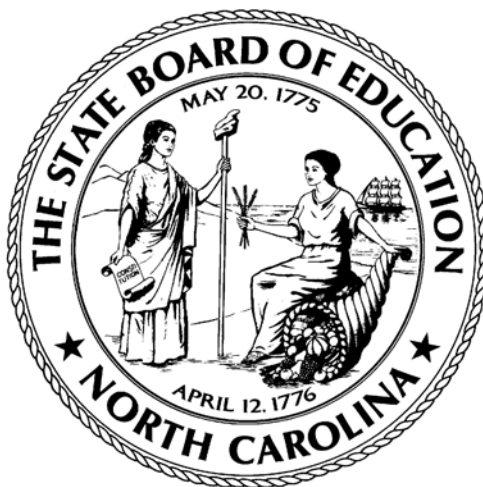


**21st Century Community Learning Centers
2004-05 APR and Cross-Year Analysis of Performance Data**



June 30, 2006



**North Carolina Department of Public Instruction
Division of School Improvement/
Alternative and Safe Schools/ Instructional Support Section**

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21st Century Community Learning Centers 2004-05 APR and Cross-Year Analysis of Performance Data

Introduction

In an effort to provide a safe environment for many children during the hours before and after school and extra instructional support for students failing to achieve grade level performance, the Federal government established a program that provides funding for local projects that share these goals. Called 21st Century Community Learning Centers (21st CCLC), these sites schedule a variety of activities, some academic and some recreational. Federal funds flow through the state Department of Education to local grantees who then plan and implement the programs.

In North Carolina, the State Department of Public Instruction (DPI) has awarded operating grants for 21st CCLC programs since 2002-03. In the first year, 16 grants were awarded, while in the second year 13 grants were made. During the third year, 34 grants were made and during this past funding year 29 grants were made. As one of the conditions of receiving the grant, awardees agree to submit reports of their activities to both state and federal officials. Efforts have been made to align the data requested by both the federal and state officials to reduce redundancy of data collection and to minimize the reporting burden.

DPI contracted with the University of North Carolina-Pembroke, who sub-contracted with McNeil Research and Evaluation Associates (McNeil Research) of Chapel Hill, NC to assist in bringing the state evaluation reports into line with the Federal reports, presenting evaluation information at project directors' meetings, conducting evaluation site visits, and helping grantees complete the Federally-required on-line data collection (a.k.a. PPICS).

While the state submissions are "hard copy" reports, the Federal government contracted with Learning Point Associates to create an on-line data collection system. The Learning Point data collection system allows grantees to enter and edit their data. Data are collected in two components, the Grantee Profile and the Annual Performance Report (APR). The Grantee Profile includes information typically found in a grant proposal and includes information on what the grantee expects to accomplish. The APR, by contrast, is completed at the end of the year and encompasses information about what the grantee actually accomplished, including data about student achievement.

For this report, McNeil Research discusses Grantee Profile data for each of the four cohorts of grantees and APR data for the three cohorts in the 2003-04 program year and the four cohorts in the 2004-05 program year. This year's annual report also contains cross-year analyses of performance data where possible to look at changes over time.

The findings presented in this report came from both disaggregated data that was downloaded from the "Export Data" module on the Learning Point website and aggregated data from the Reports section of the Learning Point website. Because the data collection system is subject to revision and/or addition of data, totals in the aggregated data often differ from those in the totals computed from the raw data exported from the Learning Point website. Where this is the case,

footnotes are used to clarify the discrepancy. There are also data elements, like gender and race/ethnicity, for which grantees were not able to enter all the information requested. For purposes of clarity, the number and percent of grantees reporting each data element will be presented throughout this report.

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

I. Grantee Profiles and APR Data

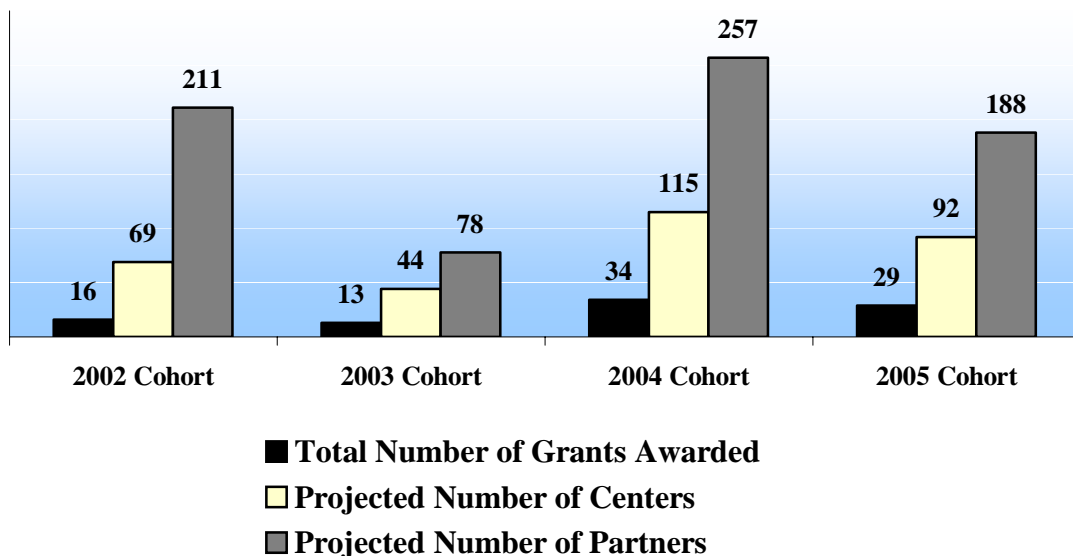
In this section we discuss the characteristics of grantees and centers, including totals, types of organization, funding, times and hours of operation, subject areas, and parental involvement. The Grantee Profile data contain information on four cohorts of grantees to date, while APR data are only available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

Grantees, Centers and Partners

Figure 1 shows the total number of grants awarded, projected number of centers and projected number of partners by cohort year from the Grantee Profile data. Keep in mind that data from the Grantee Profiles are projected figures reported by grantees at the beginning of the programming year. These figures often differ from the totals reported at the end of the programming year.

The graph suggests a general increase in 21st Century program awards over time. The changes in totals are likely a function of the available funds in each respective program year, the number of applicants in any given year, and grantees that received awards in multiple cohorts.

Figure 1. 2004-05 Grantee Profile - Total Number of Grants Awarded, Projected Number of Centers and Projected Number of Partners by Cohort



The graph in Figure 2 also suggests that despite the increase in the number of grantees, grantee operations have decreased in size on average. The most recent cohorts have fewer centers (or sites) and partners on average than previous cohorts. But the distribution of centers and partners varies widely among grantees within each cohort. Standard deviations are in parentheses in Table

1. Overall, the minimum number of centers and partners was 1 and the maximum was 11 and 58, respectively. Since partners contribute in a variety of ways to center programming, (most notably by providing programming and activity-related services), centers with more partners are likely to have more resources available to sustain their programming.

Figure 2. 2004-05 Grantee Profile - Average Number of Centers and Partners Per Grantee by Award Year

