



21st CENTURY
COMMUNITY LEARNING CENTERS
PROGRAM



ANNUAL
Performance Report

Program: _____

County: _____

Cohort # _____

Submitted to:

N.C. Department of Public Instruction

Support Services Section
North Carolina Department of Public Instruction
6350 Mail Service Center
Raleigh, NC 27699-6350



21ST CENTURY COMMUNITY LEARNING CENTER Program Summary Profile Sheet



Cohort _____ Program Name _____ County _____

Legal Name _____

Program Director _____ Address _____

Phone _____ Email _____

Fiscal Agent _____

Fiscal Agent Address _____

Fiscal Agent Contact/ Title (if different than above) _____

Fiscal Agent Phone _____ Fiscal Agent Contact Email _____

Type of Program: LEA Community-Based Faith-Based For Profit University

***NON-LEAS only . Complete the four items below. LEA's, skip to the Site/Center Information.**

*Federal TAX ID Number _____ *Award Amount _____

*Fiscal Year End Month _____ *Award Date _____

Site	Program Site/Center Information (Complete for each site/ center)	# of Students per RFP	# of Students Actually Served	# of Students Served 30+ Days	(Summer) # of Students Actually Served (if applicable)	(Summer) # of Students Served 30+ Days (if applicable)
1.	In this box, include the following: <ul style="list-style-type: none"> • Site/Center Name • Address • Site Coordinator • Site Coordinator Email • Site Coordinator Phone (Add more data cells as necessary.)					
2.						
3.						

Program Director Signature _____ Date _____



N.C. Department of Public Instruction ANNUAL PERFORMANCE REPORT

Award Number: PRC110 - 21st Century Community Learning Center



1. Performance Reporting Period: July ____ - June ____

2. Grantee Information: **Cohort** _____ **County** _____
Program: _____
Program director's name: _____
Address: _____
City: _____ ST: _____ Zip: _____
Telephone: _____ Fax: _____
Email address: _____

3. Annual Expenditures:
Total grant amount awarded: \$ _____
Grant amount expended: \$ _____
Total other revenues or in-kind services: \$ _____

4. Program status (*choose one*): _____ New program _____ Continuing program

5. Decision-making partners authorized representative:
To the best of my knowledge and belief, all data in this performance report are true and correct.

_____ (signature)	_____ (title)
_____ (signature)	_____ (title)
_____ (signature)	_____ (title)
_____ (signature)	_____ (title)
_____ (signature)	_____ (title)
_____ (signature)	_____ (title)

6. Program Director:
To the best of my knowledge and belief, all data in this performance report are true and correct.

_____ (name – typed or printed)	_____ (email)
_____ (telephone)	_____ (fax)
_____ (signature)	_____ (date)

Annual Performance Report

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N.C. Department of Public Instruction
21st Century Community Learning Centers
Annual and Mid-Year Reporting Requirements

Instructions

Annual Performance Report (APR)

This set of forms comprises the *Annual Performance Report (APR)* for the 21st Century Community Learning Center grant. The annual submission of the *Annual Performance Report* is a requirement of the 21st Century Community Learning Center grant award. The two purposes of the *Annual Performance Report* are to: (1) demonstrate that substantial progress has been made toward meeting the objectives of the project as outlined in your grant application; and (2) collect data that addresses the performance indicators for the 21st Century Community Learning Centers program. The *Annual Performance Report* includes sections that require grantees to report on their centers' programs and activities, status of implementation of its programs and services, challenges, program adjustments, community collaboration, operations, characteristics of students served, and student outcomes.

The reporting period for the *Annual Performance Report* coincides with the school year and includes the summer prior to the current school year. For example, the performance report due in June 2009 covered the reporting period beginning in July 2008 and continued through the 2008-2009 school year. Please follow the instructions that accompany each section of the report. A set of definitions of terms that are used in the report is included with the survey form. If you require additional space, add pages to the report as needed. Please respond to each of the questions. The information provided by grantees in the *Annual Performance Report* is needed by NCDPI to respond to the U.S. Department of Education's reporting requirements for States that receive 21st Century Learning Centers program funds. If you cannot provide the information that is required, please contact Marguerite Peebles with the Support Services Section of the Program Monitoring and Support Division of NCDPI.

Mid-Year Performance Report (MPR)

In addition to the *Annual Performance Report*, grantees are required to complete a *Mid-Year Performance Report (MPR)* and submit it at the end of the second quarter (specific dates will be provided). The two purposes of the Mid-Year Performance Report are to: (1) demonstrate that adequate progress has been made toward meeting the objectives of the project as outlined in your grant application, and (2) collect data that addresses the performance indicators for the 21st Century Community Learning Centers program. The *Mid-Year Performance Report* includes sections that require grantees to report on their centers' programs and activities, status of implementation of its programs and services, challenges, and program adjustments.

Teacher Survey

Administration of the *Teacher Survey* is a required component of the *Annual Performance Report*. The *Teacher Survey* must be administered at the end of the school year or program cycle (if a center serves different groups of students during each program cycle). For every student that has been a **regular attendee (attended the center and participated in programs or activities on a regular basis for 30**

days or more), one of his/her regular classroom teachers should be selected to complete the teacher survey. For elementary school students, the teacher should be the student's regular classroom teacher. For middle and high school students, a mathematics or English teacher should be surveyed. Although you may include in your sample teachers who are also serving as 21st CCLC program staff, it is preferable to survey teachers who are not also program staff. There should be one *Teacher Survey* filled out for every student identified as a regular attendee.

