

Evaluation Report: 2014-2015 School Year

21st Century Community Learning Centers

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



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BACKGROUND¹

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 focus 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, administering 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.

Grantees are required to complete Annual Performance Reports (APR) in an online database funded by the U.S. Department of Education. A new database was used for the first time during the 2013-14 year, called EZ reports. This system is used to collect and manage comprehensive information on 21st CCLC program characteristics, services, and performance data on a wide range of outcomes including Government Performance and Results Act (GPRA) indicators.

Academic state assessment data are not available for school year 2014-2015, and are not reported. Outcome indicators are solely based on teacher surveys. We have provided a comparison of current teacher survey outcomes to the 2013-2014 surveys.

This report also includes a qualitative section based on interviews with directors of four well-established programs. The purpose of these interviews was to gather recommendations regarding effective strategies, challenges the programs face and ways in which CDE can help overcome them, and advice for new program directors. The four programs were chosen by CDE staff based on past years' performance data since the new data were not available at the time of selection. We would like to thank the directors – Sheila Potterroff of Ferguson High School, Claire Donahue of Olympic Middle School (pseudonyms by request), Maria Ortiz of Poudre Community Academy, and Kristal Bertonneau of Project Dream in West Park Elementary School – for their time and insights.

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.

¹ Some of the background information on the 21st CCLC program is taken from the report for 2013-2014.

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 during the school year, while many have summer programs, and others serve adults. The focus of this report is on students served either during the school year 2014-2015 or the summer of 2014. The report wraps up with a spotlight on four well-operated programs selected by CDE. Appendix A discusses report methodology.

GRANTEES

This report profiles data from the Colorado Department of Education’s fifth (2009-2015) and sixth (2012-2017) cohorts of grantees during the 2014-2015 reporting year. These two cohorts consist of 62 grantees and 117 centers. These grantees reported serving 20,925 students, 6,256² of whom were classified as regular students (those who participated 30 days or more in 2014-2015). 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. In addition, some centers in the fifth cohort ended the program in December of 2015, which is also shown in the table. Finally, some grantees did not report data using EZ reports, so their data are not included. These grantees are listed in Appendix B.

Table 1. Grantees and Corresponding Centers

Grantees	# of sites	Centers	Site closures 12/2015
Adams 12 Five Star School District (Cohort V)	1	North Star Elementary School	
Adams 12 Five Star School District (Cohort VI)	4	Federal Heights Elementary School	
		McElwain Elementary School	
		Rocky Mountain Elementary	
		Vantage Point Campus	
Adams 14 - Elementary (Cohort VI)	4	Alsup Elementary School	
		Central Elementary School	
		Dupont Elementary School	
		Rose Hill Elementary School	
Adams 14 - High Schools (Cohort VI)	2	Adams City High School	
		Lester Arnold High School	
Adams 14 (Cohort V)	2	Hanson Elementary School	
		Monaco Elementary School	
Adolescent Counseling Exchange (Cohort VI)	1	ACE/CCS	
Boulder Valley School District/Alicia Sanchez - (Cohort V)	1	Sanchez Elementary School	
Asian Pacific Development Center (Cohort VI)	1	Westminster High School	

² The number of grantees, centers, and students will vary throughout this report because of missing data. Not all centers reported on every data point. Percentages are always based on the number of actual centers who reported data on any given indicator.

Grantees	# of sites	Centers	Site closures 12/2015
Aurora Public Schools – Mrachek MS (Cohort VI)	1	Mrachek Middle School	
Aurora Public Schools – Paris ES (Cohort VI)	1	Paris Elementary School	
Aurora Public Schools (Cohort V)	3	Fletcher Community School	
		Sable Elementary School	
		Vaughn Elementary School	
Aurora West College Preparatory School (Cohort VI)	1	Aurora West College Prep.	
Boulder Preparatory High School (Cohort VI)	1	Boulder Preparatory High School	
Boulder Valley School District (Cohort V)	3	Casey Middle School	x
		Columbine Elementary School	x
		University Hill Elementary School	x
Charter School Institute (Cohort VI)	3	New America School-Aurora	
		New America School-JeffCo	
		New America School-Mapleton	
Colorado Springs 11 (Cohort V)	1	Hunt Elementary School	
Cripple Creek-Victor Re-1 (Cohort V)	1	Soaring Without Limitations	x
Cripple Creek-Victor Re-1 (Cohort VI)	1	Dream Big	
Denver Public Schools/DCIS at Montbello (Cohort VI)	1	NULITES Community Center	
Denver Justice High School (Cohort VI)	1	Denver Justice High	
Denver Public Schools – Contemporary Learning Academy (Cohort VI)	2	Academy of Urban Learning	
		Contemporary Learning Academy	
Denver Public Schools Extended Learning (Cohort VI)	4	Centennial Elem. School	
		Fairmont K-8	
		Kaiser	
		Newlon	
Emerald Elementary School (Cohort VI)	1	Emerald Elementary	
Englewood School Districts (Cohort V)	1	WM E Bishop Elementary School	
Escuela Tlatelolco (Cohort VI)	1	Escuela Tlatelolco	
Garfield School District (Cohort V)	1	Wamsley Elementary School	
Garfield County SD16 (Cohort VI)	1	Community Learning Center	
Genoa-Hugo School District C113 (Cohort VI)	1	Genoa-Hugo	
Greenwood Academy (Cohort VI)	1	Greenwood Academy	
Hanover School Districts (Cohort V)	2	Hanover Jr-Sr High School	
		Prairie Heights Elementary School	
Harrison D2 (Cohort V)	2	Carmel Middle School	
		Fox Meadow Middle School	
Huerfano School District (Cohort V)	1	John Mall High School	
		Molholm Elementary School	

Grantees	# of sites	Centers	Site closures 12/2015
Jefferson County Public Schools VI (Cohort VI)	2	Pleasant View Elementary School	
		Arvada K-8	
Jefferson County Public Schools – Foster (Cohort V)	2	Foster Elementary School	
Jefferson County Public Schools - Jefferson High School (Cohort V)	2	Jefferson High School	
		Wheat Ridge 5-8	
Boulder Valley School District - Justice High School (Cohort VI)	1	Justice High School	
La Veta School District Re-2 (Cohort VI)	1	La Veta Re2	
Lake County School District (Cohort V)	1	Lake County Middle School	x
Lake County School District-VI (Cohort VI)	1	West Park Elementary School	
Mesa County Valley School Dist. 51 (Cohort V)	3	Clifton Elementary School	x
		Mt Garfield Middle School	x
		Rocky Mountain Elementary School	x
Metropolitan State University of Denver (Cohort VI)	5	Abraham Lincoln High School	
		Cheltenham Elementary School	
		Fairview Elementary School	
		Martin Luther King Jr. Early College	
		West High School	
Mi Casa Resource Center (Cohort VI)	1	Mi Casa Neighborhood Center at North High School	
Montezuma-Cortez RE-1 – V (Cohort V)	2	Cortez Middle School	
		Kemper Elementary School	
Montezuma-Cortez VI (Cohort VI)	3	Manauh Elementary School	
		Mesa Elementary School	
		Southwest Open School	
Montrose School District – Centennial MS (Cohort V)	1	Centennial Middle School	
Montrose School District – Olathe (Cohort V)	2	Olathe Elementary School	
		Olathe Middle School	
Poudre Valley School District (Cohort V)	3	Irish Elementary School	x
		Lincoln Middle School	x
		Putnam Elementary School	x
Poudre Valley School District (Cohort VI)	1	Poudre Community Academy	
Pueblo City Schools SD60 (Cohort V)	3	Heroes k-8 Academy (was Freed)	x
		Pueblo Academy of Arts (was Pitts)	x
		Risley International Academy of Innovation	x
Pueblo SD70 (Cohort V)	1	Pueblo West Elementary School	x
Sheridan School District 2 (Cohort VI)	1	Sheridan High School	
Silverton School District 1 (Cohort VI)	1	Silverton Public School	
SUCAP for Ignacio School District (Cohort VI)	1	IMS-Teen Center	

Grantees	# of sites	Centers	Site closures 12/2015
Summer Scholars - Harrington, D. Moore (Cohort V)	4	Columbine Elementary School	x
		Dora Moore K-8	x
		Harrington Elementary School	x
		Swansea Elementary School	x
Summer Scholars - Oakland (Cohort V)	2	DCIS @ Ford Elementary School	
		SOAR @ Oakland Elementary School	x
Summer Scholars (Cohort VI)	4	Ashley Elementary School	x
		Florida Pitt Waller K-8	x
		Stedman Elementary School	x
		Whittier K-8	x
Thompson Valley School District R2-J (Cohort VI)	1	Ferguson High School	
Trinidad (Cohort V)	1	Trinidad Middle School	x
Greeley School District 6 (Cohort V)	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	
Greeley School District 6 (Cohort VI)	4	Bella Romero Elementary School	
		East Memorial Elementary School	
		Maplewood Elementary Schools	
		Martinez Elementary School	
YMCA - Welte (Cohort V)	1	YMCA of the Pikes Peak Region	x
YMCA-Sierra (Cohort V)	1	Southeast Family Center/Armed Services 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. One hundred fifteen centers reported on paid and volunteer school year staffing. Total staff for the 2014-2015 school year was 1,414. There were 1,304 paid staff, which makes up 92% of the total staff.

Volunteers made up the remaining 8% of school-year staff. Of paid staff, the majority (59%) were teachers. Of volunteers, community members (23%) were the top contributors. Summer programs were considerably smaller. There was a total of 599 summer staff including 576 paid staff and 23 volunteers. Of the paid summer staff, 60% were teachers.

The following tables indicate the number, percentage and type of staff in 115 centers that supplied data.

