21st Century Community Learning Centers
2008-09 APR and Cross-Year Analysis of Performance Data

September 1, 2010

North Carolina Department of Public Instruction
Division of Program Monitoring/
Support Services Section

ACKNOWLEDGEMENTS

The North Carolina Department of Public Instruction/ Division of Program Monitoring/ Support Services Section acknowledges the input and feedback of the superintendents, school and central office personnel, and the University of North Carolina at Pembroke Office of Academic Affairs for their dedication to the completion of this report.

TABLE OF CONTENTS

Table of Contents…… i

List of Tables……..... ii

List of Figures……. iii

Introduction……. 1

I. Grantee Profiles and APR Data……... 3

Grantees, Centers and Partners…… 3
Types of Organizations……... 6
Times and Hours of Operation…… 8
Subject Areas and Center Operation……... 10
Parental Involvement…….. 12

II. Attendees, Characteristics and Outcomes for Attendees…….. 14

Attendance Statistics……... 14
Regular Attendees……... 15
Specific Outcomes for Regular Attendees…….. 19

III. APR Data on progress for cohorts 3, 4, & 5……. 23

Subject Areas: Math, Science, and Reading..... 23
Attendance statistics (by center and grantee)..... 28
Cost per student..... 31
Regular attendees..... 32
Specific outcomes for regular attendees..... 38

IV. Conclusion…… 42

LIST OF TABLES

Table		Page
1.	21st CCLC Grants Awarded in North Carolina and Funding Level……..	2
2.	Counts for Grantees, Centers and Partners by Cohort……..	6
3.	Number and Percent of Grantees by Types of Organizations……..	7
4.	Number of Centers by Types of Organizations in Each Cohort…….	7
5.	Number of Adult Family Members Served by Centers in 2006-07, 2007-08 and 2008-09 APR……	13
6.	Student Attendance Data from the 2007, 2008 and 2009 APR……..	15
7.	Characteristics of Regular Attendees by APR School Year……..	17
8.	Attendance Data for Cohorts 3 Through 5…….	29
9.	Cost Per Student by Cohort and APR Year…….	32
10.	Characteristics of Regular Attendees by Cohort and APR Year……..	33
11.	The Proportion of Students in Each Proficiency Level for Reading and Math by Cohort and APR Year……..	35

LIST OF FIGURES

Figure		Page
1.	Grantee Profiles - Total Number of Grants, Number of Centers and Number of Partners by Cohort……..	4
2.	Number of Centers and Hours of Operation……..	9
3.	Proportion of Centers Characterized by Typical Hours of Operation Per Week During the School Year……	10
4.	Proportion of Centers by Subject Areas Provided During the School Year for 2006-07, 2007-08, and 2008-09……..	11
5.	Average Numbers Per Week Typically Provided During the School Year by Subject Area for 2006-07, 2007-08, and 2008-09……..	12
6.	Proportion of Regular Attendees in Each Cohort by Grade Level, 2006-07, 2007-08, and 2008-09……..	18
7.	Percent of Regular Attendees by Changes in Performance Levels For Reading/Language Arts and Math by 2006-07, 2007-08, and 2008-09 APR……..	19
8.	Percent of Regular Attendees by Grade Changes in Reading/Language Arts and Math, 2006-07, 2007-08, and 2009 APR……	21
9.	Percent of Regular Attendees with School Year Improvements in Behavior Federal Teacher Survey for 2006-07, 2007-08, and 2008-09 APR……	22
10.	Proportion of Centers by Subject Areas Provided for Cohort 3……	23
11.	Proportion of Centers by Subject Areas Provided for Cohort 4……	24
12.	Proportion of Centers by Subject Areas Provided for Cohort 5……	25
13.	Cohort 3 Through 2008-09 APR……..	26
14.	Cohort 4 Through 2008-09 APR……..	27
15.	Cohort 5 Through 2008-09 APR……..	28
16.	Total Students by Cohort Across Years……..	30
17.	Regular Attendees by Cohort Across Years of Grant……..	31
18.	Cohort 3, 4 and 5 Proportion of Regular Attendees by Grade Level……..	37
19.	Percent of Regular Attendees by Grade Changes in Reading/Language Arts and Math, Cohort 3……	38
20.	Percent of Regular Attendees by Grade Changes in Reading/Language Arts and Math, Cohort 4……	39
21.	Percent of Regular Attendees by Grade Changes in Reading/Language Arts and Math, Cohort 5……	40
22.	Changes in Student Behavior, Cohort 3……..	41
23.	Changes in Student Behavior, Cohort 4……..	41
24.	Changes in Student Behavior, Cohort 5……..	42

INTRODUCTION

The Harvard Family Research Project (HFRP) has reported consistently that increased investments in out-of-school time programs result in a "substantial evidence base about [their] academic, social, health and other benefits." The 21st Century Community Learning Centers (CCLC), have, for the past ten years, encouraged schools to partner with community- and faith-based organizations to develop well-designed and implemented programs that could show to have positive effects on academic outcomes, socio-emotional development, crime, drug and delinquency prevention, and promotion of health and nutrition. Referred to as expanded learning opportunities (ELO), afterschool and summer learning programs that work with schools to support student success, have become important additional pathways to learning. [1]

21st CCLC is a federally funded program that is administered by the individual states' Department of Public Instruction (DPI). Funds are requested by local grantees who then plan and implement the programs once they are approved by DPI. According to North Carolina's 21st CCLC web page, grant funds are available to "assist schools, local education agencies (LEAs), and faith-or community-based organizations to provide before school, afterschool and summer services." Programs serve students in all grade levels from pre-kindergarten through 12th grade.

The purpose of the 21st CCLC grants is to "provide students with academic enrichment opportunities along with activities designed to complement the students' regular academic program." Thus grantees are encouraged to schedule academic, cultural, and recreational activities that are designed to attract and retain students for the duration of the program year. Centers should offer participants needed youth development and support programs. Critical factors for achieving positive 21st CCLC outcomes include sustained participation, quality programming, well-prepared staff, and strong partnerships among programs, parents, schools and community institutions. 21st CCLC grantees are also required to offer family members of participating students opportunities for educational development.[2]

In North Carolina, DPI has awarded operating grants for 21st CCLC programs from 2002 to 2009 as reported in Table 1. As of the 2009 grant awards, North Carolina has made $44,983,824 available. Grants typically range from three to four years, with an additional year available to those grantees that qualify for expansion grants. Grantees in Cohort 5 through Cohort 8 are active currently.

---

[1] Supporting Student Outcomes Through Expanded Learning Opportunities, Harvard Family Research Project, January 2009.

[2] 21st Century Community Learning Centers. http://www.ncpublicschools.org/21cclc/

Table 1. 21st CCLC Grants Awarded in North Carolina and Funding Level

Award Year	Cohort	Number of Grants[3]	Total Allocation*
2002	1	16	$5,900,414
2003	2	14	$4,981,158
2004	3	33	$10,840,091
2005	4	29	$7,491,015
2006	5	7	$1,375,462
2007	6	12	$1,375,462
2008	7	19	$3,632,334
Spring 2009	7B	12	$2,075,000
Fall 2009	8	31	$7,312,888
Totals			**$44,983,824**

North Carolina 21st CCLC grantees submit "hard copy" reports and are required to complete an online report through a data collection system created by Learning Point Associates. Learning Point Associates was contracted by the Federal government to create the Profile and Performance Information Collection System (PPICS), to allow grantees to enter and edit their data. One of the conditions for receiving a grant is that awardees agree to submit quarterly and annual reports of their activities to both state and Federal officials.

PPICS collects data in two components, the Grantee Profile and the Annual Performance Report (APR). The Grantee Profile includes information typically found in a grant proposal and includes information on what the grantee expects to accomplish. The APR, by contrast, is completed at the end of the program year and encompasses information about what the grantee actually accomplished, including data about student achievement. DPI contracted with the University of North Carolina-Pembroke to assist in the production of program overviews on the progress being made by grantees and preparation of an Annual Evaluation Report for 2008-2009.

The report that follows is based on the completed data for the school years 2006-2007, 2007-2008, and 2008-2009. It includes a longitudinal cross-year analysis of these three school years for active grantees as well as an evaluation of the progress of Cohorts 3, 4, and 5 across years to show how much these Cohorts have improved their performance each successive year in the grant. The grantees that received awards in 2009 will submit their annual data for the first time at the end of the

[3] The number of active grants in a cohort can vary between award date and expected ending date. The data in this and subsequent tables have been verified with DPI as active.

2009-2010 school year. For this report, Grantee Profiles and APR data for cohorts three through eight were examined. This year's annual report also contains cross-year analyses of performance data where comparisons are possible to look at progress over time.

The findings presented in this report came from both disaggregated data that was downloaded from the "Export Data" module on the Learning Point website and aggregated data from the Reports section of the Learning Point website. Because the data collection system is subject to revision and/or addition of data, totals in the aggregated data often differ from those in the totals computed from the raw data exported from the Learning Point website. Where this is the case, footnotes are used to clarify the discrepancy. There are also data elements, like gender and race/ethnicity, for which grantees were not able to enter all the information requested. For purposes of clarity, the number and percent of grantees reporting each data element will be presented throughout this report.

Lastly, there are several grantees recorded in more than one cohort for receiving two awards. These grantees used the funds to form new centers. The analyses in this report are based on the number of grantees and centers in each cohort, since they represent separately funded initiatives.

I. Grantee Profiles and APR Data

In this section we discuss the characteristics of grantees and centers, including totals, types of organization, times and hours of operation, subject areas, and parental involvement. The Grantee Profile data contain information on 94 grantees. In PPICS, the Grantee Profile section describes the characteristics of these 94 grantees, while APR data are available for all cohorts who have completed one or more award years and submitted data.

Grantees, Centers and Partners

Figure 1 shows the total number of grants awarded, projected number of centers and projected number of partners by cohort year beginning with the 2004 cohort from the Grantee Profile data. Although most of the grantees from 2004 cohort (Cohort 3) completed their final year of funding in 2008, there were some grantees that received a one-year extension grant. The same is true for certain grantees in the 2005 cohort. It should be kept in mind that data from the Grantee Profiles are projected figures reported by grantees at the beginning of the programming year. These figures often differ from the totals reported at the end of the programming year.

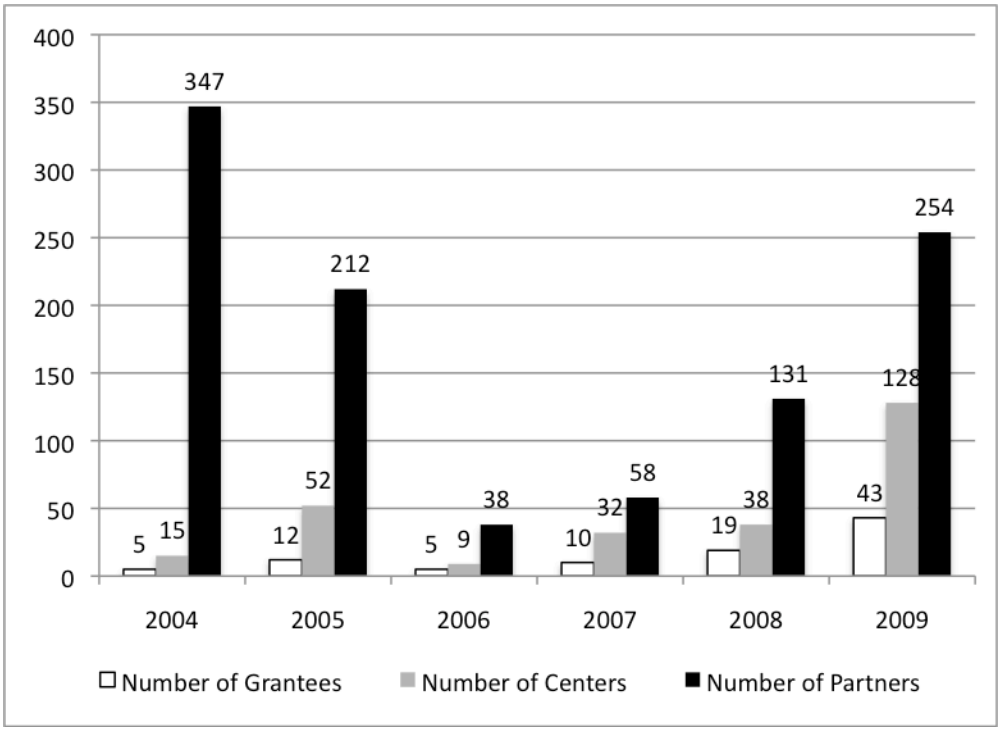


Figure 1. Grantee Profiles - Total Number of Grants, Number of Centers and Number of Partners by Cohort

Source: Learning Point. 2009. "Grantee Profile Downloads: excel_grantees excel_partners, and excel_centers." 21st CCLC Profile and Performance Information Collection System. http://ppics.learningpt.org/

Centers are the number of separate physical locations where after school, grant-funded programs are located and services are provided to participating students and adults. Each center requires a part time Site Coordinator as well as staff for homework help, teaching, and cultural and recreational activities. A 21st CCLC grant must fund at least one center.

The 21st CCLC program encourages partnerships between diverse community stakeholders and LEAs. Partners are organizations or individuals that provide in kind or financial support for activities. Partners include such assistance as local businesses that provide snacks, public safety officials teaching fire and personal safety lessons, volunteers who teach art or music, or citizens that serve on the Advisory Board. Encouraging partnerships between schools and other organizations is an important component of the 21st CCLC program. In addition to the examples of partners listed, subcontractors are also considered to be a subset of partners.

The length of the bars indicates an increase in number of active grantees between cohorts 2006 and 2008, followed by a significant increase in the 2009 cohort. The number of centers per grantee and the number of partners per grantee has varied

over the history of North Carolina's 21st CCLCs. However as this figure shows, the total numbers of centers and partners have increased from the 2006 to 2009 cohorts. Since 2007, the number of partners and centers has risen significantly among active grantees in each of the three cohorts.

Overall, based on Grantee Profile data of active grantees, the minimum number of centers and partners was 9 and 38, respectively, in the 2006 cohort and the maximum was 128 centers and 254 partners in the 2009 cohort. Since partners contribute in a variety of ways to center programming, most notably by providing programming and activity-related services, centers with more partners are likely to have more resources available to sustain their programming. Developing an intentional partnership strategy with community agencies is a strategy to develop community support for the programs when Federal funds are exhausted.

The various types of community and subcontractor partners offer diverse resources and services for 21st CCLC programs. According to PPICS, the most popular partner contribution was providing programming and activity-related services, followed by provision of goods for the program. The least popular type of contribution by community and subcontractor partners was raising funds for the program.[4]

Table 2 reports the distributions of partners and centers compared to the number of grantees for each cohort funded since 2004. According to Grantee Profile data there were 385 centers and 1,040 partners projected for 2008-09 among active grantees. Including those grantees from cohorts 2004 and 2005 that were active, the average number of centers per grantee is approximately four. The 2004 cohort had the largest projected numbers of centers per grantee while the 2009 cohort had the largest projected number of centers per grantee for the period of 2006 to 2009. The 2006 cohort had the smallest projected number of centers.

The table also shows that the average number of partners per grantee decreased by cohort with a slight increase beginning in 2008. Although the average number of centers per grantee also decreased since 2004, the 2007 cohort contributed to a rise in the projected number of centers and average number of centers per grantee.

[4] Ibid.

Table 2. Counts for Grantees, Centers and Partners by Cohort

Cohort	Number of Grantees[1]	Projected Number of Centers	Average Number of Centers per Grantee	Projected Number of Partners	Average Number of Partners per Grantee
2004	5	15	3	347	69.40
2005	12	52	4.33	212	17.67
2006	5	9	1.80	38	7.60
2007	10	32	3.20	58	5.80
2008	19	38	2.00	131	6.89
2009	43	128	2.98	254	5.91
Total Currently Active	**94**	**274**	2.91	**1,040**	11.06

Source: Learning Point. 2009. "Grantee Profile Downloads: excel_grantees and excel_centers." 21st CCLC Profile and Performance Information Collection System. http://ppics.learningpt.org/
(1) Counts include several LEA/counties with more than one grantee. Some grantees also are represented in more than one cohort. The number of active grants in a cohort can vary between award date and expected ending date. The data in this and subsequent tables have been verified with DPI as active.

