

2016–2017 Program Year Evaluation Report

21st Century Community Learning Centers



COLORADO
Department of Education



 Catherine Roller White
Consulting

Prepared For:
Office of Dropout Prevention and
Student Re-engagement,
Colorado Department of
Education

Prepared By:
Catherine Roller White Consulting
August 15, 2018

TABLE OF CONTENTS

EXECUTIVE SUMMARY	2
INTRODUCTION.....	4
21st Century Community Learning Centers	4
About This Report	4
SUBGRANTEES, CENTERS, COHORTS	5
CHANGES IN STUDENT BEHAVIOR AND ACADEMIC PERFORMANCE.....	9
Background.....	9
Findings.....	10
REFLECTIONS ON THE 21ST CCLC GRANT OVER FIVE YEARS.....	12
Students	12
Families.....	12
Schools.....	12
STUDENTS SERVED.....	13
Student Attendance Patterns	13
Student Demographic Characteristics	14
FAMILY MEMBERS SERVED	16
ACTIVITIES.....	16
Government Performance and Results Act (GPRA) Performance Measures	16
Characteristics of Activities Provided	16
STAFFING.....	19
Staff Education and Experience	20
SUMMARY.....	22
APPENDIX A: GLOSSARY.....	24
APPENDIX B: STUDENTS SERVED BY COUNTY.....	25
APPENDIX C: TEACHER SURVEY	26
APPENDIX D: ADDITIONAL DETAILS ON STUDENT DEMOGRAPHIC CHARACTERISTICS.....	27

EXECUTIVE SUMMARY

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

The purpose of the report is to meet the third-party evaluation requirements from the United States Department of Education and to identify and outline relevant data and outcomes for program year 2016–2017.

55 SUBGRANTEES AND 103 CENTERS SERVED STUDENTS

This report includes data from the Colorado Department of Education’s cohorts VI (2012–2017) and VII (2015–2020) during the 2016–2017 reporting year. These two cohorts consist of 55 subgrantees and 103 centers.

103
CENTERS PROVIDED
ACTIVITIES FOR
STUDENTS

23,974 STUDENTS AND 3,612 FAMILY MEMBERS PARTICIPATED IN ACTIVITIES

Subgrantees reported serving 23,974 students, 6,698 of whom were classified as regular students (those who participated 30 days or more in 2016–2017). Centers served an average of 233 students (median 184 students), ranging from 22 to 1045 students. Of these 23,974 students, 6,359 (27%) attended during the summer.

Nearly three in ten students (28%) attended for 30 days or more.

23,974
STUDENTS
PARTICIPATED IN
ACTIVITIES

Participating students were enrolled in all grades from pre-kindergarten through 12th grade. Just over half of students served (51%) were male and just under half (49%) were female. About two in five students (43%) were white, and one in five (20%) were some other race (it is likely that many students of Hispanic / Latino backgrounds were categorized as some other race). The vast majority of students spoke English (71%) or Spanish (27%).

Centers served 3,612 family members. On average, each center served 35 family members.

STUDENT ACADEMIC PERFORMANCE AND BEHAVIOR IMPROVED

Teachers who completed end-of-year surveys for regular students (that is, students attending 30 days or more) noted improvements in academic performance and behavior. Notably, 76% of students were rated as improving in *academic performance*, 73% improved *participation in class*, 66% showed improvement in *being attentive in class*, and 66% showed improvement in *coming to school motivated to learn*.

76%
OF STUDENTS IMPROVED THEIR
ACADEMIC PERFORMANCE

CENTERS OFFERED ACADEMIC AND ENRICHMENT ACTIVITIES

In accordance with Government Performance and Results Act (GPRA) of 1993, 100% of centers reported emphasis in at least one core academic area, and 100% of centers reported offering enrichment and support activities in at least one other area. Centers provided a total of 4,184 different activities, ranging from one-time events (such as a trip to the zoo or a book giveaway) to activities exceeding 100 sessions (such as academic tutoring or music club). Activities were provided during the summer and throughout the school year at varying times of day.

100%
OF CENTERS OFFERED
BOTH ACADEMIC AND
ENRICHMENT ACTIVITIES

About half of all program activities (51%) offered to students were academic in nature (STEM activities were the most frequently-provided activity, offered by 80% of centers and attended by 9,951 students). Nearly two in five activities provided to students (37%) were enrichment activities (physical activities were the most frequently-provided enrichment activity, offered by 68% of centers).

The most common activity offered to family members was *promotion of family involvement*, attended by 1,063 family members.

REFLECTIONS ON THE 21ST CCLC GRANT OVER FIVE YEARS

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

CONCLUSION

The 21st CCLC initiative provides community learning centers for students in low-performing, high-poverty schools. The improvements reported by teachers, the success stories provided by program directors, and the myriad activities provided by centers in program year 2016–2017 indicate that centers are experiencing many accomplishments.

INTRODUCTION

21st Century Community Learning Centers

The 21st Century Community Learning Centers initiative supports the creation of local programs to provide students with high-quality academic enrichment opportunities and services. In addition, centers offer programming to students' families. The 21st CCLC competitive grant program was authorized under Title IV, Part B, of the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind Act of 2001.

Centers serve students—in particular, those who attend high-poverty and low-performing schools—and provide services during non-school hours (before school, after school, and weekends) or when school is not in session (during summer break). Research has shown that students who participate in out-of-school programs such as those provided by centers have better academic performance and better behavior than students who do not participate.¹

Under an Elementary and Secondary Education Act (ESEA) waiver, Colorado centers were permitted to provide extended learning time (ELT) programs during the 2016–2017 program year, providing additional instruction or education programs for all students beyond the state-mandated requirements.

The Colorado Department of Education (CDE) is the designated state educational agency responsible for awarding, administering, 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 and community-based organizations, serve as the fiscal agents for the centers serving students and their families.

About This Report

The purpose of the report is to meet the third-party evaluation requirements from the United States Department of Education (USDOE) and to identify and outline relevant data and program successes.

21st CCLC subgrantees recorded program and attendance data through the EZReports web-based data management system. Data such as student attendance, activities provided, and staffing were entered on an ongoing basis throughout the 2016–2017 program year. Teacher surveys were administered at the end of the program year (once sufficient attendance data were available to determine which students were regular attendees). In addition, program directors were asked to provide student success stories. Some of those stories are provided throughout the

¹ Heckman, P. & Sanger, C. (2013). How quality afterschool programs help motivate and engage more young people in learning, schooling, and life. In William F. White (Ed.), *Expanding Minds and Opportunities: Leveraging the Power of Afterschool and Summer Learning for Student Success*.

report (they have been edited for succinctness and clarity, and to protect student Personally Identifiable Information).

