



Dancers from Bogue Chitto

Executive Summary

In 2010-11, the Bureau of Indian Education, Division of Compliance, Monitoring and Accountability continued 21st Century Community Learning Centers grants to sixty-four centers.

This report summarizes the data provide in PPICS for the 2009-10 program year and summarized from the site visits conducted during the course of the 2010-2011 program year. This summary describes the characteristics of the BIE 21st Century programs and the federal and BIE priorities of the program which include:

- ...Academic Enrichment
- ...Enhancement
- ...Family Programming

Findings:

1. The BIE 21st CCLC programs have assigned priority to reading and math resulting in 98.41% of centers assigning high priority to Reading and 95.24% of centers assigning high priority to math.
2. Student achievement data within the BIE shows that according to proficiency rates, there is a very high level of work to be done moving children scoring in the basic category to proficient.

3. 100% of the Bureau of Indian Education's 21st CCLC programs offered activities that were targeted to students who were not performing academically.
4. Within the BIE 21st CCLC programs for the 2010 reporting year, students who are either LEP or Subsidized lunch were at significantly higher rates than students across the nation in the same classifications. LEP is 16.27% of RPP nationally and 28.51 of RPP within the BIE. Subsidized lunch was 72.75% nationally and 86.64 % within the BIE. These numbers are strong indicators that programs are consistently targeting the students at greatest need.
5. The BIE has adopted a tiered approach to student achievement and this was extended to the 21st CCLC programs as well. The effect on the student achievement gains are shown later in detail, however it is clear that those students more consistent exposure to programming correlate with higher overall rates of student achievement academically and gains socially.
6. National attendance rates in program participants nationally run about 39.93% while attendance rates for the BIE are about 66.93%. Regular program participants (30 or more days), attend nationally at 38.48% and RPP in the BIE 70.77%.
7. Student Participation:
 - a. The majority of the BIE centers serve less than 100 students (38.46%). The next level served are those centers serving from 100-150 at 27.69%. 151 - 200 is 7.69% and 201 - 250 at 10.77%. Those serving 251 - 300 is 4.62% and 301 or more is 10.77%.
 - b. The gap between student who participate regularly and those who do not is 27.07 nationally and 32.56 in the BIE which may indicate a greater need for retention. Like many programs nationwide, the Bureau of Indian Education programs that serve high school students struggle to retain those students.
 - c. The schools that serve elementary students have retention rates significantly higher than those centers serving middle and high school levels as do those nationally.
8. The large majority of BIE sites are offering activities in reading and math at higher rates than centers nationally.
9. Fifty-five percent of BIE centers are offering cultural activities.



Introduction

The Bureau of Indian Education's 21st Century Community Learning Centers (21st CCLC) program is funded by the U.S. Department of Education (USED) under Title IV, Part B, of the *No Child Left Behind Act* (NCLB), Public Law 107-110. The

purpose of the 21st CCLC is to offer students and their family's opportunities for academic and cultural enrichment and to assist students in meeting state academic standards in core subjects.

Federal legislation requires a comprehensive evaluation of the effectiveness of the state's 21st CCLC. The Bureau of Indian Education contracted with Creating Change, Inc. to fulfill this legislative requirement. This report reviews data from the national 21st CCLC database and the Creating Change program review information to provide a descriptive summary of the BIE 21st CCLC grantees and centers, identify their progress on the Department of Education's performance objectives, and propose recommendations for next steps in the program's continuous improvement. This evaluation summarizes information on populations served, services provided, staffing patterns, and program outputs to establish if the Bureau of Indian Education is meeting the performance measures set by the USED.

The report is divided into six sections:

Section I, *Background*, describes the legislation, funding structure, grant competition, monitoring strategies, program designs and technical assistance of the BIE's 21st Century Community Learning Centers Program.

Section II, *Evaluation Design*, poses formative and outcome key questions, describes the principles of the design, BIE documentation requested, evaluation design, methods and limitations.

Section III, *Characteristics of Programs*, provides a description of the grantees' general characteristics, student assessment, activities, partners and staffing.

Section IV, *Characteristics of Students served by the Programs* describes student demographics, aspects of student participation, and retention rates.

Section V, *Outcomes*, presents the data on Bureau of Indian Education 21st CCLC centers' progress on the US Department of Education's performance objectives.

Section VI, *Next Steps*, suggests the next steps for the BIE 21st Century Community Learning Centers in terms of future goals and continuous improvement.

Bureau of Indian Education

Goals for 21st Century Community Learning Centers Programs:

Enable elementary and secondary BIE schools to plan, implement or expand programs that address the educational, health, social service, cultural and recreational needs of their communities. Through the implementation and continuous improvement of excellent 21st Century Community Learning Centers, the BIE will improve the academic achievement of its students, increase students' involvement in and commitment to their schools and contribute to the well being of the community at large.

Objectives:

Participants in 21st CCLC programs will demonstrate educational and social benefits and exhibit positive behavioral changes.

1. 21st CCLC will offer a range of high-quality educational, developmental, and recreational services.
2. 21st CCLC will serve children and community members with the greatest needs for expanded learning opportunities.



Section I. Background

Legislation

The original purpose of the 21st Century Community Learning Centers (21st CCLC), first authorized as a national program in 1996, was to provide grants to schools or local education agencies for the establishment of community centers to keep children safe during after-school hours. The program was reauthorized under the No Child Left Behind Act of 2001 with important modifications. First, the Act increases the emphasis on academics and “whenever possible, the use of activities that are based on rigorous scientific research.” Second, the Act transfers the program administration from the Federal to State level, expands program eligibility to community-based organizations, and underscores the role of program evaluation and accountability.

Funding

The primary funding source for the 21st Century Community Learning Centers Programs is the Federal government, U.S. Department of Education, through a grant of more than \$8,000,000 to the Bureau of Indian Education. Some schools received supplementary support from other sources. Most often, the school that the 21st CCLC served provided some additional support in the form of transportation and/or other funding or in-kind services. Many programs received funding for snacks through a grant from the U.S. Department of Agriculture. Some schools use other title funds to help support their afterschool programs.

Department of Education Performance Measures

The program goal established by the US Department of Education is: *To establish community learning centers that help students in high-poverty, low-performing schools meet academic achievement standards; to offer a broad array of additional services designed to complement the regular academic program; and to offer families of students opportunities for educational development.* Objective 1 of 3 is: Participants in 21st Century Community Learning Center will demonstrate educational and social benefits and exhibit positive behavioral changes. Objective 2 of 3 is: 21st Century Community Learning Centers will offer high-quality enrichment opportunities that positively affect student outcomes such as school attendance and academic performance, and result in decreased disciplinary actions or other adverse behaviors. Objective 3 of 3 is: Improve the operational efficiency of the program. This evaluation is concerned with objectives one and two.

Bureau of Indian Education Strategies

The strategies of the Bureau of Indian Education include: (1) Assessment and Accountability, (2) Utilizing a Data-Driven Decision Making Process and (3) Continuous Improvement driven by self-assessment.

To address the first strategy, assessment and accountability, the Bureau of Indian Education required grantees to submit detailed reports three times a year if they did not offer summer programming and four times a year if they did. Summer only programs were required to submit a report using the same format once a year, following the program.

To address the first and second strategies listed above, the BIE mandated that all sites would report data on three summative measures, (1) attendance, (2) cross-year achievement scores and (3) teachers' surveys. This data was reported through the *Profile and Performance Information Collection System* (PPICS).

The Bureau of Indian Education also required every grantee to have at least one performance measure for reading, one for math and one for attendance, to insure that activities being funded would address the academic needs of the children being served. The RFP set a minimum requirement for attendance based on the size of the school that the program was serving. See the table below for these requirements. These performance measures were to be reported on in the quarterly reports.

Student Count in Day School	Minimum % of full time participants required
1-50	40%
51-100	35%
101-150	30%
151-200	30%
200-300	25%
Over 300	25%

The Bureau of Indian Education strongly encouraged sites to use a short-cycle assessments such as MAP, DIBELS and AIMSweb to monitor the grantees' compliance with this directive. The BIE required the grantees to submit reports three times a year. If the site had programming during the summer, they also had to submit a report following summer programming.

In addition to tracking their reading, math and attendance performance measures, the grantees were required to submit other documentation of services. These included budget and expenditure reports, sample lesson plans, an Activity Observation Instrument on every activity being offered and a staff self-assessment.



Please see the table below for a full listing of the required program documentation and submission dates. As the table shows, these requirements were quite extensive.

Required Documentation	Due Date
Performance Measure Tracking form	12/15, 3/15, 6/15, following summer programming
Student Achievement Monitoring	12/15, 3/15, 6/15, following summer programming
Attendance	On-going, Tallied Monthly
Lesson Plans	On-going, Monitored Monthly
Tutor Notes	On-going, Monitored Monthly
Coordinator's Schedule	12/15, 3/15, 6/15, following summer programming
Student Files	On-going, Monitored Monthly
Parent Surveys	Annually
APR Date in web-based PPICS System	Annually
Student focus groups and/or surveys	Twice a year
Budget and expenditure reconciliation	12/15, 3/15, 6/15, following summer programming
Staff Self Assessment Form	Twice a year
Data for the US Department of Education, entered on the PPICS website	Annually
Coordinator's Walk Through Checklist	12/15 and 3/15

Program Designs

In order to meet the unique needs of the schools and dormitories that it funds, the Bureau of Indian Education allowed flexible design for program implementation. The local situations of the Bureau of Indian Affairs schools vary significantly so a “one size fits all” program design would have been inappropriate.

After the grant competition, the Bureau of Indian Education held a week-long training in August 2007. During this week, each of the winning grantees met individually with Mr. Jack Edmo, the education specialist who oversees the BIE 21st Century Community Learning Centers Program. Each year since, the BIE has held an annual conference in which many different aspects of 21st CCLC have been addressed. During these meetings specific areas were emphasized as determined by Mr. Edmo.

In these meetings, the grantee's performance measures were reviewed, and in many cases, modified to include a performance measure for reading, math and attendance. The grantee budgets were also examined line item by line



item for appropriate expenditures and to insure adequacy of funding for the project proposed. In some cases, the budgets were modified when the grantees couldn't justify a budget expense in terms of its contribution to student academic outcomes.