Types of Organization

There are at least 12 possible types of organizations that characterize both grantees and centers. According to Table 3, Grantee Profile data indicate nearly 32% of grantees in Cohorts 3 through 8 were school districts. This is a contrast from previous reporting years, where *at least* half of all grantees were school districts. The table shows that community-based organizations (CBO) and faith-based organizations (FBO) followed school districts at approximately 29% and 23%, respectively. Charter schools were a distant fourth at 3.2%. These figures represent a continuing shift from the earliest years of the program when a much higher proportion of the 21st CCLC grantees were school districts.

Conversely, the number of centers by organization type of the 2006 through 2009 cohorts, as shown in Table 4, reveals that over half are schools. Community-based and faith-based centers made up approximately 13% and 15%, respectively. The data reveal that although grantees are equally distributed among the top three types (school districts, faith-based, and community-based organizations), schools as sites for centers remain the practical choice for grantees, whether school district or otherwise.

Table 3. Number and Percent of Grantees by Types of Organizations

	2008-09 APR (Cohorts 3-8)	
	N	**%**
School District	30	31.9%
Community-Based Organizations	27	28.7%
Faith-Based Organizations	22	23.4%
Charter Schools	3	3.2%
YWCA/ YMCA	3	3.2%
Other Unit of City/ County Government	2	2.1%
Nationally Affiliated Non-Profit Agency	2	2.1%
For-Profit Entity	2	2.1%
Bureau of Indian Affairs	1	1.1%
College or University	1	1.1%
Total*	**94**	**100.0%**

Source: Learning Point. 2010. "Grantee Profile Downloads: excel_grantees." 21st CCLC Profile and Performance Information Collection System. http://ppics.learningpt.org/
*Totals for 2008-09 APR include all active grantees from 2004, 2005, 2006, 2007, 2008 & 2009

Table 4. Number of Centers by Types of Organizations in Each Cohort

	2006 Cohort	2007 Cohort	2008 Cohort	2009 Cohort	Total	%
School District	7	21	22	79	129	62.32%
Community-Based Organizations	0	2	10	15	27	13.04%
Faith-Based Organizations	2	9	3	17	31	14.98%
Charter Schools	0	0	1	1	2	0.97%
Park/Recreation District	0	0	0	5	5	2.42%
Other Unit of City/ County Government	0	0	1	3	4	1.93%
Nationally Affiliated Non-Profit Agency	0	0	0	1	1	0.48%
Other	0	0	1	7	8	3.86%
Total	**9**	**32**	**38**	**128**	**207**	**100.0%**

Source: Learning Point. 2009. "Grantee Profile Downloads: excel_centers." 21st CCLC Profile and Performance Information Collection System. http://ppics.learningpt.org/

Times and Hours of Operation

A major factor in the successful implementation of 21st CCLC afterschool programs is the amount of time that students are engaged and the availability of programming during the week. 21st CCLC centers in North Carolina are required to operate a minimum of 12 hours per week. Centers have the option to provide programming before school hours, after school hours, during weekends, and/or during the summer. Thus a center could operate two hours after school and two hours on weekends to meet its 12-hour per week requirement.

Figure 2 shows the actual times of operation for the currently active cohorts based on APR data for the 2006-2007, 2007-2008, and 2008-2009 program years. It is important to note that summer activity is recorded in the APR data for the following school year. Therefore, we can only make comparisons across cohorts for data on summer operations.

According to 2007-2008 data, centers in North Carolina were open, on average, for 9.48 hours and 2.74 days per week. During the 2006-2007 school year centers were open for 11.11 hours and 2.96 days per week. While in the 2005-06 school year centers were open, on average, for 11.48 hours and 2.92 days per week. Thus there has been a steady decline in weekly hourly operation since the 2005-06 reporting period.

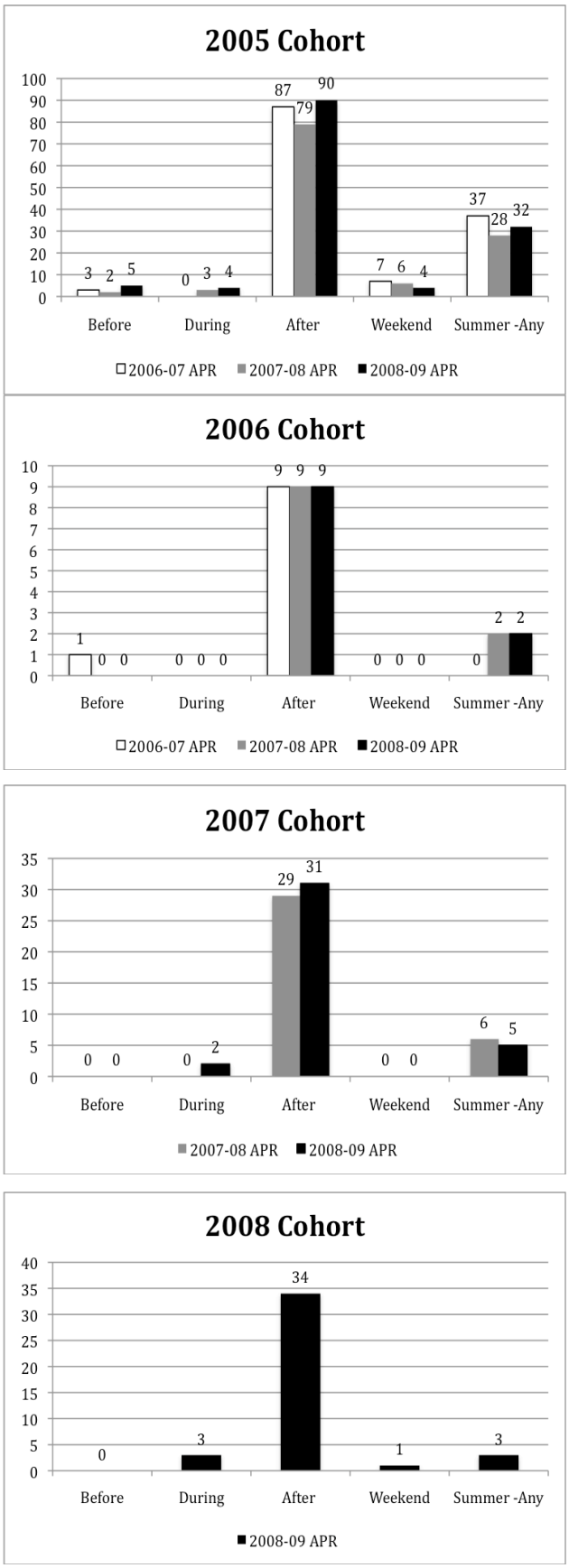


Figure 2. Number of Centers and Hours of Operation

Figure 3 shows the proportion of centers categorized by the typical number of hours of operation per week for school years 2006-2007 to 2008-2009. The lengths of the bars indicate the proportion of centers that operated a given number of hours per week during the 2006-07, 2007-08, and 2008-09 school years. The majority of centers (approximately 74%) operated between 11 and 15 hours per week. According to PPICS, a large number of centers were open Monday through Thursday during the school year. Those centers that were open on Friday typically used that day for cultural and recreational activities, or other non-subject area specified instruction.

Centers operating for one to five hours per week were proportionately fewer during the 2006-07 and 2007-08 school years than the 2008-09 school year. Many 21st CCLC program directors assigned the duty of reporting center-level data to site coordinators/representatives at the individual centers. There have been instances in the past where errors have been made in the reporting of data, which could contribute to the reporting of hours of operation below 11 hours during the week. However, without actual site monitoring it is impossible to know for certain whether these grantees made errors or not.

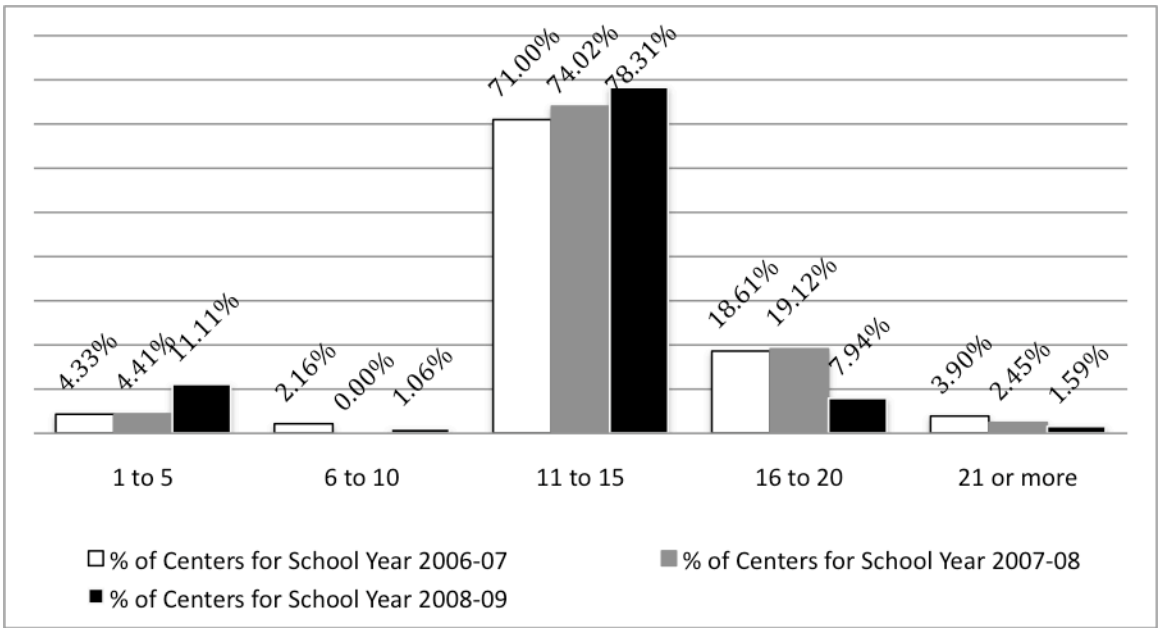


Figure 3. Proportion of Centers Characterized by Typical Hours of Operation Per Week During the School Year

Subject Areas and Center Operation

The core academic focus for 21st CCLCs is improving the students' scores on End-of-Grade tests (EOGs) in reading and mathematics. In addition to programming to core

areas of reading and math, centers offer a wide range of activities and subjects. Figure 4 shows that Reading, Math, Science, and Art offerings have been prominent among the vast majority of centers. Other top activities or services offered by most centers include Academic Enrichment Learning Programs, Tutoring, Homework Help, Recreational Activities, and Parental Involvement activities.

Reading and Math were provided at nearly all centers (approximately 100%) for the school years 2006-07 to 2008-09. Science and Art activities follow these subject areas. Although school years 2006-07 and 2007-08 show a consistent effort by over 93% of centers to provide Science and Art, the 2008-09 school years show a decrease in the percentage of centers. The figure also indicates that during the school years of 2006-07 and 2007-08 Cultural and Health activities were provided by the majority of centers (at least 88%). Those same subject areas were provided in 2008-09 by a slightly less percentage (approximately 85%) of centers. However, during the 2008-09 school year, more centers (93%) provided Technological-related activities and services than during the previous two school years.

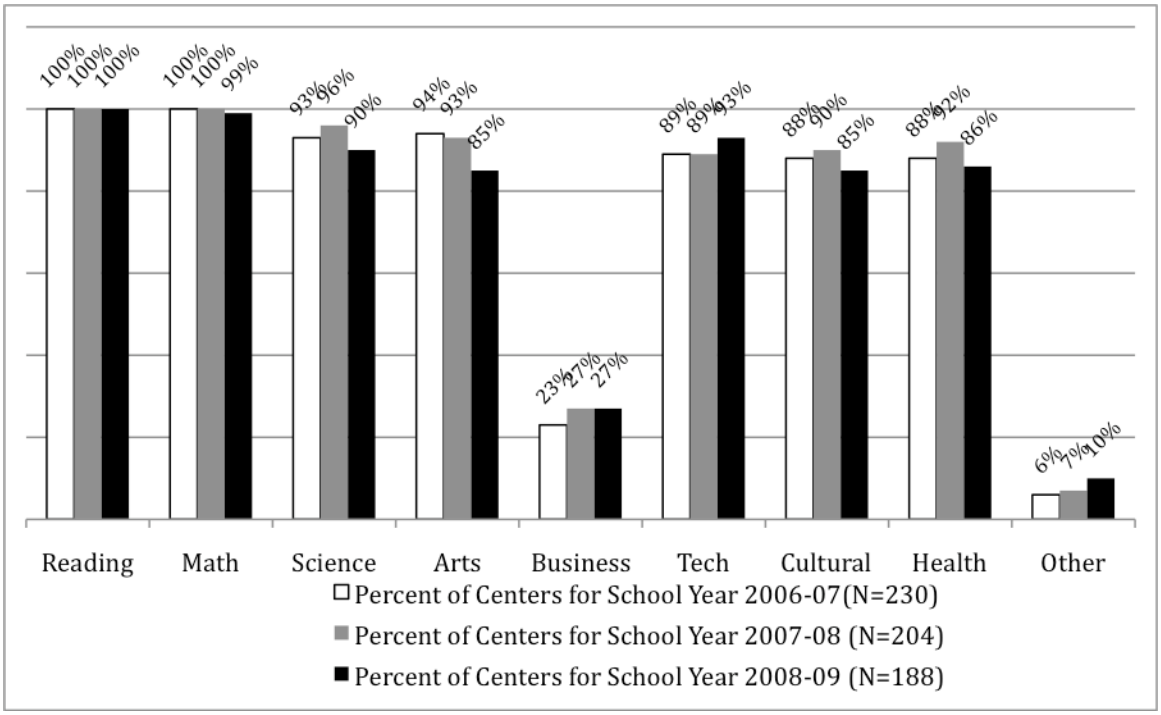
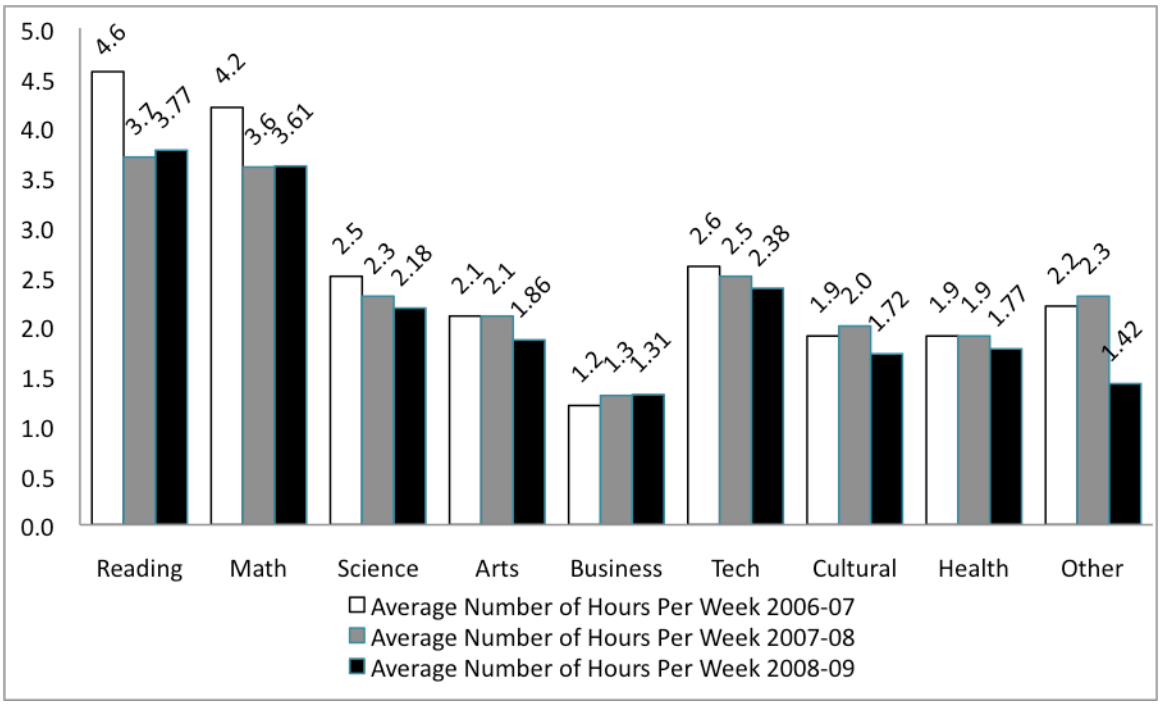


Figure 4. Proportion of Centers by Subject Areas Provided During the School Year for 2006-07, 2007-08, and 2008-09

Figure 5 provides additional information about centers and the time spent offering specific subject areas. Reading and Math were provided at the highest rate during the school year by centers. In 2006-07, centers spent an average of five hours on Reading and four hours on Math. Both the 2007-08 and 2008-09 school years show

fewer hours spent on these subjects but not a significant decrease (slightly less than four hours per subject). Technology is the third highest subject area by time spent. For all three years it averaged at 2.5 hours per week. Science was behind Technology at approximately 2.3 hours per week. This table also reveals that the amount of time spent on Health activities was greater than time spent on Cultural activities. Other programming received more attention during the 2006-07 and 2007-08 school years than in school year 2008-09. One component of other programming is physical education, which is gaining more attention to reduce childhood obesity and address associated health issues.



