



Delaware 21st Century Community Learning Centers:

Evaluation Report (SY 2003-04 - SY 2005-06)

*RMC Research Corporation
1501 Wilson Boulevard, Suite 1250
Arlington, VA 22209
Phone: 888-762-4200
<http://www.RMCResearchCorporation.com>*

***Delaware 21st Century Community Learning Centers:
Evaluation Report (SY 2003-04 - SY 2005-06)***

*Prepared by
Sonia Jurich, MD, Ed.D.
Wendy Russell, M.A.
Michael Frye, B.S.*

Prepared for the
Delaware Department of Education

October 30, 2006

Table of Contents

Introduction 1

Section I: Background..... 2

Section II: Evaluation Design..... 5

Section III: Program Overview..... 7

Section IV: Outcomes 20

Section V: Conclusions and Recommendations 27

Section VI: Performance Indicators..... 30

Endnotes 35

Appendix A: List of Grantees and Centers..... 36

Appendix B: List of grantees, sites and schools served (SY 2003-2004 to SY 2005-2006)..... 41

Appendix C: Number of center participants and staff and student to staff ratio per center..... 45

Appendix D: Center Profiles (SY 2004-2005) 50

Appendix E: State and 21st CCLC average scores in the Spring 2005 DSTP Reading and
Mathematics..... 92

List of Tables ii

List of Figures..... ii

List of Tables

Table 1: List of grantees and number of centers for the Delaware 21st CCLC program..... 8

Table 2: Type of partners at the Delaware 21st CCLC (SY 2003 to SY 2005) 10

Table 3: Demographics of students participating in Delaware 21st CCL..... 14

Table 4: Number and percentage of personnel working or volunteering at the Delaware
21st CCLC..... 16

Table 5: Activities provided by Delaware 21st CCLC to participating students 17

Table 6: Hours per week of family-related activities provided by the Delaware 21st CCLC..... 18

Table 7: Responses to the SY 2004 teacher survey 21

Table 8: Performance of 21st CCLC students in the state tests, as entered in PPICS 21

Table 9: Results of the DSTP and DSTP-II for 21st CCLC students (SY 2004)..... 22

Table 10: Comparison of means on DSTP results for 21st CCLC students disaggregated by
subgroups* (SY 2004) 23

Table 11: State averages and difference of DSTP scores for the same cohorts of students
between Spring 2005 and Spring 2006 25

Table 12: Averages and difference of DSTP scores for 21st CCLC students taking the
assessment in Spring 2005 and Spring 2006..... 26

List of Figures

Figure 1: Approximate location of the SY 2005-2006 Delaware 21st Century Community
Learning Centers..... 9

Figure 2: Partners' contributions to the Delaware 21st CCLC 11

Figure 3: Youth and adult participation in Delaware 21st CCLC 12

Figure 4: Percentage of regular versus nonregular students* 12

Figure 5: Average student and adult participation per center (SY 2003 to SY 2005)..... 13

Figure 6: Percentage of paid and volunteer staff ratio at the Delaware 21st CCLC..... 15

Figure 7: Average DSTP score for 21st CCLC students and State (SY 2004) 23

Figure 8: Comparison of means in the DSTP mathematics and reading for students in the bottom
10th percentile attending (1) and not attending (0) the 21st CCLC 24

Introduction

The Delaware 21st Century Community Learning Centers (21st CCLC) program is funded by the U.S. Department of Education (USED) under Title IV, Part B, of the *No Child Left Behind Act* (NCLB), Public Law 107-110. The purpose of the 21st CCLC is to offer students and their families opportunities for academic and cultural enrichment and assist students in meeting state academic standards in core subjects. These services are offered at times when schools are not in session, including before- and after-school hours and during summer recess.

In Fiscal Year (FY) 2002, the 21st CCLC program transitioned to state-administered grants. Since then, Delaware has provided approximately \$4.5 million per year to local grantees including school districts, community-based organizations, and institutions of higher education. In School Year (SY) 2005-2006, 21 grantees ran 46 centers across the state and served a total of 3,755 students and 933 adults. Approximately 9,000 students and 2,000 adults were served in the Delaware 21st CCLC program during the past three years.

As part of the State's administrative duties, federal legislation requires a comprehensive evaluation of the effectiveness of the state's 21st CCLC. On May 2006, the Delaware Department of Education (DDOE) contracted with RMC Research Corporation to review existing data and address questions related to program implementation and effectiveness. This report reviews data from the national 21st CCLC database and the State testing program database to provide a descriptive summary of the Delaware 21st CCLC grantees and centers, identify their progress in the past three school years, and propose recommendations for performance measurements and areas of improvements. The program overview summarizes information on population served, staffing patterns, services provided, and program outputs. In schools with a critical mass of 21st CCLC attendees, an analysis of results from statewide tests was conducted to compare gains of students in the program with gains of students in the same schools who were not attending the program.

The report is divided into six sections:

- Section I, *Background*, situates the legislative and educational context of the Delaware 21st CCLC program.
- Section II, *Evaluation*, defines the evaluation design, methods, and guiding questions.
- Section III, *Program Overview*, provides a description of the grantees, program participants, staff, and services provided since SY 2003-2004.
- Section IV, *Outcomes*, presents changes in indicators of student achievement using, whenever possible, a treatment-comparison group approach.
- Section V, *Conclusions and Recommendations*, discusses findings and proposes recommendations.
- Section VI, *Performance Indicators*, reviews the data to suggest performance indicators and targets.

Section I: Background

This section situates the context of operation for the Delaware 21st CCLC program. The section is divided into two subsections. The first subsection synthesizes the 21st CCLC legislation and the federal goals, objectives, and indicators that define the statutory and regulatory frameworks within which local programs operate. The second section delineates the educational context for the program. The term program is used here to identify the statewide intervention, and the term center denotes individual sites.

A. Statutory and Regulatory Frameworks

The Legislation: The original purpose of the 21st Century Community Learning Centers (21st CCLC), first authorized as a national program in 1996, was to provide grants to schools or local education agencies for the establishment of community centers to keep children safe during after-school hours. The program was reauthorized under the No Child Left Behind Act of 2001 with important modifications. First, the Act increases the emphasis on academics and “whenever possible, the use of activities that are based on rigorous scientific research.” Second, the Act transfers the program administration from the Federal to State level, expands program eligibility to community-based organizations, and underscores the role of program evaluation and accountability.¹

Section 4205 (a) defines activities that can be funded with 21st CCLC funds “when offered before or after school hours and during summer recess periods.” Allowable activities include: remedial education; academic enrichment; education activities in areas such as mathematics, science, arts, music, entrepreneurial studies, technology, and telecommunications; programs for students with limited English proficiency; tutoring services; recreational activities; expanded library hours; programs to assist students who have been truant, suspended, or expelled; drug and violence prevention, counseling, and character education programs; and programs that promote parental involvement and family literacy.

To ensure effectiveness, the law recommends that 21st CCLC programs are based upon three pillars: actual assessment of the needs of schools and communities; a defined set of performance measures aimed at ensuring the availability of high quality, academic enrichment opportunities; and, when appropriate, scientifically based research that provides evidence that the program or activity will help students meet state and local student academic achievement standards.² The legislation also emphasizes the need to perform regular program and activity evaluations with a dual purpose: to assess progress toward goals and objectives and to provide ongoing feedback to grantees to improve and refine the programs, activities, and performance measurements.³ A statewide “comprehensive evaluation of the effectiveness of programs and activities” is a required component of the State’s administrative duties regarding local 21st CCLC programs.⁴

Reflecting the *Act*’s focus on evaluation, the USED signed a contract with Learning Point Associates in 2003 to develop a national 21st CCLC database. The database, called *Profile and*

Performance Information Collection System (PPICS), aims at improving the process of data collection, monitoring, and reporting. Grantees nationwide are required to enter in PPICS yearly information on program activities, personnel, participants, and outcomes. The State has access to grantees' data for monitoring and evaluation purposes.

USED Performance Plan: Federally funded programs are expected to comply with the objectives and indicators defined by their federal grantor. The 2003 Performance Plan defined one goal, two objectives, and four indicators for the 21st CCLC program. In 2004, USED rewrote the program goal to address the focus of the *No Child Left Behind Act* on academic achievement and expanding services to families. The 2005 Performance Plan, described below, introduced benchmarks by which to assess indicators for core educational services and other enrichment activities.⁵ The 2007 Performance Plan is already published and will guide new grantees.

Program Goal: To establish community learning centers that help students in high-poverty, low-performing schools meet academic achievement standards; to offer a broad array of additional services designed to complement the regular academic program; and to offer families of students opportunities for educational development.⁶

Objective 8.1: Participants in 21st CCLC programs will demonstrate educational and social benefits and exhibit positive behavioral changes.

Indicator 8.1.1 Achievement: Students regularly participating in the program will show improvement in achievement such as test scores, grades, and/or teacher reports.

Indicator 8.1.2 Behavior: Students participating regularly in the program will show improvement through measures such as school attendance, classroom performance, and decreased disciplinary actions or other adverse behaviors.

Objective 8.2: 21st Century Community Learning Centers will offer high-quality enrichment opportunities that positively affect student outcomes such as school attendance and academic performance, and result in decreased disciplinary actions or other adverse behaviors.

Indicator 8.2.1 Core educational services: More than 85 percent of Centers will offer high-quality services in at least one core academic area, such as reading and literacy, mathematics, and science.

Indicator 8.2.2 Other enrichment activities: More than 85 percent of Centers will offer enrichment and support activities such as nutrition and health, art, music, technology, and physical education.

B. Educational Framework

The Delaware State Board of Education comprises seven members nominated by the Governor and confirmed by the State Senate. Each member serves terms of varying length and can be reappointed. In addition to its statutory and regulatory roles, the Board imparts a vision for the education system that proposes:

- “Education excellence, equity, and high expectations for each and every child;
- A highly effective teacher in every classroom;
- A safe and supportive learning environment in every school; and
- Partnerships among educators, parents, family, business, and the community that support high academic achievement and opportunity for all children.”⁷

The Secretary of Education, appointed by the Governor, serves as the Board’s Executive Secretary and oversees the daily management of the state education system. The current secretary has been in the position since 1999. The Delaware Department of Education (DDOE) is organized in four branches: Finance and Administrative Services, Assessment and Accountability, Curriculum and Instructional Improvement, and Adult Education and Workforce Development. Each branch, led by an Associate Secretary, is divided in workgroups. The 21st CCLC program is under the School Improvement Workgroup, which is part of the Curriculum and Instructional Improvement Branch.

DDOE supervises a system comprising 16 regular school districts, 3 vocational technical districts, and a growing number of charter schools (17 in SY 2005-2006). In SY 2005-2006, 120,938 students were enrolled in Delaware public and charter schools. Of these, 55.1% were White, 32.5% Black, 9.2% Hispanic, 2.9% Asian, and 0.3% Native American. Students eligible for free and reduced lunch comprised 34.1% of the total student population, and 13.6% received special education services. Between SY 2003-2004 and SY 2005-2006, student enrollment grew by 1.5%, and the percentage of low-income students declined by 1 percentage point. Student demographics also have remained stable.⁸

The Delaware Student Testing Program (DSTP) is the state assessment used to measure student progress toward the state’s content standards and serves as the primary indicator in the state accountability system. The DSTP tests children in reading, writing, mathematics, science, and social studies. The assessment is part norm-referenced and part criterion-referenced. Results are provided in scaled scores and proficiency levels. Until SY 2004-2005, the DSTP Reading, Writing, and Mathematics tests were conducted in grades 3, 5, 8 and 10; and Sciences and Social Studies were conducted in grades 4, 6, 8 and 11. Students in off-grades were tested using the DSTP-II. Beginning in SY 2005-2006, the DSTP-II was discontinued and all students in grades 2-11 are tested using the DSTP Reading, Writing and Mathematics.

Section II: Evaluation Design

Goals: The evaluation of the Delaware 21st CCLC project has three main goals:

- Fulfill the requirement of the 21st CCLC legislation, Sec. 4202 (c)(3);
- Provide DDOE staff and interested stakeholders with information that supports decisions on program improvements and the development of performance measures; and
- Assess effectiveness of the centers in improving student academic achievement.

Principles: The evaluation's design and methods address the standards developed by the Joint Committee on Standards for Education Evaluation of the American Evaluation Association, including:

- Utility: the evaluation must serve the information needs of intended users;
- Feasibility: the evaluation must be realistic, prudent, diplomatic, and frugal;
- Propriety: the evaluation must be conducted legally, ethically, and with due regard for the welfare of those involved in the evaluation, and those affected by its results; and
- Accuracy: the evaluation must reveal and convey technically adequate information about the features that determine the worth or merit of the program being evaluated.⁹

Design: The evaluation is an exploratory study of process, outputs, and outcomes related to the Delaware 21st CCLC program, its grantees, and centers. The evaluation uses a longitudinal approach to address questions related to implementation and a matched comparison group design to assess program effectiveness.

Methods: Per contractual agreement, the report is based solely on two sources of data: (a) program data collected by the grantees and entered into the national 21st CCLC database or PPICS; and (b) state assessment data collected by the state and available at the Delaware Student Testing Program database. PPICS data were used for the descriptive component of the report, and data from the Delaware Student Testing Program were used to assess gains in state assessments.

All of the years available in PPICS were analyzed to provide an overview of the 21st CCLC grantees and centers. These years reflect activities in SY 2003-2004, SY 2004-2005, and SY 2005-2006. When appropriate, differences in proportions were calculated to assess significance of changes. Results in the statewide assessments for students in 21st CCLC were compared to results of peers not in the program who were attending the same schools. Students were matched by schools to control for differences in school environments and performance. Comparisons were limited to schools that had at least 20 students enrolled in 21st CCLC. Independent sample t-tests or two-way ANOVA were used to assess the differences in test results for the two subgroups of students with a 95% level of statistical confidence. In other words, it can be said with 95% certainty that observed differences are real differences and not the product of random variation.

Guiding questions: The evaluation was guided by two sets of questions that reflect its formative and outcome components. Formative questions focus on the implementation of programs and activities, and outcome questions address the results of the intervention on the target population.

Formative evaluation questions included:

- Who were the grantees?
- How have they changed over the years?
- How were the partners involved in the program?
- Who participated in the program?
- Did the centers serve the population targeted by the 21st CCLC legislation?
- How were the centers staffed?
- What services were provided to participating students?
- How did the centers address the program goal of helping students meet state standards?
- What did the centers offer to families?

Outcome questions addressed, albeit partially, the legislative emphasis on evaluating program effectiveness and included:

- What changes were observed in indicators of student achievement?
- What gains were observed when students in the 21st CCLC were compared to peers from the same schools who were not in the program?

Limitations: This study has important limitations, and three of them must be highlighted. First, the study relies on pre-existing data that were self-reported and were not collected for the purpose of program evaluation. Therefore, the evaluators had to adapt the evaluation questions to the available data, assume that the data were checked for accuracy as they were entered in the database, and also assume that the grantees had a shared understanding of data definitions and input into the database. In some cases, misunderstandings about data definition/input were easily detectable and comments are entered in the text as needed. Second, the evaluation used a comparison design to assess gains for students in and out of the program. Results from the comparisons are tentative due to the limited numbers in the available sample and the lack of pre-assessment for the two groups. Third, only assessment data were available to evaluate program outcomes. Other improvements in measures of behavior and engagement in learning could not be assessed as data were either not available or unreliable. Within these limitations, this study provides an overview of the Delaware 21st CCLC programs in the three past years and raises questions to guide the design of future evaluation studies.

Section III: Program Overview

DDOE awards 5-year 21st CCLC grants with full funding for the three first years. The funds are reduced by 25% for year four and by 50% for year five. The continuation of funds in years four and five depends on the grantee's performance in providing DDOE with timely submission of yearly progress updates, other required data, evidence of a plan to sustain the program beyond the grant period, and an application for continuation that shows how grantees will complement the budget as grant funds are reduced. The first Delaware 21st CCLC cohort was awarded funds in FY 2001, followed by a FY 2002 cohort. Data for those two initial cohorts were not included in PPICS and therefore are not part of this report. This section provides a descriptive view of the Delaware 21st CCLC programs that pertain to the cohorts with grants starting in SY 2003-2004 and SY 2004-2005. This section follows the cohorts as they continue to provide services during SY 2005-2006.

To simplify reading, from this point forward, school years are designated by the beginning year. That is, 2003 is used to indicate SY 2003-2004 and so on. The section is divided into four subsections that summarize information about the grantees and their partners and the centers' participants, staff, and services provided.

A. Grantees and partners

This subsection addresses three guiding questions in the formative evaluation:

- Who were the grantees?
- How have they changed over the years?
- How were the partners involved in the program?

Awards: The 2003 cohort comprised 11 grantees, and another 10 grantees were funded in 2004. No new grants were awarded in 2005 due to level state funding for the program. Awards varied across grantees, reflecting differences in the size and intensity of proposed projects. In 2003, the total (5-year) award per grantee ranged from \$302,176 to \$1,806,250, with an average \$988,128 per grantee. For 2004, the 5-year average award was \$798,300, with a range from \$408,750 to \$1,275,000.

Types of grantees: Table 1 lists the 2003 and 2004 grantees organized by award year and the number of centers under their management. Appendix A provides the names of grantees and their centers. The grantees comprised a mix of school districts, institutions of higher education (IHEs), and community-based organizations both local (CBO) and nationally-affiliated (NACBO). Of the 21 grantees forming the 2003 and 2004 cohorts,

- Eight (38%) were regular school districts, including: Capital, Colonial, Lake Forest East, Lake Forest Central, Lake Forest North-South, Indian River - North Georgetown, Red Clay, and Red Clay - Conrad Middle School.

- Five (24%) were part of the University of Delaware, including the Early Learning Center and four Cooperative Extensions - Bayard Elementary, East Site Charter, Talley Middle and Woodbridge.
- Eight (38%) were CBO/NACBO, including five branches of the Boys and Girls Clubs of America (Seaford, Laurel, Claymont, Oak Orchard and Greater Milford), the Latin American Community Center, the Neighborhood House, and the West End Neighborhood House. The Boys and Girls Club is a national nongovernmental organization that offers neighborhood-based educational, enhancement, and rehabilitation programs to children and youth. The Latin America Community Center is a multipurpose center funded in 1972 to provide support to Latino families in Delaware. The Neighborhood House is a multipurpose community center that has operated in the Wilmington area since 1927.

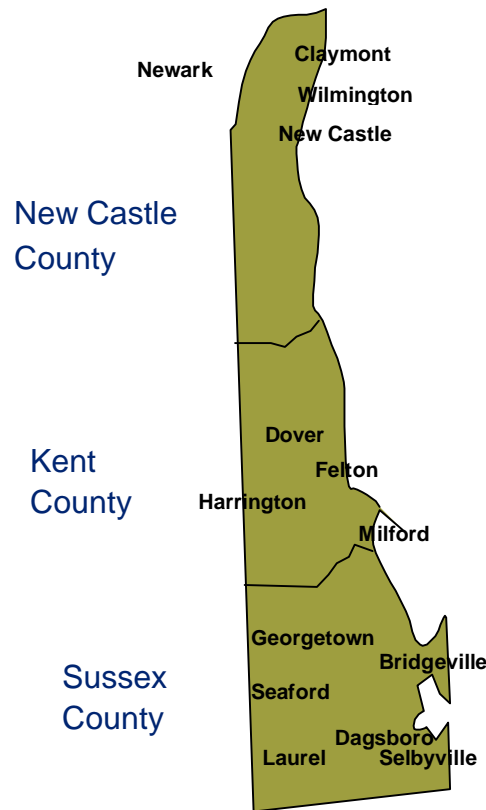
Table 1: List of grantees and number of centers for the Delaware 21st CCLC program

Grantee		Number of Centers		
		SY 2003	SY 2004	SY 2005
FY 2003 Cohort	Boys and Girls Club of Western Sussex - Seaford	1	1	1
	Boys and Girls Club of Western Sussex - Laurel	1	1	1
	Capital School District		3	2
	Colonial School District	2	3	2
	Lake Forest School District-East	1	1	1
	Lake Forest School District-North South	4	4	4
	Latin American Community Center	2	3	3
	Neighborhood House	2	2	3
	Red Clay Consolidated School District	4	4	3
	University of Delaware Cooperative Extension Bayard Elementary School		1	1
	University of Delaware Cooperative Extension - Woodbridge	1	1	1
FY 2004 Cohort	Boys and Girls Club of Claymont		6	6
	Boys and Girls Club of Oak Orchard		3	3
	Early Learning Center at the University of Delaware		1	1
	Greater Milford Boys & Girls Clubs of Delaware		1	1
	Indian River School District - North Georgetown		2	5
	Lake Forest School District - Central		4	4
	Red Clay Consolidated School District - Conrad Middle School		1	1
	UDE Cooperative Extension - East Side Charter School		1	1
	UDE Cooperative Extension - Talley Middle School		1	1
West End Neighborhood House		1	1	
Total		18	45	46

As seen in the table, between 2003 and 2005, the program involved more community-based and university-extension programs. In 2003, 61% (11) of the centers were directly run by school districts, compared to 49% (23) in 2005. In this same period, centers directly run by CBOs/ NACBOs increased from 33% (6) to 40% (19), and university extension programs increased from 6% (1) to 11% (5).

Center locations and hours of operation: In 2003, 18 centers were opened; in 2004, the center numbers grew to 45 and in 2005, 46 centers were in operation. The centers were distributed throughout the state: 22 centers in New Castle County, at the northern, most populated part of the state, which includes the cities of Wilmington and Newark; 11 centers in Kent County, at mid-state, where the capital, Dover, is located; and 13 centers in the southernmost county, Sussex County. All but two centers opened for after-school hours and 20 centers reported opening before school hours; only two indicated that they remained open on weekends. All but one center operated five days a week for an average of 40 weeks a year. Ten centers reported opening year round. Figure 1 displays the cities with centers in operation during SY 2005.

Figure 1: Approximate location of the SY 2005-2006 Delaware 21st Century Community Learning Centers



Partners: The 21st CCLC grantees are expected to develop partnerships to expand funds and improve community outreach. The 47 centers that functioned at one time or another during the

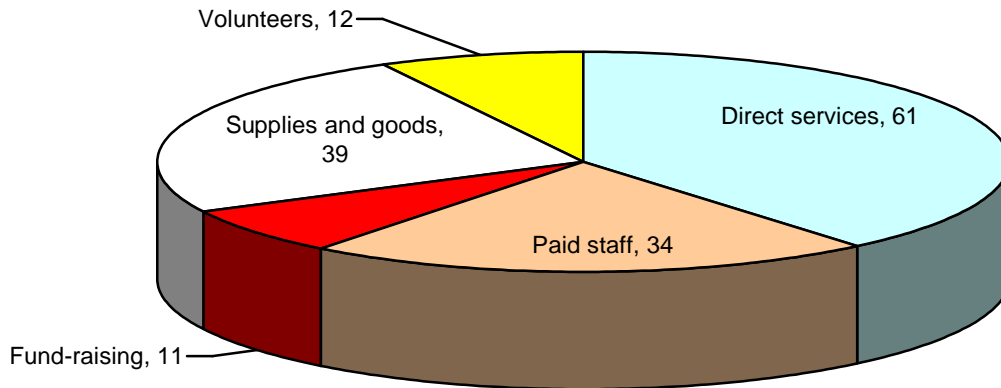
three years of available data developed a total of 86 partnerships. Table 2 displays the different types of organizations that partnered with the centers.

Table 2: Type of partners at the Delaware 21st CCLC (SY 2003 to SY 2005)

Partner Types			N	%
Community-based organizations	Local	16	35	40.7
	Nationally affiliated	19		
Local/Regional education agencies	Public schools	18	23	26.7
	Private/charters	4		
	Regional E.A.	1		
For-profit organizations			8	9.3
Institutes of higher education			7	8.1
Health/social services organizations			6	7.0
State or local governmental agencies			4	4.7
Faith-based organizations			3	3.5
Total			86	100.0

Local and nationally affiliated CBOs were the most frequent partners, representing 41% of the total partnerships. NACBOs included the YMCA, the Boys and Girls Club of America, and the Girls Scout of America. Local education agencies comprised the next largest group of partners (27%) and included public, private and charter schools, and a Regional Education Agency (Aquatic Resource Education Center). Approximately 9% of the partners were local, for-profit businesses; and 8% were IHEs. Of these, six were part of the University of Delaware and one was a private college (Wesley College). Health and social services organizations accounted for 7% of the partnerships and included local food banks and groups affiliated with hospitals or clinics. Four partners, a public library in Harrington, the Brandywine Zoo, the City of Wilmington, and Delaware Housing Authority, were related to state or local government agencies (5%). Partners from faith-based organizations comprised 4%. Growth in the number of partnerships has been limited. In 2003, the average number of partners per center was 1.22; 1.32 in 2004, and 1.48 in 2005.