During the meetings, the grantees were encouraged to utilize one or more short-cycle assessments such as MAPS, DIBELS or AIMS web in reading and math so that they could determine if the full-time participants in the afterschool program were making academic progress. If students weren't making progress, the short-cycle assessment would identify the students' individual needs so they could be targeted. They were encouraged to use whatever assessments the day school used to spare the students from additional testing and to save the cost to the program. Most of the BIE funded schools are already using these types of assessments.

The grantees were encouraged to target their academic services to those students who were identified as being at the strategic and intensive levels in the regular day school. More recently the BIE adopted the Tiered approach to student academic identification and students in Tier's 2 and 3 were ideal candidates for the program. They were advised to use the afterschool time to address the students' specific academic deficits. The grantees were also encouraged to offer cultural and other activities in addition to math and reading activities to provide balance of academic and non-academic programming.

Training and Technical Assistance

The Bureau of Indian Education offered a two-day training for the sixty-four current grantees. Topics covered in this training included:

1. Youth Development
2. Attract & Retain
3. Using the MAPS test
4. PPICS data
5. Program improvement

Other presenters were trainers in academic excellence from the Bureau of Indian Education:

Casey Sovo –ELO
Jo Herrity - Consultant

Mr. Sovo presented training in Components in Reading and Educational Leadership.

Redhouse Training & Consulting presented training on Youth Development.



Section II. Evaluation Design



Key Questions – Formative

1. What were the characteristics of the programs?
2. What were the characteristics of the students who are served by the program?
3. What were the aspects of student participation?
4. How were the centers staffed?
5. What services were provided to participating students and what was the focus of center activities?

Key Questions – Outcome

1. Are Bureau of Indian Education 21st CCLC Centers meeting federal performance targets for student outcomes?
2. Are centers impacting student achievement?
3. How does the performance of the BIE 21st Century Community Learning Centers Program compare to other sites nationally?
4. Are center costs within national limits for quality programming?

Next Steps

What does the evaluation suggest about possible next step for continuous improvement?

Principles:

The evaluation's design and methods address the standards developed by the Joint Committee on Standards for Education Evaluation of the American Evaluation Association, including:

- Utility: the evaluation must serve the information needs of intended users;
- Feasibility: the evaluation must be realistic, prudent, diplomatic, and frugal;
- Propriety: the evaluation must be conducted legally, ethically, and with due regard for the welfare of those involved in the evaluation, and those affected by its results; and

- Accuracy: the evaluation must reveal and convey technically adequate information about the features that determine the worth or merit of the program being evaluated.

Design

The evaluation is an exploratory study of process, outputs, and outcomes related to the Bureau of Indian Education's 21st CCLC program. The evaluation uses the prescribed data set provided by LPA which includes a longitudinal approach to address questions related to implementation. The BIE results were compared to results from similar states as well as national results to assess program development, using cross-year comparisons. Results reported on PPICS relating to the USDE performance measures were analyzed.

***U.S. Department of Education
21st Century Community Learning Centers Goal & Performance
Measures***

Program Goal: To establish community learning centers that help students in high-poverty, low-performing schools meet academic achievement standards; to offer a broad array of additional services designed to complement the regular academic program; and to offer families of students opportunities for educational development.

Performance Objectives:

1. Participants in 21st CCLC programs will demonstrate educational and social benefits and exhibit positive behavioral changes.
2. 21st CCL centers will offer high-quality enrichment opportunities that positively affect student outcomes such as school attendance and academic performance, and result in decreased disciplinary actions or other adverse behaviors.
3. Improve the operational efficiency of the program.

Methods

The data in the Profile and Performance Information Collection System was analyzed to provide a description of the programs, their activities and outcomes. Conclusions about program quality will be drawn from the summary data and the performance measure data recorded in the PPICS.



From these conclusions, recommendations will be made for the BIE's afterschool programs' continuous improvement.

The data source is the reports submitted by the grantees in their first year of funding for this grant cycle and the PPICS data submitted at the end of the programming year. This data collection procedure relied on the grantees to submit these reports on the requested schedule.

Limitations

This report relies on self-report and submission of data from the grantees themselves. No on-site evaluation or on-site documentation review occurred during the initial year of 21st Century programming. Some sites did not submit any data primarily due to staff turnover. In some cases the cause was a change in the school status from a BIE run school to a Grant school.

In some cases, the data seems to have been entered incorrectly or misinterpreted by the grantees. When this seems to have been the case, comments were entered in the report. Within these limitations, this study provides a description of the Bureau of Indian Education's 21st Century Community Learning centers and an analysis of their academic and behavioral data in an effort to address the question of how well the BIE 21st CCLC grantees are meeting the expectations of the legislation for out of school time programming. In addition, it raises questions that will guide the design of future evaluation studies.



Section III. Characteristics of Programs

Location

The Bureau of Indian Education is unique in that it serves schools nationwide. The majority of grantees are located in isolated, rural areas but the sites range from the locale codes “urban fringe” to “rural – population less than 2,500.”

The 2010-2011 grantees were located in sixteen different states. These are: Arizona, Iowa, Idaho, Maine, Michigan, Mississippi, Montana, Nevada, New Mexico, North Dakota, Oklahoma, Oregon, South Dakota, Washington, Wisconsin and Wyoming.

The rural and frequently isolated locale of many of the BIE sites affects programming in a number of ways. Most significantly, it often affects budgets because of the high cost of transporting the students.

Figure 1 below provides a graphic representation of the wide area served by the Bureau of Indian Education’s 21st Century Community Learning Centers program. See Appendix 3 for a list of the grantees and the states in which they are located.



Map of states of BIE 21st Century Community Learning Centers

Links to Day School

Most Bureau of Indian Education 21st CCLC programs are located in the school that they serve. Because of this, the Bureau of Indian Education required that all schools that are in restructuring and have a 21st CCLC program include the out of school time programming in their restructuring plan. This insures that the day school and the after school collaborate in targeting at-risk students and offering them additional academic services to help them reach benchmark.

Most BIE 21st CCLC program share staff with the day school. The majority (51.65% for 2010) of the afterschool staff is day school certified teachers. Most of the 21st CCLC programs use the short-cycle math and reading assessments used by the day school. Frequently the reading and math coaches from the day school will confer with afterschool tutors and teaching staff to target at-risk students' specific needs. Many of the 21st Century coordinators are members of the School Improvement Team. Some fulfill other roles in the day schools, such as special education coordinator or reading coach.

Student Assessment

The BIE 21st CCLC programs were directed to use a short-cycle assessment to measure their students' academic progress. It was recommended that this measurement take place at least three times a year. Most of the programs use the data from the school's short-cycle assessment instruments for their performance measurement and therefore are subject to the school's testing schedule. Only one program does not use the short cycle assessment data. That is a dormitory and is not a school (Kinlani dormitory). Kinlani is addressing their need to measure their students' academic progress more frequently than annually by getting monthly grade reports from the school the students attend.

The assessment instruments most frequently used are NWEA MAP (Northwest Evaluation Association: Measures of Academic Progress), DIBELS (Dynamic Indicators of Basic Early Literacy Skills) and AIMSweb.

Activities

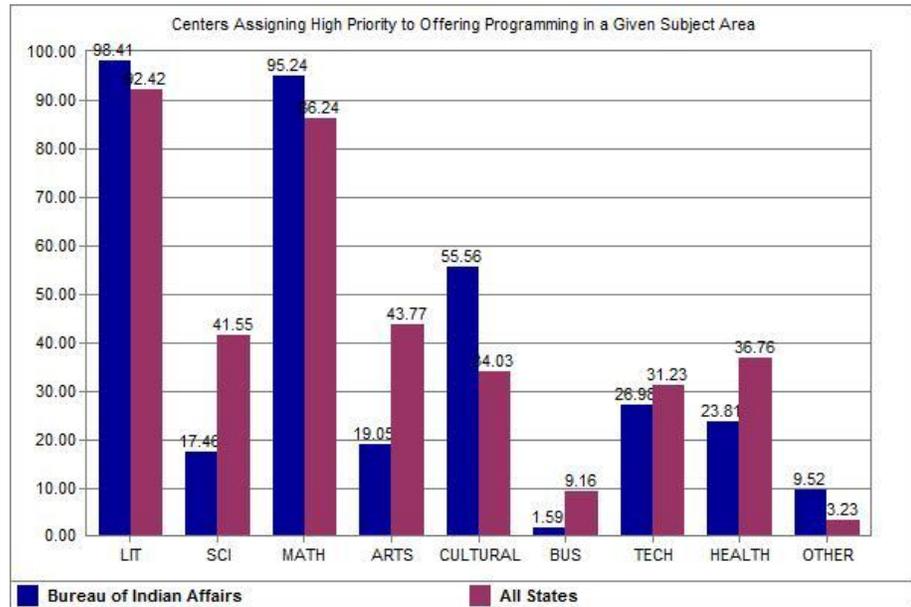
The BIE's 21st Century programs were directed to offer activities in math and reading. All grantee performance measures were written to include a math performance measure, a reading performance measure and an attendance performance measure. The RFP states, "(Grantees) Must provide services that address the absolute priority of academic achievement, that is, they must address reading, math and science and at minimum one other of the program activities stated in the law." The majority of the sites followed this directive.



98.41% of the sites offered activities in reading and 95.24% offered activities in mathematics.

The BIE programs emphasized reading and math at a higher rate than the average of all other states. Please see Chart 3, page 15, for a comparison of the BIE’s Centers that provide a given activity to those of all states. This chart shows the priorities the centers assign to the different types of activities that are offered. The BIE 21st CCLC programs have assigned priority to reading nearly 6% more than the all states average and have assigned priority to math 9% more than the all states average.

PPICS requires centers to report what activities are being offered in the 21st CCLC After school programs. Bureau of Indian Education grantees report that they are offering reading in 98.41% of the centers, math in 95.24% of the centers, followed by cultural in 55.56% of the centers and technology activities in 28.98% of the centers. See Chart 3 for a comparison of the BIE centers focusing on an different academic subjects as compared to centers from all states.



