2020–2021 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.

This report describes outcomes and provides program insights that are useful for the state as it monitors its 21st CCLC programs, not only while the programs are funded but as some (i.e., those in Cohort 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, and progress on state performance measures, and (2) a quality implementation rubric. Due to challenges collecting data during the COVID-19 pandemic, many subgrantees did not have available data to assess progress on state performance measures. In response to the COVID-19 pandemic, subgrantees shifted their programming, offering many activities remotely or in a hybrid (partially in-person, partially remote) model.

52 SUBGRANTEES AND 96 CENTERS SERVED STUDENTS

This report includes data from the Colorado Department of Education's (CDE) Cohort VII (2015–2021, inclusive of a one-year extension) and Cohort VIII (2018–2023) during the 2020–2021 reporting year. Cohort VII consists of 15 subgrantees and 33 centers. Cohort VIII consists of 37 subgrantees and 63 centers.

FEDERAL EVALUATION

Centers served nearly 12,000 students

A total of 11,874 students participated during the 2020–2021 program year. Nearly one in three (32% N=3,820) 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.[1] Over half of students (56%) were in pre-kindergarten through grade 5, while 20% were in grades 6 to 8 and 25% were in grades 9 through 12. Students were evenly split between males and females. A majority of students (64%) identified their race as white, and a majority of students (57%) 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 80% of students improved in *academic performance*, 80% improved *participation in class*, 75% showed improvement in *being attentive in class*, 71% improved in *coming to school motivated to learn*, and 71% showed improvement in *satisfactory homework*. Students who attended both fall and spring

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

sessions made significantly more improvements than other students on six of 10 indicators in the teacher survey.[2]

Centers offered a variety of academic and enrichment activities

During the 2020–2021 program year, activities most commonly attended by students included *physical activity* (attended by 4,803 students), *tutoring* (3,805 students), and *science, technology, engineering, and mathematics (STEM)* (3,768 students). A large number of students also participated in activities related to *arts and music* (3,665 students), *literacy* (3,333 students), and *homework help* (2,500 students).

STATE EVALUATION

Subgrantees engaged in effective communication and welcomed all families

A total of 2,066 family members participated in a least one activity during the 2020–2021 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.[3] All subgrantees reported occasionally or frequently engaging in *effective communication* and *welcoming all families*. The vast majority reported occasionally or frequently *supporting student success*, *collaborating with community*, *speaking up for every child,* and *sharing power*.

Subgrantees reported progress on state performance measures, although data on academic progress was often not available

Cohort VII subgrantees were required to create three performance measures that aligned with state priorities related to academic progress, enrichment, and parent/family activities. Due to the COVID-19 pandemic, subgrantees did not have data available for all the performance measures, particularly for *academic progress*. All subgrantees that had data reported making progress, meeting their goal, or exceeding their *enrichment* and *parent / family activities* performance measures.

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. Due to the COVID-19 pandemic, subgrantees did not have data available for all the performance measures, particularly for *core academic progress*. Almost all subgrantees that had data reported making progress, meeting, or exceeding all four required performance measures.

Subgrantees completed a quality implementation rubric

Subgrantees in both Cohort VII and Cohort VIII reported on the quality of their implementation in the quality improvement rubric'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. *Regular attendance* (an indicator within the *process indicators* domain) was the lowest-rated indicator, with 57% of subgrantees rating themselves as meeting expectations or better.

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[2] One-way between subjects analyses of variance (ANOVA) were conducted to compare outcomes between groups ($p < .05$).

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

CONCLUSION

The 21st CCLC grant program provides community learning centers for students, with priority given to low-performing, high-poverty schools. Teachers reported improvements in academic performance and behavior for regular attendees; these benefits were echoed by program directors in success stories highlighted throughout the full report. Subgrantees shared compelling examples of the important role 21st CCLC centers continue to play in supporting Colorado's students and families during the COVID-19 pandemic.

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 and their families. The 21st CCLC competitive grant program was authorized by Title IV, Part B, of the Elementary and Secondary Education Act (ESEA), as reauthorized in December 2015 by the Every Student Succeeds Act (ESSA).

Centers serve students—in particular, those who attend low-performing, high poverty schools—and provide services 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 in remote settings were permitted to provide extended learning time (ELT) programs during the 2020–2021 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, including 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 that programs are making to sustain themselves when funding ends.

21st CCLC subgrantees recorded data such as student attendance, activities provided, and staffing throughout the 2020–2021 program year. They entered this information directly into EZReports, a web-based software program. 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). This report also includes a summary of the impacts of COVID-19 on program implementation and on students and their families, as well as a brief description of how Cohort VIII centers intended to use Elementary and Secondary School Emergency Relief (ESSER) I funds.

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.

The 2020–2021 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 student outcomes), the program year is from June 1, 2020 to May 31, 2021. 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, 2020 to June 30, 2021.

SUBGRANTEES, CENTERS, AND COHORTS

This report includes data from CDE's Cohort VII (2015–2021) and Cohort VIII (2018–2023) during the 2020–2021 reporting year.

During 2020–2021, Cohort VII was in its sixth year of funding, having received a one-year funding extension because of the COVID-19 pandemic. Cohort VII consists of 15 subgrantees and 33 centers. During 2020–2021, Cohort VIII, which consists of 37 subgrantees and 63 centers, was in its third 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 VIII program summaries: https://www.cde.state.co.us/21stcclc/programsummariesviii

Figure 1
Students were served by 96 centers and 52 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	Munroe Elementary
Denver Public Schools	VIII	1	Ridge View Academy Charter School
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 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 Larimer County	VIII	2	Monroe Elementary Truscott Elementary

Subgrantee	Cohort	Number of Centers	Names of Centers
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 Hidden Lake High School KIPP Northeast Denver Middle
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
Institutes of Higher Education			
Metropolitan State University	VIII	1	Denver Center for 21st Century Learning at Wyman

COVID-19 IMPACTS

Centers differed dramatically in their learning models during the 2020–2021 program year; some offered 100% in-person learning, some offered 100% remote learning, and many offered some of each. Questions related to the impact of COVID-19 were included in the end-of-year survey. The survey included questions about the impact of COVID-19 on program implementation and on students and families. Highlights of responses are below:

Impacts on program implementation

As they did during the 2019–2020 program year, subgrantees continued to adapt their program services models in response to the COVID-19 pandemic. Many subgrantees offered **remote or hybrid programming,** though they noted that fewer students registered than typically register for in-person programming. Subgrantees that offered in-person programming often had **restrictions**

on the number of students who could enroll and also separated students into **cohorts** to minimize the risk of exposure. Subgrantees experienced **decreased attendance** due to several factors, including restrictions on the number of students who could register, reduced interest in online programs, and quarantining. Several centers pivoted to offering **full-day programming** for students who were not attending school in person, which required the provision of meals and transportation. Subgrantees also noted that they had **inconsistent programming schedules** and were **unable to collaborate with partners** such as vendors and community members, due in part to school building restrictions related to health and safety guidelines.

