21st Century Community Learning Centers (21st CCLC) Analytic Support for Evaluation and Program Monitoring:

An Overview of the 21st CCLC Program: 2003–04

June 2005

Carol J. Mitchell, Program Manager
U.S. Department of Education
21st Century Community Learning Centers

Neil Naftzger
Jonathan Margolin
Seth Kaufman
Learning Point Associates

LEARNING POINT
Associates™

1120 East Diehl Road, Suite 200
Naperville, IL 60563-1486
800-356-2735 • 630-649-6500
www.learningpt.org

Contents

Executive Summary

Introduction

The primary purpose of this report is to provide an overview of the 21st Century Community Learning Center (21st CCLC) program as it exists under state administration. This report will explore how states are using the discretion afforded to them to implement their statewide programs, what services and activities are being provided by 21st CCLC grantees across the country, who is participating in grant-funded activities, and what progress is being made in achieving the performance indicators associated with the 21st CCLC program. It is important to point out that this report is meant to be a purely descriptive look at the 21st CCLC program. It is intended that the information presented here will provide a greater understanding of the nature of the state-administered 21st CCLC programs from a national perspective.

All of the information outlined in this report was obtained from the 21st CCLC Profile and Performance Information Collection System (PPICS). Funded by the U.S. Department of Education, PPICS is a Web-based data-collection system designed to capture information regarding state-administered 21st CCLC programs.

State Competitions and Activities

This section summarizes the competitive request for proposal (RFP) process that states utilize to award grants to new 21st CCLC programs as well as state allocations of funding to support monitoring and evaluation efforts, technical assistance to grantees, and training.

Characteristics of Subgrant Competitions

In the 2004 calendar year, 51 states ran a total of 60 competitions that solicited proposals to operate a 21st CCLC (i.e., RFP competitions). States shaped subgrant competitions by specifying competitive priorities as part of these competitions and performance indicators that grantees receiving awards from a given competition would need to conform to in the operation of their programs. The vast majority of states adopted some type of performance indicator of academic achievement, measured via either achievement tests or classroom performance. Most states also adopted some measure of school behavior as a performance indicator.

The competitive priorities specified in the RFP competitions reflected the goals of the 21st CCLC program. States had the discretion to set both mandatory and optional funding priorities for the competitions administered during 2004. In PPICS, a mandatory priority was defined as a condition specified in the RFP that an applying entity must meet in order to be eligible for 21st CCLC funding, while an optional priority is a condition specified in the RFP that provides an applicant with a competitive edge in the subgrant competition (e.g., an additional 20 points is added to an applicant's final score if it proposes to offer programming to reduce obesity).

Most competitions specified either a joint application or a community-based organization partnership as a mandatory or optional priority. Moreover, three quarters of competitions made the provision of services in at least one core academic area a mandatory priority. With somewhat

less prevalence, competitions gave priority to applicants proposing to serve adult family members and to improve the academic achievement of limited-English-proficient (LEP) students.

Outcomes of Subgrant Competitions

According to the 59 complete Competition Overview records entered into PPICS associated with 2004, 3,469 organizations applied for subgrants, and 1,327 of these received awards, for a funding rate of 38 percent. Applicants requested a total of $1,260,462,271 in first-year funds while $460,186,892 actually was awarded to support the initial year of operation for new grantees funded in 2004, for a dollar-based funding rate of 37 percent.

Some additional points regarding the awarding of grants are as follows:

- School districts comprised 61 percent of applicants and 69 percent of actual grantees, while community-based organizations comprised 17 percent of applicants and 15 percent of grantees.

- The most frequent grant length associated with competitions held in 2004 was five years, indicating that the change in the policy regarding maximum grant length had a significant impact on ensuring the longevity of these programs.

State Activities

Most states allocated the full 2 percent allotment for administrative costs and the full 3 percent allotment for training, technical assistance, and evaluation services. All or nearly all states allocated funds to support applicant and grantee training along with the monitoring of programs and activities. The following points address specific training activities:

- At least 90 percent of all state education agencies (SEAs) allocated funding for training in fiscal management, reporting and evaluation requirements, enhancing academic content, and enhancing community involvement.

- Slightly more than 80 percent of SEAs reported offering training to promote program sustainability.

Grantee and Center Characteristics

From the first round of awards made during 2002 to the most recent awards made in calendar year 2004, SEAs awarded 2,729 grants that presently are funding 8,448 centers nationwide. This section provides additional detail about these grantees and centers, their length of time in existence, and the grade levels they intend to serve.

Organization Type

The passage of the No Child Left Behind (NCLB) Act expanded funding eligibility to include public and private educational and youth-serving organizations in addition to schools. School districts are still the most represented organizational type among grantees, serving as the fiscal agent on 68 percent of all 21st CCLC grants. Community-based organizations (15 percent) and nationally affiliated nonprofit agencies (4 percent) collectively make up 19 percent of all grantees, with the remaining 13 percent representing a wide variety of other organization types. However, 90 percent of centers are located in schools, indicating that even centers funded by a grant obtained by a nonschool entity often are housed in schools.

Previous Funding and Operations

The transition from federal to state administration of the 21st CCLC grant program saw a marked increase in the number of grantees funded for the first time. Most centers (82 percent) had not been funded as part of a federal 21st CCLC discretionary grant prior to receiving funding from a state-administered 21st CCLC grant. About half of the centers that did not receive federal 21st CCLC funds had no program prior to receiving a state-administered grant. In other words, 44 percent of all centers did not provide any afterschool services prior to receiving a state-administered 21st CCLC grant.

Grades Served

21st CCLC programs are available to all grade levels (prekindergarten through Grade 12). Elementary school students are the group most frequently targeted for services by centers. About half of centers serve elementary school students exclusively, and at least two thirds of all centers serve some elementary students. About 36 percent of centers serve middle school students, but only 20 percent of these centers exclusively target this population. Finally, 15 percent of centers serve high school students, but only 5 percent of centers exclusively target these students.

Structural Features and Operations

Structural features of an afterschool program, such as staffing, hours of operation, financial resources, and community partnerships, can impact the quality of the programming and the opportunities to form positive relationships with peers and staff.

External Funding Sources

One challenge of sustaining a 21st CCLC is to supplement grant-funded efforts with funding from other sources. Overall, 72 percent of grantees had at least one funding source other than the 21st CCLC program; most typically, grantees reported having two other funding sources. Local school districts provided some funding to about one third of all 21st CCLC programs, with Title I funding (excluding Supplemental Educational Services) and other state sources providing some additional funding to 27 percent and 28 percent of grantees, respectively. The Supplemental Educational Services program served as an additional funding source for 9 percent of programs administered by 21st CCLC grantees.

Partnership Types and Partner Contributions

Partnerships provide grantees with connections to the community and additional resources that may not be available to the program otherwise. The typical grantee had six partners. Community-based organizations are the most represented organization type, composing more than 23 percent of all partners. Nationally affiliated nonprofit agencies are the next most frequent partner type (12 percent of partners) followed by for-profit entities (11 percent) and school districts (10 percent). About 28 percent of all partners were subcontractors (i.e., under contract with the grantee to provide grant-funded activities or services). The typical grantee has one subcontractor.

The most common partnership contribution is to provide programming for the 21st CCLC, followed by goods, volunteer staff, and paid staff. Subcontractors were more than twice as likely as nonsubcontractors to provide paid staff to the centers.

Center Times of Operation

One of the goals of the 21st CCLC program is to provide students with productive and engaging activities at times when they would otherwise be without adult supervision (e.g., before or after school, on the weekends, or during the summer). Nearly all centers at all school levels planned to provide programming after the school day. Compared with those serving only elementary or middle schools (or both), centers serving high schools or both middle and high schools are more likely to offer weekend hours. The percentage of centers offering services during the summer ranged from 60 percent to 70 percent across different categories of school level.

Centers reported their hours per day, days per week, and weeks per year of operation. About 67 percent of centers reported being open 11 hours or more per week. About 91 percent of centers reported being open four or more days per week, while 69 percent of centers reported being open 29 or more weeks during the 2003–04 school year.

Staffing

Centers were also asked to report the background and training of their staff when completing PPICS, and indicated what number of each type were paid staff and what number were volunteer staff. The typical center reported having 13 paid and 8 volunteer staff during the 2003–04 school year. School-day teachers are by far the highest proportion of afterschool staff. School-day teachers, youth development workers, and nonteaching school staff usually are paid for their afterschool time while parents and other community members are usually volunteers.

Prevalence and Intensity of Programming

Centers described the various activities and services offered in their programs as well as the intensity with which each was offered. It is important to point out that activity information collected in PPICS allowed respondents to classify a single activity both by category and subject area. For example, a center may have offered a rocketry club during the 2003–04 school year in which participants learn to build and launch rockets while also studying astronomy. In this case, this activity would be classifiable as an academic enrichment learning program (category) *and* as a science educational activity (subject area). A similar degree of flexibility was afforded to respondents when a single activity could be classified in more than one category. For example, an activity with both tutoring and mentoring components would be counted in both categories in PPICS.

Prevalence and Intensity of Categories of Service

Centers described their activities according to the category of service delivery, or activities targeting a particular participant population. Reflecting the central goals of the 21st CCLC program, the three most widely offered categories of activity were academic enrichment learning programs, academic assistance, and recreational activities (offered by 90 percent, 87 percent, and 85 percent of centers, respectively). Approximately 60 percent of centers offered programs involving drug prevention and promoting parent involvement in children's literacy.

Centers described the intensity with which they offered different activities by indicating the typical amount of time per week they offered each type. Services addressing academic needs are among the most intensely offered. Academic remediation, enrichment, and tutoring are all typically offered at least six hours per week. Recreational services are also among the most intensely offered type of programming, with an average of slightly more than six hours of programming during a typical week. Mentoring; activities for LEP students; activities for students who have been truant, suspended, or expelled; and activities that promote leadership all were typically offered between four and five hours per week. Drug- and violence-prevention programs and those that promote parental involvement were not offered intensively, relative to other categories (typically fewer than three hours per week).

Prevalence and Intensity of Subject-Area Programming

Centers also categorized their programming based on subject areas or educational content. More than 90 percent of centers provided reading and mathematics education programs. This reflects the program's mandate to enhance academic achievement in core curricular areas. Although science education activities are provided by 69 percent of centers, this level is exceeded by activities involving arts and music (more than 80 percent) and about equal to those including culture and social studies. Relatively few centers offered entrepreneurial education programs (20 percent).

Reading and mathematics were the subjects of the most intensive programming, with an average of about six and a half hours per week of reading programming and about five and a half hours of mathematics programming per typical week. Programming in science, the other core academic subject, was offered less intensely (an average of nearly four hours per week). This may reflect a lack of qualified staff or a lesser emphasis on this subject. All other subjects were provided an average of three to four hours per week.

Attendance

Attendance, as an intermediate outcome indicator, reflects the breadth and depth of exposure to afterschool programming. Centers reported the total number of students who participated in the center's programming during the year as well as the number of regular attendees (i.e., those who participated in 30 days or more of activity). The typical center had 59 regular attendees and 105 total attendees.

One way of examining the reach of the 21st CCLC program is to examine the participation of students with different needs and backgrounds such as ethnicity, participation in special services, and gender. Several ethnic minorities are overrepresented as participants relative to their proportion of the general population. This reflects the program's focus on economically disadvantaged populations. More directly to this point, nearly two thirds of regular attendees qualified for free or reduced-price lunch, a figure that is in line with the goals of the program to target students from high poverty communities. About 17 percent of participants have limited English proficiency, and 8 percent have special needs or disabilities. Finally, the proportions of male and female participants are equivalent, indicating that the program has achieved gender equity.

The 21st CCLC program can be targeted toward students at all grade levels, although centers most typically gear their programs toward elementary students. The prevalence per grade level peaks in late elementary school, then drops off continuously through the middle school, Grades 6–8. This reflects the need for the young students to stay under regular adult supervision after school. As students reach the high school grades, there is a marked dropoff in attendance. This may reflect both the greater number of afterschool options for older students (including employment) and their lower need for adult supervision.

Student Achievement and Behavioral Outcomes

Centers reported on a number of indicators regarding their program's positive impact on student achievement and academic behaviors, such as changes in student grades, proficiency levels, and changes in teacher-rated student behavior. All of these findings are based on regular program attendees.

Change in Student Grades

Centers reported the number of regular attendees who improved by half a grade or more, stayed the same, or declined by half a grade in reading and language arts or mathematics across the span of the 2003–04 school year. About 45 percent of all participants improved their reading and language arts grades, whereas only about 17 percent declined. Similarly, about 41 percent of all participants improved their mathematics grades, whereas about 19 percent declined. A greater proportion of elementary students improved their mathematics and reading and language arts grades (43 percent and 47 percent, respectively) than middle school students (38 percent in mathematics and 41 percent in reading and language arts). Conversely, a lower proportion of elementary students decreased in mathematics and reading and language arts grades (18 percent and 15 percent, respectively) compared to middle school students (24 percent in mathematics and 22 percent in reading and language arts).

Proficiency Levels in Mathematics and Reading and Language Arts

Centers reported the level of proficiency in mathematics and reading and language arts for each of their regular attendees. Although these data do not indicate the level of student improvement, it does provide a baseline from which to compare improvements in future years. About 45 percent of attendees are at a basic proficiency level in reading, and about 43 percent are scoring at proficient. Similarly, about 49 percent of attendees are at a basic proficiency level in mathematics, and about 40 percent are scoring at proficient.

Cross-Year Change in Mathematics and Reading and Language Arts

Ten states reported on the extent to which regular attendees witnessed a change in proficiency levels in mathematics or reading and language arts on state assessments taken during the 2003–04 school year, compared with the 2002–03 school year. For both mathematics and reading and language arts assessments, 31 percent of students witnessed an improvement in the proficiency level at which they scored, whereas about 20 percent witnessed a decrease in their proficiency level. A slightly greater proportion of students in middle and high school programs witnessed an improvement in proficiency level (32 percent improving in reading and language arts and 35 percent improving in mathematics) than did students in elementary school programs (30 percent in reading and language arts and 29 percent in mathematics).

Change in Academic Behaviors

In order to assess the degree of behavioral change, teachers in 21 states completed a survey in which they rated the degree of improvement in academic behaviors exhibited by regular program participants across the 2003–04 school year. The categories of behavior with the highest percentage of student improvement were academic performance (71 percent of students exhibiting improvement), completing homework to the teacher's satisfaction and class participation (69 percent each), and turning in homework on time (68 percent). For every category of behavior, teachers rated a majority of students as having improved. In no category of behavior did the percentage of students *declining* in behavior exceed 7 percent.

Teachers also rated the degree of student improvement in each behavioral category. For most categories, around 40 percent of respondents who said that students improved indicated that this improvement was "significant," 30 percent indicated "moderate" improvement, and about 30 percent indicated "slight" improvement. However, regarding regular class attendance, nearly 50 percent of respondents who had indicated improvement described it as "significant."

Introduction

Each weekday afternoon in America as the ringing of the school bell signifies the end of the school day, nearly a million school-age children continue to learn by participating afterschool in academic enrichment programs and other youth development and support activities designed to enhance their academic well-being. These activities and services are being offered by 8,725 centers funded by the 21st Century Community Learning Centers (21st CCLC) program.

The 21st CCLC program began as a federal discretionary grant program in 1998 and supported more than 1,600 grants to local education agencies (LEAs) that provided a broad array of out-of-school time services to children and community members. Reauthorized under the No Child Left Behind (NCLB) Act, the primary purposes of the 21st CCLC program according to the nonregulatory guidance issued by the U.S. Department of Education in 2003 are to:

1. Provide out-of-school time opportunities for academic enrichment, including tutorial services to help students (particularly those in high-poverty areas and who attend low-performing schools) meet state and local performance standards in core academic subjects such as reading, mathematics, and science.

2. Offer students a broad array of additional out-of-school time services, programs, and activities—youth development activities; drug- and violence-prevention programs; counseling programs; art, music, and recreation programs; technology education programs; and character education programs—designed to reinforce and complement the regular academic program of participating students.

3. Offer families of students served by community learning centers opportunities for literacy and related educational development.

The reauthorization of the 21st CCLC program also resulted in a series of changes to its administration, eligibility requirements, and primary activity emphasis and target population:

1. Transferal of program administration from the federal to the state level—Under the reauthorization, responsibility for administering the 21st CCLC program was turned over to the state education agency (SEA) in each state or territory. Each year all SEAs receive an annual formula allocation to fund 21st CCLC programs in their respective states. SEAs are obligated to allocate 21st CCLC funds to local organizations by holding competitive request for proposal (RFP) processes. Under the federal discretionary grant program, the Department of Education (ED) directly held competitions, awarded grants, and directly monitored grantee performance.

2. Expansion of eligibility to additional entities—Provisions outlined in the reauthorizing legislation expanded subgrant eligibility to all public and private organizations. Under the federal discretionary grant program, only public schools or LEAs could receive grants directly.

3. Focusing services on academic enrichment opportunities—As part of the reauthorization, entities receiving a state-administered 21st CCLC grant must provide academic enrichment activities to students participating in center programming. Broadly defined, academic enrichment activities expand on students' learning in ways that differ from the methods used during the school day. They often are interactive and project focused. They

enhance a student's education by bringing new concepts to light or by using old concepts in new ways. These activities are fun for the student, but they also impart knowledge. They allow the participants to apply knowledge and skills stressed in school to real-life experiences. It is expected that local grantees will implement academic enrichment activities that will help students meet both state and local standards in the core content areas such as reading, mathematics, and science.

4. Targeting services to poor and low-performing schools—Under the reauthorization, states are required to award grants only to applicants that primarily will serve students who attend schools with a high concentration of poor students. To reinforce this requirement and to encourage the development of collaborations between local education agencies and other organizations, states also are required to give priority to applications for projects that will serve children in schools designated as in need of improvement under Title I and that are submitted jointly by school districts receiving Title I funds and public or private community-based organizations.

The primary purpose of this report is to provide an overview of the 21st CCLC program as it exists under state administration. This report will explore how states are using the discretion afforded to them to implement their statewide programs, what services and activities are being provided by 21st CCLC grantees across the country, who is participating in grant-funded activities, and what progress is being made in achieving the performance indicators associated with the 21st CCLC program. It is important to point out that this report is meant to be a purely descriptive look at the 21st CCLC program. It is intended that the information presented here will provide a greater understanding of the nature of the state-administered 21st CCLC programs from a national perspective.

21st CCLC Profile and Performance Information Collection System (PPICS)

All of the information outlined in this report was obtained from the 21st CCLC Profile and Performance Information Collection System (PPICS). Funded by ED, PPICS is a Web-based data-collection system designed to capture information regarding state-administered 21st CCLC programs. PPICS exists to meet four primary purposes:

1. To obtain the data necessary to report on the Government Performance and Reporting Act (GPRA) of 1993 indicators for the 21st CCLC program

2. To obtain information that will allow ED to monitor how the program is operating under state administration

3. To provide ED staff with the capacity to respond to congressional, Office of Management and Business, and other departmental inquiries about the program

4. To provide state 21st CCLC staff with a series of system-supported reports and related features that facilitate their ability to use data to assess the performance of grantees in their state and to inform related monitoring, evaluation, and technical assistance efforts

There are four data-entry modules that make up PPICS:

1. Competition Overview
2. Grantee Profile
3. Annual Performance Report (APR)
4. State Activities

Each of these modules is discussed in further detail below.

Purpose of the Competition Overview Module

The purpose of the Competition Overview module is to obtain: (1) basic descriptive information from states about the outcomes of a given subgrant competition (e.g., number of applicants, number of grants awarded) held in a state to award new 21st CCLC grants, and (2) information about the performance indicators and priorities employed in a state in structuring its statewide program. This report examines Competition Overview records associated with RFP processes undertaken by states that resulted in the awarding of new 21st CCLC grants in 2004. Competition Overview records in PPICS were complete (i.e., all mandatory fields had been completed by the responding state) for 58 of the 59 competitions held by states during 2004.

Purpose of the Grantee Profile Module

The purpose of the Grantee Profile module is to collect basic information about 21st CCLC grantees, the proposed objectives and community partners associated with a given project, the activities grantees propose to deliver at each of their centers, and the students and family members they intend to serve. The information housed in the Grantee Profile module of PPICS is meant to provide information about what is presently true about a given grantee's 21st CCLC operations, or if a grantee has not yet begun operations, what the grantee intends to do in the way of service provision.

The information provided in completing the Grantee Profile serves to:

- Support federal efforts to obtain a complete, updated picture of the full domain of 21st CCLC grantees and the characteristics of their programs.

- Reduce data-entry redundancy by prepopulating certain sections of the APR module of PPICS. This will make the APR process a more streamlined and less intense process for 21st CCLC grantees.

- Allow state users of the system to better assess how an individual program has changed over time as modifications are made to better respond to the needs of center attendees.

In this report, Grantee Profile data are outlined for the 2,729 active 21st CCLC grantees that received a state-administered 21st CCLC grant through December 2004. Grantee Profile records were complete for 87 percent of grantees funded during this period.

Purpose of the APR Module

The purposes of the APR module are (1) to collect data from 21st CCLC grantees on progress made during the preceding year in meeting their project objectives; (2) to collect data on what elements characterized center operation during the reporting period, including the student and adult populations served; and (3) to collect data that address the GPRA performance indicators for the 21st CCLC program.

In order for a grantee's APR to be complete, three primary categories of information need to be supplied:

1. Objectives (to what extent the grantees accomplished what they intended to with 21st CCLC funds)

2. Partners (what entities contributed to the program during the reporting period and the nature of their contribution)

3. Centers (center location, hours of operation, activities provided, population served, impact data)

Data collected at the center level on the APR also is utilized to inform how well the program is meeting the GPRA indicators associated with the program. Outlined below are the measures that have been defined to evaluate performance on the GPRA indicators associated with the 21st CCLC program:

1. Percentage of regular program participants whose mathematics or English grades improved from fall to spring

2. Percentage of regular program participants who meet or exceed the proficient level of performance on state assessments in reading and language arts and mathematics (This measure was in the process of being phased out during the development of the APR to be replaced by the following: *Percentage of regular program participants whose achievement test scores improve from not proficient to proficient or above on state assessments.* Only data corresponding to the initial indicator were collected during the 2003–04 APR reporting process.)

