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State Board of Education
Department of Public Instruction

Report to the North Carolina General Assembly

Competitive Grants to Improve After-School Services

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SERVE CENTER at THE UNIVERSITY of NORTH CAROLINA at GREENSBORO

Competitive Grants to Improve After-School Services: Summary of 2015-16 Program Activities

Prepared by:

SERVE Center at UNCG
Gateway University Research Park
Dixon Building
5900 Summit Avenue
Browns Summit, NC 27214
(800) 755-3277

Wendy McColskey, Ph.D.
Kathleen Mooney, M.A.
Melissa Williams, M.A.

Submitted to:

Donna R. Brown, Director
Federal Program Monitoring
NC Department of Public Instruction
6351 Mail Service Center
Raleigh, North Carolina 27699-6351
(919) 807-3443

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Competitive Grants to Improve After-School Services: Summary of 2015-16 Program Activities

Legislation Overview

In the summer of 2014, The North Carolina General Assembly appropriated five million dollars ($5,000,000) in State funds for the After-School Quality Improvement Grant (ASQIG) Program to be administered by the Department of Public Instruction as part of the *Competitive Grants to Improve After-School Services Act [S.L. 2014-100, Section 8.19.(a-e)]*. According to the legislation, the purpose of the Program is to pilot after-school learning programs for at risk-students that raise standards for academic outcomes by focusing on the following:

- Use of an evidence-based model with a proven track record of success.
- Inclusion of rigorous quantitative performance measures to confirm their effectiveness during the grant cycle and at the end-of-grant cycle.
- Alignment with State performance measures, student academic goals, and the North Carolina Standard Course of Study.
- Prioritization of programs to integrate clear academic content, in particular, science, technology, engineering, and mathematics (STEM) learning opportunities or reading development and proficiency instruction.
- Emphasis on minimizing student class size when providing instruction.
- Expansion of student access to learning activities and academic support that strengthen student engagement and leverage community-based resources, which may include organizations that provide mentoring services and private-sector employer involvement.

For the 2014-15 application process, applicants were eligible to receive two-year grants of up to $500,000 per year with the option of a third year of funding. The 2014 legislative language stipulated that "at least seventy percent (70%) of students served by the program must qualify for free or reduced-price meals" *[S.L. 2014-100, Section 8.19.(c)]*.

In the summer of 2015, The North Carolina General Assembly, appropriated state funds for the second year of the ASQIG Program *[S.L. 2015-241, Section 8.29.(a-f)]*. In the first year of the legislation, grant recipients were required to be a local school administrative unit or a non-profit working in collaboration with a local school administrative unit (who served as the fiscal agent for the grant). However, in the second year, the legislation allowed non-profits to serve as their own fiscal agents. In addition, whereas the first-year legislation indicated that at least 70% of students served must qualify for free or reduced-price meals, the 2015 legislation indicated that "programs should focus on serving at-risk students not performing at grade level as demonstrated by statewide assessments" *[S.L. 2015-241, Section 8.29.(c)]*.

2015-16 Grantees

In 2014-15, forty-one (41) applications were submitted. Based on the final ratings for the applications, seventeen (17) were approved by the State Board of Education in January 2015, for a total of $4,784,539. For the second year (2015-16), the legislature appropriated six million dollars. No grant solicitation/review process took place; rather, the 17 2014-15 ASQIG recipient organizations received continuations for a second year of funding ("Cohort 1") and four additional organizations (those with the next highest scores from the 2014-15 application process; "Cohort 2") were approved for funding at the November 2015 State Board Meeting. Thus, a total of 21 grantees (continuing and new) were funded for 2015-16, for a total of $5,893,019. The four new Cohort 2 grantees received notification of funding availability on January 9, 2016. Thus, in 2015-16, 17 Cohort 1 (continuation) grantees received funding to operate for the entire academic year and four (new) Cohort 2 grantees started serving students in January 2016 for the first time.

Table 1 shows the 2015-16 grantees by cohort, region, county, type of organization, and amount awarded. Grantees were located in each of the eight regions of the state with Region 6 receiving six of the 21 awards. The amounts awarded ranged from under $100,000 (two awards) to over $400,000 (five awards). Funds were awarded to 12 local school administrative units (LEAs) and nine non-profit organizations.

Table 1: Organizations Receiving 2015-16 ASQIG Awards

Region	Organization Name	County	Type*	Amount Awarded
Cohort 1				
1	**Beaufort County Schools** (with the Cornerstone Community Learning Center)	Beaufort	LEA	320,613
1	**McCloud's Computer & Skills Training Center, Inc.** (with Pitt County Schools)	Pitt	Non-Profit	419,520
2	**Greene County Schools**	Greene	LEA	283,263
3	**Communities In Schools of Wake County** (with Wake County Public School System)	Wake	Non-Profit	447,606
3	**Northampton County Schools**	Northampton	LEA	404,368
4	**Montgomery County Schools**	Montgomery	LEA	352,038
4	**Public Schools of Robeson County** (with Communities In Schools of Robeson County)	Robeson	LEA	315,593
5	**Stokes County Schools** (with Stokes Family YMCA)	Stokes	LEA	301,211
5	**Winston-Salem/Forsyth County Schools**	Forsyth	LEA	41,401
6	**Above and Beyond Students** (with Charlotte-Mecklenburg Schools)	Mecklenburg	Non-Profit	279,106
6	**Cabarrus County Schools**	Cabarrus	LEA	449,623
6	**First Baptist Church West dba Charlotte Community Services Association** (with Charlotte-Mecklenburg Schools)	Mecklenburg	Non-Profit	150,175
6	**Citizen Schools** (with Charlotte-Mecklenburg Schools)	Mecklenburg	Non-Profit	240,039

Region	Organization Name	County	Type*	Amount Awarded
6	**Youth Development Initiatives** (with Charlotte-Mecklenburg Schools)	Mecklenburg	Non-Profit	130,641
7	**Mount Airy City Schools**	Surry	LEA	89,999
8	**Jackson County Schools**	Jackson	LEA	142,943
8	**McDowell County Schools**	McDowell	LEA	416,400
Cohort 2				
3	**Durham Public Schools**	Durham	LEA	358,394
3	**Silltrist Solutions** (with Durham Public Schools)	Durham	Non-Profit	328,982
5	**YMCA of Northwest North Carolina** (with Winston Salem Forsyth County Schools)	Forsyth	Non-Profit	181,104
6	**Communities In Schools of Lincoln County** (with Lincoln County Schools)	Lincoln	Non-Profit	240,000
			Total	**5,893,019**

Note. LEA – Local Education Agency
Source: NCDPI website (including http://www.dpi.state.nc.us/docs/program-monitoring/after-school/2014-15recipients.pdf and http://www.dpi.state.nc.us/docs/program-monitoring/after-school/2015-16recipients.pdf)

2015-16 Grantee Progress Reporting Requirements

For 2015-16, the second year of funding for the 17 Cohort 1 grantees and the first year of funding for the four Cohort 2 grantees, there were two reporting mechanisms required of grantees: (1) a student outcomes reporting template and (2) an online progress report survey.

After the second year of funding, ASQIG legislation required grant recipients to report on key performance data, including statewide test results, attendance rates, and promotion rates. To facilitate this process, SERVE Center, under a contract with NCDPI, developed a student attendance and achievement reporting template. SERVE Center met with each grantee and customized the student performance data reporting template to reflect their program focus and goals (e.g., reading, STEM, elementary vs. high school). Each grantee was asked to submit their 2015-16 student performance data report (in accordance with legislation) by August 2016.

In addition, SERVE Center collected data from all 21 grantees using an online Progress Report Survey to inform the General Assembly's statutory reporting requirement that NCDPI submit a report by September 2016 on the second year of this program. The 2015-16 survey was designed to collect data regarding: (a) grantee-level organizational descriptors, (b) enrollment information for 2015-16, (c) alignment of programming with legislative foci, (d) matching funds totals and sources, and (e) sustainability plans. After review and approval by NCDPI, the online survey was administered to program directors on May 31, 2016, with a closing date of June 30, 2016.

Progress Report Survey Results

All 21 grantees completed the online 2015-16 ASQIG Progress Report Survey. Grantee responses to key survey questions are summarized below.

Description of Programs

Table 2 shows the foci of the grantee programs. The legislation required that the grantees primarily focus on reading or STEM or both. Of the 21 grantees, 18 indicated a focus on reading, 18 on STEM, and 15 on both areas (with all four Cohort 2 grantees focusing on both reading and STEM). In 2015-16, there were two grantees that focused on reading but not STEM (Greene County Schools and Youth Development Initiatives) and three grantees that focused on STEM but not reading (Montgomery County Schools, Cabarrus County Schools, and McDowell County Schools).

On the survey, grantees were asked: "Do you have a significant focus in improving student outcomes in other areas besides reading development/proficiency and/or STEM?" Of the 14 grantees indicating "yes," the following areas were mentioned: social emotional skills, life skills, college and career readiness, cultural awareness, character education, health and fitness, art, English as a second language, and parental engagement.

In terms of grade level of students served, four grantees served all grade levels (elementary, middle, *and* high school). Seven grantees served a combination of elementary and middle grade students. One grantee served only high school students. Overall, across grantees, middle school students were served by 16 grantees, elementary school students were served by 15 grantees, and high school students were served by five grantees.

In addition to the after-school programs offered by all grantees during the 2015-16 school year, 17 grantees also offered programs during the summer of 2016.

