2018–2019 Program Year Statewide Evaluation

21st Century Community Learning Centers

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EXECUTIVE SUMMARY

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

The purpose of this report is to describe outcomes and provide program insights that are useful for the state as it monitors its 21st CCLC programs, not only while the programs are funded but as some (those in Cohort VII) make plans to sustain themselves when funding ends. In addition to the federal evaluation requirements which included data reported in the EZReports data collection system, subgrantees were required to complete (1) an end-of-year survey documenting the number of students and families served, quality of family-school partnerships, success stories, program implementation, sustainability efforts, and progress on state performance measures, and (2) a quality implementation rubric.

61 SUBGRANTEES AND 106 CENTERS SERVED STUDENTS

This report includes data from the Colorado Department of Education's (CDE) Cohort VII (2015–2020) and Cohort VIII (2018–2021) during the 2018–2019 reporting year. Cohort VII consists of 22 subgrantees and 41 centers. Cohort VIII consists of 39 subgrantees and 65 centers.

FEDERAL EVALUATION

Centers served more than 17,500 students

A total of 17,566 students participated during the 2018–2019 program year. About two in five (42%) of students were regular program participants (that is, students attending for 30 days or more).

Programs enrolled students in all grades from pre-kindergarten through 12th grade. Over half of students (52%) were in pre-kindergarten through grade 5, while 23% were in grades 6 to 8 and 26% were in grades 9 through 12. Students were nearly evenly split between males and females. A majority of students (55%) identified their race as white, and a majority of students (56%) identified their ethnicity as Hispanic.

Student academic performance and behavior improved, particularly for students who attended both fall and spring sessions

Teachers completed end-of-year surveys for regular program participants. Among students who needed improvement in academic and behavioral areas, teachers reported that 76% of students improved in *academic performance*, 73% improved *participation in class*, 66% improved in *coming to school motivated to learn*, 66% showed improvement in *being attentive in class*, and 64% showed improvement in *satisfactory homework*.

Students who attended both fall and spring sessions made significantly more improvements than other students on all indicators in the teacher survey.[1]

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[1] One-way between subjects analyses of variance (ANOVA) were conducted to compare outcomes between groups ($p < .001$).

Centers offered a variety of academic and enrichment activities

During the 2018–2019 program year, activities most commonly attended by students included *physical activity* (attended by 8,083 students), *arts and music* (6,380 students), and science, technology, engineering, and mathematics (*STEM)* (5,410 students). A large number of students also participated in activities related to academic performance, including *tutoring* (4,565 students), *literacy* (4,543 students), and *homework help* (4,134 students).

STATE EVALUATION

Subgrantees reported on family-school partnerships

A total of 3,051 family members participated in a least one activity during the 2018–2019 program year.

Subgrantees were asked to rate their effectiveness in partnering with families in six areas based on the National Standards for Family-School Partnerships. Most subgrantees reported frequently *welcoming all families* and engaging in *effective communication*. About half reported frequently *supporting student success* and *speaking up for every child*.

Subgrantees reported progress on state performance measures

Cohort VII subgrantees were required to create three performance measures that aligned to state priorities related to academic progress, enrichment, and parent/family activities. Nearly half of subgrantees reported meeting or exceeding their *academic progress* performance measure (over half reported making progress). Nearly two in three subgrantees reported meeting or exceeding their *enrichment* performance measure (the remainder reported making progress). Slightly less than half of the subgrantees reported meeting or exceeding their *parent/family activities* performance measure (about one in three reported making progress).

Cohort VIII subgrantees were required to create four performance measures aligned with state priorities related to core academic progress, attendance, essential skills, and parent engagement. About one in three subgrantees reported meeting or exceeding their *core academic progress* and *school attendance* performance measures (about two in three reported making progress). Nearly half of subgrantees reported meeting or exceeding their *family engagement* performance measure (nearly half reported making progress). About two in five met or exceeded their *essential skills* performance measure (over half reported making progress).

Subgrantees completed a quality implementation rubric

In 2018–2019, the 21st CCLC piloted a new quality improvement rubric (QIR) to assess the program implementation and program quality to promote continuous quality improvement. Subgrantees in both Cohort VII and Cohort VIII reported on the quality of their implementation in the QIR's seven domains: *personnel/leadership indicators*, *process indicators*, *evidence-based programs and practices*, *clear linkages*, *quality improvement feedback*, *congruency*, and *sustainability*. Most subgrantees rated themselves as meeting expectations or better on indicators across the seven domains.

CONCLUSION

The 21st CCLC grant program provides community learning centers for students in low-performing, high-poverty schools. Teachers reported improvements in academic performance and behavior for regular attendees, which were echoed by program directors in success stories highlighted throughout the full report.

INTRODUCTION

21st Century Community Learning Centers

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

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

Under an ESEA waiver, Colorado centers were permitted to provide extended learning time (ELT) programs during the 2018–2019 program year, providing additional instruction or education programs for all students beyond the state-mandated requirements for hours of instruction.

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

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

About This Report

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

21st CCLC subgrantees recorded data such as student attendance, activities provided, and staffing throughout the 2018–2019 program year. They entered this information directly into EZReports, a web-based software program.[2] Teacher surveys were administered through EZReports at the end of the program year (once sufficient attendance data were available to determine which students were regular attendees). Program directors also completed an end-of-year survey in Qualtrics. This included progress towards state performance measures, plans for program sustainability, self-ratings on a quality implementation rubric, and student success stories. Some of the student success stories are provided throughout the report (they have been edited for succinctness and clarity, and to protect student Personally Identifiable Information). In addition, this report includes a brief summary of findings from a review of local evaluation findings.

The intended audience for the report includes the United States Department of Education (USDE), CDE staff, subgrantees, centers, school districts, and the general public. To assist readers who are not familiar with terms used in this report, a glossary can be found in Appendix A.

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[2] In the previous year, this information was entered into Excel spreadsheets and then transferred into 21APR.

The 2018–2019 program year is the timeframe included in this report. For the federal data recorded in EZReports (e.g., data on activities provided, staffing, participation, and outcomes), the program year is from June 1, 2018 to May 31, 2019. For the state evaluation data (e.g., teacher survey data on student behavior, end of year survey data on student attendance, progress towards state performance measures, and success stories), the state fiscal year is from July 1, 2018 to June 30, 2019.

SUBGRANTEES, CENTERS, AND COHORTS

This report includes data from CDE's Cohort VII (2015–2020) and Cohort VIII (2018-2021) during the 2018–2019 reporting year.

During 2018–2019, Cohort VII was in its fourth year of funding. Cohort VII consists of 22 subgrantees and 44 centers. During 2018–2019, Cohort VIII, which consists of 39 subgrantees and 65 centers, was in its first year of funding.

Subgrantees and their corresponding centers are listed in Figure 1. Program descriptions for each of the centers are available online:

- Cohort VII program summaries: https://www.cde.state.co.us/21stcclc/programsummariesvii
- Cohort VII program summaries: https://www.cde.state.co.us/21stcclc/programsummariesviii

Figure 1
Students were served by 106 centers and 61 subgrantees.

Subgrantee	Cohort	Number of Centers	Names of Centers
School Districts			
Adams 12 Five Star Schools	VII	6	Coronado Hills Elementary Hillcrest Elementary Malley Drive Elementary North Star Elementary Stukey Elementary Thornton Elementary
Adams 12 Five Star Schools	VIII	3	Federal Heights Elementary McElwain Elementary Rocky Mountain Elementary
Adams-Arapahoe 28J (Aurora Public Schools)	VII	3	Fulton Academy of Excellence Sable Elementary Vaughn Elementary
Adams-Arapahoe 28J (Aurora Public Schools)	VIII	2	Aurora Hills Middle Kenton Elementary
Aguilar School District RE-6	VIII	1	Aguilar School District
Boulder Valley School District RE-2	VII	1	Alicia Sanchez International School
Boulder Valley School District RE-2	VIII	1	Justice High Charter School
Charter School Institute - New America Schools	VIII	3	New America School Lowry New America School Thornton New America School Lakewood
Charter School Institute	VIII	1	Pinnacle Charter School Elementary

Subgrantee	Cohort	Number of Centers	Names of Centers
Charter School Institute	VIII	1	Vega Collegiate Academy
Denver Public Schools - Department of Extended Learning and Community Schools (DELCS)	VII	3	Colfax Elementary Cowell Elementary Eagleton Elementary
Denver Public Schools - Department of Extended Learning and Community Schools (DELCS)	VIII	4	Barnum Elementary DCIS at Fairmont Ellis Elementary Hallett Academy
Denver Public Schools	VII	1	Grant Beacon Middle
Denver Public Schools	VII	1	Munroe Elementary
Denver Public Schools	VII	1	Place Bridge Academy
Denver Public Schools	VIII	1	Ridge View Academy Charter School
Englewood School District	VII	1	Cherrelyn Elementary
Englewood School District	VII	1	Colorado's Finest High School of Choice
Englewood School District	VII	1	Englewood Middle
Englewood School District	VIII	1	Clayton Elementary
Garfield School District 16	VIII	1	Garfield School District
Greeley-Evans School District 6	VII	3	Centennial Elementary Northridge High Prairie Heights Middle
Greeley-Evans School District 6	VIII	4	Bella Romero Academy of Applied Technology Heath Middle School Jefferson Junior/Senior High Martinez Elementary
Huerfano School District RE-1	VIII	1	John Mall High
Jeffco Public Schools	VIII	1	Alameda International Junior/Senior High
Jeffco Public Schools	VIII	2	Arvada K-8 Thomson Elementary
Jeffco Public Schools	VII	1	Brady Exploration School
Jeffco Public Schools - Consortium	VII	3	Jefferson Jr./Sr. High Lumberg Elementary Stevens Elementary
Jeffco Public Schools	VII	1	Pennington Elementary
Lake County School District	VII	1	Lake County Intermediate/Lake County High
Lake County School District	VIII	1	West Park Elementary
Mapleton Public Schools	VIII	1	Welby Community School
Mapleton Public Schools	VIII	1	York International
Mapleton Public Schools	VII	1	Meadow Community School
McClave School District RE-2	VIII	1	McClave School District
Mesa County Valley School District 51	VIII	1	Dos Rios Elementary
Mountain Valley School District RE-1	VIII	1	Mountain Valley School
Poudre School District R-1	VIII	3	Bauder Elementary Beattie Elementary Poudre Community Academy
Primero School District RE-2	VIII	1	Primero School District
Silverton School District 1	VIII	2	Silverton Elementary/Silverton Middle