Source: Learning Point Associates. 2009. "APR Reports: APR and Services Provided- Aggregated Reporting Approach." 21st CCLC Profile and Performance Information Collection System. http://ppics.learningpt.org/

Figure 5. Average Numbers Per Week Typically Provided During the School Year by Subject Area for 2006-07, 2007-08, and 2008-09

Parental Involvement

Numerous research studies note the importance of parental involvement in children's academic achievement. Serving parents, consequently, is a key component of the 21st CCLC initiative and 21st CCLC sites have been encouraged by NC DPI leadership to involve parents to help sustain improvements among student participants.

Since the 2005-2006 school year, the percentage of centers providing programs involving parents and promoting family literacy has increased. According to the 2009 Grantee Profile, 57% of all centers assigned "high" priority to programs that promote parental involvement and family literacy.

Table 5 indicates that, overall, fewer parents have been served over the last three APR years. However, centers are serving roughly the same amount in each APR year. Roughly 20% of centers provide no adult family involvement activities but there is significant variation in the amount of parents served between centers for those that do offer services. The proportion of centers serving between 1 and 25 parents increased by nearly 12% from 2006-2007 to the school years ending in 2008 and 2009. This table also shows that few centers serve more than 50 parents, in general.

Table 5. Number of Adult Family Members Served by Centers in 2006-07, 2007-08 and 2008-09 APR

Number of Parents Served	Percent of Centers		
	2006-07 (N=234)	**2007-08 (N=205)**	**2008-09 (N=190)**
0	22.6%	20%	22.6%
1-25	29.1%	42%	41.6%
26-50	23.1%	21%	16.8%
51-75	9%	9.3%	7.4%
76-100	6.4%	2.9%	3.2%
101-125	4.3%	1%	3.7%
126+	5.6%	3.9%	4.7%
Total Parents Served	**9,014**	**6,186**	**5,757**
Mean	38.5	30.2	30.3
Minimum	0	0	0
Maximum	250	221	210
Standard deviation	*46.1*	*38.8*	*39.7*

Source: Learning Point. 2010. Export Data, APR Downloads, Export APR Attendance Data (Year). 21st CCLC Profile and Performance Information Collection System. http://ppics.learningpt.org/

In this section several aspects of 21st CCLC grantees and the centers that deliver the programming were highlighted. Data suggest that the total number of centers and partners has increased steadily for each cohort from 2006 to 2009. One goal of the 21st CCLC program is to establish viable relations between grantees and partners that could help make centers stronger. Although the numbers of prospective partners have increased over four cohorts (2006 through 2009), the average number of partners per grantee has fluctuated to reduced levels over time.

School districts, CBOs and FBOs make up the bulk of 21st CCLC grantees. While some CBOs and FBOs do serve as sites for centers, most form partnerships with schools so as to utilize them as centers for their programs. Most centers operated between 11 and 15 hours per week. Centers that operated more than 15 hours per week included those programs that were open on weekends and before school.

Reading and Math, followed by Technology and Science topped the subject areas offered by centers during the week. In addition to serving students, the vast majority of centers report providing services to between 1 and 50 parents. Less than a quarter reported not serving any parents. In the next section, we look at the distribution and characteristics of 21st CCLC attendees.

II. Attendance, Characteristics and Outcomes for Attendees

Section II reports descriptions of attendance; characteristics of regular attendees, including gender, race/ethnicity, and participation in special programming; grade and state assessment levels; and changes in performance. Total attendees are defined as all students who attend a center at least one day during the program. Regular attendees are those students who attended programming for 30 days or more during the program year.

Attendance Statistics

Data on attendance is crucial for grantees and stakeholders to be able to evaluate program performance and effectiveness, as well as assessing the program's reach. Grantees are defined in PPICS as the entities serving as the fiduciary agent for 21st CCLC grants. The number of attendees per center is important from a programming perspective; the significance of attendees per grantee helps to determine the cost per student. The 21st CCLC program is estimated to cost $1,300 per student. Thus the number of attendees helps measure success and challenges from a funding perspective.

Table 6 shows APR attendance data for total student attendees and regular attendees during school years ending in 2007, 2008, and 2009. Note that totals from the 2007 APR include Cohorts 2 through 5, while totals from the 2008 APR include Cohorts 3 (also 3 and 7E) through 6. The 2009 APR data includes Cohorts 4 through 7, including 4 & 7E and 3 & 7E.[5]

[5] Grantees that are listed in multiple cohorts such as 3 & 7E or 4 & 7E received an additional year of funding to the original cohort year. Thus 3 & 7E extended grantee funding to year 2009 and 4 & 7E extended grantee funding to year 2010.

Table 6. Student Attendance Data from the 2007, 2008 and 2009 APR

	2007	2008	2009
Total Number of Student Attendees	21,228	15,643	13,879
Total Number of Regular Attendees*	13,351	10,807	9,544
Average Number of Regular Attendees per Center	57.06	52.72	50.77
Percent of Student Attendees Meeting the Definition of Regular Attendee	62.89%	69.09%	68.77%

*Regular attendees are students who attended the center for 30 days or more during the year. Counts are revised periodically by Learning Point to reflect the latest data entered by grantees.
Source: Learning Point. 2010. APR Reports, "Number of Total Students and Regular Attendees Served by Centers (Year)." http://ppics.learningpt.org/

As the table indicates, the total number of student attendees declined sharply from 2007 to 2008. In 2009 the total also declined but not as great as the previous year. In addition, the number of regular attendees decreased steadily over the three-year period. One rationale for the decrease is that by 2008, Cohort 2 had completed its grant period.

The average number of regular attendees per center decreased over the period of 2007-2009, but not significantly. Centers in North Carolina sustained an average participation of 53.52 regular attendees over the three-year period.

Regular Attendees

Since attendance informs us of the amount of exposure participants have to afterschool programming, it is essential for the purpose of evaluating the 21st CCLC to observe the characteristics of regular attendees. These are the students that have participated significantly in the afterschool program to warrant an effect on their performance and classroom behavior. Hence they are the focus of DPI's efforts to measure the effectiveness of 21st CCLC programs.

Table 7 displays data for regular attendees on gender, race/ethnicity, participation in special programming, and state assessment levels. These data are from reports found on the Learning Point website. Recall that data reported for 2006-2007 include Cohorts 2 through 5, data reported in 2007-2008 include Cohorts 3 through 6, and 2008-2009 data include Cohorts 4 through 7 (including Cohort 3 & 7E).

According to Table 7, the program serves roughly equal proportions of male and female students. Reporting on gender characteristics was relatively high over the

2006-07, 2007-08, and 2008-09 school years. This is a stark contrast from the 2004-05 school year where there was only a 54% response rate. Since the 2005-06 school year reporting period, centers have provided better data and have had higher response rates with respect to collecting this information.

Response rates for information on students' race/ethnicity was also high, with the lowest response rate being 93% in the 2007-08 reporting period. Regular attendance within racial/ethnic groups has fluctuated for both African Americans and Caucasians. However the highest overall attendance has been African American participants. The number of regular attendees among Hispanics has steadily increased over the three-year period. This increase in the proportion of Hispanic students may also explain the increase in number of students designated Limited English Proficiency (LEP) over the 2006-07, 2007-08, and 2008-09 school years as well.

Table 7 shows that, overall, most students in the program are eligible for free or reduced price lunch (FRPL). Also the proportion of students eligible for FRPL has remained stable over the years, while the proportion of students with special needs or disabilities enrolled in the 21st CCLC has decreased each year since 2006-07.

There are significant variations from year to year in the proportions of students scoring at each reading level, with the smallest variation at Level II. While there was a significant increase in the proportion of regular attendees scoring at Level I from 2006-07 to 2007-08, there was a decrease from 2007-08 to 2008-09. Level II proportions remained relatively stable while students at Level III decreased in proportion from 2006-07 to 2007-08. Level IV has the fewest proportion of regular attendees represented. Proportions also declined over the three years, mostly between the first two school years.

In contrast to reading, the scores for mathematics varied less and indicate noticeable improvements among students. The proportion of regular attendees in Levels I and II decreased over the three-year period, while the proportions for Level III increased over the same time-frame. There is fluctuation in the proportion of regular attendees scoring at Level IV, with a decrease from 2006-07 to 2007-08 and a slight increase from 2007-08 to 2008-09.

While the program guidelines define eligible students as those that score on the EOG at Levels I or II, some students score at these levels in one subject but score at a higher level in the other. Grantees may also petition for a waiver to allow Level III students to enroll in the program if their teachers think that they are too close to scoring at Level II.

Table 7. Characteristics of Regular Attendees by APR School Year

	2006-07	2007-08	2008-09
Total Regular Attendees	12,984	10,751	9,568
Percent Male	52%	50.7%	50.5%
Percent Female	47.6%	49.1%	49.6%
Percent Sex Unknown	.4%	.2%	0%
Center Response Rate	*97.1%*	*94%*	*96.4%*
American Indian/Alaska Native	2.2%	2.1%	2.8%
Asian/Pacific Islander	0.2%	0.5%	0.7%
Black/African American	61.3%	63.2%	57.3%
Hispanic/Latino/-a	11.3%	12.3%	14.7%
White/ Caucasian	21%	18.2%	21.6%
Data Missing	0.7%	1.5%	0.6%
Center Response Rate	*97%*	*93.1%*	*95.9%*
Students with Limited English Proficiency (LEP)	8.2%	9.6%	10%
Students Eligible for Free or Reduced Price Lunch (FRPL)	74.8%	77.5%	74.9%
Students with Special Needs or Disabilities	13.6%	9.7%	7.9%
Center Response Rate	*92.8%*	*86.7%*	*91.3%*
Reading/ Language Arts			
Level I	7.5%	33.4%	24.1%
Level II	28%	32.9%	36.8%
Level III	54.6%	30.7%	36.9%
Level IV	9.9%	3%	2.2%
Math Results			
Level I	16.8%	14.5%	11.6%
Level II	40.9%	39.9%	37%
Level III	38%	42.6%	48.1%
Level IV	4.3%	3%	3.3%
Center Response Rate	*90.7%*	*83.9%*	*85.6%*

Source: Learning Point Associates. 2010. "APR Reports: Gender, Race/Ethnicity, Special Services or Programs Classification of Student Attendees, and Percent of Regular Attendees at Each Proficiency Level." 21st CCLC Profile and Performance Information Collection System. http://ppics.learningpt.org/ppics/index.asp

Figure 6 shows the proportion of regular attendees in each cohort by grade level. According to APR results, third graders represented the highest proportion of students in the three school years (2006-07, 2007-08, and 2008-09). Grades four and five show the next highest level of representation. After fifth grade there is a noticeable decline in the proprotion of regular attendees in the afterschool program. Some reasons for this decline include the participation of students in sports and other extracurricular activies following sixth grade. Only a smaller percentage of 21st CCLC programs offer programming below third grade and for high school students. That proporiton has increased over time for high school students.

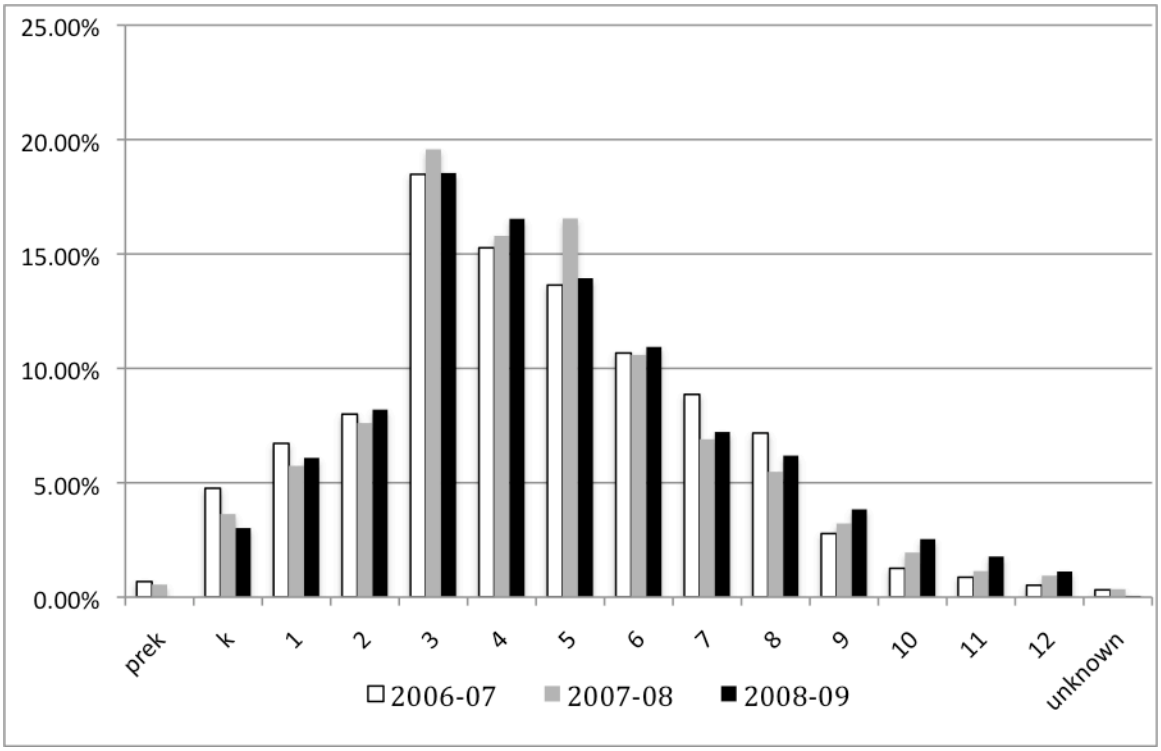


Figure 6. Proportion of Regular Attendees in Each Cohort by Grade Level, 2006-07, 2007-08, and 2008-09

In summary, although the total number of regular attendees has decreased over the APR school years 2006-07 to 2008-09, centers are serving students and making significant progress. The proportions of African American and Caucasian students have been constant, while the percentages of Hispanic students have increased.

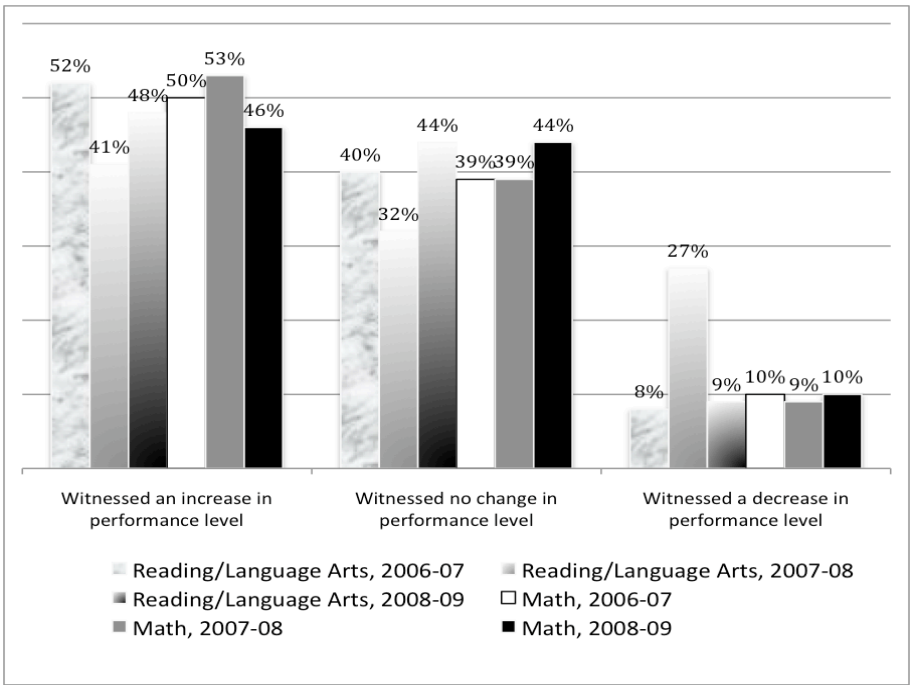
Centers have a vested interest in capturing improvements of regualr attendees on the EOG tests. Students are reportedly improving in academic performance, particularly in mathematics. Some of the Level III students in the data were likely the result of program efforts, as mentioned previously. Since PPICS data do not include data on individuals and their performance at the time of enrollment in 21st CCLC program, the extent to which the Level III counts are indications of the

program's impact on state asssessments cannot be determined. In the next section specific outcomes on student performance and behavior will be examined.