Table 2: Grantees by Types of Programs in 2015-16

Region	Organization Name	Competitive Priority		Level of Students Served			Summer Program	
		Reading	STEM	Elem	Mid	High	Yes	No
Cohort 1								
1	**Beaufort County Schools** (with the Cornerstone Community Learning Center)	✓	✓	✓	✓		✓	
1	**McCloud's Computer & Skills Training Center, Inc.** (with Pitt County Schools)	✓	✓	✓	✓		✓	
2	**Greene County Schools**	✓		✓	✓		✓	
3	**Communities In Schools of Wake County** (with Wake County Public School System)	✓	✓	✓	✓	✓	✓	
3	**Northampton County Schools**	✓	✓	✓	✓	✓	✓	
4	**Montgomery County Schools**		✓		✓		✓	
4	**Public Schools of Robeson County** (with Communities In Schools of Robeson County)	✓	✓		✓		✓	
5	**Stokes County Schools** (with Stokes Family YMCA)	✓	✓		✓			✓
5	**Winston-Salem/Forsyth County Schools**	✓	✓	✓				✓

Region	Organization Name	Competitive Priority		Level of Students Served			Summer Program	
		Reading	STEM	Elem	Mid	High	Yes	No
6	**Above and Beyond Students** (with Charlotte-Mecklenburg Schools)	✓	✓	✓	✓	✓	✓	
6	**Cabarrus County Schools**		✓	✓	✓		✓	
6	**First Baptist Church West dba Charlotte Community Services Association** (with Charlotte-Mecklenburg Schools)	✓	✓	✓	✓		✓	
6	**Citizen Schools** (with Charlotte-Mecklenburg Schools)	✓	✓		✓			✓
6	**Youth Development Initiatives** (with Charlotte-Mecklenburg Schools)	✓				✓	✓	
7	**Mount Airy City Schools**	✓	✓	✓			✓	
8	**Jackson County Schools**	✓		✓	✓			✓
8	**McDowell County Schools**		✓	✓	✓		✓	
Cohort 2								
3	**Durham Public Schools**	✓	✓		✓		✓	
3	**Silltrist Solutions** (with Durham Public Schools)	✓	✓	✓			✓	
5	**YMCA of Northwest North Carolina** (with Winston Salem Forsyth County Schools)	✓	✓	✓			✓	
6	**Communities In Schools of Lincoln County** (with Lincoln County Schools)	✓	✓	✓	✓	✓	✓	
	Total	**18**	**18**	**15**	**16**	**5**	**17**	**4**

Student Enrollment

The survey asked grantees to report on the sites operated in 2015-16, including the number of slots available through grant funding and number of slots filled. As described earlier, the after-school programs started offering services at different times (Cohort 1 had funding available to begin implementing in September 2015, while Cohort 2 did not have funding available to begin implementation until January 2016). Table 3 shows that the reported enrollment capacity for the After-School program (slots available) ranged from 32 to 450. The number of after-school centers/sites ranged from one to seven across the 21 grantees (with six operating only one site). The total number of after-school program slots reported as available across both cohorts was 3,681 with 3,346 reported as enrolled.

Table 3: 2015-16 Enrollment Information by Grantee: After-School Programming (N=21)

Region	Organization Name	# Centers/ Sites	Slots Avail	Slots Filled	% Enroll
Cohort 1					
1	**Beaufort County Schools** (with the Cornerstone Community Learning Center)	3	245	245	100%
1	**McCloud's Computer & Skills Training Center, Inc.** (with Pitt County Schools)	1	125	129	103%
2	**Greene County Schools**	1	185	185	100%

Region	Organization Name	# Centers/ Sites	Slots Avail	Slots Filled	% Enroll
3	**Communities In Schools of Wake County** (with Wake County Public School System)	7	402	363	90%
3	**Northampton County Schools**	6	450	321	71%
4	**Montgomery County Schools**	2	202	196	97%
4	**Public Schools of Robeson County** (with Communities In Schools of Robeson County)	2	90	81	90%
5	**Stokes County Schools** (with Stokes Family YMCA)	3	125	115	92%
5	**Winston-Salem/Forsyth County Schools**	1	50	40	80%
6	**Above and Beyond Students** (with Charlotte-Mecklenburg Schools)	2	100	105	105%
6	**Cabarrus County Schools**	5	300	277	92%
6	**First Baptist Church West dba Charlotte Community Services Association** (with Charlotte-Mecklenburg Schools)	1	32	32	100%
6	**Citizen Schools** (with Charlotte-Mecklenburg Schools)	2	295	246	83%
6	**Youth Development Initiatives** (with Charlotte-Mecklenburg Schools)	2	45	48	107%
7	**Mount Airy City Schools**	2	100	116	116%
8	**Jackson County Schools**	1	50	53	106%
8	**McDowell County Schools**	3	135	135	100%
Cohort 2					
3	**Durham Public Schools**	1	200	160	80%
3	**Silltrist Solutions** (with Durham Public Schools)	2	250	185	74%
5	**YMCA of Northwest North Carolina** (with Winston Salem Forsyth County Schools)	2	200	200	100%
6	**Communities In Schools of Lincoln County** (with Lincoln County Schools)	4	100	114	114%
	Total	**53**	**3681**	**3346**	

Table 4 shows that four grantees did not operate a summer program (designated as N/A). The total number of summer slots reported as available was 3,091with 2,784 students reported as enrolled.

Table 4: 2016 Enrollment Information by Grantee: Summer Programming (N=17)

Region	Organization Name	# Centers/ Sites	Slots Avail	Slots Filled	% Enroll
Cohort 1					
1	**Beaufort County Schools** (with the Cornerstone Community Learning Center)	1	75	75	100%
1	**McCloud's Computer & Skills Training Center, Inc.** (with Pitt County Schools)	1	125	70	56%
2	**Greene County Schools**	1	110	110	100%
3	**Communities In Schools of Wake County** (with Wake County Public School System)	1	300	293	98%
3	**Northampton County Schools**	3	700	613	88%

Region	Organization Name	# Centers/ Sites	Slots Avail	Slots Filled	% Enroll
4	**Montgomery County Schools**	2	202	186	92%
4	**Public Schools of Robeson County** (with Communities In Schools of Robeson County)	2	90	90	100%
5	**Stokes County Schools** (with Stokes Family YMCA)	N/A	N/A	N/A	N/A
5	**Winston-Salem/Forsyth County Schools**	N/A	N/A	N/A	N/A
6	**Above and Beyond Students** (with Charlotte-Mecklenburg Schools)	1	100	100	100%
6	**Cabarrus County Schools**	5	300	198	66%
6	**First Baptist Church West dba Charlotte Community Services Association** (with Charlotte-Mecklenburg Schools)	1	32	21	66%
6	**Citizen Schools** (with Charlotte-Mecklenburg Schools)	N/A	N/A	N/A	N/A
6	**Youth Development Initiatives** (with Charlotte-Mecklenburg Schools)	2	32	27	84%
7	**Mount Airy City Schools**	2	100	90	90%
8	**Jackson County Schools**	N/A	N/A	N/A	N/A
8	**McDowell County Schools**	5	225	225	100%
Cohort 2					
3	**Durham Public Schools**	1	150	150	100%
3	**Silltrist Solutions** (with Durham Public Schools)	2	350	342	98%
5	**YMCA of Northwest North Carolina** (with Winston Salem Forsyth County Schools)	2	100	100	100%
6	**Communities In Schools of Lincoln County** (with Lincoln County Schools)	1	100	94	94%
	Total	**33**	**3091**	**2784**	

Implementation Features

Focus on serving at risk students not performing at grade level. The online survey asked grantees to indicate whether their programming met the 2015 legislative criteria that it "should focus on serving at-risk students not performing at grade level as demonstrated by statewide assessments?" For 2015-16, all 21 grantees reported their programs met this criterion, with the majority indicating that approximately 76% of participating students were not performing at grade level upon entering the program for the 2015-16 school year and 68% of participating students were not preforming at grade level upon entering the summer 2016 program.

Alignment with North Carolina Standard Course of Study. The legislation indicated the grant recipients should align their instructional program with State academic standards. Thus, the survey asked grantees: "To what extent are your curriculum/instructional activities aligned with the NC Standard Course of Study?" The majority of grantees indicated that their instructional programming was "strongly aligned" with the NC Standard Course of Study (with only two grantees indicating their programming was "somewhat aligned.")

Use of an evidence-based model. The legislation placed an emphasis on the use of evidence-based models with proven track records of success. Thus, grantees were asked, "What evidence-based curricular materials/programs in reading and/or STEM did you use in your After-School or Summer Program this year?" Table 5 shows examples of the various programs/materials listed by respondents.

Table 5: Grantee-Reported Evidence-based Curricular Materials/Programs in Use

Competitive Priority	Examples of Grantee-Reported Evidence-based Curricular Materials/Programs
Reading	iReady, READ 180, Scholastic Reading Counts, Case 21, Language Alive/Language Alive Spanish, Plato, Reading Mate, Reading A-Z, Corrective Reading
STEM	Lego Education, NC Robotics, NC State Science House, Camp Invention, Engineering is Elementary, Plato, iReady

Emphasis on digital content. The revised 2015 legislation included new language that placed an emphasis grantees use of digital content, "when practicable. Thus, grantees were asked, "Did your program utilize digital content to expand students' learning time?" All grantees indicated "yes."

Minimizing class size when providing instruction. The legislation included language on minimizing student class size when providing instruction as a desired implementation feature. The survey asked, "What was the student-to-teacher instructional ratio for your After-School Program?" Of the 21 grantees, 12 (57%) indicated a 1:10 or less ratio, while 9 (43%) indicated a ratio between 1:10 and 1:15. In terms of student-to-teacher ratios during the summer of 2016, of the 17 grantees offering summer programming, 11 (65%) indicated a 1:10 or less ratio, while 6 (35%) indicated a ratio between 1:10 and 1:15.

Leveraging community-based resources and matching funds. The legislation mentioned leveraging community-based resources. Thus, the survey asked: "Are you collaborating with other community-based organizations (e.g., mentoring services, private-sector employer involvement)?" All 21 grantees indicated they either collaborated with "many organizations," or "a few organizations."