Table 2: Paid and Volunteer School Year Staff 2014-2015				
Staff Type	Paid Staff		Volunteer Staff	
	Number	Percent	Number	Percent
School-day teachers	763	59%	14	13%
Other community members	57	4%	25	23%
Youth development workers	106	8%	6	5%
Other non-teaching staff	124	10%	11	10%
Center administrators and coordinators	70	5%	5	4%
College students	49	4%	8	7%
Other non-school day staff with some or no college	50	4%	2	2%
Other	51	4%	13	12%
High school students	19	1%	12	11%
Parents	15	1%	14	13%
Total	1,304		110	
Average Number of Staff per Center	11.3		9.5	

Table 3: Paid and Volunteer Summer Staff 2014-2015				
Staff Type	Paid Staff		Volunteer Staff	
	Number	Percent	Number	Percent
School-day Teachers	345	60%	4	17%
Youth Development Workers	37	6%	3	13%
Other Non-teaching staff	53	9%	2	9%
Center Administrators and Coordinators	41	7%	1	4%
Other Non-school day staff with some or no college	21	4%	1	4%
College Students	17	3%	0	-
Other	36	6%	4	17%
High School Students	13	2%	4	17%
Parents	5	1%	1	4%
Other Community Members	8	1%	3	13%
Total	576		23	
Average Number of Staff per Center	5		.2	

In 2014-2015, grantees reported having 915 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	376	58%	251	94%
Provide Goods	256	40%	176	66%
Provide Volunteer Staffing	235	36%	66	25%
Provide Paid Staffing	130	20%	201	75%
Provide Evaluation Services	59	9%	48	18%
Raise Funds	54	8%	31	12%
Total	648	-	267	-

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 32; in the summer it was 4. Centers were open a median of 5 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 21. During the school year, all but one center offered services after school, 35% before school, and almost 9% during the school day. Ninety-seven percent of centers offered summer services, and all operated during weekdays. In addition, 13% of the centers offered evening summer services and 6% (seven centers) offered summer services on weekends.

The 116 centers reporting data in 2014-2015 included 156 feeder schools. Twenty-six centers (22%) 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 2014-2015 program year including literacy classes, gardening, reading clubs, game and athletic clubs, field trips, cooking classes, and many more. All activities were classified into 11 possible activity categories for students and six 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 2014 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 40% of the centers provided tutoring. These were also the most commonly offered activities during the summer (Table 6). In terms of adult programming, centers focused on promoting parental involvement, counseling or character education, and family literacy. A smaller number of centers provided adult career or job training and substance abuse prevention.

Table 5. Categories of Student and Adult Services and Activities Provided for SY 2014-2015

	# of Centers	% of Total Centers*	Average # hours per day	Average # days per week
Student				
Academic Enrichment Learning	98	86.0%	1.88	1.56
Recreational Activity	64	56.1%	2.12	1.63
Tutoring	45	39.5%	2.96	1.38
Homework Help	37	32.5%	3.12	1.19
Community Service/Service Learning	33	28.9%	1.57	1.8
Activity to Promote Youth Leadership	28	24.6%	1.57	1.79
Supplemental Education Services	9	7.9%	2.33	1.87
Career/Job Training for Youth	6	5.3%	1.44	1.78
Mentoring	5	4.4%	1.8	1.6
Expanded Library Service Hours	1	0.9%	4	2
Other	46	40.4%	2.52	1.54
Adult				
Promotion of parental involvement	28	24.6%	1.31	2.34
Counseling or character education	22	19.3%	1.68	1.95
Promotion of family literacy	12	10.5%	2	2.31
Career/job training for adults	8	7.0%	2.55	1.82
Substance abuse/drug prevention	4	3.5%	1.75	1.75
Violence prevention	0	0.0%	0	0
<i>*114 Centers reported data</i>				

Table 6. Categories of Student and Adult Services and Activities Provided for Summer 2014

	# of Centers	% of Total Centers*	Average # hours per day	Average # days per week
Student				
Academic Enrichment Learning	83	77.6%	2.98	3.89
Recreational Activity	41	38.3%	3.21	3.44
Tutoring	22	20.6%	4.00	4.09
Community Service/Service Learning	15	14.0%	2.88	2.44
Supplemental Education Services	8	7.5%	3.50	3.00
Activity to Promote Youth Leadership	6	5.6%	3.67	4.17
Homework Help	2	1.9%	2.00	4.33
Mentoring	2	1.9%	3.00	3.00
Career/Job Training for Youth	2	1.9%	2.50	3.50
Expanded Library Service Hours	0	0.0%	0.00	0.00
Other	27	25.2%	2.69	3.79
Adult				
Promotion of parental involvement	9	8.4%	2.44	2.22
Promotion of family literacy	3	2.8%	3.00	4.67
Career/job training for adults	1	0.9%	1.00	4.00
Substance abuse/drug prevention	3	2.8%	1.67	3.00
Violence prevention	0	0.0%	0.00	0.00
Counseling or character education	5	4.7%	3.00	3.80
<i>*107 Centers reported data</i>				

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.

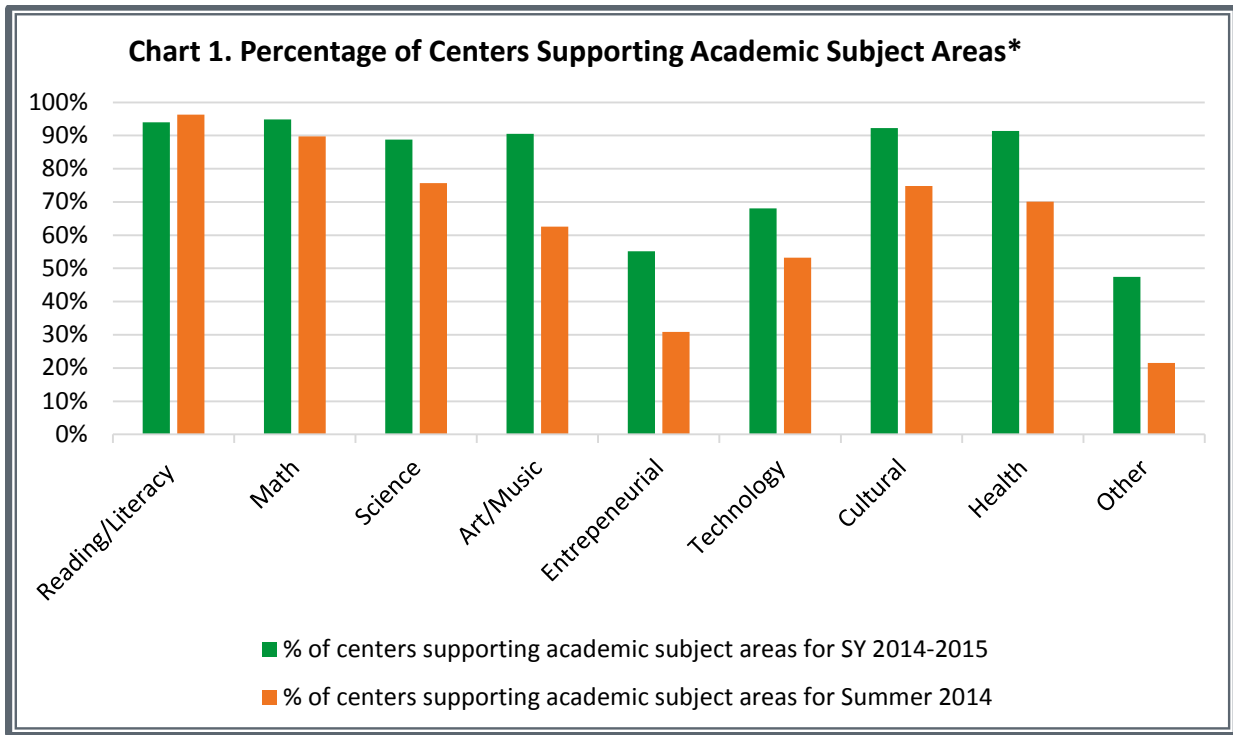


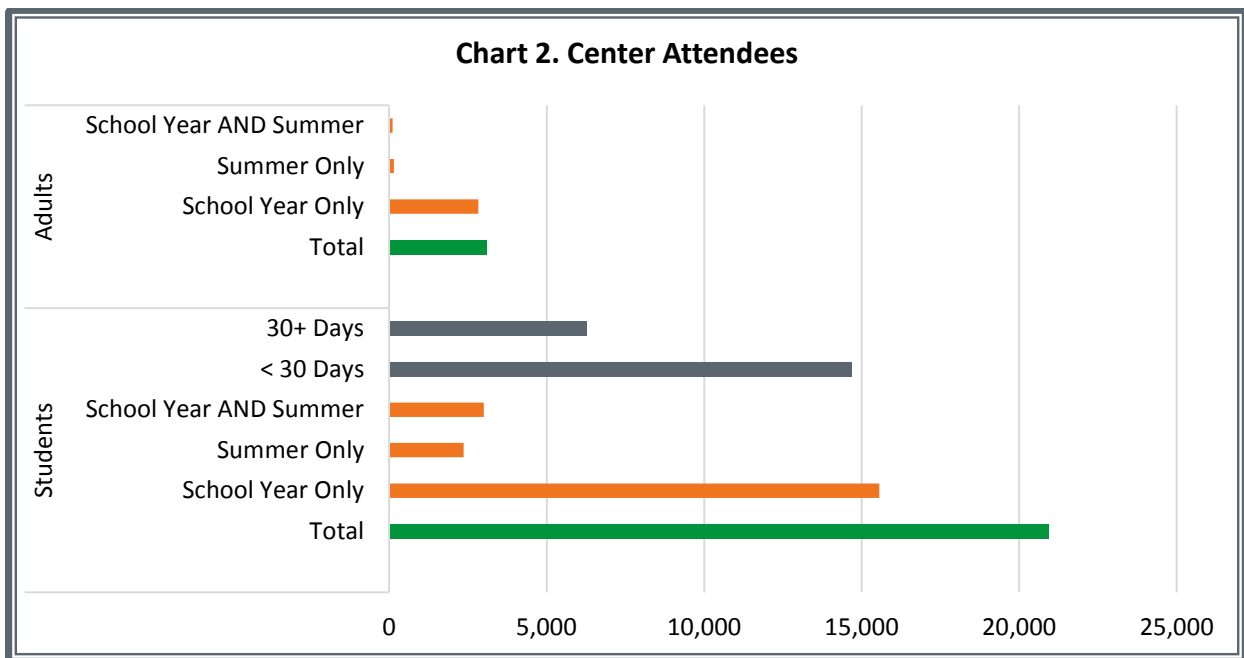
Table 7. Percent of Centers Supporting Academic Subject Areas During the School Year and Previous Summer*

Academic Subject Area	% of centers SY 2014-2015	% of centers Summer 2014
Math	95%	90%
Reading/Literacy	94%	96%
Cultural	92%	75%
Art/Music	91%	63%
Health	91%	70%
Science	89%	76%
Technology	68%	53%
Entrepreneurial	55%	31%
Other	47%	21%
<i>*The number of centers reporting data differs between SY and Summer.</i>		

ATTENDEE CHARACTERISTICS

The vast majority of people served by the 21st Century Learning Centers were students (20,925) compared to adults (3,091) as shown in Chart 2 and Table 8 below³. 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. 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).