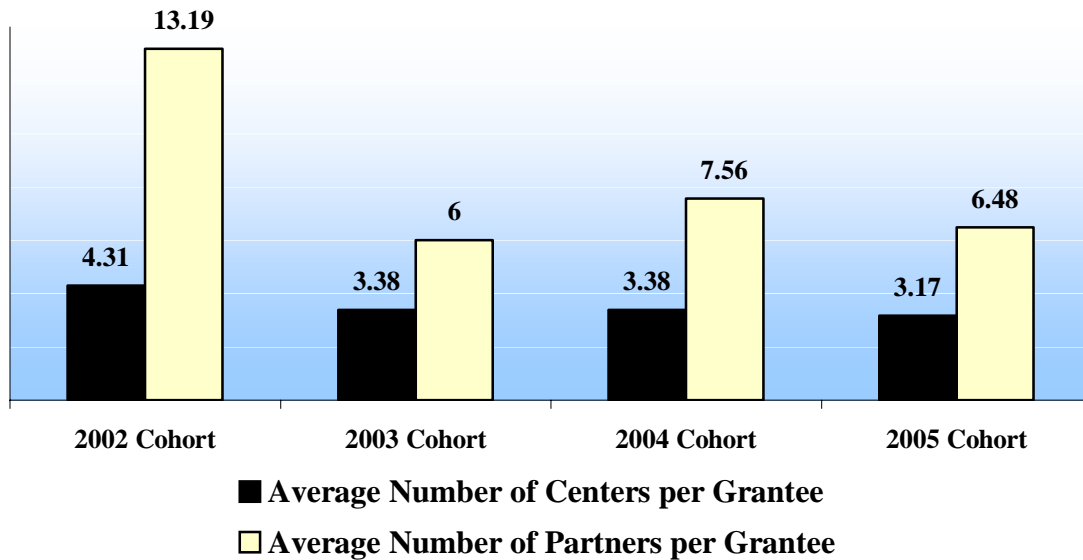


Table 1. Counts for Grantees, Centers and Partners by Cohort

Cohort	Number of Grantees ¹	Projected Number of Centers ²	Average Number of Centers per Grantee ³	Projected Number of Partners	Average Number of Partners per Grantee
2002	16	69	4.31 (2.87)	211	13.19 (14.79)
2003	13	44	3.38 (2.10)	78	6 (4.00)
2004	34	115	3.38 (1.79)	257	7.56 (5.92)
2005	29	92	3.17 (1.97)	188	6.48 (5.22)
Totals	92	323	3.47 (2.1)	734	7.98 (8.08)

Source: Learning Point. 2006. "Grantee Profile Downloads: excel_grantees and excel_centers." 21st CCLC Profile and Performance Information Collection System. <http://ppics.learningpt.org/>

(1) Counts include several LEA/counties with more than one grantee. Some grantees also are represented in more than one cohort.

(2) The data in the Reports section of Learning Point show a total of 306 centers vs. the 323 presented above. The discrepancy in totals is partially the result of several centers belonging to more than one cohort. Three centers are also missing grantee and cohort year information.

(3) Standard deviations are in parentheses.

Types of Organization

There are at least 20 possible types of organizations that characterize both grantees and centers. According to 2004-05 Grantee Profile data, over 70% of all grantees were school districts. Community-based organizations, charters schools and colleges or universities largely composed the remainder of grantees in both program years. But the 2005 cohort was more diverse relative to previous cohorts based the difference in category proportions from one profile year to the next.

Table 2. Number and Percent of Grantees by Types of Organizations

	2003-04 APR (3 cohorts)		2004-05 APR (4 cohorts)	
	N	%	N	%
School District	46	73.0%	65	70.7%
Community-Based Organizations	7	11.1%	13	14.1%
Charter Schools	4	6.3%	5	5.4%
College or University	2	3.2%	2	2.2%
Club	1	1.6%	2	2.2%
Faith-Based Organizations	1	1.6%	2	2.2%
Unit of City/ County Government	1	1.6%	1	1.1%
YWCA/ YMCA	1	1.6%	2	2.2%
Total*	63	100.0%	92	100.0%

Source: Learning Point. 2006. "Grantee Profile Downloads: excel_grantees and excel_centers." 21st CCLC Profile and Performance Information Collection System. <http://ppics.learningpt.org/>

*Totals for 2003-04 APR include cohorts for 2002, 2003 & 2004. Totals for 2004-05 APR include cohorts for 2002, 2003, 2004 & 2005.

Centers reflected proportions similar to grantees but varied a bit more widely by type of organization. About 75% of all centers in 2004-05 were made up of school districts. Faith-based organizations made up over 8% followed by community-based organizations (5.3%), charter schools (3.1%), and clubs (2.8%). Over time, both faith-based and community-based organizations made up increasing proportions of centers in each cohort's distribution. Although still relatively small compared to school districts, it may be interesting to see if there are differences in services and outcomes among these types of organizations.

Table 3. Number of Centers by Types of Organizations in Each Cohort

	2002 Cohort	2003 Cohort	2004 Cohort	2005 Cohort	Total*	%
School District	52	35	84	71	242	74.9%
Faith-Based Organizations	3	5	9	10	27	8.4%
Community-Based Organizations	1	2	6	8	17	5.3%
Charter Schools	1	0	6	1	10	3.1%
Club	4	0	5	0	9	2.8%
Other	1	2	3	0	6	1.9%
Park/ Recreation District	1	0	1	1	3	0.9%
Unit of City/ County Government	3	0	0	0	3	0.9%
YWCA/ YMCA	2	0	0	1	3	0.9%
Bureau of Indian Affairs	1	0	0	0	1	0.3%
College or University	0	0	1	0	1	0.3%
Private Schools					1	0.3%
Total**	69	44	115	92	323	100.0%

Source: Learning Point. 2006. "Grantee Profile Downloads: excel_grantees and excel_centers." 21st CCLC Profile and Performance Information Collection System. <http://ppics.learningpt.org/>

**Totals within cohort years do not sum to 323 because three centers are missing information.

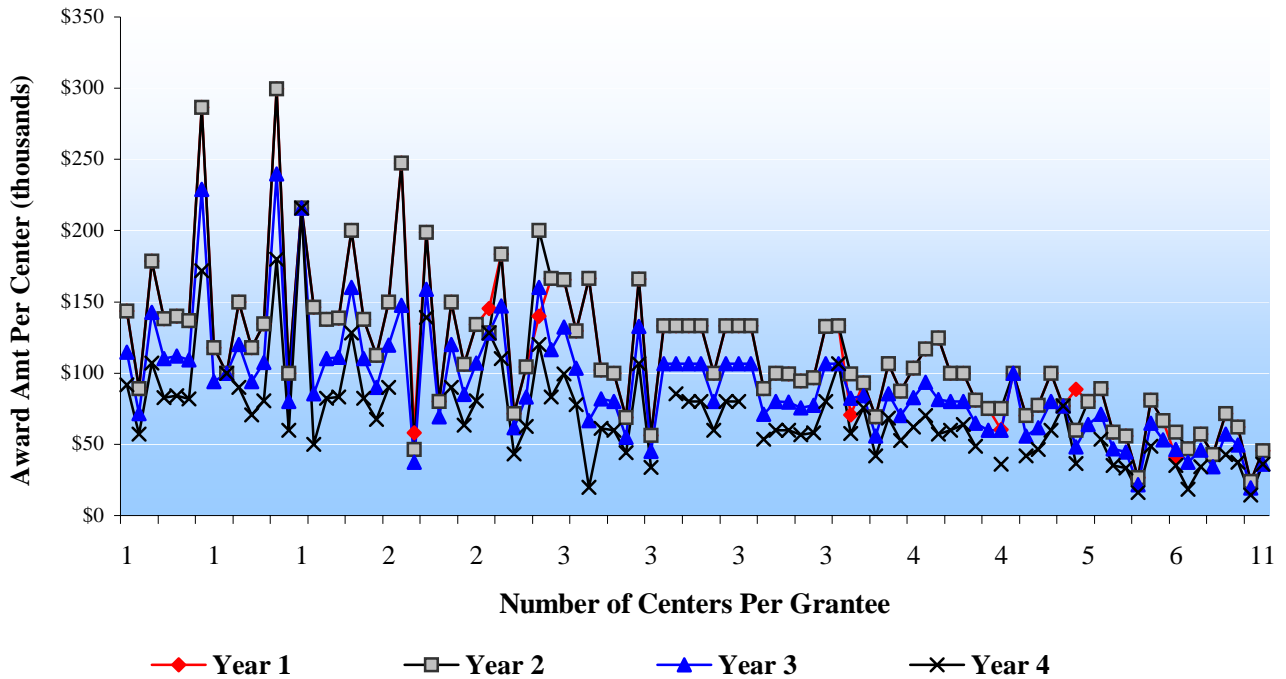
Funding for 21st Century Community Learning Centers

This section revisits data exported from the 2004-05 Grantee Profile section of 21st CCLC Profile and Performance Information Collection System to look at differences in funding among grantees. Funding decreases over a four-year period for each cohort of grantees. (Eleven grantees in the 2004 cohort were awarded funds over a three-year period instead of the usual four.) This annual decrease is stipulated by the terms of the grant.

The amount of funds awarded to each grantee varies considerably due to a number of factors such as budget constraints, number of applicants awarded, etc. We computed the average award amount per award year for grantees in each cohort (results not shown). The 2002 and 2004 cohort received the largest award amounts on average for each of the four award years. Cohorts in 2003 and 2005 had larger average award amounts in their second year of operation than in their first year. These differences in funding may be correlated with differences in student outcomes among grantees or among different types of organizations for grantees, which we discuss later.

