

2017–2018 Program Year Statewide Evaluation

21st Century Community Learning Centers



COLORADO
Department of Education



Prepared For:

Office of Dropout Prevention and
Student Re-engagement,
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EXECUTIVE SUMMARY

The 21st Century Community Learning Centers (21st CCLC) grant program supports the creation of local programs to provide students and their families with high-quality academic enrichment opportunities and services. Centers provide academic and enrichment services during non-school hours to students who attend low-performing, high-poverty schools.

The purpose of this report is to describe outcomes and provide program insights that are useful for the state as it monitors its 21st CCLC programs, not only while the programs are funded but as they make plans to sustain themselves when funding ends. In addition to the federal evaluation requirements which included data reported in 21APR, subgrantees were required to complete an end-of-year survey documenting the number of students and families served, quality of family-school partnerships, success stories, program implementation, sustainability efforts, and progress on state performance measures. Given that this is the first time some of the end-of-year survey items reported here have been administered, the use of data collection instruments in this report can be considered a pilot for the statewide evaluation.

22 SUBGRANTEES AND 44 CENTERS SERVED STUDENTS

This report includes data from the Colorado Department of Education's (CDE) Cohort VII (2015–2020) during the 2017–2018 reporting year. Cohort VII consists of 22 subgrantees and 44 centers.¹

FEDERAL EVALUATION

Centers served more than 6,500 students in the fall and more than 7,000 in the spring

A total of 3,489 students participated in the summer, 6,517 in the fall, and 7,030 in the spring. Because students may have attended during more than one term, students may be represented in more than one term. During the fall, 44% of students were regular program participants (that is, students attending for 30 days or more), and during the spring, 52% of students were regular program participants.

Programs enrolled students in all grades from pre-kindergarten through 12th grade. Approximately three in five students were Hispanic and Latino, one in five were White, and one in five were some other race. About half of students served received free and reduced-price lunch.

Student academic performance and behavior improved

Teachers completed end-of-year surveys for regular program participants. Among students who needed improvement in academic and behavioral areas, teachers reported that 71% of students improved in *academic performance*, 68% improved *participation in class*, 67% improved in *coming to school motivated to learn*, 63% showed improvement in *getting along with others*, and 62% showed improvement in *being attentive in class*.

¹ This report only includes Cohort VII only due to the transition related to the Every Student Succeeds Act (ESSA). Data in this report should not be compared to data from previous years' reports, which included two cohorts. The next report will include data from Cohort VIII, which began during the 2018–2019 school year.

Centers offered 667 academic and enrichment activities

During the 2017–2018 program year, centers provided 667 activities to participants, many of which were academic activities (44%), such as Science, Technology, Engineering, and Mathematics (STEM) (18%) or literacy (13%), and many of which were enrichment activities (41%), such as physical activity (16%) or arts and music (14%).

STATE EVALUATION

Subgrantees reported on family-school partnerships

Centers served 3,287 family members. On average, each center served 75 family members.

Nearly two-thirds of subgrantees (64%) reported frequently *welcoming all families*, while a slightly lower proportion (55%) reported frequently engaging in *effective communication*. About two in five subgrantees (41%) reported frequently *supporting student success, speaking up for every child, and collaborating with community*, while about one in five (18%) reported frequently *sharing power* with families.

Subgrantees reported progress on state performance measures

Subgrantees were required to create three performance measures that aligned to state priorities related to academic progress, enrichment, and parent/family activities. About one in three subgrantees (32%) reported meeting or exceeding their *academic progress* performance measure, while the remainder (68%) reported making progress. Nearly three in five subgrantees (57%) reported meeting or exceeding their *enrichment* performance measure, while the remainder (43%) reported making progress. Slightly less than half of the grantees (45%) reported meeting or exceeding their *parent/family activities* performance measure, while 45% reported making progress and 9% reported not making progress.

Subgrantees are making plans for program sustainability

Subgrantees reported a variety of actions taken and next steps towards program sustainability after funding ends. Some of the most common strategies included forming *strong relationships* with partners, providing *professional development* for staff, and *working with other staff in the organization* to submit grant applications or plan fundraising events.

CONCLUSION

The 21st CCLC grant program provides community learning centers for students in low-performing, high-poverty schools. Teachers reported improvements in academic performance and behavior for regular attendees, which were echoed by program directors in success stories highlighted throughout the full report. In anticipation of the cessation of funding at the end of 2020, subgrantees in Cohort VII are taking steps to ensure the sustainability of their programs.

INTRODUCTION

21st Century Community Learning Centers

The 21st Century Community Learning Centers (21st CCLC) grant program supports the creation of local programs to provide high-quality academic enrichment opportunities and services to students. In addition, centers offer programming to students' families. The 21st CCLC competitive grant program was authorized by Title IV, Part B, of the Elementary and Secondary Education Act (ESEA), as reauthorized in December 2015 by the Every Student Succeeds Act (ESSA).

Centers serve students—in particular, those who attend low-performing, high poverty schools—and provide services during non-school hours (before school, after school, and weekends) or when school is not in session (during summer break).

Under an ESEA waiver, Colorado centers were permitted to provide extended learning time (ELT) programs during the 2017–2018 program year, providing additional instruction or education programs for all students beyond the state-mandated requirements.

The Colorado Department of Education (CDE) is the designated state educational agency responsible for awarding, administering, and supervising Colorado's 21st CCLC programs. CDE monitors and evaluates funded programs and activities; provides capacity building, training, and technical assistance; comprehensively evaluates the effectiveness of programs and activities; and provides training and technical assistance to eligible applicants and award recipients.

Subgrantees, such as school districts and community-based organizations, serve as the fiscal agents for the centers serving students and their families.

About This Report

The purpose of this report is to help the state monitor its 21st CCLC programs through a description of program outcomes and insights, including plans programs are making to sustain themselves when funding ends.

21st CCLC subgrantees recorded data such as student attendance, activities provided, and staffing on Excel spreadsheets monthly throughout the 2017–2018 program year. This information was then compiled and entered into 21APR, the federal reporting system used by CDE to report subgrantee data to the U.S. Department of Education (USDE). Teacher surveys were administered at the end of the program year (once sufficient attendance data were available to determine which students were regular attendees). Program directors also completed an end-of-year survey, which included attendance information, progress towards state performance measures, plans for program sustainability, and student success stories. Some of the student success stories are provided throughout the report (they have been edited for succinctness and clarity, and to protect student Personally Identifiable Information).

The intended audience for the report includes the USDE, CDE staff, subgrantees, centers, school districts, community-based organizations, and the general public. To assist readers who are not familiar with terms used in this report, a glossary can be found in Appendix A.

The 2017–2018 program year is the timeframe included in this report. For the federal 21APR data (e.g., data on activities provided, staffing, teacher surveys, and participation reporting through 21APR), the program year is from June 1, 2017 to May 31, 2018. For the state evaluation data (e.g., end of year survey data on student attendance, progress towards state performance measures, and success stories), the state fiscal year is from July 1, 2017 to June 30, 2018.

SUBGRANTEES, CENTERS, COHORTS

This report includes data from CDE’s Cohort VII (2015–2020) during the 2017–2018 reporting year. This report only includes Cohort VII due to the transition related to the Every Student Succeeds Act. Because data in this report includes only Cohort VII, whereas previous years’ reports included two cohorts, the reports should not be compared. Data from Cohort VIII, which began during the 2018–2019 school year, will be highlighted in next year’s evaluation report.

During 2017–2018, Cohort VII was in its third year of funding. Cohort VII consists of 22 subgrantees (16 school districts, one college/university, and five community-based organizations) and 44 centers.

Subgrantees and their corresponding centers are listed in Table 1. Program descriptions for each of the centers are provided in Appendix B.

Table 1.

Students were served by 44 centers and 22 subgrantees.

Subgrantee	Centers	Center
School Districts		
Adams 12 Five Star Schools	6	Coronado Hills Hillcrest Elementary Malley Drive Elementary North Star Elementary Stukey Elementary Thornton Elementary
Adams-Arapahoe 28J (APS)	3	Fulton Academy of Excellence Sable Elementary School Vaughn Elementary School
Boulder Valley School District	1	Alicia Sanchez International School
Denver Public Schools	4	Colfax Elementary Cowell Elementary Eggleton Elementary Lake International School
Denver Public Schools	1	Grant Beacon Middle School
Denver Public Schools	1	Munroe Elementary
Denver Public Schools	1	Place Bridge Academy
Englewood School District	1	Cherrellyn Elementary
Englewood School District	1	Colorado’s Finest High School of Choice
Englewood School District	1	Englewood Middle School
Greeley-Evans School District 6	3	Centennial Elementary Northridge High School Prairie Heights Middle School

Subgrantee	Centers	Center
Jefferson County Public Schools	1	Brady High School
Jefferson County Public Schools	3	Jefferson Junior/Senior High School Lumberg Elementary Stevens K-6
Jefferson County Public Schools	1	Pennington Elementary
Lake County School District	1	Lake County Intermediate /Lake County High School
Mapleton School District	1	Meadow Community School
Metro State University of Denver	4	Bruce Randolph Kepner Middle School ² Kunsmiller Creative Arts Academy Manual High School ³
Community-Based Organizations		
Asian Pacific Development Center	1	Hinkley High School
Boys and Girls Clubs of Metro Denver	3	Cole Boys and Girls Club Godsman Boys and Girls Club Johnson Boys and Girls Club
Scholars Unlimited	4	Columbine Elementary Harrington Elementary John Amesse Elementary Oakland Elementary
YMCA of Metropolitan Denver	1	Wyatt Academy
YMCA of the Pikes Peak Region	1	Welte Education Center

FEDERAL EVALUATION: SUMMARY OF DATA REPORTED IN 21APR

Colorado Department of Education is required to collect data from subgrantees on the effectiveness of all programs and activities provided using 21st CCLC funds. This section addresses the federal Government Performance and Results Act (GPRA) indicators and data for the 21st CCLC program reported in 21APR (covering the period from June 1, 2017 to May 31, 2018).

For the federal evaluation, subgrantees were required to submit monthly tracking sheets to CDE. Data in the tracking sheets included the number of students served, student demographics, activities/programming provided to students and adults, activity participation and attendance, staffing, and community partner details. This data was reported in 21APR in Summer 2017, Fall 2017, and Spring 2018.

In addition, by the end of Spring 2018, all subgrantees were instructed to submit teacher surveys for all students who attended a program for 30 days or more. The purpose of the teacher survey was to assess student improvements in academic behaviors, academic performance, and school day attendance.

Regular classroom teachers completed the survey for elementary students. Math and/or English teachers completed the survey for middle and high school students. Teachers completing the survey should not be serving as 21st CCLC program staff.

² This center closed in February 2018.

³ This center closed in June 2018.

Changes in Student Behavior and Academic Performance

Changes in student behavior were assessed by surveys completed by teachers for students who attended regularly (that is, 30 days or more) during the program year. These surveys allowed tracking of two GPRA measures: the percent of regular program participants who improved in homework completion and class participation, and the percent of all regular program participants whose behavior improved. The full teacher survey is presented in Appendix C.

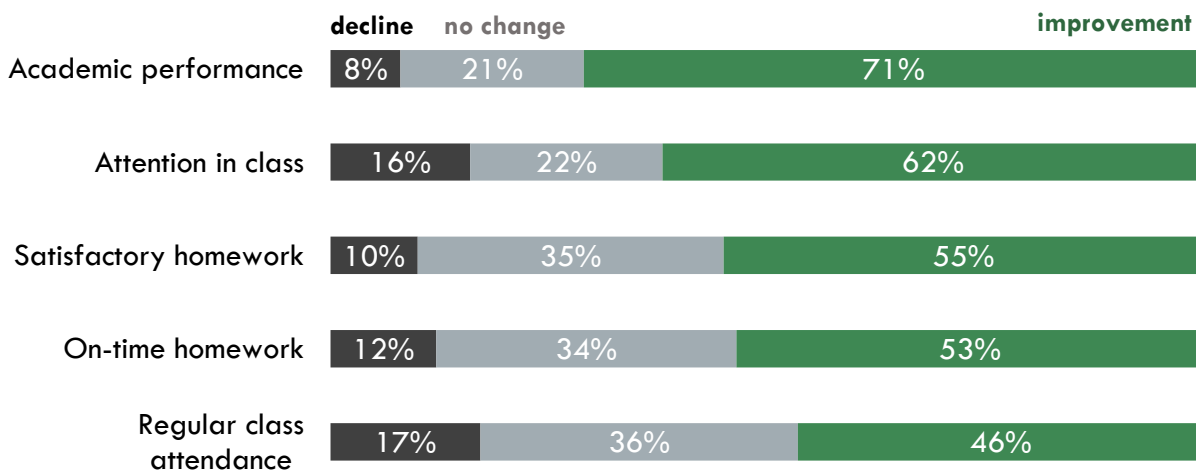
Teachers submitted surveys for 3,154 regular attendees at 40 centers representing 21 subgrantees.⁴

Figures 1 and 2 present teacher ratings of student improvement in areas related to academic performance and behavior. Students who did not need improvement in a particular area were not rated and are not included in these figures.

