



Annual Performance Report 2012-13

21st Century Community Learning Centers: Annual Report 2012-13

For additional information please contact:
Karen Bierhaus, 21st CCLC Program Consultant
Wyoming Department of Education
320 West Main St.
Riverton, WY 82501
307.857.9284
karen.bierhaus@wyo.gov

Cheyenne Office:
Wyoming Department of Education
Hathaway Bldg. 2nd Floor
2300 Capitol. Ave
Cheyenne, WY 82002
307-777-8943

Citation for this document: 21st Century Community Learning Centers: Annual Report 2012-13.

Short reference: 21 CCLC (2012-13), Annual Report 2012-13.

Table of Contents

1. Executive Summary.....	4
2. Introduction.....	5
2.1. Background.....	5
2.2. Organization of this Report.....	6
3. Methods.....	7
4. Funding Summary.....	8
5. Demographics.....	9
5.1 Student Demographics.....	9
6. Academic Performance in Math and Reading.....	11
6.1 Wyoming 2012-13 Academic Performance Data.....	11
7. Discussion.....	14
7.1. Conclusions.....	14
8. References.....	15
9. Appendices.....	16

List of Tables

Table 1. Attendance, Students and Adults, by Season.....	9
Table 2. Student Attendance by Regular and Non-Regular Status.....	9
Table 3. Student Gender.....	9
Table 4. Grade Level of Students.....	10
Table 5. Race/Ethnicity Data.....	10
Table 6. Subgroup Representation Counts and Percentages.....	11
Table 7. Students' PAWS Scores 2012-13, by Subject.....	11
Table 8. Students' MAP Scores 2012-13, by Subject.....	12
Table 9. Changes in Students' Proficiencies, by Subject.....	13
Table 10. Students' Changes in Behavior.....	13

Wyoming 21st Century Community Learning Centers: Annual Report 2012-13

1. Executive Summary

During the past reporting year (summer 2012 through the 2012-13 school year), Wyoming's 21st Century Community Learning Centers (21 CCLC) project provided out-of-school-time programming in communities across the state. This report analyzes outcomes for participants within these programs.

The goal of the 21st Century Community Learning Centers (21 CCLC) program is to support the creation and expansion of community learning centers that provide academic enrichment opportunities for children, particularly students who attend high-poverty or low-performing schools. The program helps students meet state and local standards in core academic subjects, such as reading and math; supports offering students a broad array of enrichment activities that can complement regular academic programs; and offers literacy and other educational services to the families of participating children. At the same time, centers help working parents by providing a safe environment for their children during non-school hours and periods when school is not in session, including summer recess.

During the summer of 2012 and the 2012-13 academic year, 47 communities administered programming at 95 centers.

The data for 2012-13 participants in Wyoming 21 CCLC programming indicate:

- 47% of students served were regular attendees (attending 30 or more days in a year) either improved their reading or math grades.
- 69.6% of regular attendees DID meet or exceed proficiency on PAWS reading.
- 78.3% of regular attendees DID meet or exceed proficiency on PAWS math.
- Based on the NWEA MAP scores 26% of regular attendee's proficiency in math improved or remained at the highest level as did 37% regular attendee's proficiency in reading.
- In ten targeted classroom behaviors, 43% of the participants improved and 32% sustained their positive behavior over the course of the year.

These findings indicate that over 75% of regular attendees in Wyoming's 21 CCLC centers are either improving academically or maintaining excellence.

Academic improvement among regular participants in Wyoming 21 CCLC centers was not formally compared with a control group of similar students who did not participate in after-school programming. The role or impact of each variable that affects student performance was not measured separately but viewed as a whole.

2. Introduction

2.1. Background

The purpose of this important program is to create community learning centers that provide academic support and enrichment opportunities for children, particularly students who attend high-poverty and low-performing schools, in order to meet state and local student standards in core academic subjects; to offer a broad array of enrichment activities that can complement the regular academic programs of students; and to offer literacy and other educational services to the families of participating children.

Activities that may be provided by 21 CCLC include remedial education activities and academic enrichment learning programs, including providing additional assistance to students to allow them to improve their academic achievement; mathematics and science education activities; arts and music education activities; entrepreneurial education programs; tutoring services and mentoring programs; programs that provide activities for limited English proficient students; recreational activities; telecommunications and technology education programs; expanded library service hours; programs that promote family engagement and family literacy; programs that promote assistance to students who have been truant, suspended, or expelled to allow the students to improve their academic achievement; drug and violence prevention programs, counseling programs, and character education programs; service learning; and health and wellness programming. Activities must continuously be evaluated using performance measures and, if appropriate, be based on scientific research.