3. Percentage of regular program participants with teacher-reported improvement in homework completion and class participation

4. Percentage of students with teacher-reported improvements in student behavior

5. Percentage of 21st CCLCs reporting emphasis in at least one core academic area

6. Percentage of 21st CCLCs offering enrichment and support activities in technology

7. Percentage of 21st CCLCs offering enrichment and support activities in other areas

APR data are presented in this report for the 1,267 grantees that needed to submit APR data for activities undertaken during the 2003–04 school year. APR records were complete for 88 percent of the grantees that needed to submit these APR data.

Purpose of the State Activities Module

The purpose of the State Activities module is to collect data on how an SEA used its prior fiscal year's 2 percent administrative allocation and 3 percent training and/or evaluation allocation to support the 21st CCLC program in its state. The data outlined in this report correspond to how SEAs allocated their FY 2003 allocations. Of the 53 SEAs required to submit PPICS data, 52 had complete State Activities records for FY 2003.

Report Organization

This report is organized into six primary sections, each of which present information about the 21st CCLC program from a national perspective:

1. State Competitions and Activities

2. Grantee and Center Characteristics

3. Structural Features and Operations

4. Programming

5. Attendance

6. Student Achievement and Academic Behavioral Outcomes

In addition, Appendix A of this report contains a series of tables that provide select competition, grantee, and center characteristics as well as outcome data for each of the 53 state-administered 21st CCLC programs.

Section 1: State Competitions and Activities

Employing the discretion afforded to them as the result of NCLB, SEAs have the opportunity to establish policies, procedures, and standards that shape the structural features and programming of 21st CCLCs funded in their state. One of the primary ways states exercise this discretion are the requirements and priorities they embed in the competitive RFP processes they implement to award new 21st CCLC grants. In addition, the manner in which SEAs utilize administrative allocations to support monitoring and evaluation efforts, technical assistance, and training also help establish the expectations centers are asked to conform to and the overall context of service delivery. This section of the report summarizes both avenues of state involvement, beginning with the subgrant competition process. In the 2004 calendar year, 51 SEAs (or simply "states") ran a total of 60 competitions. A competition is an opportunity for organizations to apply for a subgrant to operate a 21st CCLC program. Forty-four states ran one competition, six states ran two, and one state (California) ran four. SEAs running competitions in 2004 comprised 49 U.S. states, the District of Columbia, and Puerto Rico. Because Puerto Rico has not completed the Competition Overview as of this report, the data in this report are based on 59 competitions. Two SEAs, Indiana and the Bureau of Indian Affairs, did not run competitions during 2004.

Characteristics of Subgrant Competitions

States have the discretion to shape subgrant competitions in a variety of ways, such as specifying competitive priorities and developing a statewide monitoring and evaluation plan consisting of state-defined performance indicators that grantees will need to conform to in the operation of their 21st CCLC–funded programs. The following section describes how states employed each of these methods to shape their subgrant competitions.

Adoption of Performance Indicators

In compliance with the GPRA, four general categories of performance indicators have been specified by ED that will be utilized to assess the extent to which the program is meeting its statutorily authorized purposes. These GPRA indicators specify requirements and target performance levels in terms of: (1) improvement in student achievement; (2) improvement in student academic behavior; (3) the provision of academic enrichment offerings, with a special emphasis on enrichment opportunities in technology; and (4) the degree to which centers emphasize one or more core academic areas. Each performance indicator is a measure of the effectiveness of the program in achieving one of its goals. In its application to ED, a state must describe the performance indicators and performance measures it will use to evaluate local programs and activities. States are required to conduct a comprehensive evaluation of the effectiveness of programs and activities provided with 21st CCLC funds in light of the performance indicators and measures adopted by the SEA.

Figure 1 describes the extent to which states adopted the performance indicators that grantees receiving new 21st CCLC grants as the result of subgrant competitions in 2004 will be held accountable to in the operation of their programs. Table 1 details the types of performance indicators.

Figure 1. Frequency of State Adoption of Performance Indicators of Various Types
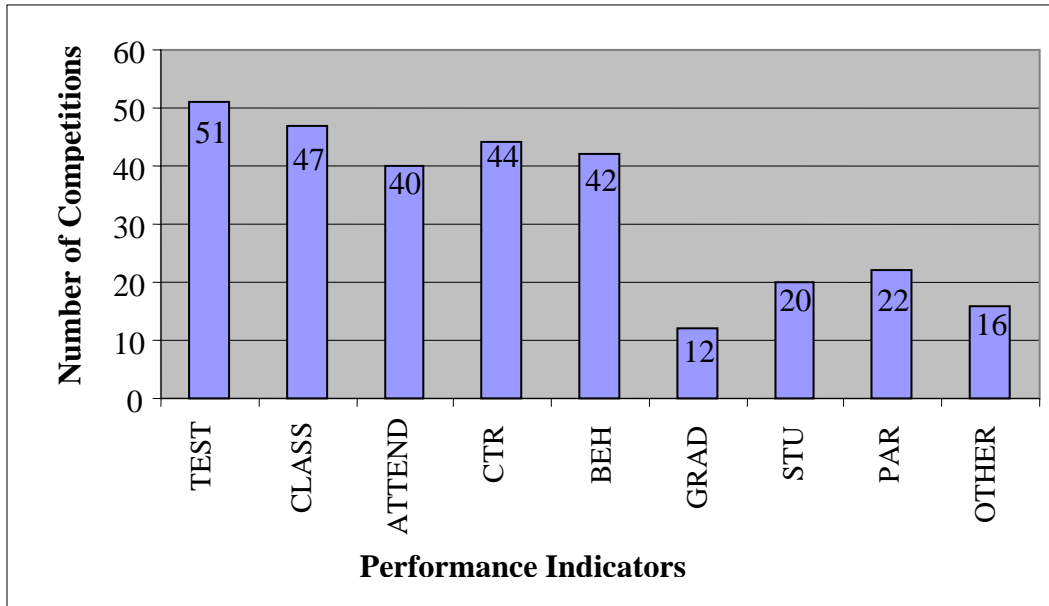
Note: Based on 59 competitions

Table 1. Types of Performances Indicators in Detail

Indicator Code	Indicator Type
TEST	Student achievement on standardized tests
CLASS	Student classroom performance
ATTEND	Student attendance during the regular school day
CTR	Student attendance or retention in center activities
BEH	Student behavior (e.g., decreased disciplinary actions and suspensions)
GRAD	Graduation rates
STU	Student satisfaction with center activities and services
PAR	Parent satisfaction with center activities and services
OTHER	Other

Key Points Related to State Adoption of Performance Indicators

- The vast majority of states adopted some type of indicator of academic achievement, either achievement tests (51 of 59 competitions) or classroom performance (47 of 59 competitions).

- Most states adopted some measure of school behavior, either school attendance (40 of 59 of competitions) or discipline-related information (42 of 59 competitions). About one fifth of competitions indicated that grantees track the graduation rates of their attendees.

- About one third of all subgrant competitions adopted indicators of student and parent satisfaction with the program.

- Two thirds of competitions adopted student attendance in center activities as an indicator.

Priorities Specified by States in RFPs

States had the discretion to set both mandatory and optional funding priorities for the competitions administered during 2004. In PPICS, a mandatory priority was defined as a condition specified in the RFP that an applying entity must meet in order to be eligible for 21st CCLC funding, while an optional priority is a condition specified in the RFP that provides an applicant with a competitive edge in the subgrant competition (e.g., an additional 20 points is added to an applicant's final score if it proposes to offer programming to reduce obesity). These funding priorities have a considerable influence on the structural features and programming objectives of grantees.

In addition to the discretion afforded to states in establishing competitive priorities, there is one mandatory priority that all SEAs must incorporate into their subgrant processes. According to the 21st CCLC nonregulatory guidance, "States must give competitive priority to applications that both propose to serve students who attend schools identified for improvement (pursuant to Section 1116 of Title I) *and* that are submitted jointly between at least one LEA receiving funds under Title I, Part A, and at least one public or private community organization." Reflecting this guidance, 57 out of 59 RFP competitions met this requirement by specifying either a joint application or a community-based organization partnership as a mandatory or optional priority. Other key points related to the manner in which states employed priorities in the subgrant process include the following:

- In 45 of the 59 competitions administered by states during 2004, proposing to provide services in at least one core academic area (e.g., reading and language arts, mathematics, science) was mandatory in order to be eligible for funding.

- In 28 of the competitions, providing educational opportunities for adult family members was identified as being a mandatory priority for applicants while in another 19 competitions, applicants proposing to serve adult family members were afforded a competitive edge in the subgrant competition.

- In 31 competitions, providing services to improve academic achievement of LEP students was identified as being an optional priority.

Outcomes of Subgrant Competitions

This section describes basic data about the outcome of subgrant competitions held in 2004, including the rate at which applicants received funding, the representation of different types of organizations among applicants and awardees, and contract length.

Applicant Funding Rates

According to the 59 complete Competition Overview records in PPICS associated with 2004, 3,469 organizations applied for subgrants, and 1,327 of these received awards; a funding rate of 38 percent. The following points characterize the typical outcomes of the 59 state competitions held in 2004:

- When the funding rates of all 59 state competitions are considered, the median funding rate was 42 percent. The funding rate of half of the competitions fell between 27 percent and 62 percent; one quarter of competitions had funding rates above this range, and one quarter had rates below it.

- Applicants requested a total of $1,260,462,271 in first-year funds while $460,186,892 was actually awarded to support the initial year of operation of new grantees funded in 2004, for a dollar-based funding rate of 37 percent.

- Across all state competitions, the median dollar-based funding rate was 42 percent, with a range of 24 percent to 54 percent encompassing the middle half of the states.

Proportion of Applicants and Grantees From Different Types of Organizations

One of the significant modifications detailed in the reauthorizing legislation was to expand eligibility of 21st CCLC funding to include public and private youth-serving organizations. Figure 2 describes the prevalence of different types of organizations among applicants and grantees for competitions held in 2004. Table 2 details the types of organizations.

Figure 2. Proportion of Applicants From Different Types of Organizations
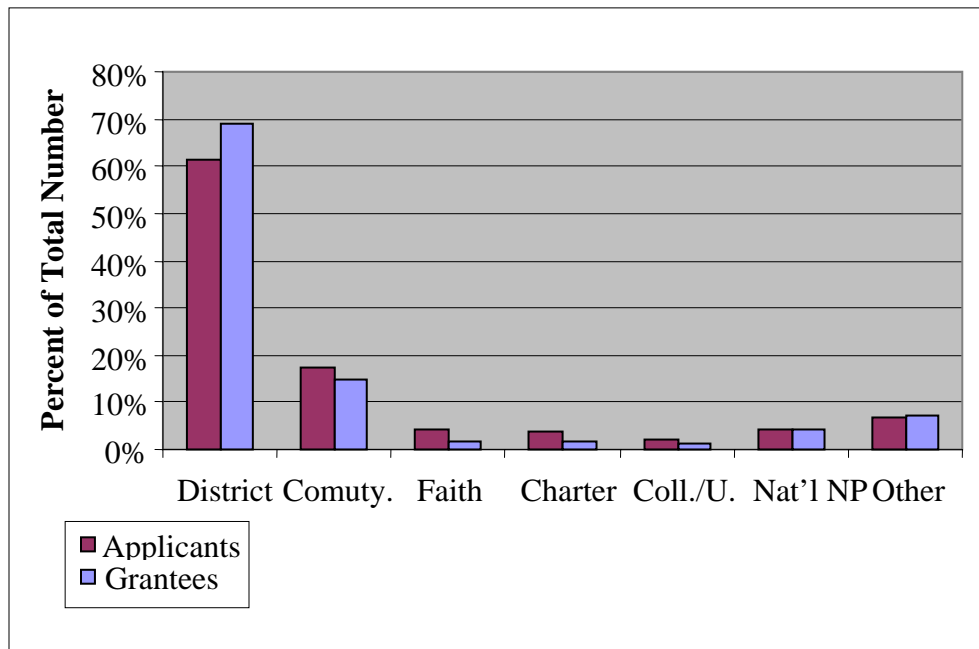
Note: Based on 3381 applicants

Table 2. Types of Organizations in Detail

Organization Code	Organization Type
District	School district
Comuty.	Community-based or other nonprofit organization
Faith	Faith-based organization
Charter	Charter school
Coll./U.	College or university
Nat'l NP	Nationally affiliated nonprofit agency
Other	Other

Key Points Associated With Subgrant Competition Outcomes

- School districts are by far the most frequent applicants and grantees. School districts compose 61 percent of applicants and 69 percent of actual grantees.

- Community-based organizations are the next most prevalent type, composing 17 percent of applicants and 15 percent of grantees.

- All other organization types compose 21 percent of applicants, yet just 16 percent of grantees.

Proportion of Grants of Different Lengths

The reauthorization of this program expanded the maximum grant length from three to five years. With a longer duration of guaranteed funding, a given center will have a greater opportunity to secure external funding with which to sustain the program after the grant has expired. Figure 3 shows the impact of this change in policy on lengths of actual grants awarded to grantees in 2004 across all states. A grant with a length of "3 + 2" has an initial funding period of three years with an option to renew funding for an additional two years.

Figure 3. Number of Competitions Awarding Grants of Different Lengths
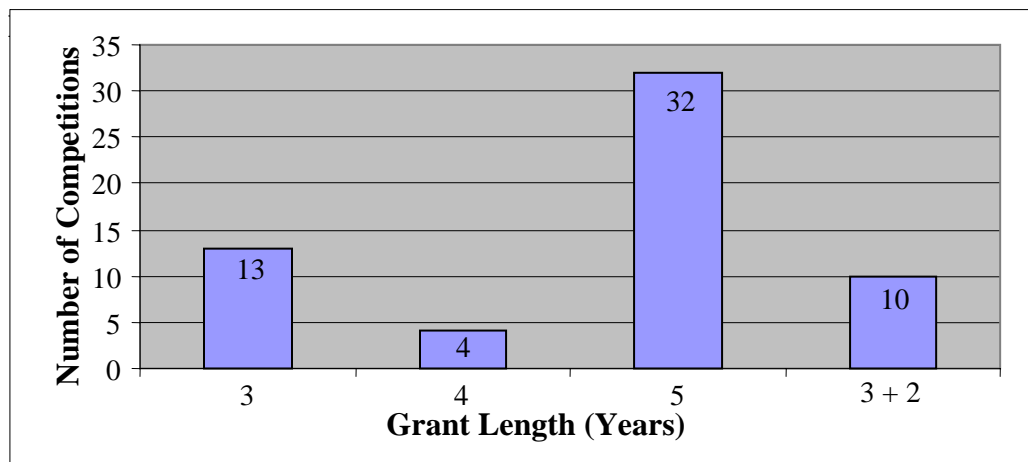
Note: Based on 59 competitions

Key Point Related to Grant Length

The most frequent grant length is five years, indicating that the change in the policy regarding maximum grant length had a significant impact on ensuring the longevity of these programs.

State Activities

As mentioned at the outset, states also have the capacity to shape the context of programming in their state through monitoring and evaluation efforts and the provision of training and technical assistance to their 21st CCLC grantees. It is useful to know the extent to which states are devoting resources to each of these types of administrative and support services, given that the authorizing legislation contains provisions that reserve a portion of a state's allocation to be utilized for these purposes. This section examines the extent to which states have devoted their resources to such tasks.

Allocation of Five Percent Moneys

A portion of the grant to each state could be set aside for various uses by the SEA. Up to 2 percent of the grant could be allotted to administrative costs such as the following:

- Administrative costs of carrying out the responsibilities of this program

- Establishing and implementing a peer review process for grant applications

- Supervising the awarding of funds to eligible organizations

Up to 3 percent of the state's allocation for the 21st CCLC program could be allotted for the following training, technical assistance, and evaluation services:

- Monitoring and evaluation of programs and activities

- Providing capacity building, training, and technical assistance

- Conducting a comprehensive evaluation of the effectiveness of programs and activities

- Providing training and technical assistance to eligible entities who are applicants for, or recipients of, awards

Key Point Related to State Activities

Most states allocated the full 2 percent and 3 percent allotments. Ninety-four percent of states allocated their entire 2 percent allotment, and 92 percent allocated their entire 3 percent allotment. It is important to note that PPICS requested information on the extent to which state had allocated their 2 percent and 3 percent funds. No information was collected from states on the actual expenditure of the funds.

Allocation of Funds for Training, Technical Assistance, and Evaluation Services

Figure 4 describes the frequency with which states allocated their 3 percent moneys to specific types of services:

- Applicant Training: Providing training and technical assistance to eligible entities that are applicants for awards

- Grantee Training: Providing training and technical assistance to eligible entities that are recipients of awards

- Monitoring: Monitoring and evaluation of programs and activities

- Evaluation: Conducting a comprehensive evaluation of the effectiveness of programs and activities

- Data System: Development or purchase of software or data system for the purpose of monitoring and evaluation

Figure 4. Percentage of States Allocating Funds for Types of Training, Assistance, and Evaluation Services
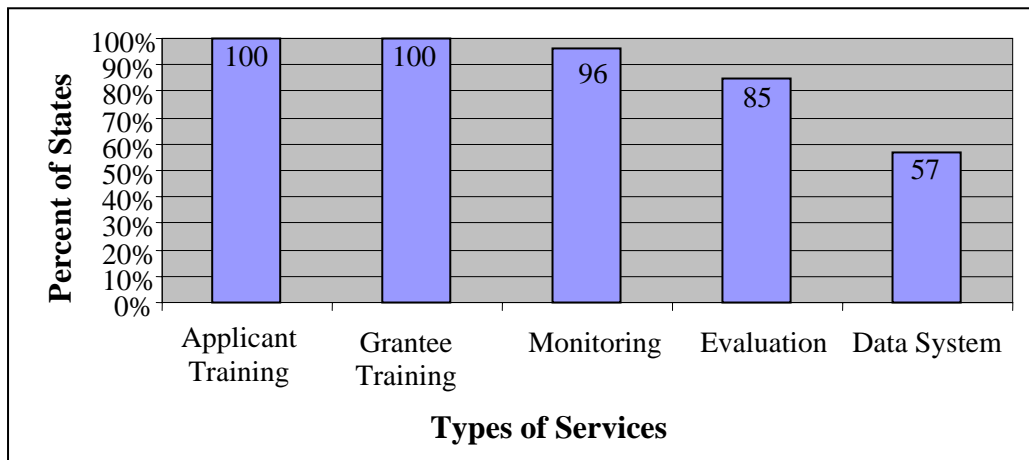
Note: Data based on 53 SEAs

Key Point Related to Training, Assistance, and Evaluation Services

All or nearly all states report allocating funds to support applicant and grantee training, along with monitoring of programs and activities.

Training and Technical Assistance to Grantees

Figure 5 indicates the frequency with which states provided various types of training and technical assistance to grantees. The figure illustrates that the different categories of assistance are fairly comparable in their frequency with which states provide them to grantees. Table 3 details the types of training provided to grantees.

**Figure 5. Percentage of States Providing Types of
Technical Assistance and Training to Grantees**
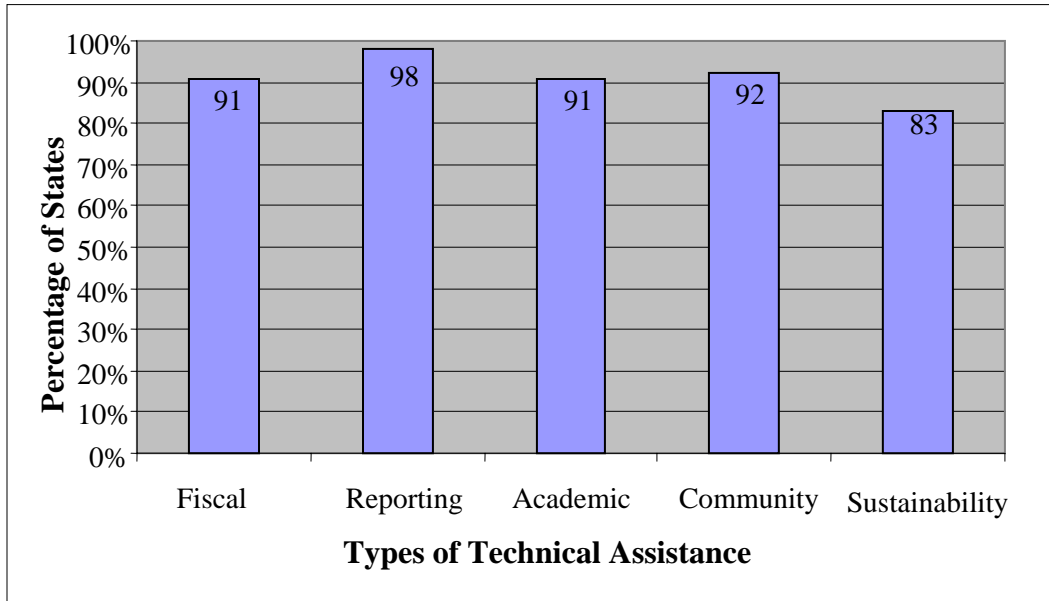
Note: Data based on 53 SEAs

Table 3. Types of Training in Detail

Training Code	Training Type
Fiscal	Fiscal management and administration
Reporting	Meeting state reporting or evaluation requirements
Academic	Enhancing academic content
Community	Enhancing community involvement and collaboration
Sustainability	Promoting program sustainability

Key Points Related to Training and Technical Assistance

- At least 90 percent of all SEAs offered training for fiscal management, reporting and evaluation requirements, enhancing academic content, and enhancing community involvement.

- Slightly more than 80 percent of SEAs reported offering training to promote program sustainability.

Section 2: Grantee and Center Characteristics

This section describes basic characteristics of grantees and centers funded by SEAs from the first round of awards made during 2002 to the most recent awards made in 2004. There were 2,729 grants awarded during this period that presently fund a total 8,448 centers nationwide. The figures and tables presented in this section provide additional details about these grantees and centers, their length of time in existence, the grade levels they intend to serve, and the number of schools that provide students to a given 21st CCLC.

In PPICS, 21st CCLC *centers* are defined as the physical location where grant-funded services and activities are provided to participating students and adults. A center offers academic, artistic, and cultural enrichment opportunities to students and their families during nonschool hours (before or after school) or periods when school is not in session (e.g., holidays, weekends, summer recess). A center is characterized by defined hours of operation; a dedicated staff that plans, facilitates, and supervises program activities; and an administrative structure that may include a position akin to a center coordinator. A 21st CCLC grant must fund at least one 21st CCLC center. In similar fashion, a grantee is defined in PPICS as the entity serving as the fiduciary agent for a given 21st CCLC grant.