Specific Outcomes for Regular Attendees

Improving performance and school-related behavior among students is the focus of the 21st CCLC program. In this section, APR data are examined with respect to specific outcomes for attendees. These include changes in state assessment levels, grades and student behavior as reported by teachers.

Looking at the reported changes in performance levels among regular attendees in Figure 7, it is obvious that a larger proportion of students increased in performance levels in Reading/Language Arts and Mathematics over time. While the percentage of regular attendees that had no change in the level of performance ranged from 32% to 44% in Reading and Math, the percentage of students that reportedly decreased their performance level was significantly less (8% to 27%). Scores for Reading/Language Arts in 2006-07 and scores for Math in 2007-08 were highest with regard to performance level for the three-year period.



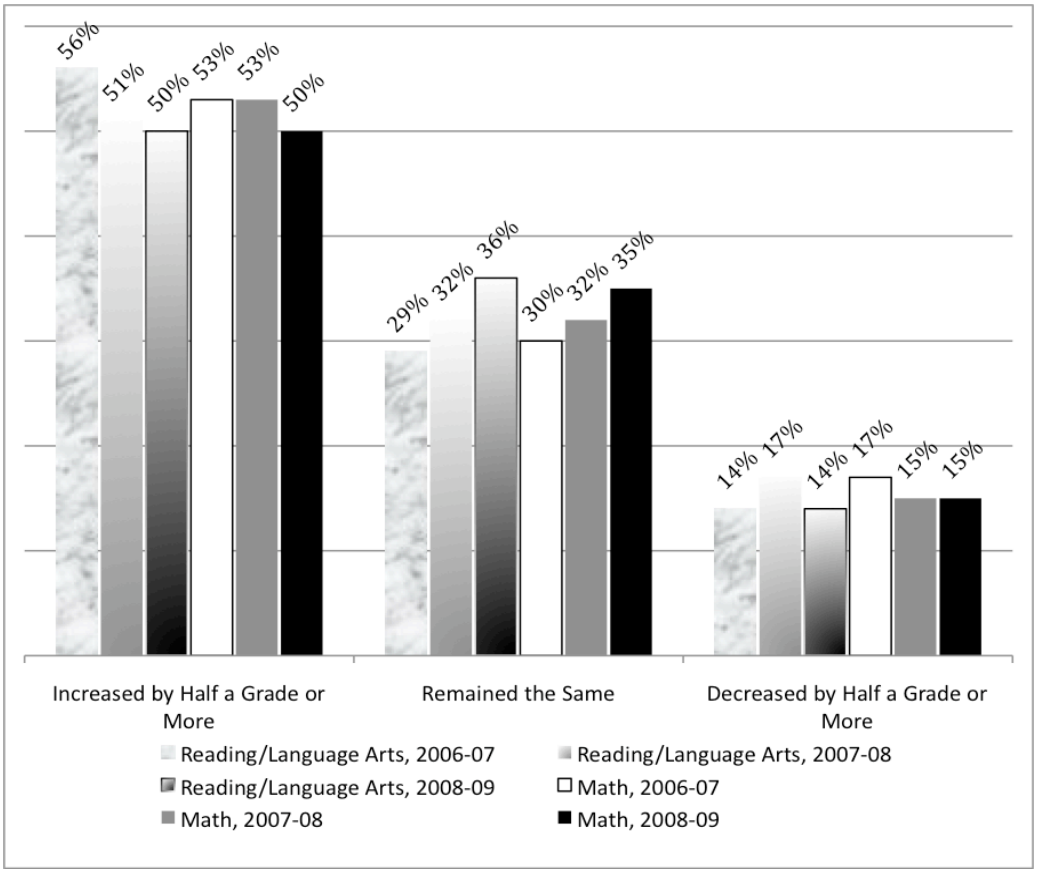
Source: Learning Point Associates. 2009. "APR Reports: Disaggregated Cross Year State Assessment Results." 21st CCLC Profile and Performance Information Collection System. http://ppics.learningpt.org/ppics/index.asp.

*The total number of centers reporting grade level change data in the 2006-07, 2007-08, and 2008-09 APR, was 204 (88%), 60 (30%) and 153 (82%) for reading, and 201 (86%), 172 (85%) and 158 (84%) for math, respectively.

Figure 7. Percent of Regular Attendees by Changes in Performance Levels For Reading/Language Arts and Math by 2006-07, 2007-08, and 2008-09 APR*

According to Figure 8, at least 50% of regular attendees increased Reading/ Language Arts and Math grades by half a grade or more. The vast majority of centers reported changes in grades. Centers that responded to the 2006-07 APR reported a higher proportion of regular attendees witnessing an increase in both Reading/Language Arts and Math than in 2007-08 and 2008-09. The 2008-09 school year APR showed a higher percentage of regular attendees whose grades remained the same. The lowest response rate was during the 2007-08 APR, at 68% (for Reading). The data appears to show that the proportion of regular attendees that have shown improvement in grades and their performance level on EOG/EOC tests is significantly higher than the percentage of regular attendees that have decreased in performance level or grade. However, it is worth noting that a larger proportion of centers reported data on grade changes relative to state assessments. For that reason the differences or similarities of results should be interpreted with caution.

As part of the 21st CCLC grant requirements, Federal and State teacher surveys were administered to capture information about changes in student performance and classroom behavior. The 21st Century Teacher Survey Guide notes that regular school-day teachers were asked to complete the survey "for every regular attendee in the 21st CCLC program." Guidelines differ for elementary, middle and high school level regular attendees. For elementary school students, regular school-day teachers were asked to complete the survey. Either Math or English teachers were asked to fill out the survey for middle and high school students. Results from the survey were aggregated for reporting purposes.



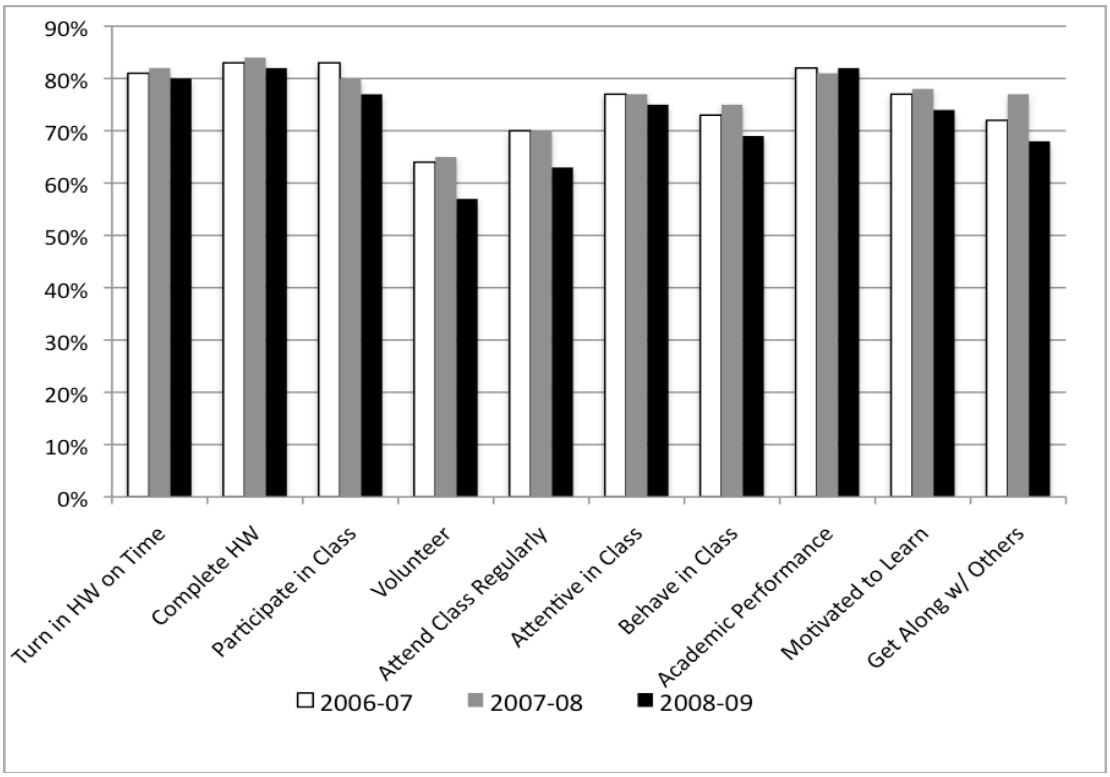
Source: Learning Point Associates. 2009. "APR Reports: Changes in Grades Among Regular Attendees Served By Center." 21st CCLC Profile and Performance Information Collection System. http://ppics.learningpt.org/

*The total percentage of centers reporting performance level change data in the 2006-07 APR, 2007-08 and 2008-09 was 91%, 68% and 88% for reading, and 91%, 90%, and 87% for math, respectively.

Figure 8. Percent of Regular Attendees by Grade Changes in Reading/Language Arts and Math, 2006-07, 2007-08, and 2009 APR*

Figure 9 shows the results from the Federal Teacher Survey on changes in student behavior. For school years reporting in 2006-07, 2007-08, and 2008-09, regular classroom teachers indicated that over 80% of 21st CCCLC attendees showed improvement in academic performance, completion of homework on time, and completion of homework to satisfaction. These results echo the previous figures.

With respect to classroom and school behavior, there has been more fluctuation in percentages of regular attendees showing improvement. Teachers reported that the proportion of students showing improved behavior in class rose 2% between 2006-07 and 2007-08, but decreased by 6% in 2008-09. Similarly the proportion of students that got along with others rose 5% between 2006-07 but also decreased 9% in 2008-09. The area of least improvement reported by teachers was the percentage of students that volunteered in class and attended class regularly.



Source: Learning Point Associates. 2009. "APR Reports: Changes in Student Behavior Among Regular Attendees (Federal Teacher Survey Results) 2007, 2008 & 2009. http://ppics.learningpt.org/ppics/index.asp. Percentages based on 93%, 89% and 89% teacher response rates of centers reporting in 2007, 2008 and 2009, respectively.

Figure 9. Percent of Regular Attendees with School Year Improvements in Behavior Federal Teacher Survey for 2006-07, 2007-08, and 2008-09 APR*

In summary, the outcomes data suggest that regular attendees are continuing to improve with respect to state assessments and grades. Although behavior may have fluctuated over this reporting period, a vast majority of students has shown improvement in this area. It would require further disaggregation of data to describe how various groups of regular attendees are progressing, how outcomes are distributed across various types of organizations, and how differences in programming relate to student outcomes. Some aspects of 21st CCLC programming have had indisputable short-term effects on student performance. Centers have placed more emphasis on students' adequate and timely completion of homework and teachers in the survey data have noted the positive outcomes of this basic objective. Homework completion probably affected other areas of student achievement and classroom behavior as well. However, without suitable comparison data over time it cannot be concluded with certainty whether 21st CCLC programming has had measurable impacts on student achievement over time.

In the next section, APR data on the progress for Cohorts 3, 4, and 5 will be examined.

III. APR Data on progress for Cohorts 3, 4, & 5

This section of the report examines APR data to evaluate the progress for Cohorts 3 through 5 across years. Academic results in the subject areas of Mathematics, Reading, and Science will be discussed as well as program attendance for grantees in these cohorts.

Cohorts 3, 4, and 5 began in years 2004, 2005, and 2006, respectively. These cohorts account for 70 grantees (44% of the total grantees) and an approximate total of $19 million in funds dispersed. According to Grantee Profile data, Cohort 3 was the largest of all grantee cohorts and was dispersed the most funds (approximately $11 million). In contrast, Cohort 5 had the fewest grantees (7) and the least allocation ($1.4 million).

The centers in Cohorts 3 through 5 were overwhelmingly school districts (approximately 74%). Faith and community-based organizations followed school districts as centers with proportions of 10% and 7% respectively.

Subject Areas

Figure 10 shows that Cohorts 3 through 5 offered the nine 21st CCLC activities and services at the majority of its centers.

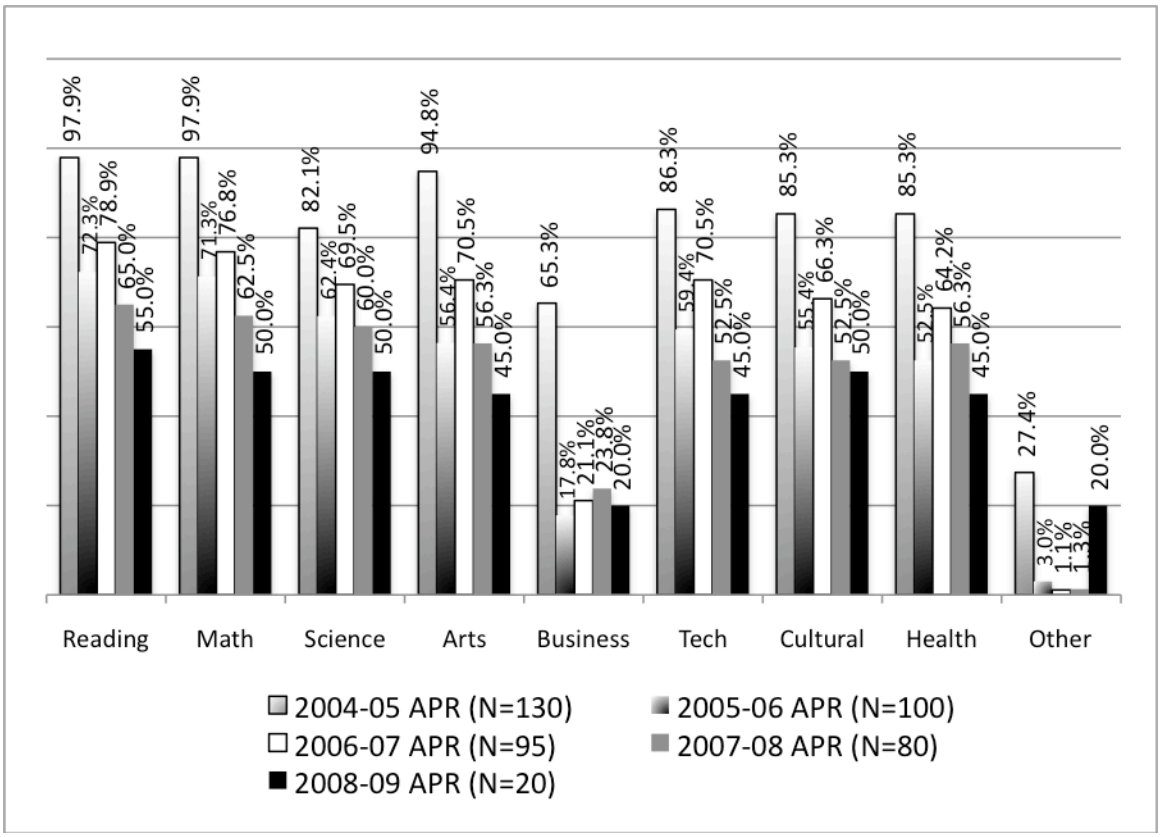


Figure10. Proportion of Centers by Subject Areas Provided for Cohort 3

For the 2004-05 reporting year, the beginning of Cohort 3's grant period, this cohort had its highest proportion of centers offering all subject areas. Particularly high were the proportions of centers offering Reading, Math and Arts instructional activities. Only 27% of centers offered other instructional activities in 2004-05. Recall "Other" activities include, but are not limited to, physical fitness and recreational time.

