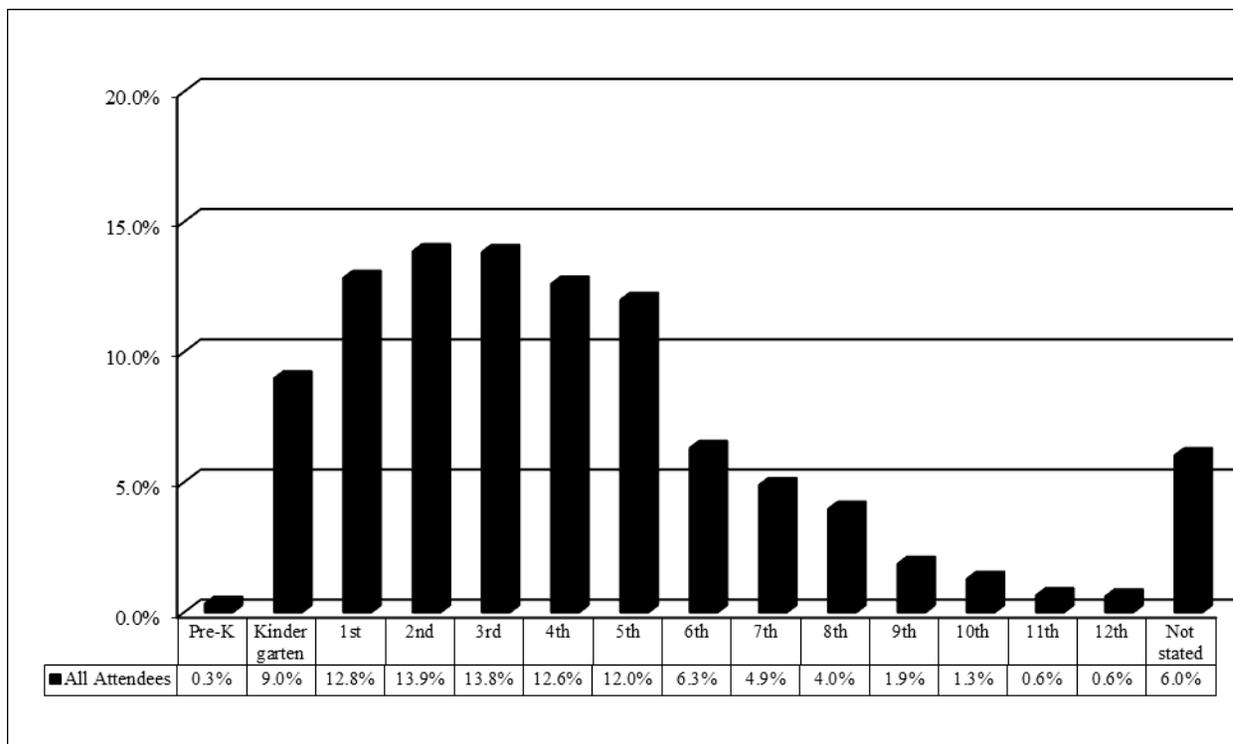


**Table/Graph 4**  
**Attendance by Grade Level and Attendee Status**  
**All Grantees**  
**2011-2012**  
**Includes School Year and Summer Combined**  
**Source: Downloaded PPICS Attendance Excel Spreadsheet/Database - Data Submitted by Grantees**

Grade Level	All Attendees		Attendees (30+ hours)		Attendees (<30 hours)	
	N	%	N	%	N	%
Pre-K	24	0.3%	12	0.3%	12	0.4%
Kindergarten	668	9.0%	518	12.2%	150	4.7%
1st	955	12.8%	693	16.3%	262	8.2%
2nd	1,031	13.9%	699	16.4%	332	10.4%
3rd	1,029	13.8%	698	16.4%	331	10.4%
4th	938	12.6%	589	13.9%	349	11.0%
5th	892	12.0%	482	11.3%	410	12.9%
6th	469	6.3%	190	4.5%	279	8.8%
7th	363	4.9%	124	2.9%	239	7.5%
8th	295	4.0%	85	2.0%	210	6.6%
9th	138	1.9%	20	0.5%	118	3.7%
10th	95	1.3%	5	0.1%	90	2.8%
11th	48	0.6%	5	0.1%	43	1.3%
12th	45	0.6%	-	0.0%	45	1.4%
Not stated	448	6.0%	132	3.1%	316	9.9%
Total	7,438	100.0%	4,252	100.0%	3,186	100.0%

Number of centers reporting - 80 of 83 (96.4%)

**Table/Graph 4**  
**Attendance by Grade Level and Attendee Status**  
**All Grantees**  
**2011-2012**  
**Includes School Year and Summer Combined**  
**Source: Downloaded PPICS Attendance Excel Spreadsheet/Database - Data Submitted by Grantees**



**Table/Graph 5**  
**Attendees Participating in Special Services or Programs by Special Service or Program and Attendee Status**  
**All Grantees**  
**2011-2012**  
**Includes School Year and Summer Combined**  
**Source: Downloaded PPICS Attendance Excel Spreadsheet/Database - Data Submitted by Grantees**

	Attendees Participating in Special Service/Programs	Percent of all Attendees Participating in Special Service/Programs	Attendees Participating in Special Service/Programs (30+ hours)	Percent of all Attendees Participating in Special Service/Programs	Attendees Participating in Special Service/Programs (<30 hours)	Percent of all Attendees Participating in Special Service/Programs
	N	%	N	%	N	%
Limited English Proficiency (LEP)	496	6.7%	297	7.0%	199	6.2%
Free and Reduced Lunch Program (FRPL)	4,645	62.4%	2,431	57.2%	2,214	69.5%
Special Needs	830	11.2%	506	11.9%	324	10.2%

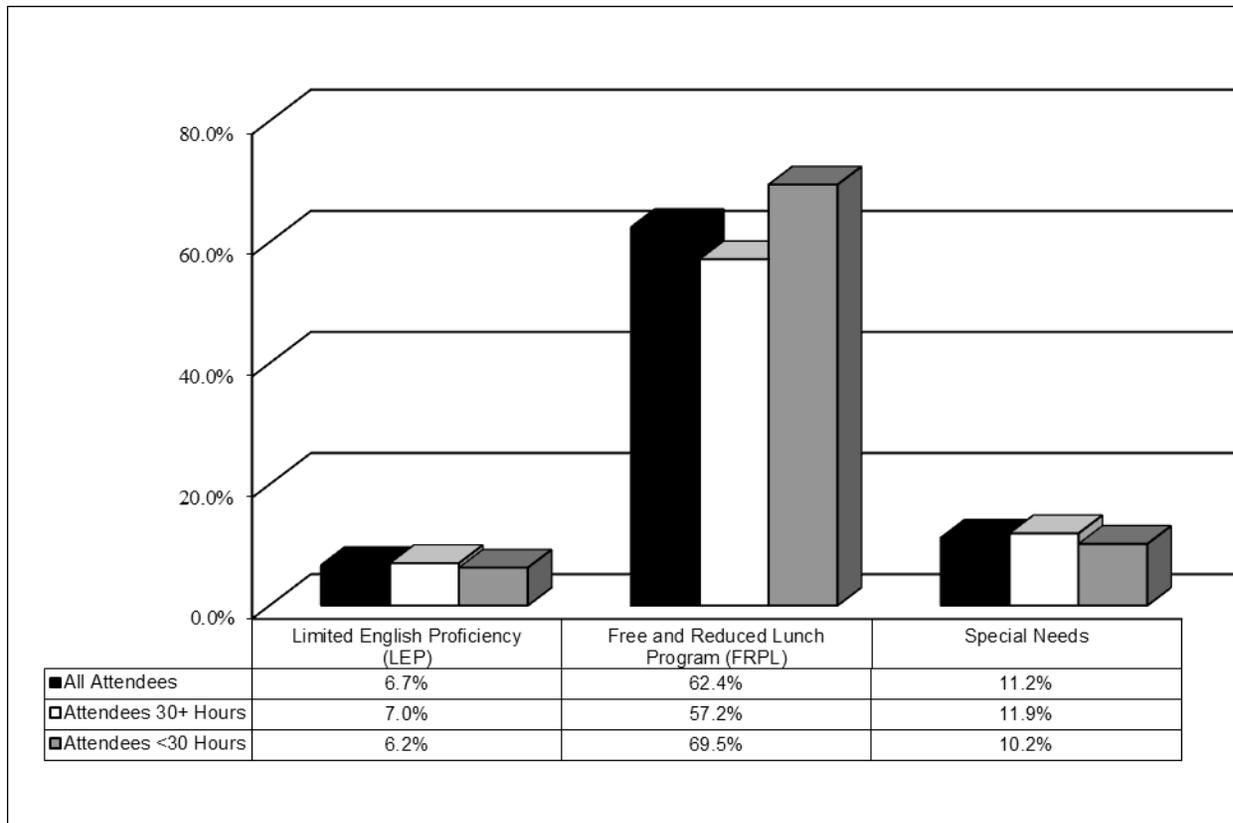
Number of centers reporting - 80 of 83 (96.4%)

7,438 total attendees

4,252 attendees (30+ hours)

3,186 attendees (<30 hours)

**Table/Graph 5**  
**Attendees Participating in Special Services or Programs by Special Service or Program and Attendee Status**  
**All Grantees**  
**2011-2012**  
**Includes School Year and Summer Combined**  
**Source: Downloaded PPICS Attendance Excel Spreadsheet/Database - Data Submitted by Grantees**



**Table/Graph 6**

**Grantee Activity or Services Offered by Category of Activity or Service and Mean Number of Hours per Week at Each Center by Category of Activity or Service  
All Grantees, 2011-2012 Includes School Year Only**

**Source: Downloaded PPICS Activities by Category Excel Spreadsheet/Database - Data Submitted by Grantees**

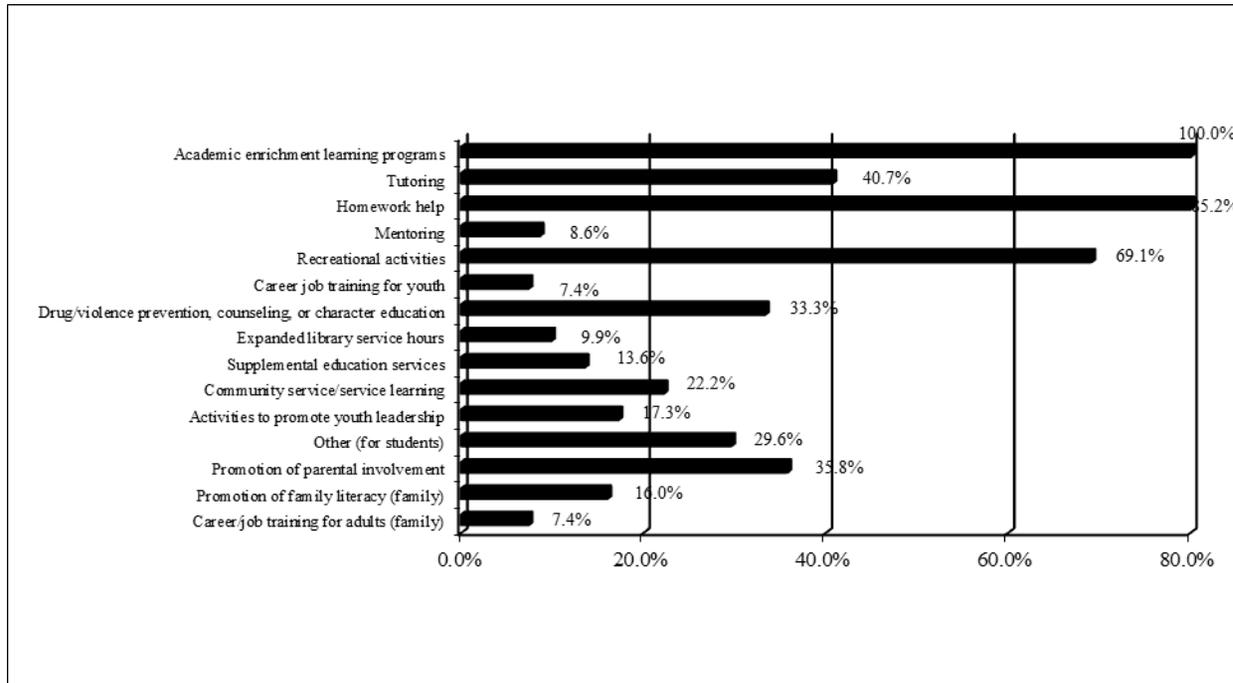
Category of Activity or Service	Number of Centers Providing Activity or Service During School Year	Percent of Centers Providing Activity or Service During School Year	Mean Number of Hours per Week at Each Center During School Year
Academic enrichment learning programs	81	100.0%	7.79
Tutoring	33	40.7%	6.18
Homework help	69	85.2%	6.96
Mentoring	7	8.6%	1.57
Recreational activities	56	69.1%	3.16
Career job training for youth	6	7.4%	2.50
Drug/violence prevention, counseling, or character education	27	33.3%	1.89
Expanded library service hours	8	9.9%	2.88
Supplemental education services	11	13.6%	2.00
Community service/service learning	18	22.2%	2.00
Activities to promote youth leadership	14	17.3%	1.36
Other (for students)	24	29.6%	2.17
Promotion of parental involvement	29	35.8%	1.66
Promotion of family literacy (family)	13	16.0%	1.23
Career/job training for adults (family)	6	7.4%	1.00

Number of centers reporting - 81 of 83 (97.6%)

**Table/Graph 6**

**Grantee Activity or Services Offered by Category of Activity or Service and Mean Number of Hours per Week at Each Center by Category of Activity or Service  
All Grantees, 2011-2012, Includes School Year Only**

**Source: Downloaded PPICS Activities by Category Excel Spreadsheet/Database - Data Submitted by Grantees**



**Table/Graph 7**

**Grantee Centers Offering Activities or Services Focusing on a Given Academic Subject by Academic Subject and Mean Number of Hours per Week by Academic Subject**

**All Grantees**

**2011-2012**

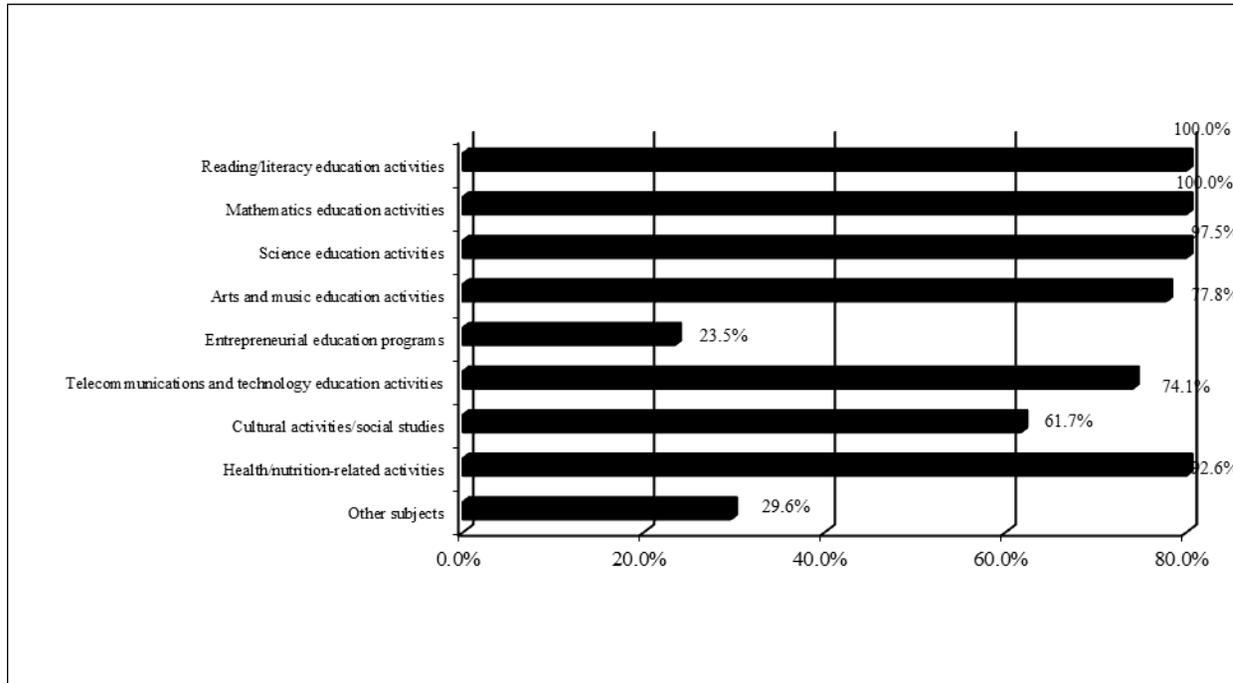
**Includes School Year Only**

**Source: Downloaded PPICS Activities by Subject Excel Spreadsheet/Database - Data Submitted by Grantees**

Academic Subject	Number of Centers Providing Activity or Service During School Year	Percent of Centers Providing Activity or Service During School Year	Mean Number of Hours per Week at Each Center During School Year
Reading/literacy education activities	81	100.0%	9.32
Mathematics education activities	81	100.0%	8.38
Science education activities	79	97.5%	7.99
Arts and music education activities	63	77.8%	3.94
Entrepreneurial education programs	19	23.5%	3.16
Telecommunications and technology education activities	60	74.1%	3.85
Cultural activities/social studies	50	61.7%	4.10
Health/nutrition-related activities	75	92.6%	4.43
Other subjects	24	29.6%	3.92

Number of centers reporting - 81 of 83 (97.6%)

**Table/Graph 7**  
**Grantee Centers Offering Activities or Services Focusing on a Given Academic Subject by Academic Subject and Mean Number of Hours per Week by Academic Subject**  
**All Grantees**  
**2011-2012**  
**Includes School Year Only**  
**Source: Downloaded PPICS Activities by Subject Excel Spreadsheet/Database - Data Submitted by Grantees**



**Table/Graph 8**  
**Grantee Centers with Activities or Services Targeting a Given Population and Mean Number of Hours per Week by Targeted Population**  
**All Grantees**  
**Includes School Year Only**  
**2011-2012**  
**Source: Downloaded PPICS Activities Target Population Excel Spreadsheet/Database - Data Submitted by Grantees**

Targeted Population	Number of Centers Targeting the Activity or Service During School Year	Percent of Centers Targeting the Activity or Service During School Year	Mean Number of Hours per Week at Each Center During School Year
Students not performing at grade level	66	81.5%	9.41
Limited English proficiency (LEP)	13	16.0%	6.69
Truant students	11	13.6%	9.73
Students with special needs	23	28.4%	7.65
Other student populations targeted	31	38.3%	11.77

Number of centers reporting - 81 of 83 (97.6%)

**Table/Graph 8**

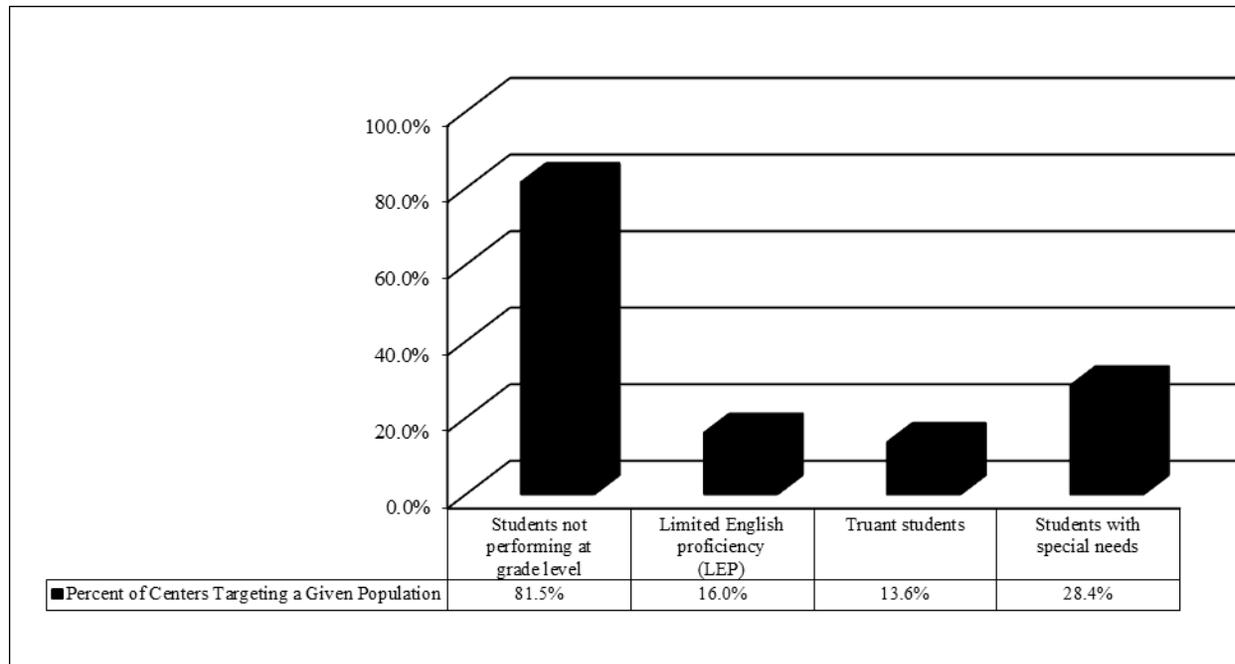
**Grantee Centers with Activities or Services Targeting a Given Population and Mean Number of Hours per Week by Targeted Population**

**All Grantees**

**Includes School Year Only**

**2011-2012**

**Source: Downloaded PPICS Activities Target Population Excel Spreadsheet/Database - Data Submitted by Grantees**



**Table/Graph 9**  
**Number, Hours, and Percent of Hours of Centers Participating in Core Academic Areas**  
**(Mathematics, Reading/Literacy, Science, and Technology/Computer) by Grantee**  
**2011-2012**

**Includes School Year and Summer Combined**

**Source: Persons by Subject Area per Grantee - Youthservices.net - Data Submitted by Grantees**

**Note: Time frame 9/1/11 thru 8/31/12**

Grantee/Center	Total Hours All Programming	Total Hours Core Academic Areas	Percent Core Academic Areas
GNWEC Eight Mile Elementary	455.5	346.0	76.0%
GNWEC Four Bears	426.5	286.3	67.1%
GNWEC Hagen	2,508.0	1,734.0	69.1%
GNWEC Lewis & Clark - Williston	9.8	4.5	46.1%
GNWEC Mandaree	570.5	316.2	55.4%
GNWEC New Town	722.0	415.1	57.5%
GNWEC Parshall	509.0	287.4	56.5%
GNWEC Rickard Elementary School	254.5	135.0	53.0%
GNWEC St. Joseph's	109.0	7.5	6.9%
GNWEC Trinity Christian	66.0	40.9	62.0%
GNWEC Twin Buttes	198.5	159.9	80.5%
GNWEC White Shield	569.0	299.8	52.7%
GNWEC Wilkensen	1,219.8	355.3	29.1%

**Table/Graph 9 (Continued)**

**Number, Hours, and Percent of Hours of Centers Participating in Core Academic Areas  
(Mathematics, Reading/Literacy, Science, and Technology/Computer) by Grantee**

**2011-2012**

**Includes School Year and Summer Combined**

**Source: Persons by Subject Area per Grantee - Youthservices.net - Data Submitted by Grantees**

**Note: Time frame 9/1/11 thru 8/31/12**

Grantee/Center	Total Hours All Programming	Total Hours Core Academic Areas	Percent Core Academic Areas
MDEC Lewis & Clark - Minot	973.3	756.8	77.8%
MDEC Lincoln Elementary - Minot	1,126.5	861.2	76.5%
MDEC McKinley Elementary - Minot	1,003.5	725.2	72.3%
MDEC Roosevelt Elementary - Minot	1,141.5	879.1	77.0%
MDEC Sawyer	611.0	513.5	84.0%
MDEC Sunnyside Elementary	1,085.3	817.8	75.4%
MDEC Washington Elementary - Minot	1,211.0	907.8	75.0%

**Table/Graph 9 (Continued)**  
**Number, Hours, and Percent of Hours of Centers Participating in Core Academic Areas**  
**(Mathematics, Reading/Literacy, Science, and Technology/Computer) by Grantee**  
**2011-2012**  
**Includes School Year and Summer Combined**  
**Source: Persons by Subject Area per Grantee - Youthservices.net - Data Submitted by Grantees**  
**Note: Time frame 9/1/11 thru 8/31/12**

Grantee/Center	Total Hours All Programming	Total Hours Core Academic Areas	Percent Core Academic Areas
MREC Cannon Ball Elementary	160.5	100.0	62.3%
MREC Custer	907.3	438.2	48.3%
MREC Fort Lincoln	797.5	688.0	86.3%
MREC Mary Stark	942.5	427.2	45.3%
MREC Myhre Elementary	956.0	745.7	78.0%
MREC Riverside	1,183.0	729.6	61.7%
MREC Saxvik	1,187.5	826.1	69.6%
MREC Selfridge	157.0	157.0	100.0%
MREC Standing Rock (Ft Yates)	180.0	110.4	61.3%
MREC Will-Moore	1,010.8	516.2	51.1%
MREC Youthworks	2,608.5	1,154.4	44.3%

**Table/Graph 9 (Continued)**  
**Number, Hours, and Percent of Hours of Centers Participating in Core Academic Areas**  
**(Mathematics, Reading/Literacy, Science, and Technology/Computer) by Grantee**  
**2011-2012**  
**Includes School Year and Summer Combined**  
**Source: Persons by Subject Area per Grantee - Youthservices.net - Data Submitted by Grantees**  
**Note: Time frame 9/1/11 thru 8/31/12**

