



WISCONSIN DEPARTMENT OF Public Instruction

Guidelines on Annual Performance Report (APR) Activity Categories

Introduction

Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) grantees in Wisconsin must enter student activities into the Cayen System and code every activity for student participants as one of 16 APR activity categories. These categories are aligned to the list of allowable activities included in the federal law that authorizes the 21st CCLC grant program.

The APR category selected should reflect the “primary purpose” of the activity. Primary purpose refers to the *primary intent or focus of the activity*. Definitions of these APR categories are provided below. These definitions are taken from the [21APR Data Guide](#) published by the federal Department of Education. Often, 21st CCLC activities have more than one purpose. However, only one purpose can be identified in the Cayen system. This aligns with the way activities are reported in the federal data collection system, known as 21APR. If an activity has more than one goal, sites should consider which category best reflects the primary purpose of the activity when choosing how to code it.

Additional Considerations:

- In order for time spent in activities to count toward the amount of total programming time provided to participants (i.e., to meet 10 hours per week requirement), all activities should be coded as one of the APR categories and the source of funding must be listed as “21st CCLC” in Cayen.
- Activities in Cayen should encompass all program time (including transitions). For example, if programming occurs from 2:30 – 5:00 p.m., activities in Cayen should account for all of that time. Transition time, checking in or checking out, etc., should be included within activity codes to ensure all program time is tracked. In other words, a 10 minute transition time between activities should be coded as part of the first or second activity (or five minutes split between each activity). This ensures all program time is accounted for in reporting.
- **Activities** are broad categories; **sessions** are the specific dates and times those activities happen. Generally, programs should consider labeling “activities” in Cayen using the APR categories (i.e., label an activity as Science, Technology, Engineering, and Mathematics [STEM], Tutoring, Arts and Music, etc.). Then, sites should create sessions within these activities (e.g., “Grade 2 Tuesdays Art Enrichment”). This ensures all sessions align to the correct APR code.
- Keeping a consistent schedule week to week or offering choice time aligned to a similar theme and code, will make it easier to track participation in activities in Cayen. Offering this kind of consistency is also very helpful in ensuring program activities are intentional and align to the larger goals of the program.
- In some cases, activities have two primary purposes, and sites may struggle to determine which activity code should be used. In this case, activities can be “split” into two activities, each with a different primary purpose. For example, Avid Explorers (a service learning club that involves researching and writing about community needs) lasts for one hour and might be entered into Cayen as a Literacy activity for the first 30 minutes and a Community/Service Learning activity for the

second 30 minutes. Please note, in such a case, attendance would be tracked twice in Cayen for this one hour activity.

- Truancy Prevention can be used as the APR activity to account for programming that is designed for social engagement, as the definition of truancy prevention is any activity that is meant to keep students engaged in school.
- Snack is an activity that should be entered into Cayen. There is no APR category associated with food distribution and consumption. Therefore, sites should consider what else occurs during snack time and label snack as having that primary purpose. For example, if literacy activities occur during snack, it could be labeled as literacy. If social engagement occurs during snack, snack could be labeled as “truancy prevention.”
- Although activities for adult family members can be entered into Cayen, such activities do not count toward the activity section of the APR Report. Instead, the total number of unduplicated family members (each family member counted only one time) served is entered on the APR Report. If entering adult family member activities into Cayen, program staff can identify which APR category best fits the primary purpose of the activity. These activities are not counted in the calculations of the activity section of the APR as this section pertains to student participants only. Should attendance be entered for a family event in which both students and adults attend, such an activity would be counted in calculations for the activity section of the APR Report.

APR Activity Definitions and Examples

Below are the 16 APR activity categories that should be used to code activities in Cayen. Examples of each of these APR activities are provided for reference only. **Note that the examples provided are not an exhaustive list, as sites may provide a wide range of other programming. In addition, the examples provided here might be coded by sites in other categories based on the primary purpose of that programming type for that specific site.** For example, a snack that occurs during homework help would be coded as “Homework Help” in one program, and a snack that occurs during life skills lessons focused on conflict resolution would be coded as “Violence Prevention” in another program. **As a reminder, you should categorize the activity according to the primary purpose for your program.**

Academics

1. STEM: Activity that contributes to the development of science, technology, engineering, or mathematics STEM skills.
Examples: Mango Math, Slimy Explosions, Space Club, Coding/Robotics, Math Academic Enrichment, Science Skill Building, Remedial STEM education, Math Education Credit Recovery, Telecommunication and Technology Programming
2. Literacy: Activity that contributes to the development and enjoyment of reading, writing, and speaking and listening skills.
Examples: Read-a-loud, Avid Explorers, LitART Club, Written Expression, Poetry Club, Literacy Club, Literacy Academic Enrichment, Remedial Literacy Education, Credit Recovery in ELA, Expanded Library Hours
3. Tutoring: Activity that provides direct support for the core academic subjects.
Examples: Tutoring, One-to-one Support, Small Group Content Instruction, Services for individuals with disabilities

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4. Homework Help: Activity that provides direct support in the completion of homework assigned during the school day.
Examples: Homework Help, Power Hour, IReady
5. English Language Learners (ELL) Support: Activity that provides direct support to students classified as ELL.
Examples: Learning New Language Club, ELL Tutoring