Student Survey

Use of the *Student Survey* is optional. The *Student Survey* is not a required element of the *Annual Performance Report*. Center staff may find this survey useful as a program improvement tool. If students are surveyed, NCDPI would like the results of the student survey (or any other survey that your center administers) included in the narrative section of the *Annual Performance Report*. The *Student Survey* should be administered to students in grade 4 and above at the end of the academic year or a program cycle. The survey is intended to be completed only by students who have attended the center and participated in programs or activities on a regular basis (for at least 30 days) or have completed a program cycle.

Submission of Required Reports

The *Annual Performance Report* must be submitted by all grantees in June. The *Teacher Survey* results also must be submitted with the *APR*. The *Mid-Year Performance Report* must be submitted at a specified date near the mid-year point of the academic year.

Your completed reports and survey data should be sent to:

Support Services Section
North Carolina Department of Public Instruction
6350 Mail Service Center
Raleigh, NC 27699-6350

If you have any questions or concerns regarding the reporting requirements or status of your report submission, contact the Education Consultant assigned to your region or Marguerite Peebles at (919) 807-3940 or Mpeebles@dpi.state.nc.us.

Definitions

21st CCLC: 21st Century Community Learning Centers.

Achievement levels:

Level I- Students performing at this level do not have sufficient mastery of knowledge and skills in this subject area and are minimally prepared to be successful at the next grade level.

Level II- Students performing at this level demonstrate inconsistent mastery of knowledge and skills in this subject area and are minimally prepared to be successful at the next grade level.

Level III- Students performing at this level consistently demonstrate mastery of grade level subject matter and skills and are well prepared for the next grade level.

Level IV- Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.

Activities: Events or undertakings at the site/Center that involve one or more program participants.

Adult Attendees: Any individual attending the program at any point during the reporting year who is 19 or older and is NOT in elementary, middle, or high school, and is a family member of the child referred to the program.

Center: The after-school program located at the host site. Many grantees have more than one center.

Community Collaborations: Any form of alliance or cooperation in which there is active decision-making participation with the community and the after-school program.

Exceptional Children's label: The term "children with disabilities" includes, without limitation, all children who, because of permanent or temporary mental, physical or emotional disabilities, need special education, are unable to have all their educational needs met in a regular class without special education and related services, or are unable to be adequately educated in the public schools. It includes those who are autistic, behaviorally-emotionally disabled, deaf-blind, hearing impaired, mentally disabled, multi-handicapped, orthopedically impaired, other health impaired, pregnant, specific learning disabled, speech-language impaired, traumatic brain injured and visually impaired. The term "preschool children with disabilities" includes, without limitation, all 3- and 4-year-old children and those 5-year-old children who are ineligible for kindergarten and who because of permanent or temporary cognitive, communication, social/emotional and/or adaptive disabilities are unable to have all of their developmental needs met in a natural environment without special education and related services. Preschool children with disabilities become eligible for services upon reaching their third birthday.

Facilities requirements: The requirements of a current fire, building, sanitation, outdoor play areas and equipment inspections.

Faith-Based Collaborations: Any form of alliance or cooperation in which there is active decision-making participation with a faith-based organization and the after-school program.

Free and reduced lunch: The National School Lunch Program is a federally assisted meal program operating in more than 99,000 public and non-profit private schools and residential child care institutions. Any child at a participating school may purchase a meal through the National School Lunch Program. Children from families with incomes at or below 130 percent of the poverty level are eligible for free meals. Those with incomes between 130 percent and 185 percent of the poverty level are eligible for reduced-price meals, for which students can be charged no more than 40 cents. (For the period July 1, 2002, through June 30, 2003, 130 percent of the poverty level is \$23,530 for a family of four; 185 percent is \$33,485.)

Host Site: The site where the after-school program is offered.

LEP Student: Limited English Proficiency student.

Low-Performing Schools:

Low-Performing Schools are those that fail to meet their expected growth standard and have significantly less than 50% of their students performing at or above Achievement Level III.

In addition to the growth and performance standards, there are testing requirements that all schools must meet. K-8 schools must test at least 98% of their eligible students. High schools must test at least 95% of all students enrolled in courses/grades for which EOC tests or the NCHSCT are given respectively.

In this report, schools that violate testing requirements are assigned a violation status and cannot receive another ABCs status, except low-performing. The low-performing schools that violate testing requirements are assigned the low-performing status in addition to the violation status.

Schools that violate any of the testing requirements are not eligible for financial awards. In addition, the State Board of Education may designate schools that violate testing requirements for two consecutive years as low-performing.

Personnel Requirements: The requirements regarding criminal record checks and liability insurance.

Regular Attendee: Refers to students that have attended the after-school program for at least 30 days (which do not have to be consecutive) during the reporting year.

Reporting Period: The reporting period for your annual performance report coincides with the school year and includes the summer prior to the school year.

Standardized Course of study: Curricula with grade level goals and objectives implemented by DPI and are recommended to be taught statewide. Standardized course of study is the basis for the Accountability program.

Student Attendee: Any individual attending the program at any point during the reporting year who is also an elementary, middle, or high school student.

Teacher Surveys: This survey is administered at the end of the year. The survey asks school-day teachers to report whether regular attendees' behavior and academic performance improved or did not

improve in certain areas. Teacher selection: For every student you have identified as a regular attendee (30 days or more), select one of his or her regular school day teachers to complete the teacher survey. For elementary school students, the teacher should be the regular classroom teacher. For middle and high school students, a Mathematics or English teacher should be surveyed. Although you may include in your sample teachers who are also serving as 21st CCLC program staff, it is preferable to survey teachers who are not also program staff. There should be one teacher survey filled out for every student identified as a regular attendee.