21 CCLC programs provide a safe, accessible environment for students regardless of ability and socio-economic status during out of school hours (before and after school) and periods when school is not in session (school breaks and summer recess) while supporting continued youth development and learning for lifelong success. Programs welcome participation from students and their families enrolled in private schools or who attend home schools.

Programs must be designed to meet the purpose of the 21st CCLC program and Wyoming goals. Wyoming 21st Century Community Learning Centers State Program Goals:

- **Goal 1:** To establish community learning centers that help students in high-poverty, low-performing schools meet academic achievement standards;
- **Goal 2:** to offer a broad array of high-quality enrichment activities that are aligned with and complement the regular academic school day while positively affecting student outcomes such as school attendance and academic performance and decreasing behavioral risk factors.
- **Goal 3:** to provide programming to engage the families of 21st CLCLC participants for the purpose of increasing parent/family engagement in learning and developing resiliency through positive home/school relationships.

The US Department of Education evaluates centers' success based on the degree to which regular attendees (students who attend 30 or more days of programming) improve their learning-related behavior. This is objective measured by state assessment scores for grades 3-8 & 11 and a survey completed by each regular attendees teacher of record. The Wyoming Department of Education uses WISERids to aggregate the data for each center and maintain confidentiality. This information and additional information regarding program staffing, hours of operations, and activity descriptions are entered into the Profile and Performance Information Collection System (PPICS) as part of Federal reporting requirements for 21st CCLC.

2.2. Organization of this Report

This document contains ten sections. Sections 1 and 2 provide an executive summary and an introduction, respectively. Section 3 describes the methods used. Section 4 describes the funding for the 21 CCLC grants. Section 5 presents the demographic data for the 21 CCLC project. Section 6 presents results and key findings.

Finally, section 7 draws conclusions based on the results presented in Section 6. Section 8 contains a list of reference materials either cited in the report or used to draft the narrative. Sections 9 and 10 contain screen shots of the Teacher Survey used by teachers of regular attendees and a sample page of the attendance survey used in Fusion to record each participants attendance.

3. Methods

The 21st Century Community Learning Centers (21 CCLC) program is intended to promote academic achievement and improve youth classroom behavior by providing academic and enrichment activities within a youth development context outside of regular school hours. The 21 CCLC academic focus constitutes a form of research-based prevention. Research has shown that youth attending out-of-school-time programming are more likely to improve academically and to have fewer disciplinary problems than comparable youth not involved in out-of-school-time programming (Lauer et al. 2006, Vandell et al. 2007).

Proficiency ratings, by subject, were analyzed using PAWS data. Statistical significance is determined by sample size, the amount of variation in the sample, and the amount of change observed. If a difference is found to be statistically significant, the measured change is unlikely to be the result of random chance and it would be expected that similar results would be found in a comparable group of participants—in other words, the findings can be generalized to other similar groups. More generally, it means that researchers have confidence in the findings. For the analyses presented here, significance was established at $p < .01$, meaning that it is 99% certain that any single observed change is not due to random variation in the data.

In addition to the analysis discussed above, we report frequencies for the behavior categories based on the responses to the teacher surveys. For the discussion of these data, participants who showed improvement were grouped together with participants who had no room for improvement (because they were already in the highest category). The single resulting number represented participants who had improved or who had sustained their desired behavior. Throughout the report, percentages may not total 100% in some tables because of rounding errors.

4. Funding Summary

The Wyoming Department of Education receives a formula allocation from the US Department of Education for 21st Century Community Learning Centers and is one of 5 states that receive the minimum level of funding due primarily to a small state population. No more than 2% of the overall allocation can be used for state administration and no more than 3% can be set aside for technical assistance including statewide training, evaluation and monitoring. No less than 95% of the allocation is made available to applicants (both continuing and new). A statewide competition is held when additional funding is available as grant cycles end or if there is additional Congressional funding. Eligible applicants include local education agencies, community-based organizations, faith-based organizations, private schools, and other public and private entities that can provide the required services. Consortiums of smaller organizations can also apply.

Federal FY 2011 allocation: \$5,653,883

Federal FY 2012 allocation: \$5,643,199

Federal FY 2013 allocation: \$5,348,665 (-5.2% due to sequestration)

As of October 2013, there are four active cohorts of funding that have been awarded, with each grant having a possibility of continuation for a five-year grant period.

