

# 21ST CENTURY COMMUNITY LEARNING CENTERS

---

## EZ Report Data

### Evaluation Report: 2013-2014 School Year

Report Prepared for:

Office of Dropout Prevention and Student Re-engagement  
Colorado Department of Education

Report Prepared by:

Krystina Finlay, Ph.D., Joanna Zorn Heilbrunn, M.A., and Gretchen Mann



**NCSE** | National Center for School Engagement

~ Promoting attendance, attachment and  
achievement

# TABLE OF CONTENTS

---

Background .....	5
Organization of the Report.....	5
Grantees.....	6
Staff and Partner Data .....	10
Operations and Feeder School Data .....	12
Services and Activities .....	12
Attendee Characteristics.....	16
Students.....	17
Race .....	17
Gender .....	18
Disadvantaged Students .....	18
Distribution of Attendees by Grade Level .....	20
School Year Attendance .....	22
Trends in Colorado Attendance Data .....	23
Center Outcomes .....	24
Teacher Survey Data.....	24
Government Performance & Results Act (GPRA) Measures .....	25
State Results.....	25
Center Results .....	27
State Assessment Results for Regular Attendees .....	27
Conclusion.....	30
Appendices.....	32
Appendix A: Methods .....	32
Data Collection.....	32
Data Analysis.....	32
Appendix B: Missing Data .....	33
Appendix C: Center Specific Results .....	34
Works Cited.....	43

## TABLES AND CHARTS

---

Table 1: Grantees and Corresponding Centers .....	6
Table 2: Paid and Volunteer School Year Staff.....	10
Table 3: Paid and Volunteer Summer Staff .....	11
Table 4: Partners and Subcontractors by Type .....	11
Table 5: Categories of Student and Adult Services and Activities Provided for School Year 2013-2014.....	13
Table 6: Categories of Student and Adult Services and Activities Provided for Summer 2013 .....	14
Chart 1: Percentage of Centers Supporting Academic Subject Areas .....	15
Table 7: Percent of Centers Supporting Academic Subject Areas During the School Year and Previous Summer .....	15
Chart 2: Center Attendees .....	16
Table 8: Student and Adult Attendees by Reporting Period and Frequency of Attendance.....	16
Chart 3: Number of Total and Regular Attendees by Race .....	18
Table 9: Number of Regular and Total Attendees by Gender .....	18
Table 10: Number and Percent of Disadvantaged Students by Category .....	19
Chart 4: Percentage of Disadvantaged Students Served by 21st CCLC Programs and All Colorado Schools .....	20
Table 11: Total and Regular Attendee Students Served by Grade .....	21
Chart 5: Percent Distribution of Total and Regular Attendees by Grade .....	22
Chart 6: Total and Regular Student Attendees by Year .....	23
Table 12: Total Student Attendees and Total Regular Attendees.....	24
Chart 7: Student Improvement .....	25
Table 13: Attainment of Performance Measures for 21 <sup>st</sup> CCLC objective 1 .....	26
Table 14: Attainment of Performance Measures for 21 <sup>st</sup> CCLC objective 2 .....	27
Table 15: APR Reading Level Changes from Previous Year to Current Year .....	28
Table 16: APR Math Level Changes from Previous Year to Current Year.....	28
Chart 8: Math Proficiency Levels Among Regular Attendees.....	29

Chart 9: Reading Proficiency Levels Among Regular Attendees ..... 29

Table B1: Centers That Did Not Report Data in EZ Reports ..... 33

Table C1: Percent of Elementary School Students Who Improved in Homework  
Completion and Class Behavior as Reported by Teachers by Center ..... 34

Table C2: Percent of Middle and High School Students Who Improved in Homework  
Completion and Class Behavior as Reported by Teachers by Center ..... 36

Table C3: Percent of Students that Showed ANY Improvement in Reading  
and/or Math by Center..... 38

## BACKGROUND<sup>1</sup>

The purpose of the *21st Century Community Learning Center* (21st CCLC) program, established under Part B of Title IV of the No Child Left Behind Act of 2001, is to provide for the establishment or expansion of Community Learning Centers (Centers) to assist students from high-poverty and low-performing schools in meeting academic achievement standards in core subjects, provide out-of-school time programs to reinforce and complement the regular academic programs, and offer families of participating students opportunities for literacy and educational development. 21st CCLC elementary, middle, and high school programs in Colorado provide opportunities for students to enrich their learning experiences. Such offerings at the elementary and middle school level included but were not limited to small group tutoring in reading and math, STEM activities, creative arts classes, music, theater, mentoring programs, service learning projects, health and nutrition programs, and cultural activities. Included among activities offered by 21st CCLC high school programs were credit recovery, creative arts, cultural studies, STEM education, service learning projects, and a variety of enrichment activities involving career opportunities such as barbering and auto mechanics. The 21st CCLC programs are focusing on assisting students in high poverty schools to be college and career ready by the time they graduate.

The Colorado Department of Education (CDE) is the designated state educational agency (SEA) responsible for awarding, administrating and supervising Colorado 21st CCLC programs. A grantee is defined as the entity serving as the fiduciary agent for a given 21st CCLC grant. 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.

CDE is required to complete Annual Performance Reports (APR) into an online database funded by the U.S. Department of Education. The EZ Reports database was used to capture the APR data during the 2013-14 year. In the past, the Profile and Performance Information Collection System (PPICS) was used for evaluation of the 21<sup>st</sup> CCLC Program in Colorado. PPICS is no longer available as of October 2015. In order to review data that were submitted to PPICS for the 2013-2014 year, data were retrieved from the EZ Reports system. Both systems were used to collect and manage comprehensive information on 21st CCLC program characteristics, services, and performance data over a wide range of outcomes including Government Performance and Results Act (GPRA) indicators.

Program results are based on grantee self-reports into the authorized EZ Reports data collection system with evidence of measurable indicators to substantiate responses.

For more information on the federal program, please visit <http://www2.ed.gov/programs/21stcclc/index.html>, and visit <http://www.cde.state.co.us/21stcclc> for information on the Colorado program.

## Organization of the Report

The report begins with a list of grantees, their partners, staff characteristics, and the services they offer. It continues with a description of the attendees served at the centers. Centers primarily serve students

---

<sup>1</sup> Some of the background information on the 21<sup>st</sup> CCLC program is taken from the report for the 2012-2013.

during the school year, but many have summer programs, and many also serve adults. The focus of this report is on students served either during the school year 2013-2014 or the summer of 2013. The report concludes with a section on academic outcomes achieved by students including selected GPRA measures. Appendix A discusses report methodology, Appendix B discusses missing data, and Appendix C provides some center-specific outcome data.

## GRANTEES

This report profiles data from the Colorado Department of Education’s fifth (2009-2015) and sixth (2012-2017) cohorts of grantees during the 2013-2014 reporting year. These two cohorts consist of 62 grantees and 117 centers. Student data were also provided by three grantees and twelve 21st CCLC Centers in Denver Public Schools (DPS) who were in Cohort V. These data were captured through a separate system (Cayen) and not included on the EZ Reports system. These students were not included in the analyses. Basic information on these centers is located in Appendix B. Grantees and corresponding centers are listed in Table 1. Some grantees, though they may be the same entity, are counted as separate grantees for this report if their centers belong to different cohorts.

<b>Table 1. Grantees and Corresponding Centers</b>		
<b>Grantees</b>	<b># of sites</b>	<b>Centers</b>
<b>Adams 12 Five Star School District (Cohort V)</b>	1	North Star Elementary School
<b>Adams 12 Five Star School District (Cohort VI)</b>	4	Federal Heights Elementary School McElwain Elementary School Rocky Mountain Elementary Vantage Point Campus
<b>Adams 14 - Elementary (Cohort VI)</b>	4	Alsup Elementary School Central Elementary School Dupont Elementary School Rose Hill Elementary School
<b>Adams 14 - High Schools (Cohort VI)</b>	2	Adams City High School Lester Arnold High School
<b>Adams 14 (Cohort V)</b>	2	Hanson Elementary School Monaco Elementary School
<b>Adolescent Counseling Exchange (Cohort VI)</b>	1	ACE/CCS
<b>Alicia Sanchez - BVSD (Cohort V)</b>	1	Sanchez Elementary School
<b>Asian Pacific Development Center (Cohort VI)</b>	1	Westminster High School
<b>Aurora - Mracheck MS (Cohort VI)</b>	1	Mrachek Middle School
<b>Aurora - Paris ES (Cohort VI)</b>	1	Paris Elementary School
<b>Aurora Public School District (Cohort V)</b>	3	Fletcher Community School Sable Elementary School Vaughn Elementary School
<b>Aurora West College Preparatory School (Cohort VI)</b>	1	Aurora West College Prep.
<b>Boulder Preparatory High School (Cohort VI)</b>	1	Boulder Preparatory High School

**Table 1 cont. Grantees and Corresponding Centers**

<b>Grantees</b>	<b># of sites</b>	<b>Centers</b>
<b>Boulder Valley School District (Cohort V)</b>	3	Casey Middle School Columbine Elementary School University Hill Elementary School
<b>Charter School Institute (Cohort VI)</b>	3	New America School-Aurora New America School-Jeffco New America School-Mapleton
<b>Colorado Springs 11 (Cohort V)</b>	1	Hunt Elementary School
<b>Cripple Creek-Victor Re-1 (Cohort V)</b>	1	Soaring Without Limitations
<b>Cripple Creek-Victor Re-1 (Cohort VI)</b>	1	Dream Big
<b>DCIS at Montbello (Cohort VI)</b>	1	NULITES Community Center
<b>Denver Justice High School (Cohort VI)</b>	1	Denver Justice High
<b>DPS - Contemporary Learning Academy (Cohort VI)</b>	2	Academy of Urban Learning Contemporary Learning Academy
<b>DPS Extended Learning (Cohort VI)</b>	4	Centennial Elem. School Fairmont K-8 Kaiser Newlon
<b>Emerald Elementary School (Cohort VI)</b>	1	Emerald Elementary
<b>Englewood (Cohort V)</b>	1	WM E Bishop Elementary School
<b>Escuela Tlatelolco (Cohort VI)</b>	1	Escuela Tlatelolco
<b>Garfield (Cohort V)</b>	1	Wamsley Elementary School
<b>Garfield County SD16 (Cohort VI)</b>	1	Community Learning Center
<b>Genoa-Hugo School District C113 (Cohort VI)</b>	1	Genoa-Hugo
<b>Greenwood Academy (Cohort VI)</b>	1	Greenwood Academy
<b>Hanover (Cohort V)</b>	2	Hanover Jr-Sr High School Prairie Heights Elementary School
<b>Harrison D2 (Cohort V)</b>	2	Carmel Middle School Fox Meadow Middle School
<b>Huerfano (Cohort V)</b>	1	John Mall High School Molholm Elementary School
<b>Jefferson County Public Schools VI (Cohort VI)</b>	2	Pleasant View Elementary School Arvada K-8
<b>Jefferson County Schools - Foster (Cohort V)</b>	2	Foster Elementary School
<b>Jefferson High School (Cohort V)</b>	2	Jefferson High School Wheat Ridge 5-8
<b>Justice High School Boulder Valley (Cohort VI)</b>	1	Justice High School
<b>La Veta School District Re-2 (Cohort VI)</b>	1	La Veta Re2
<b>Lake County School District (Cohort V)</b>	1	Lake County Middle School
<b>Lake County School District-VI (Cohort VI)</b>	1	West Park Elementary School