The intended audience for the report includes the USDOE, 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.

The 2016–2017 program year is the timeframe included in this report. During 2016–2017, two cohorts were in the process of implementing the 21st CCLC grant. Cohort VI (2012–2017) was in its fifth and final year of funding, and Cohort VII (2015–2020) was in its second year of funding.

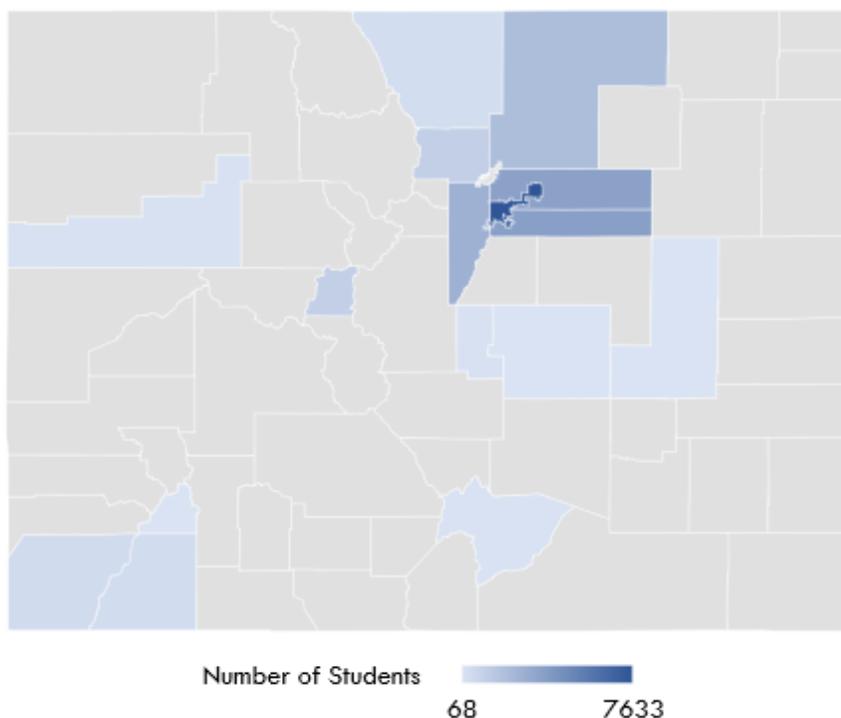
103
CENTERS PROVIDED
ACTIVITIES FOR
STUDENTS

SUBGRANTEES, CENTERS, COHORTS

This report includes data from the Colorado Department of Education’s cohorts VI (2012–2017) and VII (2015–2020) during the 2016–2017 reporting year. These two cohorts consist of 55 subgrantees (47 school districts, one nonpublic school, and seven community-based organizations) and 103 centers (97 public schools, four charter schools, one nonpublic school, and one community-based organization).

Figure 1 provides a visual display of where students were served, mapping the number of students served by county. Students were served in 16 counties throughout Colorado.

Figure 1. Students were served in 16 counties throughout Colorado.



More information about the number of students served by county is provided in Appendix B.

Subgrantees and corresponding centers are listed in Table 1.

Table 1. Students were served by 103 centers and 55 subgrantees.

Subgrantee	Cohort	Centers	Center
School Districts			
Adams 12 Five Star Schools	VI	4	Federal Heights Elementary McElwain Elementary Rocky Mountain Vantage Point Campus
Adams 12 Five Star Schools	VII	6	Coronado Hills Hillcrest Elementary Malley Drive Elementary North Star Elementary Stukey Elementary Thornton Elementary
Adams County School District 14	VI	2	Adams City High School Lester Arnold High School
Adams County School District 14	VI	4	Alsup Elementary Central Elementary Dupont Elementary Rose Hill Elementary
Adams-Arapahoe 28J (APS)	VI	1	Aurora West College Prep
Adams-Arapahoe 28J (APS)	VI	1	Mrachek Middle School
Adams-Arapahoe 28J (APS)	VI	1	Paris Elementary
Adams-Arapahoe 28J (APS)	VII	3	Fulton Academy of Excellence Sable Elementary School Vaughn Elementary School
Boulder Valley School District	VI	1	Boulder Preparatory High School
Boulder Valley School District	VI	1	Emerald Elementary
Boulder Valley School District	VI	1	Justice High School
Boulder Valley School District	VII	1	Alicia Sanchez
Charter School Institute	VI	3	New America School-Lowry New America School-Lakewood New America School-Thornton
Cripple Creek-Victor School District	VI	1	Cripple Creek-Victor High School
Denver Public Schools	VI	2	Academy of Urban Learning Contemporary Learning Academy
Denver Public Schools	VI	1	Adolescent Counseling Exchange
Denver Public Schools	VI	4	Centennial Elementary Fairmont K-8 Kaiser Elementary Newlon Elementary
Denver Public Schools	VI	1	Denver Justice High School
Denver Public Schools	VI	1	Greenwood Academy
Denver Public Schools	VII	4	Colfax Elementary Cowell Elementary Eagleton Elementary Lake International School

Subgrantee	Cohort	Centers	Center
Denver Public Schools	VII	1	Grant Beacon Middle School
Denver Public Schools	VII	1	Munroe Elementary
Denver Public Schools	VII	1	Place Bridge Academy
Englewood School District	VII	1	Cherrelyn Elementary
Englewood School District	VII	1	Colorado's Finest HS of Choice
Englewood School District	VII	1	Englewood Middle School
Garfield County School District 16	VI	1	Bea Underwood Elementary
Genoa-Hugo School District C113	VI	1	Genoa-Hugo Elementary
Greeley-Evans School District 6	VI	4	4-8 Bella Romero Academy K-3 Bella Romero Academy Maplewood Elementary Martinez Elementary
Greeley-Evans School District 6	VII	3	Centennial Elementary Northridge High School Prairie Heights Middle School
Jefferson County Public Schools	VI	2	Molholm Elementary Pleasant View Elementary
Jefferson County Public Schools	VII	1	Brady High School
Jefferson County Public Schools	VII	3	Jefferson Jr/Sr High School Lumberg Elementary Stevens K-6
Jefferson County Public Schools	VII	1	Pennington Elementary
La Veta School District RE-2	VI	1	La Veta Jr/Sr High School
Lake County School District	VI	1	West Park Elementary
Lake County School District	VII	1	Lake County Intm./Lake County HS
Mapleton School District	VII	1	Meadow Community School
Metro State University of Denver	VI	5	Abraham Lincoln High School Cheltenham Elementary Fairview Elementary MLK Jr. Early College West High School
Metro State University of Denver	VII	4	Bruce Randolph Kepner Middle School Kunsmiller Creative Arts Academy Manual High School
Montezuma-Cortez School District	VI	3	Manaugh Elementary Mesa Elementary Southwest Open School
Poudre Valley School District	VI	1	Poudre Community Academy
Sheridan School District	VI	1	Sheridan High School
Silverton School District	VI	1	Silverton Public School
Thompson Valley School District	VI	1	Ferguson High School
Nonpublic Schools			
Escuela Tlatelolco	VI	1	Escuela Tlatelolco