Grantee/Center	Total Hours All Programming	Total Hours Core Academic Areas	Percent Core Academic Areas
NCEC Anamoose	1,164.5	967.8	83.1%
NCEC Bottineau Elementary	1,556.0	1,284.0	82.5%
NCEC Dunseith	784.0	703.7	89.8%
NCEC Mt. Pleasant	562.3	481.8	85.7%
NCEC St. Ann's Catholic Indian School	442.8	324.3	73.2%
NCEC TGU Granville	837.8	588.6	70.3%
NCEC Velva	1,279.0	1,016.7	79.5%
NCEC TGU Towner	1,464.0	547.5	37.4%
NCEC Turtle Mountain CS - Elementary	2,039.0	1,813.4	88.9%
NCEC Turtle Mountain CS Middle	880.8	779.5	88.5%

**Table/Graph 9 (Continued)**

**Number, Hours, and Percent of Hours of Centers Participating in Core Academic Areas  
(Mathematics, Reading/Literacy, Science, and Technology/Computer) by Grantee**

**2011-2012**

**Includes School Year and Summer Combined**

**Source: Persons by Subject Area per Grantee - Youthservices.net - Data Submitted by Grantees**

**Note: Time frame 9/1/11 thru 8/31/12**

Grantee/Center	Total Hours All Programming	Total Hours Core Academic Areas	Percent Core Academic Areas
NESC Central Middle School	2,503.8	2,157.9	86.2%
NESC Minnewauken	606.3	522.0	86.1%
NESC Minnie H	557.5	442.0	79.3%
NESC Prairie View	611.8	463.5	75.8%
NESC Rolette	878.5	654.5	74.5%
NESC Sweetwater	550.5	467.5	84.9%
NESC Tata Topa Tribal School	960.5	907.0	94.4%
NESC Warwick	855.0	753.8	88.2%
RESP Heart River Elementary-Dickinson	595.5	430.0	72.2%
RESP Hebron Elementary	358.0	236.5	66.1%
RESP Lincoln Elementary - Beach	414.0	297.0	71.7%
RESP Roosevelt Elementary - Dickinson	609.5	464.5	76.2%

**Table/Graph 9 (Continued)**  
**Number, Hours, and Percent of Hours of Centers Participating in Core Academic Areas**  
**(Mathematics, Reading/Literacy, Science, and Technology/Computer) by Grantee**  
**2011-2012**  
**Includes School Year and Summer Combined**  
**Source: Persons by Subject Area per Grantee - Youthservices.net - Data Submitted by Grantees**  
**Note: Time frame 9/1/11 thru 8/31/12**

Grantee/Center	Total Hours All Programming	Total Hours Core Academic Areas	Percent Core Academic Areas
RRVEC Century Elementary	3,828.8	3,192.3	83.4%
RRVEC Emerado Public Schools	1,094.3	967.8	88.4%
RRVEC Grafton Central School	806.0	773.5	96.0%
RRVEC Lake Agassiz - Grand Forks	586.5	415.6	70.9%
RRVEC Lewis & Clark - Grand Forks	681.3	512.9	75.3%
RRVEC Midway Public School	626.5	434.6	69.4%
RRVEC Northwood Public Schools	540.0	365.2	67.6%
RRVEC Park River Public School	812.3	565.6	69.6%
RRVEC Phoenix - Grand Forks	623.8	466.0	74.7%
RRVEC St. Thomas Public School	946.8	655.7	69.3%
RRVEC Walhalla Public School	499.5	363.1	72.7%
RRVEC West - Grand Forks	645.0	497.4	77.1%
RRVEC Wilder Elementary	556.5	416.4	74.8%
RRVEC Winship - Grand Forks	572.5	418.9	73.2%

**Table/Graph 9 (Continued)**  
**Number, Hours, and Percent of Hours of Centers Participating in Core Academic Areas**  
**(Mathematics, Reading/Literacy, Science, and Technology/Computer) by Grantee**  
**2011-2012**  
**Includes School Year and Summer Combined**  
**Source: Persons by Subject Area per Grantee - Youthservices.net - Data Submitted by Grantees**  
**Note: Time frame 9/1/11 thru 8/31/12**

Grantee/Center	Total Hours All Programming	Total Hours Core Academic Areas	Percent Core Academic Areas
SEEC Barnes County North	428.5	367.5	85.8%
SEEC Fairmount Elementary	547.0	449.0	82.1%
SEEC Fessenden-Bowdon	398.8	287.8	72.2%
SEEC Griggs County Central	723.0	581.2	80.4%
SEEC Jefferson Elementary	1,055.8	750.7	71.1%
SEEC LaMoure	474.3	372.8	78.6%
SEEC LE Berger Elementary	988.5	668.4	67.6%
SEEC Lincoln Elementary - Jamestown	506.5	361.8	71.4%
SEEC Louis L'Amour Elementary	507.0	372.4	73.4%
SEEC Madison Elementary	999.0	724.4	72.5%
SEEC McKinley Elementary - Fargo	715.8	478.4	66.8%
SEEC Midkota	427.0	332.9	78.0%
SEEC Roosevelt Elementary - Jamestown	507.0	372.4	73.4%
SEEC Roosevelt Horace Mann	1,675.0	1,150.2	68.7%
SEEC Washington Elementary - Jamestown	507.0	362.2	71.4%
SEEC Wimbledon-Courtenay	404.5	304.5	75.3%
Total all Grantees/Centers	69,078.3	50,038.2	72.4%

Number of centers reporting - 83 of 83 (100.0%)

**Table/Graph 10**  
**Number, Hours, and Percent of Hours of Centers Participating in Enrichment and Support**  
**Activities Including Arts/Music, Cultural/Social Studies, Health/Nutrition, and Other by Grantee**  
**2011-2012**  
**Includes School Year and Summer Combined**  
**Source: Persons by Subject Area per Grantee - Youthservices.net - Data Submitted by Grantees**  
**Note: Time frame 9/1/11 thru 8/31/12**

Grantee/Center	Total Hours All Programming	Total Hours Enrichment and Support Activities	Percent Enrichment and Support Activities
GNWEC Eight Mile Elementary	455.5	109.5	24.0%
GNWEC Four Bears	426.5	140.3	32.9%
GNWEC Hagen	2,508.0	774.0	30.9%
GNWEC Lewis & Clark - Williston	9.8	5.3	53.9%
GNWEC Mandaree	570.5	254.3	44.6%
GNWEC New Town	722.0	306.9	42.5%
GNWEC Parshall	509.0	221.6	43.5%
GNWEC Rickard Elementary School	254.5	119.5	47.0%
GNWEC St. Joseph's	109.0	101.5	93.1%
GNWEC Trinity Christian	66.0	25.1	38.0%
GNWEC Twin Buttes	198.5	38.6	19.5%
GNWEC White Shield	569.0	269.2	47.3%
GNWEC Wilkensen	1,219.8	864.5	70.9%

**Table/Graph 10 (Continued)**  
**Number, Hours, and Percent of Hours of Centers Participating in Enrichment and Support**  
**Activities Including Arts/Music, Cultural/Social Studies, Health/Nutrition, and Other by Grantee**  
**2011-2012**  
**Includes School Year and Summer Combined**  
**Source: Persons by Subject Area per Grantee - Youthservices.net - Data Submitted by Grantees**  
**Note: Time frame 9/1/11 thru 8/31/12**

Grantee/Center	Total Hours All Programming	Total Hours Enrichment and Support Activities	Percent Enrichment and Support Activities
MDEC Lewis & Clark - Minot	973.3	216.5	22.2%
MDEC Lincoln Elementary - Minot	1,126.5	265.3	23.5%
MDEC McKinley Elementary - Minot	1,003.5	278.4	27.7%
MDEC Roosevelt Elementary - Minot	1,141.5	262.4	23.0%
MDEC Sawyer	611.0	97.5	16.0%
MDEC Sunnyside Elementary	1,085.3	267.5	24.6%
MDEC Washington Elementary - Minot	1,211.0	303.2	25.0%

**Table/Graph 10 (Continued)**  
**Number, Hours, and Percent of Hours of Centers Participating in Enrichment and Support**  
**Activities Including Arts/Music, Cultural/Social Studies, Health/Nutrition, and Other by Grantee**  
**2011-2012**  
**Includes School Year and Summer Combined**  
**Source: Persons by Subject Area per Grantee - Youthservices.net - Data Submitted by Grantees**  
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MREC Saxvik	1,187.5	361.4	30.4%
MREC Selfridge	157.0	-	0.0%
MREC Standing Rock (Ft Yates)	180.0	69.6	38.7%
MREC Will-Moore	1,010.8	494.6	48.9%
MREC Youthworks	2,608.5	1,454.1	55.7%

**Table/Graph 10 (Continued)**  
**Number, Hours, and Percent of Hours of Centers Participating in Enrichment and Support**  
**Activities Including Arts/Music, Cultural/Social Studies, Health/Nutrition, and Other by Grantee**  
**2011-2012**  
**Includes School Year and Summer Combined**  
**Source: Persons by Subject Area per Grantee - Youthservices.net - Data Submitted by Grantees**  
**Note: Time frame 9/1/11 thru 8/31/12**

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NCEC Dunseith	784.0	80.3	10.2%
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NCEC Turtle Mountain CS - Elementary	2,039.0	225.6	11.1%
NCEC Turtle Mountain CS Middle	880.8	101.2	11.5%

**Table/Graph 10 (Continued)**  
**Number, Hours, and Percent of Hours of Centers Participating in Enrichment and Support**  
**Activities Including Arts/Music, Cultural/Social Studies, Health/Nutrition, and Other by Grantee**  
**2011-2012**

**Includes School Year and Summer Combined**

**Source: Persons by Subject Area per Grantee - Youthservices.net - Data Submitted by Grantees**

**Note: Time frame 9/1/11 thru 8/31/12**

Grantee/Center	Total Hours All Programming	Total Hours Enrichment and Support Activities	Percent Enrichment and Support Activities
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NESC Minnie H	557.5	115.5	20.7%
NESC Prairie View	611.8	148.3	24.2%
NESC Rolette	878.5	224.0	25.5%
NESC Sweetwater	550.5	83.0	15.1%
NESC Tata Topa Tribal School	960.5	53.5	5.6%
NESC Warwick	855.0	101.3	11.8%
RESP Heart River Elementary-Dickinson	595.5	165.5	27.8%
RESP Hebron Elementary	358.0	121.5	33.9%
RESP Lincoln Elementary - Beach	414.0	117.0	28.3%
RESP Roosevelt Elementary - Dickinson	609.5	145.0	23.8%

**Table/Graph 10 (Continued)**  
**Number, Hours, and Percent of Hours of Centers Participating in Enrichment and Support**  
**Activities Including Arts/Music, Cultural/Social Studies, Health/Nutrition, and Other by Grantee**  
**2011-2012**  
**Includes School Year and Summer Combined**  
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RRVEC Grafton Central School	806.0	32.5	4.0%
RRVEC Lake Agassiz - Grand Forks	586.5	170.9	29.1%
RRVEC Lewis & Clark - Grand Forks	681.3	168.4	24.7%
RRVEC Midway Public School	626.5	191.9	30.6%
RRVEC Northwood Public Schools	540.0	174.8	32.4%
RRVEC Park River Public School	812.3	246.7	30.4%
RRVEC Phoenix - Grand Forks	623.8	157.8	25.3%
RRVEC St. Thomas Public School	946.8	291.0	30.7%
RRVEC Walhalla Public School	499.5	136.4	27.3%
RRVEC West - Grand Forks	645.0	147.6	22.9%
RRVEC Wilder Elementary	556.5	140.1	25.2%
RRVEC Winship - Grand Forks	572.5	153.6	26.8%

**Table/Graph 10 (Continued)**  
**Number, Hours, and Percent of Hours of Centers Participating in Enrichment and Support**  
**Activities Including Arts/Music, Cultural/Social Studies, Health/Nutrition, and Other by Grantee**  
**2011-2012**  
**Includes School Year and Summer Combined**  
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SEEC Griggs County Central	723.0	141.8	19.6%
SEEC Jefferson Elementary	1,055.8	305.0	28.9%
SEEC LaMoure	474.3	101.5	21.4%
SEEC LE Berger Elementary	988.5	320.1	32.4%
SEEC Lincoln Elementary - Jamestown	506.5	144.8	28.6%
SEEC Louis L'Amour Elementary	507.0	134.6	26.6%
SEEC Madison Elementary	999.0	274.6	27.5%
SEEC McKinley Elementary - Fargo	715.8	237.3	33.2%
SEEC Midkota	427.0	94.1	22.0%
SEEC Roosevelt Elementary - Jamestown	507.0	134.6	26.6%
SEEC Roosevelt Horace Mann	1,675.0	524.8	31.3%
SEEC Washington Elementary - Jamestown	507.0	144.8	28.6%
SEEC Wimbledon-Courtenay	404.5	100.0	24.7%
Total all Grantees/Centers	69,078.3	19,040.2	27.6%

Number of centers reporting - 83 of 83 (100.0%)

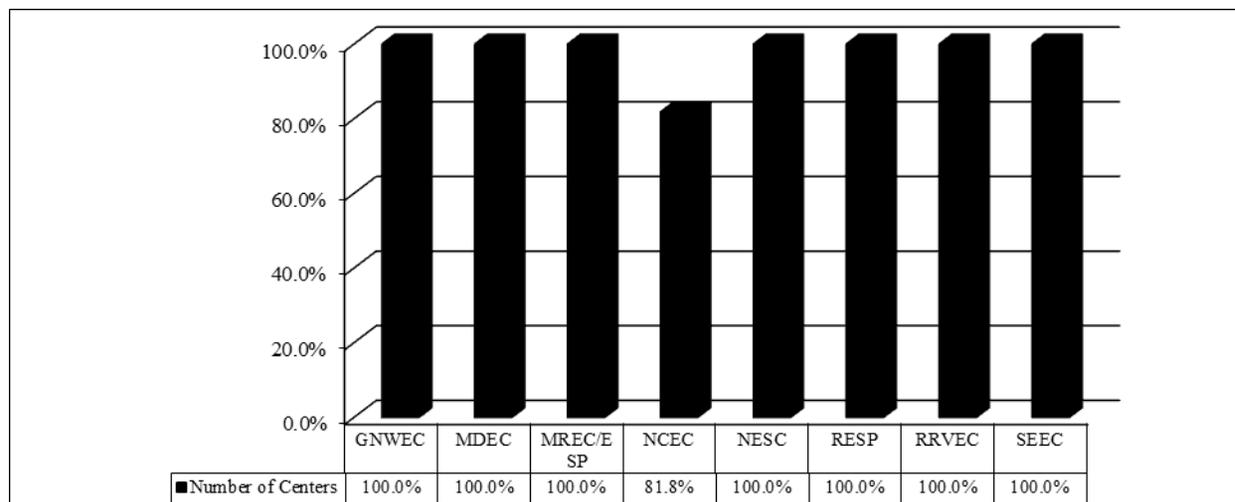
**Table/Graph 11**  
**Centers Providing 40% Free/Reduced Meals by Grantee**  
**2011-2012**  
**Includes School Year and Summer Combined**  
**Source: Service Summary per Grantee - Youthservices.net - Data Submitted by Grantees**  
**Note: Time frame 9/1/11 thru 8/31/12**

Grantee	Total Centers	Total Centers Providing 40% Free/Reduced Meal	Percent Total 40% Free/Reduced Meal Attendees
GNWEC - Great Northwest Education Cooperative	12	12	100.0%
MDEC - Mid-Dakota Education Cooperative	7	7	100.0%
MREC - Missouri River Education Cooperative/Extended School Program	11	11	100.0%
NCEC - North Central Education Cooperative	11	9	81.8%
NESC - Northeast Education Services Cooperative	8	8	100.0%
RESP - Roughrider Education Services Program	4	4	100.0%
RRVEC - Red River Valley Education Cooperative	14	14	100.0%
SEEC - South East Education Cooperative	16	16	100.0%
Total	83	81	97.6%

Number of centers reporting - 83 of 83 (100.0%)

Note: Two of the NCEC centers did not report whether they provided 40% free/reduced meals

**Table/Graph 11**  
**Centers Providing 40% Free/Reduced Meals by Grantee**  
**2011-2012**  
**Includes School Year and Summer Combined**  
**Source: Service Summary per Grantee - Youthservices.net - Data Submitted by Grantees**  
**Note: Time frame 9/1/11 thru 8/31/12**



**Table/Graph 12**  
**Mean Programming Hours per Week, Before Day School,**  
**During Day School, After Day School, and Weekend by Grantee**  
**All Grantees**  
**2011-2012**  
**Includes School Year Only**  
**Source: Downloaded PPICS Operations Excel Spreadsheet/Database - Data Submitted by Grantees**

Grantee/Center	Mean Total Hours per Week & Weekend	Mean Total Hours per Week Before Day School	Mean Total Hours per Week During Day School	Mean Total Hours per Week After Day School	Mean Total Hours per Weekend
GNWEC Eight Mile Elementary School	15	5	-	10	-
GNWEC Four Bears	15	-	-	15	-
GNWEC Hagan Elementary School	15	-	-	15	-
GNWEC Lewis And Clark Elementary	15	-	-	15	-
GNWEC Mandaree	17	-	2	13	2
GNWEC Parshall Bgc	16	-	-	15	1
GNWEC St. Josephs	15	-	-	15	-
GNWEC TAT	17	-	-	16	1
GNWEC Trinity Christian School	15	-	-	15	-
GNWEC Twin Buttes	16	-	-	15	1
GNWEC White Shield	17	-	-	16	1
GNWEC Wilkinson Elementary School	15	-	-	15	-

**Table/Graph 12 (Continued)**  
**Mean Programming Hours per Week, Before Day School,**  
**During Day School, After Day School, and Weekend by Grantee**  
**All Grantees**  
**2011-2012**  
**Includes School Year Only**  
**Source: Downloaded PPICS Operations Excel Spreadsheet/Database - Data Submitted by Grantees**

Grantee/Center	Mean Total Hours per Week & Weekend	Mean Total Hours per Week Before Day School	Mean Total Hours per Week During Day School	Mean Total Hours per Week After Day School	Mean Total Hours per Weekend
MDEC Lewis & Clark Elementary School	24	9	-	15	-
MDEC Lincoln Elementary School	24	9	-	15	-
MDEC Mckinley Elementary School	24	9	-	15	-
MDEC Roosevelt Elementary School	24	9	-	15	-
MDEC Sawyer	15	5	-	10	-
MDEC Sunnyside Elementary School	24	9	-	15	-
MDEC Washington Elementary School	24	9	-	15	-

**Table/Graph 12 (Continued)**  
**Mean Programming Hours per Week, Before Day School,**  
**During Day School, After Day School, and Weekend by Grantee**  
**All Grantees**  
**2011-2012**  
**Includes School Year Only**  
**Source: Downloaded PPICS Operations Excel Spreadsheet/Database - Data Submitted by Grantees**

Grantee/Center	Mean Total Hours per Week & Weekend	Mean Total Hours per Week Before Day School	Mean Total Hours per Week During Day School	Mean Total Hours per Week After Day School	Mean Total Hours per Weekend
MREC Cannon Ball Elementary School	9	3	-	6	-
MREC Custer Elementary School	13	3	1	9	-
MREC Fort Yates Elementary School	7	1	-	6	-
MREC Ft Lincoln Elementary School	15	5	-	10	-
MREC Jeannette Myhre Elementary Sch	15	4	-	11	-
MREC Mary Stark Elementary School	15	5	10	-	-
MREC Riverside Elementary School	15	5	-	10	-
MREC Saxvik Elementary School	15	5	-	10	-
MREC Selfridge Elementary School	12	3	-	9	-
MREC Will- Moore Elementary School	15	5	-	10	-

**Table/Graph 12 (Continued)**  
**Mean Programming Hours per Week, Before Day School,**  
**During Day School, After Day School, and Weekend by Grantee**  
**All Grantees**  
**2011-2012**  
**Includes School Year Only**  
**Source: Downloaded PPICS Operations Excel Spreadsheet/Database - Data Submitted by Grantees**

Grantee/Center	Mean Total Hours per Week & Weekend	Mean Total Hours per Week Before Day School	Mean Total Hours per Week During Day School	Mean Total Hours per Week After Day School	Mean Total Hours per Weekend
NCEC Anamoose Elementary School	11	2	-	8	1
NCEC Bottineau Elementary School	15	5	-	10	-
NCEC Dunseith Elementary School	12	3	-	9	-
NCEC Granville Elementary School	15	5	-	10	-
NCEC Mt Pleasant Elementary School	13	3	-	10	-
NCEC St. Ann'S Catholic School	14	4	-	10	-
NCEC Towner Elementary School	13	5	-	8	-
NCEC Turtle Mt Community Elem School	15	5	-	10	-
NCEC Turtle Mt Community Middle Sch	15	5	-	10	-
NCEC Velva	15	4	-	11	-

**Table/Graph 12 (Continued)**  
**Mean Programming Hours per Week, Before Day School,**  
**During Day School, After Day School, and Weekend by Grantee**  
**All Grantees**  
**2011-2012**  
**Includes School Year Only**

**Source: Downloaded PPICS Operations Excel Spreadsheet/Database - Data Submitted by Grantees**

Grantee/Center	Mean Total Hours per Week & Weekend	Mean Total Hours per Week Before Day School	Mean Total Hours per Week During Day School	Mean Total Hours per Week After Day School	Mean Total Hours per Weekend
NESC Central Middle School	16	6	-	10	-
NESC Minnewaukan Elementary School	15	5	-	10	-
NESC Minnie H Elementary School	14	6	-	8	-
NESC Prairie View Elementary School	17	7	-	10	-
NESC Rolette Elementary School	14	5	-	9	-
NESC Sweetwater Elementary School	15	5	-	10	-
NESC Tata Topa Elementary And Middle School	11	4	-	6	1
NESC Warwick Elementary School	13	6	-	7	-
RESP Beach Elementary School	15	-	-	15	-
RESP Heart River Elementary School	15	-	-	15	-
RESP Hebron Elementary School	10	-	10	-	-
RESP Roosevelt Elementary School	15	-	-	15	-

**Table/Graph 12 (Continued)**  
**Mean Programming Hours per Week, Before Day School,**  
**During Day School, After Day School, and Weekend by Grantee**  
**All Grantees**  
**2011-2012**  
**Includes School Year Only**  
**Source: Downloaded PPICS Operations Excel Spreadsheet/Database - Data Submitted by Grantees**

Grantee/Center	Mean Total Hours per Week & Weekend	Mean Total Hours per Week Before Day School	Mean Total Hours per Week During Day School	Mean Total Hours per Week After Day School	Mean Total Hours per Weekend
RRVEC Century Elementary School	18	8	-	10	-
RRVEC Emerado Elementary School	18	5	-	10	3
RRVEC Grafton Central School	16	8	-	8	-
RRVEC Lake Agassiz Elementary School	15	-	-	15	-
RRVEC Lewis And Clark Elementary Sch	15	-	-	15	-
RRVEC Midway Elementary School	15	5	-	10	-
RRVEC Northwood Elementary School	15	5	-	10	-
RRVEC Park River Elementary School	17	5	-	12	-
RRVEC Phoenix Elementary School	15	-	-	15	-
RRVEC Saint Thomas Elementary School	15	5	-	10	-
RRVEC Walhalla Elementary School	16	8	-	8	-
RRVEC West Elementary School	15	-	-	15	-
RRVEC Wilder Elementary School	15	-	-	15	-
RRVEC Winship Elementary School	15	-	-	15	-

**Table/Graph 12 (Continued)**  
**Mean Programming Hours per Week, Before Day School,**  
**During Day School, After Day School, and Weekend by Grantee**  
**All Grantees**  
**2011-2012**

**Includes School Year Only**

**Source: Downloaded PPICS Operations Excel Spreadsheet/Database - Data Submitted by Grantees**

Grantee/Center	Mean Total Hours per Week & Weekend	Mean Total Hours per Week Before Day School	Mean Total Hours per Week During Day School	Mean Total Hours per Week After Day School	Mean Total Hours per Weekend
SEEC Fairmount Elementary	17	5	-	12	-
SEEC Fessenden-Bowdon	25	5	5	15	-
SEEC Griggs County Central	15	2		12	-
SEEC Jefferson Elementary	24	2	22	-	-
SEEC Lamoure	18	5	-	12	-
SEEC Le Berger Elementary	22	5	3	14	-
SEEC Lincoln Elementary School	15	-	-	15	-
SEEC Louis Lamour Elementary School	15	-	-	15	-
SEEC Madison Elementary	21	-	21	-	-
SEEC Mckinley Elementary	15	-	1	14	-
SEEC Midkota	16	4	-	12	-
SEEC North Central Of Barnes	15	5	-	10	-
SEEC Roosevelt Elementary	24	2	21	-	-
SEEC Roosevelt Elementary-Jmst	15	-	-	15	-
SEEC Washington Elementary School	15	-	-	15	-
SEEC Wimbledon-Courtenay School	16	3	-	12	-

