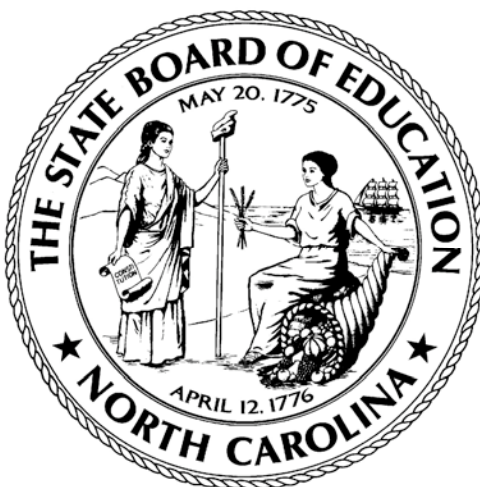


21st Century Community Learning Centers 2006-07 APR and Cross-Year Analysis of Performance Data



September 1, 2008



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

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21st Century Community Learning Centers 2006-07 APR and Cross-Year Analysis of Performance Data

INTRODUCTION

The Harvard Family Research Project (HFRP) reports a growing body of evaluations of out-of-school time programs that demonstrate that children acquire knowledge and skills through sustained participation in well-structured and well-implemented after school programs and activities.¹ Such well-designed and implemented programs are shown to have positive effects on academic outcomes, socio-emotional development, crime, drug and sex prevention, and promotion of health and nutrition. Critical factors in achieving positive outcomes include access and sustained participation, quality programming, well-prepared staff, and strong partnerships among programs, parents, schools and community institutions.

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. Federal funds flow through the state Department of Public Instruction to local grantees who then plan and implement the programs. Called 21st Century Community Learning Centers (21st CCLC), these grantees schedule a variety of activities--academic, cultural and recreational. Drawing upon lessons learned from evaluations, grantees are encouraged to develop a variety of activities that will attract and retain students for a sustained period of time.

In North Carolina, the State Department of Public Instruction (DPI) has awarded operating grants for 21st CCLC programs from 2002 to 2007 as reported in Table 1. As of the 2007 grants awards, North Carolina has made 111 grants and awarded \$31,963,602. Grants range from three to four years.

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

Award Date	Cohort	Number of Grants²	Total Allocation
November 2002	1	16	\$5,900,414
January 2003	2	13	\$4,981,158
August 2004	3	34	\$10,840,091
August 2005	4	29	\$7,491,015
August 2006	5	7	\$1,375,462
August 2007	6	13	\$1,375,462
Totals		112	\$31,963,602

¹ After School Programs in the 21st Century: Their Potential and What it Takes to Achieve It, Issues and Opportunities in Out-of-School Time Evaluation, #10, Harvard Family Research Project, February 2008.

² The number of active grants in a cohort can vary between award date and expected ending date. The data in this and subsequent tables have been verified with DPI as active.

One of the conditions for receiving a grant is that awardees agree to submit reports of their activities to both state and Federal officials. NC has worked to align the data it requests with data requested by Federal officials to reduce redundancy of data collection and to minimize the reporting burden. The report that follows is based on the completed data for the school year 2006-2007 and comparisons of cohorts through Cohort #5. The grantees receiving awards in August of 2007 are not required to submit their annual data until July 2008.

DPI contracted with the University of North Carolina-Pembroke, who sub-contracted with ETR Services of Chapel Hill (ETR) 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 form. The site visit observations are included in a companion report entitled *21st Century Community Learning Centers 2007-08 Site Visit Summary Report* available through NC DPI.

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, Profile and Performance Information Collection System (PPICS), allows grantees to enter and edit their data. PPICS collects data in two components, the Grantee Profile and the Annual Performance Report (APR). The Grantee Profile includes information typically found in a grant proposal and includes information on what the grantee expects to accomplish. The APR, by contrast, is completed at the end of the year and encompasses information about what the grantee actually accomplished, including data about student achievement.

For this report, ETR examines Grantee Profile for all funded cohorts and APR data for the four active cohorts of grantees during the 2005-06 program year and the four active cohorts in the 2006-07 program year. This year's annual report also contains cross-year analyses of performance data where comparisons are 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.

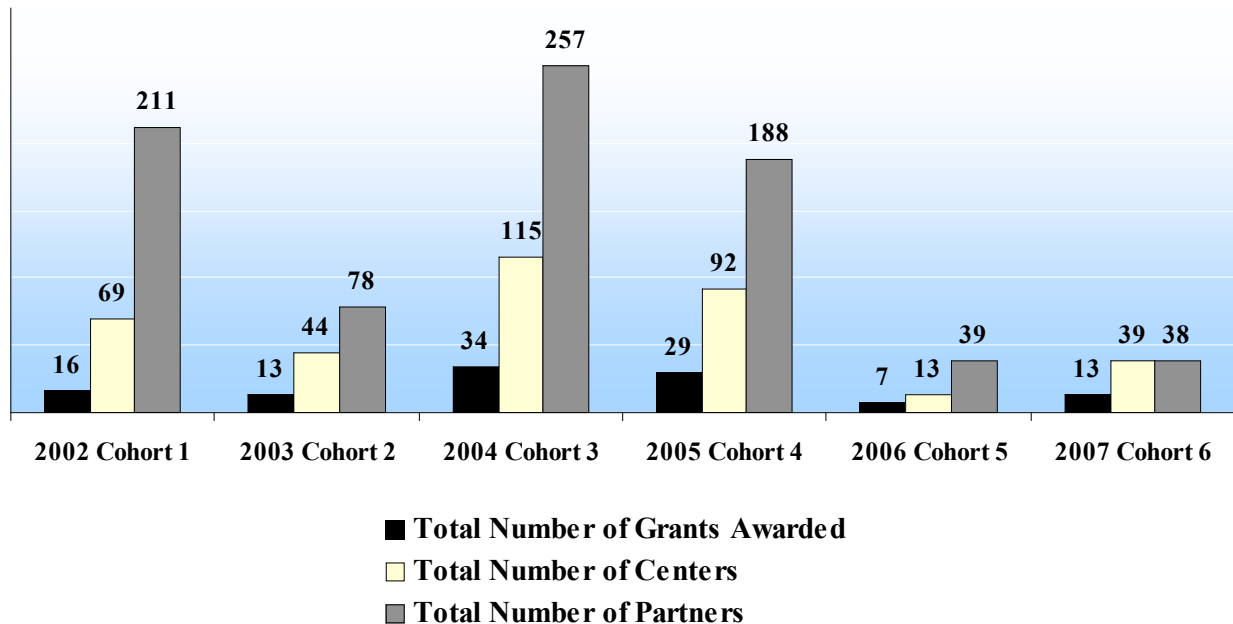
I. Grantee Profiles and APR Data

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 available for 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.

