



**Annual Performance
Report
2014-15**

21st Century Community Learning Centers: Annual Report 2014-15

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Citation for this document: 21st Century Community Learning Centers: Annual Report 2014-15.

Short reference: 21 CCLC (2014-15), Annual Report 2014-15.

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Wyoming 21st Century Community Learning Centers: Annual Report 2014-15

1. Executive Summary

During the past reporting year (summer 2014 through the 2014-15 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 2014 and the 2014-15 academic year, 78 communities administered programming at 124 centers. Additional centers began offering programming through Cohort 11 in October 2015, but they were not required to collect performance data.

The data for 2014-15 participants in Wyoming 21 CCLC programming indicate:

- 54% of regular students served were regular attendees (students who attended 30 or more days of out-of-school programming) either improved their language arts or math grades.
- 49% of participants and 52% of regular attendees qualified for free or reduced lunch.
- 23% of regular attendees improved in math proficiency on the PAWS (Proficiency Assessment of Wyoming Students) test.
- 30% of regular attendees improved in language arts proficiency on the PAWS test.
- Based on the NWEA MAP scores 28.8% of regular attendees improved in math proficiency and 23.1% of regular attendees improved in language arts proficiency.
- In a survey of ten targeted classroom behaviors, 80% of the regular attendees improved or sustained their grade level academic achievement over the course of the year.

These findings indicate that over 72% of regular attendees in Wyoming's 21 CCLC centers are either improving academically or maintaining excellence.

It is important to recognize that the rates of academic improvement among regular participants in Wyoming 21 CCLC centers were not formally compared with a control group of similar students who did not participate in after-school programming. The role that other factors might have played in these improvements (such as the quality of their learning environment during the school day) cannot be determined.

2. Introduction

2.1. Background

The 21st Century Community Learning Centers (21 CCLC) Grant is a key component of the No Child Left Behind Act. This grant program offers an opportunity for students and their families to continue to learn new skills and improve academic competency after the school day has ended. The focus of this program (re-authorized under Title IV, Part B, of the No Child Left Behind Act) is to provide expanded academic enrichment opportunities for children, particularly those attending high-poverty and low-performing schools. The program's tutorial services and academic enrichment activities are designed to help students meet local and state academic standards in subjects such as reading and math, as well as to complement the students' regular academic program. In addition, 21 CCLC programs encourage well-rounded development by providing activities such as drug and violence prevention programs; technology education programs; art, music, and recreation programs; and counseling and character education—as well as educational opportunities for parents (see <http://www.ed.gov/programs/21stcclc/index.html>).

This year, 10th Cohort grantees, whose 21 CCLC grants commenced in October of 2014, 6th Cohort grantees, whose 21 CCLC grants commenced in May of 2010, 7th Cohort grantees, whose 21 CCLC grants commenced in May of 2011, 8th Cohort grantees, whose 21 CCLC grants commenced in May of 2013, 9th Cohort grantees, whose 21 CCLC grants commenced in May of 2014, Cohort 8 grantees, whose 21 CCLC grants commenced in May of 2013 were required to complete federal reporting. The reporting year ran from the summer of 2014 through the spring of 2015. The US Department of Education evaluates program and centers' success based on the 21 CCLC GPRA measures. This includes the degree to which regular attendees (students who attend 30 or more days of programming) improve their learning-related behavior and improve their proficiency on language arts and math. Wyoming Department of Education collected this data in the spring of 2015, it includes aggregated PAWS and NWEA MAP scores that were submitted to the WDE by schools and through surveys from regular attendees' teachers using an online data collection system developed by Choice Solutions, Inc.

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.

2.2. Organization of this Report

This document contains nine 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 and the process 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 citations for materials referenced within this report, and section 9 contains the Teacher Report Form used in the study.

3. Methods

The 21st Century Community Learning Centers (21 CCLC) program is intended to promote academic achievement and improve youth classroom behavior by providing enrichment activities outside of regular school hours. The 21 CCLC academic extra-curricular offerings constitute a form of science-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 tests. 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. 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.

Additionally, it is important to note that many students in grades K-2 and pre-K students served do not take state assessments. Students in grades 9, 10, and 12 also do not take the state assessment and do not usually participate in the MAP assessment. Each 21CCLC subgrantee is required to complete local program evaluations that would include local measures for the students they serve, including students in the early grades.

