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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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301 N. Wilmington Street :: Raleigh, North Carolina 27601-2825

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SERVE CENTER at THE UNIVERSITY of NORTH CAROLINA at GREENSBORO

COMPETITIVE GRANTS TO IMPROVE AFTER-SCHOOL SERVICES: SUMMARY OF FIRST YEAR PROGRESS REPORTING

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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Legislation Overview

In the summer of 2014, the North Carolina General Assembly appropriated state funds for the After-School Quality Improvement Grant Program to be administered by the North Carolina Department of Public Instruction (NCDPI)-as part of the *Competitive Grants to Improve After-School Services Act [Session 2013—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 student 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 its 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 had to be a local school administrative unit or a non-profit working in collaboration with a local school administrative unit. They were eligible to receive two-year grants of up to $500,000 per year with the option of a third year of funding. The legislation stipulated that at least 70% of students served by the program must qualify for free or reduced-prices meals.

Grant Solicitation Process (September – November 2014)

The following is the process and timeline that NCDPI used to solicit grant applicants:

1. Development of the Request for Proposals (RFP) – During the month of September 2014, NCDPI developed the RFP including program requirements, timelines, scoring rubrics, and planning templates.
2. State Board of Education (SBE) Approval of RFP – On October 2, 2014, the SBE approved the RFP for the After-School Quality Improvement Grant Program.
3. RFP Announcement – On October 3, 2014, information was provided on multiple websites and online mailing lists to solicit applicants.
4. Intent to Apply – On October 17, 2014, applicants were instructed to submit completed Intent to Apply forms to NCDPI. Information collected was used to determine the number of reviewers needed for the application review process.

5. Technical Assistance Webinars – On October 22, 2014, technical assistance was provided to potential applicants to describe general requirements of the after-school program and required components of the application for funding.
6. Comprehensive Continuous Improvement Plan (CCIP) Training – During the month of October 2014, several training sessions were offered by NCDPI for organizations that had not been trained previously on the use of the web-based grants management system.
7. Applications Due – The deadline for all grant applications was November 14, 2014, (applications were submitted through CCIP).

RESULTS OF SOLICITATION

A total of 41 NC After-School Quality Improvement grant applications were submitted to NCDPI by or on November 14, 2014.

Grant Review Process (November – December 2014)

As outlined with the North Carolina State Board of Education (SBE) policy TCS-O-001, all after-school applications went through a four-stage review process (i.e., Initial Login and Screening review; Level I Evaluation review; Level II Evaluation review, and Level III Evaluation review).

INITIAL LOGIN AND SCREENING REVIEW

NCDPI reviewed each application to determine the presence of basic components including proposal sections, applicant and partner signatures, and other essential items outlined in the after-school RFP.

LEVEL I EVALUATION

NCDPI contracted with the SERVE Center at the University of North Carolina at Greensboro (SERVE) to conduct the Level I application reviews. SERVE: (a) recruited and selected 16 Level I grant reviewers, (b) provided training for reviewers (including a webinar on October 30, 2014, and an in-person training in Greensboro on November 4, 2014), (c) assigned applications to reviewers to avoid potential conflicts of interest, (d) provided ongoing technical assistance to reviewers during their grant reviews, (e) collected scores and comments from reviewers for applications assigned, and (f) analyzed and then reported applicant scores to NCDPI.

- The **November 4th** reviewer training included an overview of: (a) the reading and STEM competitive priorities, (b) content and use of nine scoring criteria/rubrics, (c) the CCIP online application system through which the reviewers would access their assigned applications, (d) a Qualtrics online data entry system, developed by SERVE, through which reviewers would enter their scores, and (e) guidelines for providing summary written comments for the applicants. At this training, SERVE provided reviewers with a notebook containing all the resources, directions, scoring criteria/rubrics, and forms needed to complete the scoring process.
- After the application deadline of November 14th, SERVE assigned three reviewers to independently score each of the 41 applications. The reviewers completed their scoring

by **December 4th** and entered their numeric scores (0-10) for nine scoring dimensions and overall comments for each application assigned into an online data entry system.

- For each application, the three reviewers' scores and the average score across the three reviewers were entered in an Excel workbook and emailed to NCDPI on **December 12th**.

LEVEL II EVALUATION

The applications were ranked by final score and the amount of funding requested was reviewed by administrative staff and the division director at NCDPI. An analysis was conducted to determine the number of high-quality proposals that could be funded compared to the amount of funding. In addition, proposals were sorted by geographic distribution according to eight districts in place during 2014-15 to determine if recommendations represented all regions of the State.

LEVEL III EVALUATION

Using outcomes of the Level I reviewer scoring process and analysis for Level II evaluations, the division director presented to the Twenty-First Century Systems (TCS) Committee to jointly determine final selections for recommendation to the SBE for approval.

Grant Award and Notification Process (January 2015)

Of the 41 grant applications received by the due date, a total of 17 organizations were awarded grants for a total of $4,784,539. The grantees awarded were those that had the highest composite scores after the Level I and II Evaluation stages, up to the total amount of state funds available. The SBE approved the grantees on January 8, 2015. Grantees received notification of funding availability on January 9, 2015, and the funds were allotted in the next scheduled revision in January 2015.

Table 1 shows the funded grantees by region, county, and amount awarded. Grantees were located in each of the eight regions of the State with Region 6 receiving five of the 17 awards. The amounts awarded ranged from under $100,000 (two awards) to over $400,000 (five awards). Funds were awarded to 14 local school administrative units and six non-profit organizations in collaboration with local school administrative units. In addition, it is important to note that for two (Beaufort County Schools and Public Schools of Robeson County) of the 14 grants awarded to local school administrative units, a non-profit organization provides significant leadership for the implementation of the after-school program.

Table 1: 17 Organizations Receiving 2014-15 After-School Program Quality Improvement Awards

Region	Organization Name	County	Type*	Amount Awarded
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

Region	Organization Name	County	Type*	Amount Awarded
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
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
			Total	**4,784,539**

Note. LEA – Local Education Agency

Summary of Year 1 Grantee Progress (January – July 2015)

The legislation required that grant recipients report to NCDPI after the first year of funding on the progress of the grant. After the second year, grant recipients will be required by the legislation to report on key performance data, including statewide test results, attendance rates, and promotion rates. NCDPI contracted with SERVE to provide the progress reporting on the first year of grantee progress, which is summarized below.

Although the legislation and funding for this program was approved in August of 2014, the competition for the awards was held in the fall of 2014 with grant funds approved by the SBE and made available to grantees in January of 2015. Grantees who had pre-existing programs in place were able to begin providing services as early as January and February; other grantees (e.g., with new programs or new school partners that required more planning) reported later start dates for services (March – May). Thus, grantees were able to provide after-school services for only a portion of the 2014-15 school year. However, 13 grantees had either originally planned or were able to extend their programming into the summer (i.e., provide summer programs similar in intent to the after-school programs). A second year of funding (2015-16 school year and 2016 summer) will allow grantees to provide a full year of programming.

METHODOLOGY

To accomplish the statutory reporting requirement for sub-recipients to receive a second year of funding, SERVE collected descriptive information on each grantee through (a) interviews with the grantee Program Director, (b) visits to each grantee's facility(s) after they began providing services, and (c) an online Progress Report Survey completed by each grantee. Basic

information gathered on each grantee can be found in 17 individual grantee profiles in the Appendix. The Program Director interviews and site visits were used primarily to get a greater sense of the program in action than could be realized from reviewing the grant application. SERVE developed the online Progress Report Survey after conducting the Program Director interviews and site visits (thus, with a better understanding of the variety of programs). After review and approval by NCDPI, the online survey was completed by the Program Directors in July 2015. The timing of the online survey allowed the grantees who offered summer programs to complete the reporting process after some experience with their summer programs.

TYPES OF PROGRAMS

Table 2 below shows the foci of the grantees' programs. The legislation required that the grantees primarily focus on reading or STEM or both. Of the 17 grantees, 15 indicated a focus on reading, 14 on STEM, and 12 on both areas. There were two grantees that focused on reading but not STEM (Greene County Schools and Youth Development Initiatives) and two grantees that focused on STEM but not reading (Above and Beyond Students and Cabarrus County Schools).

In terms of level of students served, eight grantees focused on both elementary and middle grades students. A total of 13 grantees served middle school students (compared to ten who served elementary and four who served high school students). Two grantees served only high school students (Above and Beyond Students and Youth Development Initiatives, both in Charlotte-Mecklenburg Schools).