"COVID completely changed how we ran the program. There was less face-to-face interaction with the community and parents. Part of our innovation was to help parents learn computer skills so we could more effectively communicate with them. The number of students we served on a daily basis dropped significantly. Through programs online and remote learning we were able to reach new students, however it was at a much-reduced rate."
– Denver Public Schools -Department of Extended Learning and Community Schools (DELCS)

Success story: Partnership (submitted by JeffCo Public Schools)

For most years of our 21st CCLC program, it has felt like our community partners are often doing us a favor by participating in our enrichment program and giving us a good deal with their financial agreement. However, this year it felt like we were finally able to give back and that the partnerships were mutually beneficial since our program was able to give business to vendors in a year that was very challenging for them since most of their afterschool classes/workshops were paused.

Impacts on students and families

Subgrantees reported that families in their communities were particularly hit hard by COVID-19. Families **lost their jobs,** became **sick with COVID-19** (many parents are essential workers and are therefore at higher risk), and **lost family members** to COVID-19. Subgrantees also noted that the pandemic has **increased stress, anxiety, and isolation** among students and their families and has made **access to basic needs** more difficult. Many students had **difficulty accessing online learning** due to "digital deserts" and a lack of computers or tablets. Several subgrantees noted that **student engagement and academic performance declined**. One subgrantee noted that families were "thrilled" to have the after-school program to **look forward to** after a long day of online school.

"Our families were very appreciative of the activity kits we sent home for them to complete together. We received many pictures and videos showing off the projects they completed."
– Scholars Unlimited

ELEMENTARY AND SECONDARY SCHOOL EMERGENCY RELIEF (ESSER) I FUND

As part of the Coronavirus Aid, Relief, and Economic Security (CARES) Act enacted in March of 2020, Colorado Department of Education's (CDE) 21st CCLC state office was granted Elementary and Secondary School Emergency Relief (ESSER) I funds. These funds were awarded across all 21st CCLC Cohort VIII centers that renewed for the 2021–2022 fiscal year. The 21st CCLC state office determined that this supplemental funding would focus on one of more of the following four priorities within 21st CCLC programs:

1. Addressing COVID-19 learning impacts
2. Preparing and returning to in-person learning centers
3. Additional data collection and reporting efforts
4. Other innovative activities to address new and unique needs of students and their families

ESSER I funds were used to provide $48,325 in supplemental grants (totaling $2,222,962) to each of the 46 21st CCLC centers across the state who applied for supplemental funding. Grantees have until September 2022 to use these funds, which are to be used to support COVID-19 recovery efforts in their 21st CCLC programs. While the final results and outcomes related to this funding will not be reported until the end of the performance period (via annual evaluation surveys and reports and annual financial reports), subgrantees have already begun using these funds to support the students and families they serve. Impactful initiatives provided by these funds include expanding dedicated access to technology in out-of-school time programs, providing additional opportunities for experiential learning, and increasing access to summer programming. Funding is also being used to ensure health and safety protocols are being followed, including reducing student-to-staff ratios and providing additional cleaning, masks, and other necessities related to COVID prevention.

The 46 centers that applied for and received ESSER I funds proposed using the funds to address physical health and safety (100% of centers), meet students' after school education and other needs (87%), provide mental health supports (48%), and maintain operational continuity (100%).

FEDERAL EVALUATION: DATA REPORTED IN EZREPORTS DATA COLLECTION SYSTEM

Colorado Department of Education (CDE) is required to collect data from subgrantees on the effectiveness of all programs and activities provided using 21st CCLC funds. This section addresses the federal Government Performance and Results Act (GPRA) indicators and data for

the 21st CCLC program reported in EZReports (covering the period from June 1, 2020 to May 31, 2021).

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 2021, 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 11,871 students during the 2020–2021 program year. About one in three students (32%; N=3,820) were regular attendees (that is, they attended the program for 30 days or more; see Figure 2).

Figure 2
About one in three students were regular attendees during the 2020–2021 school year.

Student Attendance	Number	Percent
< 30 Days	8,054	68%
30-59 Days	1,848	16%
60-89 Days	1,185	10%
90+ Days	784	7%
Total	11,874	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).

As shown in Figure 3, half of students (50%) were male, and 50% were female. For a very small proportion of students (0.1%), sex was recorded as "other" or unknown.

Figure 3
Students were evenly split between males and females.

female	male	other
50%	50%	0.1%

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 (64%), and race was unknown or "some other race" for 17% of students.

Student race broken out by Federal reporting categories.

Student Race	Number	Percent
American Indian or Native Alaskan	714	6%
Asian	347	3%
Black or African American	730	6%
Native Hawaiian or Pacific Islander	50	0.4%
White	7,643	64%
Multi-Racial	414	3%
Unknown or some other race	1,973	17%
Total	11,871	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 (57%) were Hispanic.

Figure 5
Student ethnicity broken out by Federal reporting categories.

Student Ethnicity	Number	Percent
Hispanic	6,801	57%
Non-Hispanic	4,657	39%
Unknown	413	3%
Total	11,871	100%

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

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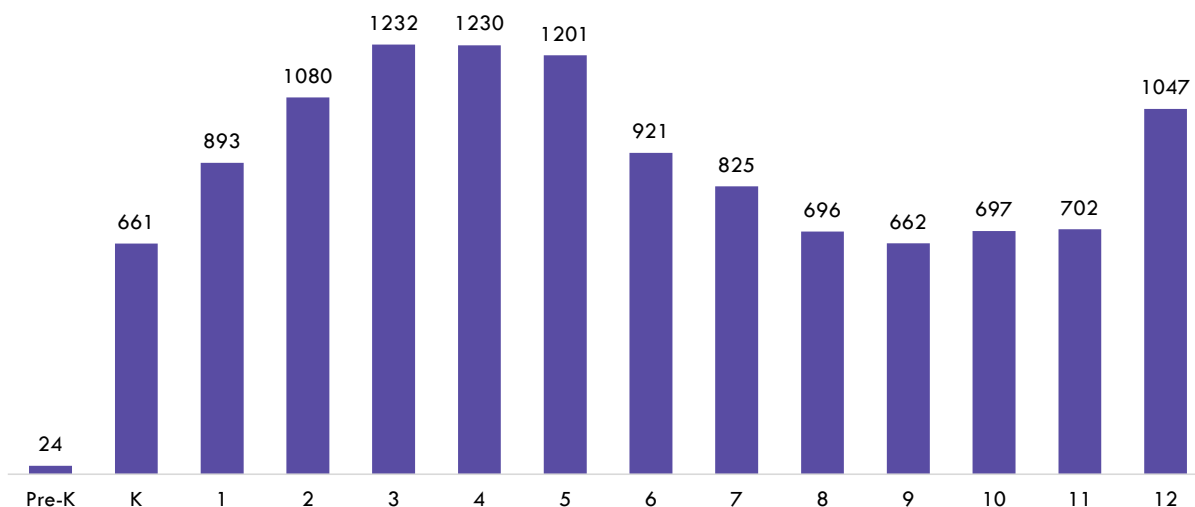
Note: Data in this table comes from EZReports. All pre-kindergarten students were served as part of the family engagement programming (not the student programming).