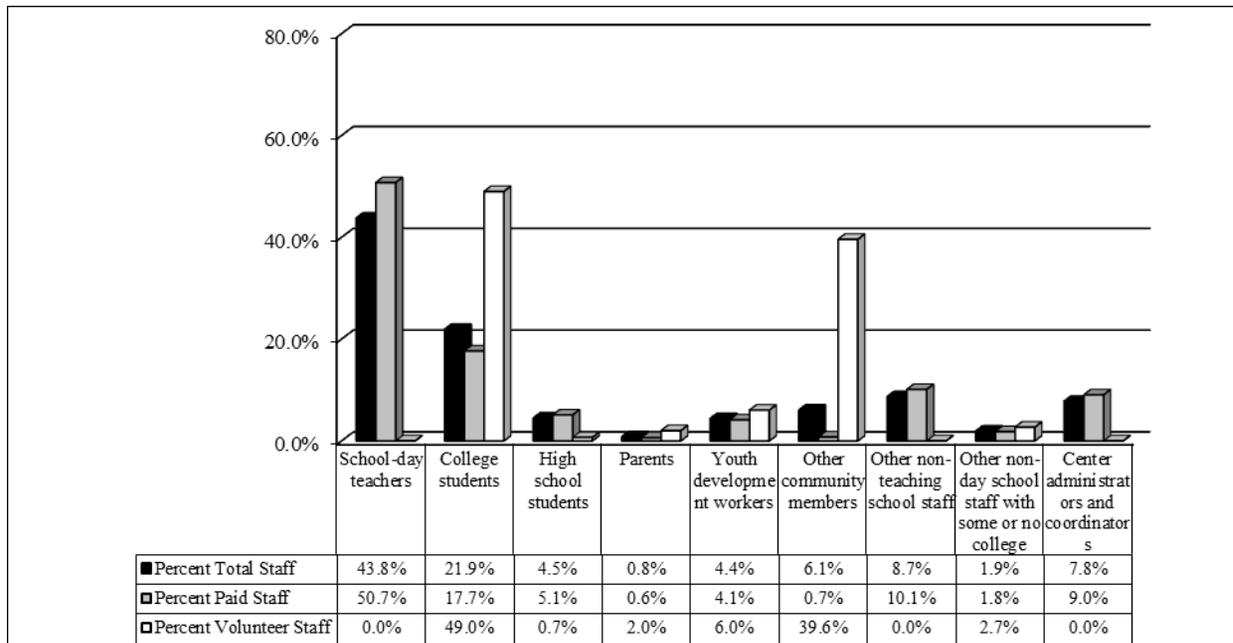
Number of centers reporting - 81 of 83 (97.6%)

**Table/Graph 13a**  
**Paid and Volunteer Staff by Type and Percent of Type**  
**All Grantees**  
**2011-2012**  
**Includes School Year and Summer Combined**  
**Source: Downloaded PPICS Staffing Excel Spreadsheet/Database - Data Submitted by Grantees**

Staff Type	Total Staff N	Paid Staff N	Volunteer Staff N	Total Staff %	Paid Staff %	Volunteer Staff %
School-day teachers	477	477	-	43.8%	50.7%	0.0%
College students	239	166	73	21.9%	17.7%	49.0%
High school students	49	48	1	4.5%	5.1%	0.7%
Parents	9	6	3	0.8%	0.6%	2.0%
Youth development workers	48	39	9	4.4%	4.1%	6.0%
Other community members	66	7	59	6.1%	0.7%	39.6%
Other non-teaching school staff	95	95	-	8.7%	10.1%	0.0%
Other non-day school staff with some or no college	21	17	4	1.9%	1.8%	2.7%
Center administrators and coordinators	85	85	-	7.8%	9.0%	0.0%
<b>Total</b>	<b>1,089</b>	<b>940</b>	<b>149</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

Number of centers reporting - 81 of 83 (97.6%)

**Table/Graph 13a**  
**Paid and Volunteer Staff by Type and Percent of Type**  
**All Grantees**  
**2011-2012**  
**Includes School Year and Summer Combined**  
**Source: Downloaded PPICS Staffing Excel Spreadsheet/Database - Data Submitted by Grantees**

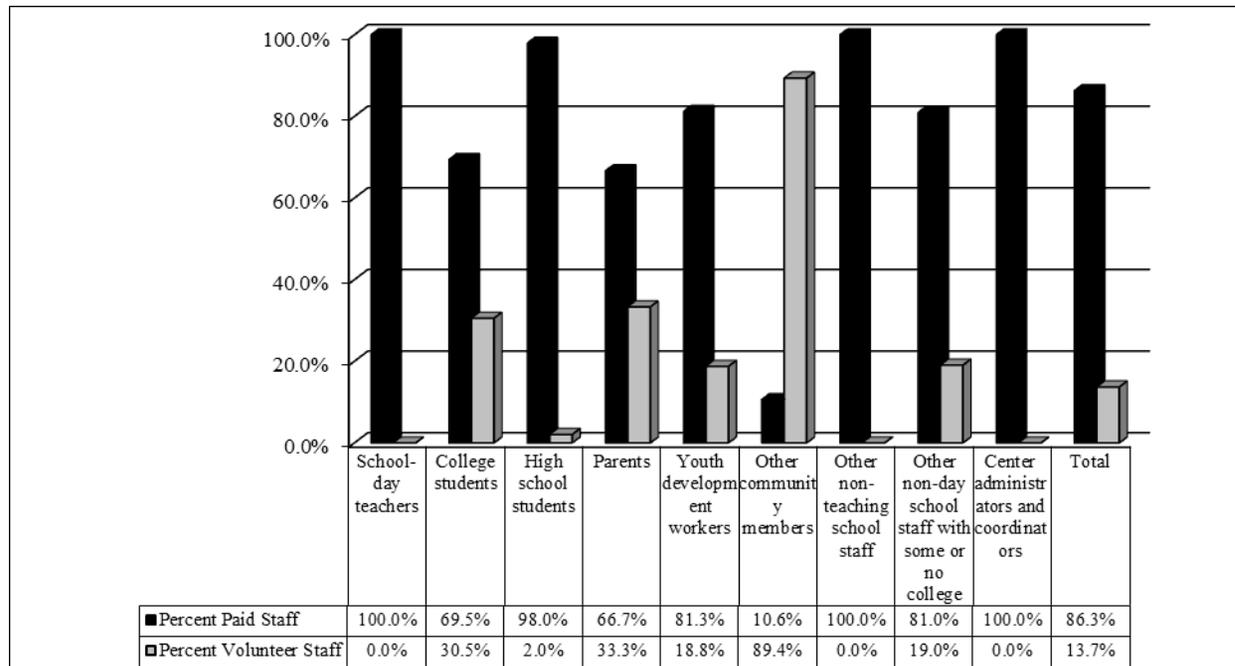


**Table/Graph 13b**  
**Paid and Volunteer Staff by Type and Percent of Paid/Volunteer**  
**All Grantees**  
**2011-2012**  
**Includes School Year and Summer Combined**  
**Source: Downloaded PPICS Staffing Excel Spreadsheet/Database - Data Submitted by Grantees**

Staff Type	Total Staff N	Paid Staff N	Volunteer Staff N	Paid Staff %	Volunteer Staff %
School-day teachers	477	477	-	100.0%	0.0%
College students	239	166	73	69.5%	30.5%
High school students	49	48	1	98.0%	2.0%
Parents	9	6	3	66.7%	33.3%
Youth development workers	48	39	9	81.3%	18.8%
Other community members	66	7	59	10.6%	89.4%
Other non-teaching school staff	95	95	-	100.0%	0.0%
Other non-day school staff with some or no college	21	17	4	81.0%	19.0%
Center administrators and coordinators	85	85	-	100.0%	0.0%
Total	1,089	940	149	86.3%	13.7%

Number of centers reporting - 81 of 83 (97.6%)

**Table/Graph 13b**  
**Paid and Volunteer Staff by Type and Percent of Paid/Volunteer**  
**All Grantees**  
**2011-2012**  
**Includes School Year and Summer Combined**  
**Source: Downloaded PPICS Staffing Excel Spreadsheet/Database - Data Submitted by Grantees**



**Table/Graph 14**  
**Partners/Subcontractors by Contribution Type**  
**All Grantees**

**2011-2012**

**Includes School Year and Summer Combined**

**Source: Downloaded PPICS Partners Excel Spreadsheet/Database - Data Submitted by Grantees**

Contribution Type	Number of Partners Contributing	Number of Subcontractors Contributing	Percent of Partners Contributing	Percent of Subcontractors Contributing
Evaluation Services	6	1	4.4%	3.2%
Funding/Raised Funds	18	3	13.1%	9.7%
Programming/Activity-Related Services	104	22	75.9%	71.0%
Goods/Materials	99	27	72.3%	87.1%
Volunteer Staffing	41	1	29.9%	3.2%
Paid Staffing	41	13	29.9%	41.9%
Other	19	6	13.9%	19.4%
Total	137	31		

Number of grantees reporting - 8 of 8 (100.0%)

Total partners - 137

Total subcontractors - 31

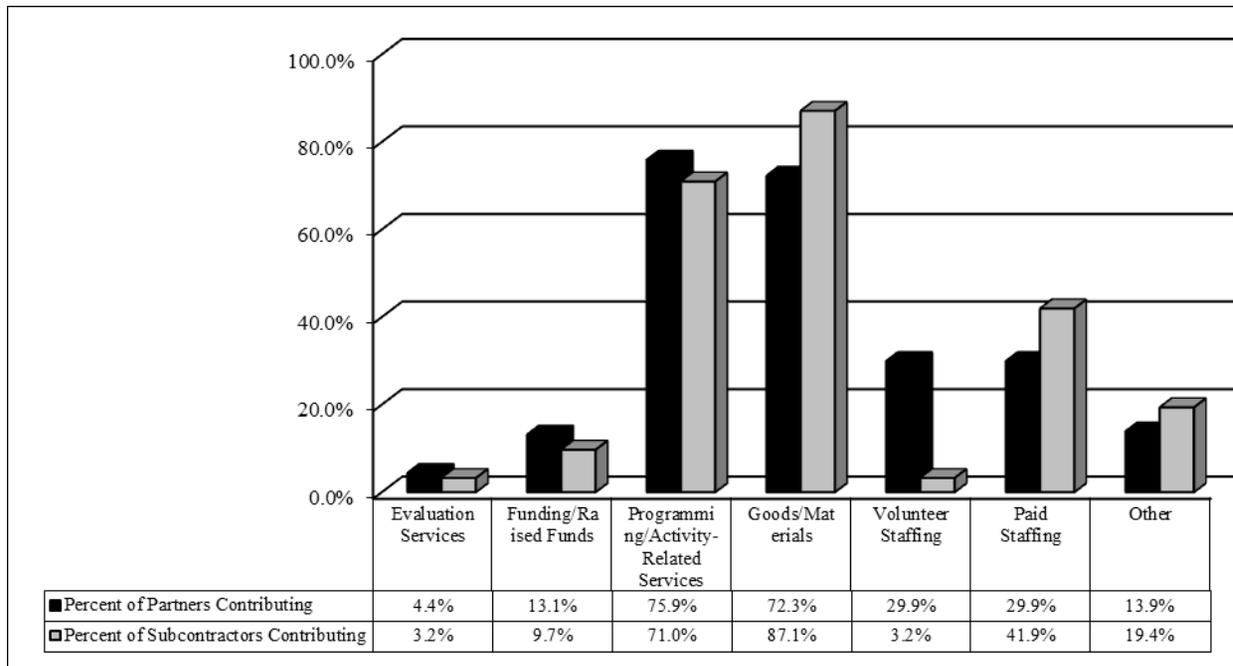
Total estimated monetary value of contributions by partners - \$1,037,451.24

Mean estimated monetary value of contributions per partner - \$7,572.64

Total estimated monetary value of subcontracts held by subcontractors - \$1,347,755.00

Mean estimated monetary value of subcontracts held by subcontractors per subcontractor - \$43,475.97

**Table/Graph 14**  
**Partners/Subcontractors by Contribution Type**  
**All Grantees**  
**2011-2012**  
**Includes School Year and Summer Combined**  
**Source: Downloaded PPICS Partners Excel Spreadsheet/Database - Data Submitted by Grantees**



**Table/Graph 15**  
**Type of Partner by Contribution**  
**All Grantees**  
**2011-2012**

**Includes School Year and Summer Combined**

**Source: Downloaded PPICS Partners Excel Spreadsheet/Database - Data Submitted by Grantees**

Type of Partner	Partners N	Partners %	Total Contributions	Percent of Total Contributions
Club	3	2.2%	\$ 52,300.00	5.0%
College or University	13	9.5%	\$ 16,170.00	1.6%
Community-Based Organization	18	13.1%	\$ 21,010.00	2.0%
Faith-Based Organization	2	1.5%	\$ 110.00	0.0%
For-Profit Entity	18	13.1%	\$ 6,350.00	0.6%
Health Based Organization	4	2.9%	\$ 1,200.00	0.1%
Library	2	1.5%	\$ 2,440.00	0.2%
Museum	2	1.5%	\$ 5,200.00	0.5%
Nationally Affiliated Non-Profit Agency	9	6.6%	\$ 22,260.00	2.1%
Other Unit of City/County Government	5	3.6%	\$ 8,520.00	0.8%
Park/Recreation District	5	3.6%	\$ 5,510.00	0.5%
Regional/Intermediate Education Agency	3	2.2%	\$ 8,100.00	0.8%
School District	41	29.9%	\$ 822,901.24	79.3%
United States Department of Interior-Bureau of Indian Affairs	2	1.5%	\$ 3,100.00	0.3%
YMCA/YWCA	3	2.2%	\$ 50,900.00	4.9%
Other	7	5.1%	\$ 11,380.00	1.1%
Total	137	100.0%	\$ 1,037,451.24	100.0%

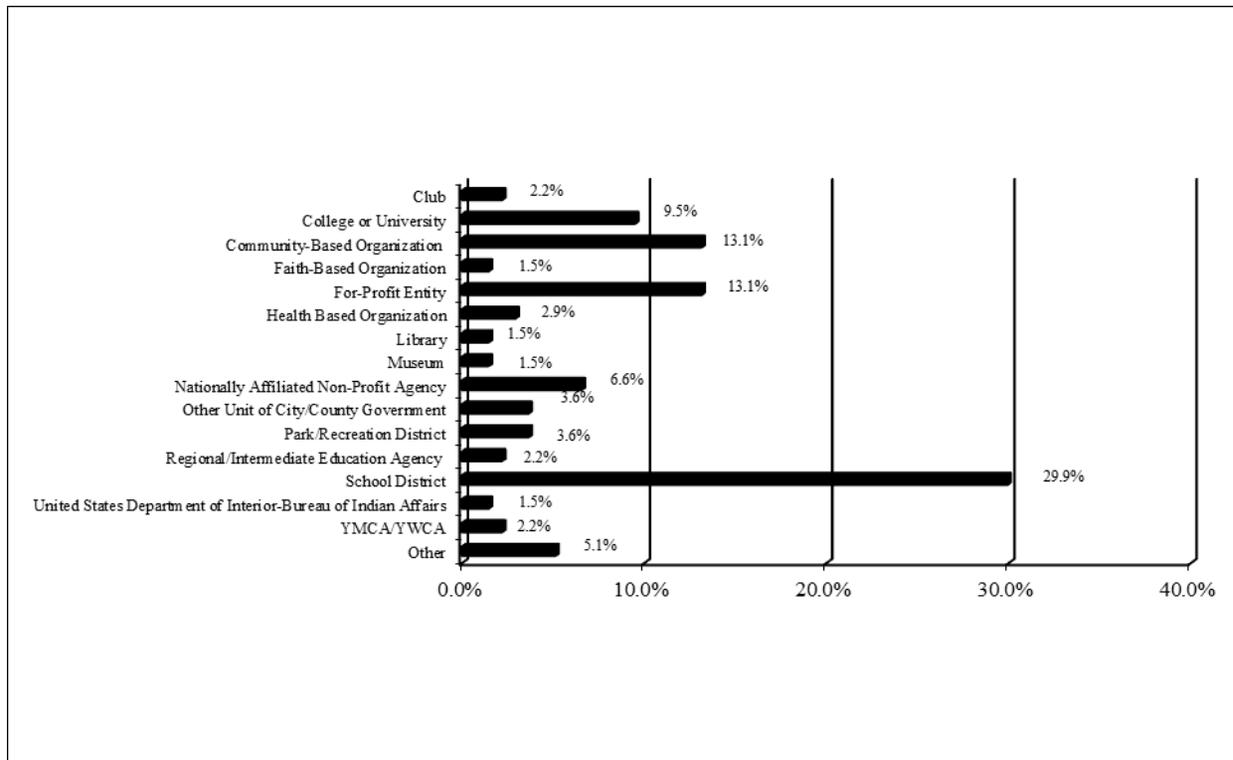
Number of grantees reporting - 8 of 8 (100.0%)

Total partners - 137

**Table/Graph 15**  
**Type of Partner by Contribution**  
**All Grantees**  
**2011-2012**

**Includes School Year and Summer Combined**

**Source: Downloaded PPICS Partners Excel Spreadsheet/Database - Data Submitted by Grantees**



**Table/Graph 16**

**MAP Math and MAP Reading Mean Scores and Number of CCLC Attendees with Reported Scores by Test Timeframe and Test Type  
2008-2009, 2009-2010, 2010-2011, and 2011-2012**

Source: YouthServices.net - Data Submitted by Grantees

Test Timeframe	MAP Math Mean Scores	MAP Reading Mean Scores	Number of CCLC Attendees with Reported MAP Math Results	Number of CCLC Attendees with Reported MAP Reading Results
Fall (08-09)	193.2	189.4	2,739	2,791
Spring (08-09)	201.3	196.4	3,563	3,489
Fall (09-10)	193.1	188.7	2,080	2,069
Spring (09-10)	203.6	197.5	3,281	3,503
Fall (10-11)	194.5	188.4	3,433	3,169
Spring (10-11)	201.0	195.2	3,205	3,048
Fall (11-12)	193.1	189.2	3,684	3,512
Spring (11-12)	203.1	198.1	3,755	3,785

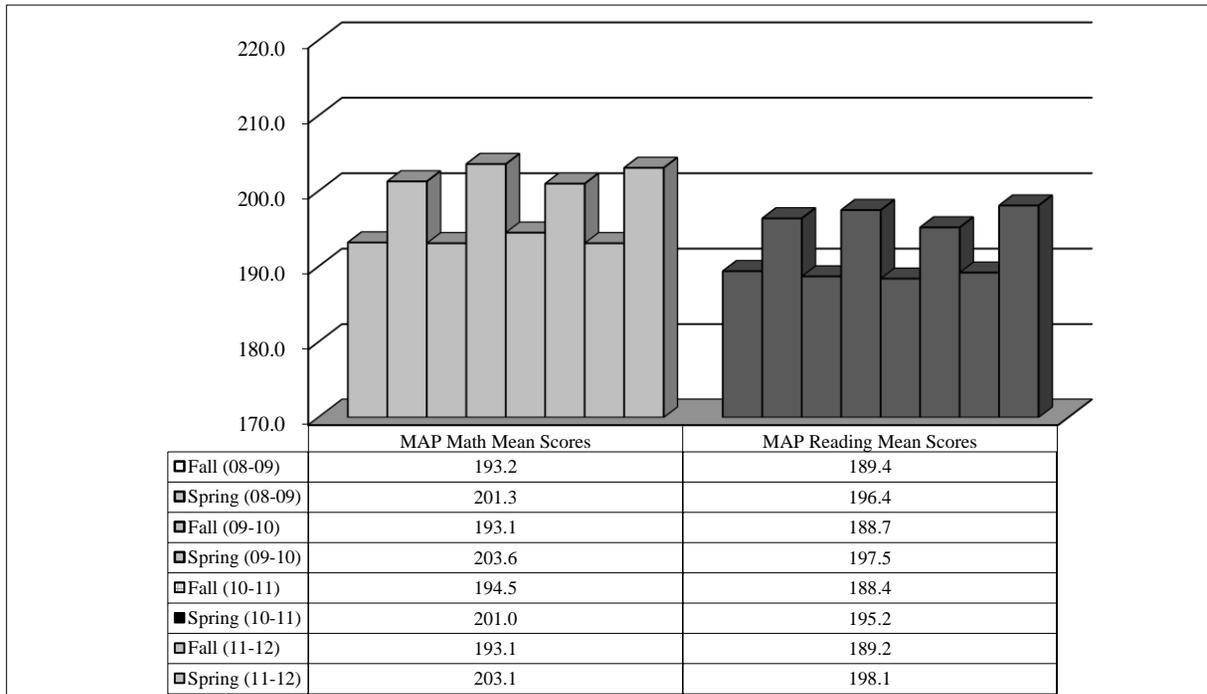
Number of centers reporting math scores (fall 08-09) - 53 of 82 (64.6%)  
Number of centers reporting math scores (spring 08-09) - 62 of 82 (75.6%)  
Number of centers reporting math scores (fall 09-10) - 41 of 82 (50.0%)  
Number of centers reporting math scores (spring 09-10) - 57 of 82 (69.5%)  
Number of centers reporting math scores (fall 10-11) - 56 of 82 (68.3%)  
Number of centers reporting math scores (spring 10-11) - 59 of 82 (72.0%)  
Number of centers reporting math scores (fall 11-12) - 67 of 83 (80.7%)  
Number of centers reporting math scores (spring 11-12) - 68 of 83 (81.9%)

Number of centers reporting reading scores (fall 08-09) - 54 of 82 (65.9%)  
Number of centers reporting reading scores (spring 08-09) - 60 of 82 (73.2%)  
Number of centers reporting reading scores (fall 09-10) - 43 of 82 (52.4%)  
Number of centers reporting reading scores (spring 09-10) - 60 of 82 (73.2%)  
Number of centers reporting reading scores (fall 10-11) - 57 of 82 (69.5%)  
Number of centers reporting reading scores (spring 10-11) - 59 of 82 (72.0%)  
Number of centers reporting reading scores (fall 11-12) - 67 of 83 (80.7%)  
Number of centers reporting reading scores (spring 11-12) - 69 of 83 (83.1%)

**Table/Graph 16**

**MAP Math and MAP Reading Mean Scores and Number of CCLC Attendees with Reported Scores by Test Timeframe and Test Type**  
**2008-2009, 2009-2010, 2010-2011, and 2011-2012**

Source: YouthServices.net - Data Submitted by Grantees



**Table/Graph 17**  
**State Assessment Math Scores and Number of CCLC Attendees with Reported Proficiencies by Test Timeframe**  
**2008-2009, 2009-2010, 2010-2011, and 2011-2012**  
**Source: YouthServices.net - Data Submitted by Grantees**

Proficiency	Number of CCLC Attendees with Reported Proficiencies				Percent of CCLC Attendees with Reported Proficiencies			
	08-09	09-10	10-11	11-12	08-09	09-10	10-11	11-12
Advanced	293	431	499	540	17.4%	19.4%	20.0%	22.2%
Proficient	946	1,234	1,397	1,315	56.3%	55.6%	56.1%	54.1%
Partially Proficient	306	402	392	380	18.2%	18.1%	15.7%	15.6%
Novice	136	151	203	197	8.1%	6.8%	8.1%	8.1%
Total	1,681	2,218	2,491	2,432	100.0%	100.0%	100.0%	100.0%

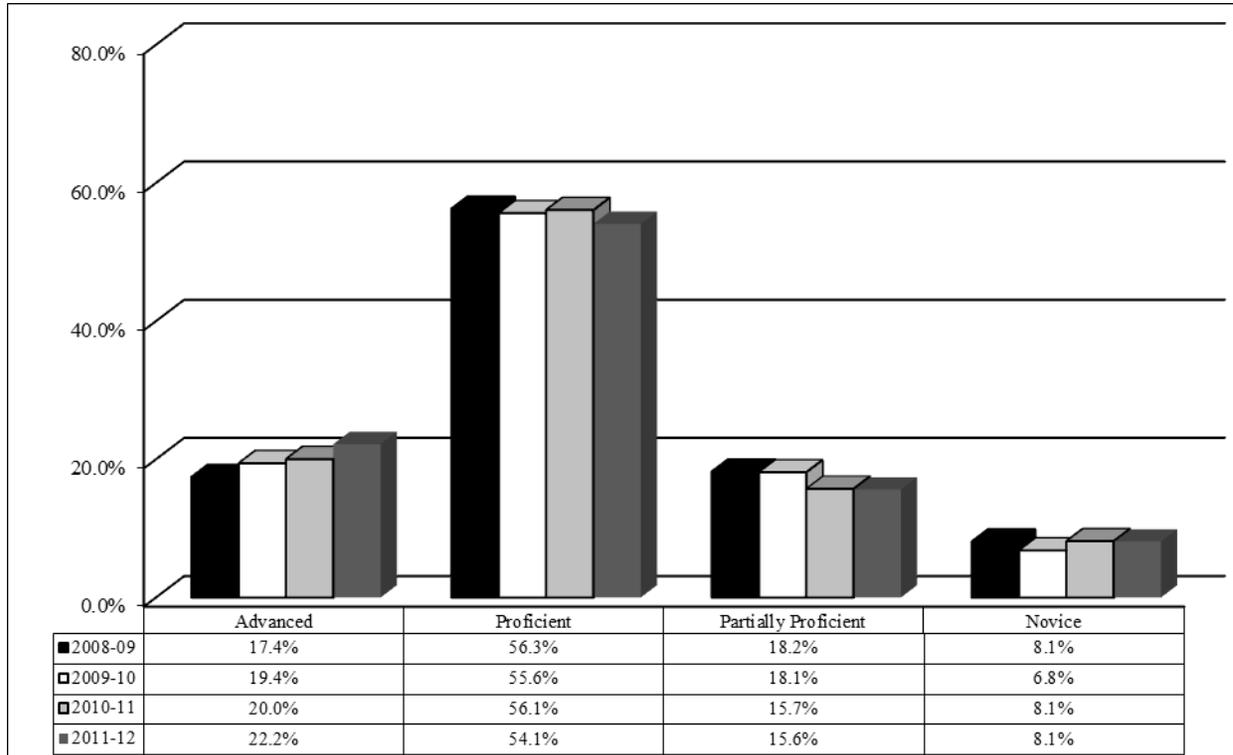
Number of centers reporting math proficiencies (2008-09) - 61 of 82 (74.4%)