Overall, grantees with more centers tended to receive larger grant awards. But grantees received lower awards per center as the their number of centers increased. Figure 3 shows the award amount per center for grantees in each award year by the number of centers per grantee. It suggests that funding among grantees with fewer than 3 centers tended to be higher but less predictable while grantees with over 3 centers on average had more consistent but lower levels of funding per center. We should note that the minimum number of centers per grantee was 1 and the maximum was 11 across all cohorts.

Figure 3. Award Amount Per Center in Each Award Year by Number of Centers Per Grantee



Source: Learning Point. 2006. "Grantee Profile Downloads: excel_grantees and excel_centers." 21st CCLC Profile and Performance Information Collection System. <http://ppics.learningpt.org/>

It is also interesting to look at the relationship between grantee types of organization and funding levels. Table 4 shows the number and ranking of grantee types in terms of average awards over the funding period.

Table 4. Number of Grantee Types of Organization Ranked According to Highest Average Award Amounts

Rank	Grantee Type	Number of Grantees	Avg First Year Award Amount
1	Unit of City/ County Government	1	\$398,000
2	College or University	2	\$362,050
3	YWCA/ YMCA	2	\$345,219
4	School District	65	\$322,248
5	Faith-Based Organizations	2	\$286,298
6	Charter Schools	5	\$277,549
7	Club	2	\$270,000
8	Community-Based Organizations	13	\$244,930
Total		92	\$309,164

Source: Learning Point. 2006. "Grantee Profile Downloads: excel_grantees and excel_centers." 21st CCLC Profile and Performance Information Collection System. <http://ppics.learningpt.org/>

There was only one unit of county government among grantees in 2004-05 APR, Wake County Human Services and it received the largest award amounts over the four year period. Colleges or Universities ranked second in terms of highest average awards amounts received. The pattern with respect to average award amounts for types of grantee organizations seems to suggest a relationship between the size of the institution and the award level more so than any bias towards particular types (i.e. academic institutions vs. others). School districts are well represented in the distribution of grantee types. But we would expect this to be the case given the focus of 21st Century centers on afterschool programming. In the subsequent sections, we discuss more aspects of funding with respect to attendance and outcomes.

Times and Hours of Operation

The 21st Century award has specific guidelines for grantees with regards to time of operation and number of hours of operation for centers. Centers are to provide programming for a minimum of 12 hours per week before school hours, after school hours, during weekends, and/or during the summer. For example, a center can operate 2 hours after school and 2 hours on weekends to meet the 12 hour/week requirement. Programming during school hours is not acceptable according to the terms of the grant.

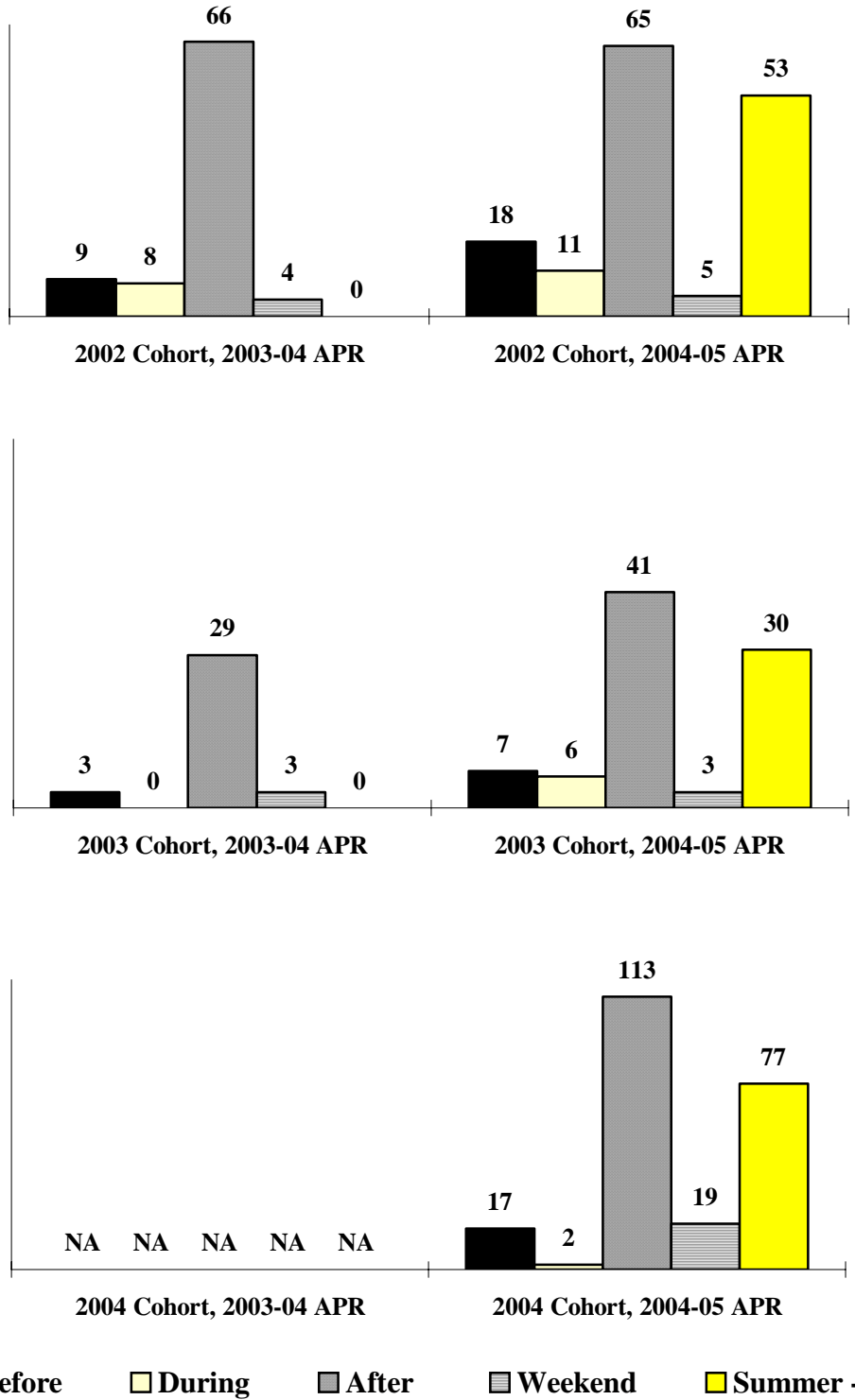
Figure 4 shows the actual times of operation for three cohorts based on APR data for both the 2003-04 and 2004-05 program years. It is important to note that the 2003-04 APR data do not contain data from the preceding summer, only data from the 2003-04 school year. Therefore, we can only make comparisons *across* cohorts for data on summer operation. Also, data on actual times of operation for the 2004 Cohort were not available during the 2003-04 APR school year.

The figure suggests several traits with respect to times of operation. To no one's surprise, most programming occurs after school hours or during the summer. These times are most amenable to students, staff and parents. Significantly less programming occurred before school and on weekends. Some centers also operated during school hours for reasons that were unavailable.

Within cohorts 2002 and 2003 overall programming increased between the 2003-04 and the 2004-05 school year. The number of centers engaged in programming before school more than doubled and the number of centers operating during school hours also increased from one year to the next. Although 21st Century programming should not occur during school hours, the increase may be symptomatic of the overall increase in activity from one year to the next. Interestingly, later cohorts have fewer centers engaged in programming during school hours despite the increase in the number of centers engaged in 21st Century programming. Conversely, a larger proportion of centers in the 2004 cohort engaged in more weekend programming activities than earlier cohorts.

Improvements in monitoring, technical assistance and sharing of lessons learned from previous cohorts may play a role in the initial outcomes for later cohorts. For example, NC DPI redesigned the Request For Proposals (RFP) to contain more explicit guidelines on the terms of the grant. The impact of this and other improvements is subject to empirical analysis.