Grantee and Center Organization Type

As articulated both in the reauthorizing legislation and the nonregulatory guidance, the 21st CCLC program encourages partnerships between grantees and diverse community stakeholders. Congruent with this goal, the passage of the NCLB Act expanded funding eligibility to include public and private educational and youth-serving organizations in addition to schools. Figure 6 highlights the impact of this change by displaying the percentage of grantees in each organization type. Table 4 details the types of organizations.

Figure 6. Percentage of Grantees by Organization Type
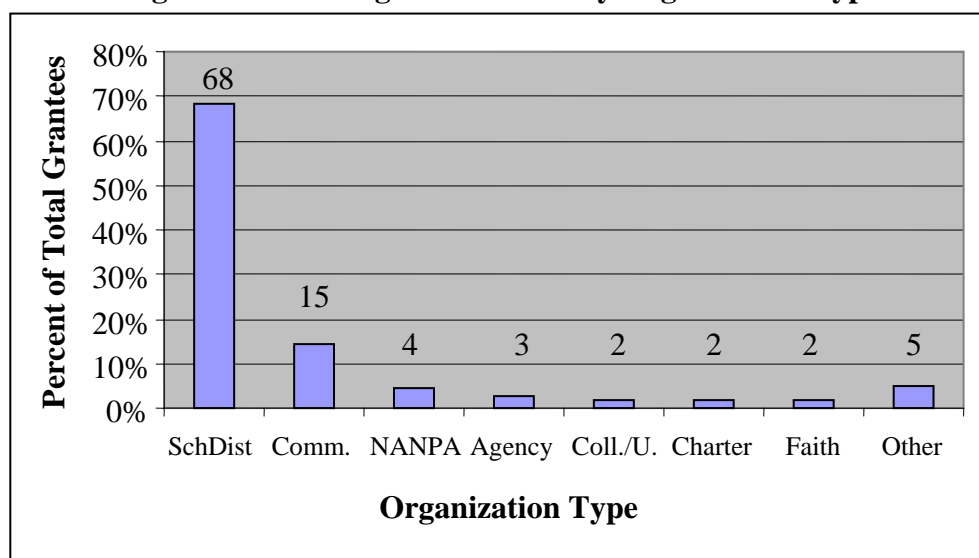
Note: Grantees providing data: 2,677 (98 percent reporting)

Table 4. Types of Grantee Organizations in Detail

Code	Grantee Organization Type
SchDist	School district
Comm.	Community-based organization
NANPA	Nationally affiliated nonprofit agency (e.g., Boys & Girls Clubs, YMCA/YWCA)
Agency	Regional or intermediate education agency
Coll./U.	College or university
Charter	Charter school
Faith	Faith-based organization
Other	Bureau of Indian Affairs, for-profit corporation, health-based organization, library, museum, park district, private school, other unit of government, other

Key Points Related to Grantee Organization Type

- School districts are the most represented organization type, serving as the fiscal agent on 68 percent of all 21st CCLC grants.

- Community-based organizations (15 percent) and nationally affiliated nonprofit agencies (4 percent) collectively make up 19 percent of all grantees. The remaining 13 percent of grantees represent a wide variety of other organization types.

Center Organization Type

As might be expected, the extent to which different types of organizations serve as centers largely parallels the distribution pattern for grantees, with 90 percent of centers identified as being schools. Of the remaining organization types, only community-based organizations (3.5 percent), nationally affiliated nonprofit agencies (1.8 percent), and faith-based organizations (1.3 percent) constitute at least 1 percent of centers, indicating that even centers funded by a grant obtained by a nonschool entity often are housed in schools. Of all of the centers, 8,345 provided data for this analysis (98.8 percent).

Centers Operating Afterschool Programs Before Receiving a 21st CCLC Grant

Although the largest number of grantees receiving state-administered 21st CCLC grants began operating during the 2003–04 school year, many sites had been operating afterschool programs in some fashion prior to receiving their state-administered 21st CCLC grant. The following analysis describes the extent to which centers eventually funded by a state-administered 21st CCLC grant provided out-of-school time services at the site in question prior to receiving the grant. Given the significant role the federal 21st CCLC discretionary grant program played in funding afterschool programs, Figure 7 also differentiates between centers that previously received funds through the federal 21st CCLC program and those that did not.

**Figure 7. Centers Operating Afterschool Programs
Before Receiving a State 21st CCLC Grant**
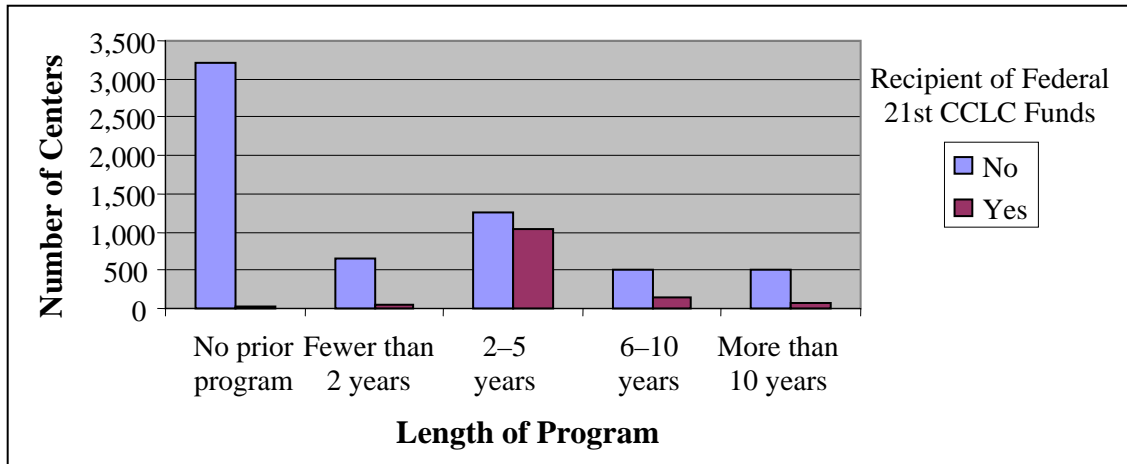
Note: Centers providing data: 7,446 (88 percent reporting)

Key Points Related to Previous Federal Funding

- Most centers (82 percent) had not been funded as part of a federal 21st CCLC discretionary grant prior to receiving state-administered 21st CCLC grants.

- About half of centers (53 percent) that did not receive federal 21st CCLC funds had no program prior to receiving a state-administered grant. In other words, 44 percent of all centers did not provide any afterschool services prior to receiving a state-administered 21st CCLC grant.

- As may be expected, 78 percent of centers that received 21st CCLC funding under the federal discretionary grant reported being in operation between two and five years prior to receiving a state-administered grant.

Grade Levels Served by Centers

The 21st CCLC programs are available to all grade levels (prekindergarten through Grade 12). In order to know where this program is having an impact, it is important to understand what grade levels the centers have planned to target. Figure 8 shows the relative frequency of grade levels that centers intend to serve through the provision of 21st CCLC–funded activities and services. Grade levels are categorized as elementary (Grades PK–6), middle (Grades 6–8), high (Grades 9–12), and the combinations of elementary/middle (Elem/Mid) and middle/high (Mid/High) school students. Centers that intend to serve a grade range in which sixth grade is the highest are considered to be elementary schools. Centers that intend to serve a grade range between sixth and eighth grade are considered to be middle schools. Centers serving only sixth graders are counted as middle school programs (there were 22 such centers).While the "other" category includes programs that serve elementary- and high school–age students (but not middle school–age students), the vast majority of the schools represented in this category serve all three main grade-level categories.

Figure 8. Percentage of Centers by Targeted Grade Levels
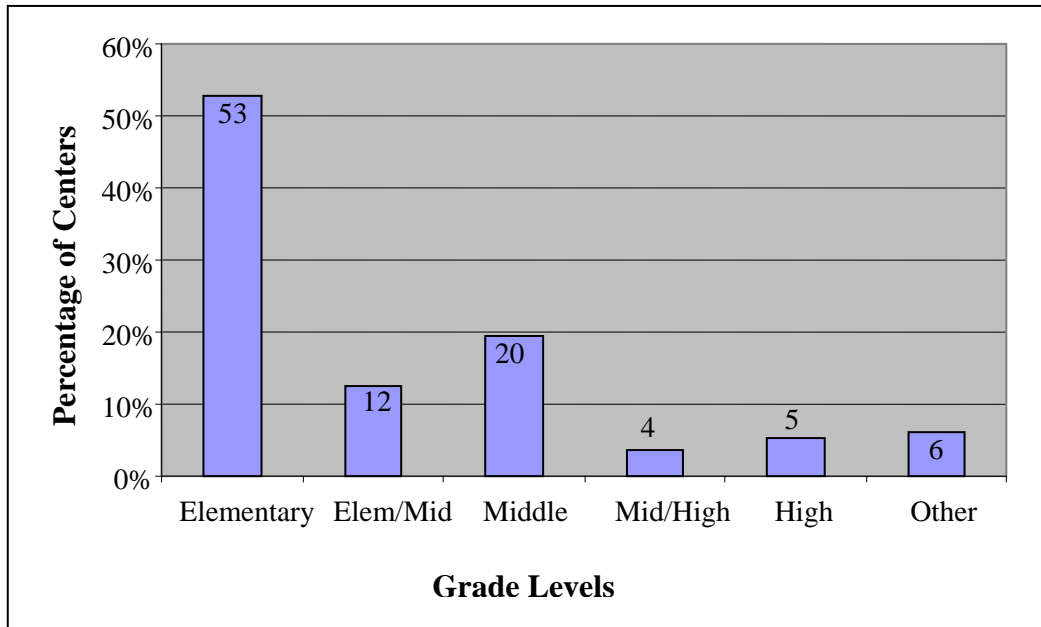
Note: Centers providing data: 7,526 (89 percent reporting)

Key Points Related to Grade Levels Targeted

- Elementary school students are the group most frequently targeted for services by centers. About half of centers serve elementary school students exclusively, and at least two thirds of all centers serve some elementary students.

- About 36 percent of centers serve at least some middle school students, but just more than half of these centers target middle school students exclusively. The "other" category includes programs that serve only elementary and high school students as well as programs that serve elementary, middle, and high school students. Thus, the percentage of centers serving middle school students may be higher than this number.

- Only 15 percent of centers serve at least some high school students, and only 5 percent of centers target high school students exclusively.

Centers and Feeder Schools

In PPICS, a feeder school is any school attended by 21st CCLC participants. This is different from the normal concept of feeder schools as schools that graduate their students into schools serving higher grades (i.e., an elementary school that feeds into a middle school). In this case, any school that is attended by a program participant is considered a feeder school. Many centers are their own feeder school, but there are also some programs that serve students from a number of different schools either at a school- or community-based location. Figure 9 indicates the percentage of centers with given numbers of feeder schools.

Figure 9. Prevalence of Number of Feeder Schools per Center
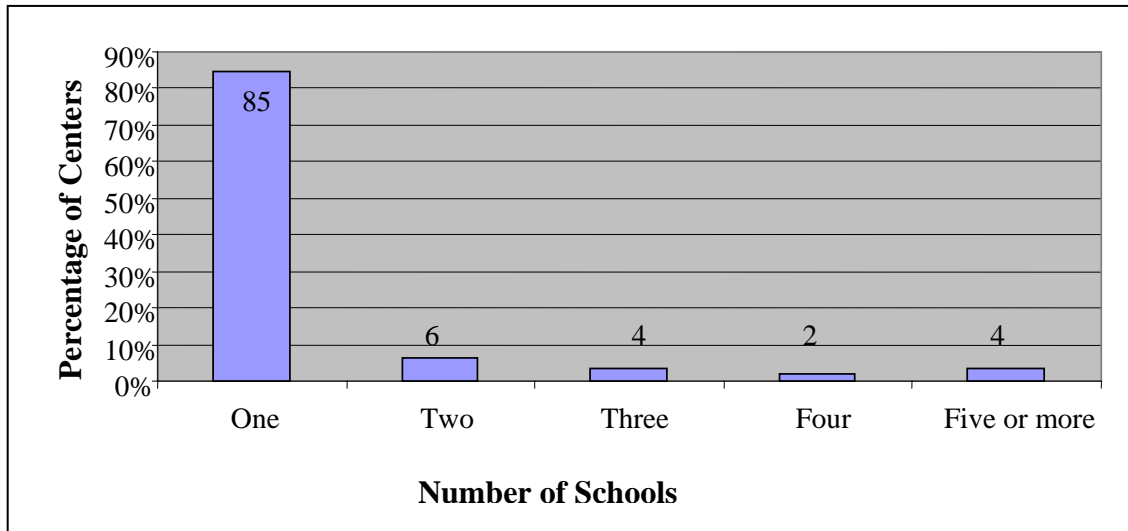
Note: Centers providing data: 7,510 (89 percent reporting)

Key Point Related to Feeder Schools

Of all centers, 85 percent have only one feeder school. Usually, this occurs with programs located at the school attended by all of their participants. Note that 90 percent of centers are schools themselves.

Section 3: Structural Features and Operations

Structural features of an afterschool program refer to the context and setting in which out-of-school time services are being provided. Factors such as staffing, hours of operation, financial resources, and community partnerships are all considered to be associated with the structural features of a 21st CCLC program. These features can impact both the quality of the programming being offered at a given center and the extent to which student attendees are likely to form positive relationships with both peers and staff.

Sources of Grantee Funding

One challenge of sustaining a 21st CCLC is to supplement and, when appropriate, coordinate grant-funded efforts with funding from other federal, state, local, and foundation sources. The development of a diversified funding base is crucial to ensuring the continued existence of the program against the possible loss of one funding stream.

Figure 10 depicts the percentage of grantees that receive and use funds from various funding source categories for their 21st CCLC program. Some responses have been combined (without duplication) to create the "other" categories. "Other Title I Funding" includes Even Start, School Dropout Prevention Program, Early Reading First, Migrant Education Program, and all Title I Funding with the exception of Supplemental Educational Services. "Other Federal Sources" includes Upward Bound, GEAR UP, Safe Schools/Healthy Students, the Carol M. White Physical Education Program, mentoring grants, and other federal sources.

Figure 10. Percentage of Grantees Using External Funding Sources
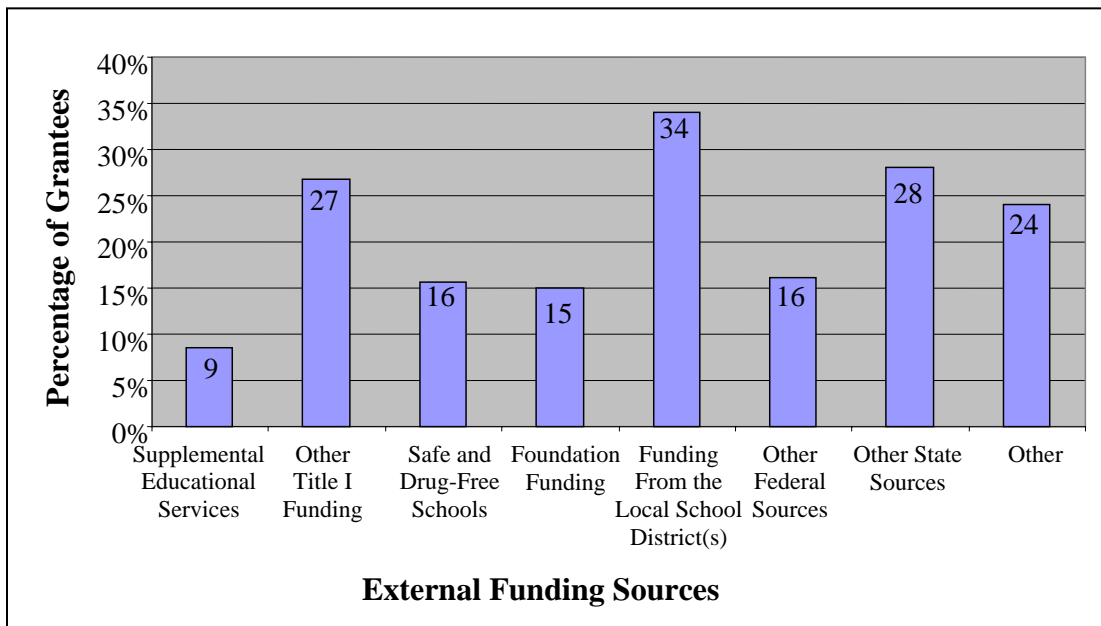
Note: Grantees providing data: 2,624 (96 percent reporting)

Key Points Related to Sources of Funding

- Overall, 72 percent of grantees had at least one funding source other than the 21st CCLC program. Grantees funding centers that operated afterschool programs prior to the state-administered 21st CCLC grant was received are more likely to report having other sources of funding (78 percent) than grantees that fund centers with no prior experience running afterschool programs (62 percent).

- The most common additional funding source was the local school district (funding about one third of all 21st CCLC programs), followed by other state sources (28 percent) and Title I funding (27 percent, excluding Supplemental Educational Services). The Supplemental Educational Services program (part of Title I but not included in the "Other Title I Funding" category), provided funding to 9 percent of 21st CCLC grantees.

- Other federal funding, foundation funding, and the Safe and Drug-Free Schools program each provided funding to around 15 percent of 21st CCLC grantees.

- On average, grantees reporting having two other funding sources. Of grantees reporting at least one external funding source, 66 percent listed fewer than three additional sources.

Partnerships

Encouraging partnerships between schools and other organizations is an important component of the 21st CCLC program. Many states required their grantees to have a letter of commitment from at least one partner in order to submit a proposal for funding. Partnerships provide grantees with connections to the community and additional resources that may not be otherwise available to the program. This section examines the characteristics of the partners with whom grantees work, as reported in the Grantee Profile.

Frequency of Partnerships With Different Organization Types

Different types of partners offer different resources and opportunities for 21st CCLC programs. Figure 11 displays the proportion of partners that are of each organization type. These organization types are categorized differently from those listed in Section 2 describing grantees and centers. Table 5 details the types of organizations.

Figure 11. Prevalence of Partners by Organization Type
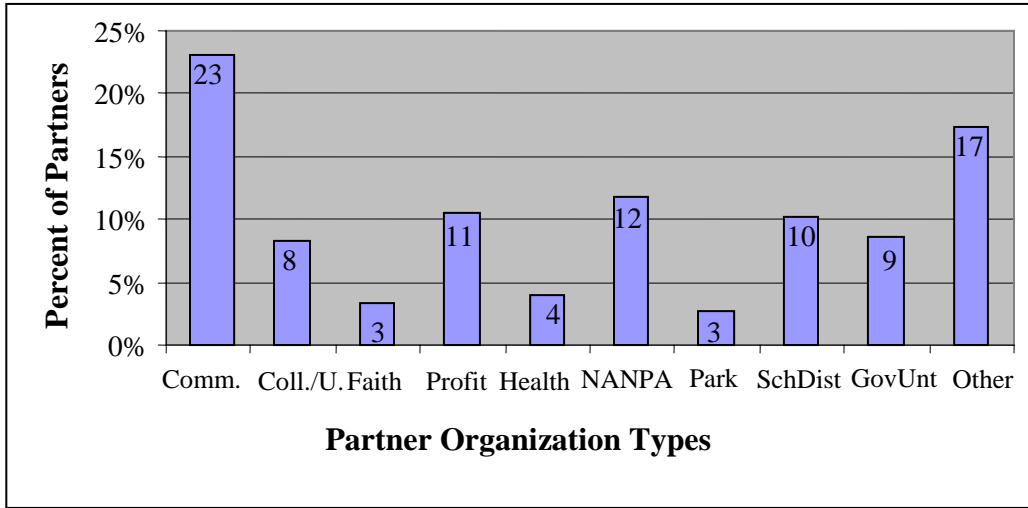
Note: Grantees providing data on at least one partner: 2,542 (93.1 percent); partner data reported: 19,575 (99.7 percent)

Table 5. Types of Partner Organizations in Detail

Code	Partner Organization Type
Comm.	Community-based organization
Coll./U.	College or university
Faith	Faith-based organization
Profit	For-profit entity
Health	Health-based organization (e.g., hospital, clinic)
NANPA	Nationally affiliated nonprofit agency (e.g., Boys & Girls Clubs, YMCA/YWCA)
Park	Park or recreation district
SchDist	School district
GovUnt	Other unit of city or county government
Other	Bureau of Indian Affairs, charter school, regional or intermediate education agency, library, museum, private school, other

Key Points Regarding Types of Partners

- Community-based organizations are the most represented organization type, making up more than 23 percent of all partners. The second most frequent type, nationally affiliated nonprofit agencies, compose about 12 percent of partners.

- For-profit entities represent the third largest category of partners associated with 21st CCLC program, making up 11 percent of all partners nationwide.

- School districts make up about 10 percent of all partners. This number is fairly low because school districts are much more likely to be the fiscal agent on a grant.

Prevalence of Subcontracts Among Partners

The reauthorizing legislation mandates that states adopt a priority that gives preference to applications jointly submitted by LEAs and community-based organizations. For this reason, it is not surprising that most 21st CCLC programs partner with other organizations to provide services and resources for their participants. Most partners associated with 21st CCLC programs contribute to the project by providing services and resources not directly funded by the 21st CCLC grant. A smaller proportion of 21st CCLC programs also rely upon subcontractors. A subcontractor is any organization under contract with the grantee to provide 21st CCLC grant-funded activities or services. For data collection purposes, subcontractors are considered a type of partner in PPICS. The following are some key points about partners and subcontractors:

- Overall, about 28 percent of all partners were subcontractors.

- The median grantee had six partners and one subcontractor.

The percentage of partners that were subcontractors varied according to partner type. Figure 12 displays what percentage of each partner type are subcontractors. Table 6 details the types of partner organizations.