During the reporting periods subsequent to 2004-05 there was a significant decrease in the proportion of centers offering Reading, Math, Arts, Tech, Cultural, Health, Science and Business instructional activities. In most instances the decrease among Cohort 3's grantees was 20% or more. However, in the 2006-07 reporting year, there was an increase in the proportion of centers offering the same subjects. This was followed by another dramatic decrease in the proportion of centers offering those subjects. By 2008-09 most Cohort 3 grantees had completed their grant. Only those that had received expansion grants, i.e. Cohort 3 & 7E remained. The proportions of centers offering all nine subjects were at their lowest level for this Cohort.

Figure 11 shows the proportion of centers by subject area for Cohort 4.

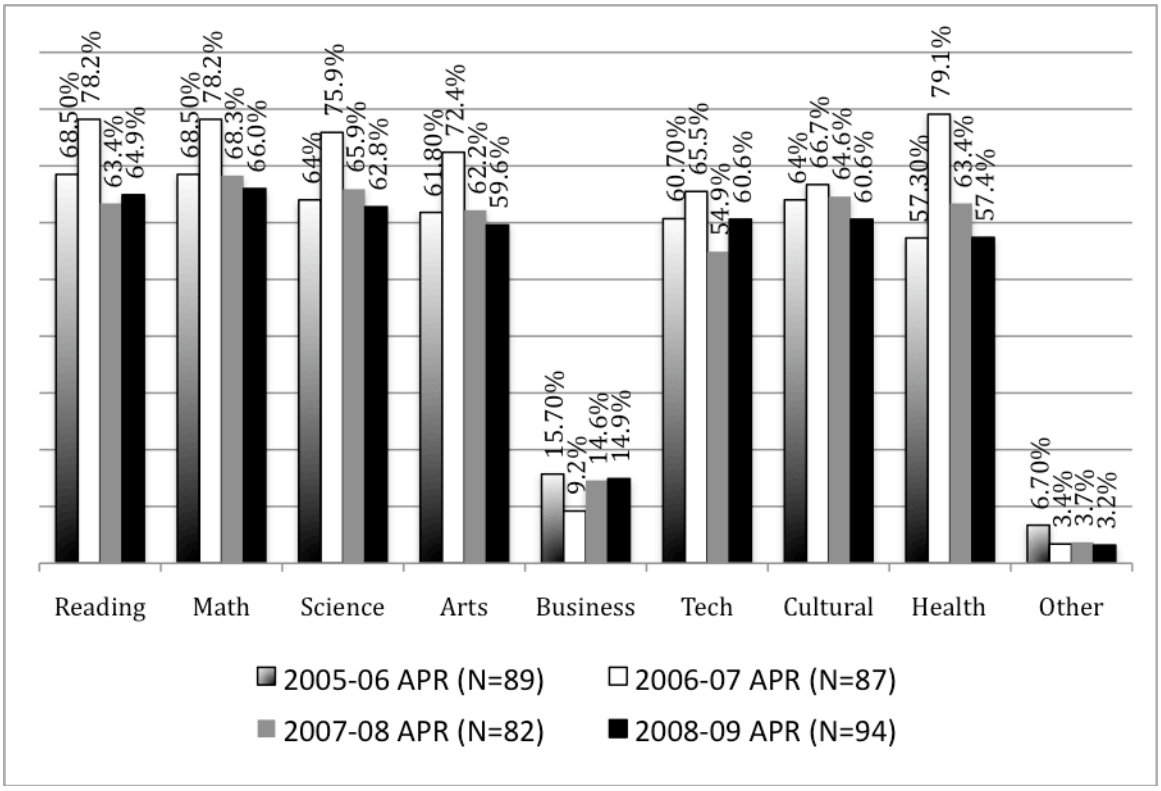


Figure 11. Proportion of Centers by Subject Areas Provided for Cohort 4

There was more equal distribution of centers across the subject areas for these grantees. For all subjects, with the exception of two (Business and Other), the

proportion of centers offering the subjects increased from the first to the second year. This increase between the first two years was followed by a decrease in the percentage of centers offering the subjects. However the decrease was not as prominent as what occurred with Cohort 3. It is interesting to note that in 2006-07, the highest proportion of centers offered Health instruction and activities. This subject led Reading and Math for that year as an offering by centers.

In Figure 12, Cohort 5 shows a significant increase in the proportion of centers offering Reading, Math, Science and the Arts after 2006-07. There was a slight decline in centers beginning in 2008-09. Business and "Other" accounted for the lowest proportion of centers in 2006-07 and 2007-08 (0%). However there was a significant increase in the percentage of centers offering business in 2008-09. Tech also increased among centers in 2008-09. Conversely, the proportion of centers offering Cultural and Health subjects remained at the same levels in 2006-07 and 2008-09 (approximately 78%).

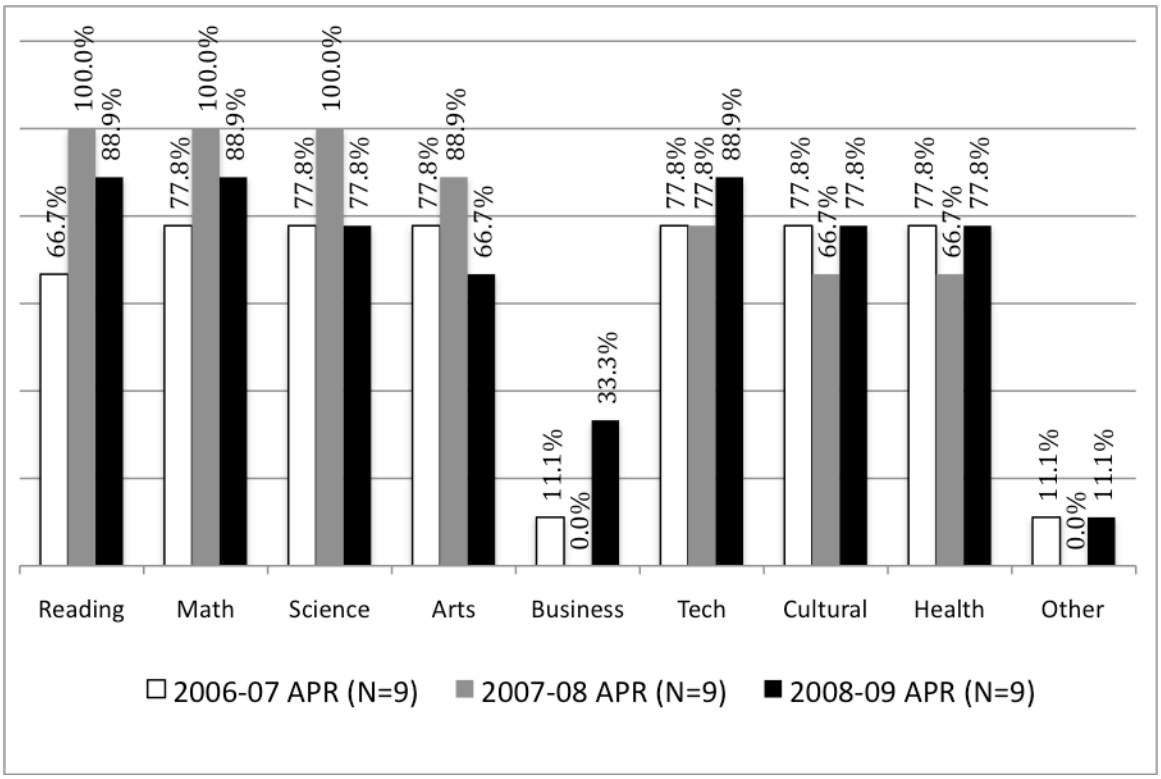


Figure 12. Proportion of Centers by Subject Areas Provided for Cohort 5

The following set of figures illustrates the average number of hours per week typically provided during the school by subject area for Cohorts 3, 4, and 5. Figure 13 shows that Reading and Math were provided, on average, approximately four hours per week over the grant period. This takes into consideration that most of the grantees completed their grant period in 2008, leaving Cohort 3 & 7E grantees in the 2008-09 reporting period.

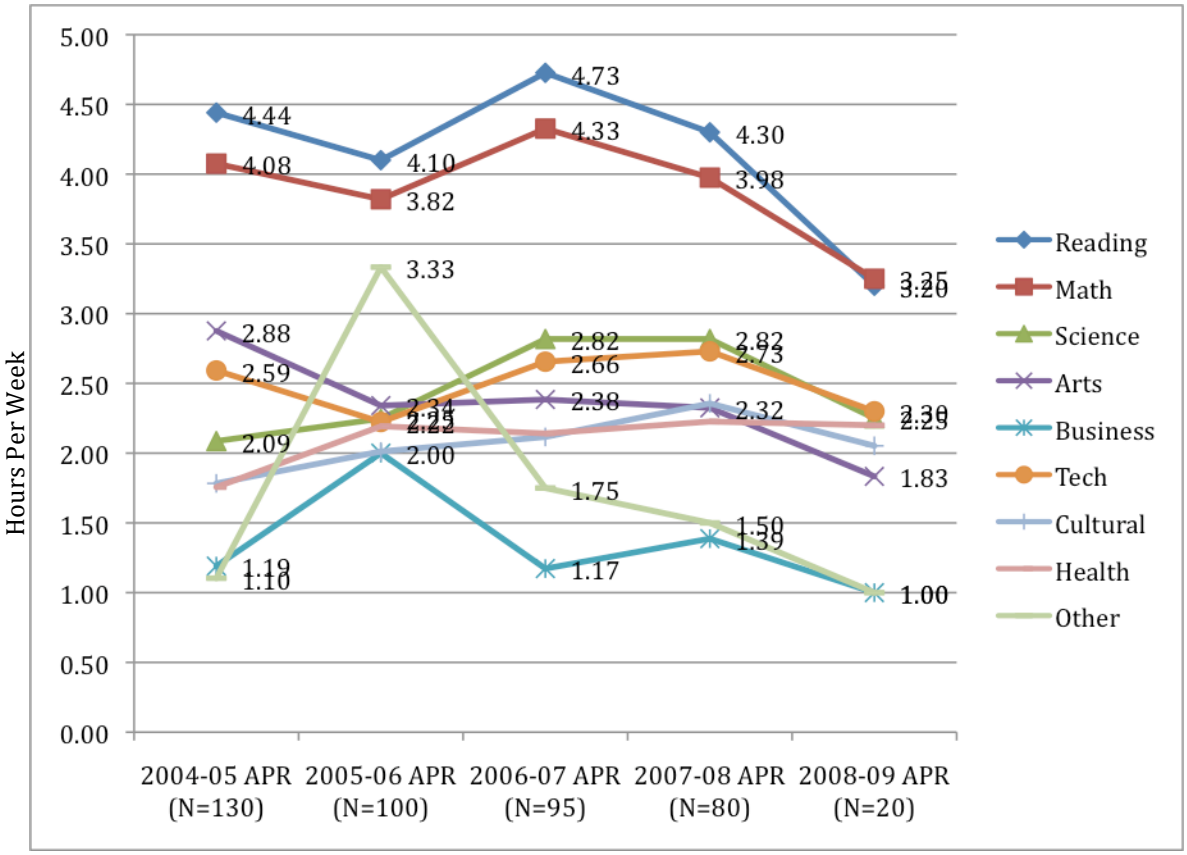


Figure 13. Cohort 3 Through 2008-09 APR

Reading and Math were the subjects that centers provided the most each week. Remaining subjects averaged between 2 to 3 hours per week. There was variation in the amount of time spent on subjects across years. In 2004-05, Arts was the third highest subject area by hours provided, while in 2005-06 "Other" was the third highest. In 2006-07 and 2007-08, Science was the third highest subject area and in 2008-09, Science and Tech were nearly tied for third. The lowest amount of time allotted by centers for a subject area was Business over the course of the five-year period, on average about one hour per week. Health, Cultural, and Science hours increased slightly over the 2006-07 and 2007-08 reporting periods. However the amount of hours spent on these activities per week decreased in 2008-09. The overall number of centers declined over time, particularly in 2008-09 and of those 20, roughly half continued to offer Reading, Math and Science. The 2008-09 year also saw the sharpest decline in the number of grantees remaining in Cohort 3.

Among Cohort 4 grantees, Reading and Math were also the subject area centers spent the most time on per week as shown in Figure 14. "Other" ranked third in 2005-06 and 2007-08, while Tech was third in 2006-07 and 2008-09. Time spent on Science instruction was relatively low in Cohort 4. Approximately 2.16 hours were spent on it over the duration of this cohort. The lowest offering per week was Business.

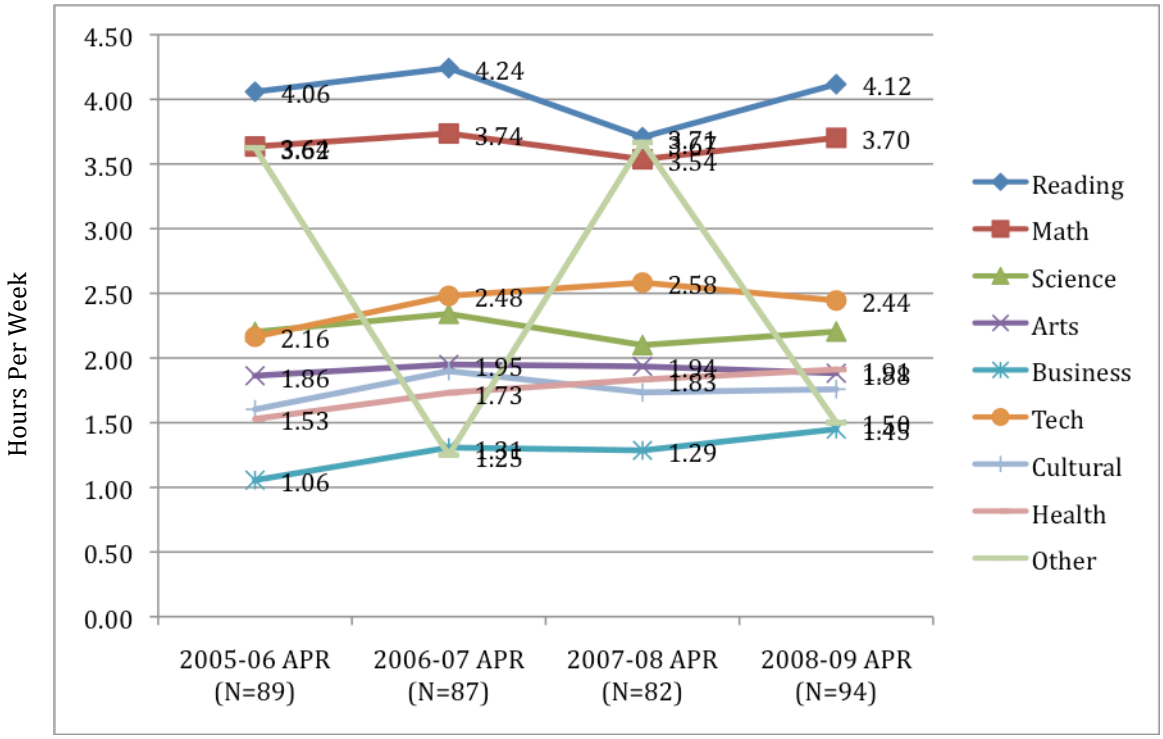


Figure 14. Cohort 4 Through 2008-09 APR

Cohort 5 had more variation than preceding cohorts on time spent per week by subject. Centers spent approximately 5 hours per week on Reading and Math in 2006-07 and 3.22 hours per week in 2007-08 and 2008-09. Though hours did decline following 2006-07 APR, the succeeding reporting periods show a consistency in time provided for Reading and Math. The diagram also shows that Tech (2006-07) and Science (2007-08 and 2008-09) trailed Reading and Math with regards to time spent per week. With the exception of Business, grantees reported a decrease in hours spent on most activities. Notice the line for "Other." Of the nine grantees that were included in Cohort 5, initially a very high figure was given for time spent on this category followed by a sharp decline. Reasons for the variation could be unfamiliarity with PPICS that resulted in data entry errors or inability to properly classify the given activities. Health decreased from 2006-07 but remained constant and actually rose slightly between 2007-08 and 2008-09.