Subgrantee	Cohort	Number of Centers	Names of Centers
			Silverton High
Community-Based Organizations			
Asian Pacific Development Center	VII	1	Hinkley High
Asian Pacific Development Center	VIII	1	Aurora Central High
Boys and Girls Clubs of La Plata County	VIII	1	Durango Big Picture High
Boys and Girls Clubs of Larimer County	VIII	2	Monroe Elementary Truscott Elementary
Boys and Girls Clubs of Metro Denver	VII	3	Cole Arts and Science Academy Godsman Elementary Johnson Elementary
Boys and Girls Clubs of Metro Denver	VIII	3	Beach Court Elementary KIPP Northeast Denver Middle Hidden Lake High School
Boys and Girls Clubs of Pueblo County	VIII	2	Irving Elementary Risley International Academy of Innovation
Colorado AeroLab Inc.	VIII	4	North Park School Soroco Middle /Soroco High West Grand Elementary and Middle West Grand High
Heart and Hand Center	VIII	1	Smith Elementary
High Valley Community Center Inc.	VIII	1	Del Norte Schools K-8
Riverside Educational Center	VIII	4	Bookcliff Middle Mount Garfield Middle Orchard Mesa Middle Rocky Mountain Elementary
School Community Youth Collaborative - MCHS	VIII	1	Montezuma-Cortez High
School Community Youth Collaborative - SWOS	VIII	1	Southwest Open Charter School
Scholars Unlimited	VII	4	Columbine Elementary International Academy of Denver at Harrington John Amesse Elementary Oakland Elementary
Scholars Unlimited	VIII	1	Ashley Elementary
Scholars Unlimited	VIII	2	Harris Park Elementary Mesa Elementary
YMCA Metro Denver	VII	1	Wyatt Academy
YMCA Metro Denver	VIII	1	Omar D. Blair Charter School
YMCA Pikes Peak	VII	1	Welte Education Center
Institutes of Higher Education			
Metropolitan State University	VII	2	Bruce Randolph School Kunsmiller Creative Arts Academy
Metropolitan State University	VIII	1	Denver Center for 21st Century Learning at Wyman

FEDERAL EVALUATION: DATA REPORTED IN EZREPORTS DATA COLLECTION SYSTEM

Colorado Department of Education is required to collect data from subgrantees on the effectiveness of all programs and activities provided using 21st CCLC funds. This section addresses the federal Government Performance and Results Act (GPRA) indicators and data for the 21st CCLC program reported in EZReports (covering the period from June 1, 2018 to May 31, 2019).

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

In addition, by the end of Spring 2019, all subgrantees were instructed to submit teacher surveys for all regular program attendees (that is, students who attended a program for 30 days or more). The purpose of the teacher survey was to assess student improvements in academic behaviors, academic performance, and school attendance.

Regular classroom teachers completed the survey for elementary students. Math and/or English teachers completed the survey for middle and high school students.

Students Served

Student Attendance Patterns

In total, centers served 17,566 students during the 2018–2019 program year. About two in five students (42%) were regular attendees (that is, they attended the program for 30 days or more; see Figure 2).

Figure 2

About two in five students were regular attendees during the 2018–2019 school year.

Student Attendance	Number	Percent
< 30 Days	10,219	58%
30-59 Days	2,830	16%
60-89 Days	1,533	9%
90+ Days	2,984	17%
Total	17,566	100%

Note: Data in this table comes from EZReports.

Student Demographic Characteristics

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

Figure 3 presents student gender. Just over half of students (51%) were male, and 48% were female. For a very small proportion of students (0.05%), gender was recorded as "other" or unknown.

Figure 3
Students were nearly evenly split between males and females.

other or unknown	female	male
0.05%	48%	51%

Note: Data in this table comes from EZReports.

Figure 4 presents data on student race broken out by federal reporting categories. The majority of students were White (55%), and race was unknown or "some other race" for 20% of students.

Figure 4
Student race broken out by Federal reporting categories.

| Student Race	Number	Percent
American Indian or Native Alaskan	1,227	7%
Asian	1,182	7%
Black or African American	1,150	7%
Native Hawaiian or Pacific Islander	195	1%
White	9,728	55%
Multi-Racial	494	3%
Unknown or some other race	3,590	20%
Total	17,566	100%

Note: Data in this table comes from EZReports.

Figure 5 presents data on student ethnicity broken out by federal reporting categories. A majority of students (56%) were Hispanic.

Student ethnicity broken out by Federal reporting categories.

Student Ethnicity	Number	Percent
Hispanic	9,800	56%
Non-Hispanic	6,532	37%
Unknown	1,234	7%
Total	17,566	100%

Figure 6 presents student grade level. All grades were represented among student attendees. Over half of students (52%) were in pre-kindergarten through grade 5, while 23% were in grades 6 to 8 and 26% were in grades 9 through 12.

Figure 6
Just over half of students were in pre-kindergarten through grade 5.
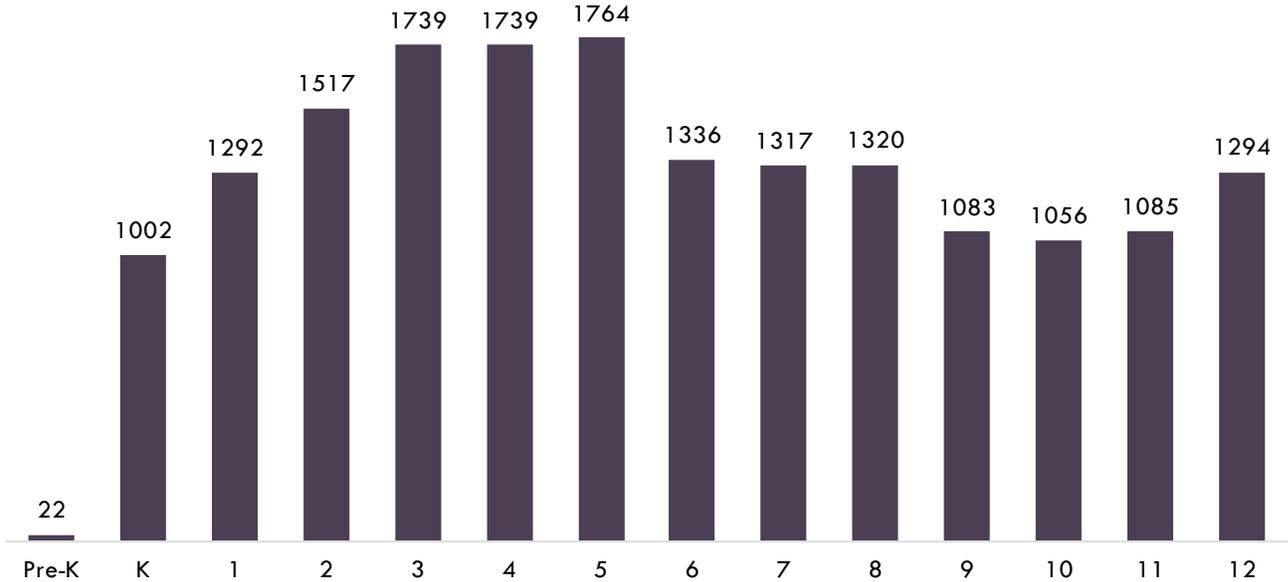
Note: Data in this table comes from EZReports. All pre-kindergarten students were served as part of the family engagement programming (not the student programming).

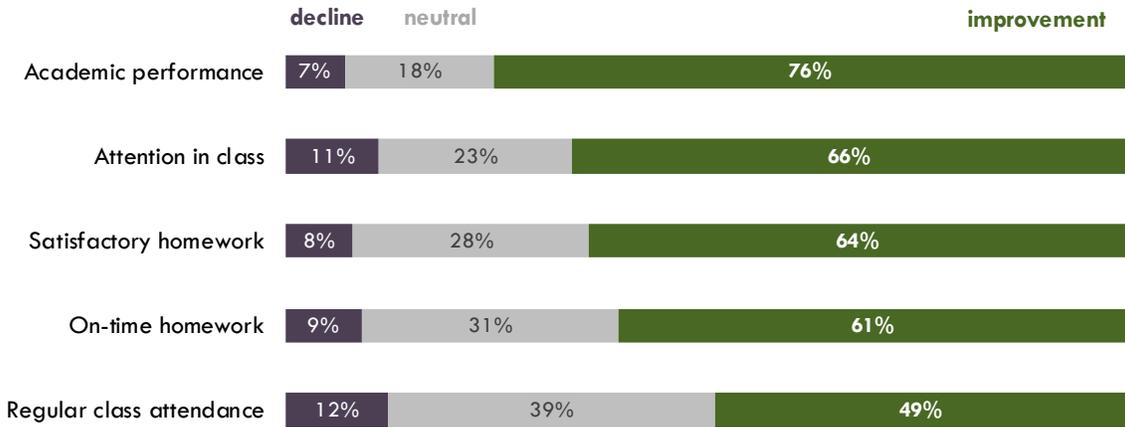## Changes in Student Behavior and Academic Performance

Changes in student behavior were assessed by surveys completed by teachers for students who attended 30 days or more during the program year. These surveys allowed tracking of two Government Performance and Results Act (GPRA) measures: the percent of regular program participants who improved in homework completion and class participation, and the percent of all regular program participants whose behavior improved.[3] Additional survey items allow for general tracking of student performance and engagement. The full teacher survey is available online at 21st CCLC Subgrantee Resources.

Teachers submitted surveys for 3,154 regular attendees at 98 centers representing 54 subgrantees.[4]

Figures 7 through 10 present teacher ratings of student improvement in areas related to academic performance and behavior. Students who did not need improvement in a particular area were not rated and are not included in these figures.

Figure 7 shows that the percent of students improving their *academic performance* was particularly high, with 76% of students showing improvement. Students also showed improvement in *being attentive in class* (66% improvement), *completing homework to the teacher's satisfaction* (64%), and *turning in his/her homework on time* (61%). Nearly half of students (49%) improved *attending class regularly*.[5]

Figure 7
Most students improved in academic performance and paying attention in class.

	decline	neutral	improvement
Academic performance	7%	18%	76%
Attention in class	11%	23%	66%
Satisfactory homework	8%	28%	64%
On-time homework	9%	31%	61%
Regular class attendance	12%	39%	49%

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

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[3] These two measures (the percent of regular program participants who improved in homework completion and class participation) are averaged in the report 21APR, but they are presented separately in this report.

[4] This is an 69% response rate by student (teachers submitted surveys for 5,063 of the 7,347 regular attendees). This is a 92% response rate by center (98 of 106 centers submitted at least one survey).

[5] Among the 5,063 students for whom surveys were submitted, the percent who did not need to improve in a particular area (and are therefore not represented in Figure 7) include 14% for *academic performance*, 21% for *attention in class*, 23% for *satisfactory homework*, 25% for *on-time homework*, and 41% for *regular class attendance*.

Success story: Social and academic improvement (submitted by Adams-Arapahoe School District):.

One student, who attended the COMPASS program at Sable Elementary from December 2018 through May 2019, was new to the school. When she first came to Sable, she spoke no English, was very shy, and had a difficult time making friends. It has been very exciting to see her grow socially and academically in COMPASS. She currently is speaking simple English and has a few close friends that she met in the program. She is very excited about learning and loves to share the work that she has completed in COMPASS. COMPASS has provided a safe, nurturing environment for her to take risks, learn English, and develop friendships. It is exciting to report that she has made amazing growth in the area of literacy as measured by the I-Ready Assessment.

