21st Century Community Learning Centers (21st CCLC)

Analytic Support for Evaluation and Program Monitoring:

An Overview of the
21st CCLC Performance Data: 2013–14

U.S. Department of Education

Office of Elementary and Secondary Education

21st Century Community Learning Centers

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# EXECUTIVE SUMMARY

Originally created in 1994 through the Elementary and Secondary School Act and expanded in 2001 through No Child Left Behind (NCLB), the 21st Century Community Learning Centers (CCLC) program provides students in high-need, high-poverty communities the opportunity to participate in afterschool programming. Present in all 50 states, the District of Columbia, and 3 territories, academic enrichment and youth development programs are designed to enhance participants’ well-being and academic success. For the 2013-2014 academic school year, the United States (US) Department of Education funded 9,556 centers under the 21st CCLC program.

In this Annual Performance Report (APR), data from the 21st CCLC Profile and Performance Information Collection System (PPICS) were analyzed in order to report on the Government Performance and Results Act (GPRA) performance indicators associated with the 21st CCLC program. These metrics assist the federal government in determining the success and progress of the 21st CCLC program based on the statutory requirements. The APR has historically been completed by grantees through PPICS once a year to summarize the operational elements of their program, the student population served, and the extent to which students improved in academic-related behaviors and achievement.

This year marks a transition year in terms of data collection and analysis for the 21st CCLC program. Under contract ED-ESE-14-C-0120, the US Department of Education has authorized the development of a new data collection system. The new data collection system is being developed with stakeholder input and will begin collecting data for the 2014-15 performance year. Performance for 2013-14 contained within this report is based on data that were collected through the previous system, PPICS, and analyzed for the purposes of the APR under the new contract.

Based on the available data, the key findings from this year’s APR are:

* Over 2.2 million people have been served by this program: (a) regular student attendees (n = 854,454), (b) total student attendees (n = 1,682,469), (c) summer students (n = 143,739), and (d) adults/family members (n = 431,122).
* Overall, there was a fairly even split between male (50.4%, n = 811,231) and female (49.6%, n = 798,716) regular attendees.
* In terms of race/ethnicity, the majority of the regular attendees were identified as Hispanic (35.5%, n = 597,807), with White (29.6%, n = 498,592) and Black (22.4%, n = 377,063) following.
* 36.5% reported % improvement in mathematics grades.
* 36.8% reported % improvement in English grades.
* 5.4% reported % improvement on state assessments in elementary reading, 12.6% in middle school mathematics, and 9.6% in high school mathematics.
* 49.4% of teachers reported % improvement in homework completion.
* 48.9% of teachers reported % improvement in homework completion.
* 36.5% of teachers reported % improvement in student behavior.

In the long run these areas of improvement, as well as 21st CCLC students developing a positive relationship to school through their participation, means that these students are more likely to persist to high school graduation. The data and performance indicate that this broad reaching program touches students’ lives in ways that will have far reaching academic impact.

# INTRODUCTION

Originally created in 1994 through the Elementary and Secondary School Act, and expanded in 2001 through No Child Left Behind (NCLB), the 21st Century Community Learning Centers (CCLC) program, provides students in high-need, high-poverty communities the opportunity to participate in afterschool programming. Present in all 50 states, the District of Columbia, and 3 territories, academic enrichment and youth development programs are designed to enhance participants’ well-being and academic success. For the 2013-2014 academic school year, the United States (US) Department of Education funded 9,556 centers under the 21st CCLC program.

In this Annual Performance Report (APR), data from the 21st CCLC Profile and Performance Information Collection System (PPICS) were analyzed in order to report on the Government Performance and Results Act (GPRA) performance indicators associated with the 21st CCLC program. These metrics, which are further described in Section 1, are the primary way the federal government determines the success and progress of the 21st CCLC program based on the statutory requirements. The APR has historically been completed by grantees through PPICS once a year to summarize the operational elements of their program, the student population served, and the extent to which students improved in academic-related behaviors and achievement.

This year, the data show that the majority of funded centers were classified as school districts with community-based organizations following second. In the past year, the 21st CCLC program has served a total of more than 2.2 million people and employed 116,845 paid and 31,054 volunteer staff. The majority of the paid staff were school day teachers and most of the volunteers were reported to be college students.

In the following report, the methodological approach taken to data analysis is highlighted before turning to the results of the GPRA analysis. The report concludes with a demographic analysis of students and staff to provide context to the GPRA analysis as well as present a holistic picture of the 21st CCLC program.

