



21st Century Community Learning Centers

Profile and Performance Information Collection System (PPICS) Report:

2010-2011 and 2011-2012 School Years

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BACKGROUND

The purpose of the *21st Century Community Learning Center (21st CCLC)* program, established under Part B of Title IV of the No Child Left Behind Act of 2001, is to provide for the establishment or expansion of Community Learning Centers (Centers) to assist students from high-poverty and low-performing schools in meeting academic achievement standards in core subjects, provide out-of-school time programs to reinforce and complement the regular academic programs, and offer families of participating students opportunities for literacy and educational development.

The Colorado Department of Education (CDE) is the designated state educational agency (SEA) responsible for awarding, administering and supervising Colorado 21st CCLC programs. A grantee is defined as the entity serving as the fiduciary agent for a given 21st CCLC grant. CDE monitors and evaluates funded programs and activities; provides capacity building, training and technical assistance; comprehensively evaluates the effectiveness of programs and activities; and provides training and technical assistance to eligible applicants and award recipients.

Grantees are required to complete Annual Performance Reports (APR) into an online database funded by the U.S. Department of Education. The database is called the Profile and Performance Information Collection System (PPICS.) PPICS collects and manages comprehensive information on 21st CCLC program characteristics, services, and performance data over a wide-range of outcomes including Government Performance and Results Act (GPRA) indicators. The CDE grantees enter profile and APR data into PPICS. This report analyzes the PPICS data submitted by CDE's grantees for the summers of 2011 and 2012 and for the 2010-2011 and 2011-2012 school years. It is important to note that not all Grantees enter all data required by PPICS. In addition, depending on when the Grantee was funded (or defunded), some Grantees missed specific reporting requirements.

GRANTEES

This report profiles data from the Colorado Department of Education's fifth cohort of grantees for the 2010-2011 and 2011-2012 reporting years the first two years of five years funded under the grant. The fifth cohort consists of 31 grantees affiliated with 69 Centers. Grantee entities are displayed in Table 1.

Table 1: Grantees & Corresponding Centers

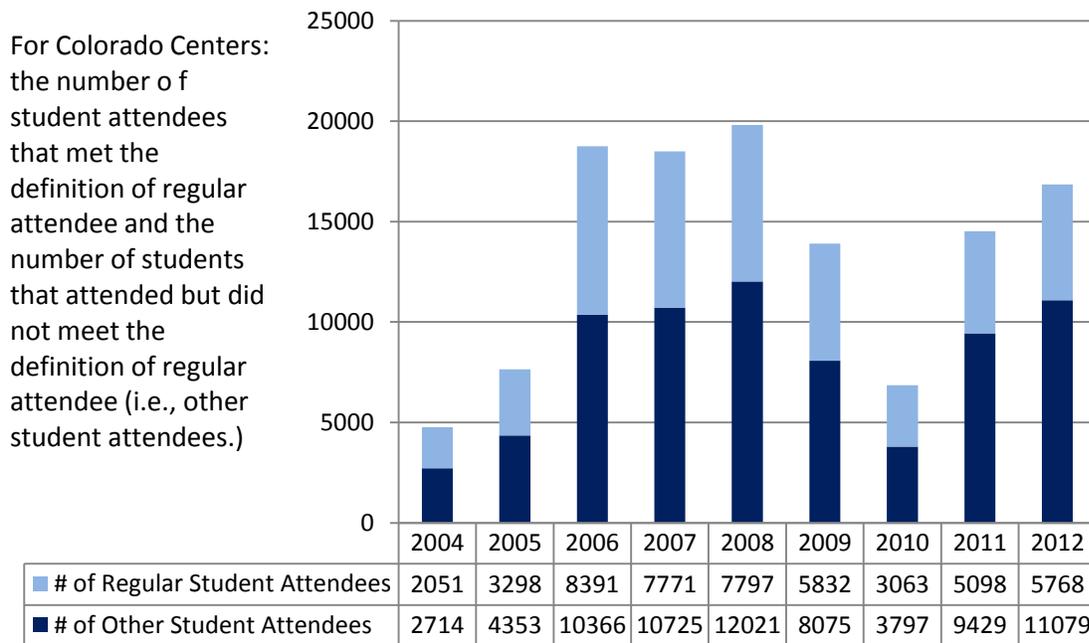
GRANTEE	CENTER(S)
Adams 12 Five Star Schools - V	• North Star Elementary School
Adams County School District 14-V	• Hanson Elementary School • Monaco Elementary School
Alicia Sanchez Elementary School - V	• Sanchez Elementary School
Aurora Public School District - V	• Fletcher Elementary School • Vaughn Elementary School • Sable Elementary School
Boulder Valley School District Re-2 - V	• Casey Middle School • University Hill Elem School • Columbine Elementary School
Colorado Springs School District 11 - V	• Hunt Elementary School
Cripple Creek-Victor School District Re-1 - V	• Cripple Creek-Victor Jr-Sr
Denver Public Schools, District 1 - V1	• Force Elementary School • Place Bridge Academy • Johnson Elementary School • Rachael B. Noel Middle School
Denver Public Schools, District 1 - V2	• Colfax Elementary School • Eagleton Elementary School • Cowell Elementary School • Munroe Elementary School
Denver Public Schools, School District 1 - V	• Bruce Randolph • Cole Arts And Science Academy • Lake Middle School • Skinner Middle School
Englewood Schools - V	Wm E Bishop Elementary School
Garfield Re-2 - V	• Wamsley Elementary School
Greeley 6 - V	• Ann Heiman Elementary • John Evans Middle School • Centennial Elementary School • Madison Elementary School • Franklin Middle School • Northridge High School • Heath Middle School • Shawsheen Elementary School • Jackson Elementary School
Hanover 28 - V	• Hanover Jr-Sr High School • Prairie Heights Elementary
Harrison School District 2 - V	• Carmel Middle School • Fox Meadow Middle School
Huerfano School District Re-1 - V	• John Mall High School
Jefferson County School District - V1	• Arvada K-8 • Foster Elementary School
Jefferson County School District - V2	• Jefferson High School • Wheat Ridge Middle School
Lake County School District - V	• Lake Co Intermediate School
Mesa County Valley School District 51 - V	• Clifton Elementary School • Rocky Mountain Elementary School • Mt Garfield Middle School
Montezuma-Cortez Re-1 - V	• Cortez Middle School • Kemper Elementary School
Montrose County Relj - V1	• Centennial Junior High School
Montrose County Relj - V2	• Olathe Elementary School • Olathe Middle School
Poudre School District - V	• Irish Elementary School • Putnam Elementary School • Lincoln Junior High School
Pueblo City Schools District 60 - V	• Freed Middle School • Lemuel Pitts Middle School • James H Risley Middle School
Pueblo County District 70 - V	• Pueblo West Elementary School
Summer Scholars - V1	• Ford Elementary School • Oakland Elementary School
Summer Scholars - V2	• Columbine Elementary School • Moore Elementary School • Harrington Elementary School • Swansea Elementary School
Trinidad School District 1 - V	• Trinidad Middle School
YMCA of The Pikes Peak Region-Lorraine-V	• Teen After School Project - Fountain Valley YMCA
YMCA of The Pikes Peak Region-Sierra - V	• YMCA Of The Pikes Peak Region-Sierra

In 2011, only 67 Centers reported all data. In 2012, all 69 Centers reported data. The missing Centers in 2011, were Prairie Heights elementary (served by Hanover 28) and Kemper elementary school (served by Montezuma-Cortex re-1) in addition, although one Center was dropped during 2010-2011, this Center's data is included in cases where it was reported in state PPICS reports (Goals Academy). See Appendix B for a summary of each Center's Level Programming.

Trends in Colorado Attendance Data¹

For comparison, the total numbers of student regular attendees and all other student attendees are displayed in the following chart. The greatest numbers of students served was in 2008 (19,818 students). Numbers of all other student attendance years were 2004 (4,765 students), 2005 (7,651 students), 2006 (18,757 students), 2007 (18,496 students), 2009 (13,907 students), 2010 (6,860 students), 2011 (14,527 students) and 2012 (16,847 students). The percentages of student attendees that met the definition of regular attendee from 2004 to 2012 were 43% (2004), 43% (2005), 45% (2006), 42% (2007), 39% (2008), 42% (2009), 45% (2010), 35% (2011) and 34% (2012).

Chart I: Trends in Colorado Attendance



¹ Data from 2004 through 2009 were previously reported by Rose Shaw, Ph.D., Metrica, 1703 36th Avenue Court, Greeley, CO 80634-2807 in the 2008-09 External Evaluation Report.

2010-2011 SCHOOL YEAR: CENTER CHARACTERISTICS & OUTCOMES

CENTER CHARACTERISTICS

Target Populations Served

In PPICS there are two classifications of student attendee data.² The first classification counts all students who attend a Center. The second classification represents a subset of all students. This second classification considers a student to be a “Regular Student” when the student attends a Center for 30 days or more during a reporting period (which for most grantees is typically, the first year they are awarded during May or June through April or May of the next year).

For the 2010-2011 reporting period, regular students comprised 35% of the total student population. The total student attendee population was 14,527 and the total regular student attendees equaled 5,098. The average number of students per Center was 217 and the average number of regular attendees was 76³.

The majority of student attendees served by the 69 Centers were Latino or Hispanic. The specific breakdown of reported attendee ethnicity is as follows:

- American Indian - Total Student Attendees: 289 Regular Student Attendees: 31
- Asian/Pacific Islander - Total Student Attendees: 317 Regular Student Attendees: 60
- Black/African American - Total Student Attendees: 1,215 Regular Student Attendees: 461
- Latino - Total Student Attendees: 8,846 Regular Student Attendees: 3,318
- White - Total Student Attendees: 3,704 Regular Student Attendees: 1,206
- Unknown – Total Student Attendees: 329 Regular Student Attendees: 65

In addition, both genders were served approximately in equal proportions; 7,199 males (2,546 regular student attendees) and 7,309 females (2,591 regular student attendees)⁴.