1. Program Requirements

Please describe the implementation status of the program requirements in the table below. You may extend this table onto another page as needed.

Program Requirements
A. Academic
<p>Integration of NC Standard Course of Study thorough cultural activities.</p> <p>1. Status (check one): ___ in progress ___ completed</p> <p>2. Describe key accomplishments and challenges:</p>
<p>Alignment to NC Standard Course of Study and strong linkages between after-school program and school day.</p> <p>1. Status (check one): ___ in progress ___ completed</p> <p>2. Describe key accomplishments and challenges:</p>

Program Requirements

Clear focus on academic enrichment in core subjects (math, science, and reading).

1. Status (check one): ___ in progress ___ completed
2. Describe key accomplishments and challenges:

Implement programs/activities with rigorous scientific research to document their ability to enhance student learning.

1. Status (check one): ___ in progress ___ completed
2. Describe key accomplishments and challenges:

Efforts to implement programs/activities using the *Principles of Effectiveness* (conducting needs assessment, developing measurable goals & objectives, using effective research-based programs and instructional strategies, developing performance indicators and evaluating programs and parent involvement).

1. Status (check one): ___ in progress ___ completed
2. Describe key accomplishments and challenges:

Program is serving schools that have been designated low performing (based on Title 1 criteria) and have a high concentration of poor students.

1. Status (check one): ___ in progress ___ completed
2. Describe key accomplishments and challenges:

B. Enrichment

Implement activities that promote cultural development (e.g. art, music, dance).

1. Status (check one): ___ in progress ___ completed
2. Describe key accomplishments and challenges:

Implement activities that promote social development, develop personal and civic responsibility, and reduce disciplinary problems.

1. Status (check one): ___ in progress ___ completed
2. Describe key accomplishments and challenges:

Program Requirements

Implement activities that address nutrition, health, and prevention needs.

1. Status (check one): ___ in progress ___ completed
2. Describe key accomplishments and challenges:

C. Community and Family Engagement

Services provided to parents and adult family members of students served.

1. Status (check one): ___ in progress ___ completed
2. Describe key accomplishments and challenges:

Efforts to build strong community and family support.

1. Status (check one): ___ in progress ___ completed
2. Describe key accomplishment and/or challenges:

Efforts to collaborate with community groups.

1. Status (check one): ___ in progress ___ completed
2. Describe key accomplishment and/or challenges:

D. Operations and Management

Program has a full time director.

1. Status (check one): ___ in progress ___ completed
2. Describe key accomplishment and/or challenges:

Provide a safe, orderly and caring environment for students.

1. Status (check one): ___ in progress ___ completed
2. Describe key accomplishment and/or challenges:

Transportation needs of participating students are met.

1. Status (check one): ___ in progress ___ completed
2. Describe key accomplishment and/or challenges:

Program Requirements

Quality teachers and administrators with criminal records checks completed and liability insurance obtained.

1. Status (check one): ___ in progress ___ completed
2. Describe key accomplishment and/or challenges:

Fiscal agents have a fidelity bond or are a LEA or approved educational institution.

1. Status (check one): ___ in progress ___ completed
2. Describe key accomplishment and/or challenges:

Program has current fire, building, outdoor play areas and equipment inspections.

1. Status (check one): ___ in progress ___ completed
2. Describe key accomplishment and/or challenges:

Components of the 21st CCLC are available for public view by the Department of Public Instruction's monitoring team.

1. Status (check one): ___ in progress ___ completed
2. Describe key accomplishment and/or challenges:

E. Evaluation and Sustainability

Documentation of academic/ affective growth in students.

1. Status (check one): ___ in progress ___ completed
2. Describe key accomplishment and/or challenges:

Have a sustainability plan for funding in third year and thereafter.

1. Status (check one): ___ in progress ___ completed
2. Describe key accomplishment and/or challenges:

2. Recent and Emerging Implementation Problems

List any implementation problems your program has experienced in the past year and emerging problems. (Include additional pages as necessary to describe all problems and their resolution.)

A. Problems Encountered

Provide a general summary of the potential problems or are current problems which may require attention.

1. Problem #1:
2. Problem #2:
3. Problem #3:

[add more as needed]

B. Resolution of Problems

Describe what you intend to do or are doing to resolve each problem, and what will be done to avoid similar problems in the future. If a solution has not been developed yet, indicate that you are still trying to develop one.

1. Problem #1:
2. Problem #2:
3. Problem #3:

[add more as needed]

3. Lessons Learned, Modifications & Coordination

A. Lessons Learned

What lessons have you learned about your program from the data collected for this report or other evaluation data you may have collected?

[extend as needed]

B. Additional Modifications Planned

Describe any adjustments that will be made to your program for the next year that may not be mentioned elsewhere in this report.

[extend as needed]

C. Coordination With Schools

Describe how your Center has attempted to coordinate its efforts to promote academic success with school staff and to provide services and activities that complement the regular instructional program. You should report if the Center's staff has engaged in any of the following activities: collaborated with school staff to develop educational goals and objectives, reviewed research to identify effective programs and activities, reviewed and discussed student performance data to monitor students' academic performance.