**Methodology:**

This year marks a transition year in terms of data collection and analysis for the 21st CCLC program. Under contract ED-ESE-14-C-0120, the US Department of Education has authorized the development of a new data collection system. The new data collection system is being developed with stakeholder input and will begin collecting data for the 2014-15 performance year. Performance for 2013-14 contained within this report is based on data that were collected through the previous system, PPICS, and analyzed for the purposes of the APR under the new contract.

Data for the participating 54 states/territories were downloaded using Tableau data visualization software from PPICS into a Microsoft Excel file. In order to verify the accuracy of the download, the downloaded data were checked against the raw data in PPICS. The Excel file consisted of 142 columns of data which were then imported into IBM’s SPSS software package and analyzed using descriptive statistics (frequencies, percentages, and averages) and reported in tabular format. As validity checks, the data were run independently by two statisticians. A third researcher, who had not previously worked with the data, conducted a final internal consistency check.

To provide a whole program understanding of the data, an aggregate statistic for each of the items analyzed is provided. Descriptive statistics throughout the report are calculated on the states/territories that provided data on the given measure. For example, if only 46 states/territories out of the total 54 provided data around staffing, then the percentages are only based on the data obtained from those 46. This method preserves the statistical integrity of the data collected.

# SECTION 1:  GPRA RESULTS

In addition to collecting information on the operational characteristics of 21st CCLC programs, a primary purpose of the system is to collect data that inform the GPRA indicators established for the program. The GPRA indicators are the primary means by which the US Department of Education measures the effectiveness and efficiency of the program based on the following two overall goals:

1. Participants in 21st Century Community Learning Centers programs will demonstrate educational and social benefits and exhibit positive behavioral changes.
2. 21st Century Community Learning Centers will develop afterschool activities and educational opportunities that consider the best practices identified through research findings and other data that lead to high-quality enrichment opportunities that positively affect student outcomes.

Data for each GPRA are provided in tabular and summary form below, in Section A. Any methodological considerations are noted within each GPRA table.

## A. GPRA Measures #1-3: % Improvement in Mathematics Grades

* 13 out of 54 states (24.1%) reported % improvement in mathematics grades.
* Overall, states reported the following % improvement: 36.7% Elementary, 36.9% Middle School, 35.1% High School, and 36.5% for all students.

### Table 1. Regular Attendees % Improved in Mathematics Grades

| **States** | **Mathematics****Elementary** | **Mathematics****Middle School** | **Mathematics****High School** | **Mathematics****All Students** |
| --- | --- | --- | --- | --- |
| **Total** | **% Improved** | **% Improved** | **% Improved** | **% Improved** |
| **Overall** | **36.7%** | **36.9%** | **35.1%** | **36.5%** |

Note: Raw scores were used to calculate overall % improvement.

## B. GPRA Measures #4-6: % Improvement in English Grades

* 13 out of 54 states (24.1%) reported % improvement in English grades.
* Overall, states reported the following % improvement: 36.7% Elementary, 36.5% Middle School, 38.1% High School, and 36.8% for all students.

### Table 2. Regular Attendees % Improved in English Grades

| **States** | **English****Elementary** | **English****Middle School** | **English****High School** | **English****All Students** |
| --- | --- | --- | --- | --- |
| **Total** | **% Improved** | **% Improved** | **% Improved** | **% Improved** |
| **Overall** | **36.7%** | **36.5%** | **38.1%** | **36.8%** |

Note: Raw scores were used to calculate overall % improvement.

## C. GPRA Measures #7-8: % Improvement on Reading and Mathematics State Assessments

* 10 out of 54 states (18.5%) reported % improvement from not proficient to proficient or above in reading and/or mathematics on state assessments.
* Overall, the states reported the following % improvement: 5.4% Elementary Reading, 12.6% Middle School Mathematics, and 9.6% High School Mathematics Assessments.

### Table 3. Regular Attendees % Improved on Reading/Mathematics State Assessments

| **States** | **Reading****Elementary** | **Mathematics****Middle School** | **Mathematics****High School** |
| --- | --- | --- | --- |
| **Total** | **% Improved** | **% Improved** | **% Improved** |
| **Overall** | **5.4%** | **12.6%** | **9.6%** |

Note: Raw scores were used to calculate overall % improvement. When calculating the % improvement “Overall”, the total amounts of regular attendees with reported APR results were used in the calculations across all states/territories.