Number of centers reporting math proficiencies (2009-10) - 62 of 82 (75.6%)

Number of centers reporting math proficiencies (2010-11) - 69 of 82 (84.1%)

Number of centers reporting math proficiencies (2011-12) - 68 of 83 (81.9%)

**Table/Graph 17**  
**State Assessment Math Scores and Number of CCLC Attendees with Reported Proficiencies by Test Timeframe**  
**2008-2009, 2009-2010, 2010-2011, and 2011-2012**  
**Source: YouthServices.net - Data Submitted by Grantees**



**Table/Graph 18**  
**State Assessment Reading Scores and Number of CCLC Attendees with Reported Proficiencies by Test Timeframe**  
**2008-2009, 2009-2010, 2010-2011, and 2011-2012**  
**Source: YouthServices.net - Data Submitted by Grantees**

Proficiency	Number of CCLC Attendees with Reported Proficiencies				Percent of CCLC Attendees with Reported Proficiencies			
	08-09	09-10	10-11	11-12	08-09	09-10	10-11	11-12
Advanced	274	280	330	379	16.5%	13.1%	13.1%	15.7%
Proficient	872	1,222	1,441	1,229	52.5%	57.2%	57.4%	50.9%
Partially Proficient	367	454	500	541	22.1%	21.2%	19.9%	22.4%
Novice	147	181	240	265	8.9%	8.5%	9.6%	11.0%
Total	1,660	2,137	2,511	2,414	100.0%	100.0%	100.0%	100.0%

Number of centers reporting reading proficiencies (2008-09) - 62 of 82 (75.6%)

Number of centers reporting reading proficiencies (2009-10) - 60 of 82 (73.2%)

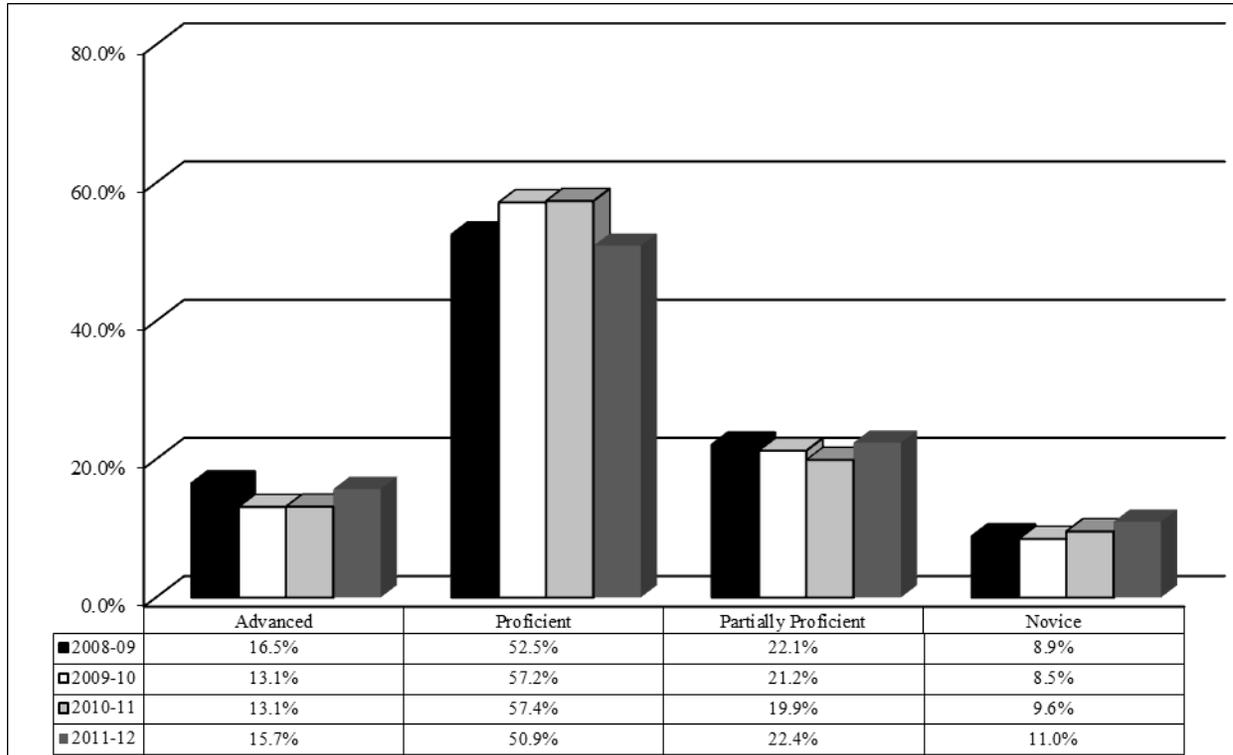
Number of centers reporting reading proficiencies (2010-11) - 70 of 82 (85.4%)

Number of centers reporting reading proficiencies (2011-12) - 68 of 83 (81.9%)

**Table/Graph 18**

**State Assessment Reading Scores and Number of CCLC Attendees with Reported Proficiencies by Test Timeframe 2008-2009, 2009-2010, 2010-2011, and 2011-2012**

Source: YouthServices.net - Data Submitted by Grantees



**Table/Graph 19a**  
**Teacher Survey Results by Individual Question**  
**All Grantees**  
**2011-2012**

**Source: Downloaded Teacher Survey Excel Spreadsheet/Database (YouthServices.net) - Data Submitted by Grantees**

**Note: Of the 5,058 total teacher surveys disseminated, 3,151 or 62.3% were completed and returned**

To what extent has this student changed his/her behavior in terms of:

1. Turning in homework on time.

Improvement Scale	All Attendees	
	N	%
Significant Improvement	393	18.4%
Moderate Improvement	374	17.5%
Slight Improvement	529	24.8%
No Change	639	29.9%
Slight Decline	125	5.9%
Moderate Decline	53	2.5%
Significant Decline	22	1.0%
Total	2,135	100.0%
Excludes the "Did Not Need To Improve" Attendees	1,394	

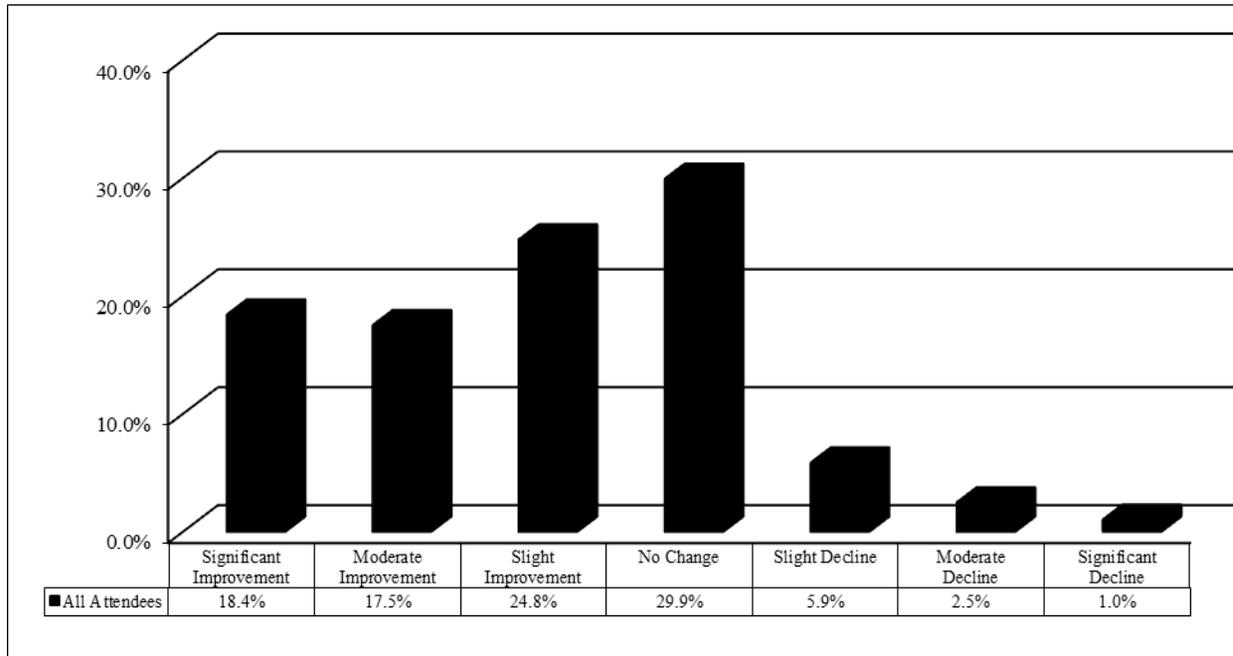
Number of centers reporting - 59 of 83 (71.1%)

**Table/Graph 19a**  
**Teacher Survey Results by Individual Question**  
**All Grantees**  
**2011-2012**

Source: Downloaded Teacher Survey Excel Spreadsheet/Database (YouthServices.net) - Data Submitted by Grantees

Note: Of the 5,058 total teacher surveys disseminated, 3,151 or 62.3% were completed and returned

To what extent has this student changed his/her behavior in terms of:  
 1. Turning in homework on time.



**Table/Graph 19b**  
**Teacher Survey Results by Individual Question**  
**All Grantees**  
**2011-2012**

**Source: Downloaded Teacher Survey Excel Spreadsheet/Database (YouthServices.net) - Data Submitted by Grantees**

To what extent has this student changed his/her behavior in terms of:  
 2. Completing homework to your (teachers) satisfaction.

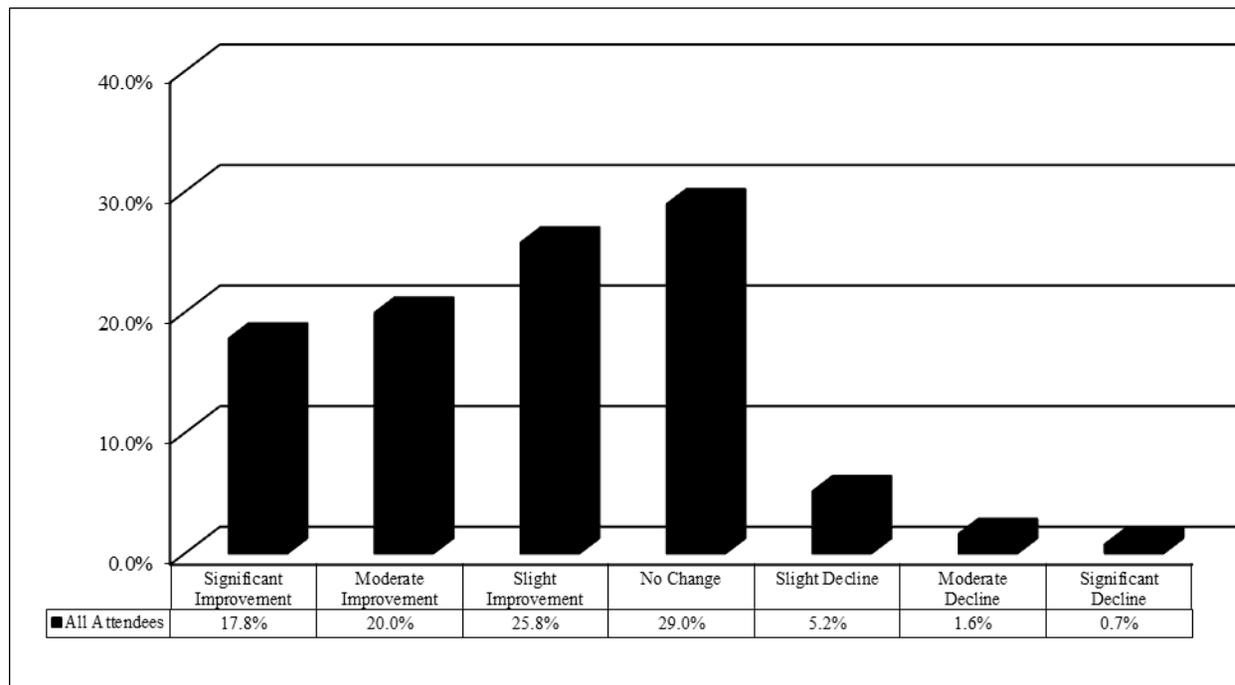
Improvement Scale	All Attendees	
	N	%
Significant Improvement	408	17.8%
Moderate Improvement	457	20.0%
Slight Improvement	590	25.8%
No Change	663	29.0%
Slight Decline	118	5.2%
Moderate Decline	37	1.6%
Significant Decline	17	0.7%
Total	2,290	100.0%
Excludes the "Did Not Need To Improve" Attendees	1,246	

Number of centers reporting - 59 of 83 (71.1%)

**Table/Graph 19b**  
**Teacher Survey Results by Individual Question**  
**All Grantees**  
**2011-2012**

**Source: Downloaded Teacher Survey Excel Spreadsheet/Database (YouthServices.net) - Data Submitted by Grantees**

To what extent has this student changed his/her behavior in terms of:  
 2. Completing homework to your (teachers) satisfaction.



**Table/Graph 19c**  
**Teacher Survey Results by Individual Question**  
**All Grantees**  
**2011-2012**

**Source: Downloaded Teacher Survey Excel Spreadsheet/Database (YouthServices.net) - Data Submitted by Grantees**

To what extent has this student changed his/her behavior in terms of:  
 3. Participating in class.

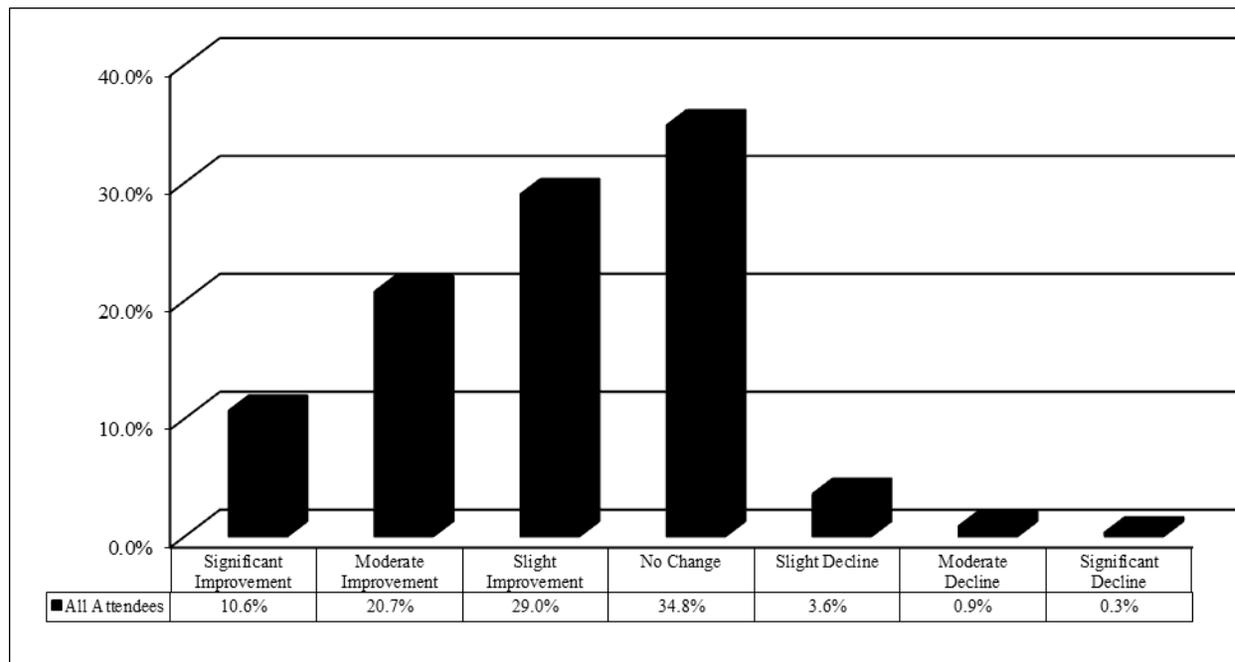
Improvement Scale	All Attendees	
	N	%
Significant Improvement	237	10.6%
Moderate Improvement	462	20.7%
Slight Improvement	646	29.0%
No Change	776	34.8%
Slight Decline	80	3.6%
Moderate Decline	19	0.9%
Significant Decline	7	0.3%
Total	2,227	100.0%
Excludes the "Did Not Need To Improve" Attendees	1,326	

Number of centers reporting - 59 of 83 (71.1%)

**Table/Graph 19c**  
**Teacher Survey Results by Individual Question**  
**All Grantees**  
**2011-2012**

**Source: Downloaded Teacher Survey Excel Spreadsheet/Database (YouthServices.net) - Data Submitted by Grantees**

To what extent has this student changed his/her behavior in terms of:  
 3. Participating in class.



**Table/Graph 19d**  
**Teacher Survey Results by Individual Question**  
**All Grantees**  
**2011-2012**

**Source: Downloaded Teacher Survey Excel Spreadsheet/Database (YouthServices.net) - Data Submitted by Grantees**

To what extent has this student changed his/her behavior in terms of:  
 4. Volunteering in class.

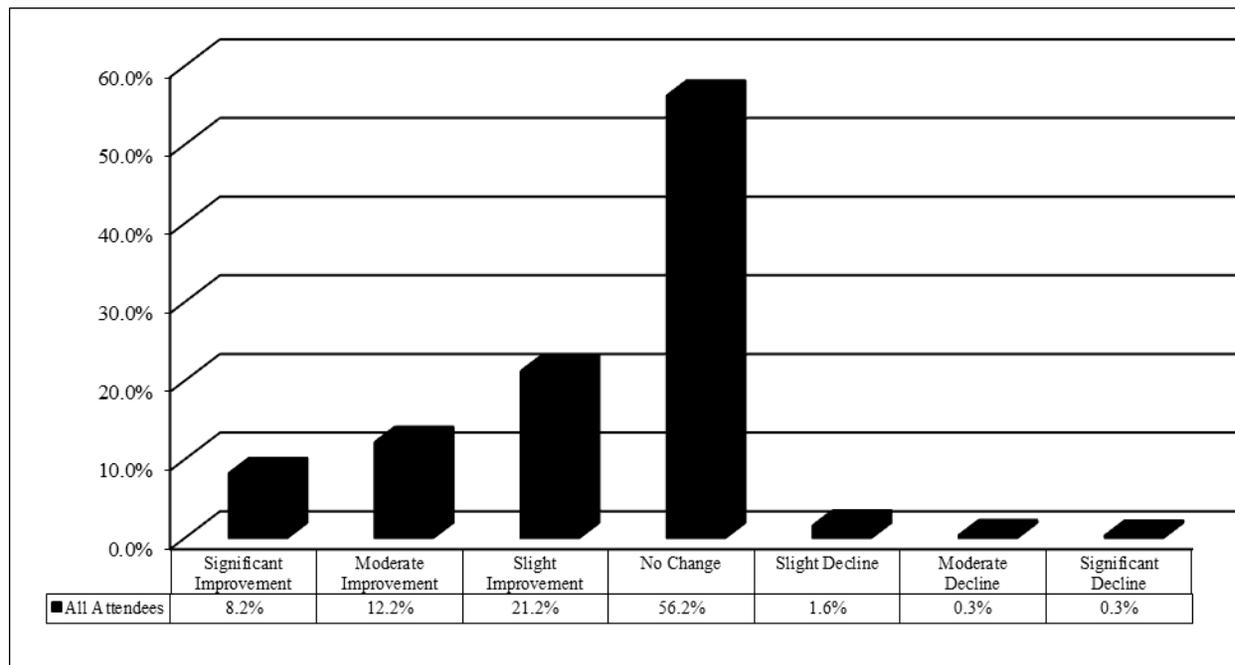
Improvement Scale	All Attendees	
	N	%
Significant Improvement	172	8.2%
Moderate Improvement	255	12.2%
Slight Improvement	444	21.2%
No Change	1,177	56.2%
Slight Decline	33	1.6%
Moderate Decline	7	0.3%
Significant Decline	6	0.3%
Total	2,094	100.0%
Excludes the "Did Not Need To Improve" Attendees	1,451	

Number of centers reporting - 59 of 83 (71.1%)

**Table/Graph 19d**  
**Teacher Survey Results by Individual Question**  
**All Grantees**  
**2011-2012**

Source: Downloaded Teacher Survey Excel Spreadsheet/Database (YouthServices.net) - Data Submitted by Grantees

To what extent has this student changed his/her behavior in terms of:  
 4. Volunteering in class.



**Table/Graph 19e**  
**Teacher Survey Results by Individual Question**  
**All Grantees**  
**2011-2012**

**Source: Downloaded Teacher Survey Excel Spreadsheet/Database (YouthServices.net) - Data Submitted by Grantees**

To what extent has this student changed his/her behavior in terms of:  
 5. Attending class regularly.

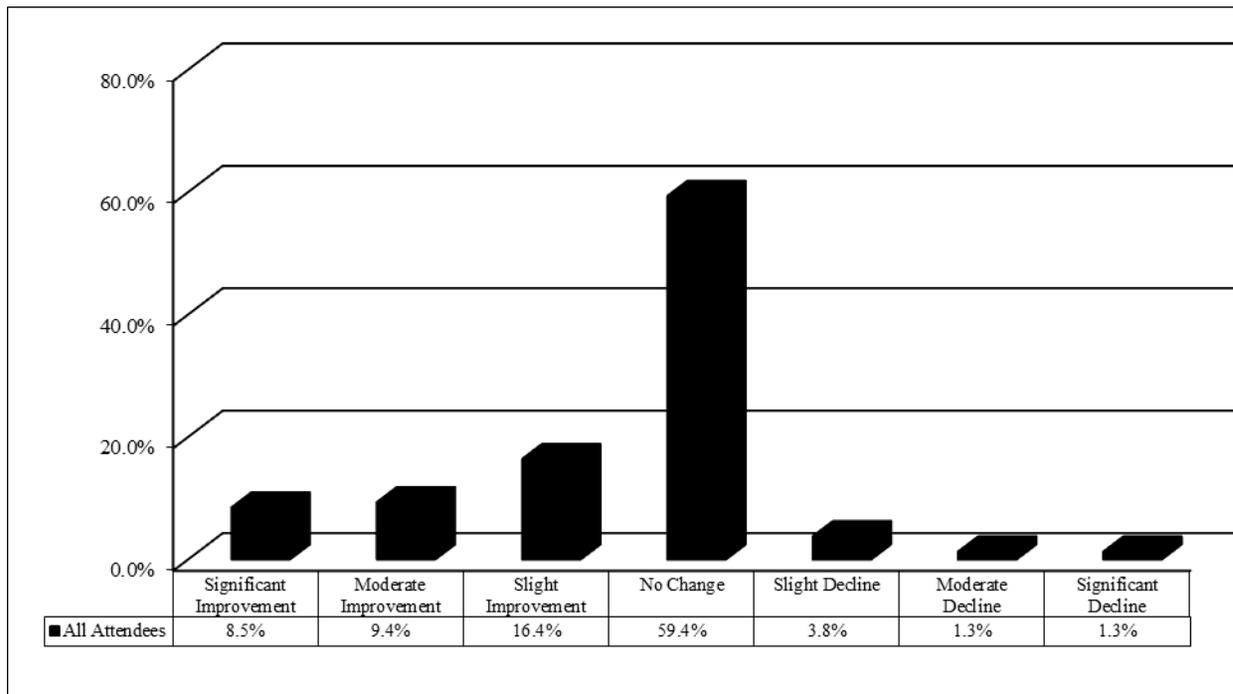
Improvement Scale	All Attendees	
	N	%
Significant Improvement	119	8.5%
Moderate Improvement	131	9.4%
Slight Improvement	230	16.4%
No Change	832	59.4%
Slight Decline	53	3.8%
Moderate Decline	18	1.3%
Significant Decline	18	1.3%
Total	1,401	100.0%
Excludes the "Did Not Need To Improve" Attendees	2,152	

Number of centers reporting - 59 of 83 (71.1%)

**Table/Graph 19e**  
**Teacher Survey Results by Individual Question**  
**All Grantees**  
**2011-2012**

Source: Downloaded Teacher Survey Excel Spreadsheet/Database (YouthServices.net) - Data Submitted by Grantees

To what extent has this student changed his/her behavior in terms of:  
 5. Attending class regularly.



**Table/Graph 19f**  
**Teacher Survey Results by Individual Question**  
**All Grantees**  
**2011-2012**

**Source: Downloaded Teacher Survey Excel Spreadsheet/Database (YouthServices.net) - Data Submitted by Grantees**

To what extent has this student changed his/her behavior in terms of:  
 6. Being attentive in class.