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.[4] 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 via EZReports for 2,694 regular attendees at 81 centers representing 45 subgrantees.[5]

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 80% of students showing improvement. Students also showed improvement in *being*

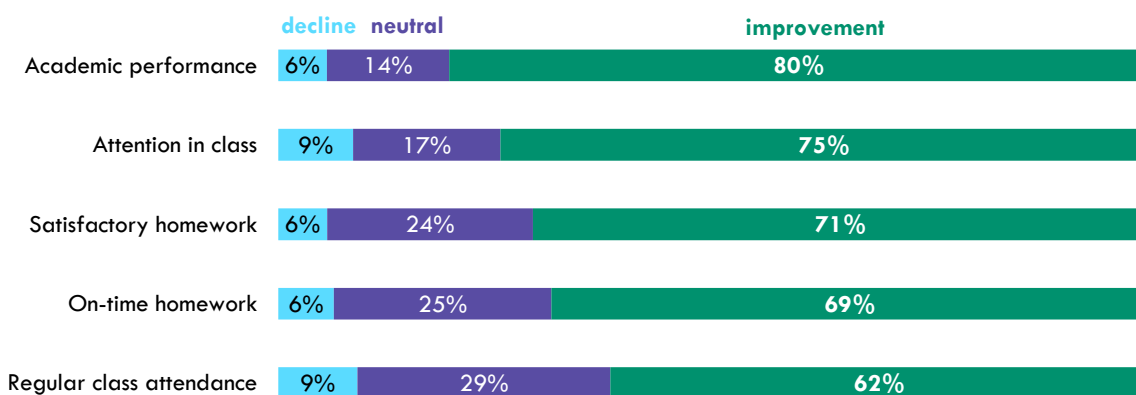[4] These two measures (the percent of regular program participants who improved in homework completion and class participation) are averaged in the report 21APR, but they are presented separately in this report.

[5] This is an 71% response rate by student (teachers submitted surveys for 2,694 of the 3,820 regular attendees). This is an 84% response rate by center (81 of 96 centers submitted at least one survey).

attentive in class (75% improvement), *completing homework to the teacher's satisfaction* (71%), *turning in homework on time* (69%), and *attending class regularly* (62%).[6]

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

	decline	neutral	improvement
Academic performance	6%	14%	80%
Attention in class	9%	17%	75%
Satisfactory homework	6%	24%	71%
On-time homework	6%	25%	69%
Regular class attendance	9%	29%	62%

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

Success story: Academic improvement (submitted by Scholars Unlimited)

A second grader was struggling with reading and was reading below grade level. After school, they worked with their teacher in a small group. At first, they didn't like it, and they would ask repeatedly, "Are we done yet? I want to play outside." As the weeks went on, they started developing a strong bond with the teacher, and we were all seeing improvement/progress in their skills and confidence, mainly the ability to sound out words on their own and/or recognize and pronounce words that were learned previously. They also stopped asking, "Are we done yet?"
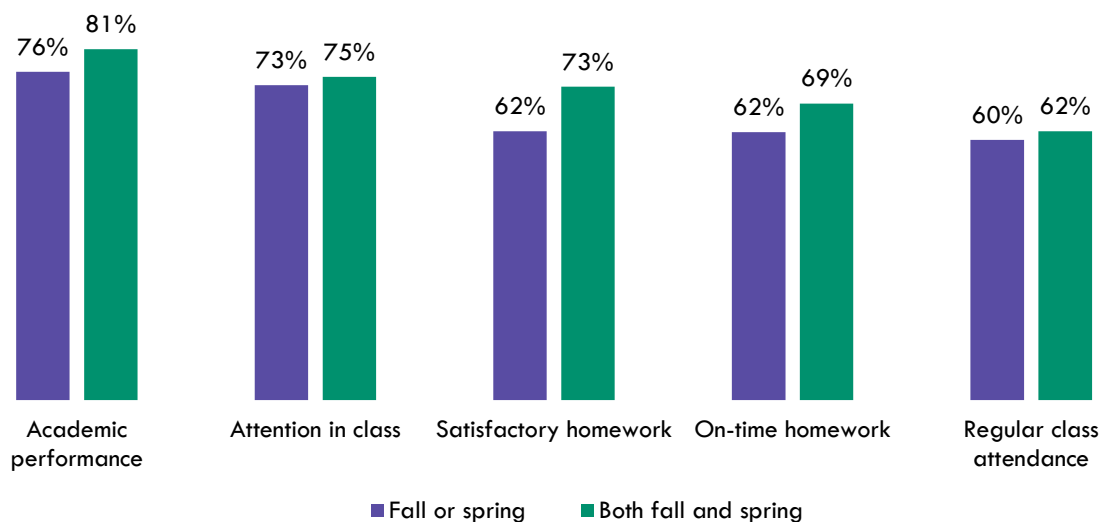

Figure 8 shows the percent of students improving on the same five indicators broken out by students who attended either fall or spring sessions and students who attended both fall and spring sessions. On three of the five indicators, students who attended both fall and spring sessions made significantly more improvements than other students.[7] Differences were most pronounced for *satisfactory homework* (62% showing improvement vs. 73% showing improvement), *on-time homework* (62% vs. 69%), and *academic performance* (76% vs. 81%). There was no significant difference between students who attended both fall and spring sessions and other students in improvements in *attention in class* (73% vs. 75%) or *regular class attendance* (60% vs. 62%).

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[6] Among the 2,694 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 16% for *academic performance*, 24% for *attention in class*, 31% for *satisfactory homework*, 34% for *on-time homework*, and 43% for *regular class attendance*.