Figure 1 shows that the percent of students improving their *academic performance* was particularly high, with 71% of students showing improvement. Students also showed improvement in *being attentive in class* (62% improvement), *completing homework to the teacher's satisfaction* (55%), and *turning in his/her homework on time* (53%). Nearly half of students (46%) improved *attending class regularly*, while 17% experienced a decline.⁵

Figure 1.

Most students improved in **academic performance and paying attention in class.**



Note: Data in this figure comes from the teacher survey.

⁴ This is an 87% response rate by student (teachers submitted surveys for 3,154 of the 3,629 regular attendee attendees). This is a 91% response rate by center (40 of 44 centers submitted at least one survey).

⁵ Among the 3,154 students for whom surveys were submitted, the percent who did not need to improve in a particular area (and are therefore not represented in Figure 1) include 11% for *academic performance*, 16% for *attention in class*, 25% for *satisfactory homework*, 23% for *on-time homework*, and 35% for *regular class attendance*.

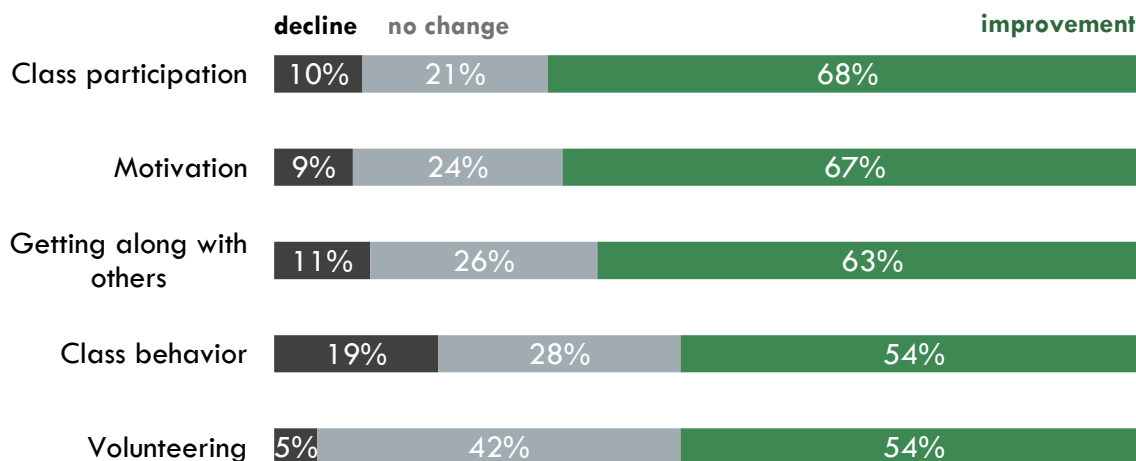
Success story: Attendance improvement (submitted by Lake County School District):

A seventh grader attended the after-school program roughly two days a week was still not turning in her homework regularly. When she was asked about what might motivate her to come more often and turn in her work each day, she verbalized that she did not have much to look forward to when she went home after school each day. One of the teachers in the building, who was also an outdoor club activity leader, made a “deal” with her that she would change the time and day of the biking club day to later in the week and it would be a reward for turning in her completed homework each day. The student not only began turning in her work each day, but also recruited other students to join her on the biking day each week. She stated, “No matter what kind of day I am having, it is so much fun to get my work done and then head out on the trail on the fat bikes with my friends.” She and several others would line up and wait for the teacher to arrive each week to ride the local trails after spending the first half of the afternoon on their assignments and tutoring.

As shown in Figure 2, the percent of students improving their *participation in class* and *coming to school motivated to learn* were both particularly high, with 68% and 67% of students showing improvement, respectively. Students also showed improvement in *getting along with others* (63%). More than half of students (54%) improved in *behaving well in class*, though nearly one in five (19%) experienced a decrease. More than half of students improved in *volunteering* (e.g., for extra credit or more responsibilities; 54%), while two in five (42%) stayed relatively similar.⁶

Figure 2.

Most students improved in **class participation and motivation.**



Note: Data in this figure comes from the teacher survey.

⁶ Among the 3,154 students for whom surveys were submitted, the percent who did not need to improve in a particular area (and are therefore not represented in Figure 2) include 12% for *class participation*, 17% for *motivation*, 26% for *getting along with others*, 26% for *class behavior*, and 18% for *volunteering*.

Students Served

Student Attendance Patterns

Table 2 shows the total and average number of students served by centers, broken out by number of days attended. Centers served 3,489 students in the summer, 6,517 in the fall, and 7,030 in the spring. Because students may have attended during more than one term, students may be represented in more than one term.

Table 2.

Centers served more than 6,500 students in Fall 2017 and more than 7,000 students in Spring 2018.

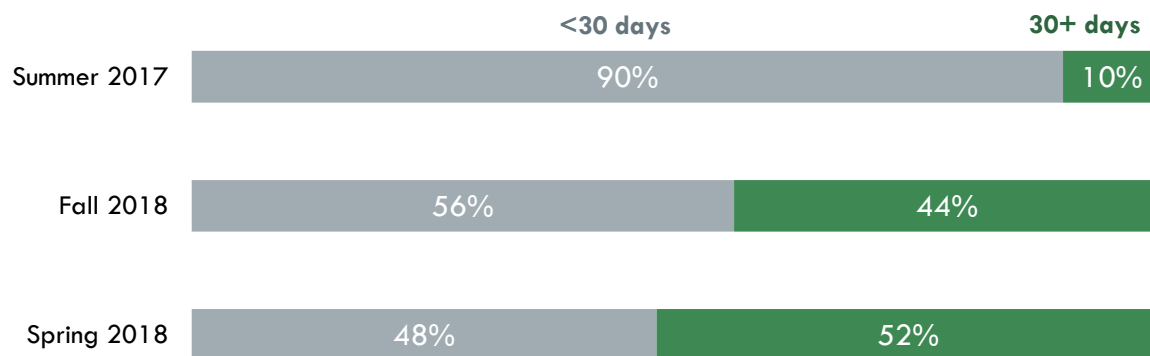
Student Attendance	Summer 2017		Fall 2017		Spring 2018	
	Number	Percent	Number	Percent	Number	Percent
< 30 Days	3,135	90%	3,645	56%	3,401	48%
30-59 Days	354	10%	2,162	33%	2,215	32%
60-89 Days	0	0%	515	8%	852	12%
90+ Days	0	0%	195	3%	562	8%
Total	3,489	100%	6,517	100%	7,030	100%

Note: Data in this table comes from 21APR.

During the school year, between 44% (fall) and 52% (spring) of students were regular attendees (that is, they attended for 30 or more days; see Figure 3). Overall, 48% of students were regular attendees during the school year. During the summer, 10% of students were regular attendees.⁷

Figure 3.

Nearly half of students were regular attendees during the 2017–2018 school year.



Note: Data in this figure comes from 21APR.

⁷ Summer programs do not typically include 30 days of programming. Therefore, it is common for the number of regular attendees during the summer to be lower than the number of regular attendees during other terms.

Student Demographic Characteristics

Data on student demographic characteristics are presented for all students served (not just those classified as regular attendees).

Table 3 presents student gender by term. Gender was unknown for a substantial proportion of students in the summer (8%) and spring (15%), so results should be interpreted with this limitation in mind.

Table 3.

Student gender was nearly evenly split between males and females during the school year.

Student Gender	Summer 2017		Fall 2017		Spring 2018	
	Number	Percent	Number	Percent	Number	Percent
Male	1,701	49%	3,246	50%	2,988	43%
Female	1,498	43%	3,207	49%	2,968	42%
Unknown	290	8%	64	1%	1,074	15%
Total	3,489	100%	6,517	100%	7,030	100%

Note: Data in this table comes from 21APR.

Table 4 presents data on student demographics broken out by federal reporting categories. Student race varied by term. Hispanic/Latino students comprised the majority of the students attending (ranging from 53%–59%), followed by White students (ranging from 17%–22%) and Black or African American students (ranging from 8%–10%).

Table 4.

Student race broken out by Federal reporting categories.

Student Race	Summer 2017		Fall 2017		Spring 2018	
	Number	Percent	Number	Percent	Number	Percent
American Indian or Native Alaskan	23	1%	114	2%	141	2%
Asian	57	2%	203	3%	220	3%
Black or African American	353	10%	582	9%	591	8%
Hispanic or Latino	1,858	53%	3,789	58%	4,157	59%
Native Hawaiian or Pacific Islander	58	2%	21	0%	22	0%
White	586	17%	1,417	22%	1,488	21%
Two or More Races	132	4%	226	3%	227	3%
Unknown	422	12%	165	3%	184	3%
Total	3,489	100%	6,517	100%	7,030	100%

Note: Data in this table comes from 21APR.

Table 5 presents student grade level (pre-K to 5 vs. 6 to 12) by term. During the summer, three in five students (61%) were in pre-kindergarten through grade 5 while two in five (39%) were in grades 6 to 12. In the fall and spring, the proportion of students in grades 6 to 12 increased to 46% and 45%, respectively.

Table 5.

Three in five students served during the summer were in pre-kindergarten through grade 5.

Student Grade Level	Summer 2017		Fall 2017		Spring 2018	
	Number	Percent	Number	Percent	Number	Percent
Pre-K to 5	2,145	61%	3,551	54%	3,840	55%
6 to 12	1,344	39%	2,966	46%	3,190	45%
Total	3,489	100%	6,517	100%	7,030	100%

Note: Data in this table comes from 21APR. All pre-kindergarten students were served as part of the parent engagement programming (not the student programming).

Table 6 presents data on various student characteristics. The proportion of students who were English Language Learners ranged from 15% in the summer to 27% in the fall. About half of students received free and reduced-price lunch, ranging from 46% in the spring to 55% in the fall. The percent of students with special needs ranged from 7% in the spring to 9% in the fall.

Table 6.

About half of students received free and reduced-price lunch.

Student Characteristics	Summer 2017		Fall 2017		Spring 2018	
	Number	Percent	Number	Percent	Number	Percent
English Language Learners	536	15%	1,773	27%	1,381	20%
Free and Reduced-Price Lunch	1,837	53%	3,564	55%	3,221	46%
Special Needs	289	8%	567	9%	499	7%

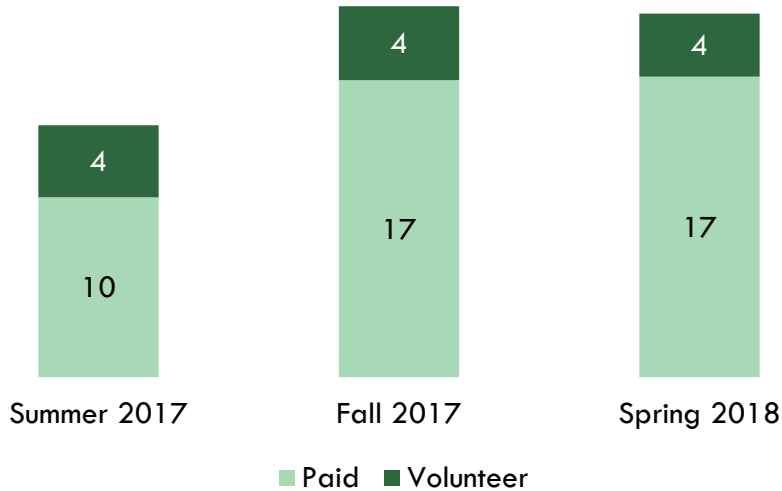
Note: Data in this table comes from 21APR.