Of the 2010-2011 total student attendees⁵:

- 32% were limited English proficient students.
- 70% were eligible for free and reduced lunch.
- 10% were students with special needs or disabilities.

² Attendance totals represent the sum of unduplicated student and regular attendees reported by individual Centers; however, no mechanism exists for accounting for students that may have attended more than one Center during the reporting period.

³ These numbers are based on the 67 centers that reported this information. See Table 1.

⁴ 68 Centers provided gender data.

⁵ 63 Centers provided these data.

Of regular student attendees:

- 38% were limited English proficient students.
- 75% were eligible for free and reduced lunch.
- 11% were students with special needs or disabilities.

Student Attendee Data

As stated earlier, regular attendees are defined by students who attended a Center for 30 days or more during the reporting period. Attendance figures for the 2011 APR data show that the:

- Average Number of Student Attendees: 217
- Average Number of Regular Student Attendees: 76
- Percentage of Student Attendees Meeting the Definition of Regular Student Attendees: 35%
- Total Number of Student Attendees: 14,527
- Total Number of Regular Student Attendees: 5,098

Table 2 below categorizes Centers by the number of attendees served during the 2010-2011 school year. Of note, 75% of Centers serving regular students had fewer than 100 attendees. Fifteen percent of Centers served over 300 total student attendees.

Table 2: Total Student Attendees & Total Regular Attendees⁶ in 2010-2011

Number of Attendees Served in 2010-2011	Total Student Attendees		Total Regular Attendees	
	Number of Centers	Percentage of Centers	Number of Centers	Percentage of Centers
Less than 100	8	12%	50	75%
100 to 150	14	21%	12	18%
151 to 200	16	24%	4	6%
201 to 250	11	16%	1	1%
251 to 300	8	12%	0	0%
Over 301	10	15%	0	0%
Total with Reported Data	67	100%	67	100%

Distribution of Attendees by Grade Level Categories

The distributions of attendees during the 2010-2011 school year within four categories PreK-K (Prekindergarten and Kindergarten), Elementary (Grades 1-5), Middle (Grades 6-8), and High School (Grades 9-12) are displayed below. The total numbers do not reflect students whose grade in school was unknown (66 for all student attendees and none for regular student attendees).

⁶ Kemper Elementary School and Prairie Heights Elementary School were missing this data.

Table 3: Distribution of Attendees by Grade Level Categories in 2010-2011

Grade Level	All Students	Regular Students
PreK-K	778	247
Elementary	6,288	2,976
Middle	6,268	1,722
High	1,010	131
TOTAL	14,344⁷	5,076

Compared to the other three grade-categories, a greater percentage of Elementary students met the definition of regular attendees than other grade-level categories. For each of these grade-level categories of students, the percentages of elementary school students who met the definition of regular attendees is proportionally skewed in favor of Elementary School, especially in contrast to High School. The percentages of all students within each school level category that met the definition of regular attendee were:

- PreK-K students: 32%
- Elementary: 47%
- Middle: 27%
- High School: 13%

Within Elementary school students, the highest percentage of regular attendees served was in the 3rd (14%) grade. Of Middle school students, the highest percentage of regular attendees was in the 6th (13%) grade, and of High school students, the highest percentage of regular attendees was in the 11th grade (less than 1%).

Staff & Partner Data

The total staff for the 2010-2011 school year was 1,428. There was 1,219 paid staff, which makes up 85% of the total staff. Almost 50% of the paid staff were school-day teachers (includes former and substitute teachers). Volunteers made up 17% of total staff. Of the 209 volunteers, 30% were high school or college students and 10% were parents. See Appendix C for the full breakdown of volunteers and paid staff.

There was a total of 621 staff during the summer of 2011 including 536 paid staff and 85 volunteers. Of the paid summer staff, 44% were teachers or former teachers in 2010-2011. Grantees reported 246 partners and 41% of these were subcontractors. See Appendix D for the type of contribution that partners and subcontractors provided.

Operations & Feeder School Data

The median number of weeks that Centers were in operation during the school year was 32; during the summer it was five. During both the regular school year and the summer, the median number of hours that state Centers were open was five days a week. The median number of hours of operation during the school year per week was 13.5. All Centers offered their services after school. During the summer, the median number of hours of operation per week was 20, and 100% of Centers offered services during the week days. Colorado's 68 Centers had 73 feeder schools for the school year 2010-2011 and for summer 2011. Almost all Centers (91%) had no more than one feeder school.

⁷ Note, the total number of all students in this table does not include the 66 students who were reported as "undefined" nor does it include students in grade categories where any given center had less than five students in that category. PPICS changes student counts in Centers to zero if the number is less than five. Consequently, this number does not match the total number of student attendees for all Centers.

Services & Activities

Sixty-eight Centers reported data about their services and activities during School Year 2010-2011 (63 Centers provided programming during the Summer 2011). Information about these services and activities is displayed in Table 4 and Table 5. Two categories of services and activities, (1) academic enrichment and (2) recreational services, were provided by the vast majority of Colorado Centers, while tutoring and homework help were provided by approximately half of the Centers. Tables 6 & 7 provide information on the percentage of activities and hours within the category of activities for all Centers.

Table 4: Categories of Student & Adult Services & Activities Provided by 2010-2011 Centers for School Year

	Student and Adult Activity or Service Category	# of Centers	% of 68 Centers	Average # of Hours / Day	Average # of Days / Week
Student	Academic enrichment	61	90	1.4	1.97
Student	Recreational activity	58	85	1.42	1.77
Student	Tutoring	43	63	1.28	2.27
Student	Homework help	41	60	1.29	2.99
Student	Other student activity or service	31	46	1.47	1.62
Student	Community service/service learning	31	46	1.72	1.44
Student	Leadership	27	40	1.26	1.53
Student	Mentoring	18	26	1.3	1.44
Student	Drug/violence prevention, counseling/education	16	24	1.56	1.58
Student	Career/job training for youth	15	22	1.43	1.62
Student	Supplemental education services	13	19	1.11	1.76
Student	Expanded library service hours	5	7	1.33	1.5
Adult	Family literacy for adults	28	41	2.1	1.83
Adult	Parent involvement	28	41	2.1	1.83
Adult	Career/job training for adults	13	19	1.71	1.94

Table 5: Categories of Student & Adult Services & Activities Provided by Centers for Summer 2011

	Student and Adult Activity or Service Category	# of Centers	% of 63 Centers	Average # of Hours / Day	Average # of Days / Week
Student	Academic enrichment	48	76%	3.07	3.97
Student	Recreational activity	23	37%	2.67	3.25
Student	Tutoring	12	19%	3.5	4.5
Student	Other student activity or service	9	14%	1.59	2.41
Student	Community service/service learning	9	14%	1.59	2.41
Student	Leadership	4	6%	3.45	2.5
Student	Drug/violence prevention, counseling/education	4	6%	3.8	3
Student	Career/job training for youth	3	5%	2	2.33
Student	Supplemental education services	3	5%	2	2.33
Student	Expanded library service hours	3	5%	2	2.33
Student	Homework help	1	2%	3	4
Student	Mentoring	0	0%	0	0
Adult	Family literacy for adults	7	11%	3	4.43
Adult	Parent involvement	2	3%	2	1
Adult	Career/job training for adults	1	2%	2	1

Table 6: Percentage of Activities within Activity Category for All 2010-2011 Centers⁸

Service Target	Activity	% During Regular School Year	% During Summer
Student	Academic enrichment	35.62%	43%
Student	Recreational activity	21.54%	29.47%
Student	Tutoring	6.6%	5.8%
Student	Homework help	5.11%	0%
Student	Activities that promote youth leadership	3.36%	1.93%
Student	Community service/service learning	3.11%	4.35%
Student	Career/job training for youth	3.24%	0.48%
Student	Mentoring	2.12%	0%
Student	Drug/violence prevention, counseling/education	1.62%	0.97%
Student	Supplemental education services	4.98%	1.45%
Student	Expanded library service hours	0.25%	1.45%
Adult	Family literacy for adults	2.62%	3.38%
Adult	Parent involvement	2.49%	0.48%
Adult	Career/job training for adults	1.49%	0.48%
Total Number of Activities Offered		803	207

Table 7: Percentage of Hours Focusing on Activity Categories for All 2010-2011 Centers:

Service Target	Activity	% During Regular School Year	% During Summer
Student	Academic enrichment	34.49%	47.69%
Student	Recreational activity	15.69%	20.45%
Student	Tutoring	9.39%	10.63%
Student	Homework help	11.16%	0%
Student	Activities that promote youth leadership	1.63%	1.94%
Student	Community service/service learning	1.77%	1.17%
Student	Career/job training for youth	2.66%	1.57%
Student	Mentoring	0.79%	0%
Student	Drug/violence prevention, counseling/education	1.71%	0.25%
Student	Supplemental education services	3.51%	4.1%
Student	Expanded library service hours	0.41%	1.04%
Adult	Family literacy for adults	4.65%	5.89%
Adult	Parent involvement	0.92%	0.08%
Adult	Career/job training for adults	3.04%	0.11%
Total Number of Activities Hours Offered		47572	9417

Information about academic subject-specific services and activities is displayed in Table 8. Reading and math were the academic subjects that were most frequently provided.

⁸ Note: These activities reflect only those occurring on a weekly basis. Activities offered less frequently are not included.

Table 8: Percentages of Activities & Hours Supporting Academic Subject Areas Provided by All 2010-2011 Centers.