[7] One-way between subjects analyses of variance (ANOVA) were conducted to compare outcomes between groups ($p<.05$).
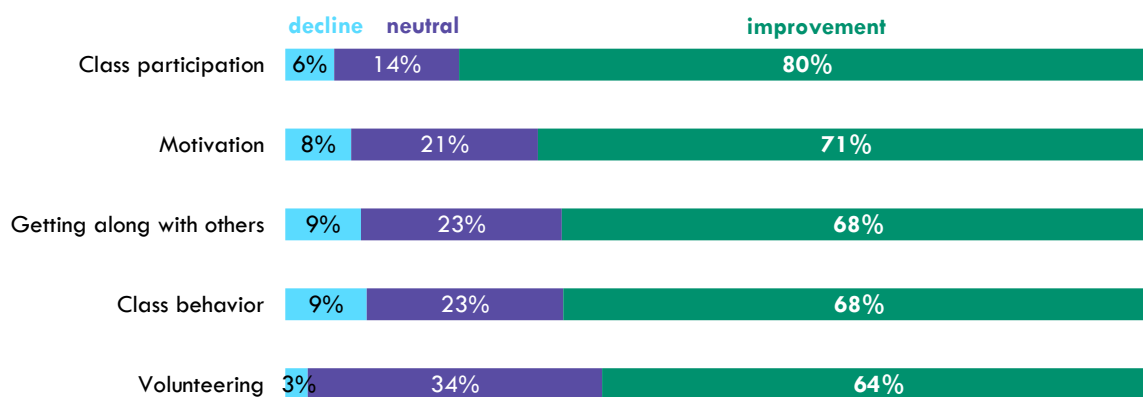
Figure 8

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

	Academic performance	Attention in class	Satisfactory homework	On-time homework	Regular class attendance
Fall or spring	76%	73%	62%	62%	60%
Both fall and spring	81%	75%	73%	69%	62%

■ Fall or spring ■ Both fall and spring

As shown in Figure 9, the percent of students improving their *class participation* and *coming to school motivated to learn* were both particularly high, with 80% and 71% of students showing improvement, respectively. Students also showed improvement in *getting along with others* (68%), *behaving well in class* (68%), and *volunteering* (e.g., for extra credit or more responsibilities; 64%).[8]

Figure 9

Most students improved in class participation and motivation.

|	decline	neutral	improvement
Class participation	6%	14%	80%
Motivation	8%	21%	71%
Getting along with others	9%	23%	68%
Class behavior	9%	23%	68%
Volunteering	3%	34%	64%

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

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[8] Among the 2,694 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 22% for *class participation*, 26% for *motivation*, 38% for *getting along with others*, 38% for *class behavior*, and 25% 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 three of the five indicators, students who attended both fall and spring sessions made significantly more improvements than other students.[9] Differences were most pronounced for *volunteering* (57% showing improvement vs. 65% showing improvement), *class participation* (76% vs. 81%), and *motivation* (67% vs. 72%). There was no significant difference between students who attended both fall and spring sessions and other students in improvements in *getting along with others* (64% vs. 69%) and *class behavior* (67% vs 68%).

Figure 10

Students who attended both fall and spring sessions made more improvements than other students on three of five indicators.
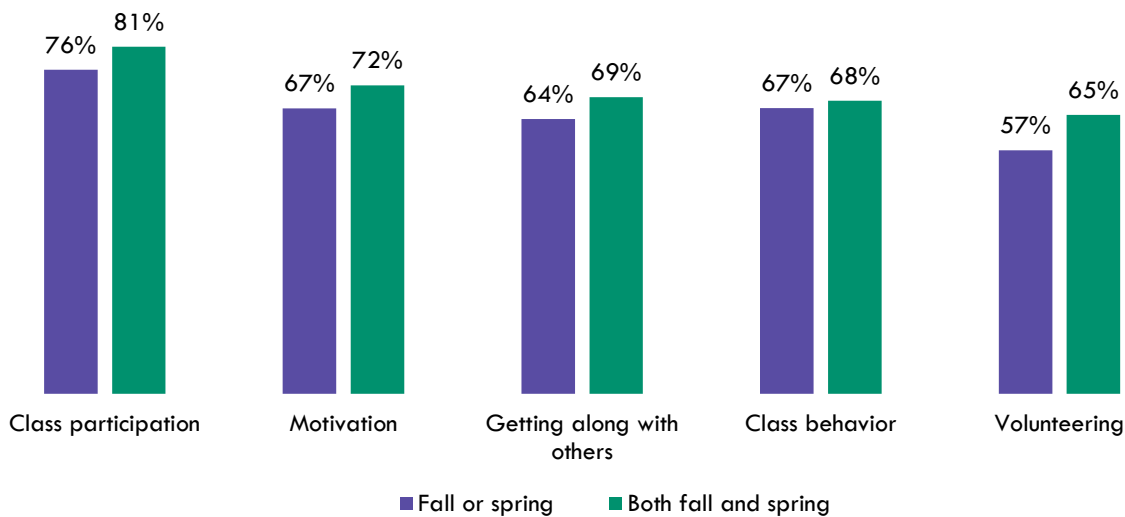
Activities Provided

Figure 11 presents the number of students participating in each type of activity during the 2020–2021 program year. The most commonly attended activities included *physical activity* (4,803 students), *tutoring* (3,805 students), *science, technology, engineering, and mathematics (STEM)* (3,768 students), *arts and music* (3,665 students), and *literacy* (3,333 students). A large number of students also participated *homework help* (2,500 students), *youth leadership* (1,811 students), and *community/service learning* (1,538 students). *Other* activities include topics such as nutrition, health, and wellness.

[9] One-way between subjects analyses of variance (ANOVA) were conducted to compare outcomes between groups ($p<.05$).