Cohort 5 (Jan 2009-December 2013)- 17 awards

Cohort 6 (May 2010-April 2015)- 15 awards

Cohort 7 (May 2011-April 2016)- 3 awards

Cohort 8 (May 2013-April 2018)- 11 awards

Information regarding individual grantees and competitions can be found at:

<http://ppics.learningpt.org/ppics/public.asp>

Additional websites with information on 21st Century Community Learning Centers:

<http://www2.ed.gov/programs/21stcclc/index.html>

<http://ppics.learningpt.org/ppics/public.asp>

http://edu.wyoming.gov/Programs/safety/21st_century_cclc_program.aspx

5. Demographics

The process information reported below includes data on all participants who started or continued to participate in programming during the period between 2012-13 (Reporting 2013). Table 1 shows attendance for students and adults.

Table 1. Attendance, Students and Adults

	Student
Total Participants Served: Students	8617
Total Participants Served: Adult	1036
Total Participants Served: Pre-K	381
Total Participants Served	9044

5.1 Student Demographics

The first three tables in this section address the demographic characteristics of the students participating in 21 CCLC programs during Reporting Year 2013. The 95 21 CCLC centers served a total of 8617 students during Reporting Year 2013.

Process information is displayed for the total number of students in the program, as well as the number of regular student attendees in the program. A regular attendee is defined as a student who attended 30 or more sessions during the reporting year, which includes the summer of 2012 and the 2012-13 academic year.

As displayed in Table 2, 47% of Wyoming 21 CCLC participants were regular attendees.

Table 2. Student Attendance by Regular and Non-Regular Status

	Total Participants	
Participants (Fewer than 30 Days During the Reporting Year)	4528	53%
Regular Attendees (30+ Days During the Reporting Year)	4089	47%
Total Students Served	8617	100%

As indicated by Table 3, student participants were equally likely to be male or female. This was true for both total attendees and regular attendees.

Table 3. Student Gender

Gender	Total Participants		Regular Student Attendees	
Male	4443	52%	2131	52%
Female	4174	48%	1958	48%
Unreported gender	0	0%	0	0%

Table 4 breaks down students served by grade level. The majority of participants fell into kindergarten through eighth grade.

Table 4. Grade Level of Students

Grade Level	Total Participants		Regular Student Attendees	
Pre-kindergarten (not counted in total)	381		2	
Kindergarten	874	10%	473	12%
First grade	940	11%	582	14%
Second grade	1044	12%	619	15%
Third grade	998	12%	566	14%
Fourth grade	1009	12%	497	12%
Fifth grade	933	11%	437	11%
Sixth grade	612	7%	232	6%
Seventh grade	588	7%	224	5%
Eighth grade	586	7%	236	6%
Ninth grade	305	4%	81	2%
Tenth grade	234	3%	59	1%
Eleventh grade	215	2%	56	1%
Twelfth grade	112	1%	25	1%
Unreported grade	0	0%	0	0%
Demographic Data Not Provided	165	2%	0	0%
Total Students	8617	100%	4089	100%

Table 5. Race/Ethnicity Data

Racial/Ethnic Group	Total Student Attendees		Regular Student Attendees	
White	6725	78%	3190	78%
Black	119	1%	59	1%
Hispanic	1302	15%	667	16%
Asian	57	1%	30	1%
American Indian/Alaskan Native	213	2%	135	3%
Native Hawaiian/Pacific Islander	12	0%	8	0%
Demographic Data Not Provided	189	2%	0	0%
Total Students	8617	100%	4089	100%

Displayed in Table 6 is the Free and Reduced Lunch Eligibility and Students with IEP data. This information illustrates that our 21stCCLC programs serve students a large percentage of high needs students.

Table 6. Subgroup Representation Counts and Percentages

	Total Student Attendees		Regular Student Attendees	
English Language Learners	303	4%	171	4%
Students Eligible for Free or Reduced-Price Lunch	4137	48%	2051	50%
Students with an IEP	1460	17%	720	18%

6. Academic Performance in Math and Reading

6.1 Wyoming 2012-13 Academic Performance Data

Academic performance on state and local assessments is one measure of effectiveness of 21st CCLC programs. Subgrantees are required to design programs that address the academic needs of the students and schools they serve as well as provide enrichment activities that embed academic elements. However, afterschool programs and activities are not designed with strict alignment to PAWS and MAP as one would expect with core content during the school day. Neither PAWS nor MAP is designed to measure afterschool program outcomes or youth development measures. The impact of afterschool programs on the academic performance of participants is a function of dosage (how much time a child spends in the program). Research has shown that afterschool programs can have a broad, multidimensional effect on both a child's behavior (ex. homework responsibility, positive adult and peer relationships) and direct academic performance (targeted tutoring, group reading instruction, individualized computer-assisted instruction, family engagement).