Subgrantee	Cohort	Centers	Center
Community-Based Organizations			
Asian Pacific Development Center	VI	1	Westminster High School
Asian Pacific Development Center	VII	1	Hinkley High School
Boys and Girls Clubs of Metro Denver	VII	3	Cole Boys and Girls Club Godsman Boys and Girls Club Johnson Boys and Girls Club
Mi Casa Resource Center	VI	1	Mi Casa Neighborhood Center at North High School
Scholars Unlimited	VI	4	Ashley Elementary Florida Pitt Waller K-8 Stedman Elementary Whittier K-8
Scholars Unlimited	VII	4	Columbine Elementary Harrington Elementary John Amesse Elementary Oakland Elementary
SUCAP for Ignacio School District	VI	1	ELHI Community Center
YMCA of Metropolitan Denver	VII	1	Wyatt Academy
YMCA of the Pikes Peak Region	VII	1	Welte Education Center

Program Spotlight: Centennial Elementary School, Prairie Heights Middle School, and Northridge High School (Greeley-Evans School District 6)

The Greeley-Evans School District 6's 21st CCLC Project (Cohort VII) implemented a wide array of services and activities during the first two years of the grant. The project provided students with innovative programming that included project-based learning, incorporating STEM, health and wellness, service learning, and next generation learning environment characteristics and student competencies. The centers operate at three sites: Centennial Elementary, Prairie Heights Middle School, and Northridge High School. Partnerships with community agencies, businesses, and institutions of higher education expand and enhance the services offered to participating students and their families. Project collaborators include the City of Greeley, University of Northern Colorado (UNC), Soccer without Borders, and Colorado Rapids Youth Soccer.

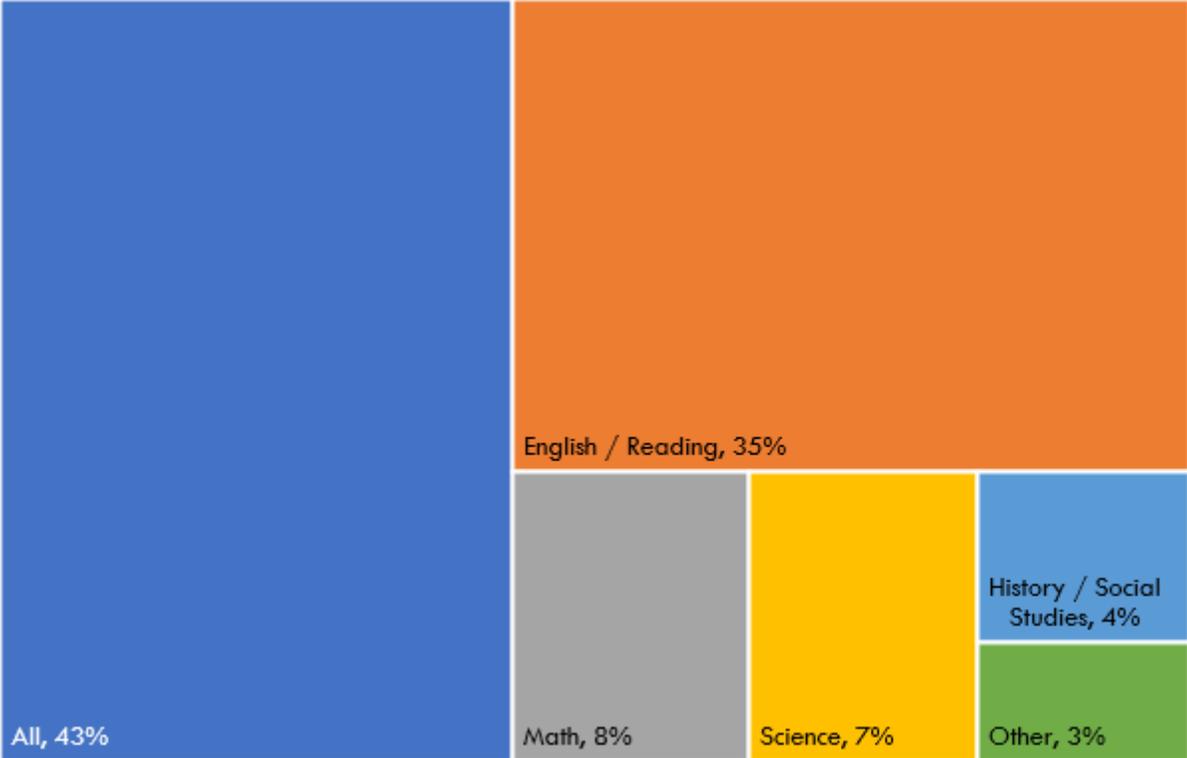
CHANGES IN STUDENT BEHAVIOR AND ACADEMIC PERFORMANCE

Background

Changes in student behavior were assessed by surveys completed by teachers for students who attended regularly (that is, 30 days or more). The full teacher survey is presented in Appendix C. Seven hundred thirty-seven (737) teachers submitted surveys for 4,470 regular attendees at 77 centers representing 27 subgrantees.²

Teachers in middle school and high school were asked to rate students on the subject they taught. For teachers in elementary school, the subject was preselected as English. Most teachers rated their students in all subjects (43%) or in English / reading (35%; see Figure 2). Smaller proportions of teachers rated their students in math (8%), science (7%), history / social studies (4%), or other subjects (3%).

Figure 2. Most teachers provided ratings for all subjects or English / reading.



² This is a 67% response rate by student (teachers submitted surveys for 4,470 of the 6,698 regular student attendees). This is a 75% response rate by center (77 of 103 centers submitted at least one survey).