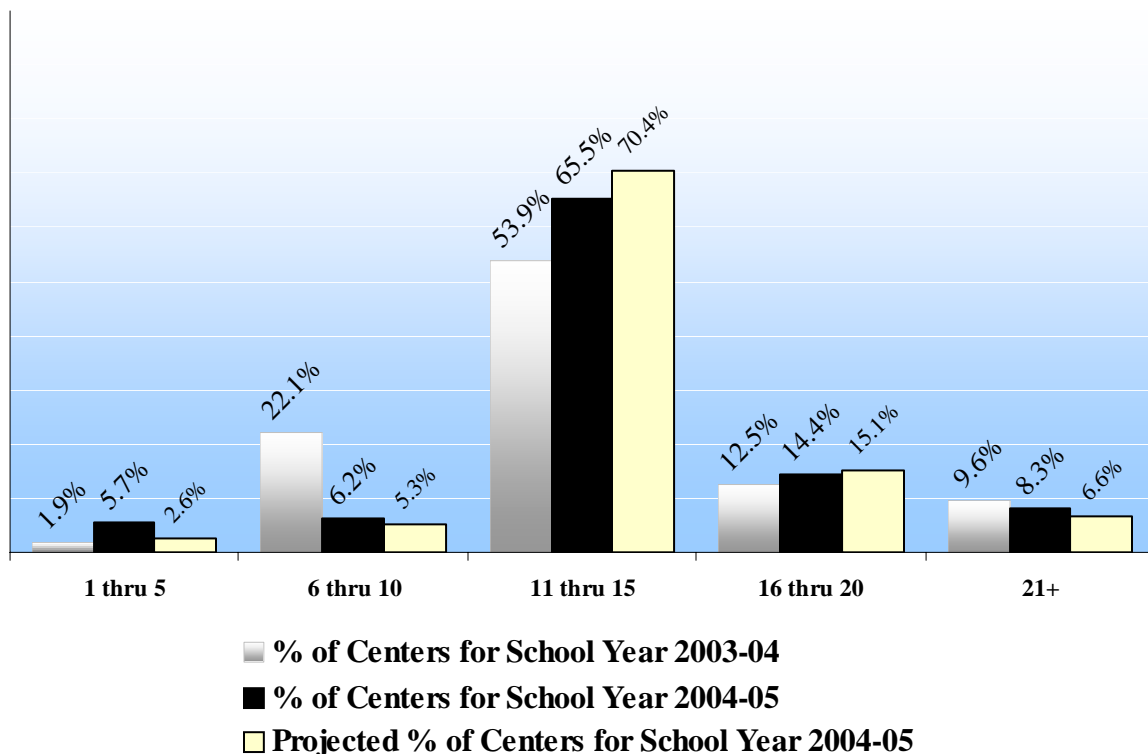
Figure 4. Number of Centers in Each Cohort by Time of Operation, 2003-04 and 2004-05 APR
 2002 Cohort (N=69) 2003 Cohort (N=44) 2004 Cohort (N=115)



The 21st Century centers in North Carolina are required to operate a minimum of 12 hours per week. Based on the 2004-05 Grantee Profiles for North Carolina, centers projected that they would operate an average of 14.62 hours per week. The average number of hours of operation per week during the 2003-04 APR school year was 13.49 in and 13.88 in 2004-05. Although shy of the average projections, the proportion of centers meeting the basic requirement seems to have improved over time.

Figure 5 shows the proportion of centers categorized by the typical number of hours of operation per week during the 2003-04 and 2004-05 APR school years. Roughly 24% of all centers operated less than 11 hours per week in 2003-04. Only 12% of all centers were below 11 hours per week in 2004-05, which is 4% higher than projected levels in the Grantee Profile. (It is interesting that centers projected *any* number of hours of operation below the required minimum. The site visit reports shed some light on this topic.) The proportion of centers operating between 11 and 15 hours per week increased by over 11% between 2003-04 and 2004-05 from 53.9% to 65.5%, respectively. Projected proportions for this category were 70.4% in 2004-05.

Figure 5. Proportion of Centers Categorized by Typical Hours of Operation Per Week During the School Year

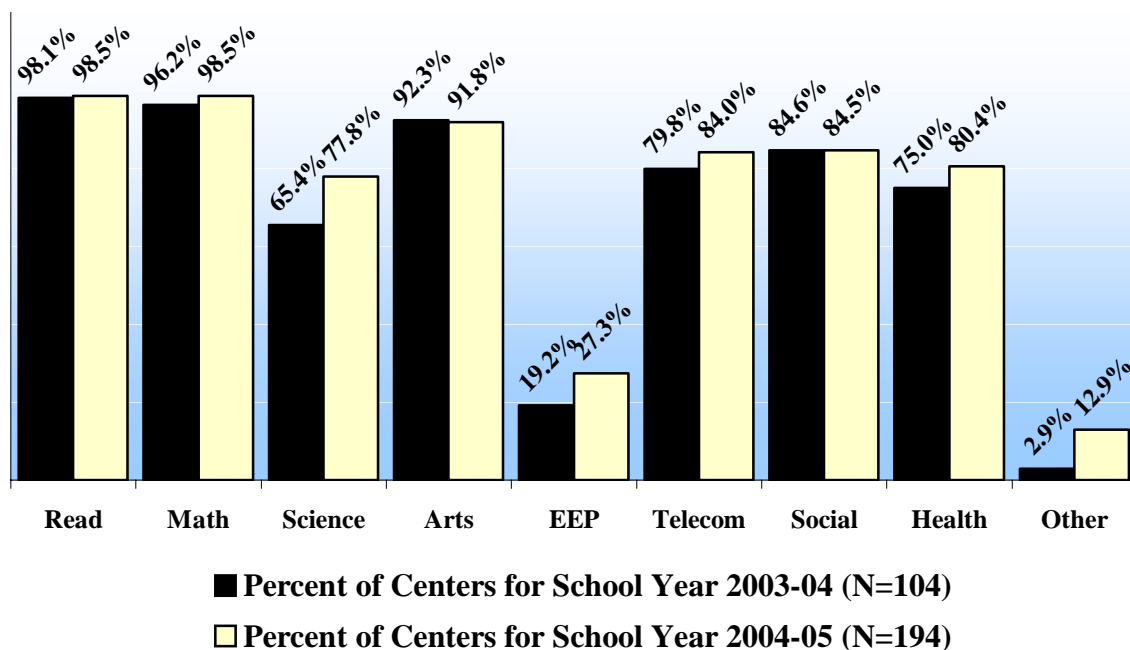


Source: Learning Point Associates. 2006. “APR Reports: Centers by Hours of Operation Per Week (School Year).” & “APR Reports: Number of Centers by Typical Hours of Operation per Week.” 21st CCLC Profile and Performance Information Collection System. <http://ppics.learningpt.org/>

Subject Areas and Center Operation

In addition to programming to core areas of reading and math, centers addressed a broad range of subject areas in both 2003-04 and 2004-05. Over 90% of all centers devoted programming hours to reading, math and arts activities in both 2003-04 and 2004-05. Science programming increased among centers by 12% from roughly 65% in 2003-04 to 78% in 2004-05. There were also increases in the number of centers engaged in technology, entrepreneurial education programs (EEP) and health/nutrition-related activities.