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



Centers are the number of separate sites where after school programs are located; each requires a part time Site Coordinator as well as staff for homework help, teaching, and cultural and recreational activities. Partners are organizations or individuals that provide in kind or financial support for activities. Partners include such assistance as local businesses that provide snacks, public safety officials teaching fire and personal safety lessons, volunteers who teach art or music, or citizens that serve on the Advisory Board. The lengths of the bars indicate the

increased number of grantees in Cohorts 3 and 4 followed by the smaller Cohorts 5 and 6. The number of sites per grantee and the number of partners per grantee has varied over the history of NC 21st CCLCs. These changes are reflected in Figure 2.

The first cohort developed the most centers and the most partners. The subsequent cohorts have reduced the number of both centers and partners. Overall, the minimum number of centers and partners was 1 and the maximum was 11 and 58, respectively. The changing number of centers reflects a trade-off that is difficult in some settings, that is having programs near the students’ homes compared to the additional staff expenses for a separate center. Since partners contribute in a variety of ways to center programming, (most notably by providing programming and activity-related services), centers with more partners are likely to have more resources available to sustain their programming. Developing an intentional partnership strategy with community agencies is also a strategy to develop community support for the programs when Federal funds are exhausted.

Figure 2. Grantee Profiles - Average Number of Centers and Partners Per Grantee by Award Year

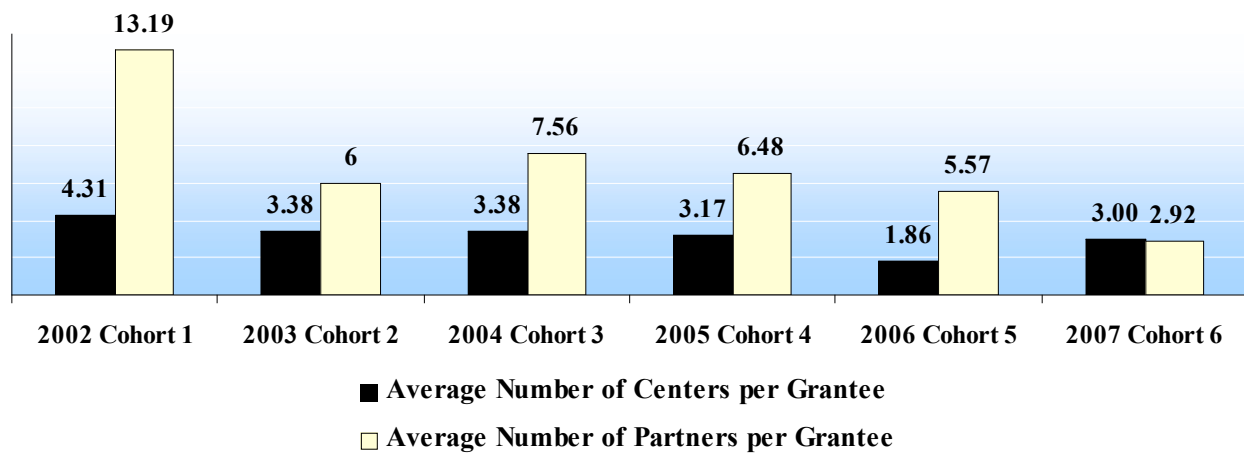


Table 2 reports the distributions of partners and centers compared to the number of grantees for each cohort funded since 2002. There have been 259 centers and 522 partners projected for the total number of grantees. From the field visits, ETR evaluators recognize that some partners have not been active, but the number of reported and actual centers has been close. The total number of centers per grantee is smallest for the 2006 cohort (Cohort 5) while the smallest number of partners per grantee is the 2007 cohort (Cohort 6).

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

Cohort	Number of Grantees¹	Projected Number of Centers	Average Number of Centers per Grantee	Projected Number of Partners	Average Number of Partners per Grantee
2002	16	69	4.31	211	13.19
2003	13	44	3.38	78	6
2004	34	115	3.38	257	7.56
2005	29	92	3.17	188	6.48
2006	7	13	1.86	39	5.57
2007	13	39	3	38	2.92
Total in 2006-07 School Year	83	259	3.12	522	6.29

Source: Learning Point. 2008. "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.

Types of Organization

There are at least 20 possible types of organizations that characterize both grantees and centers. According to 2006-2007 Grantee Profile data reported in Table 3, over 50% of all grantees were school districts. Community-based and faith-based organizations, charters schools and colleges or universities largely composed the remainder of currently active grantees. This represents a shift from the early years of the program when a higher proportion of grantees were school districts. While a grantee may be one type of organization, it may establish centers in other types of organizations. From Table 4, we can see that this occurs among NC 21CCLCs.

Table 4 reports the number of centers according to organization type. Notice that the majority of centers in the 2004 cohort are schools, but the centers become more varied in recent cohorts. Over time, both faith-based and community-based organizations make up increasing proportions of centers in each cohort's distribution. While only seven grants were awarded to faith-based organizations, for example, there are fourteen faith-based centers. 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 and Percent of Grantees by Types of Organizations

	2006-07 APR (Cohorts 3-6)	
	N	%
School District	47	56.6%
Community-Based Organizations	14	16.9%
Faith-Based Organizations	7	8.4%
Charter Schools	5	6.0%
College or University	2	2.4%
Unit of City/ County Government	2	2.4%
YWCA/ YMCA	2	2.4%
Bureau of Indian Affairs	1	1.2%
Club	1	1.2%
Nationally Affiliated Non-Profit Agency	1	1.2%
<i>Missing</i>	<i>1</i>	<i>1.2%</i>
Total*	83	100.0%

Source: Learning Point. 2008. "Grantee Profile Downloads: excel_grantees." 21st CCLC Profile and Performance Information Collection System. <http://ppics.learningpt.org/>

*Totals for 2006-07 APR include grantees for 2004, 2005, 2006 & 2007.

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

	2004 Cohort	2005 Cohort	2006 Cohort	2007 Cohort	Total	%
School District	84	71	7	25	187	72.2%
Faith-Based Organizations	9	10	3	9	31	12.0%
Community-Based Organizations	6	8	1	3	18	6.9%
Charter Schools	6	1	1	0	8	3.1%
Club	5	0	0	0	5	1.9%
Other	3	0	0	0	3	1.2%
Park/ Recreation District	1	1	0	1	3	1.2%
Unit of City/ County Government	0	0	0	1	1	0.4%
YWCA/ YMCA	0	1	0	0	1	0.4%
College or University	0	0	0	0	0	0.0%
Private Schools	1	0	0	0	1	0.4%
For-Profit Entity	0	0	1	0	1	0.4%
Total	115	92	13	39	259	100.0%

Source: Learning Point. 2008. "Grantee Profile Downloads: excel_centers." 21st CCLC Profile and Performance Information Collection System. <http://ppics.learningpt.org/>

Times and Hours of Operation

Research makes clear that a crucial ingredient in a successful after school program is the amount of time that students are engaged. To that end, the 21st CCLC centers in North Carolina are required to operate a minimum of 12 hours per week. Centers are to provide programming 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 3 shows the actual times of operation for the four currently active cohorts based on APR data for the 2003-2004, 2004-05, and 2006-2007 program years. It is important to note that summer activity is recorded in the APR data for the following school year, so the 2004-2005 APR data do not contain data for the 2005 Cohort from the preceding summer. Therefore, we can only make comparisons *across* cohorts for data on summer operations.