Academic Subject Area	Percentage of Activities SY	Percentage of Activities Summer	Percentage of Hours SY	Percentage of Hours Summer
Reading or literacy education activities	36.99%	50.24%	47.23%	58.15%
Mathematics education activities	26.77%	29.47%	40.47%	43.47%
Health or nutrition related activities	20.55%	21.74%	19.38%	33.15%
Science education activities	15.94%	28.5%	21.14%	36.04%
Arts and music education activities	26.03%	22.22%	22.59%	34.51%
Cultural activities or social studies	20.05%	21.74%	19.93%	29.44%
Telecommunications and technology education	8.72%	15.94%	13.01%	24.91%
Entrepreneurial education programs (business)	7.6%	8.21%	4.12%	14.01%
Note: A single activity may target multiple subjects: Percentages do not sum to 100%				

CENTER OUTCOMES

Teacher Survey Data

Improvements in academic behaviors were assessed by teachers who completed a survey developed by the 21st CCLC Initiative. These were the percentages of improved behaviors in 2010-2011 for regular attendees based on information from up to 4,062 completed Colorado teacher surveys:

The total teacher survey response rate was 79%.

- 76% had better academic performance
- 70% improved participation in class
- 67% completed homework to teachers' satisfaction.
- 63% improved in turning in homework on time
- 65% were more attentive in class
- 64% were more motivated to learn when they came to school
- 67% got along better with other students
- 57% behaved better in class
- 47% showed improvement in volunteering for extra credit or more responsibilities
- 46% improved regular class attendance

Government Performance & Results Act (GPRA) Measures

State Results

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

Tables 9 and 10 display summaries of the status of these GPRA indicators for Colorado's 21st CCLC programs. As shown in Table 9, the greatest gains were observed in homework completion, class participation and improvements in student behavior.

Table 9: Attainment of performance measures for 21st CCLC objective 1 in 2010-2011: Participants in 21st CCLC programs will demonstrate educational and social benefits and exhibit positive behavioral changes.

Performance Measures	2010-2011
	State
1.1 The percentage of Elementary 21st Century regular program participants who improve from not proficient to proficient or above in reading on state assessments.	32.68
1.2 The percentage of Middle/High school 21st Century regular program participants who improve from not proficient to proficient or above in mathematics on state assessments.	18.87
1.3 The percentage of Elementary 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	69.40
1.4 The percentage of Middle and High school 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	64.11
1.5 The percentage of all 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	66.78
1.6 The percentage of Elementary 21st Century regular program participants with teacher-reported improvements in student behavior.	65.44
1.7 The percentage of Middle and High school 21st Century regular program participants with teacher-reported improvements in student behavior.	57.78
1.8 The percentage of all 21st Century regular program participants with teacher-reported improvements in student behavior.	61.91

Table 10: Attainment of performance measures for 21st CCLC objective 2 in 2010-2011: 21st CCLC grantees will offer high-quality enrichment opportunities that positively affect student outcomes such as school attendance and academic performance, and result in decreased disciplinary actions or other adverse behaviors.

Performance Measures	2010-2011
	State
2.1 The percentage of 21 st Century Centers reporting emphasis in at least one core academic area.	45.91
2.2 The percentage of 21 st Century Centers offering enrichment and support activities in other areas.	73.62

Center Results⁹

2010-2011 Performance Measures 1.1, 1.3 and 1.6

Three 21st CCLC performance measures (1.1, 1.3 and 1.6) pertain to students in the elementary grades. Table 11 displays attainment percentages for 2010-2011 for the Colorado Centers that served elementary-level students. These performance measures target regular program Elementary participants (1.1) who improve from proficient or above in the Reading CSAP; (1.3) with teacher-reported improvements in homework completion and class participation; and (1.6) with teacher-reported improvements in student behavior.

⁹ Center level APR N/A and missing data are explained in Appendix A under “Data Collection.”

Table 11: Percent Attainment of Measures for Elementary Students - School Year 2010-2011

GRANTEE	CENTER	I.1 READING	I.3 HOME- WORK	I.6 BEHAVIOR
Adams 12 Five Star Schools	North Star ES	30%	76.35%	73.10%
Adams 14	Hanson ES	0%	79.82%	69.74%
Adams 14	Monaco ES	25%	64.84%	60.05%
Alicia Sanchez	Alicia Sanchez ES	22.22%	61.90%	58.22%
Aurora	Fletcher ES	100%	85.71%	87.94%
Aurora	Sable ES	18.18%	71.67%	62.47%
Aurora	Vaughn ES	20%	71.16%	70.66%
Boulder Valley School District	Columbine ES	33.33%	90.20%	84.16%
Boulder Valley School District	University Hill ES	0%	92.86%	86.85%
Colorado Springs School District 11	Hunt ES	60%	65.52%	56.57%
Denver County School District VI	Force ES	40%	67.76%	70.01%
Denver County School District VI	Johnson ES	NA	NA	NA
Denver County School District VI	Place Bridge Acad.	NA	NA	NA
Denver County School District V2	Colfax ES	50%	72.73%	69.49%
Denver County School District V2	Cowell ES	28.57%	68.51%	64.44%
Denver County School District V2	Eggleton ES	50%	75.29%	69.35%
Denver County School District V2	Munroe ES	14.29%	71.83%	68.51%
Denver County School District V3	Cole Arts & Science	NA	NA	NA
Englewood	Bishop ES	25%	58.20%	57.18%
Garfield	Wamsley ES	0%	83.82%	76.37%
Greeley 6	Centennial ES	0%	59.09%	56.76%
Greeley 6	Heinman ES	16.67%	62.50%	60.37%
Greeley 6	Jackson ES	18.75%	47.65%	44.73%
Greeley 6	Madison ES	16.67%	67.26%	61.24%
Greeley 6	Shawsheen ES	33.33%	68.44%	71.02%
JEFFCO VI	Foster ES	50%	79.59%	80.13%
Mesa County Valley 51	Clifton ES	50%	80%	64.04%
Mesa County Valley 51	Rocky Mountain ES	30.77%	67.47%	65.88%
Montrose V2	Olathe ES	36.84%	75.68%	62.84%
Poudre	Irish ES	83.33%	78.57%	75.69%
Poudre	Putnam ES	0%	57.99%	49.54%
Pueblo 70	Pueblo West ES	100%	79.59%	76.71%
Summer Scholars VI	Ford ES	0%	65.38%	68%
Summer Scholars VI	Oakland ES	25%	85%	63.33%
Summer Scholars V2	Columbine ES	0%	60.71%	58.33%
Summer Scholars V2	Dora Moore ES	20%	78.43%	77.55%
Summer Scholars V2	Harrington ES	66.67%	38.24%	36.82%
Summer Scholars V2	Swansea ES	14.29%	74.58%	69.78%

2010-2011 Performance Measures 1.2, 1.4 and 1.7

Three 21st CCLC performance measures (1.2, 1.4 and 1.7) pertain to students in the middle and high school grades. Table 12 displays attainment percentages for 2010-2011 for the Colorado Centers that served secondary students. These performance measures target regular program Middle/ High School participants (1.2) who improve from proficient or above in the Mathematics CSAP and teacher-reported improvement in homework completion and class participation (1.4); and student behavior (1.7).

Table 12: Percent Attainment of Measures for Middle / High School Students in 2010-2011

GRANTEE	CENTER	1.2 MATH	1.4 HOMEWORK	1.7 BEHAVIOR
Boulder Valley School District	Casey MS	0%	72.22%	70.52%
Cripple Creek	Cripple Creek JR-SR	100%	71.43%	77.08%
Denver County School District VI	Noel MS	NA	NA	NA
Denver County School District	Lake MS	5.26%	53.33%	52.11%
Denver County School District V3	Bruce Randolf	0%	86.96%	65.93%
Denver County School District V3	Skinner MS	22.22%	79.67%	69.71%
Greeley 6	Franklin (Maplewood) MS	9.09%	44.76%	40.11%
Greeley 6	Heath MS	14.29%	63.08%	53.17%
Greeley 6	John Evans MS	0%	69.37%	66.87%
Greeley 6	Northridge HS	0%	59.52%	55.12%
Hanover	Hanover JR-SR	0%	73.68%	70.08%
Harrison	Carmel MS	59.09%	48.58%	43.57%
Harrison	Fox Meadow MS	45.45%	47.58%	43.83%
Huerfano	John Mall HS	0%	63.64%	64.29%
JEFFCO V2	Jefferson HS	0%	58.33%	59.12%
JEFFCO V2	Wheatridge MS	38.46%	70.55%	66.38%
Lake County	Lake County Intermediate	0%	60%	57.94%
Mesa County Valley 5I	Mt. Garfield	8.33%	84.75%	64.89%
Montezuma-Cortez School District	Cortez MS	33.33%	84.03%	57.41%
Montrose V1	Centennial	16.13%	54.64%	47.35%
Montrose V2	Olathe MS	18.03%	57.04%	51.32%
Poudre	Lincoln IB World	0%	66.18%	62.68%
Pueblo 60	Freed MS	50%	76.92%	62.39%
Pueblo 60	Pitts MS	25%	81.82%	82.08%
Pueblo 60	Risley MS	0%	66.67%	69.12%
Trinidad	Trinidad	22.58%	80.45%	71.24%
YMCA-Lorraine	Lorraine	20%	48.28%	45.74%
YMCA-Sierra	Sierra HS	25%	82.76%	86.02%

2010-2011 Performance Measures 1.5 and 1.8

Two 21st CCLC performance measures (1.5 and 1.8) pertain to regular program participants in Centers offering services in 2010-2011. These performance measures target regular program participants (1.5) with teacher-reported improvement in homework completion and class participation; and (1.8) with teacher-reported improvements in student behavior (see Table 13).