Figure 6. Proportion of Centers by Subject Areas Provided During the School Year for 2003-04 and 2004-05



Source: Learning Point Associates. 2006. “APR Reports: Activities and Services Provided by Subject Area.” 21st CCLC Profile and Performance Information Collection System. <http://ppics.learningpt.org/>

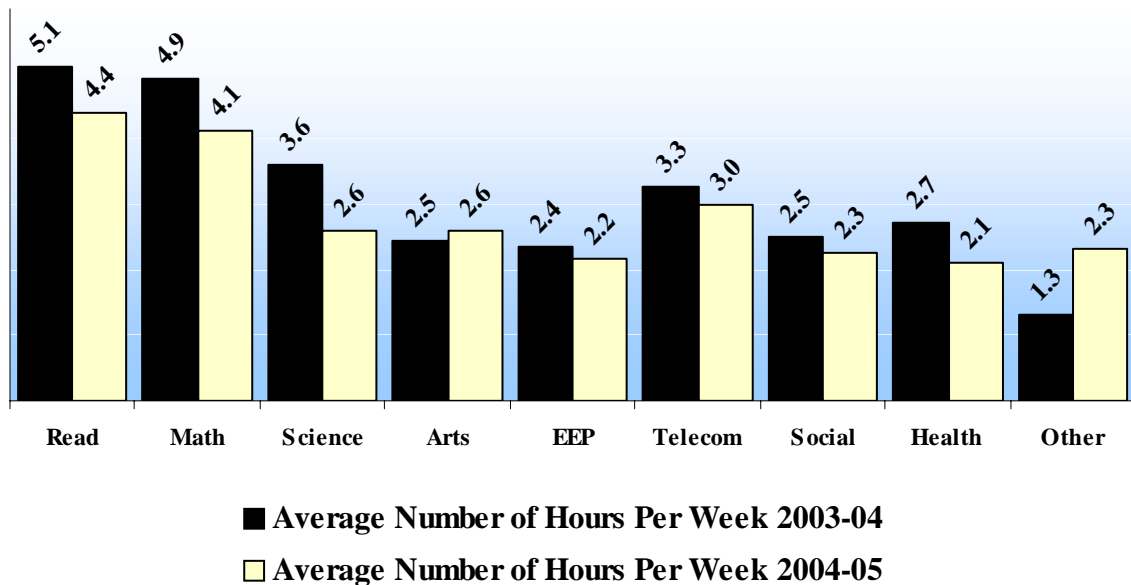
Centers may have continued to engage in broad subject areas but the amount of time devoted to instruction in those areas seems to have decreased between 2003-04 and 2004-05. Figure 7 shows the average number of hours per week typically provided by centers for each subject area. On average, centers spent less time on all subject areas in 2004-05 relative to 2003-04 except for the arts.

Two phenomena are evident in the 2004-05 APR data. First, there were increases in more types of programming among later cohorts. A larger proportion of centers provided science, entrepreneurial education, and other types of programming in 2004-05 than in 2003-04. Also, later cohorts make up a larger share of all centers in the aggregate statistics given by the reports

in Learning Point. This is likely to explain the decrease in average number of hours of programming for reading and math from one year to the next. According to APR data for 2004 and 2005, the average number of hours per week typically provided for academic improvement/remediation programs went from 5.85 in 2003-04 to 5.32 in 2004-05.

We computed the averages and standard deviations of hours per week by subject area for each cohort during the 2004-05 school year (not shown). Although the distributions vary widely for each cohort, it seems to be the case that both cohorts 1 and 4 engaged in a greater variety of activities on average. In addition, these cohorts had large proportions of centers engaged in summer programming, which offered more enrichment activities than school year programming.

Figure 7. Average Number of Hours Per Week Typically Provided During the School Year by Subject Area



Source: Learning Point Associates. 2006. “APR Reports: Activities and Services Provided by Subject Area.” 21st CCLC Profile and Performance Information Collection System. <http://ppics.learningpt.org/>

Parental Involvement

Serving parents is a key component of the 21st CCLC initiative. Parental involvement is understood to be essential to achieving sustained improvement among students. According to the 2004-05 APR data from Learning Point, among the 244 centers who anticipated serving at least one parent the average number of adult family members they anticipated serving was 57. This varied widely of course. The largest proportion of centers (23.5% of 306) expected to serve between 26 and 50 adult family members. Roughly 20 percent of all centers anticipated serving zero adult family members of their students.

Table 5. Anticipated Number of Adult Family Members Served by Centers, 2004-05 APR (N=306)

Anticipated Number of Parents Served	Number of Centers	Percent of Centers
0	62	20.26%
1-25	70	22.88%
26-50	72	23.53%
51-75	45	14.71%
76-100	28	9.15%
101-125	17	5.56%
126+	12	3.92%

Source: Learning Point. 2006. "Grantee Profile Reports: Number of Centers By Anticipated Number of Adult Family Members Served Per Year." 21st CCLC Profile and Performance Information Collection System. <http://ppics.learningpt.org/>

According to 2003-04 and 2004-05 APR data, 74 out of 104 (71.2%) centers reporting provided programming activities to promote parental involvement and family literacy for an average of 2.38 hours per week. The number of centers increased to a total of 129 in 2004-05. But this represented only 65.8% of the 196 centers reporting during this period. The average number of hours typically provided per week also decreased slightly to 2.12.

Data for career and job training for adults were unavailable prior to the 2004-05 reporting period. Over 27% of the 196 centers reporting in 2004-05 engaged in this type of parent programming at an average of 2.25 hours per week.

Parents were also "involved" in 21st Century programming as paid and voluntary staff members of centers. According to APR data, parental staff decreased slightly in representation between 2003-04 and 2004-05. The total number of paid staff almost doubled from one school year to the next. But parental representation decreased from 1.99% to 1.14%. The same was true for parental volunteer staff. Although the total number of volunteers almost doubled, the proportion of parental volunteer staff decreased from 23.37% to 22.51%. Centers did, however, witness greater proportions of volunteer staff among school-day teachers, high school students and other community members. These same groups declined significantly in representation among paid staff between 2003-04 and 2004-05.

In this section we highlighted several aspects of 21st Century grantees and the centers that deliver the programming. Data suggest that grantees reduced the average number of centers, partners and staff while increasing the breadth of programming and taking on more students within each center. These factors may explain the reduction in average time spent on traditional subject areas.

Centers have also increased their summer programming from one cohort to the next. This may help keep students engaged throughout the year. The proportion of centers operating below the minimum number of hours per week required by the grant also declined. In the next section, we look at the distribution and characteristics of 21st Century attendees.

II. Attendance, Characteristics and Outcomes for Attendees

In this section, we discuss attendance totals, (both projected and actual), and characteristics of regular attendees, including gender, race/ethnicity, participation in special programming, grade and state assessment levels, and changes in performance. Total (or actual) attendees are defined as students who attended a center at least one day during the program year. Regular attendees are students who attended programming for 30 days or more during the program year.

Attendance Statistics

Table 6 shows attendance data from the 2003-04 and 2004-05 APR total student attendees and regular attendees. Note that totals from the 2003-04 APR include both the 2002 and 2003 Cohort while totals from the 2004-05 APR include the 2002, 2003, and 2004 Cohorts.

Total attendance more than doubled in 2004-05, largely because of the additional cohort in that year. Regular attendance also increased tremendously and represented a greater proportion of total attendance (58.3%). From 2003-04 and 2004-05 both the average number of total attendees and regular attendees per center increased as well. As noted in the previous section, there were fewer centers per grantee on average. But centers have become slightly larger and, more importantly, they improved rates of regular attendance on average.

Table 6. Attendance Data From the 2003-04 and 2004-05 APR

	2003-04 APR	2004-05 APR
Total Number of Student Attendees	8,652	17,755
Total Number of Regular Attendees*	4,573	10,343
Average Number of Student Attendees per Center	88.3	90.6
Average Number of Regular Attendees per Center	46.7	52.8
Percent of Student Attendees Meeting the Definition of Regular Attendee	52.9%	58.3%

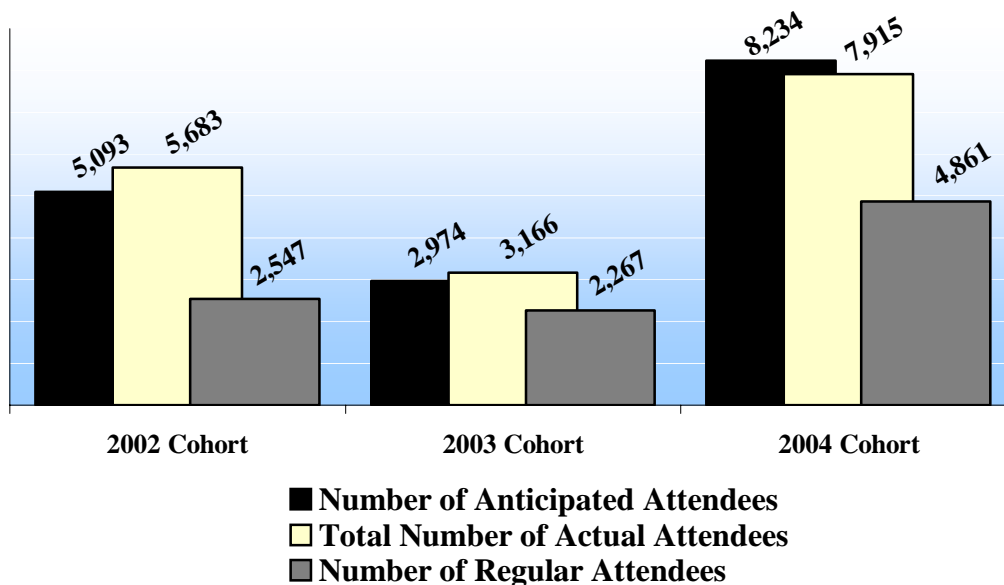
*Regular attendees are students who attended the center for 30 days or more during the year.