**Table 1 cont. Grantees and Corresponding Centers**

<b>Grantees</b>	<b># of sites</b>	<b>Centers</b>
<b>Mesa County Valley School Dist. 51 (Cohort V)</b>	3	Clifton Elementary School Mt Garfield Middle School Rocky Mountain Elementary School
<b>Metropolitan State University of Denver (Cohort VI)</b>	5	Abraham Lincoln High School Cheltenham Elementary School Fairview Elementary School Martin Luther King Jr. Early College West High School Mi Casa Neighborhood Center at North High School
<b>Mi Casa Resource Center (Cohort VI)</b>	1	
<b>Montezuma-Cortez RE-1 - V (Cohort V)</b>	2	Cortez Middle School Kemper Elementary School
<b>Montezuma-Cortez VI (Cohort VI)</b>	3	Manaugh Mesa Elementary School Southwest Open School
<b>Montrose - Centennial MS (Cohort V)</b>	1	Centennial Middle School
<b>Montrose - Olathe (Cohort V)</b>	2	Olathe Elementary School Olathe Middle School
<b>Poudre Valley School District (Cohort V)</b>	3	Irish Elementary School Lincoln Middle School Putnam Elementary School
<b>Poudre Valley School District (Cohort VI)</b>	1	Poudre Community Academy
<b>Pueblo 60 (Cohort V)</b>	3	Heroes k-8 Academy (was Freed) Pueblo Academy of Arts (was Pitts) Risley International Academy of Innovation
<b>Pueblo 70 (Cohort V)</b>	1	Pueblo West Elementary School
<b>Sheridan School District 2 (Cohort VI)</b>	1	Sheridan High School
<b>Silverton School District 1 (Cohort VI)</b>	1	Silverton Public School
<b>SUCAP for Ignacio School District (Cohort VI)</b>	1	IMS-Teen Center
<b>Summer Scholars - Harrington, D. Moore (Cohort V)</b>	4	Columbine Elementary School Dora Moore K-8 Harrington Elementary School Swansea Elementary School
<b>Summer Scholars - Oakland (Cohort V)</b>	2	DCIS @ Ford Elementary School SOAR @ Oakland Elementary School
<b>Summer Scholars (Cohort VI)</b>	4	Ashley Elementary School Florida Pitt Waller K-8 Stedman Elementary School Whittier K-8



**Table 1 cont. Grantees and Corresponding Centers**

<b>Grantees</b>	<b># of sites</b>	<b>Centers</b>
<b>Thompson Valley School District R2-J (Cohort VI)</b>	1	Ferguson High School
<b>Trinidad (Cohort V)</b>	1	Trinidad Middle School
<b>Weld County Greeley School District 6 (Cohort V)</b>	9	Ann Heiman Elementary School Centennial Elementary School Franklin Middle School Heath Middle School Jackson Elementary School John Evans Middle School Madison Elementary School Northridge High School Shawsheen Elementary School
<b>Weld County Greeley School District 6 (Cohort VI)</b>	4	Bella Romero Elementary School East Memorial Elementary School Maplewood Elementary Schools Martinez Elementary School
<b>YMCA - Welte (Cohort V)</b>	1	YMCA of the Pikes Peak Region Southeast Family Center/Armed Services
<b>YMCA-Sierra (Cohort V)</b>	1	YMCA

\*(V) indicates the grantee is part of the fifth cohort (2009-2015) and (VI) indicates that the grantee is part of the sixth cohort (2012-2017)

## Staff and Partner Data

Tables 2 and 3 show staff characteristics for the school year and summer programs respectively. Total staff for the 2013-2014 school year was 1,572. There were 1,437 paid staff, which makes up 91% of the total staff. Volunteers made up the remaining 9% of school-year staff. Of paid staff, the majority (55%) were teachers. Of volunteers, community members (27%) and high school students (21%) were the top two contributors. Summer programs were considerably smaller. There was a total of 737 summer staff including 707 paid staff and 30 volunteers. Of the paid summer staff, 58% were teachers.

Table 2. Paid and Volunteer School Year Staff				
Staff Type	Paid Staff		Volunteer Staff	
	Number	Percent	Number	Percent
School-day teachers	787	55%	14	10%
Other community members	77	5%	37	27%
Youth development workers	118	8%	13	10%
Other non-teaching staff	156	11%	10	7%
Center administrators and coordinators	69	5%	2	1%
College students	46	3%	13	10%
Other non-school day staff with some or no college	70	5%	5	4%
Other	82	6%	6	4%
High school students	22	2%	28	21%
Parents	10	1%	7	5%
<b>Total</b>	<b>1,437</b>		<b>135</b>	
Average Number of Staff per Center	12.28		1.15	

Table 3. Paid and Volunteer Summer Staff				
Staff Type	Paid Staff		Volunteer Staff	
	Number	Percent	Number	Percent
School-day Teachers	407	58%	3	10%
Youth Development Workers	50	7%	8	27%
Other Non-teaching staff	56	8%	1	3%
Center Administrators and Coordinators	51	7%	1	3%
Other Non-school day staff with some or no college	40	6%	2	7%
College Students	26	4%	2	7%
Other	43	6%	1	3%
High School Students	19	3%	7	23%
Parents	2	>1%	0	-
Other Community Members	13	2%	5	16%
<b>Total</b>	<b>707</b>		<b>30</b>	
Average Number of Staff per Center	6.04		.26	

In 2013-2014, grantees reported having 791 partners, of which 29% were subcontractors. (See Table 4.)

Table 4. Partners and Subcontractors by Type				
Contribution Type	Partners Only		Subcontractors	
	Number	Percent	Number	Percent
Provide Programming/Activity Related Services	393	70%	213	94%
Provide Goods	254	45%	145	64%
Provide Volunteer Staffing	193	34%	58	26%
Provide Paid Staffing	126	22%	161	71%
Provide Evaluation Services	53	9%	38	17%
Raise Funds	49	9%	23	10%
<b>Total</b>	<b>564</b>	-	<b>227</b>	-

The total number of partner contribution types exceeds the total number of partners because many partners contributed in multiple ways.

## Operations and Feeder School Data

The median number of weeks that Centers were in operation during the school year was 33; in the summer it was five. Centers were open a median of five days a week during the school year and in the summer, respectively. The median hours of operation for centers during the school year was 15; in the summer it was 20. During the school year, all but one center offered services after school, 37% before school, and 8.5% during the school day. Ninety-four centers offered summer services, and all of these operated during weekdays. In addition, twelve offered evening summer services and five centers offered summer services on weekends.

The 117 centers in 2013-2014 included 144 feeder schools. Nineteen centers (16%) had more than one feeder school.

## Services and Activities

Centers were required to report the activities and services offered along with the type of activity, when and for how long it was offered, and which academic areas it targeted. Centers offered a wide range of activities during the 2013-2014 program year including literacy classes, gardening, reading clubs, game and athletic clubs, field trips, cooking classes, and many more. All activities were classified into 14 possible activity categories for students and three for adults. Tables 5 and 6 show the number and percent of centers that provided each type of activity, the average hours per day during which they provided the activity, and the average number of days per week during which they provided the activity during the school year and the summer of 2013 respectively. During the school year (Table 5) over half of the centers provided two categories of services to students: academic enrichment services and recreational services. Just under half the centers provided tutoring. Among summer programs (Table 6) the most common activity was Academic Enrichment Learning, offered by almost three quarters of the centers. In terms of adult programming, centers focused on promoting parental involvement and on family literacy. A small number of centers provided adult career or job training.

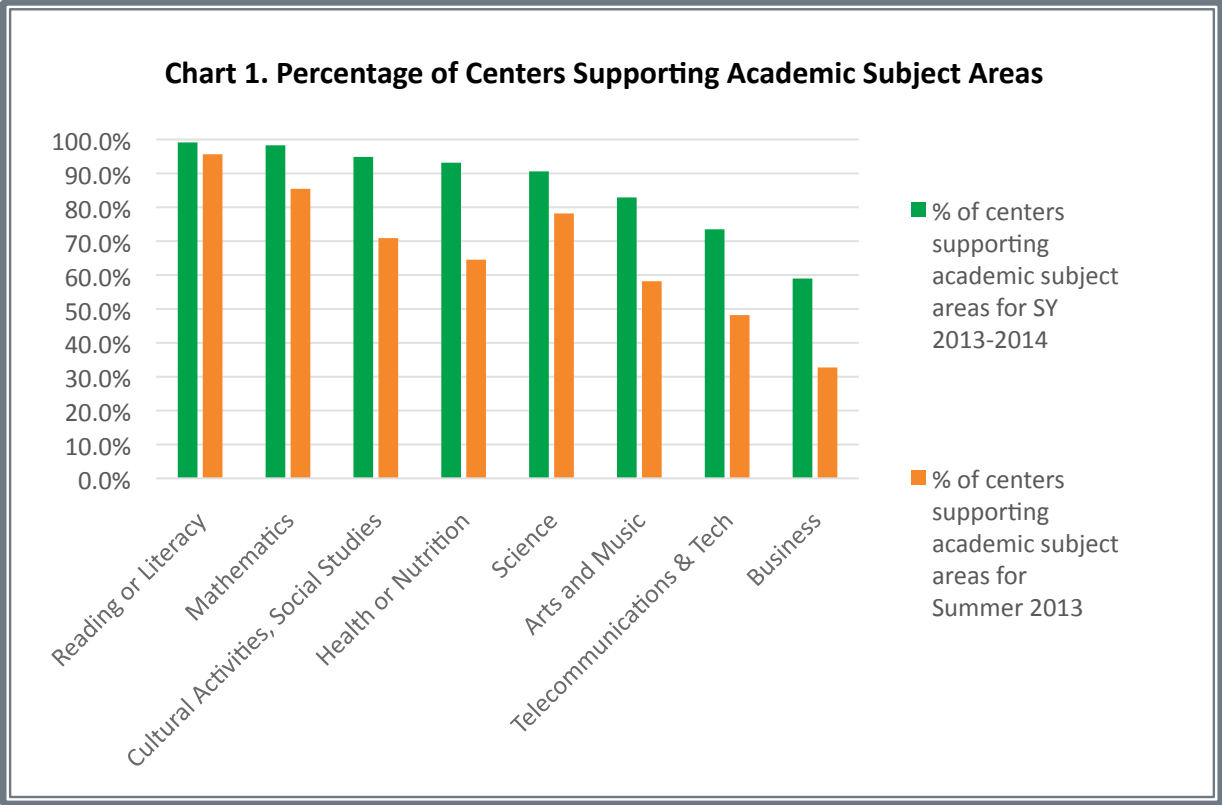
**Table 5. Categories of Student and Adult Services and Activities Provided for School Year 2013-2014**