[extend as needed]

4. Implementation Status of Planned Components and Activities

Please provide an update of the current status of your program, including the extent to which you have implemented all planned components and activities. If a planned component or activity was not conducted as scheduled, explain why. Briefly describe key accomplishments and challenges. Include any anecdotal information about your program's impact on students, parents, or the community and explain how it may have affected decisions to modify components and activities. You may also wish to identify any problems that have hampered the success of your program and how it has affected decisions about activities. (Include additional pages as necessary to describe the status of all components and activities.)

A. Status of Components and Activities

Provide a general summary of the current status of your program, including the extent to which all planned components and activities have been implemented.

1. Component/activity #1:
2. Component/activity #2:
3. Component/activity #3:

[add more as needed]

B. Modifications to Components and Activities

Describe whether the planned component/activity has been implemented as initially planned, modified in some way, or dropped entirely.

1. Component/activity #1:
2. Component/activity #2:
3. Component/activity #3:

[add more as needed]

C. Rationale for Changes

Describe the reasons for the changes made to the initial plans or designs for the component or activity.

1. Component/activity #1:
2. Component/activity #2:
3. Component/activity #3:

[add more as needed]

D. Objectives, if different from A, B, or C.

1. Objective
2. Objective

[add more as needed]

If your site operates several Centers in more than one physical location, you will need to duplicate Sections 5-16 and provide the requested information for each of the Centers separately.

Which of your Centers are you reporting on? _____
 (site name)

Location of the Center (physical address): _____

5. Hours of Operation

5.1 In a typical week during the school year, how many hours is your Center open?

Please report the number of hours that your Center is open during the following reporting periods. If it is open for less than an entire hour, use “0.75” to indicate a 45-minute period, “0.5” for a 30-minute period, and “0.25” for a 15-minute period.

	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
BEFORE SCHOOL (6:00-8:00 AM)							
DURING SCHOOL HOURS*							
AFTER SCHOOL (3:00-9:00 PM)							
WEEKEND	X	X	X	X			
Total Hours/Day							

* Activities targeting prekindergarten children and adult family members may take place during regular school hours as these times may be the most suitable for serving these populations.

5.2 What was the total number of weeks the center was open during the school year?

5.3 What was the typical number of days per week the center was open during the school year?

5.4 Did the Center offer services during the summer (before this school year)?

- Yes
 No → IF NO, PLEASE SKIP SECTION 6.

6. Summer: Hours of Operation

6.1 In a typical week during the summer, what hours is your Center open?

Please report the number of hours that your Center is open during the following recording periods. If it is open for less than an entire hour, use “0.75” to indicate a 45-minute period, “0.5” for a 30-minute period, and “0.25” for a 15-minute period.

	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
WEEKDAY (BEFORE 12:00 PM)							
WEEKDAY EVENINGS (AFTER 12:00 PM)							
WEEKEND	X	X	X	X			
Total Hours/Day							

6.2 What was the total number of weeks the center was open during the summer?

6.3 What was the typical number of days per week the center was open during the summer?

7 Holiday: Hours of Operation

7.1 List the holidays that your Center operates:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

7.2 On holidays, what hours is your Center open?

Please report the number of hours that your Center is open before school and after school. If it is open for less than an entire hour, use “0.75” to indicate a 45-minute period, “0.5” for a 30-minute period, and “0.25” for a 15-minute period.

	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
IN THE MORNING (BEFORE 12:00 PM)							
IN THE AFTERNOON (AFTER 12:00 PM)							
Total Hours/Day							

8 Characteristics of 21st CCL Centers

8.1 Indicate which of the following components were in operation prior to receiving the 21st CCLC grant by checking the appropriate box.

- After-school component
- Summer school component
- Other (specify): _____

8.2 Number of Paid and Unpaid Staff

In the table below, enter the number of paid FTEs (full-time equivalent staff) for each category who work with students at the Center, and the number of volunteer hours for each category below. When calculating volunteer hours, include “donated” staff time, i.e., staff time paid by a source other than the 21st CCLC grant and provided as “in-kind” support to the Center. To calculate the number of paid FTEs add the % of time each staff person works for the 21st CCL Center, for example: two 50% teachers + one 100% teacher = 2 FTEs.

Type of Staff Member	School Year		Summer	
	Paid (FTE)	Volunteer	Paid (FTE)	Volunteer
School-day teachers (include former and substitute)				
Center administrators and coordinators				
College students				
High school students				
Parents				
Youth development workers and other nonschool-day staff with a college degree or higher				
Other nonschool-day staff with some or no college				
Other community members (e.g., business mentors, senior citizens, clergy)				
Other nonteaching school-day staff (e.g., librarians, guidance counselors, aides)				
G. Other (specify): _____				
Totals:				

8.3 Please record the number of paid staff regularly staffing the center during the reporting period that were not funded directly by the 21st CCLC grant.

8.4 Please record the number of paid staff that regularly staffed the center during the reporting period who left the program and were replaced during the reporting period with a new staff member.

9 Activities/Services

In the tables below, please indicate what services and activities were funded during the school year and summer by the 21st CCLC grant AND were attended by program participants during the reporting period. You will also need to indicate the typical number of hours per week an activity or service was provided AND was attended by center participants. Also, please estimate the percentage of center participants who attended a given center activity in a typical week at the center during the reporting period. When providing information on the Typical Number of Hours/Week an activity was provided, please indicate the maximum amount of time a single student could have participated in a given activity type during the typical week.

Complete table 9.1 for activities by category that take place during the regular 9-month school year and the summer.

Complete table 9.2 for activities by subject that take place during the regular 9-month school year and the summer.