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)

Federal FY 2014 allocation: \$5,631,913

Cohort 6 subgrantees (15 awards) closed out their grants in April 2015. As of October 2015, 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 7 (May 2011-April 2016)- 3 awards

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

Cohort 9 (May 2014-April 2019)- 8 awards

Cohort 10 (October 2014-September 2019)- 12 awards

Cohort 11 (October 2015-September 2020)- 6 awards

For information about 21st Century Community learning Centers in Wyoming please go to the WDe website:

<https://edu.wyoming.gov/beyond-the-classroom/grants/21ccl/>

Website with information on 21st Century Community Learning Centers:

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

5. Demographics

The information reported below includes data on all participants who started or continued to participate in programming during the period between 2014-15 (Reporting 2015). Table 1 shows attendance for students and adults.

Table 1. Attendance, Students and Adults

	Students
Total Participants Served: Students (K-12)	8715
Total Served: Family Members	3457
Total Participants Served: Pre-K	408
Total Participants Served	9169

5.1 Student Data

The first three tables in this section address the demographic characteristics of the students participating in 21 CCLC programs during Reporting Year 2015. The 124 21 CCLC centers served a total of 8715 students during Reporting Year 2015 (a figure that does not include students at centers that began receiving funding in January 2010).

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 2014 and the 2014-15 academic year.

As displayed in Table 2, fewer Wyoming 21 CCLC participants were non-regular attendees—in other words students who attended fewer than 30 days of programming.

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

	Student Attendees	
Attended Fewer than 30 Days During the Reporting Year	4043	46%
Attended 30 Days or More During the Reporting Year	4672	54%
Total Students Served	8715	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 Student Attendees		Regular Student Attendees	
Male	4405	51%	2369	51%
Female	4310	49%	2303	49%
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 Student Attendees		Regular Student Attendees	
	Count	Percentage	Count	Percentage
Pre-kindergarten (with WISERids)	4	0%	0	0%
Kindergarten	832	10%	549	12%
First grade	1177	14%	730	16%
Second grade	1190	14%	753	16%
Third grade	1197	14%	643	14%
Fourth grade	1104	13%	571	12%
Fifth grade	971	11%	497	11%
Sixth grade	706	8%	387	8%
Seventh grade	494	6%	207	4%
Eighth grade	445	5%	159	3%
Ninth grade	235	3%	82	2%
Tenth grade	136	2%	44	1%
Eleventh grade	138	2%	35	1%
Twelfth grade	81	1%	15	0%
Unreported grade	0	0%	0	0%
Demographic Data Not Provided	5	0%	0	0%
Total Students	8715	100%	4672	100%

78% of the total students and 79% of the regular students served were identified as White (see Table 5). This statistic is not surprising given the homogeneous ethnic and racial makeup of Wyoming's population. The largest ethnic minority served by 21 CCLC programming were student who identified as multiracial, which constituted 11% of total participants and 15% of regular attendees. This is the second year that we have included this category in our demographic analysis, and it is consistently the largest minority group.

Table 5. Ethnic and Racial Demographics of the 21CCLC Student Participants

Racial/Ethnic Group	Total Student Attendees		Regular Student Attendees	
	Count	Percentage	Count	Percentage
White	6824	78%	3701	79%
Black	93	1%	62	1%
Hispanic	400	5%	81	2%
Asian	50	1%	23	0%
American Indian/Alaskan Native	292	3%	91	2%
Native Hawaiian/Pacific Islander	12	0%	6	0%
Two or More Races	1021	11%	708	15%
Demographic Data Not Provided	23	0%	0	0%
Total Students	8715	100%	4672	100%

Displayed in Table 6 is the data related to at-risk student demographics for participants in 21 CCLC programming. As it is a priority of our 21CCLC programs to serve at risk students, it is important to note the large percentage of students reported that qualify for free and reduced lunch and qualify for special education services [have an Individualized Learning Plan (IEP)]. Statewide for all students the free and reduced rate is 16% and the percentage statewide for student served by special education is approximately 12%.

The percentages listed below should be treated with caution; however, as it is likely that some participants were unknown.