Table 13. Percent Attainment of Measures for All Students in 2010-2011

GRANTEE	CENTER	1.5 HOME-WORK	1.8 BEHAVIOR
Adams 12 Five Star Schools	North Star ES	76.35%	73.10%
Adams 14	Hanson ES	79.82%	69.74%
Adams 14	Monaco ES	64.84%	60.05%
Alicia Sanchez	Alicia Sanchez ES	61.90%	58.22%
Aurora	Fletcher ES	85.71%	87.94%
Aurora	Sable ES	71.67%	62.47%
Aurora	Vaughn ES	71.16%	70.66%
Boulder Valley School District	Casey MS	72.22%	70.52%
Boulder Valley School District	Columbine ES	90.20%	84.16%
Boulder Valley School District	University Hill ES	92.86%	86.85%
Colorado Springs School District 11	Hunt ES	65.52%	56.57%
Cripple Creek	Cripple Creek JR-SR	71.43%	77.08%
Denver County School District VI	Force ES	67.76%	70.01%
Denver County School District VI	Johnson ES	46.18%	46.15%
Denver County School District VI	Noel MS	54.63%	53.39%
Denver County School District VI	Place Bridge Acad.	72.93%	70.80%
Denver County School District V2	Colfax ES	72.73%	69.49%
Denver County School District V2	Cowell ES	68.51%	64.44%
Denver County School District V2	Eagleton ES	75.29%	69.35%
Denver County School District V2	Munroe ES	71.83%	68.51%
Denver County School District V3	Bruce Randolf	86.96%	65.93%
Denver County School District V3	Cole Arts & Science	66.90%	57.16%
Denver County School District V3	Skinner MS	79.67%	69.71%
Denver County School District	Lake MS	53.33%	52.11%
Englewood	Bishop ES	58.20%	57.18%
Garfield	Wamsley ES	83.82%	76.37%
Greeley 6	Centennial ES	59.09%	56.76%
Greeley 6	Franklin (Maplewood) MS	44.76%	40.11%
Greeley 6	Heath MS	63.08%	53.17%
Greeley 6	Heinman ES	62.50%	60.37%
Greeley 6	Jackson ES	47.65%	44.73%
Greeley 6	John Evans MS	69.37%	66.87%
Greeley 6	Madison ES	67.26%	61.24%

Table 13. Percent Attainment of Measures for All Students in 2010-2011 (continued)

GRANTEE	CENTER	1.5 HOME-WORK	1.8 BEHAVIOR
Greeley 6	Northridge HS	59.52%	55.12%
Greeley 6	Shawsheen ES	68.44%	71.02%
Hanover	Hanover JR-SR	73.68%	70.08%
Harrison	Carmel MS	48.58%	43.57%
Harrison	Fox Meadow MS	47.58%	43.83%
Huerfano	John Mall HS	63.64%	64.29%
JEFFCO V1	Foster ES	79.59%	80.13%
JEFFCO V1	Russell/Arvada K-8	84.62%	75.79%
JEFFCO V2	Jefferson HS	58.33%	59.12%
JEFFCO V2	Wheatridge MS	70.55%	66.38%
Lake County	Lake County Intermediate	60%	57.94%
Mesa County Valley 51	Clifton ES	80%	64.04%
Mesa County Valley 51	Mt. Garfield	84.75%	64.89%
Mesa County Valley 51	Rocky Mountain ES	67.47%	65.88%
Montezuma-Cortez School District	Cortez MS	84.03%	57.41%
Montrose V1	Centennial	54.64%	47.35%
Montrose V2	Olathe MS	57.04%	51.32%
Montrose V2	Olathe ES	75.68%	62.84%
Poudre	Irish ES	78.57%	75.69%
Poudre	Lincoln IB World	66.18%	62.68%
Poudre	Putnam School ES	57.99%	49.54%
Pueblo 60	Freed	76.92%	62.39%
Pueblo 60	Pitts	81.82%	82.08%
Pueblo 60	Risley	66.67%	69.12%
Pueblo 70	Pueblo West ES	79.59%	76.71%
Summer Scholars V1	Ford ES	65.38%	68%
Summer Scholars V1	Oakland ES	85%	63.33%
Summer Scholars V2	Columbine ES	60.71%	58.33%
Summer Scholars V2	Dora Moore ES	78.43%	77.55%
Summer Scholars V2	Harrington ES	38.24%	36.82%
Summer Scholars V2	Swansea ES	74.58%	69.78%
Trinidad	Trinidad	80.45%	71.24%
YMCA-Lorraine	Lorraine	48.28%	45.74%
YMCA-Sierra	Sierra HS	82.76%	86.02%

2010-2011 Performance Measures 2.1 and 2.2

All 2010-2011 Centers reported on GPRA measures 2.1: percentage of 21st Century Centers reporting emphasis in at least one core academic area and 2.2: percentage of 21st Century Centers offering enrichment and support activities in other areas. Table 14 shows the percentage of attainment in these two areas. These measures are mutually exclusive and are not expected to add to 100%.

Table 14. Percent of 2010-2011 Centers Emphasizing One Core Academic Area & Offering Enrichment

GRANTEE	CENTER	2.1 Emphasis in at least one core academic area	2.2 Offers enrichment & support activities
Adams 12 Five Star Schools	North Star ES	75%	66.67%
Adams 14	Hanson ES	41.38%	68.97%
Adams 14	Monaco ES	29.03%	77.42%
Alicia Sanchez	Alicia Sanchez ES	57.14%	52.38%
Aurora	Fletcher ES	18.18%	90.91%
Aurora	Sable ES	22.73%	95.45%
Aurora	Vaughn ES	25%	85%
Boulder Valley School District	Casey MS	57.14%	71.43%
Boulder Valley School District	Columbine ES	66.67%	66.67%
Boulder Valley School District	University Hill ES	66.67%	66.67%
Colorado Springs School District 11	Hunt ES	66.67%	33.33%
Cripple Creek	Cripple Creek JR-SR	36.54%	53.85%
Denver County School District VI	Force ES	40.62%	81.25%
Denver County School District VI	Johnson ES	45.71%	68.57%
Denver County School District VI	Noel MS	11.63%	89.92%
Denver County School District VI	Place Bridge Acad.	45.71%	68.57%
Denver County School District V2	Colfax ES	50%	75%
Denver County School District V2	Cowell ES	12.50%	87.50%
Denver County School District V2	Eggleton ES	18.18%	81.82%
Denver County School District V2	Munroe ES	38.46%	76.92%
Denver County School District V3	Bruce Randolph	33.33%	87.88%
Denver County School District V3	Cole Arts & Science	16.95%	84.75%
Denver County School District V3	Skinner MS	10.42%	91.67%
Denver County School District	Lake MS	21.88%	93.75%
Englewood	Bishop ES	63.16%	57.89%
Garfield	Wamsley ES	75%	50%
Greeley 6	Centennial ES	71.88%	46.88%
Greeley 6	Franklin (Maplewood) MS	75%	62.50%
Greeley 6	Heath MS	62.86%	71.43%
Greeley 6	Heinman ES	67.31%	76.92%
Greeley 6	Jackson ES	50%	58.33%
Greeley 6	John Evans MS	79.31%	86.21%

Table 14. Percent of 2010-2011 Centers Emphasizing One Core Academic Area & Offering Enrichment (continued)

GRANTEE	CENTER	2.1 Emphasis in at least one core academic area	2.2 Offers enrichment & support activities
Greeley 6	Madison ES	62.50%	29.17%
Greeley 6	Northridge HS	58.33%	54.17%
Greeley 6	Shawsheen ES	73.33%	26.67%
Hanover	Hanover JR-SR	100%	100%
Harrison	Carmel MS	75%	75%
Harrison	Fox Meadow MS	75%	50%
Huerfano	John Mall HS	85.71%	57.14%
JEFFCO V1	Foster ES	50%	90.62%
JEFFCO V1	Russell/Arvada K-8	50%	88.89%
JEFFCO V2	Jefferson HS	64.71%	76.47%
JEFFCO V2	Wheatridge MS	26.92%	88.46%
Lake County	Lake County Intermediate	63.64%	90.91%
Mesa County Valley 51	Clifton ES	50%	25%
Mesa County Valley 51	Mt. Garfield	52.94%	35.29%
Mesa County Valley 51	Rocky Mountain ES	60%	20%
Montezuma-Cortez School District	Cortez MS	61.54%	69.23%
Montrose V1	Centennial	74%	88%
Montrose V2	Olathe MS	65.91%	84.09%
Montrose V2	Olathe ES	58.33%	95%
Poudre	Irish ES	48.81%	75%
Poudre	Lincoln IB World	27.59%	93.10%
Poudre	Putnam School ES	52.07%	49.59%
Pueblo 60	Freed MS	46.15%	76.92%
Pueblo 60	Pitts MS	22.22%	100%
Pueblo 60	Risley MS	23.08%	100%
Pueblo 70	Pueblo West ES	100%	40%
Summer Scholars V1	Ford ES	66.67%	66.67%
Summer Scholars V1	Oakland ES	55.56%	66.67%
Summer Scholars V2	Columbine ES	72.73%	45.45%
Summer Scholars V2	Dora Moore ES	78.57%	50%
Summer Scholars V2	Harrington ES	68.75%	43.75%
Summer Scholars V2	Swansea ES	63.64%	63.64%
Trinidad	Trinidad	52.17%	73.91%
YMCA-Lorraine	Lorraine	25%	75%
YMCA-Sierra	Sierra HS	20%	85%

State Assessment Results for Regular Attendees

In 2010-2011, the percentage of regular attendees who improved in proficiency in the current year from the previous year was 17% in Reading and 20% in Math. Tables 15 and 16 indicate the percentage of students increasing, decreasing or maintaining the same assessment level relative to the previous year's assessment level score in Reading and in Math.