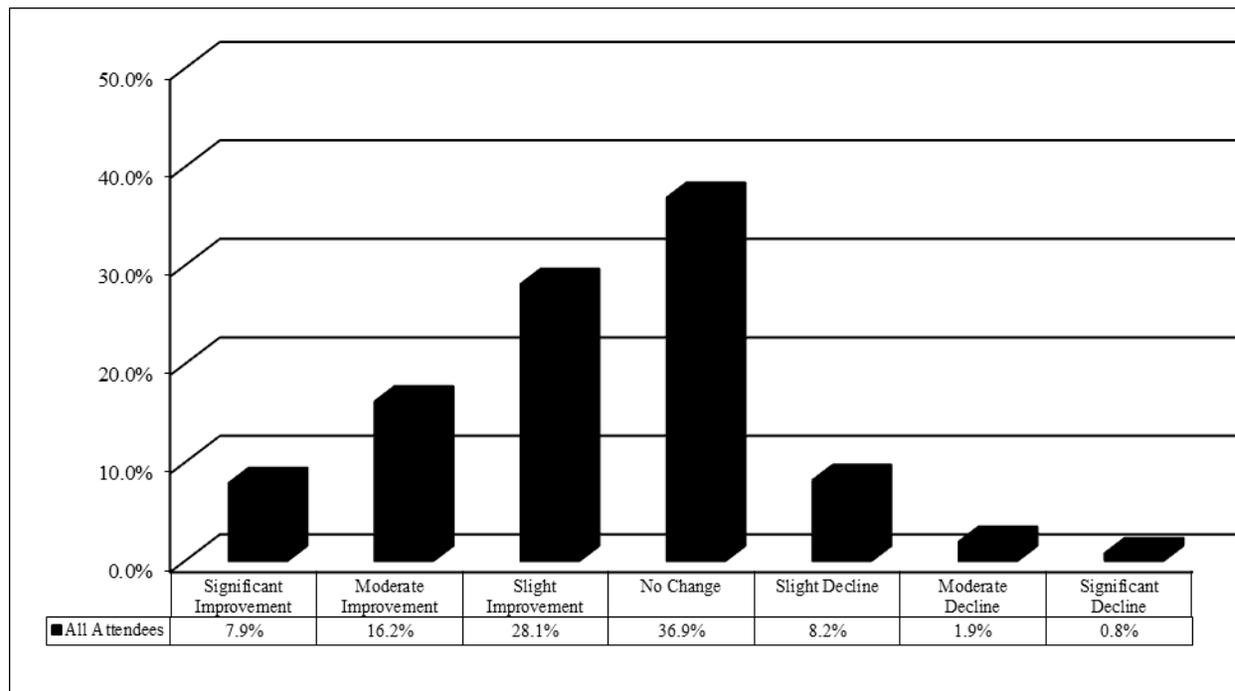
Improvement Scale	All Attendees	
	N	%
Significant Improvement	183	7.9%
Moderate Improvement	375	16.2%
Slight Improvement	651	28.1%
No Change	854	36.9%
Slight Decline	190	8.2%
Moderate Decline	45	1.9%
Significant Decline	18	0.8%
Total	2,316	100.0%
Excludes the "Did Not Need To Improve" Attendees	1,236	

Number of centers reporting - 59 of 83 (71.1%)

**Table/Graph 19f**  
**Teacher Survey Results by Individual Question**  
**All Grantees**  
**2011-2012**

Source: Downloaded Teacher Survey Excel Spreadsheet/Database (YouthServices.net) - Data Submitted by Grantees

To what extent has this student changed his/her behavior in terms of:  
 6. Being attentive in class.



**Table/Graph 19g**  
**Teacher Survey Results by Individual Question**  
**All Grantees**  
**2011-2012**

**Source: Downloaded Teacher Survey Excel Spreadsheet/Database (YouthServices.net) - Data Submitted by Grantees**

To what extent has this student changed his/her behavior in terms of:  
 7. Behaving well in class.

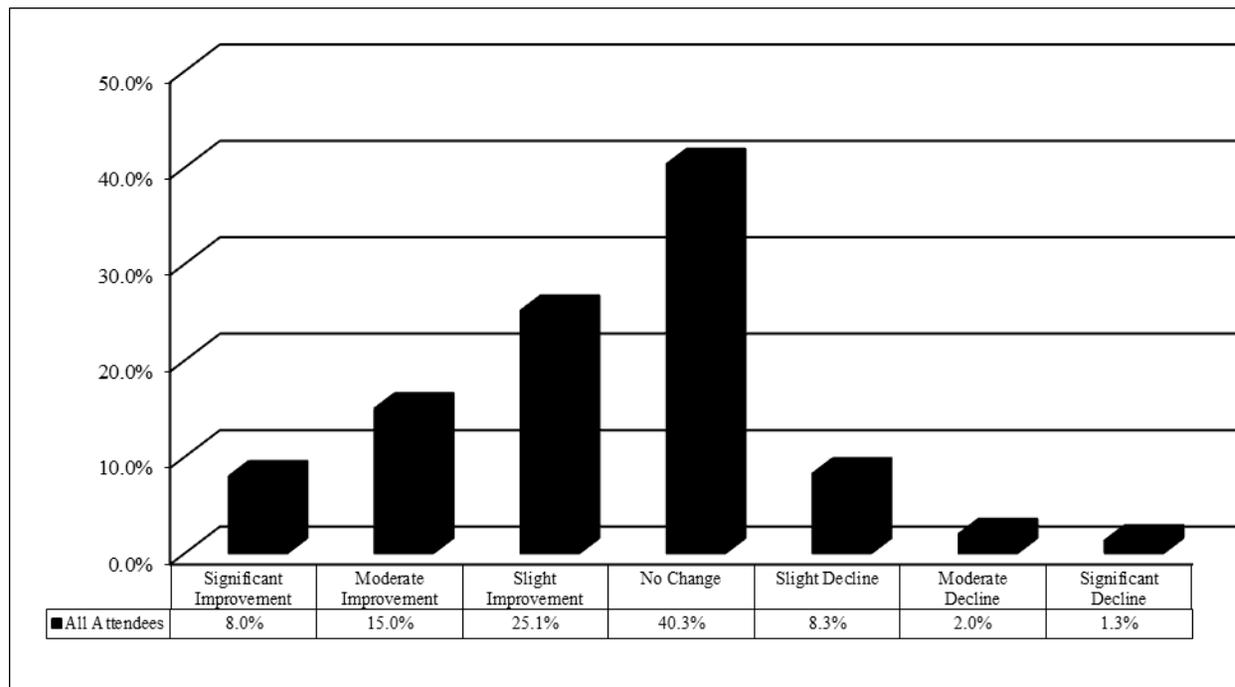
Improvement Scale	All Attendees	
	N	%
Significant Improvement	164	8.0%
Moderate Improvement	309	15.0%
Slight Improvement	518	25.1%
No Change	831	40.3%
Slight Decline	170	8.3%
Moderate Decline	41	2.0%
Significant Decline	27	1.3%
Total	2,060	100.0%
Excludes the "Did Not Need To Improve" Attendees	1,496	

Number of centers reporting - 59 of 83 (71.1%)

**Table/Graph 19g**  
**Teacher Survey Results by Individual Question**  
**All Grantees**  
**2011-2012**

Source: Downloaded Teacher Survey Excel Spreadsheet/Database (YouthServices.net) - Data Submitted by Grantees

To what extent has this student changed his/her behavior in terms of:  
 7. Behaving well in class.



**Table/Graph 19h**  
**Teacher Survey Results by Individual Question**  
**All Grantees**  
**2011-2012**

**Source: Downloaded Teacher Survey Excel Spreadsheet/Database (YouthServices.net) - Data Submitted by Grantees**

To what extent has this student changed his/her behavior in terms of:  
 8. Performing well academically.

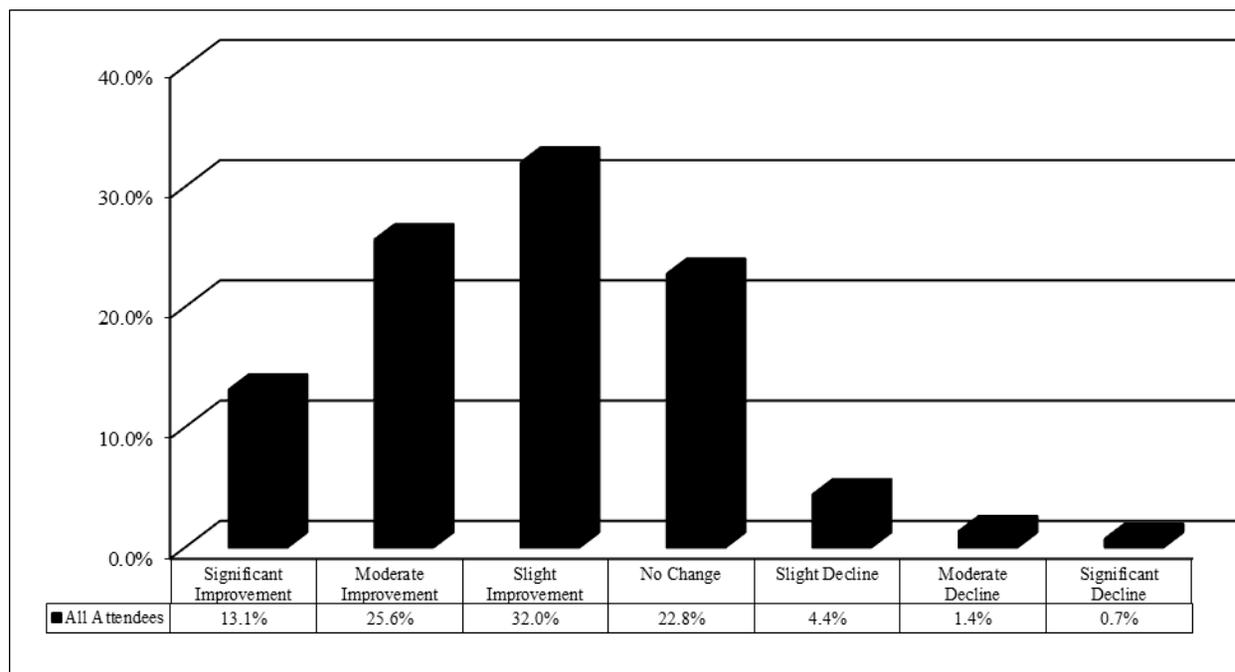
Improvement Scale	All Attendees	
	N	%
Significant Improvement	330	13.1%
Moderate Improvement	644	25.6%
Slight Improvement	805	32.0%
No Change	572	22.8%
Slight Decline	111	4.4%
Moderate Decline	34	1.4%
Significant Decline	18	0.7%
Total	2,514	100.0%
Excludes the "Did Not Need To Improve" Attendees	1,040	

Number of centers reporting - 59 of 83 (71.1%)

**Table/Graph 19h**  
**Teacher Survey Results by Individual Question**  
**All Grantees**  
**2011-2012**

Source: Downloaded Teacher Survey Excel Spreadsheet/Database (YouthServices.net) - Data Submitted by Grantees

To what extent has this student changed his/her behavior in terms of:  
 8. Performing well academically.



**Table/Graph 19i**  
**Teacher Survey Results by Individual Question**  
**All Grantees**  
**2011-2012**

**Source: Downloaded Teacher Survey Excel Spreadsheet/Database (YouthServices.net) - Data Submitted by Grantees**

To what extent has this student changed his/her behavior in terms of:  
 9. Coming to school motivated to learn.

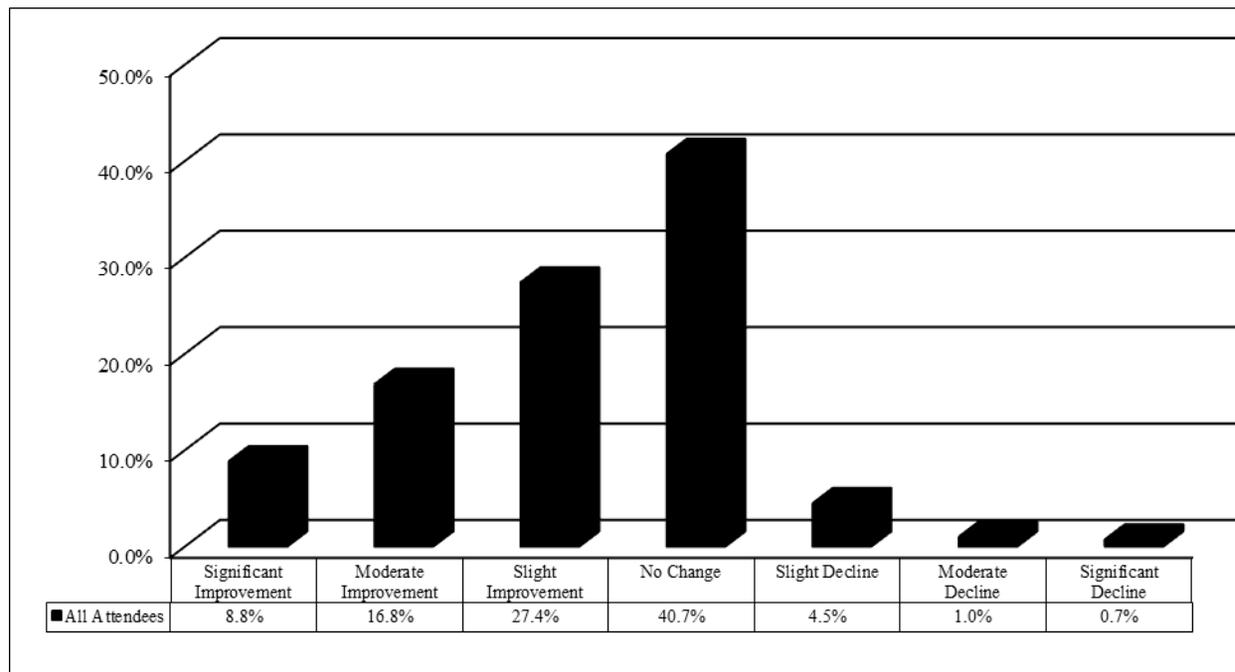
Improvement Scale	All Attendees	
	N	%
Significant Improvement	185	8.8%
Moderate Improvement	353	16.8%
Slight Improvement	574	27.4%
No Change	853	40.7%
Slight Decline	94	4.5%
Moderate Decline	21	1.0%
Significant Decline	15	0.7%
Total	2,095	100.0%
Excludes the "Did Not Need To Improve" Attendees	1,462	

Number of centers reporting - 59 of 83 (71.1%)

**Table/Graph 19i**  
**Teacher Survey Results by Individual Question**  
**All Grantees**  
**2011-2012**

Source: Downloaded Teacher Survey Excel Spreadsheet/Database (YouthServices.net) - Data Submitted by Grantees

To what extent has this student changed his/her behavior in terms of:  
 9. Coming to school motivated to learn.



**Table/Graph 19j**  
**Teacher Survey Results by Individual Question**  
**All Grantees**  
**2011-2012**

**Source: Downloaded Teacher Survey Excel Spreadsheet/Database (YouthServices.net) - Data Submitted by Grantees**

To what extent has this student changed his/her behavior in terms of:  
 10. Getting along well with other students.

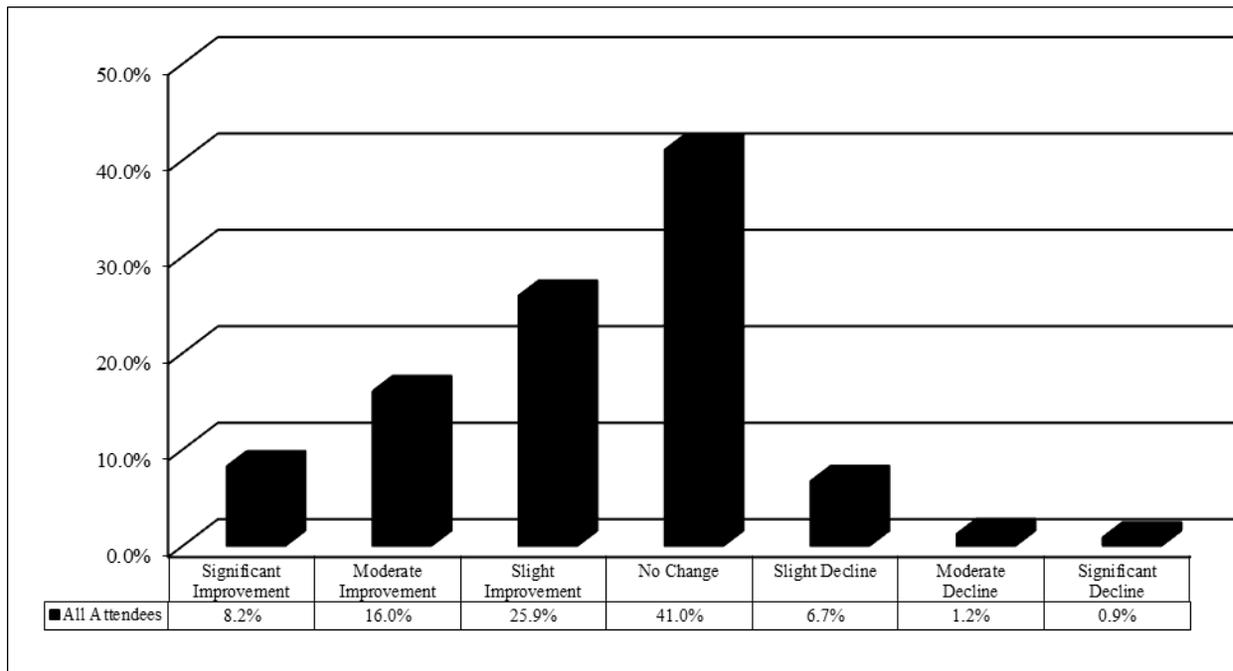
Improvement Scale	All Attendees	
	N	%
Significant Improvement	162	8.2%
Moderate Improvement	316	16.0%
Slight Improvement	511	25.9%
No Change	809	41.0%
Slight Decline	132	6.7%
Moderate Decline	24	1.2%
Significant Decline	17	0.9%
Total	1,971	100.0%
Excludes the "Did Not Need To Improve" Attendees	1,584	

Number of centers reporting - 59 of 83 (71.1%)

**Table/Graph 19j**  
**Teacher Survey Results by Individual Question**  
**All Grantees**  
**2011-2012**

Source: Downloaded Teacher Survey Excel Spreadsheet/Database (YouthServices.net) - Data Submitted by Grantees

To what extent has this student changed his/her behavior in terms of:  
 10. Getting along well with other students.



**Table/Graph 20a**

**Teacher Survey Results by Individual Question**

**All Grantees**

**2011-2012**

**Source: Downloaded SurveyMonkey Teacher Survey Excel Spreadsheet/Database - Data Submitted by Grantees**

Question 2a

I have a good understanding of the goals of the after-school program.

	N	%
Strongly Agree	216	33.4%
Agree	333	51.5%
Not Sure	69	10.7%
Disagree	24	3.7%
Strongly Disagree	5	0.8%
Total	647	100.0%

Number of centers reporting - 61 of 83 (73.5%)

**Teacher Survey Results by Individual Question**

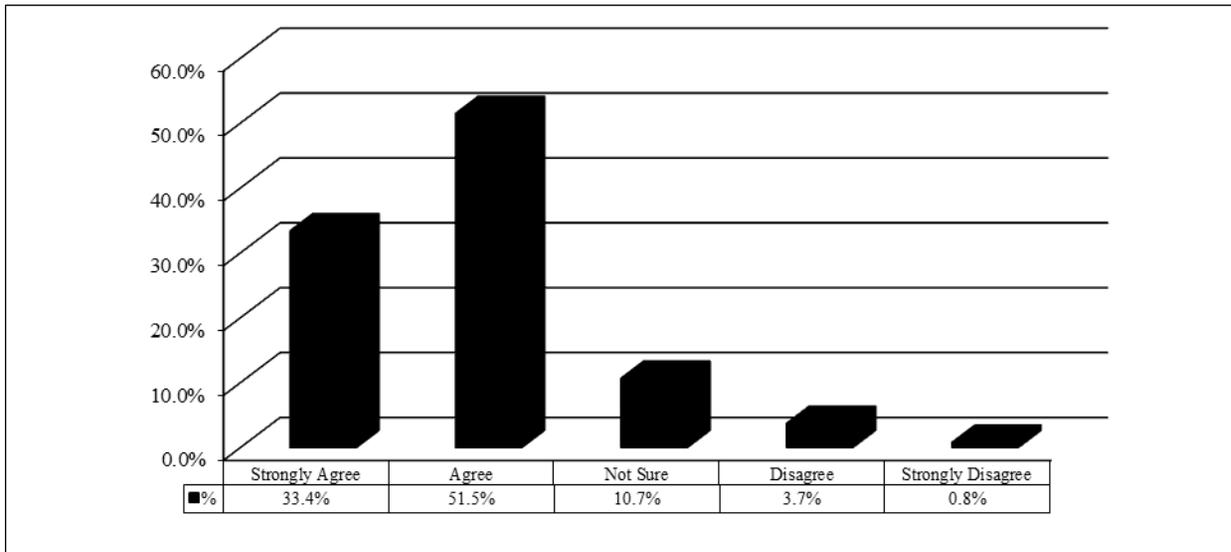
**All Grantees**

**2011-2012**

**Source: Downloaded SurveyMonkey Teacher Survey Excel Spreadsheet/Database - Data Submitted by Grantees**

Question 2a

I have a good understanding of the goals of the after-school program.



**Table/Graph 20b**

**Teacher Survey Results by Individual Question**

**All Grantees**

**2011-2012**

**Source: Downloaded SurveyMonkey Teacher Survey Excel Spreadsheet/Database - Data Submitted by Grantees**

Question 2b

I have a good understanding about the after-school program expectations of my contributions.

	N	%
Strongly Agree	205	31.7%
Agree	317	49.0%
Not Sure	95	14.7%
Disagree	25	3.9%
Strongly Disagree	5	0.8%
Total	647	100.0%

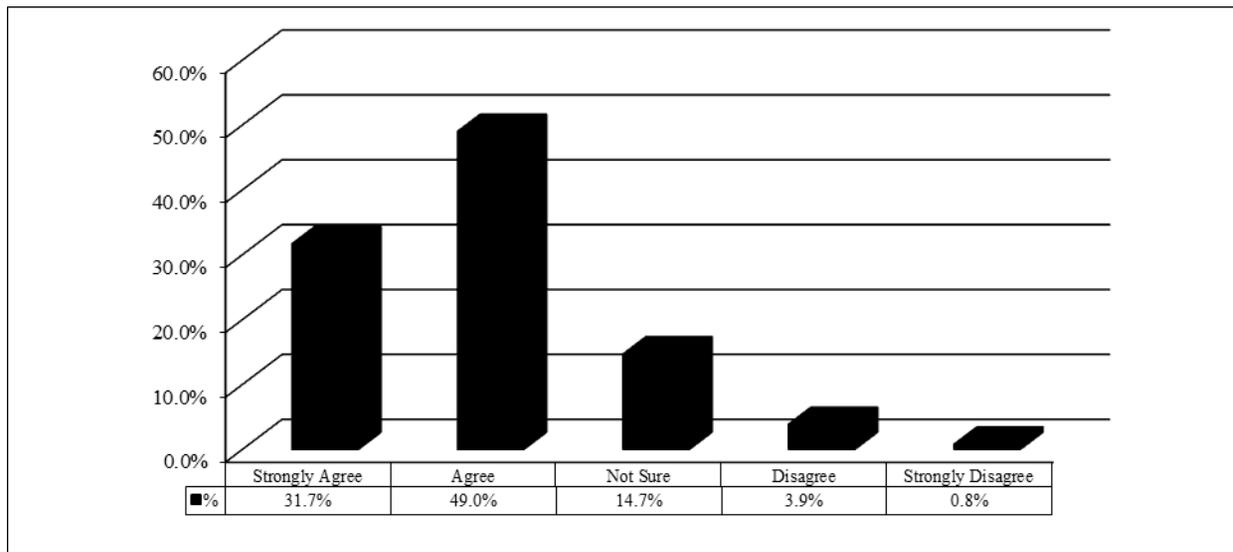
Number of centers reporting - 61 of 83 (73.5%)

**Table/Graph 20b**  
**Teacher Survey Results by Individual Question**  
**All Grantees**  
**2011-2012**

Source: Downloaded SurveyMonkey Teacher Survey Excel Spreadsheet/Database - Data Submitted by Grantees

Question 2b

I have a good understanding about the after-school program expectations of my contributions.



**Table/Graph 20c**

**Teacher Survey Results by Individual Question**

**All Grantees**

**2011-2012**

**Source: Downloaded SurveyMonkey Teacher Survey Excel Spreadsheet/Database - Data Submitted by Grantees**

Question 2c

Program staff communicates regularly with school day staff to inform us about program operations.

	N	%
Strongly Agree	176	27.2%
Agree	275	42.5%
Not Sure	101	15.6%
Disagree	77	11.9%
Strongly Disagree	18	2.8%
Total	647	100.0%

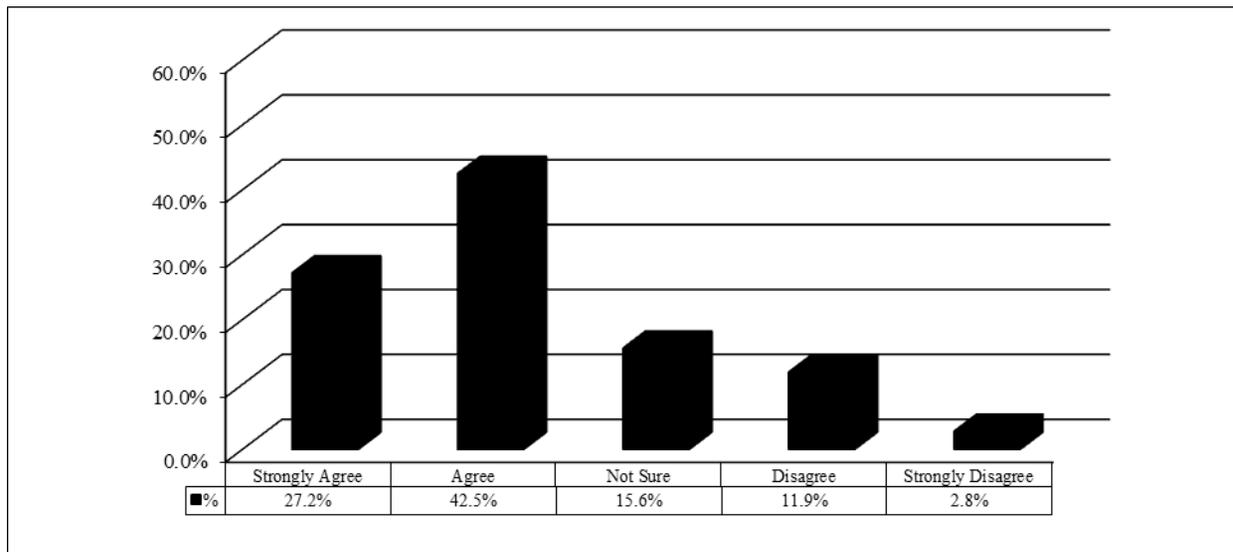
Number of centers reporting - 61 of 83 (73.5%)

**Table/Graph 20c**  
**Teacher Survey Results by Individual Question**  
**All Grantees**  
**2011-2012**

Source: Downloaded SurveyMonkey Teacher Survey Excel Spreadsheet/Database - Data Submitted by Grantees

Question 2c

Program staff communicates regularly with school day staff to inform us about program operations.