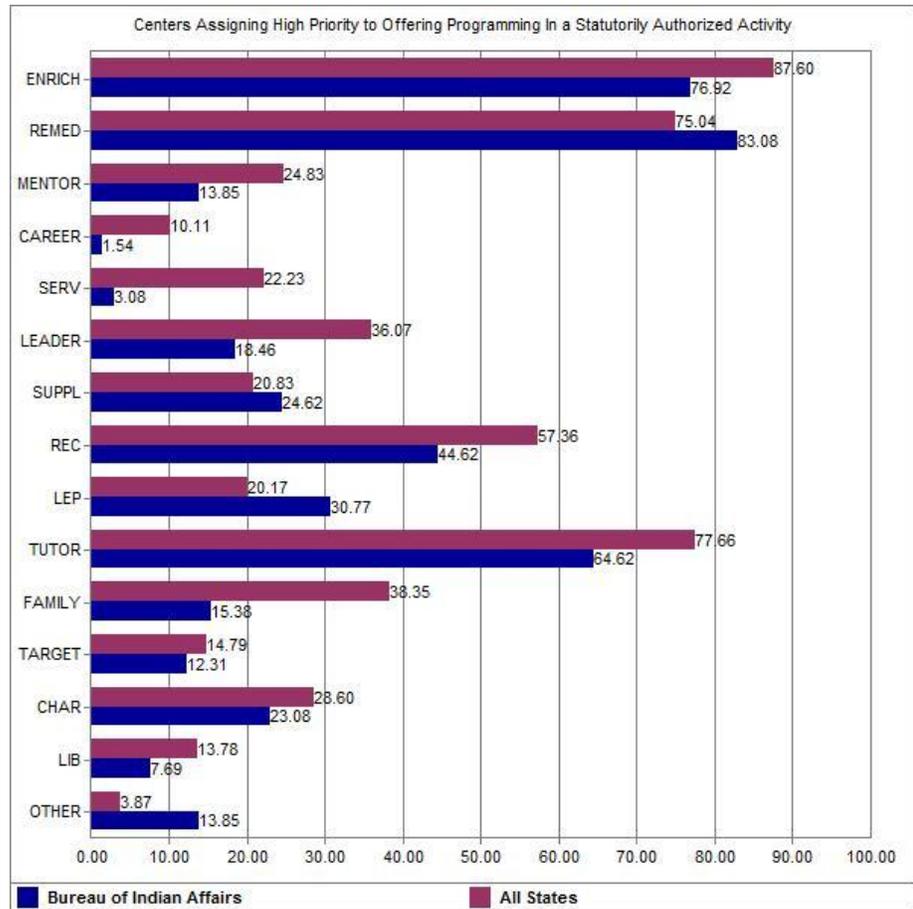
BIE and All States Comparison of Centers Focusing on a Given Academic Subject –

As can be seen in Chart 3, the large majority of BIE sites are offering activities in reading and math. However, as can also be seen, the percentage of centers offering these activities is lower than the national average. Given that all grantees were mandated to offer both reading and math activities and that they were given technical assistance in composing their performance



measures one-on-one during the initial training held prior to the beginning of programming in 2010, these percentages call into question the accuracy of data entry and/or whether the math and reading performance measures are being adequately monitored. The RFP requires that centers report on their performance measures three times a year if they have a school year program and four times a year if they have a school year or summer program. Unfortunately, lack of resources on the DPA level kept these reports from being reviewed, monitored and recorded in a fashion that would have made them usable in this report.

Another way to look at the activities offered by Bureau of Indian Education 21st CCLC sites is to consider the *type* of activity offered, not the subject. For instance, is it a family activity, tutoring, homework help, enrichment, etc.? Chart 4 shows the types of activities offered and the percentage of grantees offering that particular type of activity.



Percentage of BIE Sites that Offer Specific Types of Activities



Label Category of Activity

Statutorily Authorized Activities	Activity Code
Academic enrichment learning programs	ENRICH
Academic improvement/remediation programs	REMED
Mentoring	MENTOR
Career/job training	CAREER
Community service/service learning programs	SERV
Activities that promote youth leadership	LEADER
Supplemental educational services	SUPPL
Recreational activities	REC
Activities for limited English proficient students	LEP
Tutoring/Homework Help	TUTOR
Programs that promote parental involvement and family literacy	FAMILY
Activities that target truant, expelled or suspended students	TARGET
Drug and violence prevention, counseling, and character education programs	CHAR
Expanded library hours	LIB
Other	OTHER



Partners

Fifty-seven Bureau of Indian Education grantees reported having a total of two hundred and eight partners. This averages to 3.4 partners per grantee, although the range is from zero partners to eighteen.

Fifty percent of partners fell in the “other” category. This reflects that most of the partners for BIE 21st CCLC grantees are tribal entities and the PPICS system does not have a specific designation for tribal entities. See Chart 5.

Staffing

In SY 2009-10, paid and unpaid (volunteer) staff manned the centers. Center staff included administrators, teachers, college and high school students, parents, youth development workers, and others. Table 3 displays the type of employee and percentages of total staff numbers.

School Year Programs			
Employee Type		Number	Percentage
Paid	Teacher	470	51.6%
	Coordinator/Administrator	62	6.81%
	Youth Development Worker (Non-school staff with a college degree)	25	2.75%
	Non-teaching school staff	53	8.82%
	Parents	3	.33%
	College Students	19	2.09%
	High School Students	12	1.32%
	Community Member	22	2.42%
	Other nonschool-day staff	22	2.3%
	Other	32	3.3%
	Volunteer	224	NA

Percentages of Staff by Employee Type



Section IV. Characteristics of the Students

Student Demographics

Students served by Bureau of Indian Education After School programs ranged from pre-K through twelfth grade. 94.87% of all students served were Native American. 89.2% of regular attendees were Native American. 83.69% of students served qualify for free or reduced lunch; 86.64% of regular attendees qualified. See Chart below for a breakout of grades served by grantee.



Grade All participants	BIE %
Prekindergarten	1.19%
Kindergarten	6.74%
1 st grade	8.68%
2 nd grade	9.18%
3 rd grade	8.86%
4 th grade	8.55%
5 th grade	8.04%
6 th grade	6.8%
7 th grade	7.19%
8 th grade	6.61%
9 th grade	6.1%
10 th grade	5.78%
11 th grade	5.29%

12 th grade	5.38%
Unknown	5.61%
Total	10375

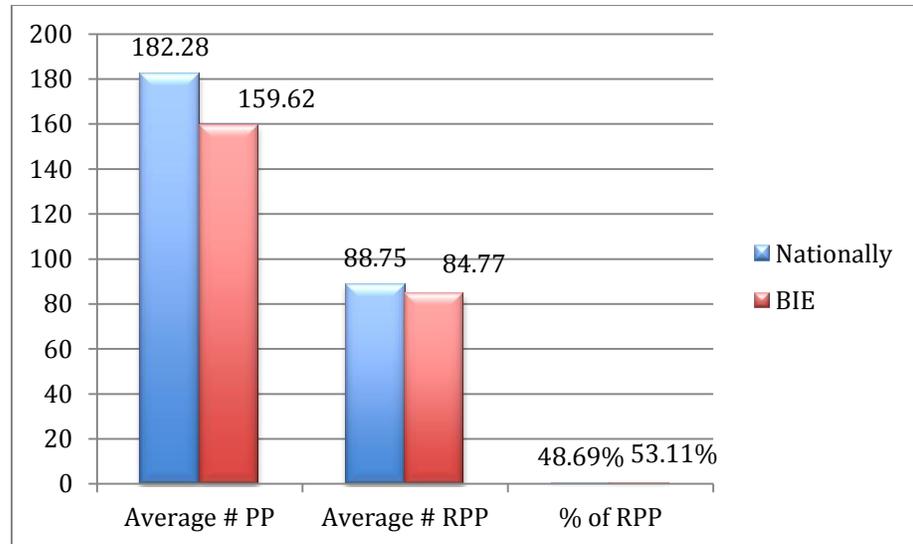


Grade Regular participants	BIE
	%
Prekindergarten	0.24%
Kindergarten	5.52%
1 st grade	9.15%
2 nd grade	9.87%
3 rd grade	9.69%
4 th grade	9.6%
5 th grade	8.06%
6 th grade	7.44%
7 th grade	8.2%
8 th grade	7.62%
9 th grade	5.86%
10 th grade	5.93%
11 th grade	5.37%
12 th grade	6.04%
Unknown	1.4%
Total	5510

Student Special Services or Programs Classification

28.51% of all regular students (thirty days or more attendance) and 33.95% of all students served are students with Limited English Proficiency (LEP). 83.69% of all students and 86.64% of regular students qualify for free or reduced lunch status and 9.39% of all students served and 10.62% of regular students have special needs or disabilities.





Special Services or Programs Classification for Student Attendees.

Participation

Programs can't succeed if children don't attend. Simply counting the days of attendance doesn't give a complete picture of student participation. Chaput, Little, and Weiss (2004) suggests that attendance be measured across four different dimensions:

- **Ever participated** – Students enroll in the program and *attend at least once*.
- **Intensity** – The *total amount of time* a student spends in program activities.
- **Duration** – The *length of time* a participant attends the program.
- **Breadth** – The *number and variety of activities* the student engages in.

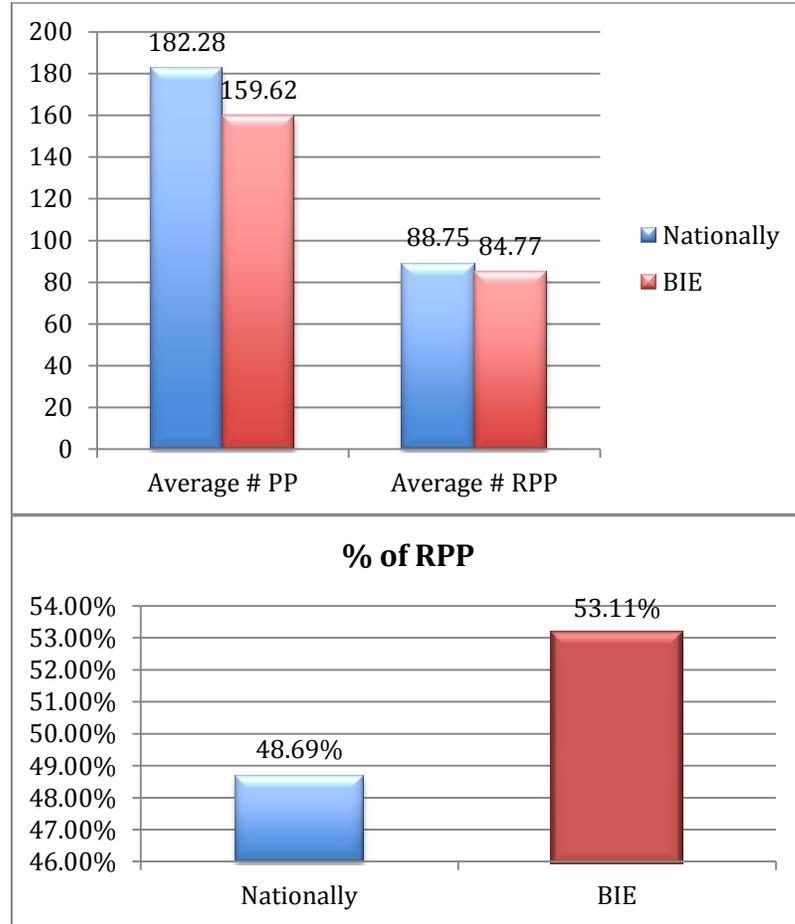
To determine these dimensions, we must look at “ever attended” vs. “thirty days or more attendance” but we must also look at program schedules, activities offered and the number and variety of activities.