Table 15: APR Reading Level Changes from Previous Year to Current Year for Colorado Grantees 2010-2011

Change Relative to Previous Year's Score	Previous Year's Assessment Level			
	Unsatisfactory	Partially Proficient	Proficient	Advanced
Increased Relative to Last Year	8%	7%	2%	0%
Same Relative to Last Year	17%	20%	30%	2%
Decreased Relative to Last Year	0%	5%	9%	1%
Total Students with Scores:	2,324			

Table 16: APR Math Level Changes from Previous Year to Current Year for Colorado Grantees 2010-2011

Change Relative to Previous Year's Score	Previous Year's Assessment Level			
	Unsatisfactory	Partially Proficient	Proficient	Advanced
Increased Relative to Last Year	7%	7%	3%	0%
Same Relative to Last Year	19%	23%	18%	7%
Decreased Relative to Last Year	0%	6%	7%	3%
Total Students with Scores:	2,342			

Among the 3,143 regular attendees whose reading proficiency data were available¹⁰:

- 24% were unsatisfactory
- 33% were partially proficient
- 39% were proficient
- 3% were advanced proficient

Among the 3,121 regular attendees whose math proficiency data were available:

- 25% were unsatisfactory
- 37% were partially proficient
- 28% were proficient
- 10% were advanced

¹⁰ These percentages add up to 99% due to rounding.

2011-2012 SCHOOL YEAR: CENTER CHARACTERISTICS & OUTCOMES

CENTER CHARACTERISTICS

Target Populations Served

In PPICS there are two classifications of student attendee data.¹¹ The first classification counts all students who attend a Center. The second classification represents a subset of all students. This second classification considers a student to be a “Regular Student” when the student attends a Center for 30 days or more during a reporting period (which for most grantees is typically, the first year they are awarded during May or June through April or May of the next year).

For the 2011-2012 reporting period, regular students comprised 34% of the total student population. The total student attendee population was 16,847¹² and the total regular student attendees equaled 5,768. The average number of students per Center was 244 and the average number of regular attendees was 84.

The majority of student attendees served by the 68 Centers that reported ethnicity were Latino or Hispanic. The specific breakdown of reported attendee ethnicity is as follows:

- American Indian - Data not available¹³
- Asian/Pacific Islander - Total Student Attendees: 381 Regular Student Attendees: 122
- Black/African American - Total Student Attendees: 1,497 Regular Student Attendees: 567
- Latino - Total Student Attendees: 9,953 Regular Student Attendees: 3,674
- White - Total Student Attendees: 4,339 Regular Student Attendees: 1,276
- Unknown – Total Student Attendee: 246 Regular Student Attendees: 36

In addition, both genders were served approximately in equal proportions; 8,412 males (2,829 regular student attendees) and 8,377 females (2,928 regular student attendees)¹⁴.

Of the 2011-2012 total student attendees¹⁵:

- 37% were limited English proficient students.
- 76% were eligible for free and reduced lunch.
- 9% were students with special needs or disabilities.

¹¹ Attendance totals represent the sum of unduplicated student and regular attendees reported by individual Centers; however, no mechanism exists for accounting for students that may have attended more than one Center during the reporting period.

¹² These data are based on the 69 centers that provided this information.

¹³ PPICS data on American Indians is incorrect.

¹⁴ 69 Centers reported gender data.

¹⁵ 68 Centers provided these data.

Of regular student attendees:

- 44% were limited English proficient students.
- 84% were eligible for free and reduced lunch.
- 10% were students with special needs or disabilities.

Student Attendee Data

As stated earlier, regular attendees are defined by students who attended a Center for 30 days or more during the reporting period. Attendance figures for the 2012 APR data show that the:

- Average Number of Student Attendees: 244
- Average Number of Regular Student Attendees: 84
- Percentage of Student Attendees Meeting the Definition of Regular Student Attendees: 34%
- Total Number of Student Attendees: 16,847
- Total Number of Regular Student Attendees: 5,768

Table 17 below categories Centers by the number of attendees served during the 2011-2012 school year. Of note, 64% of Centers had fewer than 100 regular attendees. Twenty-three percent of Centers served over 300 total student attendees.

Table 17: Total Student Attendees & Total Regular Attendees in 2011-2012

Number of Attendees Served in 2011-2012	Total Student Attendees		Total Regular Attendees	
	Number of Centers	Percentage of Centers	Number of Centers	Percentage of Centers
Less than 100	6	9%	44 ¹⁶	64%
100 to 150	12	17%	20	29%
151 to 200	15	22%	4	6%
201 to 250	11	16%	1	1%
251 to 300	9	13%	0	0%
Over 301	16	23%	0	0%
Total with Reported Data	69	100%	69	100%

Distribution of Attendees by Grade Level Categories

The distributions of attendees during the 2011-2012 school year within four categories Pre K-K (Prekindergarten and Kindergarten), Elementary (Grades 1-5), Middle (Grades 6-8), and High School (Grades 9-12) are displayed below. The total numbers do not reflect students whose grade in school was unknown (362 for all student attendees and five for regular student attendees).

¹⁶ Prairie Heights is included in these 44 Centers even though they had zero regular attendees.

Table 18: Distribution of Attendees by Grade Level Categories in 2011-2012

Grade Level	All Students	Regular Students
PreK-K	839	366
Elementary	6,942	3,488
Middle	7,175	1,756
High	1,472	132
TOTAL	16,428¹⁷	5,742

Compared to the other three grade-categories, a greater percentage of Elementary students met the definition of regular attendees than other grade-level categories. For each of these grade-level categories of students, the percentages of elementary school students who met the definition of regular attendees is proportionally skewed in favor of Elementary School, especially in contrast to High School. The percentages of all students within each school level category that met the definition of regular attendee were:

- PreK-K students: 43%
- Elementary: 50%
- Middle: 24%
- High School: 9%

Within Elementary school students, the highest percentage of regular attendees served was in the 3rd grade (13%). Of Middle school students, the highest percentage of regular attendees was in the 6th grade (13%), and of High school students, the highest percentage of regular attendees was in the 12th grade (less than 1%).

Staff & Partner Data

The total staff for the 2011-2012 school year was 1,558. There was 1,163 paid staff, which makes up 75% of the total staff. Fifty-two percent of the paid staff were school-day teachers (includes former and substitute teachers). Volunteers made up 25% of total staff. Of the 395 volunteers, 48% were college and high school students and 15% were parents. See Appendix C for a full breakdown of volunteers and paid staff.

There was a total of 700 staff during the summer of 2012 including 576 paid staff and 124 volunteers. Of the paid summer staff, 47% were teachers or former teachers. Volunteers were comprised of students (28%) and parents (8%). In 2011-2012, Grantees reported 301 partners and 32% of these were subcontractors. See Appendix D for the type of contribution that partners and subcontractors provided.

Operations & Feeder School Data

The median number of weeks that Centers were in operation during the school year was 32; during the summer it was five. Centers were open a median number of 5 days per week during the school year and 5 days per week during the summer. The median number of hours of operation during the school year per week was 17. All Centers offered their services after school. During the summer, the average number of hours of operation per week was 24, and 100% of Centers offered services during the week days.

Colorado's 69 Centers had 76 feeder schools for the school year 2011-2012 and for summer 2012. Almost all Centers (91%) had no more than one feeder school.

¹⁷ Note, the total number of all students in this table does not include the 362 students who were reported as "undefined" nor does it include students in grade categories where any given center had less than five students in that category. PPICS changes student counts in Centers to zero if the number is less than five. Consequently, this number does not match the total number of student attendees for all Centers.

Services & Activities

Sixty-nine Centers reported data about their services and activities during the 2011-2012 school year. (Sixty-six Centers reported summer 2012 activities). Information about these services and activities is displayed in Table 19 and Table 20.

There were 12 possible categories of activities and services for student and three for adults. Two categories of services and activities, (1) academic enrichment and (2) recreational services, were provided by the vast majority of Colorado Centers, while homework help and tutoring were provided by approximately half of the Centers. Tables 21 & 22 provide information on the percentage of activities and hours within the category of activities for all Centers.

Table 19: Categories of Student & Adult Services & Activities Provided by 2011-2012 Centers

	Student and Adult Activity or Service Category	# of Centers	% of 69 Centers	Average # of Hours / Day	Average # of Days / Week
Student	Recreational activity	58	84%	1.57	1.98
Student	Academic enrichment	55	80%	1.44	2.18
Student	Tutoring	45	65%	1.3	3.58
Student	Homework help	37	54%	1.56	2.64
Student	Other student activity or service	30	43%	1.59	1.17
Student	Leadership	25	36%	1.45	1.7
Student	Community service/service learning	24	35%	1.41	1.42
Student	Career/job training for youth	20	29%	1.7	1.57
Student	Mentoring	17	25%	1.55	1.41
Student	Drug/violence prevention, counseling/education	15	22%	1.86	1.83
Student	Supplemental education services	13	19%	1.88	1.53
Student	Expanded library service hours	6	9%	1.71	2.29
Adult	Family literacy for adults	37	54%	1.96	1.29
Adult	Parent involvement	38	55%	2.02	1.98
Adult	Career/job training for adults	10	14%	1.55	1.36

Table 20: Categories of Student & Adult Services & Activities Provided by Centers for Summer 2012

	Student and Adult Activity or Service Category	# of Centers	% of 66 Centers	Average # of Hours / Day	Average # of Days / Week
Student	Academic enrichment	56	85%	3.02	3.75
Student	Tutoring	11	17%	4.09	4.45
Student	Homework help	0	0%	0	0
Student	Mentoring	1	2%	2	1
Student	Recreational activity	27	41%	2.51	3.37
Student	Drug/violence prevention, counseling/education	4	6%	2.8	3.4
Student	Career/job training for youth	4	6%	1.8	2.2
Student	Expanded library service hours	4	6%	3.25	3.75
Student	Supplemental education services	8	12%	2.78	3.11
Student	Community service learning	14	21%	1.8	2.73
Student	Leadership	10	15%	2.72	3
Student	Other student activity or service	8	12%	1.54	2.04
Adult	Parent involvement	2	3%	2.5	1
Adult	Family literacy for adults	7	11%	3	4.43
Adult	Career/job training for adults	0	0%	0	0