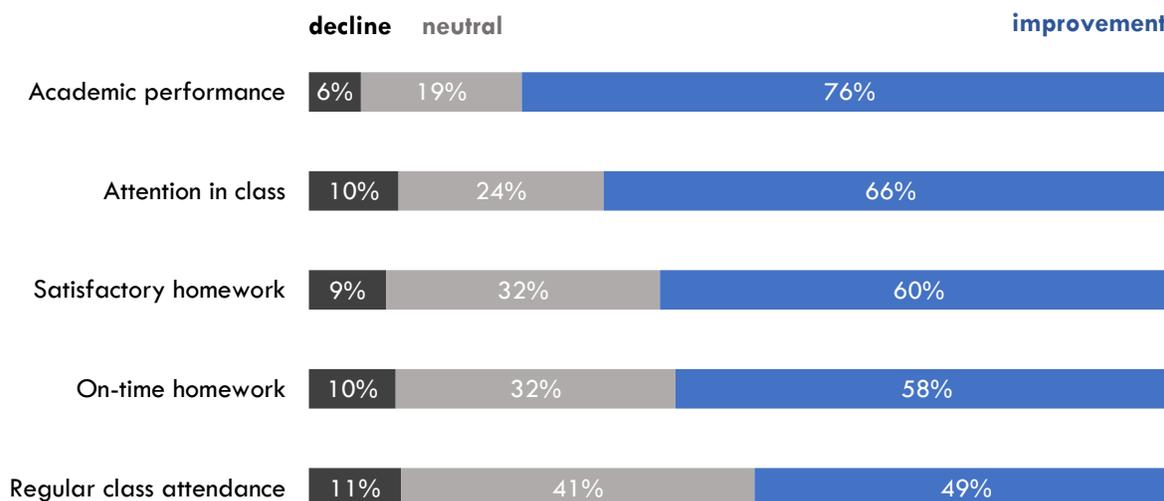
Findings

Figures 3 and 4 present teacher ratings of student improvement in areas related to academic performance and behavior. Students who did not need improvement in a particular area are not included in these figures.

76%
OF STUDENTS IMPROVED THEIR
ACADEMIC PERFORMANCE

As shown in Figure 3, 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* (60%), and *turning in his/her homework on time* (58%). About half of students (49%) improved *attending class regularly*, while two in five (41%) stayed relatively similar and about one in ten (11%) declined.

Figure 3. Most students **improved** in academic performance.



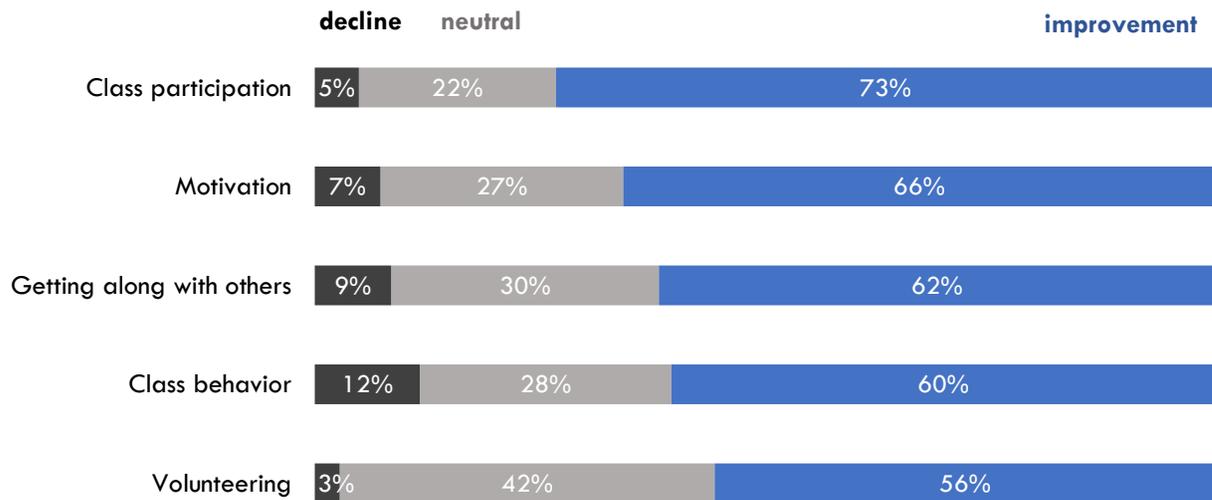
“Our school received a transfer student in the middle of the school year. This student was struggling with school and home life. At her previous school, she was failing academically and dealing with behavioral issues. Our center put her in several roles to build her connection to staff and encourage her to become a leader in the school. She participated as an office assistant, engaged in leadership class, and was empowered through ELT to create and teach an enrichment class. At the conclusion of the school year, her academic grades soared, she bonded with ELT and school staff, and her behavioral challenges decreased significantly.”

-Jefferson County School District

As shown in Figure 4, the percent of students improving their *participation in class* was particularly high, with 73% of students showing improvement. Students also showed improvement in *coming to school motivated to learn* (66%), *getting along with others* (62%), and *behaving well in class* (60%). Over half of students improved in *volunteering* (e.g., for extra credit or more responsibilities; 56%), while two in five (42%) stayed relatively similar.

73%
OF STUDENTS IMPROVED
THEIR CLASS PARTICIPATION

Figure 4. Most students improved in behavior.



“The program quickly became a family for me and I have made life-long friends, too. The program takes in all individuals with any background and makes them feel at home and safe. At a school such as mine, the center is something that people going through a hard time need. I was the child of a drug addicted abusive parent and suffered from depression and PTSD. I refused to talk to anyone about it, even my counselors. However, I felt safe enough to share my experiences and pretty soon I was happier and could sleep without nightmares. If the program were never at our school, my depression would have gotten the better of me. I hope the program stays around to help all those like me and all those who need a safe place.”

- Adams 12 Five Star School District (student)

REFLECTIONS ON THE 21ST CCLC GRANT OVER FIVE YEARS

Program directors for Cohort VI centers completed end-of-year reporting surveys to report on their activities and outcomes for program year 2016–2017.³ Given that program year 2016–2017 was the final year of funding for these centers, program directors were asked to reflect upon the previous five years of the grant by noting what the grant has meant for their students, families, and schools. A total of 28 program directors responded to these questions. Responses are summarized below.

Students

Providing a safe place for students was a common theme among the responses (“a home away from home”). Centers offered a **safe place** for students to **build relationships** with other people (both peers and adults). Students who participated were **better connected** to their peers and the school staff. They made **academic and behavioral gains** as a result of the tutoring, mentoring, and other academic supports they received at their centers. Students were able to **participate in diverse activities** that they otherwise would not have had the opportunity to engage in, from poetry to horseback riding. Several program directors noted that the students were disappointed that the grant period was drawing to a close.

Families

Families benefited from “peace of mind” knowing that their children were in a **safe place** during non-school hours. Centers **benefited families financially** because adult family members were able to work more hours without needing to leave their children unattended or to pay for childcare. Families appreciated that their children were able to **experience opportunities** that they would otherwise not be able to afford. Some programs offered families the opportunity to take free GED and English as a Second Language classes, and others provided counseling and advice on navigating the school system. One program director noted that the grant permitted the hiring of parents for some positions, and for some of them, it was their first job; a parent from this center commented, “I was offered a chance to come in to work in the after-school programs... and get more experience in the education field as I want to get my education degree. This meant the world to me to have this chance for my future.”