Student Attendance

The number of total students served in SY 2009-10 was 10,375. Students who attended thirty days or more equaled 5,510. BIE 21st CCLC programs have slightly lower averages than the national average in terms of students who enroll in the program and attend at least once. However, they have higher averages in terms of students who stay in the programs and attend more than thirty days

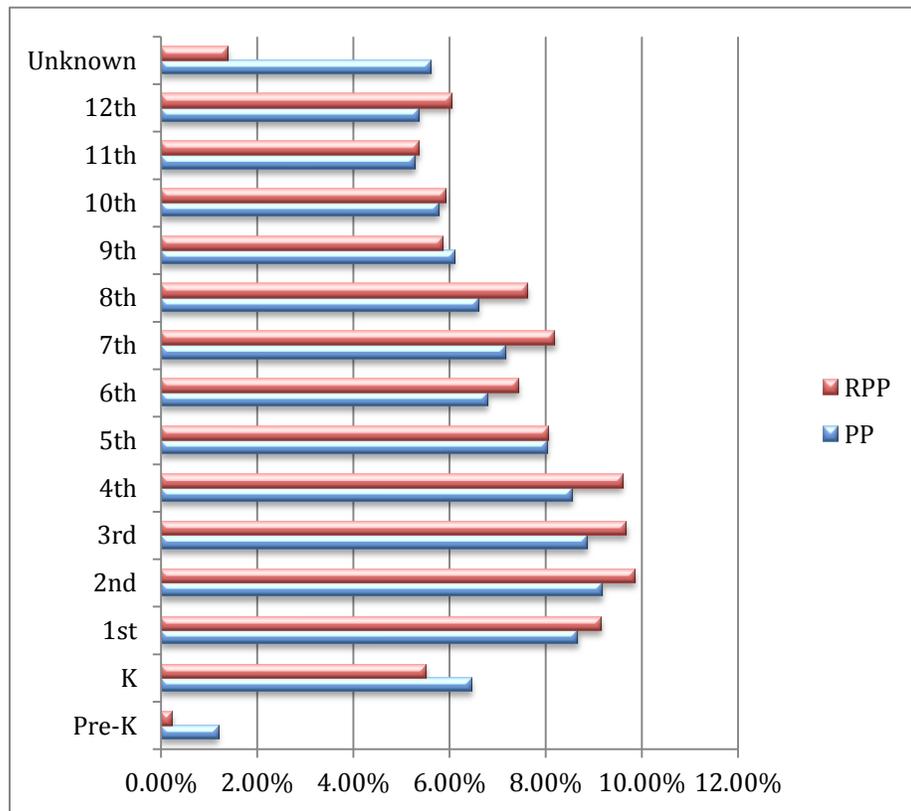


As compared to national attendance patterns, the BIE programs are slightly lower in overall attendance with higher rates of regular attendance as shown in the charts below.



Grade by grade level attendance is depicted below. The chart clearly shows that in the earlier grades more students stay and become “regular attendees”, that is, the ratio of students who ever attend to those who attend over 30 days is much higher in the lower grades. As students mature into middle and high school, the rate of attendance appears to decrease. This view of the data confirms the hypothesis that many BIE programs are struggling to retain students in the higher grades. However, this is true nationwide.





Intensity

To assess program intensity, we must first start with program schedules. Research shows that the more time a child spends in after school, the more the child benefits in terms of academic and social progress.

With this in mind, the Bureau of Indian Education mandated that grantees would offer programming a minimum of eight hours a week. The average number of hours of programming per week for BIE Centers is 8.5. The average number of days per week of operation is 5 and the average hours operated per week is 28.

70% of the Bureau of Indian Education 21st Century Community Centers offer after school programming for twenty-nine weeks or more. Please see the table below for the number and percentage of centers offering various levels of programming per week.



Centers by Hours/Week of Operation – School Year		
# of Hours/Week During School Year	# of Centers for Bureau of Indian Education	% of Centers for Bureau of Indian Education
1-5	3	5%
6-10	36	60%
11-15	7	11.67%
16-20	7	11.67%
21+	7	11.67%

Centers by Hours/Week of Operation – School Year

Centers by Weeks of Operation – School Year		
# of Weeks During School Year	# of Centers for Bureau of Indian Education	% of Centers for Bureau of Indian Education
1-7	5	8.33%
8-14	1	1.67%
15-21	3	5%
22-28	9	15%
29+	42	70%

Centers by Weeks of Operation - School Year

See the next page for detailed information by individual grantee and operational considerations.



Center	Summer			School Year		
	Hours Per Week	Days Per Week	Weeks Provided	Hours Per Week	Days Per Week	Weeks Provided
Alamo Navajo Community School	44	5	10	6	5	42
American Horse School	--	--	--	12	4	32
Baca/Dlo ay azhi Community School	24	4	4	--	--	--
Beatrice Rafferty Elementary School	20	5	4	10	4	26
Bogue Chitto Elementary School	40	5	5	--	--	--
Borrego Pass School	--	--	--	6	4	29
Chemawa Indian School	--	--	--	71	7	36
Chief Leschi School	16	4	3	19	4	34
Chinle Boarding School	32	4	2	16	4	33
Choctaw Central Middle School	40	5	5	--	--	--
Cibecue Community School	30	5	4	8	4	31
Conehatta Elementary School	40	5	4	--	--	--
Cottonwood Day School	28	5	3	--	--	--
Dzilh-Na-O-Dith-Hle Community Grant School	30	3	3	--	--	--
Kinlani Dorm	--	--	--	20	5	30
Hannahville Youth Center	79	7	14	52	7	38
Hunters Point Boarding School	--	--	--	9	3	30
Indian Island Elementary School	25	5	3	12	5	30
Indian Township Elementary School	30	5	3	6	3	26
Isleta Elementary School	6	4	4	8	3	18
Jeehdeez'a Academy, Inc.	16	4	4	12	4	8
Kayenta Community School	--	--	--	7	3	32
Keam's Canyon Elementary School	--	--	--	4	5	38
Kin Dah Lichi'i Olta, Inc.	--	--	--	8	4	25
Lac Courte Oreilles Ojibwe School	32	4	6	8	4	33
Laguna Elementary School	20	5	4	8	4	30
Little Wound Elementary School Wolakota K - 5th	6	4	4	6	4	36
Loneman School	10	4	5	5	5	43
Lukachukai Community School	34	5	4	13	5	31
Many Farms High School 21st CCLC	37	5	4	12	4	28
Meskwaki Settlement School	27	5	4	8	4	32



Meskwaki Settlement School	25	5	4	8	4	32
nazlini community school campus	6	5	4	2	4	19
Northern Cheyenne Tribal School	20	7	10	20	7	42
Ojibwa Indian School	20	5	4	8	4	25
Pearl River Elementary School	40	5	5	--	--	--
Pierre Indian Learning Center	168	7	6	--	--	--
Pine Ridge school	5	5	6	10	4	31
Pyramid Lake JR/SR High School 21st Century Community Learning Center	20	4	6	8	4	35
Red Water Elementary School	40	5	5	--	--	--
Riverside Indian School Program	7	5	8	10	6	27
Salt River Elementary School	24	4	4	8	4	29
San Felipe Pueblo Elementary School	8	4	8	3	4	10
San Ildefonso Day School 21st Century After-School Program	20	5	4	14	5	34
San Simon School	8	5	4	2	4	30
Santa Fe Indian School	45	5	4	24	4	32
Santa Rosa Boarding School	40	5	4	8	4	25
Seba Dalkai Boarding School	--	--	--	23	4	37
Shed High School	--	--	--	11	5	30
Shonto Preparatory School	28	4	5	16	4	32
Shoshone-Bannock Jr./Sr. High School	12	4	12	8	4	32
Sky City Community School	10	4	5	19	5	33
St.Stephen's Indian School	--	--	--	11	4	35
Standing Pine Elementary School	40	5	5	--	--	--
Takini School	6	3	2	7	2	18
Taos Day School 21st Century Out-of-School-Time Programs	50	5	7	20	6	37
Theodore Jamerson	24	4	6	16	4	26
Tiospaye Topa School	5	4	3	8	3	15
Tohaali Community School	40	5	4	8	4	38
Tohono O' Odham High School20	30	5	4	--	--	--
T'siya Day School	28	4	4	12	4	10
Tuba City Boarding School	--	--	--	15	4	36
Tucker Elementary School	40	5	5	--	--	--



Another way to assess retention within BIE programs is to compare the attendance rates to those for All states across the US. This data is presented in the table below and you can see that the BIE programs are below all states in the percentage of RPP that attend their programs.