**Table/Graph 20d**

**Teacher Survey Results by Individual Question**

**All Grantees**

**2011-2012**

**Source: Downloaded SurveyMonkey Teacher Survey Excel Spreadsheet/Database - Data Submitted by Grantees**

Question 2d

Program staff communicates regularly with school day staff to receive information about student progress.

	N	%
Strongly Agree	156	24.1%
Agree	252	38.9%
Not Sure	114	17.6%
Disagree	105	16.2%
Strongly Disagree	20	3.1%
Total	647	100.0%

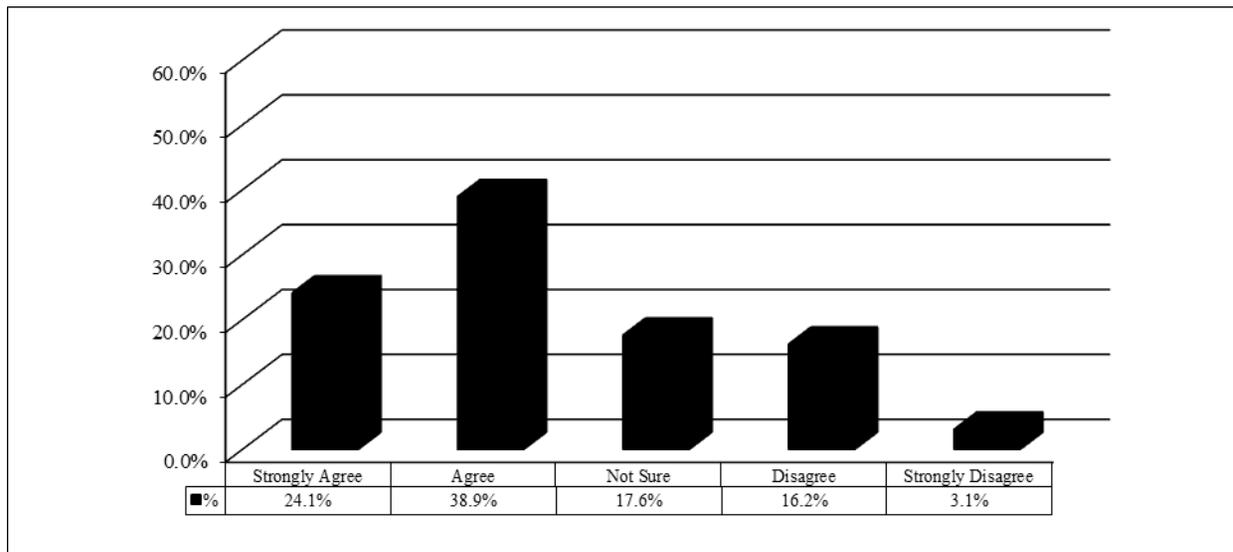
Number of centers reporting - 61 of 83 (73.5%)

**Table/Graph 20d**  
**Teacher Survey Results by Individual Question**  
**All Grantees**  
**2011-2012**

Source: Downloaded SurveyMonkey Teacher Survey Excel Spreadsheet/Database - Data Submitted by Grantees

Question 2d

Program staff communicates regularly with school day staff to receive information about student progress.



**Table/Graph 20e**

**Teacher Survey Results by Individual Question**

**All Grantees**

**2011-2012**

**Source: Downloaded SurveyMonkey Teacher Survey Excel Spreadsheet/Database - Data Submitted by Grantees**

Question 2e

The program activities addressing academic and behavioral needs of the students are well designed.

	N	%
Strongly Agree	179	27.7%
Agree	305	47.1%
Not Sure	134	20.7%
Disagree	18	2.8%
Strongly Disagree	11	1.7%
Total	647	100.0%

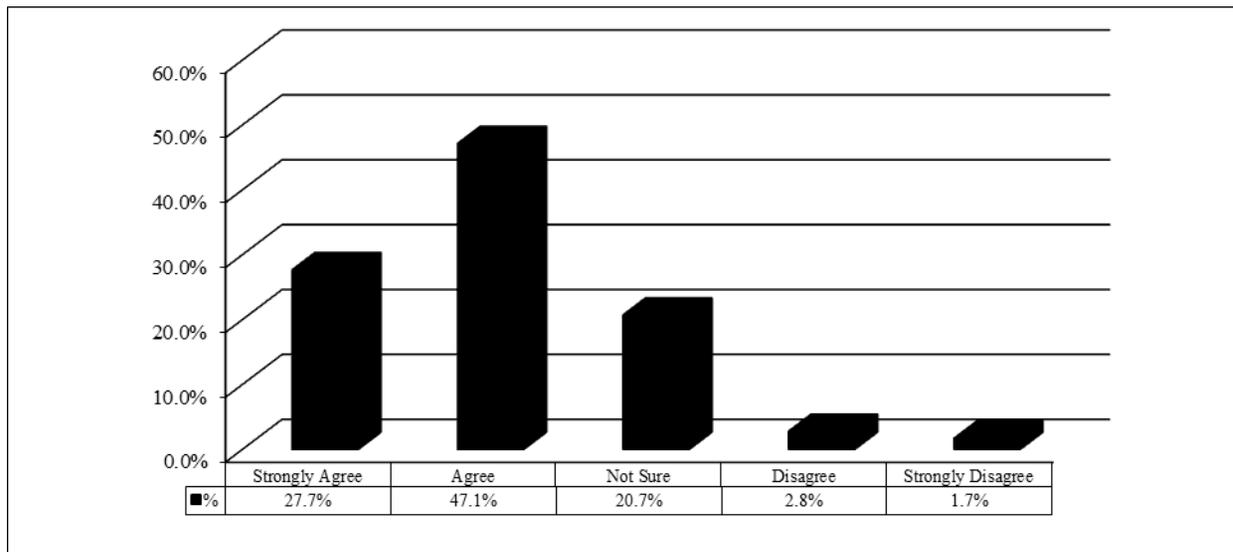
Number of centers reporting - 61 of 83 (73.5%)

**Table/Graph 20e**  
**Teacher Survey Results by Individual Question**  
**All Grantees**  
**2011-2012**

Source: Downloaded SurveyMonkey Teacher Survey Excel Spreadsheet/Database - Data Submitted by Grantees

Question 2e

The program activities addressing academic and behavioral needs of the students are well designed.



**Table/Graph 20f**

**Teacher Survey Results by Individual Question**

**All Grantees**

**2011-2012**

**Source: Downloaded SurveyMonkey Teacher Survey Excel Spreadsheet/Database - Data Submitted by Grantees**

Question 2f

The program activities addressing academic and behavioral needs of students are implemented effectively.

	N	%
Strongly Agree	179	27.7%
Agree	282	43.6%
Not Sure	153	23.6%
Disagree	21	3.2%
Strongly Disagree	12	1.9%
Total	647	100.0%

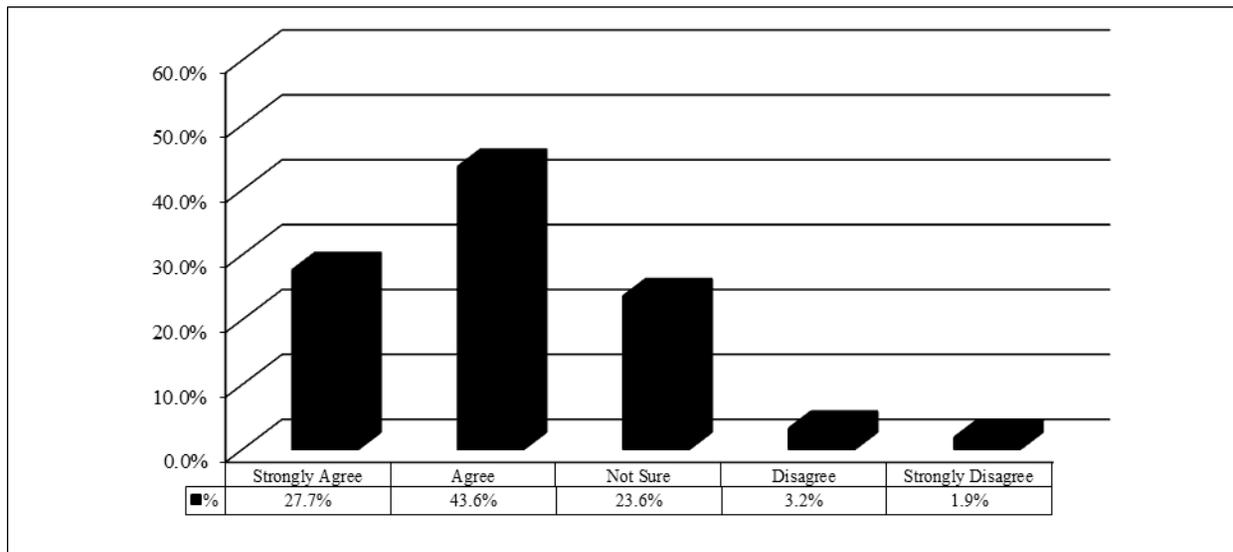
Number of centers reporting - 61 of 83 (73.5%)

**Table/Graph 20f**  
**Teacher Survey Results by Individual Question**  
**All Grantees**  
**2011-2012**

Source: Downloaded SurveyMonkey Teacher Survey Excel Spreadsheet/Database - Data Submitted by Grantees

Question 2f

The program activities addressing academic and behavioral needs of students are implemented effectively.



**Table/Graph 21a**

**Parent Survey Results by Individual Question**

**All Grantees**

**2011-2012**

**Source: Downloaded SurveyMonkey Parent Survey Excel Spreadsheet/Database - Data Submitted by Grantees**

Question 2

What are the most important reasons for having your child participate in the after-school program?

(Note: 1 denotes most important while 5 denotes least important)

Reasons	1 (Most Important)	2	3	4	5 (Least Important)	Total Responses	Mean Response (1)
Safe Setting	443	239	142	121	194	1,139	2.46
Helps With Childcare	293	366	222	136	122	1,139	2.50
Improves Academic Performance	216	246	333	189	155	1,139	2.84
Improves Behavior in and out of School	86	160	246	355	292	1,139	3.53
Improves Attitude Towards School	101	128	196	338	376	1,139	3.67
Safe Setting	38.9%	21.0%	12.5%	10.6%	17.0%	100.0%	
Helps With Childcare	25.7%	32.1%	19.5%	11.9%	10.7%	100.0%	
Improves Academic Performance	19.0%	21.6%	29.2%	16.6%	13.6%	100.0%	
Improves Behavior in and out of School	7.6%	14.0%	21.6%	31.2%	25.6%	100.0%	
Improves Attitude Towards School	8.9%	11.2%	17.2%	29.7%	33.0%	100.0%	

(1) Note: The lower the mean response (score), the more important the reason for participation.

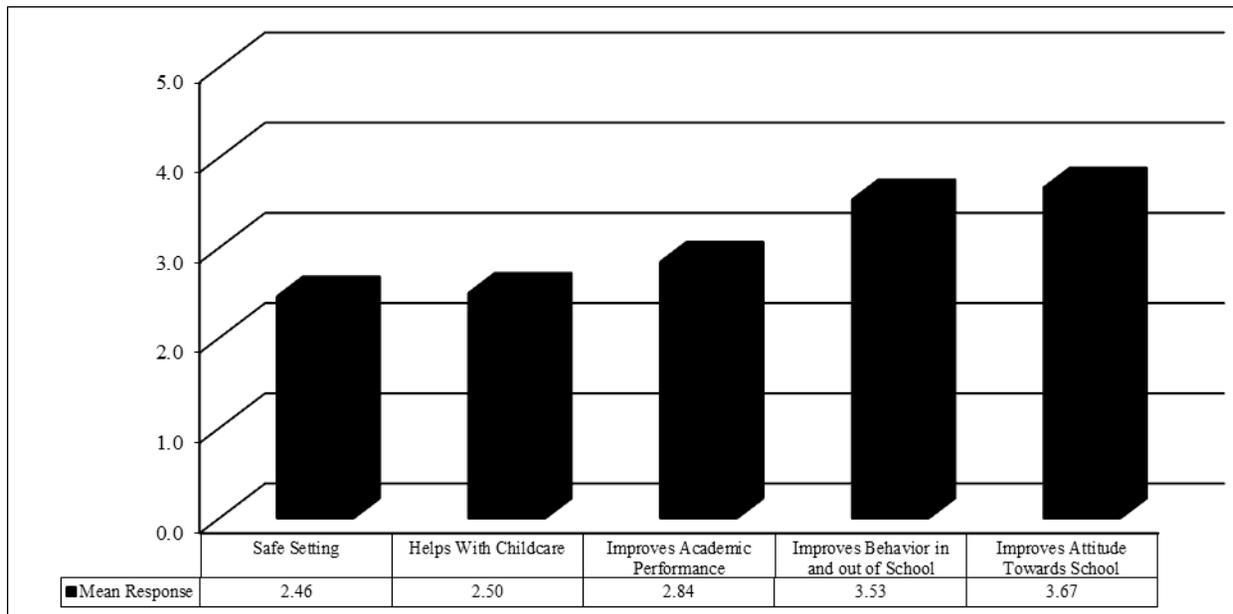
Number of centers reporting - 61 of 83 (73.5%)

**Table/Graph 21a**  
**Parent Survey Results by Individual Question**  
**All Grantees**  
**2011-2012**

**Source: Downloaded SurveyMonkey Parent Survey Excel Spreadsheet/Database - Data Submitted by Grantees**

**Question 2**

What are the most important reasons for having your child participate in the after-school program?  
 (Note: 1 denotes most important while 5 denotes least important)



**Table/Graph 21b**

**Parent Survey Results by Individual Question**

**All Grantees**

**2011-2012**

**Source: Downloaded SurveyMonkey Parent Survey Excel Spreadsheet/Database - Data Submitted by Grantees**

Question 3a

As a result of participating in the after-school program, my child's reading skills have improved?

	N	%
Strongly Agree	280	24.6%
Agree	557	48.9%
Not Sure	267	23.4%
Disagree	30	2.6%
Strongly Disagree	5	0.4%
Total	1,139	100.0%

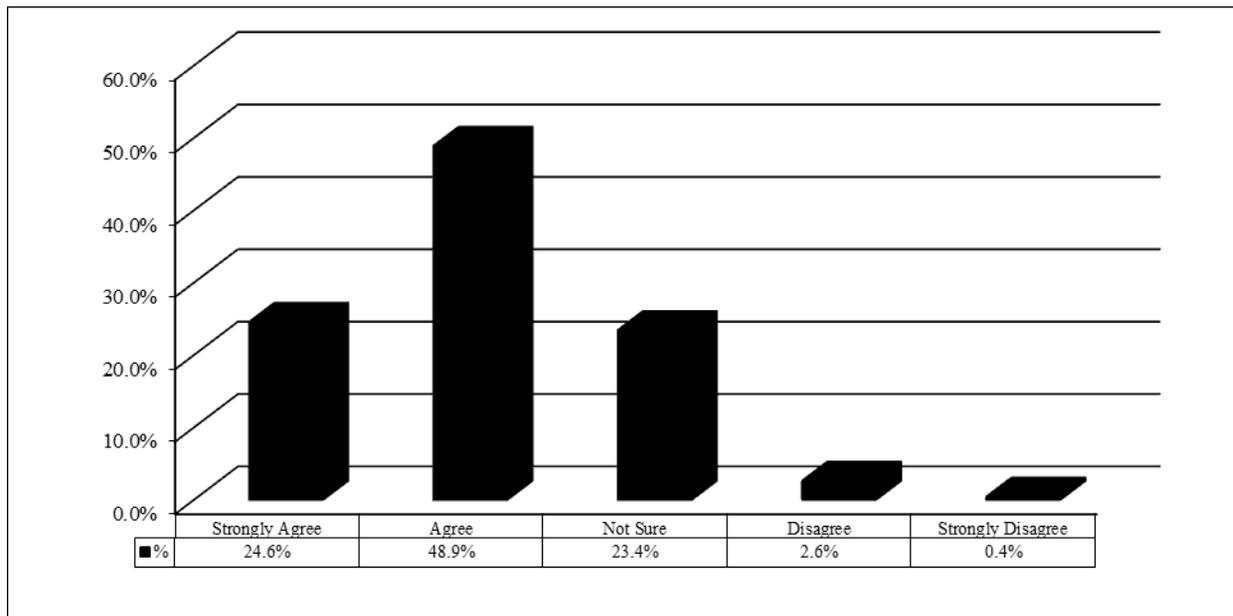
Number of centers reporting - 61 of 83 (73.5%)

**Table/Graph 21b**  
**Parent Survey Results by Individual Question**  
**All Grantees**  
**2011-2012**

Source: Downloaded SurveyMonkey Parent Survey Excel Spreadsheet/Database - Data Submitted by Grantees

Question 3a

As a result of participating in the after-school program, my child's reading skills have improved?



**Table/Graph 21c**

**Parent Survey Results by Individual Question**

**All Grantees**

**2011-2012**

**Source: Downloaded SurveyMonkey Parent Survey Excel Spreadsheet/Database - Data Submitted by Grantees**

Question 3b

As a result of participating in the after-school program, my child's math skills have improved?

	N	%
Strongly Agree	248	21.8%
Agree	532	46.7%
Not Sure	310	27.2%
Disagree	43	3.8%
Strongly Disagree	6	0.5%
Total	1,139	100.0%

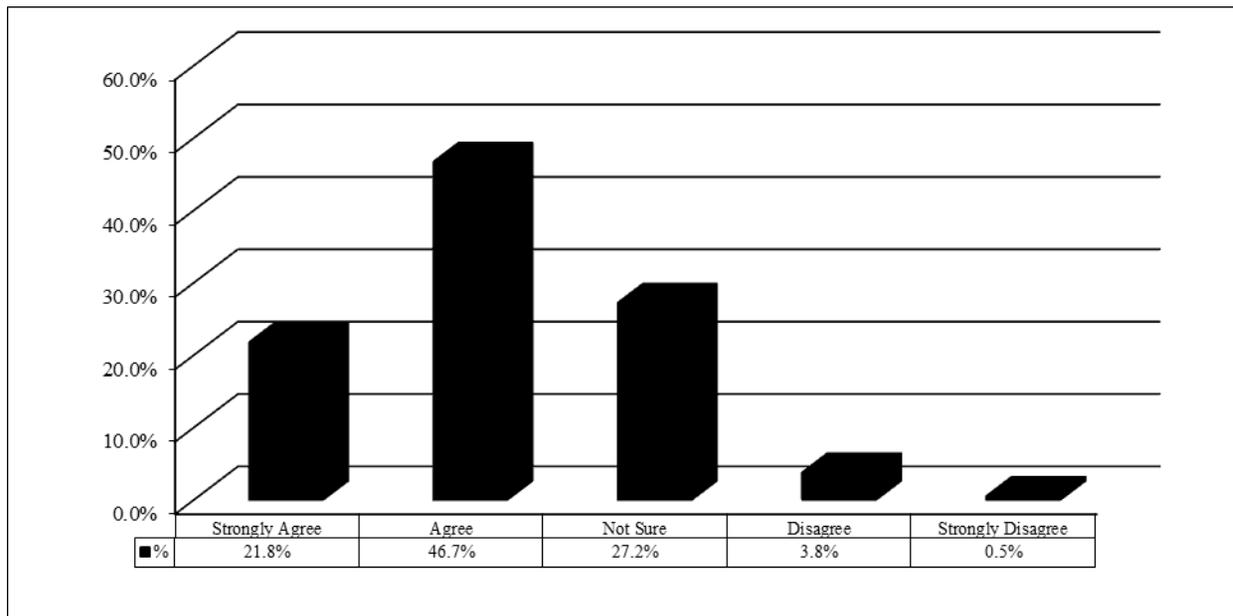
Number of centers reporting - 61 of 83 (73.5%)

**Table/Graph 21c**  
**Parent Survey Results by Individual Question**  
**All Grantees**  
**2011-2012**

Source: Downloaded SurveyMonkey Parent Survey Excel Spreadsheet/Database - Data Submitted by Grantees

Question 3b

As a result of participating in the after-school program, my child's math skills have improved?



**Table/Graph 21d**

**Parent Survey Results by Individual Question**

**All Grantees**

**2011-2012**

**Source: Downloaded SurveyMonkey Parent Survey Excel Spreadsheet/Database - Data Submitted by Grantees**

Question 3c

As a result of participating in the after-school program, my child's attitude towards school has improved?

	N	%
Strongly Agree	286	25.1%
Agree	592	52.0%
Not Sure	220	19.3%
Disagree	36	3.2%
Strongly Disagree	5	0.4%
Total	1,139	100.0%

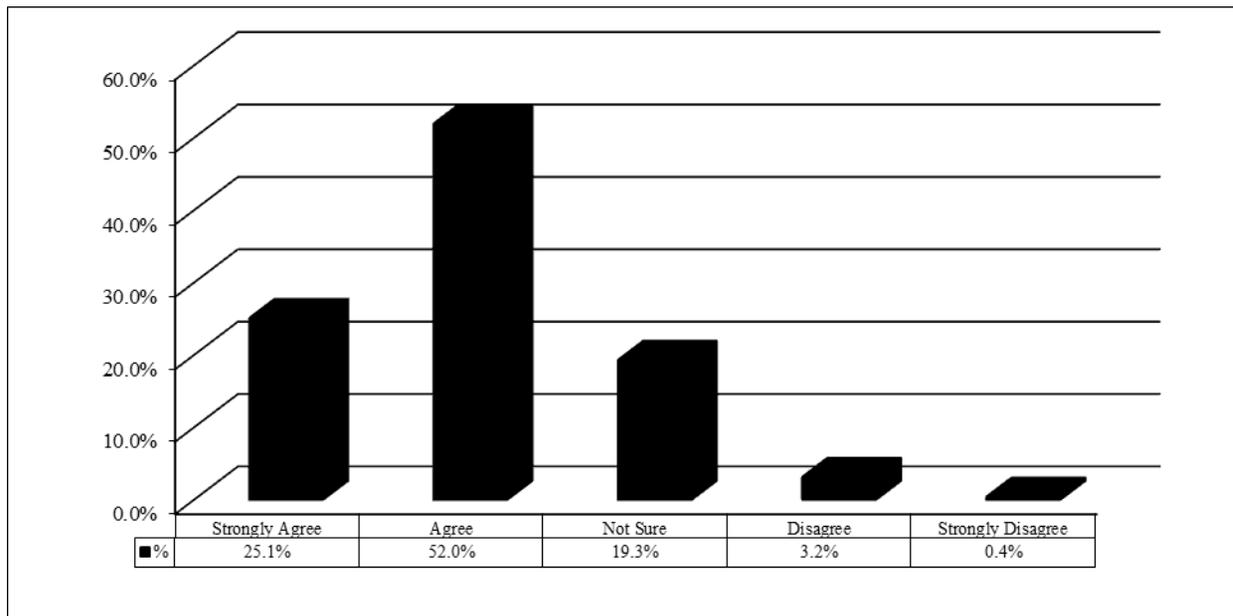
Number of centers reporting - 61 of 83 (73.5%)

**Table/Graph 21d**  
**Parent Survey Results by Individual Question**  
**All Grantees**  
**2011-2012**

Source: Downloaded SurveyMonkey Parent Survey Excel Spreadsheet/Database - Data Submitted by Grantees

Question 3c

As a result of participating in the after-school program, my child's attitude towards school has improved?



**Table/Graph 21e**

**Parent Survey Results by Individual Question**

**All Grantees**

**2011-2012**

**Source: Downloaded SurveyMonkey Parent Survey Excel Spreadsheet/Database - Data Submitted by Grantees**

Question 3d

The after-school program provides a safe setting for my child to participate in activities?