³ The 12 centers that did not submit data in EZ reports served an additional 2,859 total students.

Table 8: Student and Adult Attendees by Reporting Period and Frequency of Attendance			
		Total Center Attendees	Center Average
Students			
	Total	20,925	182
	School Year Only	15,558	135
	Summer Only	2,361	21
	School Year AND Summer	3,006	26
	< 30 Days	14,669	128
	30+ Days	6,256	54
Adults			
	Total	3,091	27
	School Year Only	2,832	25
	Summer Only	147	1
	School Year AND Summer	112	1

At a glance,

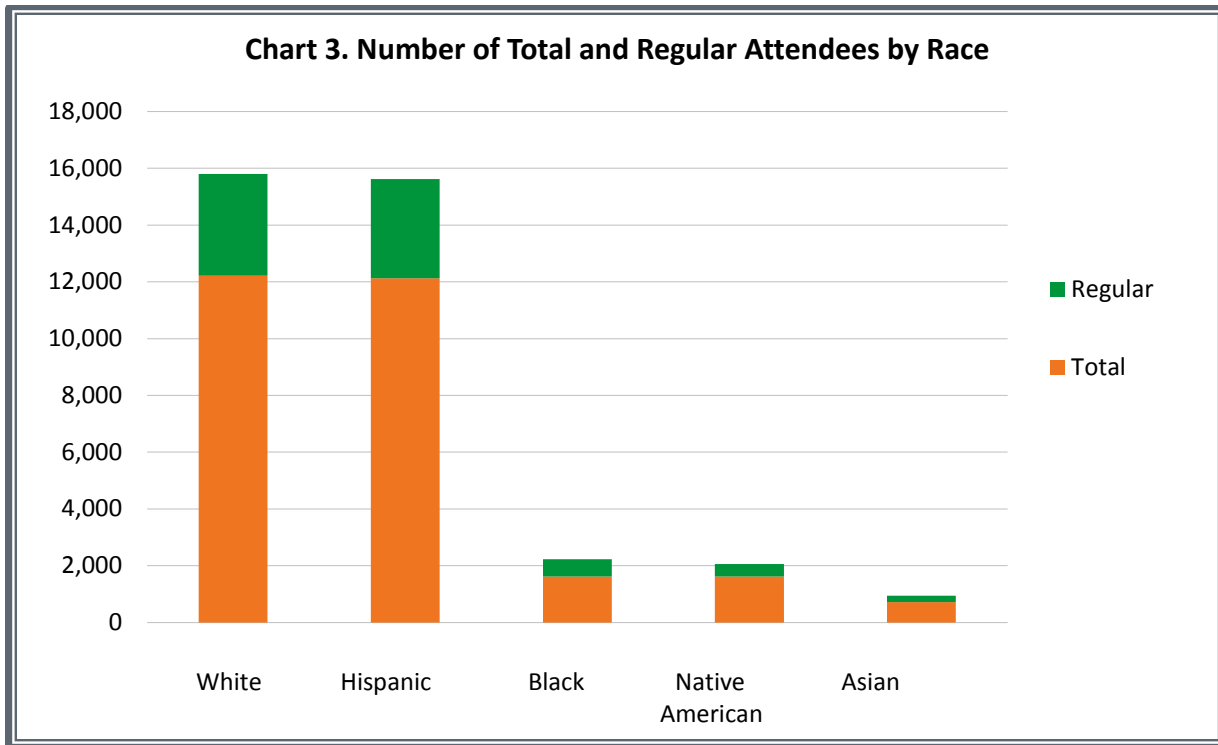
- The average number of students served by Centers during grant period: 182
- The average number of regular student attendees: 54
- Percentage of student attendees meeting the definition of regular student attendee: 30%
- Total number of student attendees: 20,925
- Total number of regular student attendees: 6,256

Students

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.

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



Gender

In 2014-2015 females slightly outnumbered males in both regular and total attendees served, as shown in Table 9.

Table 9. Number of Regular and Total Attendees by Gender			
	Regular	Total	Regular as % of Total
Male	3073	10396	29.6%
Female	3187	10529	30.3%

Disadvantaged Students

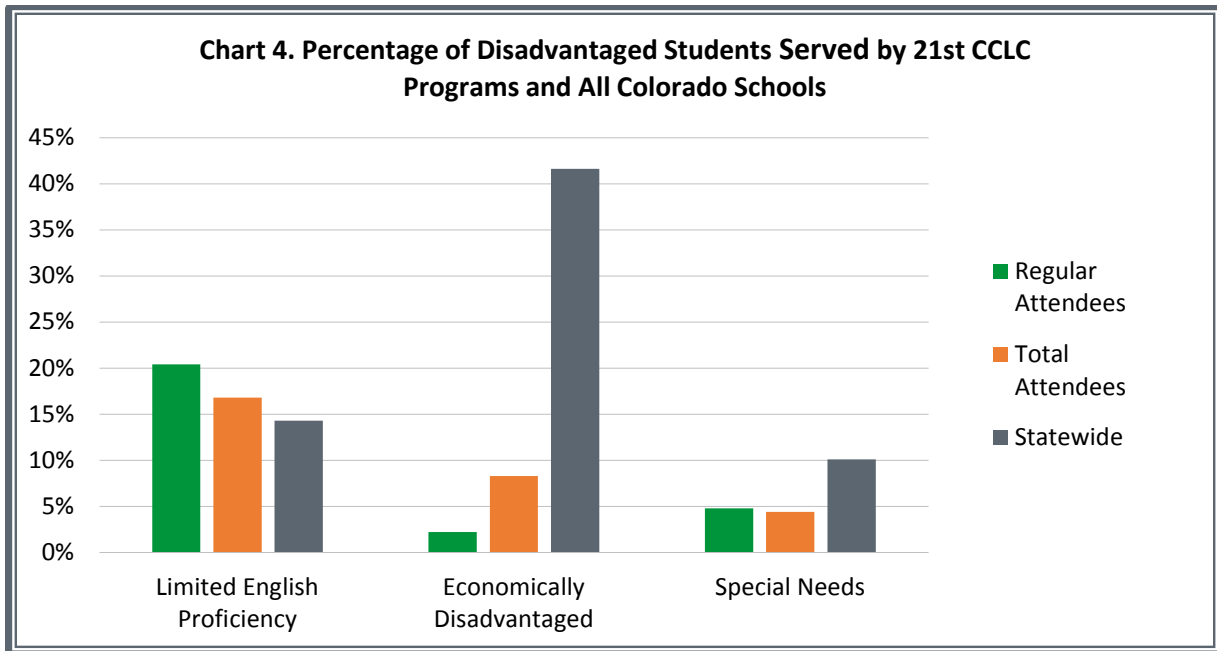
Table 10 shows that approximately 20% of the regular attendees were categorized as being of limited English proficiency. In fact, as in the previous year, LEP students represented a larger proportion of regular students than of total students. Although we cannot know for sure, one possible reason was that parents (and older students themselves) viewed center attendance as a way to improve their English. Less than five percent of both total and regular attendees had special needs, and 8% of total attendees (but just 2% of regular attendees) were economically disadvantaged, which is a dramatic drop

from the 2013-2014 year, in which 12% of total attendees and 6% of regular attendees were considered 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 “unknown” for 47% of total attendees and 43% of regular attendees, lunch status was listed as “unknown” for 85% and 92% of total and regular attendees, respectively. Special education data were “unknown” for 52% of total attendees, and 47% for regular attendees. Such omissions are not uncommon. Generally, a student *must* be coded as having limited English proficiency, a disability, or as qualifying for free/reduced lunch in order to receive services related to these classifications. It is less important to record the variable for students who do not require the services, so those entries are often neglected. Thus, it might be assumed that missing data mean those students do not qualify for services; however, this seems much less likely for free and reduced lunch status.

Table 10. Number and Percent of Disadvantaged Students by Category				
	Regular Attendees		Total Students	
	Number	Percent	Number	Percent
Limited English Proficiency	1278	20.4%	3515	16.8%
Economically Disadvantaged	138	2.2%	1731	8.3%
Special Needs	300	4.8%	918	4.4%

21st Century Learning Centers continue to serve a large part of the state’s disadvantaged students when compared to Colorado as a whole. In the fall of 2014, the percent of Colorado students with limited English proficiency was 14%, students with disabilities at 10%, and economically disadvantaged students (FRL) at 42%. In general, the 21st CCLC attendees tend to have higher percentages of LEP students, but lower percentages of special needs students. As mentioned earlier, no legitimate comparisons on economic disadvantage between state and CCLC data can be made due to the high amount of missing data.



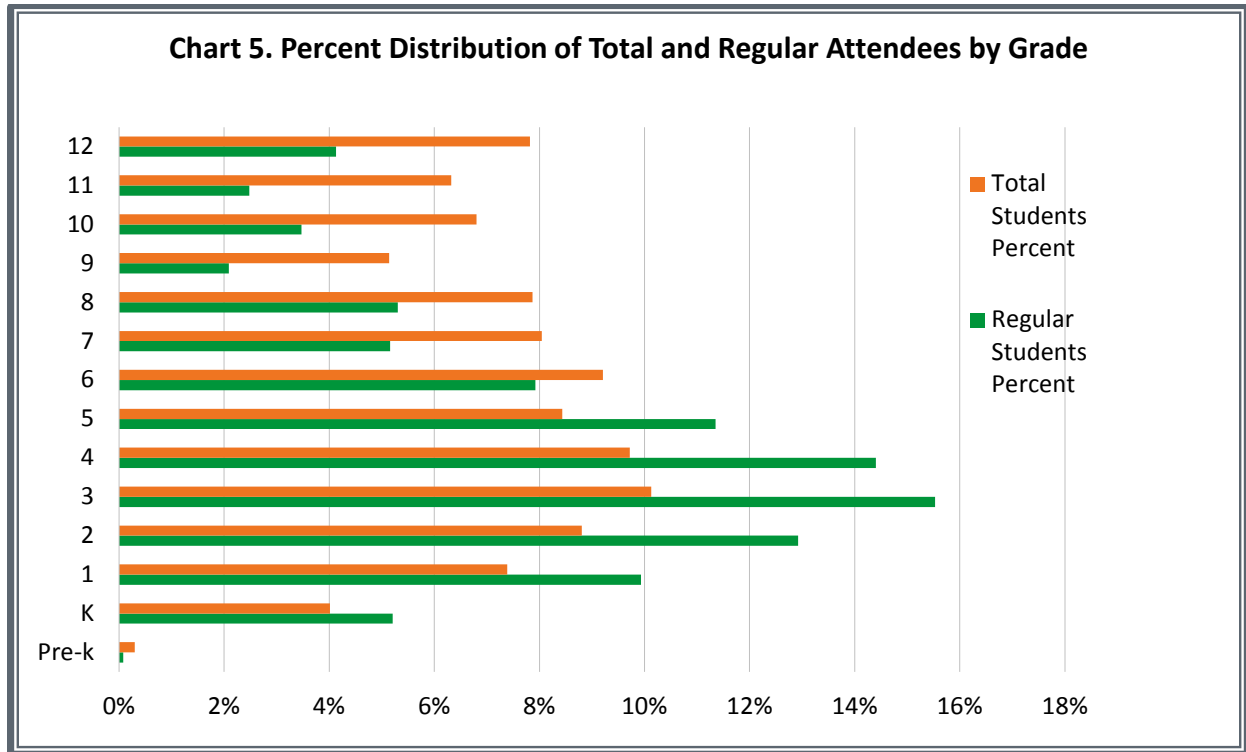
Distribution of Attendees by Grade Level