Figure 11

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

Activity	Number
Physical Activity	4803
Tutoring	3805
STEM	3768
Arts & Music	3665
Literacy	3333
Homework Help	2500
Youth Leadership	1811
Community / Service Learning	1538
Mentoring	1169
College & Career Readiness	601
English Language Learners Support	534
Entrepreneurship	360
Counseling Programs	205
Drug Prevention	54
Truancy Prevention	21
Other	1613
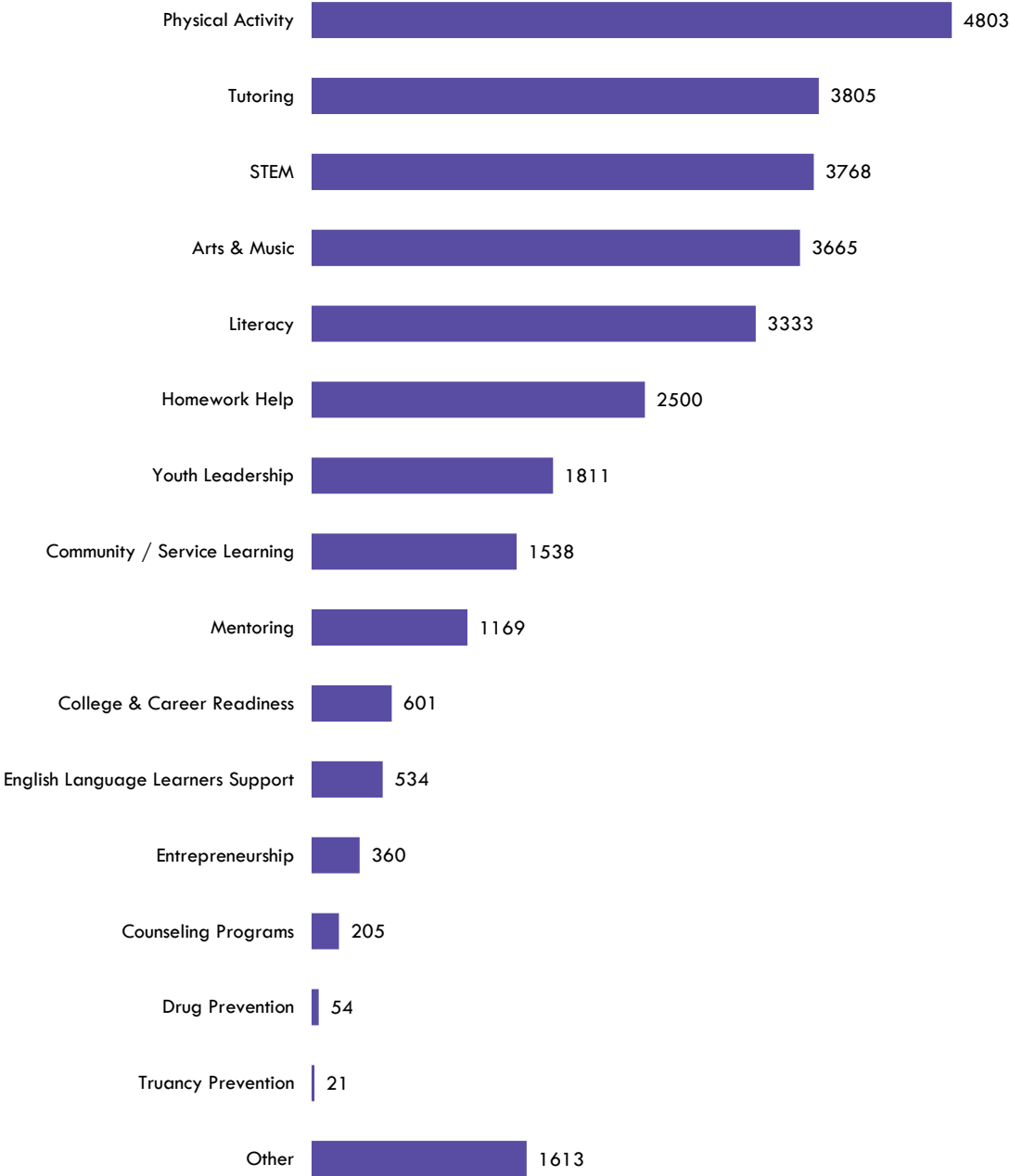
Note: Data in this figure comes from EZReports.

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, 2020 to June 30, 2021). Subgrantees were required to complete an online end-of-year reporting survey in July 2021. 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, though the ongoing COVID-19 pandemic compelled centers to offer many of these programs virtually. 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 2,066 family members during the 2020–2021 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.[10]

> **Success story: Family enrichment (submitted by JeffCo – Pennington)**
> At first, it was really hard for our program to engage with families virtually, especially when families were being bombarded with so much communication from their child's school and classroom. Our program didn't want to be "one extra email that families felt burdened to respond to." But slowly, our program staff found effective ways of communicating with families through a process of partnering with families themselves and getting their feedback regarding their preferred communication methods, placing families at the center.

The family-school partnership best practices most frequently reported by subgrantees was engaging in *effective communication* (83% frequently; see Figure 12). Relatively high proportions of subgrantees also reported frequently *welcoming all families* (64%), *supporting student success* (62%), and *collaborating with community* (60%). Over half of subgrantees reported frequently *speaking up for every child* (55%). A smaller proportion reported frequently *sharing power* with families (38%).

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

Figure 12

All subgrantees reported occasionally or frequently using effective communication.

not occuring   rarely   occasionally   frequently

Category	not occurring	rarely	occasionally	frequently
Effective communication			17%	83%
Welcoming all families			36%	64%
Supporting student success		2%	36%	62%
Collaborating with community	2%		38%	60%
Speaking up for every child		2%	43%	55%
Sharing power	2%	9%	51%	38%
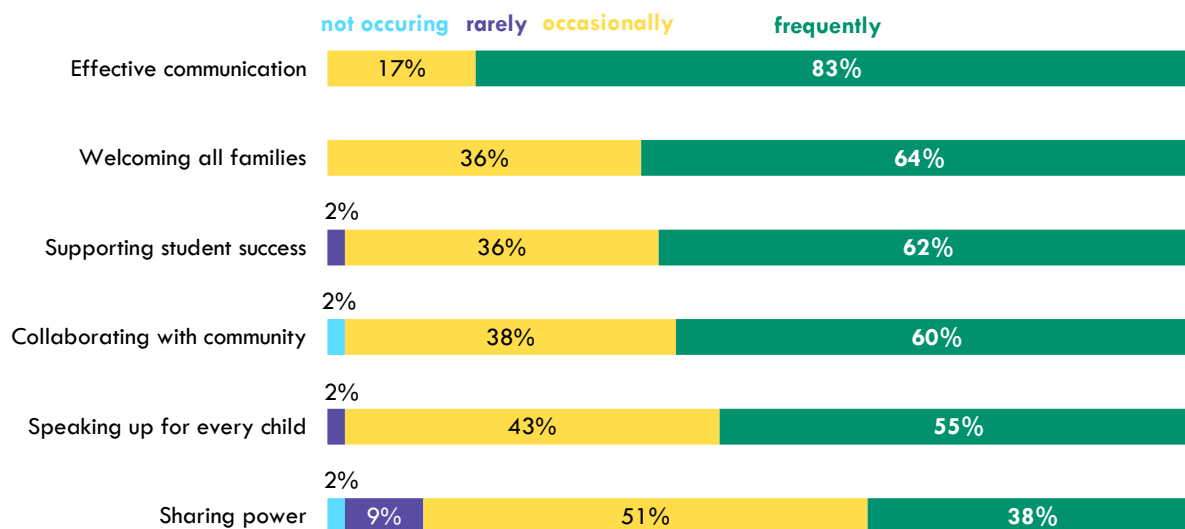
Note: Data in this figure comes from the state's end-of-year survey.