Figure 3 suggests several patterns 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. Despite a prohibition against it, a few centers in each cohort operated during school hours for reasons that were unavailable.

The centers in the 2002 and 2003 Cohort reduced summer offerings in later years. The centers in Cohort 2004 increased and then slightly decreased summer offerings while centers in the 2005 cohort sharply increased summer offerings. Centers offering weekend experiences held steady across the operating years of the 2002 and 2003 Cohorts, but centers in Cohorts 2004 and 2005 reduced weekend activity.

Based on the 2006-07 Grantee Profiles for North Carolina, centers projected that they would operate an average of 14.62 hours per week. This is an increase over the 13.49 average number of hours of operation per week during the 2003-04 APR school year and 13.88 hours in 2004-05. The proportion of centers meeting the basic requirement for hours of operation has improved over time.

**Figure 3. Number of Centers in Four Cohorts by Time of Operation
2004-05, 2005-06 and 2006-07 APRs**

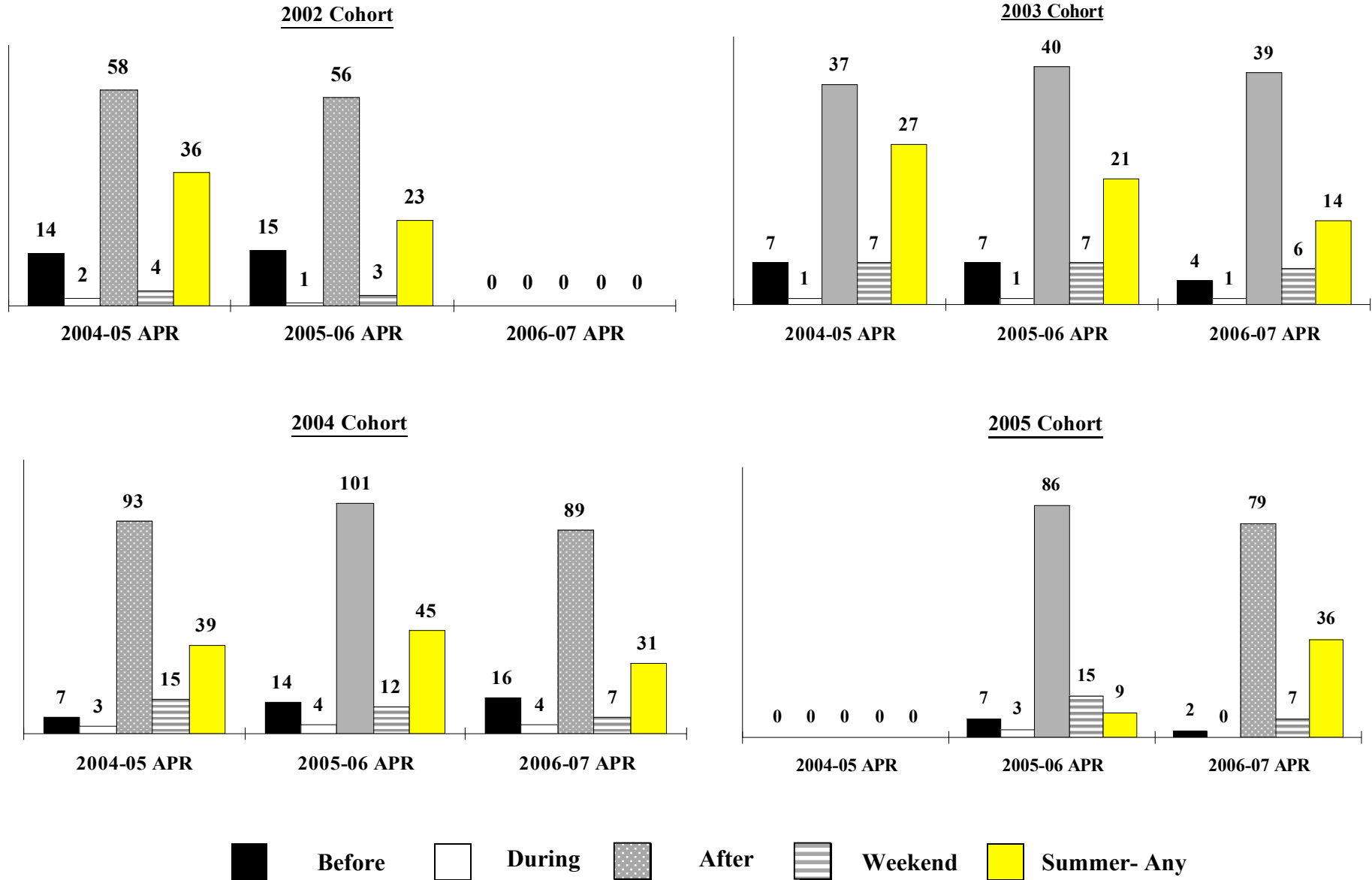
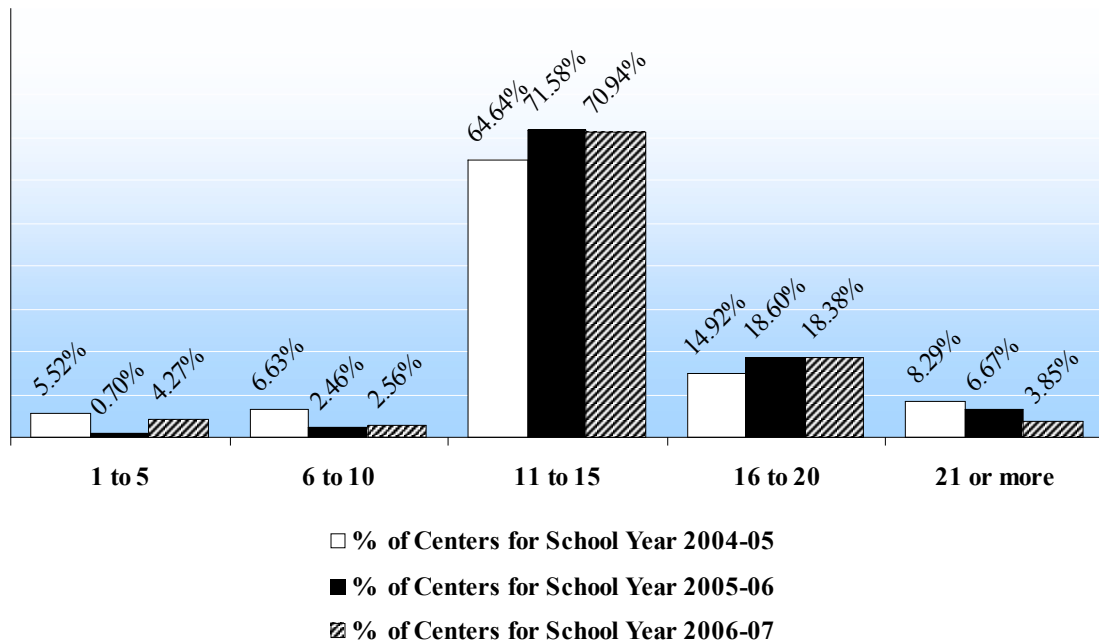


Figure 4 shows the proportion of centers categorized by the typical number of hours of operation per week for school years 2004-2005 to 2006-2007. The percentage of centers operating below the required number of hours decreased between 2003-2004 and subsequent years. By 2006-2007, 93 per cent of the centers were operating at or above the required number of hours.