Program Staff

Across all 44 centers, there were 439 paid staff (including both full-time and part-time staff) in the summer (average of 10 per center), 727 paid staff (including both full-time and part-time staff) in the spring (average of 17 per center), and 736 paid staff (including both full-time and part-time staff) in the fall (average of 17 per center; see Figure 4). There were 178 volunteer staff in the summer (average of four per center), 180 volunteer staff in the fall (average of four per center), and 153 volunteer staff in the spring (average of four per center). During the fall and spring, three in 10 (30%) of all staff were school day teachers. Additional details on staffing characteristics are provided in Appendix D.

Figure 4.

The average number of staff was higher during the school year than during the summer.



Note: Data in this figure comes from 21APR.

Success story: Sensory room (submitted by Englewood School District - ELT Program):

Through the 21st CCLC grant, we were able to bring a sensory room to our school. It has a swing, crash pad, matted floors, mini trampoline, a calm down tent, a cozy canoe, body socks, bean bag chairs, a squeeze machine, low lighting, and fidget tools. Our school has many students who benefit from the sensory room. One student who has Tourette’s Syndrome uses the sensory room to start off his day, which helps him make a smooth transition into the classroom. He also has a scheduled break during the day. When he enters, he is hyped up and having frequent tics. In the sensory room, his body calms and the tics become less frequent. When his break is over, he can re-enter the classroom and is ready to learn.

Activities Provided

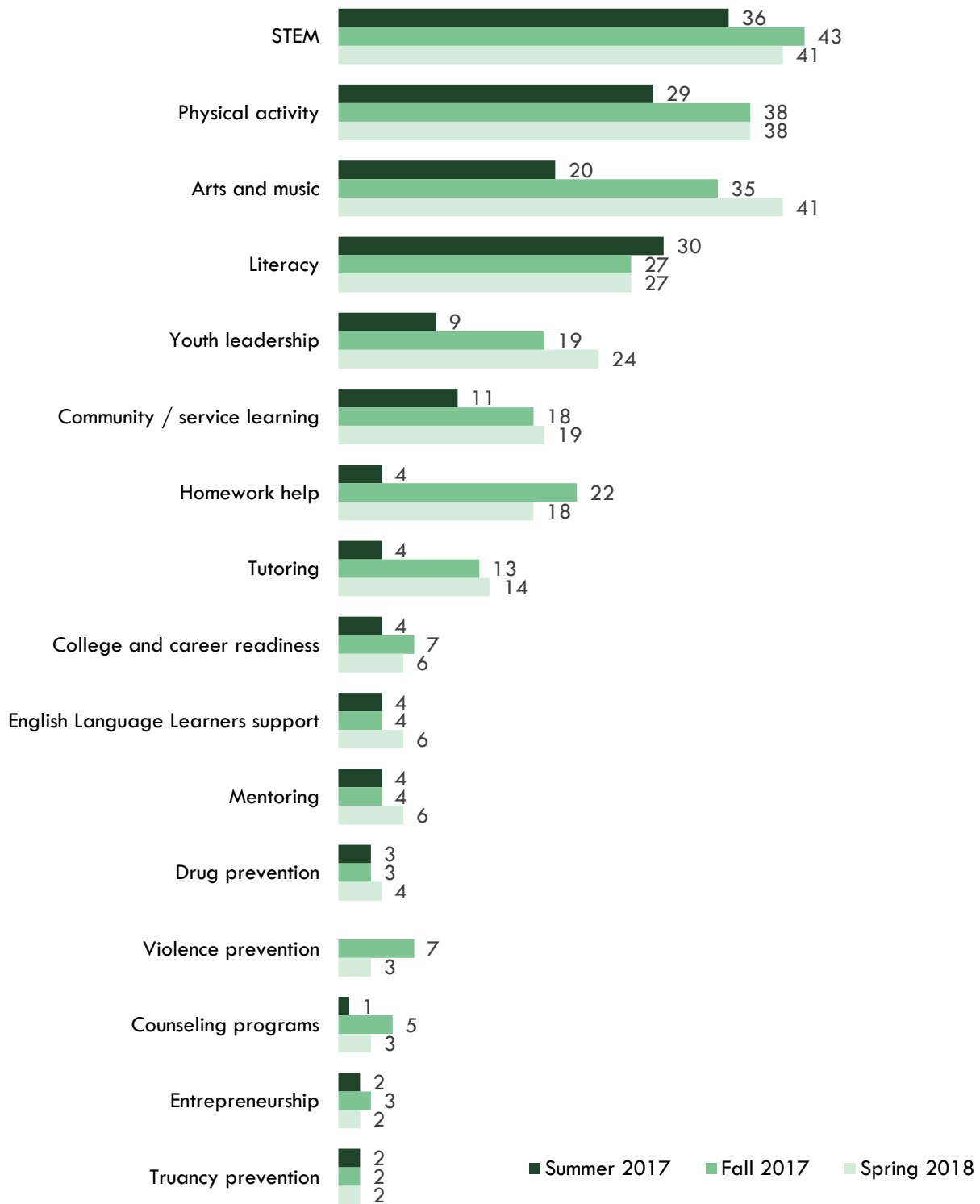
Centers offered a total of 667 different activities during the 2017–2018 program year.⁸ About three in four activities provided by centers (76%) took place during the school year and 24% took place during the summer. All subgrantees (100%) reported emphasis in at least one core academic area and all subgrantees (100%) reported offering enrichment and support activities in other areas, indicating full compliance with the two Grant Performance and Results Act (GPRA) measures for the state.

Figure 5 presents the number of activities provided by type and by term. For example, 36 different Science, Technology, Engineering, and Mathematics (STEM) activities took place in the summer, 43 in the fall, and 41 in the spring. The most common activities provided included STEM activities, physical activity, and arts and music.

⁸ Because of limitations in the reporting mechanism, this figure may be an undercount of the number of activities provided.

Figure 5.

The number of activities provided by centers demonstrates an emphasis on STEM, physical activity, and arts and music.



Note: Data in this figure comes from 21APR.

Table 7 presents information about the 667 activities provided, including the number of days the activity was offered. For example, 40 STEM activities were provided on more than 30 days throughout the program year, while 21 STEM activities were provided for 21 to 30 days.

More than two in five activities (44%) were classified as *academic*, including STEM (18%), literacy (13%), homework help (7%), tutoring (5%), and English Language Learners support (2%). Two in five (40%) were classified as *enrichment*, including physical activity (16%), arts and music (14%), community service/learning (7%), mentoring (2%), and entrepreneurship (1%). Smaller proportions of activities were classified as *essential skills* (13%), including youth leadership (8%), drug prevention (1%), violence prevention (1%), counseling (1%), and truancy prevention (1%), or *college and career readiness* (3%).

Table 7.
Academic activities and enrichment activities were most frequently provided.

Activity	Number of Activities Provided by Number of Days Offered					Total Number and Percent of Activities
	>30 Days	21-30 Days	11-20 Days	5-10 Days	<5 Days	
Academics	103	32	65	56	37	293 (44%)
STEM	40	21	31	18	10	120 (18%)
Literacy	49	9	9	12	5	84 (13%)
Homework help	11	2	14	10	7	44 (7%)
Tutoring	0	0	10	12	9	31 (5%)
English Language Learners support	3	0	1	4	6	14 (2%)
Enrichment	81	46	70	41	32	270 (40%)
Physical activity	36	20	29	11	9	105 (16%)
Arts and music	24	19	25	17	11	96 (14%)
Community service/ learning	14	6	11	11	6	48 (7%)
Mentoring	6	1	2	2	3	14 (2%)
Entrepreneurship	1	0	3	0	3	7 (1%)
Essential Skills	11	10	25	30	11	87 (13%)
Youth leadership	4	3	15	23	7	52 (8%)
Drug prevention	0	0	4	3	3	10 (1%)
Violence prevention	5	3	2	0	0	10 (1%)
Counseling programs	1	1	2	4	1	9 (1%)
Truancy prevention	1	3	2	0	0	6 (1%)
College and Career Readiness	4	0	5	7	1	17 (3%)
College and career readiness	4	0	5	7	1	17 (3%)
Total	199	88	165	134	81	667 (100%)

Note: Data in this figure comes from 21 APR.

Additional information about the frequency and duration of activities provided by term is presented in Appendix E.

STATE EVALUATION: SUMMARY OF END-OF-YEAR SURVEY DATA

This section of the report highlights results from the state-level evaluation (covering the state fiscal period from July 1, 2017 to June 30, 2018). Subgrantees were required to complete an online end-of-year reporting survey in July of 2018. The survey included both qualitative and quantitative questions related to family-school partnerships, progress towards reaching state performance measures, enrollment and participation rates throughout the program year, sustainability efforts, and program successes. The end-of-year survey items included in the current report are provided in Appendix F.

Success story: Parent engagement and healthy eating (submitted by Boys & Girls Clubs of Metro Denver)

We used 21st Century funds to run a six-week long collaborative course with Cooking Matters Colorado because we identified healthy cooking and eating habits as one of our parent learning opportunities. The course taught healthy habits to parents and children and had them apply this knowledge to cook healthy meals together at the end of each class. The staff were also able to provide parents with information about food banks and nearby shops offering fresh produce. Not only did this class provide healthy lifestyle skills, it increased attendance rates and encouraged our families to view our program as a resource and community-based entity.

Family-School Partnerships

Centers served a total of 3,287 family members. Centers reported serving an average of 75 family members (median 42 family members).

One of the goals of the 21st CCLC grant program is to promote family-school partnerships by offering opportunities for active and meaningful engagement in their children's education—including opportunities for literacy and related educational development—to families of students served by community learning centers. As part of the evaluation, the state sought to determine whether subgrantees were applying family-school partnering best practices. In the end-of-year survey, subgrantees completed the Family-School Partnership Scale developed by researchers at the University of Northern Colorado. Subgrantees were asked to rate their effectiveness in partnering with families from a scale of one (not occurring) to four (frequently occurring) in six areas based on the National Standards for Family-School Partnerships (see Figure 6).⁹

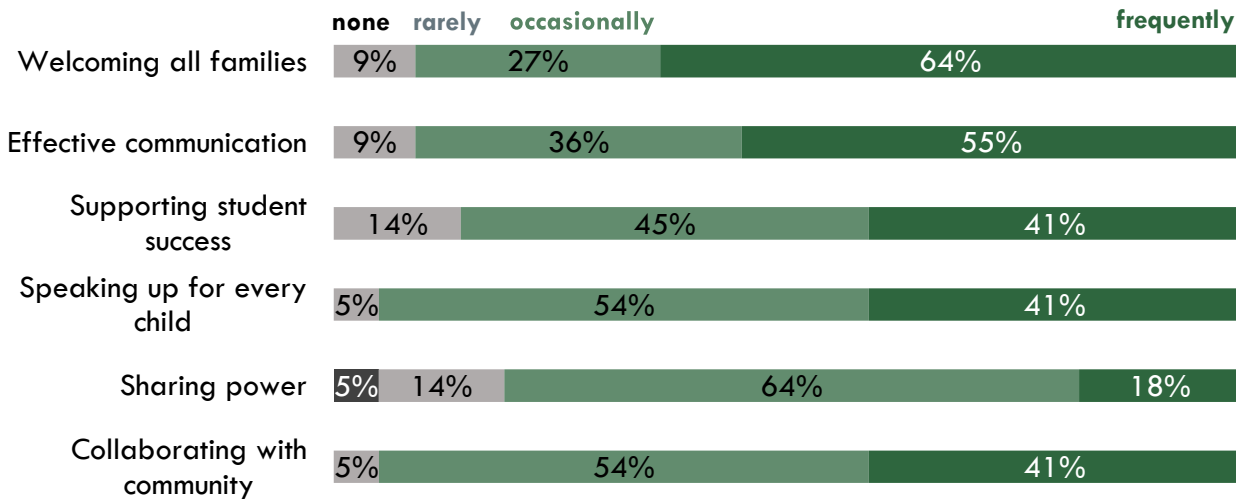
The family-school partnering best practices most frequently reported by subgrantees included *welcoming all families* (64% frequently) and *engaging in effective communication* (55% frequently). About two in five subgrantees (41%) reported frequently *supporting student success, speaking up for every child*, and *collaborating with community*, while about one in five (18%) reported frequently *sharing power* with families.¹⁰

⁹ See <https://www.pta.org/home/run-your-pta/National-Standards-for-Family-School-Partnerships>

¹⁰ Fuller descriptions of each of these items are provided in Appendix F.

