2022–2023 Program Year Statewide Evaluation

21st Century Community Learning Centers

CDE

Soaring Beyond Expectations
21st Century Community Learning Centers

Catherine Roller White Consulting LLC

Contents

Note: Some of the photos used in this report came from freepik.com and vecteezy.com.

EXECUTIVE SUMMARY

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 during non-school hours. Centers offer academic and enrichment OST services to students who attend low-performing, high-poverty schools.

This report evaluates program processes and outcomes, aiming to 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 some (i.e., those in Cohort 8) make plans to sustain themselves when funding ends.

65 SUBGRANTEES AND 122 CENTERS SERVED STUDENTS

This report includes data from the Colorado Department of Education's (CDE) Cohort 8 (2018–2023), Cohort 9 (2021–2026), and E2 OST (2021–2024) during the 2022–2023 reporting year.

Cohorts, funding year, and number of subgrants and centers

Cohort	Subgrants	Centers
Cohort 8 (Year 5)	31 subgrants	52 centers
Cohort 9 (Year 2)	20 subgrants	39 centers
Cohort E2 OST (Year 2)	14 subgrants	31 centers
All Cohorts	65 subgrants	122 centers
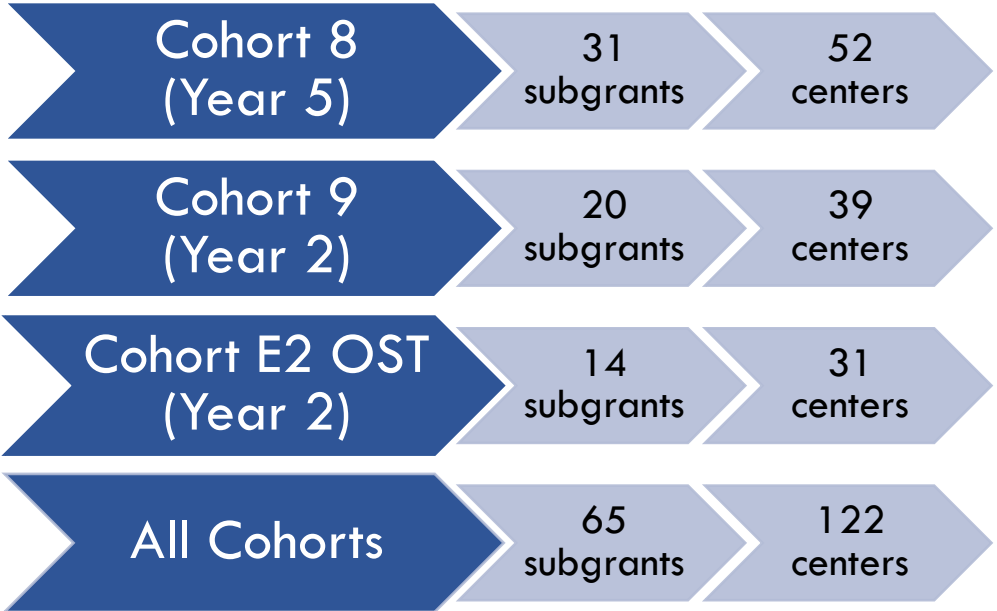
A total of **20,709 students participated** during the 2022–2023 program year. Nearly two in five students (39% $n = 7,996$) were regular program participants (that is, students attending for 75 hours or more).

Programs enrolled students in all grades from pre-kindergarten through 12th grade.[1] Over half of students (56%) were in pre-kindergarten through grade 5, while 20% were in grades 6 to 8 and 25% were in grades 9 through 12. Students were evenly split between females (50%) and males (50%). A majority of students (68%) identified their race as white, and a majority of students (53%) identified their ethnicity as Hispanic.

Programs served
20,709
students

---

[1] Pre-kindergarten students were served as part of family engagement efforts (not student programming).

PROCESS EVALUATION

CDE worked to improve the subgrantee selection process

In program year 2022–2023, CDE increased access to 21st CCLC funding and programs statewide. CDE solicited and incorporated feedback from stakeholders on the request for application (RFA) process, making two changes (beginning with Cohort 10 applicants) based on the feedback: (1) **streamlining the application**, and (2) **creating a tool to assess readiness to apply**. The Cohort 10 application process included standardized trainings for reviewers, an updated scoring rubric to increase clarity for applicants and reviewers, and enhanced processes for reviewing and funding programs. The inclusion of priority points for the six funding priority areas impacted which applicants were funded, indicating that the **priority areas are being uplifted**. Consistent with the state population, most funded programs were in the Metro and North Central regions.

CDE provided valuable training and technical assistance

In the End-of-Year Subgrantee Surveys, subgrantees noted that **training and technical assistance from CDE has been helpful.** They appreciated assistance with support related to reporting requirements and grant writing, and they noted that networking opportunities were also helpful.

CDE provided operational excellence to subgrantees

The 21st CCLC program team works internally and externally to ensure that subgrantees are supported in complying with programmatic and fiscal requirements, including spending at least 90% of allocated funds, meeting programming requirements, and collecting and reporting data.

To improve data collection processes, CDE would benefit from **standardizing reporting categories** for certain indicators (such as activities provided) and **incorporating validation checks** for some fields. Examining the completeness and accuracy of data throughout the year rather than at the end of each year would allow more time for subgrantees to provide needed information for state and federal data reporting.

Subgrantees made progress meeting state and federal data reporting requirements

Subgrantees met almost all the state reporting requirements. This includes information on their progress towards participation targets, progress meeting their performance objectives, and completing End-of-Year Subgrantee Surveys. In contrast, about half of subgrantees did not attain a 100% End-of-Year Teacher Survey response rate, which is a state expectation.

Subgrantees struggled more in meeting federal data reporting requirements. Although **subgrantees dramatically improved in their reporting of GPRA measures,** there is still room for improvement in data collection overall. This could include improving accuracy and completeness of student-specific information such as State Assigned Student Identifier (SASID) numbers, names, and demographic information.

The 21st CCLC program is increasing community partnerships among subgrantees

Across the three cohorts, **subgrantees reported 575 active partnerships,** most of which were with non-profit agencies, for-profit entities, colleges or universities, parks / recreation districts, and museums. The majority of partnerships were established during their first year of funding, with additional partnerships established in subsequent years.

Subgrantees reported

575

active partnerships

Subgrantees noted that they developed and maintained partnerships in their communities. They reported that building strong connections with local organizations and schools aided them in supporting students by providing safe spaces for career exploration, academic support, and enrichment.

STATE EVALUATION

Subgrantees engaged in family-school partnerships

A total of **13,714 family members participated** in at least one activity during the 2022–2023 program year. Subgrantees were asked to rate their effectiveness in partnering with families in six areas based on the National Standards for Family-School Partnerships.[2] The family-school partnership best practices most frequently reported by

Programs engaged

13,714

family members

subgrantees was **engaging in effective communication** (78% of subgrantees reported doing this frequently). Relatively high proportions of subgrantees also reported frequently **welcoming all families** (62%), **speaking up for every child** (62%), and **collaborating with community** (62%). Smaller proportions reported frequently supporting student success (43%) or sharing power with families (27%).

Subgrantees reported progress on subgrantee performance objectives

Subgrantees were required to create four performance objectives aligned with state priorities related to core academic progress, school attendance, essential skills, and family engagement. **Almost all subgrantees reported making progress, meeting, or exceeding all four required performance objectives.**

Teachers reported improved school-day engagement

Teachers completed End-of-Year Teacher Surveys for regular program participants to assess how participation in 21st CCLC programming impacts various indicators of school-day engagement. Teachers reported that **46% of students improved their participation in class, 40% improved in coming to school motivated to learn,** and **40% improved their attention in class.**

---

[2] See https://www.pta.org/home/run-your-pta/National-Standards-for-Family-School-Partnerships

FEDERAL EVALUATION

Subgrantees made progress on reporting Government Performance and Results Act (GPRA) measures, and GPRA measures showed student progress

The 2022–2023 program year was the second year that subgrantees collected and reported on new GPRA measures related to student outcomes. During the 2021–2022 program year, subgrantees struggled with the new, more robust reporting requirements. Programs were also still recovering from the impacts of the COVID-19 pandemic, and many programs did not have established local processes to collect and report on data to fulfill the new requirements. As a result, little data was available on student academic achievement as measured by English language arts and mathematics Colorado Measures of Academic Success (CMAS) outcomes. Similarly, little data was available on student behavior as measured by in-school suspensions. **Data availability improved markedly during the 2022–2023 program year,** due in part to increased attention and assistance from the 21st CCLC state team in helping subgrantees establish local practices and procedures for better data collection and reporting.

GPRA measures indicated that **students made progress in all areas,** particularly student engagement, CMAS English language arts and mathematics scores, and grade point averages (GPAs).

Government Performance and Results Act (GPRA) measure results

GPRA 1: CMAS scores	• 60% improved English language arts scores • 53% improved mathematics scores (grades 4-8)
GPRA 2: GPAs	• 63% improved (grades 7-8 and 10-12 with prior year GPA less than 3.0)
GPRA 3: School attendance	• 35% improved (students with prior-year attendance rate at or below 90%)
GPRA 4: In-school suspensions	• 51% improved (students with any in-school suspensions during prior year)
GPRA 5: Student engagement	• 82% improved (students in grades 1-5 who attended at least 75 hours of programming)

Centers offered a variety of academic and enrichment activities

During the 2022–2023 program year, the most commonly attended activities were *well-rounded education activities, including credit recovery or attainment* (13,812 students), *healthy and active lifestyle* (10,983 students), *academic enrichment* (9,183 students), *STEM, including computer science* (6,996 students), and *literacy education* (3,573 students).[3]

In addition, 2,952 parents participated in *parenting skills and family literacy* activities.

13,812
students participated in well-rounded education activities

CONCLUSION

CDE's 21st CCLC grant program provides community learning centers for students, with priority given to low-performing, high-poverty schools. Teachers reported improvements in academic performance and behavior for regular attendees; these benefits were echoed by program directors in success stories highlighted throughout the full report. GPRA measures suggest that students attending programming demonstrated improvement in standardized test scores (among students in grades 4–8), GPAs (among secondary school students), student behavior (measured by in-school suspensions), and engagement in learning (among students in grades 1–5). To a lesser degree, students improved their school attendance. Subgrantees shared compelling examples of the important role 21st CCLC centers continue to play in continuing to support Colorado's students and families, some of which are provided in the full report.

CDE worked this year to provide operational excellence, engaging in efforts to improve the application process, provide relevant and high-quality training and technical assistance, support subgrantees as they implement and document the work of their programs, and support partnerships among subgrantees, within the out-of-school time field statewide, and internally within CDE.

---

[3] These data are available for Cohort 8 and Cohort 9 only; they do not include data from the E2 OST cohort.

INTRODUCTION

21st Century Community Learning Centers

The 21st Century Community Learning Centers (21st CCLC) grant program supports the creation of local out-of-school time (OST) programs to provide high-quality academic enrichment opportunities and services to students and their 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 to students and their families during non-school hours (before school, after school, and weekends) or when school is not in session (during summer break). Subgrantees, including school districts, community-based organizations, and institutes of higher education, serve as the fiscal agents for the centers serving students and their families.

The Colorado Department of Education (CDE) is the designated state educational agency responsible for awarding, administrating, 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 (also known as subgrantees).

About this report

The purpose of this report, which covers the 2022–2023 program year (July 1, 2022 to June 30, 2023), is to help the state monitor internal and external process and outcome measures and to provide suggestions for program improvement. CDE 21st CCLC program staff developed program objectives to align with the CDE statewide strategic plan, which includes the following priority areas: **increase student engagement, accelerate student outcomes, strengthen the educator workforce**, and **provide operational excellence**. The 21st CCLC logic model includes these four priority areas as well as program-specific objectives mapped to each priority area (see Appendix A).

This report includes findings from several data sources. 21st CCLC subgrantees recorded data such as student attendance, activities provided, and staffing throughout the 2022–2023 program year. They entered this information directly into EZReports, a web-based software program. End-of-Year Teacher Surveys were administered through EZReports at the end of the program year. In addition, subgrantees reported on five new Government and Performance Results Act (GPRA) measures in EZReports: academic achievement, grade point average, behavior, school day attendance, and student engagement in learning. Program directors also completed an End-of-Year Subgrantee Survey in Qualtrics, a widely used survey administration platform. This included progress towards subgrantee performance objectives, plans for program sustainability, self-ratings on a quality implementation rubric, 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 United States Department of Education (USDE), CDE staff, subgrantees, centers, school districts, and the general public. To assist readers who are not familiar with terms used in this report, a glossary can be found in Appendix B.

SUBGRANTEES, CENTERS, AND COHORTS

This report includes data from CDE's Cohort 8 (2018–2023), Cohort 9 (2021–2026), and E2 OST (2021–2024) during the 2022–2023 reporting year.

The E2 OST cohort is funded using ESSER II state set-aside funds, which CDE determined could be used to fund additional applicants during the Cohort 9 21st CCLC grant competition. During the 2021 grant competition for Cohort 9, funding requests from potential subgrantees far exceeded the $5 million available through 21st CCLC funding. CDE provided an additional $4 million in ESSER II funding to create the E2 OST cohort. E2 OST cohort subgrantees are funded for three years (2021 through 2024) and track the same state performance measures as cohorts 8 and 9; however, since they are not funded through federal 21st CCLC funds, they do not track the federal GPRA measures.

Figure 1 shows the number of subgrants and centers for each cohort.

Figure 1
Cohorts, funding year, and number of subgrants and centers

Cohort	Subgrants	Centers
Cohort 8 (Year 5)	31 subgrants	52 centers
Cohort 9 (Year 2)	20 subgrants	39 centers
Cohort E2 OST (Year 2)	14 subgrants	31 centers
All Cohorts	65 subgrants	122 centers
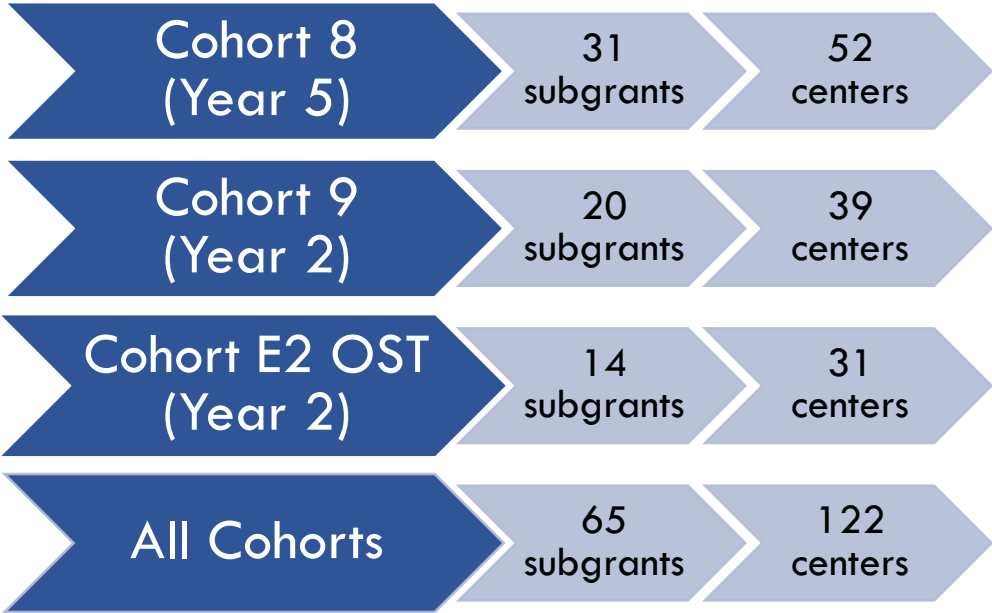
Currently, CDE awards 21st CCLC grants for an initial three-year period, with the option for subgrantees to renew their grant for an additional two years if they meet a sufficient number of exemplar criteria. Additionally, subgrantees may choose to close out and discontinue their grant during their grant cycle.

Thirty-eight subgrants (58%) were to school districts, and 27 (42%) were to community-based organizations. During program year 2022–2023, five subgrantees elected to end their grant, ending services at nine centers. A full list of subgrantees and centers is provided in Appendix C.

STUDENT ATTENDANCE AND DEMOGRAPHICS

How many students were served, and what were their demographic characteristics?