The partners contributed to the centers' functioning in a variety of ways, including providing direct services to participants, conducting local evaluations, offering supplies, fundraising, and contributing with volunteers and/or paid staff. No relationship was found between types of services provided and types of partners. Regardless of type (CBO, school district, IHE, etc.), the majority of partners were involved in providing direct services and personnel. A range of partners, including IHEs, CBOs, for-profit and school districts, conducted local evaluations. The majority of CBOs (75%) have a subcontractor relationship with the other partners. Figure 2 summarizes the types of services provided by the partners and the numbers of partners providing those services. Because each partner usually provides more than one service, the sum exceeds the total number of partners (86).

Figure 2: Partners' contributions to the Delaware 21st CCLC

Feeder schools: Over the three years, the 21st CCL Centers served 123 schools. The distribution among schools and sites varied. Frequently, a center served a number of nearby schools; an example is the Early Learning Center from the University of Delaware, which served students from four elementary schools. In other cases, one school might send students to more than once Center, such as the Claymont Elementary School, which was served by four different centers from the Boys & Girls Club of Claymont. Centers and schools could also be the same, such as the Lake Forest East Elementary School. Appendix B displays a list of grantees, their sites, and the feeder schools.

B. Participants

This subsection provides information on numbers of participants and their demographics over the past three years based on data available from PPICS. Two limitations must be noted. First, no adult demographic data were available. Second, a discrepancy was found between the data disaggregated by subgroup of students and the total participation numbers. For instance, in 2003, 1,625 students were reported to participate in the programs; of these, 1,425 participated 30 days or more. Yet the sum of male and female students totaled 1,325. In part, this discrepancy reflects duplicated participation numbers, as the same youth might be entered twice under “summer” and “regular school year,” and demographics were counted once. In part, the differences reflect the database process to ensure confidentiality. If a subgroup had fewer than five representatives, the database zeroed that category. For instance, if a center had only four Asian students, the data indicated that the center had no Asian students. Those exclusions influence results when numbers from 47 centers are aggregated for a statewide report. Part of the discrepancies between subgroups and totals might also reflect incorrect data input.

Given these limitations, the data provide essential information to answer two guiding evaluation questions:

- Who participated in the DE 21st CCLC?
- Did the centers serve the population targeted in the 21st CCLC legislation?

Participation: Over the three years, the centers served a total of 8,837 students and 1,764 adults (numbers may be duplicated). Regular students (those attending the centers 30 or more days) comprised approximately 70% or more of attendees every year. Although the numbers of centers doubled between 2003 and 2005, participation in the Delaware 21st CCLC program is still small and reflects less than 3% of total student enrollment in each school year.¹⁰ Figure 3 displays the total number of attendees in the 21st CCLC for the past three program years.

Figure 3: Youth and adult participation in Delaware 21st CCLC

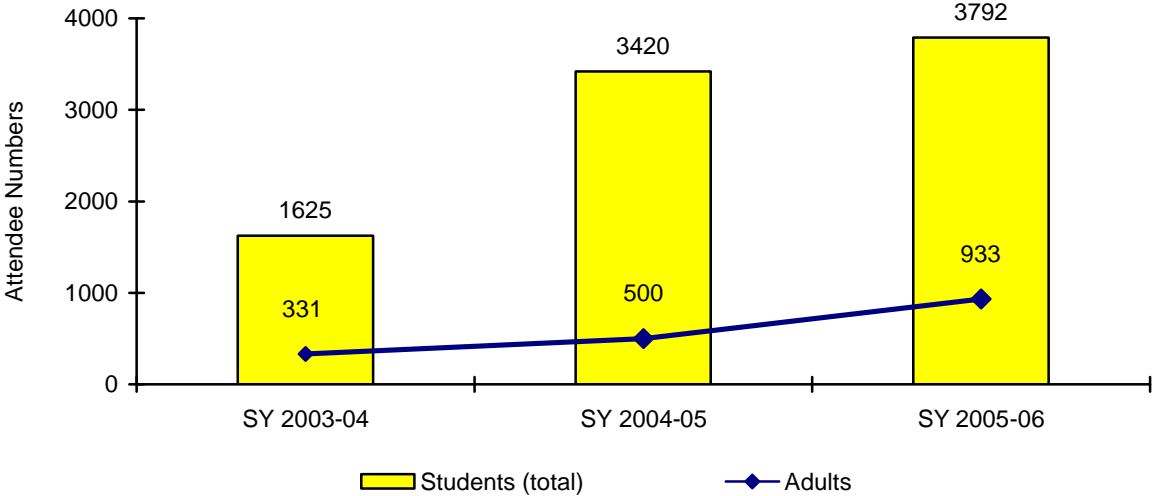
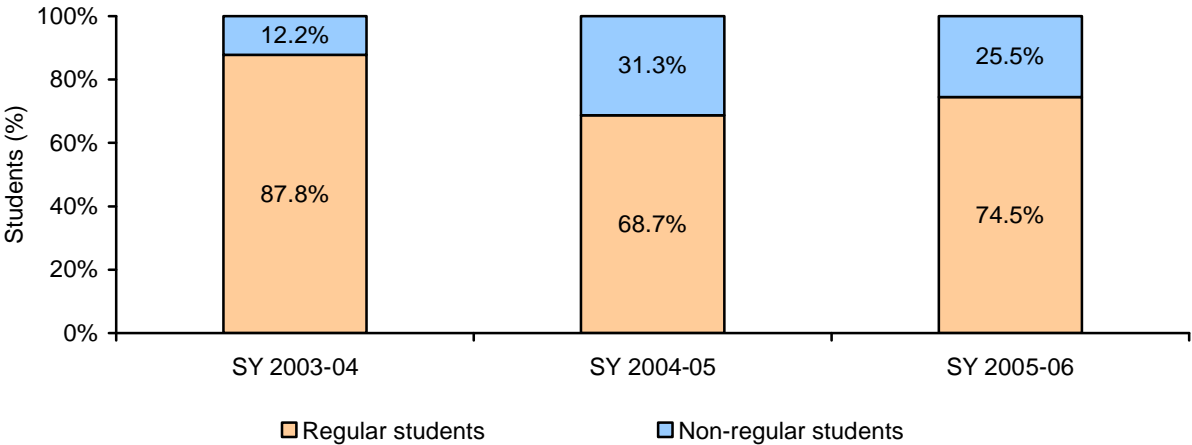


Figure 4: Percentage of regular versus nonregular students*



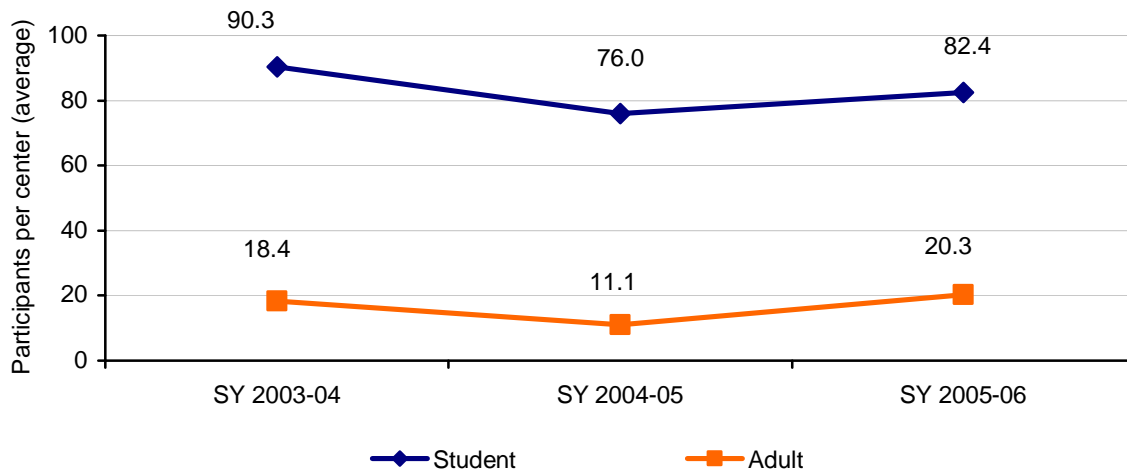
*Regular students attended 30 days or more and nonregular students attended fewer than 30 days within a program year

Figure 4 portrays the percentage of students who attended the program regularly, that is, for 30 days or more, and those who attended fewer than 30 days (called here “nonregular students”). The number of students served has increased in the past two years, as more centers were funded,

but the percentage of regular student attendees declined from 88% in 2003 to 75% in 2005. Estimating the difference in proportions, the centers served from 11% to 16% fewer regular students in 2005 compared with 2003.

Participation varied across centers. In 2003, the numbers of participating students ranged from 30 to 368, and the number of participating adults ranged from 5 to 70, with an average participation per center of 90.3 students and 18.4 adults. In 2004, the centers served from 2 to 290 students and 10 to 206 adults. The average participation per center was 76.0 students and 11.1 adults. In 2005, participation varied from 3 to 317 students and 3 to 240 adults, with an average participation per center of 82.4 students and 20.3 adults. For a list of centers and numbers of participants, see Appendix C. Figure 5 displays average participation per center over the past three years.

Figure 5: Average student and adult participation per center (SY 2003 to SY 2005)



Demographics: Table 3 displays the demographics of participating students. Over the past three years, approximately 70% or more of the students attending the Delaware 21st CCLC program belonged to minority subgroups, including Asians, Blacks, and Hispanics. Due to the confidentiality rule in PPICS, explained at the beginning of this subsection, the programs may be serving larger numbers of minorities than those captured in the data. In 2005, minorities comprised 69.4% of program attendees, compared to 44.9% of the state’s student population.¹¹

Participation of students with Limited English Proficiency (LEP) increased over the past three years, from 1% to 11%, and participation of students with special needs declined from 14% to 9%. As a comparison, 14% of all Delaware students in 2005 were eligible for special education services. The percentage of students eligible for Free and Reduced Meals (FARM) programs varied from 28% of the participants in 2003, to 63% in 2004, and 48% in 2005. As a comparison, in 2005, 34% of all Delaware students were FARM eligible.¹² Students in grades 1 through 4 comprised about 60% of participants in the past three years, and middle and high school students represented fewer than 10%. No significant differences were found in demographics of regular versus nonregular students.

Table 3: Demographics of students participating in Delaware 21st CCL

Categories		SY 2003		SY 2004		SY 2005		
Attendance	More than 30 days	1427	87.8%	2350	68.7%	2798	74.5%	
	30 days or less	198	12.2%	1070	31.3%	957	25.5%	
	Total ²	1625	100.0%	3420	100.0%	3755	100.0%	
Gender	Male	722	53.6%	1536	51.9%	1722	48.0%	
	Female	625	46.4%	1423	48.1%	1865	52.0%	
	Total	1347	100.0%	2959	100.0%	3587	100.0%	
Race	Asian	10	0.7%	12	0.4%	37	1.1%	
	Black	773	57.5%	1420	48.8%	1813	51.6%	
	Hispanic	195	14.5%	586	20.2%	724	20.6%	
	White	367	27.3%	890	30.6%	938	26.7%	
	Total	1345	100.0%	2908	100.0%	3512	100.0%	
Limited English Proficiency ³		17	1.0%	298	8.7%	410	10.8%	
Free and reduced meals ³		447	27.5%	2094	61.2%	1812	47.8%	
Special Needs ³		228	14.0%	219	6.4%	328	8.6%	
Grades	Pre-K				33	1.1%	35	1.1%
	Elementary	K	54	3.9%	227	7.5%	326	9.9%
		1st	151	10.9%	319	10.5%	430	13.1%
		2nd	214	15.5%	487	16.1%	450	13.7%
		3rd	291	21.1%	573	18.9%	514	15.6%
		4th	243	17.6%	451	14.9%	427	13.0%
		5th	163	11.8%	562	18.5%	502	15.2%
	Middle	6th	136	9.8%	227	7.5%	283	8.6%
		7th	60	4.3%	78	2.6%	198	6.0%
	High	8th	42	3.0%	63	2.1%	119	3.6%
		9th	16	1.2%	12	0.4%	8	0.2%
		10th	6	0.4%				
		11th	5	0.4%				
Total		1381	100.0%	3032	100.0%	3292	100.0%	

¹ Differences in totals – see text for explanation.

² Duplicated numbers (include students who attended the centers during summer, during the regular school year, or both).

³ Denominator: total number of students served.

C. Personnel

This subsection addresses the following evaluation guideline:

- How were the Delaware 21st CCLC staffed?

Over the past three years, the centers were manned by a mix of paid and unpaid (volunteer) staff. Center staff included administrators, teachers, college and high school students, parents, youth development workers, and others. Figure 6 displays the distribution of paid versus unpaid staff as

percentages of total staff numbers. As the number of centers grew with the years, so did the relative participation of paid staff. In 2003, approximately 60% of the center personnel were comprised of paid staff, and in 2005, 70% were paid. The numbers of paid and unpaid staff per center are displayed in Appendix C.

Figure 6: Percentage of paid and volunteer staff ratio at the Delaware 21st CCLC

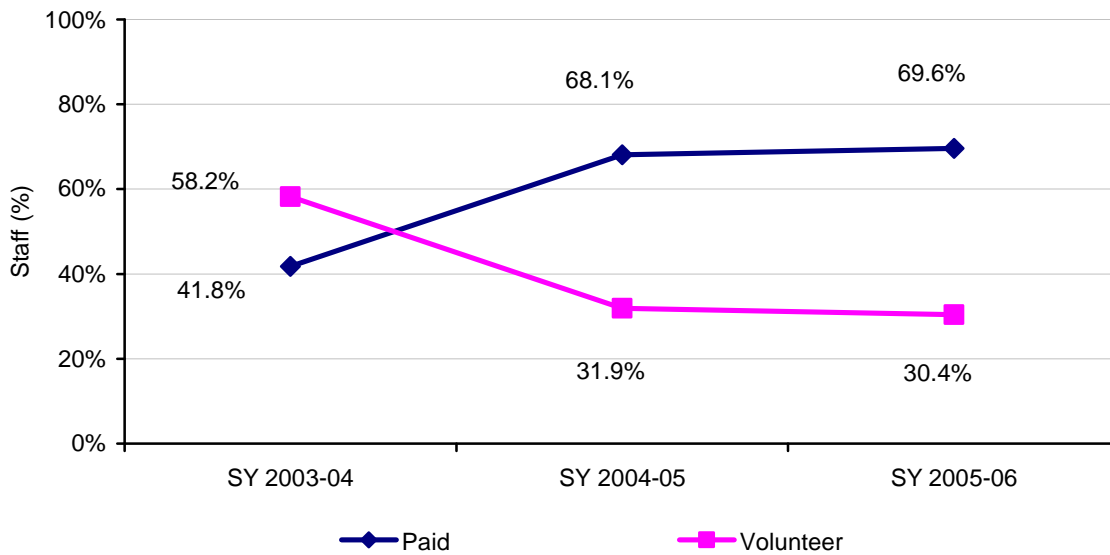


Table 4 lists the numbers and percentages of paid and volunteer staff and their categories per school year. Staffing patterns have changed through the years, except for teachers. Each year, teachers were the largest group of paid personnel, ranging between 25% and 36% of total paid staff. They also comprised a small percentage of volunteer staff (6% or fewer). Youth development workers comprised 24% of total paid staff in 2003 and 14% in 2005. Administrators/coordinators were absent from the 2003 data and comprised 19% of paid personnel in 2005. College students were the largest volunteer group in 2003 (47%) and 2004 (41%) but comprised 12% of the 2005 volunteers. The percentage of parents and high school students who worked as volunteers in the centers increased each year. In the past school year, parents were the largest volunteer group (27%), followed by other community members and high school students (20% each).

Staffing patterns also varied according to grantee type. For example, school districts and NACBOs were more likely to report having paid teachers on staff than were local CBOs and IHEs. In 2005, school districts reported an average of 2.1 and NACBOs reported an average of 3.9 paid teachers per program. CBOs and NACBOs were more likely to report using paid college students than other types of grantees (average 2.0 per program). University-related programs tended to use more youth development workers (average 2.25 per program) than other groups.

Table 4: Number and percentage of personnel working or volunteering at the Delaware 21st CCLC

Employee Type		SY 2003		SY 2004		SY 2005	
		N	%	N	%	N	%
Paid	Teacher	39	32.0	156	35.5	114	25.3
	College Student	22	18.0	61	13.9	52	11.6
	High School Student	7	5.7	23	5.2	25	5.6
	Parent	2	1.6	0	0.0	7	1.6
	Youth Development Worker	29	23.8	42	9.6	64	14.2
	Other Community Member	1	0.8	5	1.1	4	0.9
	Nonteaching School Staff	13	10.7	22	5.0	40	8.9
	Other, some or no College	9	7.4	63	14.4	55	12.2
	Administrator or Coordinator	0	0.0	65	14.8	86	19.1
	Other	0	0.0	2	0.5	3	0.6
	Subtotal Paid		122	100.0	439	100.0	450
Volunteers	Teacher	1	0.6	13	6.3	8	4.1
	College Student	80	47.1	85	41.3	23	11.7
	High School Student	14	8.2	55	26.7	39	19.8
	Parent	26	15.3	26	12.6	54	27.4
	Youth Development Worker	3	1.8	4	1.9	8	4.1
	Other Community Member	23	13.5	19	9.2	39	19.8
	Nonteaching School Staff	20	11.8	3	1.5	9	4.6
	Other, some or no College	3	1.8	0	0.0	6	3.0
	Administrator or Coordinator	0	0.0	1	0.5	5	2.5
	Other	0	0.0	0	0.0	6	3.0
	Subtotal Volunteer		170	100.0	206	100.0	197
Total Staff		292		645		647	

Appendix C displays student-to-staff ratio per program, including both paid and volunteer staff. The ratio varied across the years and types of grantees, but it tended to be quite low, not exceeding 22 students per program staff. NACBOs tended to have the highest student-to-staff ratio (6.6 in 2004 and 7.9 in 2005), and IHEs tended to have lower ratios (2.4 in 2004 and 5.0 in 2005).

D. Activities

Three guiding evaluation questions were related to the activities implemented by the centers to address 21st CCLC goals and regulations:

- What other activities were provided to participating students?
- How did the centers address the program goal of helping students meet state standards?
- What did the centers offer to families?

Table 5: Activities provided by Delaware 21st CCLC to participating students

Activity		Hours per Week					
		SY 2003		SY 2004		SY 2005	
		Sum	Mean	Sum	Mean	Sum	Mean
Academics	Reading	93	5.2	166	3.8	170	3.9
	Math	78	4.3	140	3.3	176	3.1
	Science	20	1.1	70	1.7	62	1.8
	Arts	56	3.1	114	2.7	84	2.3
	Business	7	0.4	14	0.4	24	2.2
	Technology	52	2.9	95	2.3	92	3.0
	LEP	3	0.2	45	1.1		
	Other academic			15	1.1	19	3.8
Subtotal Academics		309		659		627	
Academic Support	Homework support					200	4.6
	Academic enrichment	149	8.3	204	4.6	203	5.2
	Remedial	122	6.8	171	4.0	169	4.2
	Tutoring	132	7.3	219	5.0	145	4.0
	Mentoring	41	2.3	61	1.5	135	7.1
	Library	71	3.9	33	0.9	34	3.1
	Supplemental Support	64	3.6	49	1.4	31	2.4
	Leadership skills	43	2.4	92	2.2	46	1.9
	Career skills	5	0.3	26	0.7	13	1.3
Subtotal Academic Support		627		855		976	
Health/ Behavioral	Health	48	2.7	74	1.9	80	3.1
	Drug Prevention	81	4.5	53	1.4	60	1.9
	Truant	29	1.6	26	0.7	0	
General	Cultural enrichment	25	1.9	64	1.6	55	1.9
	Recreation	158	8.8	201	4.8	169	4.2
	Community Service	67	3.7	35	0.9	50	2.2
	Other	6	0.3	5	0.4	25	2.3
Subtotal health/behavioral & general		414		458		439	
Total hours per week		1,350		1,971		2,042	
Number of centers		18		45		46	

Student-related: The centers provided students with academic content, support, and enrichment activities including reading and mathematics, two of the content areas tested in the DSTP. Other academic activities included the following areas: sciences, arts, business, and technology. In addition, the centers offered academic and cultural enrichment activities, homework support, tutoring and mentoring, remedial and supplemental services, drug prevention, health education, recreation, and other activities. Table 5 displays a list of activities offered to the students and hours offered per week over the three years. The table must be read with caution as the information could not be checked and, in some cases, it appears that the same hours of services

were entered in more than one category (e.g., hours of field trips were entered in cultural enrichment and other academic).

According to PPICS data, all 18 (100%) centers in 2003 offered activities related to academics, academic support, health and behavior, recreation, and general activities. The centers that operated in 2004 provided some of the listed activities but not all. For example, 44 (98%) out of 45 centers reported providing activities related to tutoring, academic enrichment, and reading; 41 (91%) provided mathematics and sciences; and 36 (80%) provided supplemental services. In 2005, the same activities were reported as follows: 44 (96%) offered mathematics, but science was offered by 35 (76%); 39 (85%) offered academic enrichment, and 36 (78%) offered tutoring. Only 13 (28%) centers reported offering supplemental services. More important, the data offer no glimpse of what the activities entail.

Family-related: Programs for adults included parent involvement, family literacy, and career-focused activities. Table 6 displays the activities provided and the hours per week when the activities were offered aggregated by programs offering the activity. In 2003, all 18 programs offered family literacy services but no activities related to job search or job training. These activities started to appear in 2004, and 33 programs offered them, albeit infrequently (on average, less than ½ hour per week). Only two programs reported offering adult career services in 2005 with intensive activities (3 hours per week average). Family literacy services were offered by 40 programs in 2004 but only 16 programs in 2005. The category “parent involvement” was introduced in the past school year, and 34 programs reported offering activities related to this category. No relation was found between type of grantee and centers offering services to families of participating students.

Table 6: Hours per week of family-related activities provided by the Delaware 21st CCLC

Activity	Hours per Week					
	SY 2003		SY 2004		SY 20056	
	Sum	Mean	Sum	Mean	Sum	Mean
Parent involvement*					67	2.0
Family literacy	23	1.3	60	1.5	43	2.7
Adult career services			9	0.3	6	3.0
Total hours per week	23		69		116	

* This category was introduced in the SY 2005 PPICS

Summary: Over the past three years, a total of 21 grantees and 47 programs were supported by Delaware 21st CCLC funds. The grantees included school districts, local and nationally affiliated community-based organizations, and extension programs of the University of Delaware. The grantees partnered with private for-profit and nonprofit organizations, public institutions, and faith-based organizations to serve a total of 8,837 students and 1,734 adults statewide. From 2004 to 2006, the state provided awards of \$11,530,617 for an estimated average cost of \$1,035 per student served.¹³ This cost reflects the national average cost of \$1,000 cited in a publication from the *Afterschool Alliance*.¹⁴

Participation of FARM-eligible students increased over the years, and in 2005, half of attendees were FARM eligible. Minority participation was also high (70%), which is greater than the minority presence in the state student population (40%). The centers are therefore complying with the 21st CCLC legislation focus on providing services to low-income students and their families.

The centers were mostly manned by paid staff (70% in 2005) including teachers, college students, youth development workers, administrators and others. The percentage of paid administrators/coordinators increased from 0% in 2003 to 19% in 2005. Parents comprised the largest group of volunteers. Regardless of grantee type, 95% of the centers offered academic content activities, particularly reading and mathematics, and academic support activities. Few centers offered family-related activities and did so at low intensity. In the past school year, weekly hours dedicated to family activities constituted approximately 5% of all hours of service provided. Yet due to limitations in the available data, statements regarding activities and hours of services must be made with caution.

Section IV: Outcomes

DDOE uses two indicators to assess outcomes for its 21st CCLC: teachers' perception of students' engagement in learning and results in the statewide assessment. This section reviews data from PPICS and the DSTP databases to address the following questions:

- What changes were observed in indicators of student achievement?
- What gains were observed when students in the 21st CCLC were compared to peers from the same schools not in the program?

A. Teacher perception

Teachers' perceptions of students' engagement in learning were measured using the Learning Point Associates survey.¹⁵ The survey requests teachers to assess changes in the students' academic performance and the following school-related behaviors: turn homework on time, complete homework to satisfaction, participate in class, volunteer, attend class regularly, is attentive, behave well, come to school motivated to learn, and get along with other students. The teachers are asked to check one of eight options for each behavior assessed: did not need to improve; improved significantly, moderately, or slightly; no changes; declined slightly, moderately, or significantly. Each year, the center staff sends a survey to the regular school teachers for each student in their class who attended the center. Only responses related to the regular students were entered in the database.

Surveys were not included in the 2003 data. The 2005 data were disaggregated into three categories: students who attended the program from 30 to 59 days, those who attend from 60 to 89 days, and those who attended more than 90 days. However, the data did not capture well how many students were included in each category or how many surveys were sent and returned regarding these students. For this reason, this report included only data for SY 2004.

PPICS data indicated that in 2004, 2,350 students participated more than 30 hours in 21st CCLC statewide. However, only 1,463 (62.3%) surveys were reported to have been sent to the teachers, and of these, 1,012 were returned. This number reflected 69% of the surveys sent, a good return rate, but 43% of the total number of students who should have been included in the survey. In addition, responses per item remained around 60% of total received surveys, except for the item "academic performance," which had an 80% response rate. Therefore, responses reflect a small percentage of the target population and because a study of nonrespondents was not conducted, no generalizations were possible. Table 7 aggregates the eight options into four categories: improved, no changes, declined, and did not need to improve.