Figure 12. Percentage of Partners of Each Type That Are Subcontractors
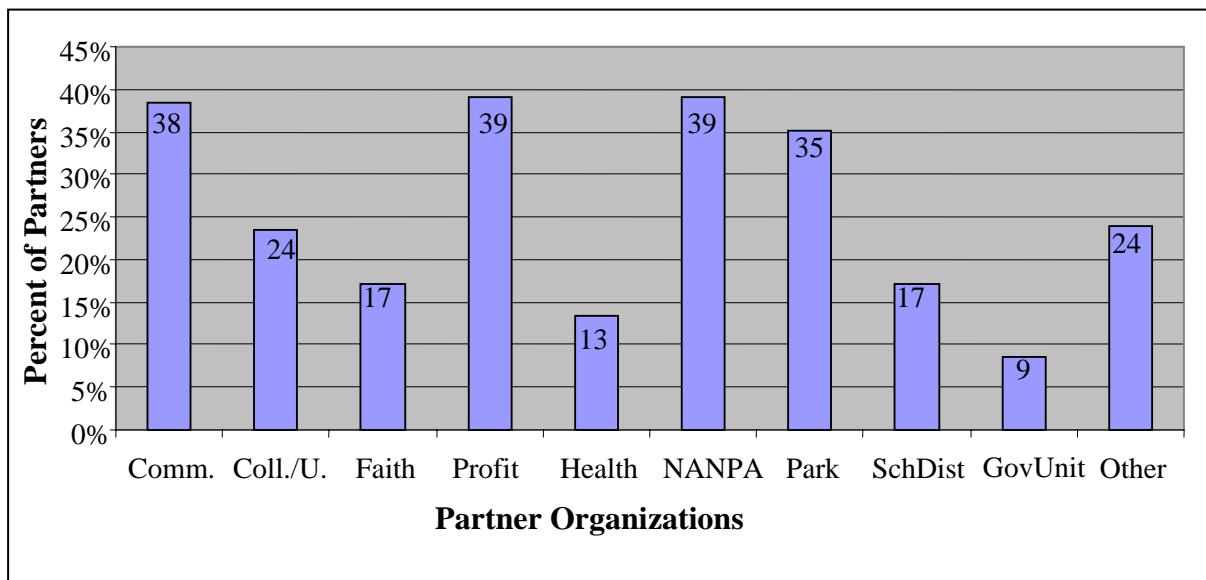
Note: Grantees providing data on at least one partner: 2,542 (93.1 percent); partner data reported: 19,575 (99.7 percent)

Table 6. Types of Partner Organizations in Detail

Code	Partner Organization Types
Comm.	Community-based organization
Coll./U.	College or university
Faith	Faith-based organization
Profit	For-profit entity
Health	Health-based organization (e.g., hospital, clinic)
NANPA	Nationally affiliated nonprofit agency (e.g., Boys & Girls Clubs, YMCA/YWCA)
Park	Park or recreation district
SchDist	School district
GovUnit	Other unit of city or county government
Other	Bureau of Indian Affairs, charter school, regional or intermediate education agency, library, museum, private school, other

Key Points Related to Subcontractors

- Subcontractors are most prevalent among partnerships with for-profit entities, park districts, community-based organizations, and nationally affiliated nonprofit agencies; 35 percent to 39 percent of partners in these categories hold 21st CCLC–funded subcontracts.

- One might expect that for-profit entities would have an even higher percentage of being subcontractors than the 39 percent reported here. The inclusion of for-profit entities such as local banks and small businesses that donate goods and services to the project may have lowered the percentage of partners identified as being subcontractors.

Type of Partner Contribution

Partner contributions vary greatly depending on the resources they have available and the program's needs. In any given program, one partner may deliver services directly to participants while another may provide goods or materials, evaluation services, or a specific staff member. Figure 13 displays the percentage of subcontractors and nonsubcontracting partners providing each contribution type. The contribution type *services* is defined as programming- and activity-related services, and the contribution type *goods* is defined as goods and materials.

Figure 13. Percentage of Partners Providing Different Types of Contributions
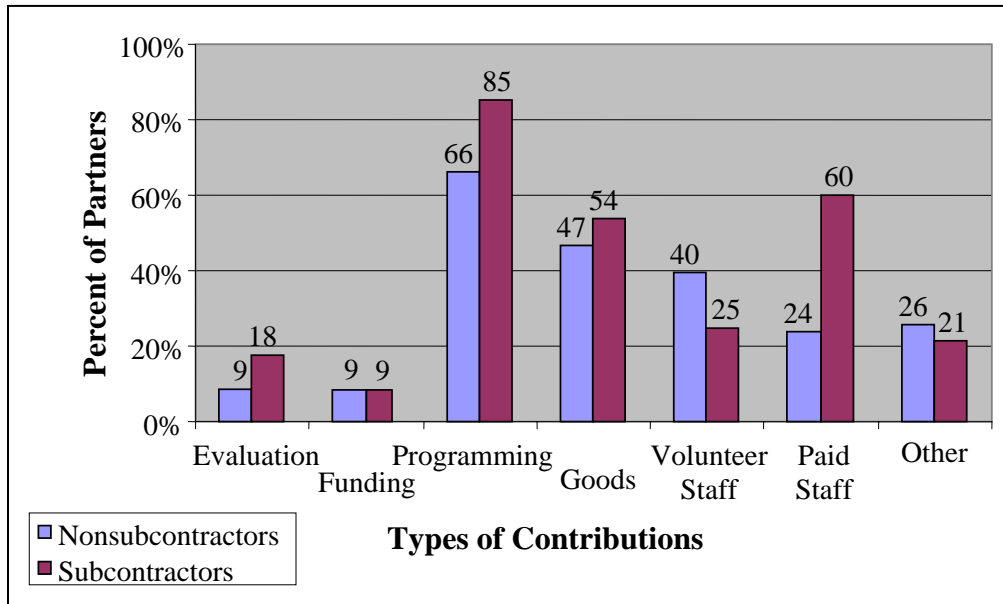
Note: Grantees providing data on at least one partner: 1,159 (91.5 percent); partner data reported: 9,268 (99.9 percent)

Key Points Related to Partner Contribution

- The most common partnership contribution was to provide programming for the 21st CCLC.

- Evaluation and funding were the least common contributions of partners.

- As would be expected, subcontractors were much more likely to provide paid staff than volunteer staff.

Operations

One of the goals of the 21st CCLC program is to provide students with productive and engaging activities at times when they would otherwise be without adult supervision. The following section describes the amount of time and time of day that centers intended to, and did, offer programming.

Anticipated Hours of Center Operation and Grade Levels Served

Figure 14 displays the percentage of centers serving students in the indicated grade levels that reported offering services before, during, or after school; on the weekends; or during the summer. Note that programs serving prekindergarten students are included in the elementary category. Sixteen programs planned to serve only prekindergarten students. The statute specifically indicates that services are to be provided outside the regular school day or during periods when school is not in session (e.g., before school, after school, evenings, weekends, holidays, or summer). However, activities targeting prekindergarten children and adult family members may take place during regular school hours as these times may be the most suitable

for serving these populations. The information contained in Figure 14 is taken from the Grantee Profile module of PPICS and therefore represents what the grantees envision their hours of operation to be.

Figure 14. Percentage of Centers Serving Various School Levels at Various Times
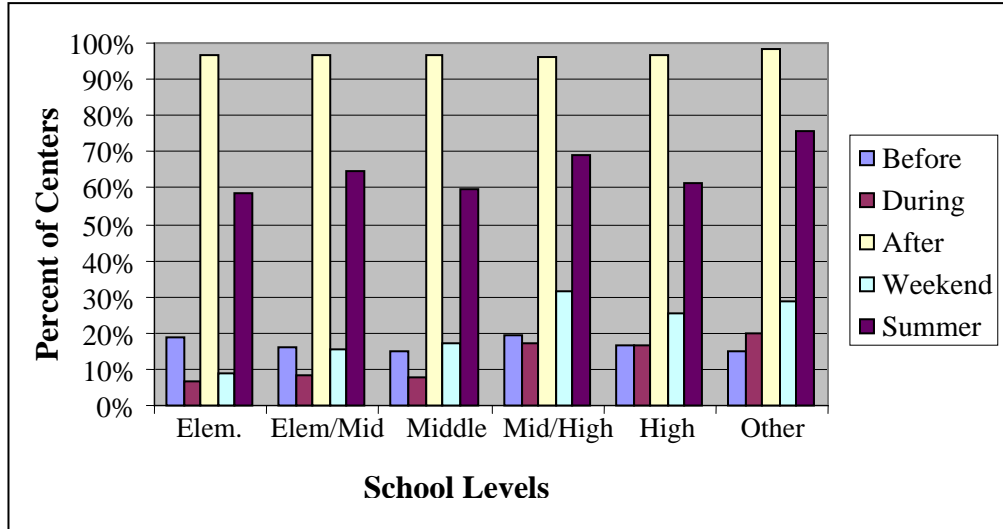
Key Points Related to Time of Operation and Grade Levels Served

- Almost all programs at all grade levels offered services during the afterschool hours.

- High school–age programs and those serving both middle and high schools are more likely to offer weekend hours.

- The percentage of centers offering services during the summer ranged from 60 percent to 70 percent across the five main categories of school level.

Average Hours, Days, and Weeks of Operation

In the APR, centers identified the number of hours and days per week that they operated during the 2003–04 school year. Figures 15 and 16 summarize the proportion of centers that fall into the given ranges of hours and days of operation.

Figure 15. Percentage of Centers Open by Hours per Week
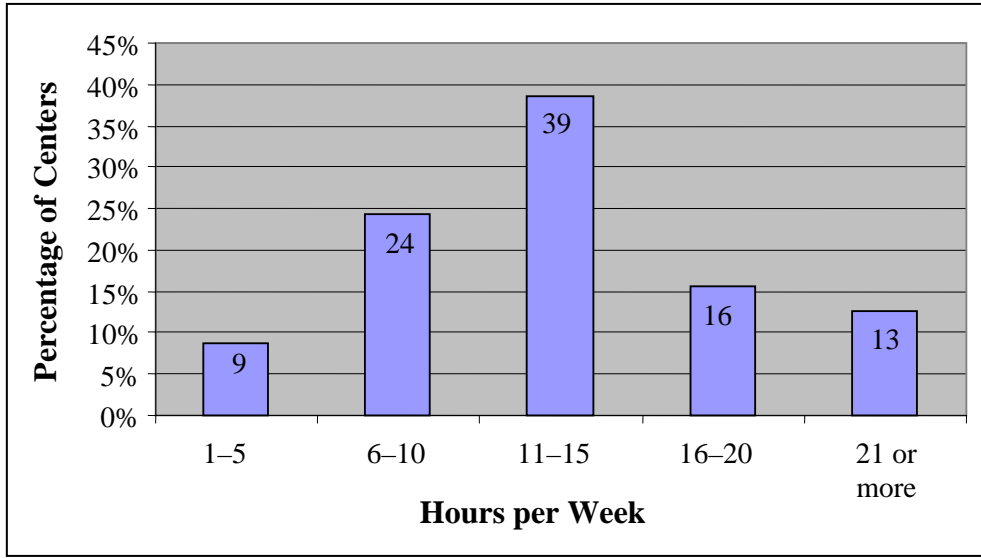
Note: Centers providing data: 3,633 (99.8 percent reporting)

Figure 16. Percentage of Centers Operating by Days per Week
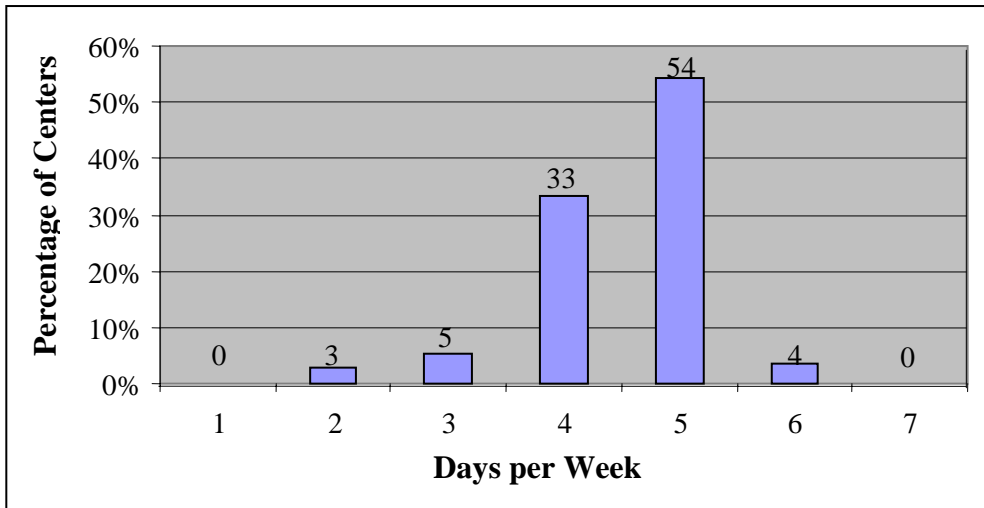
Note: Centers providing data: 3,632 (99.8 percent reporting)

Figure 17 outlines the number of weeks during the 2003–04 school year centers reported being in operation.

Figure 17. Percentage of Centers Open by Weeks per Year
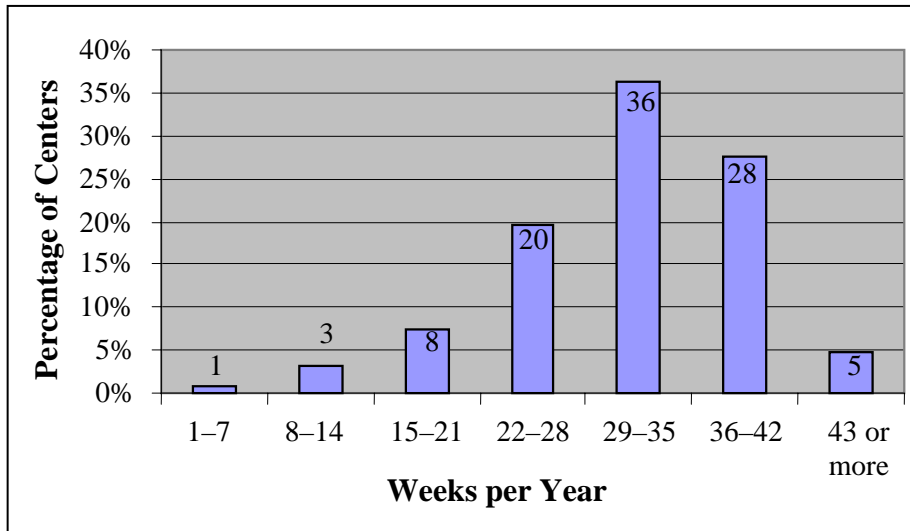
Note: Centers providing data: 3,631 (99.7 percent reporting)

Key Points Related to Hours and Days of Operation

- About 67 percent of centers reported being open 11 hours or more per week.

- About 91 percent of centers reported being open four or more days per week.

- About 69 percent of centers reported being open 29 or more weeks during the 2003–04 school year.

Staffing

As part of the APR, information was obtained on the number of 21st CCLC staff of various types that regularly staffed centers during the 2003–04 school year. These types reflected the background and training of the staff. Moreover, centers indicated what number of each type were paid staff and what number were volunteer. The typical center reported having 13 paid and 8 volunteer staff during the 2003–04 school year. Figure 18 indicates the total number of staff across all centers nationwide in a given category, divided into paid and volunteer staff. The category *nonteaching school staff* is defined as any school employee who is not a teacher.

Figure 18. Number of Staff Members of Each Type (Paid and Volunteer)
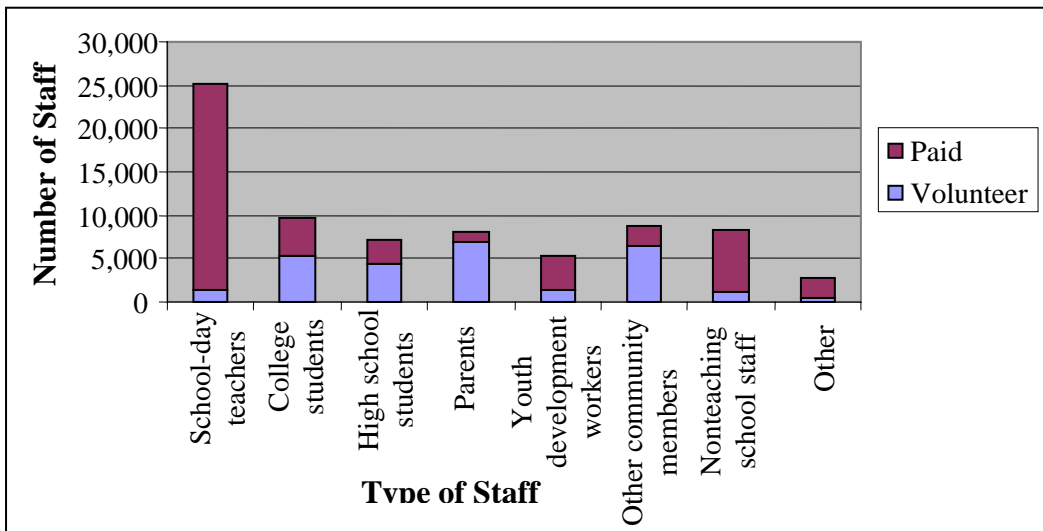
Note: Centers providing data: 3,616 (99.3 percent)

Key Points Related to Staffing

- School-day teachers are by far the highest proportion of afterschool staff.

- School-day teachers, youth development workers, and nonteaching school staff are usually paid for their afterschool time while parents and other community members are usually volunteers.

- Centers also reported on the extent of staff turnover by indicating the number of staff members who left the program and were replaced. On average, 10 percent of all paid staff per center left their positions and were replaced during the reporting period. This number may be a low estimate of total turnover, since programs may have had paid staff members who left but did not have their positions filled within the reporting period.

Section 4: Programming

The mission of the 21st CCLC program is to provide academic enrichment and other services and programs that reinforce and complement the regular academic program of participating students. Relying on information obtained as part of the 2003–04 APR, the following section describes the frequency with which centers provided the activities and services that composed their programming during the reporting period. Specifically, the section describes the proportion of centers that offered various activities and services and the hours per week each was offered. This information on programming is presented according to two broad rubrics for describing programming: (1) category of service delivery, or activities targeting a particular participant population; and (2) the subject areas or educational content addressed by the programming.

Type of Services Offered by Centers

When considering issues related to program quality, attributes associated with program content, the breadth of services and activities provided, the intentionality of program design, and processes to provide youth supports and opportunities should be explored. These facets of program delivery all get to the heart of how student attendees experience and are engaged by the activities and services provided by the center. A prerequisite to delving into these more nuanced dimensions of program quality is to have an overall view of what sort of programming the centers offered during the year.

It is important to point out that activity information collected as part of the 2003–04 APR allowed respondents to classify a single activity both by category and subject area. For example, a center may have offered a rocketry club during the 2003–04 school year in which participants learn to build and launch rockets while also studying astronomy. In this case, this activity would be classifiable as an academic enrichment learning program (category) *and* as a science educational activity (subject area). A similar degree of flexibility was afforded to respondents when a single activity could be classified in more than one category. For example, an activity with both tutoring and mentoring components would be counted in both categories on the APR.

Category of Activity or Service

The common categories of activities offered during 21st CCLC programming undertaken during the 2003–04 school year are listed in Figure 19 and Table 7. These categories of activities reflect the mandate of the 21st CCLC program to promote academic achievement while at the same time providing access to enrichment and other youth development and support activities. Figure 19 shows the proportion of centers offering different categories of activities and services. Table 7 details the types of activities offered at the centers.

Figure 19. Percentage of Centers Providing Services, by Category
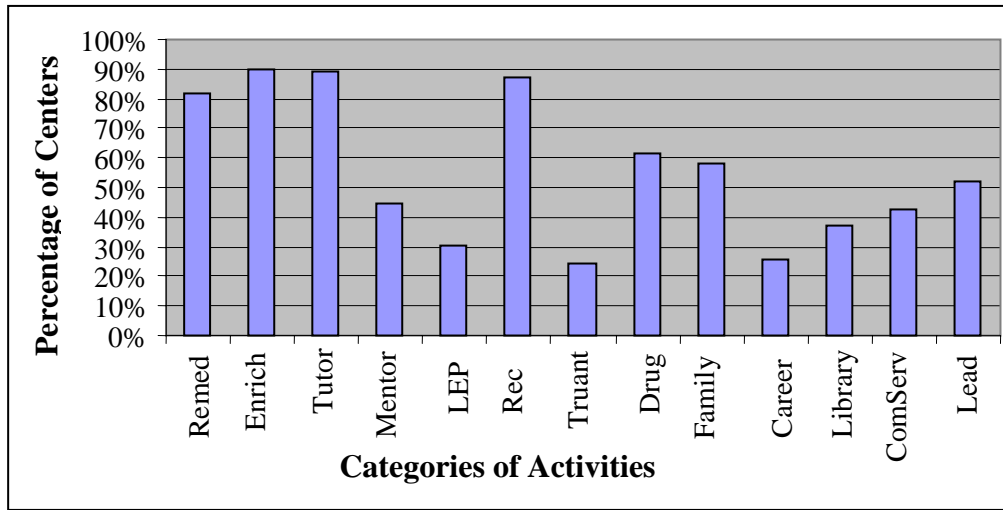
Note: Percentages are based on total number of centers reporting APR activity data by category. There were 3,583 centers reporting.

Table 7. Types of Activities in Detail

Label	Category of Activity
Remed	Academic improvement and remediation programs
Enrich	Academic enrichment learning programs
Tutor	Tutoring and homework help
Mentor	Mentoring
LEP	Activities for limited-English-proficient students
Rec	Recreational activities
Truant	Activities that target students who have been truant, suspended, or expelled
Drug	Drug and violence prevention, counseling, and character education programs
Family	Programs that promote parental involvement and family literacy
Career	Career or job training
Library	Expanded library service hours
ComServ	Community service or service learning programs
Lead	Activities that promote youth leadership

Key Points Related to Programming by Category

- About 90 percent of centers offered academic enrichment learning programs, in accordance with one of the primary purposes expressed in the 21st CCLC mandate. It is reasonable to assume that some or all of the remaining 10 percent may have categorized their academic enrichment activities in some other category of academic service.

- Academic assistance and recreational activities were the most prevalent, reflecting two other central goals of the 21st CCLC mandate. More than 85 percent of centers provided academic assistance in the form of tutoring or improvement and remediation programs. About 87 percent of centers offered recreational activities.

- Approximately 60 percent of centers offered programs involving drug prevention and promoting parent involvement in children's literacy.

Subject Area of Activity or Service

Figure 20 depicts the percentage of centers offering activities and services in each academic subject area, and Table 8 details the subject-area abbreviations.