Student Attendance Patterns

In total, **122 centers served 20,709 students.**[4] Nearly two in five students (39%; $n = 7,996$) were regular attendees (that is, they attended the program for 75 hours or more).

Student Demographic Characteristics

Data on student demographic characteristics are presented for all students served (not just those classified as regular attendees). As shown in Figure 2, 50% of students were female, and 50% were male. For a very small proportion of students (0.1%), gender was recorded as "other" or unknown.

Figure 2
Student gender

female	male	other
50%	50%	0.1%

Note: Data in this figure comes from EZReports.

Figure 3 presents data on student race broken out by federal reporting categories. The majority of students were white (68%). Race was unknown or "some other race" for 14% of students.

Figure 3
Student race
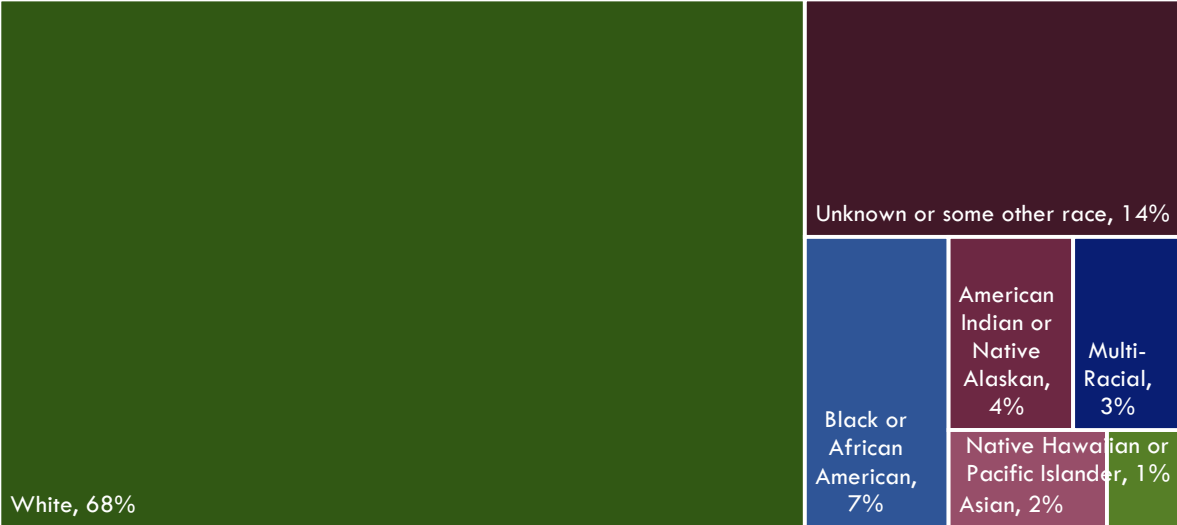
Note: Data in this figure comes from EZReports.

Figure 4 presents data on student ethnicity. A majority of students (53%) were Hispanic.

---

[4] The student attendance patterns and student demographic characteristics are for students who attended more than one hour of programming. In future years, CDE may adjust upwards the threshold for the number of hours a student must attend to be counted.

Figure 4
Student ethnicity
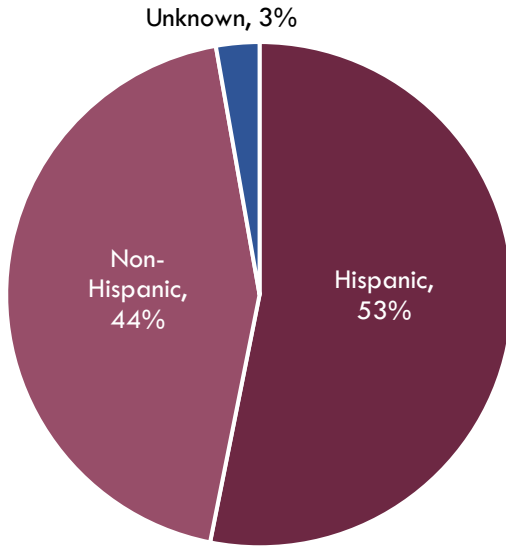
Figure 5 presents student grade levels served. All grades were represented among student attendees. Over half of students (56%) were in pre-kindergarten through grade 5, while 20% were in grades 6 to 8 and 25% were in grades 9 through 12.

Figure 5
Student grade level
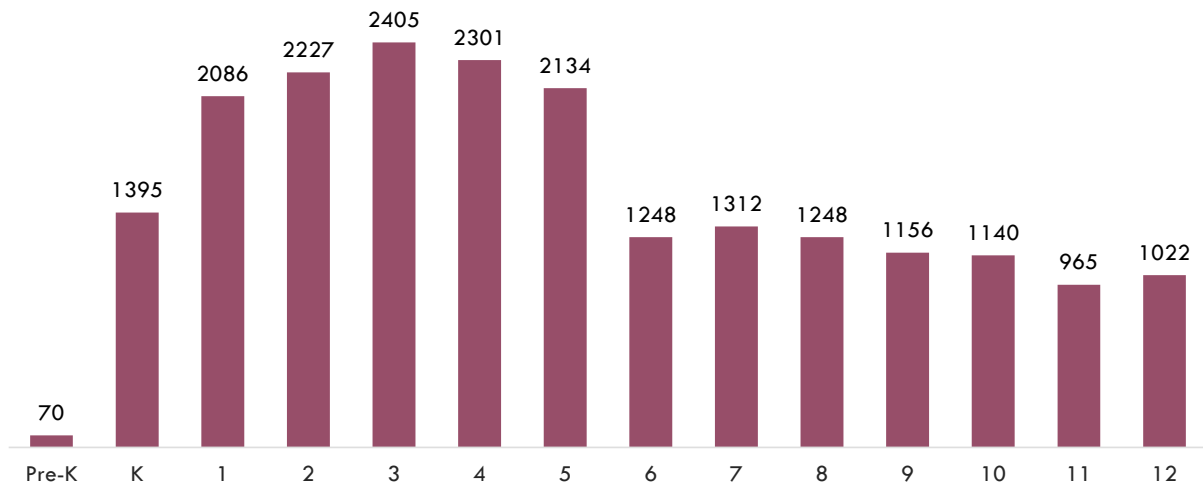
Note: Data in this table comes from EZReports. All pre-kindergarten students were served as part of the family engagement programming (not the student programming).

How do subgrantees staff their programs (paid/volunteer and teaching staff/OST youth development staff) and to what extent is staffing an issue for subgrantees?

Figure 6 presents the number of paid and volunteer staff across all centers in Cohort 8 and Cohort 9.[5] Across 91 centers in Cohort 8 and Cohort 9, there were **1,723 paid staff** and **73 volunteers**. Half of the paid staff (50%) were school-day teachers. School-day teachers also made up 29% of the volunteer staff.

School day teachers constitute

50% of paid staff and

29% of volunteers

Figure 6
Paid staff and volunteers

Staff Type	Paid		Volunteer	
	Number	Percent	Number	Percent
Administrators	91	5%	2	3%
College Students	25	1%	6	8%
Community Members	55	3%	13	18%
High School Students	16	1%	5	7%
Other Non-Teaching School Staff	375	22%	3	4%
Parents	7	0.4%	14	19%
School Day Teachers	865	50%	21	29%
Subcontracted Staff	69	4%	1	1%
Other	220	13%	8	11%
Total	1,723	100%	73	100%

Note: Data in this table comes from 21APR.

Staffing programs was a challenge for many subgrantees in 2022–2023. In open-ended responses to a question in the End-of-Year Subgrantee Survey about implementation challenges completed by Cohort 9 and E2 OST subgrantees, about half of respondents noted challenges related to staffing. These included **turnover** at both staff and leadership levels (including burnout and retention issues, particularly in rural or remote areas), **challenges with recruitment** (including difficulty attracting staff due to low wages, competition with other local jobs, and challenges due to some programs' remote locations), **challenges from students** (such as behavioral problems and other special needs), **funding restraints,** and **safety concerns.**

[5] Because this information comes from 21APR, information on staffing from E2 OST is not available.

PROCESS EVALUATION

Is CDE selecting subgrantees using an objective RFA process that incorporates stakeholder feedback and results in distribution across CDE priority areas, and across CDE regions with representation across the state?

In January and February of 2023, CDE solicited feedback from 21st CCLC stakeholders. Stakeholders included educators, school and district staff and leadership, staff from community-based organizations and institutions of higher education, representatives from other state agencies, parents, students, and current subgrantees. The goal of this effort was to increase equitable access to funding, equitable funding for eligible entities, and equitable access to programs for students and their families. CDE used information collected during the feedback process to guide the development of the Cohort 10 request for applications (RFA), released during the spring of 2023. Feedback was solicited through an online survey ($n = 59$ respondents) and four online focus groups ($n = 53$ participants).

The two primary themes emerging from the survey and focus groups were (1) **a need for a streamlined application process** and (2) **the need for assistance determining readiness to apply.** In response, CDE reduced the amount of information required in proposals and created a readiness assessment tool for potential applicants. In the future, CDE aims to address additional feedback. This includes determining how to better serve rural communities (given costs of staffing and student services), providing more frequent and targeted training on topics of interest (such as sustainability, grant writing, and diversity, equity, and inclusion), and re-examining funding limits given economic conditions (and given that some programs, such as rural, fifth-day, and special education programs, have inherently higher costs).

To select Cohort 10 subgrantees, CDE issued a Request for Application (RFA), coordinated the review of applications, and selected applicants to be funded. CDE's Competitive Grants and Awards office conducted an initial review of the applications to ensure applicants were eligible, adhered to legal and budgetary requirements, and included all required elements. Reviewers rated applications individually and then met with other reviewers to create consensus scores. CDE then assigned priority points (based on objective criteria) to all applicants and made funding decisions based on final scores.

All reviewers were selected based on their responses on an interest form, and all but one were from outside of Colorado (the one Colorado-based reviewer had no declared conflicts of interest). CDE required all reviewers to attend a webinar or view the recorded video. During the webinar, CDE described key components of high-quality programming, the scoring rubric, and reviewer considerations (e.g., being objective, focusing on content rather than format, and providing constructive feedback).

CDE received 74 applications for Cohort 10, 20 of which were incomplete. **Reviewers rated 54 complete applications, and 17 were funded.**

Applications receive a maximum of 300 points, and 165 points are required for funding (see Figure 7).

Figure 7

Possible application points

| 210 application points | + | 90 priority points | = | 300 possible points |

Applicants receive priority points based on six priority areas (see Figure 8). All priority areas are worth 10 points, except Priority Area 1, which is worth 30 points. Almost all funded applicants (88%) proposed serving **chronically absent** (Priority Area 4) and **highly mobile, disadvantaged, marginalized, and/or historically underserved youth** (Priority Area 6), and the vast majority (82%) had a 40% or higher Free and Reduced Lunch rate and had been identified as a Comprehensive Support or Targeted Support School under ESSA (Priority Area 1). Just over half (53%) had a 75% or higher Free and Reduced Lunch rate (Priority Area 2), and about one in three (35%) were proposing a fifth-day program for schools that have a four-day school week (Priority Area 5). Only three (18%) funded applicants were from rural school districts or consortiums (Priority Area 3).

Applications could receive a maximum of 300 points, and funded applicants require a final score (including priority points) of at least 165 points to be considered for funding. The average total score was 247 for funded programs and 204 for unfunded applicants. **Priority points were key to bumping some programs up into the top 17**. Six of the funded programs would not have been among the top 17 without priority points.[6]

Figure 8
Priority areas

Description of priority area	All applicants (*n* = 54)	Funded applicants (*n* = 17)
1. All participating schools within the application have a 40% K-12th Free and Reduced Lunch rate and are identified as a Comprehensive Support or Targeted Support School under ESSA.	28 (52%)	14 (82%)
2. All participating schools within the application have a 75% or higher K-12th Free and Reduced Lunch rate.	20 (37%)	9 (53%)
3. Applicant/fiscal agent is a rural school district or consortium application includes at least one rural school district as a participating district.	15 (28%)	3 (18%)
4. Application includes at least one high school serving grades 9-12 with either a dropout rate higher than 2.2% and/or a graduation rate lower than 82.3% and/or a completion rate lower than 84.1%; or application includes at least one school (serving any	44 (81%)	15 (88%)

[6] Conversely, the top-scoring applicant prior to the inclusion of priority points was not funded because they received only 20 priority points.

Description of priority area	All applicants (n = 54)	Funded applicants (n = 17)
grades K-12) with a chronic absenteeism rate higher than 35.5%.		
5. Applicant is proposing a fifth-day program for school districts and schools who have a four-day school week.	15 (28%)	6 (35%)
6. Applicant is proposing to prioritize highly mobile youth or other disadvantaged, marginalized, and/or historically underserved youth for 21st CCLC program(s).[7]	36 (67%)	15 (88%)

Figure 9 displays the number of applications received and the number funded by CDE region. Most applications (n = 29) were from the Metro region; ten of these (34%) were funded. Three of the five applications (60%) from the North Central region were funded, as was one of the two (50%) from the Northwest region. One each was funded in the following regions: West Central (25% of four applications), Southwest (13% of eight applications), and Southeast (25% of four applications). Based on final grant review scores, no applications were funded from the Pikes Peak (one application) or Northeast regions (three applications).[8]

---

[7] Additional description for this priority area: Application clearly explains how the proposed program will collaborate with participating school(s)/district(s) and partner(s) to identify, conduct outreach, encourage participation, and track registration/attendance of the identified youth population(s). Application includes relevant data and an adequate explanation of identifying, prioritizing, and serving the identified youth population(s) to receive priority points.

[8] Two applications proposed serving multiple regions (one proposed serving the Metro and Northeast regions, and the other proposed serving the Southwest and Northeast regions). These are displayed twice in the map (once for each region). Neither application was funded based on final grant review scores.

Figure 9
Number and percentage of applications funded by region

North Central
3 of 5
(60%)

Northwest
1 of 2
(50%)

Northeast
0 of 3
(0%)

Metro
10 of 29
(34%)

West Central
1 of 4
(25%)

Pikes Peak
0 of 1
(0%)

Southeast
1 of 4
(25%)

Southwest
1 of 8
(13%)
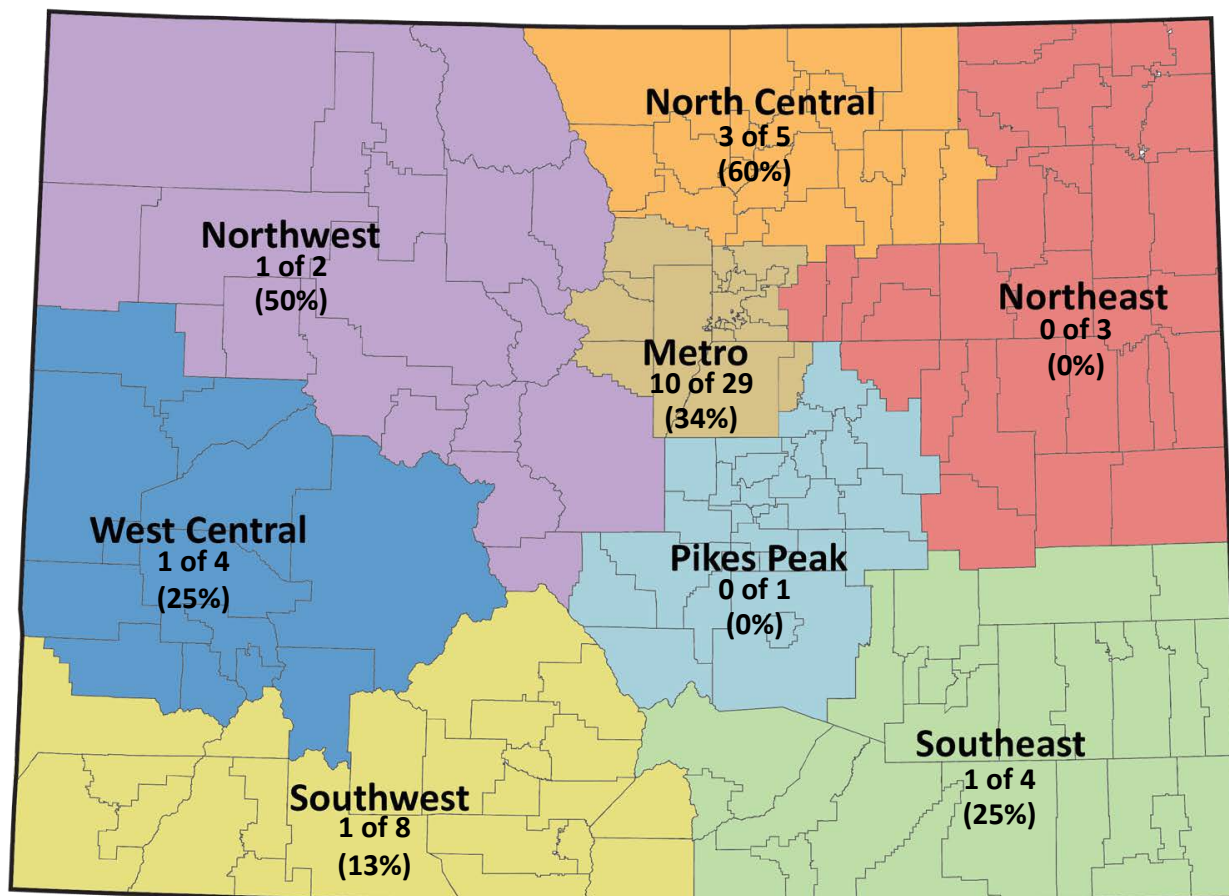
What technical assistance and professional learning opportunities did CDE provide to subgrantees this year? What did subgrantees find to be the most impactful, and what topics are subgrantees requesting for the subsequent year?