	Total Student Attendees		Total Regular Attendees*		Total Student Attendees		Total Regular Attendees*	
	# of Centers for Bureau of Indian Affairs for the 2009–10 School Year	% of Centers for Bureau of Indian Affairs for the 2009–10 School Year	# of Centers for Bureau of Indian Affairs for the 2009–10 School Year	% of Centers for Bureau of Indian Affairs for the 2009–10 School Year	# of Centers for All States for the 2009–10 School Year	% of Centers for All States for the 2009–10 School Year	# of Centers for All States for the 2009–10 School Year	% of Centers for All States for the 2009–10 School Year
# of Attendees Served During the Reporting Period								
Less than 100	25	38.46%	46	70.77%	3638	39.92%	6099	66.93%
100-150	18	27.69%	8	12.31%	1932	21.2%	1620	17.78%
151-200	5	7.69%	4	6.15%	1135	12.45%	663	7.28%
201-250	7	10.77%	2	3.08%	749	8.22%	362	3.97%
251-300	3	4.62%	2	3.08%	445	4.88%	172	1.89%
301+	7	10.77%	3	4.62%	1214	13.32%	197	2.16%
Total	65	---	65	---	9141	---	9141	---



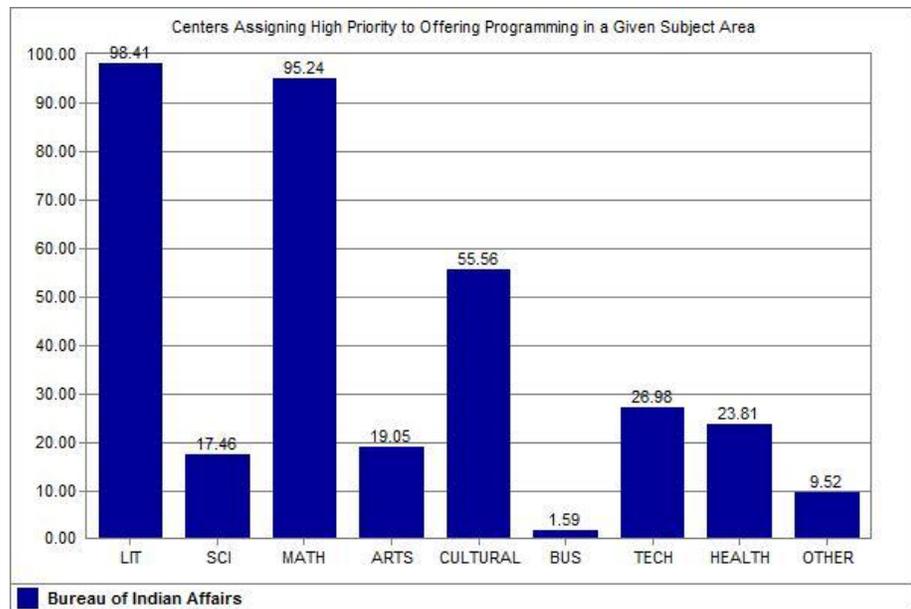
Breadth

Breadth is the *number and variety of activities* the student engages in.

PPICS reports activities divided into the following categories:

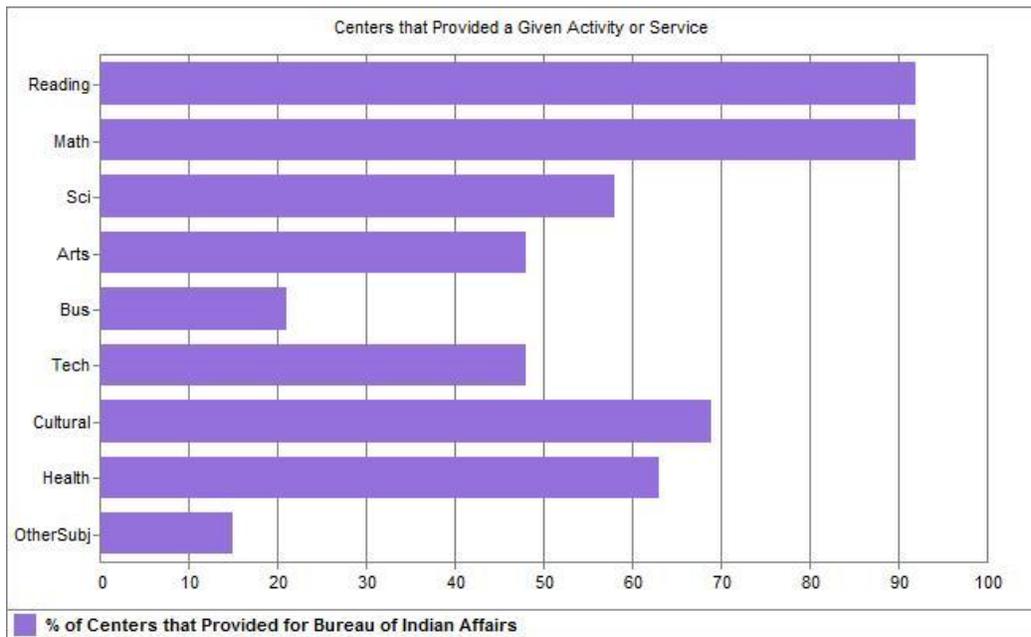
- Reading/literacy education activities
- Mathematics education activities
- Science education activities
- Music Arts and music education activities
- Entrepreneurial education programs
- Technology Telecommunications and technology education programs
- Cultural activities/social studies
- Health Health/nutrition-related activities
- Other

Please see below for a graphic representation of the percentage of BIE 21st CCLC centers that offer activities in these categories. As can be seen in the chart, the BIE centers have a concentration on academic activities but also offer a broad array of other activities, particularly in health and culture.



Percentage of BIE Centers Focusing on a Given Activity and Service for the School Year

Additional information on the next page will detail the activities offered by BIE locations and the intensity per day and week offered.



Activity or Service Category	Activity/Service Code	# of Centers that Provided	% of Centers that Provided	Average # of Hours Per Day An Activity in This Category was Provided	Average # of Days Per Week An Activity in This Category was Provided
Subjects:	Reading	48	92%	1.79	3.08
	Math	48	92%	1.84	2.85
	Sci	30	58%	2.12	2.75
	Arts	25	48%	2.07	2.35
	Bus	11	21%	2.36	2.23
	Tech	25	48%	2.05	2.79
	Cultural	36	69%	1.9	2.61
	Health	33	63%	1.99	2.67
	OtherSubj	8	15%	2.19	2.31

Participation - Conclusions

In terms of participation, BIE 21st CCLC programs are comparable to programs in all states.

- **Ever participated** – Students enroll in the program and *attend at least once*. In this category of participation, the Bureau of Indian Education 21st CCLC grantees are comparable to the national average.
- **Intensity** – The *total amount of time* a student spends in program activities. Nearly 94% of all BIE 21st CCLC grantees are fulfilling the mandate that they offer at least eight hours of programming per week. However, nationally, 37% of students served in afterschool programs are receiving a higher “dosage”, that is, more hours of programming per week than BIE students are receiving.
- **Duration** – The *length of time* a participant attends the program. If we use the ratio of students that become regular attendees divided by all attendees as a measurement of duration, BIE programs are above the national average, having 2.18% more regular attendees in all categories than the national average.
- **Breadth** – The *number and variety of activities* the student engages in. Review of the activities being offered by the BIE 21st CCLC centers shows that even with the mandated emphasis on academic activities, BIE centers are offering a wide variety of activities in all areas tracked in the PPICS data.

According to attendance reported on PPICS, the total number of students served by all sites was 9870; the total number of regular attendees was 5476.

Program Retention Rates

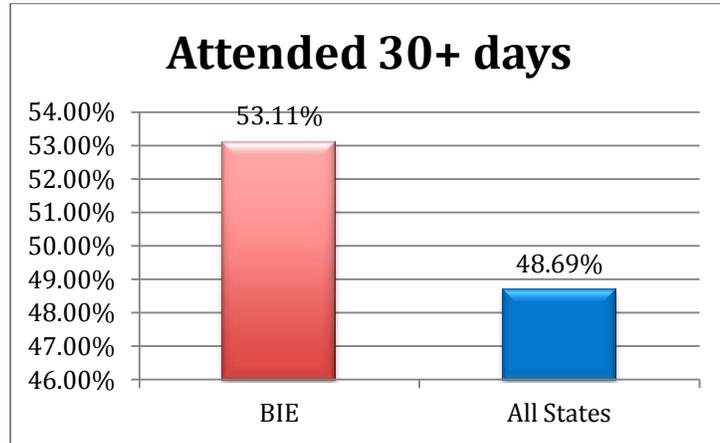
Another snapshot of program success is retention rates. Although retention rates will be slightly impacted by variables not in the program’s control such as student mobility, in general, these rates are a fairly reliable measure of program quality.

The BIE programs averaged 159.62 (all states averaged 182.28) students who attended their programs at least once, with an average number of regular program participants of 84.77 (all states averaged 88.75). The ratio exceeds the all states average with 53.11% of program participants becoming RPP in the BIE while only 48.69% of all states participants become RPP.



Retention Rates – Conclusions

PPICS reports retention data in terms of number of students served. Consequently, the only national comparison that can be made is by total students served; it cannot be disaggregated by grade. The percentage of student attendees to regular students nationwide was 53.2%. The percentage for Bureau of Indian Education grantees was 61.7%. See Chart 20 for a graphic representation of this figure.



*BIE/All States Comparison: Student Attendees/
Regular Attendees*





Section V. Outcomes

Performance Measures

The Bureau of Indian Education used two indicators to assess outcomes for its 21st CCLC: (1) teachers' perception of students' engagement in learning and (2) results in the state assessment categories. This section reviews BIE data from PPICS that addresses the following questions:

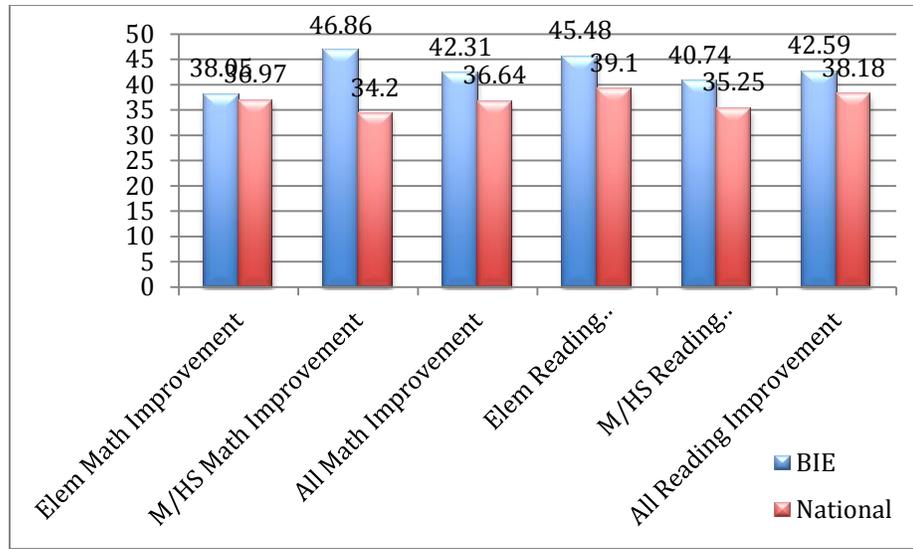
What changes were observed in student behavior?