Please note that a single activity can be classified by both *Category* and *Subject Area*. The first table that appears, 9.1, refers specifically to the mode of service delivery (e.g., mentoring, tutoring, community service/service learning) or to services that target specific populations (e.g., academic improvement/remediation, activities for limited English proficient students). ***Every activity provided by the center should be classifiable into one or more of the categories identified in this table.***

The second table that appears, 9.2, specifically relates to the academic subject area (e.g., reading/language arts, mathematics, science, etc.) that is addressed in a given activity. ***It may be possible that a given activity may not have an academic subject area associated with it, and therefore will not be classifiable in relation to the academic subject areas referenced in table 9.2.***

When completing this section, respondents should report the *Typical Hours per Week* youth participated in a given activity across each of the categories that the activity can be classified within by the respondent. For example, if five hours per week is typically dedicated to an activity that has both tutoring and mentoring components then five hours should be reported for both mentoring and tutoring in table 9.1. A similar approach should be taken when indicating the percentage of weekly attendees who typically participate in a given activity category.

The manner in which data are being collected in these sections will allow answers to questions such as, "How many centers typically provided more than five hours of academic enrichment per week during the school year?"

9.1 The mode of service delivery and activities provided at the center which targeted a particular participant population.

Activity or Service	School Year					Summer						
	Typical # Hours per Week (round to nearest whole number)	What % of participants served in a typical week participated in the service/activity?					Typical # Hours per Week (round to nearest whole number)	What % of participants served in a typical week participated in the service/activity?				
Activities Targeting Student Attendees		1- 25%	26- 50%	51- 75%	76%+	N/A		1- 25%	26- 50%	51- 75%	76%+	N/A
1. Academic improvement/ remediation programs												
2. Academic enrichment learning programs												
3. Tutoring/Homework Help												
4. Mentoring												
5. Activities for limited English proficient students												
6. Recreational Activities												
7. Activities that target students who have been truant, suspended, or expelled												
8. Drug and violence prevention, counseling, and character education programs												

9.1 Continued.

Activity or Service	School Year					Summer						
	Typical # Hours per Week (round to nearest whole number)	What % of participants served in a typical week participated in the service/activity?					Typical # Hours per Week (round to nearest whole number)	What % of participants served in a typical week participated in the service/activity?				
Activities Targeting Student Attendees		1- 25%	26- 50%	51- 75%	76%+	N/A		1- 25%	26- 50%	51- 75%	76%+	N/A
9. Career/job training for youth												
10. Expanded library service hours												
11. Supplemental educational services												
12. Community service/service learning programs												
13. Activities that promote youth leadership												
14. Other:												
15. Programs that promote parental involvement and family literacy												
16. Career/job training for adults												
17. Other:												
18. Other:												

9.2 The subject areas/educational content addressed through programming provided at the center.

Activity or Service	School Year						Summer					
	Typical # Hours per Week (round to nearest whole number)	What % of participants served in a typical week participated in the service/activity?					Typical # Hours per Week (round to nearest whole number)	What % of participants served in a typical week participated in the service/activity?				
		1- 25%	26- 50%	51- 75%	76%+	N/A		1- 25%	26- 50%	51- 75%	76%+	N/A
1. Reading/ Literacy												
2. Mathematics												
3. Science												
4. Art, Music, Dance, Theater												
5. Entrepreneurial education												
6. Telecommunications (computer and media) technology												
7. Cultural awareness activities												
8. Health/nutrition												
9. Other - specify:												
10. Other - specify:												

10 Center Participation

10.1 Please indicate below the number of Pre K–12 students who attended the program during the school year only, the summer only, or both. If your center keeps an attendance list for each activity and people can attend more than one activity, please count attendees only one time.

_____ participants

10.2 Please indicate below the number of adult family members age 19 and older who attended the program during the school year only, the summer only, or both. If your center keeps an attendance list for each activity and people can attend more than one activity, please count attendees only one time.

_____ participants

10.3 Please indicate the total number of student attendees who attended the program fewer than 30 days during the reporting period.

_____ participants

10.4 Please indicate the total number of student attendees who attended the program 30 days or more during the reporting period. (*Any student who attended 30 days or more during the reporting period is a "regular attendee."*)

_____ participants

10.5 What grade levels does the Center serve? Circle all that apply.

K 1 2 3 4 5 6 7 8 9 10 11 12

10.6 Enter the total number of days that the site operated during this reporting period (include in the total days when schools were closed, i.e., holidays, in-service days, and days in the summer before this school year).

_____ days

11 Regular Attendees

Fill in the following information about students and parents who attended your Center during the 9-month school year AND the summer months.

- A. Indicate the total number of students and parents and adult family members who attended less than 5 days during this reporting period.
- B. Indicate the total number of students and parents and adult family members who attended more than 5 days but less than 30 days during this reporting period.
- C. Indicate the total number of students and parents and adult family members who attended 30 days or more during this reporting period. Any student who attended 30 days or more during the reporting period is a “*regular attendee*.”

What is the number of student attendees who ...	Number of Students	Number of Parents and Adult Family Members
A. Attended <u>less than 5 days</u> during this reporting period.		
B. Attended <u>more than 5 days but less than 30 days</u> during this reporting period.		
C. Attended 30 days or more during this reporting period.		
TOTAL Individual Participants Served =		

12 Student Characteristics

12.1 Schools Served by Center

- List the names of the schools served by your Center during this reporting period.
- Indicate the ABC status of each school listed (i.e., school of *Excellence, Distinction, Progress, etc.*).
- For each school listed, indicate whether the school qualifies as a Title I school.
- Fill in the total student enrollment for each school listed.