In the End-of-Year Subgrantee Survey, Cohort 9 and Cohort E2 OST subgrantees shared what technical assistance has been most helpful and what additional training topics would be helpful. Subgrantees said that **support from CDE staff**, such as site visits, regular communication, and responsiveness, has helped provide feedback that leads to program improvement. In particular, support related to **reporting requirements** and Cohort 10 **grant writing** (provided both by CDE and an outside contractor) has been helpful. Subgrantees also appreciated **networking opportunities** through statewide and regional **meetings and trainings** with other 21st CCLC programs, which provide opportunities for partnership development and professional development. **Monthly check-ins and peer-to-peer sessions,** such as the Peer Learning Program, help subgrantees develop strong relationships with one another and stay informed about 21st CCLC program updates and requirements. Specific useful training topics include compliance, financial sustainability, and youth engagement, and **access to training materials** (such as session recordings and PowerPoint slides) is helpful.

Additional training interests include **academic and student support** (addressing learning loss due to COVID-19, social-emotional development, and trauma-informed care), **staff development and retention** (including training on managing staff, bias awareness, and staff burnout prevention), **emergency and crisis response** (including disaster preparedness and active shooter response), **financial and sustainability training** (financial management, budgeting, and funding diversification), **data analysis and reporting** (EZReports, data analysis to support student and family engagement), **community engagement and partnership building** (engaging families, school staff, and community-based organizations), and **leadership training** (supporting program management). One subgrantee suggested **visiting other sites** that are considered exemplary.

CDE also tracks subgrantees that did not meet exemplary criteria to understand what other supports they needed and whether there were circumstances outside of CDE control that led to this outcome. Given that no subgrantees were finishing their third program year in 2022–2023, this question does not apply this year.

To what extent is CDE meeting its operational excellence goals to provide timely and effective customer service that supports programmatic and fiscal compliance?

The 21st CCLC program team works internally and externally to ensure that subgrantees are supported in complying with programmatic and fiscal requirements. Lead Consultants **support subgrantees throughout the year through emails and phone calls** to address specific programmatic and fiscal questions. Within CDE, the State Coordinator meets twice weekly with Lead Consultants (once as a group and once in a one-on-one meeting) to address subgrantee-specific questions, concerns, or scenarios. This process allows team members to solve problems together and learn from one another, and it helps ensure that all subgrantees receive accurate, up-to-date guidance.

CDE's Office of Grants Fiscal provides the 21st CCLC program team with quarterly draw-down reports and works with 21st CCLC state program staff to provide training on spending funds twice a year during subgrantee meetings. CDE sends periodic reminders to all subgrantees on how to draw down funds. Lead Consultants are also available to address questions and provide technical assistance to subgrantees. Starting in March and April of each year, Lead Consultants individually contact subgrantees whose most recent spend-down reports from the Office of Grants Fiscal indicate that they are at risk of not spending at least 90% of their allocated funds. Subgrantees that do not anticipate being able to spend at least 90% of their funds in a given fiscal year can also submit a Grant Award Funding Reduction Request Form. Lead Consultants support subgrantees throughout the process of applying for a funding reduction.

Overall, subgrantees spent 96% of their allocated funds in the 2022–23 program year. CDE tracks subgrantees that did not spend at least 90% of their allocated funds to understand what other supports they needed to do so and whether there were circumstances outside of CDE control

that led to this outcome. Eight of the 58 fiscal agents (14%) spent less than 90% of their allocated funds.

How can CDE's data collection processes and supports improve?

To improve data collection processes, CDE would benefit from **standardizing reporting categories** for certain indicators (such as activities provided) and **incorporating validation checks** for some fields. For example, a significant number of students have invalid State Assigned Student Identifiers (SASIDs). Validation checks could prevent entry of SASIDS that are the incorrect length or are improbable (such as "9999999999"). If CDE is interested in tracking outcomes by specific child characteristics such as English Language Learner status or special education enrollment, requiring subgrantees to complete these fields accurately should be a priority. It would be beneficial for CDE staff to emphasize to subgrantees the importance of providing complete and accurate information. **Examining the completeness and accuracy of SASIDs in EZReports throughout the year** rather than at the end of each year, for example, would allow more time for subgrantees to provide needed information.

The EZReports data for this program year included demographics for students who attended one hour or more of programming. CDE may want to adjust this output in the future to reflect students who attended at least four hours of programming (per federal guidelines).

Did subgrantees meet 100% of state and federal data reporting requirements with fidelity? Are 100% of subgrantees sharing student academic success stories, student essential skills success stories, and stories of successfully engaging families?

To assist subgrantees in meeting state and federal reporting requirements, CDE created a data collection and reporting guide.

Subgrantees met almost all of the state reporting requirements. These include reporting of the extent to which they met participation targets (unduplicated student attendees, regular student attendees, average daily attendance, and unduplicated family members); progress towards each of the four subgrantee performance objectives (core academics, school attendance, essential skills, and family engagement; and completion of the end-of-year report (including self-assessments of family, school, and community partnerships; End-of-Year Teacher Survey response rate; descriptions of program successes and challenges; feedback and updates on technical assistance needs; completion of the Quality Implementation Rubric; and, for programs in their second year of funding, submission of a sustainability plan).

A 100% End-of-Year Teacher Survey response rate (for students who attended 75 hours or more of programming) is expected. About half of subgrantees reported submitting 100% of their End-of-Year Teacher Surveys. However, as described later in the report, there are some concerns about the validity of the End-of-Year Teacher Survey data: about one in four surveys (24%) were straight-lined, meaning that the teacher provided the same response for all eight items.

Subgrantees made marked improvements in meeting federal data requirements in 2022-2023, most notably in the submission of the GPRA measures, but they still struggled to comply with all requirements. Many subgrantees did not provide complete student participation data on English Language Learner status, free and reduced-price lunch status, and special education status.

CDE requires subgrantees to report on their programs (activities, staffing, participation, attendance, GPA, in-school suspensions, and End-of-Year Teacher Surveys) through EZReports. Data on activities, staffing, and participation must be updated and maintained throughout the year. Attendance is required to be reported monthly, and End-of-Year Teacher Survey data are required to be reported by July 15 every year. Student data are expected to be connected to valid State Assigned Student Identifier (SASID) numbers with names, date of birth, and complete demographic information (free or reduced-price lunch status, race/ethnicity, sex/gender, English Language Learner status, and Special Education status). Information on race/ethnicity, sex/gender, and primary language was available for the vast majority of students. Eligibility for free or reduced-price lunch was unknown for about one-third of students, and information on English Language Learner status and Special Education status was missing for approximately half of students. Most significantly, SASID numbers were missing or invalid for more than 1,800 of the 20,776 students who attended at least one hour of programming (approximately 9%). This omission prevents analyses of outcomes at the individual student level, such as examining the relation between program attendance (dosage) and End-of-Year Teacher Survey data.

Is the 21st CCLC program leading to increased community partnerships among subgrantees, between CDE and external partners in the OST field statewide, and internally within CDE?

Subgrantees reported **575 active partnerships**, most of which were with non-profit agencies, for-profit entities, colleges or universities, parks / recreation districts, and museums (see Figure 10.

Figure 10
Subgrantee partners

Non-profit organization, 46%
For-profit entity, 23%
Other, 13%
Park/recreation district, 8%
College or university, 5%
Museum, 4%
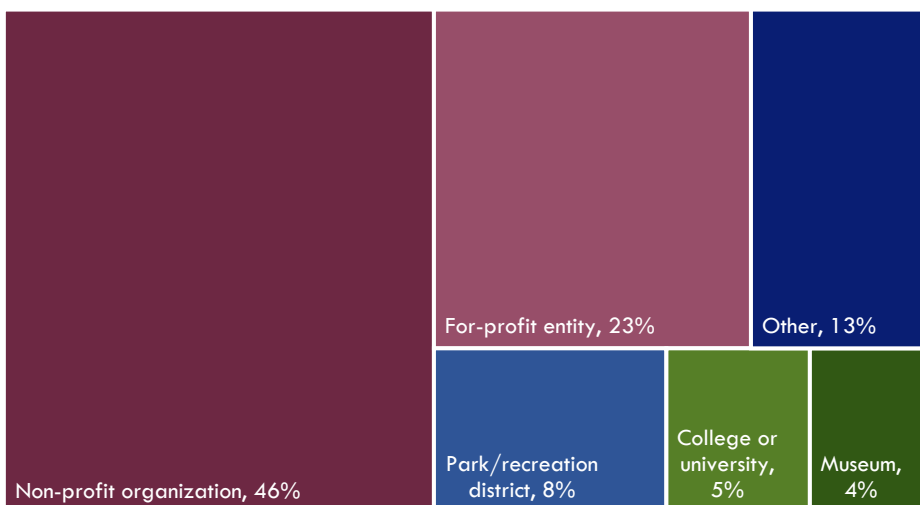
In Cohort 8's first year, subgrantees established 196 partnerships (see Figure 11). Subgrantees continued establishing partnerships in subsequent years: they established 58, 72, 16, and 18 active partnerships in the second through fifth years, respectively.

Cohort 9 subgrantees established 74 partnerships in the first year and 37 in the second year, while Cohort E2 OST subgrantees established 40 partnerships in the first year and 13 in the

second year.[9] (Note that, because they were in their second year of their grants, Cohort 9 and Cohort E2 OST only have data through their first and second years in Figure 11.)

Partnerships formed per year of grant
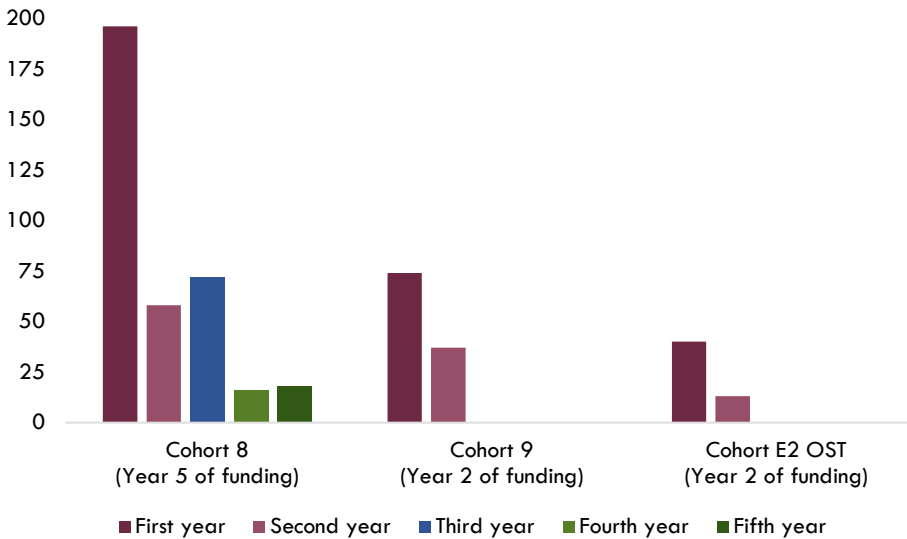
"CDE has provided an amazing partnership to provide high-quality programming for students and families. Purposeful Professional Developments and funding opportunities were frequently provided along with any assistance needed throughout the last five years.
– Cohort 8 subgrantee

In the end-of-year reporting survey, subgrantees provided community partnership success stories. They noted that building strong connections with local organizations and schools aided them in supporting students by providing **safe spaces for career exploration, academic support, and enrichment.** Subgrantees anticipate that their community partnerships will help them **sustain their programs** when the grant ends.

[9] Given that some Cohort 9 and E2 OST subgrantees were previous recipients of CCLC funding, some active partnerships had been established prior to the current cohort's funding. Cohort 9 subgrantees had 13 active partnerships and Cohort E2 OST subgrantees had 37 active partnerships.

"We worked with [a dance organization] last summer and planned to work with them this summer. We received great feedback and were excited to learn more about the program. We met with the owner and instructor and shared ideas and goals about sustainability and quality programs. They were also looking for a site to work with consistently to collect accurate data to show the benefits of their programming. This would be the first official partnership."
– Cohort 9 subgrantee

STATE EVALUATION

This section of the report highlights results from the state-level evaluation. Subgrantees were required to complete an online end-of-year reporting survey in July 2023. The survey included both qualitative and quantitative questions related to family-school partnerships, progress towards reaching subgrantee performance objectives, enrollment and participation rates throughout the program year, sustainability efforts, and program successes.

In addition, subgrantees completed a Quality Implementation Rubric (QIR), which is reported in Appendix D. The QIR assesses the effectiveness of program implementation and program quality in seven domains (personnel/leadership, process, evidence-based programs and practices, clear linkages, quality improvement feedback, congruency, and program sustainability). The vast majority of subgrantees rate themselves as meeting, exceeding, or exemplary on all of the indicators in each of the seven domains every year. This lack of variability suggests that the tool may not be useful in identifying areas for improvement in program implementation and quality. It may be useful for CDE to explore other instruments for assessing this information.

To what extent are subgrantees engaging in family-school partnership best practices?

Family activities typically involve engagement nights/events as well as activities specifically for adults. Examples of activities in previous years include parenting skills programs that promote parental involvement and family literacy for parents of students enrolled in the 21st CCLC Program; wraparound programs to engage families and connect them with services; whole family approaches to support adult and early childhood education, employment and training, financial literacy, and asset accumulation.[10] **Centers served a total of 13,714 family members during the 2022–2023 program year.**

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. Colorado's 21st CCLC program partially funds CDE's Senior Consultant for Family, School, Community Partnerships (FSCP) to provide professional development and technical assistance for subgrantees' implementation of family engagement practices.