Grantees were asked to provide information about sources of matching funds. Sources reported included school districts, university partners, corporate entities and foundations, annual campaigns, churches, USDA meals, volunteer mentors, program income, and grantee organizations. Matching funds were reported to support costs such as program staff and staff development, curriculum development, equipment purchases, facility lease/rental, computer software, printing, office supplies, and local transportation.

Grantee-Reported Key Features

Grantees were asked to list 1-3 reasons why they think their After-School Program "has positively impacted student academic outcomes in the desired areas such as reading and/or STEM." Table 6 provides a summary of grantee responses. The responses are organized by six overarching themes that were most frequently mentioned by grantees: (a) hands-on learning

experiences, (b) digital resources, (c) individualized instruction/tutoring, (d) small groups/small class size, (e) experienced teachers, and (f) communication and collaboration.

Table 6: Grantee-Reported Reasons for Positive Student Outcomes

Overarching Themes Reported by Grantees	*Illustrative Quote*
Hands-on learning experiences: By providing hands-on-learning experiences, grantees reported they were able to increase student interest and engagement.	*Students are interacting and learning difficult STEM concepts through hands-on activities. Activities are high interest and students are enjoying investigating STEM concepts that connect to the Standard Course of Study.*
Digital resources: Through the use of various digital resources, grantees reported they were able to assess students' current academic needs and track student progress.	*The daily online tutorials offered students a regimented practice based on their current academic performance level. The constant daily practice improved students' grades as evidenced by their teacher surveys.*
Individualized instruction/tutoring: By providing individualized instruction and tutoring, grantees reported they were able to address the identified needs of participating students.	*This program focused on first assessing students' initial academic standing, then individualizing instruction in a small-group setting with experienced teachers/tutors, providing instruction for students for whom English is a second language and focusing on basic reading skills that most of the students had skipped or never fully learned.*
Small groups/small class size: By ensuring low student-teacher ratios, grantees reported that it allowed for program staff to implement more targeted, interactive, individualized, and creative learning opportunities. Grantees also reported it helped teachers/staff to build stronger relationships with students.	*The teacher-student ratio allowed teachers to work in small groups with students based on their academic needs. The classroom was set up "center-style" which allowed students to learn concepts 4 different ways: teacher guided instruction; small group activity; computer-based activity; and individual activity.*
Experienced teachers: By staffing the program with experienced and qualified teachers, grantees reported they were able to make connections between the program curriculum and classroom instruction to enhance student learning and engagement.	*Program was staffed by NC certified teachers with experience in STEM curriculum…At four of five sites, program staff also served as classroom teachers at their respective sites. As such, they were able to emphasize connections between the curriculum and their students' classroom instruction.*
Communication and collaboration: Through on-going communication with parents and by leveraging support from the larger community, grantees reported they were able to provide more comprehensive and meaningful programming.	*Our philosophy is that programs don't change people, relationships do. Each of our teachers build a relationship with the student. We conference with teachers, parents, counselors, and any additional pedagogic stakeholders. We also coordinate additional resources need to positively impact student performance (e.g., glasses, clothing, etc.).*

Sustainability

The survey also included an item asking grantees about the likelihood of sustaining funding after the grant ended. The majority of grantees expressed concern over the likelihood of finding funds to sustain programming. More specifically, 10 indicated it was "somewhat likely" that they would find funds to sustain their program in the future, 7 indicated it was only "minimally likely," and 2 indicated it was "not at all likely." Below is a sample of open-ended responses regarding the likelihood of sustainability:

- *Without the funding provided through ASQIG we will not be able to hold programs such as this at our school. The transportation and funding for resources is VITAL in capturing*

these students and affording parents the opportunity to allow their students to stay after school and have a way home.

- *We are in constant "search mode" to find additional funding sources in order to keep this program going. Without another funding source, it will be impossible to keep the program going as education continues to be cut across the state.*
- *Our community partners will continue to work with our students. We will probably not be able to continue to serve the same number of students.*
- *Our grant manager will continue to seek external funding for the after-school and summer camp programs for all ASQIG sites. However, full funding may be difficult to find in a single grant and various funding mechanisms will need to be considered for the future…We will continue to seek in-kind services and donations for program volunteers and school/program supplies.*

That said, for those grantees actively exploring options for sustainability, efforts/sources of potential funding mentioned included donations/support from the local community and businesses and other grant funding opportunities.

Appendix

ASQIG 2015-16 Grantee Profiles (N=21)

1. Above and Beyond Students
2. Beaufort County Schools
3. Cabarrus County Schools
4. CIS of Lincoln County
5. Citizen Schools
6. Communities In Schools of Wake County
7. Durham Public Schools
8. FBC-W CSA dba Charlotte Community Services Association
9. Greene County Schools
10. Jackson County Schools
11. McCloud's Computer & Skills Training Center, Inc.
12. McDowell County Schools
13. Montgomery County Schools
14. Mount Airy City Schools
15. Northampton County Schools
16. Public Schools of Robeson County
17. Silltrist Solutions
18. Stokes County Schools
19. Winston Salem/Forsyth County Schools
20. YMCA of Northwest North Carolina
21. Youth Development Initiatives

NC After-School Quality Improvement Grant: 2015-16 Grantee Profile

Grantee Name	**Above and Beyond Students**	
LEA	Charlotte-Mecklenburg Schools	
NC Region Code	Region 6	
Grantee Leadership	☒ Non-profit or other organization manages grant activities ☐ District manages grant activities	
Cohort	☒ Cohort 1 (initially funded during school year 2014-15) ☐ Cohort 2 (initially funded during school year 2015-16)	
Award Amount	**2014-15**	**2015-16**
	$279,106	$279,106
Total Reported Matching Funds	**2014-15**	**2015-16**
	$93,035	$93,035

I. Grantee Program

Competitive Priority	☐ Focus on STEM learning opportunities ☐ Focus on reading development and proficiency instruction ☒ Both reading development/proficiency and STEM		
Grade Levels Served	☒ Elementary ☒ Middle ☒ High	**Summer Program?**	☒ Yes ☐ No
# of School Year 2015-16 After-School Centers/Sites Operated	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8		
# of Summer 2016 Centers/Sites Operated	☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8		
Key Features of Grantee 2015-16 Programing Thought to Positively Impact Student Academic Outcomes *(Survey excerpt)*	1. The teacher:student ratio allowed teachers to work in small groups with students based on their academic needs. The classroom was set up Center style which allowed students to learn concepts 4 different ways: teacher guided instruction; small group activity: computer based activity; individual activity. 2. Discovery Place and Vision offered high-level, hands-on engaging STEM that allowed students to engage in STEM activities that are not offered or available during school hours. All activities focused on the Common Core learning objectives. The activities reinforced and helped students grasp key science concepts. The students were excited about the Discovery clubs and looked forward to participating in them. The Vision builders activities taught integrated History, Science an Technology. It challenged students to embrace history and science through the activities offered. 3. The daily online tutorials offered students regimented practice based on their current academic performance level. The constant daily practice improved students grades as evidenced by their teacher surveys.		

II. Student Enrollment

School Year 2015-16 After-School		
School Year Center/Site Name	**Total Slots Available**	**Total Slots Filled**
1. Reid Park Academy	55	58
2. Phillip O' Berry	45	47
Total	**100**	**105**

Summer 2016		
Summer Center/Site Name	**Total Slots Available**	**Total Slots Filled**
1. Reid Park Academy	100	100
Total	**100**	**100**

III. Financial Sustainability

Reported likelihood of finding funds to sustain program in the future:	
☐ Very likely ☐ Somewhat likely ☒ Minimally likely ☐ Not at all likely	**Comments *(Survey excerpt)*:** We will be able to find some funding but not at full sustainability. We will look at STEM grants and collaboration with community organizations such as Discovery Place and Arts and Science Council to partner on grants to continue STEM. We will partner with schools to help pay for transportation and extended teacher pay for the after-school program. None are guaranteed but we have built strong relationships which we believe will position us to receive some levels of funding.

NC After-School Quality Improvement Grant: 2015-16 Grantee Profile

Grantee Name	**Beaufort County Schools**	
LEA	Beaufort County Schools	
NC Region Code	Region 1	
Grantee Leadership	☐ Non-profit or other organization manages grant activities ☒ District manages grant activities	
Cohort	☒ Cohort 1 (initially funded during school year 2014-15) ☐ Cohort 2 (initially funded during school year 2015-16)	
Award Amount	**2014-15**	**2015-16**
	$320,613	$320,613
Total Reported Matching Funds	**2014-15**	**2015-16**
	$70,139	$217,099

I. Grantee Program

Competitive Priority	☐ Focus on STEM learning opportunities ☐ Focus on reading development and proficiency instruction ☒ Both reading development/proficiency and STEM		
Grade Levels Served	☒ Elementary ☒ Middle ☐ High	**Summer Program?**	☒ Yes ☐ No
# of School Year 2015-16 After-School Centers/Sites Operated	☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8		
# of Summer 2016 Centers/Sites Operated	☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8		
Key Features of Grantee 2015-16 Programing Thought to Positively Impact Student Academic Outcomes *(Survey excerpt)*	1. Students are highly engaged (and strictly monitored) in iReady Reading and iReady Math which identifies specific student weaknesses and provides engaging instructional lessons to help students improve academic areas of need. Students are also tutored to help them retain and scaffold concepts introduced to and strengthened by their participation in the after-school program. 2. All students are attending Lego Education, Art, Digital Art, Character Education and STEM classes which help them become well rounded students in a quickly changing digital world. 3. All staff members have become personally involved in the lives of their students. Teachers and Site Coordinators regularly call parents to report on student progress and behavior. Parents feel free to call teachers, site coordinators, principals and the director when questions arise. Parents were invited to attend a program during the summer and over 37 students attended with their families. A spring event was held and parents were afforded the opportunity to become more acquainted with the after-school iReady, Lego and tutoring program.Parents are also encouraged to attend a fifteen-week Cornerstone Families Understanding Nurturing Program (FUN), a validated, evidenced-based program. We believe that our personal involvement in student lives on a daily basis has helped students become successful not only in school but in life!		