Table 2: 17 Grantees by Types of Programs

Region	Organization Name	Competitive Priority		Level of Students Served			Summer Program	
		Reading	STEM	Elem	Mid	High	Yes	No
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	✓	✓	✓				✓
6	Above and Beyond Students (with Charlotte-Mecklenburg Schools)		✓			✓	✓	
6	Cabarrus County Schools		✓	✓	✓		✓	
6	Citizen Schools (with Charlotte-Mecklenburg Schools)	✓	✓		✓			✓
6	First Baptist Church West dba Charlotte Community Services Association (with	✓	✓	✓	✓		✓	

Region	Organization Name	Competitive Priority		Level of Students Served			Summer Program	
		Reading	STEM	Elem	Mid	High	Yes	No
	Charlotte-Mecklenburg Schools)							
6	Youth Development Initiatives (with Charlotte-Mecklenburg Schools)	✓				✓	✓	
7	Mount Airy City Schools	✓	✓	✓			✓	
8	Jackson County Public Schools	✓		✓	✓			✓
8	McDowell County Schools	✓	✓		✓			✓
	Total	**15**	**14**	**10**	**13**	**4**	**13**	**4**

In addition to the after-school programs offered by grantees in 2015, 13 grantees also offered summer programs while four did not offer summer programs.

Progress Report Survey Results

All 17 grantees completed the online survey on first year (2015) progress. Grantee responses to key survey questions are summarized below, in addition to information presented in the 17 grantee profiles found in the Appendix.

PROGRAM CONTEXT

In terms of the context for the grants, the legislation indicated that the purpose of the funding "is to pilot after-school learning programs for at-risk students that raise standards for student academic outcomes." However, piloting can be interpreted to mean starting a brand new program, expanding the reach of an existing program in some way (e.g., increased service to a particular population), or adding a new feature to an existing program (e.g., use of certified teachers or a new instructional program).

The survey included a question about the aspect of the program that was new. Ten respondents indicated that the program was a "newly developed program targeted at an unmet need in the district." Ten respondents indicated that it was a "preexisting program that expanded capacity to serve a greater number of students" and/or that it was a "preexisting program that was revised in some way to accommodate more or different types of students." (Note: Respondents were allowed the option of selecting more than one response.)

Grantees were also asked to indicate whether their programming met the legislative criteria that "at least 70% of students served by the program must qualify for free or reduced price lunches." For spring 2015 after-school programs, all 17 grantees reported their programs met this criteria.

STUDENT ENROLLMENT

The survey asked grantees to report on the sites operated in 2015, including the number of slots available through grant funding and number of slots filled. As reported earlier, the after-school programs started offering services at different times (January – May). In the interviews with Program Directors, most felt that they did well with enrollment given the late start date of the grant and that enrollment would increase in the fall when they were able to start providing services at the beginning of the school year.

Table 3 below shows that the number of after-school centers/sites ranged from one to five across the 17 grantees. Eight of the 17 grantees operated one site. The enrollment capacity projected (slots available) through the grant for 2015 ranged from 20 to 300. The average percentage of after-school slots filled for the 17 grantees was 89% (2,016 students enrolled compared to 2,277 slots available).

Table 3: Enrollment Information by Grantee: After-School Programming (N=17)

Region	Organization Name	# Centers/ Sites	# Schools Served	Slots Avail 2015	Slots Filled 2015	% Enroll 2015
1	Beaufort County Schools (with the Cornerstone Community Learning Center)	3	3	245	245	100%
1	McCloud's Computer & Skills Training Center, Inc. (with Pitt County Schools)	1	10	120	79	66%
2	Greene County Schools	1	4	150	141	94%
3	Communities In Schools of Wake County (with Wake County Public School System)	1	9	50	39	78%
3	Northampton County Schools	5	5	160	120	75%
4	Montgomery County Schools	2	2	204	188	92%
4	Public Schools of Robeson County (with Communities In Schools of Robeson County)	2	2	90	90	100%
5	Stokes County Schools (with Stokes Family YMCA)	3	3	125	117	94%
5	Winston-Salem/Forsyth County Schools	1	1	50	43	86%
6	Above and Beyond Students (with Charlotte-Mecklenburg Schools)	1	1	100	81	81%
6	Cabarrus County Schools	5	16	300	295	98%
6	Citizen Schools (with Charlotte-Mecklenburg Schools)	2	2	295	274	93%
6	First Baptist Church West dba Charlotte Community Services Association (with Charlotte-Mecklenburg Schools)	1	1	20	20	100%
6	Youth Development Initiatives (with Charlotte-Mecklenburg Schools)	1	3	28	28	100%
7	Mount Airy City Schools	2	2	165	109	66%
8	Jackson County Public Schools	1	1	50	21	42%
8	McDowell County Schools	3	3	125	126	101%
	Total	**35**	**68**	**2,277**	**2,016**	**(Avg) 89%**

Note. Out of 17 grantees, 3 indicated that they plan to open additional After-School Centers/Sites in the fall of 2015 for the first time (that were not opened in the spring of 2015).

Table 4 shows that the number of summer sites operated in 2015 ranged from one to eight across the 13 grantees with summer programs. Six grantees operated one site. Four grantees did not operate a summer program. The total number of summer programming slots reported as available was 3,728 with 2,819 students reported as enrolled for an average percentage of 76%.

Table 4: Enrollment Information by Grantee: Summer Programming (N=13)

Region	Organization Name	# Centers/ Sites	# Schools Served	Slots Avail	Slots Filled	% Enroll
1	Beaufort County Schools (with the Cornerstone Community Learning Center)	1	3	75	70	93%
1	McCloud's Computer & Skills Training Center, Inc. (with Pitt County Schools)	1	9	120	70	58%
2	Greene County Schools	3	4	108	106	98%
3	Communities In Schools of Wake County (with Wake County Public School System)	8	30	2,083	1,635	78%
3	Northampton County Schools	4	11	430	301	70%
4	Montgomery County Schools	2	2	204	115	56%
4	Public Schools of Robeson County (with Communities In Schools of Robeson County)	2	2	60	50	83%
5	Stokes County Schools (with Stokes Family YMCA)	3	3	120	66	55%
5	Winston-Salem/Forsyth County Schools	N/A	N/A	N/A	N/A	N/A
6	Above and Beyond Students (with Charlotte-Mecklenburg Schools)	1	1	100	72	72%
6	Cabarrus County Schools	4	16	300	206	69%
6	Citizen Schools (with Charlotte-Mecklenburg Schools)	N/A	N/A	N/A	N/A	N/A
6	First Baptist Church West dba Charlotte Community Services Association (with Charlotte-Mecklenburg Schools)	1	3	24	24	100%
6	Youth Development Initiatives (with Charlotte-Mecklenburg Schools)	1	3	24	24	100%
7	Mount Airy City Schools	1	2	80	80	100%
8	Jackson County Public Schools	N/A	N/A	N/A	N/A	N/A
8	McDowell County Schools	N/A	N/A	N/A	N/A	N/A
	Total	**32**	**89**	**3,728**	**2,819**	**(Avg) 76%**

IMPLEMENTATION FEATURES

Alignment with North Carolina Standard Course of Study: The legislation indicated the grant recipients should report after the first year of funding on the instructional program's alignment with State academic standards. The survey asked: "To what extent are your curriculum/instructional activities aligned with the NC Standard Course of Study?" As shown below, all grantees reported alignment of their instructional program with the NC Standard Course of Study.

Table 5: Grantee-Reported Alignment with NC Standard Course of Study by Competitive Priority

Competitive Priority	Strongly Aligned	Mostly Aligned	Somewhat Aligned	Not Aligned
Reading Focus N=15	15	0	0	0
STEM Focus N=14	13	1	0	0

Minimizing class size when providing instruction: The legislation mentioned an emphasis on minimizing student class size when providing instruction as a desired implementation feature. The survey asked: "How have you put an emphasis on minimizing student class size when providing instruction?" Most respondents provided their teacher-student ratio targets in their responses. For example:

- *We have enough teachers to ensure that there was a 1:10 ratio between certified teachers and students while instruction was being provided.*
- *As needed, students are divided into small groups of three with teachers working at most with a 1:15 teacher/student ratio. Students are sometimes pulled and worked with one on one as needed. Teachers are constantly monitoring the individual needs of students.*
- *In reading, we utilize a 1:2 teacher/student ratio, while the STEM instruction ranges from 1:15 to 1:30 in a group setting.*
- *We have 1:6 teacher/student ratio for small group instruction and cooperative learning activities.*
- *Our model affords our students a 1:8 teacher/student ratio to foster relationship building, developing deeper levels of trust, and higher levels of academic performance and improvement.*
- *We establish a teacher/student ratio during the enrollment period. Enrollment is kept to a maximum of 10 students per teacher. We do not allow any class to have over 10 students during a session. Teachers are made aware of the teacher/student ratio upon employment and during staff orientation.*

Several respondents provided a description of how they minimize student class size through volunteers or other resources.