A. Schools Served	B. ABC Status	C. Is this a Title I School?		D. Total Enrollment
		YES	NO	
1.				
2.				
3.				
4.				
5.				
6.				

12.2 Number of Individuals Served by Center

Fill in the number of parents and K – 12 students who attended your Center for each time period indicated. If your site/Center keeps an attendance list for each activity and people can attend more than one activity, please count them only one time.

- Indicate the number of participants who attended ONLY during this school year.
- Indicate the number of participants who attended ONLY during the summer preceding this school year.
- Indicate the number of participants who attended during BOTH the school year and the summer.

What is the total number of...	Number of students served	Number of parents and adult family members served
A. Individuals served during this school year		
B. Individuals served during the summer preceding this school year		
C. Individuals served during both the past academic year AND the preceding summer		
TOTAL Individual Participants Served		

12.3 Characteristics of Students Served by Center

Fill in the number of K – 12 students who attended programs/activities at each of the locations (host school or community facility) during the school year and summer sessions that your Center operates. You may record a duplicated count in this table (that is, the same students may be counted in more than one category). For example, a Special Education student may also be counted as Free/Reduced Price Lunch, and a student may be counted both as White and Asian. (Use the school’s classification to identify Free/Reduced Price Lunch, Limited English Proficient, and Special Education students.). If you do not have enough information to determine what category describes a student, list that student in the *unknown* category for that section.

- A. Indicate the number of students in each ethnic category served by each of your locations.
- B. Indicate the number of students classified as Special Education students.
- C. Indicate the number of students classified as Limited English Proficient.
- D. Indicate the number of students classified as eligible for Free/Reduced Price Lunch.
- E. Indicate the number of students classified as new to the school (i.e., immigrant, newly arrived in US).
- F. Indicate the number of students classified according to gender.

What is the total number of students who are...	School # 1	School # 2	School # 3	School # 4	School # 5	School # 6	Group Total Across All Locations	Total Regular Attendee
A.1. White								
A.2. Black or African American								
A.3. Asian								
A.4. Native Hawaiian or Other Pacific Islander								
A.5. American Indian or Alaska Native								
A.6. Hispanic or Latino								
A.7. How many students attending the center do you not have racial/ethnic group data for?								
B. Classified Special Education								
C. Classified Limited English Proficient								
D. Eligible for free or reduced price lunch								
E. New to the school (i.e., immigrant)								
F.1. Male								
F.2. Female								
F.3. Information not available [Unknown]								
Total Number of Students at Each Site =								

12.4 Grade Level for Total and Regular Student Attendees

Please Indicate the Total Number of:	Total Student Attendees	Total Regular Attendees
Prekindergarten students		
Kindergarten students		
First-grade students		
Second-grade students		
Third-grade students		
Fourth-grade students		
Fifth-grade students		
Sixth-grade students		
Seventh-grade students		
Eighth-grade students		
Ninth-grade students		
Tenth-grade students		
Eleventh-grade students		
Twelfth-grade students		
Information Unavailable [Unknown]		

13 *Teacher Survey Reporting Form*

In the table below, record the results from the *Teacher Survey*. The survey should be administered at the end of each school year. The survey asks classroom teachers to report improvements in regular attendees' behavior and academic performance. One teacher should have completed a survey for every student who was identified as a regular attendee (attended a 21st CCL Center for 30 days or more). **[Please note that students meeting the definition of a regular attendee that participated only in center-related activities during the summer should not be included in the reporting of teacher survey results.]** The survey responses should be compiled and the totals reported on this form. DO NOT SUBMIT the completed *Teacher Survey* forms with your 21st CCLC Annual Report – they should be kept in a secure place at the Center.

13.1 Total number of teachers surveyed: _____

13.2 Total number of surveys completed: _____

13.3 Teacher Survey Results. The survey asks school-day teachers to report whether regular attendees' behavior improved or did not improve in certain areas.

Changes in Student Behavior That Teachers Reported:	Number of Regular Attendees							
	Acceptable Level of Functioning Not Demonstrated in Early School-Improvement Warranted							
	No need to improve	Significant Improvement	Moderate Improvement	Slight Improvement	No Change	Slight Decline	Moderate Decline	Significant Decline
1. More likely to complete assignments or homework on time								
2. Completing homework to satisfaction of teacher								
3. Increased attention and participation in class								
4. Volunteering (e.g. for extra credit or more responsibilities)								
5. Improved attendance								
6. Being attentive in class								
7. Improved behavior in the classroom								
8. Improved academic performance								
9. Coming to school motivated to learn								
10. Getting along well with other students								
11. Increased interest in school								
12. Improved self-efficacy								
13. Increased level of effort								
14. Improved grades								
15. Parents have become more interested and/or involved in their child's schooling								

13.4 How many students involved in the program were promoted to the next grade? _____

13.5 Student Grades

Report the number of **regular attendees** whose grades have remained the same, improved by half a grade, or dropped by half a grade or more in (A) math, (B) reading/English, and (C) science.

13.5.1

Subject Area	Number of Students		
	Increased by Half a Grade (or one level)	Decreased by Half a Grade (or one level)	Remained the Same
A. Math			
B. Reading/English			
C. Science			

NOTE: For a 100-point scale, a half-grade change is a decrease or increase of 5 points. For an A-F scale, a half-grade change is any decrease or increase in the letter grade; for example, A to A- is a decrease (A to B is also a decrease) and C+ to B- is an increase (B to A is also an increase). If an E-S-U (Excellent-Satisfactory-Unsatisfactory) scale is used, report whether there has been a decrease or an increase from one level to another; for example, S to E is an increase, S to U is a decrease.