Activity/Service Category	# of Centers	Percentage of Total Centers	Average # hours per day	Average # days per week
<b>Student</b>				
Academic Enrichment Learning	101	86.3%	1.52	1.92
Recreational Activity	79	67.5%	1.53	2.10
Tutoring	56	47.9%	1.48	2.80
Other	50	42.7%	1.54	2.39
Community Service/Service Learning	47	40.2%	2.08	1.48
Homework Help	40	34.2%	1.33	3.35
Activity to Promote Youth Leadership	33	28.2%	1.97	1.46
Supplemental Education Services	13	11.1%	2.47	2.21
Career/Job Training for Youth	11	9.4%	2.53	2.07
Counseling or character education	10	8.5%	2.00	1.63
Substance abuse/drug prevention	6	5.1%	1.43	1.43
Mentoring	5	4.3%	2.00	1.67
Violence prevention	4	3.4%	1.25	1.50
Expanded Library Service Hours	2	1.7%	1.00	3.50
<b>Adult</b>				
Promotion of parental involvement	30	25.6%	2.09	1.50
Promotion of family literacy	28	23.9%	2.07	2.07
Career/job training for adults	8	6.8%	2.27	2.82

**Table 6. Categories of Student and Adult Services and Activities Provided for Summer 2013**

Activity/Service Category		# of Centers	Percentage of Total Centers	Average # hours per day	Average # days per week
<b>Student</b>					
	Academic Enrichment Learning	82	74.5%	3.74	3.30
	Recreational Activity	43	39.1%	3.19	2.86
	Tutoring	29	26.4%	3.47	4.41
	Other	25	22.7%	1.97	3.33
	Community Service/Service Learning	22	20.0%	2.70	2.91
	Activity to Promote Youth Leadership	12	10.9%	7.54	3.23
	Supplemental Education Services	7	6.4%	3.91	3.00
	Counseling or character education	4	3.6%	3.75	2.50
	Mentoring	3	2.7%	3.00	3.33
	Career/Job Training for Youth	3	2.7%	3.75	3.75
	Homework Help	2	1.8%	1.50	4.00
	Substance abuse/drug prevention	2	1.8%	2.00	4.33
	Expanded Library Service Hours	1	0.9%	1.00	2.00
	Violence Prevention	0	0.0%	0.00	0.00
<b>Adult</b>					
	Promotion of family literacy	14	12.7%	2.93	4.07
	Promotion of parental involvement	6	5.5%	2.33	2.33
	Career/job training for adults	4	3.6%	3.00	3.00

Chart 1 and Table 7 display the percentages of centers that focused on specific academic subject areas. The subject areas that were emphasized by the greatest percentage of centers were reading and math. This was true during both the school year and the summer.



**Table 7. Percent of Centers Supporting Academic Subject Areas During the School Year and Previous Summer**

Academic Subject Area	% of centers, School Year 2013-2014	% of centers, Summer 2013
Reading or Literacy Education	99%	96%
Mathematics Education	98%	85%
Cultural Activities or Social Studies	95%	71%
Health or Nutrition	93%	65%
Science Education	91%	78%
Arts and Music Education	83%	58%
Telecommunications and Technology	74%	48%
Entrepreneurial Education (Business)	59%	33%

## ATTENDEE CHARACTERISTICS

The vast majority of people served by the 21<sup>st</sup> Century Learning Centers were students (23,683) compared to adults (4,454) as shown in Chart 2 and Table 8 below<sup>2</sup>. In Chart 2, totals for students and adults are shown in green, while their composite parts are shown in orange and slate. Among students, the majority attended during the school year only, while smaller numbers attended during the summer only or during both reporting periods (see the orange bars). Chart 2 also shows the relative difference in the size of the student groups who attended fewer than 30 days, which is the larger group by a factor of more than two, and the smaller group of students, called Regular Attendees, who attended 30 days or more (see the slate colored bars).

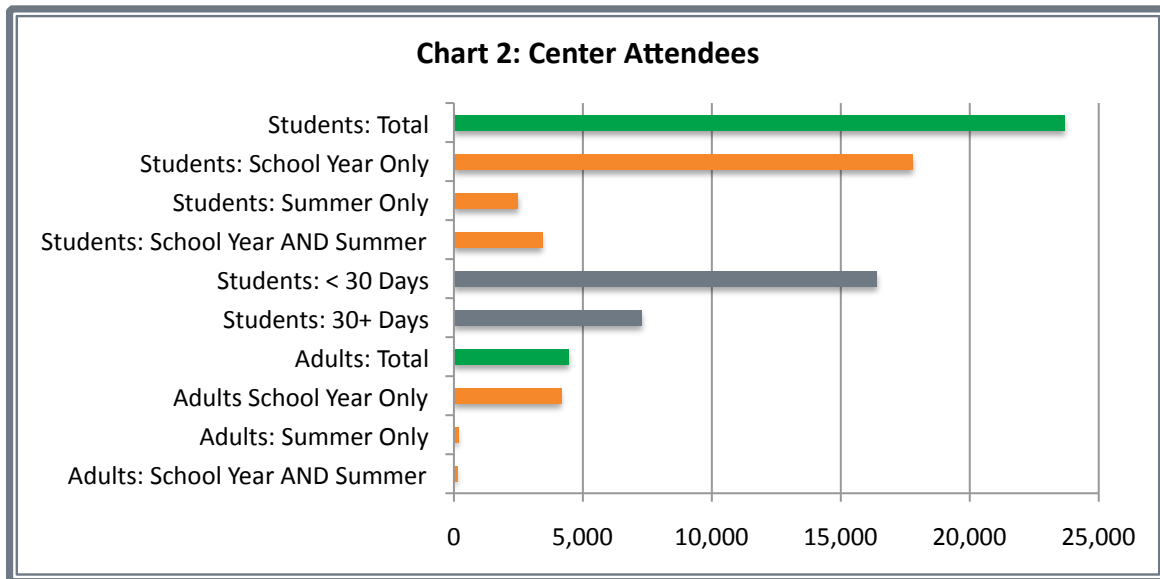


Table 8. Student and Adult Attendees by Reporting Period and Frequency of Attendance		
	Total Center Attendees	Center Average
<b>Students</b>		
<b>Total</b>	<b>23,683</b>	<b>202</b>
School Year Only	17,776	152
Summer Only	2,485	21
School Year AND Summer	3,422	29
< 30 Days	16,401	140
30+ Days	7,282	62
<b>Adults</b>		
<b>Total</b>	<b>4,454</b>	<b>38</b>
School Year Only	4,161	36
Summer Only	168	1
School Year AND Summer	125	1

<sup>2</sup> The 12 centers that did not submit data in EZ reports served an additional 3,706 total students.



At a glance,

- The average number of students served by Centers during grant period: 202
- The average number of regular student attendees: 62
- Percentage of student attendees meeting the definition of regular student attendee: 31%
- Total number of student attendees: 23,683
- Total number of regular student attendees: 7,282

## Students

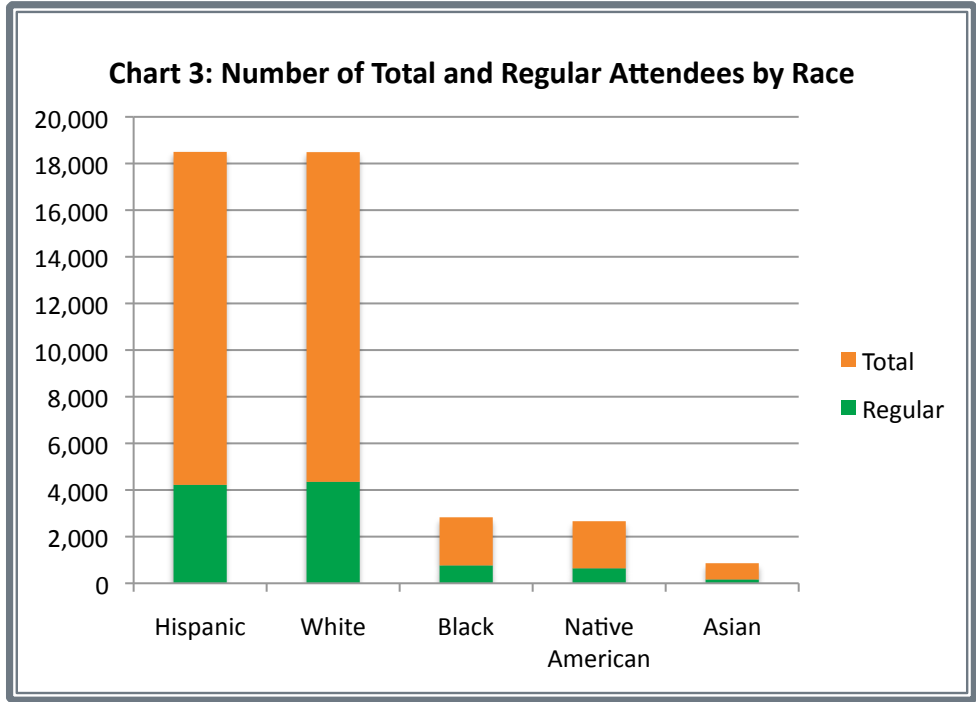
In EZ Reports, as in PPICS in the past, there are two classifications of student attendee data. The first classification counts all students who attended a center at least once during the reporting period, referred to as all students or total students. The second group includes the subset of students who attended a center for at least 30 days during the reporting period, called Regular Attendees.

### Race

Students (or their parents) self-identified their racial category, choosing among White, Black, Hispanic, Native American, Asian or a combination thereof. No “Other” category was available. The majority of students served identified as Hispanic or White, and many identified as both. Since student ethnicity can include multiple categories for any given student, the numbers that represent ethnicity are larger than the total number of students. The specific breakdown of self-reported attendee ethnicity is shown in Chart 3.

Although it is common practice to accept self-reported ethnicity at face value, there can on occasion be problems with the method. In at least one center there appeared to be a relatively high number of participants identifying as “Native American.” At that center over 230 students were listed as Native American. As a result, the total number of Native American students is probably inflated.

The proportion of regular to total attendees is fairly constant across ethnic groups.



### Gender

The numbers of males and females served were almost identical among both Total and Regular Attendees, as shown in Table 9.