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:

- 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." Given the challenges of the COVID-19 pandemic, many subgrantees did not have data available. For the 2020–2021 survey, a

"data not available" option was included in the list of indicators for subgrantees that were lacking data due to COVID-19. Subgrantees were asked to only select this option only if data collections (e.g., state assessments) were completely halted and no other source of data was available to use for rating the objective.

Figure 13 shows Cohort VII subgrantees' reports of progress towards each of the six performance measures. Most subgrantees (79%) did not have available data to track academic progress, and significant proportions lacked data related to *STEM* (45%) and *enrichment* (36%). Subgrantees with available data reported making progress, meeting their goal, or exceeding their goal in most areas (in only one area, *academic progress*, did a subgrantee report that they were not making progress).

Figure 13

Most Cohort VII subgrantees with available data reported making progress, meeting, or exceeding their academic progress and enrichment performance measures.
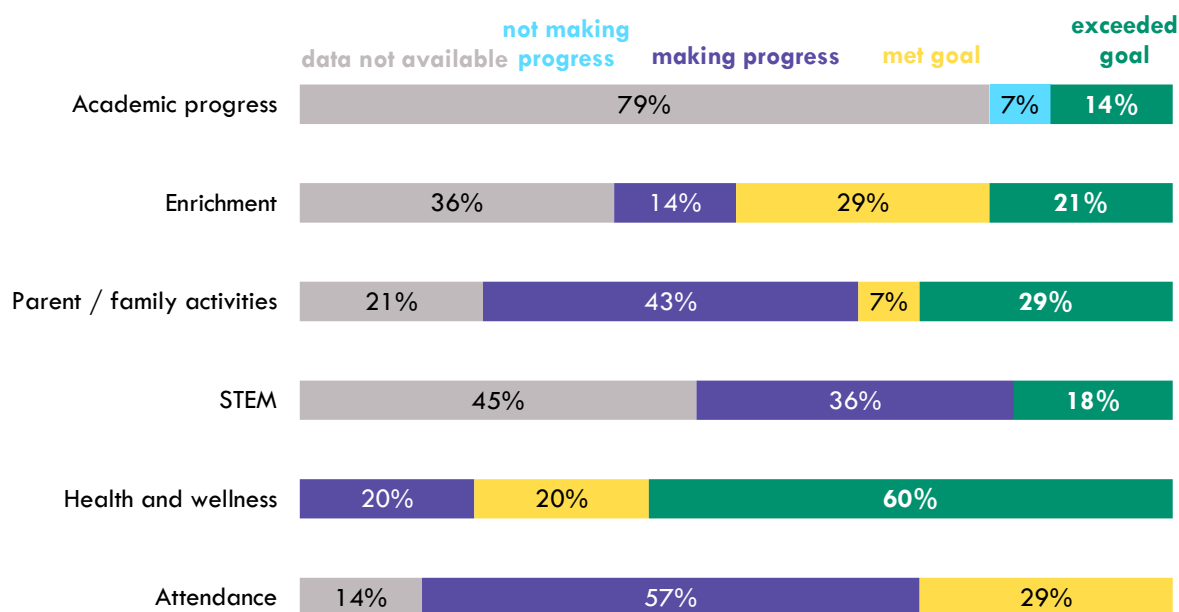
Note: Data in this figure comes from the state's end-of-year survey. Fourteen of 15 Cohort VII subgrantees reported on the required *academic progress*, *enrichment*, and *parent/family activities* performance measures. For the optional performance measures, 11 subgrantees reported on *STEM*, five reported on *health and wellness*, and seven reported on *attendance*.

Academic Progress

Nearly four in five subgrantees (79%) did not have available data to assess this performance measure. About one in seven (14%) reported exceeding their *academic progress* measure, and 7% reported not making progress. Fourteen of 15 Cohort VII subgrantees (93%) reported on this measure.

> **Success story: Academic improvement (submitted by Denver Public Schools - Munroe)**
> After school, we used Math Hoops to make math more interesting and fun. A fifth grader in the afterschool program mentioned that they didn't feel that they were ready for middle school. I talked to their teacher and mentioned what they said. The teacher started staying later to work with them one on one a couple of days after school. The teacher told me that the student excelled in math and reading just by receiving one-on-one attention.

Enrichment

Nearly two in five subgrantees (36%) did not have available data to assess this performance measure. Half (50%) reported meeting or exceeding their *enrichment* performance measure, while 14% reported making progress. Fourteen of 15 Cohort VII subgrantees (93%) reported on this measure.

> **Success story: Enrichment (submitted by Adams 12 Five Star Schools)**
> The extended learning coordinator did owl pellet dissection at several sites both virtually and in person. After one of the lessons, a student came up to the extended learning coordinator and said, "What is your job? I want to do what you do when I grow up."

Parent/family activities

About one in five subgrantees (21%) did not have available data to assess this performance measure. About one in three (36%) reported meeting or exceeding their *parent/family activities* performance measure, while 43% reported making progress. Fourteen of 15 Cohort VII subgrantees (93%) reported on this measure.

> **Success story: Family engagement (submitted by Lake County School District)**
> A single parent had three students enrolled in Project Dream during the 2020-2021 school year. This year, she decided to pursue her GED through the ESL GED courses we offer in partnership with Colorado Mountain College. After working extremely hard over the course of the year she completed her GED this spring! She serves as an inspiration for her children to put their best foot forward each day in school.

STEM (Science, Technology, Engineering, and Mathematics)

Nearly half of subgrantees (45%) did not have available data to assess this performance measure. All of the remaining subgrantees (54%) reported meeting or exceeding their *STEM (Science, Technology, Engineering, and Mathematics)* performance measure. Eleven Cohort VII subgrantees (73%) reported on this optional measure.

Health and wellness

One in five subgrantees (20%) did not have available data to assess this performance measure. All of the remaining subgrantees (80%) reported meeting or exceeding their *health and wellness* performance measure. Five Cohort VII subgrantees (33%) reported on this optional measure.