Figure 8 shows attendance data from the Grantee Profile and 2004-05 APR broken out by cohorts and types of attendance. Anticipated attendance numbers come from the Grantee Profiles, which grantees submit prior to the beginning of the program year. Total (or actual) attendance and regular attendance data come from the APR.

The 2004 cohort had the largest overall number of attendees in each category. Recall that this cohort had the largest number of grantees, centers and partners as well. Total attendance was close to anticipated attendance within each cohort. In both the 2002 and 2003 cohorts, the number of total attendees exceeded the anticipated number. Regular attendees made up 45%,

72% and 61% of actual attendees in each of the three respective cohorts. This suggests that later cohorts accounted for the improvement in overall rates of regular attendance in the 2004-05 APR.

Figure 8. 2004-05 APR Attendance Data by Cohort and Types of Attendance



Regular Attendees

Regular attendees are the focus of analysis with regards to measuring the effectiveness of 21st Century programs because they qualify as having participated in enough programming so as to warrant any effect on their performance and classroom behavior. Therefore, understanding the characteristics of these attendees informs our analysis of 21st Century programs. Table 7 displays data for regular attendees on gender, race/ethnicity, participation in special programming, and state assessment levels. These data are from reports found on the Learning Point website. Data for gender and race/ethnicity of regular attendees within each cohort contained a substantial amount of missing data. We are able to draw comparisons, nevertheless, between APR reporting years keeping in mind that the total number of regular attendees in the 2003-04 APR is composed of two cohorts- 2002 and 2003. The total number of regular attendees in the 2004-05 APR is composed of three cohorts- 2002, 2003 and 2004.

Gender data for 2003-04 APR are difficult to discern given the large proportion of unknowns. The same is true with respect to race/ethnicity in 2003-04 since only 48% of regular attendees are accounted for in the categories shown. Gender information was better documented by centers in the 2004-05 APR. Still about 18% of all regular attendees have no gender information recorded. Over 83% of regular attendees in 2004-05 are accounted for by the race/ethnic categories listed. African-Americans constituted 48% of all regular attendees followed by whites who constituted 24%. Students eligible for free or reduced lunch account for the largest proportion of special services programs offered. Interestingly, students performing at Level III in

reading and math compose the majority of regular attendees. Given the absence of data on state assessment levels for youth at the beginning of the programming year, we cannot easily infer that their overrepresentation is the result of participation in the program.

Table 7. Characteristics of Regular Attendees by APR year

	2003-04 APR	2004-05 APR
Total Regular Attendees	4,573	10,343
Percent Male	18.84%	41.83%
Percent Female	16.29%	40.49%
<i>Percent Sex Unkown*</i>	<i>64.87%</i>	<i>17.68%</i>
American Indian/Alaska Native	1.42%	2.35%
Asian/Pacific Islander	0%	0.47%
Black/African American	31.77%	47.52%
Hispanic/Latino/-a	3.74%	9.85%
White/ Caucasian	10.91%	23.67%
<i>Data Missing**</i>	<i>NA</i>	<i>8.73%</i>
Students with Limited English Proficiency (LEP)	3.26%	8.70%
Students Eligible for Free or Reduced Price Lunch (FRPL)	42.79%	68.66%
Students with Special Needs or Disabilities	7.54%	10.61%
Reading/ Language Arts	(N=3,044)	
Level I	10.0%	9.67%
Level II	31.9%	30.37%
Level III	45.2%	49.07%
Level IV	12.9%	10.89%
Math Results		
Level I	5.9%	6.57%
Level II	23.4%	26.91%
Level III	47.7%	51.97%
Level IV	22.4%	14.55%

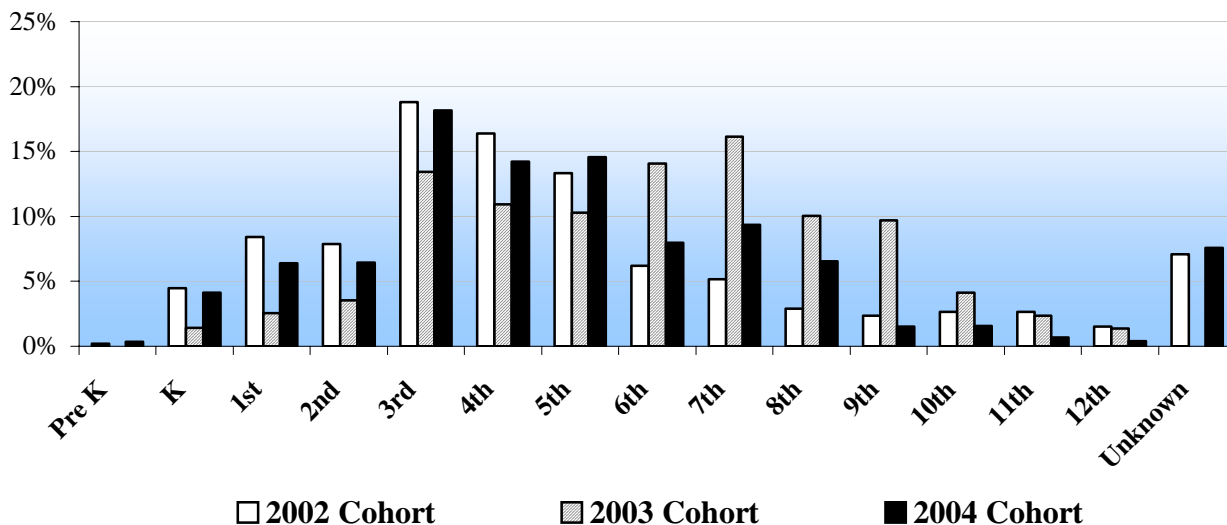
Source: Learning Point Associates. 2006. "APR Reports: Gender, Race/Ethnicity, Special Services or Programs Classification of Student Attendees, and Percent of Regular Attendees at Each Proficiency Level." 21st CCLC Profile and Performance Information Collection System. <http://ppics.learningpt.org/ppics/index.asp>

*Although 93% of centers reported gender data for each APR year, these centers reported large proportions of regular attendees without gender information.

**Data on the number of attendees for which racial/ethnic group was not available was collected starting with the APR for the 2004-05 reporting period. Roughly 88% of all centers reported race/ethnicity information in 2003-04. Over 92% reported race/ethnicity information in 2004-05 APR.

According to the 2004-05 Grantee Profiles, most centers targeted grades 3 through 5 followed by middle school and grades K through 2. Figure 9 shows cohort-level distributions of regular attendees in each grade level. The largest proportion of regular attendees in the 2002 and 2004 cohort were composed of grades 3 through 5. Regular attendees in the 2003 cohort were made up largely of 3rd, 6th and 7th graders followed by 4th and 5th graders. Youth from the 2002 and 2004 cohort constituted most of the regular attendees in grades K through 2 in the 2004-05 APR.

Figure 9. Proportion of Regular Attendees in Each Cohort by Grade Level, 2004-05 APR



In summary, data on regular attendees suggest that 21st Century programs increasingly served the populations they were created to serve in North Carolina. Most notable is the increase in representation of students eligible for Free or Reduced Price Lunch between APR years. However, data are still inconclusive with respect to turnover among attendees, demographic characteristics, like gender, and state assessment levels. Regular attendance improved but it is difficult to infer relationships between rates of attendance and center-level programming from the data. This is best left to the methods explored in the site visit reports.