## D. GPRA Measures #9-11: % Improvement on Homework Completion and Class Participation

**Homework Completion:**

* 21 out of 54 states (38.9%) reported data on homework completion.
* Overall, the states reported the following % improvement in homework completion: 49.8% Elementary, 48.4% Middle/High School, and 49.4% for all students.

**Class Participation:**

* 21 out of 54 states (38.9%) reported data on class participation.
* Overall, the states reported the following % improvement in class participation: 49.4% Elementary, 48.1% Middle /High School and 48.9% for all students.

### Table 4. Regular Attendees % Improved Homework Completion

| **States Totals** | **HC****Elementary % Improved** | **HC****Middle/High School % Improved** | **HC****All Students % Improved** |
| --- | --- | --- | --- |
| **Overall** | **49.8%** | **48.4%** | **49.4%** |

Note: Raw scores were used to calculate overall % improvement.

### Table 5. Regular Attendees % Improved Class Participation

| **States Totals** | **CP****Elementary % Improved** | **CP****Middle/High School % Improved** | **CP****All Students % Improved** |
| --- | --- | --- | --- |
| **Overall** | **49.4%** | **48.1%** | **48.9%** |

Note: Raw scores were used to calculate overall % improvement.

## E. GPRA Measures #12-14: % Improvement in Student Behavior

* 21 out of 54 states (38.9%) reported data on student behavior.
* Overall, the states reported the following % improvement: 37.2% Elementary, 35.3% Middle /High School and 36.5% for all students.

### Table 6. Regular Attendees % Improved Student Behavior

| **States Totals** | **Student Behavior****Elementary % Improved** | **Student Behavior****Middle School % Improved** | **Student Behavior****All Students % Improved** |
| --- | --- | --- | --- |
| **Overall** | **37.2%** | **35.3%** | **36.5%** |

Note: Raw scores were used to calculate overall % improvement.

### Table 7. The GPRA Outcomes for all 54 States/Territories

| **Program GPRA Measures** | **2013-2014** |
| --- | --- |
| 1. The percentage of elementary 21st Century regular program participants whose mathematics grades improved from fall to spring. | 36.7% |
| 2. The percentage of middle (MS) or high school (HS) 21st Century regular program participants whose mathematics grades improved from fall to spring. | MS = 36.9%HS = 35.1% |
| 3. The percentage of all 21st Century regular program participants whose mathematics grades improved from fall to spring. | 36.5% |
| 4. The percentage of elementary 21st Century regular program participants whose English grades improved from fall to spring. | 36.7% |
| 5. The percentage of middle (MS) or high school (HS) 21st Century regular program participants whose English grades improved from fall to spring. | MS = 36.5%HS = 38.1% |
| 6. The percentage of all 21st Century regular program participants whose English grades improved from fall to spring. | 36.8% |
| 7. The percentage of elementary 21st Century regular program participants who improve from not proficient to proficient or above in reading on state assessments. | 5.4% |
| 8. The percentage of middle (MS)/high school (HS) 21st Century regular program participants who improve from not proficient to proficient or above in mathematics on state assessments. | MS = 12.6%HS = 9.6% |
| 9. The percentage of elementary 21st Century regular program participants with teacher-reported improvement in homework completion (HC) and class participation (CP). | HC = 49.8%CP = 49.4% |
| 10. The percentage of middle (MS) and high school (HS) 21st Century program participants with teacher-reported improvement in homework completion (HC) and class participation (CP). | HC = 48.4%CP = 48.1% |
| 11. The percentage of all 21st Century regular program participants with teacher-reported improvement in homework completion (HC) and class participation (CP). | HC = 49.4%CP = 48.9% |
| 12. The percentage of elementary 21st Century participants with teacher-reported improvements in student behavior. | 37.2% |
| 13. The percentage of middle (MS) and high school (HS) 21st Century participants with teacher-reported improvements in student behavior. | 35.3% |
| 14. The percentage of all 21st Century participants with teacher-reported improvements in student behavior. | 36.5% |

# SECTION 2: GRANTEE AND CENTER CHARACTERISTICS

## A. Grantee Type

For the 2013-2014 funding year, the majority of the sub-grantees were classified as school districts (58.2%, n = 5,565) with community-based organizations following (18.4%, n = 1,761). Table 8 displays the sub-grantees broken down by organization for all 54 states and territories.