Figure 8 shows the percent of students improving on the same five indicators broken out by students who attended either fall or spring sessions and students who attended both fall and spring sessions. On all five indicators, students who attended both fall and spring sessions made significantly more improvements than other students.[6] Differences were most pronounced for *academic performance* (65% vs. 77%) and *regular class attendance* (37% vs. 51%), though they were also substantial for *attention in class* (56% vs. 67%), *satisfactory homework* (55% vs. 65%), and *on-time homework* (52% vs. 62%).
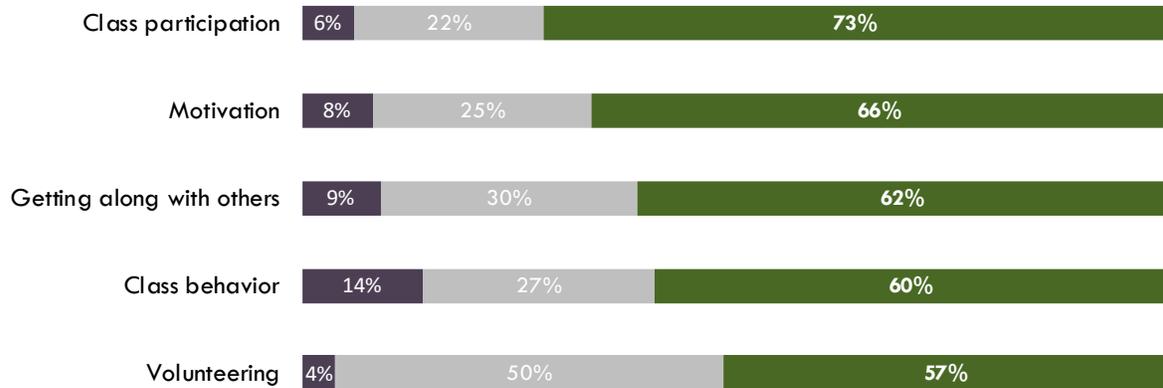
Figure 8

Students who attended both fall and spring sessions made more improvements than other students on all indicators.

Academic performance — Fall or spring: 65%, Both fall and spring: 77%
Attention in class — Fall or spring: 56%, Both fall and spring: 67%
Satisfactory homework — Fall or spring: 55%, Both fall and spring: 65%
On-time homework — Fall or spring: 52%, Both fall and spring: 62%
Regular class attendance — Fall or spring: 37%, Both fall and spring: 51%

■ Fall or spring   ■ Both fall and spring
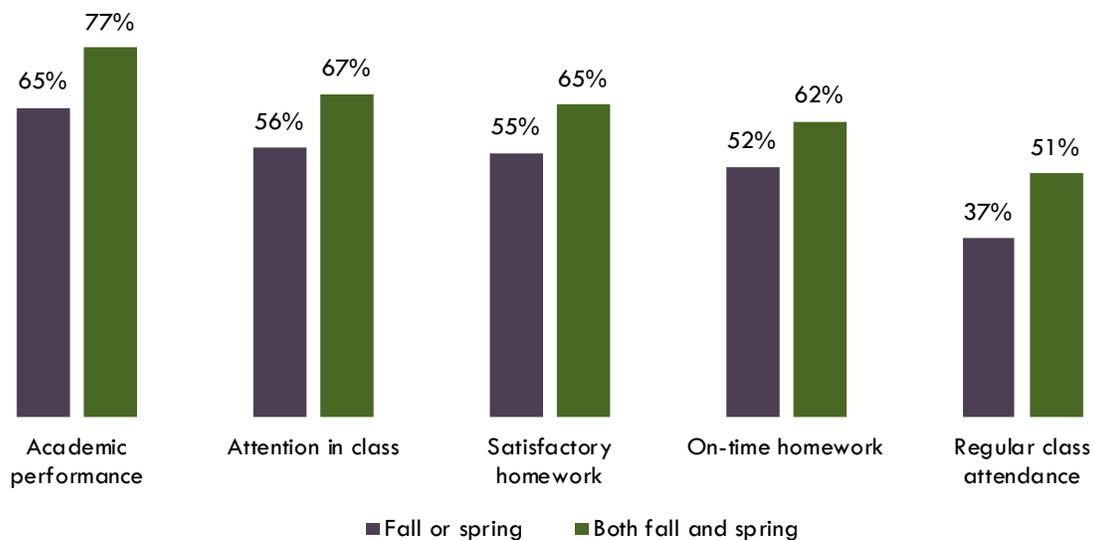
[6] One-way between subjects analyses of variance (ANOVA) were conducted to compare outcomes between groups ($p<.001$).

As shown in Figure 9, the percent of students improving their *participation in class* and *coming to school motivated to learn* were both particularly high, with 73% and 66% of students showing improvement, respectively. Students also showed improvement in *getting along with others* (62%), *behaving well in class* (60%), and *volunteering* (e.g., for extra credit or more responsibilities; 57%).[7]

Most students improved in class participation and motivation.


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

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[7] Among the 5,063 students for whom surveys were submitted, the percent who did not need to improve in a particular area (and are therefore not represented in Figure 9) include 18% for *class participation*, 22% for *motivation*, 30% for *getting along with others*, 31% for *class behavior*, and 19% for *volunteering*.

Figure 10 shows the percent of students improving on the same five indicators broken out by students who attended either fall or spring sessions and students who attended both fall and spring sessions. On all five indicators, students who attended both fall and spring sessions made significantly more improvements than other students.[8] Differences were most pronounced for *getting along with others* (47% vs. 64%), though they were also substantial for *class participation* (66% vs. 73%), *motivation* (57% vs. 68%), *class behavior* (48% vs. 61%), and *volunteering* (46% vs. 58%).

Figure 10

Students who attended both fall and spring sessions made more improvements than other students on all indicators.

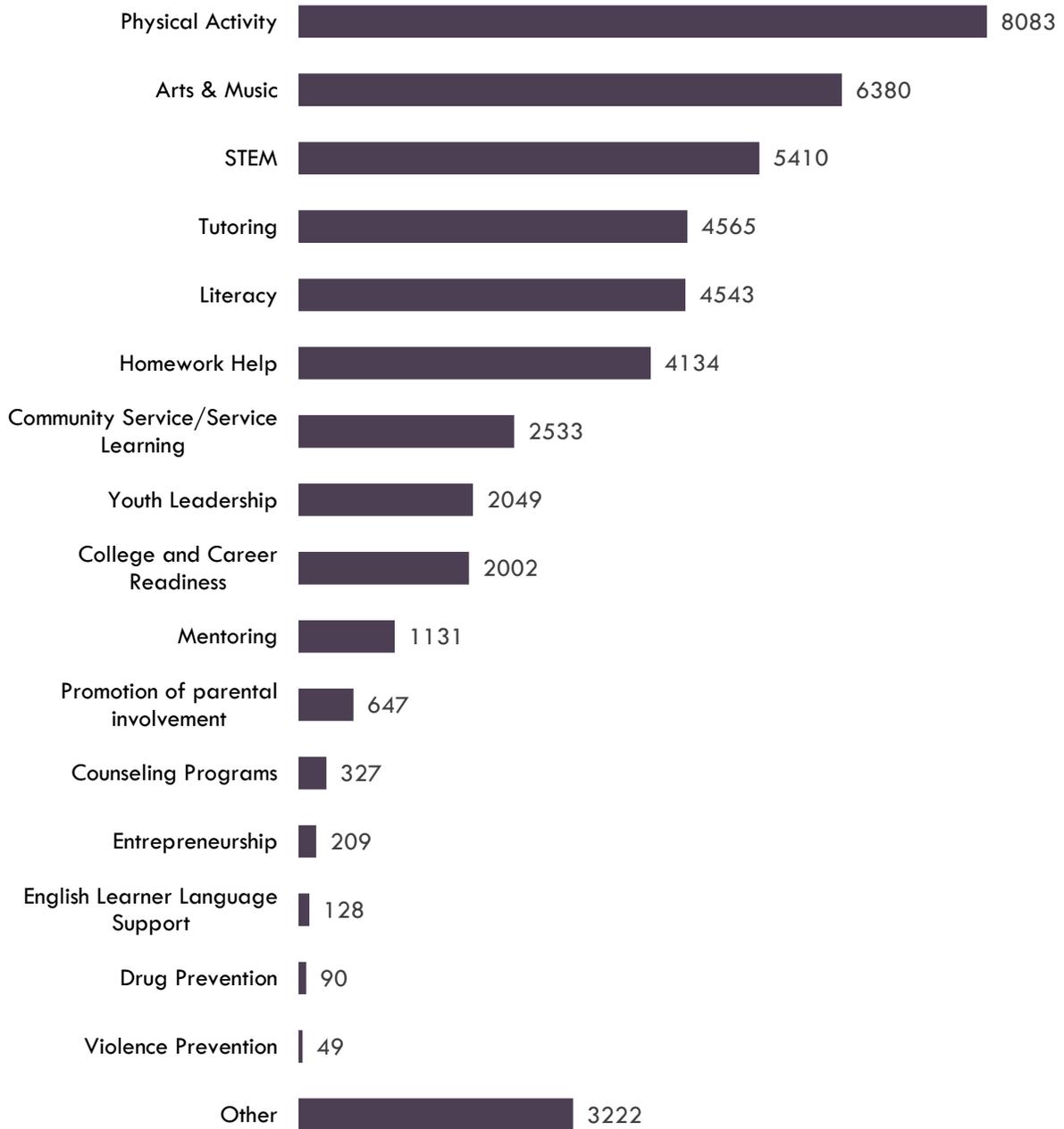Legend: ■ Fall or spring   ■ Both fall and spring
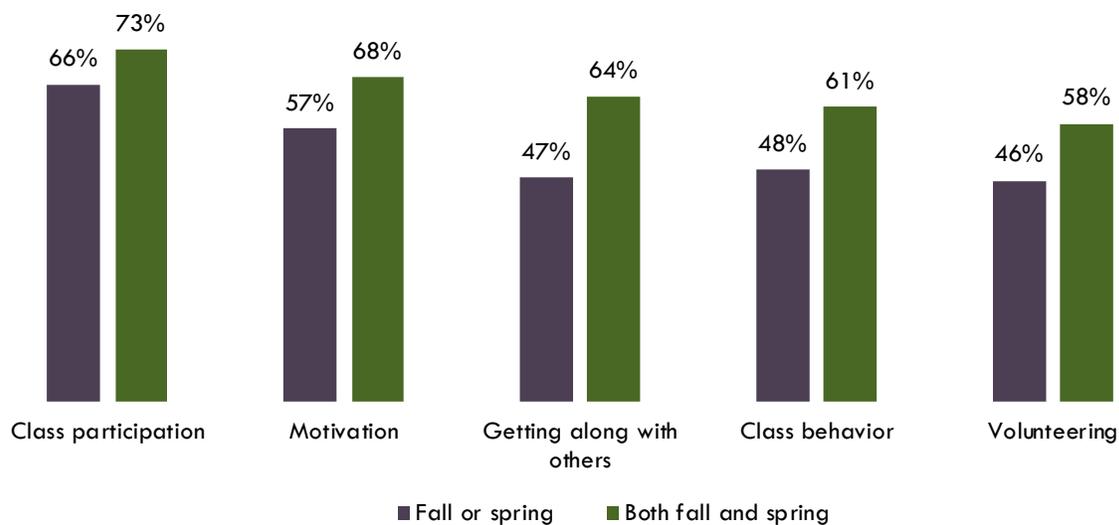
Activities Provided

Figure 11 presents the number of students participating in each type of activity during the 2018–2019. The most commonly attended activities included *physical activity* (8,083 students), *arts and music* (6,380 students), and *STEM* (5,410 students). A large number of students also participated in activities related to academic performance, including *tutoring* (4,565 students), *literacy* (4,543 students), and *homework help* (4,134 students). *Other* activities include topics such as nutrition, health and wellness, and postsecondary workforce readiness.