Table 21: Percentage of Activities within Activity Category for All 2011-2012 Centers¹⁸

Service Target	Activity	% During Regular School Year	% During Summer
Student	Academic enrichment	36.11%	43.23%
Student	Recreational activity	25.84%	27.82%
Student	Tutoring	5.41%	3.76%
Student	Homework help	5.41%	0%
Student	Activities that promote youth leadership	3.89%	5.64%
Student	Community service/service learning	2.81%	4.51%
Student	Career/job training for youth	2.59%	1.5%
Student	Mentoring	1.08%	0.38%
Student	Drug/violence prevention, counseling/education	2.27%	1.88%
Student	Supplemental education services	4%	3.38%
Student	Expanded library service hours	0.54%	1.13%
Adult	Family literacy for adults	3.24%	2.63%
Adult	Parent involvement	3.89%	0.75%
Adult	Career/job training for adults	0.43%	0%
Total Number of Activities Offered		925	266

Table 22: Percentage of Hours Focusing on Activity Categories for All 2011-2012 Centers

Service Target	Activity	% During Regular School Year	% During Summer
Student	Academic enrichment	30.1%	45.09%
Student	Recreational activity	19.97%	21.89%
Student	Tutoring	10.41%	9.24%
Student	Homework help	14.84%	0%
Student	Activities that promote youth leadership	2.56%	4.9%
Student	Community service/service learning	1.56%	1.99%
Student	Career/job training for youth	1.59%	0.43%
Student	Mentoring	0.32%	0.06%
Student	Drug/violence prevention, counseling/education	1.31%	0.9%
Student	Supplemental education services	4.52%	3.53%
Student	Expanded library service hours	0.91%	3.2%
Adult	Family literacy for adults	6.57%	5.38%
Adult	Parent involvement	2.69%	0.17%
Adult	Career/job training for adults	0.21%	0%
Total Number of Activities Hours Offered		53585	10263

¹⁸ Note: These activities reflect only those occurring on a weekly basis. Activities offered less frequently are not included.

Information about academic subject-specific services and activities is displayed in Table 23. Reading and math were the academic subjects that were most frequently provided.

Table 23: Percentages of Activities & Hours Supporting Academic Subject Areas Provided by All 2011-2012 Centers.

Academic Subject Area	Percentage of Activities SY	Percentage of Activities Summer	Percentage of Hours SY	Percentage of Hours Summer
Reading or literacy education activities	35.24%	42.86%	52%	63%
Mathematics education activities	26.49%	31.58%	43%	49%
Health or nutrition related activities	19.35%	25.56%	20%	29%
Science education activities	18.38%	24.81%	27%	36%
Arts and music education activities	27.57%	18.05%	25%	27%
Cultural activities or social studies	17.51%	19.55%	20%	31%
Telecommunications and technology education	11.89%	8.27%	15%	12%
Entrepreneurial education programs (business)	7.24%	4.51%	6%	5%
Note: A single activity may target multiple subjects: Percentages do not sum to 100%				

CENTER OUTCOMES

Teacher Survey Data

Improvements in academic behaviors were assessed by teachers who completed a survey developed by the 21st CCLC Initiative. These were the percentages of improved behaviors in 2011-2012 for regular attendees based on information from up to 5,010 completed Colorado teacher surveys. The total teacher survey response rate was 87%.

- 79% had better academic performance
- 74% improved participation in class
- 70% completed homework to teachers' satisfaction.
- 67% improved in turning in homework on time
- 70% were more attentive in class
- 70% were more motivated to learn when they came to school
- 64% got along better with other students
- 63% behaved better in class
- 53% showed improvement in volunteering for extra credit or more responsibilities
- 56% improved regular class attendance

Government Performance & Results Act (GPRA) Measures

State Results

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

Tables 24 and 25 display summaries of the status of these GPRA indicators for Colorado's 21st CCLC programs. As shown in Table 23, the greatest gains were observed in homework completion, class participation and improvements in student behavior.

Table 24: Attainment of performance measures for 21st CCLC objective 1 in 2011-2012: Participants in 21st CCLC programs will demonstrate educational and social benefits and exhibit positive behavioral changes.

Performance Measures	2011-2012
	State
1.1 The percentage of Elementary 21st Century regular program participants who improve from not proficient to proficient or above in reading on state assessments.	33.63
1.2 The percentage of Middle/High school 21st Century regular program participants who improve from not proficient to proficient or above in mathematics on state assessments.	24.58
1.3 The percentage of Elementary 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	71.72
1.4 The percentage of Middle and High school 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	71.77
1.5 The percentage of all 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	70.59
1.6 The percentage of Elementary 21st Century regular program participants with teacher-reported improvements in student behavior.	69.14
1.7 The percentage of Middle and High school 21st Century regular program participants with teacher-reported improvements in student behavior.	67.68
1.8 The percentage of all 21st Century regular program participants with teacher-reported improvements in student behavior.	67.38

Table 25: Attainment of performance measures for 21st CCLC objective 2 in 2011-2012: 21st CCLC grantees will offer high-quality enrichment opportunities that positively affect student outcomes such as school attendance and academic performance, and result in decreased disciplinary actions or other adverse behaviors.

Performance Measures	2011-2012
	State
2.1 The percentage of 21 st Century Centers reporting emphasis in at least one core academic area.	50.31
2.2 The percentage of 21 st Century Centers offering enrichment and support activities in other areas.	69.41

Center Results¹⁹

2011-2012 Performance Measures 1.1, 1.3 and 1.6

Three 21st CCLC performance measures (1.1, 1.3 and 1.6) pertain to students in the elementary grades. Table 26 displays attainment percentages for 2011-2012 for the Colorado Centers that served elementary-level students. These performance measures target regular program Elementary participants (1.1) who improve from proficient or above in the Reading CSAP; (1.3) with teacher-reported improvements in homework completion and class participation; and (1.6) with teacher-reported improvements in student behavior.

¹⁹ Center level APR N/A and missing data are explained in Appendix A under “Data Collection.”

Table 26: Percent Attainment of Measures for Elementary Students – School Year 2011-2012

GRANTEE	CENTER	I.1 READING	I.3 HOMEWORK	I.6 BEHAVIOR
Adams 12 Five Star Schools	North Star ES	61.54%	65.12%	51.20%
Adams 14	Hanson ES	50%	68.72%	68.23%
Adams 14	Monaco ES	16.67%	72.04%	72.37%
Alicia Sanchez	Alicia Sanchez ES	29.41%	69.08%	63.03%
Aurora	Fletcher ES	27.27%	82.70%	73.39%
Aurora	Sable ES	18.75%	53.94%	63.36%
Aurora	Vaughn ES	18.18%	65.81%	63.93%
Boulder Valley School District	Columbine ES	0%	80.72%	73.41%
Boulder Valley School District	University Hill ES	0%	77.42%	72.64%
Colorado Springs School District 11	Hunt ES	60%	62.50%	65.75%
Denver County School District V1	Force ES	46.67%	74.53%	74.19%
Denver County School District V1	Johnson ES	30.77%	76.22%	75.80%
Denver County School District V1	Place Bridge Acad.	NA	NA	NA
Denver County School District V2	Colfax ES	0%	74.72%	74.16%
Denver County School District V2	Cowell ES	61.54%	76.49%	77.11%
Denver County School District V2	Eggleton ES	15.38%	64.42%	63.49%
Denver County School District V2	Munroe ES	61.54%	78.92%	76.90%
Denver County School District V3	Cole Arts & Science	NA	NA	NA
Englewood	Bishop ES	0%	62.10%	61.33%
Garfield	Wamsley ES	33.33%	68.18%	64.29%
Greeley 6	Centennial ES	13.04%	69.73%	63.79%
Greeley 6	Heinman ES	17.65%	82.89%	83.45%
Greeley 6	Jackson ES	17.65%	69.17%	69.68%
Greeley 6	Madison ES	40%	59.83%	56.15%
Greeley 6	Shawsheen ES	0%	65.97%	67.18%
JEFFCO V1	Foster ES	25%	80.79%	76.31%
Mesa County Valley 51	Clifton ES	100%	81.05%	69.55%
Mesa County Valley 51	Rocky Mountain ES	100%	74.19%	66.84%
Montezuma-Cortez School District	Kemper ES	33.33%	82.32%	72.46%
Montrose V2	Olathe ES	14.29%	65.96%	62.11%
Poudre	Irish ES	33.33%	74.64%	73.91%
Poudre	Putnam ES	0%	76.27%	74.97%
Pueblo 70	Pueblo West ES	0%	91.25%	81.22%
Summer Scholars V1	Ford ES	25%	72.55%	68.97%
Summer Scholars V1	Oakland ES	25%	53.12%	59.76%
Summer Scholars V2	Columbine ES	83.33%	62.86%	67.83%
Summer Scholars V2	Dora Moore ES	80%	70%	51.20%
Summer Scholars V2	Harrington ES	42.86%	57.97%	43.32%
Summer Scholars V2	Swansea ES	33.33%	75.90%	74.10%

2011-2012 Performance Measures 1.2, 1.4 and 1.7

Three 21st CCLC performance measures (1.2, 1.4 and 1.7) pertain to students in the middle and high school grades. Table 27 displays attainment percentages for 2011-2012 for the Colorado Centers that served secondary students. These performance measures target regular program Middle/ High School participants (1.2) who improve from proficient or above in the Mathematics CSAP and teacher-reported improvement in homework completion and class participation (1.4); and student behavior (1.7).