The teachers who responded to the survey agreed that the students who attended the centers needed improvement, as they checked "did not need to improve" on fewer than 7% of the students for all items. The perception among the teachers was mostly that students were improving in all items, except for "attend class regularly" and "volunteer in class." The

respondents perceived that almost half of the students did not change their attendance and 47% did not change their volunteer behavior. However, teachers also perceived that 7% of the students did not need to improve attendance. About 10% of the students were perceived as declining in a number of behaviors, and almost 20% were seen as declining their behavior in class. Although DDOE includes the teacher surveys as a measure to assess outcomes, it is important that survey collection be improved to become more representative of the 21st CCLC student population before the surveys can be used with confidence as an outcome measure.

Table 7: Responses to the SY 2004 teacher survey

Items	Response (Number)	Improved %	No change %	Declined %	No need to improve %
Turn in homework on time	664	58.9	25.0	11.6	4.6
Complete homework satisfactorily	702	62.3	23.8	10.0	4.0
Participate in class	714	64.6	26.6	5.6	3.2
Volunteer in class	655	44.7	46.6	4.4	4.4
Attend class regularly	506	37.4	49.4	6.7	6.5
Is attentive in class	733	55.7	28.2	13.1	3.0
Behave well in class	650	50.8	28.5	17.1	3.7
Academic performance	813	67.5	21.4	8.6	2.5
Come to school motivated to learn	718	56.1	29.2	11.1	3.6
Get along with other students	650	49.2	34.5	12.8	3.5
Number of surveys sent	1,463	Number of regular 21 st CCLC attendees: 2,350			
Number of surveys received	1,012				

The perceptions reflected in the data contradict the information that the centers entered in PPICS regarding the performance of students in the state tests from one year to another. The centers are requested to enter the percentage of students who improved their performance, stayed the same, or showed a decline. Table 8 aggregates the centers’ responses for 2003 and 2004.¹⁶

Table 8: Performance of 21st CCLC students in the state tests, as entered in PPICS

Subject	Performance	SY 2003		SY 2004	
		Number	Percentage	Number	Percentage
Math	Increase	358	37.96	650	37.06
	Stay the Same	368	39.03	753	42.93
	Decrease	217	23.01	351	20.01
	Total	943	100.00	1754	100.00
English	Increase	389	41.43	733	41.72
	Stay the Same	388	41.32	748	42.57
	Decrease	162	17.25	276	15.71
	Total	939	100.00	1757	100.00

B. Delaware State Testing Assessment (DSTP)

The data analyzed for this section are from two sources. DDOE provided a list of students who participated in the 21st CCLC program during SY 2004 and SY 2005. Results from the state assessments were obtained from the DDOE DSTP secured site. When student subgroups were larger than 10, data were disaggregated by grade, gender, race/ethnicity, FARM eligibility, LEP, and special education services. As explained in Section I, the statewide assessment starts in grade 2. Therefore, the analysis excludes 21st CCLC students in pre-K, K, and 1st grade.

In SY 2003, 193 students attending 21st CCLC took the DSTP (grades 3, 5, 8, and 10), and 246 took the DSTP-II (grades 2, 4, 6, and 7), as reflected in the list obtained from DDOE. Table 9 displays the number of students per grade, mean scaled scores in the reading and mathematics tests, and the percentage who attained or exceeded state standards. Approximately 70% or more students scored at or above the proficiency level in reading, and approximately 60% or more were at or above proficiency level in mathematics.

Table 9: Results of the DSTP and DSTP-II for 21st CCLC students (SY 2004)

Test	Grade	Number of Students*	Mean scaled scores		Percentage at or above proficiency levels	
			Reading	Mathematics	Reading	Mathematics
DSTP	3	112	423.5	425.5	69.6	62.5
	5	79	464.8	458.2	70.9	64.6
	8	1	481.0	433.0	-	-
	10	1	525.0	505.0	-	-
	Total	193 students				
DSTP-II	2	*101	402.7	398.6	78.8	85.9
	4	109	442.7	438.0	70.6	67.0
	6	17	466.8	463.9	76.5	58.8
	7	19	477.4	478.1	68.4	57.9
	Total	246 students				

* Number of students in the list provided by DDOE per grade

** Of the 101 2nd grade students, 99 took the test

An independent, sampled t-test was used to compare means in the DSTP test between student subgroups. As seen in Table 10, mean scores were similar for 3rd grade boys and girls, Title I and non-Title I students, or students receiving special education services and students in regular education. In reading, the differences in mean scores for African American and White students were also small. Yet, in mathematics, the mean score of White students was significantly higher than that for African American students. The differences appear as students move to the upper elementary grades. Female students outscored male students in both tests, non-Title I outscored Title I students in mathematics, and the scores of White students were higher than those of African American students in reading and mathematics. Results for the DSTP-II were not included, but findings are similar.

Table 10: Comparison of means on DSTP results for 21st CCLC students disaggregated by subgroups* (SY 2004)

Grade	Subgroups		N	Reading		Mathematics	
				Mean	t	Mean	t
Grade 3	Gender	Female	48	426.8	.450	426.3	.186
		Male	64	421.0		424.9	
	Race**	African American	66	421.6	1.123	413.0	4.635 ²
		White	37	434.5		448.7	
	Title I	No	14	411.5	.709	438.9	1.334
		Yes	98	425.2		423.6	
Special Ed.	No	99	422.2	.555	426.8	.967	
	Yes	13	433.3		415.5		
Grade 5	Gender	Female	48	471.0	2.015 ¹	461.0	.907
		Male	31	455.3		453.8	
	Race**	African American	57	458.7	2.499 ²	451.8	2.576 ²
		White	21	480.0		473.8	
	Title I	No	42	471.6	1.905	465.6	2.064 ¹
		Yes	37	457.1		449.8	

¹ Statistically significant at p < .05

² Statistically significant at p < .01

* Only subgroups with 10 or more students were included

** Fewer than 10 students from other races/ethnicities

Figure 7 displays average scores for 21st CCLC students and the state average as benchmark. When compared to the state average, 21st CCLC students had persistently lower scores. This result was expected, since the program is geared to students who are at risk of failing academically and need further support. Appendix E includes the average scores of 21st CCLC students in the DSTP reading and mathematics, compared to the state average, disaggregated per grade and demographic subgroups.

Figure 7: Average DSTP score for 21st CCLC students and State (SY 2004)

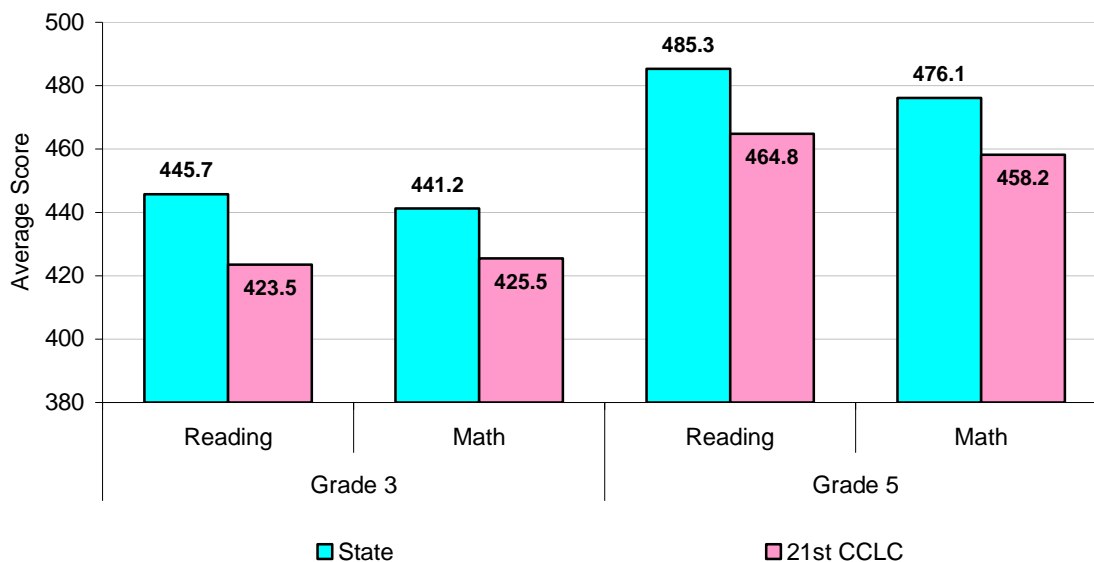
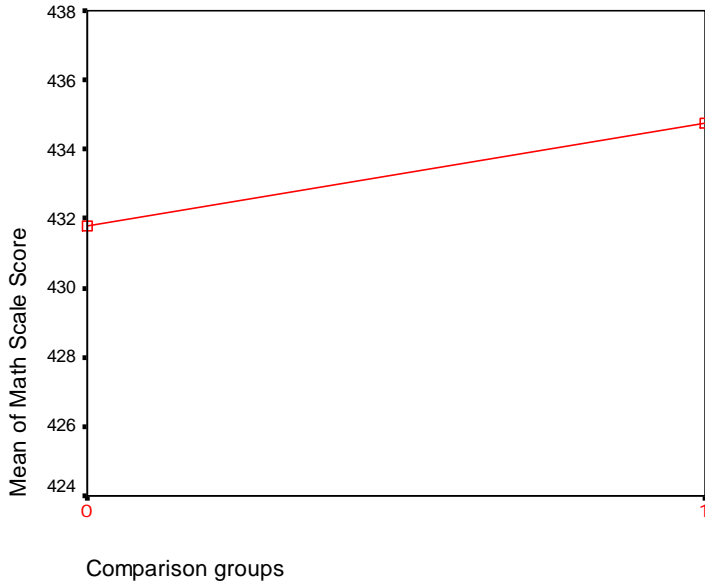


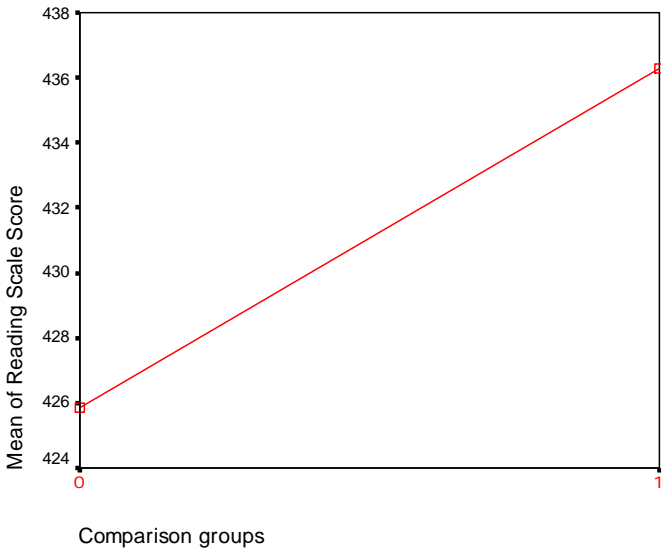
Figure 8: Comparison of means in the DSTP mathematics and reading for students in the bottom 10th percentile attending (1) and not attending (0) the 21st CCLC

8a: DSTP Mathematics Spring 2004



Math: $F(1, 70) = .212$

8b: DSTP Reading Spring 2004



Reading: $F(1, 63) = .428$

Figures 8a and 8b show a comparison of students who scored in the bottom 10th percentile for the DSTP reading and mathematics in SY 2004. The comparison includes students who attended 21st CCLC and those who did not attend the program.¹⁷ The two points in the graphics represent the

mean scores for the DSTP reading (Figure 8a) and mathematics (Figure 8b). The zero in red on the horizontal line (X axis) corresponds to students who did not participate in the 21st CCLC, and the number one in red corresponds to participating students. As seen in the graphic, the mean scores were higher for students who attended the centers compared to students in the same schools who did not participate in 21st CCLC for both tests (particularly reading). The differences in the mean scores of the two subgroups were not statistically significant, as indicated by the results from the ANOVA test shown at the bottom of the graphic. It is hypothesized that statistical significance would be obtained with a larger sample.

Table 11 provides average statewide scores for DSTP taken in Spring 2005 and Spring 2006 for the same cohort of students. That is, students in grade 3 in Spring 2005 and in grade 4 the following test year. The difference between the two average scores is presented in the column highlighted in yellow. Because these averages take into account all statewide data, the difference represents the true average change for students in Delaware.

Table 11: State averages and difference of DSTP scores for the same cohorts of students between Spring 2005 and Spring 2006

Grade		Reading			Mathematics		
2005	2006	2005	2006	Difference	2005	2006	Difference
3 rd	4 th	445.71	467.73	22.02	441.22	460.82	19.60
5 th	6 th	485.33	485.35	.02	476.14	488.39	12.25
8 th	9 th	524.79	520.91	-3.88	498.58	516.52	17.94

Source: <http://dstp.doe.k12.de.us/DSTPmart/>

Table 12 provides averages and differences of scores for participants in the 21st CCLC program, followed by the results of the t-test. The table reflects students in the program for whom there appropriate data to track from 2005 to 2006. From this list of students, a 95% confidence interval was computed. The confidence interval represents the 21st CCLC participants’ true average change from 2005 to 2006 of reading and mathematics scale scores. The analysis is divided into grades.

Attention should be paid to the “mean difference” and “confidence interval” columns in the three bottom rows. Mean difference reflects changes from Spring 2005 to Spring 2006 statewide and for students who attended 21st CCLC. If the confidence interval does not contain the statewide difference then it can be concluded with 95% confidence that the true change in scores from 2005 to 2006 is not equal to that of the average Delaware student. In other words, there was a significant change between the two scores compared to the benchmark. As we can see in the table (see portion highlighted in blue), the average 21st CCLC participant who was in the 3rd grade in Spring 2005 showed more improvement on the math DSTP in Spring 2006 than the average Delaware student (confidence interval for mean difference: [21.84, 29.26]; average statewide difference: 19.6). All other changes for 21st CCLC participants’ scores were statistically equivalent to those of their statewide counterparts.

Table 12: Averages and difference of DSTP scores for 21st CCLC students taking the assessment in Spring 2005 and Spring 2006

Grade		Reading			Mathematics		
2005	2006	2005	2006	Difference	2005	2006	Difference
3 rd	4 th	422.73	448.68	25.96	417.29	442.84	25.55
5 th	6 th	470.96	466.90	-4.06	458.38	467.60	9.22
8 th	9 th	498.65	501.04	2.38	475.81	494.35	18.54

Grade		Reading				Mathematics			
		Mean Difference		95% Confidence Interval		Mean Difference		95% Confidence Interval	
2005	2006	State	21 st CCLC	Lower Limit	Upper Limit	State	21 st CCLC	Lower Limit	Upper Limit
3 rd	4 th	22.02	25.96	21.53	30.38	19.60	25.55	21.84	29.26
5 th	6 th	.02	-4.06	-8.49	.36	12.25	9.22	5.71	12.73
8 th	9 th	-3.88	2.38	-5.76	10.53	17.94	18.54	11.86	25.22

Summary: Overall, teachers felt that the majority of their students were increasing their engagement in learning, including completion of homework, attending school regularly, paying attention and participating in class, volunteering, and behaving well. The average scores for 21st CCLC students were lower than the average statewide scores, but when compared to students in the same schools, the average scores of the 21st CCLC participants were higher than those of their peers who did not attend the program, albeit not statistically significantly higher. A comparison was conducted of the difference between DSTP average score gains in Spring 2005 and Spring 2006 for 21st CCLC participants using statewide average as benchmark. Overall, average scores for participants were not different from the state average, except for 3rd grade mathematics, for which gains for 21st CCLC were significantly larger.

Section V: Conclusions and Recommendations

This report reflects an exploratory study of the Delaware 21st CCLC program in the past three years. It covers information for two cohorts of grantees: those starting their activities in SY 2003 and grantees who started their activities in SY 2004. The analysis uses information from two existing databases: the 21st CCLC Profile and Performance Information Collection System (PPICS), and the Delaware Student Testing Program (DSTP). No data were directly collected for the report. Although questions regarding data integrity limited the strength of the analysis, the report addresses the guiding evaluation questions and advances recommendations related to program, research, and policy.

Conclusions

1. The Delaware 21st CCLC program is reaching out to the community. Between 2003 and 2004, the number of centers grew by a factor of 2.5, from 18 to 46. Grantees became more diversified, with an increased presence of local and nationally affiliated, community-based organizations, in addition to school districts and institutions of higher education. All programs reported partnerships with public and private organizations, both for profit and nonprofit, including faith-based organizations. Program participants included 123 schools ranging from pre-K to grade 9, including a growing number of charter schools. In the past school year, 5 of the 17 charter schools in Delaware participated in the program.
2. The program is serving large percentages of minorities and low-income students. In SY 2005, the 46 centers served 3,792 students and 933 adults. Of these, 48% were eligible to free and reduced meal program (FARM), compared to 34% of the statewide student enrollment who were eligible. Minority students comprised 45% of the student enrollment statewide and 73% of the 21st CCLC students. However, students with disabilities were less likely to attend the centers (9% vs. 14% statewide). The centers served mostly students at the elementary grade levels, with fewer than 10% in grades 7 to 9.
3. The program is providing academic support and a broad array of additional services for the youth. In the past school year, the 46 centers offered a total of 1,603 hours a week (34.84 hr./week per program) of academic activities and support, in addition to 439 hours (9.54 hr./week per program) of health education, drug and violence prevention, and other activities. Reading, mathematics, technology, and arts/music were common content areas. Academic support included tutoring, mentoring, remedial education, and supplemental education. Most programs also offered recreation, cultural enrichment, and drug and violence prevention activities.
4. 21st CCLC participants are making academic gains. The analysis of results in the DSTP reading and mathematics suggest that 21st CCLC students improved scores at a rate that was consistent with the average Delaware student, even though the program is serving large number of children and youth who were at risk for academic failure. When compared to statewide averages, the 21st CCLC students had lower DSTP scores; yet, when compared to

peers from the same schools, they showed stronger performance. A longitudinal analysis indicated that gains for 3rd grade students in the program were larger for the DSTP mathematics than the average gains for all Delaware students.

5. Few programs offered family-related activities. In past years, more programs added activities geared toward the families of the participating students. Activities included family literacy, parental involvement, and career training and support for adults. Although the number of those activities and the number of hours dedicated to them increased over the years, only one third of the programs reported offering family-related activities
6. Sustainability is a concern. The centers are relying on few partnerships (on average, fewer than two per center) and relatively few volunteers (on average, 70% of personnel is paid staff). It is essential that the centers are staffed by qualified personnel, including certified teachers, to ensure high quality programming. However, as the 21st CCLC funding sunsets, the centers will face the challenge of finding new funding sources to maintain their budgets. A study from the Finance Project found that partnerships are essential for long-term sustainability.¹⁸ Expanding connections with the community is therefore a strategy that the current centers must explore as they approach their fourth grant year.
7. Student time in program appears limited. The data available for this report are not appropriate to assess program quality, but the information is enough to raise questions on how the centers can offer strong academic support when they are trying to provide so many activities within a week. For example, 2% of 40 hours means that a specific activity is provided for less than one hour a week or perhaps for one hour every other week. In both cases, it is not clear what impact on student learning and social growth can be expected from an activity offered so irregularly. This impression that programs are trying to offer too much may be a result of how PPICS presents the data on activity or errors in calculating how much time was provided for specific activities. Because program quality, consistency with 21st CCLC goals, and cohesiveness with regular education are paramount objectives of out-of-school programs, a careful review of the centers' activities and their interactions with the regular school program will certainly contribute to the success of the Delaware 21st CCLC

Recommendations

Based on findings in Sections III and IV, the following recommendations are proposed:

For the centers

1. Review activities for consistency with 21st CCLC goals. It is suggested that the centers review their activities to ensure that they are addressing the program goal to improve students' academic performance on statewide assessments and offer services designed *to reinforce and complement* the regular academic program.¹⁹ In addition, it is imperative that they coordinate activities with the students' day schools.
2. Improve student attendance. In the past two years, about one third to one fourth of the participating students attended the centers fewer than 30 days. Evaluations of 21st CCLC

found that intensity of intervention is related to improved outcomes.²⁰ The Harvard Family Research Project (<http://www.gse.harvard.edu/~hfrp/>) has a number of publications related to improving attendance in out-of-school programs that will certainly be of help for grantees struggling with attracting and retaining participants.

3. Expand community connections. The centers should seek more partnerships to help them diversify and strengthen programs, promote outreach to new populations, and maintain levels of funding as grants dwindle. A number of resources are available on the Web that provide strategies to ensure sustainability, such as the Afterschool Alliance site and the site for reauthorization of the 21st CCLC legislation at the Council of Chief State School Officers.²¹
4. Ensure the quality of data entered in PPICS. PPICS is an important tool by which to inform states and USED of the implementation of the 21st CCLC program. If the data are not correct, programmatic decisions that affect the individual centers might be made based on faulty analysis. PPICS offers online support for data entry and the opportunity to review and correct data after they are entered. Training and refresher courses on data entry are also offered by Learning Point Associates. The centers, with State support, should use all of these resources to ensure that their data are entered correctly and consistently.

For the state

1. Expand the evaluation to focus on program quality. The current report used existing data to provide an overview of the Delaware 21st CCLC program and help the State refine its performance measures. Yet, for lack of appropriate data, the report cannot address essential questions related to program quality and the relationship between activities and outcomes or the identification of promising practices (that is, practices that should be supported and disseminated), which is a federal requirement. Responses to these questions require more in-depth research that involves a well-planned data collection process. More important, the State funds a number of programs that are designed to help students at risk of failing academically, including the State Extra Time Program and Supplemental Education Services. It is of interest to the State to understand whether those programs duplicate or complement each other, what practices/interventions they use to help students with similar needs, and the results of those practices. Therefore, it is recommended that the scope of the current study be expanded in two ways: in depth, by examining program practices and quality; and in breadth, by looking at how the different after school/extra support programs interact with each other and with the regular school to promote an effective and efficient support system for Delaware students.
2. Provide further technical assistance on sustainability. Data on partnerships raise concerns that grantees have difficulties finding new partners and using resources effectively. This is particularly important for grantees entering their 4th grant year. The Delaware 21st CCLC Web site provides links to sites that offer resources and support, but further assistance may be needed to ensure that grantees will not simply close as the grant funds sunset.

Section VI: Performance Indicators

As part of the contract established with the State, this study also had the objective of helping the state define performance indicators and provide a baseline for calculations of appropriate targets. This section is divided into two subsections. Subsection A reviews the federal performance plan and comments on the adequacy or feasibility of adopting the federal indicators in Delaware. Subsection B suggests new indicators or refinements of the proposed federal indicator. Comments in both subsections are based on the findings from the current study.

Purpose: It is important to note that the purpose of this exercise is not to create indicators that researchers will use in future studies but to offer local grantees a set of standards to which their local programs can aspire and against which their growth can be measured based on a continuous improvement framework. Consequently, the indicators must be:

- Quantifiable, to help measure the achievement of a goal on an objective way;
- Feasible, that is, easily collected by individuals who do not have research backgrounds;
- Attainable, as targets that are mathematically impossible to reach will only spread frustration across the centers; and
- Relevant to the centers' objectives and operations.

A. Current proposed federal objective and indicators:

According to the FY 2007 USED Performance Plan, the goal of the 21st CCLC program is

To establish community learning centers that help students in high-poverty, low-performing schools meet academic achievement standards; to offer a broad array of additional services designed to complement the regular academic program; and to offer families of students opportunities for educational development.²²

The USED Performance Plan proposes three objectives and eight indicators and establishes performance targets based on national averages calculated from PPICS data. Objective 3 refers to the state education agencies and is not relevant to this discussion.

Objective 1: Participants in 21st CCLC programs will demonstrate educational and social benefits and exhibit positive behavioral changes.

Indicator 1.1: The percentage of regular program participants whose mathematics or English grades improved from fall to spring.

Indicator 1.2: The percentage of regular 21st Century Community Learning Centers program participants whose achievement test scores improve from below proficient to proficient or above in reading and mathematics on state assessments.

Indicator 1.3: The percentage of regular program participants with teacher-reported improvement in homework completion and class participation.

Indicator 1.4: Students participating in the program will show improvement through measures such as attendance, classroom performance, and decreased disciplinary action or other adverse behaviors.

Comments on Objective 1: Indicator 1 proposes using course grades to assess improvement and Indicator 2 proposes state assessments. Course grades provide an unreliable measure, as they reflect a myriad of factors that cannot be easily quantified, such as teacher idiosyncrasies or level of course difficulty. Because Delaware has a well-established state assessment system that serves all grades, the use of test scores to assess student improvement is more reliable. Although not a perfect measure, providing the percentage of students who score at or above proficiency levels on the DSTP is an easy way for grantees to oversee their participants' academic progress and reflects NCLB requirements.