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 less than half a percent of either regular or total attendees. Among regular attendees, grades one through five are over-represented, accounting for more than half of the total, and having at least 10% of the total in each of those grades. The four high school grades – 9 through 12 – represent the smallest proportion of the attendees with no more than 4% of the total in any one of those grades. Overall, however, total students are spread much more evenly among all grades, concentrated neither in elementary, middle nor high school. 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. These patterns mirror those of the 2013-14 school year.

Table 11. Total and Regular Attendee Students Served by Grade

Grade	Regular Students		Total Students	
	Number	Percent	Number	Percent
Pre-k	5	0.1%	62	0.3%
K	324	5.2%	840	4.0%
1	618	9.9%	1546	7.4%
2	804	12.9%	1842	8.8%
3	966	15.5%	2119	10.1%
4	896	14.4%	2034	9.7%
5	706	11.4%	1765	8.4%
6	493	7.9%	1927	9.2%
7	321	5.2%	1683	8.0%
8	330	5.3%	1646	7.9%
9	130	2.1%	1076	5.1%
10	216	3.5%	1423	6.8%
11	154	2.5%	1323	6.3%
12	257	4.1%	1636	7.8%

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

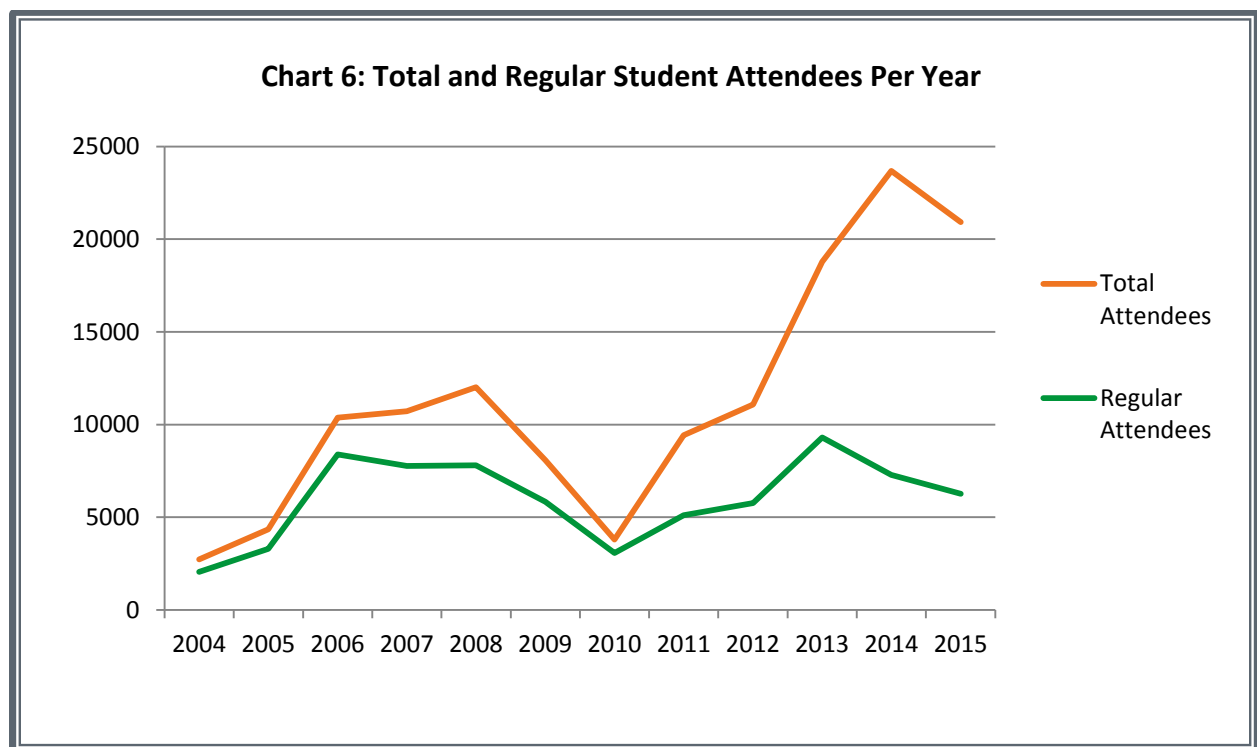


SCHOOL YEAR ATTENDANCE

Good student attendance from elementary through high school years has been associated with higher academic achievement and success. On the other hand, chronic absenteeism has been connected with violence, substance abuse, poor mental health, and risky behavior (Kearney, 2008). Quality afterschool programs, such as the 21st Century Learning Centers, can increase school attendance and improve 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, then dropped to just under 21,000 in the 2014-15 school year. However, the numbers of regular attendees have not kept pace with total attendance. The number of regular attendees dropped for the second year in a row to 6,262⁴. In addition, the decline in total attendees in 2014-2015 from 2013-2014, is due in part to the closing of several centers in December 2014, rather than at the end of the regular school year (i.e. May, 2015).



⁴ This represents a drop in regular attendees from 9,303 in 2012-2013, to 7,282 in 2013-2014. However, in both 2013-2014 and 2014-2015 there were 12 centers who did not report data; and in 2014-2015, several centers ended in December 2014, some of which had students who were likely to have become regular students.

Table 12 categorizes centers by the number of attendees served in the 2013-2014 school year. Centers vary greatly in size. Ten percent of centers served over 300 total attendees, down from 17% in the previous year, but 29% served fewer than 100 students, up from 24% previously. In terms of regular attendees only, almost half the 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
50 or Fewer	8	7%	53	46%
51-100	25	22%	42	37%
101-150	23	20%	17	15%
151-200	19	17%	3	3%
201-250	14	12%	0	0%
251-300	15	13%	0	0%
Over 301	11	10%	0	0%
Total	115	100%	115	100%

CENTER OUTCOMES

Teacher Survey Data

Teachers assessed improvements in academic behaviors and completed a related survey developed by the 21st CCLC initiative. In 2013-2014 there were 5,794 completed teacher surveys, and in 2014-2015 there were 4,425 completed surveys. Teachers filled out surveys on regularly attending students only.

For both school years, 2013-2014 and 2014-2015, the category in which students were most likely to improve was “Academic Performance”, achieved by 77% (2013-2014) and 76% (2014-2015) of CCLC attendees, followed by “Class Participation,” achieved by 73% (2013-2014) and 72% (2014-2015) of attendees (See Chart 7 and Table 13). In addition, similar to school year 2013-2014, regular school attendance improved among approximately half of all center participants who attended at least 30 days at the centers. These percentages relate only to students whom teachers deemed to need improvement; those who already excelled in the given area were removed from the analyses. Two categories on the teacher survey relate directly to GPRA requirements. These are homework completion and classroom behavior. Percentages for each center on these and other relevant items are shown in Table C1 in Appendix C.

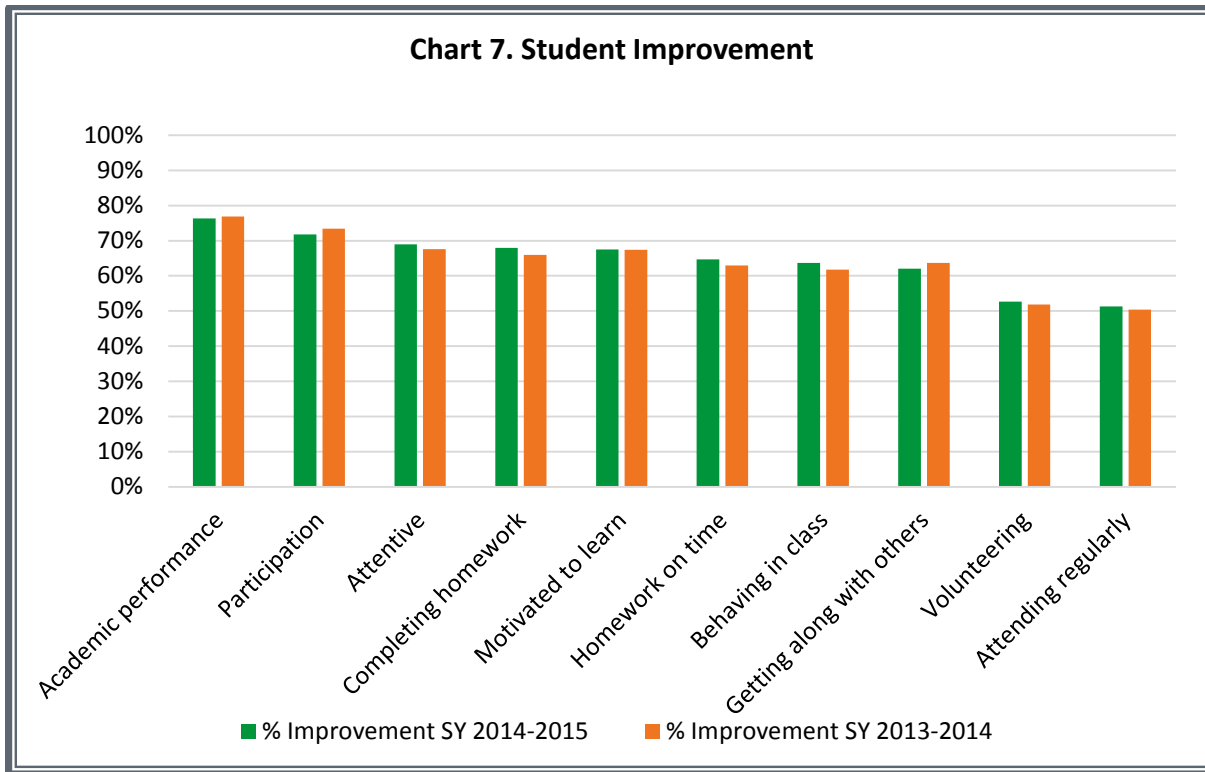


Table 13. Student Improvement Comparison

Category	% improved SY 2014-2015	% improved SY 2013-2014
Academic performance	76.4%	76.9%
Class participation	71.8%	73.4%
Attentive	68.9%	67.6%
Completing homework	68.0%	66.0%
Motivated to learn	67.5%	67.5%
Homework on time	64.7%	63.0%
Behaving in class	63.7%	61.7%
Getting along with others	62.0%	63.7%
Volunteering	52.7%	51.8%
Attending regularly	51.3%	50.4%

Previous research has indicated a link between student engagement in afterschool programs, such as the 21st Century Learning Centers, and positive outcomes such as those 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), and have also been shown to have statistically significantly higher test scores, bonding to school, and self-perception, with significantly lower problem behaviors when compared to students not in such programs (Durlak, Weissberg, and Pachan, 2010).