Schools

Several program directors noted that the centers made their school feel like “a real school” because it permitted them to have sports, after-school clubs, and tutoring, whereas previously the school did not have extracurricular programs. They noted increases in **parent and student satisfaction**, a greater sense of **school community**, and a more **positive public perception** of their school. They also noted significant **school-wide academic gains**: better performance on the Denver Public Schools’ School Performance Framework, moving off the “priority improvement” list, changing the school’s designation from a “red school” to a “green school.”

³ Program coordinators for Cohort VII also completed end-of-year reporting surveys. Their responses are captured in the “student success” stories throughout this report.

STUDENTS SERVED

Subgrantees reported serving 23,974 students, 6,698 of whom were classified as regular students (those who participated 30 days or more in 2016–2017).⁴ Of these 23,974 students, 6,359 (27%) attended during the summer.

Centers served an average of 233 students (median 184 students), ranging from 22 to 1045 students.

Several years ago, one of our fifth-grade students was years behind in his reading. He began to attend the after-school tutoring, and although he still wasn't at grade level, we began to see improvement with his attitude and his classwork. The next year he still struggled, but now had an improved attitude and a desire to continue learning and catching up to his classmates. Throughout all three years of middle school, he faithfully arrived at school at 7:00 every morning, an hour prior to the start of school, for morning tutoring. He continued this habit throughout his first year of high school. After his fifth year of attending the before-school tutoring sessions, he was no longer faced with a significant learning gap. He is working at grade level and doing relatively well academically. We consider the consistent and ongoing tutoring sessions to be a primary reason for his success and accomplishments as a student.

-Silverton School District

Student Attendance Patterns

Most students (72%) attended for less than 30 days (see Figure 5). Smaller proportions of students attended for 30 to 59 days (13%), 60 to 89 days (6%), or 90 or more days (9%).

Figure 5. Centers are a combination of drop-in and roster programs.



Table 2 shows the total and average number of students served by centers, broken out by regular attendees (attending 30 days or more) and students who were not regular attendees (attending less than 30 days). On average, centers served 233 students, 65 of whom were regular attendees and 168 of whom were not regular attendees.

⁴ 65 students (0.2%) were served by more than one center and are therefore counted twice. A total of 6,127 students were served according to the APR measures. However, this report focuses on data provided through EZ Reports.

Table 2. Centers served an average of 65 regular student attendees.

Student Attendance	Total Served by all Centers	Average Served Per Center
< 30 days	17,276	168
30+ days	6,698	65
Total	23,974	233

Student Demographic Characteristics

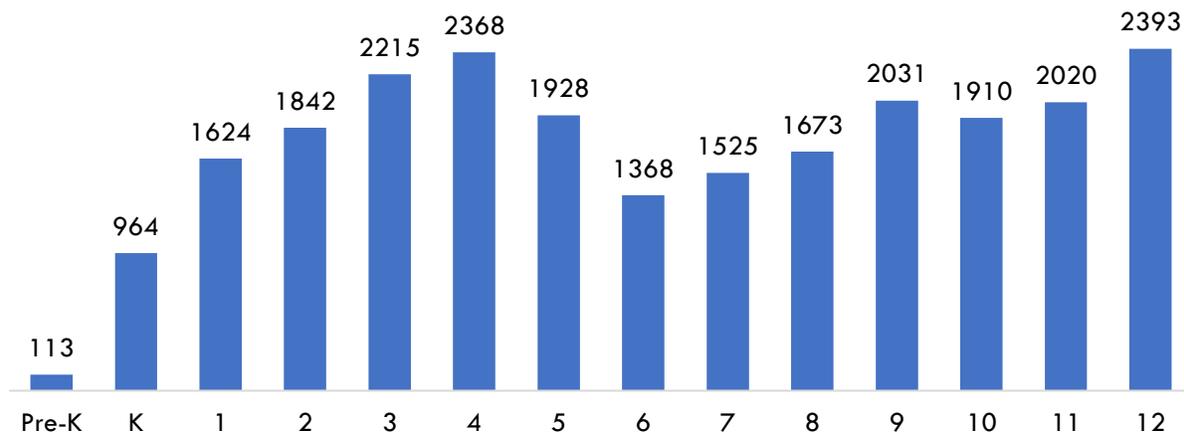
Data on student demographic characteristics are presented for all students served (not just those classified as regular students).⁵ Just over half of students served (51%) were male and just under half (49%) were female (see Figure 6.)

Figure 6. Student gender was nearly evenly split between males and females.



Participating students were enrolled in all grades from pre-kindergarten through 12th grade (see Figure 7). The grade level with the most participants was 12th grade (2,393 students), followed closely by 4th grade (2,368 students; see Figure 8). Students in pre-kindergarten (113) and kindergarten (964) comprised the smallest groups of students served.

Figure 7. Students from all grade levels participated.



⁵ Available data on student demographic characteristics did not include attendance information. Additional tables summarizing student demographic characteristics are in Appendix D.

Table 3 presents data on student demographics broken out by federal reporting categories. Because data on ethnicity were not collected, data are not available on the number of Hispanic / Latino students. Given the high proportion of students categorized as “some other race” (20%) in Table 3 and the high proportion of students speaking Spanish (27%) in Figure 8, many of the students whose race is listed as “some other race” would likely be categorized as Hispanic / Latino.

Table 3. Student race broken out by Federal reporting categories.

Student Race	Number	Percent
American Indian or Native Alaskan	1788	7.5
Asian	602	2.5
Black or African American	1913	8.0
Multi-Racial	420	1.8
Native Hawaiian or Pacific Islander	165	0.7
Some Other Race	4670	19.5
Unknown	1774	7.4
White	12,642	42.7
Total	23,974	100.0

As shown in Figure 8, the vast majority of students spoke English (71%) or Spanish (27%). Details on other languages spoken are presented in Appendix D.

Figure 8. The vast majority of students spoke English or Spanish.



“When a sweet, quiet boy began the program, I could hardly get him to talk to me, let alone socialize with the other children. His English skills were not very strong, and even more concerning was the culture shock he was experiencing as a newly-immigrated child. Six months into the program, he had made significant progress in his English speaking and reading comprehension, but he still kept to himself. It was then that another timid, young, immigrant also joined the program. I asked the boy to show the new student the ropes. He quickly answered the call by becoming a leader, mentor, and friend. Today both boys are thriving in school and in our program. They’re thoughtful, boisterous, and never afraid to speak up. The story of these two boys represents the essence of our program; it is a hope filled place for all students from diverse backgrounds to be accepted as they are, so that they can grow into their greatest potential.”