Indicators 3 and 4 assess engagement in learning, assuming that students who complete their homework, participate in class, and improve attendance and behavior are more likely to learn and improve test scores. Yet relying on teacher surveys for programmatic decisions is not advisable. In 2004, the only year with useful survey data in PPICS, the return rate for the surveys was 43%. In addition, item response rates were below 60%. That is, for many questions, the number of responses represented teacher perceptions on fewer than 20% of the 21st CCLC students. Because no study has been done for the non responses, generalizations from the current sample to the total population are not advisable. To use the teacher surveys as a tool to measure centers' performance, the State must assist the centers in developing a more effective system that will improve return rates from the regular school teachers.

Missing from the USED Performance Plan are measures that can be collected by the centers and help them assess not only the student performance but their own performance. Suggested measures are center-based attendance and discipline. Research on 21st CCLC suggests a relationship between intensity of intervention and student academic improvement.²³ Therefore, requiring more regular presence and measuring the centers by their ability to attract and maintain participants reflects research findings. Data on attendance and discipline are easily collected and stored using simple spreadsheets. Participation in academic activities and completion of homework are other measures that can be collected in the centers, as they are part of the centers' activities. PPICS does not offer attendance information but simply records the number of students who did and did not meet the 30-day benchmark. In 2005, 75% of students attended 30 program days or more; the percentage for 2003 was 88%. According to PPICS information, on average, the centers are open 33 weeks a year, a minimum of four days a week, or a total of 132 days. Therefore, students who attend fewer than 30 days are missing more than two thirds of the program, and the state may want to reconsider this benchmark.

Objective 2: 21st Century Community Learning Centers will offer high-quality enrichment opportunities that positively affect student outcomes such as school attendance and academic performance and result in decreased disciplinary actions or other adverse behaviors.

Indicator 2.1: Core educational services: More than 85 percent of centers will offer high-quality services in at least one core academic area, such as reading and literacy, mathematics, and science.

Indicator 2.2: Other enrichment activities: More than 85 percent of centers will offer enrichment and support activities such as nutrition and health, art, music, technology, and physical education

Comments on Objective 2: In SY 2006, only two centers (4%) did not offer academic activities in reading, literacy, mathematics or science, and three (6%) did not offer enrichment activities. Therefore, the 85% target is below the baseline. The challenge raised by indicator 2.1 is how to evaluate “high-quality” academic services, unless the centers are required to report on whether their academic curricula are research-based, aligned with the State standards, or comply with State quality measurements. It is unclear whether State monitoring processes, such as the Quality Review or the evaluation of the consolidated applications, collect and use this kind of information.

B. Suggestions for Delaware 21st CCLC performance indicators

DDOE defines as the purpose of the 21st CCLC as follows:

To create community learning centers that provide students with academic enrichment opportunities as well as additional services designed to complement their regular academic program. Community learning centers must also offer families of these students’ literacy and related educational development. Proposed activities target students and families of students who attend schools eligible for Title I schoolwide programs or schools that serve a high percentage of students from low-income families.

Purpose and process: Based on this goal, RMC suggests four objectives with performance indicators, performance targets, and supporting documentation. Objectives 1 and 2 focus on center operations, as such: Objective 1 deals with the initial part of the goal, regarding centers’ program, and Objective 2 refers to the second paragraph of the goal related to services to families. Objective 3 addresses center sustainability and community outreach. Objective 4 focuses on outcomes and proposes indicators of student academic performance and behavior that are expected to be influenced by the centers’ activities.

For each indicator, supporting documentation is suggested. The documents are mostly already used by the centers, but the State may consider a consistent format to facilitate data collection and review. When pertinent, baseline and target measures are proposed. Due to the shortcomings of available data, most baselines reflect one-year results and are used simply as a starting point for the targets. The proposed targets are expected to change with time to reflect the ultimate objective of using performance indicators as a tool for centers’ improvement.

Proposed performance indicators

Objective 1: 21st Century Community Learning Centers programs will offer academic enrichment opportunities and additional services that complement the regular academic program.

Indicator 1.1: 100 percent of centers will offer at least one core academic area, such as reading and literacy, mathematics, and/or science.

Documentation: Center program and schedules

Indicator 1.2: 95 percent of centers will offer enrichment and support activities such as nutrition and health, art, music, technology, and/or physical education.

Documentation: Center program and schedule

Objective 2: 21st CCLC will offer families of participating students activities that promote literacy and related educational development.

Indicator 2.1: The number of 21st Century Community Learning Centers offering structured family-related activities, including parenting education, family literacy or career activities, will increase.

Documentation: Center program and schedule documents

Baseline: In SY 2005, 16 centers offered a total of 47 hours/week of family literacy services, and 2 centers offered a total of 6 hours/week of adult career services.

Proposed target: Increase the number of centers offering structured family-activities (as opposed to sporadic events) by one a year until 100% is attained.

Objective 3: The 21st CCLC will actively recruit and engage community partners to provide expanded capacity for program offerings to students and their families and for sustaining the program beyond the grant period.

Indicator 4.1: Each 21st CCLC will maintain active recruitment of community partners

Documentation: List of partners and their activities

Baseline: Average of 1.34 partners in three years (from 2003 to 2005)

Proposed target: An increase of at least one partner a year

Indicator 4.2: Community partner(s) will serve on program planning committees and oversight committees as documented by meeting notes and rosters.

Documentation: List of partners and their activities; meeting notes

Baseline: Unavailable

Proposed target: At least one partner

Objective 4: Children and youth participating in 21st Century Community Learning Centers programs will demonstrate educational benefits and exhibit positive behavioral changes.

Indicator 2.1: Students participating in 21st CCLC will attend the centers for more than 30 days.

Documentation: Attendance logs

Baseline: The bottom quarter of the centers shows an attendance rate of less than 63% of students attending 30 days or more; 34% of the centers reported having 100% of the students attending 30 days or more.

Proposed target: We suggest two targets for this indicator.

- For all centers, a target of 79% (the average from 2005) students attending 30 days or more.
- For centers above the average attendance, the benchmark should be moved to 60 days or more (close to half of the average program days). Because 75% of the centers had 63% of the students attending 30 days or more, 63% is a reasonable target for students attending 60 days or more.

Indicator 2.2: Students participating in 21st CCLC will demonstrate improved behavior and homework completion while in the centers

Documentation: Discipline logs

Baseline: To be determined (these data are not being collected at this time)

Proposed target: To be determined after establishing baseline

Or, pending availability of data and feasibility of access by center employers or their evaluators, replace above indicator with:

Indicator 2.2: Students participating in 21st CCLC will demonstrate improved attendance and behavior at their feeder schools

Documentation: Schools' attendance, disciplinary referrals, and suspensions record

Baseline: To be determined

Proposed target: To be determined after establishing baseline

Indicator 2.3: Participants in the 21st CCLC program will improve achievement test scores in reading and mathematics on state assessments.

Documentation: DSTP online reports

Baseline: In SY 2005, 1,082 students took the test; 66% reached/exceeded proficiency in the reading test (confidence interval: 63.7% to 68.3%) and 57.4% in the mathematics test (54.4% to 60.4%).

Proposed target: On average, the centers are close to attaining the State 2007 targets for AYP, which are 68% in English/Language Arts and 50% in mathematics. Therefore, using the State targets is not unrealistic for most centers, even though the student population that they serve is small and skewed toward the low end of the score distribution. Because this was the first year that the DSTP was conducted for all grades, we cannot make a realistic estimate regarding targeted improvements.

As requested by the State, RMC analyzed data on the Delaware 21st CCLC program. Based on findings from this analysis, the State program goal, and the USED performance plan, RMC suggested four objectives, with progress indicators, baseline, targets, and supporting documentation. These suggestions can serve as a basis for further discussions on program

quality. RMC staff will gladly participate in assisting the state to establish a set of performance indicators that are quantifiable, feasible, attainable, and relevant. It is RMC's expectation that this process will promote a solid foundation for the continuous improvement of the centers individually and, as a result, of the Delaware 21st CCLC program. More important, RMC hopes that the discussion can be expanded to include other programs that have similar goals of supporting students who are struggling academically, with the ultimate purpose of promoting a coherent and cohesive system that will benefit the State and its students.

Endnotes

- ¹ *The No Child Left Behind Act*, Title IV, Part B, 4201-4206. The legislation, as it refers to 21st CCLC, is available at <http://www.ed.gov/policy/elsec/leg/esea02/pg55.html>
- ² *No Child Left Behind Act*, Title IV, Part B, Section 4205 (b) (1).
- ³ *Ibid*, Section 4205 (b) (2).
- ⁴ *Ibid*, Section 4202 (c) (3)
- ⁵ Office of Elementary and Secondary Education (OESA): 21st Century Community Learning Centers – 2005 Performance Plan. Available at <http://www.ed.gov/about/reports/annual/2005plan/edlite-esea-21st.html>
- ⁶ High-poverty schools are defined as those schools with more than 40% of students receiving free or reduced price lunch or receiving funds under Title I, Part A of NCLB for a schoolwide program.
- ⁷ The vision and mission of the Delaware State Board of Education are available at their Web site, at <http://www.doe.k12.de.us/info/sbe/mission.shtml>
- ⁸ Data on Delaware student population are found at DDOE's Web site, DE Education Reports & Statistics, available at <http://www.doe.k12.de.us/info/reports/>
- ⁹ For details on the Joint Committee standards, see <http://www.eval.org/EvaluationDocuments/progeval.html>
- ¹⁰ For instance, in SY 2004-2005 (the most recent year available), total 21st CCLC participating reflected 2.35% of total student enrollment. Delaware Department of Students, Report of Education Statistics 2004-2005, Pupil Information, page 58, available at http://www.doe.k12.de.us/edstats/0405/Pupils_2005.pdf
- ¹¹ Delaware Department of Education, Statistical Reports, *School Enrollment Reports 2005-2006*, available at <http://www.doe.k12.de.us/info/reports/enrollment.shtml>
- ¹² *Ibid*. The document does not include information on LEP students.
- ¹³ This rough estimate assumes that in FY 2003, all grantees received the full amount of awards allocated for year one; in 2004, the 2003 cohort received the full amount allocated for year two and the 2004 cohort received the full amount for year one, and the same in 2005. That is, the estimate assumes that the 2003 cohort received three-year funds for the total allocated and 2004 cohort received full two-year funds. The sum of the three years was divided by the number of students reported in PPICS for those three years (8,837 students).
- ¹⁴ Afterschool Alliance, 21st Century Community Learning Centers: A foundation for progress. Retrieved on October 15, 2006 from <http://www.ccsso.org/content/PDFs/21st%5FCentury%5FCommunity%5FLearning%5FCenters.pdf>
- ¹⁵ *21st CCLC Profile and Performance Information Collection System (PPICS)*, at <http://ppics.learningpt.org/ppics/index.asp>
- ¹⁶ This past year, changes in the way the information is entered in PPICS were introduced; too many inconsistencies in the data were found and no analysis of the SY 2005 entries were done.
- ¹⁷ The five schools are: Bayard, Talley Middle School, Kuumba Academy, Lake Forest Central, and Lake Forest North Schools. The schools were chosen because they were the only schools with enough students participating in the 21st Century program to allow for a meaningful comparison.
- ¹⁸ Szekely, A., & Padgette, H. C. (2006). *What works for 21st Century Community Learning Centers*. The Finance Project. Retrieved on October 1, 2006, from http://www.financeproject.org/publications/sustaining_21cclc.pdf
- ¹⁹ U.S. Department of Education, 2005 Performance Plan (see note 5).
- ²⁰ Little, P. M. D., & Harris, E. (2003). *A review of out-of-school time program quasi-experimental and experimental evaluation results*. Harvard Family Research Project. Retrieved on September 26, 2006, from <http://www.gse.harvard.edu/hfrp/content/projects/afterschool/resources/snapshot1.pdf>
- ²¹ CCSSO site: http://www.ccsso.org/projects/extended_learning_opportunities/elo_audioconferences/8642.cfm; Afterschool Alliance site: http://www.afterschoolalliance.org/prog_tools.cfm
- ²² USDA FY 2007 Performance Plan; ESEA: 21st Century Community Learning Centers, retrieved on October 15, 2006, from <http://www.ed.gov/about/reports/annual/2007plan/edlite-g2esea21st.html>
- ²³ *Ibid*, Szekely & Padgette.

Appendix A: List of Grantees and Centers

SY 2003-2004

Grantee Name	Center Name
Boys & Girls Clubs Of Western Sussex-Laurel	Boys and Girls Clubs of Western Sussex - Laurel
Boys & Girls Club Of Western Sussex - Seaford	Western Sussex Boys and Girls Club
Colonial School District	Colwyck Elementary Rose Hill Community Center
Lake Forest School District - East	Lake Forest East Elementary Sc
Lake Forest School District - North South	Lake North Elementary Boys and Girls Club Lake Forest Boys & Girls Club Kidz Kottage University of Delaware Extension Cooperative Office - Clarks Corner
Latin American Community Center	Latin American Community Center Richardson Park Elementary School
Neighborhood House	Elbert-Palmer Elementary School Kuumba Academy Charter School
Red Clay Consolidated School District	William Lewis Elementary School Evan G. Shortlidge Academy Warner Elementary School Marion T. Academy
University Of Delaware Cooperative Extension-Woodbridge	Woodbridge 4-H/Ymca After School Program

SY 2004-2005

Grantee Name	Center Name
Boys and Girls Club of Claymont	Maple Lane Elementary School Darley Road Elementary School Claymont Elementary School Claymont Community Center / Claymont Learning Center Delaware Coop. Ext. / Knollwood Community Center Claymont Boys and Girls Club
Boys and Girls Club of Oak Orchard	Phillip C. Showell Elementary Hickory Tree Community Center Boys & Girls Club of Dagsboro
Boys and Girls Clubs of Western Sussex-Laurel	Boys and Girls Clubs of Western Sussex
Boys and Girls Clubs of Western Sussex-Seaford	Western Sussex Boys and Girls Club
Capital School District	Manchester Square Community Center Towne Point Elementary School Capitol Park Community Center
Colonial School District	Rose Hill Community Center Calvin R. Mccullough Elementary Martin Luther King Elementary
Early Learning Center at the Univ. of Delaware	Early Learning Center
Greater Milford Boys & Girls Clubs of Delaware	Greater Milford Boys and Girls Club
Indian River School District-North Georgetown	North Georgetown Elementary School Georgetown Elementary School
Lake Forest School District-Central	Lake Forest Central Elementary Wonder Years Kids Club Kidz Kottage University of Delaware Cooperative Extension – 4H
Lake Forest School District-East	Lake Forest East Elementary School
Lake Forest School District-North South	Lake North Elementary Boys and Girls Club Kidz Kottage University of DE Ext. Coop. Office - Clarks Corner Wonder Years Kids Club
Latin American Community Center	Latin American Community Center Learning Center Richardson Park Elementary School
	William Lewis Elementary School

Grantee Name	Center Name
Neighborhood House	Elbert-Palmer Elementary School Kuumba Academy Charter School
Red Clay Consolidated School District	William Lewis Elementary School Evan G. Shortlidge Academy Warner Elementary School Marion T. Academy
Red Clay Consolidated School District-Conrad Middle School	Conrad Middle School
University of Delaware Coop. Ext.-Bayard Elementary School	Bayard Elementary School
University of Delaware Coop. Ext.-East Side Charter School	East Side Charter School
University of Delaware Coop. Ext.-Talley Middle School	Talley Middle School-4-H Afterschool
University of Delaware Coop. Ext.-Woodbridge	Woodbridge 4-H/Ymca After School Program
West End Neighborhood House	West End Neighborhood House

SY 2005-2006

Grantee Name	Center Name
Boys and Girls Club of Claymont	Maple Lane Elementary School Darley Road Elementary School Claymont Elementary School Claymont Community Center / Claymont Learning Center Delaware Coop. Ext. / Knollwood Community Center Claymont Boys and Girls Club
Boys and Girls Club of Oak Orchard	Phillip C. Showell Elementary Hickory Tree Community Center Boys & Girls Club of Dagsboro
Boys and Girls Clubs of Western Sussex-Laurel	Boys and Girls Clubs of Western Sussex
Boys and Girls Clubs of Western Sussex-Seaford	Western Sussex Boys and Girls Club
Capital School District	Manchester Square Community Center Towne Point Elementary School
Colonial School District	Colwyck Elementary Calvin R. Mccullough Elementary
Early Learning Center At The University Of Delaware	Early Learning Center
Greater Milford Boys And Girls Clubs Of Delaware	Greater Milford Boys and Girls Club
Indian River School District-North Georgetown	North Georgetown Elementary School Richard Allen After-School Program Georgetown Elementary School Boys and Girls Club La Casita After-School Program
Lake Forest School District-Central	Lake Forest Central Elementary Wonder Years Kids Club Kidz Kottage University of DE Cooperative Extension – 4H
Lake Forest School District-East	Lake Forest East Elementary School
Lake Forest School District-North South	Lake North Elementary Boys and Girls Club Kidz Kottage

Appendix B: List of grantees, sites and schools served (SY 2003-2004 to SY 2005-2006)

Grantee Name	Site Name	Schools Served
Boys & Girls Club of Claymont	Maple Lane Elementary School	Maple Lane Elementary School
	Darley Road Elementary School	Darley Road Elementary School
	Claymont Elementary School	Claymont Elementary School
	Claymont Community Center/Claymont Learning Center	Claymont Elementary School Darley Road Elementary School Maple Lane Elementary School Knollwood Community Center
	University of Delaware Cooperative Extension/Knollwood Community Center	Claymont Elementary School Darley Road Elementary School Lancashire Elementary School Forwood Elementary School Pierre S. Dupont Elementary School Hanby Middle School Delcastle Technical High School
Claymont Boys & Girls Club	Claymont Elementary School Darley Road Elementary School Maple Lane Elementary School	
Boys & Girls Club of Oak Orchard	Phillip C. Showell Elementary	Phillip C. Showell Elementary
	Hickory Tree Elementary	Phillip C. Showell Elementary
	Boys & Girls Club Dagsboro	East Millsboro Elementary School Frankford Elementary School Lighthouse Christian School
Boys & Girls Club of Western Sussex - Laurel	Boys & Girls Club of Western Sussex	Laurel Intermediate School North Laurel Elementary Paul Laurence Dunbar
Boys & Girls of Western Sussex - Seaford	Western Sussex Boys & Girls Club	Frederick Douglass Intermediary Seaford Central Elementary School Seaford Middle School Seaford Senior High School West Seaford Elementary School Seaford Kindergarten Center
Capital School District	Manchester Square	Towne Point Elementary School
	Towne Point Elementary School	Towne Point Elementary School Lake Forest North Elementary School Woodbridge Elementary School
	Capitol Park Community Center	South Dover Elementary School

Grantee Name	Site Name	Schools Served
Colonial School District	Colwyck Elementary	Martin Luther King Elementary New Castle Middle School George Read Middle School William Penn High School Commodore McDonough Elementary Marion T. Academy Charter School Delcastle Technical High School Howard High School Of Technology
	Rose Hill Community Center	Martin Luther King Elementary Harry O. Eisenberg Elementary Colwyck Elementary School Calvin R. McCullough Elementary Castle Hills Elementary School George Read Middle School Gunning Bedford Middle School New Castle Middle School William Penn High School East Side Charter School Marion T. Academy Charter School Howard High School Of Technology
	Calvin R. McCullough Elementary School	Calvin R. McCullough Elementary School Castle Hills Elementary School Colwyck Elementary School Commodore McDonough Elementary George Read Middle School Gunning Bedford Middle School Harry O. Eisenberg Elementary Martin Luther King Elementary New Castle Middle School Southern Elementary School Pleasantville Elementary School William Penn High School
	Martin Luther King Elementary School	Martin Luther King Elementary Commodore McDonough Elementary George Read Middle School New Castle Middle School William Penn High School New Beginnings William Henry Middle School George Read Middle School
Early Learning Center at the University of Delaware	Early Learning Center	Jennie E. Smith Elementary School Joseph M. McVeigh Elementary School West Park Place Elementary School Brookside Elementary School

Grantee Name	Site Name	Schools Served
Greater Milford Boys & Girls Club of Delaware	Greater Milford Boys & Girls Club	Lulu M. Ross Elementary School
Indian River School District – North Georgetown	North Georgetown Elementary School	North Georgetown Elementary School
	Richard Allen After School Program	Georgetown Elementary School North Georgetown Elementary School
	Georgetown Elementary School	Georgetown Elementary School
	Boys & Girls Club	Georgetown Elementary School North Georgetown Elementary School
	La Casita Afterschool Program	North Georgetown Elementary School Georgetown Elementary School
Lake Forest School District - Central	Lake Forest Central Elementary	Lake Forest Central Elementary
	Wonder Years Kids Club	Lake Forest Central Elementary
	Kidz Kottage	Lake Forest Central Elementary
	De Cooperative Extension – 4H	Lake Forest Central Elementary
Lake Forest School District - East	Lake Forest East Elementary School	Lake Forest East Elementary School
Lake Forest School District – North South	Lake Forest Boys & Girls Club	Lake Forest South Elementary School
	Kidz Kottage	Lake Forest South Elementary School
	University of Delaware - Clarks Corner	Lake Forest South Elementary School
Latin American Community Centers	LACC Learning Center	Austin D. Baltz Elementary School Highlands Elementary School Richardson Park Elementary School William Lewis Elementary School Alexis I. Dupont Middle School Forest Oak Elementary School HB Dupont Middle School Marbrook Elementary School Evan G. Shortlidge Academy Skyline Middle School Warner Elementary School
		Richardson Park Elementary School Richardson Park Elementary School Marion T. Academy
		William Lewis Elementary School William Lewis Elementary School
		Marbrook Elementary School Marbrook Elementary School
Neighborhood House	Bancroft Elementary School	Bancroft Elementary School
	Elbert-Palmer Elementary School	Elbert-Palmer Elementary School
	Kuumba Academy Charter	Kuumba Academy Charter School

Grantee Name	Site Name	Schools Served
Red Clay Consolidated School District	Evan G. Shortlidge Academy	Evan G. Shortlidge Academy
	Warner Elementary School	Warner Elementary School
	William Lewis Elementary School	William Lewis Elementary School
Red Clay Consolidated S.D. - Conrad	Conrad Middle School	Conrad Middle School
University of Delaware Cooperative Extension	Bayard Elementary School	Bayard Elementary School
University of Delaware Cooperative Extension – East Side	East Side Charter School	East Side Charter School
University of Delaware Cooperative Extension – Talley Middle	Talley Middle School-4-H Afterschool	Talley Middle School-4-H After school
West End Neighborhood House	West End Neighborhood House	Austin D. Baltz Elementary School

Appendix C: Number of center participants and staff and student to staff ratio per center

SY 2003-2004

Grantee type	Center	Participants		Staff			Student to staff ratio
		Students	Adults	Teachers	Other Paid Staff	Volunteer Staff	
NACBO	Boys and Girls Clubs of Western Sussex	55	5		6	28	1.62
SD	Colwyck Elementary	171	76	5		50	3.11
CBO	Elbert-Palmer Elementary School	30	10	2	1		10.00
SD	Evan G. Shortlidge Academy	119	50	2	3	4	13.22
SD	Kidz Kottage	100		9		20	3.45
CBO	Kuumba Academy Charter School	34	10	2			17.00
SD	Lake Forest Boys & Girls Club	79			4	5	13.00
SD	Lake Forest East Elementary School	45			4		8.78
SD	Lake North Elementary Boys & Girls Club	79			4	5	11.25
CBO	LACC Learning Center	78	30	1	5		8.78
SD	Marion T. Academy	30	10	7		2	3.33
CBO	Richardson Park Elementary School	70	30	1	4		14.00
SD	Rose Hill Community Center	126	30	3		50	2.38
SD	University DE Ext. Coop. Office - Clarks Corner	35		2	5		5.00
SD	Warner Elementary School	91	50	1	10		8.27
NACBO	Western Sussex Boys & Girls Club	368			20	4	15.33
SD	William Lewis Elementary School	40	30	1	4		8.00
IHE	Woodbridge 4-H/Ymca After School Program	75		3	13	2	4.17
Total		1,625	331	29	83	170	5.76

Abbreviations: NACBO – nationally-affiliated community-based organization; CBO – community based organization; IHE = institute of higher education; SD – school district.