II. Student Enrollment

School Year 2015-16 After-School		
School Year Center/Site Name	**Total Slots Available**	**Total Slots Filled**
1. Chocowinity Middle	45	45
2. John Small Elementary	100	100
3. PS Jones Middle	100	65
Total	**245**	**245**

Summer 2016		
Summer Center/Site Name	**Total Slots Available**	**Total Slots Filled**
1. Cornerstone Summer Camp	75	75
Total	**75**	**75**

III. Financial Sustainability

Reported likelihood of finding funds to sustain program in the future:	
☐ Very likely ☒ Somewhat likely ☐ Minimally likely ☐ Not at all likely	**Comments *(Survey excerpt)*:** Beaufort County Schools strives to utilize community partners and supporters of after-school programs within the county and state. Any grants that will support after-school programs are regularly applied for; however, the likelihood of sustaining the after-school program without the use of grant funds is unlikely. The cost of staff and transportation of students is a huge expense for the system that cannot be sustained without outside funds.

NC After-School Quality Improvement Grant: 2015-16 Grantee Profile

Grantee Name	**Cabarrus County Schools**	
LEA	Cabarrus County Schools	
NC Region Code	Region 6	
Grantee Leadership	☐ Non-profit or other organization manages grant activities ☒ District manages grant activities	
Cohort	☒ Cohort 1 (initially funded during school year 2014-15) ☐ Cohort 2 (initially funded during school year 2015-16)	
Award Amount	**2014-15**	**2015-16**
	$449,623	$449,623
Total Reported Matching Funds	**2014-15**	**2015-16**
	$170,276	$170,276

I. Grantee Program

Competitive Priority	☒ Focus on STEM learning opportunities ☐ Focus on reading development and proficiency instruction ☐ Both reading development/proficiency and STEM		
Grade Levels Served	☒ Elementary ☒ Middle ☐ High	**Summer Program?**	☒ Yes ☐ No
# of School Year 2015-16 After-School Centers/Sites Operated	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5 ☐ 6 ☐ 7 ☐ 8		
# of Summer 2016 Centers/Sites Operated	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5 ☐ 6 ☐ 7 ☐ 8		
Key Features of Grantee 2015-16 Programing Thought to Positively Impact Student Academic Outcomes *(Survey excerpt)*	1. The ASPIRE curriculum is aligned to State performance measures and the North Carolina Standard Course of Study (NCSCoS). Alignment of evidence-based activities to meet student academic achievement standards was supported through the provision of content experts from local STEM organizations (e.g., Cabarrus Quarry, Concord Airport, Discovery Place, Duke Energy). 2. We established an annual benchmark for the percentage of ASPIRE modules that had to demonstrate alignment with NC performance measures, student academic goals, and NCSCoS. Our annual benchmark for Year 2 was 80% or more modules had to demonstrate alignment. In Year 2, 100% of modules demonstrated alignment to NCSCoS. 3. The ASPIRE program was staffed by NC certified teachers with experience in STEM curriculum. ASPIRE teachers also received additional STEM professional development throughout the academic year. At four of five sites, ASPIRE teachers also served as classroom teachers at their respective sites. As such, they were able to emphasize connections between the ASPIRE curriculum and their students' classroom instruction.		

II. Student Enrollment

School Year 2015-16 After-School		
School Year Center/Site Name	**Total Slots Available**	**Total Slots Filled**
1. Boys and Girls Club of Cabarrus County	60	49
2. Rocky River Elementary	60	60
3. W.M. Irvin Elementary	60	60
4. C.C. Griffin Middle	60	60
5. Concord Middle	60	48
Total	**300**	**277**

Summer 2016		
Summer Center/Site Name	**Total Slots Available**	**Total Slots Filled**
1. Boys and Girls Club of Cabarrus County	60	47
2. Rocky River Elementary	30	24
3. W.M. Irvin Elementary	30	22
4. C.C. Griffin Middle	90	54
5. Concord Middle	90	51
Total	**300**	**198**

III. Financial Sustainability

Reported likelihood of finding funds to sustain program in the future:	
☐ Very likely ☐ Somewhat likely ☒ Minimally likely ☐ Not at all likely	**Comments *(Survey excerpt)*:** Due to the lack of local or state funds available for supplemental programming, it is unlikely that Cabarrus County Schools will be able to sustain the ASPIRE program. However, with extended support from our partners, we may be able to continue providing some services to our students.

NC After-School Quality Improvement Grant: 2015-16 Grantee Profile

Grantee Name	**CIS of Lincoln County**	
LEA	Lincoln County Schools	
NC Region Code	Region 6	
Grantee Leadership	☒ Non-profit or other organization manages grant activities ☐ District manages grant activities	
Cohort	☐ Cohort 1 (initially funded during school year 2014-15) ☒ Cohort 2 (initially funded during school year 2015-16)	
Initial Start Date of Services to Students	January 25, 2016	
Award Amount	**2014-15**	**2015-16**
	N/A	$240,000
Total Reported Matching Funds	**2014-15**	**2015-16**
	N/A	$83,000

I. Grantee Program

Competitive Priority	☐ Focus on STEM learning opportunities ☐ Focus on reading development and proficiency instruction ☒ Both reading development/proficiency and STEM		
Grade Levels Served	☒ Elementary ☒ Middle ☒ High	**Summer Program?**	☒ Yes ☐ No
# of School Year 2015-16 After-School Centers/Sites Operated	☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8		
# of Summer 2016 Centers/Sites Operated	☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8		
Key Features of Grantee 2015-16 Programing Thought to Positively Impact Student Academic Outcomes *(Survey excerpt)*	1. The use of i-Ready has been very successful in helping evaluate student performance and track success. 2. The smaller class size has helped the staff develop relationships with the students. This has allowed them to develop strategies that address their individual learning needs. 3. The placement of the programs in the middle schools has eliminated a barrier to accessing the program for a large number of students.		

II. Student Enrollment

School Year 2015-16 After-School		
School Year Center/Site Name	**Total Slots Available**	**Total Slots Filled**
1. East Lincoln Middle	25	26
2. Lincolnton Middle	25	28
3. North Lincoln Middle	25	30
4. West Lincoln Middle	25	30
Total	**100**	**114**

Summer 2016		
Summer Center/Site Name	**Total Slots Available**	**Total Slots Filled**
1. ELMS "Don't Foul Out"	100	94
Total	**100**	**94**

III. Financial Sustainability

Reported likelihood of finding funds to sustain program in the future:	
☐ Very likely ☒ Somewhat likely ☐ Minimally likely ☐ Not at all likely	**Comments *(Survey excerpt)*:** The funding has allowed us to demonstrate a need for high-quality after-school programming for middle school students with a focus on academic enrichment.

NC After-School Quality Improvement Grant: 2015-16 Grantee Profile

Grantee Name	**Citizen Schools**	
LEA	Charlotte-Mecklenburg Schools	
NC Region Code	Region 6	
Grantee Leadership	☒ Non-profit or other organization manages grant activities ☐ District manages grant activities	
Cohort	☒ Cohort 1 (initially funded during school year 2014-15) ☐ Cohort 2 (initially funded during school year 2015-16)	
Award Amount	**2014-15**	**2015-16**
	$240,039	$240,039
Total Reported Matching Funds	**2014-15**	**2015-16**
	$38,711	$91,4823

I. Grantee Program

Competitive Priority	☐ Focus on STEM learning opportunities ☐ Focus on reading development and proficiency instruction ☒ Both reading development/proficiency and STEM		
Grade Levels Served	☐ Elementary ☒ Middle ☐ High	**Summer Program?**	☐ Yes ☒ No
# of School Year 2015-16 After-School Centers/Sites Operated	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8		
Key Features of Grantee 2015-16 Programing Thought to Positively Impact Student Academic Outcomes *(Survey excerpt)*	By filling underused afternoon hours with engaging, hands-on experiences, we help struggling middle schools in our neighborhoods meet the demands of the global economy and ensure that all children graduate high school ready to succeed in college and careers. Citizen Schools' signature "apprenticeships," led by volunteers from local companies, build workforce-critical 21st century skills and generate moments of discovery for students, especially in STEM fields. Mentorship from caring adults, family engagement, and a supportive culture that emphasizes the links between effort and success round out Citizen Schools' expanded day program, which has a demonstrated record of student impact and growth with quality. By equipping students with the skills, motivation, and mentorship they need to succeed in middle school, high school and college, Citizen Schools helps to provide pathways for students to enjoy increased employment opportunities in the workforce and long-term financial health and sustainability.		

II. Student Enrollment

School Year 2015-16 After-School		
School Year Center/Site Name	**Total Slots Available**	**Total Slots Filled**
1. Martin Luther King, Jr. Middle	180	134
2. Quail Hollow Middle	115	112
Total	**295**	**246**

III. Financial Sustainability

Reported likelihood of finding funds to sustain program in the future:	
☐ Very likely ☒ Somewhat likely ☐ Minimally likely ☐ Not at all likely	**Comments *(Survey excerpt)*:** Citizen Schools works diligently to publicize the support we receive from the state of NC. We will continue to highlight our partnership broadly and leverage the state's support to seek additional funding opportunities and volunteer participation from our corporate partners.