	N	%
Strongly Agree	786	69.0%
Agree	332	29.1%
Not Sure	14	1.2%
Disagree	5	0.4%
Strongly Disagree	2	0.2%
Total	1,139	100.0%

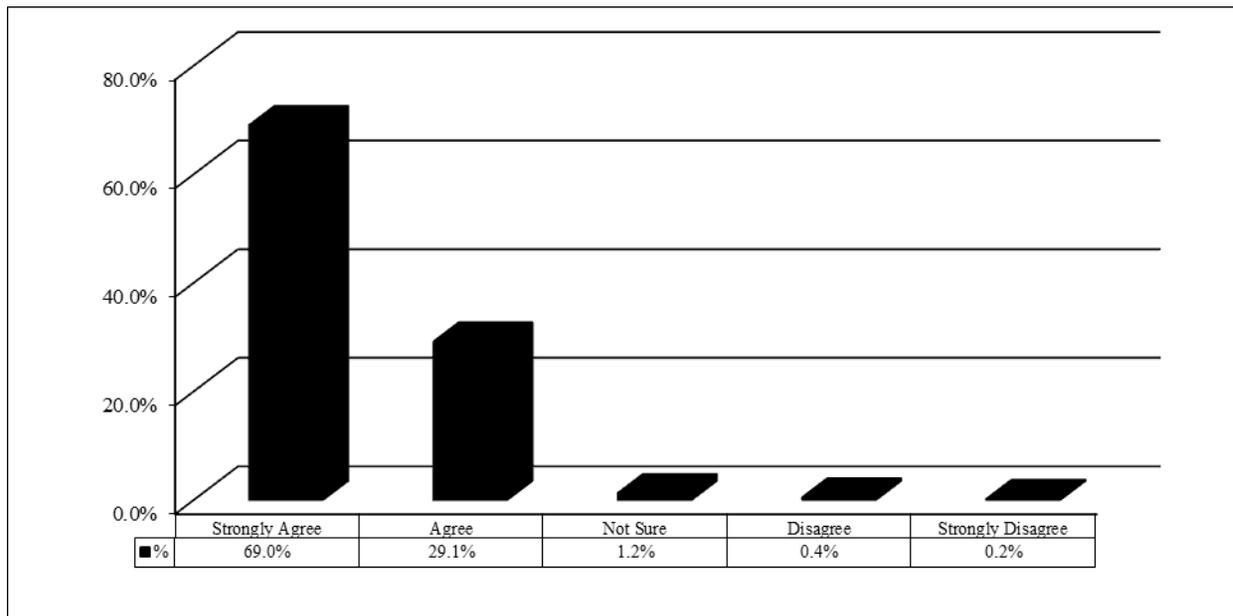
Number of centers reporting - 61 of 83 (73.5%)

**Table/Graph 21e**  
**Parent Survey Results by Individual Question**  
**All Grantees**  
**2011-2012**

Source: Downloaded SurveyMonkey Parent Survey Excel Spreadsheet/Database - Data Submitted by Grantees

Question 3d

The after-school program provides a safe setting for my child to participate in activities?



**Table/Graph 21f**

**Parent Survey Results by Individual Question**

**All Grantees**

**2011-2012**

**Source: Downloaded SurveyMonkey Parent Survey Excel Spreadsheet/Database - Data Submitted by Grantees**

Question 3e

Overall, I am very satisfied with the after-school program for which my child participates?

	N	%
Strongly Agree	831	73.0%
Agree	285	25.0%
Not Sure	16	1.4%
Disagree	5	0.4%
Strongly Disagree	2	0.2%
Total	1,139	100.0%

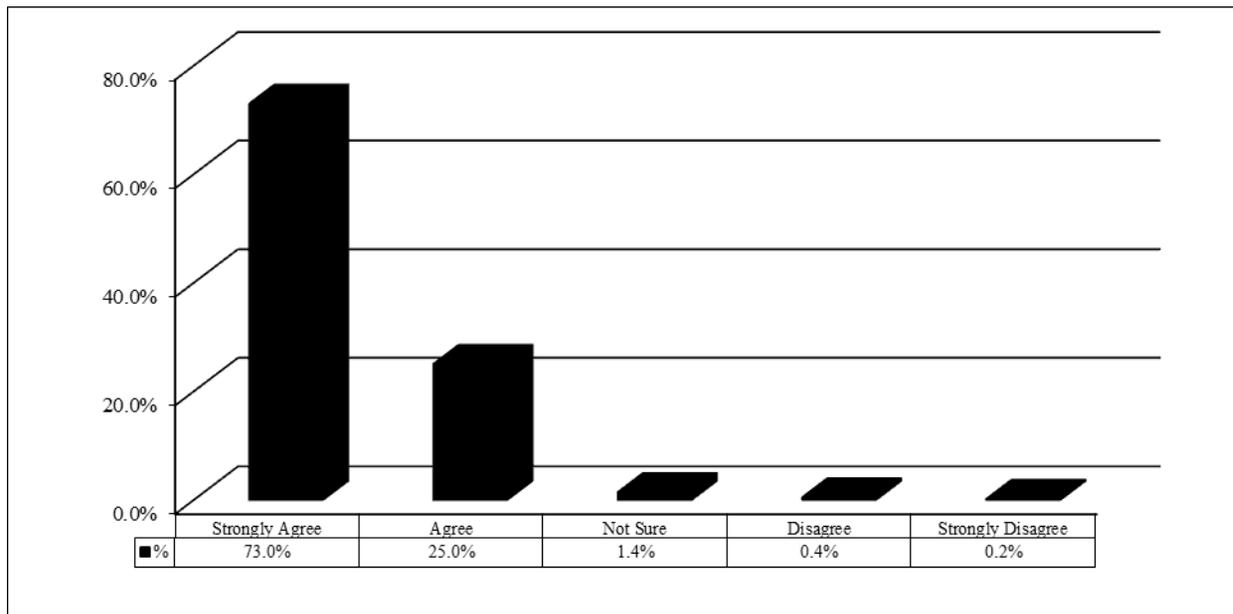
Number of centers reporting - 61 of 83 (73.5%)

**Table/Graph 21f**  
**Parent Survey Results by Individual Question**  
**All Grantees**  
**2011-2012**

Source: Downloaded SurveyMonkey Parent Survey Excel Spreadsheet/Database - Data Submitted by Grantees

Question 3e

Overall, I am very satisfied with the after-school program for which my child participates?



**Table/Graph 21g**

**Parent Survey Results by Individual Question**

**All Grantees**

**2011-2012**

**Source: Downloaded SurveyMonkey Parent Survey Excel Spreadsheet/Database - Data Submitted by Grantees**

Question 3f

Overall, my child is very satisfied with the after-school program?

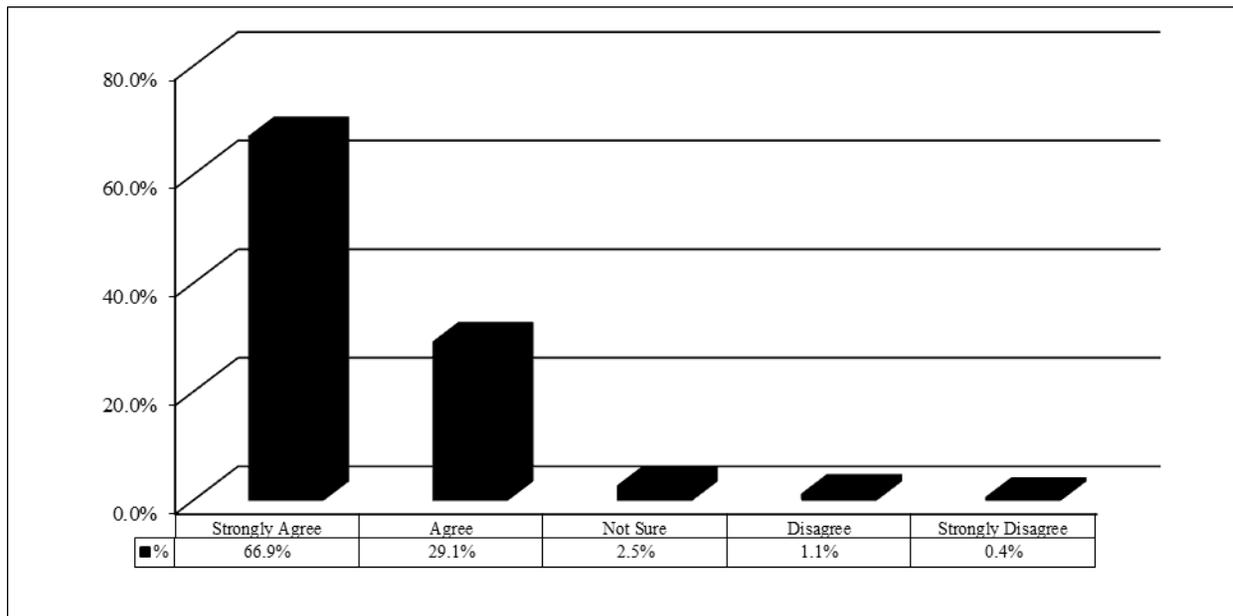
	N	%
Strongly Agree	762	66.9%
Agree	331	29.1%
Not Sure	29	2.5%
Disagree	12	1.1%
Strongly Disagree	5	0.4%
Total	1,139	100.0%

Number of centers reporting - 61 of 83 (75.9%)

**Table/Graph 21g**  
**Parent Survey Results by Individual Question**  
**All Grantees**  
**2011-2012**

Source: Downloaded SurveyMonkey Parent Survey Excel Spreadsheet/Database - Data Submitted by Grantees

Question 3f  
 Overall, my child is very satisfied with the after-school program?



**Table/Graph 22**

**Student Survey Results by Individual Question**

**All Grantees**

**2011-2012**

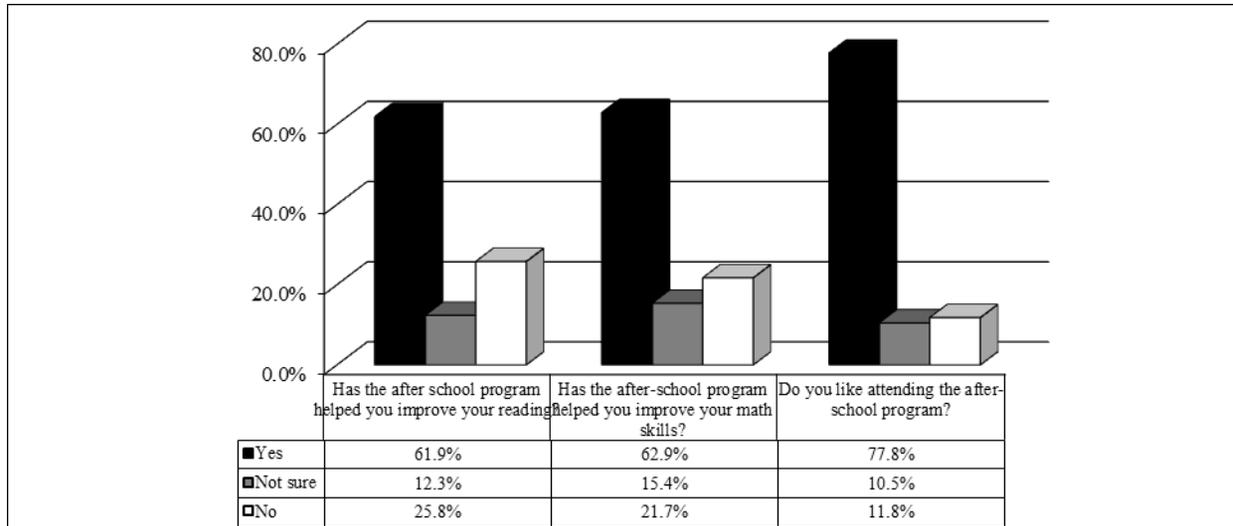
**Source: Downloaded SurveyMonkey Student Survey Excel Spreadsheet/Database - Data Submitted by Grantees**

Questions	Yes	Not Sure	No	Total Responses
Has the after school program helped you improve your reading?	1,654	329	688	2,671
Has the after-school program helped you improve your math skills?	1,676	409	578	2,663
Do you like attending the after-school program?	2,066	278	313	2,657
Has the after school program helped you improve your reading?	61.9%	12.3%	25.8%	100.0%
Has the after-school program helped you improve your math skills?	62.9%	15.4%	21.7%	100.0%
Do you like attending the after-school program?	77.8%	10.5%	11.8%	100.0%

Number of centers reporting - 61 of 83 (75.9%)

**Table/Graph 22**  
**Student Survey Results by Individual Question**  
**All Grantees**  
**2011-2012**

Source: Downloaded SurveyMonkey Student Survey Excel Spreadsheet/Database - Data Submitted by Grantees



**Table/Graph 23a**

**Partner Survey Results by Individual Question**

**All Grantees**

**2011-2012**

**Source: Downloaded SurveyMonkey Partnership Survey Excel Spreadsheet/Database - Data Submitted by Grantees**

Question 1a

I have a good understanding of the goals of the after-school program?

	N	%
Strongly Agree	27	51.9%
Agree	25	48.1%
Not Sure	-	0.0%
Disagree	-	0.0%
Strongly Disagree	-	0.0%
Total	52	100.0%

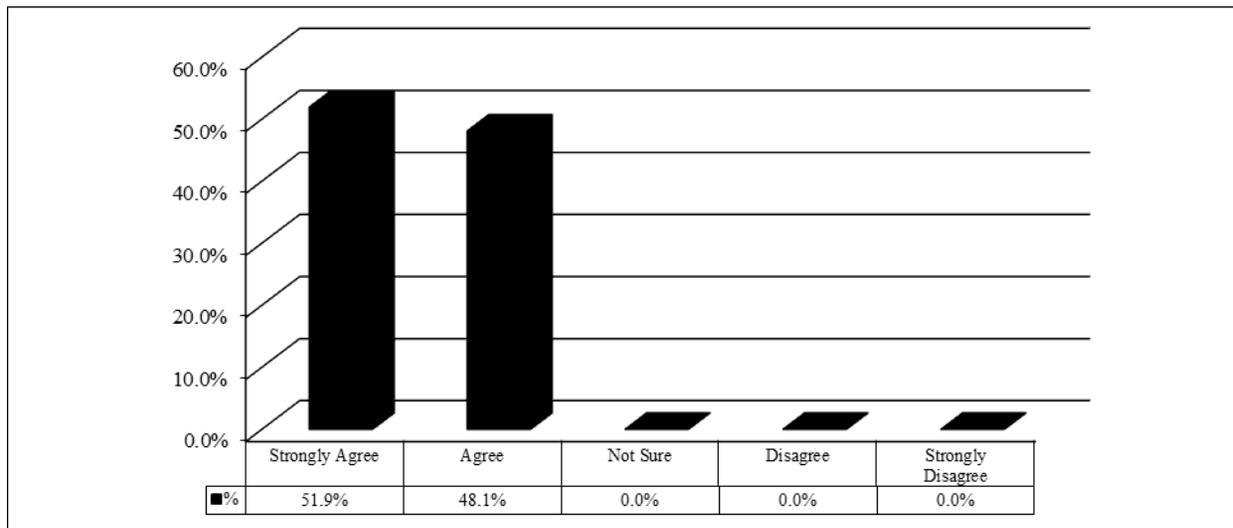
Number of grantees reporting - 5 of 8 (62.5%)

**Table/Graph 23a**  
**Partner Survey Results by Individual Question**  
**All Grantees**  
**2011-2012**

**Source: Downloaded SurveyMonkey Partnership Survey Excel Spreadsheet/Database - Data Submitted by Grantees**

Question 1a

I have a good understanding of the goals of the after-school program?



**Table/Graph 23b**

**Partner Survey Results by Individual Question**

**All Grantees**

**2011-2012**

**Source: Downloaded SurveyMonkey Partnership Survey Excel Spreadsheet/Database - Data Submitted by Grantees**

Question 1b

I have a good understanding about after-school program expectations of my contributions?

	N	%
Strongly Agree	32	61.5%
Agree	18	34.6%
Not Sure	2	3.8%
Disagree	-	0.0%
Strongly Disagree	-	0.0%
Total	52	100.0%

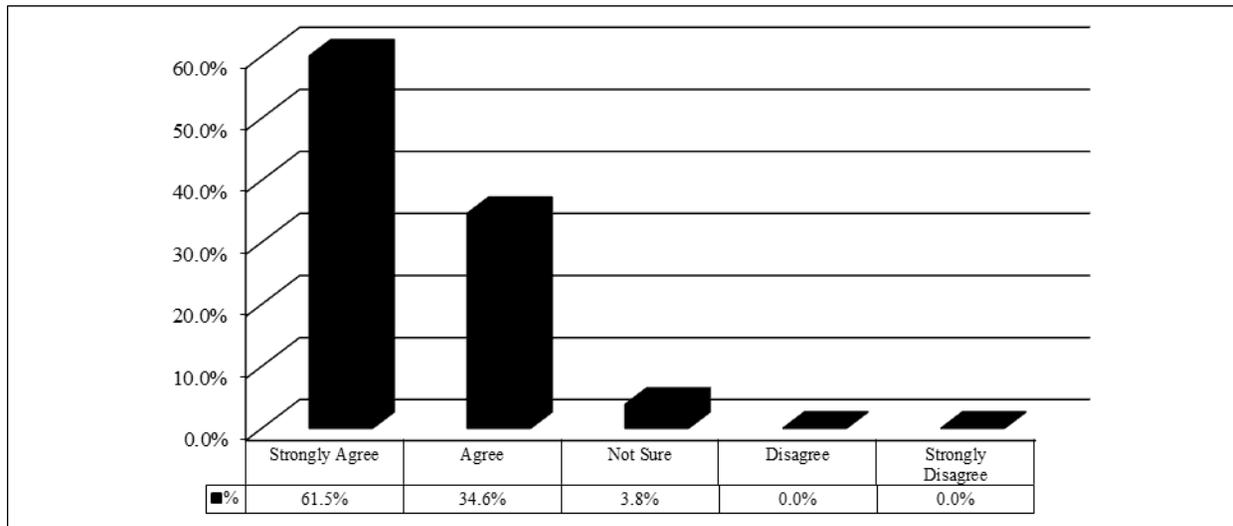
Number of grantees reporting - 5 of 8 (62.5%)

**Table/Graph 23b**  
**Partner Survey Results by Individual Question**  
**All Grantees**  
**2011-2012**

Source: Downloaded SurveyMonkey Partnership Survey Excel Spreadsheet/Database - Data Submitted by Grantees

Question 1b

I have a good understanding about after-school program expectations of my contributions?



**Table/Graph 23c**

**Partner Survey Results by Individual Question**

**All Grantees**

**2011-2012**

**Source: Downloaded SurveyMonkey Partnership Survey Excel Spreadsheet/Database - Data Submitted by Grantees**

Question 1c

Project director communicates regularly with me regarding progress of the project?

	N	%
Strongly Agree	28	53.8%
Agree	20	38.5%
Not Sure	2	3.8%
Disagree	2	3.8%
Strongly Disagree	-	0.0%
Total	52	100.0%

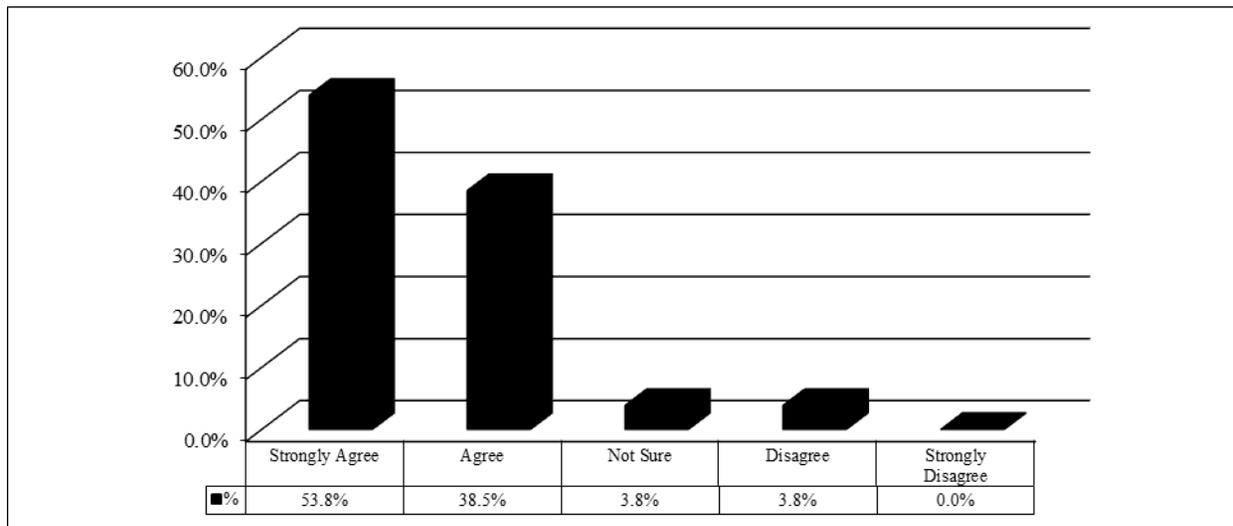
Number of grantees reporting - 5 of 8 (62.5%)

**Table/Graph 23c**  
**Partner Survey Results by Individual Question**  
**All Grantees**  
**2011-2012**

Source: Downloaded SurveyMonkey Partnership Survey Excel Spreadsheet/Database - Data Submitted by Grantees

Question 1c

Project director communicates regularly with me regarding progress of the project?



**Table/Graph 23d**

**Partner Survey Results by Individual Question**

**All Grantees**

**2011-2012**

**Source: Downloaded SurveyMonkey Partnership Survey Excel Spreadsheet/Database - Data Submitted by Grantees**

Question 1d

Project director communicates regularly with me regarding the impact of my contributions?

	N	%
Strongly Agree	18	34.6%
Agree	23	44.2%
Not Sure	8	15.4%
Disagree	3	5.8%
Strongly Disagree	-	0.0%
Total	52	100.0%

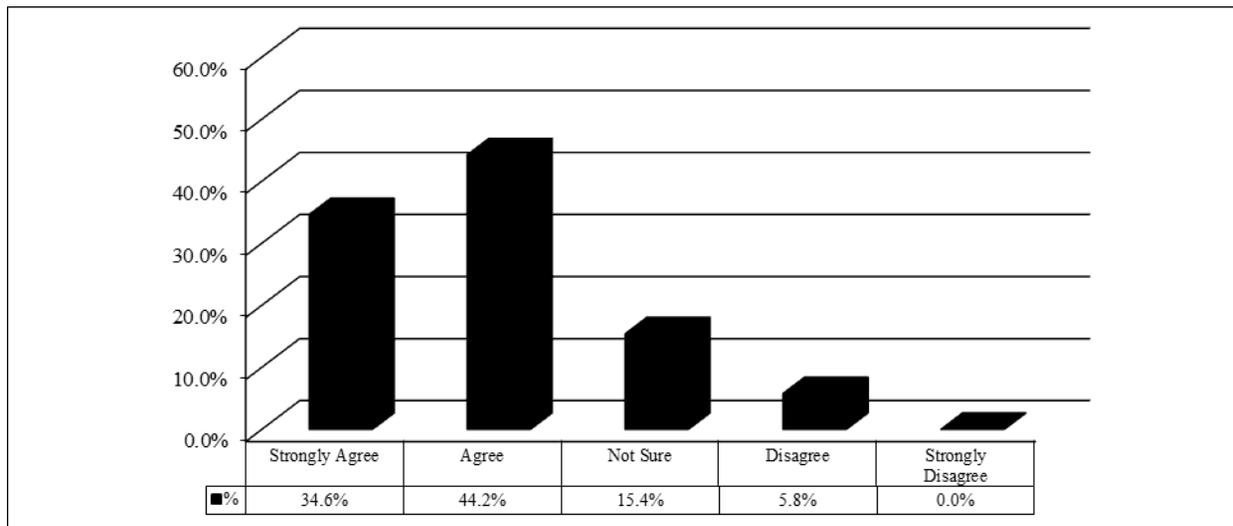
Number of grantees reporting - 5 of 8 (62.5%)

**Table/Graph 23d**  
**Partner Survey Results by Individual Question**  
**All Grantees**  
**2011-2012**

Source: Downloaded SurveyMonkey Partnership Survey Excel Spreadsheet/Database - Data Submitted by Grantees

Question 1d

Project director communicates regularly with me regarding the impact of my contributions?



**Table/Graph 23e**

**Partner Survey Results by Individual Question**

**All Grantees**

**2011-2012**

**Source: Downloaded SurveyMonkey Partnership Survey Excel Spreadsheet/Database - Data Submitted by Grantees**

Question 1e

The after-school program is viewed as a helpful resource to families in the community?

	N	%
Strongly Agree	44	84.6%
Agree	8	15.4%
Not Sure	-	0.0%
Disagree	-	0.0%
Strongly Disagree	-	0.0%
Total	52	100.0%

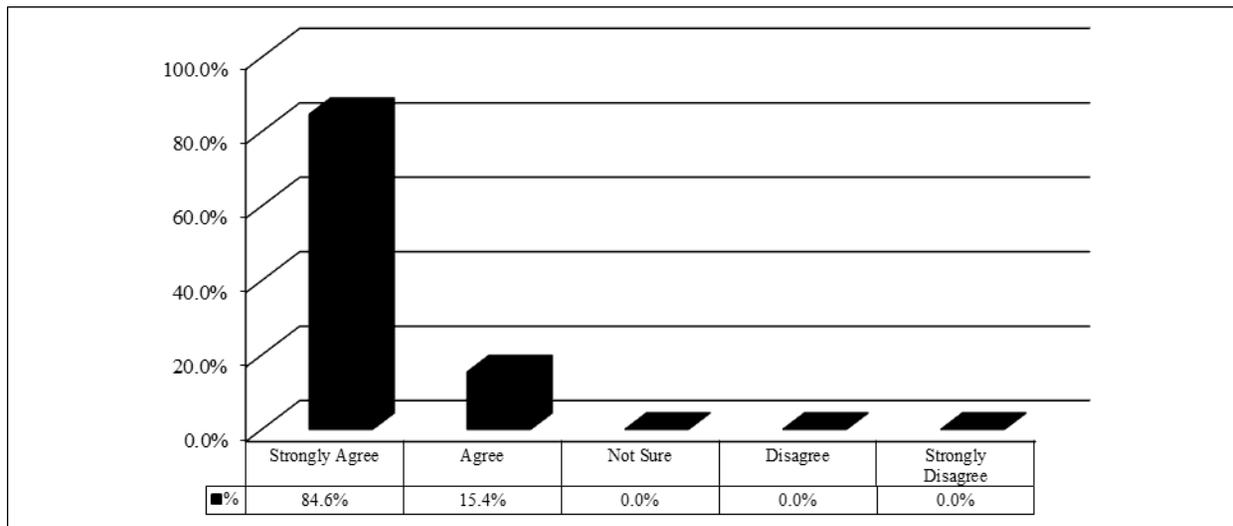
Number of grantees reporting - 5 of 8 (62.5%)

**Table/Graph 23e**  
**Partner Survey Results by Individual Question**  
**All Grantees**  
**2011-2012**

**Source: Downloaded SurveyMonkey Partnership Survey Excel Spreadsheet/Database - Data Submitted by Grantees**

Question 1e

The after-school program is viewed as a helpful resource to families in the community?