Figure 4. Proportion of Centers Categorized by Typical Hours of Operation Per Week During the School Year



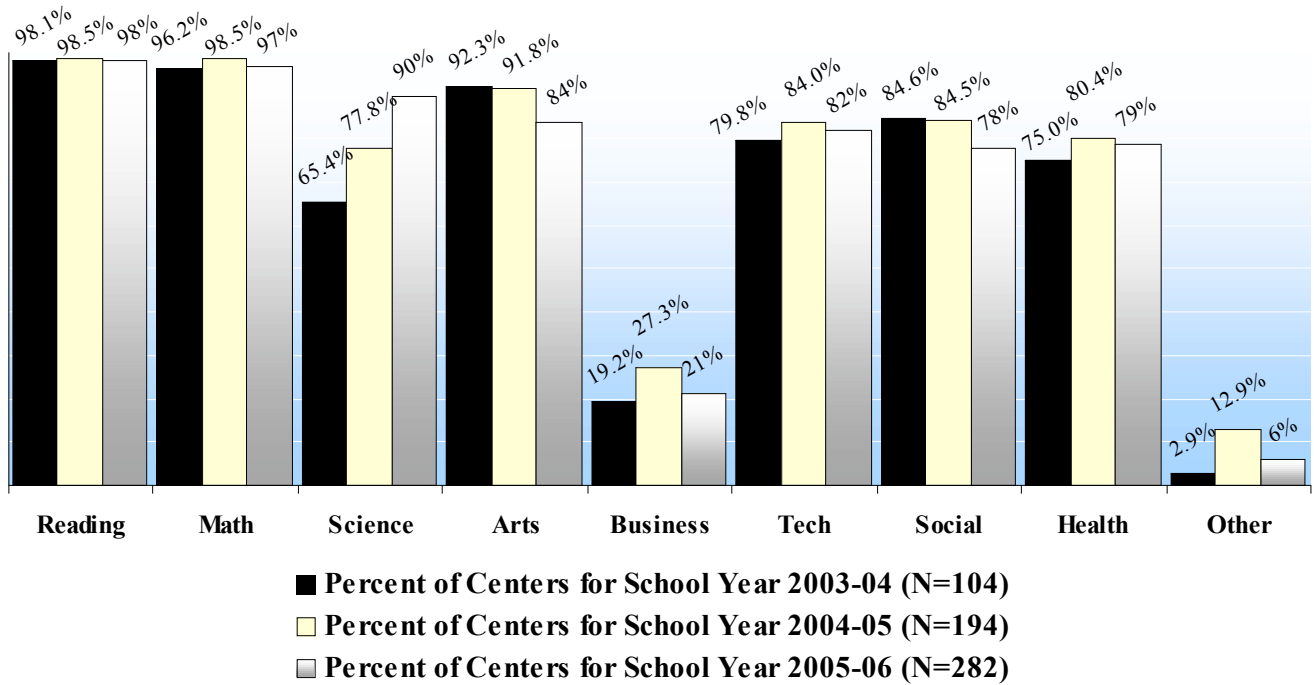
Source: Learning Point Associates. 2008. “APR Reports: Number of Centers by Typical Hours of Operation per Week (School Year)”. 21st CCLC Profile and Performance Information Collection System. <http://ppics.learningpt.org/>

Subject Areas and Center Operation

The core academic focus for 21st CCLCs is improving the students’ scores on end-of-grade tests (EOGs) in reading and mathematics. In addition to programming to core areas of reading and math, centers addressed a broad range of subject areas in 2003-04, 2004-05, and 2006-2007. Note in Figure 5 that ninety-eight percent of the centers offered programming in reading in each operating year. Over 90 percent offered programming in mathematics in these years. As EOGs started to include science, science programming became a more important after school offering. Programming increased among centers by almost 25 percent from roughly 65% in 2003-04 to 90% in 2005-06.³ Arts, technology, social and health programs are offered by a substantial majority of centers, while entrepreneurial and other programming types are rarely provided.

³ Program data were not available for 2006-2007 school year.

Figure 5. Proportion of Centers by Subject Areas Provided During the School Year for 2003-04, 2004-05, and 2005-06*

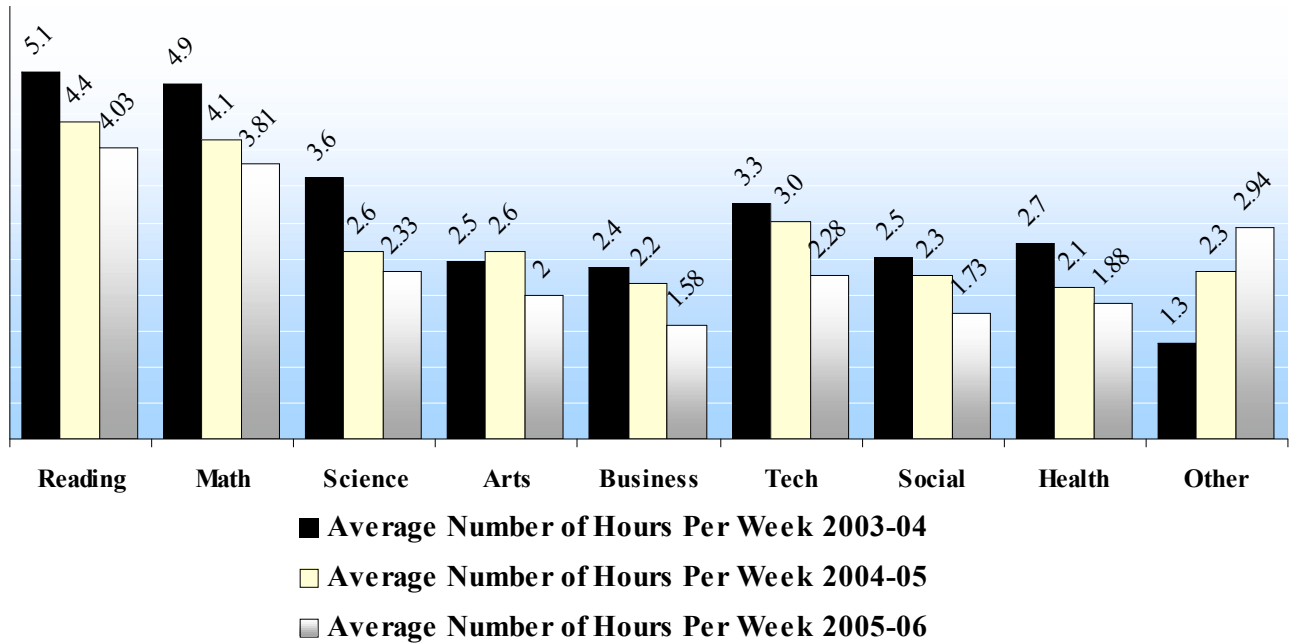


Source: Learning Point Associates. 2006 and 2008. "APR Reports: APR and Services Provided- Aggregated Reporting Approach." 21st CCLC Profile and Performance Information Collection System.
<http://ppics.learningpt.org/>

*Data were not available for the 2006-07 School Year.