- *We partner with area agencies that provide highly trained volunteer tutors to work one on one with targeted students.*
- *We minimize class size by having more adults available to support student learning and growth. Our staff at each middle school includes a Campus Director, a Deputy Campus Director, a team of AmeriCorps Teaching Fellows, and three to five volunteer [Grantee] Teachers in each classroom.*
- *Because we offer a blended learning environment in which students take assessments and learn online as well as via face to face instruction from our instructors/staff, they get the best of both worlds-self-paced learning and personalized attention.*

STUDENT PERFORMANCE MEASURES

The legislation indicated that after the first year (2015), grant recipients should report on the progress of the grant in terms of data collection planned for reporting on student progress. The survey asked: "In thinking about how you will report on the impact and outcomes of the students served at the end of the next school year (2016), what quantitative performance measures are you expecting to collect, analyze, and report on?"

Their responses are shown in Table 6. Students' report card grades and student surveys were the two most frequently mentioned performance measures anticipated for use in reporting on student

progress (82%). Eleven grantees expected to use students' pre and post End-of-Grade test scores. Ten respondents expected to use other types of academic assessment data.

Table 6: Student Performance Measures Anticipated for Use in 2016

Possible Performance Measures	Response	%
Classroom teachers' ratings of improvements to students' classroom homework completion, behavior, effort, etc. at the end of the school year.	10	59%
Improvements in report card grades in ELA, Math, and/or Science from the beginning to end of school year.	14	82%
Diagnostic pre and post assessments used for instructional purposes in the After-School or Summer Program.	10	59%
Reading and/or math assessments from the beginning and end of school year from **school administered** assessments (e.g., mCLASS).	10	59%
Promotion rates of enrolled students for 2016.	8	49%
Pre and post EOG test scores.	11	65%
Parent satisfaction surveys.	12	71%
Student satisfaction surveys.	14	82%
Improvements to school attendance, suspension/expulsion rates, or other behavioral measures.	12	71%
Other	4	24%

APPENDIX: INDIVIDUAL GRANTEE PROFILES

NC AFTER-SCHOOL QUALITY IMPROVEMENT GRANTEE PROFILE

Grantee Name	Beaufort County Schools (with the Cornerstone Community Learning Center)
LEA/Location	Beaufort County Schools/Washington, NC
NC Region Code	Northeast Region I
Grantee Leadership	☒ Non-profit or other organization manages grant activities ☒ District manages grant activities
Award Amount	$ 320,613
Start Date of Services to Students	March 9, 2015

Grantee Program

Competitive Priority	☒ Focus on STEM learning opportunities ☒ Focus on reading development and proficiency instruction		
Grade Levels Served	☒ Elementary ☒ Middle ☐ High	Summer Program?	☒ Yes ☐ No
New Program?	☒ Yes (newly developed program targeted at an unmet need in the district) ☐ No (pre-existing program that expanded capacity to serve a greater number of students through this grant) ☐ No (pre-existing program that was revised in some way to accommodate more or different types of students)		
Number of **Spring 2015** Centers/Sites Operated	☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8		
Number of **Summer 2015** Centers/Sites Operated	☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8		
Key Features of Grantee Programming Thought to Positively Impact Student Academic Outcomes *(Excerpt from Grantee Year 1 Progress Report/Survey)*	- *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 being tutored to help them retain and scaffold concepts introduced to and strengthened by their participation in the after-school program.* - *All students are attending Lego Education, Cooking, and Art/Cultural Awareness classes which have helped them become hands-on learners in the area of STEM.* - *All staff members have become personally involved in the lives of our students. On July 28, we provided parents with an opportunity to attend a "Family Healthy Snack Night" where families could taste the snacks that students had made during the previous week's cooking classes. Thirty six out of 70 families (over 180 family members) attended this event and also visited displays and demonstrations about* iReady Math, iReady Reading, *Art, and Cooking projects. We believe that our personal involvement in student lives on a daily basis has helped students feel successful and confident.*		

Student Enrollment

Spring 2015		
Spring Center/Site Name	Total Slots Available	Total Slots Filled
1. John Small Elementary	100	100
2. Chocowinity Middle	45	45
3. PS Jones Middle	100	100
Total	**245**	**245**

Summer 2015		
Summer Center/Site Name	Total Slots Available	Total Slots Filled
1. Cornerstone Community Learning Center	75	70
Total	**75**	**70**

Evaluation of Student Outcomes

Anticipated Quantitative Performance Measures Grantee Expects to Report in 2016	☒ Classroom teachers' ratings of improvements to students' classroom homework completion, behavior, effort, etc. at the end of the school year ☐ Improvements in report card grades in ELA, Math, and/or Science from the beginning to end of school year ☒ Diagnostic pre and post assessments used for instructional purposes in the After-School or Summer Program ☐ Reading and/or math assessments from the beginning and end of school year from school administered assessments (e.g., mCLASS) ☐ Promotion rates of enrolled students for 2016 ☒ Pre and post EOG test scores ☒ Parent satisfaction surveys ☒ Student satisfaction surveys ☐ Improvements to school attendance, suspension/expulsion rates, or other behavioral measures ☒ Other: iReady *pre and post assessments.*

NC AFTER-SCHOOL QUALITY IMPROVEMENT GRANTEE PROFILE

Grantee Name	McCloud's Computer & Skills Training Center, Inc. (with Pitt County Schools)
LEA/Location	Pitt County Schools/Winterville, NC
NC Region Code	Northeast Region I
Grantee Leadership	☒ Non-profit or other organization manages grant activities ☐ District manages grant activities
Award Amount	$ 419,520
Start Date of Services to Students	February 7, 2015

Grantee Program

Competitive Priority	☒ Focus on STEM learning opportunities ☒ Focus on reading development and proficiency instruction		
Grade Levels Served	☒ Elementary ☒ Middle ☐ High	Summer Program?	☒ Yes ☐ No
New Program?	☐ Yes (newly developed program targeted at an unmet need in the district) ☒ No (pre-existing program that expanded capacity to serve a greater number of students through this grant) ☐ No (pre-existing program that was revised in some way to accommodate more or different types of students)		
Number of **Spring 2015** Centers/Sites Operated	☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8		
Number of **Summer 2015** Centers/Sites Operated	☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8		
Key Features of Grantee Programming Thought to Positively Impact Student Academic Outcomes *(Excerpt from Grantee Year 1 Progress Report/Survey)*	- *Smaller study groups.* - *One-on-one tutoring.* - *Math and reading lessons follow the NC Standards.* - *Program design is 85% hands-on learning.*		

Student Enrollment

Spring 2015		
Spring Center/Site Name	Total Slots Available	Total Slots Filled
1. McCloud's Computer & Skills Training Center, Inc.	120	79
Total	**120**	**79**

Summer 2015		
Summer Center/Site Name	Total Slots Available	Total Slots Filled
1. McCloud's Computer & Skills Training Center, Inc.	120	70
Total	**120**	**70**

Evaluation of Student Outcomes

Anticipated Quantitative Performance Measures Grantee Expects to Report in 2016	☐ Classroom teachers' ratings of improvements to students' classroom homework completion, behavior, effort, etc. at the end of the school year ☒ Improvements in report card grades in ELA, Math, and/or Science from the beginning to end of school year ☒ Diagnostic pre and post assessments used for instructional purposes in the After-School or Summer Program ☐ Reading and/or math assessments from the beginning and end of school year from school administered assessments (e.g., mCLASS) ☐ Promotion rates of enrolled students for 2016 ☐ Pre and post EOG test scores ☒ Parent satisfaction surveys ☒ Student satisfaction surveys ☒ Improvements to school attendance, suspension/expulsion rates, or other behavioral measures ☐ Other:

NC AFTER-SCHOOL QUALITY IMPROVEMENT GRANTEE PROFILE

Grantee Name	Greene County Schools
LEA/Location	Greene County Schools/Snow Hill, NC
NC Region Code	Southeast Region II
Grantee Leadership	☐ Non-profit or other organization manages grant activities ☒ District manages grant activities
Award Amount	$ 283,263
Start Date of Services to Students	March 2, 2015

Grantee Program

Competitive Priority	☐ Focus on STEM learning opportunities ☒ Focus on reading development and proficiency instruction		
Grade Levels Served	☒ Elementary ☒ Middle ☐ High	Summer Program?	☒ Yes ☐ No
New Program?	☐ Yes (newly developed program targeted at an unmet need in the district) ☒ No (pre-existing program that expanded capacity to serve a greater number of students through this grant) ☒ No (pre-existing program that was revised in some way to accommodate more or different types of students)		
Number of **Spring 2015** Centers/Sites Operated	☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8		
Number of **Summer 2015** Centers/Sites Operated	☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8		
Key Features of Grantee Programming Thought to Positively Impact Student Academic Outcomes *(Excerpt from Grantee Year 1 Progress Report/Survey)*	- *Strategic hiring of effective reading teachers who built positive relationships with students and reinforced a growth mindset in these students.* - *Instructional groups averaged 10 students but did not have more than 15 in any 1 group.* - *Use of evidence-based instructional practices and curriculum supported by coaching and upfront training.*		

Student Enrollment

Spring 2015		
Spring Center/Site Name	Total Slots Available	Total Slots Filled
1. Greene County Intermediate	150	141
Total	**150**	**141**

Summer 2015		
Summer Center/Site Name	Total Slots Available	Total Slots Filled
1. Snow Hill Primary	30	29
2. West Greene Elementary	30	29
3. Greene County Intermediate	48	48
Total	**108**	**106**

Evaluation of Student Outcomes

Anticipated Quantitative Performance Measures Grantee Expects to Report in 2016	☐ Classroom teachers' ratings of improvements to students' classroom homework completion, behavior, effort, etc. at the end of the school year ☒ Improvements in report card grades in ELA, Math, and/or Science from the beginning to end of school year ☒ Diagnostic pre and post assessments used for instructional purposes in the After-School or Summer Program ☒ Reading and/or math assessments from the beginning and end of school year from school administered assessments (e.g., mCLASS) ☒ Promotion rates of enrolled students for 2016 ☒ Pre and post EOG test scores ☒ Parent satisfaction surveys ☒ Student satisfaction surveys ☐ Improvements to school attendance, suspension/expulsion rates, or other behavioral measures ☐ Other:

NC AFTER-SCHOOL QUALITY IMPROVEMENT GRANTEE PROFILE

Grantee Name	Communities In Schools of Wake County (with Wake County Public School System)
LEA/Location	Wake County Public School System/Raleigh, NC
NC Region Code	North Central Region III
Grantee Leadership	☒ Non-profit or other organization manages grant activities ☐ District manages grant activities
Award Amount	$ 447,606
Start Date of Services to Students	April 1, 2015

Grantee Program

Competitive Priority	☒ Focus on STEM learning opportunities ☒ Focus on reading development and proficiency instruction		
Grade Levels Served	☒ Elementary ☒ Middle ☒ High	Summer Program?	☒ Yes ☐ No
New Program?	☐ Yes (newly developed program targeted at an unmet need in the district) ☒ No (pre-existing program that expanded capacity to serve a greater number of students through this grant) ☐ No (pre-existing program that was revised in some way to accommodate more or different types of students)		
Number of **Spring 2015** Centers/Sites Operated	☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8		
Number of **Summer 2015** Centers/Sites Operated	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☒ 8		
Key Features of Grantee Programming Thought to Positively Impact Student Academic Outcomes *(Excerpt from Grantee Year 1 Progress Report/Survey)*	- *Use of assessment, and informed, targeted instruction that allows our students to accelerate learning on the specific skills they need to excel in English/Language Arts and Math. Those skills are immediately put into practice through daily STEM- focused, project-based learning modules, where students apply learned skills through science experiments and/or projects.* - *Student access to opportunities that connect their learning to careers by bringing in community partners that help students make school-to-career connections.* - *Support of the Move More NC initiative by providing time for kids to exercise and participate in structured play to support the Body-Mind connections of healthy life-long learners.* - *Use of technology integration to support the development of academic and critical thinking skills.*		

Student Enrollment

Spring 2015		
Spring Center/Site Name	Total Slots Available	Total Slots Filled
1. Heritage Park Learning Center	50	39
Total	**50**	**39**

Note. Grantee indicated plans to operate up to 3 additional After-School Centers/Sites in the fall of 2015 for the first time (that were not opened in the spring of 2015).

Summer 2015		
Summer Center/Site Name	Total Slots Available	Total Slots Filled
1. Chavis Heights Learning Center	640	600
2. Capitol Park Learning Center	120	100
3. Heritage Park Learning Center	250	225
4. Mayview Learning Center	48	40
5. Kentwood Learning Center	400	360
6. Hodge Road Elementary	150	125
7. Rolesville Middle	75	60
8. Knightdale High	400	125
Total	**2,083**	**1,635**

Evaluation of Student Outcomes

Anticipated Quantitative Performance Measures Grantee Expects to Report in 2016	
	☐ Classroom teachers' ratings of improvements to students' classroom homework completion, behavior, effort, etc. at the end of the school year ☒ Improvements in report card grades in ELA, Math, and/or Science from the beginning to end of school year ☒ Diagnostic pre and post assessments used for instructional purposes in the After-School or Summer Program ☐ Reading and/or math assessments from the beginning and end of school year from school administered assessments (e.g., mCLASS) ☒ Promotion rates of enrolled students for 2016 ☐ Pre and post EOG test scores ☐ Parent satisfaction surveys ☐ Student satisfaction surveys ☐ Improvements to school attendance, suspension/expulsion rates, or other behavioral measures ☒ Other:

NC AFTER-SCHOOL QUALITY IMPROVEMENT GRANTEE PROFILE

Grantee Name	Northampton County Schools
LEA/Location	Northampton County Schools/Jackson, NC
NC Region Code	North Central Region III
Grantee Leadership	☐ Non-profit or other organization manages grant activities ☒ District manages grant activities
Award Amount	$ 404,368
Start Date of Services to Students	April 20, 2015

Grantee Program

Competitive Priority	☒ Focus on STEM learning opportunities ☒ Focus on reading development and proficiency instruction		
Grade Levels Served	☒ Elementary ☒ Middle ☒ High	Summer Program?	☒ Yes ☐ No
New Program?	☐ Yes (newly developed program targeted at an unmet need in the district) ☒ No (pre-existing program that expanded capacity to serve a greater number of students through this grant) ☒ No (pre-existing program that was revised in some way to accommodate more or different types of students)		
Number of **Spring 2015** Centers/Sites Operated	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6 ☐ 7 ☐ 8		
Number of **Summer 2015** Centers/Sites Operated	☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8		
Key Features of Grantee Programming Thought to Positively Impact Student Academic Outcomes *(Excerpt from Grantee Year 1 Progress Report/Survey)*	- *Implementation of STEM PBL Units of Study.* - *Provides learning opportunities for students that promote critical thinking and discovery learning.*		

Student Enrollment

Spring 2015		
Spring Center/Site Name	Total Slots Available	Total Slots Filled
1. Gaston Elementary	20	16
2. Willis Hare Elementary	20	16
3. Conway Middle	20	14
4. Gaston Middle	40	20
5. Northampton High	60	54
Total	**160**	**120**

Note. Grantee indicated plans to operate up to 1 additional After-School Center/Site in the fall of 2015 for the first time (that was not opened in the spring of 2015).