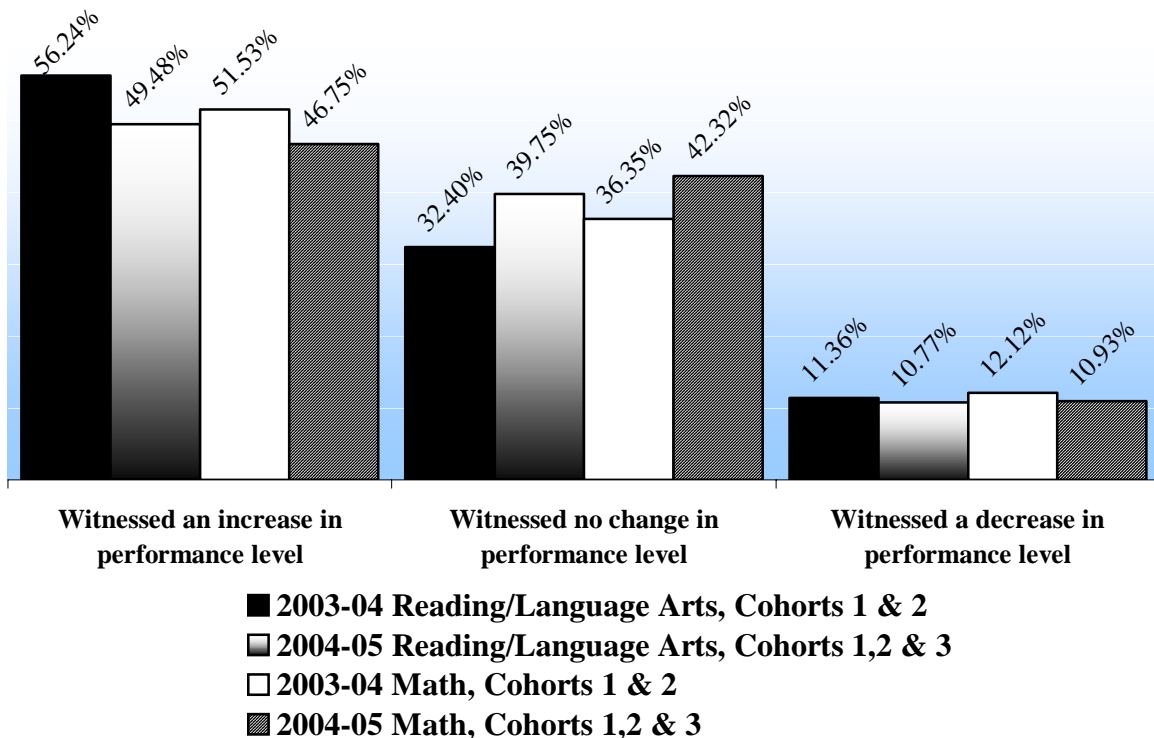
The Learning Point modules in the 21st CCLC Profile and Performance Information Collection System allowed for individual centers to comment on their data. Several center representatives commented on the need for a “multi-racial” category when recording data on race/ethnicity. Centers also have a vested interest in capturing improvements of regular attendees on the End of Grade (EOG) tests. Some of the Level III students in the data were likely the result of program efforts. Since we lack data on individuals and their performance at time of entry, we can only speculate on the extent of the program’s impact on state assessments. In the next section, we look more closely at specific outcomes on student performance and behavior that were captured by the APR data.

Specific Outcomes for Regular Attendees

Improving student performance and behavior among Level I and Level II students is the focus of the 21st Century program. In this section, we look at APR data with respect to specific outcomes for attendees. These include changes in state assessment levels, grades and student behavior as reported by teachers.

Figure 10 displays changes in state assessment performance levels in reading/ language arts and math for two APR years, 2003-04 and 2004-05. For both APR years, it appears the majority of regular attendees witnessed an increase in performance level. The proportions were slightly lower in 2004-05. Many regular attendees also witnessed no change in performance. In 2004-05, a larger proportion of regular attendees fell into this category. A relatively small proportion of regular attendees witnessed a decrease in performance levels in 2003-04 and even less in 2004-05. It is worth noting that only 58 (or 56%) of all centers reported data on cross year state assessments in 2003-04. Over 83%, (or 167 centers) reported these data in the 2004-05 APR.

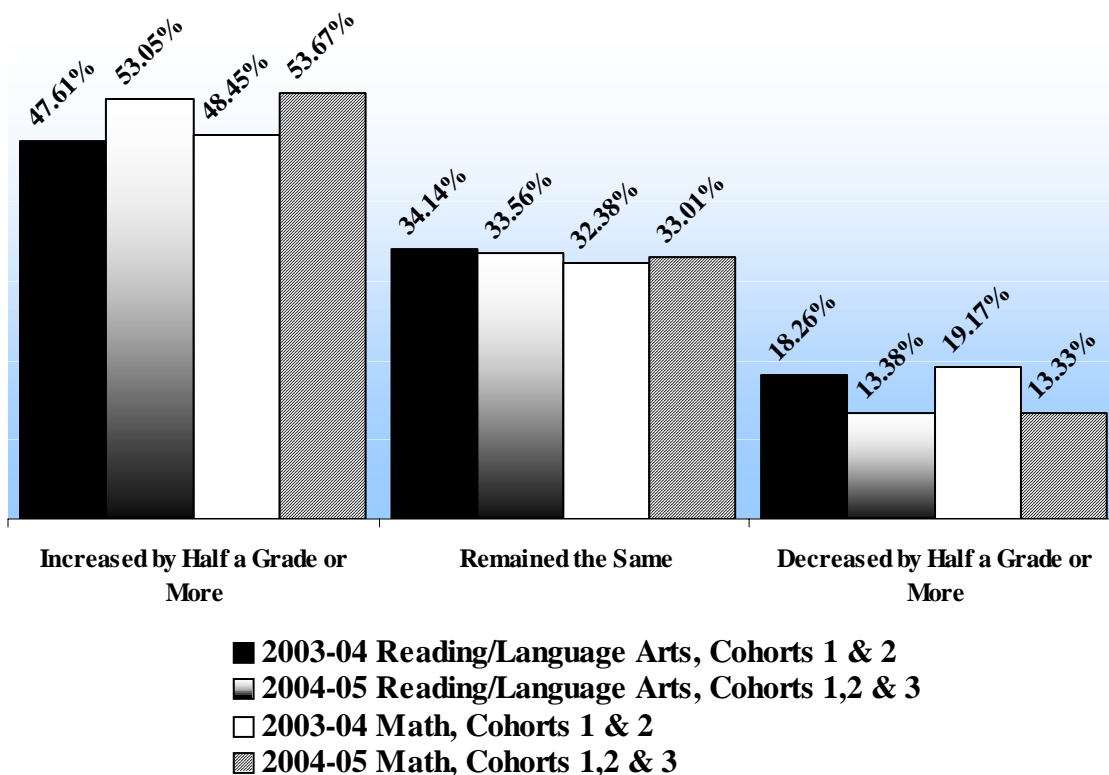
Figure 10. Percent of Regular Attendees by Changes in Performance Levels For Reading/Language Arts and Math, 2003-04 and 2004-05 APR*



Source: Learning Point Associates. 2006. "APR Reports: Cross Year State Assessment Results Among Regular Attendees." 21st CCLC Profile and Performance Information Collection System. <http://ppics.learningpt.org/>
 *The total number of centers reporting cross year state assessment data in the 2003-04 and 2004-05 APR, was 58 (or 55.77%) and 167 (or 83.5%), respectively.

The comparisons of grade changes presented in Figure 11 differ slightly from changes in performance levels. While most regular attendees witnessed an increase in grade levels for both 2003-04 and 2004-05 APR, a greater proportion of them witnessed an increase in 2004-05. About a third of regular attendees witnessed no change in either school year and a smaller proportion witnessed declines in 2004-05 than in 2003-04. These findings seem to suggest that regular attendees performed differently on standardized tests like the EOG than on tests associated with the school curriculum. It is also worth noting that a larger proportion of centers reported data on grade changes relative to state assessments so the differences should be interpreted with caution.

Figure 11. Percent of Regular Attendees by Grade Changes in Reading/Language Arts and Math, 2003-04 and 2004-05 APR*



Source: Learning Point Associates. 2006. "APR Reports: Changes in Grades Among Regular Attendees Served By Centers." 21st CCLC Profile and Performance Information Collection System.