**Table/Graph 23f**

**Partner Survey Results by Individual Question**

**All Grantees**

**2011-2012**

**Source: Downloaded SurveyMonkey Partnership Survey Excel Spreadsheet/Database - Data Submitted by Grantees**

Question 1f

We work together to effectively coordinate services for children, youth, and/or families?

	N	%
Strongly Agree	25	48.1%
Agree	25	48.1%
Not Sure	1	1.9%
Disagree	1	1.9%
Strongly Disagree	-	0.0%
Total	52	100.0%

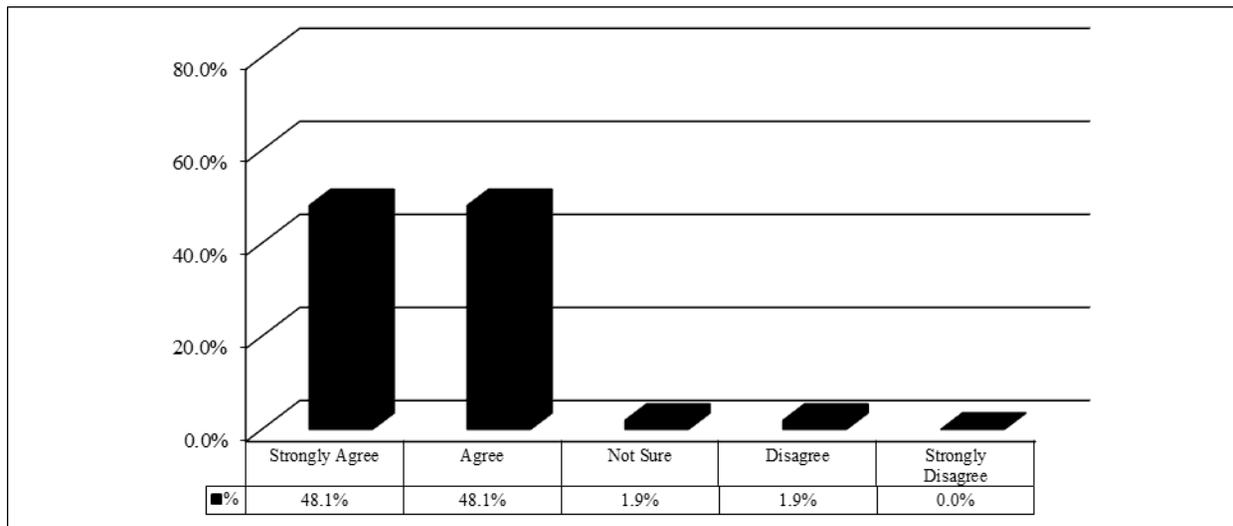
Number of grantees reporting - 5 of 8 (62.5%)

**Table/Graph 23f**  
**Partner Survey Results by Individual Question**  
**All Grantees**  
**2011-2012**

**Source: Downloaded SurveyMonkey Partnership Survey Excel Spreadsheet/Database - Data Submitted by Grantees**

Question 1f

We work together to effectively coordinate services for children, youth, and/or families?



**Table/Graph 23g**

**Partner Survey Results by Individual Question**

**All Grantees**

**2011-2012**

**Source: Downloaded SurveyMonkey Partnership Survey Excel Spreadsheet/Database - Data Submitted by Grantees**

Question 1g

The after-school program is a significant asset in our community?

	N	%
Strongly Agree	47	90.4%
Agree	5	9.6%
Not Sure	-	0.0%
Disagree	-	0.0%
Strongly Disagree	-	0.0%
Total	52	100.0%

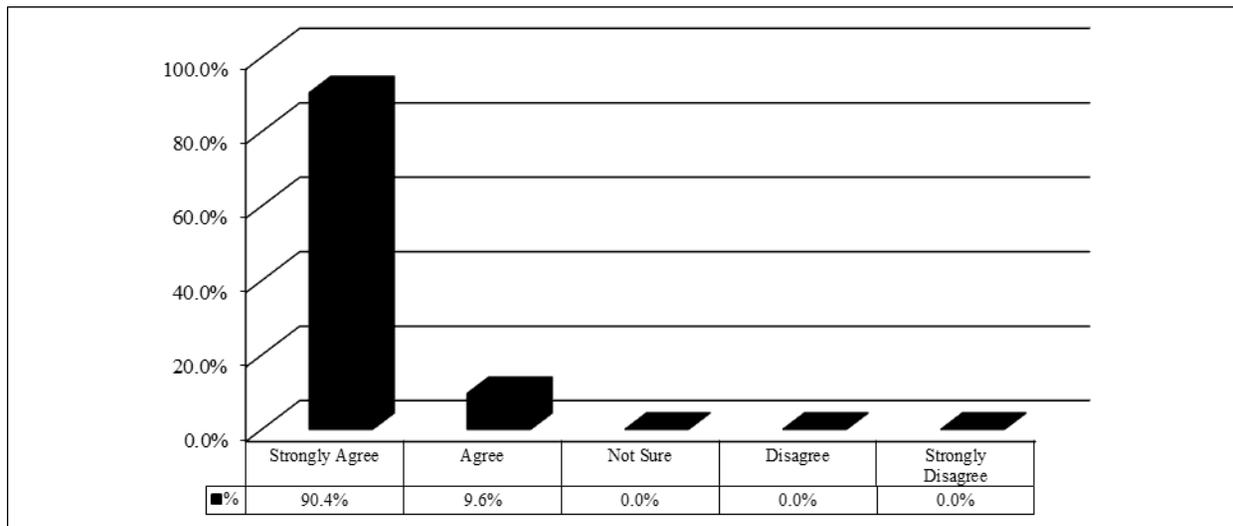
Number of grantees reporting - 5 of 8 (62.5%)

**Table/Graph 23g**  
**Partner Survey Results by Individual Question**  
**All Grantees**  
**2011-2012**

**Source: Downloaded SurveyMonkey Partnership Survey Excel Spreadsheet/Database - Data Submitted by Grantees**

Question 1g

The after-school program is a significant asset in our community?



**Table/Graph 23h**

**Partner Survey Results by Individual Question**

**All Grantees**

**2011-2012**

**Source: Downloaded SurveyMonkey Partnership Survey Excel Spreadsheet/Database - Data Submitted by Grantees**

Question 2

How does your organization contribute to the after-school program?

	N	%
Donate Money	8	15.4%
Volunteer	13	25.0%
Donate Time	15	28.8%
Donate Materials	18	34.6%
Teach a Course	19	36.5%
Provide Tutors	8	15.4%
Donate Meeting Space	19	36.5%
Other	12	23.1%
Total Respondents	52	

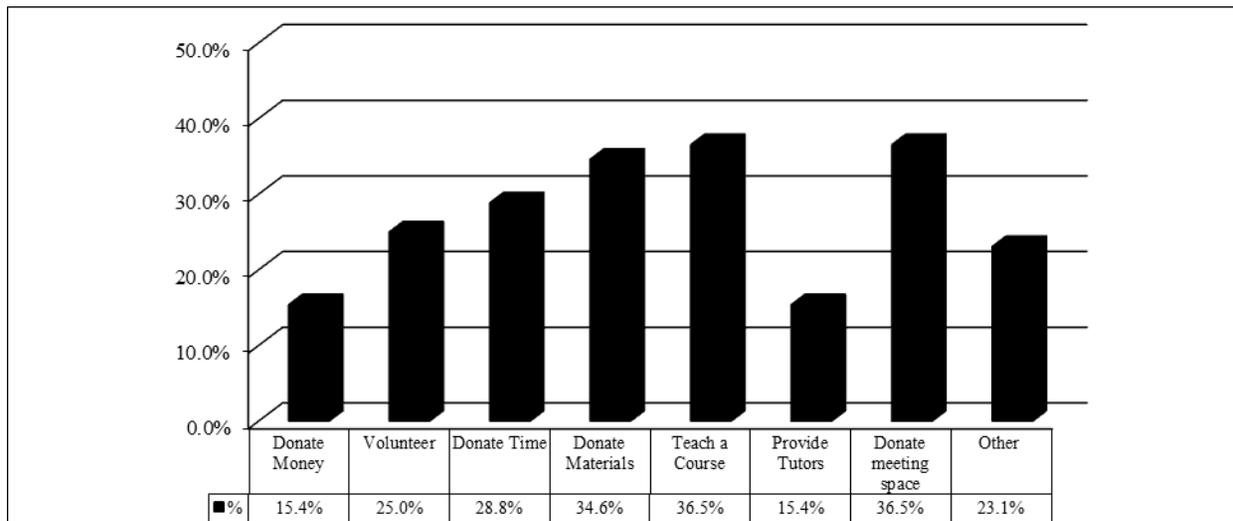
Number of grantees reporting - 5 of 8 (62.5%)

**Table/Graph 23h**  
**Partner Survey Results by Individual Question**  
**All Grantees**  
**2011-2012**

**Source: Downloaded SurveyMonkey Partnership Survey Excel Spreadsheet/Database - Data Submitted by Grantees**

**Question 2**

How does your organization contribute to the after-school program?



**Table/Graph 24****Centers Serving Improvement Schools by Grantee and Improvement School****All Grantees****2011-2012****Sources: PPICS Full Grantee APR - Data Submitted by Grantees and NDDPI Title I Program Improvement Schools**

Grantee/Center	Improvement School the Center is Serving
GNWEC Eight Mile Elementary	Eight Mile Elementary School
GNWEC Four Bears	Not an improvement school
GNWEC Hagen	Hagan Elementary School – Williston
GNWEC Lewis & Clark - Williston	Lewis and Clark Elementary School – Williston
GNWEC Mandaree	Mandaree Elementary School
GNWEC New Town	Edwin Loe Elementary School – New Town
GNWEC Parshall	Parshall Elementary School
GNWEC Rickard Elementary School	Not an improvement school
GNWEC St. Joseph's	Not an improvement school
GNWEC Trinity Christian	Not an improvement school
GNWEC Twin Buttes	Twin Buttes Elementary School
GNWEC White Shield	White Shield Elementary School
GNWEC Wilkensen	Wilkinson Elementary School – Williston
MDEC Lewis & Clark - Minot	Lewis and Clark Elementary School – Minot
MDEC Lincoln Elementary - Minot	Lincoln Elementary School – Minot
MDEC McKinley Elementary - Minot	McKinley Elementary School – Minot
MDEC Roosevelt Elementary - Minot	Roosevelt Elementary School – Minot
MDEC Sawyer	Sawyer Elementary School
MDEC Sunnyside Elementary	Sunnyside Elementary School – Minot
MDEC Washington Elementary - Minot	Washington Elementary School – Minot
MREC Cannon Ball Elementary	Cannon Ball Elementary School
MREC Custer	Not an improvement school

**Table/Graph 24 (Continued)**

**Centers Serving Improvement Schools by Grantee and Improvement School**

**All Grantees**

**2011-2012**

**Sources: PPICS Full Grantee APR - Data Submitted by Grantees and NDDPI Title I Program Improvement Schools**

Grantee/Center	Improvement School the Center is Serving
MREC Fort Lincoln	Ft. Lincoln Elementary School – Mandan
MREC Mary Stark	Mary Stark Elementary School – Mandan
MREC Myhre Elementary	Jeannette Myhre Elementary School – Bismarck
MREC Riverside	Riverside Elementary School – Bismarck
MREC Saxvik	Saxvik Elementary School – Bismarck
MREC Selfridge	Selfridge Elementary School
MREC Standing Rock (Ft Yates)	Fort Yates Elementary School
MREC Will-Moore	Will-Moore Elementary School – Bismarck
MREC Youthworks	Not Applicable
NCEC Anamoose	Not an improvement school
NCEC Bottineau Elementary	Not an improvement school
NCEC Dunseith	Dunseith Elementary School
NCEC Mt. Pleasant	Not an improvement school
NCEC St. Ann's Catholic Indian School	Not an improvement school
NCEC TGU Granville	TGU Granville Elementary
NCEC Velva	Velva Elementary School
NCEC TGU Towner	Not an improvement school
NCEC Turtle Mountain CS - Elementary	Turtle Mountain Elementary School – Belcourt
NCEC Turtle Mountain CS Middle	Turtle Mountain Community Middle School – Belcourt
NESC Central Middle School	Central Middle School – Devils Lake
NESC Minnewauken	Minnewauken Elementary School
NESC Minnie H	Not an improvement school

**Table/Graph 24 (Continued)**

**Centers Serving Improvement Schools by Grantee and Improvement School**

**All Grantees**

**2011-2012**

**Sources: PPICS Full Grantee APR - Data Submitted by Grantees and NDDPI Title I Program Improvement Schools**

Grantee/Center	Improvement School the Center is Serving
NESC Prairie View	Prairie View Elementary School – Devils Lake
NESC Rolette	Not an improvement school
NESC Sweetwater	Not an improvement school
NESC Tata Topa Tribal School	Not an improvement school
NESC Warwick	Warwick Elementary School
RESP Heart River Elementary-Dickinson	Heart River Elementary School – Dickinson
RESP Hebron Elementary	Not an improvement school
RESP Lincoln Elementary - Beach	Not an improvement school
RESP Roosevelt Elementary - Dickinson	Roosevelt Elementary School – Dickinson
RRVEC Century Elementary	Century Elementary School – Grand Forks
RRVEC Emerado Public Schools	Emerado Elementary School
RRVEC Grafton Central School	Grafton Central Middle School
RRVEC Lake Agassiz - Grand Forks	Lake Agassiz Elementary School – Grand Forks
RRVEC Lewis & Clark - Grand Forks	Not an improvement school
RRVEC Midway Public School	Midway Elementary School
RRVEC Northwood Public Schools	Not an improvement school
RRVEC Park River Public School	Not an improvement school
RRVEC Phoenix - Grand Forks	Phoenix Elementary School – Grand Forks
RRVEC St. Thomas Public School	St. Thomas Elementary School
RRVEC Walhalla Public School	Not an improvement school
RRVEC West - Grand Forks	West Elementary School – Grand Forks
RRVEC Wilder Elementary	Not an improvement school
RRVEC Winship - Grand Forks	Not an improvement school

**Table/Graph 24 (Continued)**

**Centers Serving Improvement Schools by Grantee and Improvement School**

**All Grantees**

**2011-2012**

**Sources: PPICS Full Grantee APR - Data Submitted by Grantees and NDDPI Title I Program Improvement Schools**

Grantee/Center	Improvement School the Center is Serving
SEEC Barnes County North	Not an improvement school
SEEC Fairmount Elementary	Not an improvement school
SEEC Fessenden-Bowdon	Fessenden-Bowdon Elementary School
SEEC Griggs County Central	Not an improvement school
SEEC Jefferson Elementary	Jefferson Elementary School – Fargo
SEEC LaMoure	Not an improvement school
SEEC LE Berger Elementary	L E Berger Elementary School – West Fargo
SEEC Lincoln Elementary - Jamestown	Lincoln Elementary School – Fargo
SEEC Louis L'Amour Elementary	Not an improvement school
SEEC Madison Elementary	Madison Elementary School – Fargo
SEEC McKinley Elementary - Fargo	Not an improvement school
SEEC Midkota	Midkota Elementary School – Binford
SEEC Roosevelt Elementary - Jamestown	Not an improvement school
SEEC Roosevelt Horace Mann	Not an improvement school
SEEC Washington Elementary - Jamestown	Not an improvement school
SEEC Wimbledon-Courtenay	Not an improvement school

Number of centers reporting - 83 of 83 (100.0%)

**Table/Graph 25a**  
**Mean Scores by Monitoring and Quality Improvement Tool (MQIT) Category**  
**All Regions Combined**  
**2011-2012**  
**Source: MQIT**  
**Based on site visits made to all eight regional grantees including 15 randomly selected schools**

MQIT Categories	Excellent	Satisfactory	Some Progress	Must Improve	Mean Score
A. Grant Management and Sustainability	92	11	1	-	3.88
B. Program Management	64	4	2	2	3.81
C. Staffing and Professional Development	61	3	-	-	3.95
D. Partnerships	37	3	-	-	3.93
E. Center Operations	39	1	-	-	3.98
F. Programming/Activities	45	3	-	-	3.94
G. Health and Safety	70	10	-	-	3.88
H. Evaluation/Measuring Outcomes	39	5	4	-	3.73
All MQIT Categories Combined	447	40	7	2	3.88

**Table/Graph 25b**  
**Mean Scores for Grants Management and Sustainability by Performance Measure (Best Practice)**  
**All Regions Combined**  
**2011-2012**  
**Source: MQIT**  
**Based on site visits made to all eight regional grantees including 15 randomly selected schools**

Grants Management and Sustainability MQIT Categories	Expect. Met	Expect. Met W/Rec.	Partially Met	Not Met	Mean Score
1. Identified and is serving eligible students and their families.	8	-	-	-	4.00
2. Is conducting outreach to eligible participants.	8	-	-	-	4.00
3. Is providing the number of hours of programming.	5	3	-	-	3.63
4. Is implementing the evidence-based academic and enrichment activities.	8	-	-	-	4.00
5. Is implementing the parent/family programming or activities.	6	2	-	-	3.75
6. Is addressing the transportation needs of children.	8	-	-	-	4.00
7. Houses the program in a safe and accessible facility.	5	3	-	-	3.63
8. Is making adequate progress toward meeting goals and objectives.	7	1	-	-	3.88
9. Has developed a sustainability plan and has made efforts to gain other funding, etc.	8	-	-	-	4.00
10. Staff has attended the required state 21st CCLC meetings.	8	-	-	-	4.00
11. Maintains appropriate documentation for employees of the grant program.	8	-	-	-	4.00
12. Program works in genuine collaboration with at least one partner.	8	-	-	-	4.00
13. Participates as requested in the state monitoring and evaluation process.	5	2	1	-	3.50
Grants Management and Sustainability MQIT Categories Only	92	11	1	-	3.88

**Table/Graph 25c**  
**Mean Scores for Grantee Program Management by Performance Measure (Best Practice)**  
**All Regions Combined**  
**2011-2012**  
**Source: MQIT**  
**Based on site visits made to all eight regional grantees including 15 randomly selected schools**

Program Management MQIT Categories	Excellent	Satisfactory	Some Progress	Must Improve	Mean Score
1. Organizational structure is well defined and sound. The program has site coordinator.	8	-	-	-	4.00
2. The program has written policies and procedures specific to its operations.	8	-	-	-	4.00
3. Student/staff ratio is appropriate and safe for the specific activity conducted/meets needs.	8	-	-	-	4.00
4. Program holds regular staff and partnership meetings that are more than admin. In nature.	7	1	-	-	3.88
5. Program volunteers are screened and trained effectively.	8	-	-	-	4.00
6. Program staff communicates and collaborates regularly with school-day personnel, etc.	8	-	-	-	4.00
7. Program employs an effective marketing strategy to publicize program and achievements.	7	1	-	-	3.88
8. Program maintains on-going documentation of contributions (in-kind or resources).	6	1	1	-	3.63
9. Program has an advisory board (community, parents, etc.) that meets regularly.	4	1	1	2	2.88
Program Management MQIT Categories Only	64	4	2	2	3.81

**Table/Graph 25d**  
**Mean Scores for Grantee Staffing and Professional Development by Performance Measure (Best Practice)**  
**All Regions Combined**  
**2011-2012**  
**Source: MQIT**  
**Based on site visits made to all eight regional grantees including 15 randomly selected schools**

Staffing and Professional Development MQIT Categories	Excellent	Satisfactory	Some Progress	Must Improve	Mean Score
1. Project Director and program staff are highly qualified.	8	-	-	-	4.00
2. Program selects staff members based on prior experience, qualifications, etc.	8	-	-	-	4.00
3. Program completes appropriate background checks for all staff.	8	-	-	-	4.00
4. Staff is sensitive to the culture and language of participants.	8	-	-	-	4.00
5. Staff has competence in core academic areas for an afterschool environment.	8	-	-	-	4.00
6. Staff is trained in program policies/procedures. Staff is aware of program goals, etc.	8	-	-	-	4.00
7. Program assesses training needs of staff (and school and community partners), etc.	7	1	-	-	3.88
8. Staff and volunteers are evaluated on a regular basis, etc.	6	2	-	-	3.75
Staffing and Professional Development MQIT Categories Only	61	3	-	-	3.95

**Table/Graph 25e**  
**Mean Scores for Grantee Partnerships by Performance Measure (Best Practice)**  
**All Regions Combined**  
**2011-2012**  
**Source: MQIT**  
**Based on site visits made to all eight regional grantees including 15 randomly selected schools**

Partnership MQIT Categories	Excellent	Satisfactory	Some Progress	Must Improve	Mean Score
1. Program makes efforts to recruit new and retain established partners, etc.	8	-	-	-	4.00
2. Program partners are aware of the program goals and objective, etc.	8	-	-	-	4.00
3. Program regularly communicates with and seeks input from its partners, etc.	6	2	-	-	3.75
4. Program has established linkages with other state, federal and local agencies, etc.	8	-	-	-	4.00
5. The program enters formal written agreements with subcontractors.	7	1	-	-	3.88
Partnership MQIT Categories Only	37	3	-	-	3.93

**Table/Graph 25f**  
**Mean Scores for Grantee Center Operations by Performance Measure (Best Practice)**  
**All Regions Combined**  
**2011-2012**  
**Source: MQIT**  
**Based on site visits made to all eight regional grantees including 15 randomly selected schools**

Center Operations MQIT Categories	Excellent	Satisfactory	Some Progress	Must Improve	Mean Score
1. Program's hours, activity schedules, and locations are available, accessible, etc.	8	-	-	-	4.00
2. Program activities and services are promoted in the targeted schools, etc.	8	-	-	-	4.00
3. Program has adopted clear standards for student behavior and attendance, etc.	8	-	-	-	4.00
4. Program effectively communicates standards for student behavior to students/parents.	8	-	-	-	4.00
5. Program encourages parent involvement in decision-making, etc.	7	1	-	-	3.88
Center Operations MQIT Categories Only	39	1	-	-	3.98

**Table/Graph 25g**  
**Mean Scores for Grantee Programming/Activities by Performance Measure (Best Practice)**  
**All Regions Combined**  
**2011-2012**  
**Source: MQIT**  
**Based on site visits made to all eight regional grantees including 15 randomly selected schools**

Programming/Activities MQIT Categories	Excellent	Satisfactory	Some Progress	Must Improve	Mean Score
1. Program activities reflect the goals and mission of the program.	7	1	-	-	3.88
2. Program provides evidence-based academic support and enrichment activities, etc.	8	-	-	-	4.00
3. Program addresses the academic, physical, social and emotional needs of students, etc.	8	-	-	-	4.00
4. Program activities are selected based on student needs and interests, etc.	8	-	-	-	4.00
5. Program has an appropriate schedule, flow, and duration of activities, etc.	7	1	-	-	3.88
6. Program accommodates students with special needs/ELL, etc.	7	1	-	-	3.88
Programming/Activities MQIT Categories Only	45	3	-	-	3.94

**Table/Graph 25h**  
**Mean Scores for Grantee Health and Safety by Performance Measure (Best Practice)**  
**All Regions Combined**  
**2011-2012**  
**Source: MQIT**  
**Based on site visits made to all eight regional grantees including 15 randomly selected schools**

Health and Safety MQIT Categories	Excellent	Satisfactory	Some Progress	Must Improve	Mean Score
1. Program activities occur in spaces that are adequate, appropriate, and safe, etc.	4	4	-	-	3.50
2. Program provides daily nutritional snacks during program operation, etc.	8	-	-	-	4.00
3. Program addresses any unique health needs of students, etc.	8	-	-	-	4.00
4. Program follows established procedures for authorized student pick-ups, etc.	8	-	-	-	4.00
5. Emergency contact information for students and staff is maintained/easily accessible, etc.	7	1	-	-	3.88
6. Program has adopted an emergency readiness plan and has provided notice, etc.	8	-	-	-	4.00
7. Internet use for academic or enrichment activities, etc.	8	-	-	-	4.00
8. Staff trained in first aid and CPR, etc.	6	2	-	-	3.75
9. Program conducts all required fire/safety drills.	6	2	-	-	3.75
10. Program has adequate security in place.	7	1	-	-	3.88
Health and Safety MQIT Categories Only	70	10	-	-	3.88

**Table/Graph 25i**  
**Mean Scores for Grantee Evaluation/Measuring Outcomes by Performance Measure (Best Practice)**  
**All Regions Combined**  
**2011-2012**  
**Source: MQIT**  
**Based on site visits made to all eight regional grantees including 15 randomly selected schools**

Evaluation/Measuring Outcomes MQIT Categories	Excellent	Satisfactory	Some Progress	Must Improve	Mean Score
1. Program has adopted and applies an evaluation process to measure program goals, etc.	7	1	-	-	3.88
2. Evaluation process includes requesting feedback from stakeholders, etc.	7	-	1	-	3.75
3. Program uses the information for decision making, etc.	7	-	1	-	3.75
4. Evaluation findings are regularly and effectively communicated to staff, collaborators, etc.	3	3	2	-	3.13
5. Program also collects photos and stories about program impact, etc.	7	1	-	-	3.88
6. Program identifies and shares promising practices internally, etc.	8	-	-	-	4.00
Evaluation/Measuring Outcomes MQIT Categories Only	39	5	4	-	3.73