<b>Table 9. Number of Regular and Total Attendees by Gender</b>			
	<b>Regular</b>	<b>Total</b>	<b>Regular as % of Total</b>
Male	3,632	11,889	31%
Female	3,636	11,794	31%

### Disadvantaged Students

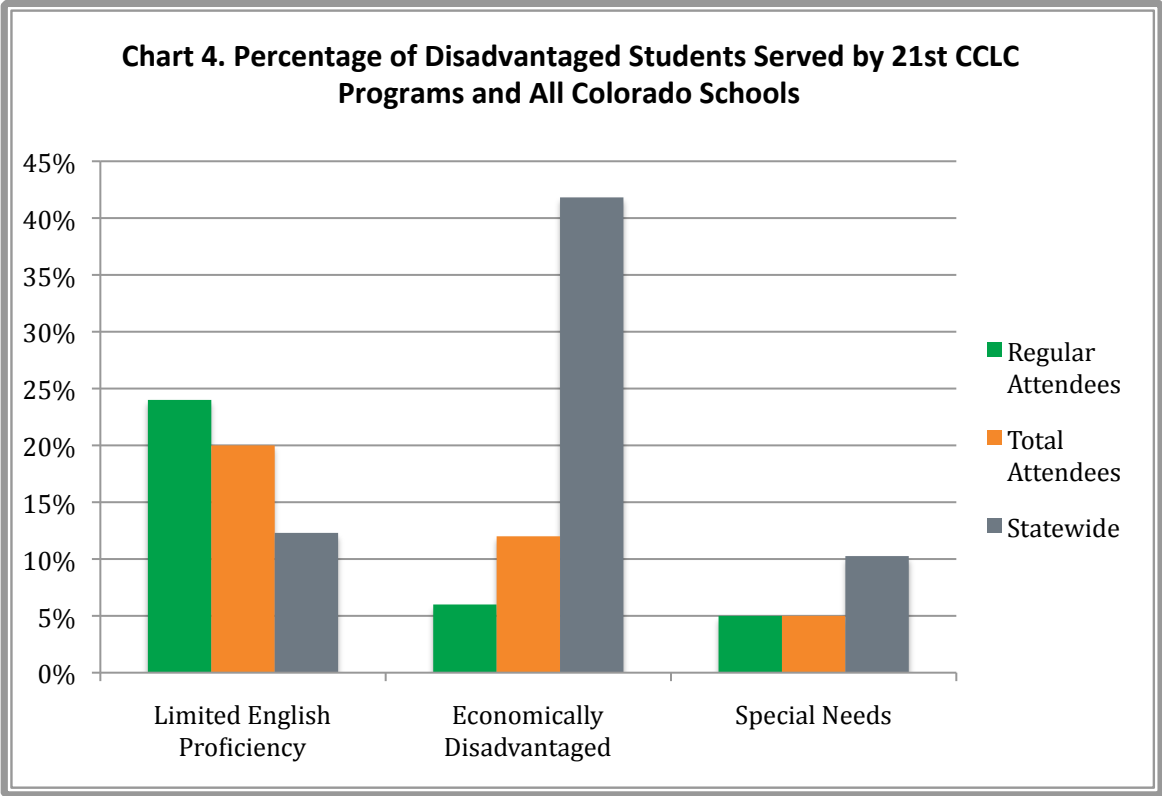
Table 10 shows that almost one quarter of the regular students were categorized as being of limited English proficiency. In fact, LEP students represented a larger proportion of Regular Attendees than of total students. Although we cannot know for sure, one possible reason was that parents (and older students themselves) viewed center attendance as a way to improve their English. Five percent of both total and Regular Attendees had special needs, and 12% of total students (but just 6% of Regular Attendees) were economically disadvantaged. Economic disadvantage is defined as qualifying for free or reduced lunch.

It should be noted that there was a significant amount of missing data regarding these three variables. English proficiency data were missing for 35% of Regular Attendees, lunch status data were missing for 87%, and special education data were missing for 33%. Such omissions are not uncommon. Many

programs choose not to report this data to protect personal identifying information. However, for schools to qualify for a 21<sup>st</sup> CCLC grant, the school must have 40% or higher free and reduced lunch rate.

<b>Table 10. Number and Percent of Disadvantaged Students by Category</b>				
	<b>Regular Attendees</b>		<b>Total Students</b>	
	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>
Limited English Proficiency	1,743	24%	4,734	20%
Economically Disadvantaged	413	6%	2,931	12%
Special Needs	397	5%	1,300	5%

Analysis of demographic data show that the Centers were successful in engaging both boys and girls equally and in serving economically disadvantaged students. 21<sup>st</sup> Century Learning Centers continue to serve a large part of the state’s disadvantaged students when compared to Colorado as a whole. The percent of all Colorado students with limited English proficiency is just 12% compared to 24% of Regular Attendees. However, among all Colorado students 10% have disabilities, while just 5% of Regular Attendees do. Forty-two percent of all Colorado students receive free and reduced lunch. According to reported data only 6% of Regular Attendees are economically disadvantaged, however these data are underreported since many schools do not report the data to centers. Figure 2 below displays these percentages.



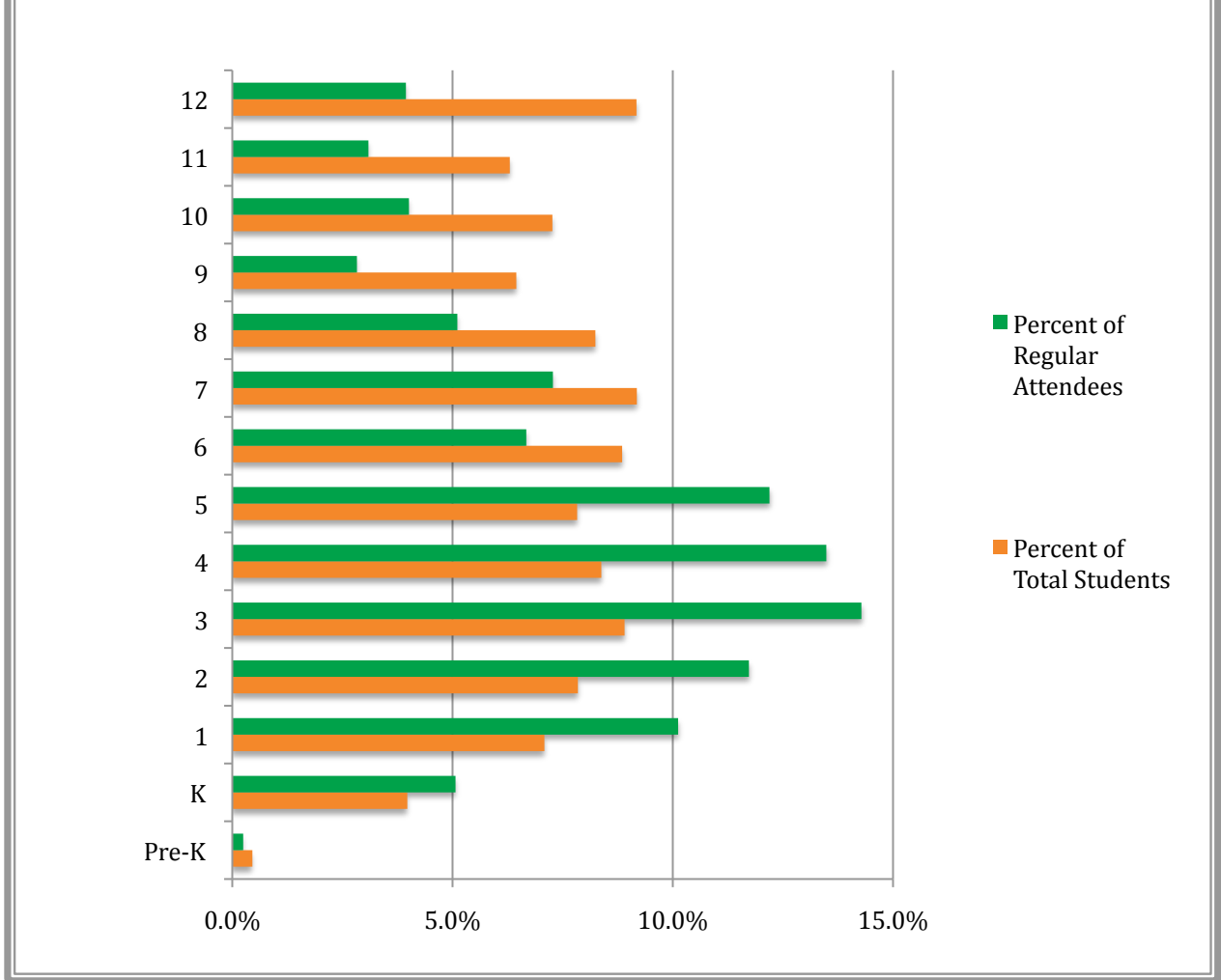
**Distribution of Attendees by Grade Level**

Table 11 shows the number and percent distribution of Total and Regular Attendees by grade. Centers serve students from pre-kindergarten through 12th grade. Of the 14 grades, pre-kindergarteners represent the fewest at only half a percent, while 7th and 12th graders represent the most, at 9.2% each. Overall, however, total students are spread fairly evenly among all grades, concentrated neither in elementary, middle nor high school. Among Regular Attendees, however, the picture is a bit different. Students in grades one through five compose at least 10% each, while none of the high school grades composes more than 4% of the total. The pattern shows that while high school (and middle school) students are just as likely as elementary school students to attend a center at least once, they are less likely to participate regularly. That may be because elementary school students have less choice in their attendance, or it may be because older students have more responsibilities – e.g. more homework, other extracurricular activities, and paid employment – making ongoing attendance more challenging.

**Table 11. Total and Regular Attendee Students Served by Grade**

Grade	Total Students			Regular Attendees		
	Number	Percent	Cumulative %	Number	Percent	Cumulative %
Pre-k	108	0.5%	0%	18	0.2%	0%
K	941	4.0%	4%	369	5.1%	5%
1	1678	7.1%	12%	737	10.1%	15%
2	1858	7.8%	19%	854	11.7%	27%
3	2109	8.9%	28%	1040	14.3%	41%
4	1984	8.4%	37%	982	13.5%	55%
5	1854	7.8%	44%	888	12.2%	67%
6	2096	8.9%	53%	486	6.7%	74%
7	2175	9.2%	63%	530	7.3%	81%
8	1952	8.2%	71%	372	5.1%	86%
9	1527	6.4%	77%	206	2.8%	89%
10	1721	7.3%	84%	292	4.0%	93%
11	1492	6.3%	91%	225	3.1%	96%
12	2173	9.2%	100%	287	3.9%	100%

**Chart 5. Percent Distribution of Total and Regular Attendees by Grade**



## School Year Attendance

Good student attendance from elementary through high school years has been associated with higher academic achievement and success, while its counterpart, chronic absenteeism, has been connected with violence, substance abuse, poor mental health, and risky behavior (Kearney, 2008). Quality afterschool programs, such as the 21<sup>st</sup> Century Learning Centers, can increase school attendance and affect school success. By providing an additional avenue to engage students, parents, and the community, after school programs can greatly increase student attendance (Chang and Jordan, 2013).

## Trends in Colorado Attendance Data

For comparison, the total numbers of student Regular Attendees and other student attendees are shown in Chart 6. Total attendance increased six-fold between 2010 when there were about 3,800 students through 2014 when there were almost 23,700. Part, but only part, of that increase is due to the addition in 2013 of the sixth cohort of grantees and their corresponding centers. However, the numbers of Regular Attendees have not kept pace with total attendance. Regular attendance rose steadily from 2010 when there were 3,063 Regular Attendees through 2013 when there were 9,303. However, although the data in this report show that the number of Regular Attendees dropped by more than 20% in 2014, to 7,282, this is due to the 12 centers that were not included in the current data. Appendix B shows that an additional 3,706 Regular Attendees and 1,780 Total Students were in fact served by 21<sup>st</sup> CCLC grants.