As part of the evaluation, the state sought to determine whether subgrantees were applying family-school partnering best practices. In the End-of-Year Subgrantee Survey, subgrantees completed the Family-School Partnership Scale. 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.[11]

The family-school partnership best practices most frequently self-reported by subgrantees was engaging in *effective communication* (78% frequently; see Figure 12). High proportions of subgrantees also reported frequently *welcoming all families* (62%), *speaking up for every child*

---

[10] Details on specific activities provides to families were not available for the 2022–2023 program year.
[11] See https://www.pta.org/docs/default-source/files/runyourpta/2022/national-standards/standards-overview.pdf

(62%), and *collaborating with community* (62%). Smaller proportions reported frequently *supporting student success* (43%) or *sharing power* with families (27%).[12]

Figure 12
Subgrantee self-report of family-school partnership best practices
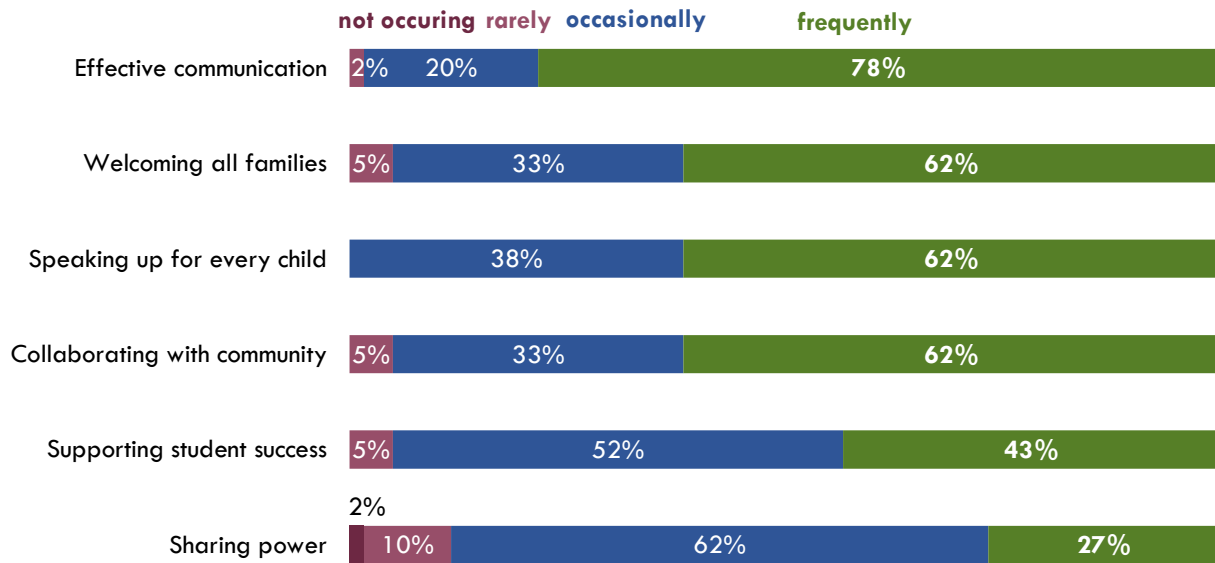
Note: Data in this figure comes from the state's End-of-Year Subgrantee Survey.

---

[12] For more information about components of Family-School partnerships, visit
https://www.cde.state.co.us/fedprograms/ti/parents

"A student who has been in our program since their freshman year experienced a house fire this school year, losing their home and belongings. Along with their family, they were temporarily displaced and needed support, supplies, and resources. This student and their mom reached out to us for assistance. We were able to provide them with clothing, other supplies, and referrals to housing and legal resources. We provided the student with extra support with their academics and college applications. They graduated in the top 20 students in their class and will attend college next year with scholarships. The family found a new home and has expressed gratitude for the assistance our program and staff provided."
– Family success story submitted by a Cohort 9 subgrantee

What activities do programs provide to students and families to improve student outcomes in the core academic areas of reading, writing, mathematics, and essential skills, and to increase family engagement during the school day and year?

All subgrantees are expected to offer activities designed to improve students' **academic outcomes** (e.g., Academic Enrichment-focused; Activities for English Learners; STEM, including computer science; Services for Individuals with Disabilities). According to EZReports data, 98% of subgrantees reported providing at least one activity designed to improve students' academic outcomes.

All subgrantees are expected to provide activities designed to improve **students' essential skills** (e.g., Assistance to Students who have been Truant, Suspended, or Expelled; Career Competencies and Career Readiness; Cultural Programs; Drug and Violence Prevention and Counseling; Expanded Library Service Hours; Healthy and Active Lifestyle; Telecommunications and Technology Education; Well-rounded Education Activities, including credit recovery). According to EZReports data, 94% of subgrantees reported providing at least one activity designed to improve students' essential skills.

Finally, all subgrantees are expected offer **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 (e.g., Parenting Skills and Family Literacy). According to EZReports data, 88% of subgrantees reported offering at least one opportunity for families to actively and meaningfully engage in their children's education.

Figure 13 presents the number of students participating in each type of activity during the 2022–2023 program year using ESSA categories.[13] The most commonly attended activities included **well-rounded education activities, including credit recovery or attainment** (13,812 students), **healthy and active lifestyle** (10,983 students), **academic enrichment-focused** (9,183 students), **STEM, including computer science** (6,996 students), and **literacy education** (3,573 students).

There is one ESSA category for which no programs reported offering activities during the 2022–2023 program year: *services for individuals with disabilities*.

---

[13] These data are available for Cohort 8 and Cohort 9 only; they do not include data from the E2 OST cohort.

Figure 13

Number of students participating in activities

Activity	Number
Well-rounded education activities, including credit recovery or attainment	13812
Healthy and active lifestyle	10983
Academic enrichment	9183
STEM (including computer science)	6996
Literacy education	3573
Cultural programs	1324
Career competencies and career readiness	671
Drug and violence prevention and counseling	485
Activities for English learners	275
Expanded library service hours	209
Assistance to students who have been truant, suspended, or expelled	124
Telecommunications and technology education	114

Note: Data in this figure comes from CDE's 21APR report.

Do students in grades 1-5 who attend 21st CCLC programs improve their school day engagement (in eight key indicators identified by CDE) according to teacher reports?

Changes in school-day engagement were assessed by surveys completed by teachers for students who attended 75 hours or more of OST programming during the program year. These surveys allowed tracking of the Government Performance and Results Act (GPRA) measure related to student engagement: the percentage of regular program participants who improved their engagement in learning in areas such as homework completion and class participation. Additional survey items allow for general tracking of student performance and engagement. The full End-of-Year Teacher Survey is available in Appendix E.

CDE measures student attendance in hours rather than by days to more accurately capture dosage. Data are collected on students who attend at least four hours of programming for all indicators except student engagement in learning, which is collected for students who attend at least 75 hours of programming.

Teachers submitted End-of-Year Teacher Surveys via EZReports for 5,421 regular attendees (students with 75 or more participation hours) at 120 centers representing 65 subgrantees.[14]

"We enrolled a student from another country who had only been in the country for nine months. This particular student not only struggled with language acquisition but socially as well. They were constantly trying to fight with other students physically and refused to try and do any work when it came to our academic rotation. When we started offering robotics as an enrichment activity, this student flourished. We saw them light up and really take an interest. Soon after, they became more engaged with their academics as they grew more confident. Through patience and persistence, this student has now become a role model. Their classroom teacher noticed this behavior change as well and complimented our program. This student now looks forward to academic time to show off their new skills and is now engaging with their peers in a positive manner."
— Student success story submitted by a Cohort 8 subgrantee

Figure 14 presents teacher ratings of student improvement in areas related to academic performance and behavior. Students who did not need to improve or for whom the indicator was not applicable were not rated (they are shown in gray). Almost half of students (46%) improved **participating in class,** and two in five (40%) showed improvement **coming to school motivated to learn** and **being attentive in class.** Nearly two in five improved *getting along well with other students* (38%) and *completing classwork and homework on time* (36%). About one in three improved *behaving well in class* (33%) and *completing homework to teacher's satisfaction* (30%), and one in four (25%) improved *attending class regularly.*

Because not all schools attended by 21st CCLC students assign homework, CDE will be revising the question about completing homework to the teacher's satisfaction.

---

[14] This is a 98% response rate by center. This is a 68% response rate by student (teachers submitted surveys for 5,421 of the 7,996 regular attendees).

Figure 14
End-of-Year Teacher Survey ratings

	not applicable	declined	maintained	improved
Participating in class	18%	5%	32%	46%
Coming to school motivated to learn	20%	6%	34%	40%
Being attentive in class	18%	8%	35%	40%
Getting along well with other students	23%	6%	33%	38%
Completing classwork and homework on time	24%	6%	34%	36%
Behaving well in class	25%	8%	34%	33%
Completing homework to your satisfaction	39%	5%	26%	30%
Attending class regularly	32%	5%	37%	25%
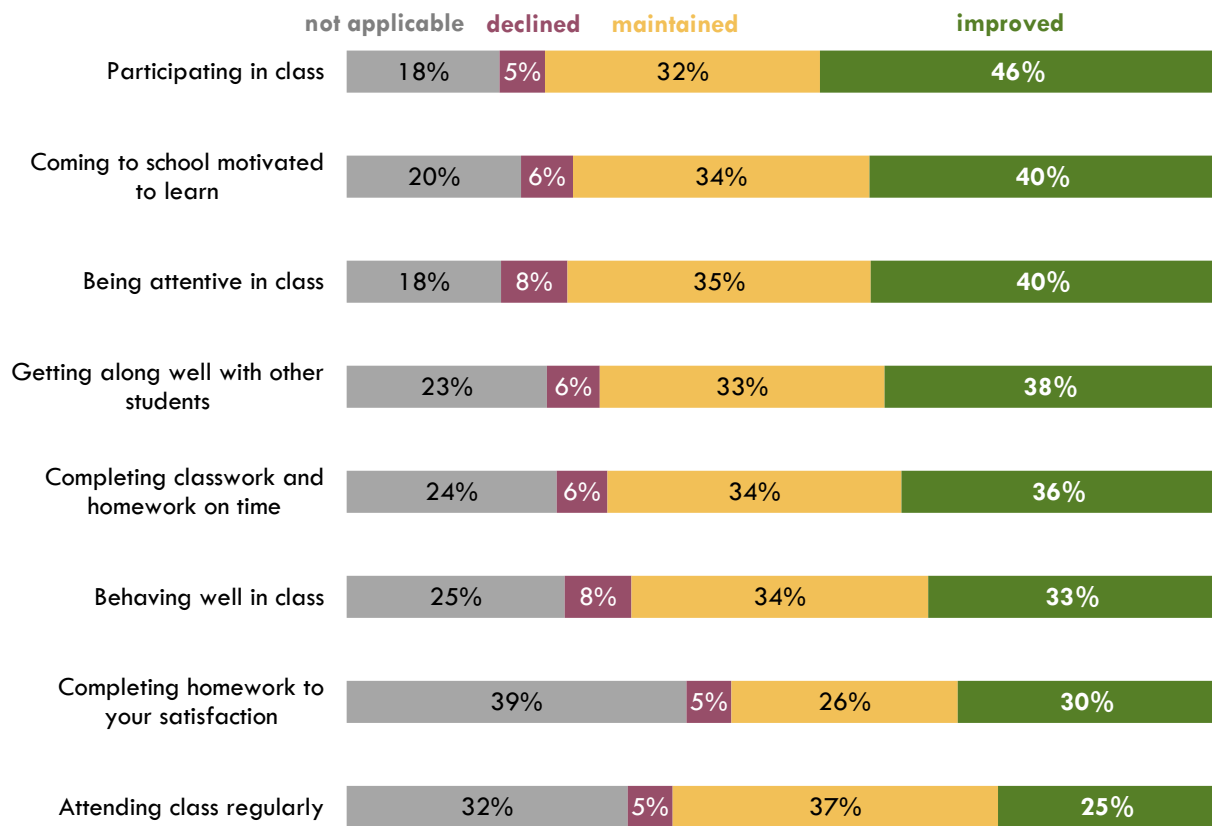
Note: Data in this figure comes from the End-of-Year Teacher Survey.

There were no differences in teacher ratings by program dosage.[15]

---

[15] To examine whether there was a relation between dosage (number of hours attending programming) and End-of-Year Teacher Survey data, one-way between subjects analyses of variance (ANOVA) were conducted. These analyses examined differences in End-of-Year Teacher Survey data for various cut-off points (120 hours, 150 hours, and 180 hours) and found no differences in teacher ratings by program dosage.

> "A student was very frustrated with their math homework and not being able to complete it and stormed out of the room. Club staff encouraged them to try again. They worked with them one-on-one to better understand fractions by utilizing hands-on learning materials like math manipulatives. They began to understand their homework and completed it. They felt so confident when they shared it with their mom and practiced with fraction materials the next day."
> — Student success story submitted by a Cohort 9 subgrantee

End-of-Year Teacher Survey data were reviewed to determine the degree to which teachers provided variation in their responses, which is an indicator of data quality (Figure 15). Across all survey responses, about three-quarters (76%) included some variation. This means that teachers did not use the same response option for all eight items. **Nearly one in four surveys (24%) consisted of straight-lined responses, meaning that there was no variation among any of the items.** For example, 6% of all End-of-Year Surveys indicated that students did not need to improve on any items, which could indicate that programs might not be serving the students who would benefit from them most. Further, 10.1% of survey responses indicated that students improved on all eight items. Straight-lining is an indication that teachers are completing surveys quickly and inaccurately.

CDE would benefit from monitoring this information, providing feedback to subgrantees, and emphasizing the need to collect accurate information.

Figure 15
Variation in Responses in End-of-Year Teacher Surveys
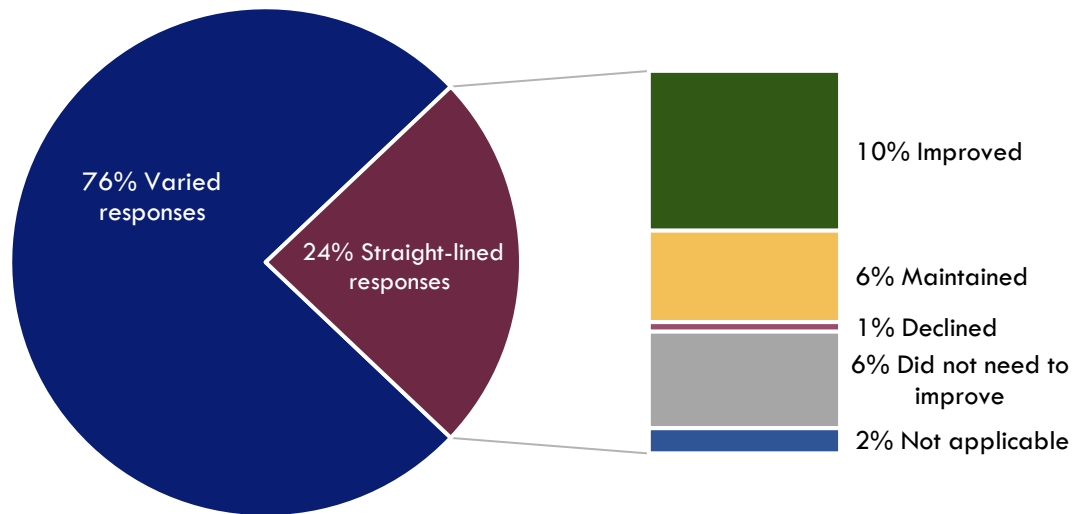
Subgrantee Performance Objectives

In their grant proposals, subgrantees created performance objectives using the SMART (specific, measurable, achievable, relevant, and time-bound) framework for each of CDE's four state performance measures:

- Core academic progress
- School attendance
- Essential skills
- Family engagement

Subgrantees were asked to rate their progress on each performance objective using a four-point scale (no progress, making progress, met goal, or exceeded goal).

Note that the request for applications, End-of-Year Subgrantee Survey, and previous evaluation reports referred to the subgrantee performance objectives as "state performance measures." To distinguish the subgrantee-specific objectives from the state performance measures, they are referred to as "subgrantee performance objectives" in this report. Future materials from CDE will also use this updated language to distinguish the four state performance measures (core academic progress, school attendance, essential skills, and family engagement) from the subgrantee-specific objectives within each of those categories.

The vast majority of subgrantees rated themselves as making progress, meeting, or exceeding their performance measures (see Figure 16).

Figure 16

Subgrantee performance objectives

	data not available	not making progress	making progress	met goal	exceeded goal
Core academic performance	10%	2%	16%	33%	40%
School attendance	6%		38%	33%	22%
Essential skills	6%	3%	17%	40%	33%
Family engagement	2%	3%	19%	37%	40%
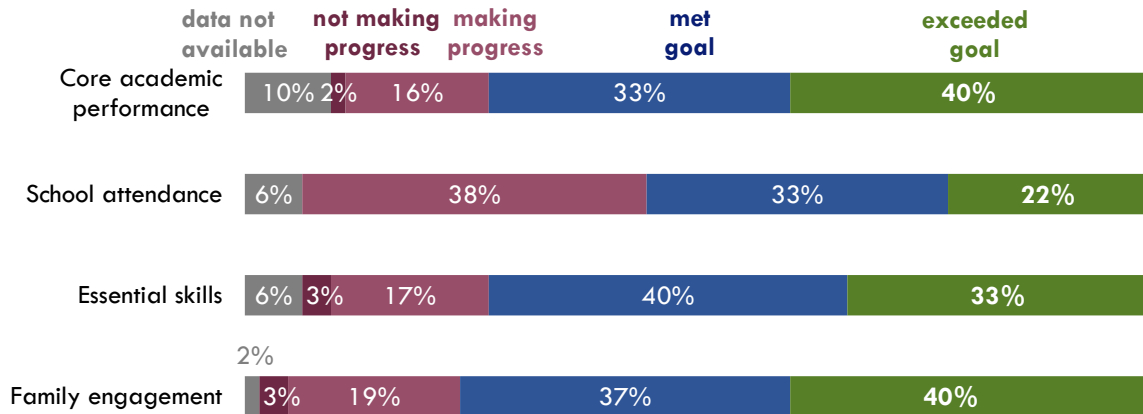
Note: Data in this figure comes from the End-of-Year Subgrantee Survey.

