

CHILD CARE ACCESS MEANS PARENTS IN SCHOOL PROGRAM

Performance Measure Analysis: 36-Month Performance of FY 2002 Grantees

The U.S. Department of Education (Department) is focused on improving federal program performance and increasing efficiency, while reducing waste. To this end, there is increased focus on grantees demonstrating quantifiable performance results. The Department uses the results to ensure American taxpayers receive value for their money. The results indicate the areas in which the Department needs to provide technical assistance and highlight areas where constructive program management and budget changes are needed.

This analysis is based on the 36-month performance reports of the cohort of new grantees funded in fiscal year (FY) 2002. There were 121 grantees in this cohort. Because the Child Care Access Means Parents in School (CCAMPIS) program provides child care services to low-income parents to support their participation in postsecondary education, program performance is measured by the parents' persistence and graduation rates. The program's effectiveness is measured by the federal cost per parent who persists in school or graduates from a two-year school within three years or a four-year school within six years.

How are the Data Calculated?

The persistence and graduation rates are as reported by the grantees in their 36-month performance reports. The **persistence rate** is defined as the percentage of parents receiving CCAMPIS program-funded child care services who were able to remain enrolled for at least one academic year at the grantee's institution. The **graduation rate** is defined as the percentage of parents receiving CCAMPIS program-funded child care services who were able to complete their program of study, receiving a degree/certificate at the grantee's institution or transferring to a four-year institution within three years of enrollment or receiving a bachelor's degree at the grantee's institution within six years of enrollment.

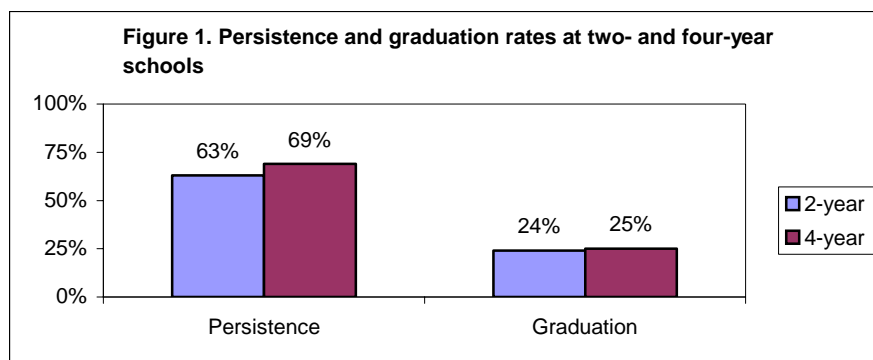
The federal cost per parent persisting in school or graduating from a two-year school within three years or a four-year school within six years is calculated by dividing the federal funding received by the grantee during the 36-month period by the number of parents receiving CCAMPIS program-funded child care services who were able to persist in school or complete their program of study, receiving a degree/certificate at the grantee's institution or transferring to a four-year institution within three years of enrollment or receiving a bachelor's degree at the grantee's institution within six years of enrollment. The number of parents who persist or graduate is calculated by taking the sum of the reported graduation and persistence rates or 100 percent, whichever is less, and multiplying that by the reported number of parents receiving CCAMPIS program-funded child care services. Ambiguity in the performance report allowed the sum of persistence and graduation to exceed 100 percent. This adversely impacts the accuracy of the performance data and may result in performance being overstated for this cohort. To improve the quality of data reported, subsequent performance reports require that persistence be reported by grade level.

How are the Grantee Level Outcome Measures Analyzed?

The Department received data from only 84 grantees (68 percent); another 37 grantees submitted no annual performance report (APR), or the APR was submitted with missing (or without any) information in the performance measure area (18 of the 37 grantees). The list of grantees with incomplete or missing data is shown in the table, Grantees Out of Compliance with Reporting Requirements. The outcomes for each grantee are shown in the Grantee and Summary Performance Analysis.

What are the Performance Trends in the Outcome Measure Analysis?

A summary of the analysis is shown in the Grantee and Summary Performance Analysis. The overall persistence rate was 65 percent; the overall graduation rate was 24 percent. Persistence rates at two- and four-year institutions are comparable, 63 and 69 percent, respectively (figure 1).

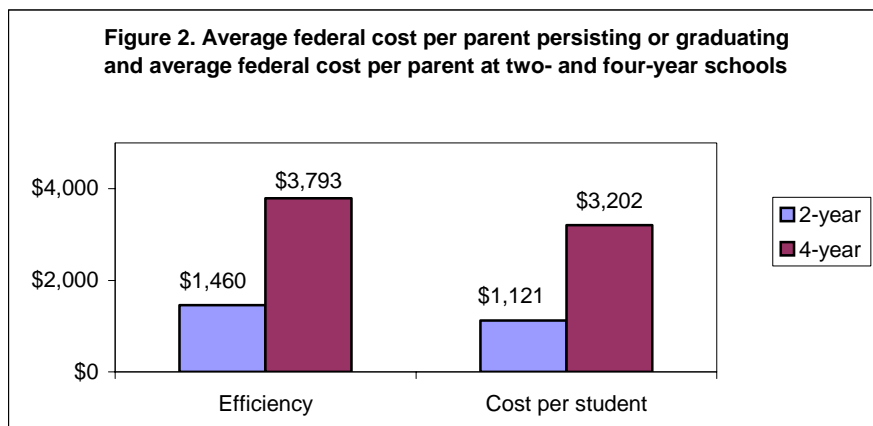


Similarly, the graduation rates at two- and four-year institutions are comparable, 24 percent and 25 percent (figure 1). Persistence and graduation rates do not appear to be associated with the federal cost per parent persisting or graduating, even when disaggregated by the school's enrollment size (very small, small, medium, large and very large).

