



The Maine Afterschool Network appreciates this opportunity to make this suggestion on the development of a new data collection system for the 21st CCLC program.

As an organization that regularly is looking for information on programs statewide it would be helpful if you would ensure that regular program evaluation reports are publicly available to help answer the most common questions posed by stakeholders, such as policy makers.

- The most recent publicly available report on 21st CCLC dates back to 2009-2010, despite the fact that sub-grantees and grantees have been entering data in PPICS up until Fall 2014. The Department should produce timely reports that consistently include a key set of data points from year to year that allow for analysis of program growth, shifts in participation by grade level, income level, ethnicity and more. Based on the current set of indicators, below is a list of national data points that should be available each year:
- Number of 21st CCLC grants awarded.
- Number of 21st CCLC centers nationwide.
- Number of attendees and characteristics of attendees – Free/reduced price lunch percentage, ethnicity, English Language Learners.
- Number of regular attendees and characteristics of – Free/reduced price lunch percentage, ethnicity, English Language Learners .
- Number of parents served through 21st CCLCs.
- Average first year grant size in dollars.
- Number and percentage of grantees that are school districts, community based organizations, faith based organizations, for-profit, etc.
- Number and percentage of centers located in schools versus not in schools (list other locations with percentages).
- Average hours centers are open.
- Average weeks centers are open per year.
- Average number of days per week centers are open.
- Most common activities offered (%)
- Students served – grade level breakdown of ES/MS/HS (%)
- Mature program regular attendance rate versus immature program attendance.
- Improvements in math and reading grades (regular attendees and all attendees)
- Improvements in Math and reading test scores (regular and all attendees)
- Homework completion, class participation, student behavior (regular attendees and all attendees)
- Average Number of partners – most common partner types
- Types of services provided by partners
- Number of paid staff – how many are teachers versus other types of professionals
- Average number of additional funding streams – and most common funding streams
- National number of grant applicants versus actual number of grants awarded