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 2005-06, except for programming termed "other." Figure 6 shows the average number of hours per week typically provided by centers for each subject area. Reading, mathematics and science still receive the most engagement time, but have dropped from previous years. All other programs received less engagement time, except other. One component of other programming is physical education, which is receiving more attention to reduce childhood obesity.

Figure 6. Average Number of Hours Per Week Typically Provided During the School Year by Subject Area for 2003-04, 2004-05, and 2005-06*



Source: Learning Point Associates. 2006 and 2008. “APR Reports: APR and Services Provided- Aggregated Reporting Approach.” 21st CCLC Profile and Performance Information Collection System.

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

*Data were not available for the 2006-07 School Year.

Parental Involvement

The HFRP research cited earlier is only one of several research studies reporting the importance of parental involvement in children’s academic achievement. Serving parents, consequently, is a key component of the 21st CCLC initiative. While parental involvement is essential to achieving sustained improvement among students, it has been a difficult task for 21st CCLC sites to implement.

Encouraged by NC DPI leadership to keep trying, Table 5 indicates that fewer centers in 2006-2007 report not serving parents, 22 percent compared with 35 per cent in the 2004-2005 APR data. According to 2003-04 and 2004-05 APR data, 74 out of 104 centers (71.2 per cent) reporting provided programming activities to promote parental involvement and family literacy.

The number of centers offering programming increased to a total of 184, or almost 78 per cent, in 2006-07. Almost a third of the centers reported serving 25 or fewer parents, and 84 percent reported serving 75 or fewer parents. Put another way, more centers are serving parents but the number of parents served has dropped from 10,392 in 2004-2005 APR data to 9,160 in the 2006-2007 APR data.

Table 5. Number of Adult Family Members Served by Centers in 2004-05, 2005-06 and 2006-07 APR

Number of Parents Served	Percent of Centers		
	2004-05 (N=196)*	2005-06 (N=290)	2006-07 (N=237)
0	35.2%	37.6%	22.4%
1-25	25.5%	24.5%	29.1%
26-50	13.3%	14.1%	22.8%
51-75	5.6%	9%	9.7%
76-100	3.1%	6.2%	6.3%
101-125	4.6%	3.8%	4.2%
126+	12.8%	4.8%	5.5%
Total Parents Served	10,392	10,838	9,160
Mean	60.1	37.4	38.7
Minimum	0	0	0
Maximum	750	1,274	250
Standard deviation	104.4	86.6	45.9

Source: Learning Point. 2008. Export Data, APR Downloads, Export APR Attendance Data (Year). 21st CCLC Profile and Performance Information Collection System. <http://ppics.learningpt.org/>

*23 centers did not have data for Total Number of Adults Served in the 2005 APR.

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 are more likely to offer the minimum number of hours per week than in earlier years, and they are more likely to offer programming during the allowable periods: before and after school, weekends and summers. While clearly still a difficult part of programming to implement, more centers are offering opportunities for parental involvement.

In the next section, we look at the distribution and characteristics of 21st Century attendees.

II. Attendance, Characteristics and Outcomes for Attendees

Section II reports descriptions of attendance, characteristics of regular attendees, including gender, race/ethnicity, participation in special programming, grade and state assessment levels, and changes in performance. Total 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 APR attendance data for total student attendees and regular attendees during 2005, 2006 and 2007 school years. Note that totals from the 2005 APR include Cohorts 1 through 4, while totals from the 2006 APR include Cohorts 2 through 5 and the 2007 APR data includes Cohorts 3 through 6.

While total attendance more than doubled between 2005 and 2006, largely because of the additional number of grantees funded that year, the average number remained level. The total attendance declined slightly in 2007 as Cohort 2 completed the program. Regular attendance increased 2.7 times in 2006 over 2005 and represented a greater proportion of total attendance in 2006 (63 per cent) than regular attendees were in 2005 (49 per cent). Regular attendees in 2007 dropped slightly, but the average number of regular attendees increased to 57.5.

Each year from 2005 to 2007, the average number of regular attendees per center increased. 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. Student Attendance Data from the 2005, 2006 and 2007 APR

	2005	2006	2007
Total Number of Student Attendees	10,590	22,639	21,512
Total Number of Regular Attendees*	5,206	14,343	13,623
Average Number of Regular Attendees per Center	48.2	50.5	57.5
Percent of Student Attendees Meeting the Definition of Regular Attendee	49.2%	63.4%	63.3%

*Regular attendees are students who attended the center for 30 days or more during the year. Counts are revised periodically by Learning Point to reflect the latest data entered by grantees.

Source: Learning Point. 2008. APR Reports, "Number of Total Students and Regular Attendees Served by Centers (Year)." <http://ppics.learningpt.org/>

Regular Attendees

Because regular attendees participated in enough programming to warrant an effect on their performance and classroom behavior, they are the focus of our efforts to measure the effectiveness of 21st CCLC programs. Understanding the characteristics of these attendees, therefore, informs our analysis of 21st CCLC programs.

Table 7 displays data for regular attendees on gender, race/ethnicity, participation in special programming, and state assessment levels. These data are from reports found on the Learning Point website. Recall that data reported for 2004-2005 includes Cohorts 1 through 4, while data reported in 2005-2006 include Cohorts 2 through 5 and 2006-2007 data includes Cohorts 3 through 6.

In the earlier APR reports, data for gender and race/ ethnicity of regular attendees were missing for many centers; almost 13 per cent of the centers were missing for gender in the 2004-2005 report. By the 2005-2006 and 2006-2007 reporting years, the centers were reporting more complete data.

Gender data for 2004-05 APR are difficult to describe given the large proportion of unknowns, but in 2005-2006 and 2006-2007 there have been about 52 per cent male and almost 48 per cent female. The relative proportions of race and ethnic differences among regular attendees has remained fairly stable with a 3.7 per cent increase in the number of Black/African Americans and a 2.6 per cent decrease in White/Caucasians between 2005-2006 and 2006-2007.

The proportion of students with limited English proficiency (LEP) and students with special needs or disabilities remained stable over the years reported in Table 7, but the proportion of students on reduced price or free lunch increased each year.

While there are small variations from year to year in the proportions of students scoring at each reading level, the majority of students scored at levels II and III. There was a larger proportion of students at Level III each year, and in the 2006-2007 reporting year they were over half of the students in the program. While the majority of mathematics students scored at Levels II and III, a larger proportion of students scored at Level I in math than in reading.

A small percentage of students scored at Level IV each year in reading and mathematics. While the program guidelines define eligible students as those that score on the EOG at Levels I or II, some students score at these levels in one subject but score at a higher level in the other. Grantees may also petition for a waiver to allow Level III students to enroll in the program if their teachers think that they are too close to scoring at Level II to miss the added assistance.

