



2013-2014 Executive Summary

Georgia's 21st Century Community Learning Centers (21st CCLC) program office supervised and supported 136 State Board of Education (SBOE) approved subgrants in 2013-2014 for a total funding amount of \$40,065,676. All active subgrantee programs received either a comprehensive on-site or desktop monitoring in the spring of 2014. All monitoring-related findings for 2013-2014 subgrantees have been resolved.

Demographic Data

Total Sub-grants	LEAs	Non-LEAs	Inst. of Higher Ed.	FY11 Cohort	FY12 Cohort	FY13 Cohort	Total Sites
136	104 (76%)	26 (19%)	6 (4%)	25 (18%)	80 (59%)	31 (23%)	276

All programs served students for 12 or more additional hours beyond the regular school day each week. In addition, the average number of regular attendees (attending 30 or more days) per site increased from 80 last year to 84 this year.

Total Enrollment	Regular Attendees	Elementary School Sites	Middle School Sites	High School Sites	Summer Programs
35,127	23,152 (66%)	45%	33%	22%	114

Program Performance Measures

Of the 1,399 established student academic performance objectives within Georgia's programs, as defined in their approved grant applications, 74% were met and 25% were not met. The remaining objectives, less than 1%, could not be measured for various reasons, including lack of immediate access to performance data.

Fiscal Year	Program Objectives Met	Program Objectives Not Met	Program Objectives Not Measured
FY14	1042 (74%)	345 (25%)	12 (1%)
FY13	997 (72%)	357 (26%)	28 (2%)

Student Achievement Measures

Upon examination of Georgia's 21st CCLC student achievement data, it is important to note that the majority of the 21st CCLC programs target and attempt to enroll and regularly serve students who did not meet state standards on the CRCT and/or EOCT during the prior year. Of the 23,152 regular attendees with scores:

- 87% met/exceeded standards on state assessments in reading and language arts;
- 68% met/exceeded state standards in mathematics in these same tests;
- 62% demonstrated an increase or maintained an A or B in their reading and/or language arts grades from the first grading period in the fall of 2013 to the last grading period in the spring of 2014; and
- 61% demonstrated an increase or maintained an A or B in their math grades for the same period.

Fiscal Year	Reading & LA Met/exceeded	Mathematics Met/exceeded	Reading/LA Improved Grades*	Mathematics Improved Grades*
FY14	87%	68%	62%	61%
FY13	85%	68%	60%	61%

*Grades either improved or students maintained an A or B all year.

Survey Data

All programs were required by the state program office to report on surveys distributed to regular school day teachers, parents, and students regarding a variety of factors such as performance and satisfaction.

Fiscal Year	Regular School Day Teacher Surveys		Parent & Student Surveys	
	Increased Homework Completion	Improved Classroom Behavior	Parent Satisfaction	Student Satisfaction
FY14	79%	69%	94%	87%
FY13	76%	66%	94%	85%

Conclusion

Common challenges cited among 2013-2014 subgrantees included:

- Although consistent amongst non-21st CCLC students in Georgia and our performance in FY13, 21st CCLC students continue to struggle with math. The percentage of students maintaining an A or B or improving their math grades has decreased from 64% to 61% in the past three years (FY12-FY14).
- 21st CCLC sites served over 1,400 more regularly attending students this year, however many of our sites continue to have difficulty meeting their proposed average daily attendance (ADA). On average, 21st CCLC sites served 77% of their proposed ADA this year.
- Sustainability continues to be a challenge for many programs. A large number of Georgia's 21st CCLC programs are ending after this year, and many will not continue to operate as they are unable to sustain themselves through other non-21st CCLC funds.

Notable achievements cited among 2013-2014 subgrantees included:

- Programs reported having 1,256 community partners which contributed a total of \$9,669,108.34 worth of services and monetary contributions.
- Across 136 programs, there were a total of 2,106 distinct parent involvement events with 30,723 parents attending. This is an average attendance of 15 parents per activity.
- Programs, on the whole, increased or maintained the percentage of students meeting/exceeding standards on state assessments compared to last year. Over three years, the percentage of 21st CCLC students meeting or exceeding standards on state Reading/LA tests has increased from 82% to 87%.
- Regular school day teachers felt the subgrantees had a greater impact on homework completion (increase of 3%) and classroom behavior (increase of 3%) as compared to last year. In three years, these percentages have increased by 14% (homework completion) and 11% (classroom behavior).
- Across the state, subgrantees experienced an increase of 2% in the number of objectives met as compared to last year. In three years, the percentage of met objectives has increased by 11%.
- The number of regular attendees per site increased from 80 to 84. Over the past three years, this number has increased from 63 to 84, or a 33% increase in the number of regular attendees per site.

General recommendations for 2014-2015 include the following:

- It is very encouraging to see the positive growth of the program over the past few years. Initiatives such as hiring attendance and data specialists and offering additional best practices and networking opportunities have significantly increased the positive impact of the individual programs. It is important to continue improving upon the existing initiatives, while seeking out additional learning opportunities.
- Our students have difficulty with math. It is important for our state office to actively seek resources and training opportunities for our programs to ensure our students receive the needed support.
- 85 of the 116 programs will be newly funded next year. It is critical our office provide high quality and timely support to these programs to ensure they provide impactful programming to the students from the onset of the year. Early and frequent site visits, mentoring with veteran programs, networking opportunities, and providing an abundance of resources should help in this effort.