Table 27: Percent Attainment of Measures for Middle / High School Students in 2011-2012

GRANTEE	CENTER	1.2 MATH	1.4 HOMEWORK	1.7 BEHAVIOR
Boulder Valley School District	Casey MS	20%	64.86%	62.73%
Cripple Creek	Cripple Creek JR-SR	0%	88.24%	88.41%
Denver County School District V1	Noel MS	19.05%	96.44%	93.45%
Denver County School District V2	Lake MS	18.18%	73.33%	67.91%
Denver County School District V3	Bruce Randolf	4.76%	53.79%	50.70%
Denver County School District V3	Skinner MS	17.65%	73.33%	68.26%
Greeley 6	Franklin (Maplewood) MS	20.83%	63.45%	58.46%
Greeley 6	Heath MS	8.33%	54.72%	50%
Greeley 6	John Evans MS	11.11%	83.13%	76.45%
Greeley 6	Northridge HS	8.33%	64.55%	62.54%
Hanover	Hanover JR-SR	NA	NA	NA
Harrison	Carmel MS	60.87%	79.19%	76.17%
Harrison	Fox Meadow MS	46.67%	78.57%	76.04%
Huerfano	John Mall HS	0%	73.33%	66.67%
JEFFCO V2	Jefferson HS	20%	66.25%	62.34%
JEFFCO V2	Wheatridge MS	44.44%	54.01%	58.45%
Lake County	Lake County Intermediate	11.76%	68.68%	58.92%
Mesa County Valley 51	Mt. Garfield	44.44%	81.51%	73.56%
Montezuma-Cortez School District	Cortez MS	12.50%	75.27%	69.41%
Montrose V1	Centennial	50%	53.85%	46.46%
Montrose V2	Olathe MS	17.24%	77.41%	72.87%
Poudre	Lincoln IB World	0%	88%	77.27%
Pueblo 60	Freed MS	66.67%	37.04%	38.55%
Pueblo 60	Pitts MS	16.67%	56.25%	63.46%
Pueblo 60	Risley MS	50%	73.33%	73.74%
Trinidad	Trinidad	14.81%	76.54%	75.77%
YMCA-Lorraine	Lorraine	0%	24.44%	32.65%
YMCA-Sierra	Sierra HS	100%	60.53%	40.16%

2011-2012 Performance Measures 1.5 and 1.8

Two 21st CCLC performance measures (1.5 and 1.8) pertain to regular program participants in Centers offering services in 2011-2012. These performance measures target regular program participants (1.5) with teacher-reported improvement in homework completion and class participation; and (1.8) with teacher-reported improvements in student behavior (see Table 28).

Table 28. Percent Attainment of Measures for All Students in 2011-2012

GRANTEE	CENTER	1.5 HOMEWORK	1.8 BEHAVIOR
Adams 12 Five Star Schools	North Star ES	65.12%	51.20%
Adams 14	Hanson ES	68.72%	68.23%
Adams 14	Monaco ES	72.04%	72.37%
Alicia Sanchez	Alicia Sanchez ES	69.08%	63.03%
Aurora	Fletcher ES	82.70%	73.39%
Aurora	Sable ES	53.94%	63.36%
Aurora	Vaughn ES	65.81%	63.93%
Boulder Valley School District	Casey MS	64.86%	62.73%
Boulder Valley School District	Columbine ES	80.72%	73.41%
Boulder Valley School District	University Hill ES	77.42%	72.64%
Colorado Springs School District 11	Hunt ES	62.50%	65.75%
Cripple Creek	Cripple Creek JR-SR	88.24%	88.41%
Denver County School District V1	Force ES	74.53%	74.19%
Denver County School District V1	Johnson ES	76.22%	75.80%
Denver County School District V1	Noel MS	96.44%	93.45%
Denver County School District V1	Place Bridge Acad.	57.14%	55.16%
Denver County School District V2	Colfax ES	74.72%	74.16%
Denver County School District V2	Cowell ES	76.49%	77.11%
Denver County School District V2	Eagleton ES	64.42%	63.49%
Denver County School District V2	Munroe ES	78.92%	76.90%
Denver County School District V3	Bruce Randolph	53.79%	50.70%
Denver County School District V3	Cole Arts & Science	48.63%	45.07%
Denver County School District V3	Skinner MS	73.33%	68.26%
Denver County School District V2	Lake MS	73.33%	67.91%
Englewood	Bishop ES	62.10%	61.33%
Garfield	Wamsley ES	68.18%	64.29%
Greeley 6	Centennial ES	69.73%	63.79%
Greeley 6	Franklin (Maplewood) MS	63.45%	58.46%
Greeley 6	Heath MS	54.72%	50%
Greeley 6	Heinman ES	82.89%	83.45%
Greeley 6	Jackson ES	69.17%	69.68%

Table 28. Percent Attainment of Measures for All Students in 2011-2012 (continued)

GRANTEE	CENTER	1.5 HOMEWORK	1.8 BEHAVIOR
Greeley 6	John Evans MS	83.13%	76.45%
Greeley 6	Madison ES	59.83%	56.15%
Greeley 6	Northridge HS	64.55%	62.54%
Greeley 6	Shawsheen ES	65.97%	67.18%
Hanover	Hanover JR-SR	44.44%	20%
Harrison	Carmel MS	79.19%	76.17%
Harrison	Fox Meadow MS	78.57%	76.04%
Huerfano	John Mall HS	73.33%	66.67%
JEFFCO V1	Foster ES	80.79%	76.31%
JEFFCO V2	Jefferson HS	66.25%	62.34%
JEFFCO V2	Wheatridge MS	54.01%	58.45%
Lake County	Lake County Intermediate	68.68%	58.92%
Mesa County Valley 51	Clifton ES	81.05%	69.55%
Mesa County Valley 51	Mt. Garfield	81.51%	73.56%
Mesa County Valley 51	Rocky Mountain ES	74.19%	66.84%
Mesa County Valley 51	Rocky Mountain ES	74.19%	66.84%
Montezuma-Cortez School District	Cortez MS	75.27%	69.41%
Montezuma-Cortez School District	Kemper ES	82.32%	72.46%
Montrose V1	Centennial	53.85%	46.46%
Montrose V2	Olathe MS	77.41%	72.87%
Montrose V2	Olathe ES	65.96%	62.11%
Poudre	Irish ES	74.64%	73.91%
Poudre	Lincoln IB World	88%	77.27%
Poudre	Putnam ES	76.27%	74.97%
Poudre	Putnam School ES	76.27%	74.97%
Pueblo 60	Freed	37.04%	38.55%
Pueblo 60	Pitts	56.25%	63.46%
Pueblo 60	Risley	73.33%	73.74%
Pueblo 70	Pueblo West ES	91.25%	81.22%
Summer Scholars V1	Ford ES	72.55%	68.97%
Summer Scholars V1	Oakland ES	53.12%	59.76%
Summer Scholars V2	Columbine ES	62.86%	67.83%
Summer Scholars V2	Dora Moore ES	70%	51.20%
Summer Scholars V2	Harrington ES	57.97%	43.32%
Summer Scholars V2	Swansea ES	75.90%	74.10%
Trinidad	Trinidad	76.54%	75.77%
YMCA-Lorraine	Lorraine	24.44%	32.65%
YMCA-Sierra	Sierra HS	60.53%	40.16%

2011-2012 Performance Measures 2.1 and 2.2

All 2011-2012 Centers reported on GPRA measures 2.1: percentage of 21st Century Centers reporting emphasis in at least one core academic area and 2.2: percentage of 21st Century Centers offering enrichment and support activities in other areas. Table 29 shows the percentage of attainment in these two areas. These measures are mutually exclusive and are not expected to add to 100%.

Table 29. Percent of 2011-2012 Centers Emphasizing One Core Academic Area & Offering Enrichment

GRANTEE	CENTER	2.1 Emphasis in at least one core academic area	2.2 Offers enrichment & support activities
Adams 12 Five Star Schools	North Star ES	62.50%	50%
Adams 14	Hanson ES	37.84%	72.97%
Adams 14	Monaco ES	42.11%	68.42%
Alicia Sanchez	Alicia Sanchez ES	70.37%	59.26%
Aurora	Fletcher ES	28.57%	90.48%
Aurora	Sable ES	26.32%	84.21%
Aurora	Vaughn ES	18.18%	90.91%
Boulder Valley School District	Casey MS	46.67%	80%
Boulder Valley School District	Columbine ES	83.33%	33.33%
Boulder Valley School District	University Hill ES	83.33%	33.33%
Colorado Springs School District 11	Hunt ES	66.67%	33.33%
Cripple Creek	Cripple Creek JR-SR	79.41%	64.71%
Denver County School District V1	Force ES	45.45%	47.73%
Denver County School District V1	Johnson ES	20.34%	69.49%
Denver County School District V1	Noel MS	23.40%	38.30%
Denver County School District V1	Place Bridge Acad.	43.55%	75.81%
Denver County School District V2	Colfax ES	66.67%	66.67%
Denver County School District V2	Cowell ES	50%	75%
Denver County School District V2	Eggleton ES	31.25%	68.75%
Denver County School District V2	Munroe ES	33.33%	75%
Denver County School District V3	Bruce Randolph	50%	77.78%
Denver County School District V3	Cole Arts & Science	25%	75%
Denver County School District V3	Skinner MS	23.33%	80%
Denver County School District V2	Lake MS	37.21%	69.77%
Englewood	Bishop ES	66.67%	61.90%
Garfield	Wamsley ES	75%	75%
Greeley 6	Centennial ES	64%	52%
Greeley 6	Franklin (Maplewood) MS	66.67%	75%
Greeley 6	Heath MS	58.82%	76.47%
Greeley 6	Heinman ES	58.33%	61.11%
Greeley 6	Jackson ES	42.31%	7.69%
Greeley 6	John Evans MS	72%	68%

Table 29. Percent of 2011-2012 Centers Emphasizing One Core Academic Area & Offering Enrichment (cont'd.)