Enrichment

6. Entrepreneurship: Activity that contributes to the understanding of small business practices and business ownership.
Examples: Culinary Arts, H2O-Kicks and Tees, Business Leaders of Tomorrow, Community Guest Speaker, Junior Achievement, Financial Literacy
7. Arts and Music: Activity that engages students in the creation of art and music and develops the appreciation of art and music.
Examples: End-of-Year Concert, Bembe Dance Troupe, Drawing Club, Guitar Lessons
8. Physical Activity: Activity that engages students in a physical activity and develops the appreciation of health and nutrition.
Examples: Triple Play, Game Room, Special Projects, Enrichment and Recreational, Movement Break, Yoga, Ski Club, Volleyball Skills Camp, Group Exercise, Recess, Nutrition Education
9. Community/Service Learning: Activity that engages the students in an activity that benefits the community outside the center.
Examples: Service Club, Field Trip to Nursing Home, Letters to Health Care Workers, Cultural Appreciation, Environmental Literacy
10. Mentoring: Activity that engages the student with a role model.
Examples: Positive Action by High School Students, Community Member Mentoring Services, One-on-one Life Skills Support.

Character Education

11. Drug Prevention: Activity that provides information about alcohol or other drug use prevention.
Examples: Alcohol or Drug Abuse (AODA) Curriculum, STOP Tobacco
12. Counseling Programs: Activity that provides social and emotional counseling services.
Examples: One-on-one Counseling Support
13. Violence Prevention: Activity that promotes peaceful conflict resolution.
Examples: Social and emotional learning (SEL) enrichment, What To Do When I'm Angry curriculum, Programming for Expelled or At Risk Youth
14. Truancy Prevention: Activity that promotes school attendance.

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Examples: Front Door, Snack, Recreation, Free Time/Choice Time

15. Youth Leadership: Activity that promotes the active engagement of leadership roles.
Examples: Youth Leadership, First Move Chess, Survival Skills Club, SEL curriculum (Leader in Me)

College and Career Readiness

16. College and Career Readiness: Activity that prepares students to enroll and succeed in a credit bearing course at a postsecondary institution or a high quality certificate program with a career pathway to future advancement
Examples: College Readiness Boot Camp, Company Tours, Campus Visits, Job Shadows, Mock Interviews, Resume Writing Workshops, Internships, Career-related projects (e.g., woodworking)

Examples of Program Schedules with appropriate APR codes

Example schedules below list the APR category in **RED**. These categories would be identified as the “activity” in Cayen. The program specific activity name is listed in parentheses and would correspond to the “session” listed in Cayen.

Schedule Example A:

- Snack (no other purpose than social time)
- All transition time accounted for within activities (no breaks, etc.)

Grade 1	Monday	Tuesday	Wednesday	Thursday	Friday
Schedule					
3:30-4 p.m.	Truancy Prevention (Snack All Grades)	Truancy Prevention (Snack All Grades)	Truancy Prevention (Snack All Grades)	Truancy Prevention (Snack All Grades)	Truancy Prevention (Snack All Grades)
4-5 p.m.	Tutoring (Grade 1 Tutoring M/W/F)	Homework Help (Grade 1 HW Help T/Th)	Tutoring (Grade 1 Tutoring M/W/F)	Homework Help (Grade 1 HW Help T/Th)	Tutoring (Grade 1 Tutoring M/W/F)

5-6 p.m.	Literacy (Little Explorers Grade 1 Monday)	STEM (Robotics Grade 1 Tues)	Arts & Music (Intro to Drawing-Grade 1 Wed)	Literacy (Book Club - Grade 1 - Thurs)	Community/Service Learning (Nursing Home Field Trip-All Grades-Fri)
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Schedule Example B:

- Snack as part of physical activity (nutrition and recess)
- Example of splitting one an activity in two (Little Explorers on Mondays 5-6 p.m.) to code it with two APR categories (i.e., two primary purposes)
- Example of having free choice focused on one APR activity category (Arts and Music on Wednesdays from 5:30-6 p.m.)

Grade 1 Schedule	Mondays	Tuesdays	Wednesday	Thursday	Friday
3:30-4 p.m.	Physical Activity (Nutrition/ Snack/Recess - All Grades)	Physical Activity (Nutrition/ Snack/Recess - All Grades)	Physical Activity (Nutrition/ Snack/Recess - All Grades)	Physical Activity (Nutrition/ Snack/Recess- All Grades)	Physical Activity (Nutrition/ Snack/Recess- All Grades)
4-5 p.m.	Tutoring (Grade 1 Tutoring M/W/F)	Homework Help (Grade 1 HW Help T/Th)	Tutoring (Grade 1 Tutoring M/W/F)	Homework Help (Grade 1 HW Help T/Th)	Tutoring (Grade 1 Tutoring M/W/F)
5-5:30 p.m.	Literacy	STEM (Robotics - Grade 1 Tues)	Arts & Music (Intro to Drawing - Grade 1 Wed)	Literacy	Community/Service Learning

Grade 1 Schedule	Mondays	Tuesdays	Wednesday	Thursday	Friday
	(Little Explorers - Grade 1 Mon)			(Book Club - Grade 1 Thurs)	(Nursing Home Field Trip - All Grades Fri)
5:30-6 p.m.	STEM (Little Explorers- Grade 1 Mon)		Arts & Music (Free choice time - ART - Grade 1 Wed)		