-Adams 12 Five Star School District

FAMILY MEMBERS SERVED

Centers served a total of 3,612 family members. Centers reported serving a median of two family members. Nearly half the centers (48%, $n=49$) did not report serving any family members.⁶

Program Spotlight: Colorado's Finest High School of Choice (Englewood School District)

Colorado's Finest High School of Choice is an Extended Learning Time (ELT) program that offers many STEM-based and student interest grant-sponsored classes throughout the school day and summer. At Colorado's Finest, the 21st CCLC grant strives to provide programs for the whole child with classes in social-emotional wellness, academics, career and technology education, health, and the arts. The 21st CCLC grant partners with community business leaders, teachers, and local colleges to help shape STEM, art, and health programs and to assist with needed resources and services.

ACTIVITIES

Government Performance and Results Act (GPRA) Performance Measures

In accordance with Government Performance and Results Act (GPRA) of 1993, 100% of centers reported emphasis in at least one core academic area, and 100% of centers reported offering enrichment and support activities in at least one other area. This meets the federal objective, which is "21st Century Community Learning Centers 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."

100%
OF CENTERS OFFERED
BOTH ACADEMIC AND
ENRICHMENT ACTIVITIES

Characteristics of Activities Provided

More than four in five activities reported by centers (81%) took place during the school year, and 19% took place during the summer.⁷

Centers provided a total of 4,184 different activities to students and family members. About one in eight activities (567) were one-time events, such as a service learning experience, family engagement event, or an educational trip to the zoo or aquarium. At the other end of the spectrum, 184 activities had

4,184
ACTIVITIES WERE OFFERED
TO STUDENTS AND FAMILY
MEMBERS

⁶ Note that there appears to be some underreporting in the number of centers serving family members (and therefore in the total number of family members served), as all centers served family members.

⁷ Activities that began in the summer and continued through the school year are categorized as taking place during the school year.

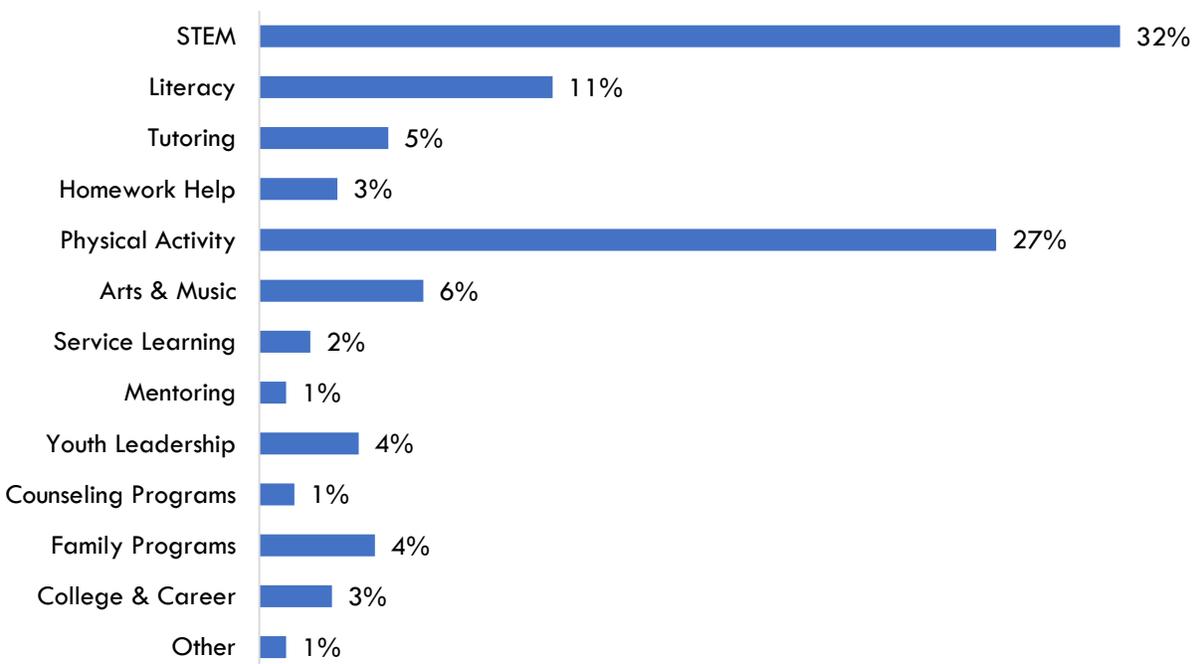
100 sessions or more. These included activities such as homework help, music club, and academic tutoring.

“This program has turned my cocoon of insecurities into a butterfly willing to take on the world as an agent of empowerment. It has allowed me to be more confident in the stories and ideas I put out into the world. The power of poetry can inspire and convey feelings that normal speaking cannot. Thus, whenever I think of my newfound desire to inspire people to speak their minds, I attribute my love for language to this program.”

-Asian Pacific Development Center (student)

Figure 9 presents information about the 4,184 activities provided by programs. Over half (51%) of activities were classified as *academic*, including STEM (32%), literacy (11%), tutoring (5%), and homework help (3%). Over one-third (37%) were classified as *enrichment*, including physical activity (27%), arts and music (6%), service learning (2%), and mentoring (1%). Smaller proportions of activities were classified as *character education* (5%), including youth leadership (4%) and counseling (1%), *family member programs* (4%), *college and career readiness* (3%), and *other programs* (1%). *Adult programs* included promotion of family involvement, promotion of family literacy, and career / job training for family members. *Other programs* often entailed cultural enrichment.

Figure 9. About half of program activities were **academic** in nature.



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

-Jefferson County Public Schools (student)

Table 4 presents the number and percent of centers offering activities (as broken down by federal reporting category), the number of students who participated, and the average hours per day and days per week the activities were offered.

All centers (100%) provided activities related to *academics*. STEM activities were the most frequently provided, offered by 80% of centers and attended by 9,951 students. Other activities related to *academics* included tutoring (offered by 37% of centers), literacy (36%), homework help (33%), and English Language Learner support (9%).

More than two in five centers (43%) offered activities related to *character education*, including youth leadership (offered by 33% of centers), counseling programs (13%) and drug prevention (1%).

Enrichment activities, offered by 75% of centers, included physical activity (offered by 68% of centers), arts and music (34%), community service / service learning (29%), mentoring (7%), and entrepreneurship (2%). Nearly one in five centers (18%) offered *college and career readiness* activities and one in ten (10%) offered *other* activities.⁸

Table 4. STEM activities and physical activities were most frequently provided.