"When a fourth-grade student with special needs started at our program, their teacher asked us if we could work with them on letters and numbers because they were struggling. After the student worked with our tutors, the teacher reached out with absolute joy about this student's progress. The teacher was grateful for their tutor's hard work and dedication to help achieve their learning goal."
— Student success story submitted by a Cohort 8 subgrantee

To what extent are subgrantees making progress in meeting their core academic subgrantee performance objectives?

About three in four subgrantees (73%) rated themselves as meeting or exceeding their core academic performance objective, and 16% reported making progress (see Figure 16). A small proportion (2%) rated themselves as not making progress, and 10% did not have data available. Sixty-three of 65 subgrantees (97%) reported on this measure.

One of CDE's objectives is that 100% of programs in years three, four, or five of the grant will have met or exceeded their *core academic* performance objective. This applies to Cohort 8 subgrantees. Two in three Cohort 8 subgrantees (67%) met or exceeded this performance objective.

The same objective is that 100% of programs in year two will maintain or demonstrate growth in their self-ratings on their *core academic* performance objective. This applies to Cohort 9 and E2 OST subgrantees. Among Cohort 9 subgrantees, 70% maintained or demonstrated growth on this measure. Among Cohort E2 OST subgrantees, 74% maintained or demonstrated growth on this measure.

"A first-grade student was struggling during the school day with appropriate behavior and staying on task. The Program Manager met with the teacher, parent, and support staff and enrolled them in our program. It took some persuasion for them to attend but by the third week, they were loving it. Their teacher shared that the program made an impact on their classroom experience."
— Student success story submitted by a Cohort 9 subgrantee

To what extent are subgrantees making progress in meeting their school attendance subgrantee performance objectives?

Nearly three in five subgrantees (56%) rated themselves as meeting or exceeding their school attendance performance objective, and 38% reported making progress (see Figure 16). None rated themselves as not making progress, and 6% did not have data available. Sixty-three of 65 subgrantees (97%) reported on this measure.

One of CDE's objectives is that 100% of programs in years three, four, or five of the grant will have met or exceeded their *school attendance* performance objective. This applies to Cohort 8 subgrantees. Just over half of Cohort 8 subgrantees (55%) met or exceeded this performance objective.

The same objective is that 100% of programs in year two will maintain or demonstrate growth in their self-ratings on their *school attendance* performance objective compared to the previous program year. This applies to Cohort 9 and E2 OST subgrantees. Among Cohort 9 subgrantees,

80% maintained or demonstrated growth on this measure. Among Cohort E2 OST subgrantees, 100% maintained or demonstrated growth on this measure.

To what extent are subgrantees making progress in meeting their essential skills subgrantee performance objectives?

About three in four subgrantees (73%) rated themselves as meeting or exceeding their essential skills performance objective, and 17% reported making progress (see Figure 16). A small proportion (3%) rated themselves as not making progress, and 6% did not have data available. Sixty-three of 65 subgrantees (97%) reported on this measure.

One of CDE's objectives is that 100% of programs in years three, four, or five of the grant will have met or exceeded their *essential skills* performance objective. This applies to Cohort 8 subgrantees. Nearly three in four Cohort 8 subgrantees (72%) met or exceeded this performance objective.

The same objective is that 100% of programs in year two will maintain or demonstrate growth in their self-ratings on their *essential skills* performance objective compared to the previous program year. This applies to Cohort 9 and E2 OST subgrantees. Among Cohort 9 subgrantees, 80% maintained or demonstrated growth on this measure. Among Cohort E2 OST subgrantees, 71% maintained or demonstrated growth on this measure.

"A foster parent set up their three kids in our program, and the kids absolutely love it. It has been a great resource for them and a great distraction from everything going on in their lives. It truly has been amazing for them and their foster parent. The program has been so helpful for them with homework, feeling connected, and getting out some energy."
– Family success story submitted by a Cohort E2 OST subgrantee

To what extent are subgrantees making progress in meeting their family engagement subgrantee performance objectives?

About three in four subgrantees (76%) rated themselves as meeting or exceeding their family engagement performance objective, and 19% reported making progress (see Figure 16). A

small proportion (3%) rated themselves as not making progress, and 2% did not have data available. Sixty-three of 65 subgrantees (97%) reported on this measure.

One of CDE's objectives is that 100% of programs in years three, four, or five of the grant will have met or exceeded their *family engagement* performance objective. This applies to Cohort 8 subgrantees. About four in five Cohort 8 subgrantees (79%) met or exceeded this performance objective.

The same objective is that 100% of programs in year two will maintain or demonstrate growth in their self-ratings on their *family engagement* performance objective. This applies to Cohort 9 and E2 OST subgrantees. Among Cohort 9 subgrantees, 85% maintained or demonstrated growth on this measure. Among Cohort E2 OST subgrantees, 79% maintained or demonstrated growth on this measure.

"Through our adult English language learner program, many participants have felt success in learning English. During family events, these parents have been able to communicate more with staff in English. They have been more confident in beginning discussions and approaching staff. At a potluck event, participants raved about their instructor and how the instructor teaches them useful conversational skills that they can use to support their children's learning and communication at their jobs."
— Family success story submitted by a Cohort E2 OST subgrantee

How are subgrantees preparing to sustain their programs?

Subgrantees were asked to rate their readiness to sustain their programs on the End-of-Year Subgrantee Survey using a scale from 1 (*not prepared*) to 5 (*highly prepared*). **Over half of subgrantees in Cohort 8 (55%) and about two in five Cohort 9 subgrantees (41%) rated themselves as a 4 or 5** (see Figure 17). Fewer E2 OST subgrantees (28%) rated themselves as a 4 or 5.

Figure 17
Subgrantee self-ratings of readiness for sustainability

	1	2	3	4	5
Cohort 8	7%	10%	28%	41%	14%
Cohort 9	18%		41%	35%	6%
Cohort E2 OST	14%		57%	21%	7%
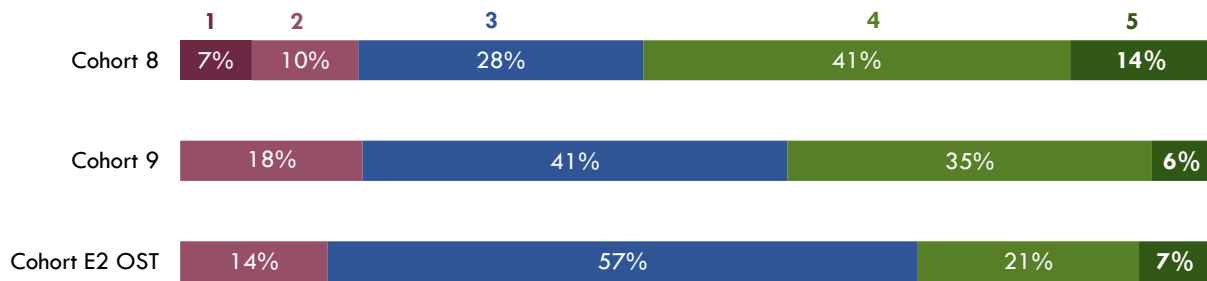
Note: Data in this figure comes from the End-of-Year Subgrantee Survey.

To prepare for program sustainability, subgrantees planned to seek alternative **sources of funding,** through grant writing, hosting fundraisers, leveraging district funds, and transitioning to a fee-based model. Subgrantees also expected **ongoing partnerships** with school districts, local businesses, community organizations, and vendors to support sustainability. Some noted concerns with **staffing and capacity issues** and some planned to **scale back programs** due to limited funding.

"We have taken proactive steps to diversify our funding sources through seeking grants from various organizations, forging partnerships with local businesses and community leaders, and reaching out to individual donors who believe in our mission. We also invest in professional development opportunities, training sessions, and networking events to enhance skills and knowledge, ensuring that our program continues to deliver high-quality experiences to our participants. We are committed to the long-term viability of our OST programming, continuously making strides to provide meaningful opportunities and support to the young minds we serve."
— Cohort 8 subgrantee

FEDERAL EVALUATION

CDE 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 EZReports.

For the federal evaluation, subgrantees were required to submit data on the number of students served, student demographics, activities/programming provided to students and adults, activity participation and attendance, staffing, and community partner details into EZReports.

In addition, by the end of Spring 2023, all subgrantees were instructed to submit End-of-Year Teacher Survey for all individual students who attended an OST program for 75 hours or more). The purpose of the End-of-Year Teacher Survey was to assess teachers' perceptions of the impact of 75 hours or more of attendance in OST programming on individual students' levels of engagement during the school day. While CDE analyzes Teacher Survey results across all grade levels, CDE only reports Teacher Survey results for grades 1-5 to the USDE as a measure of engagement.

Regular classroom teachers completed the End-of-Year Teacher Survey for elementary students. Math and/or English teachers completed the survey for middle and high school students.

Government Performance and Results Act (GPRA) Measures

Fiscal year 2022–2023 was the second year in which subgrantees were required to collect new federal Government Performance and Results Act (GPRA) measures. In alignment with the federal GPRA requirements, this section includes results for students who attended four or more hours of programming. The five GPRAs are *academic achievement, grade point average (GPA), student behavior, school day attendance,* and *student engagement in learning*.

Subgrantees overcame challenges they had experienced in the first year of implementing data collection for these new measures, and response rates are correspondingly higher for the current program year (particularly for *academic achievement*).

Because GPRA measures are not required for Cohort E2 OST, they are reported here for Cohort 8 and Cohort 9 only.

GPRA 1: Do students in grades 4-8 who attend 21st CCLC programs show growth in reading / language arts and mathematics on state assessments?

The GPRA measure for *academic achievement* includes the percentage of students in grades 4-8 who demonstrate growth in English language arts and mathematics on state assessments.

Subgrantees that provided data on this measure served a total of 5,968 students in grades 4–8 for at least four hours of programming during the 2022–2023 school year. Subgrantees provided English language arts state assessment data for 75% of these students and mathematics state assessment data for 76% of these students. This is a tremendous improvement from the previous year: during the 2021–2022 program year, state assessment data were only available for 440 students in English language arts (7% of students attending programming) and for 200 students in mathematics (3% of students attending programming).
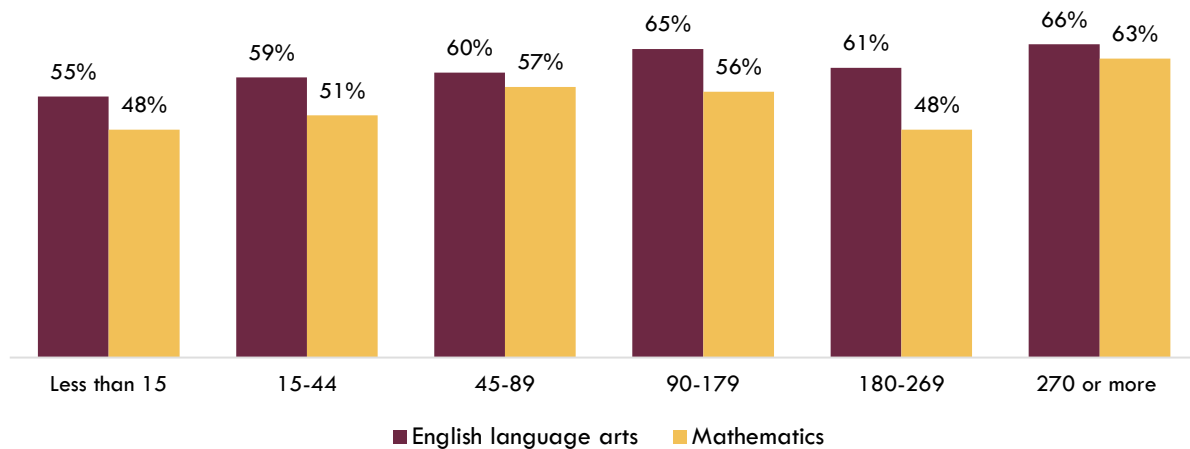
Figure 18 shows the percentage of students in grades 4-8 whose CMAS scores improved between the 2021–2022 and 2022–2023 school years by hours of programming attended. Overall (not shown in the figure), **three in five students (60%) demonstrated improvement in English language arts, and over half (53%) demonstrated improvement in mathematics.**

There was a very small correlation between the number of program hours and increases in CMAS scores, with students who attended more hours achieving slightly greater increases in scores. A slightly higher percentage of Hispanic/Latino students (34%) improved both their English language arts and mathematics scores compared to students who are not Hispanic/Latino (31%).[16]

Figure 18

Percentage of students in grades 4-8 with improved CMAS scores by hours of programming attended

Note: Data in this figure comes from CDE's 21APR report.

GPRA 2: Do students in grades 7-8 and 10-12 whose GPA from the previous school year was less than 3.0 show improvement?

The GPRA measure for *grade point average (GPA)* is the percentage of students in grades 7–8 and 10–12 who had an unweighted GPA of less than 3.0 and improved their GPA in the current

---

[16] A Pearson correlation coefficient was calculated to evaluate the relationship between dosage (number of program hours attended) and increase in CMAS scores. There was a very small relation between the number of hours attended and score increases on CMAS tests for both English language arts ($r[5,095]) = .07$, $p<.001$) and mathematics ($r[5,068]) = .03$, $p=.021$), indicating that students who attended more program hours had slightly higher CMAS scores; the effect size, however, is very small.

A chi-square test of independence was conducted to evaluate the relationship between ethnicity and change in CMAS scores in English language arts and mathematics. There were no significant relationships between ethnicity and English language arts scores or between ethnicity and mathematics scores. However, when examining whether both English language arts scores and mathematics scores increased, there was a small relationship between score increases and ethnicity. A slightly higher percentage of Hispanic/Latino students (34%) improved both their English language arts and mathematics scores compared to students who are not Hispanic/Latino (31%), $\chi^2 (1, n = 5009) = 6.78$, $p=.009$.

A chi-square test of independence was conducted to evaluate the relationship between gender and change in CMAS scores in English language arts and mathematics. There were no significant differences in improvement in CMAS scores by gender.

school year by 0.1 or more. It is not possible to calculate response rates for this measure.[17] Data on GPA can be challenging to collect, given that not all schools use the same scale, some middle schools do not report GPAs for seventh and eighth graders, and some schools do not report on GPAs at all. CDE could improve data availability for this measure by creating a GPA conversion process, which would require cross-departmental collaboration.

Figure 19 shows the percentage of students in grades 7–8 and 10–12 who improved their GPA by hours of programming attended. Overall (not shown in the figure), **63% of students whose prior-year unweighted GPA was less than 3.0 improved their GPA.** This is an improvement over the 2021–2022 program year, during which 57% of students whose prior-year unweighted GPA was less than 3.0 improved their GPA. As Figure 19 shows, the percentage of students whose GPA improved is higher among those who attended more programming. However, the number of students for whom data are available for attendance bands of 180-269 hours ($n = 67$) and 270 hours or more ($n = 50$) is too small to make definitive observations about the relationship between program attendance and GPA improvement for those attendance bands.[18]

Figure 19

Percentage of students in grades 7-8 and 10-12 (whose prior-year GPA was less than 3.0) with improved GPAs by hours of programming attended
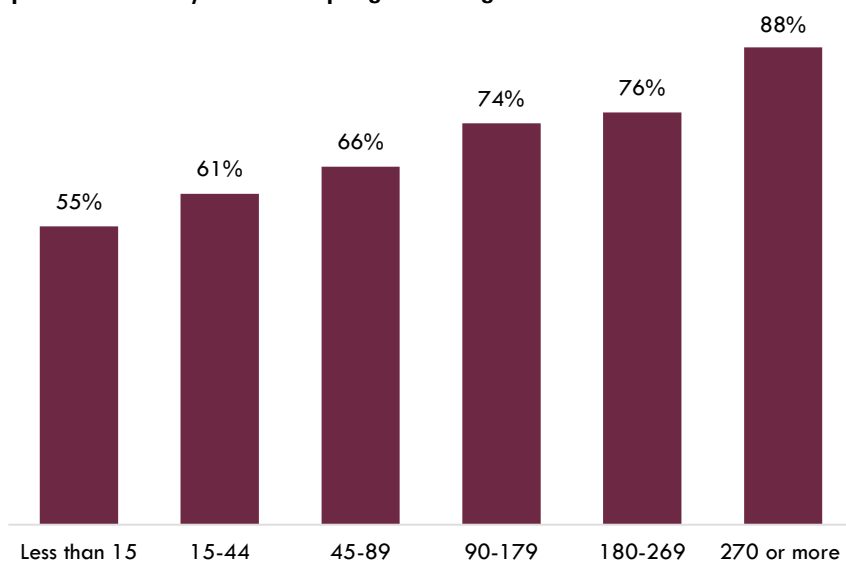
Note: Data in this figure comes from CDE's 21APR report.