Figure 6.

The vast majority of subgrantees reported occasionally or frequently speaking up for every child and collaborating with community.



Note: Data in this figure comes from the state’s end-of-year survey.

State Performance Measures

In their grant proposals, subgrantees created performance measures using the SMART (specific, measurable, achievable, relevant, and time-bound) framework for each of three areas:¹¹

- Academic progress
- Enrichment
- Parent/family activities

Performance goals include measurements of the outcome that are relevant, realistic, and demonstrate impact. SMART goals must be specific and have clear indicators of success based on current research.

In addition to the three required performance measures, subgrantees had the option to develop performance measures in three areas:¹¹

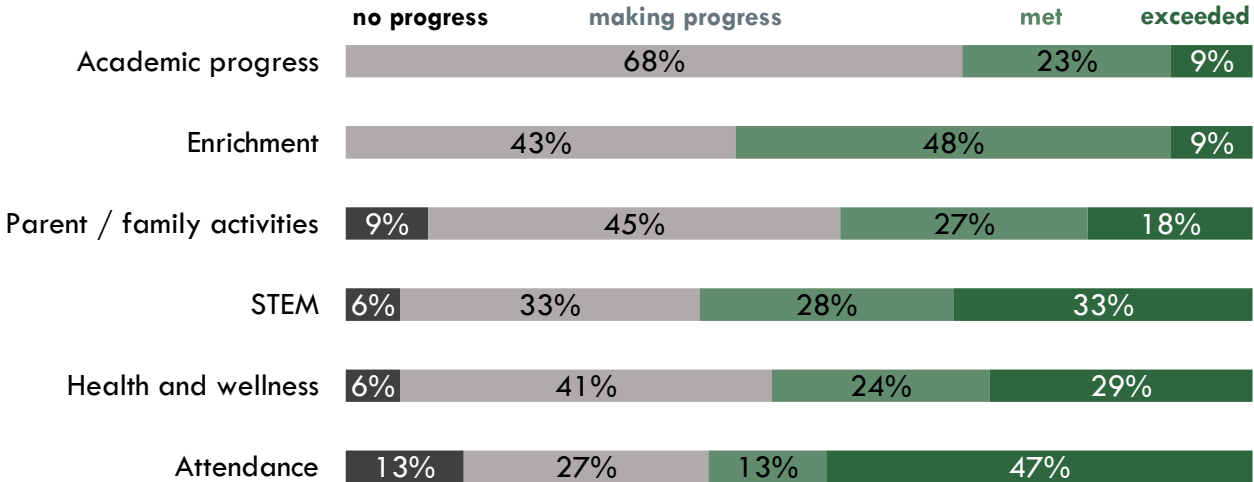
- STEM
- Health and wellness
- Attendance

¹¹ Fuller descriptions of each of these performance measures are provided in Appendix F.

Subgrantees were asked to rate their progress on each performance measures using a four-point scale (no progress, making progress, met goal, or exceeded goal). If they surpassed their performance measure, they selected “exceeded performance measure” If they completely met their performance measure, they selected “met performance measure,” and if they partially met their performance measure, they selected “making progress.” If they made minimal gains on their performance measure, they selected “not making progress.” Subgrantees were also required to submit data to validate their ratings for each performance measure. Figure 7 shows subgrantees’ reports of progress towards each of the six performance measures.

More than half of subgrantees reported meeting or exceeding their performance measure in *enrichment*, *STEM*, *health and wellness*, and *attendance*. Smaller proportions of subgrantees reported meeting or exceeding their performance measure in *academic progress* and *parent/family activities*, though all subgrantees reported at least making progress in these areas.

Figure 7.
All subgrantees reported making progress, meeting, or exceeding their **academic progress and enrichment** performance measures.



Note: Data in this figure comes from the state’s end-of-year survey. All subgrantees reported on the required performance measures (*academic progress*, *enrichment*, and *parent/family activities*). For the optional performance measures, 18 subgrantees reported on *STEM*, 17 reported on *health and wellness*, and 15 reported on *attendance*.

For each measure, subgrantees were asked to provide open-ended comments on each of the following:

- Special circumstances and/or factors that positively affected progress on achieving the performance measure
- Special circumstances and/or factors that negatively affected progress on achieving the performance measure
- Activities, services, or programs that were most effective in helping to meet the performance measure

Academic Progress

About one in three subgrantees (32%) reported meeting or exceeding their *academic progress* performance measure, while the remainder (68%) reported making progress. All 22 subgrantees reported on this measure.

“Having the ability to track our students’ progress each day created more accountability overall for our program. Our site staff were able to hold our student participants more accountable for what they accomplished that day in terms of homework completion. Our central team was able to monitor progress more effectively on-site as well.”

Positive special circumstances and factors

Several subgrantees cited **data usage** as a factor in making progress towards their academic measure. This included tracking student progress daily, convening data meetings with all stakeholders, and using data to guide instructional practices and professional development. Subgrantees also mentioned their **staff** as a positive factor. In particular, they reported as positive having staff dedicated to reading and homework help, stable staffing, and in some cases, day teachers serving as staff. **Professional development** in the context of a professional learning community, **alignment and communication** with the day school, and a **focus on academics** through project-based learning, literacy interventions, small group work, personalized learning, and daily homework help were also listed as positive factors.

Negative special circumstances and factors

Several subgrantees noted that students’ **behavior due to social and emotional challenges** and **staff/administration turnover** negatively affected progress in this area. Subgrantees also noted that **inconsistent student attendance** was a challenge and that it was **difficult to engage students** who were behind in their schooling, who had a negative relationship to their school, and who did not want to work on academics in an after-school setting. Subgrantees with **less productive relationships with the schools** noted challenges such as lack of alignment with the school curriculum, school reluctance to share student grades, lack of timely data, and poor communication and buy-in. One subgrantee commented that **poverty** creates achievement gaps that are hard to close in short periods of time, while another noted that **children are tired** after the school day.

“A big piece that continues to plague teachers’ success is the social emotional piece. Many students are coming to class with high needs that need to be addressed. This often takes time away from instruction, and not having the tools needed to address these concerns negatively affects the progress.” (from an ELT program)

Effective activities, services, and programs

Specific activities, services, and programs that were cited as effective included **tutoring** (including a tutoring partnership with nursing students, having day teachers serve as tutors, focusing tutoring on reading, and offering online tutoring), providing **targeted academic interventions**, and offering

individualized instruction. Using field trips as to **encourage student engagement** and creating a **sensory room** were also mentioned as effective.

Success story: Academic improvement (submitted by Mapleton School District)

We are fortunate to have so many students taking part in and benefiting from our 21st CCLC programming. A fourth grader who has participated in 95 days of 21st CCLC programming has shown significant academic success. The student started the year two grade levels below grade level in math, reading, and language usage. She has achieved tremendous growth. She has exceeded her goal in each content area and is now scoring within grade level range. Additionally, her classroom grades have consistently shown grade level progress. Her academic success has helped build her confidence, which in turn has advanced her status as a classroom and school leader.

Enrichment

Nearly three in five subgrantees (57%) reported meeting or exceeding their *enrichment* performance measure, while the remainder (43%) reported making progress. All 22 subgrantees reported on this measure.

Positive special circumstances and factors

Numerous subgrantees noted that incorporating **feedback from students** on which activities to provide was a positive factor in making progress towards their enrichment measure. Subgrantees also cited the importance of having **stable, engaging staff** and **relationships** with community partners/providers and school staff. Offering a wide **variety of classes and events** (including service learning and events focused on the students' culture of origin) and **improving the quality of classes** (through purchasing supplies such as jewelry-making tools and sports equipment) were also helpful. Other subgrantees noted as useful using only **well-performing vendors** (based on previous experience) and **professional development** on topics such as social emotional learning and restorative justice. One subgrantee noted that **family members** were active in leading enrichment activities.

“Enrichment activities were determined based on student recommendations and positive feedback on activities from previous years. Feedback from students gave staff a clear direction on what types of enrichment activities would be beneficial to students.”

Negative special circumstances and factors

Challenges in making progress on the enrichment measure included the **availability of qualified staff**, including loss due to staff/administration turnover, lack of coverage when staff members were absent, and difficulty finding staff to help with tutoring. Some subgrantees struggled with **low student enrollment**, in part due to competition with other activities and jobs. In contrast, another subgrantee struggled with **enrollment limits** and not all students who wanted to participate were able to. Some subgrantees struggled with **student behavior**. In one case, staff did not know how to deal with disruptive students, and in another case, the behavior of two students was unsafe and they had to leave the program despite numerous interventions. This subgrantee noted that the increased focus on academics was difficult for some students to accept. Other subgrantees noted as negative factors **lack of planning**

time and scheduling difficulties (for example, ELT programs offering classes at the same time as core classes needed for graduation).

“Some staff who interviewed well do not have much experience working with at-risk youth and are not ready to deal with some of the rebellious students. This results in staff reacting poorly to student behavior instead of guiding the behavior. We sometimes lose staff because they cannot deal with our students.”

Effective activities, services, and programs

Subgrantees noted a variety of effective activities, services, and programs related to enrichment. These included **tutoring, service learning opportunities, college tours, field trips, a summer retreat, and classes and clubs** such as STEM, robotics, cooking, outdoor sports, outdoor science, life skills class, and mental health mindfulness. Specific programs called out as effective include those building **leadership and problem-solving skills**, developing **social competencies, mentoring**, and **college and career guidance**.

“The outdoor clubs were great incentives to encourage students to try biking, skiing, snowshoeing, sledding, and outdoor science—all activities our students reported having limited access to on a daily basis.”

Parent/Family Activities

Slightly less than half of the grantees (45%) reported meeting or exceeding their *parent/family activities* performance measure, while 45% reported making progress and 9% reported not making progress. All 22 subgrantees reported on this measure.

“Staff make an effort to plan a potluck once every month. We are lucky to serve a diverse student population, however, that often leads to communication issues with families who speak a native language that staff are not fluent in. We’ve found that food can be an excellent bridge for communication divides.”

Positive special circumstances and factors

Subgrantees reported a variety of strategies for increasing involvement in parent/family activities. A common strategy was **ensuring activities were as accessible as possible to families** by increasing the number of events offered, offering them at varying times, providing a translator, and offering free childcare. Several subgrantees noted the utility of activities that involve **food** in attracting family members, whether through family cooking classes, a monthly family potluck, a pancake breakfast, or by providing food at a scheduled event. Other subgrantees made **dedicated efforts to reach out to parents**, through newsletters, texting, personal invitations, and APTT (Academic Parent Teacher Team) workshops or through **dedicated structures to involve parents**, such as hosting monthly parent meetings, hiring a

family liaison, and setting up a school advisory committee with the specific measure of improving parent, school, and community partnerships.

Success story: Family engagement (submitted by JeffCo Public Schools)

One of our parents created and led her own ELT (English Language Teaching) class. She felt closer to students and staff and was more involved in the life of the school. She led a cooking class as well as a crafting class during our ELT block. She has already volunteered for next year and has voiced how meaningful it was for her to be involved in this type of project at school. She is much more engaged with the school and is now even advocating for the program by encouraging other parents to become involved and lead classes.

Negative special circumstances and factors

Several subgrantees noted the **challenge of collecting parent data** (in part because of digital and language barriers), resulting in low survey response rates. Low response rates make it difficult to gauge how well families are benefiting from and enjoying participation in program events and classes. Subgrantees also noted the **difficulty of scheduling events** that accommodate parent work hours, do not involve cross-town travel during rush hour, and do not overlap with other events scheduled at the same time. In addition, some subgrantees noted challenges in **communication**, sometimes due to language barriers, and **poor attendance**.

“Measuring parent involvement/engagement by attendance needs to be revisited. Parents let us know that involvement and engagement look different for everyone. Not everyone can or likes to attend ‘events and happenings.’ ”

Effective activities, services, and programs

Subgrantees noted a variety of effective activities, services, and programs related to parent/family involvement. Specific activities included an **online tutoring platform**, a class on **parenting techniques and strategies**, **cooking classes**, a “**know your rights**” workshop, and activities such as weekly adult English as a Second Language (ESL) classes, a Mother’s Day event, Dragon Fest, yoga, Zumba, resume workshop, translation services, and an end-of-year commencement.