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[8] One-way between subjects analyses of variance (ANOVA) were conducted to compare outcomes between groups ($p<.001$).

Figure 11

The number of students participating in activities demonstrates an emphasis on physical activity, arts and music, and STEM.

Activity	Number
Physical Activity	8083
Arts & Music	6380
STEM	5410
Tutoring	4565
Literacy	4543
Homework Help	4134
Community Service/Service Learning	2533
Youth Leadership	2049
College and Career Readiness	2002
Mentoring	1131
Promotion of parental involvement	647
Counseling Programs	327
Entrepreneurship	209
English Learner Language Support	128
Drug Prevention	90
Violence Prevention	49
Other	3222

Note: Data in this figure comes from EZReports.

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

This section of the report highlights results from the state-level evaluation (covering the state fiscal period from July 1, 2018 to June 30, 2019). Subgrantees were required to complete an online end-of-year reporting survey in July 2019. The survey included both qualitative and quantitative questions related to family-school partnerships, progress towards reaching state performance measures, enrollment and participation rates throughout the program year, sustainability efforts, and program successes. The end-of-year survey is provided online at 21st CCLC Subgrantee Resources.

Family-School Partnerships

Family activities typically involve engagement nights/events as well as adult programming. Examples include parenting skills programs that promote parental involvement and family literacy for parents of students enrolled in the 21st CCLC Program; wraparound programs to engage families and connect them with services; whole family approaches to support adult and early childhood education, employment and training, financial literacy, and asset accumulation. Centers served a total of 3,051 family members during the 2018-2019 program year.

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

> **Success story: Community service (submitted by Greeley-Evans School District):**
> Our school's partnerships with a local food bank and church have been key to implementing a vision of giving back to the community that supports us. We have been successful in teaching and modeling for our 21st Century students and families that a community grows when you help and give back to the same community. Our hope for the next school year is to get our families involved in a community give back project.

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

The family-school partnership best practices most frequently reported by subgrantees included *welcoming all families* (65% frequently) and engaging in *effective communication* (63% frequently; see Figure 12). About half of subgrantees (52%) reported frequently *supporting student success*, and slightly fewer reported frequently *speaking up for every child* (47%). Smaller proportions reported frequently *collaborating with community* (42%) and *sharing power* with families (26%).

Figure 12
All subgrantees reported occasionally or frequently welcoming all families.
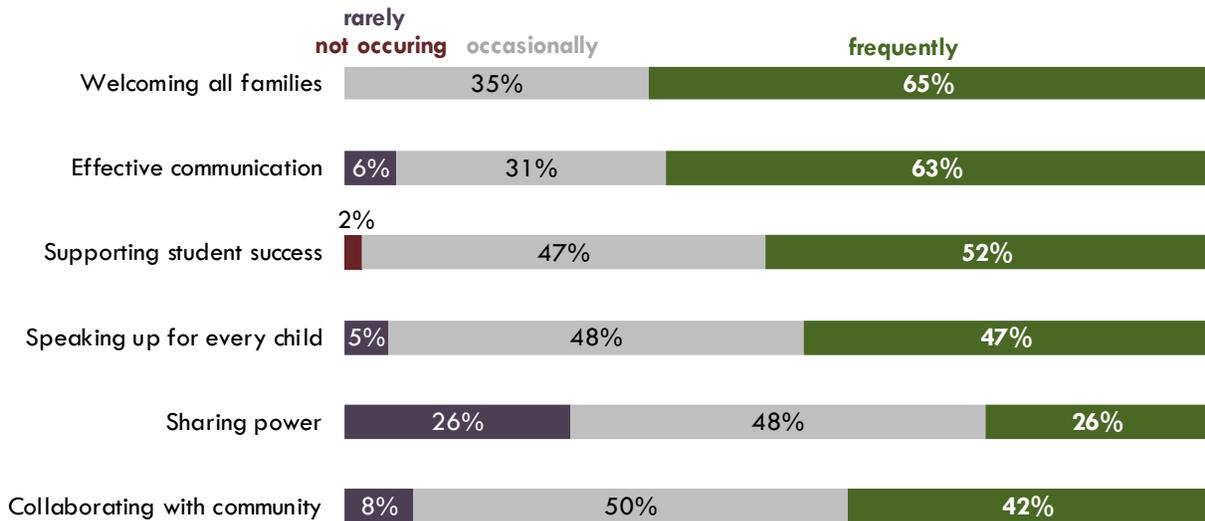
Note: Data in this figure comes from the state's end-of-year survey.

State Performance Measures

Performance goals include measurements of the outcome that are relevant, realistic, and demonstrate impact. SMART goals must be specific and have clear indicators of success based on current research. Results in this section are presented separately for Cohort VII and Cohort VIII because subgrantees in each of the cohorts had different performance measure requirements.

Cohort VII

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

- Academic progress
- Enrichment
- Parent/family activities

In addition to the three required performance measures, Cohort VII subgrantees had the option to develop performance measures in three priority areas:[11]

- STEM
- Health and wellness
- Attendance

Subgrantees were asked to rate their progress on each performance measures using a four-point scale (no progress, making progress, met goal, or exceeded goal). If they surpassed their performance measure, they selected "exceeded performance measure" If they completely met their performance measure, they selected "met performance measure," and if they partially met their performance measure, they selected "making progress." If they made minimal gains on their performance measure, they selected "not making progress." Subgrantees were also required to submit data to validate their ratings for each performance measure.

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

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

Figure 13 shows Cohort VII subgrantees' reports of progress towards each of the six performance measures. More than half of subgrantees reported meeting or exceeding their performance measure in *enrichment*, *parent/family activities, and health and wellness*. Smaller proportions of subgrantees reported meeting or exceeding their performance measure in *academic progress*, *STEM*, and *attendance*, though most subgrantees reported at least making progress in these areas.

Figure 13

All Cohort VII subgrantees reported making progress, meeting, or exceeding their academic progress and enrichment performance measures.

Note: Data in this figure comes from the state's end-of-year survey. All subgrantees reported on the required performance measures (*academic progress*, *enrichment*, and *parent/family activities*). For the optional performance measures, 18 subgrantees reported on *STEM*, 14 reported on *health and wellness*, and 15 reported on *attendance*.

Academic Progress

Nearly half of subgrantees (45%) reported meeting or exceeding their *academic progress* measure, and the remainder (55%) reported making progress. All 22 Cohort VII subgrantees reported on this measure.

> **Success story: Academic improvement (submitted by Boulder Valley School District)**
> We have a 4th grade student who was struggling with math and was very upset when he was selected to participate in our math tutoring program because he didn't want to stay afterschool to do math. I asked him to give it a try for one week and he agreed. Thanks to the wonderful math tutor we had and the fun math tutoring curriculum and activities he did with the students, this student came looking for me at the end of the week to make sure I was going to keep him in the class. By the end of the semester, his teacher came to my office to let me know he had showed great improvement in math because of the work he had done in tutoring.

Positive special circumstances and factors

Several Cohort VII subgrantees noted that **homework help** and **tutoring** helped them reach their academic progress performance measures. Some also mentioned **dedicated teachers** (including certified teachers), **personalized learning,** and **positive relationships** between students and teachers. Others mentioned the importance of **communication** with day school staff, **professional learning communities,** and **data-driven instruction**. One subgrantee cited the switch to **expeditionary learning** as beneficial.

> "Our entire teaching staff is dedicated and trained in personalized learning. This allows them to use the test scores for each student to gauge their progress and to adapt their teaching to support the students where they need support most. All teachers also participate in data teams to be sure they are tracking data and making meaningful shifts in instruction in response to data collected."

Effective activities, services, and programs

Specific activities, services, and programs that were cited as effective included focusing on academics through **tutoring, homework help,** and **reading and math enrichment.** Subgrantees also noted the importance of **progress monitoring, individualized instruction,** and **relationships** between students and program staff.

> "Creating structures and systems on-site for homework check-ins and check-outs created more accountability with students and staff to ensure progress was made daily around homework efforts. Weekly grade checks by site staff allowed staff to check in with individual students who were struggling in class and make an action plan to improve their grades."

Enrichment

Over three in five subgrantees (64%) reported meeting or exceeding their *enrichment* performance measure, while the remainder (36%) reported making progress. All 22 Cohort VII subgrantees reported on this measure.

> **Success story: Career exploration (submitted by Lake County School District)**
> A 12th grade student led our recycling club for grades 7-12 this year. This club took on the school-wide recycling efforts. This student stated that leading this club taught her how much we need to take care of the earth if we want our younger children to have a future in the outdoors. Leading this club showed her the importance of sustainability and guided her pathways after high school, now that she has graduated. She is going to pursue earning a degree in environmental science with a minor in horticulture and sustainability. Due to her sustainability efforts and involvement both in the community and at school, she received a full ride scholarship. She also received a scholarship from a local partner for her sustainability efforts in Leadville. Her dream job is to be a farmer that continues to show that wholesome foods can be made organically and even be regenerative for the earth. She wishes to leave a legacy at the high school where students also are learning how to recycle and carry on this responsibility.

Positive special circumstances and factors

Subgrantees noted that offering **high-interest classes** (sometimes requested and/or designed by students) helped them meet their enrichment performance measure. Employing **motivated teachers**, maintaining **positive relationships** between students and staff, and preserving **collaborative partnerships** with community partners and vendors were also mentioned as helpful.

> "Having a variety of high interest classes as well as having teacher share their passions positively affects our enrichment goal."

Effective activities, services, and programs

Subgrantees noted a variety of effective activities, services, and programs related to enrichment. These included **field trips** focused on math and STEM, **health and wellness programming**, activities that incorporate **social-emotional learning**, and classes focused on **leadership development**. In addition, several subgrantees found that offering opportunities for **service learning** was helpful in achieving their enrichment performance measure.