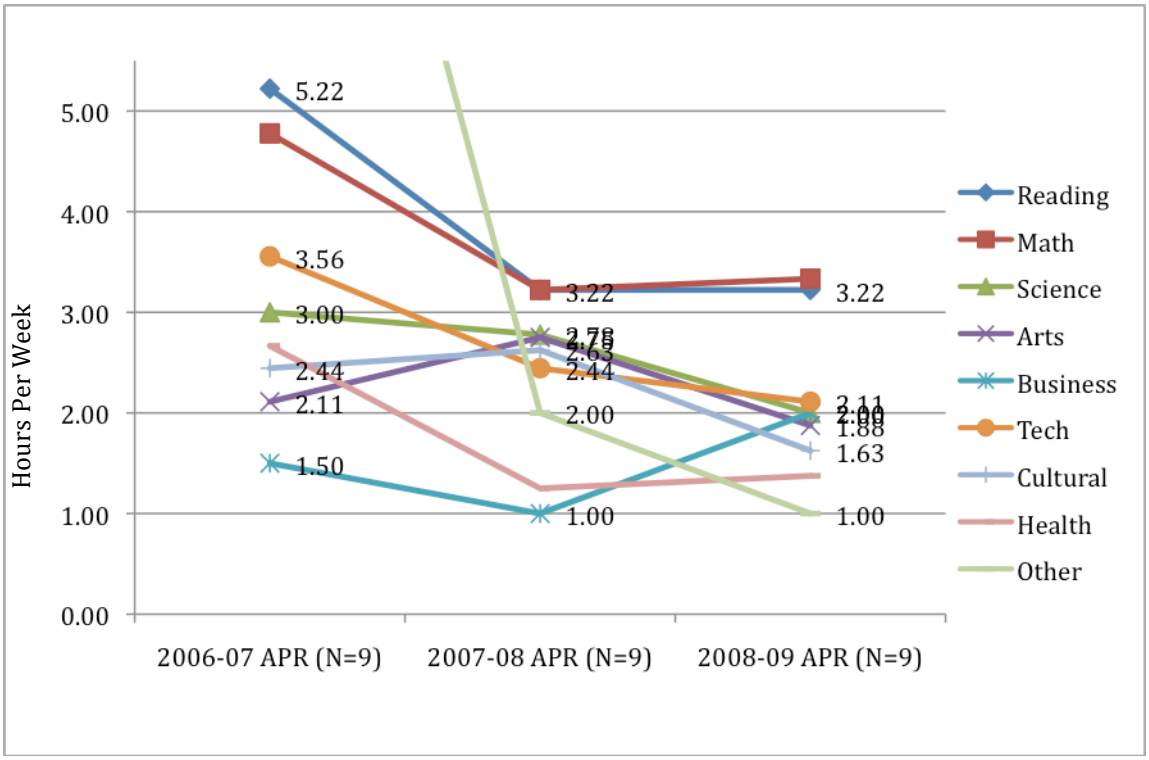


Figure 15. Cohort 5 Through 2008-09 APR

Attendance Statistics (by center and grantee)

Grantees in cohorts 3 through 5 submitted attendance data on the total number of students participating in the programming over the course of the year and indicated the number of regular attendees at each center. Whereas the total attendance is a measure of the breadth of a center's reach, the regular student data helps to measure how successful the center was in retaining students across the reporting period. The following table (Table 8) presents attendance data for Cohorts 3 through 5.

The total number of regular attendees rose significantly between 2005 and 2006, with a modest decline in 2007. Following 2008, the majority of Cohort 3 completed its grant period. Cohort 3, the largest of the three cohorts, maintained an average of approximately 62 regular attendees per center over the duration of its reporting period. Cohort 4 appears to have been successful at recruiting and retaining students across grantees. Total students and regular attendees rose between 2006 and 2007 and again between 2008 and 2009. There were, on average, 52 regular student attendees per center over the duration of the grant period. Although most Cohort 4 grantees ended their grant period in 2009, some Cohort 4 & 7E grantees will report APR in 2010.

Table 8. Attendance Data for cohorts 3 through 5

Cohort 3 + 7E	**2005**	**2006**	**2007**	**2008**	**2009**
Total Number of Student Attendees	7869	9012	9183	6567	1443
Total Number of Regular Attendees*	4951	6113	5999	4501	948
Average Number of Regular Attendees per Center	52.11	89.23	62.49	56.26	47.40
Average Number of Regular Attendees per Grantee (33) (6)	150.03	185.24	181.79	136.39	158
Percent of Student Attendees Meeting the Definition of Regular Attendee	63%	67.8%	65.3%	68.5%	65.7%
Cohort 4					
Total Number of Student Attendees		5996	7973	6435	7429
Total Number of Regular Attendees*		3734	4742	4506	5425
Average Number of Regular Attendees per Center		41.96	53.89	54.29	57.71
Average Number of Regular Attendees per Grantee (29, 27)		128.76	163.52	166.88	200.92
Percent of Student Attendees Meeting the Definition of Regular Attendee		62.3%	59.5%	70%	73%
Cohort 5					
Total Number of Student Attendees			927	1141	1222
Total Number of Regular Attendees*			614	712	672
Average Number of Regular Attendees per Center			68.22	79.11	74.67
Average Number of Regular Attendees per Grantee (7, 5)			87.7	101.7	134.4
Percent of Student Attendees Meeting the Definition of Regular Attendee			66.2%	62.4%	55%

*Regular attendees are students who attended the center for 30 days or more during the year. Counts are revised periodically by Learning Point to reflect the latest data entered by grantees.
Source: Learning Point. 2009. APR Downloads, "excel_attendence (Year)." http://ppics.learningpt.org/

For Cohort 5 there are currently three years of APR data available. Thus far, it is evident that Cohort 5 grantees have shown success at recruiting students for the 21st CCLC program. The total number of students rose by 214 from year one to year two and by 82 students between year two and three. However, student retention, as shown by the total number of regular attendees, appears to have only grown from

2007 to 2008. Overall, the average number of regular attendees per center is relatively high for this cohort at approximately 74 thus far in its period of performance.

The following figures further illustrate the data shown in the previous table. Figures 16 and 17 show the attendance of total students and regular attendees by cohort across years for cohorts 3 through 5.

Cohort 3 had the highest proportion of total students over its period of performance. Cohort 4 had a signicant increase in total student attendees from 2006 to 2007 and again in 2009. Both cohorts 3 and 4 were nearly even in proportion of total students in 2008.

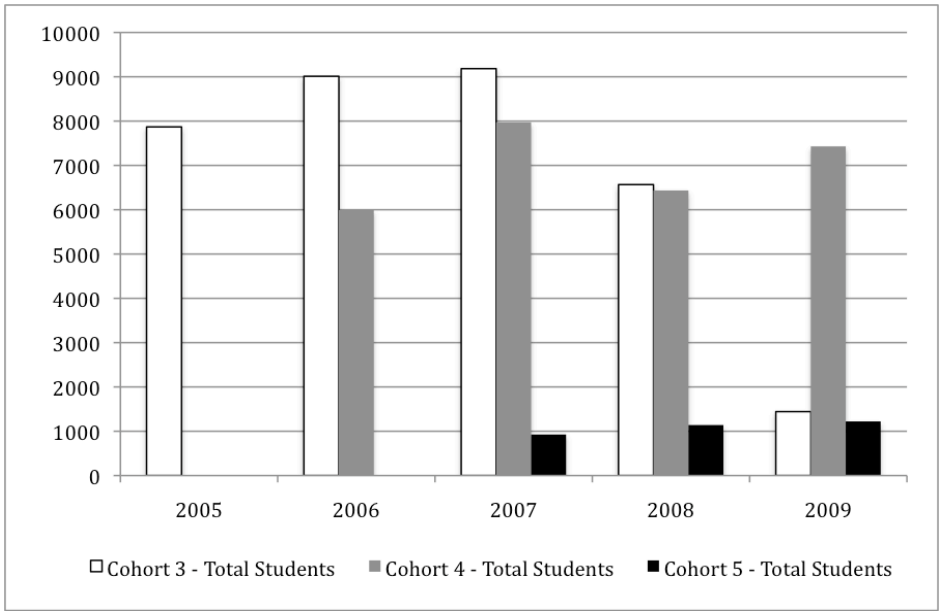


Figure 16. Total Students by Cohort Across Years

Figure 17 shows the success of Cohort 4 in recruitment and retention of regular attendees across grantees. Between 2006 and 2007 there was a signicant increase in the proportion of regular attendees. Cohort 4 also witnessed an increase in the proportion of regular attendees between 2008 and 2009. Cohort 5, the smallest cohort, shows consistency in its proportion of regular attendees.

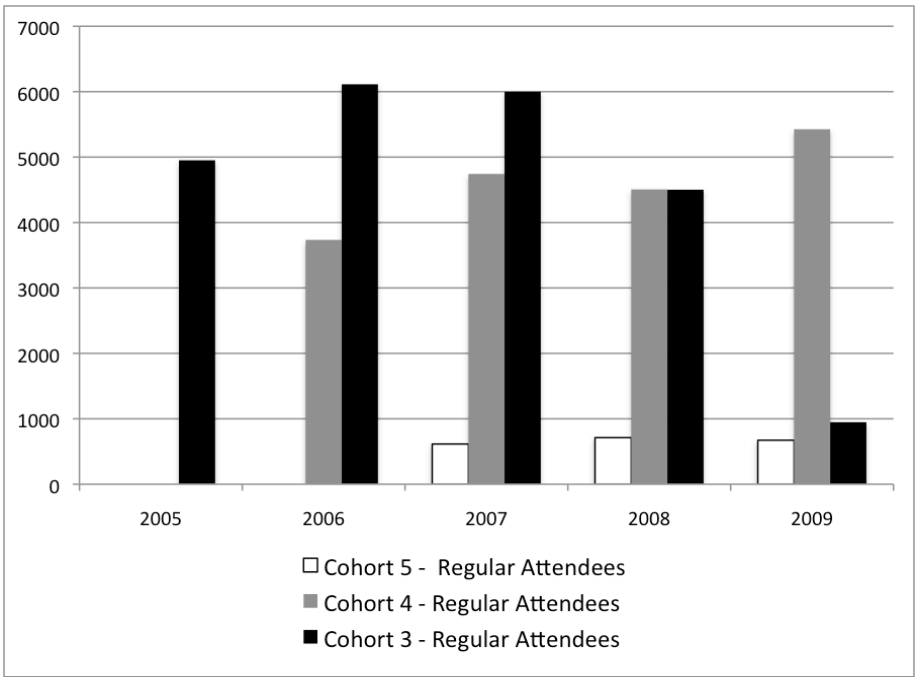


Figure 17. Regular Attendees by Cohort Across Years of Grant

Cost Per Student

The next table (Table 9) shows the cost per student by cohort and APR year. The cost per student decreased over time, with rare exception (e.g. year 2007-2008 for Cohort 4). One reason for the increase in funds is that some grantees reported fewer total student attendees from one year to the next. Comparing the first three years of operation of each cohort, we see that Cohort 3, on average for the first three years of its grant, spent $1,150 per student, based on total attendees. Cohort 4 spent, on average, $1,040 per student and Cohort 5 spent $1,164 on average per student based on total attendees. As mentioned previously, Cohort 5 will submit its final APR in 2010.

With regard to cost per regular student attendee, Cohort 3 spent on average $1,590 per stduent over the period 2005 to 2008. This was the four-year performance period for most Cohort 3 grantees. In comparison to the four-year period for Cohort 4, being 2006 to 2009, grantees in that cohort spent $1,471 on average per regular attendee. Over its performance period thus far, Cohort 5 has spent $1,884 on average per regular student attendee. Cohort 5 is the smallest of the three cohorts and has another year of annual performance to report to the state and Federal government.

Table 9. Cost Per Student by Cohort and APR Year

Cohort 3 + 7B	2005	2006	2007	2008	2009
Cost Per Student Attendees (based on total attendees)	$1,363.52	$1,181.82	$906.94	$729.40	$399.97
Cost Per Student Attendees (based on regular attendee only)	$2,167.14	$1,742.27	$1,388.31	$1,064.20	$608.81
Cohort 4					
Cost Per Student Attendees (based on total attendees)		$1,272.59	$905.67	$955.58	$697.57
Cost Per Student Attendees (based on regular attendee only)		$2,043.50	$1,522.76	$1,364.66	$955.25
Cohort 5					
Cost Per Student Attendees (based on total attendees)			$1,443.31	$1,172.97	$876.18
Cost Per Student Attendees (regular attendee only)			$2,179.07	$1,879.72	$1,593.29

Regular Attendees

Table 10 shows the characteristics of regular attendees by cohort/APR year. It is useful to look at the participation of students of different backgrounds to examine the reach of the 21st CCLC program. In addition to ethnic background, participation by students that receive special services or programs indicates the extent which programs are addressing other high needs constituents in the community. Table 11 also shows the proportion of regular attendees by their level of proficiency in core academic areas. This information helps indicate the type of academic assistance centers should provide their student population as well as serves as a baseline for determining the program's impact in the years to come.

Cohorts 3 and 4 show a fairly even distribution of male to female regular attendees, with slightly more male than female. The proportion of female regular attendees did increase over the reporting period of Cohort 3 with its highest figure (53%) in 2009. The gender difference becomes more obvious in Cohort 5. To reiterate, the fifth year of performance for Cohort 3 consists of Cohort 3 & 7E grantees. Another note is the high percentage of students that were marked "sex unknown" in 2005 (16%) and 2006 (9%) for Cohort 3. However the percentage of "unknown" was reduced in subsequent years.

Table 10. Characteristics of Regular Attendees by Cohort and APR Year

	2005	2006	2007	2008	2009
Total Regular Attendees					
Cohort 3	4951	6113	5999	4501	948
Cohort 4	X	3734	4742	4506	5425
Cohort 5	X	X	614	712	672
Percent Male					
Cohort 3	41.5%	48.3%	51%	51.2%	47.2%
Cohort 4	X	52.5%	47.4%	49.3%	51%
Cohort 5	X	X	54.1%	53.1%	56.4%
Percent Female					
Cohort 3	42.4%	43.1%	47.1%	48.3%	52.8%
Cohort 4	X	47.3%	46.9%	49.5%	49.1%
Cohort 5	X	X	44.5%	46.9%	43.6%
Percent Sex Unknown					
Cohort 3	16.1%	8.6%	1.9%	.5%	0%
Cohort 4	X	.2%	5.7%	.2%	0%
Cohort 5	X	X	1.4%	0%	0%
American Indian/Alaska Native					
Cohort 3	1.7%	1.0%	1.9%	2%	0%
Cohort 4	X	2.6%	1.9%	2.8%	4.2%
Cohort 5	X	X	0%	0%	0%
Asian/Pacific Islander					
Cohort 3	0.5%	.8%	0%	.1%	1.1%
Cohort 4	X	.2%	.2%	.5%	.7%
Cohort 5	X	X	1%	3.7%	1.5%
Black/African American					
Cohort 3	61%	60.9%	64.2%	61.8%	47.6%
Cohort 4	X	64.2%	60.6%	65.1%	55.9%
Cohort 5	X	X	67.6%	50.6%	47.9%

Table 10. Characteristics of Regular Attendees by Cohort and APR Year (continued)					
	2005	**2006**	**2007**	**2008**	**2009**
Hispanic/Latino/-a					
Cohort 3	9.1%	12.7%	12.4%	13.8%	26.4%
Cohort 4	X	8.4%	8.4%	10.2%	13%
Cohort 5	X	X	11.9%	20.5%	26.3%
White/ Caucasian					
Cohort 3	14.8%	19.2%	20.4%	17.9%	23.8%
Cohort 4	X	22.3%	20.2%	17.7%	23.7%
Cohort 5	X	X	18.9%	25.8%	23.4%
Data Missing					
Cohort 3	12.9%	5.5%	1.2%	4.4%	1.2%
Cohort 4	X	2.4%	8.7%	3.6%	2.6%
Cohort 5	X	X	.7%	0%	.8%
Students with Limited English Proficiency (LEP)					
Cohort 3	8.8%	8%	8.1%	9.8%	12.9%
Cohort 4	X	6.1%	7.1%	7.3%	9.6%
Cohort 5	X	X	6.7%	13.8%	19.8%
Students Eligible for Free or Reduced Price Lunch (FRPL)					
Cohort 3	74.8%	64.2%	79.1%	84%	72.6%
Cohort 4	X	72.3%	72.9%	76.3%	76.6%
Cohort 5	X	X	65.8%	58.6%	56.4%
Students with Special Needs or Disabilities					
Cohort 3	9.1%	10.4%	11.4%	8.8%	9.5%
Cohort 4	X	16.6%	14.3%	10.7%	8.2%
Cohort 5	X	X	7.3%	12.4%	10.3%
Center Response Rates					
Cohort 3	*73.1%*	*73.8%*	*97.3%*	*61.5%*	*100%*
Cohort 4	*X*	*67.7%*	*67.7%*	*63.8%*	*72.3%*
Cohort 5	*X*	*X*	*69.2%*	*69.2%*	*69.2%*

Source: Export data 'excel attendance (year)'

Table 11. The Proportion of Students in Each Proficiency Level for Reading and Math by Cohort and APR Year

Cohort 3	2005	2006	2007	2008	2009
Reading/ Language Arts					
Level I	13%	9%	11%	3%	1%
Level II	34%	47%	51%	44%	30%
Level III	41%	35%	30%	21%	37%
Level IV	12%	10%	7%	32%	32%
Math Results					
Level I	9%	1%	4%	2%	6%
Level II	33%	17%	31%	40%	53%
Level III	45%	53%	46%	42%	33%
Level IV	13%	29%	19%	16%	9%
Center Response Rate	*91.7%*	*87%*	*73%*	*63%*	*84%*
Cohort 4	2005	2006	2007	2008	2009
Reading/ Language Arts					
Level I		9%	10%	4%	3%
Level II		51%	55%	24%	44%
Level III		33%	27%	36%	35%
Level IV		7%	8%	37%	18%
Math Results					
Level I		5%	5%	4%	3%
Level II		39%	42%	47%	50%
Level III		40%	38%	37%	37%
Level IV		17%	15%	12%	10%
Center Response Rate		*69%*	*68%*	*64%*	*72%*
Cohort 5	2005	2006	2007	2008	2009
Reading/ Language Arts					
Level I			5%	4%	3%
Level II			57%	23%	25%
Level III			29%	37%	38%
Level IV			8%	35%	33%
Math Results					
Level I			1%	1%	3%
Level II			42%	35%	42%
Level III			40%	43%	33%
Level IV			17%	21%	22%
Center Response Rate			*88%*	*70%*	*70%*

Source: Learning Point. 2009. APR Downloads, "excel_aprsaii (Year) and "excel_aprlevels(Year)."