“To serve the largest number of parents possible, a parent program called Summit Engaged was provided to parents/adults on Saturdays and Tuesday/Thursday evenings. The evening program provided three levels of ESL classes as well as GED preparation classes, and free childcare was provided.”

STEM (Science, Technology, Engineering, and Mathematics)

Three in five subgrantees (61%) reported meeting or exceeding their *STEM (Science, Technology, Engineering, and Mathematics)* performance measure, while one in three (33%) reported making progress and 6% reported not making progress. Eighteen subgrantees (82%) reported on this optional measure.

Positive special circumstances and factors

Subgrantees noted the importance of **professional development** in improving teacher performance. One noted that a pre- and post-tool helped them collect data on teachers and inform their professional development. Subgrantees also mentioned offering **a variety of engaging activities**, ensuring that **exposure to STEM** begins early in a student's schooling, and offering access to **STEM activities year-round and online**. They also emphasized the importance of having **good providers** and **supportive environments** and noted the utility of **tracking outcomes daily** to assess progress and identify students who need extra help.

“We were able to work well with school day teachers to target students who needed more intervention in an after-school setting. Multiple data digs ensured that students who needed extra attention were being targeted and recruited for enrollment in after-school activities. Great partnerships with school instructional teams allowed for staff to have access to academic data, which helped drive programming decisions.”

Negative special circumstances and factors

Several subgrantees noted circumstances related to **students' behavior** as impeding progress towards this measure. This includes poor student behavior, low attendance rates, and lack of student interest. In addition, subgrantees found that **external challenges** faced by many students (such as poverty, single-parent households) impede progress on STEM performance measures. Subgrantees also noted varying **instructor experience and quality** and lack of time to support instructor effectiveness. One subgrantee noted that the **STEM activities are time-consuming**, and another noted that there was a **delay in receiving data**, which made it more difficult to plan for academic programming.

Success story: Academic improvement and motivation (submitted by Greeley-Evans School District 6):

A student who was far behind in his learning and had given up was asked to come to Learning Lab. There he found other students who were in all grades working hard to gain new study skills. This student started to see his grades improve. Soon, he requested coming to Learning Lab. He recognized his personal success and became self-motivated rather than attending because it was required.

Effective activities, services, and programs

Subgrantees noted a variety of effective activities, services, and programs related to STEM. Specific activities and clubs included **Lego robotics club, rocket club, science club, coding, 3D printing club, science fiction club, math club, and makerspace**.

Health and Wellness

Three in five subgrantees (60%) reported meeting or exceeding their *health and wellness* performance measure, while 27% reported making progress and 13% reported not making progress. Seventeen subgrantees (77%) reported on this optional measure.

Positive special circumstances and factors

Subgrantees noted that positive circumstances and factors towards achieving this measure included soliciting and incorporating **student feedback** on their needs and preferences to ensure that offerings reflect their interests, providing a **variety of offerings** (with a focus on social emotional wellness), using **restorative justice** principles, and having **low- to no-cost partnerships** for youth sports.

Success story: Mindfulness (submitted by YMCA Metro Denver)

Our elementary school youth have learned and practiced SEL [Social Emotional Learning] skills through Bhavana Kids yoga. They have learned mindfulness techniques, yoga poses, breathing techniques, positive self-talk and self-love. It's remarkable to see how our students have been able to focus and articulate their feelings based on what they learned in this enrichment. One student shared with us that she has taken these practices home and shared them with her mom and brother. They do many of the techniques together before bed to help find balance and center as they close out the day together.

Negative special circumstances and factors

Challenges included having a **limited number of instructors** (including loss of partnership(s)/vendor(s)), finding **adequate space** in which to host activities and programs, and **competition with high school athletics**. In one case, an instructor did not show up two sessions in a row, which reduced student interest in the class. Two subgrantees also cited **low implementation fidelity** to the selected curriculum as a negative factor.

“Staff found that students need the social emotional piece now more than ever. Offering these types of classes has really made an impact in some of these students’ lives. We also explored offering these in a different way, such as using origami with mindfulness techniques, which makes it seem more ‘fun.’ ”

Effective activities, services, and programs

Subgrantees noted a variety of effective activities, services, and programs related to health and wellness. Specific activities and clubs included a **wilderness retreat** and training on **drug awareness and life skills**. Other activities included soccer, yoga, mindfulness, gaga ball, dance, basketball, cheerleading, lacrosse, flag football, running, and martial arts.

Attendance

Three in five subgrantees (60%) reported meeting or exceeding their *attendance* performance measure, while 27% reported making progress and 13% reported not making progress. Fifteen subgrantees (68%) reported on this optional measure.

“By providing engaging academic resources and fun, interesting activities, more students were likely to participate and attend regularly. The simple shift in scheduling tutoring and academic interventions first and then inviting students to participate in the enrichment club activities afterward paid off in homework completion, improved scores on testing, and overall investment in the program.”

Positive special circumstances and factors

Subgrantees cited having a **variety of engaging activities** as a positive factor in increasing attendance, using **student and family feedback** (gathered through surveys and focus groups) to inform program offerings. Subgrantees also **contacted families** when students were absent, not only through phone calls but through home visits. One subgrantee noted the importance of **positive relationships** between program staff and school staff, while another utilizes **field trips to encourage** consistent attendance.

“Having an attendance clerk track attendance by making phone calls, sending out letters, and setting up meetings has been extremely helpful. She serves as a liaison between families, teachers, principal, and the district.”

Negative special circumstances and factors

Subgrantees noted that the **mobility** of their population is a negative factor in attendance, with some students living in temporary or inadequate housing. Other factors affecting attendance included **poor communication** from the school about scheduling conflicts and cancellations, student **truancy**, and **health and family issues**.

“After a student did not continue attending for a few days, it was difficult to have them re-engage in programming. A focus for next year’s programming will be to contact parents immediately when their student misses even one day to offer support and accountability for their attendance.”

Effective activities, services, and programs

One subgrantee noted that they use an **app for communication** with families regarding attendance and events and another subgrantee provides **attendance awards**.

Program Sustainability

By the end of their second year of funding, subgrantees were required to complete a written comprehensive sustainability plan that described strategies for securing partnerships and other sources of funding or in-kind resources to maintain program services beyond the grant period.

Subgrantees responded to two open-ended questions about program sustainability in their end-of-year survey, which are a follow-up to what has been completed since their sustainability plans were approved by CDE:

- Describe the actions that have been taken to sustain your program.
- Describe the next steps toward sustainability.

Success story: Career exploration (submitted by Boulder Valley School District)

The Little Medical School offers classes in which students learn the basics of first aid, how to take each other's blood pressure, how to listen to heart rhythms, and more. They also get to wear white lab coats, earn their own stethoscopes, and build their own first aid kits, as the class progresses. It's an expensive class that we were reluctant to contract with because the rates were higher than most of the other classes we subcontracted for. However, the idea of our students seeing themselves as doctors or healthcare workers someday was too great an impact to pass on. We offered the class this past spring and the director/owner taught the class herself so she could give us a discounted rate. At the end of the 12-week class, she said that she was so moved by our wonderful students that she had figured out how to get the funding she needed to be able to offer this class to us again in the fall at no cost to us. She knows that our funding will be very limited for next year and wants to make sure she can still serve our students. This is just one example of how our partners become just as invested as we are to serve our students and help close the opportunity gaps they face.

Actions taken

The most common action cited by subgrantees towards sustainment of their program is the formation of **strong partner relationships**, which help in the provision of space, programming, and funding. Several subgrantees also noted that their staff have undergone **professional development** to ensure that they have the skills to lead workshops. One subgrantee noted that it is creating a **student-led club** to sustain its program.

“Partnerships, partnerships, partnerships. I cannot stress enough the importance of our community partners becoming just as invested as we are in continuing to serve our students beyond the life of our grant. This year I consulted with another 21st CCLC program director to learn more about the evaluation data they use to measure student performance. This was extremely helpful and helped me learn about new ways to document student performance next year. I'm hoping [to] provide useful data to attract more funding to our program in future years.”

Next steps

Several subgrantees noted that they were **working with other staff in the organization** to submit grant applications or plan fundraising events to support their programming, and some planned to seek funding through their schools' **general budgets** or **education funding streams** (for example, ESEA Title I funds). One subgrantee planned to provide **professional development** focused on grant writing. Other subgrantees noted that they were planning to ensure sustainability by providing **partial programming**,

curtailing the number of activities provided and **reducing staff**, while another was considering implementing a **fee-based model** with sliding scale. Another subgrantee was considering getting some of its courses **Career and Technical Education (CTE) certified**, while another noted that **families are teaching** English language courses.

SUMMARY

In the 2017–2018 program year, 22 subgrantees served as fiscal agents in Cohort VII of Colorado’s 21st CCLC program, supporting activities in 44 centers throughout the state. A total of 3,489 students participated in the summer, 6,517 in the fall, and 7,030 in the spring. Because students may have attended during more than one term, students may be represented in more than one term. During the fall, 44% of students were regular program participants (attending for 30 days or more), and during the spring, 52% of students were regular program participants.

Teachers completing end-of-year surveys for regular attendees noted improvements in academic performance and behavior. In particular, 71% of students improved in *academic performance*, 68% improved *participation in class*, and 67% showed improvement in *coming to school motivated to learn*.

Centers provided 667 activities to participants, many of which were academic activities (44%), such as STEM or literacy, and many of which were enrichment activities (41%), such as physical activity or arts and music.

About one in three subgrantees (32%) reported meeting or exceeding their *academic progress* performance measure, while the remainder (68%) reported making progress. Nearly three in five subgrantees (57%) reported meeting or exceeding their *enrichment* performance measure, while the remainder (43%) reported making progress. Slightly less than half of the grantees (45%) reported meeting or exceeding their *parent/family activities* performance measure, while 45% reported making progress and 9% reported not making progress.

Subgrantees described a variety of actions taken and next steps towards program sustainability after funding ends. Some of the most common strategies included forming strong relationships with partners, providing professional development for staff, and working with other staff in the organization to submit grant applications or plan fundraising events.

The 21st CCLC grant program provides community learning centers for students in low-performing, high-poverty schools to assist students in meeting academic achievement standards and to provide enriching activities during out-of-school time. Teachers reported improvements in academic performance and behavior for regular attendees, and program directors provided compelling stories of the positive impact of programs. Subgrantees are taking steps to ensure sustainability of their programs when funding ends.

APPENDIX A: GLOSSARY

2017–2018 Program Year

For the state evaluation data (e.g., teacher survey data on student behavior; end-of-year survey data on student attendance, progress towards state performance measures, and success stories), the program year is from July 1, 2017 to June 30, 2018. For the 21APR data (e.g., data on activities provided, staffing, and participation), the program year is from June 1, 2017 to May 31, 2018.

Activity

A program or session that is held at a center. The United States Department of Education (USDE) non-regulatory guidance currently includes 12 activity categories that fall into four overarching categories, and subgrantees have been asked to use these categories when reporting the activities that took place at their centers.

Center

A center is the location where the majority of the subgrantee's activities occur. A subgrantee can have one or multiple centers.

Cohort

A group of subgrantees that receive the 21st CCLC grant during a specific time-period, starting during the same fiscal year. All subgrantees in this report were in Cohort VII (for which funding began in 2015 and continues into 2020).

Extended Learning Time

ELT is the time that a school extends its normal school day, week, or year to provide additional instruction or education programs for all students beyond the state-mandated requirements for the minimum hours in the school day, days in a school week, or days or weeks in a school year.

Fiscal Agent

The fiscal agent is identified as the district/Board of Cooperative Educational Services (BOCES) or community-based organization that acts on behalf of their member schools in handling the financial grant requirements as outlined in the grant award documents. Colorado does not allow schools to receive the 21st CCLC grant directly; rather, grants are awarded to the fiscal agent who will ensure funds are provided to the school. In addition, an individual of the fiscal agency is identified as the authorized representative who has authorization to submit reports and draw down both federal funds.

Regular Attendee

A student attending a center's programming for at least 30 days during the attendance reporting period (not necessarily consecutive).

Non-Regular Attendee

A student attending fewer than 30 days during the attendance reporting period.

Subgrantee

This is the organization that acts as the fiscal agent for the grant.