Figure 20. Percentage of Centers Providing Services, by Subject
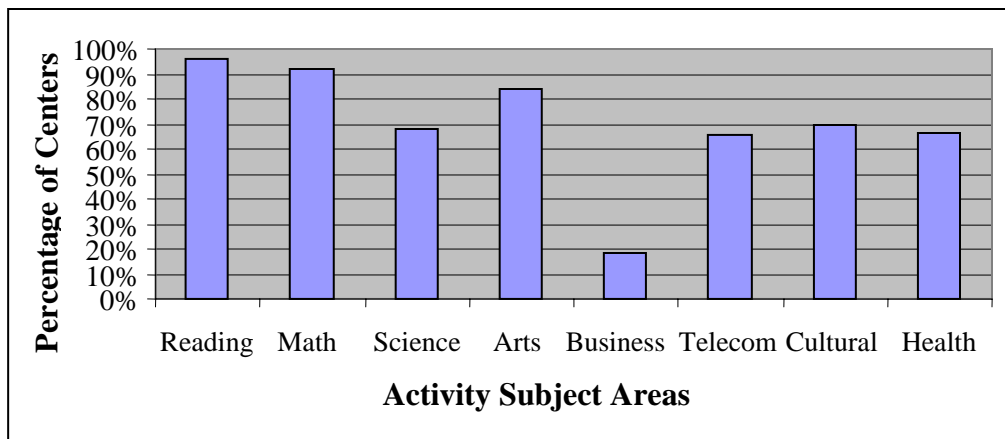
Note: Percentages are based on total number of centers reporting APR activity data by subject area. There were 3,559 centers reporting.

Table 8. Subject Area Activities in Detail

Label	Subject Area of Activity or Service
Reading	Reading and literacy education activities
Math	Mathematics education activities
Science	Science education activities
Arts	Arts and music education activities
Business	Entrepreneurial education programs
Telecom	Telecommunications and technology education programs
Cultural	Cultural activities and social studies
Health	Health- and nutrition-related activities

Key Points Related to Programming by Subject Area

- Reading and mathematics education programs were provided by more than 90 percent of centers. This reflects the program's mandate to enhance academic achievement in core curricular areas.

- Although science education activities are provided by 69 percent of centers, this level is exceeded by activities involving arts and music and about equal to those including culture and social studies.

Intensity of Program Offerings

Center staff described the typical amount of time per week they offered different types of programming. The following analyses describe the intensity of programming in terms of the average number of hours per week. Figure 21 shows the average number of hours per week that centers offered different categories of activities and services. Only centers that offered programming in a given activity contributed data on the number of hours they offered it. Moreover, the estimated weekly number of hours refers to the time in which students participated in an activity, not the amount of time scheduled for it. Table 9 details the activity categories.

Figure 21. Average Number of Hours Per Week of Service Provision, by Category
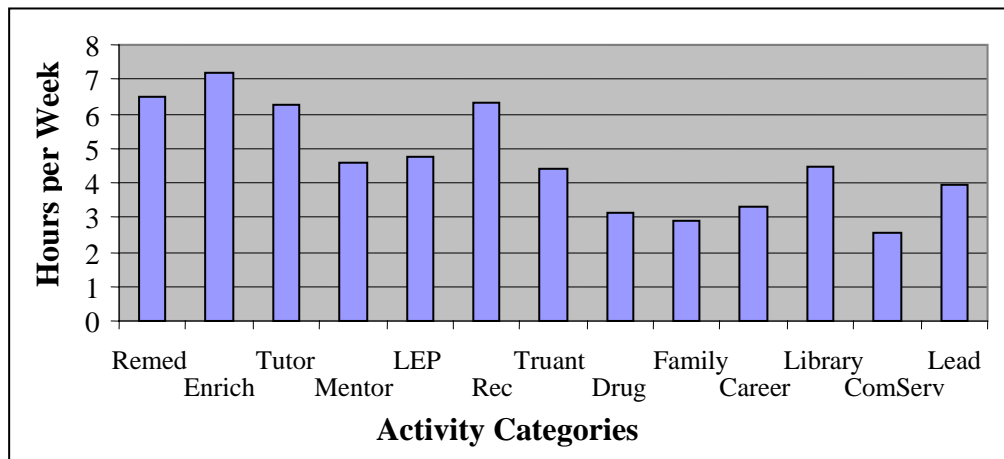
Note: Percentages are based on total number of centers reporting APR activity data by category. There were 3,583 centers reporting.

Table 9. Subject Area Activities in Detail

Label	Category of Activity
Remed	Academic improvement and remediation programs
Enrich	Academic enrichment learning programs
Tutor	Tutoring and homework help
Mentor	Mentoring
LEP	Activities for limited-English-proficient students
Rec	Recreational activities

| Label	Category of Activity
Truant	Activities that target students who have been truant, suspended, or expelled
Drug	Drug and violence prevention, counseling, and character education programs
Family	Programs that promote parental involvement and family literacy
Career	Career or job training
Library	Expanded library service hours
ComServ	Community service and service learning programs
Lead	Activities that promote youth leadership

Key Points Related to Intensity for Programming by Category

- Services addressing academic needs are among the most intensely offered. Academic remediation, enrichment, and tutoring are all typically offered at least six hours per week.

- Recreational services are also among the most intensely offered type of programming, with an average of slightly more than six hours of programming during a typical week.

- Programs that promote parental involvement were relatively prevalent, yet this programming is offered less intensely than most other categories. This seems to indicate that while many centers may have offered family programming, it may have been somewhat less frequent, of a lower duration, or more likely to have been cancelled than other activities.

Figure 22 displays the average weekly provision of programming, as articulated by subject area. Table 10 details the subject area abbreviations.

Figure 22. Average Number of Hours per Week of Service Provision, by Subject
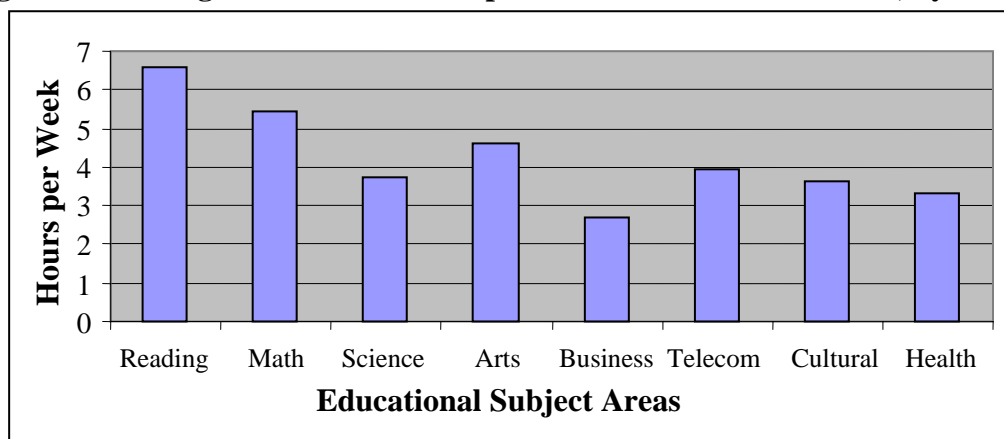
Note: Percentages are based on total number of centers reporting APR activity data by subject area. There were 3,559 centers reporting.

Table 10. Educational Subject Areas in Detail

Label	Subject Area of Activity or Service
Reading	Reading and literacy education activities
Math	Mathematics education activities
Science	Science education activities
Arts	Arts and music education activities
Business	Entrepreneurial education programs
Telecom	Telecommunications and technology education programs
Cultural	Cultural activities and social studies
Health	Health- and nutrition-related activities

Key Points Related to Intensity of Programming by Subject Area

- Reading and mathematics were the subjects of the most intensive programming, with an average of about six and a half hours per week of reading programming and about five and a half hours of mathematics programming per typical week.

- Programming in science, the other core academic subject, was offered less intensely (an average of nearly four hours per week). This may reflect a lack of qualified staff or a lesser emphasis on this subject.

- All other subjects of activities are provided on an average of three to four hours per week.

Section 5: Attendance

Attendance, as an intermediate outcome indicator, reflects the breadth and depth of exposure to afterschool programming. Grantees completing the APR for the 2003–04 school year were asked to identify: (1) the total number of students who participated in the center's programming during the year and (2) the number of students meeting the definition of regular attendee by participating in 30 days or more of activity at a center during the 2003–04 school year. The former figure can be utilized as a measure of the breadth of a center's reach, whereas the latter can be construed as a partial measure of how successful the center was in retaining students in center-provided services and activities across the reporting period. It is reasonable to assume that regular attendees are more likely to represent those participating students who have received a sufficient "dose" of the programming for it to have an impact on academic or behavioral outcomes.

Yearly Attendance Totals

The total number of attendees served each year is a measure of the size of an individual 21st CCLC program. The data reported by centers indicate a great deal of variation in the total number of attendees. Figure 23 provides an overall view of the range of attendance at centers active during the 2003–04 school year, describing total and regular attendees.

Figure 23. Percentage of Centers Reporting Different Yearly Attendance Totals
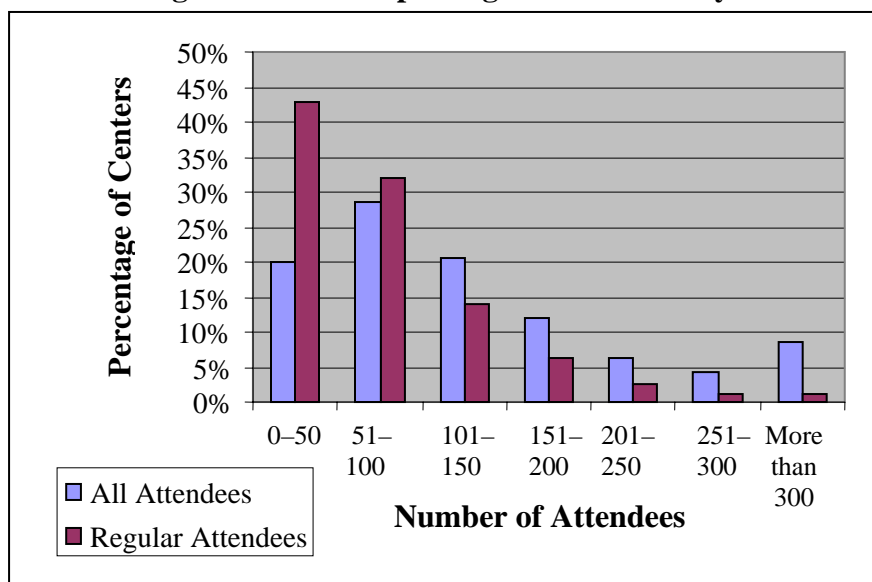
Note: Data based on 99.6 percent of centers (3,626 total)

Key Points Related to Attendance

- About 43 percent of centers had fewer than 50 regular attendees, and about 20 percent had fewer than 50 total attendees.

- Centers had considerably more total attendees than regular attendees. For example, the median number of regular attendees was 59, whereas the median number of total attendees was 105.

Program Attendance as a Function of Student Characteristics

One way of examining the reach of the 21st CCLC program is to examine the participation of students with different needs and backgrounds. The three analyses that follow examine attendance as a function of ethnicity, participation in special services, and gender. Figure 24 shows the proportion of program attendees who belong to different racial and ethnic categories.

Figure 24. Racial/Ethnic Characteristics of Attendees
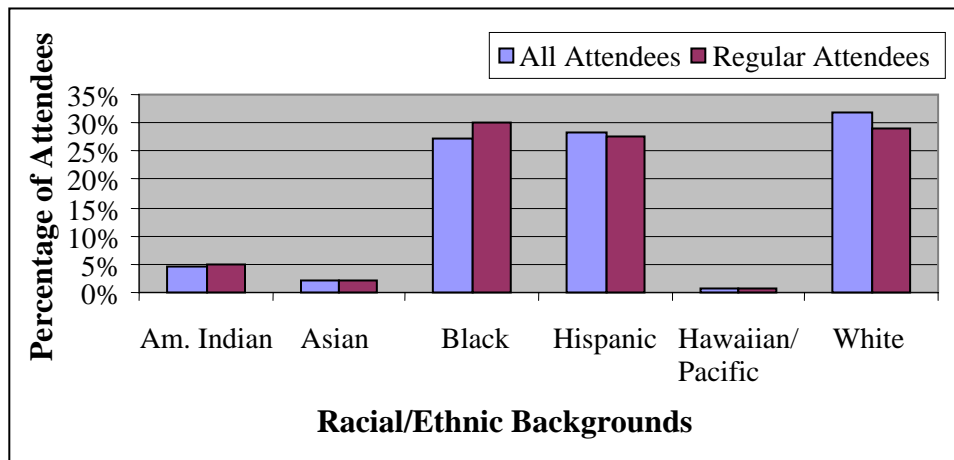
Note: Data based on 3,526 centers reporting (97 percent)

Key Point Related to the Racial/Ethnic Group Make-Up of Attendees

Several ethnic minorities are overrepresented relative to their proportion of the general population. This reflects the program's focus on economically disadvantaged populations. What this analysis does not indicate is whether the distribution of attendees among racial and ethnic categories mirrors that of the feeder schools.

Centers reported the number of students in their program who participated in the following special services or programs:

- Limited English proficiency

- Free or reduced-price lunch

- Special needs or disabilities

The participation in these programs indicates likelihood that a student may be disadvantaged or academically at-risk. Figure 25 describes the percentage of attendees who belonged to each category.

Figure 25. Percentage of Attendees Eligible for Special Services
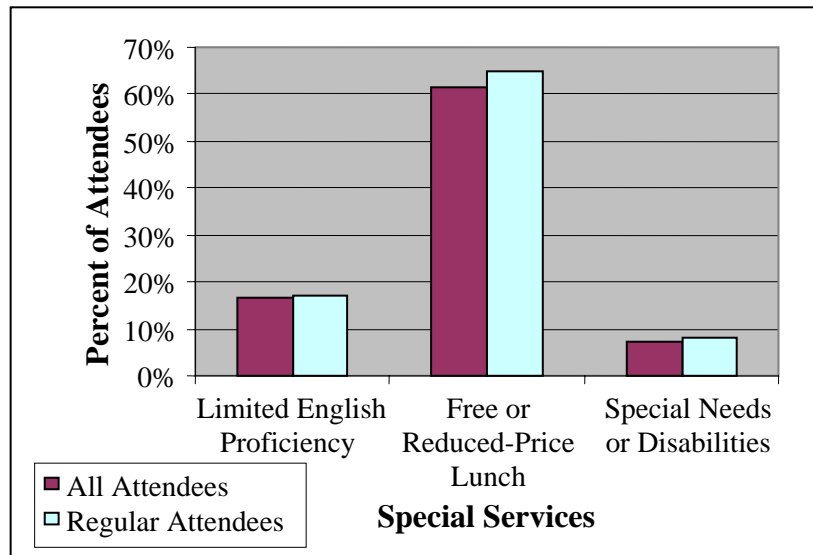
Note: Data represent 3,138 centers (86 percent)

Key Points Related to Special Program Participation

- Nearly two thirds of regular attendees qualify for free or reduced-price lunch, a figure that is in line with the goals of the program to target low-income students.

- About 17 percent of participants have limited English proficiency, and 8 percent have special needs or disabilities.

It is also important to understand the degree to which the program achieves gender equity. Figure 26 depicts the gender distribution of regular attendees. The distribution of all attendees is nearly identical to the one shown above and therefore is not presented.

Figure 26. Gender Characteristics of Regular Attendees
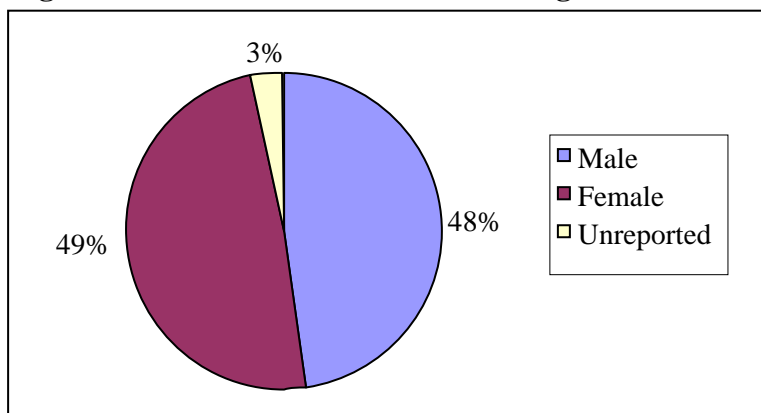
Note: Data based on 3,539 centers reporting (97 percent)

Key Point Related to Equity

The chart demonstrates that the program has achieved gender equity.

Attendance by Grade Level

The 21st CCLC program can be targeted toward students at all grade levels. As depicted in Section 2 of this report, centers most typically gear their programs toward elementary students. The attendance data displayed in Figure 27 depicts the participation of students in various grade levels during the 2003–04 school year. In other words, the chart depicts the percentage of attendees (regular and all) who were in each grade.

Figure 27. Attendance by Grade Level
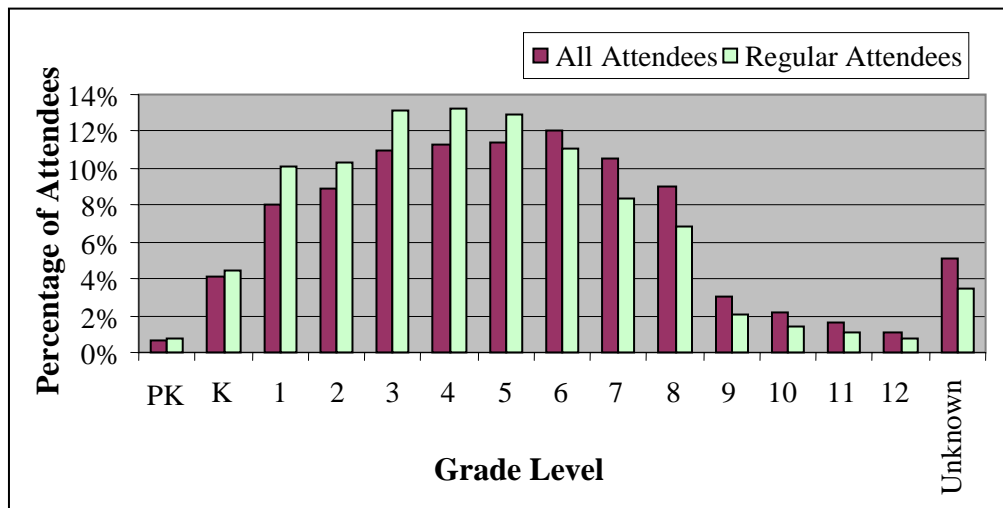
Note: Data based on 3,513 centers reporting (96 percent)

Key Point Related to Grade Level

The prevalence of regular attendees in the program peaks in late elementary school, then drops off continuously through the middle school, Grades 6–8. This reflects the need for the young students to stay under regular adult supervision after school. As students reach the high school grades, there is a marked dropoff in attendance. This may reflect both the greater number of afterschool options for older students (including employment) and the decreased need for adult supervision.

Section 6: Student Achievement and Academic Behavioral Outcomes

The ultimate goal of the 21st CCLC program is to have a positive impact on student achievement and academic behaviors through the provision of academic enrichment and other services that reinforce and complement the regular academic program. This section presents information on the success of grantees in achieving this goal. This section, more specifically, describes the extent to which:

1. Centers progressed toward the targeted performance levels on the GPRA performance indicators identified for the program.

2. Grantees reported accomplishing self-identified objectives related to improving student achievement and academic behaviors.

The following analyses are based on the APR for activities undertaken during the 2003–04 school year. It is important to point out that the data collected as part of the APR process for 21st CCLC–funded activities undertaken during the 2003–04 school year reflected the first year this type of information had been collected from state-awarded grantees. For this reason, it is not possible to compare these data to the outcomes of previous years.

Proportion of States Selecting Different Reporting Options

One of the purposes of the APR was to collect data that would inform how well the program is meeting the GPRA indicators for the program. Outlined below are the measures that were in place to evaluate performance on the GPRA indicators associated with the 21st CCLC program for the 2003–04 reporting period:

1. Percentage of regular program participants whose mathematics and English language arts grades improved from fall to spring

2. Percentage of regular program participants who meet or exceed the proficient level of performance on state assessments in reading language arts and mathematics (This measure was in the process of being phased out during the development of the APR to be replaced by the following: *Percentage of regular program participants whose achievement test scores improve from not proficient to proficient or above on state assessments.* Only data corresponding to the initial indicator was collected during the 2003–04 APR reporting process.)

3. Percentage of regular program participants with teacher-reported improvement in homework completion and class participation

4. Percentage of students with teacher-reported improvements in student behavior

5. Percentage of 21st CCLCs reporting emphasis in at least one core academic area (i.e., reading, mathematics, science)

6. Percentage of 21st CCLCs offering enrichment and support activities in technology

7. Percentage of 21st CCLCs offering enrichment and support activities in other areas

Prior to activating their APR module in PPICS, states were afforded a menu of options related to the reporting of student achievement and behavioral change data. For each of the options, data were only provided for those students who met the definition of regular attendee during the reporting period by participating in 30 days or more of activity at a center during the 2003–04 school year. States selected *at least* one of the following four impact categories for their grantees to report on:

1. Grades—Data on change in student grades in mathematics and reading and language arts based on a fall to spring comparison.

2. State assessment current year—State assessment data on student proficiency in mathematics and reading and language arts, for the current year only. The performance levels utilized by a given state for NCLB reporting requirements were converted to the federally defined performance categories of *basic*, *proficient*, and *advanced.* Appendix B describes the framework relied upon to convert state proficiency levels to these three federal proficiency levels.

3. State assessment cross year—States were given the option of reporting on changes in proficiency levels in mathematics and reading and language arts. This option required respondents to compare a student's 2002–03 state assessment results with 2004–05 results for those participants who were regular attendees at this center during the reporting period. Respondents would make decisions about change in proficiency based on their state's own proficiency levels. These results would then be converted to the federally defined performance categories of *basic, proficient,* and *advanced* using the framework described in Appendix B. This reporting method could be utilized in two ways:

   - Standard—Grantees reported how many regular attendees improved, declined, or stayed the same in their proficiency level on the state assessment when comparing the current year to the previous one.

   - Disaggregated—Basically the same as the standard approach, grantees instead report change in proficiency level disaggregated by the student's previous proficiency level (e.g., the number of students that tested at a basic level last year who increased their proficiency level this year or stayed the same).

4. Teacher Survey—States also had the option of conducting and reporting on teacher responses to a survey on changes in the academic behavior of regular attendees. The survey data could be collected in one of two ways:

   - A federal teacher survey, developed by Learning Point Associates to assess academic-related behavioral change in student participants corresponding to the GPRA indicators. Grantees administer the survey to regular school-day teachers of program attendees. The federal teacher survey can be found at **www2.learningpt.org/ppics/survey.asp**.