NC After-School Quality Improvement Grant: 2015-16 Grantee Profile

Grantee Name	**Communities In Schools of Wake County**	
LEA	Wake County Schools	
NC Region Code	Region 3	
Grantee Leadership	☒ Non-profit or other organization manages grant activities ☐ District manages grant activities	
Cohort	☒ Cohort 1 (initially funded during school year 2014-15) ☐ Cohort 2 (initially funded during school year 2015-16)	
Award Amount	**2014-15**	**2015-16**
	$447,606	$447,606
Total Reported Matching Funds	**2014-15**	**2015-16**
	$333,688	$250,514

I. Grantee Program

Competitive Priority	☐ Focus on STEM learning opportunities ☐ Focus on reading development and proficiency instruction ☒ Both reading development/proficiency and STEM		
Grade Levels Served	☒ Elementary ☒ Middle ☒ High	**Summer Program?**	☒ Yes ☐ No
# of School Year 2015-16 After-School Centers/Sites Operated	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☒ 8+		
# of Summer 2016 Centers/Sites Operated	☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8		
Key Features of Grantee 2015-16 Programing Thought to Positively Impact Student Academic Outcomes *(Survey excerpt)*	We are able to positively impact student academic outcomes for the following reasons: 1. Our program is designed and executed by certified educators. Several members of our team have been designated Teacher of the Year at their schools as well as at the state level. We provide individualized instruction based on data. Through assessments, we are able to identify weaknesses and provide Common Core aligned individualized support. 2. Our philosophy is that programs don't change people, relationships do. Each of our teachers builds a relationship with the student. We conference with teachers, parents, counselors, and any additional pedagogic stakeholders. We also coordinate additional resources needed to positively impact student performance (i.e., glasses, clothing, etc.) 3. Lastly, we focus on student engagement. Our teachers focus on ensuring that students are engaged by leading non-traditional, blended learning instruction in a fun and interactive way. They utilize project-based learning that connects reading, math, and real world applications.		

II. Student Enrollment

School Year 2015-16 After-School		
School Year Center/Site Name	**Total Slots Available**	**Total Slots Filled**
1. Chavis After-School	40	36
2. PNC Learning center at Heritage	70	69
3. Mayview Learning Center	40	35
4. SAS Learning Center at Kentwood	100	92
5. Knightdale Elementary	45	30
6. Hodge Road Elementary	47	42
7. Millbrook Elementary	60	59
Total	**402**	**363**

School Year 2015-16 Weekend Programs		
School Year Center/Site Name	**Total Slots Available**	**Total Slots Filled**
1. Duke Energy Learning Center at Chavis-Weekend	80	71
2. Rolesville Middle-Weekend	130	121
3. Capitol Park-Weekend	30	27
Total	**240**	**219**

School Year 2015-16 PBL Day Programs		
School Year Center/Site Name	**Total Slots Available**	**Total Slots Filled**
1. PBL Day-Ligon	200	159
2. PBL Day-Rolesville	150	120
Total	**350**	**279**

Summer 2016		
Summer Center/Site Name	**Total Slots Available**	**Total Slots Filled**
1. Chavis @ Ligon	300	293
Total	**300**	**293**

III. Financial Sustainability

Reported likelihood of finding funds to sustain program in the future:	
☒ Very likely ☐ Somewhat likely ☐ Minimally likely ☐ Not at all likely	**Comments *(Survey excerpt)*:** Since data drives our program delivery, it will be a process of resource development to sustain and expand. We are also working closely with NCSU's Friday Institute for third party evaluation.

NC After-School Quality Improvement Grant: 2015-16 Grantee Profile

Grantee Name	**Durham Public Schools**	
LEA	Durham Public Schools	
NC Region Code	Region 3	
Grantee Leadership	☐ Non-profit or other organization manages grant activities ☒ District manages grant activities	
Cohort	☐ Cohort 1 (initially funded during school year 2014-15) ☒ Cohort 2 (initially funded during school year 2015-16)	
Initial Start Date of Services to Students	January 10, 2016	
Award Amount	**2014-15**	**2015-16**
	N/A	$358,394
Total Reported Matching Funds	**2014-15**	**2015-16**
	N/A	$119,4645

I. Grantee Program

Competitive Priority	☐ Focus on STEM learning opportunities ☐ Focus on reading development and proficiency instruction ☒ Both reading development/proficiency and STEM		
Grade Levels Served	☐ Elementary ☒ Middle ☐ High	**Summer Program?**	☒ Yes ☐ No
# of School Year 2015-16 After-School Centers/Sites Operated	☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8		
# of Summer 2016 Centers/Sites Operated	☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8		
Key Features of Grantee 2015-16 Programing Thought to Positively Impact Student Academic Outcomes *(Survey excerpt)*	1. Provided support and guidance for our students who have anxiety issues with learning by providing hands-on learning applications and educational-based field trips. 2. Established a network of learning for our ASP Teachers to collaborate with the students' grade-level teachers to open communication and areas of need. 3. Our parental support was tremendous with over 95% of our parents participating in our Parent Professional Development and Parent Meetings.		

II. Student Enrollment

School Year 2015-16 After-School		
School Year Center/Site Name	**Total Slots Available**	**Total Slots Filled**
1. Carrington Middle	200	160
Total	**200**	**160**

Summer 2016		
Summer Center/Site Name	**Total Slots Available**	**Total Slots Filled**
1. Carrington Middle	150	150
Total	**150**	**150**

III. Financial Sustainability

Reported likelihood of finding funds to sustain program in the future:	
☐ Very likely ☐ Somewhat likely ☐ Minimally likely ☒ Not at all likely	**Comments *(Survey excerpt)*:** Without the funding provided through ASQI we will not be able to hold programs such as this at our school. The transportation and funding for resources is VITAL in capturing these students and affording parents the opportunity to allow their students to stay after-school and have a way home.

NC After-School Quality Improvement Grant: 2015-16 Grantee Profile

Grantee Name	**First Baptist Church West dba Charlotte Community Services Association**	
LEA	Charlotte-Mecklenburg Schools	
NC Region Code	Region 6	
Grantee Leadership	☒ Non-profit or other organization manages grant activities ☐ District manages grant activities	
Cohort	☒ Cohort 1 (initially funded during school year 2014-15) ☐ Cohort 2 (initially funded during school year 2015-16)	
Award Amount	**2014-15**	**2015-16**
	$150,175	$150,175
Total Reported Matching Funds	**2014-15**	**2015-16**
	$56,709	$56,709

I. Grantee Program

Competitive Priority	☐ Focus on STEM learning opportunities ☐ Focus on reading development and proficiency instruction ☒ Both reading development/proficiency and STEM		
Grade Levels Served	☒ Elementary ☒ Middle ☐ High	**Summer Program?**	☒ Yes ☐ No
# of School Year 2015-16 After-School Centers/Sites Operated	☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8		
# of Summer 2016 Centers/Sites Operated	☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8		
Key Features of Grantee 2015-16 Programing Thought to Positively Impact Student Academic Outcomes *(Survey excerpt)*	The SMART Tutoring Program is an intensive tutoring program aimed at elementary and middle school students who have failed their literacy EOG tests. Its key features included: 1. Utilizing an after-school setting operated by a community-based, nonprofit agency to provide tutoring services taught by experienced teachers/tutors. 2. Assessing a student's literacy levels based on Lexile scores, providing individualized tutoring/instruction using an evidence-based tutoring curriculum, promoting peer instruction with daily practice sessions and targeting students for whom English is a second language. 3. Utilizing a teacher:student ratio of 1:4. 4. Highlighting science by providing weekly STEM sessions led by staff from Discovery Place science museum. During the school year, students attended a 55-minute tutoring session and another 55-minute homework session for at least two hours of tutoring and homework assistance Monday through Thursday. On Fridays, students attended an hour-long STEM interactive session provided by Discovery Place and another hour of enrichment activities such as art or recreation. During the summer, students attended a 55-minute tutoring session in the morning Monday-Thursday before joining the regular fine arts morning classes of chorus, piano, violin, art or drama and the afternoon academic sessions in our six-week Summer Institute. Fridays were reserved for field trips, including two sessions to Discovery Place.		

II. Student Enrollment

School Year 2015-16 After-School		
School Year Center/Site Name	**Total Slots Available**	**Total Slots Filled**
1. SMART Tutoring Program	32	32
Total	**32**	**32**

Summer 2016		
Summer Center/Site Name	**Total Slots Available**	**Total Slots Filled**
1. SMART Tutoring Program	32	21
Total	**32**	**21**

III. Financial Sustainability

Reported likelihood of finding funds to sustain program in the future:	
☐ Very likely ☐ Somewhat likely ☒ Minimally likely ☐ Not at all likely	**Comments *(Survey excerpt)*:** We may be able to find donations and some support at the community level, but we do not anticipate finding sustained funding to cover these services.

NC After-School Quality Improvement Grant: 2015-16 Grantee Profile

Grantee Name	**Greene County Schools**	
LEA	Greene County Schools	
NC Region Code	Region 2	
Grantee Leadership	☐ Non-profit or other organization manages grant activities ☒ District manages grant activities	
Cohort	☒ Cohort 1 (initially funded during school year 2014-15) ☐ Cohort 2 (initially funded during school year 2015-16)	
Award Amount	**2014-15**	**2015-16**
	$283,263	$283,263
Total Reported Matching Funds	**2014-15**	**2015-16**
	$165,750	$166,400

I. Grantee Program

Competitive Priority	☐ Focus on STEM learning opportunities ☒ Focus on reading development and proficiency instruction ☐ Both reading development/proficiency and STEM		
Grade Levels Served	☒ Elementary ☒ Middle ☐ High	**Summer Program?**	☒ Yes ☐ No
# of School Year 2015-16 After-School Centers/Sites Operated	☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8		
# of Summer 2016 Centers/Sites Operated	☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8		
Key Features of Grantee 2015-16 Programing Thought to Positively Impact Student Academic Outcomes *(Survey excerpt)*	1. Students worked with teachers who know how to build relationships and develop a growth mindset in students. These teachers have also proven to be effective reading teachers. Many students' attitudes toward reading have changed and they are experiencing success. 2. Parent surveys indicate that students' attitudes toward reading has improved and that the after-school program helps their students become better readers. 3. All students selected for the after-school program were performing below grade level in reading. These students need more learning time. The after-school program provided an intense reading intervention that was aligned directly to the classroom instruction students received during the school day. The majority of students made gains in their lexile level.		