### Table 8. Sub-Grantees Broken Down By Organization Type – All 54 States/Territories

| **Grantee Type** | **N** | **%** |
| --- | --- | --- |
| CBO | 1,761 | 18.4 |
| COU | 165 | 1.7 |
| CS | 155 | 1.6 |
| FBO | 112 | 1.2 |
| FPC | 152 | 1.6 |
| NPA | 588 | 6.2 |
| Other | 656 | 6.9 |
| SD | 5,565 | 58.2 |
| Unknown | 402 | 4.2 |
| **Total** | **9,556** | **100.0** |

Note: Nationally Affiliated Non-Profit Agency (NPA) is a combination of Boys and Girls Club, YMCA/YWCA, and Other Nationally Affiliated Non-Profit Agencies. The category Other is a combination of the Bureau of Indian Affairs, Health-Based Organization, Library, Museum, Park/Recreation District, Other Unit of City or County Government, Private School, Regional/Intermediate Education Agency, and Other.

## B. Center Type

Table 9 displays the results of the sub-grantees’ centers brown down for all 54 states/territories. Approximately 83.0% of the centers were classified as school districts (n = 7,901) and 4.6% as community-based organizations (n = 440).

### Table 9. Sub-Grantees’ Centers Broken Down By Organization Type – All 54 States/Territories

| **Center Type** | **N** | **%** |
| --- | --- | --- |
| CBO | 440 | 4.6 |
| COU | 15 | 0.2 |
| CS | 222 | 2.3 |
| FBO | 85 | 0.9 |
| FPC | 11 | 0.1 |
| NPA | 233 | 2.4 |
| Other | 121 | 1.3 |
| SD | 7,901 | 2.7 |
| Unknown | 528 | 5.5 |
| **Total** | **9,556** | **100.0** |

Note: Nationally Affiliated Non-Profit Agency (NPA) is a combination of Boys and Girls Club, YMCA/YWCA, and Other Nationally Affiliated Non-Profit Agencies. The category Other is a combination of the Bureau of Indian Affairs, Health-Based Organization, Library, Museum, Park/Recreation District, Other Unit of City or County Government, Private School, Regional/Intermediate Education Agency, and Other.

## C. People Served

A total of over 2.2 million people have been served by this program. Table 10 displays the amount of people served by the program per classification: (a) regular student attendees (n = 854,454), (b) total student attendees (n = 1,682,469), (c) summer students (n = 143,739), and (d) adults/family members (n = 431,122).

Tables 11 and 12 provide an even further examination into the amount/percentage of people served broken down by the type of center attended. The majority of regular attendees attended programs provided by school districts (84.4%, n = 721,266).

### Table 10. Attendees Served based on Type

| **Attendees Served** | **Total** |
| --- | --- |
| Total Student Attendees (including regular students) | 1,682,469 |
| Regular Student Attendees | 854,454 |
| Summer Students | 143,739 |
| Adults/Family Members | 431,122 |
| **Total** | **2,257,330** |

### Table 11. Number of Total and Regular Attendees by Center Type – All 54 States/Territories

| **Center Type** | **Total Students** | **Regular Students** |
| --- | --- | --- |
| CBO | 50,731 | 30,160 |
| COU | 1,712 | 628 |
| CS | 48,872 | 25,492 |
| FBO | 7,298 | 5,256 |
| FPC | 650 | 525 |
| NPA | 33,774 | 21,430 |
| Other | 13,718 | 8,265 |
| SD | 1,447,756 | 721,266 |
| Unknown | 77,958 | 41,432 |
| **Total** | **1,682,469** | **854,454** |

Note: Nationally Affiliated Non-Profit Agency (NPA) is a combination of Boys and Girls Club, YMCA/YWCA, and Other Nationally Affiliated Non-Profit Agencies. The category Other is a combination of the Bureau of Indian Affairs, Health-Based Organization, Library, Museum, Park/Recreation District, Other Unit of City or County Government, Private School, Regional/Intermediate Education Agency, and Other.