What changes were observed in indicators of student achievement?

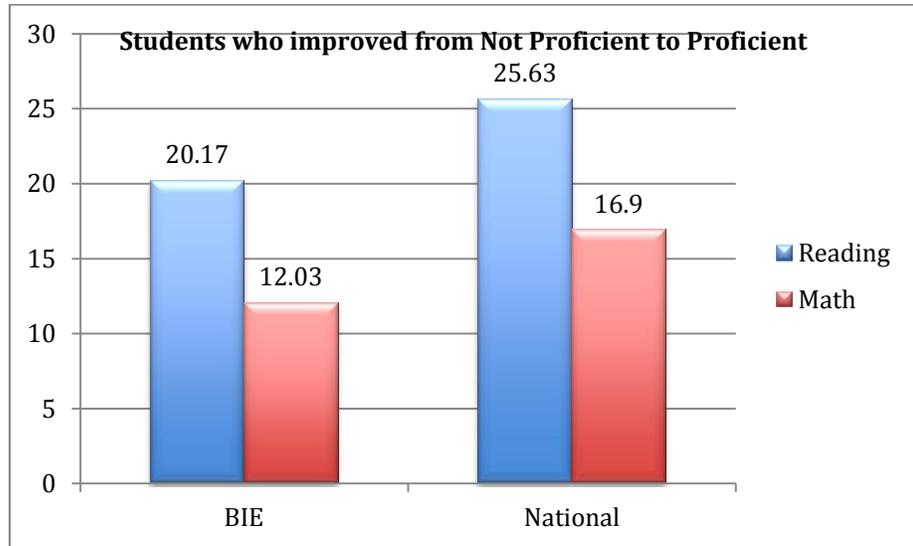
These indicators address the U.S. Department of Education's Performance Objective 1: Participants in 21st Century Community Learning Center programs will demonstrate educational and social benefits and exhibit positive behavioral changes.

The indicators as to whether a student achieved academically is shown in the scores entered into PPICS where available, or student grades, or teacher surveys. Some locations even entered the data for all three measures. The charts below will begin to demonstrate the program results.

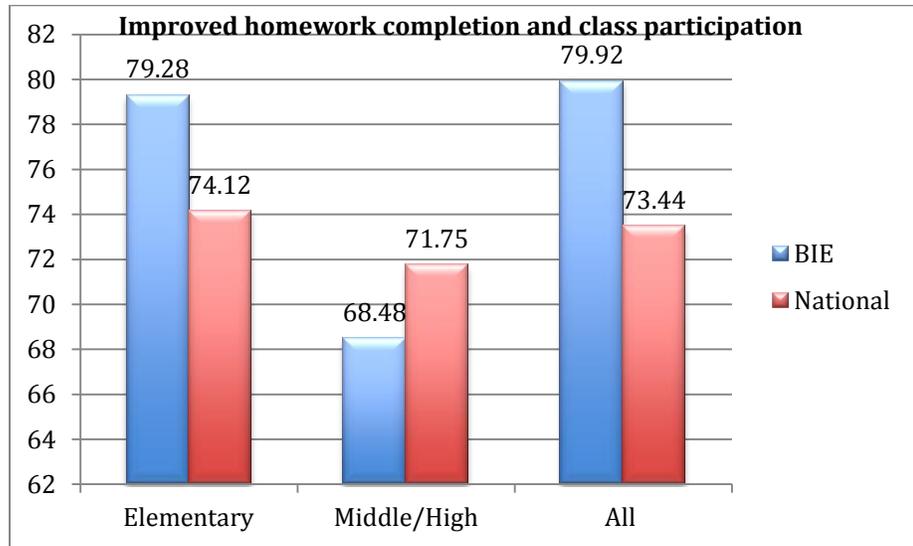
As this first chart indicates, the math and reading improvements in standardized test scores, made by elementary and middle/high school students was consistently higher than gains nationally.



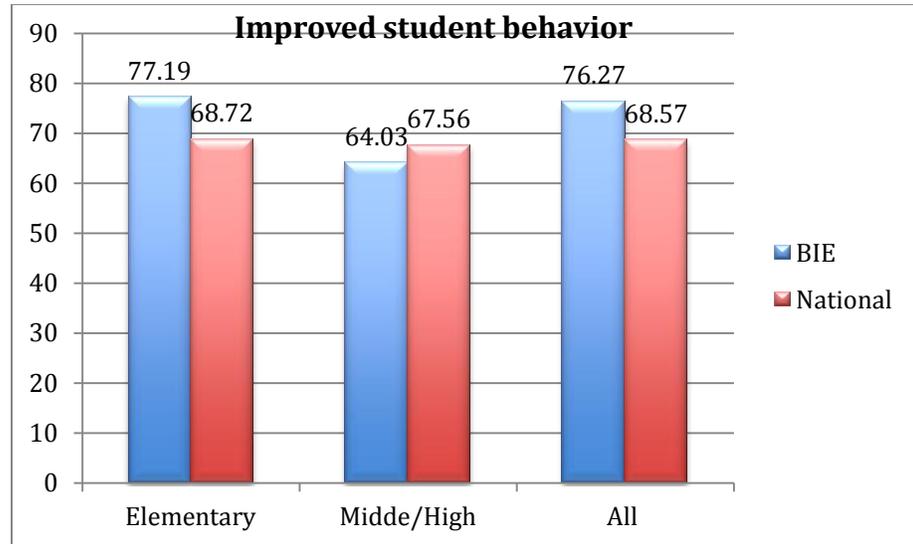
When we look at student scores as pertaining to levels of proficiency, we see that the BIE is significantly lower than scores reported nationally. While the BIE is lower, the percentage of students who went from Not Proficient to Proficient is over 20%, which indicates strong gains.



When homework completion and class participation are used as the measure of progress, the elementary students in the BIE did exceptionally well comparatively while middle/high school levels did not improve as well.



One additional performance measure looks at improved student behavior. As consistent with the homework completion, classroom behavior improved at the elementary level while suffering at the middle/high school levels.



In accordance with the Government Performance and Results Act (GPRA), the US Department of Education has identified a series of indicators for the 21st CCLC program. This report summarizes the status of the GPRA indicators and provides state comparisons on the 2 identified objectives. As already demonstrated in the charts above, the measures reported by teachers show strong increases in elementary homework completion and behavioral improvements.



Objective 1: Participants in 21st Century Community Learning Center programs will demonstrate educational and social benefits and exhibit positive behavioral changes.

Performance Measures	2009– 2010
	State
1.1 The percentage of elementary 21st Century regular program participants whose mathematics grades improved from fall to spring.	38.05%
1.2 The percentage of middle or high school 21st Century regular program participants whose mathematics grades improved from fall to spring.	46.86%
1.3 The percentage of all 21st Century regular program participants whose mathematics grades improved from fall to spring.	42.31%
1.4 The percentage of elementary 21st Century regular program participants whose English grades improved from fall to spring.	45.48%
1.5 The percentage of middle or high school 21st Century regular program participants whose English grades improved from fall to spring.	40.74%
1.6 The percentage of all 21st Century regular program participants whose English grades improved from fall to spring.	42.59%
1.7 The percentage of elementary 21st Century regular program participants who improve from not proficient to proficient or above in reading on state assessments.	20.17%
1.8 The percentage of middle/high school 21st Century regular program participants who improve from not proficient to proficient or above in mathematics on state assessments.	12.03%
1.9 The percentage of elementary 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	79.28%
1.10 The percentage of middle and high school 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	68.48%
1.11 The percentage of all 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	79.92%
1.12 The percentage of elementary 21st Century regular program participants with teacher-reported improvements in student behavior.	77.19%
1.13 The percentage of middle and high school 21st Century regular program participants with teacher-reported improvements in student behavior.	64.03%
1.14 The percentage of all 21st Century regular program participants with teacher-reported improvements in student behavior.	76.27%



Performance Measures	State
2.1 The percentage of 21st Century Centers reporting emphasis in at least one core academic area.	87.69%
2.2 The percentage of 21st Century Centers offering enrichment and support activities in other areas.	89.23%

All information on student behavior is collected via surveys given to the day school teachers. The accuracy of this data depends on the return rate of the surveys. ~55% of BIE centers returned at least some teacher surveys.