> "The leadership teacher not only taught leadership classes but she also taught the Student Ambassador class for 7th and 8th graders. This extra time of leadership development, service learning, and social emotional instruction provided deeper content and greater impact on the students' growth and understanding of leadership and youth development."

Parent / family activities

Nearly three in five grantees (59%) reported meeting or exceeding their *parent/family activities* performance measure, while 32% reported making progress and 9% reported not making progress. All 22 Cohort VII subgrantees reported on this measure.

Success story: Family engagement (submitted by Englewood — Colorado's Finest)

The following story comes from a survey done by a student who took a summer class that involved working alongside her mother. "Me and my mom have struggled to be close ALL OF MY LIFE. I am finally at a point where I can say anything to her and have a mother/daughter relationship I always wanted. Our Hispanic culture has also been cut off from me, growing up here in Colorado. This Day of the Dead class has allowed me to spend time with my mom doing art and celebrating our loved ones we lost. What is more, being close to my mom is a priceless gift."

Positive special circumstances and factors

Subgrantees reported offering a **wide variety of parent activities**, such as "recess at night," parent training, English language learner courses, community potlucks, and academic success night. They reported that it was helpful to offer activities at **various times**, with **free child care** and **free meals**. At one site, nearly all parents attended an Academic Parent Teacher Team (APTT) workshop, which focus on engaging parents as partners in students' academic careers.

> "All of our sites have a tight group of parents who are actively engaged with the school community and participate in and advocate for 21st Century programs. These parents not only serve as advocates for 21st Century programs but act almost as an advisory committee for the 21st Century team."

Effective activities, services, and programs

Consistent communication, including personal phone calls, boosted parent participation. One subgrantee noted that their school assigns a "family teacher" to each student, who is their main contact throughout the student's tenure at the school. Some subgrantees noted that **daily interactions** with families (such as during pick-up) offer opportunities to build trust and deepen relationships. Some specific activities noted as helpful included **stakeholder summits**, which create space for families' voices to be heard, **parent orientations**, and **student-family events.**

> "The parent orientations were very helpful in getting parents familiar with our policies and procedures along with allowing us time to assist them with the technical pieces of registration."

STEM (Science, Technology, Engineering, and Mathematics)

About two in five subgrantees (39%) reported meeting or exceeding their *STEM (Science, Technology, Engineering, and Mathematics)* performance measure, while over half (56%) reported making progress and 6% reported not making progress. Eighteen Cohort VII subgrantees (82%) reported on this optional measure.

Success story: Enrichment (submitted by Riverside Educational Center)

During our summer program, both our elementary and middle school programs had river ecology enrichment opportunities through a partnership with RiversEdge West and their outreach program, which provided a free opportunity for students to learn about the river and the ecology of the river. Students were able to collect insect specimens, which were then released, and learned about them. This activity was of particular enjoyment to students: they loved catching the insects with their butterfly nets and learning from the RiversEdge West facilitators about them, so much so that program staff could not get students back on the bus when it was time to go. Students would ask to be allowed "just one more" and did not want to go! This happened with both the elementary group that went and the middle school groups that went. For middle school staff it was a huge surprise to see students who usually don't respond much or participate be really into the learning and activities provided as part of this summer enrichment session. It was a huge success to see students so engaged and interested in learning and participating.

Positive special circumstances and factors

Several subgrantees noted that **student feedback and leadership** were helpful in meeting their STEM performance measure, as students helped determine which STEM activities to pursue. **Professional development** (including in personalized learning) and **positive relationships with teachers** were also beneficial. STEM activities naturally lend themselves to **project-based learning**, which subgrantees noted as helpful. Subgrantees also mentioned that **strong partnerships with providers** were beneficial in meeting this performance measure.

> "We noticed that students loved to do hands-on activities, challenge each other, and have competitions, so staff planned STEM activities where students had choices. Students did research and picked an activity. Then the staff planned the activity. One activity was building structures that could support weight. Students learned to do problem-solving and change the base of the structure. One structure made with a deck of cards and tape was able to hold about ten Chrome books."

Effective activities, services, and programs

Subgrantees offered a **wide variety of STEM-related activities,** including robotics, stop motion animation, rocketry, coding, science experiments, and 3D printing.

Health and wellness

Nearly three in five subgrantees (57%) reported meeting or exceeding their *health and wellness* performance measure, while 36% reported making progress and 7% reported not making progress. Fourteen Cohort VII subgrantees (64%) reported on this optional measure.

Success story: Coping skills (submitted by Boys and Girls Clubs of Metro Denver)

One of our enrichment programs was focused on mental health and coping skills for when students feel frustrated or upset. This class was deeply rooted within social-emotional learning competencies of self-management and responsible decision making. One success story from this program came from a 3rd grade student who was dealing with a tough situation at home. This student's mother has a history of mental health issues and at the time was suicidal. Understandably, the family events and trauma were affecting the student's behavior at school and in the afterschool program. During this enrichment program the staff introduced the students to breathing activities, along with drawing activities that were meant for having a calming effect during times of high stress. During the final class, the staff led a class wide debrief where the students could share what they were taking away from the class. This student was very passionate during her time to share, and shared with the class, "Sometimes at home I get really angry and scared whenever mom gets mad, but lately I've been going to my room to do the activities I learned and it's really starting to help."

Positive special circumstances and factors

One subgrantee noted that students were able to **apply what they learned** from their health and wellness classes to their behavior during the school day. Several subgrantees commented on the importance of **partnerships with community providers** and those providers' **relationships with students** in making progress on their health and wellness performance measure. Offering activities based on **student interests** was also helpful.

Effective activities, services, and programs

Subgrantees reported offering numerous **individual and team sports** (in one case, based on student feedback requesting more sports) and a variety of **health and wellness-related workshops,** such as suicide awareness, internet safety, health equity, and healthy relationships. One school instituted a **weekly community circle** (based on restorative practices community circles), during which the entire school meets to discuss a value or character trait, and another offered **student-led community meetings** focused on making educated choices, character development, and personal values. A site whose student population has endured a high level of adverse childhood experiences created a **Zen room**.

"This year our school started a weekly community circle, which is modeled after the restorative practices community circles. The whole school met every Monday morning as a group to go over a value character trait. This in turn was a lesson in positive social emotional skills and values. These weekly meeting provided language and skills to create and up keep positive relationships at our school."

Attendance

About one in four subgrantees (27%) reported meeting or exceeding their *attendance* performance measure, while 67% reported making progress and 7% reported not making progress. Fifteen Cohort VII subgrantees (68%) reported on this optional measure.

Positive special circumstances and factors
Offering **high interest courses and field trips** (informed by student feedback) and creating **positive connections with adults** and a **positive culture** were also noted as helpful in meeting the attendance performance measure.

Effective activities, services, and programs
Several subgrantees said that having a **staff person dedicated to attendance** has been helpful, communicating with families whose students are chronically absent and permitting real time feedback on attendance. One site employed a social worker who made **home visits** to the families of students who were struggling with attendance. Another reported **celebrating students** who struggled with attendance when they came to the program; this site also celebrated students when they reached a certain number of attendance days.

"Having an attendance clerk track attendance, make phone calls, and send out letters has been extremely helpful. She serves as a liaison between families, teachers, principal, and the district."
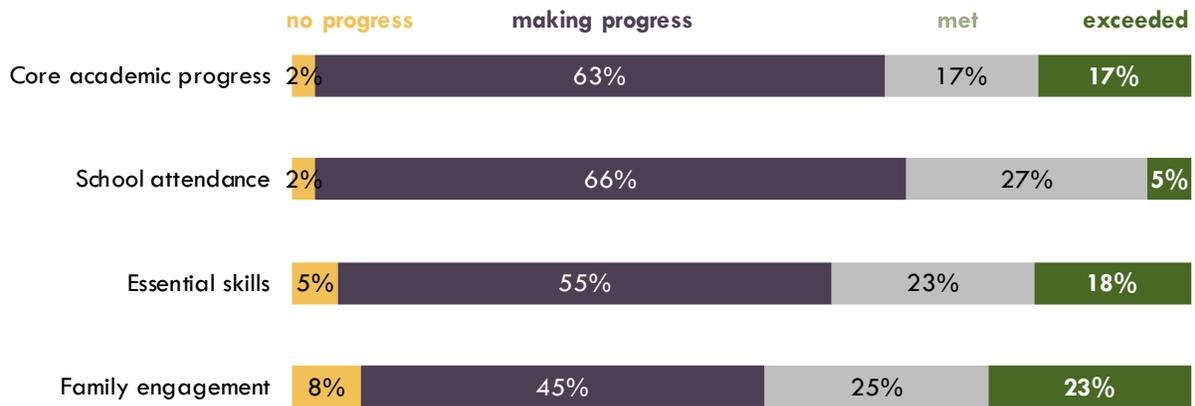

Cohort VIII

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

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

Like Cohort VII subgrantees, Cohort VIII subgrantees were asked to rate their progress on each performance measures using a four-point scale (no progress, making progress, met goal, or exceeded goal) and provided open-ended comments about positive special circumstances and factors, negative special circumstances and factors, and effective activities, services, and programs. In addition, Cohort VIII subgrantees provided information on the data source(s) they use to track their progress towards each goal.

The vast majority of subgrantees rated themselves as making progress, meeting, or exceeding their SMART goals (see Figure 14).

Most Cohort VIII subgrantees reported making progress, meeting, or exceeding all four performance measures.

|	no progress	making progress	met	exceeded
Core academic progress	2%	63%	17%	17%
School attendance	2%	66%	27%	5%
Essential skills	5%	55%	23%	18%
Family engagement	8%	45%	25%	23%

Core Academic Progress

About one in three subgrantees (34%) rated themselves as meeting or exceeding their *core academic progress* performance measure, and 63% reported making progress (see Figure 14). A small proportion (2%) rated themselves as not making progress. All 41 Cohort VIII subgrantees reported on this measure.

Most Cohort VIII subgrantees tracked progress on their *core academic progress* performance measure using formal assessments (88%; see Figure 15). They also tracked progress using student academic records of grades or GPA (34%), credit recovered and/or attained during OST hours (10%), or other methods (10%). Other methods used to track progress included the ELA/CMAS, MAP, ST Math, a district assessment, and daily progress reports.

Of the 3,940 students assessed on the *core academic progress* performance measure at baseline, 1,885 (48%) showed significant improvement on the selected indicator(s).