Attendance

One in seven subgrantees (14%) did not have available data to assess this performance measure. All remaining subgrantees (86%) reported meeting or exceeding their *attendance* performance measure. Seven Cohort VII subgrantees (47%) reported on this optional measure.

Success story: Social-emotional learning (submitted by JeffCo Public Schools - Consortium)

One of our students struggled with behavioral problems and is on a safety plan. They were in our cooking and nutrition program and I believe this helped them tremendously. They very much enjoyed this program and were very motivated to have better behavior so they could continue to participate. Our staff member really got through to them emotionally and this made them more trusting of other adults in the building. They still struggle with behavior towards adults but it has improved significantly.

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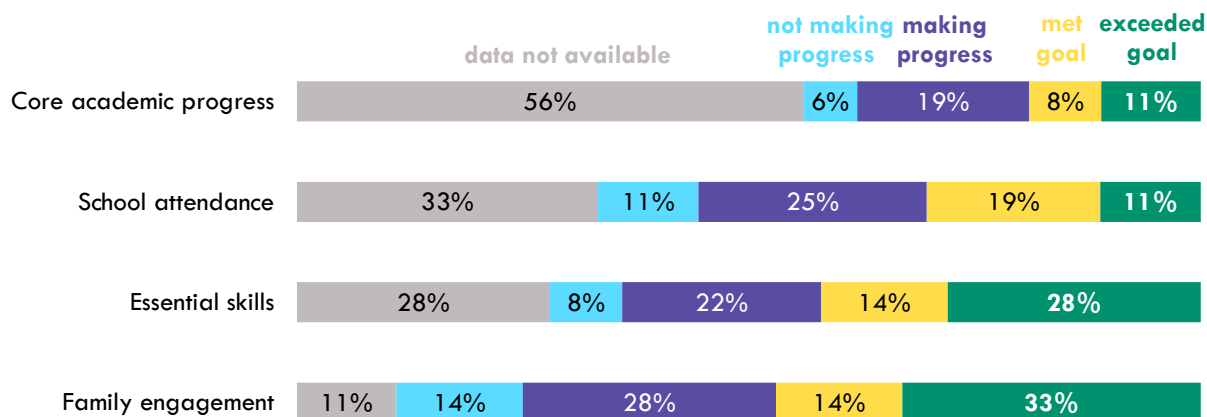
- Core academic progress
- School attendance
- Essential skills
- Family engagement

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). Given the challenges of the COVID-19 pandemic, many subgrantees did not have data available.

Although a significant proportion of subgrantees did not have available data, the vast majority of subgrantees with available data rated themselves as making progress, meeting, or exceeding their SMART goals (see Figure 14).

Figure 14

Most Cohort VIII subgrantees with available data reported making progress, meeting, or exceeding their core academic progress, school attendance, essential skills, and family engagement performance measures.

	data not available	not making progress	making progress	met goal	exceeded goal
Core academic progress	56%	6%	19%	8%	11%
School attendance	33%	11%	25%	19%	11%
Essential skills	28%	8%	22%	14%	28%
Family engagement	11%	14%	28%	14%	33%

Core Academic Progress

Over half of subgrantees (56%) did not have available data to assess this performance measure. About one in five subgrantees (19%) rated themselves as meeting or exceeding their *core academic progress* performance measure, and 19% reported making progress (see Figure 14). A small proportion (6%) rated themselves as not making progress. Thirty-six of 37 Cohort VIII subgrantees (97%) reported on this measure.

> **Success story: Academic improvement (submitted by Primero School District RE-2)**
> At the end of this past school year, we had several students who were straddling that line between being passed on to the next grade or retained in their current one for an additional year, due to unsatisfactory academic growth exacerbated by the trying conditions of school disruption. Although it may seem like a band-aid to some, the summer school contact was the difference for several students ranging from Kindergarten age to high school students, who were able to achieve credit recovery and stay on target for graduating with their current class.

School Attendance

One in three subgrantees (33%) did not have available data to assess this performance measure. Three in ten subgrantees (30%) rated themselves as meeting or exceeding their *school attendance* performance measure, and one in four (25%) reported making progress (see Figure 14). A small proportion (11%) rated themselves as not making progress. Thirty-six of 37 Cohort VIII subgrantees (97%) reported on this measure.

> **Success story: Enrichment (submitted by Metropolitan State University)**
> We asked students if anyone had an enrichment idea and one student was deeply excited to share about a project they remembered doing in middle school. They wanted to make papier-mâché animal boxes where each participant chose an animal they liked and made a 3-D sculpture using paint, foam, and tissue boxes. It was lovely to see a gruff upperclassman kindly helping struggling students and tutors with covering the boxes with torn papier-mâché strips or cutting out ears, tails, and flippers from brightly colored foam.

Essential skills

Nearly three in ten subgrantees (28%) did not have available data to assess this performance measure. About three in ten subgrantees (30%) rated themselves as meeting or exceeding their *essential skills* performance measure, and 22% reported making progress (see Figure 14). A small proportion (8%) rated themselves as not making progress. Thirty-six of 37 Cohort VIII subgrantees (97%) reported on this measure.

> **Success story: Essential skills (submitted by High Valley Community Center, Inc.)**
> One of our high school students was successful in being hired on as a part-time employee with a local business after taking part in our youth internship program. They volunteered her time in the organization as a part of our program and the business was so impressed with her attitude and training that the business offered them a position.

Family Engagement

About one in ten subgrantees (11%) did not have available data to assess this performance measure. More than two in five subgrantees (45%) rated themselves as meeting or exceeding their *family engagement* performance measure, and 28% reported making progress (see Figure 14). A smaller proportion (14%) rated themselves as not making progress. Thirty-six of 37 Cohort VIII subgrantees (97%) reported on this measure.