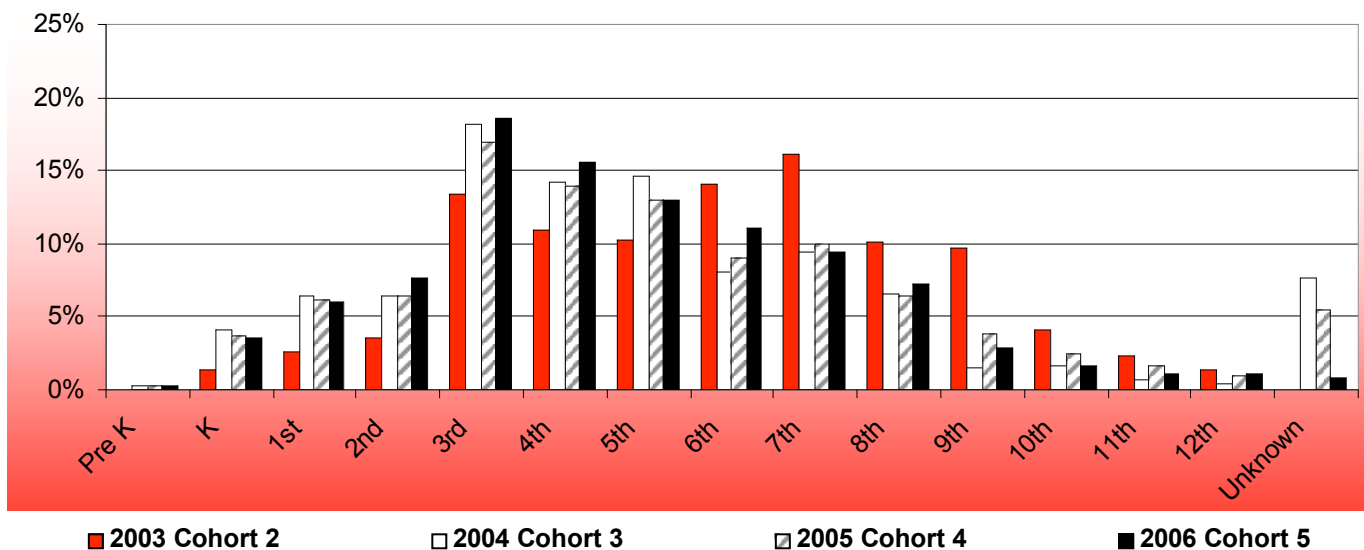
Table 7. Characteristics of Regular Attendees by APR School Year

	2004-05	2005-06	2006-07
Total Regular Attendees	5,206	14,343	13,623
Percent Male	44.5%	52.5%	51.8%
Percent Female	42.7%	46.4%	47.8%
Percent Sex Unknown	12.8%	1.2%	0.4%
<i>Center Response Rate</i>	<i>54%</i>	<i>98.6%</i>	<i>97.1%</i>
American Indian/Alaska Native	2.5%	2.1%	2.1%
Asian/Pacific Islander	0.8%	0.7%	0.2%
Black/African American	49%	58.2%	61.9%
Hispanic/Latino/-a	11.3%	11.1%	11.1%
White/ Caucasian	22.2%	23.3%	20.7%
Data Missing	0.4%	0.7%	0.7%
<i>Center Response Rate</i>	<i>54%</i>	<i>98.6</i>	<i>97.1</i>
Students with Limited English Proficiency (LEP)	8.9%	7.6%	8.1%
Students Eligible for Free or Reduced Price Lunch (FRPL)	64.9%	66.8%	74.8%
Students with Special Needs or Disabilities	12.2%	13.7%	13.3%
<i>Center Response Rate</i>	<i>47.5%</i>	<i>91.3%</i>	<i>92.9%</i>
Reading/ Language Arts			
Level I	8.3%	9.5%	7.5%
Level II	32.5%	32.8%	28%
Level III	46%	49%	54.6%
Level IV	13.2%	8.8%	9.9%
Math Results			
Level I	4.9%	21.4%	16.8%
Level II	29%	45.3%	40.9%
Level III	50.6%	29.4%	38%
Level IV	15.5%	4%	4.3%
<i>Center Response Rate</i>	<i>48%</i>	<i>85.1%</i>	<i>89.6%</i>

Source: Learning Point Associates. 2008. "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>

Grantees vary in whether they focus their 21st CCLC resources on a few grades or try to provide after school programming for a wider range of ages and grades. In Figure 7, it is clear that most grantees enroll students in grades 3 through 5. Grantees report that it is difficult to compete with other school activities and sports once students are in middle school, and in Figure 7 the drop-off in middle and then high school is apparent. While still a small percentage, recent cohorts are offering programming below third grade. Cohort 2 is unusual in that it has a wide distribution of students across the grades and seems to have found a way to keep middle school students involved.

Figure 7. Proportion of Regular Attendees in Each Cohort by Grade Level, 2006-07 APR



In summary, data on regular attendees suggest that 21st CCLC 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 across APR years. Grantees are reporting more complete data. Regular attendance has improved, but it is difficult to infer relationships between rates of attendance and center-level programming from the data.