APPENDIX B: PROGRAM DESCRIPTIONS BY SUBGRANTEE

Subgrantee (Centers)	Program Description
School Districts	
Adams 12 Five Star Schools (Coronado Hills, Hillcrest Elementary, Malley Drive Elementary, North Star Elementary, Stukey Elementary, Thornton Elementary)	The PEAK Learning Center offers invited students in grades 2-5 a comprehensive out-of-school time experience for approximately 15 hours each week. Transportation home by district buses is available each program day. The hours at Thornton Elementary School include a morning component and vary after school to accommodate the extended day. PEAK typically operates from 8 am-12 pm for six to eight weeks during the summer months. Each site offers dynamic programming that incorporates a mix of STEM activities, enrichment, recreation, and homework help. All elementary sites now utilize Engineering is Elementary kits to promote inquiry and hands-on learning. Additional academic program components include homework support, myON, Imagine Learning, and Learning Together. Community partners such as PeaceJam and Cooking Matters are engaged to enhance the experience for students and empower families.
Adams-Arapahoe 28J (APS) (Fulton Academy of Excellence, Sable Elementary School, Vaughn Elementary School)	The COMPASS program is a collaborative effort by City of Aurora and Aurora Public Schools that focuses on providing literacy intervention to students referred by teachers to provide additional support and ensure students have access to various enrichment experiences to enhance their education. By utilizing the vast resources available to both entities, the COMPASS program is able to offer unique and specialized programs that may not be available to the students otherwise. COMPASS is committed to improving academic performance for enrolled students, strengthening community collaboration between all stakeholders, and providing an opportunity for children to make new friends, learn new skills, and explore new interests.
Boulder Valley School District (Alicia Sanchez)	Our program has a rich offering of classes that includes academic support and interventions, STEM programming, homework help, sports, health and wellness, dance, music, art, social justice, and service projects. We also offer parent education classes.
Denver Public Schools (Colfax Elementary, Cowell Elementary, Eagleton Elementary, Lake International School)	The Neighborhood Centers at Cowell, Colfax, Eagleton, and Lake provide the school community a variety of out-of-school time opportunities for students and families. We work to provide comprehensive programming that meets the need of the community. This includes activities offered five days a week, licensed after-school programming at most sites, partnerships with community organizations for diverse enrichment programming, and family and adult programming. Our centers focus on providing high-quality, engaging, and fun programs for students that include fitness, health and wellness, STEM, leadership, arts, and other academic enrichments.
Denver Public Schools (Grant Beacon Middle School)	The Grant Beacon Middle School 21st Century Extended Learning Time (ELT) program serves more than 400 6th-8th graders each year. This program provides two one-hour classes per week per quarter to each student. Being an Extended Learning School gives GBMS the ability to partner with a number of individuals, businesses, and organizations along

	<p>with teachers to offer enrichment classes to students. These enrichments give students a chance to try something new, explore new interests, or expand on what they have learned in school and apply it in a different way. The classes cover five key areas of interest: Academics, Athletics, Leadership, STEM and Arts, and Culture. We also partner with Goodwill Industries and Open World Learning to provide leadership and STEM elective classes each grade level per quarter as well as four enrichment classes each quarter. We partner with more than 20 other community organizations to provide more than 50 classes per quarter. Some of these organizations include Girl Scouts, Swallow Hill Music, CodeSpire, Mindspark, Evolution Youth Services, Colorado Uplift, and much more.</p>
<p>Denver Public Schools (Munroe Elementary)</p>	<p>Our Neighborhood Center at Munroe Elementary provides the school community a variety of out-of-school time opportunities for students and families. We work to provide comprehensive programming that meets the need of the community. This includes a licensed before and after-school program five days a week. Partnerships exist with community organizations for diverse enrichment programming and family and adult programming. Munroe focuses on providing high-quality, engaging, and fun programs for students that include fitness, health and wellness, STEM, arts, and other academic enrichments.</p>
<p>Denver Public Schools (Place Bridge Academy)</p>	<p>The BRIDGES program has been successfully providing enrichment opportunities to our students through outside collaborations with the Windsor Gardens Optimists Club of Denver, Junior League of Denver, Denver Museum of Nature and Science, Science Matters, Cooking Matters, Bhavana Kids Yoga, Mirror Image Arts and Denver Calvary Church. The addition of enrichments classes provided by PBA teachers included a weekly film club and teen leadership. Academic enrichments include daily homework help, Imagine Learning Tutoring, and Big Brainz Tutoring.</p>
<p>Englewood School District (Cherrelyn Elementary)</p>	<p>Cherrelyn Elementary operates an Extended Learning Time (ELT) 21st CCLC program that offers STEM-based, hands-on learning opportunities though out the school day and summer. With assistance of the 21st CCLC grant, we strive to provide a more engaging and project-based learning environment for our students. The 21st CCLC grant partners with Cherrelyn teachers, local community businesses, and colleges to help shape our STEM, arts, and character-building clubs and classes.</p>
<p>Englewood School District (Colorado's Finest High School of Choice)</p>	<p>Colorado's Finest High School of Choice is a 21st CCLC Extended Learning Time (ELT) program that offers many STEM-based and student interest classes throughout the school day and summer. At Colorado's Finest High School, the 21st CCLC grant strives to provide programs for the whole child with classes in social-emotional wellness, academics, career and technology education (CTE), health, music, and the arts. The 21st CCLC grant partners with community business leaders, teachers, students, and parents to help shape our programs as well as to assist with resources and services.</p>
<p>Englewood School District (Englewood Middle School)</p>	<p>Englewood Middle School is a 21st CCLC Extended Learning Time (ELT) program that offers STEM-based, hands-on learning opportunities throughout the school day and summer. At Englewood Middle School, with the assistance of the 21st CCLC grant, we strive to provide a more</p>

	<p>engaging and project-based learning environment for our students. The 21st CCLC grant partners with teachers, local community businesses, and colleges to help shape our STEM, arts, and character-building clubs and classes. Englewood Middle School is proud to have Competent, Confident, Caring Kids!</p>
<p>Greeley-Evans School District 6 (Centennial Elementary, Northridge High School, Prairie Heights Middle School)</p>	<p>Key features of Greeley’s 21st CCLC programming include: (1) project-based learning where students and teachers design projects aligned with the school day/Colorado Academic Standards that include STEM, health and wellness, Next Gen Learning, and Service Learning; (2) parent development opportunities to increase skills and involvement in their child’s education; (3) Creatorspaces in each school where creators connect to work on real and personally meaningful projects; (4) a health and wellness component based on the Comprehensive Health and Physical Education State Standards; (5) strategies to improve attendance rates of students in 21st Century; and (6) high-quality staff development and mentoring. Numerous community resource partners provide services to students participating in the program including the University of Northern Colorado (UNC) Office of Engagement, UNC College of Education and Behavioral Sciences, UNC Hispanic Studies ESL Program, the City of Greeley Rodarte Center, High Plains Library District, the Poudre Learning Center, the Immigrant and Refugee Center of Northern Colorado, and the OtterCares Foundation.</p>
<p>Jefferson County Public Schools (Brady High School)</p>	<p>The 21st CCLC program at Brady Exploratory High School has provided the following programs: Tutoring, Brady Community High School (for adult family members of current students and former Brady students), Karate, Cooking, Woodshop, STEM, Sports, and Zumba. We also continue building our mentoring program. In addition, we continue collaborating with JCMH for addiction counseling and we will collaborate with Families First to offer parenting classes. We are also able to implement an exciting new program that we will call Brady Bridge. This program will focus on re-engaging Brady dropouts, thereby reducing the dropout rate, increasing the attendance rate, and increasing SAT scores.</p>
<p>Jefferson County Public Schools (Jefferson Jr/Sr High School, Lumberg Elementary, Stevens K-6)</p>	<p>Through the resources provided by 21st CCLC, the Jefferson Consortium is able to partner with a variety of vendors who provide many services for our students and families. We have partnered with Mad Science, Sticky Fingers, OWL, JSEL, Dance 2 Live, Sarah’s Spanish School, Soccer for Success, American Sign Language, Abrakadoodle, Jeffco Adult ESL and CSU 4H extension. These services allow for our students to be engaged in a variety of STEM, arts, academic, health and wellness, and Next Gen activities. We have created a “Makerspace” at both of our elementary schools. This Makerspace allows for a place for students to create hands-on learning projects and engage in problem-based learning, which is a highly effective learning strategy. These Makerspace rooms were the first of their kind in the Jefferson County School District and can be utilized for a long period of time even after the duration of grant. In addition to providing the materials, our partnership with CSU Extension allows for the Makerspace room to be utilized after school for many years a little to no cost. The JCP Consortium offers programming year-round at no cost to their participants and serves an average of</p>

	200 kids per day between the three 21st CCLC sites. We have seen trends around program participants with data showing growth in math and language arts and increased graduation rates.
Jefferson County Public Schools (Pennington Elementary)	Pennington's Extended Learning Time (ELT) opportunities include: daily breakfast and morning assembly, intervention extension blocks in math and literacy, daily collaboration time (PLCs) for teachers, student academic intensives focused on STEM, technology, communication, civic and global engagement, and project-based learning. The program also offers daily enrichments for all students based on choice and interest, monthly intensive days focused on academics, field experiences such as visiting the Dumb Friends League animal shelter, monthly assemblies with guest speakers, and two snacks a day.
Lake County School District (Lake County Intermediate /Lake County High School)	The Lake County After School Program provides academic and enrichment activities for 5th through 12th graders for about 2.5 hours Monday through Thursday each week of the school year. The summer portion of the program, Rockies Rock, provides natural science study and recreational activities for youth Monday through Thursday (eight hours each day) for eight weeks. With collaboration from Get Outside Leadville!, we provide outdoor recreational activities to our participants as well as academic supports (tutoring and academic interventions) provided by day school teachers, program staff, and community members. The After School Program works very closely with day school teachers to maintain open lines of communication, referrals, and consistent behavioral expectations during the entire school day.
Mapleton School District (Meadow Community School)	The Meadow Community School 21st CCLC program encompasses multiple partnerships working together to provide meaningful enrichment opportunities for students and families of Meadow. Offerings are focused on unique experiences like math, science, cooking, yoga, Junior Coaching, music, theater, and visual arts, to name a few. Programming is offered throughout the school year and also includes a summer school session.
Metro State University of Denver (Bruce Randolph, Kepner Middle School, Kunsmiller Creative Arts Academy, Manual High School)	The Center for Urban Education at MSU Denver has established the 21st Century College Readiness Center programs over the past six years. 21st CCRC provides intervention, tutoring, and credit-recovery services to increase student achievement in core academic areas required for school and college success. We also offer enrichment programs and activities to build students' motivation to learn, participate, and advocate for their own educational success. The program also features family engagement to guide students and their families through college readiness requirements and processes and build their confidence that opportunities for postsecondary education and workforce success are available to students and adults alike.
Community-Based	
Asian Pacific Development Center (Hinkley High School)	The Asian Pacific Development Center's Youth Leadership Academy at Hinkley High School provides afterschool and summer programming that promotes critical thinking, cultural awareness, health and wellness, and family engagement activities and workshops. We take care to provide programming that supports students' academic and personal development. Our Youth Leadership Academy partners with like-minded