Government Performance & Results Act (GPRA) Measures

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 21st CCLC program regarding participant progress in academics, homework completion, and class participation. For this report, these data come solely from the teacher survey and are reported in the previous section, as well as in Appendix C where the outcomes are reported for each center. Academic progress based on standardized tests was not reported for 2014-2015 due to Colorado State changes in educational testing that do not accommodate comparisons of prior testing methods to the current testing methods. Therefore, math and reading improvements are not included in this report.

Table 14 gives a summary for 21st Century Learning Centers Objective 2.1) 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; and 2.2) grantees will emphasize at least one core academic area. All centers met both objectives.

Table 14. Attainment of Performance Measure for 21 st CCLC Objective 2	
Performance Measures	2014-2015
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	100%

Center-specific information on the attainment of performance measures, including a proxy for improvement in academics can be found in Appendix C, Table C1.

PROGRAM SPOTLIGHT

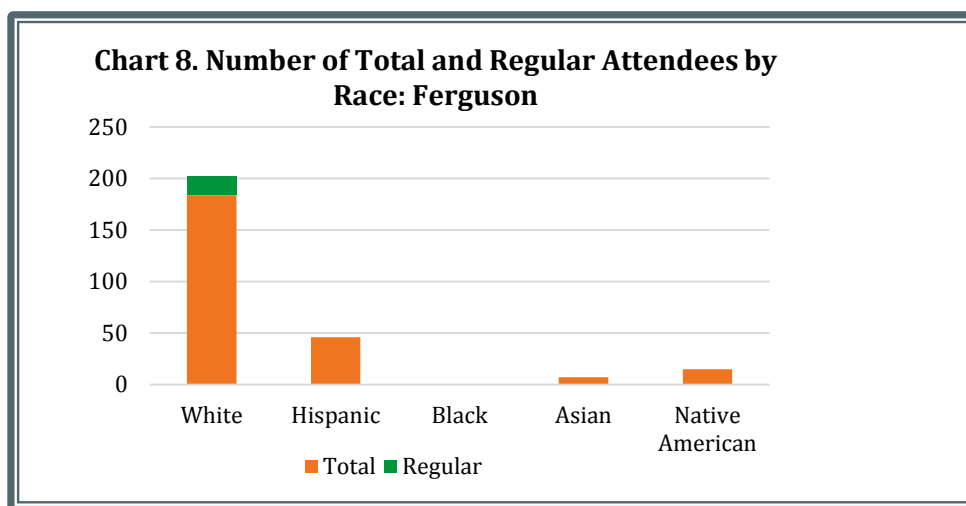
Colorado Department of Education staff recommended four programs as outstanding based on several years of accomplishments. The programs represent a diverse group both in terms of the ages of children they serve and their geographic distribution. NCSE staff interviewed the directors of these four programs to gain insights into what makes them successful and what other program directors can learn, particularly when starting new CCLC or other afterschool programs. The four programs are listed below with overviews. Tables and charts detail attendance, attendee demographics in terms of gender, disadvantaged status and race, and academic improvement among regular attendees as assessed by teachers.

- + **Ferguson High School** is an alternative school in Loveland in year 4 of their CCLC grant. The afterschool program generally operates Monday through Thursday, but occasionally they have activities on Saturdays. During the 2014-15 school year, they also operated a breakfast club at 7:30 with newspapers to further the school-wide goal of promoting literacy. They served a total of 208 students, which included 126 school-year only and 43 summer-only attendees, while 39 attended both school year and summer. The program usually runs from 2:45 to 4:00 PM. Students choose the afterschool class or activity in which they want to participate. Each activity meets once or twice a week. Adult participation consists of attendance at Choice Awards, which are similar to parent/teacher conferences. No teacher assessments were available for the Ferguson High School program.

Table 15: Student and Adult Attendees by Reporting Period and Frequency of Attendance: Ferguson		
		Total Center Attendees
Students		
	Total	208
	School Year Only	126
	Summer Only	43
	School Year AND Summer	39
	< 30 Days	186
	30+ Days	22
Adults		
	Total	61
	School Year Only	58
	Summer Only	3
	School Year AND Summer	0

Table 16. Number of Regular and Total Attendees by Gender: Ferguson		
	Regular	Total
Male	15	106
Female	7	102

Table 17. Number and Percent of Disadvantaged Students by Category: Ferguson				
	Regular Attendees		Total Students	
	Number	Percent	Number	Percent
Limited English Proficiency	0	0.0%	0	0.0%
Economically Disadvantaged	0	0.0%	0	0.0%
Special Needs	0	0.0%	5	2.4%

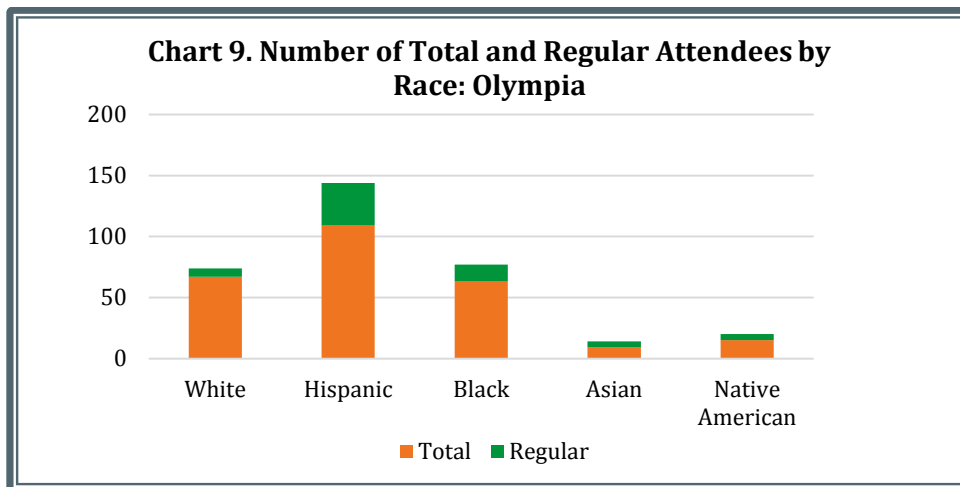


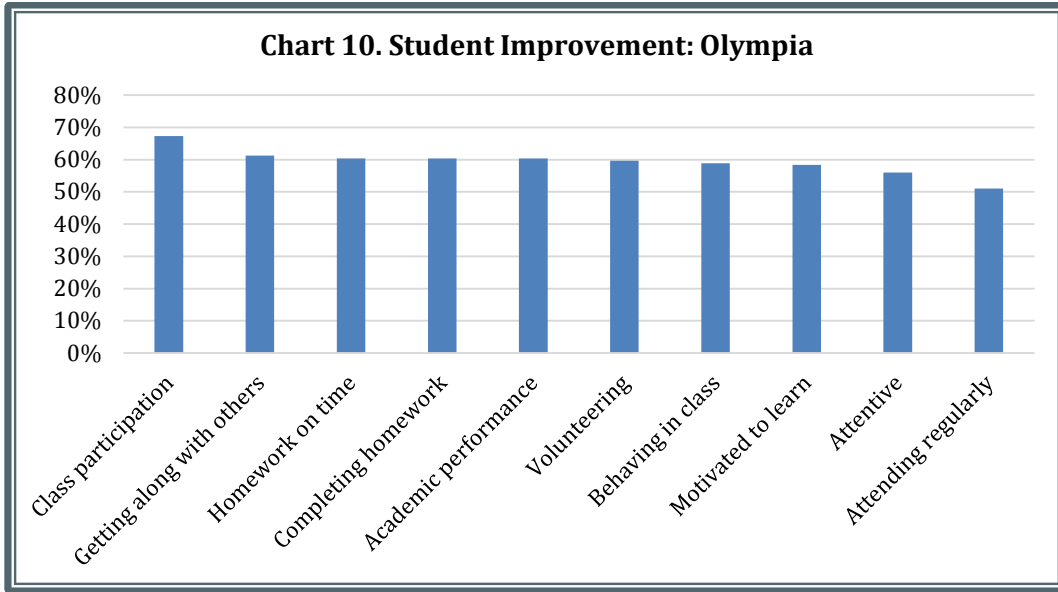
✚ **Olympia Middle School** in Painted Post runs the newest of ten afterschool programs in the city, where afterschool programming has existed for about 20 years. Once the CCLC grant was received, the Olympia staff had the advantage of being able to replicate the well-developed program already in operation in the other afterschool sites. The Olympia program served 182 students during the school year and another 38 over the summer, with 17 participating during both times. Students sign up for one group at a time during each of the four sessions (three school-year and one summer) that are scheduled each year. Academic groups are taught by regular teaching staff from the school, and the City of Painted Post organizes enrichment classes, drawing on a host of community partners including the Butterfly Pavilion, a Tai Kwon Do studio, and the Recreation Department. Oversight is joint between the school and the City.