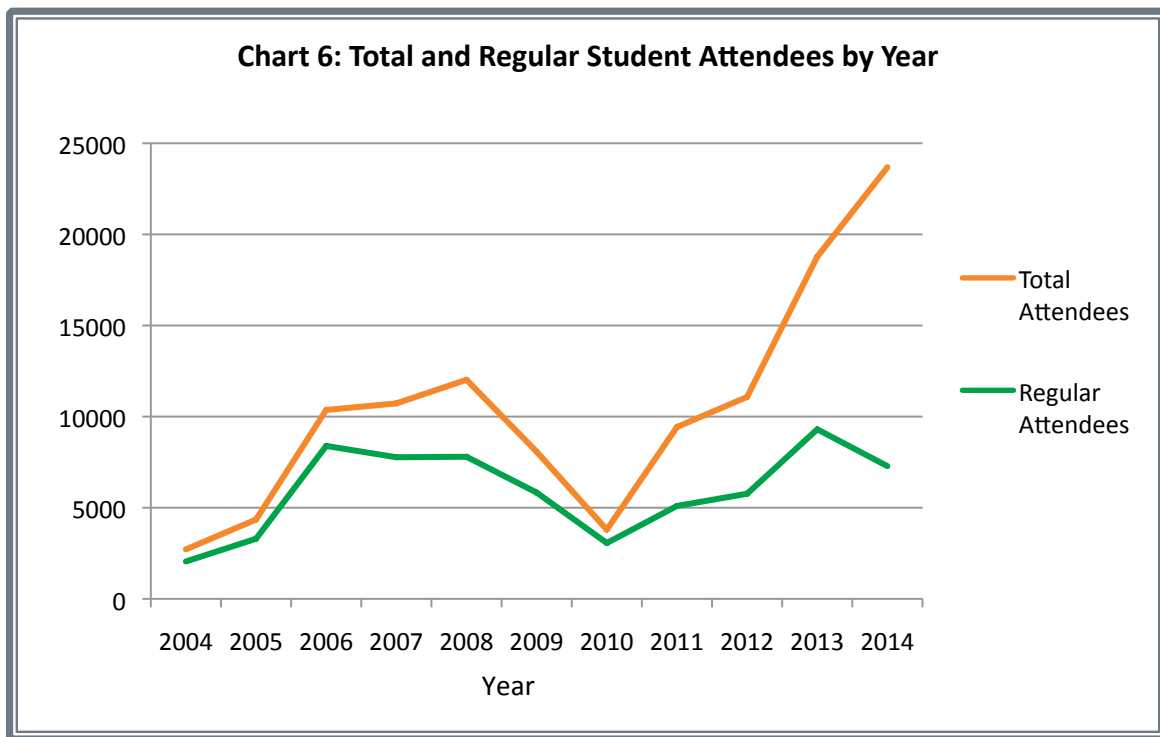


Table 12 categorizes centers by the number of attendees served in the 2013-2014 school year. Though 17% of centers served over 300 total attendees, 24% of centers served fewer than 100 students. In terms of Regular Attendees only, 37% of centers served fewer than 50 students and no center served more than 200.

**Table 12. Total Student Attendees and Total Regular Attendees**

Number of Attendees	Total Student Attendees		Total Regular Attendees	
	Number of Centers	Percentage of Centers	Number of Centers	Percentage of Centers
Fewer than 50	3	3%	43	37%
51-100	28	24%	55	47%
100-150	22	19%	14	12%
151-200	12	10%	5	4%
201-250	22	19%	0	0%
251-300	10	9%	0	0%
Over 301	20	17%	0	0%
Total	117	100%	117	100%

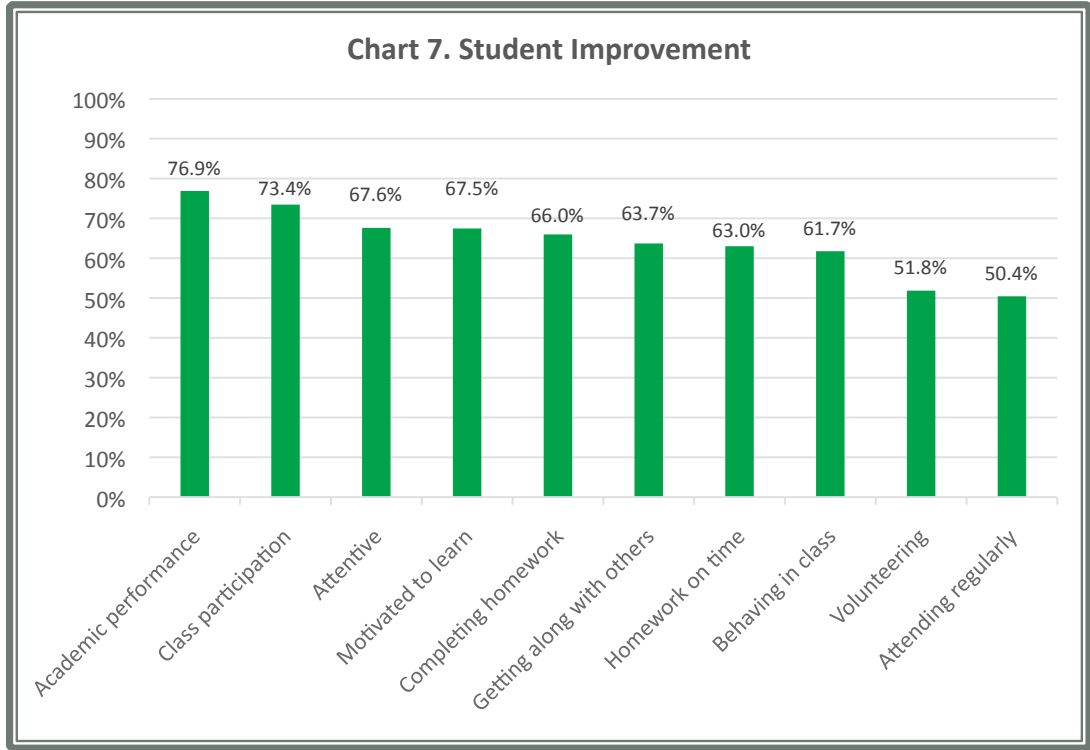
## CENTER OUTCOMES

### Teacher Survey Data

Teachers assessed Improvements in academic behaviors and completed a related survey developed by the 21<sup>st</sup> CCLC initiative. The percentages below are based on information from the 5,794 completed teacher surveys. Teachers filled out surveys on regularly attending students only.

The category in which students were most likely to improve was “Academic Performance”, achieved by 77% of CCLC attendees, followed by “Class Participation,” achieved by 73% of attendees (See Chart 7). Center attendance was least likely to be associated with improvement in regular school attendance, but even so, teachers reported that half the students’ attendance improved. Percentages of students improving in homework completion and classroom behavior are shown in Tables C2 and C3 in Appendix C.





Previous research has indicated a link between student engagement in afterschool programs, such as the 21<sup>st</sup> Century Learning Centers, and positive outcomes like the ones we see displayed in the results of the teacher survey. Students who engage in these extracurricular programs have shown better academic performance and behavior (Heckman and Sanger, 2013). Students who participate in the program have been shown to have statistically significantly higher test scores, bonding to school, and self-perception and significantly lower problem behaviors when compared to students not in the programs (Durlak, Weissberg, and Pachan, 2010).

### Government Performance & Results Act (GPRA) Measures

#### State Results

In accordance with the Government Performance and Results Act (GPRA) of 1993, the U.S. Department of Education has identified a series of indicators for the 21<sup>st</sup> CCLC program regarding participant progress in academics, homework completion, class participation and improvements in student behavior.

Data for Tables 13 and 14 come from the Regular Attendee Data gathered through the EZ Reports system, which documents academic and behavioral changes in regular student attendees. Academic achievement is based on proficiency level in the Transitional Colorado Assessment Program (TCAP). Behavioral change data were reported by teachers for Regular Attendees. Table 13 gives a summary for 21<sup>st</sup> Century Learning Centers Objective 1: participants will demonstrate educational and social benefits and exhibit positive behavioral changes<sup>3</sup>.

<sup>3</sup> In the past, GPRA items 1.3a and 1.3b (and 1.4a and 1.4b) were considered only one item. However because of the large numbers of students who were reported as not needing to improve and the fact that these are different for both items,

**Table 13. Attainment of Performance Measures for 21<sup>st</sup> CCLC objective 1**

Performance Measures	2013-2014
1.1 The percentage of Elementary 21 <sup>st</sup> Century regular program participants who improve from not proficient to proficient or above in reading on state assessments <sup>4</sup>	14.5%
1.2 The percentage of Middle/High school 21 <sup>st</sup> Century regular program participants who improve from not proficient to proficient or above in mathematics on state assessments.	10.3%
1.3a The percentage of Elementary 21 <sup>st</sup> Century regular program participants with teacher reported improvement in homework completion	65%
1.3b The percentage of Elementary 21 <sup>st</sup> Century regular program participants with teacher reported improvement in class participation	74%
1.4a The percentage of Middle/high school 21 <sup>st</sup> Century regular program participants with teacher reported improvement in homework completion	67.8%
1.4b The percentage of Middle/high school 21 <sup>st</sup> Century regular program participants with teacher reported improvement in class participation	72.2%
1.5 The percentage of all 21 <sup>st</sup> Century regular program participants with teacher reported improvement in homework completion	66%
1.5 The percentage of all 21 <sup>st</sup> Century regular program participants with teacher reported improvement in class participation	73.4%

In addition, 12.9% of middle/high school students improved from not proficient on reading, and 17.1% of elementary students improved in math.

The greatest improvements are in the areas of teacher-reported student behavior with over 2/3 of students improving in the behavior measures. A smaller proportion of students improved in math and reading. The percentage of students improving in math and reading can also be best interpreted by keeping in mind that these figures only include students who were previously unsatisfactory or partially proficient and improved to proficient or advanced. Additional students who improved, but from unsatisfactory to partially proficient or proficient to advanced are not included in these figures.

Table 14 gives a summary for 21<sup>st</sup> Century Learning Centers Objective 2: grantees will offer high quality enrichment opportunities that positively affect student outcomes such as school attendance and academic performance, and result in decreased disciplinary actions or other adverse behaviors.

---

combining the items results in a meaningless number that is smaller than disaggregated data indicate.

<sup>4</sup> Please see the section on State Assessment Results for Regular Attendees in this report for important notes on moving from not proficient to proficient.

Table 14. Attainment of Performance Measure for 21 <sup>st</sup> CCLC Objective 2	
Performance Measures	2013-2014
2.1 The percentage of 21st Century Learning Centers reporting emphasis in at least one core academic area	100%
2.2 The percentage of 21st Century Learning Centers offering enrichment and support activities in other areas	99%

**Center Results**

Center-specific information on the attainment of performance measures for middle/high school students can be found in Appendix C, Table C2. Of 27 middle/high school serving centers that reported data, 11 (41%) reported improvements in math from not proficient to proficient. Fifty-three middle/high school centers reported data on homework completion and all but three (94%) reported seeing improvements. Information on performance measures for elementary level students can be found in Appendix C, Table C1. Of the 61 centers that reported on elementary proficiency level improvements on Reading, 38 (62%) reported improvements from not proficient to proficient or above. In addition, 100% of elementary school centers who reported data (67 centers) on homework completion reported improvements.