	<p>organizations and school clubs for workshops and field trips such as the Art From Ashes, Art Students League of Denver, Aurora Cooking, CityWild, Community Minded Dance, Creative Strategies for Change, Educating Children of Color, Goodwill Industries, Hinkley clubs (Anime, Asian, Creative Careers, Environmental, Finance, HOSA, Leaders Among Leaders, and Student Council), the JEKL Foundation, and SOS Outreach.</p>
<p>Boys and Girls Clubs of Metro Denver (Cole Boys and Girls Club, Godsman Boys and Girls Club, Johnson Boys and Girls Club)</p>	<p>At Cole, Godsman, and Johnson Boys & Girls Clubs, we provide comprehensive programming afterschool. During the day, each site partners closely with the day school to provided school-specific supports to enhance learning, promote attendance and provide enrichment opportunities to all students in grades 1-5 each day. After school, each site continues on to serve between 85 and 100 youth to provide a snack and homework help as well as STEM, Service Learning and enrichment programming. Some examples of programs we offer after school are Science Matters, Yoga, Cooking Class, Dance, Torch (Leadership) Club, Ninja Academy, Multi-Media Illustration, Gardening, Soccer and more! At the end of the program each night sites also provide dinner for all youth.</p>
<p>Scholars Unlimited (Columbine Elementary, Harrington Elementary, John Amesse Elementary, Oakland Elementary)</p>	<p>Scholars Unlimited’s mission is to support low-income, academically struggling young learners by providing rigorous academic instruction and enrichment programming to help students achieve measurable academic gains and to inspire life-long learning. Positive youth development practices and supports ae woven into all aspects of programming, to support students’ social-emotional learning. Scholars Unlimited provides comprehensive afterschool and summer learning programs to students considered at-risk. Programs are provided at Denver Metro elementary schools located in disadvantaged neighborhoods.</p>
<p>YMCA of Metropolitan Denver (Wyatt Academy)</p>	<p>The YMCA at Wyatt Academy implements nine components during afterschool programs, aligned with the Y-USA Signature After School model, including unique enrichment programming to scholars and families through 21st CCLC. We offer tutoring and academic enrichment using STRIDE. Scholars participate in arts and music enrichment with Cathexis. In our Y-clubs, scholars participate in character development activities, leadership development, college and career readiness activities, and global learning and service learning. Several scholars also engage in STEM learning with Open World Learning. Our middle school scholars participate in radio and social justice programming with High Above Everything.</p>
<p>YMCA of the Pikes Peak Region (Welte Education Center)</p>	<p>The Teen L.I.F.E Center/Program, located in Fountain Fort Carson School District 8 at Welte Education Center, supports youth aged 14-21 years in the areas of academic skills, college readiness, career exploration, dropout prevention, essential life skills, leadership development, and positive self-identification and development. Collaborations with Communities That Care (CTC), Colorado Health Foundation, Fountain Community Services Team, and Kids on Bikes are provided through our program.</p>

APPENDIX C: TEACHER SURVEY

Teacher Survey – 21st Century Community Learning Centers (21st CCLC)

This survey is designed to collect information about changes in a particular student’s behavior during the school year. Please select only one response for each of the questions asked in the table below. If you believe the behavior described in a given question is not applicable for the student for whom you are completing the survey (i.e., homework is not given in your classroom because of the age of the student), please do not provide a response for that question.

Student Name:

Teacher Name:

School:

Grade:

Elementary: Regular School Day Teacher

Subject Taught (if Middle/High School):

Since the beginning of the school year, to what extent has your student changed their behavior in the following areas?	Significant Decline	Moderate Decline	Slight Decline	No Change	Slight Improvement	Moderate Improvement	Significant Improvement	Did Not Need to Improve
1. Turning in his/her homework on time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Completing homework to your satisfaction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Participating in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Volunteering (e.g., for extra credit or more responsibilities).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Attending class regularly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Being attentive in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Behaving well in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Academic performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Coming to school motivated to learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Getting along well with other students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX D: ADDITIONAL DETAILS ON STAFFING CHARACTERISTICS

Table D-1.

Centers had an average of 17 paid staff and four volunteer staff during the school year.

Staff Type	Summer 2017				Fall 2017				Spring 2018			
	Paid		Volunteer		Paid		Volunteer		Paid		Volunteer	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Administrators	56	9%	12	2%	80	9%	6	1%	84	9%	3	0%
College Students	30	5%	27	4%	63	7%	53	6%	58	7%	20	2%
Community Members	15	2%	34	6%	43	5%	69	8%	42	5%	58	7%
High School Students	10	2%	11	2%	9	1%	15	2%	13	1%	14	2%
Parents	8	1%	22	4%	17	2%	8	1%	6	1%	13	1%
School Day Teachers	99	16%	46	7%	271	30%	3	0%	269	30%	3	0%
Other Non-Teaching School Staff	164	27%	8	1%	68	7%	10	1%	82	9%	7	1%
Subcontracted Staff	52	8%	0	0%	151	17%	14	2%	158	18%	33	4%
Other	5	1%	18	3%	25	3%	2	0%	24	3%	2	0%
Total	439	71%	178	29%	727	80%	180	20%	736	83%	153	17%
Average number of staff per center	10.0		4.0		16.5		4.1		16.7		3.5	

Note: Data in this table comes from 21APR.

APPENDIX E: ADDITIONAL DETAILS ON ACTIVITIES PROVIDED

Table E-1.

Frequency and hourly duration of activities provided: Summer 2017

Activity	Number of Activities Provided More than Weekly				Number of Activities Provided More than Once per Month				Number of Activities Provided at Least Monthly or Once per Term				Total	
	>4 Hrs	2-4 Hrs	1-2 Hrs	<1 Hr	>4 Hrs	2-4 Hrs	1-2 Hrs	<1 Hr	>4 Hrs	2-4 Hrs	1-2 Hrs	<1 Hr		
STEM	9	8	15	1	0	1	1	0	1	0	0	0	36	
Literacy	5	12	12	1	0	0	0	0	0	0	0	0	30	
Physical Activity	2	11	7	5	0	0	3	0	1	0	0	0	29	
Arts & Music	1	6	10	2	0	0	0	0	1	0	0	0	20	
Community/ Service Learning	1	0	4	3	1	0	1	0	1	0	0	0	11	
Youth Leadership	1	1	5	0	2	0	0	0	0	0	0	0	9	
Tutoring	0	2	2	0	0	0	0	0	0	0	0	0	4	
Homework Help	0	0	3	0	0	0	1	0	0	0	0	0	4	
English Language Learners Support	1	2	1	0	0	0	0	0	0	0	0	0	4	
Mentoring	1	1	1	0	0	0	1	0	0	0	0	0	4	
College & Career Readiness	2	0	0	0	2	0	0	0	0	0	0	0	4	
Drug Prevention	0	1	2	0	0	0	0	0	0	0	0	0	3	
Entrepreneurship	1	0	1	0	0	0	0	0	0	0	0	0	2	
Truancy Prevention	1	0	0	0	0	1	0	0	0	0	0	0	2	
Counseling Programs	0	0	0	1	0	0	0	0	0	0	0	0	1	
Violence Prevention	0	0	0	0	0	0	0	0	0	0	0	0	0	
													Total	163

Note: Data in this table comes from 21APR.

Table E-2.

Number of days activities were provided: Summer 2017

Activity	Number of Activities Provided by Number of Days Offered					Number of CCR Activities Provided*
	>30 Days	21-30 Days	11-20 Days	5-10 Days	<5 Days	
STEM	12	8	8	5	3	27
Physical Activity	15	3	5	4	2	0
Arts & Music	8	2	4	3	3	2
Literacy	18	3	3	2	4	15
Youth Leadership	2	2	0	2	3	5
Community/ Service Learning	3	2	4	2	0	7
Homework Help	0	0	2	1	1	0
Tutoring	0	0	1	2	1	1
College & Career Readiness	2	0	1	1	0	4
English Language Learners Support	3	0	1	0	0	3
Mentoring	2	0	1	0	1	3
Drug Prevention	0	0	2	0	1	1
Violence Prevention	0	0	0	0	0	0
Counseling Programs	0	0	0	1	0	0
Entrepreneurship	1	0	1	0	0	2
Truancy Prevention	1	0	1	0	0	1

*College & Career Readiness

Note: Data in this table comes from 21APR.

Table E-3.

Frequency and hourly duration of activities provided: Fall 2017

Activity	Number of Activities Provided More than Weekly				Number of Activities Provided More than Once per Month				Number of Activities Provided at Least Monthly or Once per Term				Total	
	>4 Hrs	2-4 Hrs	1-2 Hrs	<1 Hr	>4 Hrs	2-4 Hrs	1-2 Hrs	<1 Hr	>4 Hrs	2-4 Hrs	1-2 Hrs	<1 Hr		
STEM	1	13	19	3	0	1	5	0	0	0	1	0	43	
Physical Activity	0	3	21	12	0	0	1	0	1	0	0	0	38	
Arts & Music	0	4	17	6	0	4	3	1	0	0	0	0	35	
Literacy	0	6	17	0	0	0	2	0	1	0	1	0	27	
Youth Leadership	0	1	10	2	0	1	4	0	0	0	1	0	19	
Community/ Service Learning	0	0	2	6	0	0	9	0	0	1	0	0	18	
Homework Help	0	2	15	2	0	1	2	0	0	0	0	0	22	
Tutoring	0	5	4	1	0	0	3	0	0	0	0	0	13	
College & Career Readiness	0	1	5	0	0	0	0	0	0	0	1	0	7	
English Language Learners Support	0	1	0	0	0	0	1	0	0	0	2	0	4	
Mentoring	0	1	1	0	0	0	1	1	0	0	0	0	4	
Drug Prevention	0	0	2	0	0	0	1	0	0	0	0	0	3	
Violence Prevention	0	0	1	0	0	2	1	0	0	0	3	0	7	
Counseling Programs	0	0	2	1	0	0	1	0	0	0	1	0	5	
Entrepreneurship	0	2	0	0	0	0	0	1	0	0	0	0	3	
Truancy Prevention	0	1	0	0	0	0	1	0	0	0	0	0	2	
													Total	250

Note: Data in this table comes from 21APR.

Table E-4.

Number of days activities were provided: Fall 2017

Activity	Number of Activities Provided by Number of Days Offered					Number of CCR Activities Provided*
	>30 Days	21-30 Days	11-20 Days	5-10 Days	<5 Days	
STEM	13	7	12	6	5	22
Physical Activity	9	10	11	4	4	1
Arts & Music	6	11	8	7	3	4
Literacy	14	4	3	5	1	6
Youth Leadership	1	1	8	8	1	7
Community/ Service Learning	5	2	5	3	3	6
Homework Help	6	1	7	5	3	11
Tutoring	0	0	6	2	5	6
College & Career Readiness	1	0	2	3	1	7
English Language Learners Support	0	0	0	1	3	2
Mentoring	2	0	1	0	1	4
Drug Prevention	0	0	1	1	1	2
Violence Prevention	3	2	2	0	0	1
Counseling Programs	1	0	2	2	0	1
Entrepreneurship	0	0	1	0	2	3
Truancy Prevention	0	1	1	0	0	0

*College & Career Readiness

Note: Data in this table comes from 21APR.

Table E-5.

Frequency and hourly duration of activities provided: Spring 2018

Activity	Number of Activities Provided More than Weekly				Number of Activities Provided More than Once per Month				Number of Activities Provided at Least Monthly or Once per Term				Total	
	>4 Hrs	2-4 Hrs	1-2 Hrs	<1 Hr	>4 Hrs	2-4 Hrs	1-2 Hrs	<1 Hr	>4 Hrs	2-4 Hrs	1-2 Hrs	<1 Hr		
STEM	1	4	27	3	0	1	5	0	0	0	0	0	41	
Physical Activity	0	0	23	11	0	0	4	0	0	0	0	0	38	
Arts & Music	0	2	21	5	0	4	5	1	3	0	0	0	41	
Literacy	0	1	23	0	0	0	3	0	0	0	0	0	27	
Youth Leadership	0	0	8	1	0	1	7	0	6	0	1	0	24	
Community/ Service Learning	0	0	6	6	0	0	7	0	0	0	0	0	19	
Homework Help	0	0	15	2	0	0	0	0	0	0	1	0	18	
Tutoring	0	0	10	0	0	0	1	1	0	1	1	0	14	
College & Career Readiness	0	0	6	0	0	0	0	0	0	0	0	0	6	
English Language Learners Support	0	1	1	0	0	1	2	0	0	0	1	0	6	
Mentoring	0	1	2	0	0	0	2	1	0	0	0	0	6	
Drug Prevention	0	0	3	0	0	0	1	0	0	0	0	0	4	
Violence Prevention	0	0	0	0	0	2	1	0	0	0	0	0	3	
Counseling Programs	0	0	1	0	0	0	2	0	0	0	0	0	3	
Entrepreneurship	0	1	0	1	0	0	0	0	0	0	0	0	2	
Truancy Prevention	0	1	0	0	0	0	0	0	1	0	0	0	2	
													Total	254

Note: Data in this table comes from 21APR.