Activities Provided for Students	Number of Centers	Percent of Centers	Number of Students	Average Hours per Day	Average Days per Week
Academics					
STEM	82	80%	9751	2.4	2.1
Tutoring	38	37%	4221	1.8	3.2
Literacy	37	36%	4561	1.7	2.9
Homework help	34	33%	3218	1.2	2.7
English Learner Language support	9	9%	92	1.5	1.0
Enrichment					
Physical activity	70	68%	8709	1.3	1.8
Arts and music	35	34%	3249	1.6	1.7

⁸ Some activities that should have been categorized as STEM were categorized as *other*. Therefore, the number of students participating in *other* activities is slightly inflated (and conversely, the number of student participating in STEM activities is slightly deflated).

Activities Provided for Students	Number of Centers	Percent of Centers	Number of Students	Average Hours per Day	Average Days per Week
Community service/service learning	30	29%	2124	1.9	2.2
Mentoring	7	7%	580	2.6	2.4
Entrepreneurship	2	2%	66	1.9	1.5
Character Education					
Youth leadership	34	33%	1762	2.6	2.0
Counseling programs	13	13%	1292	1.7	2.5
Drug prevention	1	1%	190	3.8	2.8
College and Career Readiness					
College and career readiness	19	18%	1223	2.5	3.9
Other					
Other	10	10%	727	3.1	3.2
Total	103	100%		1.9	2.2

The most common activity offered to family members was *promotion of family involvement*, offered by 36% of centers and attended by 1,063 family members. Adults also participated in *promotion of family literacy* (8%), and *career / job training* (6%)

STAFFING

Table 5 presents the average number of paid and volunteer staff per center. Across all 103 centers, there were 2,451 paid staff (average of 24 per center, including both full-time and part-time staff) and 187 volunteer staff (average of two per center). Nearly half of the paid staff (49%) were school-day teachers.

Table 5. Centers had an average of 24 paid staff and two volunteer staff.

Staff Type	Paid		Volunteer	
	Number	Percent	Number	Percent
Center administrators and directors	159	6%	6	3%
COA enrichment staff	30	1%	0	0%
College students	91	4%	11	6%
Middle and high school students	47	2%	28	15%
Other	65	3%	25	13%
Other community members	112	5%	27	14%
Other non-school-day staff with some or no college	178	7%	5	3%
Other non-teaching school staff	219	9%	17	9%
Parents	23	1%	18	10%
School-day teachers	1213	49%	25	13%
Youth development workers and other non-school-day staff with a college degree or higher	314	13%	25	13%
Total	2451	100%	187	100%
Average number of staff per center	23.8		1.8	

Program Spotlight: Grant Beacon Middle School (Denver Public Schools)

The ELT program at Grant Beacon Middle School provides all 450 students with the opportunity to experience 21st Century Learning opportunities such as collaboration and teamwork, creativity and imagination, critical thinking, problem solving—from Aerospace, Rocketry, and First Lego League Competitions to Guitar, Mixed Media Art, Yoga and Tai Chi. Each quarter, students choose from over 60 classes taught by staff, outside community members, and partnering organizations. This programming is enhanced by many collaborations. Having the ELT program through the center has made a dramatic impact on the culture and performance of the school as a whole. It has become an invaluable resource for the students and families served.

Staff Education and Experience

Table 6 shows the highest level of education for paid staff. The majority of paid staff (74%) had a bachelor's degree or higher.

Table 6. Most paid staff had a bachelor's degree or higher.

Highest Level of Education	Paid	
	Number	Percent
Less than high school	20	1%
High school diploma or GED	387	17%
Trade or vocational School	26	1%
Associate's degree	158	7%
Bachelor's degree	1211	53%
Master's degree	456	20%
Ph.D., J.D., M.D.	22	1%
Total	1847	

“This boy faced abandonment by the parent, homelessness, drug use in the home, and a parent struggling to hold the family together. He was sullen, combative, and angry, and he had no friends. The enrichment staff made every effort to bring him into activities, sat and chatted with him, joked with him, encouraged him to just play and have fun, and helped him build some friendships. His face would light up when he saw the program coordinator. Over time, the boy started to play, make friends, and actually smiled and laughed. He still has his tough moments, but most of the time he is just silly kid in a bright t-shirt having fun and enjoying soccer, art, yoga, drama, or just playing during the program hours.”

-Aurora Public School District

Figures 10 through 12 present the number of years paid and volunteer staff had in youth development experience (Figure 10), teaching experience (Figure 11), and after-school experience (Figure 12).

As shown in Figure 10, two in five paid staff (40%) had five or more years of youth development experience, compared with 36% of volunteer staff.

Figure 10. Two in five paid staff had five or more years of youth development experience.



As shown in Figure 11, more than two in five paid staff (43%) and one in four volunteer staff (24%) had five or more years of teaching experience.

Figure 11. Almost half of volunteer staff had some teaching experience.

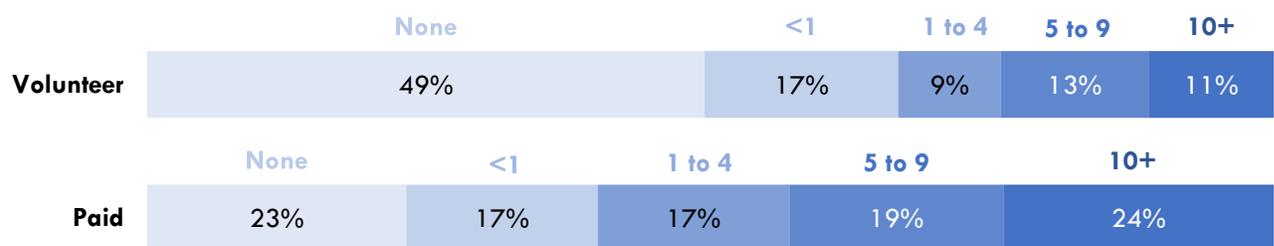


Figure 12 shows that one in three paid staff (33%) and volunteer staff (32%) had five or more years of after-school experience.

Figure 12. One-third of paid staff had five or more years of after-school experience.



This young man has had his fair share of troubles, disappointments, and obstacles, but this school year he graduated from high school with his highest GPA and an acceptance letter into college. You may be wondering what made the difference this year for this young man, and without a doubt the staff at school believe it was his connection with adults through the various activities he became involved in. This young man spent his senior year participating on the basketball team. Even though he wasn't the best player, he showed up every week and finally scored his first basket for his team in the second to the last game. He checked in with his advisor on a regular basis to ensure his academics were on point to play as he didn't want to be academically ineligible. Once he began experiencing the feeling of being part of a team, he became "addicted" to the feeling and subsequently his academics improved, his attendance was on point, and his self-confidence was through the roof.