Please answer the following questions by indicating the number of *regular attendees* that fall into each of the following categories. Please count a child only once (*unduplicated* count) in the table. [No teacher survey is needed for children who only attended a 21st CCLC in the summer.] **The total of each of the four cells in the table should be equal to 0 regular attendees you identified as being served by this center in the reporting period.**

13.5.2

	Number of Regular Attendees
You have both math AND reading/language arts grades for the fall of and the spring of this academic year.	
You have ONLY math grades for the fall and the spring of this academic year.	
You have ONLY reading/language arts grades for the fall and the spring of this academic year.	
You have NEITHER math NOR reading/language arts grades for the fall and the spring of this academic year. You should also count in this category students meeting the definition of a regular attendee that participated only during the summer and therefore should not be included in grades reporting.	
Total:	

14 Student *End of Grade* Test Data

14.1 Provide the following *End of Grade* test information for all students in grades 3 through 8 who regularly attended (for 30 or more days) your Center. Fill in the number of students who scored at each of the four testing levels on math and reading tests. (Combine student test data for all schools feeding into this center.)

14.1.1

Grade Level	Test Level	Number of Students			
		Last Academic Year		Current Academic Year	
		Math	Reading	Math	Reading
Third	Level I				
	Level II				
	Level III				
	Level IV				
Fourth	Level I				
	Level II				
	Level III				
	Level IV				
Fifth	Level I				
	Level II				
	Level III				
	Level IV				
Sixth	Level I				
	Level II				
	Level III				
	Level IV				
Seventh	Level I				
	Level II				
	Level III				
	Level IV				
Eight	Level I				
	Level II				
	Level III				
	Level IV				

14.2 Please answer the following State Assessment Current year questions by indicating the number of *regular attendees* you have which fall in each of the following categories. Please count a child only once (unduplicated count) in the table.

14.2.1. State Assessment Current Year Proficiency Results Overview

	Number of Regular Attendees
You have both math AND reading/language arts results for the state proficiency test administered during the current school year.	
You have ONLY math results for the state proficiency test administered during the current school year.	
You have ONLY reading/language arts results for the state proficiency test administered during the current school year.	
You have NEITHER math NOR reading/language arts results for the state proficiency test administered during the current school year.	

Enter the total for each level from table 14.1.1, by subject area, in table 14.2.2 and table 14.2.3.

14.2.2. Math Performance-State Assessment Current Year Proficiency Results

Please indicate the number of regular attendees who scored in the following levels on the <i>North Carolina</i> proficiency test administered during the reporting period:	Number of Regular Attendees
Level IV	
Level III	
Level II	
Level I	
Total (Math)	

14.2.3. Reading/Language Performance-State Assessment Current Year Proficiency Results

Please indicate the number of regular attendees who scored in the following levels on the <i>North Carolina</i> proficiency test administered during the reporting period:	Number of Regular Attendees
Level IV	
Level III	
Level II	
Level I	
Total (Reading/Language)	

14.3 Please answer the following State Assessment Cross Year questions by indicating the number of regular attendees you have which fall in each of the following categories. Please count a child only once (unduplicated count) in the table.

14.3.1. State Assessment Proficiency Results – Changes in Performance Level Overview

	Number of Regular Attendees
You have both math AND reading/language arts results for the state proficiency test administered during the last academic year and the current school year.	
You have ONLY math assessment results for proficiency tests administered during the last academic year and the current school year.	
You have ONLY reading/language arts assessment results for proficiency tests administered during the last academic year and the current school year.	
You have NEITHER math NOR reading/language arts assessment results for proficiency tests administered during the last academic year and the current school year.	

14.3.2. Math Proficiency Test Results – Changes in Performance

Please indicate the Number of regular attendees who:	Number of Regular Attendees
Witnessed an increase in performance level on the proficiency test administered during the current school year.	
Witnessed a decrease in performance level on the proficiency test administered during the current school year.	
Witnessed no change in performance level on the proficiency test administered during the current school year.	
Total (Math)	

14.3.3. Reading/Language Arts Proficiency Test Results – Changes in Performance

Please indicate the Number of regular attendees who:	Number of Regular Attendees
Witnessed an increase in performance level on the proficiency test administered during the current school year.	
Witnessed a decrease in performance level on the proficiency test administered during the current school year.	
Witnessed no change in performance level on the proficiency test administered during the current school year.	
Total (Reading/Language Arts)	

15 Community Collaboration

15.1 Describe how your Center and community organizations have collaborated and the contributions these organizations have made. Please indicate the name or type of organization, the primary contribution the organization has made to the Center (use code numbers in the list below), and the estimated value of the contributions. You may extend this table onto the next page as needed.

Primary Contribution: (1) Assist with planning; (2) Raise funds; (3) Provide services; (4) Provide volunteers; (5) Provide paid staff; (6) Provide in-kind donations; and (7) Other (specify what it is).

Organization Name	Primary Contribution(s) [Fill in #s from list]	Estimated Monetary Value
A. National Youth Organizations 1. 2. 3. <i>[add more as needed]</i>	1. 2. 3.	1. 2. 3.
B. Community-based Organizations 1. 2. 3. <i>[add more as needed]</i>	1. 2. 3.	1. 2. 3.
C. Libraries and Museums 1. 2. 3. <i>[add more as needed]</i>	1. 2. 3.	1. 2. 3.
D. Businesses 1. 2. 3. <i>[add more as needed]</i>	1. 2. 3.	1. 2. 3.
E. County and Municipal Agencies 1. 2. 3. <i>[add more as needed]</i>	1. 2. 3.	1. 2. 3.
F. Colleges and Universities 1. 2. 3. <i>[add more as needed]</i>	1. 2. 3.	1. 2. 3.