**State Assessment Results for Regular Attendees**

Proficiency data come from the TCAP, which is administered to students in the spring of each year beginning in grade 3. Students can be placed in four possible proficiency levels for the core subjects of math and reading: unsatisfactory, partially proficient, proficient, or advanced. For more information on the TCAP please visit <http://www.cde.state.co.us/assessment/coassess>. While most students’ scores placed them in the same level as the previous year, 13.4% of Regular Attendees improved in reading proficiency level (sum of the top row of Table 15) while 16.2% dropped a level (sum of the bottom row of Table 15), and 14.6% of Regular Attendees improved in math proficiency level (sum of the top row of Table 16) while 23.4% dropped a level (sum of the bottom row of Table 16). Center-specific results are presented in Table C1 in Appendix C.

It should be noted that “advanced” students cannot improve because they are already performing in the top of proficiency category. In addition, students who are “proficient” in their prior year are likely to be doing well in their courses and may see very little reason to focus on improving assessment scores. Likewise, students in the “unsatisfactory” category in the prior year could not drop to a lower level. Finally, it is important to note that the Colorado assessment was in transition. These data were reported during the last year of the transition from TCAP to CMAS PAARC.

**Table 15. APR Reading Level Changes from Previous Year to Current Year**

Change Relative to Previous year's score	Previous Year's Assessment Results - Math			
	Unsatisfactory	Partially Proficient	Proficient	Advanced
Increased Relative to last year	5.2%	6.8%	1.4%	0%
Same relative to last year	14.4%	19.3%	35.5%	1.1%
Decreased relative to last year	0%	5.5%	8.7%	2%
Total number of students with scores: 1,800 <sup>5</sup>				

**Table 16. APR Math Level Changes from Previous Year to Current Year**

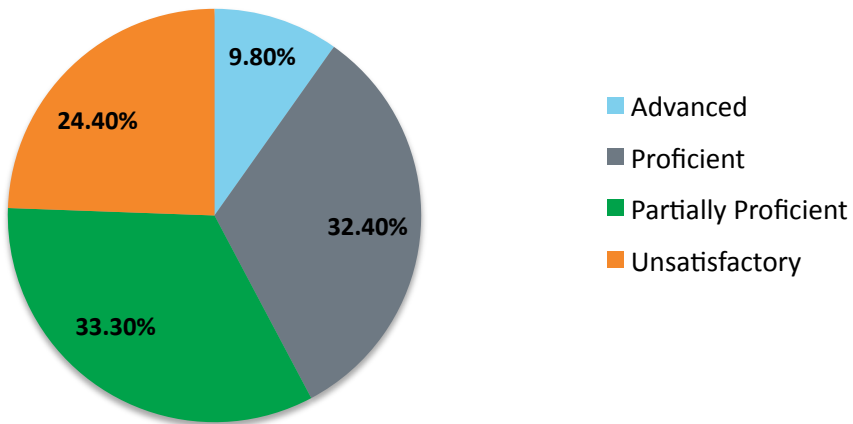
Change Relative to Previous year's score	Previous Year's Assessment Results – Reading			
	Unsatisfactory	Partially Proficient	Proficient	Advanced
Increased Relative to last year	5.7%	6.2%	2.7%	0%
Same relative to last year	19%	18.8%	21%	6.3%
Decreased relative to last year	0%	7.8%	10%	5.6%
Total number of students with scores: 1,815				

In addition, there were five Regular Attendees whose reading scores improved by at least two levels of proficiency and 31 Regular Attendees whose math scores improved by at least two proficiency levels.

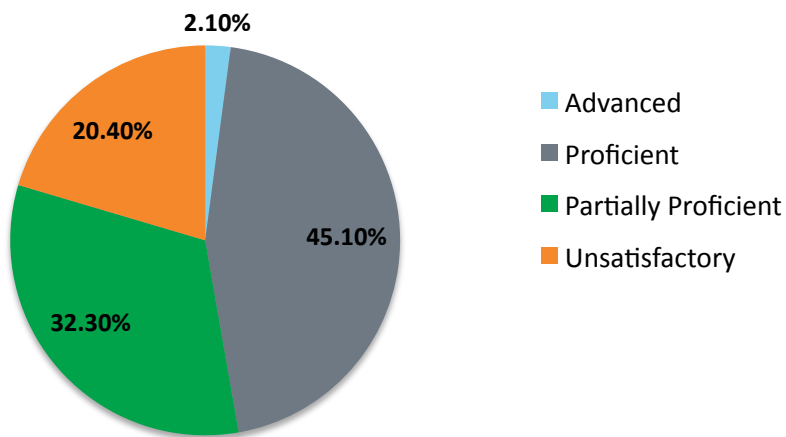
There were 4,384 Regular Attendees whose 2013-2014 math proficiency data were available, and 4,401 Regular Attendees whose reading proficiency data were available. Charts 8 and 9 show the breakdown of the percentages of math and reading proficiency categories respectively. Students were slightly more likely to have scored in either the advanced or proficient categories in reading (47%) than in math (42%) even though more students were in the advanced math category. Furthermore, more students scored as unsatisfactory in math (24%) than reading (20%).

<sup>5</sup> Many fewer students had two years of available math and reading data in 2013-2014 compared to 2012-2013 when there were approximately 3,400 students with both math and reading scores.

**Chart 8. Math Proficiency Levels Among Regular Attendees**



**Chart 9. Reading Proficiency Levels Among Regular Attendees**



## CONCLUSION

The purpose of the 21st Century Community Learning Center (21st CCLC) program is to provide for the establishment or expansion of Community Learning Centers (Centers) to assist students from high-poverty and low-performing schools in meeting academic achievement standards in core subjects, provide out-of-school time programs to reinforce and complement the regular academic programs, and offer families of participating students opportunities for literacy and educational development<sup>6</sup>. This report profiles data from the Colorado Department of Education's fifth and sixth cohorts of grantees for the 2013-2014 reporting year. These two cohorts consist of 62 grantees and 117 centers.

Staff at the centers is of high quality, both during the school year and the summer. Over half of them are school-day teachers. Consistent with the composition of the staff, the service category offered by the largest percentage of centers (86% during the school year and 75% during the summer) is "Academic Enrichment Learning". Academic learning spans a wide range of subjects. Recreational activities are provided by almost 68% of centers during the year and 39% during the summer.

Students attending a Center for 30 days or more during a reporting period are considered to be "Regular Attendees". Thirty-one percent of the total student population was comprised of these Regular Attendees during 2013-2014 reporting periods. Students were divided evenly between boys and girls, and the large majority were either White, Hispanic, or self-identified as both. Students with Limited English Proficiency were over-represented among Center attendees compared to the state as a whole. Attendees came from all grades, pre-k through 12<sup>th</sup>, although Regular Attendees were a bit more heavily concentrated in the elementary grades.

Consistent with the goals of providing services to students and their families, all Centers provided services to students, whereas a smaller number (12% or less) of Centers provided parental involvement, career, and literacy services to adults.

While most students' reading and math scores placed them in the same level as the previous year, 13.4% of Regular Attendees improved in reading proficiency level while 16.2% dropped a level, and 14.6% of Regular Attendees improved in math proficiency level while 23.4% dropped a level.

Almost fifteen percent of elementary students who were previously unsatisfactory or partially proficient in reading progressed to being proficient or advanced in the 2013-2014 school year. Ten percent of middle and high school students progressed from unsatisfactory or partially proficient in math to being proficient or advanced during the school year. This increase represents a 3 percentage point improvement from the previous year.

According to the teacher's survey, 50% of students who could improve on any of the teacher survey items, do so. And teachers reported that almost 77% of those who could have improved academically, did so. Students show behavioral and academic improvements across the board.

---

<sup>6</sup> This description of the 21st CCLC Program is taken from the report for the 2010-2011 and 2011-2012 school years prepared by the Center for Research Strategies

Evaluation of the 21st CCLC program's effectiveness could be enhanced by greater comparison. It could be beneficial to compare grantees in their first year of funding to those who have received funding for multiple years to see if continued funding continues to increase improvements. As previous evaluators have suggested, an inclusion of a comparison group of schools and students who have not participated in 21st CCLCs would also be beneficial. While all centers improved to some degree, some had greater success than others. An exploration into the mechanisms of program implementation may help to illuminate these differences. Metrics that capture the one-on-one time that teachers spend with students or changes in student attitudes may help in this area. These changes may help the program to develop and become the best they can be.

**For more information on the 21<sup>st</sup> Century Learning Centers Program or this report, please contact the Colorado Department of Education.**

## APPENDIX A - METHODS

---

### Data Collection

Evaluation data were collected from 62 grantees and 117 centers funded by the 21st CCLC Grant program using the EZ Reports data collection system. Three grants and 12 centers provided data from another data collection system, but those data were not included in this report. Because the data for these three grantees were not captured in EZ Reports, approximately 3,700 students were not included in the analyses of the 21st CCLC Programs for 2013-2014.

The EZ Reports data collection system, which was used for this report, is used by CDE to collect and manage comprehensive information on 21st CCLC program characteristics, services, and performance data over a wide-range of outcomes including Government Performance and Results Act (GPRA) indicators. EZ Reports generates multiple data spreadsheets that are used to summarize and analyze data to inform monitoring, evaluation and program improvement. An important source of data for the EZ Reports is the Annual Performance Report (APR) which is completed each year by grantees active during the reporting period. Completed APRs provide progress monitoring and summative information about attainment of objectives, partners and their contributions, and descriptions of 21st CCLCs (locations, activities, and populations served) and their impact on participating students and their families. Colorado 21st CCLC data collection includes completion of the ten-item, fixed-choice (eight improvement prompts) teacher survey for collecting information about changes in individual students' behavior during the school year. The EZ Reports was the source of data included in this report.

Not all Centers report all data. Therefore, data may not reflect actual performance improvements. For instance, not all Centers started programming in time to report on all performance measures, and some Centers served only very young students where standardized performance measures were not applicable.

### Data Analysis

Data were analyzed using the Statistical Package for Social Sciences, Version 23. The timeframe for APR 2014 information is summer 2013 and the 2013-2014 school year. The majority of data were reported by 100% of the grantees where it applied to them, and therefore missing applicable data was relatively rare. When data were missing for specific metrics for centers, those cases were removed from the analysis. Only centers or individuals with valid data were analyzed for this report. Some centers are not included in all tables because valid APR data were not available for that specific measure.



## APPENDIX B - MISSING DATA

There were three grantees from DPS with 12 centers that were not reported in EZ Reports. DPS had previously purchased the Cayen data collection system, and their centers were allowed to submit data to the Federal Government using the Cayen system. The DPS centers had a large number of Regular Attendees during the 2013-2014. DPS grantees reported the data directly into Cayen so it was not available on the EZ Reports system. Table A1 lists the 12 centers that did not report into EZ Reports and the number of Total and Regular Attendees.