   - A state teacher survey, previously developed by the state to assess behavioral change. States that chose this option were expected to ensure that they or their grantees report whatever results they have for regular attendees specifically in accordance with the federal definition of a regular attendee.

Figure 28 describes the number of states selecting different options for reporting student achievement and behavioral outcomes. Table 11 details the reporting options.

Figure 28. Number of States Selecting Different Reporting Options
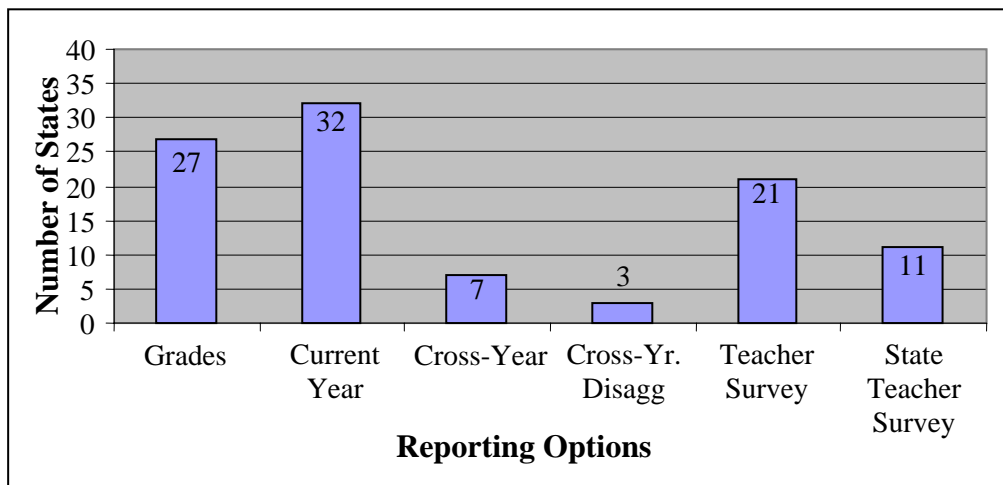
Note: Data based on 53 SEAs reporting

Table 11. Types of Reporting Options in Detail

Label	Reporting Option
Grades	Grades
Current Year	State assessment results—current year only
Cross-Year	State assessment results—change across years
Cross-Yr. Disagg	State assessment results—change across years disaggregated by previous year performance level
Teacher Survey	Teacher survey of student academic behavior
State Teacher Survey	State-developed teacher survey of student academic behavior

Key Points About State Selection of Reporting Options

- Most states opted to report state assessment results for tests administered during the 2003–04 school year only rather than indicating how those results have changed from the previous year (i.e., cross-year comparisons). Thus, the findings about changes in state assessment results between the 2002–03 and 2003–04 school years are based on data from nine states that opted to report cross-year state assessment information. North Dakota initially selected the state assessment cross-year standard option, but it was later determined that they did not have the capacity to report on this impact category. In this regard, 10 states selected one of the state assessment cross-year options, but only nine were able to report on changes in state assessment results.

- About two fifths of states (21 of 53) used the federal teacher survey to assess changes in student academic behavior, whereas about one fifth of states (11 of 53) utilized a state-developed survey.

- Of the states, 31 opted to report more than one impact category, whereas 22 selected only one category to report.

Change in Mathematics and Reading and Language Arts Grades

The following series of analyses summarize the results of the various measures of student performance reported by the states. The purpose of these analyses is to provide a preliminary look at the outcomes of the program on student academic success. Figures 29 and 30 depict the proportion of regular attendees who improved by half a grade or more, stayed the same, or declined by half a grade in reading and language arts or mathematics, respectively, across the span of the 2003–04 school year.

Figure 29. Change in Reading and Language Arts Grades
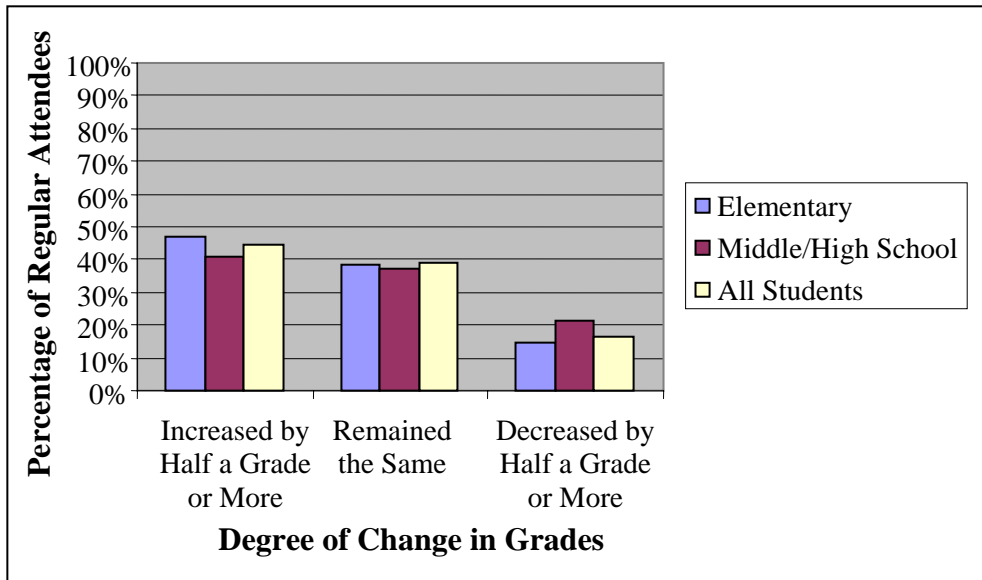
Note: Centers providing data: 1,355 (37 percent of all centers nationwide)

Figure 30. Change in Mathematics Grades
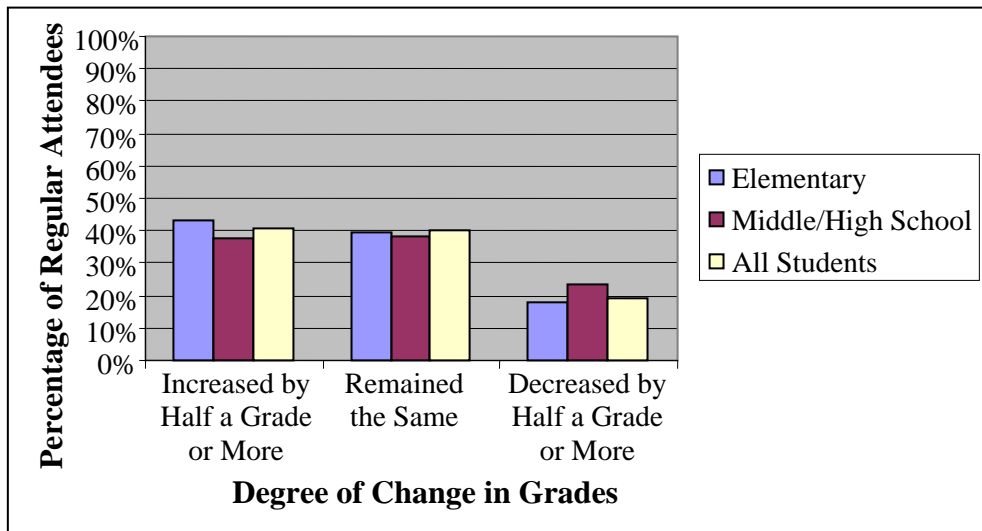
Note: Centers providing data: 1,355 (37 percent of all centers nationwide)

Key Points Related to Changes in Mathematics and Reading and Language Arts Grades

- About 45 percent of all participants improved their reading and language arts grades, whereas only about 17 percent declined in these grades.

- About 41 percent of all participants improved their mathematics grades, whereas about 19 percent declined in these grades.

- A greater proportion of elementary students improved their mathematics and reading grades (43 percent and 47 percent, respectively) than middle school students did in mathematics and reading (38 percent and 41 percent, respectively). Conversely, a lower proportion of elementary students decreased in mathematics and reading grades (18 percent and 15 percent, respectively) compared to middle school students' grades in mathematics and reading (24 percent and 22 percent, respectively).

Proficiency Levels in Mathematics and Reading and Language Arts

The NCLB Act delineated three categories of proficiency (as measured by state-administered achievement tests) for reading and language arts and mathematics. Student proficiency levels in core academic areas indicate the type of academic assistance that centers ought to provide for their students. The current level of proficiency also can serve as a baseline to examine the impact of the program in subsequent years. Figures 31 and 32 depict the proportion of regular attendees in 32 states who are classified in each federal proficiency category for both reading and language arts and mathematics, respectively.

Figure 31. Percentage of Regular Attendees Attaining Federal Proficiency Levels During the 2003–04 School Year in Reading and Language Arts
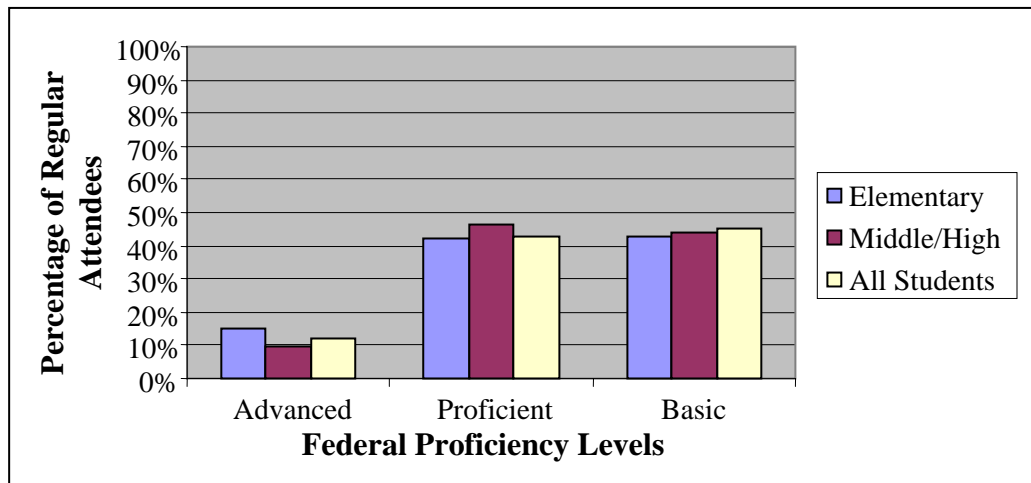
Note: Centers reporting data: 1,898 (52 percent of all centers nationwide)

**Figure 32. Percentage of Regular Attendees Attaining Federal Proficiency
Levels During the 2003–04 School Year in Mathematics**
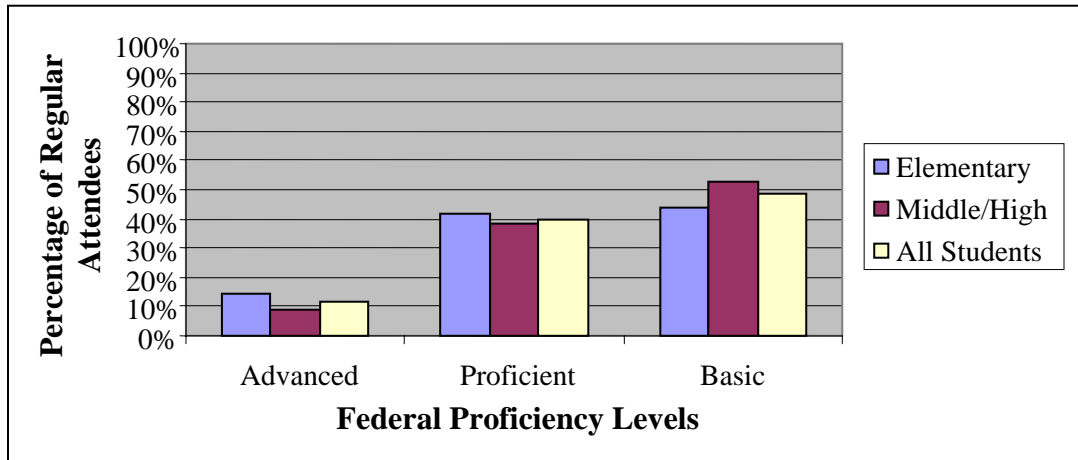
Note: Centers reporting data: 1,898 (52 percent of all centers nationwide)

**Key Points Related to State Assessment Results for Assessments Taken During the
2003–04 School Year**

- About 45 percent of attendees are at a basic proficiency level in reading, and about 43 percent are scoring at proficient.

- About 49 percent of attendees are at a basic proficiency level in mathematics, and about 40 percent are scoring at proficient.

Cross-Year Change in Mathematics and Reading and Language Arts Proficiency

Ten states reported on the extent to which regular attendees witnessed a change in proficiency levels in mathematics or reading and language arts on state assessments taken during the 2002–03 and 2003–04 school years. Of these, seven states selected the standard option (reporting the number of regular attendees who increased, decreased, or had no change in proficiency), and three states selected the disaggregated option (reporting the change in proficiency separately for students in different proficiency levels the previous year). Because of the low number of states selecting the disaggregated option, their data are combined in Figures 33 and 34 depicting cross-year change in the standard format for reading and language arts and mathematics, respectively.

Figure 33. Cross-Year State Assessment Results Among Regular Attendees in Reading and Language Arts From 2002–03 to 2003–04
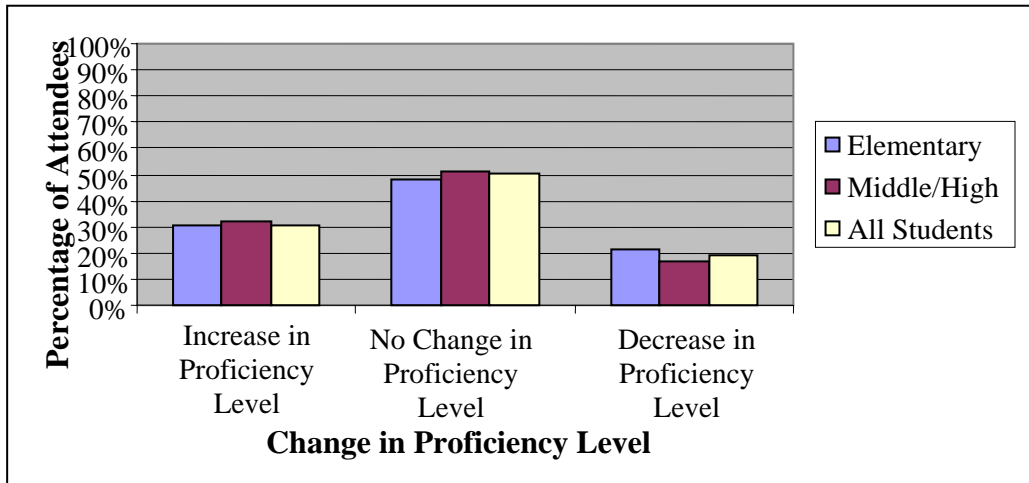
Note: Centers reporting data: 600 (17 percent of all centers nationwide)

Figure 34. Cross-Year State Assessment Results Among Regular Attendees in Mathematics From 2002–03 to 2003–04
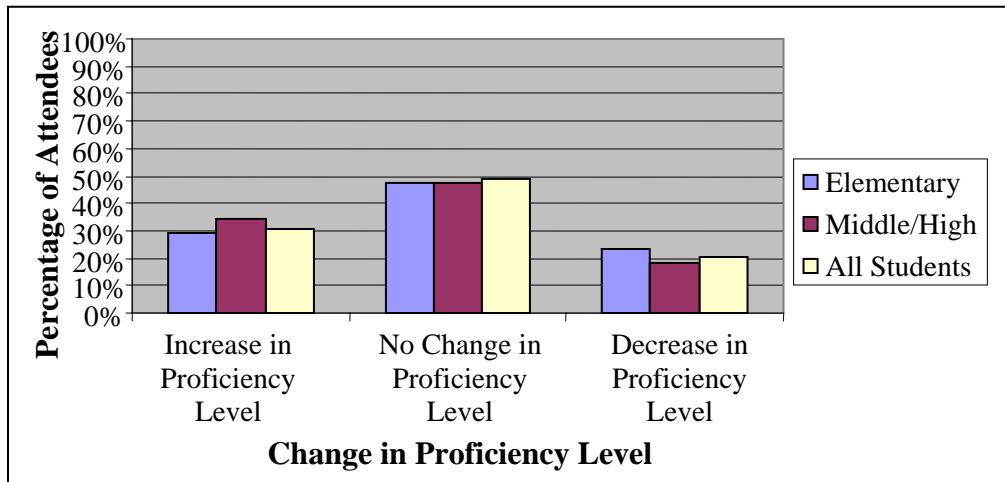
Note: Centers reporting data: 594 (16 percent of all centers nationwide)

Key Points Related to State Assessment Cross Year Results

- For both mathematics and reading assessments, 31 percent of students witnessed an improvement in the proficiency level in which they scored, whereas about 20 percent witnessed a decrease in proficiency level.

- A somewhat greater proportion of students in middle and high school programs witnessed an improvement in proficiency level (32 percent in reading and language arts and 35 percent in mathematics) than did students in elementary school programs (30 percent in reading and language arts and 29 percent in mathematics).

Change in Academic Behaviors

Improvement in academic behaviors is one of the expressed goals of the program. In order to assess the degree of behavioral change, teachers in 21 states completed a survey developed for this initiative in which they rated the degree of improvement in academic behaviors exhibited by regular program participants across the 2003–04 school year. Figure 35 summarizes these responses. For each behavioral category, the chart describes the proportion of students whose teachers reported improvement, no change, or decline in behavior. Table 12 details the categories of behavioral change.

Figure 35. Change in Academic Behaviors of Regular Attendees
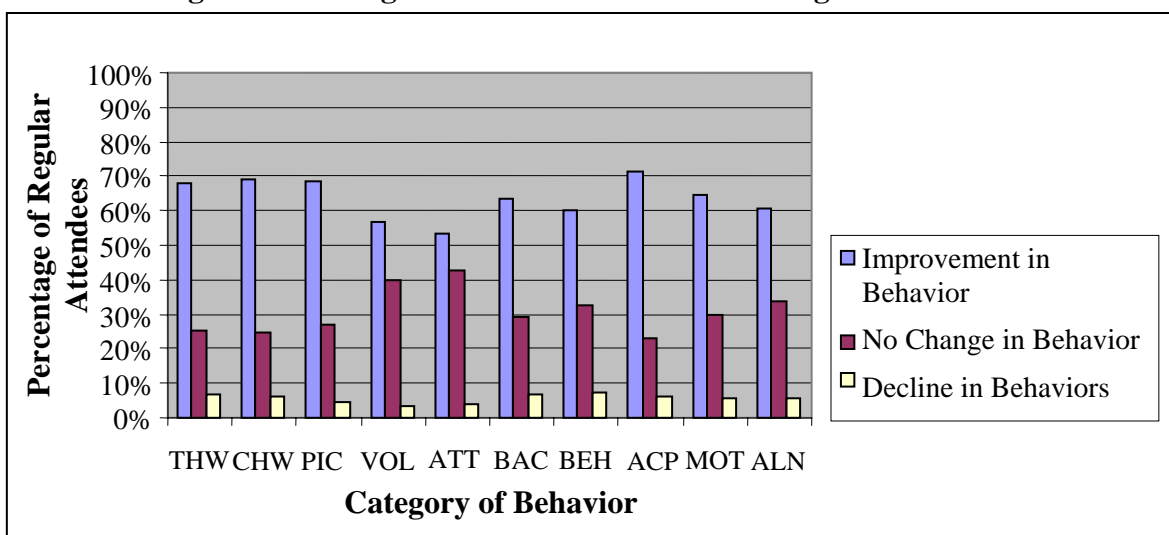
Note: Percentage based on 62,851 teacher surveys; centers reporting data: 1,222 (34 percent of all centers nationwide)

Table 12. Categories of Behavioral Change in Detail

Behavior Code	Category of Behavioral Change
THW	Turning in homework on time
CHW	Completing homework to your satisfaction
PIC	Participating in class
VOL	Volunteering (e.g., for extra credit or more responsibilities)
ATT	Attending class regularly
BAC	Being attentive in class
BEH	Behaving in class
ACP	Academic performance
MOT	Coming to school motivated to learn
ALN	Getting along well with other students

Key Points Related to Changes in Academic Behavior

- The categories of behavior with the highest percentage of student improvement were academic performance (71 percent of students rated as exhibiting improvement), completing homework to the teacher's satisfaction and class participation (69 percent each), and turning in homework on time (68 percent).

- For every category of behavior, teachers rated a majority of students as having improved. In no category of behavior did the percentage of students declining in behavior exceed 7 percent.

- Overall, 69 percent of regular attendees demonstrated improvement in homework completion and class participation, while 64 percent demonstrated improvement across the full domain of behaviors identified on the survey. These results correspond to the two measures associated with the GPRA indicators on improvement in academic-related behaviors.

- Although not displayed in Figure 35, the federal survey asked teachers to rate the degree of student improvement as "significant," "moderate," or "slight." For most categories of behavioral change, around 40 percent of respondents who said that students improved indicated that this improvement was "significant," 30 percent indicated "moderate" improvement, and about 30 percent of respondents indicated "slight" improvement. However, on the question asking whether students were attending class more regularly, nearly 50 percent of respondents who had indicated improvement described it as "significant."

State Survey

As mentioned in the first part of this section, states had the option of using their own teacher survey and aligning it to the reporting categories of the federal teacher survey. Eleven states chose this option and had their grantees report state survey information. The following points provide some information about the options these states selected:

- Five of these states used a presurvey and a postsurvey to obtain their results. The remaining six states used only a postsurvey.

- All 11 states had grantee center staff both identify which teachers would take the survey and administer the survey in question.

- All 11 states used surveys that were not designed to obtain data for other programs beyond the 21st CCLC program.

- States also indicated the categories of academic behavioral change their surveys measured that corresponded to the categories on the federal teacher survey. The number of states (out of 11) selecting each category follows in Table 13.

Table 13. Prevalence of State Surveys Aligning With Federal Survey

Category of Academic Behavior	Number of States (11 Total)
School attendance	11
Homework completion	11
Quality of homework submitted	9
Academic performance	10
Classroom behavior	11
Participation in class	9
Effort expended in completing work	7
Interactions with peers	10

Because each survey was different, aggregate results for each category of behavioral change are not presented here. Information on the state-level results of each of the surveys can be found in Appendix A.