### Table 12. Percentage of Total and Regular Attendees by Center Type – All 54 States/Territories

| **Center Type** | **Total Students** | **Regular Students** |
| --- | --- | --- |
| CBO | 3.0 | 3.5 |
| COU | 0.1 | 0.1 |
| CS | 2.9 | 3.0 |
| FBO | 0.4 | 0.6 |
| FPC | 0.0 | 0.1 |
| NPA | 2.0 | 2.5 |
| Other | 0.8 | 1.0 |
| SD | 86.0 | 84.4 |
| Unknown | 4.6 | 4.8 |
| **Total** | **100.0** | **100.0** |

Note: Nationally Affiliated Non-Profit Agency (NPA) is a combination of Boys and Girls Club, YMCA/YWCA, and Other Nationally Affiliated Non-Profit Agencies. The category Other is a combination of the Bureau of Indian Affairs, Health-Based Organization, Library, Museum, Park/Recreation District, Other Unit of City or County Government, Private School, Regional/Intermediate Education Agency, and Other.

## D. Activity Participation

Program sites offered various activities for attendees. Tables 13 and 14 display the results of the amount of hours per week each of the activities were provided. The majority of hours were held providing activities centered on academic enrichment learning programs (24,239 hours/week total) and assisting students who were not performing academically (23,486 hours/week total).

### Table 13. Hours per Week of Each Activity Offered

| **Activity**  | **Total Hours per Week** |
| --- | --- |
| Community | 4,925 |
| Counseling | 4,215 |
| Drug | 108 |
| Enrichment | 24,239 |
| Homework Help | 15,023 |
| Leadership | 6,409 |
| Library | 3,973 |
| Mentoring | 5,770 |
| Recreational | 16,341 |
| Supplemental | 3,213 |
| Tutoring | 11,533 |
| Other | 2,046 |

### Table 14. Hours per Week of Each Academic Activity Offered

| **Academic Activity**  | **Total Hours per Week** |
| --- | --- |
| Arts | 13,950 |
| Business | 4,032 |
| Career Adult | 1,013 |
| Career Youth | 3,406 |
| Cultural | 10,521 |
| Family Literacy | 3,354 |
| Health | 12,854 |
| LEP | 12,693 |
| Mathematics | 18,692 |
| Not Performing | 23,486 |
| Other Subjects | 3,070 |
| Parental Involvement | 4,797 |
| Reading | 19,901 |
| Science | 14,417 |
| Special Needs | 12,394 |
| Substance Abuse | 2,154 |
| Technology | 10,964 |
| Truancy | 6,686 |
| Violence | 2,131 |

## E. Staffing Type

Participating centers employ paid and volunteer staff to assist with programming. There were a reported 116,845 paid staff and 31,054 volunteer staff. Table 15 provides the amount of paid and volunteer staff broken down by type for all 54 states and territories. Among the paid staff, the majority were school day teachers (49.6%, n = 57,932) followed by other non-teaching school staff (14.7%, n = 17,213). College students served as the majority of volunteers (26.3%, n = 8,153) used by the centers followed by members of the community (20.6%, n = 6,401).

### Table 15. Staffing Type per Paid and Volunteer Staff

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Staffing Type** | **Paid Staff (N)** | **Paid Staff (%)** | **Volunteer Staff (N)** | **Volunteer Staff (%)** |
| Center Administrators | 10,903 | 9.3 | 397 | 1.3 |
| College Students | 10,130 | 8.7 | 8,153 | 26.3 |
| Community Members | 3,253 | 2.8 | 6,401 | 20.6 |
| High School Students | 4,510 | 3.9 | 5,628 | 18.1 |
| Parents | 1,137 | 1.0 | 5,448 | 17.5 |
| School Day Teachers | 57,932 | 49.6 | 2,450 | 7.9 |
| Other Non-Teaching School Staff | 17,213 | 14.7 | 1,021 | 3.3 |
| Other Non-Teaching School Staff with Some or No College | 8,734 | 7.5 | 761 | 2.5 |
| Other | 3,033 | 2.6 | 795 | 2.6 |
| **Total** | **116,845** | **100.0** | **31,054** | **100.0** |

## F. Attendees Served per Gender/Race/Grade Level

Tables 16-18 provide a demographic depiction of the program attendees broken down by gender, race/ethnicity, and grade level. Overall, there was a fairly even split between male (50.4%, n = 811,231) and female (49.6%, n = 798,716) attendees. In terms of race/ethnicity, the majority of the attendees were identified as Hispanic (35.5%, n = 597,807), with White (29.6%, n = 498,592) and Black (22.4%, n = 377,063) following. Although there were slightly more 3rd graders, there appeared to be a concentration of regular attendees from 2nd to 6th grade.