SY 2004-2005

Grantee type	Centers	Participants		Staff			Student to staff ratio
		Students	Adults	Teachers	Other Paid Staff	Volunteers	
IHE	Bayard Elementary School	47		3	12	30	1.04
NACBO	Boys & Girls Club of Dagsboro	68		4	11		4.53
NACBO	Boys & Girls Clubs of Western Sussex	60		8	10	28	1.30
SD	Calvin R. McCullough Elementary	112		1	8	15	4.67
SD	Capital Park Community Center	31		2	4		5.17
NACBO	Claymont Boys & Girls Club	189	15		10	2	15.75
NACBO	Claymont Community Center / Claymont L.C.	152	70	1	5	3	16.89
NACBO	Claymont Elementary School	165	20	22	3		6.60
SD	Conrad Middle School	89		9	8		5.24
NACBO	Darley Road Elementary School	112	50	5	10		7.47
SD	DE Cooperative Extension – 4H	2		1	4	4	0.22
NACBO	DE Cooperative Extension/Knollwood C.C.	19	10	1	4	3	2.38
IHE	Early Learning Center	18		2	5	0	2.57
IHE	East Side Charter School	57		8	11	10	1.97
CBO	Elbert-Palmer Elementary School	32	22	8	11	9	1.14
SD	Evan G. Shortlidge Academy	63			7	1	7.88
SD	Georgetown Elementary School	59		4	4		7.38
NACBO	Greater Milford Boys And Girls Club	38	206	1	8		4.22
NACBO	Hickory Tree Community Center	23			4	13	1.35
SD	Kidz Kottage	69		6	2		8.63
SD	Kidz Kottage	12		6			2.00
CBO	Kuumba Academy Charter School	30	10	2	1	3	5.00
SD	Lake Forest Central Elementary	57		3	4	2	6.33
SD	Lake Forest East Elementary School	64		1	5	1	9.14
SD	Lake North Elementary B & G Club	80		3	3	1	11.43
CBO	Latin American CC Learning Center	93		1	16	8	3.72
SD	Manchester Square Community Center	46	19	1	3	4	5.75

Grantee type	Centers	Participants		Staff			Student to staff ratio
		Students	Adults	Teachers	Other Paid Staff	Volunteers	
NACBO	Maple Lane Elementary School	258		8	3	2	19.85
SD	Marion T. Academy	15			2		7.50
SD	Martin Luther King Elementary	127	30	2	3	19	5.29
SD	North Georgetown Elementary School	345		28	2		11.50
NACBO	Phillip C. Showell Elementary	25		1	4		5.00
CBO	Richardson Park Elementary School	34			5	1	5.67
IHE	Talley Middle School-4-H Afterschool	92		2	11	10	4.00
SD	Towne Point Elementary School	98	13	1	6	4	8.91
SD	University DE Ext. Coop. Office - Clarks Corner	15		1	4	5	1.50
SD	Warner Elementary School	97		1	7		12.13
CBO	West End Neighborhood House	5			3		1.67
NACBO	Western Sussex Boys & Girls Club	290	35		14	24	7.63
CBO	LACC William Lewis Elementary School	49		1	5		8.17
SD	Red Clay William Lewis Elementary School	18		1	3		4.50
SD	Wonder Years Kids Club	61		6	7		4.69
SD	Wonder Years Kids Club	13			15		0.87
IHE	Woodbridge 4-H/Ymca After School Program	91		1	16	5	4.14
Total		3,420	500	156	283	207	5.29

SY 2005-2006

Grantee type	Centers	Participants		Staff			Student to staff ratio
		Students	Adults	Teachers	Other Paid Staff	Volunteers	
CBO	Bancroft Elementary School	20	3	3		2	4.00
IHE	Bayard Elementary School	74	8	2	6	7	4.93
NACBO	Boys & Girls Club of Dagsboro	96		3	10		7.38
SD	Boys & Girls Clun	64	25		13	2	7.69
NACBO	Boys & Girls Clubs of Western Sussex	100			8	5	4.27
SD	Calvin R. McCullough Elementary	119		5	4		13.22
NACBO	Claymont Boys & Girls Club	210		2	10	5	12.35
NACBO	Claymont Community Center / Claymont L.C.	178	111	1	5	2	22.25
NACBO	Claymont Elementary School	175		21	8		6.03
SD	Colwick Elementary School	71		4	4	1	7.89
SD	Conrad Middle School	147		9	5		10.50
NACBO	Darley Road Elementary School	144		6	12		8.00
SD	DE Cooperative Extension – 4H	3			4	6	0.30
NACBO	DE Cooperative Extension/Knollwood C.C.	20		1	4	2	2.86
IHE	Early Learning Center	41	41	3	1		10.25
IHE	East Side Charter School	85			14	17	2.74
CBO	Elbert-Palmer Elementary School	104	32	4	2		17.33
SD	Evan G. Shortlidge Academy	70	140		7	21	2.50
SD	Georgetown Elementary School	39		5	2		5.57
NACBO	Greater Milford Boys And Girls Club	51		1	6	1	6.38
NACBO	Hickory Tree Community Center	31		1	3	16	1.55
SD	Kidz Kottage	106			4	1	21.20
SD	Kidz Kottage	10			4	1	2.00
SD	La Casita Afterschool Program	120		1	7		15.00
SD	Lake Forest Central Elementary	45		3	3	3	5.00
SD	Lake Forest East Elementary School	43			3	2	8.60
SD	Lake North Elementary B & G Club	99			7	9	6.19

Grantee type	Centers	Participants		Staff			Student to staff ratio
		Students	Adults	Teachers	Other Paid Staff	Volunteers	
CBO	Latin American CC Learning Center	121	15	1	28	8	3.27
SD	Manchester Square Community Center	35	25	1	9		3.50
NACBO	Maple Lane Elementary School	150		8	7	4	7.89
CBO	Marbrook Elementary School	10	3	1	3		2.50
SD	Marion T. Academy	54		3	9	32	1.23
SD	North Georgetown Elementary School	141		13	8	4	5.64
NACBO	Phillip C. Showell Elementary	35			6		5.83
CBO	Richardson Park Elementary School	30		1	4		6.00
IHE	Talley Middle School-4-H Afterschool	129		4	8	10	5.86
SD	Towne Point Elementary School	60	110	4	11	11	2.31
SD	University DE Ext. Coop. Office - Clarks Corner	20			4	6	2.00
SD	Warner Elementary School	120	240		10	3	9.23
CBO	West End Neighborhood House	10			3		3.33
NACBO	Western Sussex Boys & Girls Club	317	40	3	19	11	9.61
CBO	LACC William Lewis Elementary School	62	10		6		10.33
SD	Red Clay William Lewis Elementary School	50	100		5	4	5.56
SD	Wonder Years Kids Club	15			16		5.88
SD	Wonder Years Kids Club	94			16		0.94
IHE	Woodbridge 4-H/Ymca After School Program	73	30		8	1	8.11
Total		3,791	933	114	336	197	5.86

Appendix D: Center Profiles (SY 2004-2005)

The following section is a breakdown of student characteristics and amount of staff by center. Also included is a pie chart depicting what activities took place at each center. Consider that some activities may span several categories. For instance, a math tutorial course could count towards academic remediation, academic enrichment, tutoring and math.

The improvement index is a feature of the table that deserves further explanation. Initially, math and reading improvement proportions were calculated by dividing the number of students who improved in each subject by the respective total number of students that took the test. Then the two numbers—math and reading improvement—were averaged and the result is the ‘Improvement Index’, an overall assessment of how students improved at each center. The improvement index is presented as a proportion (i.e. if improvement index: .8964 then 89.64% of the students at that center showed improvement). Last year’s improvement index is also provided as a comparison. An entry of ‘NP’ means no program, indicating that center is in its initial year of the program.

The following two fields give numbers for the total students enrolled and regularly attending students. A student is classified as regularly attending if he/she attended the program for more than 30 days.

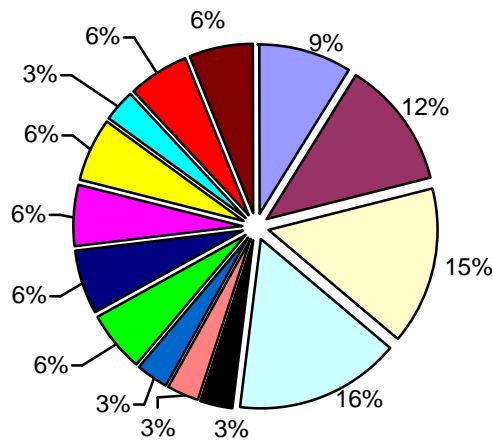
If the gender, race, and/or grade fields are marked as Incomplete, there are inconsistencies in the data. Often the numbers do not match up (i.e. 16 total students, 8 black, 3 Hispanic and 11 white). Totals that are off by a small amount are still included, and are sometimes represented by a percentage. Also, some entries may span more than one field, such as entries for centers Marion T. Academy and Hickory Tree Community Center. Numbers are presented in this way because, for example, if a center has 34 total students and grade data states that 21 are in 2nd, 18 are in 3rd, and 33 are in 4th the numbers are clearly off but students appear to all be in 2nd-4th grade. Therefore, the total number of students is presented as being in either the 2nd, 3rd, or 4th grade.

The following three fields are for number of FARM eligible students, LEP students, and students with special needs.

In the final three fields, where staff is displayed, note that total paid staff includes total teachers presented in the previous field. Hence if a center has three teachers and seven paid staff they have three paid teachers and four non-teaching paid staff members.

Center Name: Bayard Elementary School															
Grantee: University of Delaware Cooperative Extension-Bayard															
Improvement Index: .3152								Last Years Improvement Index: NP							
Total Students: 47								Regularly Attending Students:							
Students Tested for Math: 46								Students Tested for Reading: 46							
Gender		Race			Grade										
Female	Male	Black	Hispanic	White	Pre-K	K	1	2	3	4	5	6	7	8	9
27	20	Incomplete			0	0	0	0	0	0	40	7	0	0	0
FARM Eligible: 47						LEP:				Special Needs:					
Staffing															
Teachers: 3					Total Paid: 15					Total Volunteer: 30					

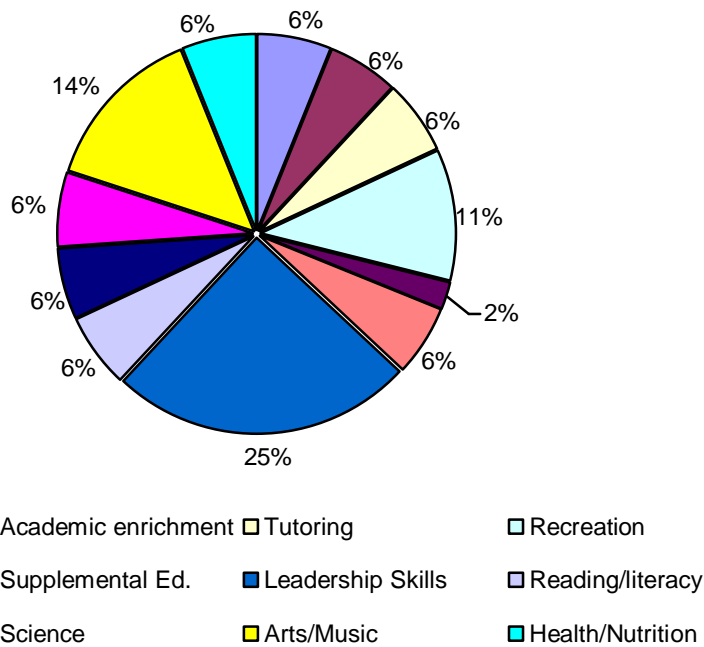
Activities:



- Remedial
- Academic enrichment
- Tutoring/Mentoring
- Recreation
- Drug prevention
- Leadership skills
- Community service
- Reading/literacy
- Math
- Science
- Arts/music
- Technology
- Cultural
- Health/nutrition

Center Name: Boys & Girls Club of Dagsboro															
Grantee: Boys and Girls Club of Oak Orchard															
Improvement Index: .1667								Last Years Improvement Index: NP							
Total Students: 68								Regularly Attending Students:							
Students Tested for Math: 54								Students Tested for Reading: 54							
Gender		Race			Grade										
Female	Male	Black	Hispanic	White	Pre-K	K	1	2	3	4	5	6	7	8	9
32	36	42%	7%	51%		8%	10%	17%	13%	25%	27%				
FARM Eligible: 46						LEP:					Special Needs:				
Staffing															
Teachers: 4					Total Paid: 15					Total Volunteer: 0					

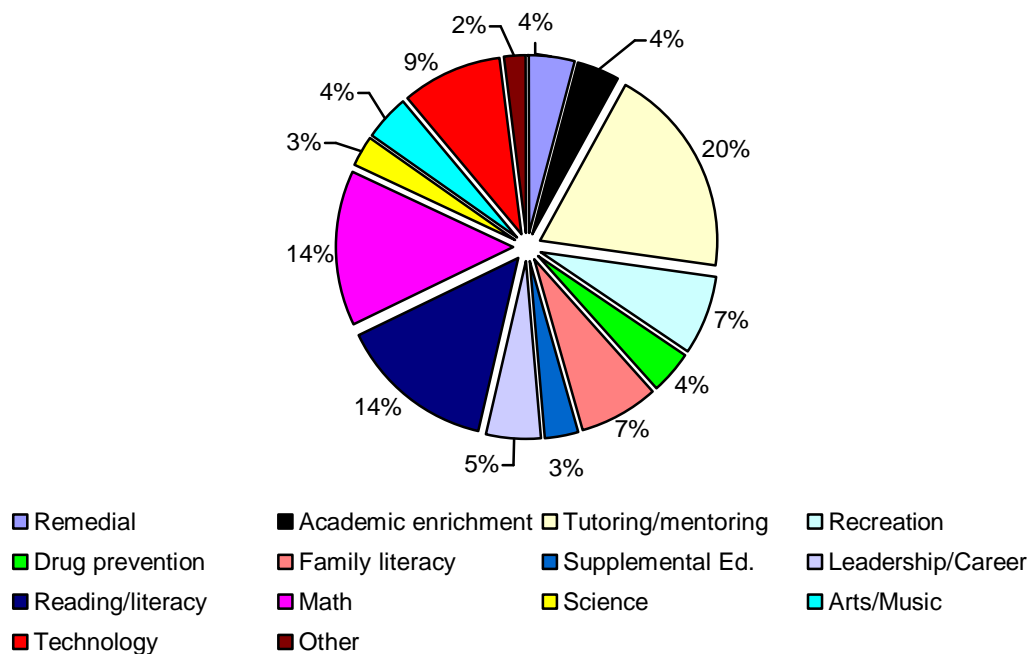
Activities:



Center Name: Boys and Girls Clubs of Western Sussex															
Grantee: Boys and Girls Clubs of Western Sussex-Laurel															
Improvement Index: .7922								Last Years Improvement Index: .4625							
Total Students: 60								Regularly Attending Students: 55							
Students Tested for Math: 45								Students Tested for Reading: 50							
Gender		Race*			Grade										
Female	Male	Black	Hispanic	White	Pre-K	K	1	2	3	4	5	6	7	8	9
32	28	36%		52%			6	10	14	8	6	7			
FARM Eligible:						LEP:				Special Needs:					
Staffing															
Teachers: 8					Total Paid: 18					Total Volunteer: 18					

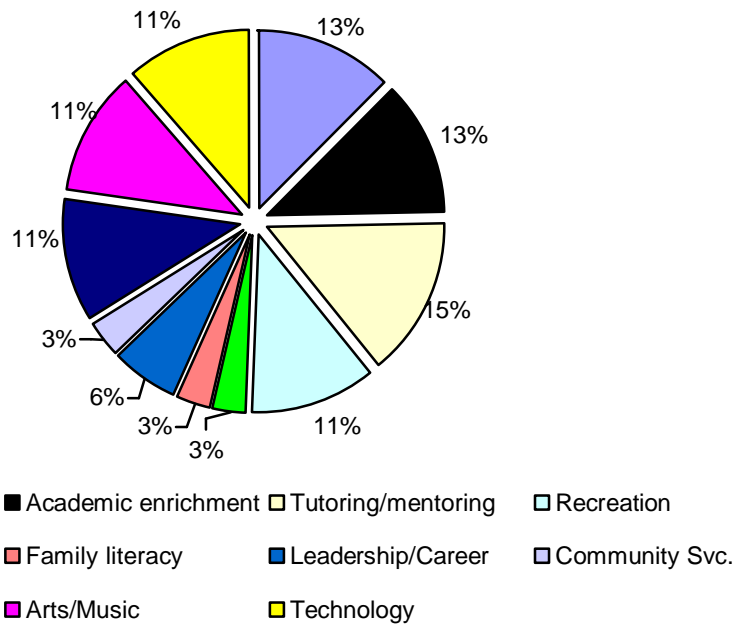
*12% unknown

Activities:



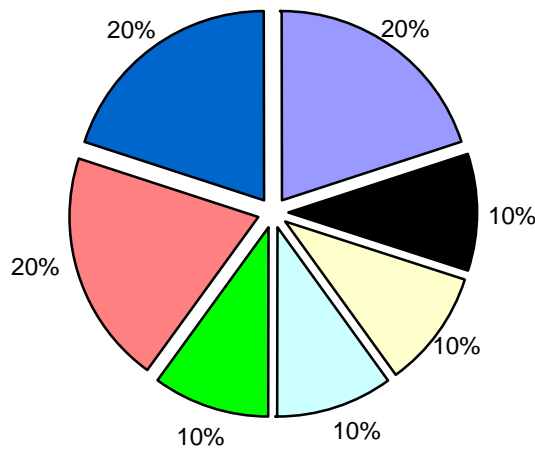
Center Name: Calvin R. McCullough Elementary																
Grantee: Colonial School District																
Improvement Index: .3679								Last Years Improvement Index: NP								
Total Students: 112								Regularly Attending Students: 99								
Students Tested for Math: 53								Students Tested for Reading: 53								
Gender		Race			Grade											
Female	Male	Black	Hispanic	White	Pre-K	K	1	2	3	4	5	6	7	8	9	
39	60	85	5	9	0	5	8	15	14	14	18	5	8	5	7	
FARM Eligible: 99						LEP:			Special Needs:							
Staffing																
Teachers: 1					Total Paid: 9					Total Volunteer: 15						

Activities:



Center Name: Claymont Elementary School																
Grantee: Boys and Girls Club of Claymont																
Improvement Index: .3826								Last Years Improvement Index: NP								
Total Students: 165								Regularly Attending Students: 49								
Students Tested for Math: 48								Students Tested for Reading: 41								
Gender		Race			Grade											
Female	Male	Black	Hispanic	White	Pre-K	K	1	2	3	4	5	6	7	8	9	
25	24	38%	6%	56%	0	0	0	0	0	13	25	11	0	0	0	
FARM Eligible: 40						LEP:			Special Needs: 9							
Staffing																
Teachers: 22					Total Paid: 25					Total Volunteer: 0						

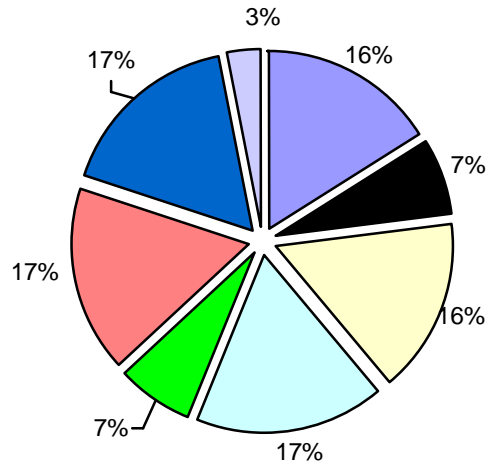
Activities:



- Remedial
- Academic enrichment
- Tutoring/mentoring
- LEP
- Family literacy
- Reading/literacy
- Math

Center Name: Capitol Park Community Center																
Grantee: Capitol School District																
Improvement Index: .6667								Last Years Improvement Index: NP								
Total Students:								Regularly Attending Students:								
Students Tested for Math: 3								Students Tested for Reading: 3								
Gender		Race			Grade											
Female	Male	Black	Hispanic	White	Pre-K	K	1	2	3	4	5	6	7	8	9	
Incomplete																
FARM Eligible:						LEP:					Special Needs:					
Staffing																
Teachers: 2					Total Paid: 6					Total Volunteer: 0						

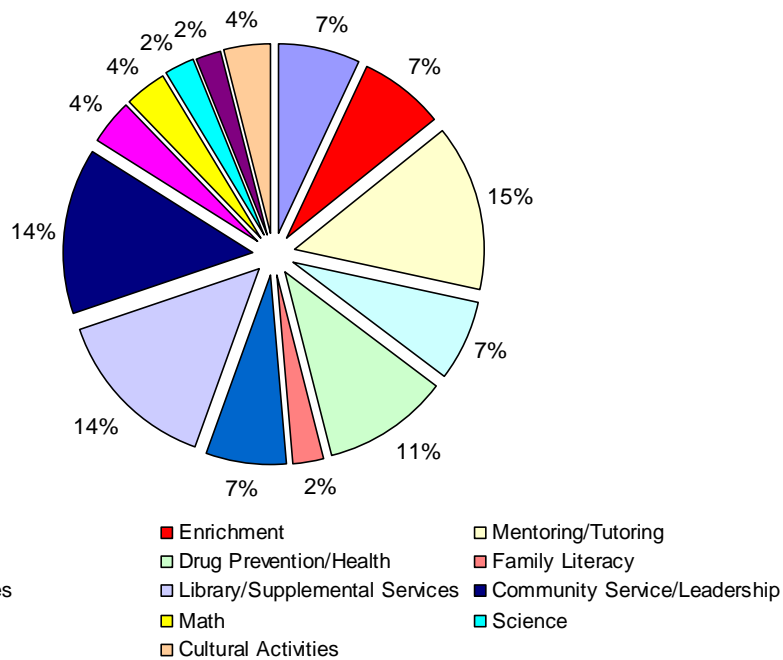
Activities:



- Remedial
- Academic enrichment
- Tutoring/mentoring
- Recreation
- Family literacy
- Reading/literacy
- Math
- Cultural

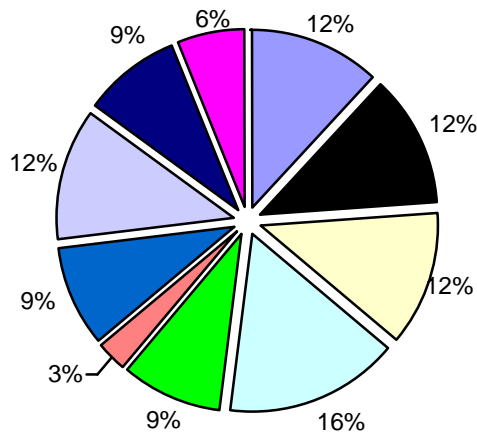
Center Name: Conrad Middle School															
Grantee: Red Clay Consolidated School District-Conrad Middle School															
Improvement Index: .3697								Last Years Improvement Index: NP							
Total Students: 89								Regularly Attending Students: 62							
Students Tested for Math: 57								Students Tested for Reading: 62							
Gender		Race			Grade										
Female	Male	Black	Hispanic	White	Pre-K	K	1	2	3	4	5	6	7	8	9
35	27	Incomplete			0	0	0	0	0	0	0	21	15	26	0
FARM Eligible: 62						LEP:				Special Needs: 5					
Staffing															
Teachers: 9					Total Paid: 17					Total Volunteer: 0					

Activities:



Center Name: Darley Road Elementary School																
Grantee: Boys and Girls Club of Claymont																
Improvement Index: .2979								Last Years Improvement Index: NP								
Total Students: 112								Regularly Attending Students:								
Students Tested for Math: 47								Students Tested for Reading: 47								
Gender		Race			Grade											
Female	Male	Black	Hispanic	White	Pre-K	K	1	2	3	4	5	6	7	8	9	
47	65	57	30	25	0	15	22	38	37	0	0	0	0	0	0	
FARM Eligible: 112						LEP: 30			Special Needs: 5							
Staffing																
Teachers: 5					Total Paid: 15					Total Volunteer: 0						

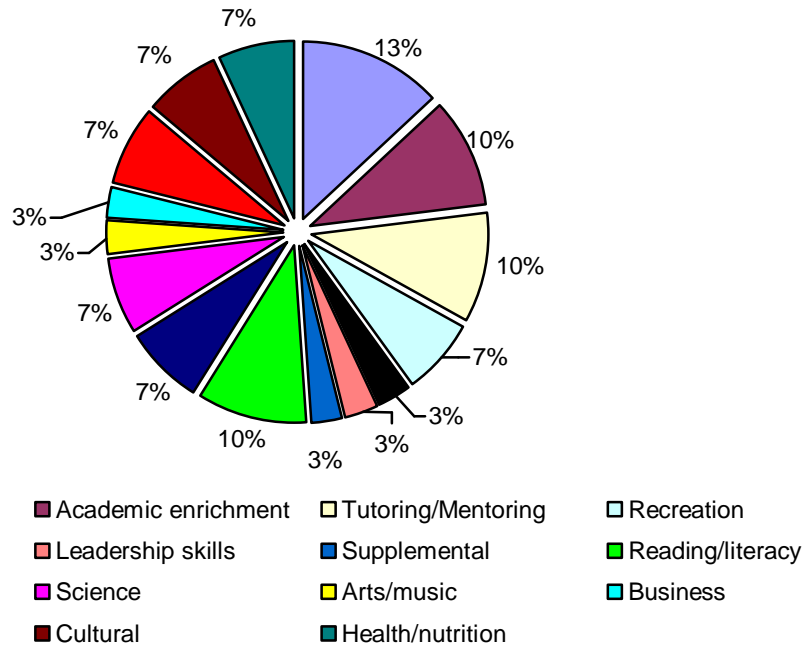
Activities:



- Remedial
- Academic enrichment
- Tutoring/mentoring
- LEP
- Recreation
- Family literacy
- Reading/literacy
- Math
- Arts/Music
- Technology