Status of Grantee-Identified Objectives

In the Grantee Profile section of PPICS, grantees identified the objectives of their program in their own words and indicated the category that best described it. Often these objectives were the goals that grant writers had listed in their initial grant proposal. On the APR, grantees were asked to indicate whether a specific objective had been met, and if not, whether progress had been made toward the objective. Grantees also were afforded the opportunity to indicate if steps had not been taken to measure progress on the objective in question. Figure 36 displays the percentage of grantees indicating whether they met or progressed toward at least one objective in the given category. Table 14 details the objective category classifications.

Figure 36. Percentage of Grantees by Reported Status of Objectives
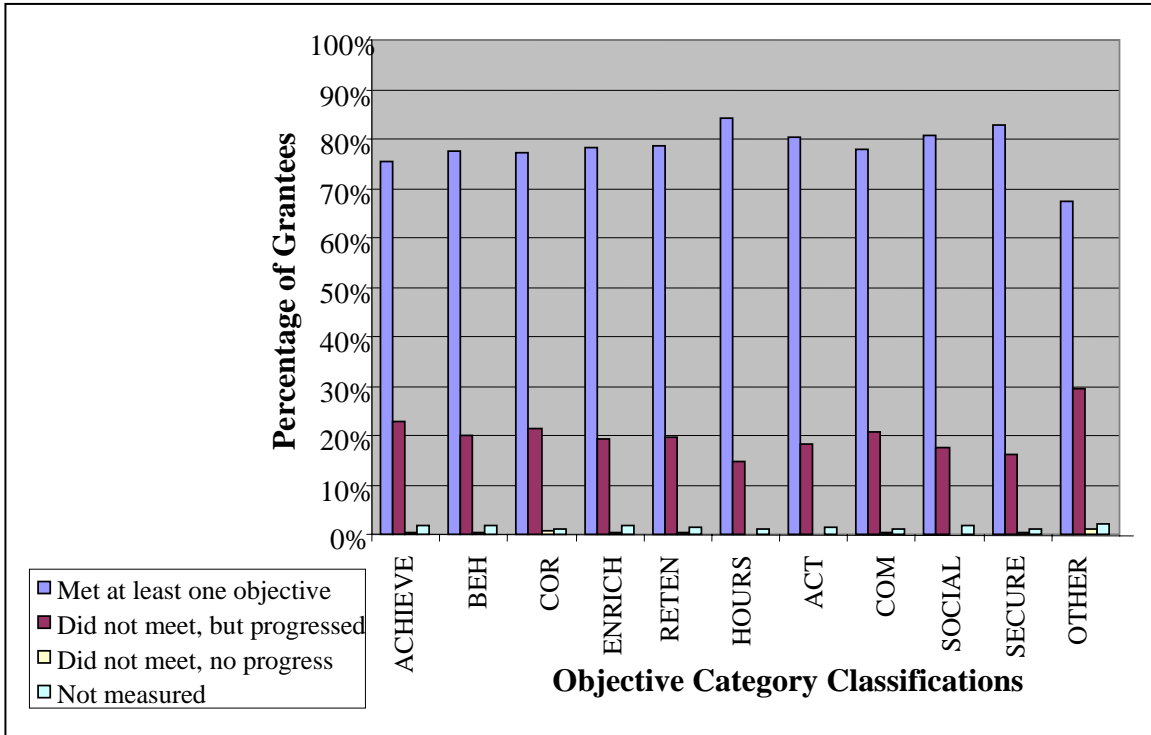
Note: Grantees providing data: 1,266 (99.9 percent)

Table 14. Objective Category Classifications in Detail

Objective Code	Objective Classification
ACHIEVE	Improve student achievement
BEH	Improve student behavior
CORE	Participation in core educational services
ENRICH	Participation in enrichment activities
RETEN	Participant retention
HOURS	Hours of operation
ACT	Activity and service provision
COM	Community collaboration
SOCIAL	Social development
SECURE	Safe and secure environment

Key Points Related to Objectives

For every category, between 75 percent and 85 percent of grantees stated they had met the objective. Of the grantees who did not meet and objective, all or nearly all indicated they had progressed toward it.

Conclusions and Next Steps

In the nearly three years since SEAs began making 21st CCLC grants, a total of 2,729 grantees have provided academic enrichment programs, youth-development and support activities, and family-literacy and parental-involvement services to more than a million youth and adult family members via the 8,448 21st CCLCs operating nationwide by the end of 2004.

These programs are serving some of the more economically needy families in the country, with 62 percent of student participants eligible for the free and reduced-price lunch program. Likewise, information indicates that a significant number of youth participating in state-administered 21st CCLC programs are academically at-risk. In the 32 states submitting state assessment results for the 2003–04 school year, approximately half of the regular attendees served by centers during this period scored below proficient on the mathematics (49 percent) and reading and language arts (45 percent) portions of their state's assessment.

Meeting the academic needs of these students is reflected in the programming provided by centers. During the 2003–04 school year, 90 percent of centers offered academic enrichment learning programs, 89 percent provided tutoring and homework help, and 82 percent offered academic improvement and remediation programs. Reflective of the statutorily articulated purposes of the 21st CCLC program in terms of addressing student needs in core academic areas, 96 percent of centers provided reading and literacy education programs and 92 percent offered activities that focused upon the development of mathematics skills and competencies.

With the initial wave of APR data complete for activities undertaken during the 2003–04 school year, additional information is now available regarding how 21st CCLC programs are performing on the GPRA performance indicators associated with the program. As demonstrated in Table 15, grantees reported regular attendees witnessing improvements in grades, state assessment results, and academic behaviors. Only a portion of all grantees nationwide provided data as part of the 2003–04 APR for a given impact category related to changes in grades, state assessment results, and academic behaviors.

Table 15. Grantee Reporting on Impact Categories for the 2003–04 School Year

GPRA Performance Indicator	% of Grantees
Regular attendees demonstrating improved grades in reading and language arts	45%
Regular attendees demonstrating improved grades in mathematics	41%
Regular attendees demonstrating state assessment proficiency in reading and language arts	55%
Regular attendees demonstrating state assessment proficiency in mathematics	51%
Regular attendees demonstrating improved homework completion and class participation	69%
Regular attendees demonstrating improved student behavior	64%
Centers emphasizing at least one core academic area	98%
Centers offering enrichment and support activities in technology	66%
Centers offering enrichment and support activities in other areas	93%

GPRA Performance Indicator	% of Grantees
Regular attendees demonstrating improved state assessment results in reading and language arts*	31%
Regular attendees demonstrating improved state assessment results in mathematics*	31%

*These measures were not official GPRA indicators for the 2003–04 reporting period.

As further steps are taken to modify and improve the data collected in PPICS for future waves of data collection, it seems appropriate to have ongoing discussions around what constitute reasonable measures of student achievement and academic behavioral change as they relate to the provision of the out-the-school time activities and services provided as part of the 21st CCLC program. In particular, it may be appropriate to explore how finer-grain measures can be used to assess student progress on the outcomes in question and to allow for the detection of change on a wider domain of dimensions.

As PPICS continues to be populated with information about state-administered 21st CCLC programs, the ability to assess both fidelity in program implementation and how centers evolve over time in terms of services rendered, partnerships embarked upon, and the outcomes witnessed by 21st CCLCs will continue to grow. Documenting the continued development, evolution, and accomplishments of the 21st CCLC program will be at the core of future reporting efforts.

Appendix A

State Tables

A-1: Competition Overview (2004 Competitions)						
State	Competition Records	Applicants	Awards	% of Applicants Funded	$ Requested	$ Awarded	% of $ Funded
AK	1	22	6	27%	$7,701,361	$2,027,328	26%
AL	1	83	30	36%	$9,000,000	$4,350,149	48%
AR	1	63	27	43%	$9,162,202	$3,785,618	41%
AZ	1	28	20	71%	$7,313,277	$5,666,430	77%
BI	-	-	-	-	-	-	-
CA	4	409	191	47%	$178,172,847	$91,176,463	51%
CO	1	34	16	47%	$9,154,188	$4,217,460	46%
CT	1	38	10	26%	$11,696,861	$2,292,598	20%
DC	1	50	7	14%	$10,426,770	$962,034	9%
DE	1	12	10	83%	$2,511,448	$1,907,000	76%
FL	1	74	35	47%	$54,957,473	$24,393,418	44%
GA	1	95	14	15%	$43,613,666	$8,282,372	19%
HI	1	10	4	40%	$4,703,390	$2,044,158	43%
IA	1	25	5	20%	$7,056,913	$1,533,038	22%
ID	1	12	11	92%	$1,612,590	$1,465,671	91%
IL	1	59	45	76%	$25,100,000	$16,800,000	67%
IN	-	-	-	-	-	-	-
KS	1	44	9	20%	$11,331,533	$2,522,349	22%
KY	1	80	37	46%	$12,048,644	$5,329,768	44%
LA	1	43	18	42%	$28,387,383	$8,265,892	29%
MA	1	40	28	70%	$11,965,976	$8,000,000	67%
MD	1	41	11	27%	$13,614,630	$3,880,217	29%
ME	1	29	19	66%	$3,639,500	$2,718,416	75%
MI	1	73	15	21%	$71,380,394	$30,159,081	42%
MN	1	57	19	33%	$13,621,180	$5,129,836	38%
MO	2	99	34	34%	$25,552,702	$8,565,092	34%
MS	1	83	34	41%	$6,133,683	$5,520,314	90%
MT	1	33	16	48%	$3,462,666	$1,855,000	54%
NC	1	55	33	60%	$16,524,704	$10,840,091	66%
ND	1	14	14	100%	$5,417,565	$3,790,000	70%
NE	1	9	5	56%	$2,517,165	$1,198,417	48%
NH	1	12	5	42%	$3,469,250	$1,858,716	54%
NJ	1	12	12	100%	$5,016,716	$5,016,716	100%
NM	1	36	10	28%	$12,474,295	$2,929,498	23%
NV	1	17	17	100%	$2,173,323	$1,798,359	83%
NY	1	253	89	35%	$92,583,518	$40,444,918	44%
OH	1	140	52	37%	$36,124,293	$14,019,775	39%
OK	1	69	15	22%	$17,931,689	$3,573,099	20%
OR	1	27	6	22%	$6,435,910	$1,567,660	24%
PA	1	131	58	44%	$61,270,684	$18,290,248	30%
PR	-	-	-	-	-	-	-
RI	2	35	15	43%	$7,694,387	$3,800,313	49%

A-1: Competition Overview (2004 Competitions) (continued)						
State	Competition Records	Applicants	Awards	% of Applicants Funded	$ Requested	$ Awarded	% of $ Funded
SC	2	182	43	24%	$26,436,646	$6,308,820	24%
SD	2	46	32	70%	$4,131,458	$3,061,314	74%
TN	1	89	51	57%	$27,039,385	$7,615,000	28%
TX	2	454	89	20%	$249,860,873	$60,745,241	24%
UT	1	16	6	38%	$44,747,525	$2,007,213	4%
VA	2	59	35	59%	$10,051,324	$5,453,458	54%
VT	1	16	12	75%	$2,966,098	$1,603,483	54%
WA	1	51	10	20%	$20,364,729	$4,927,004	24%
WI	1	53	14	26%	$11,444,237	$2,400,000	21%
WV	1	32	14	44%	$7,925,074	$2,916,347	37%
WY	1	25	19	76%	$2,540,146	$1,171,500	46%
Total	59	3,469	1,327	38%	$1,260,462,271	$460,186,892	37%

A-2: Grantee Profile Basic Information						
State	Grantees	Centers	Feeder Schools	Partners	Anticipated Students	Anticipated Adults	Average Hours per Week
AK	14	55	68	133	5,466	3,506	12.4
AL	86	131	201	642	13,402	8,774	13.7
AR	70	70	68	256	9,324	4,471	16.3
AZ	39	93	101	572	18,720	5,747	12.9
BI	32	51	92	223	8,415	3,416	20.1
CA	255	1,132	1,217	1,933	*	*	17.6
CO	35	73	98	191	14,671	6,029	16.1
CT	32	80	243	221	24,200	4,273	16.7
DC	17	17	29	60	1,596	585	15.3
DE	21	41	79	55	3,177	1,222	18.1
FL	78	308	536	839	49,327	17,024	18.1
GA	48	205	287	507	20,020	11,641	16.9
HI	9	55	59	124	9,708	1,654	13.6
IA	16	39	49	154	3,290	2,070	17.7
ID	19	43	57	109	2,091	525	18.9
IL	96	338	427	585	43,108	17,727	15.1
IN	27	90	175	148	12,496	5,905	14.2
KS	28	72	86	329	9,595	3,611	11.9
KY	91	137	194	509	21,492	8,956	15.7
LA	34	87	132	271	10,069	3,551	12.5
MA	66	183	195	138	10,472	1,617	13.7
MD	34	121	290	286	10,246	4,962	11.1
ME	37	97	115	88	7,409	1,723	13.3
MI	52	191	207	523	21,127	5,120	15.2
MN	38	119	183	325	18,434	4,613	16.7
MO	55	132	236	371	15,950	12,071	19.1
MS	51	163	262	217	16,119	4,945	10.7
MT	37	80	151	408	17,246	8,274	11.3
NC	64	220	440	362	17,601	8,480	15.4
ND	12	67	38	87	4,147	1,849	17.9

A-2: Grantee Profile Basic Information (continued)						
State	Grantees	Centers	Feeder Schools	Partners	Anticipated Students	Anticipated Adults	Average Hours per Week
NE	12	46	69	133	3,282	1,710	17.1
NH	17	44	61	163	7,779	1,907	15.4
NJ	26	92	168	182	9,475	4,065	18.3
NM	28	79	96	176	9,877	3,551	12.2
NV	38	48	73	186	5,608	2,633	20.1
NY	149	449	785	803	86,476	24,431	16.1
OH	101	250	403	732	29,107	11,700	14.3
OK	48	80	95	233	10,197	4,967	14.9
OR	18	58	75	122	6,390	3,004	16.6
PA	83	195	249	460	17,030	7,972	15.0
PR	77	790	126	183	7,106	4,210	16.9
RI	22	42	55	139	7,386	2,100	26.4
SC	80	176	200	428	13,254	4,839	13.1
SD	47	99	233	249	14,856	4,801	16.0
TN	79	238	347	660	22,669	10,994	13.2
TX	122	497	640	1,952	130,799	56,874	14.7
UT	16	51	60	180	10,369	5,104	23.8
VA	91	147	204	499	16,407	7,834	13.5
VT	29	75	102	190	7,980	1,045	11.8
WA	27	142	160	225	14,262	11,009	11.8
WI	55	111	160	537	20,508	7,665	15.5
WV	29	142	251	346	14,025	6,732	10.4
WY	42	107	45	183	1,752	465	35.7
Total	**2,729**	**8,448**	**10,972**	**19,627**	**885,512**	**353,953**	**-**

*Figures provided by California need further review.

A-3: APR Basic Information							
State	Grantees	Centers	Feeder Schools	Total Students	Regular Attendees	Total Adult Participants	Paid Staff	Volunteer Staff
AK	8	27	31	2,837	1,686	2,311	519	115
AL	29	43	72	4,230	2,707	1,104	575	570
AR	43	43	42	5,276	3,036	16	350	392
AZ	19	52	55	10,795	6,149	3,370	967	378
BI	28	41	68	5,821	3,552	1,790	909	868
CA	57	324	383	65,439	35,724	5,087	3,562	1,792
CO	19	41	58	6,915	3,013	1,715	877	461
CT	21	58	118	8,241	4,399	601	686	106
DC	5	16	16	1,380	1,171	410	167	92
DE	9	18	46	1,625	1,427	331	122	170
FL	42	158	297	23,556	16,799	3,286	2,578	908
GA	34	147	195	15,509	9,132	6,005	2,127	1,386
HI	3	23	27	2,608	608	276	319	22
IA	11	28	39	2,852	2,053	919	485	497
ID	9	27	39	1,643	1,643	63	242	277
IL	52	173	211	21,071	13,851	5,890	2,438	1,143

State	Grantees	Centers	Feeder Schools	Total Students	Regular Attendees	Total Adult Participants	Paid Staff	Volunteer Staff
IN	27	90	148	13,409	4,968	972	632	88
KS	19	48	51	5,733	3,258	2,398	751	819
KY	54	71	100	12,334	5,719	2,393	1,212	1,297
LA	16	45	57	5,590	3,839	1,092	640	427
MA	38	108	123	11,925	7,660	0	30	0
MD	12	51	65	3,238	1,937	1,266	578	393
ME	18	45	48	3,009	1,095	299	83	687
MI	37	132	149	13,208	5,358	0	929	145
MN	19	65	95	11,245	6,224	1,409	1,038	545
MO	20	33	40	4,617	3,131	1,033	540	488
MS	17	67	101	5,825	3,796	1,058	703	175
MT	21	38	77	6,628	2,253	806	396	360
NC	29	104	258	8,652	4,573	2,849	1,407	984
ND	8	25	37	5,240	2,811	1,503	297	175
NE	7	22	34	1,805	1,033	372	163	136
NH	12	25	35	4,098	2,034	883	513	472
NJ	14	48	48	5,748	4,174	1,995	538	174
NM	19	54	70	7,164	3,640	2,950	814	317
NV	20	25	43	5,699	2,032	609	490	163
NY	59	192	288	33,259	18,344	8,496	3,143	1,195
OH	40	106	144	12,282	7,113	3,441	1,638	679
OK	17	25	30	3,634	1,988	713	404	149
OR	12	40	53	4,217	2,712	1,067	451	113
PA	30	118	158	12,933	9,539	3,679	1,704	588
PR	43	75	89	6,739	5,219	1,581	804	479
RI	7	16	22	3,139	1,498	1,280	260	124
SC	36	94	104	6,972	6,120	1,642	1,203	586
SD	15	31	53	4,770	1,536	544	362	346
TN	30	105	155	10,765	6,952	2,720	1,124	890
TX	33	141	165	29,279	10,151	2,677	2,772	1,034
UT	5	14	21	4,727	1,772	1,608	301	256
VA	31	59	91	5,814	3,753	1,447	757	410
VT	18	46	56	5,451	1,697	119	590	271
WA	14	67	74	8,665	3,914	6,152	660	450
WI	41	85	110	21,618	9,270	8,475	1,547	659
WV	18	89	159	7,652	2,803	2,673	680	2,022
WY	22	23	164	3,839	2,493	242	306	263
Total	**1,267**	**3,641**	**5,212**	**500,720**	**273,359**	**105,617**	**47,383**	**27,536**

A-4: GPRA Indicator—Services Offered

The percentage of 21st Century Community Learning Centers reporting emphasis in at least one core academic area and offering enrichment and support activities in technology and other areas (Target = 85 percent).

State	Emphasis in Core Academic Area(s)	Enrichment and Support in Technology	Enrichment and Support in Other Areas
AK	96%	78%	89%
AL	100%	81%	93%
AR	97%	90%	83%
AZ	96%	65%	88%
BI	100%	71%	95%
CA	100%	61%	96%
CO	100%	56%	93%
CT	98%	9%	97%
DC	100%	81%	94%
DE	100%	67%	100%
FL	100%	88%	97%
GA	100%	78%	92%
HI	91%	39%	43%
IA	100%	79%	100%
ID	96%	11%	52%
IL	99%	53%	91%
IN	80%	45%	91%
KS	100%	69%	77%
KY	100%	86%	99%
LA	95%	61%	100%
MA	99%	56%	88%
MD	80%	45%	98%
ME	100%	78%	100%
MI	92%	61%	98%
MN	97%	58%	67%
MO	100%	85%	100%
MS	100%	42%	70%
MT	100%	92%	95%
NC	98%	80%	98%
ND	100%	100%	100%
NE	100%	59%	100%
NH	100%	80%	96%
NJ	94%	69%	94%
NM	100%	74%	100%
NV	100%	74%	100%
NY	98%	67%	98%
OH	99%	70%	92%
OK	100%	96%	96%
OR	100%	45%	95%
PA	98%	86%	97%
PR	100%	64%	97%
RI	100%	53%	93%
SC	100%	72%	89%
SD	97%	52%	68%

A-4: GPRA Indicator—Services Offered (continued)			
State	Emphasis in Core Academic Area(s)	Enrichment and Support in Technology	Enrichment and Support in Other Areas
TN	100%	66%	96%
TX	95%	58%	95%
UT	100%	85%	92%
VA	100%	68%	90%
VT	95%	66%	80%
WA	97%	72%	91%
WI	100%	58%	100%
WV	99%	61%	90%
WY	91%	39%	91%
All states	**98%**	**66%**	**93%**

A-5: GPRA Indicators for Regular Attendees

a. The percentage of regular program participants whose mathematics or English grades improved from 2003 to 2004 (Target = 45 percent).

b. The percentage of regular program participants whose mathematics or English proficiency level on a state assessment improved from 2003 to 2004 (Target = 45 percent).

c. The percentage of regular program participants with teacher-reported improvement in homework completion, class participation, and student behavior (Target = 75 percent).

State	a. % With Improved Grades in:		b. % With Improved Proficiency Levels in:		c. % With Teacher-Reported Improvement in:	
	Mathematics	Reading	Mathematics	Reading	Homework Completion and Class Participation	Student Behavior
AK	-	-	22%	26%	67%	57%
AL*	-	-	-	-	80%	77%
AR	-	-	-	-	-	-
AZ	42%	49%	-	-	-	-
BI*	-	-	22%	20%	64%	66%
CA	-	-	30%	30%	-	-
CO	-	-	34%	32%	60%	54%
CT	-	-	-	-	68%	63%
DC	34%	43%	43%	47%	-	-
DE	38%	41%	-	-	-	-
FL*	-	-	-	-	76%	74%
GA	-	-	-	-	-	-
HI*	37%	39%	-	-	70%	61%
IA	-	-	-	-	-	-
ID*	-	-	-	-	63%	60%
IL	39%	42%	-	-	65%	60%
IN	27%	32%	-	-	60%	55%
KS*	-	-	-	-	34%	36%
KY	52%	56%	-	-	-	-
LA	-	-	19%	20%	72%	67%
MA	-	-	-	-	-	-
MD	35%	39%	-	-	76%	67%
ME	46%	56%	-	-	-	-
MI	30%	34%	-	-	60%	55%

A-5: GPRA Indicators for Regular Attendees (continued)

a. The percentage of regular program participants whose mathematics or English grades improved from 2003 to 2004 (Target = 45 percent).

b. The percentage of regular program participants whose mathematics or English proficiency level on a state assessment improved from 2003 to 2004 (Target = 45 percent).

c. The percentage of regular program participants with teacher-reported improvement in homework completion, class participation, and student behavior (Target = 75 percent).