The tables below reflect data from regular attendees in the programs (attending 30+ days per year).

Table 7 reflects PAWS scores of regular attendees based on proficiencies in math and reading as the writing portion of PAWS is no longer given. PAWS is administered to Wyoming students in the third through eighth grade. Students in grade 11 now take the ACT test as a measure of proficiency on state standards. The data for 2013-13 is not incorporated into this report yet. 21st CCLC programs had just 56 11th grade regular attendees during the 2012-13 reporting year.

Assessment Data Not Provided=students in grades K-2 and 9-12 who do not take PAWS.

Table 7. Students' PAWS Scores 2012-13 by Subject

Standards Category	Math		Reading		Writing	
	# Students participating	% of total tested students (n=2158)	# Students participating	% of total tested students (n=2159)		
Advanced	554	25.7%	371	17.1%	0	0%
Proficient	1137	52.7%	1131	52.4%	0	0%
Basic	347	16%	554	25.6%	0	0%
Below Basic	120	5.6%	103	4.9%	0	0%
Assessment data not provided	1931		1930		4089	100%
Total	4089	100%	4089	100%	4089	100%

Table 8 displays growth in proficiency of regular attendees from Fall to Spring in math and reading on the Measures of Academic Progress (MAP) assessment that all district in Wyoming use as formative assessments to inform instruction. Not all districts use the K-2 MAP test. (Above Grade Level, At Grade Level, Below Grade Level). Data was unavailable for 2 communities.

Assessment Data Not Provided=some students in grades k-2 and all 9-12 who do not take MAP.

Table 8. Students' MAP Scores 2012-13, by Subject

Standards Category	Math				Reading			
	Fall 2012-13		Spring 2012-13		Fall 2012-13		Spring 2012-13	
	# Students participating	% of total tested students (n=3842)	# Students participating	% of total tested students (n=3731)	# Students participating	% of total tested students (n=3830)	# Students participating	% of total tested students (n=3722)
Above Grade Level	1064	27.7%	1533	41%	1344	35.1%	1569	42.2%
At Grade Level	1423	37%	1332	35.7%	1323	34.5%	1359	36.5%
Below Grade Level	1355	35.3%	866	23.2%	1163	30.4%	794	21.3%
Assessment data not provided	247		358		259		367	
Total	4089	100%	4089	100%	4089	100%	4089	100%

The impact of programming on regular attendees can be measured to some degree by the percentage of students whose proficiency scores improved. Table 9 indicates the number of regular attendees whose proficiency ratings in reading and math changed or remained the same.

Table 9. Changes in Students' Proficiencies, by Subject

Subject	Increased	Decreased	No Change With Room to Improve	No Change With No Room to Improve
PAWS Math Scores	13%	24%	46%	16%
PAWS Reading Scores	20%	18%	54%	8%
	# regular attendees moving from below grade level to at or above	% Increase from Fall to Spring of regular attendee at or above grade level		
MAP Math	489	+12%		-
MAP Reading	369	+9.1%		-

Another key goal of 21 CCLC programs is to help students improve their classroom behaviors, which include a broad range of skills that affect their learning. Regular attendees' teachers were asked to complete a survey related to school behaviors. The survey data is entered by the subgrantee into Fusion by center using the WISERid.

WDE then analyzes these to report the percentages of regular attendees, whose classroom behaviors had no room to improve, improved, did not change, or declined in each of the ten targeted areas (Table 10). All available data—whether from math teachers, reading teachers, or teachers in combined math and reading classrooms—are included in the table.

- For 2012-13, WDE received behavior data for 3530 students out of 4089 eligible participants for a response rate of 86%.

Table 10. Students' Changes in Behavior

Behaviors on Which Teachers Reported	No Change(no room to improve)		Total Improvement		No Change(with room to improve)		Total Decline	
Turning in Homework on Time	1098	31%	1611	46%	603	17%	218	6%
Completing Homework to Teacher Satisfaction	994	28%	1733	49%	585	17%	218	6%
Participation in Class	1006	28%	1821	52%	587	17%	116	3%
Volunteering in Class	1017	29%	1280	36%	1165	33%	68	2%
Class Attendance	1882	53%	792	22%	726	21%	130	4%
Attentiveness in Class	948	27%	1686	48%	649	18%	247	7%
Classroom Behavior	1222	35%	1451	41%	603	17%	254	7%
Academic Performance	817	23%	2020	57%	506	14%	187	5%
Coming to School Ready/Prepared to Learn	1079	31%	1574	45%	711	20%	166	5%
Getting Along Well with Other Students	1358	38%	1389	39%	636	18%	147	4%