Table 6. Disadvantage Status of Students

	Total Student Attendees		Regular Student Attendees	
Students with Limited English Proficiency	402	5%	181	4%
Students Eligible for Free or Reduced-Price Lunch	4274	49%	2426	52%
Students with Special Needs or Disabilities	1641	19%	945	20%

6. Academic Performance in Math and Language Arts

6.1 Wyoming 2014-15 Academic Performance Data

Regular attendees' teachers (a regular attendee is a student who attends 30 or more days of programming at a center) entered students' behavior information into an online data collection system developed by Choice Solutions, Inc. In some cases, program coordinators collected the data from teachers and entered the data online for them.

- WDE received behavior data via the teacher survey for 3861 students out of 4672 eligible participants for a response rate of 83%

Table 7 reflects PAWS scores based on proficiencies in math, reading and writing. PAWS is administered to Wyoming students in the third through the eleventh grades.

Table 7. Students' PAWS Scores 2014-15 by Subject

Standards Category	Math		Reading	
	Advanced	267	10.8%	367
Proficient	905	37.3%	967	40%
Basic	1009	40.4%	758	31.2%
Below Basic	283	11.5%	334	13.7%
Untested Students (K-2, 9-12)	2208		2246	
Total	4672	100%	4672	100%

Table 8 displays change in proficiency in math and language arts for four proficiency categories (Above Grade Level, At Grade Level, Below Grade Level) using the Measures of Academic Progress assessment (MAP). School districts typically, use this assessment for students in grades K-8. Data was unavailable for 28 communities.

Table 8. Students' MAP Scores 2014-15, by Subject

Standards Category	Math				Language Arts			
	Fall 2014-15		Spring 2014-15		Fall 2014-15		Spring 2014-15	
Above Grade Level	1249	27%	2075	44%	1560	33%	2102	45%
At Grade Level	1444	31%	1460	31%	1327	28%	1482	32%
Below Grade Level	1376	29%	917	20%	1188	25%	860	18%
Assessment data not provided	603	13%	220	5%	597	13%	228	5%
Total	4672	100%	4672	100%	4672	100%	4672	100%

The impact of programming on participants 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 language arts and math changed or remained the same.

Table 9. Changes in Students' Proficiencies, by Subject

	Increased	Decreased	No Change with Room to Improve	No Change No Room to Improve
PAWS Math Scores	23%	17%	54%	6%
PAWS Reading Scores	30%	12%	50%	8%
	# regular attendees moving from below grade level to at or above	% Increase in Proficiency from Fall to Spring for regular attendees		
MAP Math	459	+28.8%		-
MAP Reading	328	+23.1%		-

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. Some behaviors, of course, can affect the learning of other students as well. Teachers assess students' skill in ten behavior categories in fall and spring. 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, language arts teachers, or teachers in combined math and language arts classrooms—are included in the table.

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	
	Count	%	Count	%	Count	%	Count	%
Turning in Homework on Time	1327	34%	1608	42%	760	20%	187	5%
Completing Homework to Teacher Satisfaction	1193	31%	1752	45%	775	20%	159	4%
Participation in Class	1177	30%	1854	48%	766	20%	88	2%
Volunteering in Class	1258	33%	1312	34%	1267	33%	48	1%
Class Attendance	1998	52%	836	22%	945	24%	105	3%
Attentiveness in Class	1106	29%	1771	46%	837	22%	172	4%
Classroom Behavior	1462	38%	1421	37%	821	21%	180	5%
Academic Performance	921	24%	2196	57%	613	16%	147	4%
Coming to School Ready/Prepared to Learn	1275	33%	1596	41%	868	22%	150	4%
Getting Along Well with Other Students	1538	40%	1391	36%	818	21%	148	4%

7. Discussion

7.1. Conclusions

Key findings of this report include the following:

- 78% of students served were identified as White.
- 52% of regular attendees were eligible for free or reduced priced lunch.
- 20% of regular attendees were students with special needs or disabilities.
- 77% regular attendees improved in MAP Math Scores in the 'At Grade' and 'Above Grade' levels over the academic school year.
- 83% of regular attendees improved in MAP Language Arts scores in the 'At Grade' and 'Above Grade' levels over the academic school year.
- 35% reduction in the number of regular attendees testing 'Below Grade Level' in MAP testing throughout the academic school year.
- 76% of regular attendees with a completed teacher survey completed homework to the teacher's satisfaction or improved in homework completion.
- 78% of regular attendees with a completed teacher survey, participated in class or showed an improvement in class participation.

8. References

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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

To 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 checked="" 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"/>

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