> **Success story: Family engagement (submitted by Aguilar School District RE-6)**
> One family consistently attended family paint nights and Cooking Matters for Families classes when they were offered. This family is raising two grandchildren and out-of-school time programming provided by 21st CCLC funded classes gave them an opportunity to spend quality and educational time with their grandchildren.
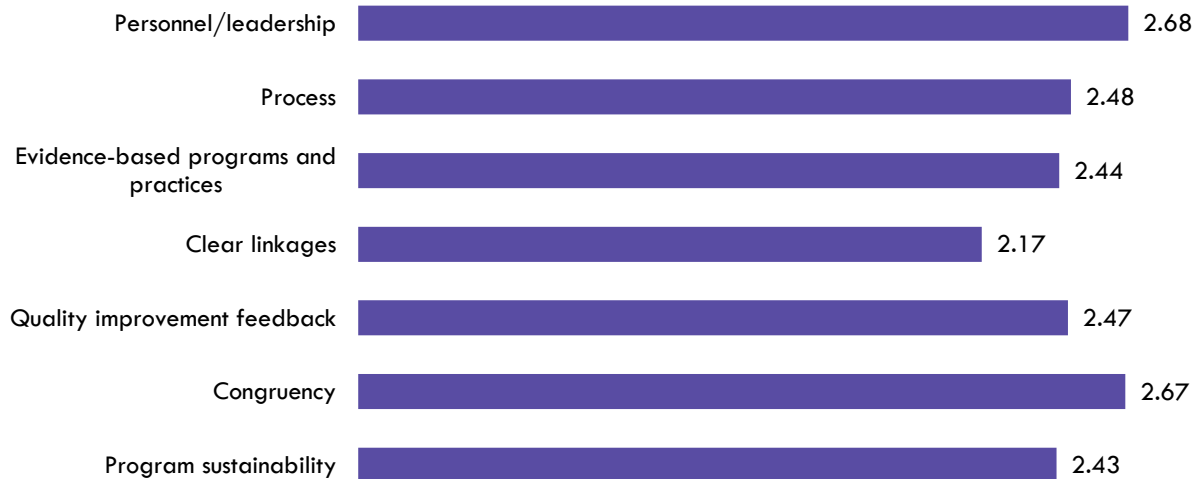
Quality Implementation Rubric

In 2020–2021, the 21st CCLC administered the Quality Implementation Rubric (QIR) for the second year. 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 actionable goals for areas in need of improvement and steps to achieve their improvement goals. CDE staff discuss the results of the rubric and the action tool during check-ins and virtual site visits.

The quality implementation rubric requests that subgrantees rate themselves on a five-point scale (from 0="not evident" to 4="exemplary") on indicators in seven domains. The full quality implementation rubric is available online at 21st CCLC Subgrantee Resources. Figure 15 displays the mean scores across each of the seven domains.

Figure 15
Subgrantees rated themselves highest in personnel/leadership and congruency.

Category	Score
Personnel/leadership	2.68
Process	2.48
Evidence-based programs and practices	2.44
Clear linkages	2.17
Quality improvement feedback	2.47
Congruency	2.67
Program sustainability	2.43

Thirty-one subgrantees completed the quality implementation rubric (all 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 2.68. 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* (90% 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* (100% 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* (100% 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* (100% 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 2.48. 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* (90% 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* (81% 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* (57% 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* (84% 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* (90% 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."[11] The mean score for this set of indicators was 2.44. 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* (94% meeting, exceeding, or exemplary)
   - Meets expectations: Variety of evidence-based practices and programs (ESSA Tiers 1-3) available for students and parents/families.
   - Exceeds expectations: Variety of evidence-based practices and programming (ESSA Tiers 1-3) available for students that are specifically focused on academics, recreation, positive youth development, and parent/family enrichment.
   - Exemplary: Variety of evidence-based practices and programing specifically aligned to the school day (e.g., school standards and curriculum).

2. *Fidelity* (94% 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 2.17. 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* (100% meeting, exceeding, or exemplary)
   - Meets expectations: For all State Performance Measures, there are clear linkages between activities and outcomes.
   - Exceeds expectations: For all State Performance Measures, there are clear and evolving linkages between activities and outcomes. Changes are based on ongoing learning and feedback.
   - Exemplary: For all State Performance Measures, there are clear and evolving linkages between activities and outcomes. Changes are based on formal evaluation. Additional outcomes beyond the State Performance Measures are also present.

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[11] 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.

2. *Data collection efforts* (93% meeting, exceeding, or exemplary)
   - Meets expectations: Data collected matches the State Performance Measures.
   - Exceeds expectations: Baseline data or other means of establishing change are present (pre- post, comparison group, use of local norms) for State Performance Measures.
   - Exemplary: Program has sample-specific data about the measures they are using (e.g. reliability and validity).
3. *Meeting performance measures* (80% meeting, exceeding, or exemplary)
   - Meets expectations: Evidence that the program is meeting the majority of State Performance Measures, and improvement plans are in place.
   - Exceeds expectations: Evidence that the program is exceeding some State Performance Measures, while meeting others and improvement plans are in place.
   - Exemplary: Evidence that the program is exceeding all State Performance Measures.

Quality Improvement Feedback

The three quality improvement feedback indicators assess evidence that data are being used to improve program implementation. The mean score for this set of indicators was 2.47. 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* (97% 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* (100% 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* (100% 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 2.67. The three indicators and the percent of subgrantees rating themselves as meeting expectations, exceeding expectations, or being exemplary for each indicator include:

1. *Compliance* (100% 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* (100% 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* (100% 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 2.43. 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* (84% 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* (84% 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* (97% 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.

SUMMARY

In the 2020–2021 program year, 52 subgrantees served as fiscal agents in Cohorts VII and VIII of Colorado's 21st CCLC program, supporting activities in 96 centers throughout the state. A total of 11,874 students participated in the program, 3,820 (32%) 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. Students who attended both fall and spring sessions demonstrated some additional gains compared to students who attended only during the fall or only during the spring.

The most popular activities were *physical activity* (attended by 4,803 students), *tutoring* (3,805 students), and *STEM* (3,768 students). A large number of students also participated in activities related to *arts and music* (3,665 students), *literacy* (3,333 students), and *homework help* (2,500 students).

Subgrantees in both cohorts reported progress on state performance measures, which differed by cohort (however, due to the COVID-19 pandemic, data were not available from all subgrantees, and data on *academic progress* in particular was often missing). Among Cohort VII subgrantees that had available data, all reported making progress, meeting, or exceeding their *enrichment,* and *parent/family activities* performance measures. Among Cohort VIII subgrantees with available data, almost all reported making progress, meeting, or exceeding their *core academics, school attendance, essential skills,* and *family engagement* performance measures.

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. Although available quantitative data on academic progress were limited this year due to the ongoing COVID-19 pandemic, program directors provided compelling stories of the positive impact of programs for both students and their families. Centers supported the academic growth and enrichment of participating students during a challenging year.

APPENDIX A: GLOSSARY

2020–2021 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, 2020 to June 30, 2021. For the federal data reported in EZReports (e.g., data on activities provided, staffing, and participation), the program year is from June 1, 2020 to May 31, 2021.

Activity

A program or session that is held at a center (or online, during the COVID-19 pandemic). 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 continued into 2021, after a one-year extension) or Cohort VIII (for which funding began in 2018 and continued 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.