Figure 15

Most Cohort VIII subgrantees tracked progress on their core academic progress performance measure using formal assessments.
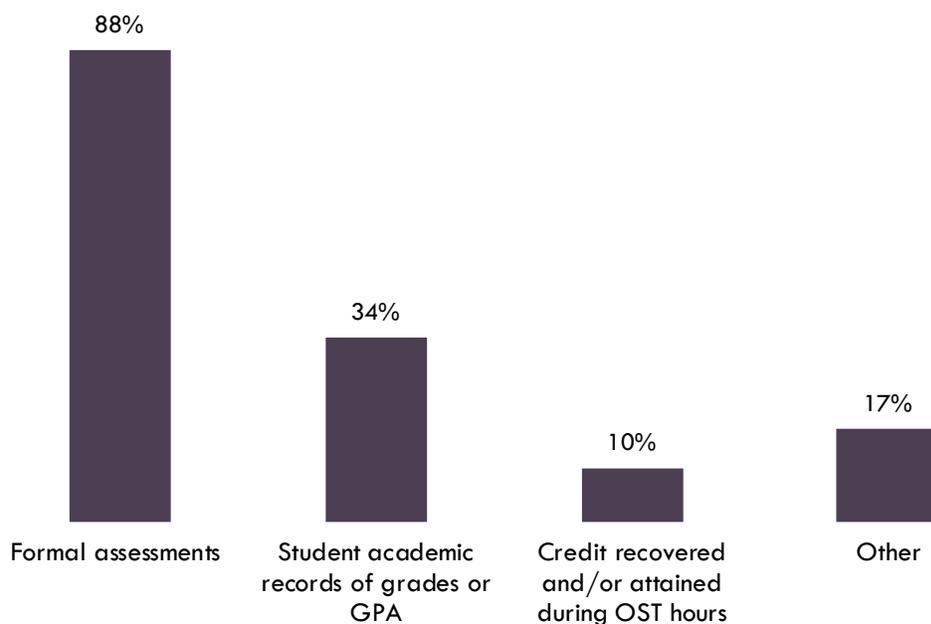
Positive special circumstances and factors

Subgrantees highlighted the benefits of having **experienced, credentialed teachers** (often the students' day teachers) in making progress on this performance measure. They also cited ongoing **monitoring of student progress** (including communication with school teachers), **individualized support**, and **consistent student attendance** as helpful. Incorporating **student input** into planning (such as the development of monthly themes) and offering **project-based learning** increased student engagement. **Parent engagement and buy-in** were also highlighted, as were **positive relationships** between students, mentors, and tutors.

> "Our teachers are great, and being able to use guided reading, intervention, and project based-learning in our programs helps us meet our goals. We have also placed a higher emphasis on positive adult relationship that have also made a positive change in our programs."

Effective activities, services, and programs

The most commonly cited activities were **tutoring** (including peer tutoring) and **homework help**. **Summer school** was also beneficial. Several subgrantees provided **free books** to students. One subgrantee noted the helpfulness of a **blended learning platform**, combining online and face-to-face instruction, in achieving literacy goals.

"The after-school homework clubs that are staffed by experienced teachers have been the most beneficial. The feedback we have received from both parents and students has been that the homework clubs have helped students stay caught up in class, decreased stress and anxiety about classwork and falling behind in class, and helped to increase students' understanding of the content they are studying."

School Attendance

Three in ten subgrantees (30%) rated themselves as meeting or exceeding their *school attendance* performance measure, and 66% reported making progress (see Figure 14). A small proportion (2%) rated themselves as not making progress. All 41 Cohort VIII subgrantees reported on this measure.

Most Cohort VIII subgrantees tracked progress on their *school attendance* performance measure using school attendance records (76%; see Figure 16). They also tracked progress using school teacher surveys (32%) and other methods (37%). Other methods used to track progress included comparing the drop-out rate of regular attendees vs. the general school population, student surveys, activity attendance, weekly tardy and attendance lists, SAYO-S, DESSA, and one-on-one conversations with teachers.

Of the 5,391 students assessed on the *school attendance* performance measure at baseline, 2,109 (39%) showed significant improvement on the selected indicator(s).

Figure 16

Most Cohort VIII subgrantees tracked progress on their school attendance performance measure using school attendance records.
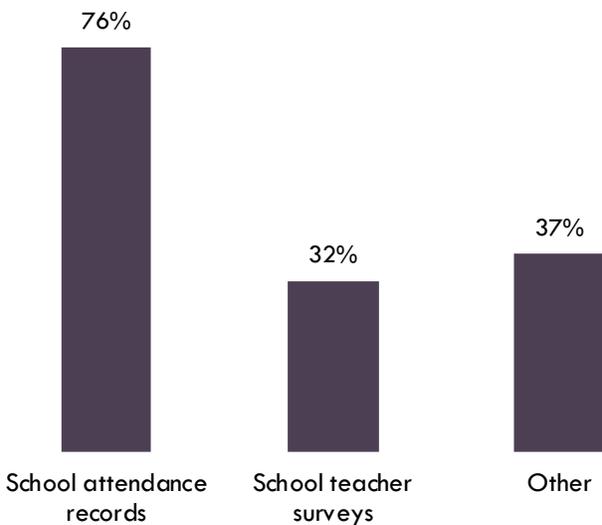
Subgrantees noted that offering a wide variety of **engaging activities** (informed by **student input**) and developing **meaningful relationships** between students and staff positively affected their attendance rates. Requiring students to attend in order to **participate in sports** provided motivation for students to attend. Specifically **recruiting students** who could benefit from the program, providing **transportation** home and maintaining **ongoing communication** with the school and family about absences were also instrumental in making progress on this performance measure.

"As we progressed through our first year of 21st CCLC grant implementation, we continued to improve our recruitment efforts. Our grant coordinator worked closely with classroom teachers to recruit students who had social/emotional needs and could benefit from our out-of-school programming. Often, these students' social and emotional struggles impacted their school attendance. These recruitment efforts positively impacted many students' school attendance."

Effective activities, services, and programs

Specific activities that subgrantees noted as boosting attendance included **credit recovery, field trips** (including college and career-related trips for older students), and **service-learning** opportunities. One subgrantee noted that their **dropout prevention through sports program** was very effective. Providing **snacks** and **supports to families** (such as help completing legal documents and accessing basic needs) also boosted attendance.

"Our programs have added a new level of connection between teachers, students, and families. When teachers have the opportunity to interact with students outside the regular school day and work on projects outside the regular content, students see education as a more positive experience. This motivation to learn leads to a greater desire to be at school, which has positively affected progress on this performance measure."


Essential skills

About three in ten subgrantees (31%) rated themselves as meeting or exceeding their *essential skills* performance measure, and 55% reported making progress (see Figure 14). A small proportion (5%) rated themselves as not making progress. Forty Cohort VIII subgrantees reported on this measure.

Most Cohort VIII subgrantees tracked progress on their *essential skills* performance measure using self-report surveys (68%; see Figure 17). They also tracked progress using systematic observations (33%), formal portfolios or competency assessments (18%), interviews and focus groups (13%), and other methods (35%). Other methods used to track progress on this measure included school attendance records, informal observations, community partnerships data, surveys, and informal observations.

Of the 4,339 students assessed on the *essential skills* performance measure at baseline, 1,739 (40%) showed significant improvement on the selected indicator(s).

Figure 17

Most Cohort VIII subgrantees tracked progress on their essential skills performance measure using self-report surveys.
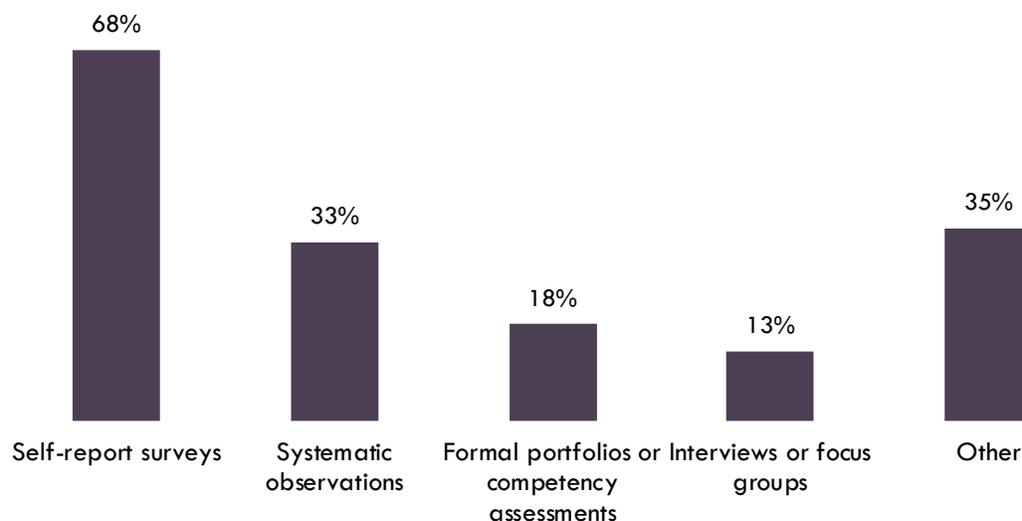
Positive special circumstances and factors

Subgrantees noted the importance of provide a **safe space** and creating and maintaining **positive, caring relationships** between students and staff. Some subgrantees noted that they incorporated **social emotional learning** into their activities, and others found that providing **engaging learning opportunities,** often in response to student feedback, was helpful. Some sites noted that their staff underwent **social emotional learning training** and could provide extra support and services to students as needed. Consistent **communication** between the program and school was another helpful strategy.

> "Our students struggle with resource adequacy. Enrichment programming is an extension, an equalizer of the learning, but most importantly, provides life experience students may not otherwise receive."

Effective activities, services, and programs

Several subgrantees noted that **service learning** was helpful in making progress on this performance measure. Students in one site created a **student-led bully prevention club**. One subgrantee held a **nightly debrief** with program staff, focusing on successes and challenges related to the social and emotional well-being of youth. That subgrantee also **designated one staff as the social emotional learning resource** for youth during programming, which eliminated disruptions by enabling other staff members to continue to focus on the group as a whole.

"In any given week, we offered ten or more different choices for our students. For the most part, these were classes students wanted and requested. In each activity, students were met with opportunities to grow in areas of essential skills like creativity, problem solving, leadership, communication, teamwork, and more. We aimed for a consistency in behavior expectation, classroom management styles, and conflict resolution approaches."
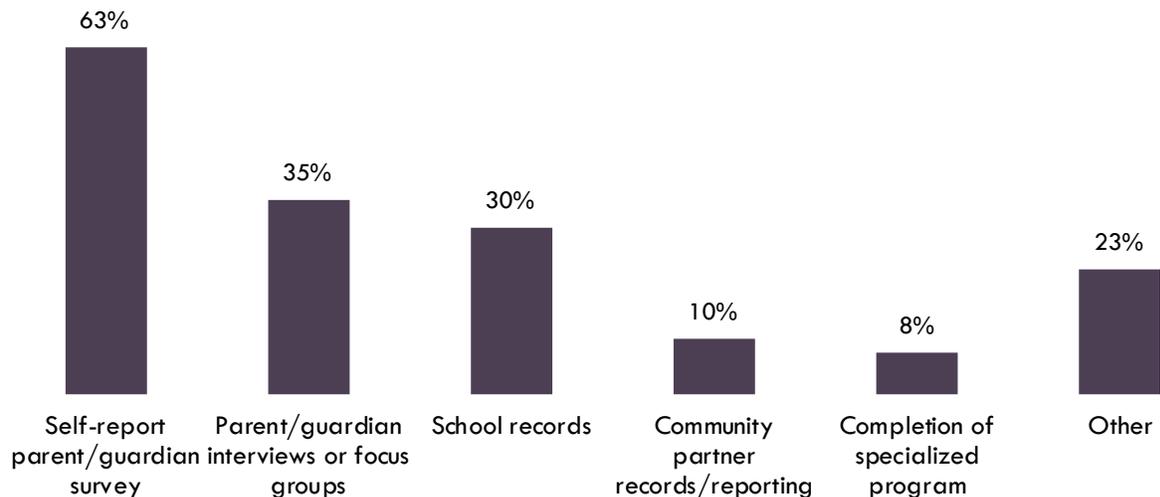
Family Engagement

About half of subgrantees (48%) rated themselves as meeting or exceeding their *family engagement* performance measure, and 45% reported making progress (see Figure 14). A relatively small proportion (8%) rated themselves as not making progress. Forty Cohort VIII subgrantees reported on this measure.