Table 18: Student and Adult Attendees by Reporting Period and Frequency of Attendance: Olympia		
		Total Center Attendees
Students		
	Total	237
	School Year Only	182
	Summer Only	38
	School Year AND Summer	17
	< 30 Days	177
	30+ Days	60
Adults		
	Total	4
	School Year Only	4
	Summer Only	0
	School Year AND Summer	0

Table 19. Number of Regular and Total Attendees by Gender: Olympia		
	Regular	Total
Male	33	139
Female	27	98

Table 20. Number and Percent of Disadvantaged Students by Category: Olympia				
	Regular Attendees		Total Students	
	Number	Percent	Number	Percent
Limited English Proficiency	16	26.7%	53	22.4%
Economically Disadvantaged	0	0.0%	0	0.0%
Special Needs	13	21.7%	39	16.5%





✚ **Poudre Community Academy** is located at an alternative high school in Fort Collins, but the students come from all over the district. Program hours are set to match the school and bus schedules. There is a short school day on Wednesdays, so the program operates service learning and community art activities that day, and a selection of classes from which students can choose on the other four days. Choices include Credit Recovery, concurrent enrollment classes taught by Front Range Community College faculty, and others. The program served 88 students during the school year, 14 over the summer, and one who participated during both times. They are having more success with attendance at the parent program now that they offer it just once a month for a three to four hour block rather than two to three times a week.

Table 21: Student and Adult Attendees by Reporting Period and Frequency of Attendance: Poudre Community Academy		
		Total Center Attendees
Students		
	Total	103
	School Year Only	88
	Summer Only	1
	School Year AND Summer	14
	< 30 Days	27
	30+ Days	76
Adults		
	Total	0

Table 22. Number of Regular and Total Attendees by Gender: Poudre

	Regular	Total
Male	40	54
Female	36	49

Table 23. Number and Percent of Disadvantaged Students by Category: Poudre

	Regular Attendees		Total Students	
	Number	Percent	Number	Percent
Limited English Proficiency	15	19.7%	17	16.5%
Economically Disadvantaged	0	0.0%	0	0.0%
Special Needs	9	11.8%	10	9.7%

Chart 11. Number of Total and Regular Attendees by Race: Poudre

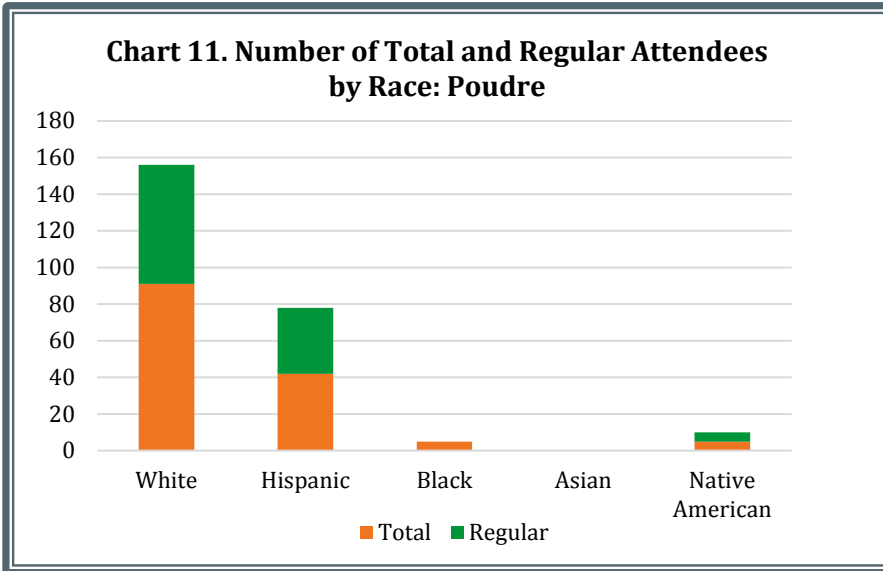
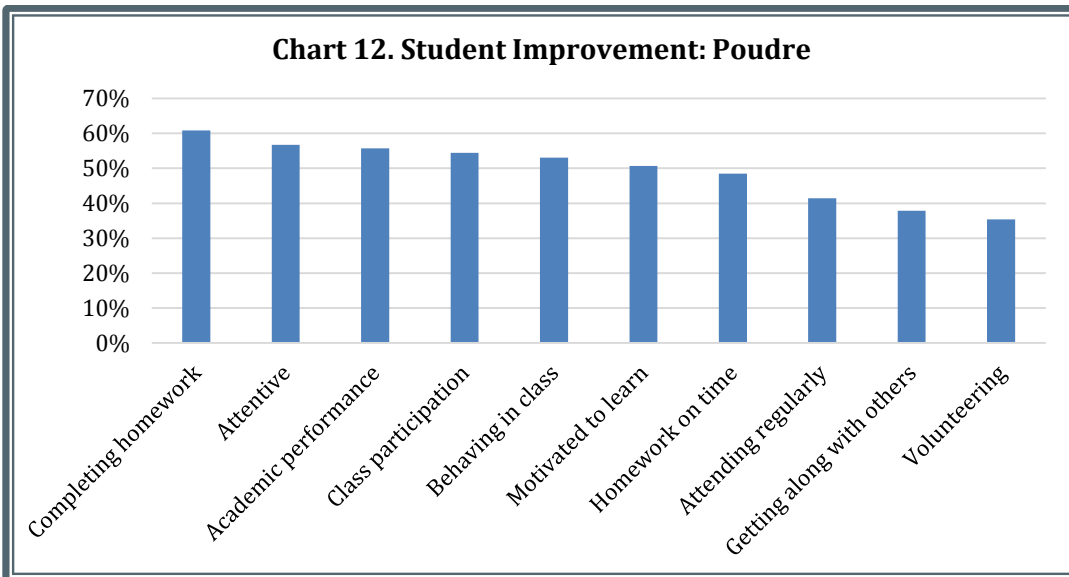


Chart 12. Student Improvement: Poudre

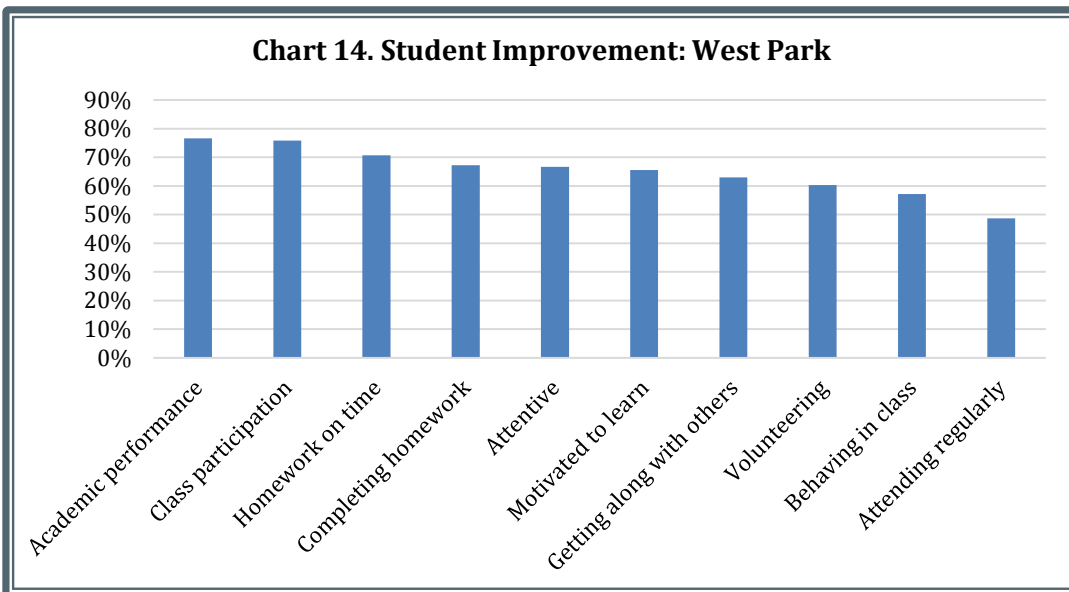
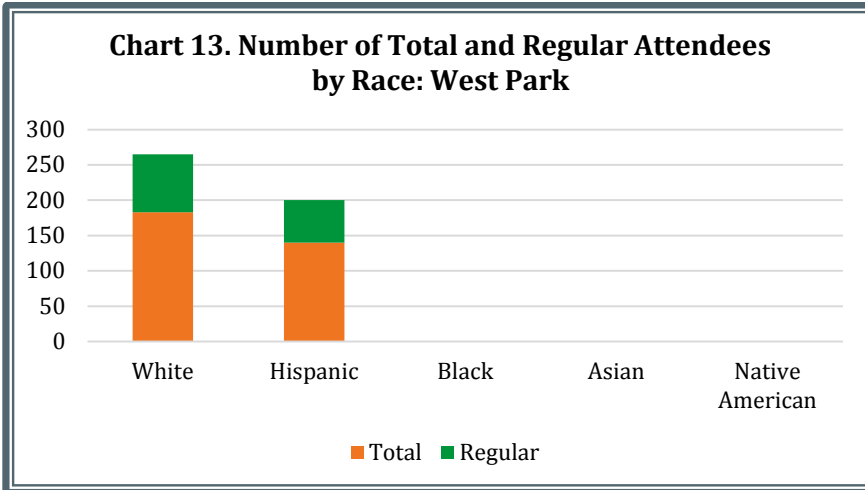


✚ **West Park Elementary School** in Leadville offers afterschool programming called Project Dream until 6:00 PM Monday through Friday. The program begins as soon as school lets out, which, on Wednesdays, is at 12:30. Students have a choice of the club in which they participate for the whole year. Clubs run until 5:00, and students get homework help and individual instruction from 5:00 to 6:00. The children have half an hour for snacks and recess. The program is geared toward providing children with a safe and fun place to be after school because 70% of the parents work outside of the community. Over the summer, the program sends 42 students for day and overnight camp at the Keystone Science School. The parent program offers classes during the day in the local trailer park and in the evening at Colorado Mountain College.

Table 24: Student and Adult Attendees by Reporting Period and Frequency of Attendance: West Park		
		Total Center Attendees
Students		
	Total	208
	School Year Only	165
	Summer Only	11
	School Year AND Summer	32
	< 30 Days	120
	30+ Days	88
Adults		
	Total	25
	School Year Only	25
	Summer Only	0
	School Year AND Summer	0

Table 25. Number of Regular and Total Attendees by Gender: West Park		
	Regular	Total
Male	37	104
Female	51	104

Table 26. Number and Percent of Disadvantaged Students by Category: West Park				
	Regular Attendees		Total Students	
	Number	Percent	Number	Percent
Limited English Proficiency	18	20.5%	48	23.1%
Economically Disadvantaged	0	0.0%	12	5.8%
Special Needs	5	5.7%	8	3.8%



Ties to School

All four programs described strong ties to the schools in which they operate. School administrators are supportive of each program and view them as extensions of the school day rather than something separate. Each of the programs draws on regular school staff to teach some or all of the afterschool offerings, and each reported that the fact the site directors and teachers know the students based on school-day interactions is invaluable. When afterschool teachers are also school-day teachers, another benefit is the increased opportunities to discuss individual children cooperatively. One challenge of relying on teachers is the increased workload it entails for those teachers. Adding afterschool programming to a teacher’s already full day was described by one director as a labor of love for the students.