Summer 2015		
Summer Center/Site Name	Total Slots Available	Total Slots Filled
1. Gaston Elementary	60	30
2. Conway Middle	60	45
3. Gaston Middle	200	174
4. Northampton High	110	52
Total	**430**	**301**

Evaluation of Student Outcomes

Anticipated Quantitative Performance Measures Grantee Expects to Report in 2016	☐ Classroom teachers' ratings of improvements to students' classroom homework completion, behavior, effort, etc. at the end of the school year ☒ Improvements in report card grades in ELA, Math, and/or Science from the beginning to end of school year ☐ Diagnostic pre and post assessments used for instructional purposes in the After-School or Summer Program ☐ Reading and/or math assessments from the beginning and end of school year from school administered assessments (e.g., mCLASS) ☐ Promotion rates of enrolled students for 2016 ☒ Pre and post EOG test scores ☒ Parent satisfaction surveys ☒ Student satisfaction surveys ☒ Improvements to school attendance, suspension/expulsion rates, or other behavioral measures ☐ Other:

NC AFTER-SCHOOL QUALITY IMPROVEMENT GRANTEE PROFILE

Grantee Name	Montgomery County Schools
LEA/Location	Montgomery County Schools/Troy, NC
NC Region Code	Sandhills/South Central Region IV
Grantee Leadership	☐ Non-profit or other organization manages grant activities ☒ District manages grant activities
Award Amount	$ 352,038
Start Date of Services to Students	March 1, 2015

Grantee Program

Competitive Priority	☒ Focus on STEM learning opportunities ☒ Focus on reading development and proficiency instruction		
Grade Levels Served	☐ Elementary ☒ Middle ☐ High	Summer Program?	☒ Yes ☐ No
New Program?	☒ Yes (newly developed program targeted at an unmet need in the district) ☐ No (pre-existing program that expanded capacity to serve a greater number of students through this grant) ☐ No (pre-existing program that was revised in some way to accommodate more or different types of students)		
Number of **Spring 2015** Centers/Sites Operated	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8		
Number of **Summer 2015** Centers/Sites Operated	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8		
Key Features of Grantee Programming Thought to Positively Impact Student Academic Outcomes *(Excerpt from Grantee Year 1 Progress Report/Survey)*	- *Training and deployment of PLTW which is a National STEM best practice model. Continuous professional development is part of the requirement to be a PLTW site.* - *Training and deployment of AVID, another best practice model. Staff were trained during the summer and continuous professional development will occur throughout the grant. AVID audit procedures will ensure proper deployment.*		

Student Enrollment

Spring 2015		
Spring Center/Site Name	Total Slots Available	Total Slots Filled
1. West Middle	96	80
2. East Middle	108	108
Total	**204**	**188**

Summer 2015		
Summer Center/Site Name	Total Slots Available	Total Slots Filled
1. West Middle	96	50
2. East Middle	108	65
Total	**204**	**115**

Evaluation of Student Outcomes

Anticipated Quantitative Performance Measures Grantee Expects to Report in 2016	☒ Classroom teachers' ratings of improvements to students' classroom homework completion, behavior, effort, etc. at the end of the school year ☒ Improvements in report card grades in ELA, Math, and/or Science from the beginning to end of school year ☐ Diagnostic pre and post assessments used for instructional purposes in the After-School or Summer Program ☐ Reading and/or math assessments from the beginning and end of school year from school administered assessments (e.g., mCLASS) ☐ Promotion rates of enrolled students for 2016 ☐ Pre and post EOG test scores ☐ Parent satisfaction surveys ☒ Student satisfaction surveys ☒ Improvements to school attendance, suspension/expulsion rates, or other behavioral measures ☐ Other:

NC AFTER-SCHOOL QUALITY IMPROVEMENT GRANTEE PROFILE

Grantee Name	Public Schools of Robeson County (with Communities In Schools of Robeson County)
LEA/Location	Public Schools of Robeson County/Lumberton, NC
NC Region Code	Sandhills/South Central Region IV
Grantee Leadership	☒ Non-profit or other organization manages grant activities ☒ District manages grant activities
Award Amount	$ 315,593
Start Date of Services to Students	April 20, 2015

Grantee Program

Competitive Priority	☒ Focus on STEM learning opportunities ☒ Focus on reading development and proficiency instruction		
Grade Levels Served	☐ Elementary ☒ Middle ☐ High	Summer Program?	☒ Yes ☐ No
New Program?	☒ Yes (newly developed program targeted at an unmet need in the district) ☐ No (pre-existing program that expanded capacity to serve a greater number of students through this grant) ☐ No (pre-existing program that was revised in some way to accommodate more or different types of students)		
Number of **Spring 2015** Centers/Sites Operated	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8		
Number of **Summer 2015** Centers/Sites Operated	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8		
Key Features of Grantee Programming Thought to Positively Impact Student Academic Outcomes *(Excerpt from Grantee Year 1 Progress Report/Survey)*	- *Curriculum designed to allow for student growth and success. This includes Edmentum Computer-based Literacy and STEM programs.* - *Students provided many positive hands-on STEM activities by high energy teachers who want to be with the students and desire to make a difference.* - *Consistent program monitoring, training, collaboration, etc. All aspects of the child are considered. This includes academics, attendance, social/emotional, etc. Every effort is made to work with the total child.*		

Student Enrollment

Spring 2015		
Spring Center/Site Name	Total Slots Available	Total Slots Filled
1. Prospect	45	45
2. St. Pauls Middle	45	45
Total	**90**	**90**

Summer 2015		
Summer Center/Site Name	Total Slots Available	Total Slots Filled
1. Prospect	30	24
2. St. Pauls Middle	30	26
Total	**60**	**50**

Evaluation of Student Outcomes

Anticipated Quantitative Performance Measures Grantee Expects to Report in 2016	☒ Classroom teachers' ratings of improvements to students' classroom homework completion, behavior, effort, etc. at the end of the school year ☒ Improvements in report card grades in ELA, Math, and/or Science from the beginning to end of school year ☒ Diagnostic pre and post assessments used for instructional purposes in the After-School or Summer Program ☒ Reading and/or math assessments from the beginning and end of school year from school administered assessments (e.g., mCLASS) ☒ Promotion rates of enrolled students for 2016 ☒ Pre and post EOG test scores ☒ Parent satisfaction surveys ☒ Student satisfaction surveys ☒ Improvements to school attendance, suspension/expulsion rates, or other behavioral measures ☐ Other:

NC AFTER-SCHOOL QUALITY IMPROVEMENT GRANTEE PROFILE

Grantee Name	Stokes County Schools (with Stokes Family YMCA)
LEA/Location	Stokes County Schools/Danbury, NC
NC Region Code	Piedmont-Triad/Central Region V
Grantee Leadership	☐ Non-profit or other organization manages grant activities ☒ District manages grant activities
Award Amount	$ 301,211
Start Date of Services to Students	April 13, 2015

Grantee Program

Competitive Priority	☒ Focus on STEM learning opportunities ☒ Focus on reading development and proficiency instruction		
Grade Levels Served	☐ Elementary ☒ Middle ☐ High	Summer Program?	☒ Yes ☐ No
New Program?	☒ Yes (newly developed program targeted at an unmet need in the district) ☐ No (pre-existing program that expanded capacity to serve a greater number of students through this grant) ☐ No (pre-existing program that was revised in some way to accommodate more or different types of students)		
Number of **Spring 2015** Centers/Sites Operated	☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8		
Number of **Summer 2015** Centers/Sites Operated	☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8		
Key Features of Grantee Programming Thought to Positively Impact Student Academic Outcomes *(Excerpt from Grantee Year 1 Progress Report/Survey)*	- *Students that do not have access to academic support at home are able to complete assignments and projects with appropriate assistance, as well as receive tutoring for concepts that are difficult for the student to master.* - *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.* - *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.*		

Student Enrollment

Spring 2015		
Spring Center/Site Name	Total Slots Available	Total Slots Filled
1. Chestnut Grove Middle	50	49
2. Piney Grove Middle	35	33
3. Southeastern Stokes Middle	40	35
Total	**125**	**117**

Summer 2015		
Summer Center/Site Name	Total Slots Available	Total Slots Filled
1. Chestnut Grove Middle	50	30
2. Piney Grove Middle	35	16
3. Southeastern Stokes Middle	35	20
Total	**120**	**66**

Evaluation of Student Outcomes

Anticipated Quantitative Performance Measures Grantee Expects to Report in 2016	☒ Classroom teachers' ratings of improvements to students' classroom homework completion, behavior, effort, etc. at the end of the school year ☒ Improvements in report card grades in ELA, Math, and/or Science from the beginning to end of school year ☐ Diagnostic pre and post assessments used for instructional purposes in the After-School or Summer Program ☒ Reading and/or math assessments from the beginning and end of school year from school administered assessments (e.g., mCLASS) ☒ Promotion rates of enrolled students for 2016 ☒ Pre and post EOG test scores ☒ Parent satisfaction surveys ☐ Student satisfaction surveys ☒ Improvements to school attendance, suspension/expulsion rates, or other behavioral measures ☐ Other:

NC AFTER-SCHOOL QUALITY IMPROVEMENT GRANTEE PROFILE

Grantee Name	Winston-Salem/Forsyth County Schools
LEA/Location	Winston-Salem/Forsyth County Schools/Winston-Salem, NC
NC Region Code	Piedmont-Triad/Central Region V
Grantee Leadership	☐ Non-profit or other organization manages grant activities ☒ District manages grant activities
Award Amount	$ 41,401
Start Date of Services to Students	February 23, 2015

Grantee Program

Competitive Priority	☒ Focus on STEM learning opportunities ☒ Focus on reading development and proficiency instruction		
Grade Levels Served	☒ Elementary ☐ Middle ☐ High	Summer Program?	☐ Yes ☒ No
New Program?	☒ Yes (newly developed program targeted at an unmet need in the district) ☐ No (pre-existing program that expanded capacity to serve a greater number of students through this grant) ☐ No (pre-existing program that was revised in some way to accommodate more or different types of students)		
Number of **Spring 2015** Centers/Sites Operated	☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8		
Number of **Summer 2015** Centers/Sites Operated	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8		
Key Features of Grantee Programming Thought to Positively Impact Student Academic Outcomes *(Excerpt from Grantee Year 1 Progress Report/Survey)*	- *Quality guided reading and word study programming.* - *Fruitful partnership with highly trained one-on-one tutors.* - *Well-organized and managed by diligent site leader.*		

Student Enrollment

Spring 2015		
Spring Center/Site Name	Total Slots Available	Total Slots Filled
1. North Hills Elementary	50	43
Total	**50**	**43**

Summer 2015		
Summer Center/Site Name	Total Slots Available	Total Slots Filled
1. N/A	--	--
2. N/A	--	--
Total	**--**	**--**

Evaluation of Student Outcomes

Anticipated Quantitative Performance Measures Grantee Expects to Report in 2016	☒ Classroom teachers' ratings of improvements to students' classroom homework completion, behavior, effort, etc. at the end of the school year ☒ Improvements in report card grades in ELA, Math, and/or Science from the beginning to end of school year ☐ Diagnostic pre and post assessments used for instructional purposes in the After-School or Summer Program ☒ Reading and/or math assessments from the beginning and end of school year from school administered assessments (e.g., mCLASS) ☐ Promotion rates of enrolled students for 2016 ☐ Pre and post EOG test scores ☒ Parent satisfaction surveys ☒ Student satisfaction surveys ☒ Improvements to school attendance, suspension/expulsion rates, or other behavioral measures ☐ Other:

NC AFTER-SCHOOL QUALITY IMPROVEMENT GRANTEE PROFILE

Grantee Name	Above and Beyond Students (with Charlotte-Mecklenburg Schools)
LEA/Location	Charlotte-Mecklenburg Schools/Charlotte, NC
NC Region Code	Southwest Region VI
Grantee Leadership	☒ Non-profit or other organization manages grant activities ☐ District manages grant activities
Award Amount	$ 279,106
Start Date of Services to Students	March 1, 2015

Grantee Program

Competitive Priority	☒ Focus on STEM learning opportunities ☐ Focus on reading development and proficiency instruction		
Grade Levels Served	☐ Elementary ☐ Middle ☒ High	Summer Program?	☒ Yes ☐ No
New Program?	☒ Yes (newly developed program targeted at an unmet need in the district) ☐ No (pre-existing program that expanded capacity to serve a greater number of students through this grant) ☐ No (pre-existing program that was revised in some way to accommodate more or different types of students)		
Number of **Spring 2015** Centers/Sites Operated	☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8		
Number of **Summer 2015** Centers/Sites Operated	☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8		
Key Features of Grantee Programming Thought to Positively Impact Student Academic Outcomes *(Excerpt from Grantee Year 1 Progress Report/Survey)*	- *Small teacher:student ratio gives students more direct instruction to focus on their individual needs.* - *After-school environment provides students opportunities not afforded during the day.* - *After-school allows for more in-depth exposure to STEM through enrichment and field trips not made available during the regular school day.*		

Student Enrollment

Spring 2015		
Spring Center/Site Name	Total Slots Available	Total Slots Filled
1. Harding University	100	81
Total	**100**	**81**

Note. Grantee indicated plans to operate up to 2 additional After-School Centers/Sites in the fall of 2015 for the first time (that were not opened in the spring of 2015).

Summer 2015		
Summer Center/Site Name	Total Slots Available	Total Slots Filled
1. Phillip O. Berry	100	72
Total	**100**	**72**

Evaluation of Student Outcomes

Anticipated Quantitative Performance Measures Grantee Expects to Report in 2016	☒ Classroom teachers' ratings of improvements to students' classroom homework completion, behavior, effort, etc. at the end of the school year ☒ Improvements in report card grades in ELA, Math, and/or Science from the beginning to end of school year ☒ Diagnostic pre and post assessments used for instructional purposes in the After-School or Summer Program ☒ Reading and/or math assessments from the beginning and end of school year from school administered assessments (e.g., mCLASS) ☐ Promotion rates of enrolled students for 2016 ☐ Pre and post EOG test scores ☒ Parent satisfaction surveys ☒ Student satisfaction surveys ☒ Improvements to school attendance, suspension/expulsion rates, or other behavioral measures ☐ Other:

NC AFTER-SCHOOL QUALITY IMPROVEMENT GRANTEE PROFILE

Grantee Name	Cabarrus County Schools
LEA/Location	Cabarrus County Schools/Concord, NC
NC Region Code	Southwest Region VI
Grantee Leadership	☐ Non-profit or other organization manages grant activities ☒ District manages grant activities
Award Amount	$ 449,623
Start Date of Services to Students	March 23, 2015

Grantee Program

Competitive Priority	☒ Focus on STEM learning opportunities ☐ Focus on reading development and proficiency instruction		
Grade Levels Served	☒ Elementary ☒ Middle ☐ High	Summer Program?	☒ Yes ☐ No
New Program?	☒ Yes (newly developed program targeted at an unmet need in the district) ☐ No (pre-existing program that expanded capacity to serve a greater number of students through this grant) ☐ No (pre-existing program that was revised in some way to accommodate more or different types of students)		
Number of **Spring 2015** Centers/Sites Operated	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5 ☐ 6 ☐ 7 ☐ 8		
Number of **Summer 2015** Centers/Sites Operated	☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8		
Key Features of Grantee Programming Thought to Positively Impact Student Academic Outcomes *(Excerpt from Grantee Year 1 Progress Report/Survey)*	- *Links students to real-world experiences that provide connections to industry professionals, which will cultivate student capacity to productively engage in STEM learning activities, advance student interest and value of STEM, and improve STEM academic achievement.* - *Provides high-quality professional development, PLC meetings, and on-going support, which will foster and sustain teaching efficacy in informal STEM education.* - *Fosters family and community outreach and engagement, which will help ensure that at-risk students enroll and attend after-school activities on a regular basis, which will enhance student engagement and academic achievement.*		

Student Enrollment

Spring 2015		
Spring Center/Site Name	Total Slots Available	Total Slots Filled
1. Boys and Girls Club of Cabarrus County	60	56
2. Rocky River Elementary	60	60
3. W.M. Irvin Elementary	60	60
4. C.C. Griffin Middle	60	60
5. Concord Middle	60	59
Total	**300**	**295**

Summer 2015		
Summer Center/Site Name	Total Slots Available	Total Slots Filled
1. Boys and Girls Club of Cabarrus County	60	57
2. W.M. Irvin Elementary	30	20
3. C.C. Griffin Middle	120	81
4. Concord Middle	90	48
Total	**300**	**206**

Evaluation of Student Outcomes

Anticipated Quantitative Performance Measures Grantee Expects to Report in 2016	☐ Classroom teachers' ratings of improvements to students' classroom homework completion, behavior, effort, etc. at the end of the school year ☐ Improvements in report card grades in ELA, Math, and/or Science from the beginning to end of school year ☐ Diagnostic pre and post assessments used for instructional purposes in the After-School or Summer Program ☒ Reading and/or math assessments from the beginning and end of school year from school administered assessments (e.g., mCLASS) ☐ Promotion rates of enrolled students for 2016 ☒ Pre and post EOG test scores ☐ Parent satisfaction surveys ☒ Student satisfaction surveys ☒ Improvements to school attendance, suspension/expulsion rates, or other behavioral measures ☐ Other:

Grantee Name	First Baptist Church West dba Charlotte Community Services Association (with Charlotte-Mecklenburg Schools)
LEA/Location	Charlotte-Mecklenburg Schools/Charlotte, NC
NC Region Code	Southwest Region VI
Grantee Leadership	☒ Non-profit or other organization manages grant activities ☐ District manages grant activities
Award Amount	$ 150,175
Start Date of Services to Students	March 16, 2015