-Denver Public School District

SUMMARY

In the 2016–2017 program year, 55 subgrantees served as fiscal agents in Colorado's 21st CCLC program, supporting activities in 103 centers throughout the state. These 103 centers provided 4,184 activities to 23,974 students and 3,612 family members. Centers served a total of 6,698 regular attendees (defined as attending 30 or more days). Of the 23,974 students who participated, 6,359 (27%) participated during the summer.

Participating students were enrolled in all grades from pre-kindergarten through 12th grade. Just over half of students served (51%) were male and just under half (49%) were female. About two in five students (43%) were white, and one in five (20%) were some other race (it is likely that many students of Hispanic / Latino backgrounds were categorized as some other race). The vast majority of students spoke English (71%) or Spanish (27%).

Teachers who completed end-of-year surveys for regular students noted improvements in academic performance and behavior. Notably, 76% of students were rated as improving in *academic performance*, 73% improved *participation in class*, 66% showed improvement in *being attentive in class*, and 66% demonstrated improvement in *coming to school motivated to learn*. In addition, the student success stories and reflections shared by program directors provide examples of student growth, both academically and socially, and benefits for families and the school community as a whole.

Centers provided activities ranging from one-time events (such as an education trip to the zoo) to activities exceeding 100 sessions (such as academic tutoring or music club). In accordance with Government Performance and Results Act (GPRA) of 1993, 100% of centers reported *emphasis in at least one core academic area*, and 100% of centers reported *offering enrichment and support activities in at least one other area*. About half of all program activities (51%) were academic in nature (STEM activities were the most frequently-provided activity, offered by 80% of centers). Nearly two in five activities provided (37%) were enrichment activities (physical activities were the most frequently-provided enrichment activity, offered by 68% of centers). Activities were provided during the summer and throughout the school year at varying times of day.

Program Spotlight: Harrington, Columbine, John Amesse, and Oakland elementary schools (Scholars Unlimited)

Scholars Unlimited provides comprehensive summer and after-school programming to elementary students considered “at-risk” at four Denver Public Schools elementary schools: Harrington, Columbine, John Amesse, and Oakland. Students are nominated by teachers and faculty for participation, which focuses on literacy interventions. They also receive robust, hands-on enrichment and project-based learning and a variety of recreation opportunities in partnership with Denver Parks and Recreation. Positive youth development is a key practice, woven in to all aspects of programming. Scholars Unlimited also offers a comprehensive summer program designed intentionally to combat summer learning loss, as well as regular parent engagement events.

While the vast majority of activities targeted students, families also participated in activities offered by 54 centers. The most common family activity fell into the category of “promotion of family involvement” and was attended by 1,063 family members.

Most of the staff at the centers (93%) were paid staff, and many of them were school-day teachers. Most paid and volunteer staff had a bachelor’s degree or higher, and they had varying levels of experience in youth development, teaching, and after-school programs.

The 21st CCLC initiative provides community learning centers for students in low-performing, high-poverty schools. The centers are designed to assist students in meeting academic achievement standards and to provide enriching activities during out-of-school time. The improvements reported by teachers, the success stories provided by program directors, and the myriad activities provided by centers in program year 2016–2017 indicate that Colorado’s centers are experiencing many accomplishments.

APPENDIX A: GLOSSARY

2016–2017 Program Year

The 2016–2017 program year began on July 1, 2016 and ended on June 30, 2017.

Activity

A program which is held at a center. The United States Department of Education (USDOE) non-regulatory guidance currently includes 12 activity categories which fall into four overarching categories, and subgrantees have been asked to use these categories when reporting the activities which 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 which receive the 21st CCLC grant during a specific time-period. All subgrantees in this report were in Cohort VI (for which funding began in 2012 and continued into 2017) or are in Cohort VII (for which funding began in 2015 and continues into 2020).

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/BOCES or community-based organization that will act 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 grant directly; rather, they 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 and state funds.

Regular Attendee

A student attending 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.

APPENDIX B: STUDENTS SERVED BY COUNTY

County	Number	Percent
Adams	3582	14.9
Arapahoe	3708	15.5
Boulder	1125	4.7
Denver	7633	31.8
El Paso	92	0.4
Garfield	195	0.8
Huerfano	138	0.6
Jefferson	2712	11.3
La Plata	417	1.7
Lake	1123	4.7
Larimer	407	1.7
Lincoln	83	0.3
Montezuma	485	2.0
San Juan	68	0.3
Teller	164	0.7
Weld	2042	8.5
Total	23974	100.0

APPENDIX C: TEACHER SURVEY

Teacher Survey – 21st Century Community Learning Centers

This survey is designed to collect information about changes in a particular student’s behavior during the school year. Please select only one response for each of the questions asked in the table below. If you believe the behavior described in a given question is not applicable for the student for whom you are completing the survey (e.g., homework is not given in your classroom because of the age of the student), please do not provide a response for that question.

Name of student: _____ Teacher: _____

Grade/school: _____

Subject taught (if middle or high school): _____ Subject taught for Elementary school is preselected as English.

To what extent has your student changed their behavior in terms of:	Did not need to improve	Significant improvement	Moderate improvement	Slight improvement	Moderate decline	Significant decline
Turning in his/her homework on time.	<input type="checkbox"/>					
Completing homework to your satisfaction.	<input type="checkbox"/>					
Participating in class.	<input type="checkbox"/>					
Volunteering (e.g., for extra credit or more responsibilities).	<input type="checkbox"/>					
Attending class regularly.	<input type="checkbox"/>					
Being attentive in class.	<input type="checkbox"/>					
Behaving well in class.	<input type="checkbox"/>					
Academic performance.	<input type="checkbox"/>					
Coming to school motivated to learn.	<input type="checkbox"/>					
Getting along well with other students.	<input type="checkbox"/>					

APPENDIX D: ADDITIONAL DETAILS ON STUDENT DEMOGRAPHIC CHARACTERISTICS

Additional details on student demographic characteristics (not included in the main body of the report) are included here.

Table D.1. Students were evenly split between male and female.

Student Gender	Number	Percent
Female	11,840	49.4
Male	12,133	50.6
Total	23,973	100.0

Table D.2. Students attended from all grades.

Student Grade	Number	Percent
Pre-K	113	0.5
K	964	4.0
1	1,624	6.8
2	1,842	7.7
3	2,215	9.2
4	2,368	9.9
5	1,928	8.0
6	1,368	5.7
7	1,525	6.4
8	1,673	7.0
9	2,031	8.5
10	1,910	8.0
11	2,020	8.4
12	2,393	10.0
Total	23,974	4.5

Table D.3. Most students spoke English or Spanish.

Student Primary Language	Number	Percent
Arabic	48	0.2
English	16,947	70.8
Hmong	33	0.1
Karen	45	0.2
Somali	126	0.5
Spanish	6,375	26.6
Other	300	1.3
Unknown	65	0.3
Total	23,939	100.0