State	a. % With Improved Grades in:		b. % With Improved Proficiency Levels in:		c. % With Teacher-Reported Improvement in:	
	Mathematics	Reading	Mathematics	Reading	Homework Completion and Class Participation	Student Behavior
MN*	-	-	-	-	69%	70%
MO	44%	46%	-	-	-	-
MS	-	-	-	-	82%	78%
MT*	45%	50%	-	-	56%	51%
NC	47%	48%	52%	56%	-	-
ND	-	-	-	-	-	-
NE*	-	-	-	-	24%	26%
NH	38%	48%	-	-	58%	49%
NJ	-	-	-	-	79%	76%
NM	-	-	-	-	-	-
NV	40%	43%	-	-	-	-
NY	40%	41%	-	-	71%	68%
OH	46%	50%	-	-	-	-
OK	29%	36%	-	-	68%	65%
OR	-	-	-	-	57%	50%
PA	42%	44%	-	-	65%	59%
PR	52%	54%	-	-	95%	94%
RI	34%	40%	-	-	76%	71%
SC	42%	44%	29%	28%	-	-
SD	-	-	39%	40%	-	-
TN	-	-	-	-	72%	66%
TX	-	-	-	-	-	-
UT	25%	33%	-	-	55%	50%
VA	-	-	-	-	65%	58%
VT	40%	44%	-	-	-	-
WA	-	-	-	-	-	-
WI	37%	43%	-	-	57%	52%
WV*	-	-	-	-	17%	18%
WY*	28%	28%	-	-	47%	46%
All States	**41%**	**45%**	**31%**	**31%**	**National Survey 69%** **State Survey 59%**	**National Survey 64%** **State Survey 60%**

*This state used its own teacher survey rather than the national version, so survey results for part "c" may not be comparable.

A-6: GPRA Indicator—Current-Year State Assessment

The percentage of regular attendees scoring at the given federal proficiency level on their state assessment for spring 2004.

State	Mathematics			Reading		
	Basic	Proficient	Advanced	Basic	Proficient	Advanced
AK	54%	31%	15%	56%	28%	16%
AL	-	-	-	-	-	-
AR	65%	25%	10%	60%	38%	2%
AZ	80%	14%	6%	73%	23%	4%
BI	58%	39%	3%	60%	38%	2%
CA	-	-	-	-	-	-
CO	34%	62%	5%	23%	74%	3%
CT	-	-	-	-	-	-
DC	69%	23%	8%	71%	24%	6%
DE	50%	43%	7%	41%	51%	7%
FL	-	-	-	-	-	-
GA	23%	59%	17%	19%	52%	28%
HI	82%	15%	3%	85%	13%	2%
IA	42%	32%	27%	42%	31%	27%
ID	-	-	-	-	-	-
IL	47%	40%	13%	50%	36%	14%
IN	50%	45%	4%	52%	45%	3%
KS	31%	31%	37%	26%	27%	47%
KY	-	-	-	-	-	-
LA	-	-	-	-	-	-
MA	77%	18%	6%	57%	41%	2%
MD	-	-	-	-	-	-
ME	-	-	-	-	-	-
MI	75%	19%	6%	79%	20%	1%
MN	-	-	-	-	-	-
MO	69%	23%	8%	67%	29%	4%
MS	-	-	-	-	-	-
MT	36%	46%	18%	38%	45%	17%
NC	29%	48%	23%	41%	45%	13%
ND	-	-	-	-	-	-
NE	-	-	-	-	-	-
NH	-	-	-	-	-	-
NJ	56%	37%	7%	37%	57%	6%
NM	53%	40%	7%	61%	35%	4%
NV	61%	31%	8%	65%	22%	13%
NY	23%	67%	10%	19%	72%	9%
OH	-	-	-	-	-	-
OK	-	-	-	-	-	-
OR	-	-	-	-	-	-
PA	69%	20%	11%	67%	22%	11%
PR	37%	36%	27%	34%	40%	26%
RI	53%	38%	8%	54%	43%	2%
SC	88%	10%	3%	87%	12%	1%
SD	67%	29%	4%	63%	30%	7%
TN	34%	52%	13%	30%	56%	14%
TX	33%	56%	11%	32%	58%	10%

A-6: GPRA Indicator—Current-Year State Assessment (continued)						
State	Mathematics			Reading		
	Basic	Proficient	Advanced	Basic	Proficient	Advanced
UT	27%	34%	39%	30%	35%	35%
VA	-	-	-	-	-	-
VT	-	-	-	-	-	-
WA	50%	35%	15%	41%	39%	20%
WI	56%	34%	9%	41%	43%	17%
WV	-	-	-	-	-	-
WY	-	-	-	-	-	-
All states	**49%**	**40%**	**12%**	**45%**	**43%**	**12%**

Appendix B

State Proficiency Levels

State	Number of Performance Levels	Level Equivalent to Basic	Level Equivalent to Proficient	Level Equivalent to Advanced
Alabama	4	Level 1, Level 2	Level 3	Level 4
Alaska	4	Far below proficient, below proficient	Proficient	Advanced
Arizona	4	Approaches the standard, far below the standard	Meets the standard	Exceeds the standard
Arkansas	4	Below basic, basic	Proficient	Advanced
California	5	Basic, below basic, far below basic	Proficient	Advanced
Colorado	3	Basic	Partially proficient, proficient	Advanced
Connecticut	5	Basic, below basic	Proficient	Advanced, goal
District of Columbia	4	Basic, below basic	Proficient	Advanced
Delaware	5	Below the standard, Well below the standard	Meets the standard	Distinguished, exceeds the standard
Florida	5	Level 1, below basic, Level 2, basic	Level 3, Level 4	Level 5
Georgia	3	CRCT*: Does not meet standard; GHSGT*: Failure	CRCT*: Meets the standard; GHSGT*: Passes	CRCT*: Exceeds the standard; GHSGT*: Passes plus
Hawaii	4	Well below proficiency assessment, approaches proficiency assessment	Meets proficiency	Exceeds proficiency
Idaho	4	Basic	Proficient	Advanced
Illinois	4	Academic warning, below standard	Meets the standard	Exceeds the standard
Indiana	3	Does not pass	Passes	Passes plus
Iowa	3	Low	Intermediate	High
Kansas	5	Basic, unsatisfactory	Proficient	Exemplary, advanced

* Criterion-Referenced Competency Test (CRCT); Georgia High School Graduation Tests (GHSGT)

State	Number of Performance Levels	Level Equivalent to Basic	Level Equivalent to Proficient	Level Equivalent to Advanced
Kentucky	4	Novice, apprentice (novice nonperformance, medium, and high, apprentice low, medium, and high)	Proficient	Distinguished
Louisiana	5	Approaches basic (approaches the standard), unsatisfactory	Basic (meets the standard)	Advanced, mastery (exceeds the standard)
Maine	4	Does not meet the standard, partially meets the standard	Meets the standard	Exceeds the standard
Maryland	3	Basic	Proficient	Advanced
Massachusetts	4	Failing (high school), warning (elementary), needs improvement	Proficient	Advanced
Michigan	4	Basic, below basic	Meets expectations	Exceeds expectations
Minnesota	5	Level 1, Level 2	Level 3	Level 4, Level 5
Mississippi	4	Minimal, basic	Proficient	Advanced
Missouri	5	Step 1, progressing, nearing proficient	Proficient	Advanced
Montana	4	Nearing proficient, novice basic, progressing	Proficient	Advanced
Nebraska	4	Basic, progressing	Proficient	Advanced
Nevada	4	Approaches standard, developing/emergent novice, basic	Meets the standard	Exceeds the standard
New Hampshire	4	Novice, basic	Proficient	Advanced
New Jersey	3	Partially proficient	Proficient	Advanced
New Mexico	4	Beginning proficiency, nearing proficiency	Proficient	Advanced
New York	4	Basic	Basic proficiency, proficient	Advanced
North Carolina	4	Level 1, Level 2	Level 3	Level 4
North Dakota	4	Novice, partially proficient	Proficient	Advanced
Ohio	4	Basic, below basic	Proficient	Advanced
Oklahoma	4	Unsatisfactory, limited knowledge	Satisfactory	Advanced
Oregon	5	Nearly meets, low, very low	Meets the standard	Exceeds the standard
Pennsylvania	4	Basic, below basic	Proficient	Advanced

State	Number of Performance Levels	Level Equivalent to Basic	Level Equivalent to Proficient	Level Equivalent to Advanced
Rhode Island	5	Nearly achieves the standard, below the standard, little evidence of achievement	Achieves the standard	Achieves the standard with honors
South Carolina	4	Below basic, basic	Proficient	Advanced
South Dakota	4	Basic, below basic	Proficient	Advanced
Tennessee	3	Below proficient	Proficient	Advanced
Texas	3	Does not meet the standard	Meets the standard	Commended performance
Utah	4	Minimal, partial	Sufficient	Substantial
Vermont	5	Nearly achieves the standard, below the standard, little evidence of achievement	Achieves the standard	Achieves the standard with honors
Virginia	3	Failing, does not meet the standard	Passes, proficient	Passes, advanced
Washington	4	Level 1, below basic, Level 2, basic	Level 3	Level 4
West Virginia	5	Partial mastery, novice	Mastery	Distinguished, above mastery
Wisconsin	4	Basic, minimal	Proficient	Advanced
Wisconsin	4	Basic, minimal	Proficient	Advanced
Wyoming	4	Novice, partially proficient	Proficient	Advanced

Source: CCSSO 2003 State Accountability System Profile

Appendix C
Glossary

21st CCLC Program

From the U.S. Department of Education Web site:

"The 21st Century Community Learning Centers Program is a key component of [the] No Child Left Behind Act. It is an opportunity for students and their families to continue to learn new skills and discover new abilities after the school day has ended."

"The focus of this program, reauthorized under Title IV, Part B, of the No Child Left Behind [NCLB] Act, is to provide expanded academic enrichment opportunities for children attending low-performing schools. Tutorial services and academic enrichment activities are designed to help students meet local and state academic standards in subjects such as reading and mathematics. In addition, 21st CCLC programs provide youth-development activities; drug- and violence-prevention programs; technology education programs; art, music and recreation programs; counseling; and character education to enhance the academic component of the program."

As part of the reauthorization under NCLB, the program is now administered through state education agencies (SEAs) rather than directly by the US Department of Education.

21st Century Community Learning Centers (21st CCLCs)

A community learning center offers academic, artistic, and cultural enrichment opportunities to students and their families during nonschool hours (before or after school) or periods when school is not in session (e.g., holidays, weekends, and summer recess). A center supported with 21st CCLC funds is considered to be the physical location where grant-funded services and activities are provided to participating students and adults. A center is characterized by defined hours of operation; a dedicated staff that plans, facilitates, and supervises program activities; and an administrative structure that may include a position akin to a center coordinator. A 21st CCLC grant must fund at least one 21st CCLC center. If the same participants attending a program participate in activities at multiple sites, only one of these locations should be selected as the primary center serving that group of participants.

Academic enrichment learning programs

Enrichment activities expand on students' learning in ways that differ from the methods used during the school day. They often are interactive and project focused. They enhance a student's education by bringing new concepts to light or by using old concepts in new ways. These activities are fun for the student, but they also impart knowledge. They allow the participants to apply knowledge and skills stressed in school to real-life experiences.

Academic improvement and remediation programs	These activities specifically target students whose academic performance has been deemed to be in need of improvement given that the student is not performing at grade level, is failing, or is otherwise performing below average. Academic improvement programs are designed to address deficiencies in student academic performance. Activities in this category may involve tutoring, academic enrichment, or other forms of service delivery that specifically involve students identified as in need of academic improvement.
Activities	This includes statutorily authorized events or undertakings at the center that involve one or more program participant.
Activities for limited-English-proficient students	These activities specifically target students with limited English proficiency and are designed to further enhance students' ability to utilize the English language.
Activities targeting adult family members	Activities targeting adult family members must require ongoing and sustained participation by the adult family member in order to achieve the acquisition of knowledge or a skill meant to be imparted through participation in the service or activity. Examples of activities that conform to these requirements would include General Educational Development (GED) classes, classes on how to develop a resume, or a programming series on effective parenting strategies. Episodic, nonrecurring, or special events are likely not to conform to these requirements. For example, an open house night for the parents of children attending the center involving a meal and social activities would not conform to these requirements.
Activities that target truant, expelled, or suspended students	These activities specifically target truant, expelled, or suspended students and are designed to reengage these students in educational services that have estranged them from traditional educational settings and/or address academic attainment or behavioral issues through counseling and support.
Adult family member attendees	These are adults age 19 or older who are NOT in elementary, middle, or high school; are family members of participating children; and participate in educational services or other activities appropriate for adults provided by the center.
Annual Performance Report (APR)	All grantees active across the span of a given reporting period will need to provide information required as part of the APR process. The purposes of the APR are to collect data: (1) from 21st CCLC grantees on progress made during the preceding year in meeting their project objectives; (2) on what elements characterized center operation during the reporting period, including the student and adult populations served; and (3) that address the Government Performance and Reporting Act (GPRA) performance indicators for the 21st CCLC program.

Career and job training	These activities may target youths and/or adults participating in the 21st CCLC program and are designed to support the development of a defined skill set directly transferable to a specific vocation, industry, or career. For youths participating in center programming, activities designed to expose youths to various types of careers and those that help inform youths of the skills needed to obtain a given career also could be considered part of this activity category.
Centers	These are the physical locations where grant-funded services and activities are provided to participating students and adults. See **21st Century Community Learning Center**.
Community service and service learning programs	These activities are characterized by defined service tasks performed by students that address a given community need and provide for structured opportunities that link tasks to the acquisition of values, skills, or knowledge by participating youths.
Community partners	These are organizations other than the grantee that actively contribute to the 21st CCLC–funded project.
Community-based organization/ nonprofit agency	This is an entity organized and operated exclusively for one or more of the purposes set forth in Internal Revenue Code Section 501(c)(3). For the purposes of completing the APR, to be identified as a community-based organization/nonprofit agency, an organization should not be classifiable as a nationally affiliated nonprofit agency or a faith-based organization.
Competition Overview	The Competition Overview module of the Profile and Performance Information Collection System (PPICS) obtains: (1) basic descriptive information provided by SEAs about the outcomes of a given subgrant competition (i.e., number of applicants, number of grants awarded) held in a given state to award new 21st CCLC grants; and (2) information about the performance indicators and priorities employed in structuring a statewide program. Competition Overview records were completed for any competitions administered in a state in calendar year 2004 or later that resulted in new grant awards.
Drug- and violence- prevention, counseling, and character education programs	These activities are designed to prevent youths from engaging in high-risk behaviors including the use of drugs and alcohol; to promote the amelioration of the causal factors that may lead youths to participate in such activities through counseling and support; and to cultivate core ethical values such as caring, honesty, fairness, responsibility, and respect for self and others that are likely to contribute to prevention efforts.
Expanded library hours	This is when 21st CCLC funds are used specifically to expand the normal operating hours of a library.

Faith-based organizations	These are entities whose primary program area can be defined as being religious. A faith-based organization could be a religious congregation or an organization that primarily undertakes activities of a religious nature. Please note that YMCAs/YWCAs are not considered to be faith-based organizations.
Federal discretionary grant	This is the grant directly administered by the U.S. Department of Education (rather than the SEAs) prior to the passage of the NCLB Act.
Federal proficiency level	State proficiency levels have been matched to one of three federal proficiency levels: basic, proficient, and advanced.
Feeder schools	These are any public or private schools that provide students to the 21st CCLC.
Free or reduced-price lunch	From **www.fns.usda.gov/cnd/Lunch/default.htm**: "The National School Lunch Program (NSLP) is a federally assisted meal program operating in public and nonprofit private schools and residential child-care institutions. It provides nutritionally balanced, low-cost or free lunches to children each school day. The program was established under the National School Lunch Act, signed by President Harry Truman in 1946."
Government Performance and Reporting Act (GPRA)	From the U.S. Department of Education Web site: "The Government Performance and Reporting Act (GPRA) of 1993 is a straightforward statute that requires all federal agencies to manage their activities with attention to the consequences of those activities. Each agency is to clearly state what it intends to accomplish, identify the resources required, and periodically report their progress to Congress. In so doing, it is expected that the GPRA will contribute to improvements in accountability for the expenditures of public funds; improve congressional decision making through more objective information on the effectiveness of federal programs; and promote a new government focus on results, service delivery, and customer satisfaction."
Grantee	This is the entity serving as the fiduciary agent for a given 21st CCLC grant.

Grantee Profile	The Grantee Profile module of PPICS collects basic information about a state's grantees, the proposed objectives and community partners associated with a given project, the activities grantees propose to deliver at each of their centers, and the students and family members they intend to serve. Data housed in the Grantee Profile module should always reflect what is currently true about a program or what will be true once the program commences operation. A Grantee Profile record needs to be completed for all 21st CCLC grantees in a state funded through state-administered competitions.
High-poverty school	These are schools serving students who live in a high-poverty area. High poverty is determined by several methods depending on the state, including free or reduced-price lunch eligibility and census data.
Mentoring	Mentoring activities primarily are characterized by matching students one-on-one with one or more adult role models, often from a business or the community, for guidance and support.
Nationally affiliated nonprofit agencies	These are nonprofit entities associated with a national organization. Local YMCAs, YWCAs, the Girl Scouts, the Boy Scouts, Big Brothers/ Big Sisters, and Boys and Girls Clubs are all considered to be nationally affiliated nonprofit agencies.
Nonregulatory guidance	This is documentation provided by the U.S. Department of Education that, while not part of the legislation, provides description and clarification to support programs operating under the 21st CCLC grant.
Nonteaching school staff	These are staff members who are employed by the school but do not have teaching responsibilities (e.g., office and administrative staff).
Partners	See **Community Partners**.
Performance indicators	These are measures intended to determine the effectiveness of the program in achieving one of its goals.
Priority, mandatory	A program attribute (e.g., having a community partner, serving a certain population of students) that has been made a requirement for receiving grant funds from the state. Also referred to as an absolute priority.
Priority, optional	A program attribute (e.g., having a community partner, serving a certain population of students) that will result in a better chance of the program receiving a grant in the state competition. Also referred to as a competitive priority.
Profile and Performance Information Collection System (PPICS)	The 21st CCLC Profile and Performance Information Collection System is a Web-based data-collection system developed to capture information regarding 21st CCLC programs.

Programs that promote parent involvement and family literacy	These are activities that specifically target adult family members of youths participating in the 21st CCLC program and are designed to more actively engage parents in supporting the educational attainment of their children or enhance the literacy skills of preschool and adult family members. These activities may take place during the school day.
Recreational activities	These activities are not academic in nature, but rather allow students time to relax or play. Sports, games, and clubs fall into this category. Occasional academic aspects of recreation activities can be pointed out, but the primary lessons learned in recreational activities are in the areas of social skills, teamwork, leadership, competition, and discipline.
Regular attendee	This refers to students who have attended a 21st CCLC program for at least 30 days (which do not have to be consecutive) during the reporting period.
Reporting period	The reporting period for the APR coincides with the school year and includes the summer prior to the school year.
Service learning	See **Community Service and Service Learning Programs**.
State Activities	The purpose of the State Activities module is to collect data on how an SEA allocated its prior fiscal year 2 percent administrative allocation and 3 percent training and/or evaluation allocation to support the 21st CCLC program in its state.
State assessments	These are the assessments administered by a given state and relied upon by the SEA to meet consolidated reporting requirements under the NCLB Act.
Subcontractor	This is an organization that receives 21st CCLC grant funds under contract with the grantee to provide 21st CCLC grant-funded activities or services. For APR purposes, a subcontractor is considered to be a type of partner.
Subgrant competitions	These are the means by which organizations are able to apply for and receive subgrants from the SEA to operate a 21st CCLC program.
Supplemental educational services	Supplemental educational services are additional academic instruction designed to increase the academic achievement of students in schools that have not met state targets for increasing student achievement (adequate yearly progress) for three or more years. These services may include tutoring and afterschool services. They may be offered through public- or private-sector providers that are approved by the state, such as public schools, public charter schools, local education agencies, educational service agencies, and faith-based organizations. Students from low-income families who remain in Title I schools that fail to meet state standards for at least three years are eligible to receive these services.

Teacher survey	This survey is administered at the end of the year. The survey asks school-day teachers to report if 21st CCLC regular attendees' behavior improved or did not improve in certain areas. For every student identified as a regular attendee (30 days or more), one of his or her regular school-day teachers is selected to complete the teacher survey. For elementary school students, the teacher should be the regular classroom teacher. For middle and high school students, a mathematics or English teacher should be surveyed. Although teachers also serving as 21st CCLC program staff may be included, it is preferred that programs survey teachers who were not also program staff. Only one teacher survey should be filled out for each student identified as a regular attendee.
Title I	"Title I" refers to Title I of the No Child Left Behind Act:
	"The purpose of this title is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments." Title I programs include any program funded under the provisions of Title I.
Tutoring and homework help	These activities provide direct assistance with classroom work. Tutors or teachers help students complete their homework, prepare for tests, and work specifically on concepts covered during the school day.
Typical	Typical can be defined as the usual or characteristic attributes associated with center operation and programming. By definition, a 21st CCLC center should be characterized by defined hours of operation that should be relatively consistent across the school year and summer (e.g., 3–6 p.m., Monday through Thursday). Special, nonrecurring, or episodic events, field trips, or programming would not be considered typical attributes associated with center operation and should not be considered when reporting information associated with the typical hours and days of operation of the center nor when reporting the typical activities provided by the center. In some instances, centers may be characterized by recurring periods of operation or programming that take place on an ongoing basis but less frequently than weekly. For example, a center may be open on the fourth Saturday of every month in addition to a regular weekly schedule. In this case, in order to report on typical hours of operation, the center may want to consider adding up the total hours of operation for a typical month and dividing by 4.3 to obtain a weekly average that can be used to report on typical hours of operation. A similar approach can be taken to reporting on the typical number of days a center was open per week and the typical number of hours per week that a given activity was attended by center participants.

Youth development worker   A youth development worker is any paid staff or volunteer staff member who is not certified as a school-day teacher, is not employed during the school day in some other capacity (e.g., librarian, school counselor) by one or more of the feeder schools and/or districts associated with the 21st CCLC, and has a nonteaching-based college degree or higher.

Youth leadership activities   These activities intentionally promote youth leadership through skill development and the provision of formal leadership opportunities designed to foster and inspire leadership aptitude in participating youth.