The program directors we interviewed all spoke extremely highly of their site directors, saying they are essential to the success of their programs. Excellent site directors work closely with school staff, particularly the teachers who also work in the afterschool programs. They also know the students, and even their parents, well enough to help them make the best club selections for their needs.

Partners

Each director listed multiple community partners and described them as essential to the success of the program. Claire Donahue of Olympia Middle School (pseudonyms by request) described a particularly close partnership due to the fact that the afterschool programs are jointly coordinated by site directors who operate in schools and by the City of Painted Post. Schools provide teachers for what staff call “academic” classes and the City of Painted Post provides teachers for what staff call “enrichment” classes. The City draws on a range of community organizations to provide the enrichment teachers. Donahue described a collaborative relationship in which both the school and the city contribute different strengths and different perspectives that result in an excellent afterschool program.

The other three programs partner with community organizations in more traditional ways. The programs are run exclusively by CCLC staff in coordination with schools, and outside organizations make donations or teach selected activities. Both Maria Ortiz from Poudre Community Academy and Sheila Potterroff of Ferguson High School indicated that the Larimer County Food Bank is a valued partner that provides snacks regularly and food baskets to individual students in need.

Directors listed the following partners as examples. The lists are not exhaustive.

Ferguson High School: Colorado Youth Outdoors teaches archery, fishing, and fly fishing while incorporating character education into all their programming; Mathew’s House helps emancipated youth learn skills related to the transition to adulthood such as getting driver’s licenses and applying for food stamps, they teach a budgeting class, and they provide coaches for a number of students; Rotary Club; Larimer County Food Bank; Philo Women’s Club; a LBGT group helped school-wide to build a culture of acceptance.

Olympia Middle School (pseudonym by request): The City of Painted Post is integral to the program, as described above; KidsTech; Butterfly Haven; art studios; and many others.

Poudre Community Academy: City of Fort Collins for free bus passes; Front Range Community College for concurrent enrollment and HVAC and mechanic programs; Food Bank of Larimer County.

West Park Elementary School: Colorado Mountain College teaches adult GED classes for parents; Full Circle; Build a Generation; Leadville Recreation Department; Food Bank of the Rockies provides snacks; Bravo from Vail; Keystone Science School; others.

Engaging Students and Parents

All four directors spoke of the need to make certain the program meets the needs of both families and students. They spoke of the importance of scheduling programming for younger children to cover the gaps between the school day and parents’ typical work schedules, and for older children to align with their need to work and with public transportation schedules.

Scheduling parent programming is tricky given long work hours, commutes and the need to run households and care for other children. Project Dream (West Park Elementary) has addressed the issue by making classes easier geographically, holding English as a Second Language classes in the trailer park where many of the parents live and adult GED classes at Colorado Community College. Poudre Community Academy addressed the challenge by scaling classes back from what turned out to be an unrealistic several times weekly to a manageable monthly schedule. “It was all about listening to our audience and what they needed and what they could actually do,” said Maria Ortiz. Ferguson High School increased parent attendance at Choice Awards – their version of parent/teacher conferences – by having the band that is a popular CCLC offering perform. Choice Awards happen every six weeks.

Participation in afterschool programming is voluntary on the part of students, or at least the older students. All four directors talked about the importance of making the program fun, but the directors of the three programs that serve older students also talked about using formal mechanisms to figure out what students want to do, and then doing it! These three programs all regularly survey or hold focus groups with students to come up with new programming ideas. The staff then builds programs around the students’ favorite topics. Ortiz described the programming learning curve like this,

We learned a lot about programming in Year 1. We wrote the grant proposal thinking we know all about what kids will want and think is cool and none of it worked. And the kids weren’t coming. Like the guitar program... they just didn’t show up. Fiber arts and pottery didn’t work either. They like art to be freedom of expression and to do what they want with the direction of a local artist. We are constantly talking with the kids and surveying them to determine what they like and want and will be motivated for. We survey and do roundtables all year long.

These four programs offer an impressive list of options. Even this long list is not exhaustive.

Archery	Fishing	Photojournalism
Art	Fly Fishing	Phys. Ed./Gym
Bagpipes Club	Flying Birds (STEM about airplanes)	Piano Club
Breakfast Club to read newspapers	Guitar Club	Recycle Club
Building Brain Games (math)	Hip Hop (poetry and dance)	Robotics
Comic Books	Lego Club	Rocket Club
Community Art, painting over graffiti on electrical transformer boxes	Lunch Box Computers	Rock ‘n Roll Band
Computer programming	Make-up and Costume Design	Science
Cooking	Mountain Biking	Snowshoe Club
Credit Recovery	Music	Soccer
Current Enrollment Classes	Mystery Writing	Spanish Club
Dance	Night at the Oscars (be a movie critic)	Swim Club
Drama	NOT Tobacco	Tai Kwon Do
		Technology
		Yearbook
		Yoga

Academics

Directors of both the elementary and middle school programs talked about “sneaking” and “weaving” academics into afterschool offerings so that kids do not know how much they are learning reading or math. The afterschool programs in Painted Post have a fairly clear behind-the-scenes division between academic and enrichment classes, but they choose fun names for all the classes so that students do not necessarily know which is which. Donahue said that initially it can be challenging for classroom teachers to reorient the way they teach a subject to make it overtly fun enough to draw students to a voluntary program. But she said that is where the fantastic site director comes in, bringing new tools and helping teachers brainstorm ways to make classes come alive. She cited an example of “mystery writing” activity. The school mascot is a knight, and a suit of armor sits in the entryway. A teacher will “steal” the helmet, hide it somewhere in the school and leave clues. Mystery club participants must follow the clues, find the helmet, identify the culprit, and write a story with fictionalized character development and motives!

Directors of the programs in alternative high schools seem to find it a bit easier to engage students academically. Credit Recovery options and entire classes offered for credit hold out the hope of graduation – perhaps even on-time graduation – for students who are overage and under-credited is enough of a draw for many. For others, concurrent enrollment options that deliver college credits with no fees do the trick.

Advice

Directors were asked what advice they might give to those just starting up new programs. The most common recommendation was to talk with directors of other programs, and whenever possible visit in person to see how they operate.

According to Donahue, “If it were me, I would go look at other sites. Going off to see other programs is a great idea. If you see it, it’s much easier to get an idea of how to do it. Being on site is really helpful – before you submit an RFP.” Along the same vein, others spoke of finding a mentor from another program in the state to help you through the process. Kristal Bertonneau of Project Dream at West Park Elementary suggested that CDE develop a more official mentoring program for CCLC sites.

Other suggestions included taking advantage of the significant amount of training opportunities available from the 21st Century Community Learning Center organization. Funding and sustainability is always an issue when limited period grants are involved. Directors advised starting to think about sustainability right from the start. Ortiz from Poudre Community Academy, linking the two ideas said,

We also need more networking. I have learned more from my colleagues who have been doing this for a long time than anyone else. I am a mentor for CDE and am mentoring a new start down in Pueblo. We took apart her whole grant and looked at it one piece at a time to find solutions and partners that can sustain different parts of her program.

Finally, directors reiterated the need to be responsive to the needs of the community, including both parents and students. Responsiveness includes both scheduling and content decisions.

CONCLUSIONS AND RECOMMENDATIONS

The purpose of the 21st Century Community Learning Center (21st CCLC) program is to provide for the establishment or expansion of Community Learning Center hubs 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 development⁵. This report profiles data from the Colorado Department of Education's fifth and sixth cohorts of grantees for the 2014-15 reporting year. These two cohorts consist of 62 grantees and 117 centers. It should be noted that 12 grantees (26 centers) ended their grants in December of 2014, and thus this decreased the overall numbers of students served in 2014-2015. In addition, some programs that did close early were unable to report all of their data given the current timelines.

Quantitative Evaluation Results

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 78% during the summer) is "Academic Enrichment Learning". Academic learning spans a wide range of subjects. Recreational activities are provided by almost 56% of centers during the school year and 38% during the summer.

Students attending a Center for 30 days or more during a reporting period are considered to be "regular attendees". Thirty percent of the total student population was comprised of these regular attendees during 2014-2015 reporting periods. Students were divided almost 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 12th, although regular attendees were 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 of Centers provided parental involvement, career, and literacy services to adults.

As in the previous year, LEP students represented a larger proportion of regular students than that of total students, perhaps indicating that there is a greater need to target and serve LEP students. Less than five percent of both total and regular attendees had special needs, and 8% of total attendees (but just 2% of regular attendees) were economically disadvantaged, which is a dramatic drop from the 2013-2015 year, in which 12% of total attendees and 6% of regular attendees were considered economically disadvantaged. This change in outcomes requires additional review to determine whether it is a trend or just an anomaly in the information/data collected. However, it should also be noted that LEP, special needs and free and reduced lunch data were missing at very high rates, which is likely a contributing factor to this scenario.

⁵ 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

Unfortunately, standardized testing scores could not be analyzed due to a change in state testing. However, teachers were able to report on improvements in academic performance. Although actual test scores are preferable when examining academic growth, teachers did report that of the students who needed improvement, more than three-fourths did improve (76.9%). In addition, according to the teacher's survey, at least 50% (and often more) of the students who could improve on any of the teacher survey items, do so. Students show behavioral and academic improvements across the board.