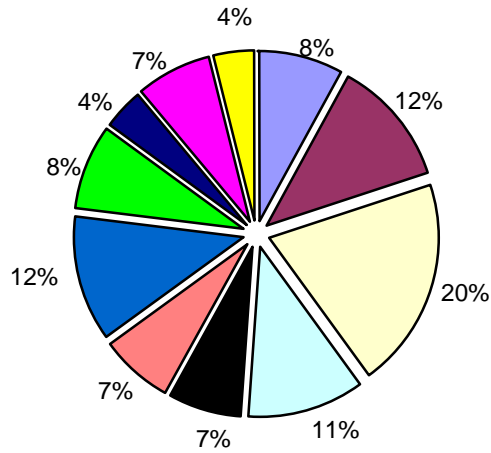
Center Name: DE Cooperative Extension-4H																
Grantee: Lake Forest School District-Central																
Improvement Index: .5								Last Years Improvement Index: NP								
Total Students:								Regularly Attending Students:								
Students Tested for Math:								Students Tested for Reading:								
Gender		Race			Grade											
Female	Male	Black	Hispanic	White	Pre-K	K	1	2	3	4	5	6	7	8	9	
Incomplete																
FARM Eligible:						LEP:					Special Needs:					
Staffing																
Teachers: 1					Total Paid: 5					Total Volunteer: 4						

Activities:



Center Name: Delaware Coop. Ext./Knollwood Community Center															
Grantee: Boys and Girls Club of Claymont															
Improvement Index: .2								Last Years Improvement Index: NP							
Total Students: 19								Regularly Attending Students:							
Students Tested for Math: 10								Students Tested for Reading: 10							
Gender		Race			Grade										
Female	Male	Black	Hispanic	White	Pre-K	K	1	2	3	4	5	6	7	8	9
8	11	11	6		0	5	0	5	5	5	0	0	0	0	0
FARM Eligible: 19						LEP:				Special Needs:					
Staffing															
Teachers: 1					Total Paid: 5					Total Volunteer: 3					

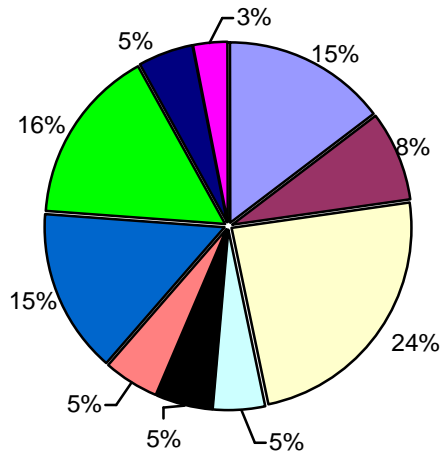
Activities:



- Remedial
- Academic enrichment
- Tutoring/Mentoring
- Recreation
- Family Literacy
- Leadership skills
- Reading/literacy
- Math
- Science
- Arts/music
- Cultural enrichment

Center Name: Early Learning Center																
Grantee: Early Learning Center at the University of Delaware																
Improvement Index: .4722								Last Years Improvement Index: NP								
Total Students: 18								Regularly Attending Students:								
Students Tested for Math: 18								Students Tested for Reading: 18								
Gender		Race			Grade											
Female	Male	Black	Hispanic	White	Pre-K	K	1	2	3	4	5	6	7	8	9	
7	11	5	0	13	Incomplete											
FARM Eligible: 9						LEP:					Special Needs: 5					
Staffing																
Teachers:					Total Paid:					Total Volunteer:						

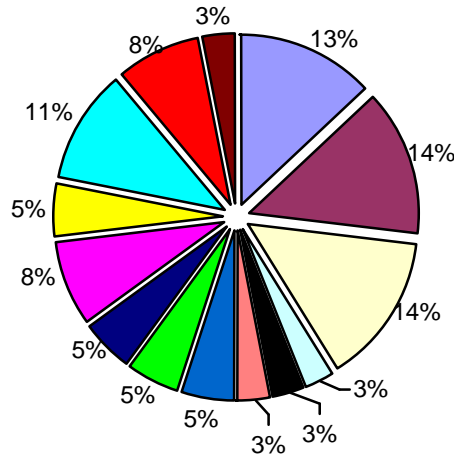
Activities:



- Academic enrichment ■ Tutoring □ Mentoring □ Reading/literacy
- Math ■ Science ■ Arts/music ■ Technology
- Cultural enrichment ■ Health/nutrition

Center Name: East Side Charter School																
Grantee: University of Delaware Coop. Ext.-East Side Charter School																
Improvement Index: .1754								Last Years Improvement Index:								
Total Students: 57								Regularly Attending Students:								
Students Tested for Math: 57								Students Tested for Reading: 57								
Gender		Race			Grade											
Female	Male	Black	Hispanic	White	Pre-K	K	1	2	3	4	5	6	7	8	9	
36	21	57	0	0	0	0	0	7	5	6	7	7	0	0	0	
FARM Eligible: 57						LEP:			Special Needs:							
Staffing																
Teachers: 8					Total Paid: 19					Total Volunteer: 10						

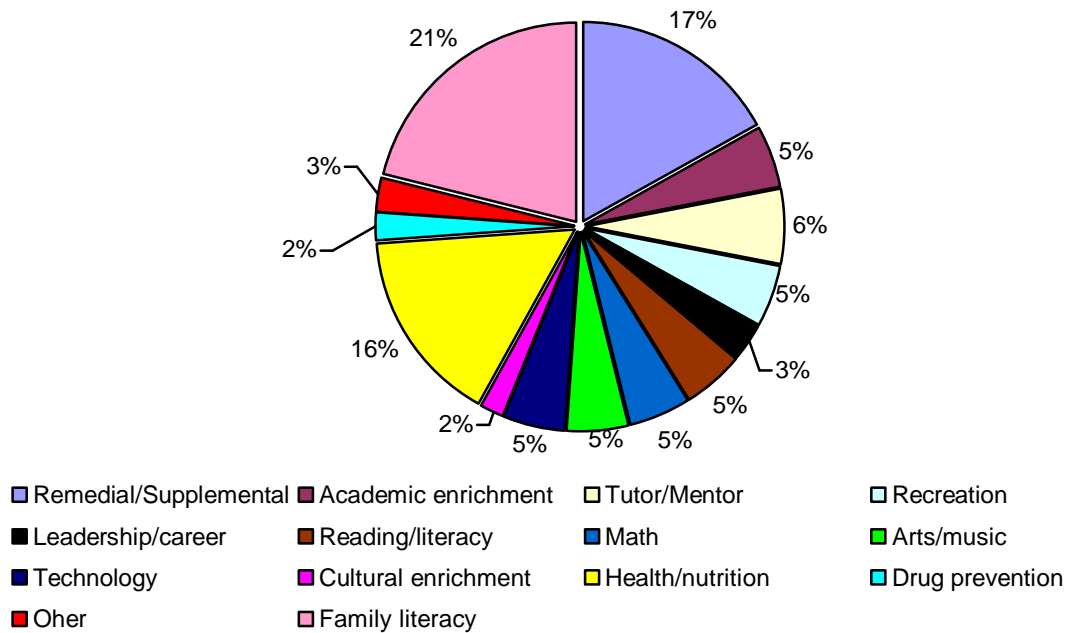
Activities:



- Academic enrichment
- Leadership
- Science
- Health/nutrition
- Tutoring
- Community svc.
- Arts/music
- Family literacy
- Recreation
- Reading/literacy
- Technology
- Drug prevention
- Math
- Cultural enrichment

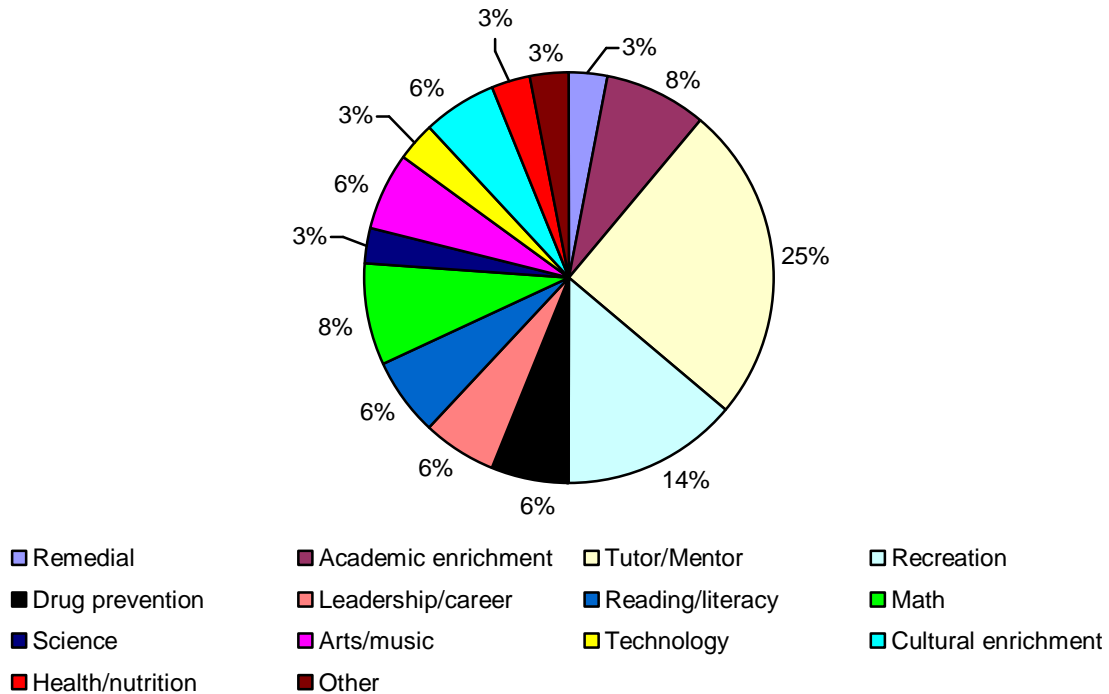
Center Name: Elbert-Palmer Elementary School																
Grantee: Neighborhood House																
Improvement Index: .2742								Last Years Improvement Index: .5333								
Total Students: 31								Regularly Attending Students:								
Students Tested for Math:								Students Tested for Reading:								
Gender		Race			Grade											
Female	Male	Black	Hispanic	White	Pre-K	K	1	2	3	4	5	6	7	8	9	
Incomplete					0	0	0	0	0	9	10	13	0	0	0	
FARM Eligible:						LEP:				Special Needs:						
Staffing																
Teachers: 8					Total Paid: 19					Total Volunteer: 9						

Activities:



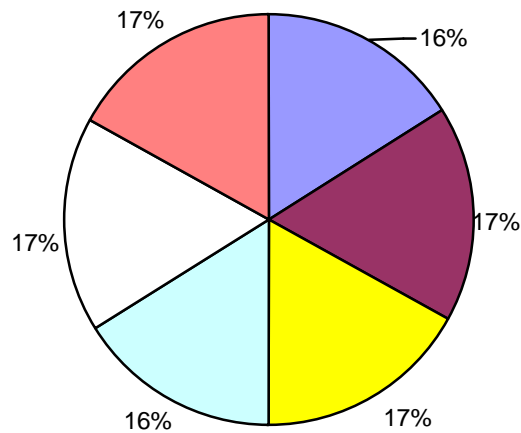
Center Name: Evan G. Shortlidge Academy																
Grantee: Red Clay Consolidated School District																
Improvement Index: .5204								Last Years Improvement Index: .416								
Total Students: 63								Regularly Attending Students: 60								
Students Tested for Math: 49								Students Tested for Reading: 49								
Gender		Race			Grade											
Female	Male	Black	Hispanic	White	Pre-K	K	1	2	3	4	5	6	7	8	9	
30	33	63	0	0	0	8	16	13	11	8	7	0	0	0	0	
FARM Eligible: 63						LEP:			Special Needs:							
Staffing																
Teachers: 0					Total Paid: 7					Total Volunteer: 1						

Activities:



Center Name: Georgetown Elementary School																
Grantee: Indian River School District-North Georgetown																
Improvement Index: .288								Last Years Improvement Index: NP								
Total Students: 59								Regularly Attending Students:								
Students Tested for Math: 59								Students Tested for Reading: 59								
Gender		Race			Grade											
Female	Male	Black	Hispanic	White	Pre-K	K	1	2	3	4	5	6	7	8	9	
29	30	7	45	7	0	0	0	28	31	0	0	0	0	0	0	
FARM Eligible: 24						LEP: 40				Special Needs:						
Staffing																
Teachers: 4					Total Paid: 8					Total Volunteer: 0						

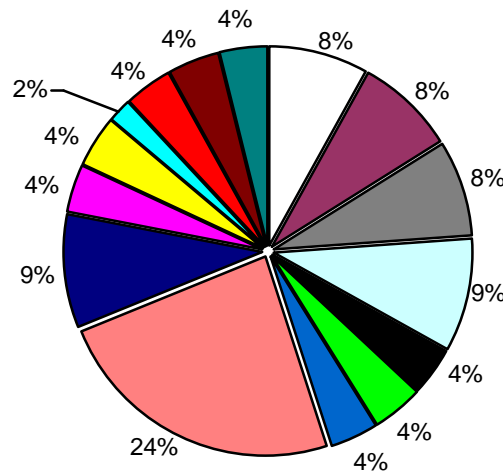
Activities:



■ Remedial
 ■ Academic enrichment
 ■ Tutoring
 ■ LEP
 ■ Reading/literacy
 ■ Math

Center Name: Greater Milford Boys and Girls Club																
Grantee: Greater Milford Boys and Girls Clubs of Delaware																
Improvement Index: .2647								Last Years Improvement Index: NP								
Total Students: 38								Regularly Attending Students: 34								
Students Tested for Math: 34								Students Tested for Reading: 34								
Gender		Race			Grade											
Female	Male	Black	Hispanic	White	Pre-K	K	1	2	3	4	5	6	7	8	9	
19	19	0	34	0	0	0	0	13	7	8	5	0	0	0	0	
FARM Eligible: 34						LEP: 34				Special Needs:						
Staffing																
Teachers: 1					Total Paid: 9					Total Volunteer: 0						

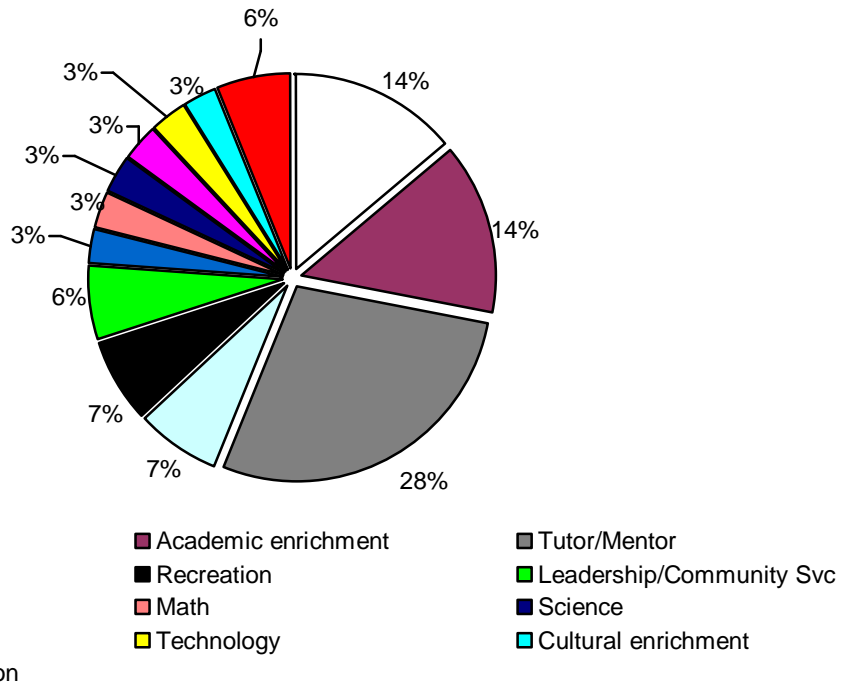
Activities:



- Academic enrichment
- Drug prevention
- Math
- Technology
- Tutoring
- Leadership
- Science
- Cultural enrichment
- LEP
- Community svc
- Arts/music
- Family literacy
- Recreation
- Reading/literacy
- Business

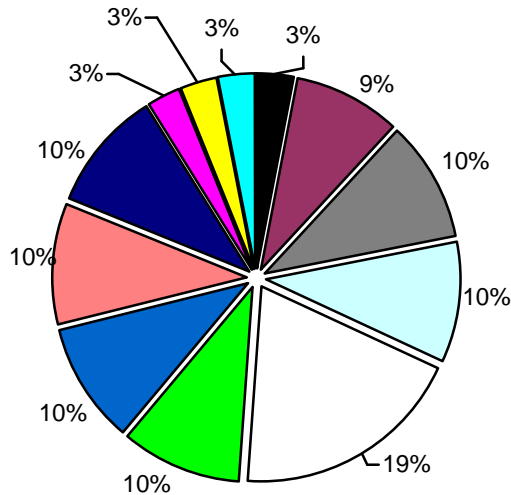
Center Name: Hickory Tree Community Center																
Grantee: Boys and Girls Club of Oak Orchard																
Improvement Index: .4286							Last Years Improvement Index: NP									
Total Students: 23							Regularly Attending Students:									
Students Tested for Math: 14							Students Tested for Reading: 14									
Gender		Race			Grade											
Female	Male	Black	Hispanic	White	Pre-K	K	1	2	3	4	5	6	7	8	9	
12	11	18	5	0	0	0	23						0	0	0	
FARM Eligible: 23						LEP:					Special Needs:					
Staffing																
Teachers: 0					Total Paid: 4					Total Volunteer: 13						

Activities:



Center Name: Kidz Kottage																
Grantee: Lake Forest School District-Central																
Improvement Index: .5625								Last Years Improvement Index: NP								
Total Students: 12								Regularly Attending Students: 10								
Students Tested for Math: 8								Students Tested for Reading: 8								
Gender		Race			Grade											
Female	Male	Black	Hispanic	White	Pre-K	K	1	2	3	4	5	6	7	8	9	
5	7	7	0	5	Incomplete											
FARM Eligible:						LEP:			Special Needs: 5							
Staffing																
Teachers: 6					Total Paid: 6					Total Volunteer: 0						

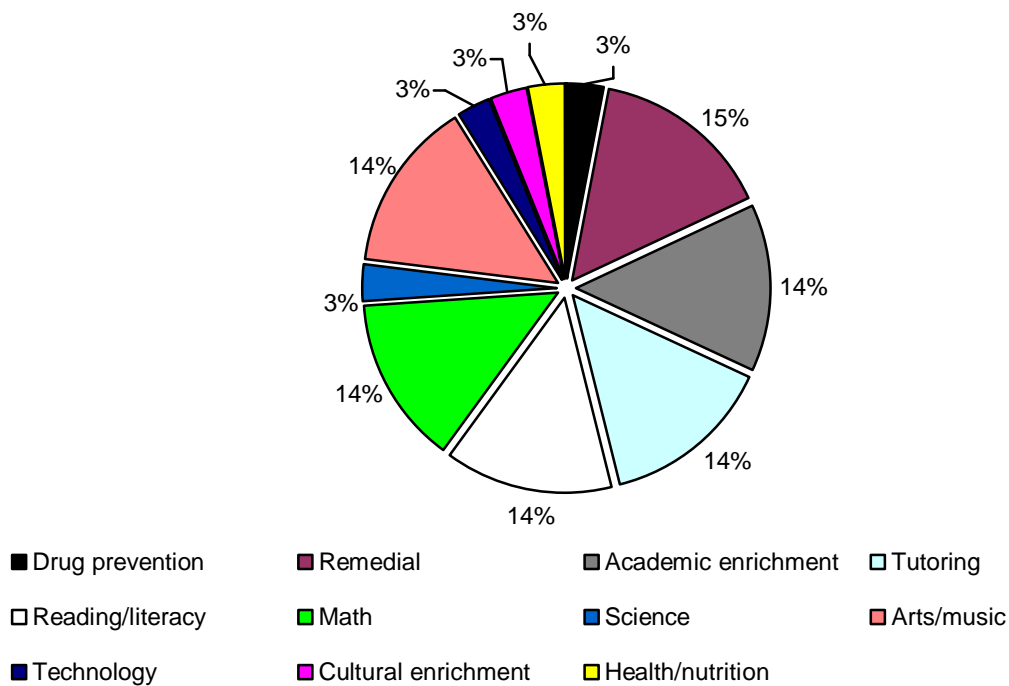
Activities:



- Drug prevention
- Remedial
- Academic enrichment
- Tutoring
- Recreation
- Supplemental
- Reading/literacy
- Math
- Science
- Arts/music
- Technology
- Cultural enrichment

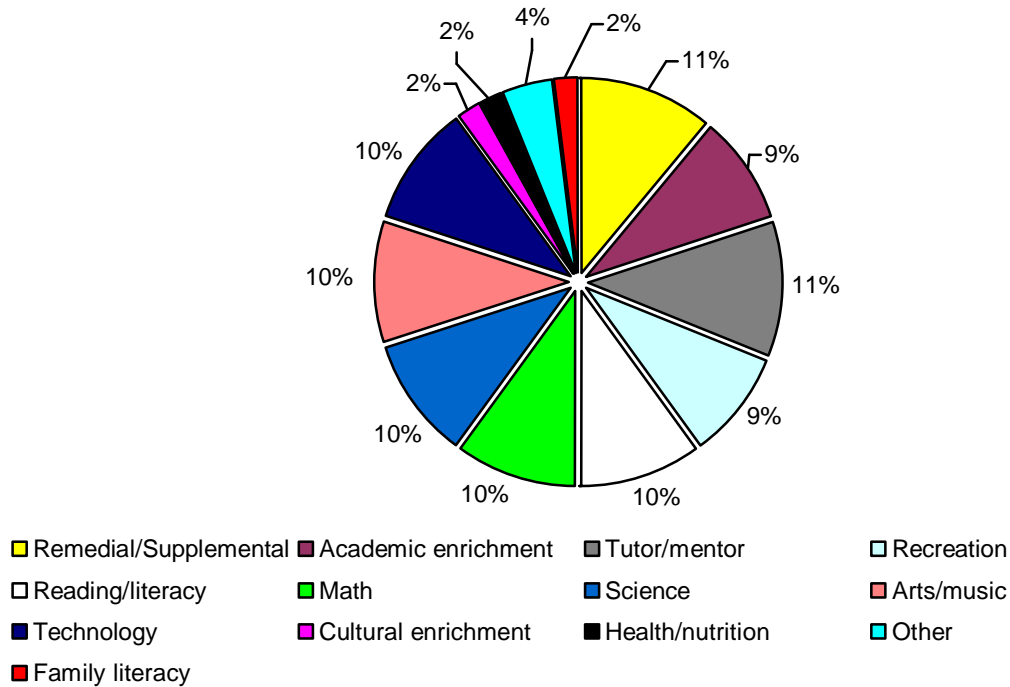
Center Name: Kidz Kottage																
Grantee: Lake Forest School District-North South																
Improvement Index: .3305								Last Years Improvement Index: .5222								
Total Students: 69								Regularly Attending Students: 59								
Students Tested for Math: 59								Students Tested for Reading: 59								
Gender		Race			Grade											
Female	Male	Black	Hispanic	White	Pre-K	K	1	2	3	4	5	6	7	8	9	
32	27	Incomplete			0	15	13	12	11	8	0	0	0	0	0	0
FARM Eligible:					LEP:				Special Needs:							
Staffing																
Teachers: 6					Total Paid: 8				Total Volunteer: 0							

Activities:



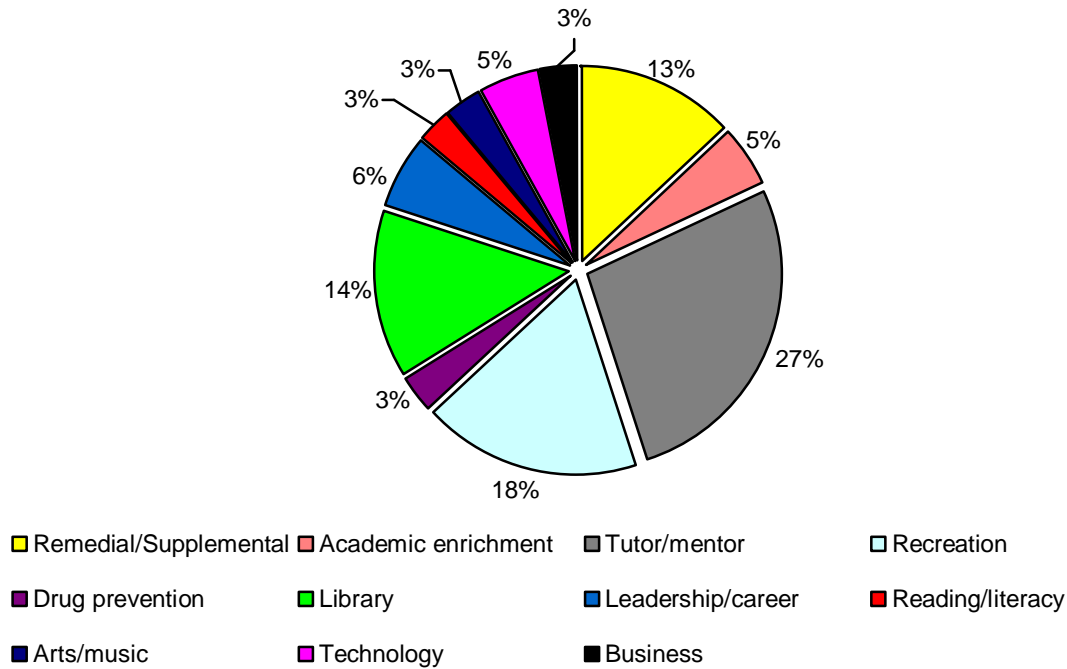
Center Name: Kuumba Academy Charter School																
Grantee: Neighborhood House																
Improvement Index: .12								Last Years Improvement Index: .5882								
Total Students: 30								Regularly Attending Students: 25								
Students Tested for Math: 25								Students Tested for Reading: 25								
Gender		Race			Grade											
Female	Male	Black	Hispanic	White	Pre-K	K	1	2	3	4	5	6	7	8	9	
15	10	25	0	0	0	0	0	0	13	12	0	0	0	0	0	
FARM Eligible: 25						LEP:			Special Needs:							
Staffing																
Teachers: 2					Total Paid: 3					Total Volunteer: 3						