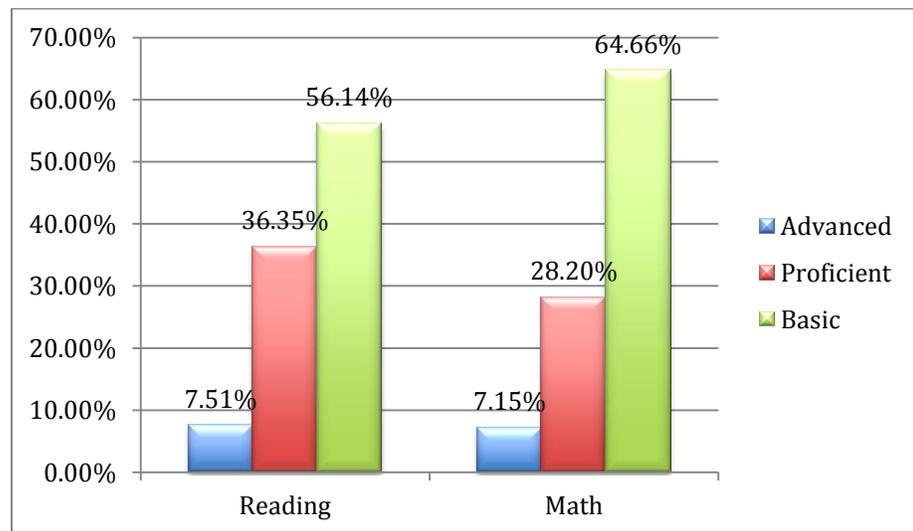


Student Achievement Tracking

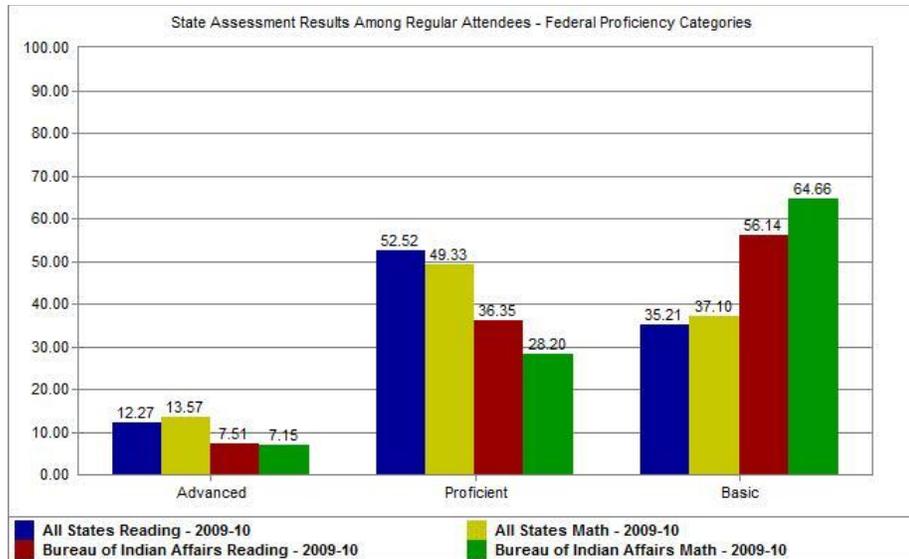
Overview

The Bureau of Indian Affairs has chosen to compare state assessment scores in reading and math for the current year and the previous year to assess program effectiveness. 70.77% of the centers reported proficiency data in 2010. We will look at the cross year state assessment data as well as the days in attendance data to determine if longer dosage results in increased achievement scores.

The next chart shows the percentage of students served thirty days or more in each category, Advanced, Proficient and Basic. In both math and reading, the majority of students served were in the basic category. This reflects the BIE's mandate that 21st Century programs address struggling students. 56.14% of students in reading and 64.66% of math students were in the Basic category. 36.35% of reading students and 28.20% of math students were in the Proficient category. Only 7.51% of reading students and 7.15% of math students were in Advanced.



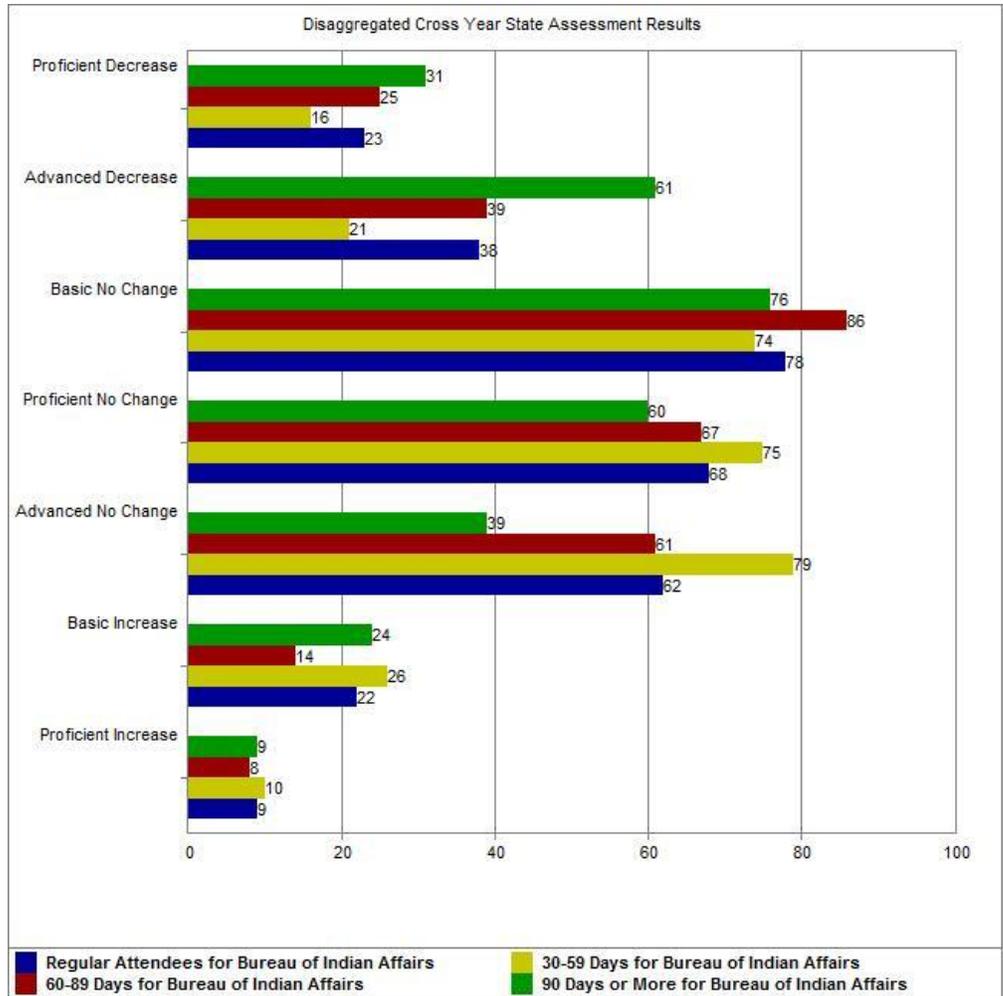
The next chart shows the same proficiency rates as in the above chart as compared to All States.



With 68% of the grantees reporting data over two years, the disaggregated cross year state assessment results shown in the chart below, increases and decreases in the proficiency data from one year to the next, in the categorical breakdown of 30, 60, 90 day attendance rates. It is interesting but not surprising to note that those students who attended programs more consistently were those who realized the highest levels of change.

The first chart shows elements for Reading and the second set is for Math.

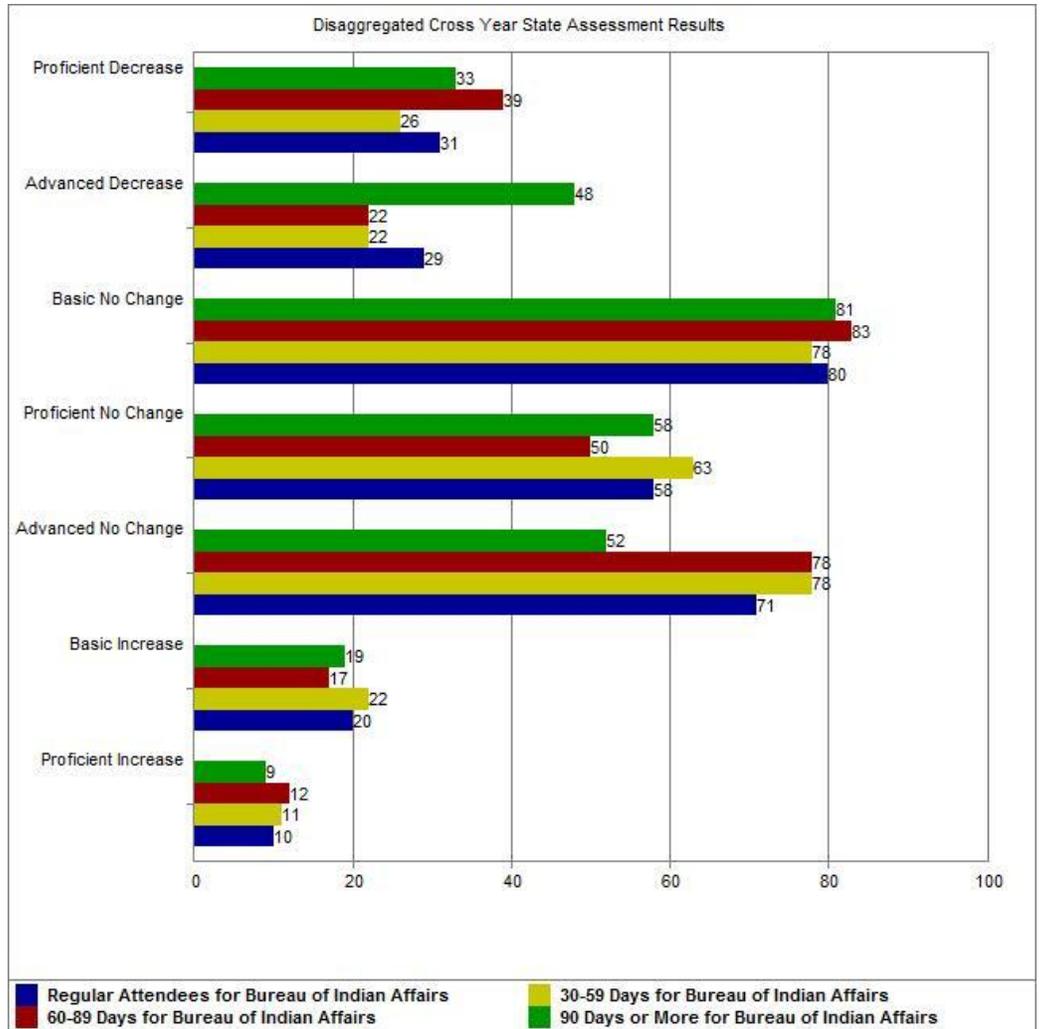




Change in Performance Level	# of Regular Attendees	% of Regular Attendees	# of Regular Attendees 30-59 days	% of Regular Attendees 30-59 days	# of Regular Attendees 60-89 days	% of Regular Attendees 60-89 days	# of Regular Attendees 90 days or more	% of Regular Attendees 90 days or more
Witnessed an increase in performance level	366	17%	137	18%	51	11%	178	20%
Proficient	51	9%	23	10%	10	8%	18	9%
Elementary	11	16%	7	23%	2	17%	2	8%
Middle/High	0	0%	0	0%	0	0%	0	0%
Basic	315	22%	114	26%	41	14%	160	24%