Case Studies

The qualitative portion of this evaluation highlighted several important aspects that directors found were effective for their 21st CCLC programs. Some of the important findings include:

1. School and center staff partnerships are key. The more integrated the Center is with the school leaders and teachers, the more Center staff (who are often teachers themselves) feel empowered to provide the most effective help to both families and students. One challenge to consider might be to identify best practices for school/staff integration in Centers that work with multiple schools.
2. A wide variety of community and government partners is essential in helping Centers meet the needs of their students and families. These partnerships might be encouraged even as part of the grantee application process. Partnerships that cover a wide range of needs, from additional staff (such as teaching a specialty area), to food provision, to out-of-school experiences, and adult resources are likely to ensure that a program will be able to meet the various needs of the participants. Such partnerships are likely to contribute to sustainability.
3. Conducting formal inquiries among students and their families appears to be an effective way for Centers to ensure their programming will be of interest. Perhaps potential grantees, (and those still receiving funding), could be encouraged to include student focus groups from the very beginning of the planning process. This type of formal inquiry (be it survey, or focus group), might also serve as part of the yearly evaluation of the 21st CCLC program.
4. Integrating academics into out of school programs while continuing to make the programs fun enough to engage young students can be challenging. One program in particular mentioned a creative site director who works with academic teachers to design fun programming that integrates academics. There may be a secondary benefit that goes beyond what the student participants learn. Such coaching can be seen as a form of teacher professional development that benefits all students by helping teachers make regular classroom instruction engaging.
5. While peer-to-peer learning, or in this case, program-to-program learning, is widely accepted as a useful tool in many types of programs, program directors felt that on-site visits to established Centers would benefit new programs and even potential Centers who

have yet to submit applications. In addition, trainings and networking opportunities are not only experienced as learning opportunities but also helpful for sustainability.

These “takeaways” are valuable not only to new and existing programs, but also for CDE to consider when selecting new grantees or for future trainings. It is likely that continuing to do case studies like these for future evaluation reports will continually add to what was learned this year.

Recommendations for Future Evaluation Activities

In previous reports, it has been pointed out that evaluation of the 21st CCLC program’s effectiveness could be enhanced by greater comparison opportunities. 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 reports 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. In addition, the time that teachers spend on each activity, and the students involved in each activity is not collected in a way to make reliable comparisons between activities and their outcomes. These changes in future data collection may help the program to develop and become the best they can be.

For more information on the 21st 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, 2,859 students were not included in the analyses of the 21st CCLC Programs for 2014-2015. In addition, 12 grantees ended their grants in December 2014 and therefore were not able to report all of their data (see Table 1 in the report⁶).

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 were the source of data included in this report.

Not all Centers report all data. In addition, during the 2014-2015 year, no academic performance measures, with the exception of teacher reports from the surveys, were available. This was due to changes in standardized testing procedures.

Data Analysis

Data were analyzed using the Statistical Package for Social Sciences, Version 23. The timeframe for APR 2015 information is summer 2014 and the 2014-2015 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, including percentages that were reported. 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.

⁶ One of the early closing grantees is missing in Table 1 because they did not report data through EZ reports.

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 2014-2015. DPS grantees reported the data directly into Cayen so it was not available on the EZ reports system. Table B1 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	261	127
Colfax Neighborhood Center	154	92
Cowell Neighborhood Center	184	110
Eagleton Neighborhood Center	257	131
Boys & Girls Club's Beacon at Force Elementary School	177	124
Boys & Girls Club's Beacon at Johnson Elementary School	270	140
Mi Casa Neighborhood Center at the Lake Campus	337	100
Munroe Neighborhood Center	338	151
Boys & Girls Club Noel Beacon at the Montbello Campus	203	111
Boys & Girls Club's Beacon at Place Bridge Academy	145	70
The Neighborhood Center at Skinner	333	99
Y Community Programs Branch at Bruce Randolph School	200	65
Totals	2,859	1,320

APPENDIX C - CENTER-SPECIFIC RESULTS

Table C1. Teacher Survey Outcomes by Center

Center Name	Total Given	Total Completed	Improved Completing	Improved Participation	Improved Behaving	Improved Performance
Abraham Lincoln High School	27	26	92%	83%	67%	88%
ACE/CCS	33	32	89%	100%	97%	100%
Adams City High School	40	35	72%	54%	61%	66%
Alsup Elementary	85	62	63%	74%	70%	81%
Ann Heiman Elementary School	84	76	70%	70%	62%	78%
Arvada K-8	74	74	62%	78%	54%	80%
Ashley Elementary	51	45	71%	87%	73%	90%
Aurora West College Prep.	5	5	0%	0%	0%	0%
Bella Romero Elementary School	78	55	83%	74%	75%	94%
Bella Romero Elementary School	122	100	68%	72%	70%	76%
Casey Middle School	92	90	64%	67%	49%	61%
Centennial Elem. School	112	64	70%	80%	67%	73%
Centennial Elementary School	104	55	60%	70%	51%	80%
Centennial Middle School	87	87	69%	73%	56%	72%
Central Elementary	68	27	50%	91%	53%	79%
Cheltenham Elementary School	17	17	94%	82%	94%	94%
Clifton Elementary School	62	62	98%	96%	67%	98%
Columbine Elementary School	56	54	62%	64%	60%	73%
Cortez Middle School	42	13	82%	38%	13%	82%
Denver Justice High	62	58	51%	40%	14%	45%
Dream Big	6	3	50%	0%	50%	50%
Dupont Elementary	67	36	78%	82%	73%	85%
Emerald Elementary	124	96	78%	88%	77%	86%
Escuela Tlatelolco	55	48	70%	82%	76%	87%
Fairmont K-8	109	88	63%	76%	66%	73%
Fairview Elementary School	18	15	100%	93%	93%	100%
Federal Heights Elementary School	73	62	85%	92%	84%	85%
Fletcher Community School	66	66	45%	70%	68%	79%
Florida Pitt Waller K-8	88	33	48%	62%	40%	84%
Foster Elementary School	110	112	86%	92%	88%	94%

Center Name	Total Given	Total Completed	Improved Completing	Improved Participation	Improved Behaving	Improved Performance
Franklin Middle School	5	2	100%	100%		100%
Genoa-Hugo	70	1				
Greenwood Academy	116	75	100%	100%	100%	100%
Hanover Jr-Sr High School	10	5	100%	67%	100%	100%
Harrington Elementary School	69	38	83%	67%	74%	84%
Heath Middle School	9	6	40%	40%	100%	50%
Heroes k-8 Academy (was Freed)	10	2	50%	50%	50%	100%
Hunt Elementary School	53	47	0%	64%	64%	67%
IMS-Teen Center	16	16	85%	80%	63%	50%
Irish Elementary School	31	31	50%	66%	43%	61%
Jackson Elementary School	41	40	69%	90%	83%	92%
Jefferson High School	12	12	27%	30%	40%	36%
John Mall High School	24	24	56%	35%	38%	53%
Kaiser	149	118	73%	78%	74%	76%
La Veta Re2	15	15	31%	46%	38%	67%
Lake County Middle School	15	9	100%	100%	60%	100%
Lester Arnold High School	1	1	100%	100%		
Madison Elementary School	45	35	79%	79%	58%	90%
Manauh Elementary School	37	33	73%	75%	60%	84%
Maplewood Elementary Schools	60	43	67%	79%	69%	87%
Martin Luther King Jr. Early College	24	15	91%	73%	56%	92%
Martinez Elementary	52	40	68%	68%	43%	78%
McElwain Elementary School	67	59	73%	73%	47%	81%
Mesa Elementary	60	16	79%	88%	67%	81%
Mi Casa Neighborhood Center at North High	29	24	52%	65%	67%	70%
Monaco Elementary School	80	59	48%	63%	48%	67%
Mrachek Middle School	9	9	100%	75%	67%	88%
Mrachek Middle School	60	59	60%	67%	59%	60%
New America School-Aurora	103	101	71%	74%	59%	73%
New America School-JeffCo	38	60	95%	93%	97%	96%
New America School-Mapleton	51	49	76%	83%	75%	73%
Newlon	82	64	57%	63%	56%	73%
North Star Elementary School	81	69	68%	63%	47%	76%
Northridge High School	26	16	50%	75%	67%	50%
Olathe Elementary School	186	186	74%	63%	64%	81%

Center Name	Total Given	Total Completed	Improved Completing	Improved Participation	Improved Behaving	Improved Performance
Olathe Middle School	130	130	74%	65%	58%	67%
Paris Elementary	107	107	60%	66%	67%	71%
Poudre Community Academy	79	74	61%	54%	53%	56%
Prairie Heights Elementary	11	10	100%	100%	100%	100%
Prairie Heights Middle School	68	53	87%	90%	94%	92%
Putnam Elementary School	98	22	50%	58%	40%	68%
Rocky Mountain Elementary	78	56	79%	80%	72%	84%
Rocky Mountain Elementary School	17	17	79%	75%	55%	81%
Rose Hill Elementary	47	21	35%	47%	50%	72%
Sable Elementary School	124	124	63%	72%	62%	85%
Sanchez Elementary School	147	81	60%	65%	47%	66%
Shawsheen Elementary School	61	54	78%	71%	70%	73%
Sheridan High School	66	65	45%	48%	49%	52%
Silverton Public School	8	1	0%	0%	0%	0%
SOAR @ Oakland Elementary	54	45	55%	81%	71%	86%
Soaring Without Limitations	1	1	0%	100%	100%	0%
Southwest Open School	13	11	50%	60%	63%	70%
Stedman Elementary	40	34	59%	63%	31%	71%
Swansea Elementary School	54	26	70%	73%	61%	82%
Trinidad Middle School	64	34	97%	91%	84%	91%
University Hill Elementary School	127	127	68%	77%	89%	79%
Vantage Point Campus	9	8	71%	86%	83%	100%
Vaughn Elementary School	112	112	61%	71%	51%	77%
Wamsley Elementary School	36	36	94%	97%	100%	100%
West High School	4	4	100%	100%	50%	100%
West Park Elementary	113	79	67%	76%	57%	77%
Westminster High School	21	4	100%	100%	100%	100%
Whittier K-8	54	42	71%	81%	65%	70%
WM E BISHOP ELEMENTARY SCHOOL	66	67	39%	69%	40%	63%
YMCA of the Pikes Peak Region	5	5	100%		100%	100%

*DCIS@Ford Elementary was not entered into Teacher Survey spreadsheet.
 *The following centers closed in December 2014 and are missing these data.

- | | | |
|---------------------------------|--------------------------|------------------------------------|
| Columbine Elementary School | Dora Moore K-8 | Lincoln Middle School |
| Academy of Urban Learning | Ferguson High School | Molholm Elem |
| Boulder Preparatory High School | Fox Meadow Middle School | NULITES Community Center |
| Carmel Middle School | Hanson Elementary School | Pleasant View Elem |
| Community Learning Center | Justice High School | Pueblo Academy of Arts (was Pitts) |
| Contemporary Learning Academy | Kemper Elementary School | Wheat Ridge 5-8 |

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