[17] The denominator for this measure is "students with outcome data who had a prior-year unweighted GPA of less than 3.0." Because subgrantees do not report students with outcome data who had a prior-year unweighted GPA of at least 3.0, it is not possible to calculate the percentage of attending students for whom this measure is available.

[18] Because individual-level data were not available for the 2022–2023 program year, analysis of the change in GPA by program dosage and demographic group was not conducted.

"One of our high school students who has experienced a lot of trauma has always struggled with academic success due to circumstances at home. This student will now become the first in their family to continue their education at trade school. Through personalized support for this student—including college campus visits, personal development workshops, book studies, and regular employment through the school—the student was able to set themselves up for success after graduation. With some additional support available through CCLC staff and funding, this student created goals for after high school, learned their strengths and weaknesses, and developed the confidence required to apply to trade school, figure out financial aid, apply to scholarships, and rent their very first apartment, all with almost no parental support."
— Student success story submitted by a Cohort 8 subgrantee

GPRA 3: Do students whose previous school year attendance was at or below 90% improve?

The GPRA measure for *school day attendance* is the percentage of students in grades 1–12 who had a school day attendance rate at or below 90% in the prior school year and demonstrated improved attendance in the current school year. It is not possible to calculate response rates for this measure.[19]

Figure 20 shows the percentage of students whose school attendance improved by hours of programming attended. Overall (not shown in the figure), **35% of students whose prior-year attendance rate was at or below 90% during the previous school year experienced an improvement.** This is significantly lower than the percentage who experienced an improvement during the previous program year (68%). Increases in school attendance were associated with program attendance; that is, students who attended more programming demonstrated greater increases in school attendance.

[19] The denominator for this measure is "students with outcome data who had a school day attendance rate at or below 90% in the prior school year." Because subgrantees do not report students with outcome data who had a prior-year attendance rate of at least 90%, it is not possible to calculate the percentage of attending students for whom this measure is available.

Improvements in attendance were more common among students who attended more hours of programming; that is, there was a correlation between the number of hours attended and whether school attendance improved. There was no association between race/ethnicity and improvement in attendance.[20]

Figure 20

Percentage of students (whose prior-year attendance rate was at or below 90%) with improved school attendance by hours of programming attended
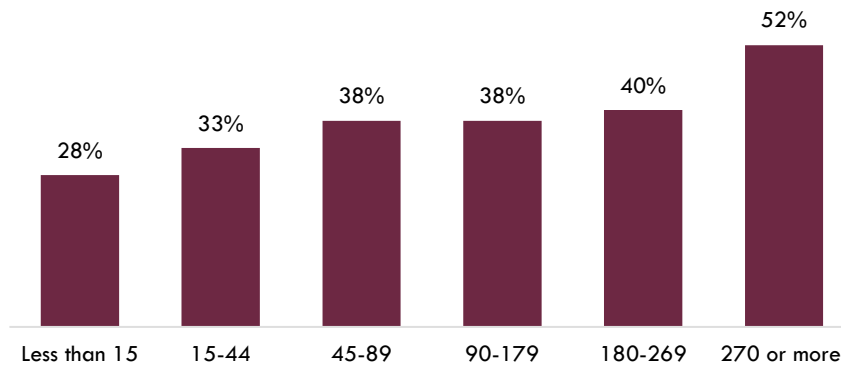
Note: Data in this figure comes from CDE's 21APR report.

GPRA 4: Do students who had in-school suspensions in the previous school year experience a decrease in the number of suspensions after attending programming?

The GPRA measure for *student behavior* is the percentage of students in grades 1–12 who experience a decrease in in-school suspensions compared to the previous school year. According to the data provided, 3% of students had at least one in-school suspension during the previous school year, which is triple the percentage of students who had at least one in-school suspension during the previous school year for the previous program year (2021–2022). It is not possible to calculate response rates for this measure.[21]

Figure 21 shows the percentage of students (with any prior-year in-school suspensions) who experienced a decrease in the number of suspensions in the current program year by hours of

---

[20] A point-biserial correlation was run to determine the relationship between programming hours attended and whether or not school attendance improved. This analysis was conducted using a dataset that includes students attending E2 OST centers, so the number of students included is larger than the number of students in Figure 15. There was a positive correlation between programming hours attended and increases in school attendance, which was statistically significant ($r_{pb} = .104$, $n = 5,763$, $p < .001$).

In addition, chi-square tests of independence were conducted to evaluate the relationship between gender and improvement in attendance and between ethnicity and improvement and attendance. There were no significant differences in improvement in attendance by gender or ethnicity.

[21] The denominator for this measure is "students with outcome data who had in-school suspensions in the previous school year." Because subgrantees do not report students with outcome data who did not have any in-school suspensions in the previous school year, it is not possible to calculate the percentage of attending students for whom this measure is available.

programming attended. Overall (not shown in the figure), **51% of students who had any in-school suspensions during the previous school year experienced an improvement** (that is, they had fewer in-school suspensions than during the previous school year). This is an improvement over the previous program year (41%). Given the small number of students for whom this data was provided (*n* = 413), results should be interpreted with caution.[22]

Figure 21

Percentage of students (with any prior-year in-school suspensions) with improvement in in-school suspensions by hours of programming attended

Bar chart showing percentages by hours of programming:
- Less than 15 hours: 47%
- 15-44 hours: 52%
- 45-89 hours: 50%
- 90-179 hours: 55%
- 180-269 hours: 52%
- 270 hours or more: 57%
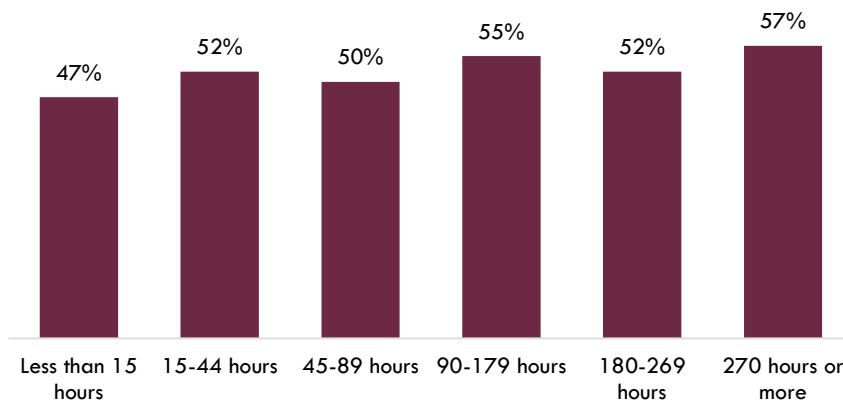
Note: Data in this figure comes from CDE's 21APR report.

GPRA 5: Do students in grades 1-5 who attend 21st CCLC programs improve their school day engagement (in eight key indicators identified by CDE) according to teacher reports?

The GPRA measure for *student engagement in learning* is the percentage of students in grades 1–5 who demonstrate an improvement in at least one indicator of teacher-reported learning. This measure was assessed through the End-of-Year Teacher Survey and was collected only for students who attended at least 75 hours of programming.

Figure 22 shows the percentage of students in grades 1-5 with any teacher-reported improvement in school day engagement in learning by hours of programming attended. Overall (not shown in the figure), **82% of students in grades 1-5 demonstrated an improvement in teacher-reported engagement in learning.** This is similar to the percentage reported during the previous program year (83%). There were no differences in teacher-reported improvements in school day engagement by hours of programming attended.

---

[22] Because individual-level data were not available for the 2022–2023 program year, analysis of the change in in-school suspensions by program dosage and demographic group was not conducted.

Figure 22

Percentage of students in grades 1-5 with any teacher-reported improvement in school day engagement by hours of programming attended

75-89 hours	90-179 hours	180-269 hours	270 hours or more
81%	82%	82%	82%
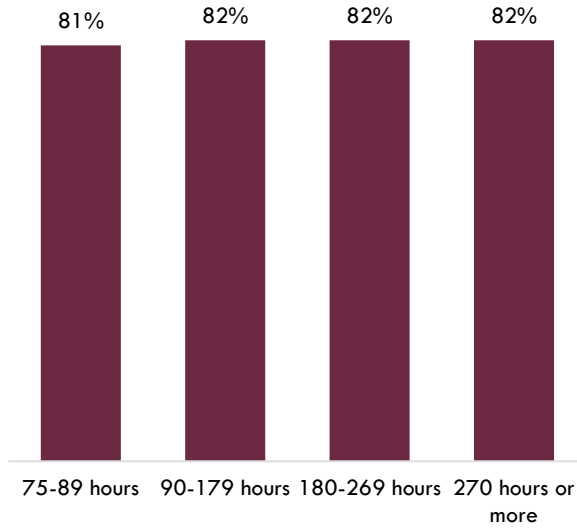
Note: Data in this figure comes from CDE's 21APR report.

"We had a young student in the program who was on the autism spectrum. Of course they had some day-to-day challenges with things, and they found their joy in our enrichment programming! They really enjoyed the arts and crafts that we planned, and they were very engaged in painting, cutting, pasting, decorating their projects, etc. It was really fun to see their excitement and concentration when working on an item."
— Student success story (submitted by a Cohort 9 subgrantee)

SUMMARY

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. End-of-Year Teacher Survey data, GPRA measures, and compelling stories from program directors demonstrate the continuing positive impact of programs for both students and their families, and subgrantees report having numerous active partnerships in the community with non-profit agencies, for-profit entities, colleges or universities, parks / recreation districts, and museums.

In the 2022–2023 program year, 65 subgrantees served as fiscal agents in Cohorts 8, 9, and E2 OST of Colorado's 21st CCLC program, supporting activities in 122 centers throughout the state. A total of 20,709 students participated in the program, 7,996 (39%) of whom were regular program attendees (that is, attending for at least 75 hours).

School-day teachers completing End-of-Year Teacher Surveys for regular attendees noted improvements in student behavior, particularly *class participation*. Given that nearly one in four End-of-Year Teacher Surveys (24%) had the same response for all eight items ("straight-lining"), more guidance about the importance of responding to surveys thoughtfully would be helpful.

The most commonly attended activities were *well-rounded education activities, including credit recovery or attainment* (13,812 students), *healthy and active lifestyle* (10,983 students), *academic enrichment* (9,183 students), *STEM, including computer science* (6,996 students), and *literacy education* (3,573 students).[23] In addition, 2,952 parents participated in *parenting skills and family literacy* activities.

Subgrantees in all cohorts reported progress on subgrantee performance objectives. Almost all reported making progress, meeting, or exceeding their *core academics, school attendance, essential skills,* and *family engagement* performance objectives.

The 2022–2023 program year was the second year that subgrantees collected and reported on GPRA measures. Subgrantees improved dramatically in their collection and reporting on these measures. GPRA measures suggested improvement in standardized test scores, GPAs, school attendance, student behavior (in-school suspensions), and teacher-reported engagement in learning.

Based on subgrantee feedback, CDE staff play a critical role in supporting potential applicants and funded programs at all stages of programming—from the pre-application phase through planning for program sustainability—through site visits, individual technical assistance, networking opportunities, and trainings. The subgrantee selection process was improved this year through a streamlined application and the creation of a tool to assess readiness to apply. Subgrantees provided positive feedback on the support they received from CDE, both through trainings and one-on-one technical assistance. Although room for improvement remains, subgrantees made progress meeting state and federal reporting requirements.

CDE could further support subgrantees through improvement of some data collection processes (such as standardizing reporting categories for certain indicators and incorporating validation checks for some data fields) and providing guidance and real-time feedback on areas of concern, such as missing demographic information and "straight-lined" teacher surveys.

---

[23] These data are available for Cohort 8 and Cohort 9 only; they do not include data from the E2 OST cohort.

"We are incredibly grateful for our long-standing partnership with the Colorado Department of Education and funding received to operate 21st CCLC grant programs over the last five years. Through the course of this grant, we provided services to hundreds of students and their families. This included enrichment and academic programming, healthy daily meals, access to mental health professionals and resources, and so much more."
– Cohort 8 subgrantee

APPENDIX A: LOGIC MODEL

INPUTS	SHORT-TERM OUTCOMES	INTERMEDIATE-TERM OUTCOMES
• 21st CCLC funding • CDE staff • Out-of-School Time program staff (center directors, teachers, non-teaching school staff, subcontracted staff, community members, volunteers) • Students (K-12 and families) • Community partners • Programming space • Transportation • Snacks and meals **ACTIVITIES** • Academic enrichment • Activities for English learners • Assistance to students who have been truant, suspended, or expelled • Career competencies and career readiness • Cultural programs • Drug violence prevention and counseling • Expanded library service hours • Healthy and active lifestyle • Literacy education • Parenting skills and family literacy • STEM, including computer science • Well-rounded education activities, including credit recovery	**Accelerate student outcomes** • All subgrantees report progress in their Core Academic Performance Objective by year 1, maintain or demonstrate growth by year 2, and meet or exceed by years 3, 4, and 5 (1.1) • All subgrantees provide at least one story of a student achieving academic success in their program (1.2) • All subgrantees report progress in their Essential Skills Performance Objective by year 1, maintain or demonstrate growth by year 2, and meet or exceed by years 3, 4, and 5 (1.6) • All subgrantees provide at least one story of a student achieving success in learning about essential skills in their program (1.7) **Strengthen educator workforce** • Programs will be adequately staffed (3.3) • Programs will experience low rates of staff turnover (3.4) **Increase student engagement** • All subgrantees report progress in their School Attendance Performance Objective by year 1, maintain or demonstrate growth by year 2, and meet or exceed by years 3, 4, and 5 (2.4) **Provide operational excellence** • CDE will provide support necessary for all subgrantees to meet 100% of data reporting requirements and to ensure data fidelity (4.4) • CDE will support subgrantees who have not submitted a reduction request to spend at least 90% of their allocated funds each year of the grant on allowable expenses (4.5) • CDE will monitor grantee compliance before the end of the initial three-year funding period and intervene early to ensure a compliance rate of 100% in subsequent years (4.6) • CDE will provide high-quality technical assistance that leads to the majority of subgrantees continuing funding for years 4 and 5 of the grant period (4.7) • CDE's 21st CCLC program will provide timely and effective customer service to subgrantees (4.8)	**Accelerate student outcomes** • At least 50% of students in grades 4-8 demonstrate growth in reading and language arts and in mathematics on state assessments; there will be a relation between improvement and dosage (hours of programming) (1.5) • At least 50% of students in grades 7-8 and 10-12 whose GPA from the previous school year was less than 3.0 (unweighted) demonstrate improvement; there will be a relation between improvement and dosage (hours of programming) (1.4) **Increase student engagement** • At least 50% of students in grades 1-5 demonstrate an improvement in engagement in learning, as reported by teachers; there will be a relation between improvement and dosage (hours of programming) (2.1) • At least 50% of students in grades 1-12 whose attendance from the previous school year was at or below 90% demonstrate improvement; there will be a relation between improvement and dosage (hours of programming) (2.2) • Students in grades 1-12 experience a decrease in in-school suspensions compared to the previous school year; there will be

OUTPUTS

Subgrantees

- All subgrantees offer activities designed to improve students' academic outcomes (1.3)
- All subgrantees offer activities designed to improve students' essential skills (1.8)
- All subgrantees offer families opportunities for engagement in their children's education (5.6)
- Grantees fill staffing positions with a m9 of teaching staff and out-of-school time youth specialists (3.1)

CDE

- CDE provides quarterly opportunities for professional development for program and center staff, with desired topics solicited yearly (3.2)
- CDE will refine the RFA process every two to three years following periodic stakeholder feedback to ensure objectivity in distribution of funds (4.1)
- Funds will be distributed to address the priority areas identified by CDE leadership through periodic needs assessments of the state and application limits (4.2)
- Funds for the 21st Century grant will be distributed across CDE regions with representation across the state (4.3)

Increase family engagement and community partnerships

- All subgrantees develop and maintain at least one partnership (5.1)
- CDE develops and maintains at least one external partnership to support the OST field statewide (5.2)
- CDE develops and maintains at least one internal partnership to improve customer service and operational excellence (5.3)
- All subgrantees report progress in their Family Engagement Performance Objective by year 1, maintain or demonstrate growth by year 2, and meet or exceed by years 3, 4, and 5 (5.4)
- All subgrantees provide at least one story of successfully engaging with families in their program (5.5)
- Subgrantees engage in family-school partnership best practices (5.7)

a relation between improvement and dosage (hours of programming) (2.3)

POTENTIAL LONG-TERM OUTCOMES

Increase high school graduation rate

Improve educator retention rates

APPENDIX B: GLOSSARY

2022–2023 Program Year

The 2022–2023 program year (July 1, 2022 to June 30, 2023) is the timeframe included in this report.