Table B1. Centers That Did Not Report Data in EZ Reports		
Program Name	Total Attendees	Regular Attendees
Boys & Girls Club's Beacon at Cole Arts and Science Academy	485	243
Colfax Neighborhood Center	219	115
Cowell Neighborhood Center	200	107
Eagleton Neighborhood Center	241	130
Boys & Girls Club's Beacon at Force Elementary School	244	153
Boys & Girls Club's Beacon at Johnson Elementary School	407	215
Mi Casa Neighborhood Center at the Lake Campus	380	128
Munroe Neighborhood Center	363	157
Boys & Girls Club Noel Beacon at the Montbello Campus	389	187
Boys & Girls Club's Beacon at Place Bridge Academy	183	124
The Neighborhood Center at Skinner	347	143
Y Community Programs Branch at Bruce Randolph School	248	78
<b>Totals</b>	<b>3,706</b>	<b>1,780</b>

## APPENDIX C - CENTER-SPECIFIC RESULTS\*

**Table C1. Percent of Elementary School Students Who Improved in Four Measures as Reported by Teachers by Center**

Center	Improved reading (GPRA 1.1)	Improved homework completion (GPRA 1.3a)	Improved class behavior (Not a GPRA Measure)	Improved class participation (GPRA 1.3b)
Alsup Elementary	5.3%	60.5%	45.0%	51.2%
Ann Heiman Elementary School	7.7%	77.6%	73.0%	76.0%
Arvada K-8	0.0%	65.8%	60.5%	90.5%
Ashley Elementary	0.0%	74.4%	78.8%	84.2%
Bella Romero Elementary	0.0%	57.7%	45.0%	84.0%
Centennial Elem. School	0.0%	62.5%	65.3%	72.3%
Centennial Elementary School	10.0%	87.9%	73.9%	84.8%
Central Elementary	20.0%	37.8%	51.4%	72.9%
Cheltenham Elementary School	-	90.9%	63.6%	90.9%
Clifton Elementary School	0.0%	80.5%	68.6%	76.1%
Columbine Elementary School	0.0%	48.5%	41.9%	56.3%
Columbine Elementary School	27.8%	73.3%	68.0%	73.2%
Community Learning Center	11.8%	-	-	-
DCIS @ Ford Elementary	0.0%	65.4%	51.9%	80.0%
Dora Moore K-8	42.9%	66.7%	77.3%	82.1%
Dupont Elementary	22.2%	52.0%	63.2%	75.0%
East Memorial Elementary School	0.0%	64.9%	61.3%	77.8%
Emerald Elementary	9.5%	44.4%	33.3%	56.3%
Escuela Tlatelolco	-	50.0%	72.7%	41.7%
Fairmont K-8	14.3%	73.0%	70.2%	82.1%
Fairview Elementary School	-	25.0%	33.3%	0.0%
Federal Heights Elementary School	5.3%	79.5%	58.8%	77.3%
Fletcher Community School	0.0%	69.0%	63.6%	80.8%
Florida Pitt Waller K-8	37.5%	58.6%	50.0%	70.0%
Foster Elementary School	28.6%	69.4%	73.8%	93.0%
Genoa-Hugo	50.0%	14.0%	0.0%	18.8%
Greenwood Academy	9.1%	91.8%	90.5%	90.2%
Hanson Elementary School	40.0%	71.1%	82.1%	78.0%
Harrington Elementary School	16.7%	68.4%	60.6%	67.6%
Hunt Elementary School	0.0%	62.5%	68.4%	66.7%
Irish Elementary School	9.1%	57.1%	61.2%	76.4%
Jackson Elementary School	0.0%	83.3%	81.5%	90.6%
Kaiser	37.5%	63.4%	75.3%	82.1%
Kemper Elementary School	0.0%	100.0%	100.0%	100.0%
Lake County Middle School	-	56.3%	50.0%	67.6%

**Table C1 cont. Percent of Elementary School Students Who Improved in Four Measures as Reported by Teachers by Center**

Center	Improved reading (GPRA 1.1)	Improved homework completion (GPRA 1.3a)	Improved class behavior (Not a GPRA Measure)	Improved class participation (GPRA 1.3b)
Madison Elementary School	21.4%	71.4%	47.8%	68.6%
Manaugh	50.0%	68.4%	54.5%	75.0%
Maplewood Elementary Schools	0.0%	70.0%	57.1%	85.7%
Martinez Elementary	25.0%	80.0%	88.9%	85.7%
McElwain Elementary School	15.0%	92.1%	75.8%	100.0%
Mesa Elementary	0.0%	77.4%	78.3%	82.1%
Molholm Elem	25.0%	50.0%	44.4%	39.6%
Monaco Elementary School	25.0%	81.8%	74.5%	78.7%
Newlon	12.5%	68.5%	71.4%	78.0%
North Star Elementary School	7.1%	79.1%	78.0%	76.9%
Olathe Elementary School	11.1%	72.9%	51.6%	66.3%
Paris Elementary	8.3%	52.5%	62.5%	67.8%
Pleasant View Elem	0.0%	43.2%	32.8%	45.3%
Prairie Heights Elementary	-	100.0%	100.0%	50.0%
Pueblo West Elementary School	0.0%	100.0%	100.0%	100.0%
Putnam Elementary School	0.0%	47.2%	66.0%	78.6%
Rocky Mountain Elementary	13.6%	89.8%	69.8%	76.5%
Rocky Mountain Elementary School	16.7%	88.9%	84.2%	71.4%
Rose Hill Elementary	22.2%	23.3%	42.9%	61.5%
Sable Elementary School	6.3%	56.2%	46.8%	72.5%
Sanchez Elementary School	13.6%	50.8%	57.6%	79.4%
Shawsheen Elementary School	0.0%	78.8%	66.7%	70.2%
Silverton Public School	0.0%	78.3%	68.8%	70.4%
SOAR @ Oakland Elementary	0.0%	60.0%	63.6%	76.5%
Stedman Elementary	42.9%	77.1%	70.0%	83.3%
Swansea Elementary School	22.2%	55.6%	51.6%	68.4%
University Hill Elementary School	26.1%	72.3%	73.5%	80.9%
Vaughn Elementary School	0.0%	51.2%	38.9%	67.7%
Wamsley Elementary School	-	100.0%	100.0%	100.0%
West Park Elementary	-	73.8%	52.5%	82.7%
Wheat Ridge 5-8	-	66.7%	78.3%	70.8%
Whittier K-8	0.0%	63.4%	68.8%	79.5%
WM E Bishop Elementary School	57.1%	47.5%	38.0%	69.1%

\* Note that if data were missing there will be no number reported. If no Regular Attendees were reported as improved, a 0% is reported.

**Table C2. Percent of Middle and High School Students Who Improved in Four Measures as Reported by Teachers by Center**

Center	Improved Math (GPRA 1.2)	Improved homework completion (GPRA 1.4a)	Improved class behavior (Not a GPRA Measure)	Improved class participation (GPRA 1.4b)
Abraham Lincoln High School	-	100.0%	-	100.0%
ACE/CCS	0.0%	92.0%	100.0%	100.0%
Adams City High School	-	83.3%	100.0%	80.0%
Arvada K-8	-	73.3%	55.6%	57.9%
Aurora West College Prep.	10.0%	73.7%	58.3%	70.6%
Bella Romero Elementary	-	0.0%	33.3%	33.3%
Boulder Preparatory High School	-	69.2%	63.6%	93.3%
Carmel Middle School	-	68.9%	61.3%	72.2%
Casey Middle School	21.2%	70.5%	61.1%	73.5%
Centennial Elem. School	0.0%	100.0%	85.7%	66.7%
Centennial Middle School	25.0%	73.9%	57.7%	65.7%
Cortez Middle School	-	100.0%	100.0%	100.0%
Denver Justice High	0.0%	80.0%	78.0%	85.4%
Dream Big	20.0%	90.0%	71.4%	90.0%
Escuela Tlatelolco	-	53.3%	28.6%	62.5%
Ferguson High School	-	0.0%	0.0%	0.0%
Foster Elementary School	-	100.0%	100.0%	100.0%
Fox Meadow Middle School	-	57.3%	37.9%	54.9%
Franklin Middle School	-	76.5%	86.7%	100.0%
Hanover Jr-Sr High School	-	100.0%	-	100.0%
Harrington Elementary School	0.0%	-	-	-
Heath Middle School	-	100.0%	75.0%	87.5%
Jefferson High School	-	87.5%	80.0%	87.5%
John Evans Middle School	-	94.6%	96.6%	100.0%
La Veta Re2	0.0%	100.0%	100.0%	100.0%
Lake County Middle School	0.0%	67.4%	65.0%	65.9%
Lester Arnold High School	-	100.0%	100.0%	100.0%
Lincoln Middle School	28.6%	77.8%	83.3%	60.0%
Martin Luther King Jr. Early College	-	100.0%	0.0%	100.0%
Mi Casa Neighborhood Center at North High School	4.8%	30.6%	39.3%	47.5%
Mrachek Middle School	10.5%	70.3%	66.7%	64.3%
Mt Garfield Middle School	44.4%	67.6%	56.7%	71.4%
New America School-Aurora	0.0%	69.1%	50.0%	73.4%
New America School-Jeffco	0.0%	72.7%	71.7%	75.9%
New America School-Mapleton	0.0%	53.3%	64.0%	75.8%
Northridge High School	-	0.0%	0.0%	0.0%
NULITES Community Center	-	59.4%	67.3%	79.0%

**Table C2 cont. Percent of Middle and High School Students Who Improved in Four Measures as Reported by Teachers by Center**

Center	Improved Math (GPRA 1.2)	Improved homework completion (GPRA 1.4a)	Improved class behavior (Not a GPRA Measure)	Improved class participation (GPRA 1.4b)
Olathe Middle School	7.9%	73.4%	54.8%	68.6%
Pleasant View Elem	-	85.7%	100.0%	100.0%
Poudre Community Academy	0.0%	52.6%	57.1%	59.3%
Prairie Heights Elementary	-	100.0%	-	-
Risley International Academy of Innovation	-	76.9%	77.8%	72.7%
Sheridan High School	0.0%	33.3%	43.9%	52.4%
Silverton Public School	0.0%	66.7%	66.7%	75.0%
Soaring Without Limitations	0.0%	100.0%	100.0%	100.0%
Southeast Family Center/Armed Services YMCA	-	100.0%	72.4%	96.6%
Southwest Open School	0.0%	57.1%	85.7%	66.7%
Trinidad Middle School	4.8%	60.9%	63.7%	64.8%
Vantage Point Campus	0.0%	92.3%	60.0%	80.0%
West High School	-	80.0%	100.0%	40.0%
Westminster High School	40.0%	100.0%	100.0%	100.0%
Wheat Ridge 5-8	-	69.8%	81.1%	90.5%
WM E Bishop Elementary School	-	37.5%	37.5%	57.1%
YMCA of the Pikes Peak Region	0.0%	37.5%	50.0%	61.5%