Grantee Program

Competitive Priority	☒ Focus on STEM learning opportunities ☒ Focus on reading development and proficiency instruction		
Grade Levels Served	☒ Elementary ☒ Middle ☐ High	Summer Program?	☒ Yes ☐ No
New Program?	☐ Yes (newly developed program targeted at an unmet need in the district) ☐ No (pre-existing program that expanded capacity to serve a greater number of students through this grant) ☐ No (pre-existing program that was revised in some way to accommodate more or different types of students) ☒ Other: *A previous adjunct program that we offered years ago, first in partnership with a local tutoring program and later, online tutoring.*		
Number of **Spring 2015** Centers/Sites Operated	☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8		
Number of **Summer 2015** Centers/Sites Operated	☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8		
Key Features of Grantee Programming Thought to Positively Impact Student Academic Outcomes *(Excerpt from Grantee Year 1 Progress Report/Survey)*	- *Structured tutoring has an extensive history of helping students make academic gains in private and public settings among students of all academic levels and socio-economic backgrounds.* - *Use of an evidence-based tutoring program.* - *Hiring experienced and/or retired teachers, principals and administrators.*		

Student Enrollment

Spring 2015		
Spring Center/Site Name	Total Slots Available	Total Slots Filled
1. SMART Tutoring Program/First Baptist Church West	20	20
Total	**20**	**20**

Summer 2015		
Summer Center/Site Name	Total Slots Available	Total Slots Filled
1. SMART Tutoring Program/First Baptist Church West	24	24
Total	**24**	**24**

Evaluation of Student Outcomes

Anticipated Quantitative Performance Measures Grantee Expects to Report in 2016	☐ Classroom teachers' ratings of improvements to students' classroom homework completion, behavior, effort, etc. at the end of the school year ☒ Improvements in report card grades in ELA, Math, and/or Science from the beginning to end of school year ☒ Diagnostic pre and post assessments used for instructional purposes in the After-School or Summer Program ☐ Reading and/or math assessments from the beginning and end of school year from school administered assessments (e.g., mCLASS) ☒ Promotion rates of enrolled students for 2016 ☒ Pre and post EOG test scores ☐ Parent satisfaction surveys ☐ Student satisfaction surveys ☐ Improvements to school attendance, suspension/expulsion rates, or other behavioral measures ☐ Other:

NC AFTER-SCHOOL QUALITY IMPROVEMENT GRANTEE PROFILE

Grantee Name	Citizen Schools (with Charlotte-Mecklenburg Schools)
LEA/Location	Charlotte-Mecklenburg Schools/Charlotte, NC
NC Region Code	Southwest Region VI
Grantee Leadership	☒ Non-profit or other organization manages grant activities ☐ District manages grant activities
Award Amount	$ 240,039
Start Date of Services to Students	January 8, 2015

Grantee Program

Competitive Priority	☒ Focus on STEM learning opportunities ☒ Focus on reading development and proficiency instruction		
Grade Levels Served	☐ Elementary ☒ Middle ☐ High	Summer Program?	☐ Yes ☒ No
New Program?	☐ Yes (newly developed program targeted at an unmet need in the district) ☐ No (pre-existing program that expanded capacity to serve a greater number of students through this grant) ☐ No (pre-existing program that was revised in some way to accommodate more or different types of students) ☒ Other: *For the 2014-2015 Academic School Year, Citizen Schools served more students by expanding Charlotte operations by 64%. This grant contributed to our sustainability.*		
Number of **Spring 2015** Centers/Sites Operated	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8		
Number of **Summer 2015** Centers/Sites Operated	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8		
Key Features of Grantee Programming Thought to Positively Impact Student Academic Outcomes *(Excerpt from Grantee Year 1 Progress Report/Survey)*	- *Improved ELA and Math proficiency results.* - *Access to experiential STEM learning through apprenticeships.* - *Deep school partnerships allowing us to add teaching capacity to a robust Extended Learning Day.*		

Student Enrollment

Spring 2015		
Spring Center/Site Name	Total Slots Available	Total Slots Filled
1. Citizen Schools/Martin Luther King, Jr. Middle	180	164
2. Citizen Schools/Quail Hollow Middle	115	110
Total	**295**	**274**

Summer 2015		
Summer Center/Site Name	Total Slots Available	Total Slots Filled
1. N/A	--	--
2. N/A	--	--
Total	**--**	**--**

Evaluation of Student Outcomes

Anticipated Quantitative Performance Measures Grantee Expects to Report in 2016	☐ Classroom teachers' ratings of improvements to students' classroom homework completion, behavior, effort, etc. at the end of the school year ☐ Improvements in report card grades in ELA, Math, and/or Science from the beginning to end of school year ☒ Diagnostic pre and post assessments used for instructional purposes in the After-School or Summer Program ☒ Reading and/or math assessments from the beginning and end of school year from school administered assessments (e.g., mCLASS) ☐ Promotion rates of enrolled students for 2016 ☒ Pre and post EOG test scores ☒ Parent satisfaction surveys ☒ Student satisfaction surveys ☐ Improvements to school attendance, suspension/expulsion rates, or other behavioral measures ☒ Other: *STEM education.*

NC AFTER-SCHOOL QUALITY IMPROVEMENT GRANTEE PROFILE

Grantee Name	Youth Development Initiatives (with Charlotte-Mecklenburg Schools)
LEA/Location	Charlotte-Mecklenburg Schools/Charlotte, NC
NC Region Code	Southwest Region VI
Grantee Leadership	☒ Non-profit or other organization manages grant activities ☐ District manages grant activities
Award Amount	$ 130,641
Start Date of Services to Students	January 8, 2015

Grantee Program

Competitive Priority	☐ Focus on STEM learning opportunities ☒ Focus on reading development and proficiency instruction		
Grade Levels Served	☐ Elementary ☐ Middle ☒ High	Summer Program?	☒ Yes ☐ No
New Program?	☒ Yes (newly developed program targeted at an unmet need in the district) ☒ No (pre-existing program that expanded capacity to serve a greater number of students through this grant) ☒ No (pre-existing program that was revised in some way to accommodate more or different types of students)		
Number of **Spring 2015** Centers/Sites Operated	☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8		
Number of **Summer 2015** Centers/Sites Operated	☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8		
Key Features of Grantee Programming Thought to Positively Impact Student Academic Outcomes *(Excerpt from Grantee Year 1 Progress Report/Survey)*	- *Provides a SAFE ENVIRONMENT away from the school campus that is positive and attractive.* - *Engages the students in an INDIVIDUALIZED LEARNING/DEVELOPMENT PROCESS that includes self-awareness, self-respect, and self-efficacy so they understand they are the primary architects of their own future outcomes.* - *Offers innovative, CTE-formatted curriculum that comprises competency-based learning experiences that fosters literacy and interpersonal communication skill building that intrinsically supports our literacy goals and objectives.*		

Student Enrollment

Spring 2015		
Spring Center/Site Name	Total Slots Available	Total Slots Filled
1. LIFT After School Academy	28	28
Total	**28**	**28**

Summer 2015		
Summer Center/Site Name	Total Slots Available	Total Slots Filled
1. LIFT After School Academy	24	24
Total	**24**	**24**

Evaluation of Student Outcomes

Anticipated Quantitative Performance Measures Grantee Expects to Report in 2016	☒ Classroom teachers' ratings of improvements to students' classroom homework completion, behavior, effort, etc. at the end of the school year ☒ Improvements in report card grades in ELA, Math, and/or Science from the beginning to end of school year ☒ Diagnostic pre and post assessments used for instructional purposes in the After-School or Summer Program ☒ Reading and/or math assessments from the beginning and end of school year from school administered assessments (e.g., mCLASS) ☐ Promotion rates of enrolled students for 2016 ☐ Pre and post EOG test scores ☒ Parent satisfaction surveys ☒ Student satisfaction surveys ☒ Improvements to school attendance, suspension/expulsion rates, or other behavioral measures ☐ Other:

NC AFTER-SCHOOL QUALITY IMPROVEMENT GRANTEE PROFILE

Grantee Name	Mount Airy City Schools
LEA/Location	Mount Airy City Schools/Mount Airy, NC
NC Region Code	Northwest Region VII
Grantee Leadership	☐ Non-profit or other organization manages grant activities ☒ District manages grant activities
Award Amount	$ 89,999
Start Date of Services to Students	January 26, 2015