Activity

A program or session that is held at a center. Whereas subgrantees previously used activity categories based on the No Child Left Behind Act (NCLB), beginning in 2021–2022 they have been using activity categories based on the Every Student Succeeds Act (ESSA).

Center

A center is the location where the majority of the subgrantee's activities occur. A subgrantee can have up to six 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 8 (for which funding began in 2018 and continued into 2022–2023), Cohort 9 (for which funding began in 2021), or E2 OST (for which funding began in 2021).

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 local educational agency (school district/Board of Cooperative Educational Services) 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.

Government Performance and Results Act (GPRA) measures

Federal measures reported to the U.S. Department of Education, including academic achievement, grade point average, behavior, school day attendance, and student engagement in learning. These measures were collected for the first time during the 2021–2022 program year.

Regular Attendee

CDE defines regular attendees as students attending a center's programming for at least 75 hours during the program year (July 1–June 30). Attendance does not need to be consecutive.

Unduplicated Attendee

CDE refers to students attending at least four hours but fewer than 75 hours during the attendance reporting period as "unduplicated" attendees.

Subgrant

This is a grant that is distributed to subgrantees. One subgrantee can have more than one active subgrant.

Subgrantee

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

APPENDIX C: SUBGRANTEES AND CENTERS

This table lists all subgrantees and centers that were active during 2022–2023 program year. A subgrantee could hold more than one active subgrant. Subgrantees that are school districts are listed first, followed by subgrantees that are community-based organizations.

Subgrantee	Cohort / Subgrant	Number of Centers	Names of Centers
School Districts			
Adams 12 Five Star Schools	8	3	Federal Heights Elementary McElwain Elementary Rocky Mountain Elementary

	E2 OST	6	PEAK Learning Centers at:
			    Coronado Hills Elementary
			    Hillcrest Elementary School
			    Malley Drive North Star Elementary School
			    Stukey Elementary School
			    Thornton Elementary School

Adams-Arapahoe 28J (APS)	8	2	Aurora Hills Middle School Kenton Elementary
Aguilar School District RE-6	8	1	Aguilar School District
Aurora Public Schools	E2 OST	2	Vaughn Elementary School Global Village Academy
Boulder Valley School District RE-2	9	2	Emerald Elementary School Alicia Sanchez International School
	8	1	Justice High Charter School
Cañon City Schools	9	1	Cañon City Middle and High School
Charter School Institute	E2 OST	1	Academy of Arts & Knowledge Community Learning Center
	9	1	Early College of Arvada
	8	3	New America School Lowry New America School Thornton New America School Lakewood
	8	1	Pinnacle Charter School Elementary
	8	1	Vega Collegiate Academy

Subgrantee	Cohort / Subgrant	Number of Centers	Names of Centers
Clear Creek School District	9	3	Carlson Elementary School King-Murphy Elementary School Clear Creek Middle and High School
Colorado Springs School District 11	E2 OST	1	Roosevelt Charter Academy
Cripple Creek-Victor School District RE-1	9	2	Cresson Elementary School Cripple Creek-Victor Junior-Senior High School
Denver Public Schools - DELCS	9	3	Dr. Martin Luther King Early College Middle School Traylor Academy Valverde Elementary School
	8	4	Barnum Elementary DCIS at Fairmont Ellis Elementary Hallett Academy
Englewood School District 1	8	1	Clayton Elementary
Garfield School District 16	8	1	Garfield School District
Greeley-Evans School District 6	8	4	Bella Romero Academy of Applied Technology Heath Middle School Jefferson Junior/Senior High School Martinez Elementary
	9	5	Dos Rios Elementary School Heiman Elementary School Scott Elementary School Salida Del Sol Academy Greeley West High School
Huerfano School District RE-1	8	1	John Mall High School
Jeffco Public Schools	9	1	Peak Expeditionary School at Pennington
Jefferson Consortium Project (JCP)	E2 OST	3	Jefferson Junior/Senior High School Lumberg Elementary School Stevens Elementary School
Jefferson County Public School District R-1	8	1	Alameda International Junior/Senior High School

Subgrantee	Cohort / Subgrant	Number of Centers	Names of Centers
	8	2	Arvada K-8 Thomson Elementary
Johnstown-Milliken RE-5J	9	1	Knight's Success Lab at Milliken Elementary School
Lake County School District R-1	8	1	Lake County Elementary School
	9	2	Lake County Intermediate School Lake County High School
Mapleton School District 1	8	1	Welby Community School of the Arts
	8	1	York International
McClave School District RE-2	8	1	McClave School District
Mesa County Valley School District 51	8	1	Dos Rios Elementary
Poudre School District	9	1	PSD After 3 at Irish Elementary School
Primero School District	8	1	Primero School District
Silverton School District 1	8	2	Silverton Elementary/Silverton Middle School Silverton High School
Wiggins School District RE50-J	9	2	Wiggins Elementary School Wiggins Secondary School
Community-Based Organization			
Aurora Mental Health and Recovery	8	1	Aurora Central High School
	9	1	Hinkley High School
Boys & Girls Clubs of Larimer County	8	2	Monroe Elementary Truscott Elementary
	E2 OST	5	Lincoln Elementary School Winona Elementary School B.F. Kitchen Elementary School Sarah Milner Elementary School Laurene Edmondson Elementary
Boys & Girls Clubs of Metro Denver	8	3	Beach Court Elementary KIPP Northeast Denver Middle School Hidden Lake High School
	9	1	Cole Arts & Sciences Boys & Girls Club

Subgrantee	Cohort / Subgrant	Number of Centers	Names of Centers
	E2 OST	1	Johnson Elementary Boys & Girls Club
Boys & Girls Clubs of Pueblo County	8	2	Irving Elementary Risley International Academy of Innovation
	9	3	Central High School Minnequa Elementary School Cesar Chavez Academy School
Boys & Girls Clubs of San Luis Valley	9	3	Guadalupe Elementary School Sierra Grande K-12 School Haskin Elementary School
Heart & Hand Center	E2 OST	1	Bruce Randolph Middle School
High Valley Community Center Inc	8	1	Del Norte Schools K-8
Riverside Educational Center	8	4	Bookcliff Middle School Mount Garfield Middle School Orchard Mesa Middle School Rocky Mountain Elementary
	E2 OST	1	Grand Mesa Middle School
	E2 OST	6	Pear Park Elementary School Chipeta Elementary School Clifton Elementary School Nisley Elementary School Chatfield Elementary School Fruitvale Elementary School
Scholars Unlimited	8	1	Ashley Elementary
	9	2	Farrell B. Howell ECE-8 School Florida Pitt-Waller ECE-8 School
	9	1	Park Lane Elementary School
	9	1	Alice Terry Elementary School
	8	2	Harris Park Elementary Mesa Elementary
School Community Youth Collaborative	E2 OST	1	Mancos RE-6
	E2 OST	1	Montezuma-Cortez Middle School

Subgrantee	Cohort / Subgrant	Number of Centers	Names of Centers
School Community Youth Collaborative	8	1	Montezuma-Cortez High School
	8	1	Southwest Open Charter School
YMCA of Boulder Valley	E2 OST	1	Pioneer Ridge Elementary School
YMCA of Metro Denver	9	3	Swansea Elementary School Highline Community School Village East Community Elementary School
	E2 OST	1	Montclair School of Academics and Enrichment

APPENDIX D: QUALITY IMPLEMENTATION RUBRIC

In 2022–2023, the 21st CCLC administered the Quality Implementation Rubric (QIR) for the fourth year. The purpose of the rubric is to annually measure the effectiveness of program implementation and program quality to promote continuous improvement. Subgrantees also submit a Quality Improvement Rubric – Action Tool for up to three criteria identified for improvement in the QIR. The tool allows subgrantees to set specific actionable goals for areas in need of improvement and steps to achieve their improvement goals. CDE staff discuss the results of the rubric and the action tool during check-ins and virtual site visits.
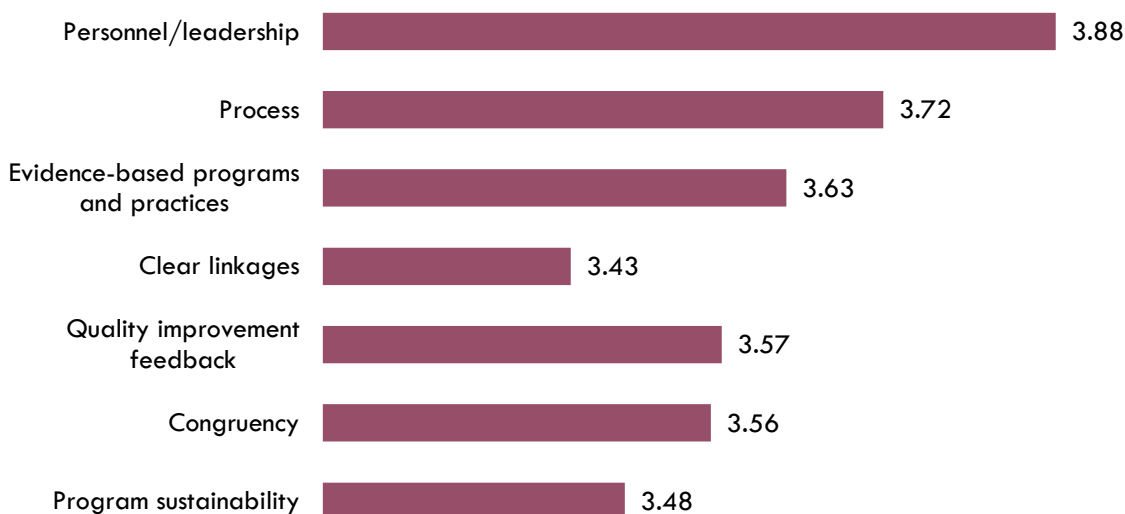
The quality implementation rubric requests that subgrantees rate themselves on a five-point scale (from 1="not evident" to 5="exemplary") on indicators in seven domains. The full quality implementation rubric is available online at 21st CCLC Subgrantee Resources. Figure 23 displays the mean scores across each of the seven domains.

This report includes responses from 34 subgrantees in Cohort 9 and O2 EST (Cohort 8 subgrantees did not complete the QIR). If a subgrantee held more than one subgrant, they completed one QIR for each subgrant.

The vast majority of subgrantees rate themselves as meeting, exceeding, or exemplary on all of the indicators in each of the seven domains, and ratings over the past two years have remained consistent (the corresponding chart for Figure 23 in the previous program year's evaluation report looks nearly identical to the one below). If the discussion that CDE staff holds with subgrantees regarding the results of the rubric and action tool is useful, it would benefit CDE and subgrantees to continue using the QIR. If the QIR does not add meaningful information to conversations between CDE staff and subgrantees, it may be helpful to find an alternative way to assess program quality.

Figure 23
Subgrantees rated themselves highest in personnel/leadership and process.

Note: Data in this figure comes from the Quality Implementation Rubric (QIR).

Personnel/Leadership Indicators

The four personnel/leadership indicators assess evidence of staffing and leadership that is conducive to dynamic program implementation. The mean score for this set of indicators was 3.88. The four indicators and the percent of subgrantees rating themselves as meeting expectations, exceeding expectations, or being exemplary for each indicator include:

1. *Staff capacity* (85% meeting, exceeding, or exemplary)
   - Meets expectations: Clearly defined roles and expectations for staff and limited turnover.
   - Exceeds expectations: Policies in place to minimize the impact of turnover and promote staff retention.
   - Exemplary: Policies are reviewed and revised on an ongoing basis and high-quality staff are retained.
2. *Professional development* (91% meeting, exceeding, or exemplary)
   - Meets expectations: Training and professional development opportunities are available to orient new staff.
   - Exceeds expectations: All staff have access to a variety of ongoing professional development opportunities.
   - Exemplary: Staff are highly trained and veteran staff have the opportunity to coach or mentor other staff members.
3. *Leadership* (97% meeting, exceeding, or exemplary)
   - Meets expectations: Demonstrates adequate support of program implementation and problem solving.
   - Exceeds expectations: Proactive approach to program implementation and problem solving.
   - Exemplary: Leadership at all levels of the program is actively involved in program implementation and problem solving.
4. *Communication* (97% meeting, exceeding, or exemplary)
   - Meets expectations: Staff and leadership have established a communication process/strategy.
   - Exceeds expectations: Staff and leadership have various well-defined channels of regular communication.
   - Exemplary: Staff and leadership have various well-defined channels of regular communication with a feedback process.

Process Indicators

The five process indicators assess evidence of recruiting and retaining target populations, delivering appropriate programming, and broadening outreach efforts. The mean score for this set of indicators was 3.72. The five indicators and the percent of subgrantees rating themselves as meeting expectations, exceeding expectations, or being exemplary for each indicator include:

1. *Student recruitment* (91% meeting, exceeding, or exemplary)
   - Meets expectations: Consistent effort to identify and recruit students.
   - Exceeds expectations: Multiple efforts to identify and recruit students.
   - Exemplary: Systemic efforts to identify and recruit students (e.g., work within feeder systems and districts).
2. *Projected attendance* (82% meeting, exceeding, or exemplary)

- **Meets expectations:** Serving 75% of the projected number of unduplicated student attendees.
- **Exceeds expectations:** Serving 100% of the projected number of unduplicated student attendees.
- **Exemplary:** Serving above 100% of the projected number of unduplicated student attendees.

3. *Regular attendance* (82% meeting, exceeding, or exemplary)
   - **Meets expectations:** At least 50% of students are attending regularly.
   - **Exceeds expectations:** At least 60% of students are attending regularly and activities are highly attended.
   - **Exemplary:** At least 75% of the students are attending regularly and activities are highly attended.

4. *Family recruitment* (91% meeting, exceeding, or exemplary)
   - **Meets expectations:** Efforts are present to increase parent/family awareness of community resources.
   - **Exceeds expectations:** Active efforts to increase parent/family capacity to support students and improve their own education.
   - **Exemplary:** Embedded approaches to increasing parent/family capacity and education (e.g., monthly meetings and clear expectations for involvement).

5. *Diversity, access, equity, and inclusion* (100% meeting, exceeding, or exemplary)
   - **Meets expectations:** Policies exist and recruitment efforts of students and staff focus on diversity, access, equity, and inclusion.
   - **Exceeds expectations:** Policies and practices are in place and most of the services provided are inclusive, accessible, responsive, and engaging.
   - **Exemplary:** Diversity, access, equity, and inclusion are embedded in all aspects of the program (e.g., vision, activities, leadership).

Evidence-based Programs and Practices

The two evidence-based programs and practices indicators assess evidence of consistent use of promising practices or evidence-based strategies in program implementation. ESSA guidelines state that programs and practices should be Tier 1 through 4 to be "evidence-based."[24] The mean score for this set of indicators was 3.63. The percent of subgrantees rating themselves as meeting expectations, exceeding expectations, or being exemplary for each indicator include:

1. *Evidence-based programming* (94% meeting, exceeding, or exemplary)
   - **Meets expectations:** Variety of evidence-based practices and programs (ESSA Tiers 1-3) available for students and parents/families.
   - **Exceeds expectations:** Variety of evidence-based practices and programming (ESSA Tiers 1-3) available for students that are specifically focused on academics, recreation, positive youth development, and parent/family enrichment.
   - **Exemplary:** Variety of evidence-based practices and programing specifically aligned to the school day (e.g., school standards and curriculum).