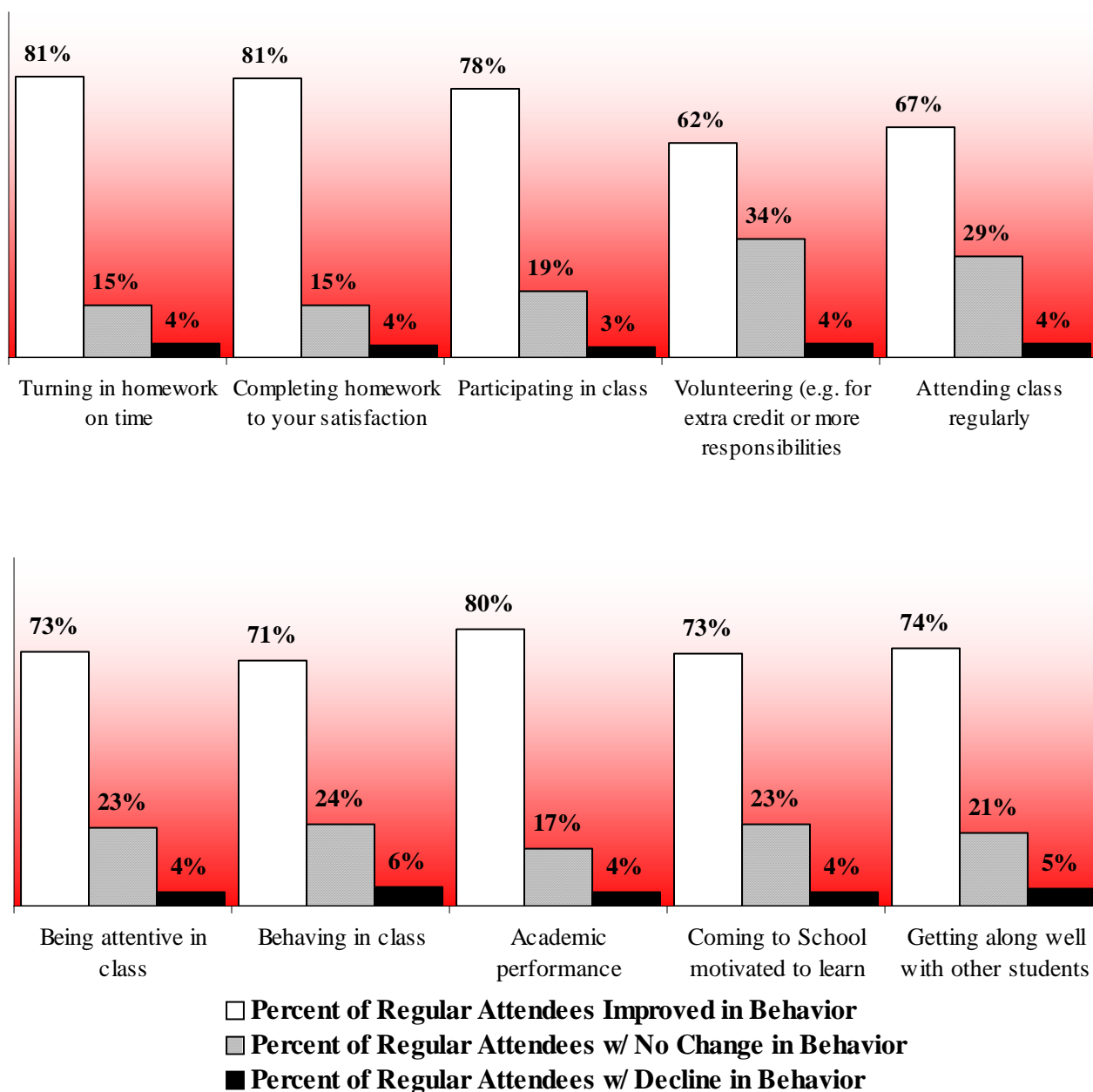
<http://ppics.learningpt.org/ppics/index.asp>

*The total number of centers reporting grade change data in the 2003-04 and 2004-05 APR, was 75 (or 72.12%) and 176 (or 88%), respectively.

As part of the 21st Century grant requirements, Federal and State teacher surveys were administered to capture information about changes in student performance and classroom

behavior. The 21st Century Teacher Survey Guide notes that regular school-day teachers were asked to complete the survey “for every regular attendee in the 21st Century program.” Guidelines differ for elementary, middle and high school level regular attendees. For elementary school students, regular school-day teachers were asked to complete the survey. Either Math or English teachers were asked to fill out the survey for middle and high school students. Results from the survey were aggregated for reporting purposes. Figure 12 shows results from the Federal Teacher Survey for regular attendees in North Carolina.

**Figure 12. School Year Changes in Student Behavior from Federal Teacher Survey Results
Percent of Regular Attendees for Reading/ Language Arts and Math**



Source: Learning Point Associates. 2006. “APR Reports: Changes in Student Behavior Among Regular Attendees (Federal Teacher Survey Results).” 21st CCLC Profile and Performance Information Collection System. <http://ppics.learningpt.org/ppics/index.asp>

About 84% or 7,429 of all teachers surveyed responded to the survey. From homework to class performance, teachers overwhelmingly indicated an improvement among students. The biggest areas of impact were students completing and turning in homework on time. Academic performance, class participation, attitude and attentiveness were also greatly impacted according to teachers. The areas least impacted were students' willingness to take on extra credit and responsibility, and regular attendance to class.

In summary, the outcomes data suggest that regular attendees are both maintaining and continuing to improve with respect to state assessments, grades, and school behavior. It would require further disaggregation of data beyond the scope of this study to describe how various groups of regular attendees are achieving different levels of success, how outcomes are distributed across various types of organizations, and how differences in programming relate to student outcomes. Some aspects of 21st Century programming have had indisputable short-term effects on student performance. We know, for example, that centers are placing great emphasis on students' adequate and timely completion of homework. Teachers in the survey data noted the positive outcomes of this basic objective. Homework completion probably affected other areas of student achievement and classroom behavior as well. Without suitable comparison data over time, however, we cannot conclude with certainty that 21st Century programming has had measurable impacts on student achievement over time.

III. Conclusion

In this report, we discussed the findings from 21st Century programs in North Carolina. To do this, we used Grantee Profile data for each of the four cohorts of grantees and APR data for the three cohorts in the 2003-04 program year and the four cohorts in the 2004-05 program year. We analyzed these data at the cohort-, grantee- and center-levels by school year. We compared Grantee Profile data to APR data to get a sense of achievement with respect to projected outcomes. We also discussed differences between cohorts, grantees and centers in the 2003-04 APR year vs. the 2004-05 APR year.

Overall, the findings presented in this report suggest that 21st Century programs in North Carolina are increasingly serving their target population. Between the 2003-04 and 2004-05 school year, rates of regular attendance increased along with hours and times of operation and summer programming. Centers addressed a broader range of subject areas in the 2004-05 school year and increased their volunteer staff of teachers and high school students. Responses from the teacher survey were overwhelmingly positive with respect to completed homework assignments and academic performance among regular attendees.

These findings amount to observed change among grantees and student attendees. The caveat is that two years worth of data do not constitute a trend. The data reported next year may suggest a different course of direction. There are also many unexplored questions that these data are unable to fully address. This is due in part to the limits of the data collected and the quality of record-keeping and reporting done by centers. Outcomes were inconclusive with respect to state assessments due to lack of data on individual attendees at time of entry. A substantial number of centers were also missing data for gender and race/ ethnicity. We can better capture the impact of 21st Century programs on attendees as the data collection and reporting improve.

One step to improving the data is for grantees to take full advantage of the possibilities presented by the current database. Learning Point produces a multitude of reports that summarize performance data for individual grantees. On occasion, grantees indicated that these materials were useful in their planning and implementation. Continuing to enhance technical assistance to grantees will also improve data collection, the quality of programming, and grant compliance. Findings from the data show that some centers actually planned hours and times of operation that were not in compliance with the terms of the grant. Technical assistance will continue to play a definitive role in addressing these issues and bringing centers up to standards during the course of their four-year funding.

Administrators of the 21st Century program might also consider collecting individual-level data from a sample of centers and studying outcomes for these attendees before, during and after their participation in the program. This could be combined with data on a sample of similar non-attendees as the basis for a companion study that explores program effectiveness in more detail (i.e.-relationships between student achievement and programming, services offered, types of organizations, demographic characteristics, funding levels, etc.) Learning Point might also be expanded to collect other types of evaluative information, such as criteria for sustainability and staff turnover.