**Table C3. Percent of Students that Showed ANY Improvement in Reading and/or Math by Center**

Grantee	Center	% Improved in Reading	% Improved in Math
Adolescent Counseling Exchange (Cohort VI)	ACE/CCS	16.7%	0.0%
Adams 14 - High Schools (Cohort VI)	Adams City High School	0.0%	-
Adams 14 - Elementary (Cohort VI)	Alsop Elementary	3.0%	-
Weld County Greeley School District 6 (Cohort V)	Ann Heiman Elementary School	14.3%	-
Jefferson County Schools - Foster (Cohort V)	Arvada K-8	7.7%	-
Summer Scholars (Cohort VI)	Ashley Elementary	11.1%	27.8%
Weld County Greeley School District 6 (Cohort VI)	Bella Romero Elementary	11.1%	8.3%
Harrison D2 (Cohort V)	Carmel Middle School	4.0%	-
Boulder Valley School District (Cohort V)	Casey Middle School	11.4%	13.4%
DPS Extended Learning (Cohort VI)	Centennial Elem. School	9.1%	12.9%
Weld County Greeley School District 6 (Cohort V)	Centennial Elementary School	27.3%	13.5%
Montrose - Centennial MS (Cohort V)	Centennial Middle School	12.5%	-
Adams 14 - Elementary (Cohort VI)	Central Elementary	6.3%	-
Mesa County Valley School Dist. 51 (Cohort V)	Clifton Elementary School	10.0%	15.3%
Summer Scholars - Harrington	Columbine Elementary School	43.8%	16.7%
Boulder Valley School	Columbine Elementary School	28.2%	13.9%
Garfield County SD16 (Cohort VI)	Community Learning Center	12.1%	-
Montezuma-Cortez RE-1 - V (Cohort V)	Cortez Middle School	10.1%	-
Summer Scholars - Oakland (Cohort V)	DCIS @ Ford Elementary	0.0%	63.6%

**Table C3 Cont. Percent of Students that Showed ANY Improvement in Reading and/or Math by Center**

Grantee	Center	% Improved in Reading	% Improved in Math
Denver Justice High School (Cohort VI)	Denver Justice High	0.0%	0.0%
Summer Scholars - Harrington, D. Moore (Cohort V)	Dora Moore K-8	23.1%	20.0%
Cripple Creek-Victor Re-1 (Cohort VI)	Dream Big	0.0%	14.3%
Adams 14 - Elementary (Cohort VI)	Dupont Elementary	6.9%	-
Weld County Greeley School District 6 (Cohort VI)	East Memorial Elementary School	20.0%	-
Emerald Elementary School (Cohort VI)	Emerald Elementary	10.5%	15.4%
DPS Extended Learning (Cohort VI)	Fairmont K-8	8.3%	21.1%
Adams 12 Five Star School District (Cohort VI)	Federal Heights Elementary School	8.7%	16.7%
Aurora Public School District (Cohort V)	Fletcher Community School	10.0%	4.2%
Summer Scholars (Cohort VI)	Florida Pitt Waller K-8	30.8%	15.0%
Jefferson County Schools - Foster (Cohort V)	Foster Elementary School	7.1%	-
Harrison D2 (Cohort V)	Fox Meadow Middle School	12.2%	-
Weld County Greeley School District 6 (Cohort V)	Franklin Middle School	17.6%	-
Genoa-Hugo School District C113 (Cohort VI)	Genoa-Hugo	13.3%	18.8%
Greenwood Academy (Cohort VI)	Greenwood Academy	8.1%	15.9%
Hanover (Cohort V)	Hanover Jr-Sr High School	8.3%	-
Adams 14 (Cohort V)	Hanson Elementary School	37.5%	-
Summer Scholars - Harrington, D. Moore (Cohort V)	Harrington Elementary School	7.7%	10.5%
Weld County Greeley School District 6 (Cohort V)	Heath Middle School	30.8%	-
Pueblo 60 (Cohort V)	Heroes k-8 Academy (was Freed)	25.0%	-

**Table C3 Cont. Percent of Students that Showed ANY Improvement in Reading and/or Math by Center**

Grantee	Center	% Improved in Reading	% Improved in Math
Colorado Springs 11 (Cohort V)	Hunt Elementary School	11.1%	-
SUCAP for Ignacio School District (Cohort VI)	IMS-Teen Center	0.0%	-
Poudre Valley School District (Cohort V)	Irish Elementary School	15.2%	13.5%
Weld County Greeley School District 6 (Cohort V)	Jackson Elementary School	50.0%	-
Weld County Greeley School District 6 (Cohort V)	John Evans Middle School	9.1%	-
Huerfano (Cohort V)	John Mall High School	14.8%	-
DPS Extended Learning (Cohort VI)	Kaiser	15.0%	16.0%
Montezuma-Cortez RE-1 - V (Cohort V)	Kemper Elementary School	12.5%	-
La Veta School District Re-2 (Cohort VI)	La Veta Re2	25.0%	0.0%
Lake County School District (Cohort V)	Lake County Middle School	18.9%	11.8%
Poudre Valley School District (Cohort V)	Lincoln Middle School	33.3%	12.5%
Weld County Greeley School District 6 (Cohort V)	Madison Elementary School	13.6%	-
Montezuma-Cortez VI (Cohort VI)	Manaugh	50.0%	0.0%
Weld County Greeley School District 6 (Cohort VI)	Maplewood Elementary Schools	0.0%	-
Metropolitan State University of Denver (Cohort VI)	Martin Luther King Jr. Early College	0.0%	-
Weld County Greeley School District 6 (Cohort VI)	Martinez Elementary	20.0%	-
Adams 12 Five Star School District (Cohort VI)	McElwain Elementary School	33.3%	21.4%
Montezuma-Cortez VI (Cohort VI)	Mesa Elementary	11.1%	25.0%
Mi Casa Resource Center (Cohort VI)	Mi Casa Neighborhood Center at North High School	14.3%	11.1%



**Table C3 Cont. Percent of Students that Showed ANY Improvement in Reading and/or Math by Center**

Grantee	Center	% Improved in Reading	% Improved in Math
Jefferson County Public Schools VI (Cohort VI)	Molholm Elem	12.2%	-
Adams 14 (Cohort V)	Monaco Elementary School	29.4%	-
Aurora - Mracheck MS (Cohort VI)	Mrachek Middle School	0.0%	14.0%
Mesa County Valley School Dist. 51 (Cohort V)	Mt Garfield Middle School	14.3%	29.2%
Charter School Institute (Cohort VI)	New America School-Aurora	0.0%	0.0%
Charter School Institute (Cohort VI)	New America School-Jeffco	0.0%	0.0%
Charter School Institute (Cohort VI)	New America School-Mapleton	100.0%	0.0%
DPS Extended Learning (Cohort VI)	Newlon	28.6%	11.4%
Adams 12 Five Star School District (Cohort V)	North Star Elementary School	5.3%	11.3%
Weld County Greeley School District 6 (Cohort V)	Northridge High School	0.0%	-
DCIS at Montbello (Cohort VI)	NULITES Community Center	0.0%	-
Montrose - Olathe (Cohort V)	Olathe Elementary School	7.1%	12.7%
Montrose - Olathe (Cohort V)	Olathe Middle School	12.6%	8.2%
Aurora - Paris ES (Cohort VI)	Paris Elementary	12.5%	8.3%
Jefferson County Public Schools VI (Cohort VI)	Pleasant View Elem	7.7%	-
Poudre Valley School District (Cohort VI)	Poudre Community Academy	33.3%	10.0%
Hanover (Cohort V)	Prairie Heights Elementary	100.0%	-
Pueblo 60 (Cohort V)	Pueblo Academy of Arts (was Pitts)	0.0%	-
Pueblo 70 (Cohort V)	Pueblo West Elementary School	0.0%	40.0%
Poudre Valley School District (Cohort V)	Putnam Elementary School	13.3%	30.8%
Pueblo 60 (Cohort V)	Risley International Academy of Innovation	0.0%	-
Adams 12 Five Star School District (Cohort VI)	Rocky Mountain Elementary	13.8%	10.0%
Mesa County Valley School Dist. 51 (Cohort V)	Rocky Mountain Elementary School	28.6%	11.1%

**Table C3 Cont. Percent of Students that Showed ANY Improvement in Reading and/or Math by Center**

Grantee	Center	% Improved in Reading	% Improved in Math
Adams 14 - Elementary (Cohort VI)	Rose Hill Elementary	22.2%	-
Aurora Public School District (Cohort V)	Sable Elementary School	10.5%	16.1%
Alicia Sanchez - BVSD (Cohort V)	Sanchez Elementary School	22.2%	8.2%
Weld County Greeley School District 6 (Cohort V)	Shawsheen Elementary School	0.0%	-
Sheridan School District 2 (Cohort VI)	Sheridan High School	0.0%	5.3%
Silverton School District 1 (Cohort VI)	Silverton Public School	13.0%	24.0%
Summer Scholars - Oakland (Cohort V)	SOAR @ Oakland Elementary	0.0%	6.7%
Cripple Creek-Victor Re-1 (Cohort V)	Soaring Without Limitations	0.0%	33.3%
Montezuma-Cortez VI (Cohort VI)	Southwest Open School	-	0.0%
YMCA-Sierra (Cohort V)	Southeast Family Center/Armed Services YMCA	20.0%	-
Summer Scholars (Cohort VI)	Stedman Elementary	25.0%	25.0%
Summer Scholars - Harrington, D. Moore (Cohort V)	Swansea Elementary School	20.0%	26.7%
Trinidad (Cohort V)	Trinidad Middle School	10.0%	6.2%
Boulder Valley School District (Cohort V)	University Hill Elementary School	15.4%	30.9%
Adams 12 Five Star School District (Cohort VI)	Vantage Point Campus	-	0.0%
Aurora Public School District (Cohort V)	Vaughn Elementary School	0.0%	14.7%
Asian Pacific Development Center (Cohort VI)	Westminster High School	50.0%	33.3%
Summer Scholars (Cohort VI)	Whittier K-8	0.0%	28.6%
Englewood (Cohort V)	WM E Bishop Elementary School	31.8%	-
YMCA - Welte (Cohort V)	YMCA of the Pikes Peak Region	50.0%	0.0%

## WORKS CITED

---

Durlak, Joseph A., Roger P. Weissberg, and Molly Pachan. 2010. "A Meta-Analysis of After-School Programs That Seek to Promote Personal and Social Skills in Children and Adolescents." *American Journal of Community Psychology* 45: 294-309.

Heckman, Paul E. and Carla Sanger. 2013. "How Quality Afterschool Programs Help Motivate and Engage More Young People in Learning, Schooling, and Life." *Expanding Minds and Opportunities: Leveraging the Power of Afterschool and Summer Learning for Student Success*

Kearney, Christopher A. 2008. "An Interdisciplinary Model of School Absenteeism in Youth to Inform Professional Practice in Public Policy." *Educational Psychology Review* 20: 257-282.

Chang, Hedy N. and Phyllis W. Jordan. 2013. "Building a Culture of Attendance: Schools and Afterschool Programs Together Can and Should Make a Difference!" *Expanding Minds and Opportunities: Leveraging the Power of Afterschool and Summer Learning for Student Success*