II. Student Enrollment

School Year 2015-16 After-School		
School Year Center/Site Name	**Total Slots Available**	**Total Slots Filled**
1. Greene County Intermediate	185	185
Total	**185**	**185**

Summer 2016		
Summer Center/Site Name	**Total Slots Available**	**Total Slots Filled**
1. Greene County Intermediate	110	110
Total	**110**	**110**

III. Financial Sustainability

Reported likelihood of finding funds to sustain program in the future:	
☐ Very likely ☒ Somewhat likely ☐ Minimally likely ☐ Not at all likely	**Comments *(Survey excerpt)*:** We have received a smaller grant to provide extended learning opportunities. It is a much smaller grant so fewer students will benefit.

NC After-School Quality Improvement Grant: 2015-16 Grantee Profile

Grantee Name	**Jackson County Schools**	
LEA	Jackson County Schools	
NC Region Code	Region 8	
Grantee Leadership	☐ Non-profit or other organization manages grant activities ☒ District manages grant activities	
Cohort	☒ Cohort 1 (initially funded during school year 2014-15) ☐ Cohort 2 (initially funded during school year 2015-16)	
Award Amount	**2014-15**	**2015-16**
	$142,943	$142,943
Total Reported Matching Funds	**2014-15**	**2015-16**
	$47,647	$60,251

I. Grantee Program

Competitive Priority	☐ Focus on STEM learning opportunities ☒ Focus on reading development and proficiency instruction ☐ Both reading development/proficiency and STEM		
Grade Levels Served	☒ Elementary ☒ Middle ☐ High	**Summer Program?**	☐ Yes ☒ No
# of School Year 2015-16 After-School Centers/Sites Operated	☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8		
Key Features of Grantee 2015-16 Programing Thought to Positively Impact Student Academic Outcomes *(Survey excerpt)*	1. We focus on helping students with homework, especially in reading and math where they may run into comprehension issues. 2. We help students by encouraging social/emotional/physical development that will give them additional exposure to the English Language and help with language acquisition; we provided activities specifically designed to enhance students' learning of additional vocabulary. 3. We provided the use of tablets and a Promethean board to help students learn to find and use resources electronically, and to help with their homework.		

II. Student Enrollment

School Year 2015-16 After-School		
School Year Center/Site Name	**Total Slots Available**	**Total Slots Filled**
1. Cullowhee United Methodist Church - Western Carolina University	50	53
Total	**50**	**53**

III. Financial Sustainability

Reported likelihood of finding funds to sustain program in the future:	
☐ Very likely ☒ Somewhat likely ☐ Minimally likely ☐ Not at all likely	**Comments *(Survey excerpt)*:** We have applied for a DOE grant; however, that grant (if received) will NOT cover operational costs for the program. It covers scholarships for preservice teachers in programs leading to ESL certification and professional development for in-service teachers.

NC After-School Quality Improvement Grant: 2015-16 Grantee Profile

Grantee Name	**McCloud's Computer & Skills Training Center, Inc.**	
LEA	Pitt County Schools	
NC Region Code	Region 1	
Grantee Leadership	☒ Non-profit or other organization manages grant activities ☐ District manages grant activities	
Cohort	☒ Cohort 1 (initially funded during school year 2014-15) ☐ Cohort 2 (initially funded during school year 2015-16)	
Award Amount	**2014-15**	**2015-16**
	$419,520	$419,520
Total Reported Matching Funds	**2014-15**	**2015-16**
	$147,830	$151,492

I. Grantee Program

Competitive Priority	☐ Focus on STEM learning opportunities ☐ Focus on reading development and proficiency instruction ☒ Both reading development/proficiency and STEM		
Grade Levels Served	☒ Elementary ☒ Middle ☐ High	**Summer Program?**	☒ Yes ☐ No
# of School Year 2015-16 After-School Centers/Sites Operated	☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8		
# of Summer 2016 Centers/Sites Operated	☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8		
Key Features of Grantee 2015-16 Programing Thought to Positively Impact Student Academic Outcomes *(Survey excerpt)*	1. Student academic activities are based on pre-assessment data. 2. Student-teacher ratios are low. 3. Reading First Principles (I do, We do, You do).		

II. Student Enrollment

School Year 2015-16 After-School		
School Year Center/Site Name	**Total Slots Available**	**Total Slots Filled**
1. McCloud's Computer & Skills Training Center, Inc.	125	129
Total	**125**	**129**

Summer 2016		
Summer Center/Site Name	**Total Slots Available**	**Total Slots Filled**
1. McCloud's Computer & Skills Training Center, Inc.	125	70
Total	**125**	**70**

III. Financial Sustainability

Reported likelihood of finding funds to sustain program in the future:	
☐ Very likely ☐ Somewhat likely ☒ Minimally likely ☐ Not at all likely	**Comments *(Survey excerpt)*:** Due to the economy's state, it will be challenging to secure local support funding. We will apply for other grant funding opportunities that focus on academic improvement as they become available. The company's match will not be enough to maintain staffing, since 80% of the match was in-kind.

NC After-School Quality Improvement Grant: 2015-16 Grantee Profile

Grantee Name	**McDowell County Schools**	
LEA	McDowell County Schools	
NC Region Code	Region 8	
Grantee Leadership	☐ Non-profit or other organization manages grant activities ☒ District manages grant activities	
Cohort	☒ Cohort 1 (initially funded during school year 2014-15) ☐ Cohort 2 (initially funded during school year 2015-16)	
Award Amount	**2014-15**	**2015-16**
	$416,400	$416,400
Total Reported Matching Funds	**2014-15**	**2015-16**
	$106,500	$143,888

I. Grantee Program

Competitive Priority	☒ Focus on STEM learning opportunities ☐ Focus on reading development and proficiency instruction ☐ Both reading development/proficiency and STEM		
Grade Levels Served	☒ Elementary ☒ Middle ☐ High	**Summer Program?**	☒ Yes ☐ No
# of School Year 2015-16 After-School Centers/Sites Operated	☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8		
# of Summer 2016 Centers/Sites Operated	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5 ☐ 6 ☐ 7 ☐ 8		
Key Features of Grantee 2015-16 Programing Thought to Positively Impact Student Academic Outcomes *(Survey excerpt)*	Students have individual attention to receive homework assistance, get involved with their community; and they have the opportunity to explore careers within our community and region that are STEM related. Students and parents have expressed support for the program stating their students learned more and had more fun in their short after-school time than in any other educational experience. Students who were at-risk had the opportunity to lead student groups and present to legislators and local politicians, which built confidence with our students' abilities.		

II. Student Enrollment

School Year 2015-16 After-School		
School Year Center/Site Name	**Total Slots Available**	**Total Slots Filled**
1. West McDowell Middle	75	75
2. East McDowell Middle	50	50
3. Alternative Ed Center	10	10
Total	**135**	**135**

Summer 2016		
Summer Center/Site Name	**Total Slots Available**	**Total Slots Filled**
1. McDowell High	125	125
2. East McDowell Middle	20	20
3. West McDowell Middle	20	20
4. Foothills Community School	20	20
5. MCS Elementary Robotics	40	40
Total	**225**	**225**

III. Financial Sustainability

Reported likelihood of finding funds to sustain program in the future:	
☐ Very likely ☒ Somewhat likely ☐ Minimally likely ☐ Not at all likely	**Comments *(Survey excerpt)*:** State subsidies, cost to student.

NC After-School Quality Improvement Grant: 2015-16 Grantee Profile

Grantee Name	**Montgomery County Schools**	
LEA	Montgomery County Schools	
NC Region Code	Region 4	
Grantee Leadership	☐ Non-profit or other organization manages grant activities ☒ District manages grant activities	
Cohort	☒ Cohort 1 (initially funded during school year 2014-15) ☐ Cohort 2 (initially funded during school year 2015-16)	
Award Amount	**2014-15**	**2015-16**
	$352,038	$352,038
Total Reported Matching Funds	**2014-15**	**2015-16**
	$115,000	$115,000

I. Grantee Program

Competitive Priority	☒ Focus on STEM learning opportunities ☐ Focus on reading development and proficiency instruction ☐ Both reading development/proficiency and STEM		
Grade Levels Served	☐ Elementary ☒ Middle ☐ High	**Summer Program?**	☒ Yes ☐ No
# of School Year 2015-16 After-School Centers/Sites Operated	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8		
# of Summer 2016 Centers/Sites Operated	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8		
Key Features of Grantee 2015-16 Programing Thought to Positively Impact Student Academic Outcomes *(Survey excerpt)*	PLTW- has been a great program in helping raise science awareness. Our per-liminary EOG scores for 8th grade are the highest we have had since going to Common Core. Our teachers attribute this to the great hands-on learning with this project leading the way. Even though it was after-school, the knowledge was transferred to the regular classroom. AVID has been great in helping at-risk students learn a process for success. The Cornell Notes have been adopted school-wide as a learning strategy.		

II. Student Enrollment

School Year 2015-16 After-School		
School Year Center/Site Name	**Total Slots Available**	**Total Slots Filled**
1. West Middle	96	90
2. East Middle	106	106
Total	**202**	**196**

Summer 2016		
Summer Center/Site Name	**Total Slots Available**	**Total Slots Filled**
1. West Middle	96	80
2. East Middle	106	106
Total	**202**	**186**

III. Financial Sustainability

Reported likelihood of finding funds to sustain program in the future:	
☐ Very likely ☐ Somewhat likely ☒ Minimally likely ☐ Not at all likely	**Comments *(Survey excerpt)*:** With continued budget cuts it will be difficult.