Grantee Program

Competitive Priority	☒ Focus on STEM learning opportunities ☒ Focus on reading development and proficiency instruction		
Grade Levels Served	☒ Elementary ☐ Middle ☐ High	Summer Program?	☒ Yes ☐ No
New Program?	☐ Yes (newly developed program targeted at an unmet need in the district) ☒ No (pre-existing program that expanded capacity to serve a greater number of students through this grant) ☐ No (pre-existing program that was revised in some way to accommodate more or different types of students)		
Number of **Spring 2015** Centers/Sites Operated	☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8		
Number of **Summer 2015** Centers/Sites Operated	☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8		
Key Features of Grantee Programming Thought to Positively Impact Student Academic Outcomes *(Excerpt from Grantee Year 1 Progress Report/Survey)*	- *Implementation of Balanced* Literacy *along with* Corrective Reading *support. This approach allows teachers to have specific data points showing which skills students need to improve. The interventions given are specific to the level of student and will show tremendous growth with students.* - *Use of problem-based learning in mathematics. These problems/cases are aligned to standards and aligned to problems the students are solving during the day. So, the mathematical foundation skills along with real world investigations or problems stimulate student engagement and grow their math skills.* - *Focus on leadership and relationships.* Leader in Me *helps students feel connected to the adults at the school and engages the family. The students create projects that will provide a service to their community. This leadership development helps the child approach academics in a more positive and confident way.*		

Student Enrollment

Spring 2015		
Spring Center/Site Name	Total Slots Available	Total Slots Filled
1. BH Tharrington Primary	90	57
2. Jones Elementary	75	52
Total	**165**	**109**

Summer 2015		
Summer Center/Site Name	Total Slots Available	Total Slots Filled
1. Jones Intermediate	80	80
Total	**80**	**80**

Evaluation of Student Outcomes

Anticipated Quantitative Performance Measures Grantee Expects to Report in 2016	☒ Classroom teachers' ratings of improvements to students' classroom homework completion, behavior, effort, etc. at the end of the school year ☒ Improvements in report card grades in ELA, Math, and/or Science from the beginning to end of school year ☒ Diagnostic pre and post assessments used for instructional purposes in the After-School or Summer Program ☒ Reading and/or math assessments from the beginning and end of school year from school administered assessments (e.g., mCLASS) ☒ Promotion rates of enrolled students for 2016 ☒ Pre and post EOG test scores ☒ Parent satisfaction surveys ☒ Student satisfaction surveys ☒ Improvements to school attendance, suspension/expulsion rates, or other behavioral measures ☐ Other:

NC AFTER-SCHOOL QUALITY IMPROVEMENT GRANTEE PROFILE

Grantee Name	Jackson County Public Schools
LEA/Location	Jackson County Public Schools/Sylva, NC
NC Region Code	Western Region VIII
Grantee Leadership	☐ Non-profit or other organization manages grant activities ☒ District manages grant activities
Award Amount	$ 142,943
Start Date of Services to Students	May 4, 2015

Grantee Program

Competitive Priority	☐ Focus on STEM learning opportunities ☒ Focus on reading development and proficiency instruction		
Grade Levels Served	☒ Elementary ☒ Middle ☐ High	Summer Program?	☐ Yes ☒ No
New Program?	☒ Yes (newly developed program targeted at an unmet need in the district) ☐ No (pre-existing program that expanded capacity to serve a greater number of students through this grant) ☐ No (pre-existing program that was revised in some way to accommodate more or different types of students)		
Number of **Spring 2015** Centers/Sites Operated	☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8		
Number of **Summer 2015** Centers/Sites Operated	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8		
Key Features of Grantee Programming Thought to Positively Impact Student Academic Outcomes *(Excerpt from Grantee Year 1 Progress Report/Survey)*	- *Reinforcement of English not otherwise received at home. This program is designed to help increase student exposure to the English language, scaffold their learning and help them succeed when they might not otherwise receive the help they need at home (due to the language barrier).* - *After-school environment that can foster student success across all subjects. Because students in the LEAP Program are able to spend time together after school working on homework projects together, learning English language skills, and getting exposure to a variety of activities, these can, in turn, help their academic performance all across the curriculum.* - *Trained tutors, volunteers and helpers who all want to help students enrolled in the LEAP program to succeed. To that end, they are trained to help with math, English, English as a Second Language, and with general activities (such as Walking Club, Science Club, and other special interest clubs). They can then guide the students in areas where they need to improve and work with them one on one to improve their skills. Peers can also help each other to increase their learning, as well.*		

Student Enrollment

Spring 2015		
Spring Center/Site Name	Total Slots Available	Total Slots Filled
1. LEAP After-School Program/Cullowhee United Methodist Church	50	21
Total	**50**	**21**

Summer 2015		
Summer Center/Site Name	Total Slots Available	Total Slots Filled
1. N/A	--	--
2. N/A	--	--
Total	**--**	**--**

Evaluation of Student Outcomes

Anticipated Quantitative Performance Measures Grantee Expects to Report in 2016	☒ Classroom teachers' ratings of improvements to students' classroom homework completion, behavior, effort, etc. at the end of the school year ☒ Improvements in report card grades in ELA, Math, and/or Science from the beginning to end of school year ☐ Diagnostic pre and post assessments used for instructional purposes in the After-School or Summer Program ☒ Reading and/or math assessments from the beginning and end of school year from school administered assessments (e.g., mCLASS) ☒ Promotion rates of enrolled students for 2016 ☒ Pre and post EOG test scores ☒ Parent satisfaction surveys ☒ Student satisfaction surveys ☒ Improvements to school attendance, suspension/expulsion rates, or other behavioral measures ☐ Other:

NC AFTER-SCHOOL QUALITY IMPROVEMENT GRANTEE PROFILE

Grantee Name	McDowell County Schools
LEA/Location	McDowell County Schools/Marion, NC
NC Region Code	Western Regional VIII
Grantee Leadership	☐ Non-profit or other organization manages grant activities ☒ District manages grant activities
Award Amount	$ 416,400
Start Date of Services to Students	February 16, 2015

Grantee Program

Competitive Priority	☒ Focus on STEM learning opportunities ☒ Focus on reading development and proficiency instruction		
Grade Levels Served	☐ Elementary ☒ Middle ☐ High	Summer Program?	☐ Yes ☒ No
New Program?	☒ Yes (newly developed program targeted at an unmet need in the district) ☐ No (pre-existing program that expanded capacity to serve a greater number of students through this grant) ☒ No (pre-existing program that was revised in some way to accommodate more or different types of students) ☒ Other: *McDowell County Schools had tutoring in place for students. This grant provides students tutoring in addition to engaging curriculum that ties to the NCES that they are learning.*		
Number of **Spring 2015** Centers/Sites Operated	☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8		
Number of **Summer 2015** Centers/Sites Operated	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8		
Key Features of Grantee Programming Thought to Positively Impact Student Academic Outcomes *(Excerpt from Grantee Year 1 Progress Report/Survey)*	- *Builds relationships with teachers and classmates.* - *Provides extra assistance to students in areas of weakness.* - *Offers innovative, hands-on development of concepts through smaller groups.*		

Student Enrollment

Spring 2015		
Spring Center/Site Name	Total Slots Available	Total Slots Filled
1. Alternative Learning Center	25	10
2. East McDowell Middle	50	56
3. West McDowell Middle	50	60
Total	**125**	**126**

Summer 2015		
Summer Center/Site Name	Total Slots Available	Total Slots Filled
1. N/A	--	--
2. N/A	--	--
Total	**--**	**--**

Evaluation of Student Outcomes

Anticipated Quantitative Performance Measures Grantee Expects to Report in 2016	☒ Classroom teachers' ratings of improvements to students' classroom homework completion, behavior, effort, etc. at the end of the school year ☒ Improvements in report card grades in ELA, Math, and/or Science from the beginning to end of school year ☐ Diagnostic pre and post assessments used for instructional purposes in the After-School or Summer Program ☐ Reading and/or math assessments from the beginning and end of school year from school administered assessments (e.g., mCLASS) ☒ Promotion rates of enrolled students for 2016 ☒ Pre and post EOG test scores ☐ Parent satisfaction surveys ☒ Student satisfaction surveys ☒ Improvements to school attendance, suspension/expulsion rates, or other behavioral measures ☒ Other: *STEM Survey, NCSU-Friday Institute.*