The average federal cost per parent persisting or graduating was \$2,231. The average federal cost per parent persisting or graduating ranges between \$61 and \$25,333 because the grantees provide significantly different services and resources. Grantees may use the funds to renovate or repair the day care facility, provide day care services, or provide a structured early childhood education program. Additionally, some grantees augment the federal funds with considerable in-kind and monetary contributions from other sources.

The average federal cost per parent persisting or graduating at four-year institutions, \$3,793, is more than double the average at two-year institutions, \$1,460 (figure 2). This is one result of the legislated funding formula: the annual CCAMPIS award cannot exceed one percent of the total amount of all federal Pell Grant funds awarded to students enrolled at the institution of higher education for the preceding fiscal year. Typically students at two-year schools have lower costs of attendance than students at four-year schools, and they are more likely to attend part-time. These two factors usually lower the annual amount of the students' Pell Grant award. Consequently, two-year schools receive about half as much in CCAMPIS grant funds as do four-

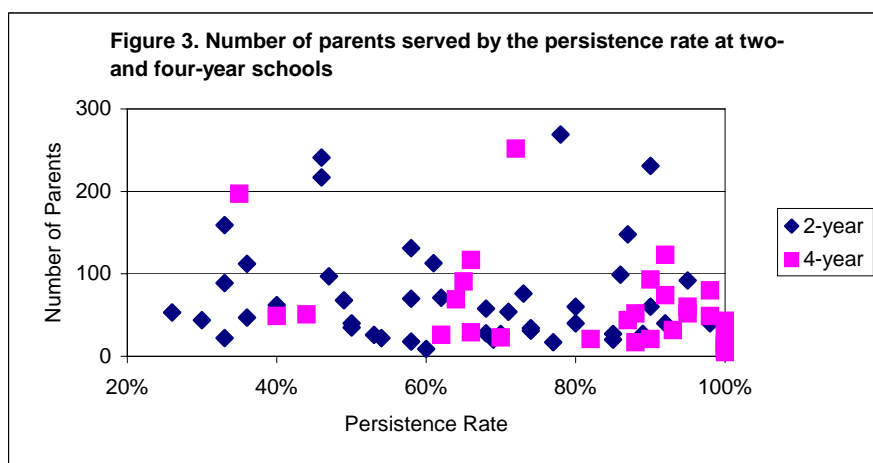
year schools (\$99,027 v. \$186,648), on average, and community colleges serve more students (88 v. 58), on average.



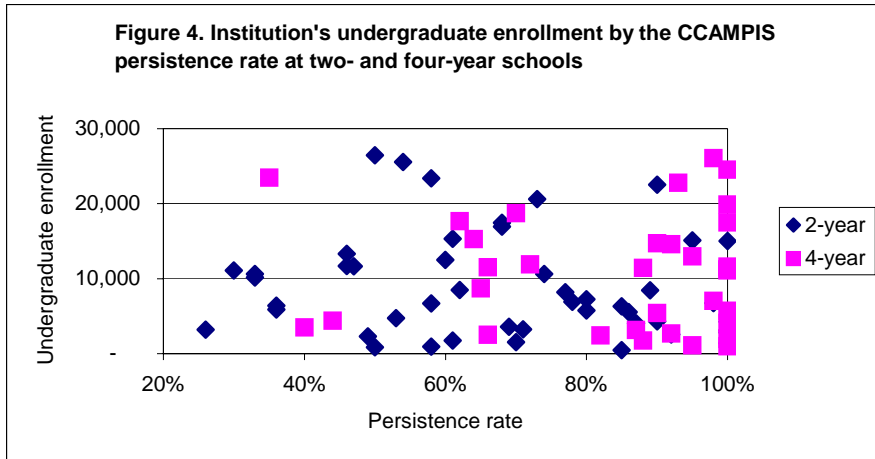
How Can the Outcome Measure Analysis Be Used to Make Improvements?

At this time, the outcome measures have not been analyzed with the types and quality of services offered by the grantees. Future analyses will take into consideration the number of parents who were served by the child care center but were not CCAMPIS-funded participants, the types of child care services provided, the types of support services provided, the funds spent on construction, and the amount of in-kind and monetary contributions.

Simple analyses of persistence by the number of parents served (figure 3) and by the institution's undergraduate enrollment (figure 4) do not point to any economies of scale. The scatter in the figures signifies the need for further analyses and/or research, and it highlights the limitations of the current data and analyses presented above; which indicate that caution should be used in interpreting and generalizing from the results.



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