

Office of Dropout Prevention and Student Re-engagement



“The essence of our program: It is a hope-filled place for all students from diverse backgrounds to be accepted as they are, so that they can grow into their greatest potential.” - Colorado School District



COLORADO
Department of Education

21st CENTURY COMMUNITY LEARNING CENTERS (21st CCLC) GRANT PROGRAM

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

Services focus on helping children succeed academically by:

1. Providing opportunities for academic enrichment, including tutoring services and homework help, to help students meet state and local academic standards.
2. Offering students a broad array of additional services, programs, and activities, such as but not limited to, youth development activities, service learning, arts, music, technology education programs, financial literacy programs, environmental literacy programs, mathematics, science, 21st century learning skills, career and technical programs, internship or apprenticeship programs, and other ties to an in-demand industry sector or occupation for high school students that are designed to reinforce and complement the regular academic program of participating students.
3. Offering families of students served by community learning centers opportunities for active and meaningful engagement in their children’s education, including opportunities for literacy and related educational development.

RESEARCH SUPPORTS THE IMPORTANCE OF OST PROGRAMS

Previous research has indicated a link between student engagement in afterschool programs, such as 21st CCLCs, and positive outcomes. Students who engage in these extracurricular programs have shown better academic performance and behavior (Heckman and Sanger, 2013), and have shown to have statistically significantly higher test scores, bonding to school, and self-perception, with significantly lower problem behaviors when compared to students not in such programs (Durlak, Weissberg, and Pachan, 2010).

STUDENT ATTENDANCE IN 2016-17

Attendance figures from 2016-17 show:

- Total number of student attendees: 23,974
- Total number of regular student attendees*: 6,698
- Percentage of student attendees meeting the definition of regular student attendee: 28%
- Average number of students served per center during the grant period: 233
- Total number of family members served: 3,612

*Regular attendees are students who attend a given center for 30 days or more during the reporting period.

Grantees and Allocations

Federal Allocations:

- 2016/17: \$11,580,347
- 2017/18: \$11,633,559
- 2018/19: \$11,437,425

21st CCLC Grant Awards:

Cohort VI

- Funding years: 2012-2017
- 33 grants serving 58 centers
- Cohort funding ended 6/30/17

Cohort VII

- Funding years: 2015-2020
- 22 grants serving 42 centers
- 2018/19 funding: \$4,656,630

Cohort VIII

- Funding years: 2018-2021 (eligible for two grant years beyond 2021, if exemplar criteria are met)
- 40 grants serving 68 centers
- 2018/19 funding: \$9,166,541

23,974

STUDENTS PARTICIPATED IN
21ST CCLC ACTIVITIES

3,612

FAMILY MEMEBERS SERVED

CENTERS OFFERED ACADEMIC AND ENRICHMENT OPPORTUNITIES

Data from the 2016-17 school year includes 21st CCLC Cohort VI (2012–2017) and Cohort VII (2015–2020). These two cohorts consist of 55 subgrantees and 103 centers.

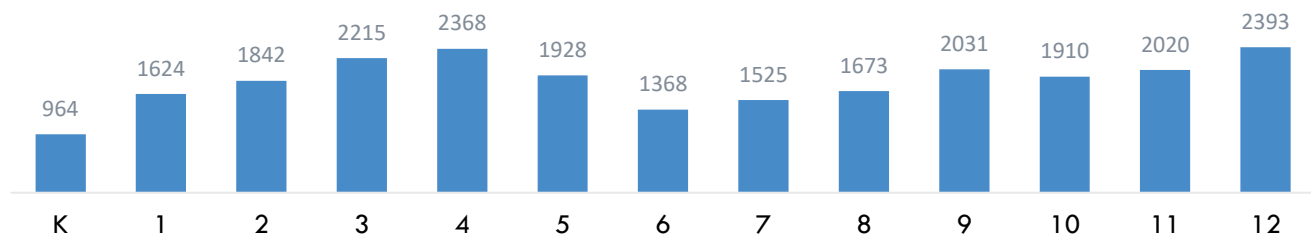
Centers provided a total of 4,184 different activities, ranging from one-time events (such as a trip to the zoo or a book giveaway) to activities exceeding 100 sessions (such as academic tutoring or music club). Activities were provided during the summer and throughout the school year at varying times of day.

- More than half of all program activities (51%) offered to students were academic in nature
- STEM activities were the most frequent activity, offered by 80% of centers and attended by 9,951 students
- Nearly two in five activities provided to students (37%) were enrichment activities
- Physical activities were the most frequently provided enrichment activity, offered by 68% of centers
- The most common activity offered to family members was *promotion of family involvement*, attended by 1,063 family members



100% of centers reported emphasis in at least one core academic area, and 100% of centers reported offering enrichment and support activities in at least one other area.

STUDENTS FROM ALL GRADE LEVELS PARTICIPATED



TEACHER SURVEYS INDICATE POSITIVE IMPACT ON STUDENT PARTICIPANTS

Improvements in academic behaviors were assessed by teachers who completed a survey evaluating student growth outcomes. Teachers completed surveys on students who attended the program 30 days or more during the school year.

A total of 4,425 surveys were collected.

- 76%** of students improved academic performance
- 73%** had improved participation in class
- 66%** were more attentive in class
- 60%** improved in completing homework to teacher’s satisfaction
- 66%** showed increased motivation to learn
- 58%** improved in turning homework in on time
- 64%** behaved better in class
- 62%** got along better with other students in class
- 56%** showed improvement in volunteering for extra credit or more responsibility
- 49%** improved in regular class attendance

76%

OF STUDENTS IMPROVED
THEIR ACADEMIC
PERFORMANCE

66%

SHOWED INCREASED
MOTIVATION TO LEARN

REFLECTIONS ON THE 21ST CCLC GRANT OVER FIVE YEARS

Program directors for Cohort VI centers were asked to reflect upon the previous five years of the grant by noting what the grant has meant for their students, families, and schools:

- For students, centers offered a **safe place to build relationships** with other people (both peers and adults)
- Students who participated were **better connected** to their peers and the school staff, made **academic and behavioral gains**, and **participated in activities** in which they otherwise would not have had the opportunity to engage
- Families benefited from knowing that their children were in a **safe place during non-school hours**
- Centers **benefited families financially** because adult family members were able to work more hours without needing to leave their children unattended or to pay for childcare
- On a school-wide level, directors noted increases in **parent and student satisfaction**, a greater sense of **school community**, a more **positive public perception of their school**, and significant **school-wide academic gains**

WHAT OUR STUDENTS SAY ABOUT 21ST CCLC PROGRAMS

“I came every day to clubs since first grade. One way that clubs helped me was to get my homework done. My mom worked late so she couldn’t always help me. I also got something to eat. I have a lot of energy. The club leaders and high school helpers helped me control my energy. We did mindfulness breathing and took breaks when I needed one. I learned about how I could use my hands more through community service work. It was great to be able to have time away from taking care of the younger kids in my family. Now my siblings are ready to go off to middle school with the wonderful skills they learned through the morning and afterschool programs.”

- 21st CCLC Student

Where can I learn more?

- Visit the 21st CCLC website: <http://www.cde.state.co.us/21stcclc>
- Contact Dana Scott, State Coordinator: scott_d@cde.state.co.us
- View all CDE fact sheets: www.cde.state.co.us/communications/factsheetsandfags