NC After-School Quality Improvement Grant: 2015-16 Grantee Profile

Grantee Name	**Mount Airy City Schools**	
LEA	Mount Airy City Schools	
NC Region Code	Region 7	
Grantee Leadership	☐ Non-profit or other organization manages grant activities ☒ District manages grant activities	
Cohort	☒ Cohort 1 (initially funded during school year 2014-15) ☐ Cohort 2 (initially funded during school year 2015-16)	
Award Amount	**2014-15**	**2015-16**
	$89,999	$89,999
Total Reported Matching Funds	**2014-15**	**2015-16**
	$21,170	$39,860

I. Grantee Program

Competitive Priority	☐ Focus on STEM learning opportunities ☐ Focus on reading development and proficiency instruction ☒ Both reading development/proficiency and STEM		
Grade Levels Served	☒ Elementary ☐ Middle ☐ High	**Summer Program?**	☒ Yes ☐ No
# of School Year 2015-16 After-School Centers/Sites Operated	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8		
# of Summer 2016 Centers/Sites Operated	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8		
Key Features of Grantee 2015-16 Programing Thought to Positively Impact Student Academic Outcomes *(Survey excerpt)*	1. Collaboration with community partners, helps to keep students energized. 2. Certified staff, great instruction, excellent ratios, focused on extension of the regular school day. 3. Leadership focus, helping students have a positive experience that provides success and builds confidence.		

II. Student Enrollment

School Year 2015-16 After-School		
School Year Center/Site Name	**Total Slots Available**	**Total Slots Filled**
1. B. H. Tharrington Primary	50	48
2. Jones Intermediate	50	68
Total	**100**	**116**

Summer 2016		
Summer Center/Site Name	**Total Slots Available**	**Total Slots Filled**
1. B.H. Tharrington Primary	50	49
2. Jones Intermediate	50	41
Total	**100**	**90**

III. Financial Sustainability

Reported likelihood of finding funds to sustain program in the future:	
☐ Very likely ☒ Somewhat likely ☐ Minimally likely ☐ Not at all likely	**Comments *(Survey excerpt)*:** Partners are helping tremendously, and we see the value in what we are doing. If we were to lose this funding we would be pursuing other grants and feel confident in our model that we would be successful in obtaining funding.

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NC After-School Quality Improvement Grant: 2015-16 Grantee Profile

Grantee Name	**Northampton County Schools**	
LEA	Norhampton County Schools	
NC Region Code	Region 3	
Grantee Leadership	☐ Non-profit or other organization manages grant activities ☒ District manages grant activities	
Cohort	☒ Cohort 1 (initially funded during school year 2014-15) ☐ Cohort 2 (initially funded during school year 2015-16)	
Award Amount	**2014-15**	**2015-16**
	$404,368	$404,368
Total Reported Matching Funds	**2014-15**	**2015-16**
	$14,592	**$98,871**

I. Grantee Program

Competitive Priority	☐ Focus on STEM learning opportunities ☐ Focus on reading development and proficiency instruction ☒ Both reading development/proficiency and STEM		
Grade Levels Served	☒ Elementary ☒ Middle ☒ High	**Summer Program?**	☒ Yes ☐ No
# of School Year 2015-16 After-School Centers/Sites Operated	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6 ☐ 7 ☐ 8		
# of Summer 2016 Centers/Sites Operated	☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8		
Key Features of Grantee 2015-16 Programing Thought to Positively Impact Student Academic Outcomes *(Survey excerpt)*	1. We had a low-student-teacher ratio 2. Students received direct instruction & digital learning to meet needs 3. Students were put into small & large groups for instruction based on needs		

II. Student Enrollment

School Year 2015-16 After-School		
School Year Center/Site Name	**Total Slots Available**	**Total Slots Filled**
1. Wills Hare Elementary	90	76
2. Central Elementary	90	81
3. Conway Middle	60	55
4. Gaston Elementary	90	52
5. Gaston Middle	60	32
6. Northampton County High	60	25
Total	**450**	**321**

Summer 2016		
Summer Center/Site Name	**Total Slots Available**	**Total Slots Filled**
1. Conway Middle	500	417
2. Northampton County High	100	71
3. Gaston Middle	200	125
Total	**700**	**613**

III. Financial Sustainability

Reported likelihood of finding funds to sustain program in the future:	
☐ Very likely ☐ Somewhat likely ☒ Minimally likely ☐ Not at all likely	**Comments *(Survey excerpt)*:** N/A

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NC After-School Quality Improvement Grant: 2015-16 Grantee Profile

Grantee Name	**Public Schools of Robeson County**	
LEA	Public Schools of Robeson County	
NC Region Code	Region 4	
Grantee Leadership	☐ Non-profit or other organization manages grant activities ☒ District manages grant activities	
Cohort	☒ Cohort 1 (initially funded during school year 2014-15) ☐ Cohort 2 (initially funded during school year 2015-16)	
Award Amount	**2014-15**	**2015-16**
	$315,593	$315,593
Total Reported Matching Funds	**2014-15**	**2015-16**
	$110,820	$110,820

I. Grantee Program

Competitive Priority	☐ Focus on STEM learning opportunities ☐ Focus on reading development and proficiency instruction ☒ Both reading development/proficiency and STEM		
Grade Levels Served	☐ Elementary ☒ Middle ☐ High	**Summer Program?**	☒ Yes ☐ No
# of School Year 2015-16 After-School Centers/Sites Operated	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8		
# of Summer 2016 Centers/Sites Operated	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8		
Key Features of Grantee 2015-16 Programing Thought to Positively Impact Student Academic Outcomes *(Survey excerpt)*	1. All technology-based programs are aligned with Common Core Standards and provide enrichment and remediation simultaneously to all students. 2. Our focus is to individualize, as much as possible, opportunities to address social skills for all students. 3. We plan (on purpose) opportunities for students to be engaged in cultural experiences.		

II. Student Enrollment

School Year 2015-16 After-School		
School Year Center/Site Name	**Total Slots Available**	**Total Slots Filled**
1. St. Pauls Middle	45	37
2. Prospect Middle	45	44
Total	**90**	**81**

Summer 2016		
Summer Center/Site Name	**Total Slots Available**	**Total Slots Filled**
1. St. Pauls Middle	45	45
2. Prospect Middle	45	45
Total	**90**	**90**

III. Financial Sustainability

Reported likelihood of finding funds to sustain program in the future:	
☐ Very likely ☐ Somewhat likely ☒ Minimally likely ☐ Not at all likely	**Comments *(Survey excerpt)*:** The Public Schools of Robeson County is located in a low-wealth county and will have a difficult chance of sustaining two sites. However this funding has provided the opportunity to show how high-quality after-school programming that extends and enhances learning impacts students in a positive way. We will look for partners and future grants as our most viable option.

NC After-School Quality Improvement Grant: 2015-16 Grantee Profile

Grantee Name	**Silltrist Solutions**	
LEA	Durham Public Schools	
NC Region Code	Region 3	
Grantee Leadership	☒ Non-profit or other organization manages grant activities ☐ District manages grant activities	
Cohort	☐ Cohort 1 (initially funded during school year 2014-15) ☒ Cohort 2 (initially funded during school year 2015-16)	
Initial Start Date of Services to Students	February 1, 2016	
Award Amount	**2014-15**	**2015-16**
	N/A	$328,982
Total Reported Matching Funds	**2014-15**	**2015-16**
	N/A	$109,660

I. Grantee Program

Competitive Priority	☐ Focus on STEM learning opportunities ☐ Focus on reading development and proficiency instruction ☒ Both reading development/proficiency and STEM		
Grade Levels Served	☒ Elementary ☐ Middle ☐ High	**Summer Program?**	☒ Yes ☐ No
# of School Year 2015-16 After-School Centers/Sites Operated	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8		
# of Summer 2016 Centers/Sites Operated	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8		
Key Features of Grantee 2015-16 Programing Thought to Positively Impact Student Academic Outcomes *(Survey excerpt)*	1. As our program is called The OASIS Project, which stands for Optimizing Academic Standards for Innovative Students, we created our curriculum to evolve around the Student first, not the Standards. 2. We incorporated Reading Interventionists to target our students' reading vulnerabilities. 3. We allowed students to take on "real world issues" that were relative to them culturally; in turn, increasing their interest in the instructional practice.		

II. Student Enrollment

School Year 2015-16 After-School		
School Year Center/Site Name	**Total Slots Available**	**Total Slots Filled**
1. Merrick-Moore Elementary	125	95
2. Glen Elementary	125	90
Total	**250**	**185**

Summer 2016		
Summer Center/Site Name	**Total Slots Available**	**Total Slots Filled**
1. Merrick-Moore Elementary	100	105
2. Glen Elementary	250	237
Total	**350**	**342**

III. Financial Sustainability

Reported likelihood of finding funds to sustain program in the future:	
☐ Very likely ☒ Somewhat likely ☐ Minimally likely ☐ Not at all likely	**Comments *(Survey excerpt)*:** Our goal is to continue to find grants and donations from corporate business and personal donations.