Most Cohort VIII subgrantees tracked progress on their *family engagement* performance measure using self-report parent/guardian surveys (63%; see Figure 18). They also tracked progress using parent/guardian interviews or focus groups (35%), school records (30%), community partner records/reporting (10%), completion of a specialized program (8%), and other methods (23%). Other methods used to track progress on this measures included family attendance records (such as sign-in sheets), informal parent conversations, and establishment of a community roundtable.

Of the 2,136 family members assessed on the *family engagement* performance measure at baseline, 1,389 (65%) showed significant improvement on the selected indicator(s).

Figure 18

Most Cohort VIII subgrantees tracked progress on their family engagement performance measure using self-report parent/guardian surveys.

Positive special circumstances and factors

Many subgrantees noted that they sought and incorporated **parent input,** primarily through surveys, in determining what family engagement activities to pursue. Having **bilingual staff** and advertising and offering activities in both English and Spanish was helpful. Offering a **variety of activities** at convenient times and **providing food** were also helpful in engaging families. Teachers formed **strong relationships** with students and their parents. One subgrantee noted that **students designed** and advertised several very successful events.

"Strong relationships with kids promoted relationships with parents."

Effective activities, services, and programs

Activities that were successful in engaging families included both those that involve the entire family and those that are geared towards parents. Events for the whole family included **talent shows, cooking classes, arts and crafts nights,** and **end-of-year celebrations**. Activities directed towards parents included screenings of **documentary films** and **citizenship, ESL, GED, and parenting classes**. One subgrantee noted that a **bilingual therapist** was available monthly to address social emotional concerns and parenting questions. Another offered **home visits** and regular family **phone calls**. One subgrantee **required that families attend** at least one family night per semester.

"Most of the credit goes to our students and then our staff. Students advocate for the program and reach out to parents about family nights. Staff do a great job of reminding students a week in advance and daily until the night of event. Parents are already active during the day and have been consistent helpers in recruiting other parents to attend."

Quality Implementation Rubric

In 2018–2019, the 21st CCLC piloted the Quality Implementation Rubric (QIR). The purpose of the rubric is to annually measure effectiveness of program implementation and program quality to promote continuous improvement. Subgrantees also submit a Quality Improvement Rubric – Action Tool for up to three criteria identified for improvement in the QIR. The tool allows subgrantees to set specific actionably goals for areas in need of improvement and steps to achieve their improvement goals. CDE staff discuss the results of the rubric and the action tool during check-ins and onsite visits. The results of the QIR presented in this report/section are preliminary and will be tracked in future reports.

The quality implementation rubric, administered for the first time in 2019, requests that subgrantees rate themselves on a five-point scale (from 0="not evident" to 4="exemplary") on indicators in seven domains. The full quality implementation rubric is available online at 21st CCLC Subgrantee Resources.

Fifty-seven subgrantees completed the quality implementation rubric (19 from Cohort VII and 38 from Cohort VIII).

Personnel/Leadership Indicators

The four *personnel/leadership indicators* assess evidence of staffing and leadership that is conducive to dynamic program implementation. The mean score for this set of indicators was 2.54. The four indicators and the percent of subgrantees rating themselves as meeting expectations, exceeding expectations, or being exemplary for each indicator include:

1. *Staff capacity* (87% meeting, exceeding, or exemplary)
   - Meets expectations: Clearly defined roles and expectations for staff and limited turnover.
   - Exceeds expectations: Policies in place to minimize the impact of turnover and promote staff retention.
   - Exemplary: Policies are reviewed and revised on an ongoing basis and high-quality staff are retained.
2. *Professional development* (93% meeting, exceeding, or exemplary)
   - Meets expectations: Training and professional development opportunities are available to orient new staff.
   - Exceeds expectations: All staff have access to a variety of ongoing professional development opportunities.
   - Exemplary: Staff are highly trained and veteran staff have the opportunity to coach or mentor other staff members.
3. *Leadership* (95% meeting, exceeding, or exemplary)
   - Meets expectations: Demonstrates adequate support of program implementation and problem solving.
   - Exceeds expectations: Proactive approach to program implementation and problem solving.
   - Exemplary: Leadership at all levels of the program is actively involved in program implementation and problem solving.
4. *Communication* (93% meeting, exceeding, or exemplary)
   - Meets expectations: Staff and leadership have established a communication process/strategy.
   - Exceeds expectations: Staff and leadership have various well-defined channels of regular communication.
   - Exemplary: Staff and leadership have various well-defined channels of regular communication with a feedback process.

Process Indicators

The five *process indicators* assess evidence of recruiting and retaining target populations, delivering appropriate programming, and broadening outreach efforts. The mean score for this set of indicators was 2.41. The five indicators and the percent of subgrantees rating themselves as meeting expectations, exceeding expectations, or being exemplary for each indicator include:

1. *Student recruitment* (96% meeting, exceeding, or exemplary)
   - Meets expectations: Consistent effort to identify and recruit students.

- Exceeds expectations: Multiple efforts to identify and recruit students.
- Exemplary: Systemic efforts to identify and recruit students (e.g., work within feeder systems and districts).

2. *Projected attendance* (96% meeting, exceeding, or exemplary)
   - Meets expectations: Serving 75% of the projected number of unduplicated student attendees.
   - Exceeds expectations: Serving 100% of the projected number of unduplicated student attendees.
   - Exemplary: Serving above 100% of the projected number of unduplicated student attendees.

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

4. *Family recruitment* (78% meeting, exceeding, or exemplary)
   - Meets expectations: Efforts are present to increase parent/family awareness of community resources.
   - Exceeds expectations: Active efforts to increase parent/family capacity to support students and improve their own education.
   - Exemplary: Embedded approaches to increasing parent/family capacity and education (e.g., monthly meetings and clear expectations for involvement).

5. *Diversity, access, equity, and inclusion* (93% meeting, exceeding, or exemplary)
   - Meets expectations: Policies exist and recruitment efforts of students and staff focus on diversity, access, equity, and inclusion.
   - Exceeds expectations: Policies and practices are in place and most of the services provided are inclusive, accessible, responsive, and engaging.
   - Exemplary: Diversity, access, equity, and inclusion are embedded in all aspects of the program (e.g., vision, activities, leadership).

Evidence-based Programs and Practices

The two *evidence-based programs and practices* indicators assess evidence of consistent use of promising practices or evidence-based strategies in program implementation. ESSA guidelines state that programs and practices should be Tier 1 through 4 to be "evidence-based."[10] The mean score for this set of indicators was 2.55. The two indicators the percent of subgrantees rating themselves as meeting expectations, exceeding expectations, or being exemplary for each indicator include:

1. *Evidence-based programming* (96% meeting, exceeding, or exemplary)
   - Meets expectations: Variety of evidence-based practices and programs (ESSA Tiers 1-3) available for students and parents/families.

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[10] For more information on Tiers 1 through 4 under ESSA, see the "Evidence-Based Programming and Practices" document at http://www.cde.state.co.us/21stcclc/subgranteeresources.

- Exceeds expectations: Variety of evidence-based practices and programming (ESSA Tiers 1-3) available for students that are specifically focused on academics, recreation, positive youth development, and parent/family enrichment.
- Exemplary: Variety of evidence-based practices and programing specifically aligned to the school day (e.g., school standards and curriculum).

2. *Fidelity* (100% meeting, exceeding, or exemplary)
   - Meets expectations: Evidence-based programming or practices support at least one outcome.
   - Exceeds expectations: Evidence-based programming or practices support multiple outcomes.
   - Exemplary: Implementing evidence- based programming with fidelity checks (e.g., rubrics, observations).

Clear Linkages

The three *clear linkages* indicators assess evidence of clear links between State Performance Measures and activities that are related to the grant for current funding year. The mean score for this set of indicators was 2.09. The three indicators and the percent of subgrantees rating themselves as meeting expectations, exceeding expectations, or being exemplary for each indicator include:

1. *Performance measure linkages* (93% meeting, exceeding, or exemplary)
   - Meets expectations: For all State Performance Measures (and priority areas for Cohort VII), there are clear linkages between activities and outcomes.
   - Exceeds expectations: For all State Performance Measures (and priority areas for Cohort VII), there are clear and evolving linkages between activities and outcomes. Changes are based on ongoing learning and feedback.
   - Exemplary: For all State Performance Measures (and priority areas for Cohort VII), there are clear and evolving linkages between activities and outcomes. Changes are based on formal evaluation. Additional outcomes beyond the State Performance Measures are also present.
2. *Data collection efforts* (84% meeting, exceeding, or exemplary)
   - Meets expectations: Data collected matches the State Performance Measures (and priority areas for Cohort VII).
   - Exceeds expectations: Baseline data or other means of establishing change are present (pre- post, comparison group, use of local norms) for State Performance Measures.
   - Exemplary: Program has sample-specific data about the measures they are using (e.g. reliability and validity).
3. *Meeting performance measures* (82% meeting or exceeding[11])
   - Meets expectations: Evidence that the program is meeting the majority of State Performance Measures (and priority areas for Cohort VII), and improvement plans are in place.

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[11] No subgrantees rated themselves as *exemplary* on this indicator.

- Exceeds expectations: Evidence that the program is exceeding some State Performance Measures (and priority areas for Cohort VII), while meeting others and improvement plans are in place.
- Exemplary: Evidence that the program is exceeding all State Performance Measures (and priority areas for Cohort VII).