Table 10 also shows that Cohort 4 had the highest percentage of American Indian/Alaska Native students, compared with Cohort 5. However, Cohort 5 did have the highest percentage of Asian/Pacific Islander attendees (approximately 2%). African American and Caucasian students make up the bulk of regular attendees for the three cohorts and figures across cohorts appear consistent for these groups. Hispanic/Latino attendees increased in percentage over time. Cohort 3 & 7E and Cohort 5 had the highest proportion at approximately 26%.

The proportion of students with Limited English Proficiency (LEP) has also increased across the three cohorts over time. As mentioned earlier in this report, this may be attributed to the increased proportion of Hispanic/Latino attendees. The table indicates that the majority of participants in the 21st CCLC for Cohorts 3 through 5 are eligible for FRPL. The largest percentage of students eligible for FRPL was 84% in Cohort 3 (2008) and the lowest thus far was 56% for Cohort 5 in 2009. The proportion of students with special needs or disabilities was highest in Cohort 4 at nearly 17%. In all cohorts there have been fluctuations in the proportion of special needs students, with a decreasing trend overall.

Table 11 shows that, overall, most students in the program are performing at Levels II and III in Reading and Mathematics. This is true across the three cohorts. The proportion of youth at Levels III and IV has generally increased in Reading and declined in Math with the exception of Cohort 5. Fluctuating response rates are likely to explain some the variation over time and across cohorts. Cohort 4 has maintained the lowest response rates of the three cohorts in the analysis.

Figures 18 shows the proportion of regular attendees in Cohort 3, 4 and 5 by grade level. In Cohort 3, at the start of its performance period (2005), grades 3 through 5 had the highest percentage of regular attendees. In 2009 grade 6 also had a higher percentage of students. In fact, 2009 was the year with the highest percentages of students in grades 3 through 6 and grade 8.

Cohort 4 had an even distribution across years. Bars within each grade level are more level than in Cohorts 3 and Cohort 5. The highest proportion of students was third grade in 2008 (over 20%). Programming at the K-2nd grade level is apparent as well as successful efforts at recruiting and retaining high school students. Notice that 2009 had the highest proportions of regular attendees in grades 9 through 12.

Cohort 5 had its highest percentage of regular attendees in grades K-5 in the first year of its performance. This Cohort proved especially successful at recruiting and retaining students in K-2nd grades. The highest representation of students in 2007 was in the 4th grade (over 16%), however that percentage dropped sharply in 2008. High school students were retained in 2008 and 2009. This is not typical of most 21st CCLC programs and may indicate that Cohort 5 grantees will continue to focus on grades 9-12 in its programming.

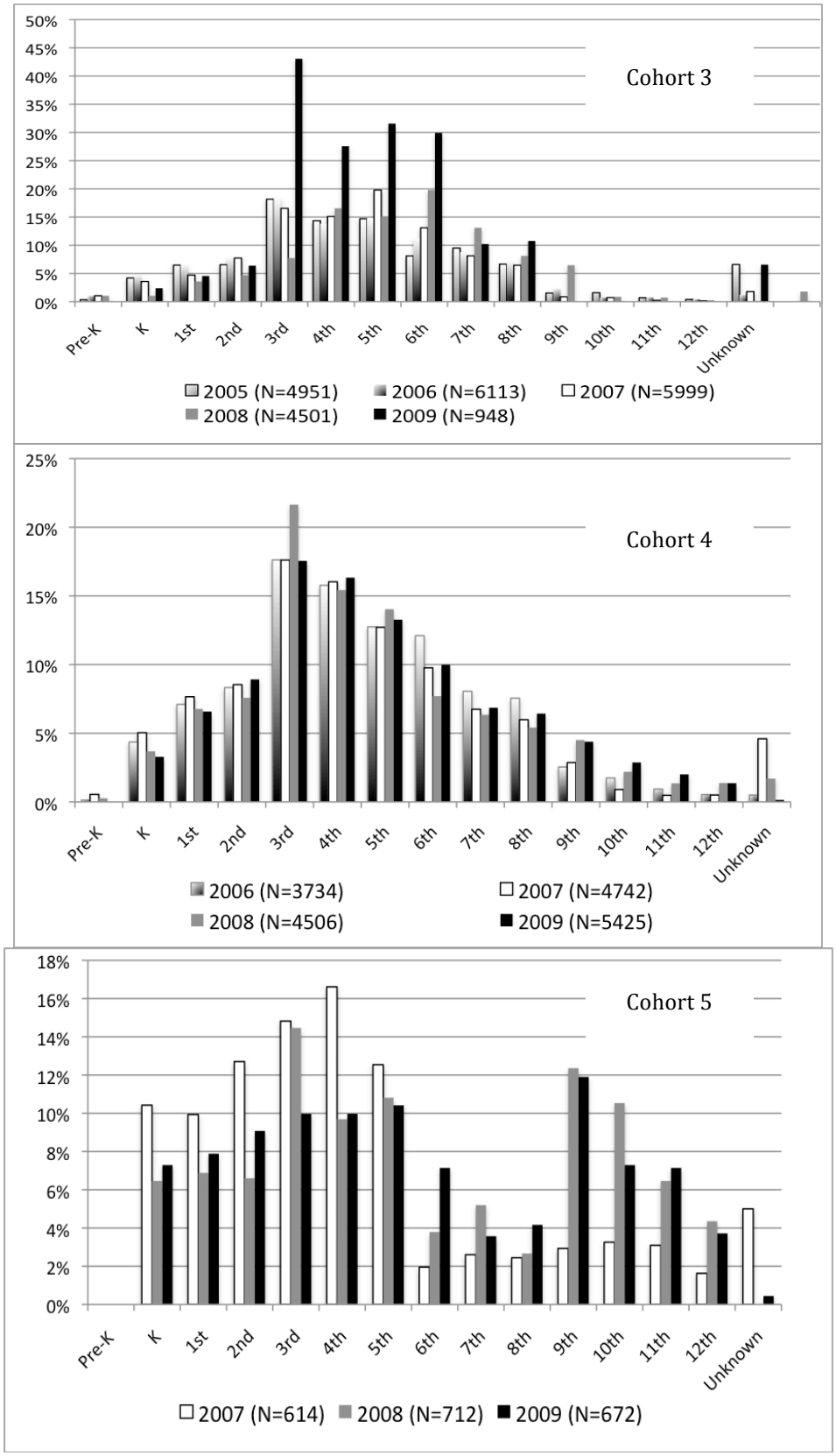
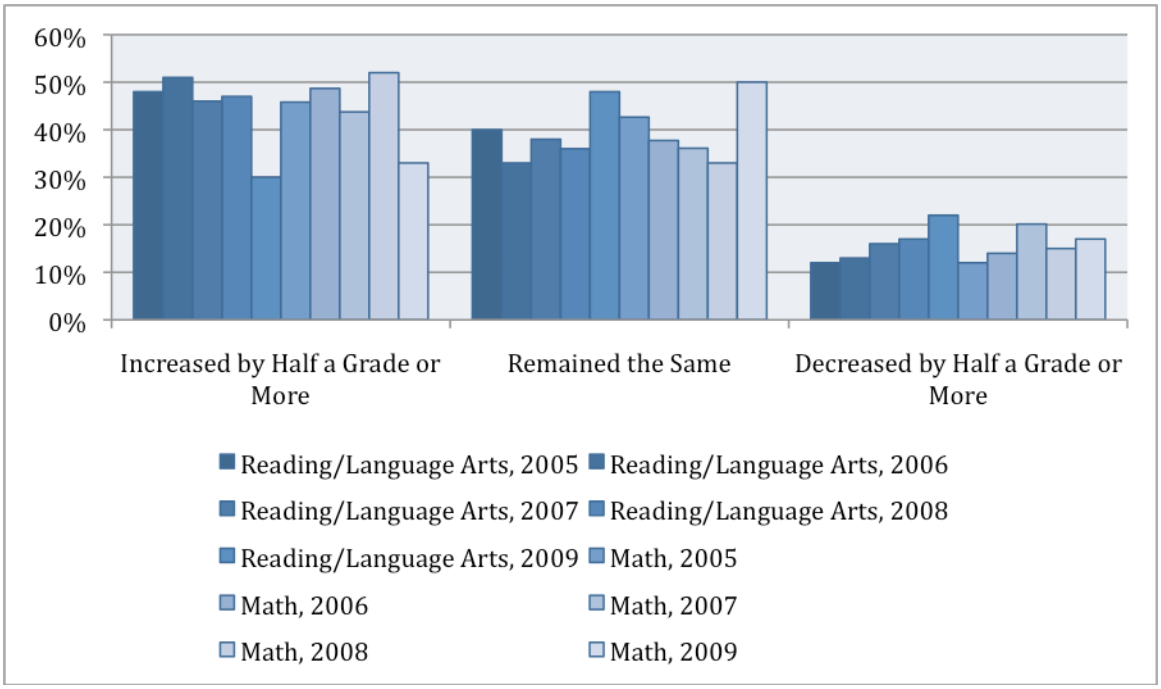


Figure 18. Cohort 3, 4 and 5 Proportion of Regular Attendees by Grade Level

Specific outcomes for regular attendees

As mentioned previously, the progress of regular attendees is a good indicator of how well 21st CCLC programs are performing towards meeting their goals and objectives. In this section specific outcomes for regular grantees in Cohorts 3 through 5 are examined. The following figures 19 through 21 show the proportion of regular student attendees by changes in performance levels and grades in Reading/Language Arts and Math.

Figure 19 shows the percent of regular attendees by changes in performance levels for reading/language arts and math for Cohort 3.

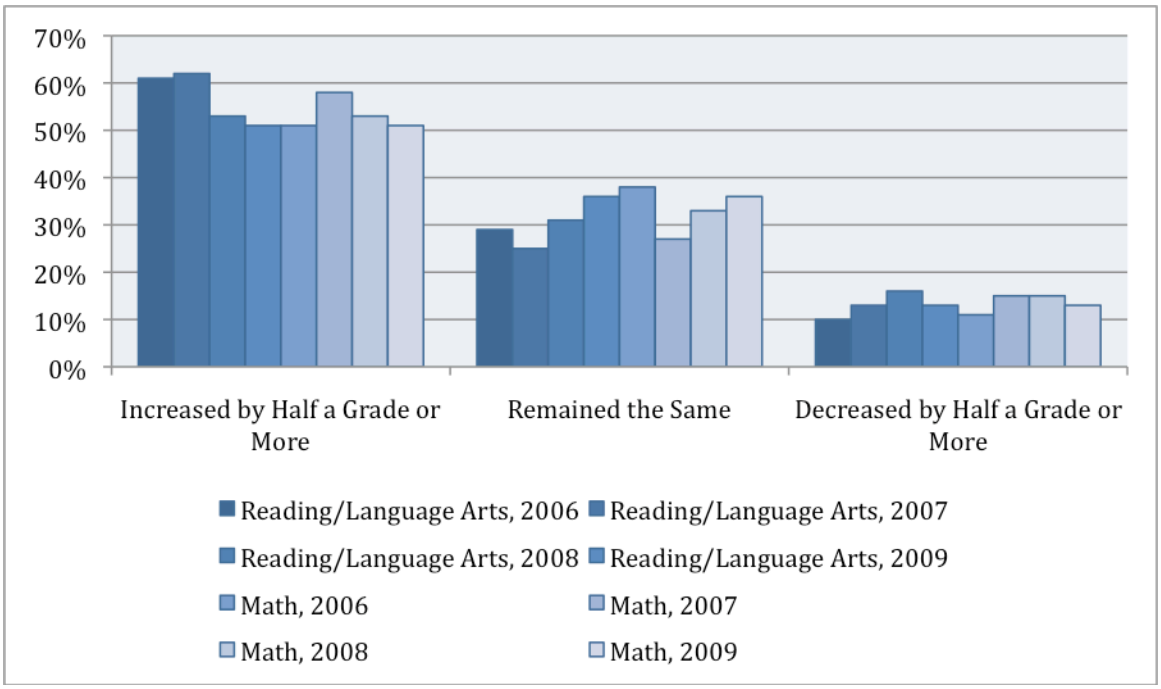


Source: Learning Point Associates. 2009. "excel_aprgrades(Year)". http://ppics.learningpt.org/ppics/index.asp. *Response rate for grade level change data in the 2004-05, 2005-06, 2006-07, 2007-08, and 2008-09 APR, was 66%, 89%, 77%, 49%, and 85% for reading, and 66%, 73%, 77%, 72%, and 85% for math, respectively.

Figure 19. Percent of Regular Attendees by Grade Changes in Reading/Language Arts and Math, Cohort 3

Figure 19 does not show much overall difference between those students that increased by half a grade or more and those that remained the same in either subject. Students tended to increase by half a grade or more up until 2009. Years 2005 through 2008 had the highest proportion of increase in reading and math while 2009 had the lowest proportion of students that increased by half a grade or more. Likewise, in 2009 there were a higher percentage of students whose grades

remained the same in both reading and math. Increasing proportions of students also decreased by half a grade or more over time in both subject areas.



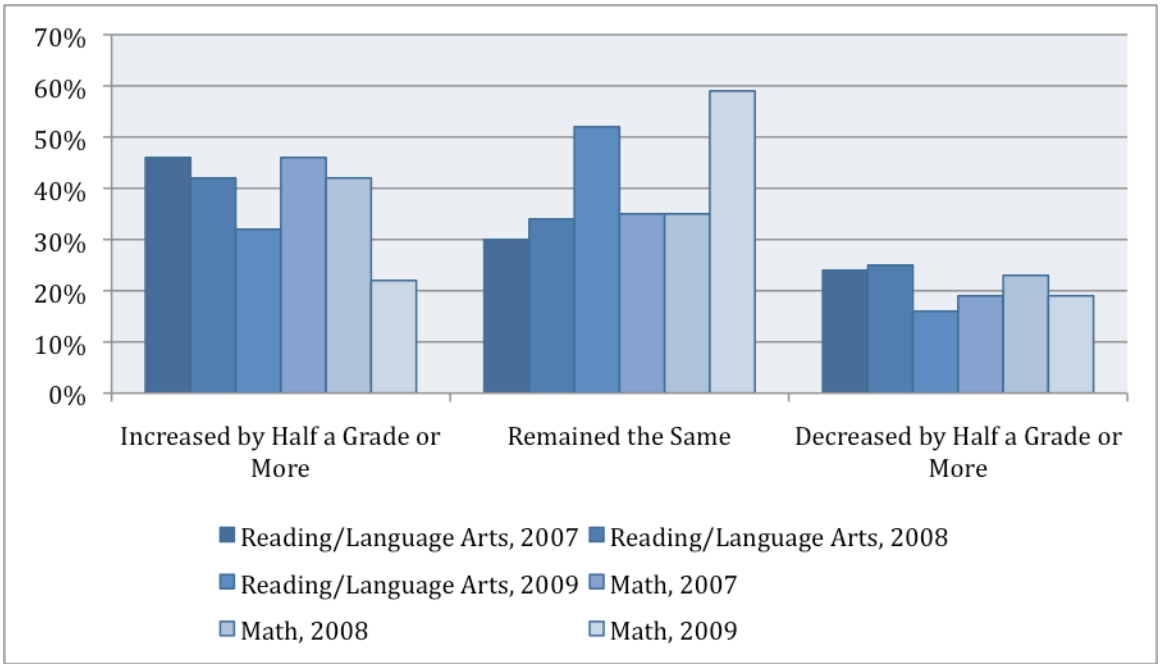
Source: Learning Point Associates. 2009. "excel_aprgrades(Year)". http://ppics.learningpt.org/ppics/index.asp. *Response rate for grade level change data in the 2005-06, 2006-07, 2007-08, and 2008-09 APR, was 79%, 81%, 65%, and 73% for reading, and 70%, 80%, 80%, 73% for math, respectively.