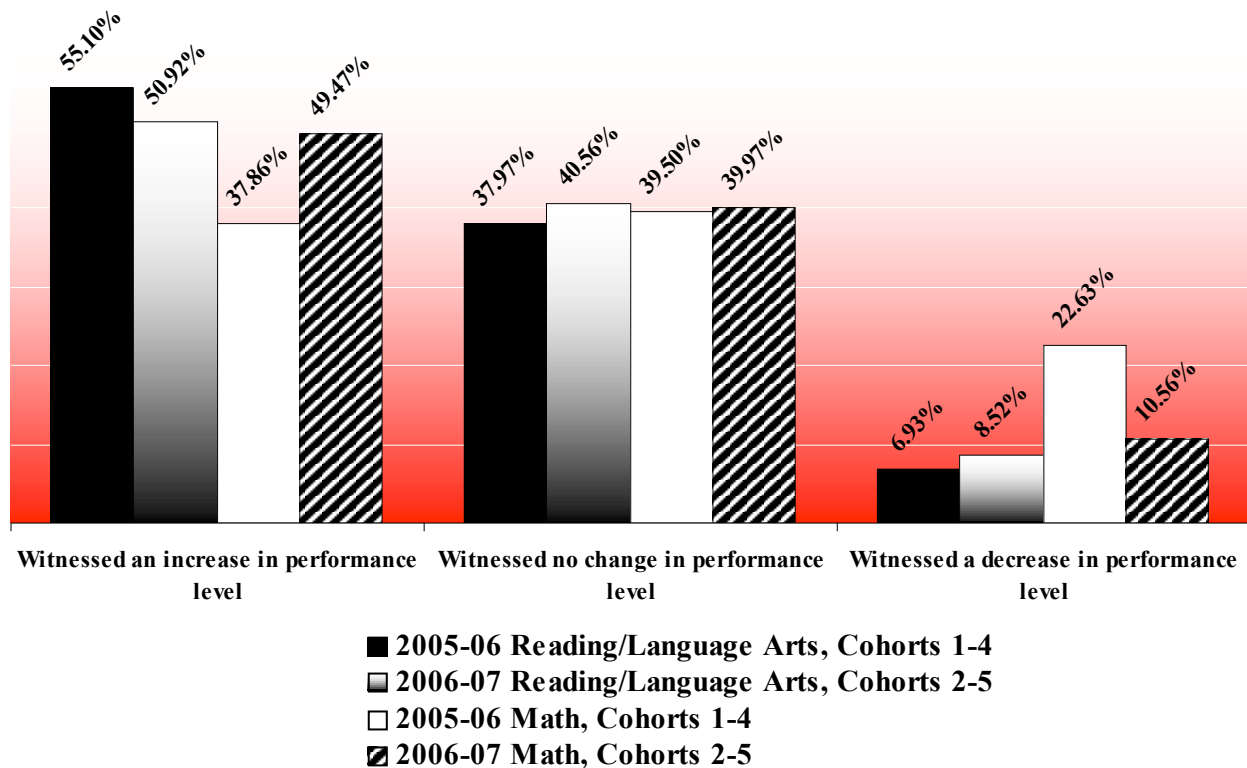
Centers also have a vested interest in capturing improvements of regular attendees on the End of Grade (EOG) tests. Some of the Level III students in the data were likely the result of program efforts. Since we lack data on individuals and their performance at time of enrollment in 21st CCLC program, we can only speculate on the extent to which the Level III counts are indications 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 school-related behaviors among regular students is the focus of the 21st CCLC 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 8 displays changes in state assessment performance levels in reading/ language arts and mathematics for two APR years: 2005-06 and 2006-07. For both APR years, Figure 8 reports that the majority of regular attendees witnessed an increase in reading/language arts performance levels and an additional 38 to 40 percent remained at the same level. In mathematics, a sizeable percentage of students improved their performance level from 2005-2006 to 2006-2007, going from almost 38 per cent increased level of performance to over 49 per cent increased level of performance. The percentage of students whose performance level did not change remained almost the same: 39.5 per cent in 2005-2006 and 40.6 per cent in 2006-2007. The high percentage of students performing at a lower level in mathematics in 2005-2006 improved in 2006-2007, dropping from 22.6 per cent to about 10.5 per cent.

Figure 8. Percent of Regular Attendees by Changes in Performance Levels For Reading/Language Arts and Math, 2005-06 and 2006-07 APR*

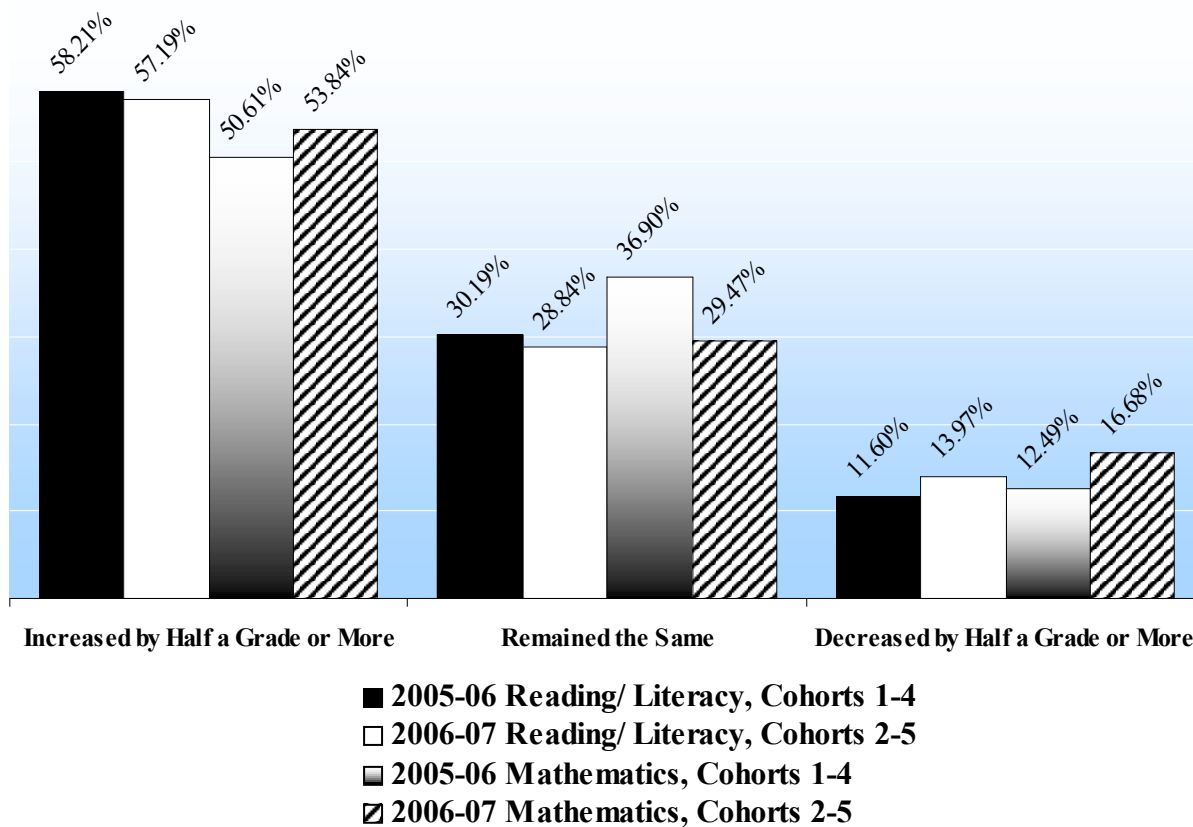


Source: Learning Point Associates. 2008. "APR Reports: Cross Year State Assessment Results Among Regular Attendees." 21st CCLC Profile and Performance Information Collection System. <http://ppics.learningpt.org/>

*The total number of centers reporting performance level change data in the 2005-2006 and 2006-07 APR, was 223 (79%) and 181 (90%) for reading, and 120 (or 43%) and 178 (88%) for math, respectively.