Activities:



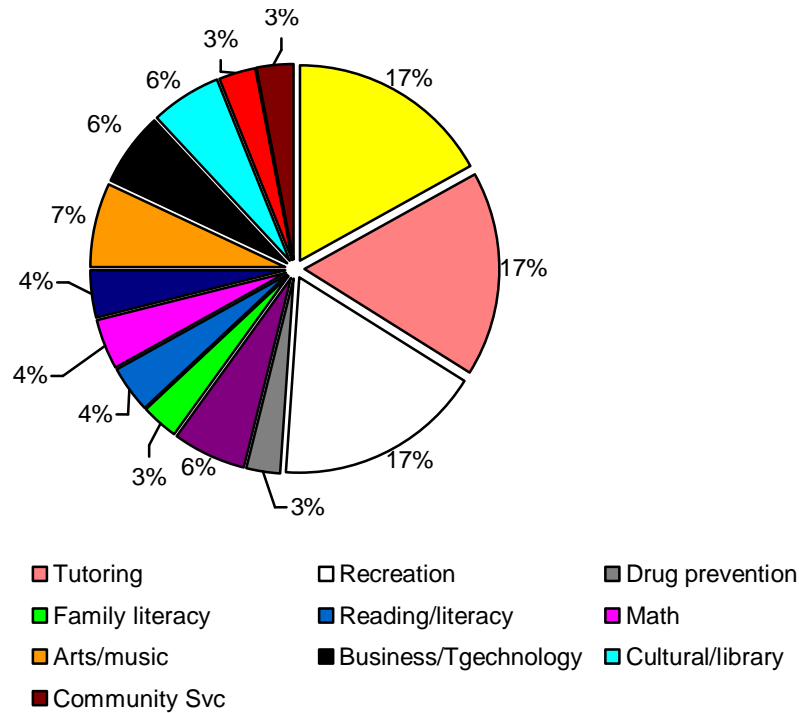
Center Name: Lake Forest Central Elementary																
Grantee: Lake Forest School District-Central																
Improvement Index: .4839								Last Years Improvement Index: NP								
Total Students: 57								Regularly Attending Students: 32								
Students Tested for Math: 31								Students Tested for Reading: 31								
Gender		Race			Grade											
Female	Male	Black	Hispanic	White	Pre-K	K	1	2	3	4	5	6	7	8	9	
16	16	7	5	25	0	0	0	0	0	0	20	12	0	0	0	
FARM Eligible: 15						LEP:			Special Needs: 5							
Staffing																
Teachers: 3					Total Paid: 7					Total Volunteer: 2						

Activities:



Center Name: Lake North Elementary Boys and Girls Club																
Grantee: Lake Forest School District-North South																
Improvement Index: .3205								Last Years Improvement Index: .3154								
Total Students: 80								Regularly Attending Students: 61								
Students Tested for Math: 39								Students Tested for Reading: 39								
Gender		Race			Grade											
Female	Male	Black	Hispanic	White	Pre-K	K	1	2	3	4	5	6	7	8	9	
Incomplete					0	5	18	12	16	10	0	0	0	0	0	
FARM Eligible:						LEP:				Special Needs:						
Staffing																
Teachers: 3					Total Paid: 6					Total Volunteer: 1						

Activities:



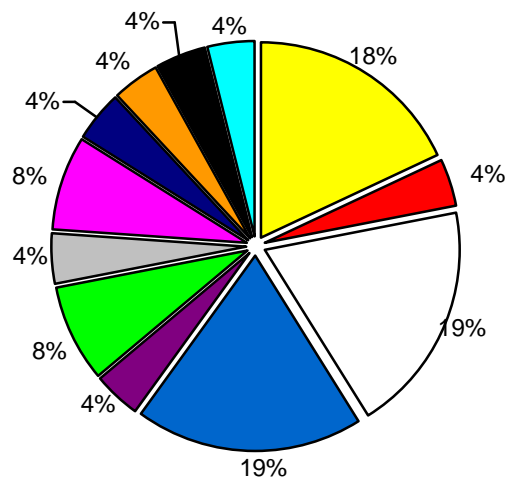
Center Name: Lake Forest East Elementary School																
Grantee: Lake Forest School District-East																
Improvement Index: .2727								Last Years Improvement Index: .3387								
Total Students: 64								Regularly Attending Students: 57								
Students Tested for Math: 44								Students Tested for Reading: 44								
Gender*		Race**			Grade***											
Female	Male	Black	Asian	White	Pre-K	K	1	2	3	4	5	6	7	8	9	
33	21	15	5	24	0	5	5	11	10	14	0	0	0	0	0	
FARM Eligible: 20						LEP:			Special Needs: 5							
Staffing																
Teachers: 1					Total Paid: 6					Total Volunteer: 1						

* 10 unknown

** 13 unknown

*** 19 unknown

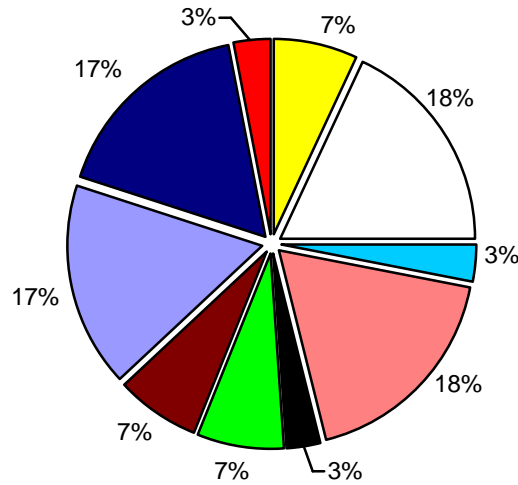
Activities:



- Remedial
- Academic enrichment
- Tutoring
- Recreation
- Drug prevention
- Leadership/career
- Reading/literacy
- Math/Science
- Arts/music
- Business
- Technologies
- Supplemental

Center Name: Latin American Community Center Learning Center																
Grantee: Latin American Community Center Learning Center																
Improvement Index: .5392							Last Years Improvement Index: NP									
Total Students: 93							Regularly Attending Students: 86									
Students Tested for Math: 51							Students Tested for Reading: 51									
Gender		Race			Grade											
Female	Male	Black	Hispanic	White	Pre-K	K	1	2	3	4	5	6	7	8	9	
43	43	10	76	0	0	0	16	14	10	19	13	0	0	0	0	
FARM Eligible: 86						LEP:				Special Needs:						
Staffing																
Teachers: 1					Total Paid: 17					Total Volunteer: 8						

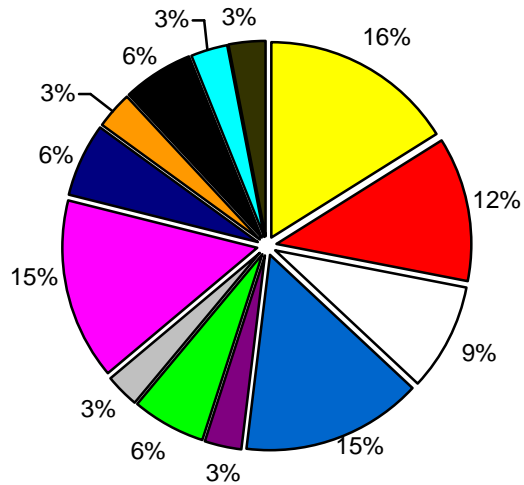
Activities:



- Remedial
- Family literacy
- Technologies
- Academic enrichment
- Reading/literacy
- Cultural activities
- Mentoring
- Math
- Arts/music
- Recreation

Center Name: Manchester Square Community Center															
Grantee: Capital School District															
Improvement Index: .175								Last Years Improvement Index: NP							
Total Students: 46								Regularly Attending Students: 23							
Students Tested for Math: 20								Students Tested for Reading: 20							
Gender		Race			Grade										
Female	Male	Black	Hispanic	White	Pre-K	K	1	2	3	4	5	6	7	8	9
6	17	22			12	11	0	0	0	0	0	0	0	0	0
FARM Eligible: 19						LEP:				Special Needs:					
Staffing															
Teachers: 1					Total Paid: 4					Total Volunteer: 4					

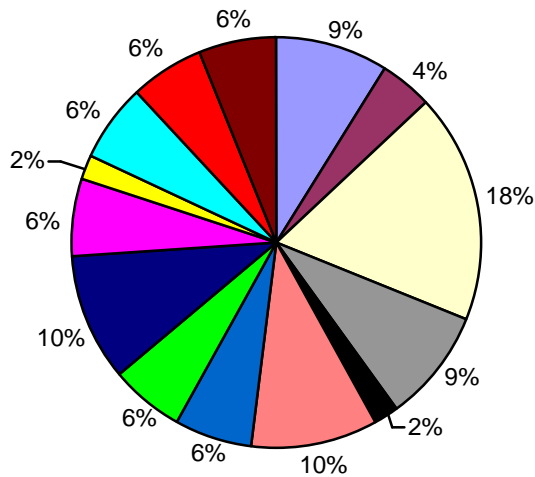
Activities:



- Remedial
- Academic enrichment
- Tutor/mentor
- Recreation
- Drug prevention
- Leadership/Community Svc
- Family literacy
- Supplemental Ed.
- Math
- Arts/music
- Science/Technology
- Cultural Activities
- Health/nutrition

Center Name: Marion T. Academy															
Grantee: Red Clay Consolidated School District															
Improvement Index: .4375								Last Years Improvement Index: .4667							
Total Students: 15								Regularly Attending Students: 11							
Students Tested for Math: 8								Students Tested for Reading: 8							
Gender		Race			Grade										
Female	Male	Black	Hispanic	White	Pre-K	K	1	2	3	4	5	6	7	8	9
6	9	15	0	0	0	0	0	0	0	0	15	0	0	0	0
FARM Eligible: 15						LEP:				Special Needs:					
Staffing															
Teachers: 0					Total Paid: 2					Total Volunteer: 0					

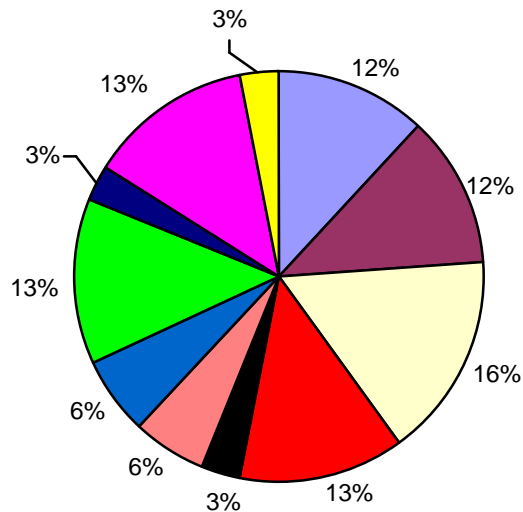
Activities:



- Remedial
- Academic enrichment
- Tutoring
- Recreation
- Drug prevention
- Supplemental Education
- Leadership/Life skills
- Reading/literacy
- Math
- Science
- Arts/music
- Technology
- Cultural enrichment
- Health/nutrition

Center Name: Martin Luther King Elementary																
Grantee: Colonial School District																
Improvement Index: .1923								Last Years Improvement Index: NP								
Total Students: 127								Regularly Attending Students: 108								
Students Tested for Math:								Students Tested for Reading:								
Gender		Race			Grade											
Female	Male	Black	Hispanic	White	Pre -K	K	1	2	3	4	5	6	7	8	9	
34 %	66 %	95 %	5 %			12 %	11 %	14 %	13 %	19 %	14 %	5 %	5 %	7 %		
FARM Eligible: 127					LEP:					Special Needs:						
Staffing																
Teachers: 2					Total Paid: 5					Total Volunteer: 19						

Activities:

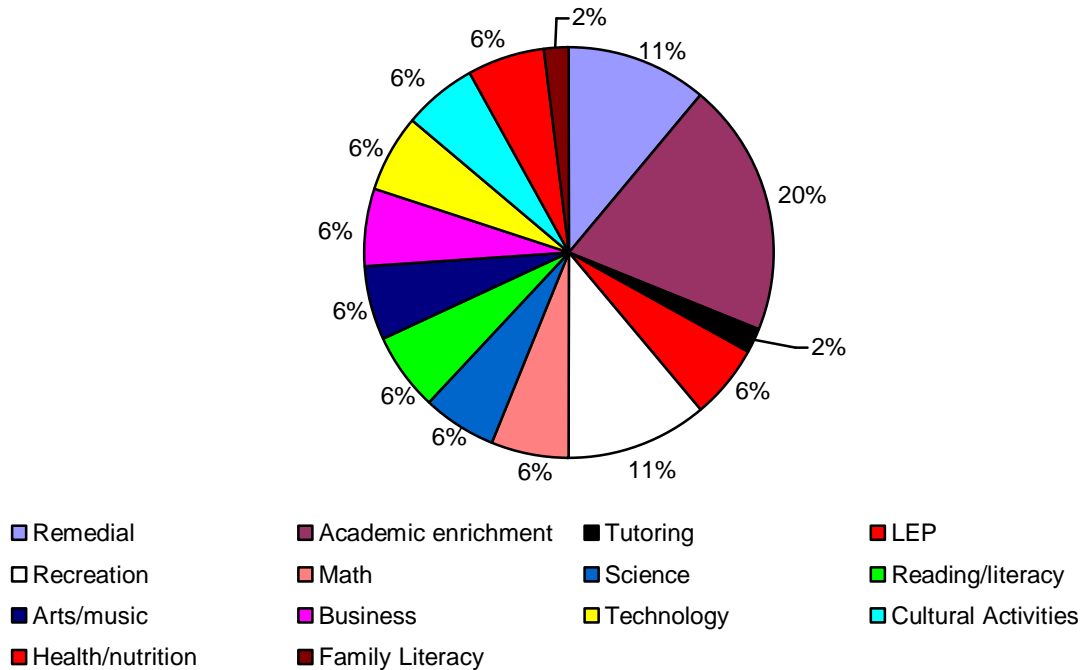


- Remedial
- Academic enrichment
- Tutor/mentor
- Recreation
- Drug prevention
- Leadership
- Career/Community Svc
- Reading/literacy
- Arts/music
- Technology
- Family Literacy

Center Name: Maple Lane Elementary															
Grantee: Boys and Girls Club of Claymont															
Improvement Index: .1406								Last Years Improvement Index: NP							
Total Students: 258								Regularly Attending Students: 74							
Students Tested for Math: 32								Students Tested for Reading: 32							
Gender		Race*			Grade										
Female	Male	Black	Hispanic	White	Pre-K	K	1	2	3	4	5	6	7	8	9
44	30	40%	5%	53%	0	21	28	12	13	0	0	0	0	0	0
FARM Eligible:					LEP:					Special Needs:					
Staffing															
Teachers: 8					Total Paid: 11					Total Volunteer: 2					

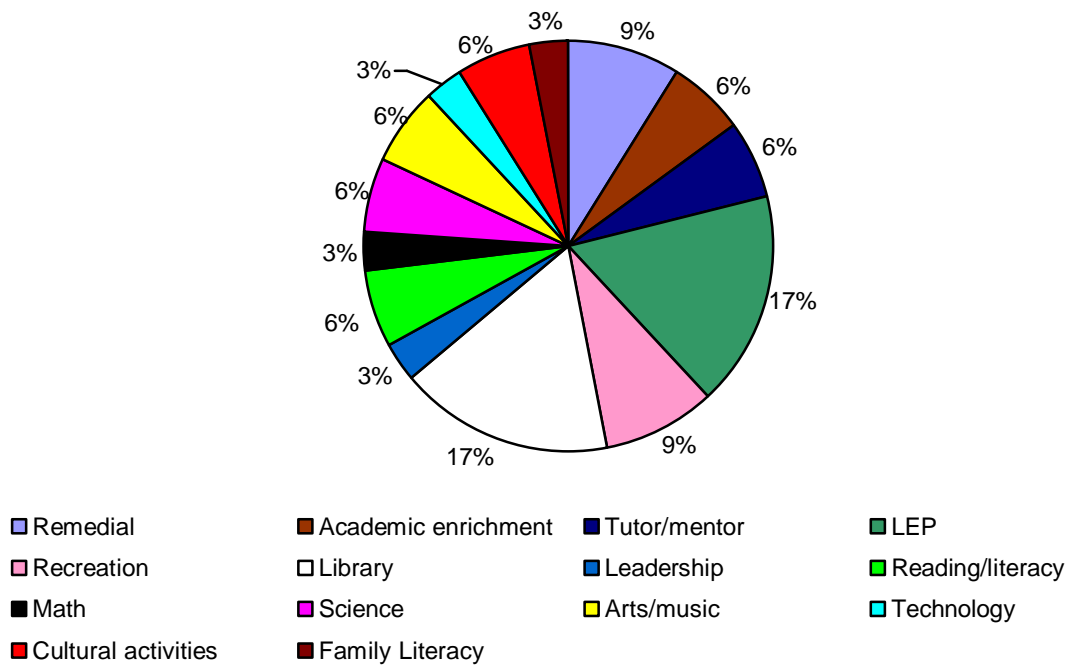
* 2% unknown

Activities:



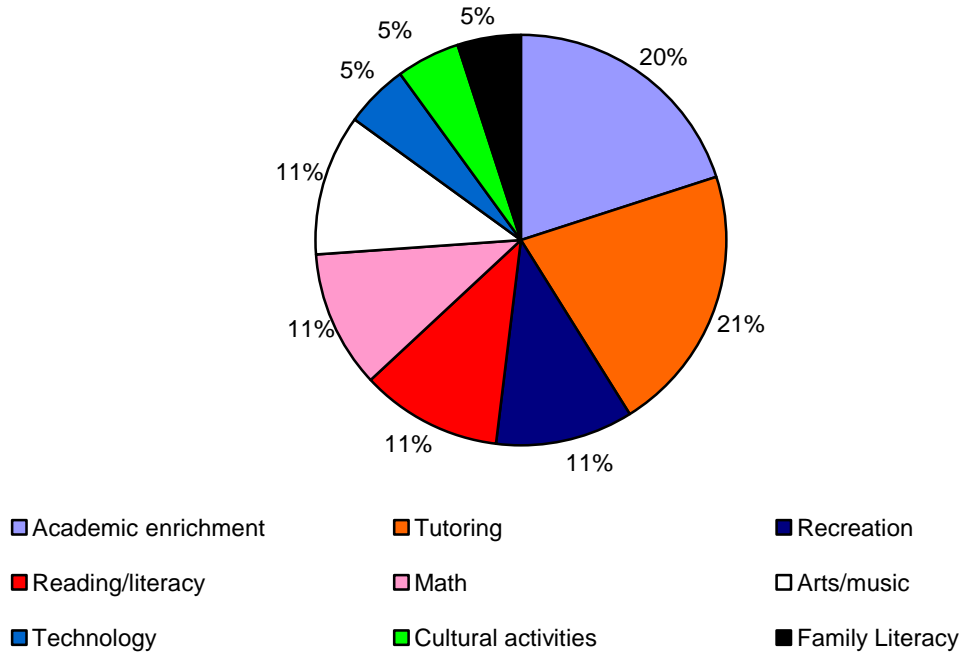
Center Name: North Georgetown Elementary School															
Grantee: Indian River School District-North Georgetown															
Improvement Index: .5623								Last Years Improvement Index: NP							
Total Students: 345								Regularly Attending Students:							
Students Tested for Math:								Students Tested for Reading:							
Gender		Race			Grade										
Female	Male	Black	Hispanic	White	Pre-K	K	1	2	3	4	5	6	7	8	9
169	176	69	159	117	0	0	0	29	83	116	117	0	0	0	0
FARM Eligible: 207						LEP:				Special Needs: 49					
Staffing															
Teachers: 28					Total Paid: 30					Total Volunteer: 0					

Activities:



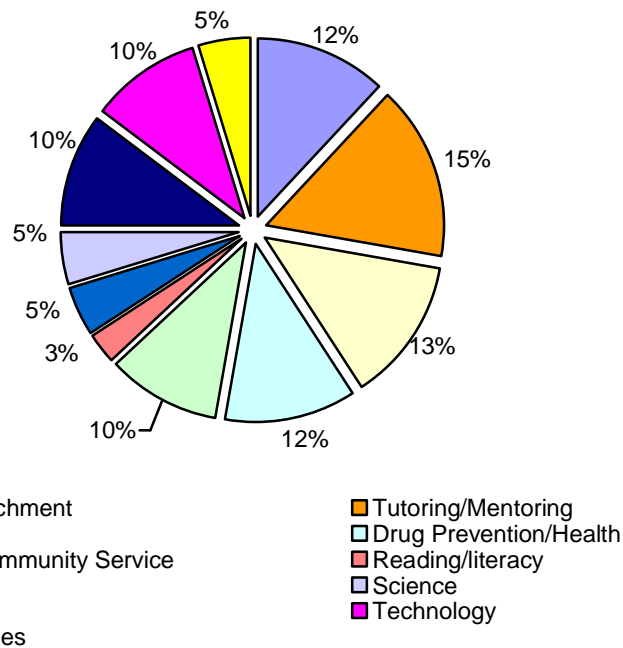
Center Name: Richardson Park Elementary School																
Grantee: Latin American Community Center																
Improvement Index: .6111								Last Years Improvement Index: .5294								
Total Students: 34								Regularly Attending Students: 19								
Students Tested for Math: 18								Students Tested for Reading: 18								
Gender		Race			Grade											
Female	Male	Black	Hispanic	White	Pre-K	K	1	2	3	4	5	6	7	8	9	
21	13	5	19	10	0	0	0	8	8	11	7	0	0	0	0	
FARM Eligible: 34						LEP:					Special Needs: 5					
Staffing																
Teachers: 0					Total Paid: 5					Total Volunteer: 1						

Activities:



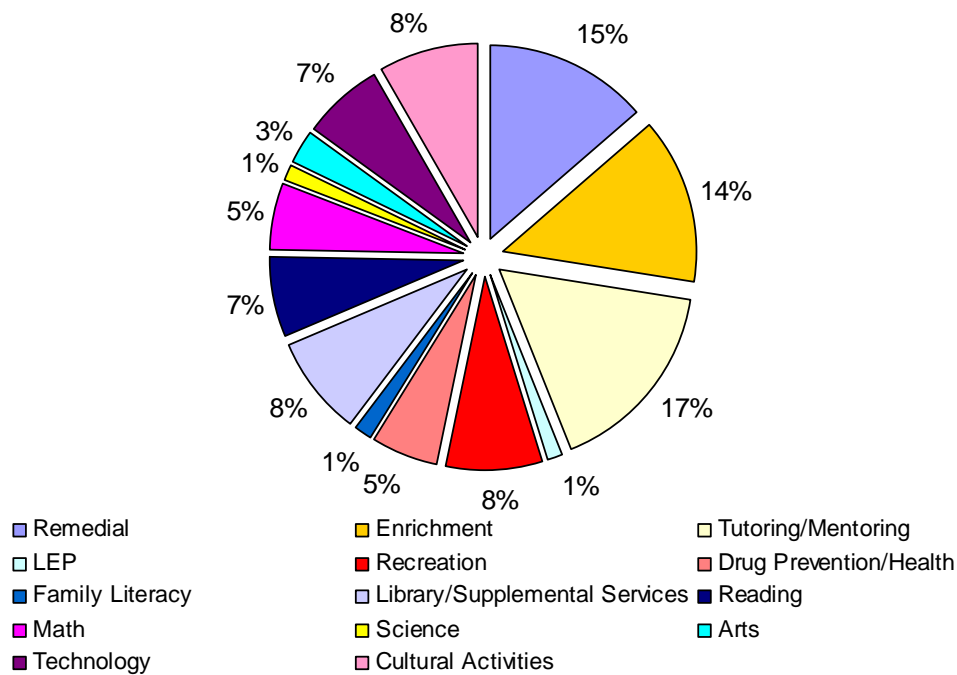
Center Name: Talley Middle School-4-H Afterschool																
Grantee: University of Delaware Coop. Ext.-Talley Middle School																
Improvement Index: .1786								Last Years Improvement Index: NP								
Total Students: 92								Regularly Attending Students: 28								
Students Tested for Math: 28								Students Tested for Reading: 28								
Gender		Race			Grade											
Female	Male	Black	Hispanic	White	Pre-K	K	1	2	3	4	5	6	7	8	9	
11	17	Incomplete			0	0	0	0	0	0	0	0	11	17	0	
FARM Eligible: 92						LEP:			Special Needs:							
Staffing																
Teachers: 2					Total Paid: 13					Total Volunteer: 10						