Figure 20. Percent of Regular Attendees by Grade Changes in Reading/Language Arts and Math, Cohort 4

In Cohort 4 (Figure 20) there is a considerable difference in the proportion of regular attendees that increased their grades by half a grade or more, proportions of students whose grades remained the same, and those students whose grades decreased by half a grade or more. In fact, in 2006 and 2007, nearly twice as many students increased their grades by half a grade or more than those students whose grades remained the same. In some cases, the proportion of students that increased their grades is three times as great as those that decreased grades. Also, an increasing proportion of students remained at the same grade level in both subjects over time.

Figure 21 shows the same information for Cohort 5. The proportion of students that increased their grades by half a grade or more declined over time and those whose grades remained the same increased. Years 2007 and 2008 had the highest percentages of regular attendees that increased their grades in Reading and Math. In 2009 a higher proportion of students' grades remained the same. Although the proportion of students whose grades decreased rose slightly between 2007 and 2008, there was a significant decline (10%) in that number the following year. The

decline is probably the result of the high number of students whose grades remained the same rather than these students increasing their grades by half a grade or more.



Source: Learning Point Associates. 2009. "excel_aprgrades(Year)". http://ppics.learningpt.org/ppics/index.asp. *Response rate for grade level change data in 2006-07, 2007-08, and 2008-09 APR, was 79%, 71%, and 69% for reading, and 75%, 75%, and 69% for math, respectively.

Figure 21. Percent of Regular Attendees by Grade Changes in Reading/Language Arts and Math, Cohort 5

The final figures (Figures 22 through 24) of this report depict changes in student behavior for Cohorts 3 through 5 during the course of their performance period. The data from the Federal teacher survey shows that changes in student behavior were consistent for Cohort 3 during 2005 and 2006 (Figure 22). Student behavior increased in most areas over time and declined slightly in 2009, particularly in areas of class attendance and behaving in class.

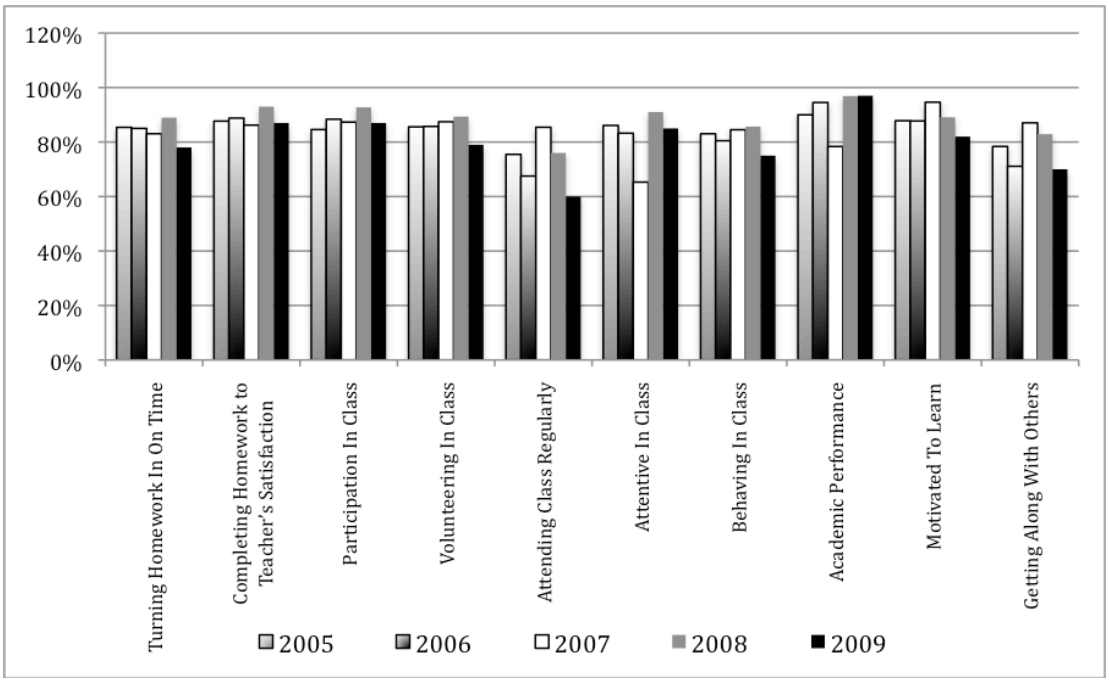


Figure 22. Changes in Student Behavior, Cohort 3

Figure 23 suggests that a high proportion of students turned in homework and completed it to teachers' satisfaction, behaved in class and were motivated to learn. In 2007 there was a decrease in the percentage of regular attendees that exhibited positive behavior towards academic performance, but this went up the next two years (nearly 100%). The lowest area for behavior of regular attendees was regular class attendance (less than 70%), with the exception of year 2007, in which teachers responded that over 80% of students attended their classes regularly.

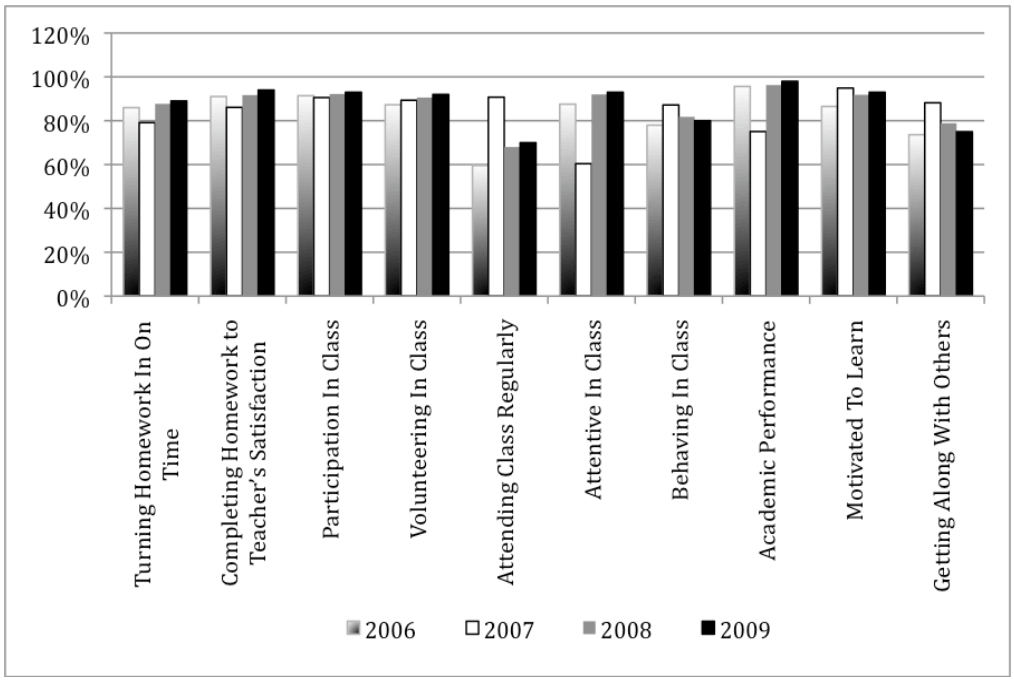


Figure 23. Changes in Student Behavior, Cohort 4

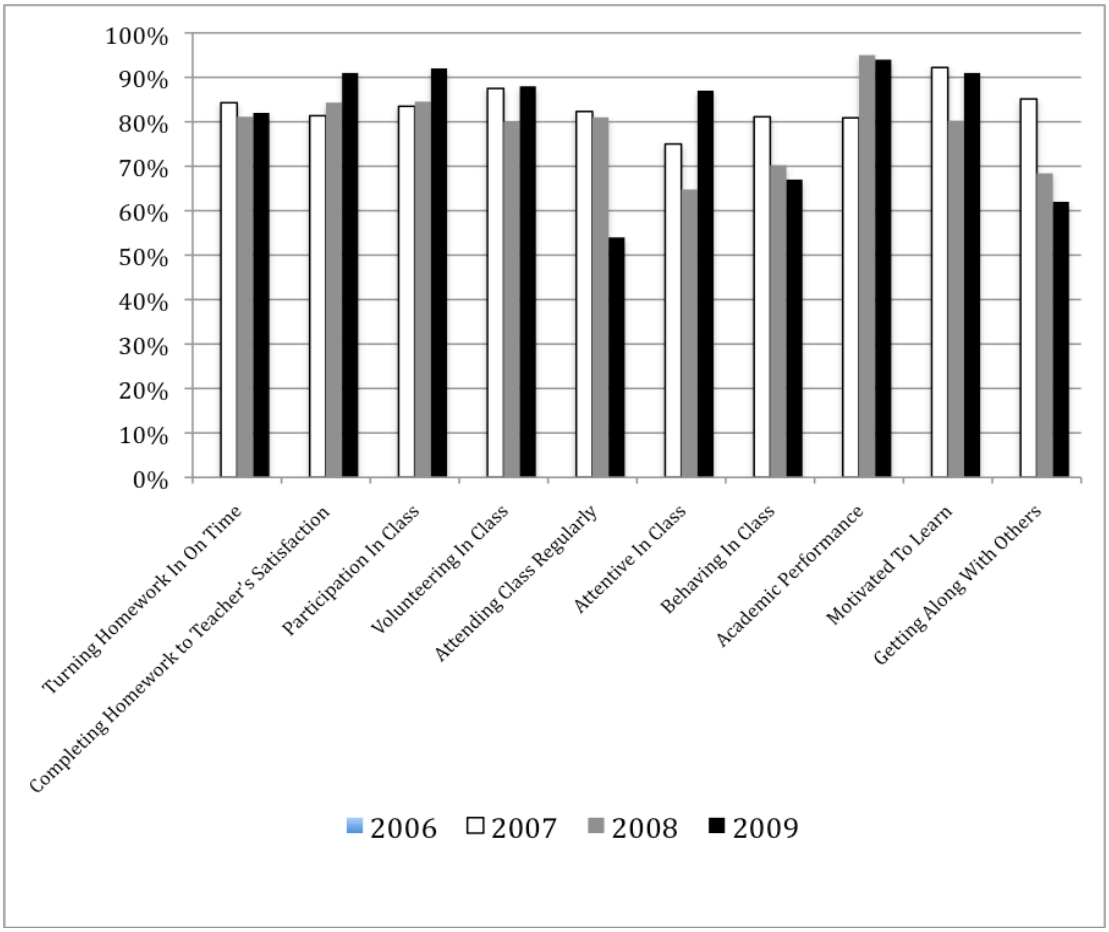


Figure 24. Changes in Student Behavior, Cohort 5

Cohort 5, as shown above, had mixed results across years (Figure 24). Teachers noted that high percentages (80% and above) completed homework, participated in class and performed well academically. Class attendance, behavior in class and getting along with others witnessed declines.

IV. CONCLUSION

In this report findings were discussed from North Carolina's 21st CCLC programs. Grantee Profile data for all active cohorts for the school years 2006-07 to 2008-09 were used along with APR data for those school years. The active cohorts included Cohorts 5 through 8. In addition to an analysis of the current grantees, this report also discussed findings on the progress of Cohorts 3 through 5 over each year of performance. Grantee Profile and APR data were compared to get a sense of achievement with respect to projected outcomes.

Overall the findings presented in this report suggest that North Carolina's 21st CCLC programs are serving their target population. Although the total number of student

attendees fell between the 2006-07 and 2008-09 school years, the number of regular student attendees averaged 11,000 over the same period. The proportions of students enrolled in special services or programs represented in the 21st CCLC have increased significantly during the three-year timeframe. With regard to ethnicity, the proportion of Caucasian students has remained stable since 2005, while African American and Latino participants have increased steadily over five years.

The 21st CCLC program encourages partnerships between grantees and diverse community stakeholders as a strategy for effective and sustainable programs. In the state, there has been a constant increase in the number and percent of grantees designated as faith-based and community-based organizations. These grantees have surpassed school districts as the top two leading grantee organization types. Conversely, as an indication of community partnerships, school districts still make up the bulk of actual center sites for faith-based and community-based programs.

These findings amount to an observed change among grantees and student attendees. Findings show, that North Carolina 21st CCLC sites are serving their targeted population, namely students that have scored either Level I or Level II on their end-of-grade tests. Although centers have an increasingly higher levels of Level II students in Reading/Language Arts, the number of Level I and Level II math students is decreasing. This decrease in Level I and Level II math students becomes apparent when one sees that regular attendees are improving their academic performance in Mathematics on end-of-grade and end-of-course tests, particularly at Level III.

This report also shows the progress that has been made from Cohorts 3 through 5. Cohort 3 included grantees that received expansion grants to operate an additional year. The additional year of funding proved beneficial for Cohort 3 in terms of regular student attendance at most grade levels, particularly the elementary and middle school levels. There was improvement in the percentage of regular attendees by grade changes in Reading/Language Arts and Math from Cohort 3 to Cohort 4. Cohort 4 was also to recruit and retain a high proportion of regular attendees across all grade levels over the course of its performance. Cohort 4 & 7E expands some of this cohort's grantees for another year until 2010.

Cohort 5 is the most recent of the three Cohorts and has the fewest grantees. Although significant progress has not been made yet with regard to regular student attendance and improvements in grades, teachers (survey results) note an improvement of the proportion of students completing homework to their satisfaction, participation in class, and overall academic performance. Cohort 5 has also recruited and retained the highest number of high school students of the three cohorts. This indicates that grantees in this cohort have succeeded where counterparts in other cohorts have not by retaining older student populations.

Although across Cohorts 3 through 7 regular attendees are improving their academic performance in certain areas, there are unexplored questions that these data are unable to fully address, such as the difference in motivation and parental support between the regular attendees and those that did not enroll after receiving a recommendation to do so or enrolled but did not persist.

There are limitations in the way the data are collected and the quality of record keeping and reporting done by centers. Due to budget constraints, DPI did not conduct regular monitoring site visits to grantees. Without regular monitoring it is difficult to verify and determine the quality of reporting. Also, it is not possible to address some questions because there is no data from the APR for individual students, nor is there data describing individual performance before students enroll in the 21st CCLC program. In the past, turnover among project directors has not only been a barrier to sustainability but it also presented challenges to data collection.

North Carolina DPI allowed UNC-Pembroke to collect individual-level data from a sample of centers to study outcomes for attendees before, during and after their participation in the program. Data was collected for school year 2005-06. North Carolina might consider, as a recommendation, the continued collection of individual-level data. These data could be combined with data on a sample of similar non-attendees as the basis for a comparison, examining program effectiveness in more detail (i.e. relationships between student achievement and programming, services offered, types of organizations, demographic characteristics, funding levels, etc).

Another step to improving the strength of the program is for grantees to take full advantage of the possibilities presented by the current database. Learning Point produces a multitude of reports that summarize performance data for individual grantees. In the past, grantees indicated that these materials were useful in their planning and implementation. Continuing to enhance technical assistance to grantees will also improve data collection, the quality of programming, and grant compliance. Findings from the data show that centers are operating in greater compliance with the 21st CCLC guidelines, and that is a tribute to the technical assistance they have received by DPI and Learning Point Associates. Technical assistance will continue to play a definitive role in addressing various issues and bringing more centers up to standards during the course of their four-year funding.