Elementary	48	20%	33	31%	1	2%	14	19%
Middle/High	17	16%	9	14%	4	36%	4	13%
Witnessed no change in performance level	1566	74%	559	75%	363	79%	644	71%
Advanced	84	62%	48	79%	20	61%	16	39%
Elementary	6	50%	0	0%	0	0%	6	55%
Middle/High	2	100%	2	100%	0	0%	0	0%
Proficient	382	68%	178	75%	84	67%	120	60%
Elementary	39	57%	18	58%	5	42%	16	64%
Middle/High	41	80%	26	87%	1	33%	14	78%
Basic	1100	78%	333	74%	259	86%	508	76%
Elementary	190	80%	72	69%	60	98%	58	81%
Middle/High	90	84%	57	86%	7	64%	26	87%
Witnessed a decrease in performance level	182	9%	50	7%	44	10%	88	10%
Advanced	51	38%	13	21%	13	39%	25	61%
Elementary	6	50%	0	0%	1	100%	5	45%
Middle/High	0	0%	0	0%	0	0%	0	0%
Proficient	131	23%	37	16%	31	25%	63	31%
Elementary	18	26%	6	19%	5	42%	7	28%
Middle/High	10	20%	4	13%	2	67%	4	22%
Total with data reported	2114	100%	746	100%	458	100%	910	100%
No data reported	3396	---	---	---	---	---	---	---
Total	5510	---	---	---	---	---	---	---



Change in Performance Level	# of Regular Attendees	% of Regular Attendees	# of Regular Attendees 30-59 days	% of Regular Attendees 30-59 days	# of Regular Attendees 60-89 days	% of Regular Attendees 60-89 days	# of Regular Attendees 90 days or more	% of Regular Attendees 90 days or more
Witnessed an increase in performance level	328	16%	115	17%	66	15%	147	16%
Proficient	49	10%	21	11%	12	12%	16	9%
Elementary	7	11%	5	16%	1	11%	1	5%
Middle/High	1	3%	1	4%	0	0%	0	0%
Basic	279	20%	94	22%	54	17%	131	19%



Elementary	38	16%	32	34%	4	6%	2	3%
Middle/High	16	12%	14	18%	1	7%	1	3%
Witnessed no change in performance level	1518	75%	504	74%	338	75%	676	75%
Advanced	100	71%	52	78%	31	78%	17	52%
Elementary	6	50%	0	0%	0	0%	6	60%
Middle/High	1	33%	1	50%	0	0%	0	0%
Proficient	272	58%	121	63%	50	50%	101	58%
Elementary	30	49%	16	50%	4	44%	10	50%
Middle/High	26	76%	20	80%	0	0%	6	75%
Basic	1146	80%	331	78%	257	83%	558	81%
Elementary	198	84%	63	66%	60	94%	75	97%
Middle/High	117	88%	66	82%	13	93%	38	97%
Witnessed a decrease in performance level	186	9%	65	10%	48	11%	73	8%
Advanced	40	29%	15	22%	9	22%	16	48%
Elementary	6	50%	2	100%	0	0%	4	40%
Middle/High	2	67%	1	50%	0	0%	1	100%
Proficient	146	31%	50	26%	39	39%	57	33%
Elementary	24	39%	11	34%	4	44%	9	45%
Middle/High	7	21%	4	16%	1	100%	2	25%
Total with data reported	2032	100%	684	100%	452	100%	896	100%
No data reported	3478	---	---	---	---	---	---	---
Total	5510	---	---	---	---	---	---	---

Section VII. Next Steps

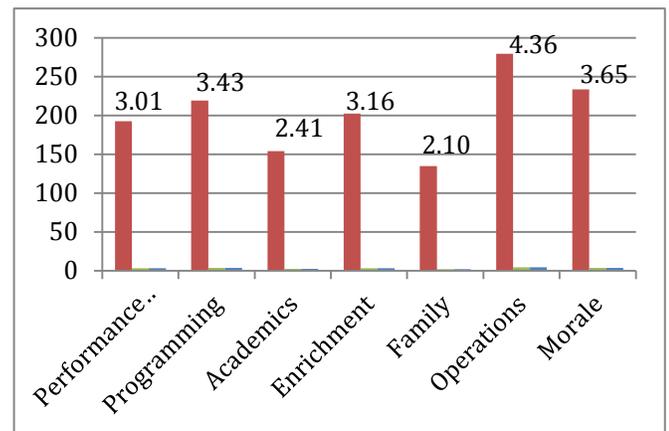
Creating Change, Inc. for the 2010-11 program year using a benchmarking tool as they were new to the within PPICS was highly inconsistent for 2010 as you see in the data presented above. The results of the benchmarking tool are presented below after a visit to each of the operating 21st CCLC programs in the BIE.



This tool was developed for the purpose of an indication of current program status following a review of the above PPICS data for all 64 locations. The intent of the instrument and resulting data is intended to be used to guide program improvement and areas of strength. The data covers the following areas:

- Performance objectives
- Programming
- Academics
- Enrichment
- Family
- Operations
- Morale

Information to complete the scale was taken from a review of all PPICS data entered by program directors for 2009-10 program year, interviews with program staff & administration, and program observation of 64 or 100% of operational programs.



As based on the data in the chart above, it is apparent that the areas of improvement across the BIE include what is currently being done academically and with family programming. Each of the programs that scored relatively low were provided with ideas and opportunities designed and delivered to improve areas within the academic and family programming. Ongoing training will be necessary in the area

of academics before wide-spread change will occur. The academic ideas are coordinated with that which is happening in the regular school day program.

Instrument used:

What is/are the academic focus (s) of this program?

What is/are the non-academic focus (s) of this program?

How do you achieve the family component?

Please answer each of the following questions to the best of your ability at this time using the following scale: (generally inferred from available data)

5 = Strongly Agree or Absolutely

4 = Agree or Occasionally

3 = Neutral

2 = Disagree or Seldom

1 = Strongly Disagree or Never

- **Performance Objectives**

- Our performance objectives are aligned to the identified needs in the needs assessment.
- Our performance objectives are relevant.
- Our objectives are measured objectively.
- Our objectives are aligned to the state goals/objectives.

- **Programming**

- Our programming (courses or activities offered) meets the state minimum guidelines for
- Our programming addresses the stated objectives.
- Our programming reflects our stated emphasis.
- Our programming meets or exceeds the desired attendance results.

- **Academics**

- Each student enrolled in a course in our program has an individual academic performance goal.
- Academic programming provided is aligned to the identified needs of students?
- There is a strong correlation between the programming provided and the measures of academic progress used.
- Staff members know how to understand the academic needs of students and how to address those needs.
- Student participation is frequent enough to meet the academic goal set for that student.

- **Enrichment**

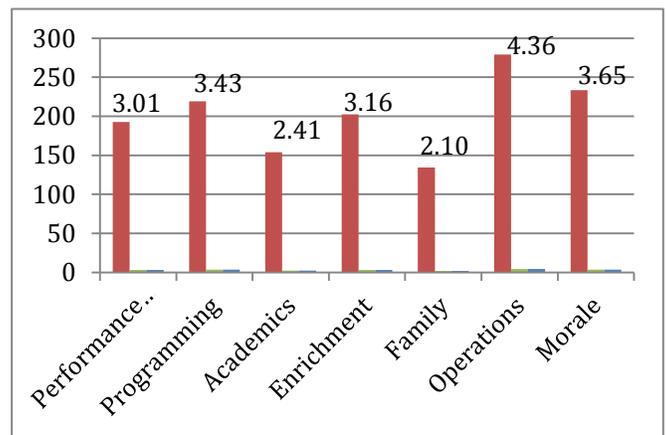
- Programming is built to attract and retain children.
- Enrichment programming is supported in the grant.



- Our enrichment activities are the ones students want to have.
- **Family**
 - Family programming is offered frequently enough for consistent participants to build relationships with the school.
 - There is evidence that family programming offered is of value to the families of our program participants.
 - The intent or purpose of family programming is met through what we offer families.
 - Family programming aligns to one or more objective.
- **Morale**
 - There is evidence that the teachers and administrators of the school support the OST program.
 - Staff are enthusiastic and moral is high in the OST program.
- **Operations**
 - Staff members are hired through an established process either through the school or 21st CCLC written process.
 - Staff are prepared for the duties required of them in the 21st CCLC programs.
 - OST facilities are safe, well kept and adequate to meet the ongoing needs of the OST program.
 - There is a policy manual that governs the operations of the OST program.
 - The budget is well kept and monitored sufficiently to ensure wise use of funds.

Based on the findings of the benchmarking instrument used during the 2010-11 site visits, along with the 2010 data presented in the report proceeding this, the following findings and recommendations exist:

- The operational efficiencies and compliance are monitored and followed across the BIE. Program directors are diligent about following the proper protocols to insure student safety and security. Directors are also



concerned about what they are “required” to do.

- The majority of staff members and programs appear to enjoy the work that they do in the OST program. Do to the limitation of available personnel, most programs are staffed by regular school day personnel. Though the days are long for staff, most appear to effectively engage the students in their care. Staff members that I observed and especially those I visited with really do seem to care for the children they serve.
- Most locations offer programming to accomplish the academic and enrichment elements of 21st CCLC. Very few programs are academic only and no programs offer only enrichment activities. Programs may benefit from an understanding of the concept that programming is the singular most important component of attendance. With programming that continually holds the interest of students, attendance will take care of itself. Given the past attendance patterns noted in prior years within PPICS, this concept is not well understood.
- Enrichment is offered in most locations with the purpose to provide programming that will comply with the federal and BIE goal. Many programs would benefit from the understanding that the key to regular attendance is programming and the enrichment parts of the program are the most pivotal to the attendance rates.
- All programs have measureable objectives. Most performance objectives are not reflective of the programming offered. As the objectives set the direction of the program as a whole, most programs would benefit from an examination of the objectives in light of what is actually done in the program and the desired outcomes of the program.
- While each program has some form of programming that addresses the academic component of 21st CCLC, most are not closely associated with the academic needs of the individual students who attend. The programs of the BIE would benefit from an understanding of the individual academic needs of the students they serve and strive to support those needs through programming.
- Many of the BIE 21st CCLC programs offer little or no family programming. The family and in particular the parent connection is vital to the overall success of the children. The BIE programs would benefit from understanding the overall connection of the home/family relationship and how 21st CCLC can benefit that process. There are a few programs who



offer frequent wonderful opportunities for family involvement.

Recommendations:

- Adopt a clear continual evaluation process that focuses on effectiveness in relation to academic growth, attendance and family relationships
- Offer training through the year with the intent of enhancing both the understanding and practice of attendance and academic student growth
- Offer training that would increase program directors understanding of the critical home/school relationship and how to effectively nurture that relationship through the program
- Continue the on-site visits with an increased level of pre-conference participation from the program director and school administrator so that the focus of the visit can be more particular to the needs of the location