NC After-School Quality Improvement Grant: 2015-16 Grantee Profile

Grantee Name	**Stokes County Schools**	
LEA	Stokes County Schools	
NC Region Code	Region 5	
Grantee Leadership	☐ Non-profit or other organization manages grant activities ☒ District manages grant activities	
Cohort	☒ Cohort 1 (initially funded during school year 2014-15) ☐ Cohort 2 (initially funded during school year 2015-16)	
Award Amount	**2014-15**	**2015-16**
	$301,211	$301,211
Total Reported Matching Funds	**2014-15**	**2015-16**
	$38,587	$74,859

I. Grantee Program

Competitive Priority	☐ Focus on STEM learning opportunities ☐ Focus on reading development and proficiency instruction ☒ Both reading development/proficiency and STEM		
Grade Levels Served	☐ Elementary ☒ Middle ☐ High	**Summer Program?**	☐ Yes ☒ No
# of School Year 2015-16 After-School Centers/Sites Operated	☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8		
Key Features of Grantee 2015-16 Programing Thought to Positively Impact Student Academic Outcomes *(Survey excerpt)*	1. Students that do not have access to academic support at home are able to complete assignments and projects with appropriate academic assistance, as well as receive tutoring for concepts that are difficult to master. 2. Students are interacting and learning difficult STEM concepts through hands-on activities. Activities are high interest and students are enjoying investigating STEM concepts that connect the Standard Course of Study. 3. Students are increasing their reading practice through high interest articles related to the STEM activities. Teachers are using research based strategies to provide guided close reading in a small group.		

II. Student Enrollment

School Year 2015-16 After-School		
School Year Center/Site Name	**Total Slots Available**	**Total Slots Filled**
1. Chestnut Grove Middle	50	49
2. Piney Grove Middle	35	30
3. Southeastern Stokes Middle	40	36
Total	**125**	**115**

III. Financial Sustainability

Reported likelihood of finding funds to sustain program in the future:	
☐ Very likely ☒ Somewhat likely ☐ Minimally likely ☐ Not at all likely	**Comments *(Survey excerpt)*:** We are in constant "search mode" to find additional funding sources in order to keep this program going. Without another funding source it will be impossible to keep the program going as education continues to be cut across the state.

NC After-School Quality Improvement Grant: 2015-16 Grantee Profile

Grantee Name	**Winston Salem/Forsyth County Schools**	
LEA	Winston-Salem / Forsyth County Schools	
NC Region Code	Region 5	
Grantee Leadership	☐ Non-profit or other organization manages grant activities ☒ District manages grant activities	
Cohort	☒ Cohort 1 (initially funded during school year 2014-15) ☐ Cohort 2 (initially funded during school year 2015-16)	
Award Amount	**2014-15**	**2015-16**
	$41,401	$41,401
Total Reported Matching Funds	**2014-15**	**2015-16**
	$17,747	$17,747

I. Grantee Program

Competitive Priority	☐ Focus on STEM learning opportunities ☐ Focus on reading development and proficiency instruction ☒ Both reading development/proficiency and STEM		
Grade Levels Served	☒ Elementary ☐ Middle ☐ High	**Summer Program?**	☐ Yes ☒ No
# of School Year 2015-16 After-School Centers/Sites Operated	☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8		
Key Features of Grantee 2015-16 Programing Thought to Positively Impact Student Academic Outcomes *(Survey excerpt)*	Partnerships with outside agencies allowed us to reduce our student / teacher ratio and provide targeted instruction. In addition this partnership contributes to the sustainability of the program. Finally, the use of digital resources like I-Ready allowed teachers to create smaller groups and differentiated instruction.		

II. Student Enrollment

School Year 2015-16 After-School		
School Year Center/Site Name	**Total Slots Available**	**Total Slots Filled**
1. North Hills Elementary	50	40
Total	**50**	**40**

III. Financial Sustainability

Reported likelihood of finding funds to sustain program in the future:	
☐ Very likely ☒ Somewhat likely ☐ Minimally likely ☐ Not at all likely	**Comments *(Survey excerpt)*:** Our community partners will continue to work with our students. We will probably not be able to continue to serve the same number of students.

NC After-School Quality Improvement Grant: 2015-16 Grantee Profile

Grantee Name	**YMCA of Northwest North Carolina**	
LEA	Winston Salem/Forsyth County	
NC Region Code	Region 5	
Grantee Leadership	☒ Non-profit or other organization manages grant activities ☐ District manages grant activities	
Cohort	☐ Cohort 1 (initially funded during school year 2014-15) ☒ Cohort 2 (initially funded during school year 2015-16)	
Initial Start Date of Services to Students	January 4, 2016	
Award Amount	**2014-15**	**2015-16**
	N/A	$181,104
Total Reported Matching Funds	**2014-15**	**2015-16**
	N/A	$39,757

I. Grantee Program

Competitive Priority	☐ Focus on STEM learning opportunities ☐ Focus on reading development and proficiency instruction ☒ Both reading development/proficiency and STEM		
Grade Levels Served	☒ Elementary ☐ Middle ☐ High	**Summer Program?**	☒ Yes ☐ No
# of School Year 2015-16 After-School Centers/Sites Operated	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8		
# of Summer 2016 Centers/Sites Operated	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8		
Key Features of Grantee 2015-16 Programing Thought to Positively Impact Student Academic Outcomes *(Survey excerpt)*	Our program has impacted our students academically by being able to hire certified teachers that implement curriculum in Math, Reading, and STEM in a small group setting. We incorporate digital learning to help guide students' understanding of our curriculum, along with allowing the teachers to provide differentiated instruction. We also focus on the whole child; we not only provide evidence-based academic programming, but also support the child emotionally and socially through the use of clubs and enrichment activities. Through our community partnerships we provide our families with resources and tools to help them achieve their goals. Our students also benefit from expanding their community circles and engaging in experiential learning opportunities. In addition, our program staff develop a rapport with the families in our program which allows our students to feel supported in and out of the classroom.		

II. Student Enrollment

School Year 2015-16 After-School		
School Year Center/Site Name	**Total Slots Available**	**Total Slots Filled**
1. Old Town Elementary	160	160
2. The Ledges	40	40
Total	**200**	**200**

Summer 2016		
Summer Center/Site Name	**Total Slots Available**	**Total Slots Filled**
1. Old Town Elementary	60	60
2. The Ledges	40	40
Total	**100**	**100**

III. Financial Sustainability

Reported likelihood of finding funds to sustain program in the future:	
☐ Very likely ☒ Somewhat likely ☐ Minimally likely ☐ Not at all likely	**Comments *(Survey excerpt)*:** Our grant manager will continue to seek external funding for the after-school and summer camp programs for all ASQIG sites. However, full funding may be difficult to find in a single grant and various funding mechanisms will need to be considered for the future. Additional funding to offset program costs will be provided through the YMCA's Annual Giving Campaign. We will continue to seek in-kind services and donations for program volunteers and school/program supplies.

NC After-School Quality Improvement Grant: 2015-16 Grantee Profile

Grantee Name	**Youth Development Initiatives**	
LEA	Charlotte-Mecklenburg Schools	
NC Region Code	Region 6	
Grantee Leadership	☒ Non-profit or other organization manages grant activities ☐ District manages grant activities	
Cohort	☒ Cohort 1 (initially funded during school year 2014-15) ☐ Cohort 2 (initially funded during school year 2015-16)	
Award Amount	**2014-15**	**2015-16**
	$130,641	$130,641
Total Reported Matching Funds	**2014-15**	**2015-16**
	$271,933	$266,933

I. Grantee Program

Competitive Priority	☒ Focus on STEM learning opportunities ☐ Focus on reading development and proficiency instruction ☐ Both reading development/proficiency and STEM		
Grade Levels Served	☐ Elementary ☐ Middle ☒ High	**Summer Program?**	☒ Yes ☐ No
# of School Year 2015-16 After-School Centers/Sites Operated	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8		
# of Summer 2016 Centers/Sites Operated	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8		
Key Features of Grantee 2015-16 Programing Thought to Positively Impact Student Academic Outcomes *(Survey excerpt)*	The three reasons why our program has positively impacted income is encompassed within the developmental process our students undergo (ESP - Emotional development | Social development | Practical skill development) which is measured by their ability to individually answer three (3) key life questions: • WHO am I (As a person) • WHAT do I want in life (What is my purpose/passion) • HOW do I get what I want (What is my plan)? The developmental process in which we engage our students is designed to remove the common barriers that cause many adolescent students to struggle academically. Regarding EMOTIONAL Development Arena, our BIO-Sketch activities educate students on how to assess, acknowledge, and overcome certain challenging incidents that occurred in the past and continue to stifle their confidence in the present and to siphon their hope to accomplish meaningful goals in the future. The personality assessment, strength/weaknesses charting, and values mapping enable them to better embrace and appreciate who they are (within) so they can begin to confidently/competently convey to others (without) a sense of pride about themselves. This spills over into the SOCIAL Development Arena, where students are challenged by interactive activities that require them to speak in public and nurtures their social skills. The PRACTICAL Skills Development Arena is anchored by technical skills-based activities (i.e., creating a digital life skills portfolio, devising a 6-slide entrepreneurship business plan slide show, coordinating community service projects, and summer work internships) designed for students to apply what they've learned in real-world situations.		

II. Student Enrollment

School Year 2015-16 After-School		
School Year Center/Site Name	**Total Slots Available**	**Total Slots Filled**
1. Life Skill Training Center	25	22
2. West Charlotte High	20	26
Total	**45**	**48**

Summer 2016		
Summer Center/Site Name	**Total Slots Available**	**Total Slots Filled**
1. YDI Training Center	22	20
2. West Charlotte High	10	7
Total	**32**	**27**

III. Financial Sustainability

Reported likelihood of finding funds to sustain program in the future:	
☐ Very likely ☒ Somewhat likely ☐ Minimally likely ☐ Not at all likely	**Comments *(Survey excerpt)*:** The new mayor of Charlotte has established a referendum here on insuring quality after-school programming is available as a tool to improve the academic, social-emotional, and job skill development of at-risk students—especially those who are high-school aged. The mayor's OST grant has been expanded to multi-year grant cycle instead of year-to-year.