The pattern of grade changes presented in Figure 9 differs somewhat from changes in performance levels. While the majority of regular attendees earned grades at least a half a grade higher in both reading and mathematics in both the 2005-06 and 2006-7 APR reports, a greater proportion of them witnessed an increase in 2005-06 than in 2006-2007. About a third of regular attendees witnessed no change in either school year for reading and language arts. For mathematics, almost 37 percent did not receive higher or lower grades in 2005-2006, but a smaller proportion stayed the same in 2006-2007 (29.5 per cent). In 2006-2007 a higher proportion of students earned lower grades in both reading/language arts and mathematics. 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 9. Percent of Regular Attendees by Grade Changes in Reading/Language Arts and Math, 2005-06 and 2006-07 APR*



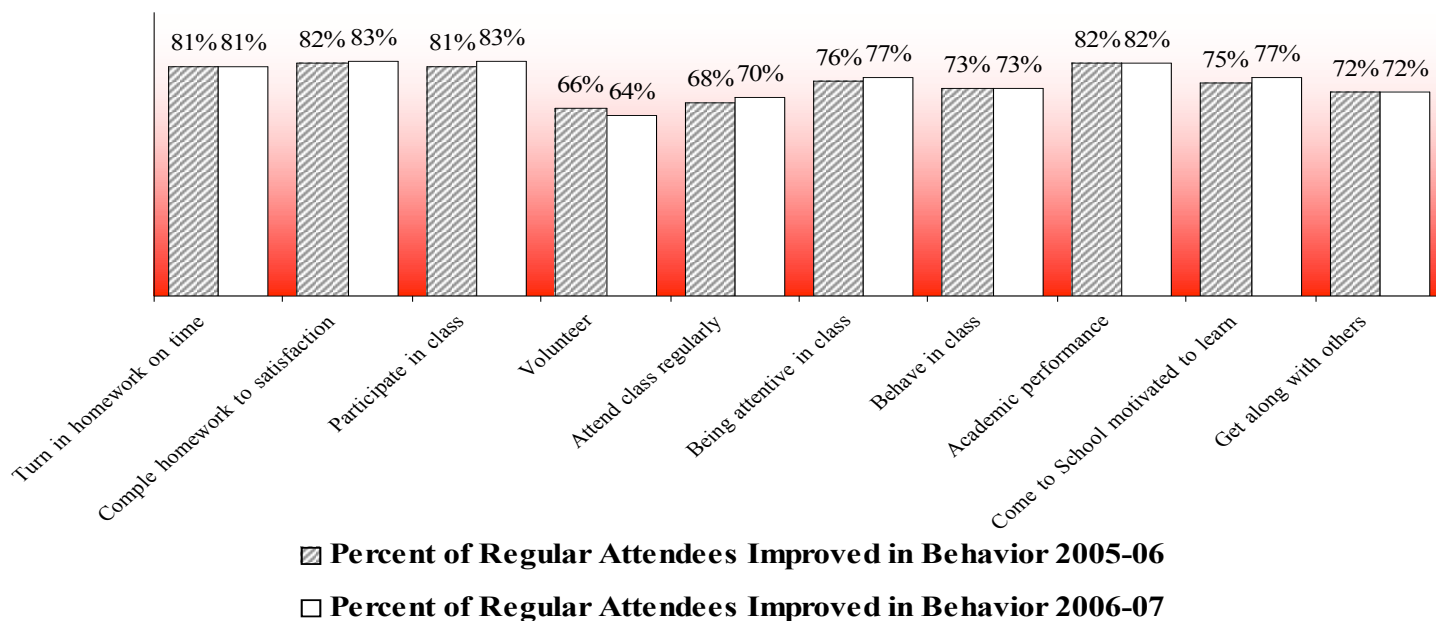
Source: Learning Point Associates. 2008. "APR Reports: Changes in Grades Among Regular Attendees Served By Centers." 21st CCLC Profile and Performance Information Collection System.

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

*The total number of centers reporting grade level change data in the 2005-2006 and 2006-07 APR, was 243 (86%) and 187 (91%) for reading, and 210 (or 75%) and 187 (91%) for math, respectively.

As part of the 21st CCLC grant requirements, Federal and State teacher surveys were administered to capture information about changes in student performance and classroom behavior. The 21st Century Teacher Survey Guide notes that regular school-day teachers were asked to complete the survey “for every regular attendee in the 21st CCLC program.” Guidelines differ for elementary, middle and high school level regular attendees. For elementary school students, regular school-day teachers were asked to complete the survey. Either Math or English teachers were asked to fill out the survey for middle and high school students. Results from the survey were aggregated for reporting purposes. Figure 10 shows results from the Federal Teacher Survey for regular attendees in North Carolina.

**Figure 10. Percent of Regular Attendees with School Year Improvements in Behavior
Federal Teacher Survey for 2005-06 and 2006-07 APR**



Source: Learning Point Associates. 2008. “APR Reports: Changes in Student Behavior Among Regular Attendees (Federal Teacher Survey Results) 2006 & 2007. <http://ppics.learningpt.org/ppics/index.asp> Percentages based on 91% and 93% of centers reporting in 2006 and 2007, respectively.

From homework to class performance, teachers overwhelmingly indicated an improvement among students. The biggest areas of impact were students’ class participation, completing and turning in homework on time, and academic performance. Attitude and attentiveness were also greatly improved according to teachers. The areas least improved were students’ willingness to volunteer or 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 CCLC 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 CCLC programs in North Carolina. To do this, we used Grantee Profile data for all five cohorts of grantees that were active up through the 2006-2007 school year and the APR data for the four active cohorts in the 2005-06 and 2006-2007 program years. 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 2005-06 APR year vs. the 2006-07 APR year.

Overall, the findings presented in this report suggest that the 21st CCLC programs in North Carolina are increasingly serving their target population. Between the 2005-06 and 2006-07 school year, rates of regular attendance increased along with hours and times of operation. Centers addressed a broader range of subject areas in the 2003-2004 through the 2005-2006 school years, but the hours spent on each subject area also decreased. The most focused years for 21st CCLC programming are grades three through five, but there is some increase in programming for earlier years. More centers are offering at least some programming for parents.

The majority of students improved both their reading/language arts and their mathematics scores on the EOG tests in 2006-2007. This reflects an improvement in the number of students whose performance levels increased in mathematics. The majority of regular attendees received higher grades from their teachers in both reading language arts and mathematics in the 2005-2006 and in 2006-2007 APRs; a larger percentage of students in 2006-2007 received lower mathematics grades than we observed in 2005-2006. Responses from the teacher survey were overwhelmingly positive with respect to participation in class, completed homework assignments and academic performance among regular attendees.

These findings amount to observed change among grantees and student attendees. The findings in this report have proved to be consistent in the three years for which we have had comparative data. Regular attendees are improving their academic performance on both tests and grades. There are also many unexplored questions that these data are unable to fully address, such as the difference in motivation and parental support between the regular attendees and those that did not enroll after receiving a recommendation to do so or enrolled but did not persist.

There are also limitations in the way the data are collected and the quality of record keeping and reporting done by centers. We are unable to address some questions because we do not have data from the APR for individual students, nor do we have data describing individual performance before attendance in the 21st CCLC program.

Administrators of the 21st CCLC program have allowed ETR to collect individual-level data from a sample of centers to study outcomes for these attendees before, during and after their participation in the program. We collected data for school year 2005-2006, and we plan to collect data for these students for 2006-2007 and 2007-2008 when they are released. These data could be combined with data on a sample of similar non-attendees as the basis for a comparison, examining program effectiveness in more detail (i.e.-relationships between student achievement

and programming, services offered, types of organizations, demographic characteristics, funding levels, etc.)

Another step to improving the strength of findings 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 centers are operating in greater compliance with the 21st CCLC guidelines, and that is a tribute to the technical assistance they have received. Technical assistance will continue to play a definitive role in addressing these issues and bringing more centers up to standards during the course of their four-year funding.