Activities:



Center Name: Towne Point Elementary School																
Grantee: Capital School District																
Improvement Index: .3472								Last Years Improvement Index: NP								
Total Students: 98								Regularly Attending Students: 38								
Students Tested for Math: 36								Students Tested for Reading: 36								
Gender		Race			Grade											
Female	Male	Black	Hispanic	White	Pre-K	K	1	2	3	4	5	6	7	8	9	
19	19	24	5	0	0	0	0	13	14	11	0	0	0	0	0	
FARM Eligible: 26						LEP: 5			Special Needs: 9							
Staffing																
Teachers: 1					Total Paid: 7					Total Volunteer: 4						

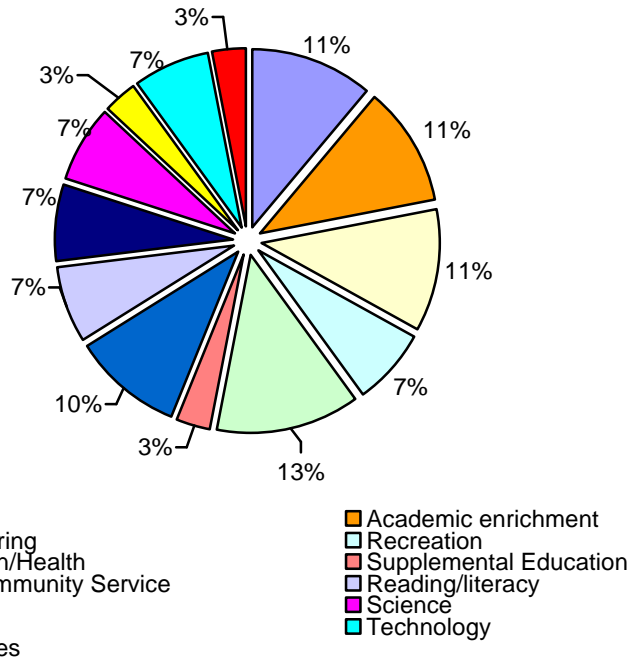
Activities:



Center Name: University of DE Ext. Coop. Office-Clarks Corner																
Grantee: Lake Forest School District-North South																
Improvement Index: .4091								Last Years Improvement Index: .4583								
Total Students: 15								Regularly Attending Students: 13								
Students Tested for Math: 11								Students Tested for Reading: 11								
Gender		Race			Grade											
Female	Male	Black	Hispanic	White	Pre-K	K	1	2	3	4	5	6	7	8	9	
7	6	15	0	0	0	*	0	0	*	*	0	0	0	0	0	
FARM Eligible: 15						LEP:				Special Needs:						
Staffing																
Teachers: 1					Total Paid: 5					Total Volunteer: 5						

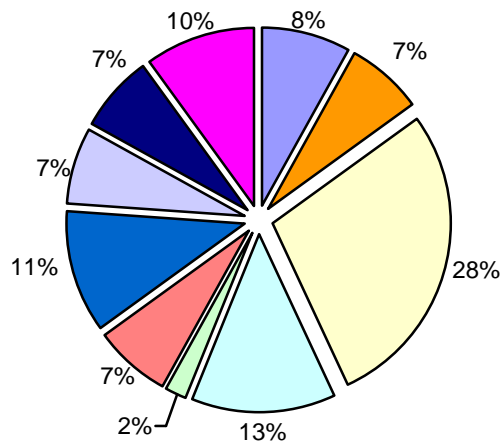
*All Students in K, 3rd or 4th grade; exact numbers unknown.

Activities:



Center Name: Warner Elementary School																
Grantee: Red Clay Consolidated School District																
Improvement Index: .6635								Last Years Improvement Index: .4725								
Total Students: 97								Regularly Attending Students: 92								
Students Tested for Math: 52								Students Tested for Reading: 52								
Gender		Race			Grade											
Female	Male	Black	Hispanic	White	Pre-K	K	1	2	3	4	5	6	7	8	9	
52	40	87	5	0	15	15	13	13	15	11	10	0	0	0	0	
FARM Eligible: 92						LEP:			Special Needs:							
Staffing																
Teachers: 1					Total Paid: 8					Total Volunteer: 0						

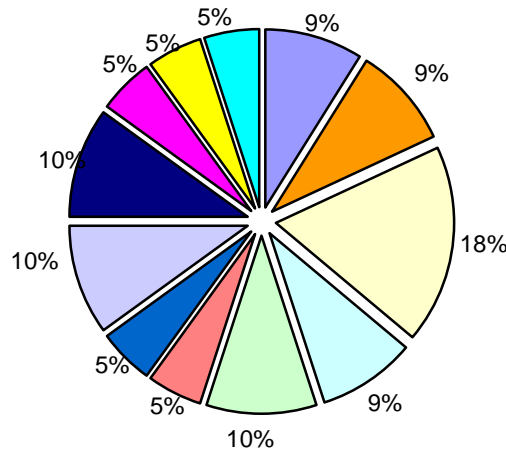
Activities:



- Remedial
- Academic enrichment
- Tutoring/Mentoring
- Recreation
- Family Literacy
- Reading/literacy
- Math
- Arts/Music
- Technology
- Other

Center Name: West End Neighborhood House																
Grantee: West End Neighborhood House																
Improvement Index: .875								Last Years Improvement Index: NP								
Total Students:								Regularly Attending Students: 5								
Students Tested for Math: 5								Students Tested for Reading: 5								
Gender		Race			Grade											
Female	Male	Black	Hispanic	White	Pre-K	K	1	2	3	4	5	6	7	8	9	
0	5	5	0	0												
FARM Eligible:						LEP:					Special Needs:					
Staffing																
Teachers: 0					Total Paid: 3					Total Volunteer: 0						

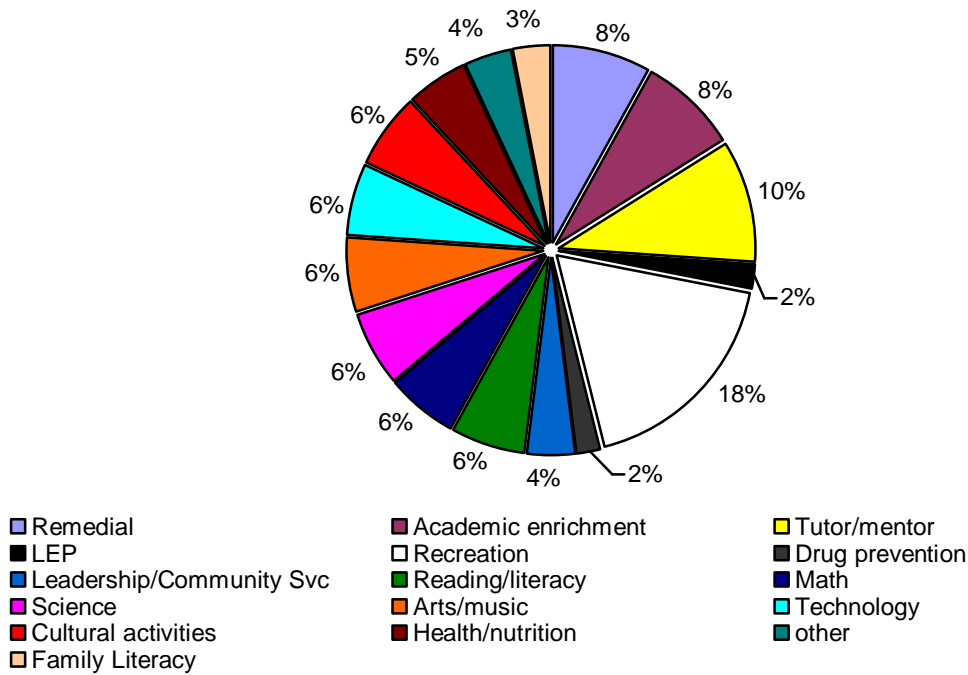
Activities:



- Remedial
- Academic enrichment
- Tutoring/Mentoring
- LEP
- Recreation
- Drug Prevention
- Family Literacy
- Reading/literacy
- Math
- Arts/Music
- Technology
- Cultural Activities

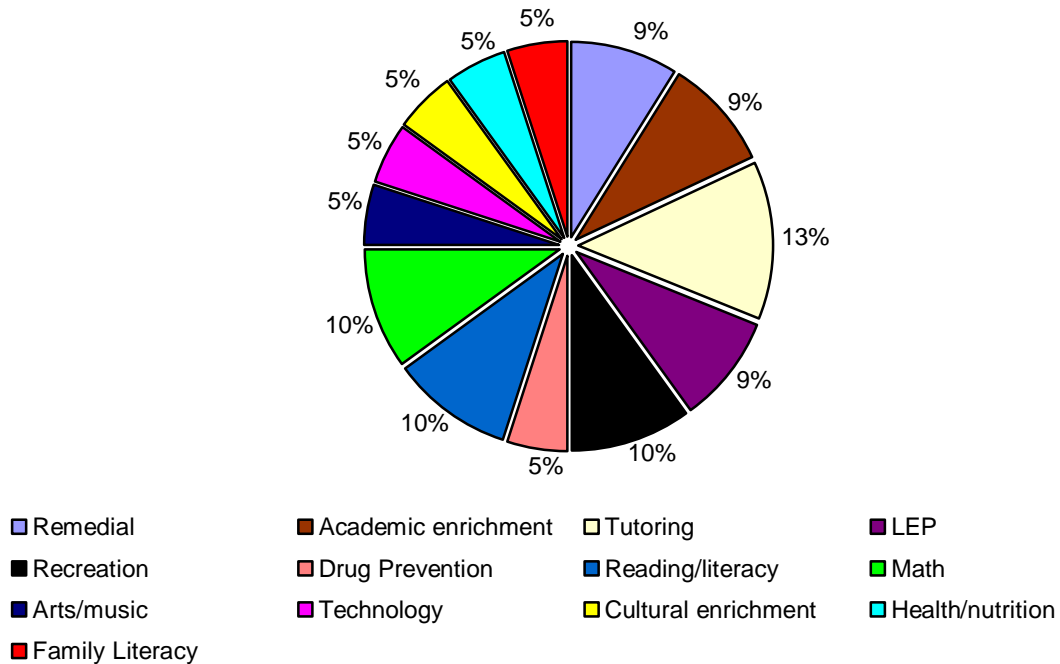
Center Name: Western Sussex Boys and Girls Club																
Grantee: Boys and Girls Club of Western Sussex-Seafood																
Improvement Index: .2185							Last Years Improvement Index: .2331									
Total Students: 290							Regularly Attending Students:									
Students Tested for Math: 119							Students Tested for Reading: 119									
Gender		Race			Grade											
Female	Male	Black	Hispanic	White	Pre-K	K	1	2	3	4	5	6	7	8	9	
Incomplete																
FARM Eligible:					LEP:					Special Needs:						
Staffing																
Teachers: 0					Total Paid: 14					Total Volunteer: 24						

Activities:



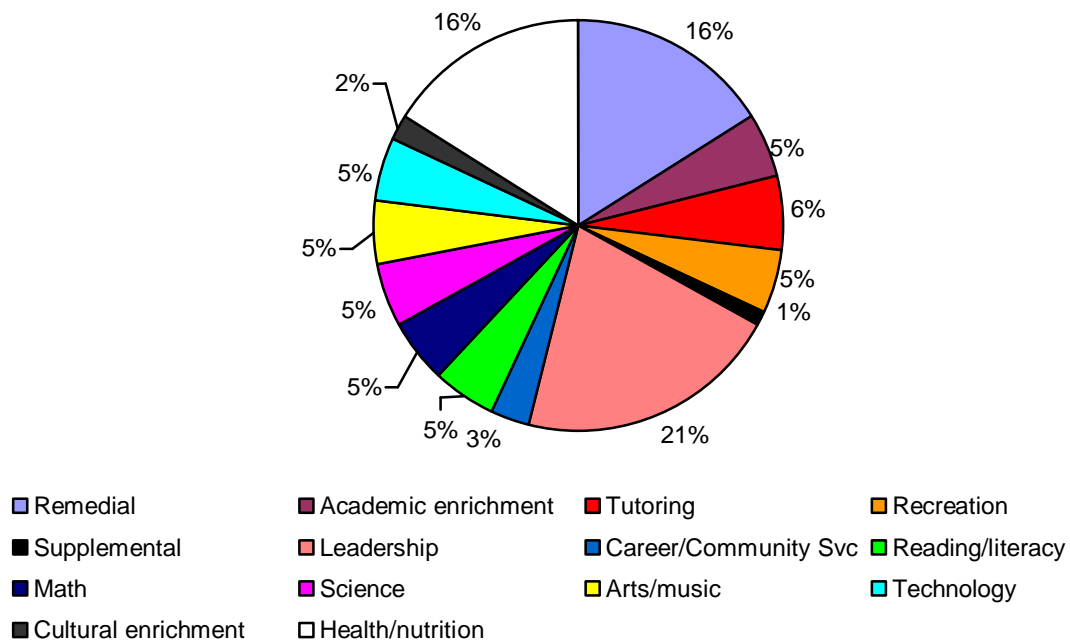
Center Name: William Lewis Elementary School															
Grantee: Latin American Community Center															
Improvement Index: .8036								Last Years Improvement Index: NP							
Total Students: 49								Regularly Attending Students: 32							
Students Tested for Math:								Students Tested for Reading:							
Gender		Race			Grade										
Female	Male	Black	Hispanic	White	Pre-K	K	1	2	3	4	5	6	7	8	9
14	18	0	32	0	0	0	0	18	14	0	0	0	0	0	0
FARM Eligible: 32						LEP: 32				Special Needs: 10					
Staffing															
Teachers: 1					Total Paid: 6					Total Volunteer: 0					

Activities:



Center Name: William Lewis Elementary																
Grantee: Red Clay Consolidated School District																
Improvement Index: .2333								Last Years Improvement Index: .4625								
Total Students: 18								Regularly Attending Students: 17								
Students Tested for Math: 15								Students Tested for Reading: 15								
Gender		Race			Grade											
Female	Male	Black	Hispanic	White	Pre-K	K	1	2	3	4	5	6	7	8	9	
11	6	12	5	0	0	0	5	0	8	5	0	0	0	0	0	
FARM Eligible: 17						LEP:			Special Needs:							
Staffing																
Teachers: 1					Total Paid: 4					Total Volunteer: 0						

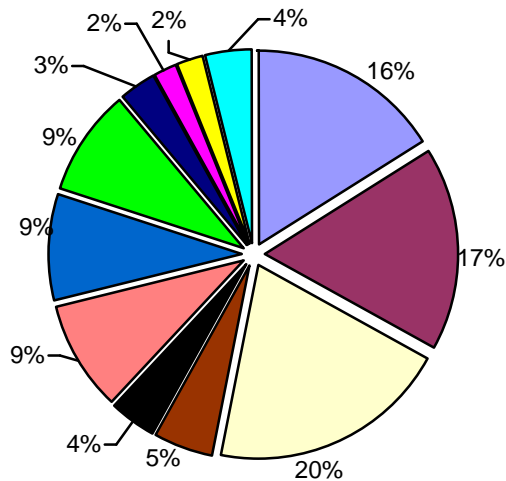
Activities:



Center Name: Wonder Years Kids Club															
Grantee: Lake Forest School District-North South															
Improvement Index: .3068								Last Years Improvement Index: NP							
Total Students: 61								Regularly Attending Students: 60							
Students Tested for Math: 44								Students Tested for Reading: 44							
Gender*		Race*			Grade										
Female	Male	Black	Hispanic	White	Pre-K	K	1	2	3	4	5	6	7	8	9
28	16	6	0	39	0	17	9	13	8	13	0	0	0	0	0
FARM Eligible: 5						LEP:				Special Needs:					
Staffing															
Teachers: 6					Total Paid: 13					Total Volunteer: 0					

*16 unknown

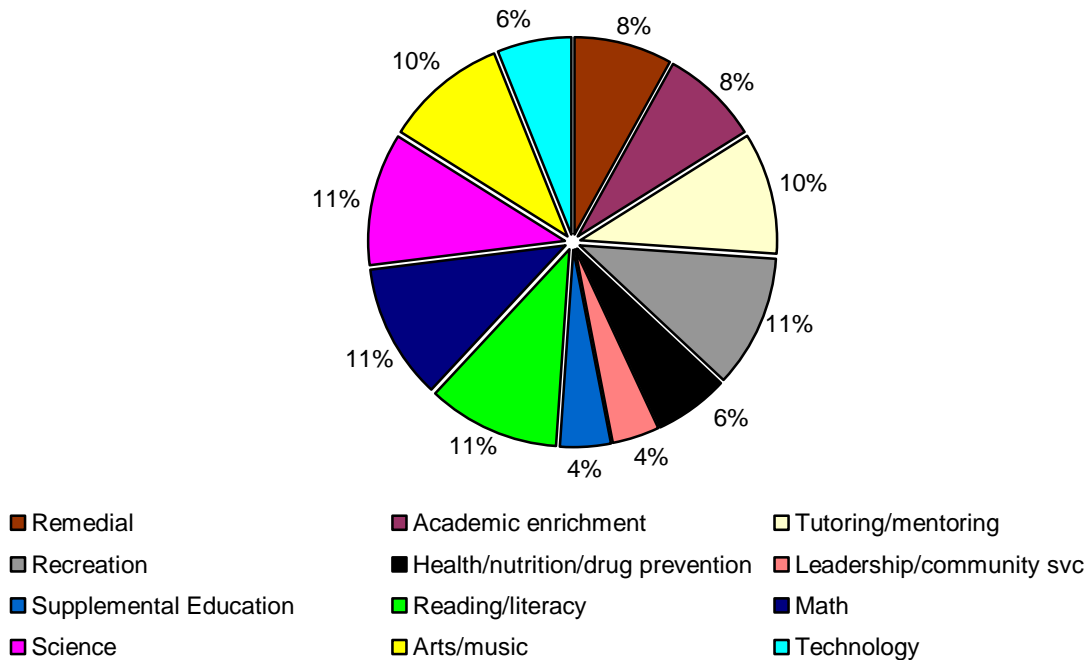
Activities:



- Remedial
- Academic enrichment
- Tutoring
- Recreation
- Leadership/Community Svc
- Reading/literacy
- Math
- Science
- Arts/music
- Technologies
- Cultural enrichment
- Health/nutrition/drug prevention

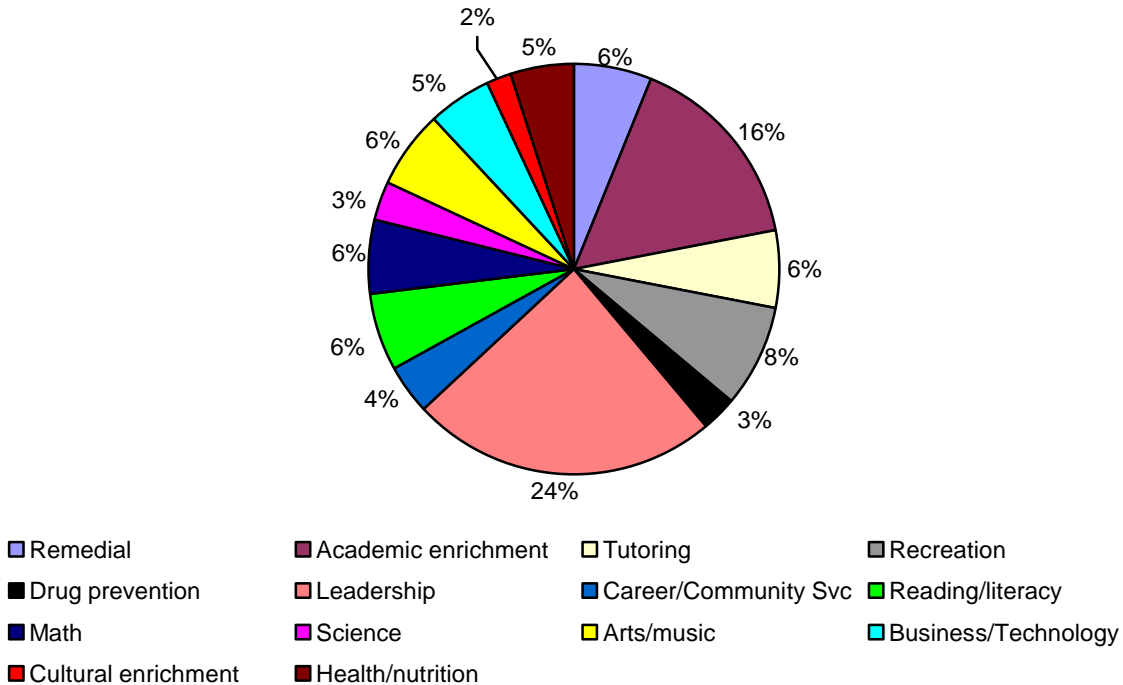
Center Name: Wonder Years Kids Club																
Grantee: Lake Forest School District-Central																
Improvement Index: .3333								Last Years Improvement Index: NP								
Total Students: 13								Regularly Attending Students: 13								
Students Tested for Math: 12								Students Tested for Reading: 12								
Gender		Race			Grade											
Female	Male	Black	Hispanic	White	Pre-K	K	1	2	3	4	5	6	7	8	9	
Incomplete																
FARM Eligible:						LEP:					Special Needs:					
Staffing																
Teachers: 0					Total Paid: 15					Total Volunteer: 0						

Activities:



Center Name: Woodbridge 4-H/YMCA After School Program																
Grantee: University of Delaware Cooperative Extension-Woodbridge																
Improvement Index: .3548								Last Years Improvement Index: .3148								
Total Students: 91								Regularly Attending Students: 31								
Students Tested for Math: 31								Students Tested for Reading: 31								
Gender		Race			Grade											
Female	Male	Black	Hispanic	White	Pre-K	K	1	2	3	4	5	6	7	8	9	
16	15	Data Inconsistent														
FARM Eligible: 31					LEP:					Special Needs:						
Staffing																
Teachers: 1					Total Paid: 17					Total Volunteer: 5						

Activities:



Appendix E: State and 21st CCLC average scores in the Spring 2005 DSTP
Reading and Mathematics

Mathematics

Grade	Sub-group	State		21 st CCLC	
		Number	Average	Number	Average
Grade 3	Special Ed	1073	405.69	13	415.46
	Regular Ed	7461	446.33	99	426.81
Grade 5	Special Ed	1300	443.95	8	427.5
	Regular Ed	7610	481.64	71	461.62
Grade 3	Female	4221	440.07	48	426.31
	Male	4313	442.35	64	424.87
Grade 5	Female	4383	475.46	48	461.00
	Male	4527	476.80	31	453.77
Grade 3	African American	2812	421.07	66	412.98
	Hispanic	745	430.09	9	422.00
	White	4704	453.28	37	448.65
Grade 5	African American	3031	458.64	57	458.72
	White	4935	486.33	21	473.81
Grade 3	Low-Income	3574	425.70	73	416.59
	Not Low-Income	4960	452.41	39	442.15
Grade 5	Low-Income	3620	461.90	54	452.41
	Not Low-Income	5290	485.89	25	470.60
Grade 3	LEP	261	416.75	6	413.00
	Not LEP	8273	442.00	106	426.2
Grade 3	Title 1	4527	437.47	98	423.58
	Not Title 1	4007	445.47	14	438.86
Grade 5	Title 1	4081	473.76	37	449.78
	Not Title 1	4829	478.15	42	465.55

Reading

Grade	Sub-group	State		21 st CCLC	
		Number	Average	Number	Average
Grade 3	Special Ed	273	421.63	13	433.31
	Regular Ed	7381	446.60	99	422.21
Grade 5	Special Ed	421	453.59	8	435.25
	Regular Ed	7596	487.09	71	468.14
Grade 3	Female	3916	449.64	48	426.83
	Male	3738	441.59	64	421.00
Grade 5	Female	4080	489.26	48	470.96
	Male	3937	481.26	31	455.29
Grade 3	African American	2470	430.14	66	421.59
	Hispanic	627	435.30	9	392.33
	White	4291	455.11	37	434.49
Grade 5	African American	2627	471.29	57	458.72
	White	4545	493.79	21	480.00
Grade 3	Low-Income	3020	432.66	73	418.38
	Not Low-Income	4634	454.21	39	433.38
Grade 5	Low-Income	3071	472.38	54	457.96
	Not Low-Income	4946	493.37	25	479.60
Grade 3	LEP	175	421.42	6	368.50
	Not LEP	7479	446.28	106	426.61
Grade 3	Title 1	4072	441.29	98	425.21
	Not Title 1	3582	450.73	14	411.50
Grade 5	Title 1	3699	481.75	37	457.08
	Not Title 1	4318	488.40	42	471.62