Quality Improvement Feedback

The three quality improvement feedback indicators assess evidence that data are being used to improve program implementation. The mean score for this set of indicators was 2.26. The three indicators and the percent of subgrantees rating themselves as meeting expectations, exceeding expectations, or being exemplary for each indicator include:

1. *Evaluation capacity* (89% meeting, exceeding, or exemplary)
   - Meets expectations: Qualified internal or external evaluator(s) already working on evaluation efforts.
   - Exceeds expectations: Frontline staff and leadership are actively involved in the process of reviewing data and making evaluation decisions.
   - Exemplary: Stakeholders, youth, and parents/families are actively involved in the process of reviewing data and making evaluation decisions.
2. *Communicating results* (84% meeting, exceeding, or exemplary)
   - Meets expectations: Evidence that the identified process was used to improve program outcomes.
   - Exceeds expectations: Evidence that the identified process is continuously used to improve program outcomes.
   - Exemplary: Process in place for staff to be held accountable for student and parent/family outcomes.
3. *Continuous improvement* (95% meeting, exceeding, or exemplary)
   - Meets expectations: Results of the data are used for accountability and are being reviewed with staff.
   - Exceeds expectations: Data are used multiple times per year to evaluate and improve programs.
   - Exemplary: Data are used continually to monitor students' and parents'/families' progress and is used to generate ideas about critical program elements.

Congruency

The three congruency indicators assess the degree to which evidence exists that program staff and leadership are aware of and engaging in activities that are congruent with the activities of the grant/program plan. The mean score for this set of indicators was 2.48. The three indicators and the percent of subgrantees rating themselves as meeting expectations, exceeding expectations, or being exemplary for each indicator include:

1. *Compliance* (95% meeting, exceeding, or exemplary)
   - Meets expectations: Program is in compliance with grant requirements and issues are quickly addressed.

- Exceeds expectations: Program is continuously in compliance with grant requirements.
- Exemplary: Programs serve as an example for grant compliance.

2. *Plan and outcomes* (89% meeting or exceeding)
   - Meets expectations: Most frontline staff and leaders are aware of the program plan and targeted outcomes.
   - Exceeds expectations: All frontline staff and leaders are aware of the program plan and targeted program outcomes.
   - Exemplary: Frontline staff and leaders are involved in future grant development, revising program plans, and selecting/revising program outcomes.

3. *Alignment with grant* (98% meeting, exceeding, or exemplary)
   - Meets expectations: Moderate degree of congruency between activities and the approved grant application and/or approved updates.
   - Exceeds expectations: High degree of congruency between activities and the approved grant application and/or approved updates.
   - Exemplary: All activities are congruent with the approved grant application and/or approved updates.

Program Sustainability

The three sustainability indicators in the quality implementation rubric assess the degree to which evidence exists that the program is engaged in efforts to foster culture change and enhance sustainability. The mean score for this set of indicators was 2.30. The three indicators and the percent of subgrantees rating themselves as meeting expectations, exceeding expectations, or being exemplary for each indicator include:

1. *Key stakeholder involvement* (75% meeting, exceeding, or exemplary)
   - Meets expectations: Key stakeholders who will support ongoing funding and sustainability efforts are in place.
   - Exceeds expectations: Key stakeholders identified community linkages/partnerships to address the sustainability needs (e.g., interagency groups and/or funding sources).
   - Exemplary: Key stakeholders have established resources and additional funding (e.g., internal and external).

2. *Sustainability efforts* (82% meeting, exceeding, or exemplary)
   - Meets expectations: Established sustainability plan and ongoing sustainability efforts in mind.
   - Exceeds expectations: Evidence of established sustainability plan for beyond grant funding and ongoing sustainability efforts.
   - Exemplary: Evidence of policy and/or funding changes to support ongoing services beyond the grant (e.g., shift toward school or external funding).

3. *Partnerships* (95% meeting, exceeding, or exemplary)
   - Meets expectations: At least one formal partnership evident during the year that was developed to meet student and parent/family needs.
   - Exceeds expectations: Evidence of multiple established formal (e.g., MOU) and informal community partnerships during the length of the grant.

- Exemplary: Multiple ongoing partnerships (including schools) and actively expanding new community partnerships and/or deepening existing partnerships that are expected to be sustained past the grant.

The end-of-year survey for both cohorts included a rating of readiness to sustain the program; Cohort VII subgrantees also rated themselves on implementation of their sustainability plan.[12]

Most Cohort VII subgrantees (77%) were moderately or extremely *ready to sustain* their program (see Figure 19). Almost one in five (23%) had fully implemented their sustainability plan, and the remainder (77%) had partially implemented it.

All subgrantees in Cohort VII had partially or fully implemented their sustainability plan.

	slightly	moderately	extremely
Readiness to sustain program	23%	59%	18%

	partially	fully
Implementation of sustainability plan	77%	23%
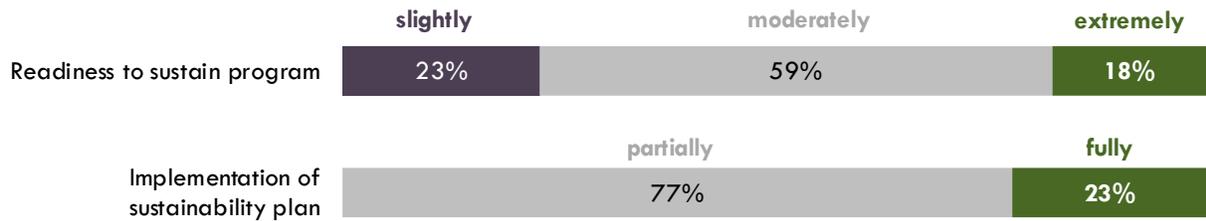
Nearly half of Cohort VIII subgrantees (46%) reported that they were moderately or extremely *ready to sustain* their program (see Figure 20), while 45% were slightly ready.

Nearly half of Cohort VIII subgrantees rated themselves as moderately or extremely ready to sustain their program.

	not at all	slightly	moderately	extremely
Readiness to sustain program	10%	45%	43%	3%

LOCAL EVALUATION FINDINGS

While various subgrantees have already been conducting evaluations, CDE formalized local evaluation expectations for all Cohort VIII subgrantees. CDE now requires that each subgrantee develop and implement an evaluation plan to highlight their unique outcomes and impact. The evaluation should include a focus on short-term and long-term program outcomes, detailed evidence of progress on state performance measures, and evidence that the program is high quality. In addition, the local evaluation should identify program strengths, specific

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[12] Cohort VII subgrantees were required to have a written comprehensive sustainability plan that described strategies for securing partnerships and other sources of funding or in-kind resources to maintain program services beyond the grant period.

recommendations for program improvement, and recommendations for using evaluation results for program improvement and sustainability. 2018–2019 was the first year subgrantees submitted a formal report of evaluation findings to CDE.

To determine the types of information being collected for local process and outcome evaluations as well as to provide recommendations for future local evaluations, the 21st CCLC evaluation team conducted a content analysis of local evaluation reports submitted by Cohort VIII subgrantees. The analysis examined the types of information being collected for local process evaluations and outcome evaluations, and the content analysis resulted in several recommendations for future local evaluations.

Process evaluations

70% of Cohort VIII grantees who submitted a formal report to the Colorado Department of Education included results from a process evaluation. The most common constructs and indicators included in process evaluations included:

- *Program implementation:* Program records and progress monitoring tools
- *Program quality:* Structured observation tools, program rubrics, and surveys (e.g., SAYO, Youth PQA)
- *Participation rates and characteristics:* Program records and logs tracked in EZReports
- *Program satisfaction:* Student/family surveys and focus groups
- *Partnerships created or maintained and community engagement:* Program records and memoranda of understanding
- *Staff engagement and development:* Structured observations of staff and staff surveys

Outcome evaluations

80% of Cohort VIII grantees who submitted a formal report to the Colorado Department of Education included results from an outcome evaluation. The most common constructs and indicators included in outcome evaluations included:

- *Academic growth in math, science, and literacy:* Student assessments (e.g., NWEA, MAP, CMAS, Dibels), grades, GPA, and surveys (e.g., academic self-efficacy scale)
- *Student attendance:* Student records from originating school and teacher surveys
- *Student behavior:* Behavioral referrals records from the originating school, structured teacher observations, and teacher surveys
- *Student skill development (e.g., leadership, critical thinking, problem solving, and collaboration):* Student surveys (e.g., Youth Leadership Skills Scale, Reflective Thinking Scales)
- *Social-emotional growth and social development:* Student surveys (e.g., attitudes and behavior surveys) and structured teacher observations)
- *Parent participation and engagement:* Program records on attendance and parent/family survey (e.g., Parent Sense of Competence Scale, Family School Partnership Scale)
- *Career readiness and development:* Assessments (e.g., PARCC) and student surveys
- *Mindset and resilience:* Student surveys (e.g., Mindset Work Scale, Grit Scale)
- *Positive youth development:* Student surveys (SAYO-Y)

Guidance for future local evaluations

As a result of the content analysis, the CDE created a template with guidance for local evaluations, which includes sample reports. Future state evaluations will include examples of outcomes reported in local evaluations.

SUMMARY

In the 2018–2019 program year, 61 subgrantees served as fiscal agents in Cohorts VII and VIII of Colorado's 21st CCLC program, supporting activities in 106 centers throughout the state. A total of 17,566 students participated in the program, 7,347 (42%) of whom were regular program attendees (that is, attending for at least 30 days).

Teachers completing end-of-year surveys for regular attendees noted improvements in academic performance and behavior, particularly for those who attended both fall and spring sessions.

The most popular activities were *physical activity* (attended by 8,083 students), *arts and music* (6,380 students), and *STEM* (5,410 students). A large number of students also participated in activities related to academic performance, including *tutoring* (4,565 students), *literacy* (4,543 students), and *homework help* (4,134 students).

Subgrantees in both cohorts reported progress on state performance measures, which differed by cohort. Nearly half of Cohort VII subgrantees (45%) reported meeting or exceeding their *academic progress* performance measure (55% reported making progress). About one in three Cohort VIII subgrantees (34%) met or exceeded their *core academic progress* performance measure (63% reported making progress).

Cohort VII subgrantees reported a variety of actions taken and next steps towards program sustainability, given that their funding was due to end in 2020. Some of the most common strategies included *requesting discounts* from community partners, *shifting costs* to school districts, and *seeking outside funding*. Subgrantees emphasized the importance of *strong community partnerships* in sustaining their programs.

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

APPENDIX A: GLOSSARY

2018–2019 Program Year

For the state evaluation data (e.g., teacher survey data on student behavior; end-of-year survey data on student attendance, progress towards state performance measures, and success stories), the program year is from July 1, 2018 to June 30, 2019. For the federal data reported in EZReports (e.g., data on activities provided, staffing, and participation), the program year is from June 1, 2018 to May 31, 2019.

Activity

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

Center

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

Cohort

A group of subgrantees that receive the 21st CCLC grant during a specific time-period, starting during the same fiscal year. All subgrantees in this report were in Cohort VII (for which funding began in 2015 and continues into 2020) or Cohort VIII (for which funding began in 2018 and continues into 2021).

Extended Learning Time

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

Fiscal Agent

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

Regular Attendee

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

Non-Regular Attendee

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

Subgrantee

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