Organization Name	Primary Contribution(s) [Fill in #s from list]	Estimated Monetary Value
G. Faith-based Organizations 1. 2. 3. <i>[add more as needed]</i>	1. 2. 3.	1. 2. 3.
H. Hospitals/Clinics/Health-Mental Health Care Providers 1. 2. 3. <i>[add more as needed]</i>	1. 2. 3.	1. 2. 3.

15.2 The Community Partner is an organization other than the grantee that actively contributes to the 21st CCLC-funded project. A subcontractor is an organization that is under contract with the grantee to provide 21st CCLC grant-funded activities or services. Please answer the following questions for each partner for which APR data should be submitted.

Name of Organization: _____

Was the organization active during the reporting period?

Did the organization serve as a subcontractor during the reporting period?

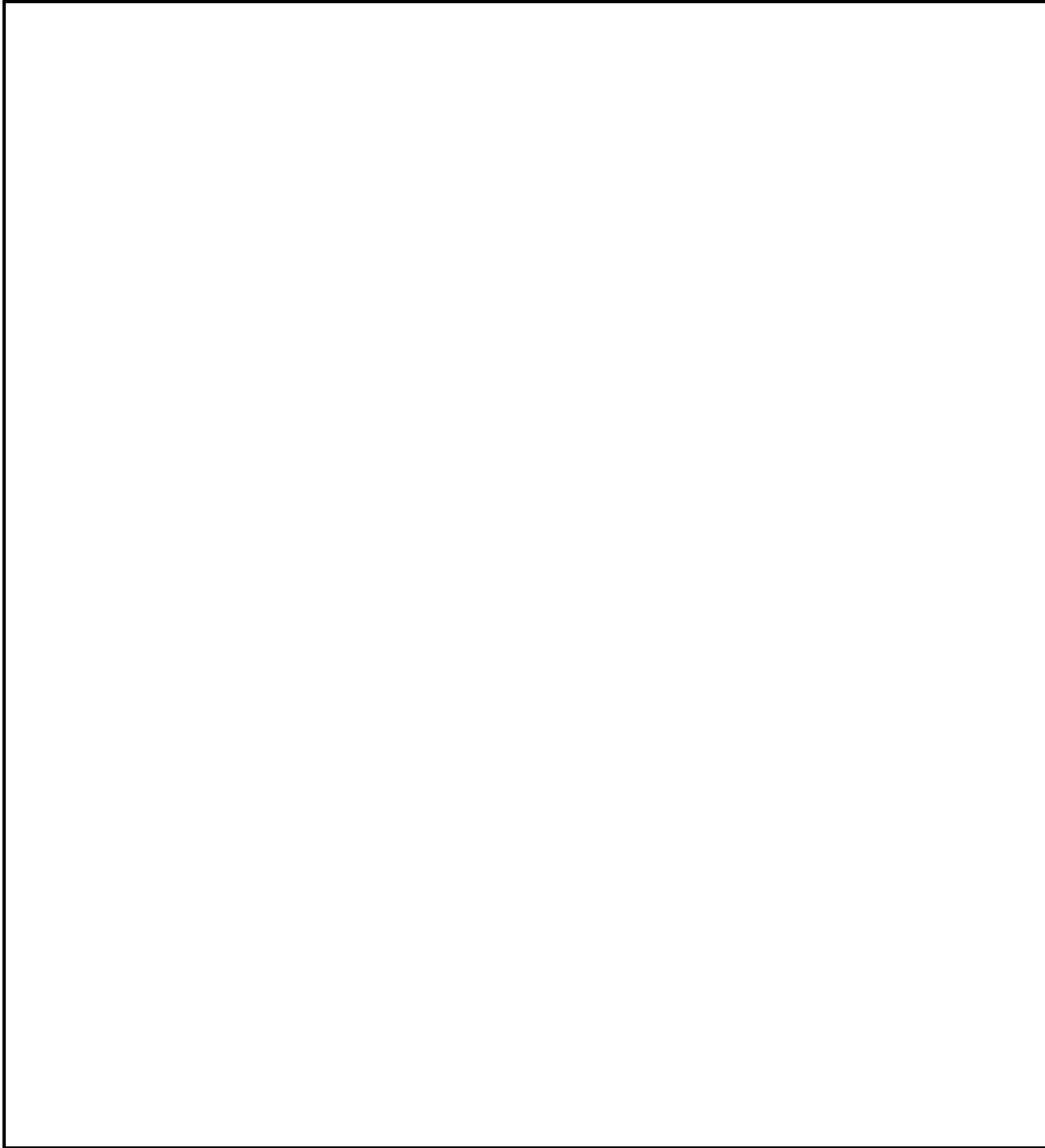
Estimated monetary value of contributions made by the partner during the reporting period: _____

Estimated monetary value of the subcontract held by the partner during the reporting period: _____

Please indicate how the organization contributed to the project during the reporting period:

16. Academic Achievement

In the space provided below, you may describe academic success stories from your 21st Century Community Learning Centers (CCLC) program within the past year.

A large, empty rectangular box with a black border, intended for the user to write academic success stories from the 21st Century Community Learning Centers (CCLC) program.