7. Discussion

Key findings of this report include the following:

- 83.4% of regular attendees are elementary students, 11.2% were in 7th-8th grade, and 5.4% were in high school.
- 48% of all students served through 21st CCLC centers were eligible for free or reduced priced lunch.
- 18% of regular attendees were students with an (individualized Education Plan (IEP).
- 71% regular attendees improved in MAP Math Scores in the 'At Grade' and 'Above Grade' levels over the academic school year.
- 74% of regular attendees improved in MAP Reading scores in the 'At Grade' and 'Above Grade' levels over the academic school year.
- 15% reduction in the number of regular attendees testing 'Below Grade Level' in MAP testing throughout the academic school year.
- 77% of regular attendees with a completed teacher survey completed homework to the teacher's satisfaction or improved in homework completion.
- 80% of regular attendees with a completed teacher survey, participated in class or showed an improvement in class participation.
- 57% of regular attendees with a completed teacher survey, had increased academic performance.

8. References

Horton, Dawn, Ellen Meier and Caron Mineo (2008). A Winning After-School Program. Technical Horizons in Education 35(7), 14.

Lauer, P.A., M. Akiba, S.B. Wilkerson, H.S. Apthorp, D. Snow, M.L. Martin-Glenn (2006). Out-of-School-Time Programs: A Meta-Analysis of Effects for At-Risk Students. Review of Educational Research, 76(2), 275–313.

Naftzger, Neil, Seth Kaufman, Jonathan Margolin, and Asma Ali (2006). 21st Century Community Learning Centers (21st CCLC) Analytic Support for Evaluation and Program Monitoring: An Overview of the 21st CCLC Program: 2004–2005. Naperville: Learning Point Associates. Retrieved on June 30th, 2009 from

<http://www.ed.gov/programs/21stcclc/2006report.doc>

Expanding Minds and Opportunities, The Power of Afterschool and Summer Learning for Student Success, Peterson, Terry K. Ph.D., Editor, (Feb 2013), Collaborative Communications Group.

Programs: A Meta-Evaluation of Methodologies and Narrative Synthesis of Findings. American Journal of Evaluation 23(4), 387–419.

Vandell, D.L., E.R. Reisner, K.M. Pierce (2007) Outcomes Linked to High-Quality Afterschool Programs: Longitudinal Findings from the Study of Promising Afterschool Programs. University of California, Irvine; University of Wisconsin, Madison; Policy Studies Associates, Inc. Retrieved on October 22, 2009 from

<http://www.policystudies.com/studies/youth/Promising%20Programs%20FINAL.pdf>.

9. Appendix: Print Version of the Teacher Report

21 CCLC									
Student Behavior							WISER ID: 66217202		
Please evaluate the student on each of the following measures.									
			First Set of Fall Grades for : 2009			Last Set of Spring Grades for : 2010			
Since the beginning of the school year has this student...	Did Not Need To Improve	Significant Improvement	Moderate Improvement	Slight Improvement	No Change	Slight Decline	Moderate Decline	Significant Decline	
1. Improved in turning in her/his homework on time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2. Improved in completing homework to your satisfaction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3. Improved in participating in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4. Improved in volunteering (e.g., for extra credit or more responsibility).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
5. Improved in attending class regularly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
6. Improved in being attentive in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
7. Improved in behaving well in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
8. Had classroom academic performance that was satisfactory or better.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
9. Improved in coming to school ready/prepared to learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
10. Improved in getting along well with other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Subject you teach this student									
<input type="radio"/> Math									
<input type="radio"/> Language Arts									
<input type="radio"/> Both Math and Language Arts									
<input type="radio"/> Neither Math Nor Language Arts									
			Back	Next WISER ID	Choose New WISER ID				

10. Appendix: Print Version of the Program Coordinator Survey

Too be answered for each WISER Id associated with a center:

Coordinator Survey

Coordinator Survey

List of Available Communities :

Big Horn County ▼

Which attendance category (for the 21CCLC center) do these students fall into?

WISER ID	0 - 29 Days	30 - 59 Days	60 - 89 Days	90 + Days	UnKnown/ Not Reported
10309438	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10842624	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10887008	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
11326646	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
11485116	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11685212	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12240303	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12404594	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12435317	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12690112	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12895504	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12896837	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12936189	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
13205293	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
13236466	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
13809539	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14068087	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14175088	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
14556677	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14921871	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page 1 of 15
<< < > >>
Page No :