### Table 16. Gender of Attendees - All 54 States/Territories

| **Gender** | **N** | **%** |
| --- | --- | --- |
| Male | 811,231 | 50.4 |
| Female | 798,716 | 49.6 |
| **Total** | **1,609,947** | **100.0** |

Note: Given that not all of the data were reported, the total amount calculated differs from the actual amount provided in Tables 10 and 11.

### Table 17. Race/Ethnicity of Attendees – All 54 State/Territories

| **Race/Ethnicity** | **N** | **%** |
| --- | --- | --- |
| Asian | 73,735 | 4.4 |
| Black | 377,063 | 22.4 |
| Hispanic | 597,807 | 35.5 |
| Native American | 60,614 | 3.6 |
| Pacific Islander | 258 | 0.02 |
| White | 498,592 | 29.6 |
| Unknown | 74,400 | 4.4 |
| **Total** | **1,682,469** | **100.0** |

### Table 18. Number of Participants per Grade Level

| **Grade Level** | **Total Student Attendees (N)** | **Total Student Attendees (%)** | **Total Regular Student Attendees (N)** | **Total Regular Student Attendees (%)** |
| --- | --- | --- | --- | --- |
| Pre-K | 7,665 | 0.5 | 4,470 | 0.5 |
| K | 69,719 | 4.3 | 44,345 | 5.4 |
| 1st | 109,645 | 6.8 | 72,032 | 8.7 |
| 2nd | 124,037 | 7.7 | 83,861 | 10.2 |
| 3rd | 144,814 | 9.0 | 98,009 | 11.9 |
| 4th | 144,485 | 9.0 | 96,105 | 11.6 |
| 5th | 140,335 | 8.7 | 86,588 | 10.5 |
| 6th | 146,293 | 9.1 | 79,935 | 9.7 |
| 7th | 130,582 | 8.1 | 63,511 | 7.7 |
| 8th | 113,949 | 7.1 | 51,880 | 6.3 |
| 9th | 133,546 | 8.3 | 38,371 | 4.6 |
| 10th | 123,374 | 7.7 | 38,116 | 4.6 |
| 11th | 114,625 | 7.1 | 36,051 | 4.4 |
| 12th | 106,890 | 6.6 | 32,106 | 3.9 |
| **Total** | **1,609,959** | **100.0** | **825,380** | **100.0** |

Note: Given that not all of the data were reported, total amounts calculated differ from the actual amounts provided in Tables 10 and 11.

## G. Estimated Per-Student Expenditures

For the 2013-2014 academic school year, an estimated $1,135,149,873 ($1,542.80 per attendee) was awarded to 854,454 regular attendees across the 54 states/territories. Table 19 displays the total award amounts and per student expenditure broken down by state/territory.

Amounts were calculated based on data obtained from two separate sources. Total funding was calculated based on award amounts provided by the U.S. Department of Education for each state and territory. The total amount of regular attendees for participating states’ and territories’ sub-grantees/centers was based on data that States reported through PPICS.

### Table 19. Funding per Regular Attendees

| **State/Territory** | **Total Funding** **Awarded in 2013-14** | **Total Regular Attendees** | **Funding** **per Attendee** |
| --- | --- | --- | --- |
| Overall | **$1,135,149,873** | **854,454** | **$1542.80\*** |

\*Average funding per attendee across all 54 states/territories.

# SUMMARY

For the 2013-2014 academic school year, 9,556 centers received federal funding to implement the 21st CCLC grant. The majority of these were classified as school districts with community-based organizations following second. This program has served a total of over 2.2 million people and employed 116,845 paid and 31,054 volunteer staff. The majority of the paid staff were school day teachers and most of the volunteers were reported to be college students.

The inclusion of school day teachers as the primary means of staffing the program is a critical aspect to program success. Education professionals who can bridge the school day with out-of-school time staff the afterschool program. This best practice is a hallmark of high quality. The statistical results also support the value of this program. Both in mathematics and literacy/English, students showed improvement in achievement. This was further supported by teacher evaluations of student improvement both in achievement and behavior.

Over the past year this program served 1.8 million students across 54 states/territories. This translates to 1.8 million low-income students having a safe place to receive academic enrichment. This enrichment leads to improvement in achievement and behavior. In the long run these areas of improvement, as well as 21st CCLC students developing a positive relationship to school through their participation, means that these students are more likely to persist to graduation. The data and performance indicate that this broad reaching program touches students’ lives in ways that will have far reaching academic impact.