Table E-6.
Number of days activities were provided: Spring 2018

Activity	Number of Activities Provided by Number of Days Offered					Number of CCR Activities Provided*
	>30 Days	21-30 Days	11-20 Days	5-10 Days	<5 Days	
STEM	15	6	11	7	2	19
Physical Activity	12	7	13	3	3	1
Arts & Music	10	6	13	7	5	3
Literacy	17	2	3	5	0	4
Youth Leadership	1	0	7	13	3	5
Community/ Service Learning	6	2	2	6	3	3
Homework Help	5	1	5	4	3	8
Tutoring	0	0	3	8	3	6
College & Career Readiness	1	0	2	3	0	6
English Language Learners Support	0	0	0	3	3	3
Mentoring	2	1	0	2	1	3
Drug Prevention	0	0	1	2	1	2
Violence Prevention	2	1	0	0	0	0
Counseling Programs	0	1	0	1	1	0
Entrepreneurship	0	0	1	0	1	2
Truancy Prevention	0	2	0	0	0	1

*College & Career Readiness

Note: Data in this table comes from 21APR.

APPENDIX F: STATE END-OF-YEAR SURVEY ITEMS HIGHLIGHTED IN REPORT

Students and Family Members Served

Using the rating scale below, please select the answer that best describes the level of activity in each area at the centers served by this grant from July 1, 2017, through June 30, 2018.

	Level of Activity 1 - Not occurring 2 - Rarely occurs 3 - Occasionally occurs 4 - Frequently occurs
a) Welcoming all families into the school community. Families are active participants in the life of the centers, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing.	
b) Effective communication. Families and staff engage in regular, two-way, meaningful communication about students.	
c) Supporting student success. Families and staff continuously collaborate to support students' learning and healthy development both at home and at the centers, and have regular opportunities to strengthen their knowledge and skills to do so effectively.	
d) Speaking up for every child. Families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.	
e) Sharing power. Families and staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.	
f) Collaborating with community. Families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.	

21st CCLC Success Stories

Please share success stories from your grant program. Do not use the student's or family's real name or identifiable information. The success should be related to the services provided through your 21st CCLC grant during the period of July 1, 2017, through June 30, 2018. These success stories will be shared externally on the 21st CCLC webpages and in other program materials.

Please include the following stories from your school year or summer school programs:

- Provide one paragraph about an elementary, middle, or high school student who experienced academic success.
- Provide one paragraph about an elementary, middle, or high school student who experienced success through enrichment programming.
- Provide one paragraph about a parent/family who experienced success through meaningful family education and engagement activities.
- Provide one paragraph about a meaningful collaboration or partnership related to your 21st CCLC program. Describe the collaboration/partnership and how this collaboration/partnership increased or leveraged resources leading to successful outcomes for 21st CCLC students and their families.

Program Implementation

Program sustainability:

- a. How ready are you to sustain your program beyond the life of your grant? Please describe.
- b. Describe the actions that have been taken to sustain your program.
- c. Describe the next steps toward sustainability.

State Performance Measures (SMART Goals)

Academic Support Performance Measure (SMART Goal)

Below is the description of this Performance Measure (SMART Goal) that was provided in the initial 21st CCLC RFP:

Academic supports include literacy, mathematics, science, and social studies activities. SMART goal must be specific and have clear indicators of success based on current research. Identifiable results will indicate a progressive measure of success over the grant cycle. Description should include measurement of the outcome that is relevant, realistic, and demonstrates impact in the area of academic progress as described in the SMART Goal Planning Form.

- a. Academic Progress Performance Measure submitted by the 21st CCLC Subgrantee:
Report progress on performance measure: Check the response that best describes progress at the end of the rating period (June 30). If you went above and beyond your performance measure, then select 'exceeded your performance measure'. If you have completely (100%) met performance measure, then select 'met performance measure', if you have partially met your performance measure (more than 50 percent), then select 'making progress'. If you have made minimal gains on your performance measure, then select 'not making progress'.
 - Exceeded performance measure
 - Met performance measure
 - Making progress
 - Not making progress
- b. Please describe the indicators used to track progress on this performance measure.
- c. Provide a summary of progress on this performance measure and overall data supporting the progress reported above for this performance measure. Specific data sets referenced in your summary do not need to be submitted but should be available upon request.
- d. Describe special circumstances and/or factors that positively affected progress on achieving the performance measure.
- e. Describe special circumstances and/or issues that negatively affected progress on achieving the performance measure.
- f. What activities, services, or programs were most effective in helping meet this objective for your program?

Enrichment Performance Measure (SMART Goal)

Below is the description of this outcome that was provided in the initial 21st CCLC RFP:

Enrichment Activities include performance-based activities that support learning through enriching opportunities that participants would not otherwise receive. Enrichment activities include positive youth development, Service-Learning, Career exploration, and competency-based learning. Description should include measurement of outcome that is relevant, realistic, and demonstrates impact in the area of Enrichment activities as described in the SMART Goal Planning Form.

- a. Enrichment Performance Measure submitted by the 21st CCLC Subgrantee:
Report progress on performance measure: Check the response that best describes progress at the end of the rating period (June 30). If you went above and beyond your performance measure, then select 'exceeded your performance measure'. If you have completely (100%) met performance measure, then select 'met performance measure', if you have partially met your performance measure (more than 50 percent), then select 'making progress'. If you have made minimal gains on your performance measure, then select 'not making progress'.
 - Exceeded performance measure

- Met performance measure
- Making progress
- Not making progress

- b. Please describe the indicators used to track progress on this performance measure.
- c. Provide a summary of progress on this performance measure and overall data supporting the progress reported above for this performance measure. Specific data sets referenced in your summary do not need to be submitted but should be available upon request.
- d. Describe special circumstances and/or factors that positively affected progress on achieving the performance measure.
- e. Describe special circumstances and/or issues that negatively affected progress on achieving the performance measure.
- f. What activities, services, or programs were most effective in helping meet this objective for your program?

Parent/Family Activities Performance Measure (SMART Goal)

Below is the description of this outcome that was provided in the initial 21st CCLC RFP:

Parent/Family Activities provide educational opportunities for parents and families to reengage in their students' education. Parent/Family activities include ESL, Parenting classes, Culturally Responsive activities, and engaging parents/families in student outcomes. Description should include measurement of outcome that is relevant, realistic, and demonstrates impact in the area of Parent/Family Activities as described in the SMART Goal Planning Form.

- a. Parent/Family Activities Performance Measure submitted by the 21st CCLC Subgrantee:
 Report progress on performance measure: Check the response that best describes progress at the end of the rating period (June 30). If you went above and beyond your performance measure, then select 'exceeded your performance measure'. If you have completely (100%) met performance measure, then select 'met performance measure', if you have partially met your performance measure (more than 50 percent), then select 'making progress'. If you have made minimal gains on your performance measure, then select 'not making progress'.
 - Exceeded performance measure
 - Met performance measure
 - Making progress
 - Not making progress
- b. Please describe the indicators used to track progress on this performance measure.
- c. Provide a summary of progress on this performance measure and overall data supporting the progress reported above for this performance measure. Specific data sets referenced in your summary do not need to be submitted but should be available upon request.
- d. Describe special circumstances and/or factors that positively affected progress on achieving the performance measure.
- e. Describe special circumstances and/or issues that negatively affected progress on achieving the performance measure.
- f. What activities, services, or programs were most effective in helping meet this objective for your program?

Priority Area SMART Goals: STEM Performance Measure

Below are the priority area goals that are currently approved for your 21st CCLC program by CDE's 21st CCLC Office.

For each priority area goal, please answer the following six questions. If you have more than one priority area goal, please copy and complete the six questions for each priority area goal.

- a. Priority Area SMART Goal submitted by the 21st CCLC Subgrantee:
 Report progress on performance measure: Check the response that best describes progress at the end of the rating period (June 30). If you went above and beyond your performance measure, then select 'exceeded your performance measure'. If you have completely (100%) met performance measure, then select 'met performance measure', if you

have partially met your performance measure (more than 50 percent), then select 'making progress'. If you have made minimal gains on your performance measure, then select 'not making progress'.

- Exceeded performance measure
- Met performance measure
- Making progress
- Not making progress

- b. Please describe the indicators used to track progress on this performance measure.
- c. Provide a summary of progress on this performance measure and overall data supporting the progress reported above for this performance measure. Specific data sets referenced in your summary do not need to be submitted but should be available upon request.
- d. Describe special circumstances and/or factors that positively affected progress on achieving the performance measure.
- e. Describe special circumstances and/or issues that negatively affected progress on achieving the performance measure.
- f. What activities, services, or programs were most effective in helping meet this objective for your program?

Priority Area SMART Goals: Health and Wellness Performance Measure

Below are the priority area goals that are currently approved for your 21st CCLC program by CDE's 21st CCLC Office. For each priority area goal, please answer the following six questions. If you have more than one priority area goal, please copy and complete the six questions for each priority area goal.

- a. Priority Area SMART Goal submitted by the 21st CCLC Subgrantee:

Report progress on performance measure: Check the response that best describes progress at the end of the rating period (June 30). If you went above and beyond your performance measure, then select 'exceeded your performance measure'. If you have completely (100%) met performance measure, then select 'met performance measure', if you have partially met your performance measure (more than 50 percent), then select 'making progress'. If you have made minimal gains on your performance measure, then select 'not making progress'.

- Exceeded performance measure
- Met performance measure
- Making progress
- Not making progress
- N/A- I did not set a goal in this priority area

- b. Please describe the indicators used to track progress on this performance measure.
- c. Provide a summary of progress on this performance measure and overall data supporting the progress reported above for this performance measure. Specific data sets referenced in your summary do not need to be submitted but should be available upon request.
- d. Describe special circumstances and/or factors that positively affected progress on achieving the performance measure.
- e. Describe special circumstances and/or issues that negatively affected progress on achieving the performance measure.
- f. What activities, services, or programs were most effective in helping meet this objective for your program?

Priority Area SMART Goals: Attendance Performance Measure

Below are the priority area goals that are currently approved for your 21st CCLC program by CDE's 21st CCLC Office. For each priority area goal, please answer the following six questions. If you have more than one priority area goal, please copy and complete the six questions for each priority area goal.

- a. Priority Area SMART Goal submitted by the 21st CCLC Subgrantee:

Report progress on performance measure: Check the response that best describes progress at the end of the rating period (June 30). If you went above and beyond your performance measure, then select 'exceeded your performance

measure'. If you have completely (100%) met performance measure, then select 'met performance measure', if you have partially met your performance measure (more than 50 percent), then select 'making progress'. If you have made minimal gains on your performance measure, then select 'not making progress'.

- Exceeded performance measure
- Met performance measure
- Making progress
- Not making progress
- N/A- I did not set a goal in this priority area

- b. Please describe the indicators used to track progress on this performance measure.
- c. Provide a summary of progress on this performance measure and overall data supporting the progress reported above for this performance measure. Specific data sets referenced in your summary do not need to be submitted but should be available upon request.
- d. Describe special circumstances and/or factors that positively affected progress on achieving the performance measure.
- e. Describe special circumstances and/or issues that negatively affected progress on achieving the performance measure.
- f. What activities, services, or programs were most effective in helping meet this objective for your program?

Priority Area SMART Goals: Next Generation Performance Measure

Below are the priority area goals that are currently approved for your 21st CCLC program by CDE's 21st CCLC Office.

For each priority area goal, please answer the following six questions. If you have more than one priority area goal, please copy and complete the six questions for each priority area goal.

- a. Priority Area SMART Goal submitted by the 21st CCLC Subgrantee:
Report progress on performance measure: Check the response that best describes progress at the end of the rating period (June 30). If you went above and beyond your performance measure, then select 'exceeded your performance measure'. If you have completely (100%) met performance measure, then select 'met performance measure', if you have partially met your performance measure (more than 50 percent), then select 'making progress'. If you have made minimal gains on your performance measure, then select 'not making progress'.
- Exceeded performance measure
 - Met performance measure
 - Making progress
 - Not making progress
 - N/A- I did not set a goal in this priority area
- b. Please describe the indicators used to track progress on this performance measure.
 - c. Provide a summary of progress on this performance measure and overall data supporting the progress reported above for this performance measure. Specific data sets referenced in your summary do not need to be submitted but should be available upon request.
 - d. Describe special circumstances and/or factors that positively affected progress on achieving the performance measure.
 - e. Describe special circumstances and/or issues that negatively affected progress on achieving the performance measure.
 - f. What activities, services, or programs were most effective in helping meet this objective for your program?

Continuation Plan

Current Program Description:

Provide a brief paragraph describing 21st CCLC services and collaborations provided through your program. This information will be posted on the CDE 21st CCLC webpage.