2. *Fidelity* (85% meeting, exceeding, or exemplary)

---

[24] For more information on Tiers 1 through 4 under ESSA, see the "Evidence-Based Interventions" webpage att https://www.cde.state.co.us/fedprograms/evidence_based_interventions.

- Meets expectations: Evidence-based programming or practices support at least one outcome.
- Exceeds expectations: Evidence-based programming or practices support multiple outcomes.
- Exemplary: Implementing evidence-based programming with fidelity checks (e.g., rubrics, observations).

Clear Linkages

The three clear linkages indicators assess evidence of clear links between State Performance Measures and activities that are related to the grant for the current funding year. The mean score for this set of indicators was 3.43.[25] The three indicators and the percent of subgrantees rating themselves as meeting expectations, exceeding expectations, or being exemplary for each indicator include:

1. *Performance measure linkages* (91% meeting, exceeding, or exemplary)
   - Meets expectations: For all State Performance Measures, there are clear linkages between activities and outcomes.
   - Exceeds expectations: For all State Performance Measures, there are clear and evolving linkages between activities and outcomes. Changes are based on ongoing learning and feedback.
   - Exemplary: For all State Performance Measures, there are clear and evolving linkages between activities and outcomes. Changes are based on formal evaluation. Additional outcomes beyond the State Performance Measures are also present.
2. *Data collection efforts* (88% meeting, exceeding, or exemplary)
   - Meets expectations: Data collected matches the State Performance Measures.
   - Exceeds expectations: Baseline data or other means of establishing change are present (pre- post, comparison group, use of local norms) for State Performance Measures.
   - Exemplary: Program has sample-specific data about the measures they are using (e.g. reliability and validity).
3. *Meeting performance measures* (88% meeting, exceeding, or exemplary)
   - Meets expectations: Evidence that the program is meeting the majority of State Performance Measures, and improvement plans are in place.
   - Exceeds expectations: Evidence that the program is exceeding some State Performance Measures, while meeting others and improvement plans are in place.
   - Exemplary: Evidence that the program is exceeding all State Performance Measures.

Quality Improvement Feedback

The three quality improvement feedback indicators assess evidence that data are being used to improve program implementation. The mean score for this set of indicators was 3.56. The three

---

[25] Note that to better distinguish state performance measures from subgrantee-specific performance objectives, CDE will begin using the term "subgrantee performance objectives." The QIR's Clear Linkages section currently contains references to "state performance measures." Because that language was used during the 2022-2023 program year, it is included here; however, if CDE continues to use the QIR, the language will likely change in future years.

indicators and the percent of subgrantees rating themselves as meeting expectations, exceeding expectations, or being exemplary for each indicator include:

1. *Evaluation capacity* (94% meeting, exceeding, or exemplary)
   - Meets expectations: Qualified internal or external evaluator(s) already working on evaluation efforts.
   - Exceeds expectations: Frontline staff and leadership are actively involved in the process of reviewing data and making evaluation decisions.
   - Exemplary: Stakeholders, youth, and parents/families are actively involved in the process of reviewing data and making evaluation decisions.
2. *Communicating results* (91% meeting, exceeding, or exemplary)
   - Meets expectations: Evidence that the identified process was used to improve program outcomes.
   - Exceeds expectations: Evidence that the identified process is continuously used to improve program outcomes.
   - Exemplary: Process in place for staff to be held accountable for student and parent/family outcomes.
3. *Continuous improvement* (97% meeting, exceeding, or exemplary)
   - Meets expectations: Results of the data are used for accountability and are being reviewed with staff.
   - Exceeds expectations: Data are used multiple times per year to evaluate and improve programs.
   - Exemplary: Data are used continually to monitor students' and parents'/families' progress and is used to generate ideas about critical program elements.

Congruency

The three congruency indicators assess the degree to which evidence exists that program staff and leadership are aware of and engaging in activities that are congruent with the activities of the grant/program plan. The mean score for this set of indicators was 3.56. The three indicators and the percent of subgrantees rating themselves as meeting expectations, exceeding expectations, or being exemplary for each indicator include:

1. *Compliance* (91% meeting, exceeding, or exemplary)
   - Meets expectations: Program is in compliance with grant requirements and issues are quickly addressed.
   - Exceeds expectations: Program is continuously in compliance with grant requirements.
   - Exemplary: Programs serve as an example for grant compliance.
2. *Plan and outcomes* (97% meeting or exceeding)
   - Meets expectations: Most frontline staff and leaders are aware of the program plan and targeted outcomes.
   - Exceeds expectations: All frontline staff and leaders are aware of the program plan and targeted program outcomes.
   - Exemplary: Frontline staff and leaders are involved in future grant development, revising program plans, and selecting/revising program outcomes.
3. *Alignment with grant* (97% meeting, exceeding, or exemplary)

- Meets expectations: Moderate degree of congruency between activities and the approved grant application and/or approved updates.
- Exceeds expectations: High degree of congruency between activities and the approved grant application and/or approved updates.
- Exemplary: All activities are congruent with the approved grant application and/or approved updates.

Program Sustainability

The three sustainability indicators in the quality implementation rubric assess the degree to which evidence exists that the program is engaged in efforts to foster culture change and enhance sustainability. The mean score for this set of indicators was 3.48. The three indicators and the percent of subgrantees rating themselves as meeting expectations, exceeding expectations, or being exemplary for each indicator include:

1. *Key stakeholder involvement* (79% meeting, exceeding, or exemplary)
    - Meets expectations: Key stakeholders who will support ongoing funding and sustainability efforts are in place.
    - Exceeds expectations: Key stakeholders identified community linkages/partnerships to address the sustainability needs (e.g., interagency groups and/or funding sources).
    - Exemplary: Key stakeholders have established resources and additional funding (e.g., internal and external).
2. *Sustainability efforts* (85% meeting, exceeding, or exemplary)
    - Meets expectations: Established sustainability plan and ongoing sustainability efforts in mind.
    - Exceeds expectations: Evidence of established sustainability plan for beyond grant funding and ongoing sustainability efforts.
    - Exemplary: Evidence of policy and/or funding changes to support ongoing services beyond the grant (e.g., shift toward school or external funding).
3. *Partnerships* (94% meeting, exceeding, or exemplary)
    - Meets expectations: At least one formal partnership evident during the year that was developed to meet student and parent/family needs.
    - Exceeds expectations: Evidence of multiple established formal (e.g., MOU) and informal community partnerships during the length of the grant.
    - Exemplary: Multiple ongoing partnerships (including schools) and actively expanding new community partnerships and/or deepening existing partnerships that are expected to be sustained past the grant.

APPENDIX E: END-OF-YEAR SUBGRANTEE SURVEY

Note: Different cohorts receive slightly different versions of the End-of-Year Subgrantee Survey. The version below was administered to Cohort 8.

COLORADO
Department of Education

End-of-Year Reporting Survey for Cohort VIII

SUBMISSION PROCESS

The End-of-Year Reporting Survey for the 21ˢᵗ Century Community Learning Centers (21ˢᵗ CCLC) grant program will take place online in Qualtrics. A link and login information for the survey will be sent to program directors when the system is open. The purpose of this document is to help you fill out the survey online. The results of the survey will help inform management of the 21ˢᵗ CCLC grant program and highlight program successes.

Special notes:
- The reporting period is July 1 through June 30 each program year. Please report only on activities provided during this time period. The survey is due July 15 every year.
- Each Qualtrics survey is customized and pre-populates contact information and other information specific to each subgrantee. Please verify that the information pre-populated for your grant is correct and specific to your program/centers. Please contact Anna Young (Young_A@cde.state.co.us) with any concerns.
- Information reported to CDE in relation to grant activities is not confidential and is subject to public request. Subgrantees should ensure reported information does not contain Personally Identifiable Information (PII) or confidential information.
- Additional questions on the End-of-Year Reporting Survey can be directed to your 21ˢᵗ CCLC Lead Consultant at CDE: Cody Buchanan (Buchanan_C@cde.state.co.us) or Jacqueline Chavez (Chavez_J@cde.state.co.us).

21ˢᵗ CCLC SUBGRANTEE INFORMATION (PRE-POPULATED)

Please note if there are any changes to the information below:

Subgrantee Name:	(pre-populated)	Program Name:	(pre-populated)
Name of Center(s):	(pre-populated)		
Program Contact:	(pre-populated)		
Telephone:	(pre-populated)	E-mail:	(pre-populated)
Fiscal Contact:	(pre-populated)		
Telephone:	(pre-populated)	E-mail:	(pre-populated)

STUDENTS SERVED

Q1. Unduplicated Student Participation: Students attending 21ˢᵗ CCLC programming at least once during the reporting period.
   a. Your participation target for Unduplicated Students: *[pre-populated]*
   b. The actual number of Unduplicated Students served in your program this year:
   c. Please provide an explanation for your progress meeting this student participation target.

Q2. Regular Student Participation: Students attending 21ˢᵗ CCLC programming for at least 75 hours during the reporting period.
   a. Your participation target for Regular Students: *[pre-populated]*
   b. The actual number of Regular Students served in your program this year:
   c. Please provide an explanation for your progress meeting this student participation target.

Q3. Student Average Daily Attendance: Number of students attending a 21st CCLC program on average on a daily basis during the reporting period.
   a. Your participation target for Average Daily Attendance: *[pre-populated]*
   b. The actual Average Daily Attendance in your program this year:
   c. Please provide an explanation for your progress meeting this student participation target.

TEACHER SURVEYS

Q4. Teacher surveys: The compliance expectation is 100% distribution and return rates for teacher surveys for students in grades 1-12 who attended at least 75 hours of programming during the school year.
   a. What percentage of student participants have a completed teacher survey?
   b. If the 100% expectation was not met, please explain why.

FAMILY MEMBERS SERVED

Q5. Family Member Participation: Family members attending 21st CCLC programming at least once during the reporting period.
   a. Your participation target for Unduplicated Family Members: *[prepopulated]*
   b. The actual number of Unduplicated Family Members served in your program this year:
   c. Please provide an explanation for your progress meeting this student participation target.

Q6. Family-School Partnerships:
   a. 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 through June 30. While this is a self-assessment of family-school partnership practices, CDE uses this information to guide trainings and technical assistance for subgrantees throughout the grant year. Use the following scale when rating each component: 1= not occurring, 2= rarely occurs, 3= occasionally occurs, 4= frequently occurs.

	Level of Activity
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.	☐ 1= Not occurring ☐ 2= Rarely occurs ☐ 3= Occasionally occurs ☐ 4= Frequently occurs
b) **Effective communication**. Families and staff engage in regular, two-way, meaningful communication about students.	☐ 1= Not occurring ☐ 2= Rarely occurs ☐ 3= Occasionally occurs ☐ 4= Frequently occurs
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.	☐ 1= Not occurring ☐ 2= Rarely occurs ☐ 3= Occasionally occurs ☐ 4= Frequently occurs
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.	☐ 1= Not occurring ☐ 2= Rarely occurs ☐ 3= Occasionally occurs ☐ 4= Frequently occurs
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.	☐ 1= Not occurring ☐ 2= Rarely occurs ☐ 3= Occasionally occurs ☐ 4= Frequently occurs
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.	☐ 1= Not occurring ☐ 2= Rarely occurs ☐ 3= Occasionally occurs ☐ 4= Frequently occurs

For more information about these components of Family-School partnerships, please visit:
https://www.cde.state.co.us/fedprograms/ti/parents

b. Please provide an explanation for why the above responses were selected. If any responses were rated as "1" (not occurring) or "2" (rarely occurs), please describe proposed steps to improve in these areas.

21ST CCLC SUCCESSES & CHALLENGES

Q7. 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 directly provided through your 21st CCLC grant. These success stories will be shared externally on the 21st CCLC webpages and in other program materials.
  a. Provide one paragraph about a student who experienced success or in academic or enrichment programming.
  b. Provide one paragraph about a parent/family who experienced success through meaningful family education and engagement activities.
  c. Provide one paragraph about a meaningful collaboration or partnership related to your 21st CCLC program leading to successful outcomes for 21st CCLC students and their families.

Q8. Program implementation challenges and subsequent impact: Describe any challenges at the school, center, district, or organizational level that you have encountered this year, and strategies you used to use to overcome them.

STATE PERFORMANCE MEASURES

Q9. Core Academic Performance Measure
  a. Below is the current, approved **Core Academic** Performance Measure submitted by the 21st CCLC Subgrantee. Report progress on the Core Academic PM: *[PRE-POPULATED]*
      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, 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
      ☐ Data Not Available

      (If data not available) Please provide a detailed explanation of 1) why the data is not available, 2) when the data will be available, 3) the progress being made toward this measure, and 4) steps that will be taken to meet or exceed this measure in the future.
      (If not making progress or making progress is selected) Please provide an explanation for why the program was unable to make progress on or meet this performance measure and steps that will be taken to meet or exceed this measure in the future.
      (If met or exceeded is selected) Please share best practices that contributed to meeting or exceeding this measure this year and recommendations for other programs.

  b. Required Data Validation:
      i.   Indicator(s) used to assess this performance measure:
      ii.   Number of students assessed for this performance measure this year:
      iii. Number of students who met or improved specifically set criteria this year:

Q10. School Attendance Performance Measure
  a. Below is the current, approved **School Attendance** Performance Measure submitted by the 21st CCLC Subgrantee. Report progress on the School Attendance PM: *[PRE-POPULATED]*

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, 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
☐ Data Not Available

(If data not available) Please provide a detailed explanation of 1) why the data is not available, 2) when the data will be available, 3) the progress being made toward this measure, and 4) steps that will be taken to meet or exceed this measure in the future.

(If not making progress or making progress is selected) Please provide an explanation for why the program was unable to make progress on or meet this performance measure and steps that will be taken to meet or exceed this measure in the future.

(If met or exceeded is selected) Please share best practices that contributed to meeting or exceeding this measure this year and recommendations for other programs,

b. Required Data Validation:
   i. Indicator(s) used to assess this performance measure:
   ii. Number of students assessed for this performance measure this year:
   iii. Number of students who met or improved specifically set criteria this year:

Q11. Essential Skills Performance Measure
a. Below is the current, approved **Essential Skills** Performance Measure submitted by the 21st CCLC Subgrantee. Report progress on the Essential Skills PM: *[PRE-POPULATED]*
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, 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
☐ Data Not Available

(If data not available) Please provide a detailed explanation of 1) why the data is not available, 2) when the data will be available, 3) the progress being made toward this measure, and 4) steps that will be taken to meet or exceed this measure in the future.

(If not making progress or making progress is selected) Please provide an explanation for why the program was unable to make progress on or meet this performance measure and steps that will be taken to meet or exceed this measure in the future.

(If met or exceeded is selected) Please share best practices that contributed to meeting or exceeding this measure this year and recommendations for other programs.

c. Required Data Validation:
   i. Indicator(s) used to assess this performance measure:
   ii. Number of students assessed for this performance measure this year:
   iii. Number of students who met or improved specifically set criteria this year:

Q12. Family Engagement Performance Measure

    a.   Below is the current, approved **Family Engagement** Performance Measure submitted by the 21st CCLC Subgrantee. Report progress on the Family Engagement PM: [*PRE-POPULATED*]

       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, 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
         ☐ Data Not Available

       (If data not available) Please provide a detailed explanation of 1) why the data is not available, 2) when the data will be available, 3) the progress being made toward this measure, and 4) steps that will be taken to meet or exceed this measure in the future.

       (If not making progress or making progress is selected) Please provide an explanation for why the program was unable to make progress on or meet this performance measure and steps that will be taken to meet or exceed this measure in the future.

       (If met or exceeded is selected) Please share best practices that contributed to meeting or exceeding this measure this year and recommendations for other programs.

    d.   Required Data Validation:
        i.   Indicator(s) used to assess this performance measure:
       ii.   Number of students assessed for this performance measure this year:
      iii.   Number of students who met or improved specifically set criteria this year:

SUSTAINABILTY

Q13. On a scale of 1 to 5, with 1 being "not prepared" and 5 being "highly prepared," how prepared are you to sustain OST programming beyond the life of your 21st CCLC grant? Please explain your rating.

SUMMARY

Q14. Please share any other helpful information with CDE, including a summary of your experience with 21st CCLC over the last five years and ways to improve the 21st CCLC grant program.

21ST CCLC SUBGRANTEE SIGNATURES

_____   _____
  21st CCLC Program Director Signature, Date   **21st CCLC Primary Fiscal Contact Signature, Date**