GRANTEE	CENTER	2.1 Emphasis in at least one core academic area	2.2 Offers enrichment & support activities
Greeley 6	Madison ES	85.71%	35.71%
Greeley 6	Northridge HS	75%	66.67%
Greeley 6	Shawsheen ES	90.91%	9.09%
Hanover	Hanover JR-SR	100%	100%
Hanover	Prairie Heights ES	100%	0%
Harrison	Carmel MS	42.86%	85.71%
Harrison	Fox Meadow MS	66.67%	83.33%
Huerfano	John Mall HS	75%	91.67%
JEFFCO V1	Foster ES	55.56%	85.19%
JEFFCO V2	Jefferson HS	52.38%	90.48%
JEFFCO V2	Wheatridge MS	78.12%	71.88%
Lake County	Lake County Intermediate	52.50%	85%
Mesa County Valley 51	Clifton ES	57.14%	28.57%
Mesa County Valley 51	Mt. Garfield	61.54%	38.46%
Mesa County Valley 51	Rocky Mountain ES	75%	0%
Mesa County Valley 51	Rocky Mountain ES	75%	0%
Montezuma-Cortez School District	Cortez MS	55.56%	55.56%
Montezuma-Cortez School District	Kemper ES	72.73%	36.36%
Montrose V1	Centennial	65.96%	65.96%
Montrose V2	Olathe MS	67.65%	88.24%
Montrose V2	Olathe ES	53.49%	93.02%
Poudre	Irish ES	58.62%	89.66%
Poudre	Lincoln IB World	92.31%	92.31%
Poudre	Putnam ES	57.89%	84.21%
Poudre	Putnam School ES	57.89%	84.21%
Pueblo 60	Freed MS	37.50%	100%
Pueblo 60	Pitts MS	28.57%	100%
Pueblo 60	Risley MS	28.57%	100%
Pueblo 70	Pueblo West ES	100%	66.67%
Summer Scholars V1	Ford ES	73.33%	60%
Summer Scholars V1	Oakland ES	57.14%	57.14%
Summer Scholars V2	Columbine ES	57.14%	64.29%
Summer Scholars V2	Dora Moore ES	66.67%	53.33%
Summer Scholars V2	Harrington ES	62.50%	56.25%
Summer Scholars V2	Swansea ES	61.54%	61.54%
Trinidad	Trinidad	62.50%	83.33%
YMCA-Lorraine	Lorraine	35.71%	85.71%
YMCA-Sierra	Sierra HS	31.25%	100%

State Assessment Results for Regular Attendees

In 2011-2012, the percentage of regular attendees who improved from the current year to the previous year was 16% in Reading and 17% in Math. Tables 30 and 31 indicate the percentage of students increasing, decreasing or maintaining the same assessment level relative to the previous year's assessment level score in Reading and in Math.

Table 30: APR Reading Level Changes from Previous Year to Current Year for Colorado Grantees 2011-2012

Change Relative to Previous Year's Score	Previous Year's Assessment Level			
	Unsatisfactory	Partially Proficient	Proficient	Advanced
Increased Relative to Last Year	9%	9%	1%	0%
Same Relative to Last Year	17%	20%	29%	1%
Decreased Relative to Last Year	0%	5%	7%	1%
Total Students with Scores:	2,887			

Table 31: APR Math Level Changes from Previous Year to Current Year for Colorado Grantees 2011-2012

Change Relative to Previous Year's Score	Previous Year's Assessment Level			
	Unsatisfactory	Partially Proficient	Proficient	Advanced
Increased Relative to Last Year	6%	7%	3%	0%
Same Relative to Last Year	16%	23%	18%	7%
Decreased Relative to Last Year	0%	6%	8%	5%
Total Students with Scores:	2,922			

Among the 3,814 regular attendees whose state reading proficiency data were available²⁰:

- 22% were unsatisfactory
- 34% were partially proficient
- 41% were proficient
- 2% were advanced proficient

Among the 3,851 regular attendees whose state math proficiency data were available:

- 23% were unsatisfactory
- 36% were partially proficient
- 31% were proficient
- 10% were advanced

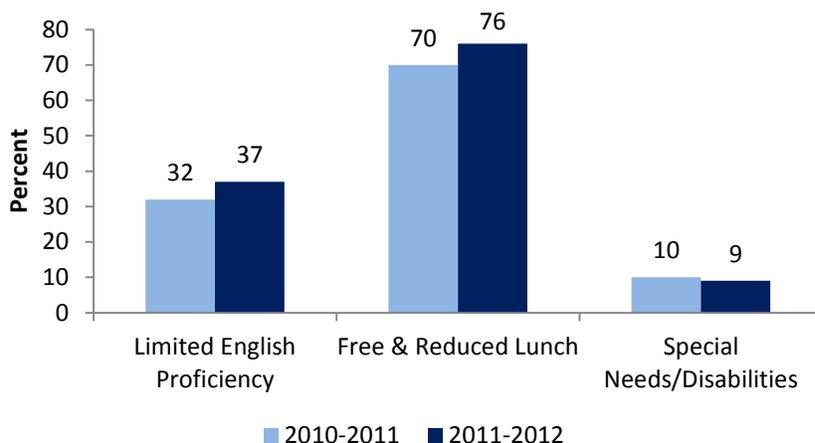
²⁰ Numbers do not add up to 100% due to rounding.

The purpose of the *21st Century Community Learning Center (21st CCLC)* program is to provide for the establishment or expansion of Community Learning Centers (Centers) to assist students from high-poverty and low-performing schools in meeting academic achievement standards in core subjects, provide out-of-school time programs to reinforce and complement the regular academic programs, and offer families of participating students opportunities for literacy and educational development. This report profiles data from the Colorado Department of Education’s fifth cohort of grantees for the 2010-2011 and 2011-2012 reporting years the first two years of five years funded under the grant. The fifth cohort consists of 31 grantees affiliated with 69 Centers.

Students attending a Center for 30 days or more during a reporting period (which for most grantees is typically, the first year they are awarded during May or June through April or May of the next year) are considered to be “regular student attendees”. Thirty-five percent of the total student population was comprised of these regular student attendees during 2010-2011 and 2011-2012 reporting periods. While the proportion of regular student attendees was comparable during these two reporting years, the total student attendee population increased from 14,527 in 2010-2011 to 16,847 in 2011-2012. This increase may be due to additional experience gained in offering services and cultivating relationships with feeder schools over the course of the first year. This possibility supports the practice of funding Grantees (and Centers) for more than one year at a time.

Analysis of demographic data show that the Centers were successful in engaging both boys and girls equally and in serving economically disadvantaged students. Of the 2010-2011 total student attendees, 32% were limited English proficient students, 70% were eligible for free and reduced lunch and 10% were students with special needs or disabilities. In 2011-2012, the Centers increased or maintained levels of serving these special populations: 37% were limited English proficient students, 76% were eligible for free and reduced lunch, and 9% were students with special needs or disabilities. This is particularly telling given that in the fall semester of 2012, only 14.4% of students statewide were designated as English Language Learners, 41.6% as Free or Reduced Lunch eligible, and 9.8% were designated as Special Education students. Even larger percentages of these special populations were regular attendees.

Chart 2: Percent Special Populations of Total Students



Part of the goal of the 21st CCLC is for Centers to provide families (as well as students) with services. In keeping with this goal, all Centers served students, and many provided services to adults; at least 41% of 2010-2011 Centers and at least 54% of 2011-2012 Centers provided services to adults during the regular school year. This reflects an impressive increase of 13% Centers that provided adult services between these two years.

Teachers reported high rates of academic and behavioral improvements for regular attendees during both reporting periods. In 2011-2012, 79% of regular attendees were perceived to have improved in academic performance and 74% showed improvements in classroom participation. However, APR indicators show lower percentages of regular attendees who improved from the current year to the previous year for both years on Reading and Math (16% in Reading and 17% in Math in 2011-2012). Similarly, the percentage of Elementary regular program participants who improved from not proficient to proficient or above in reading on state assessments was 34% and the percentage of Middle/High school regular program participants who improved from not proficient to proficient or above in mathematics on state assessments was 25% (2011-2012) according to GPRA measures. To put this in perspective, Colorado School Districts typically set goals of five to seven percent improvement from the previous year. Thus, these programs out-perform normal school district expectations.

Discrepancies in improvement may be due to the measure that is employed and the specific academic subjects that are tested. For instance, teachers working with children on a day to day basis are likely to have more experience with students than can be gained via a single test. The increments of improvement are more finely detected by teachers who can assess on a daily basis than in a pre-post testing situation. Furthermore, the standardized tests assess progress in Reading and Math while teachers assess academic improvements in a number of ways. Nevertheless, the standardized ways of testing students are less likely to be biased compared to a teacher evaluating his or her own students. Consequentially, taking into account all levels of performance indicators provides a comprehensive understanding of academic improvement.

The 21st CCLC programs provide students with extended learning opportunities that reinforce and complement regular academic programs and offer educational opportunities and family oriented activities for parents. Analysis of Center data for the 2010-2011 and 2011-2012 reveal that grantees are making improvements in student behavior relative to homework completion and class participation and improving academics. As such, 21st CCLC programs play an important role in assisting students from high poverty and low-performing schools in achieving academic success.

Although this study indicates that the 21st CCLC programs are effectively reaching their goals, future research would add to understanding the extent to which this program benefits Colorado families. For instance, gathering a comparison group consisting of similar children who have yet to participate in 21st CCLC programming would enable CDE to further examine the extent of the program's effectiveness. In addition some Centers clearly had greater success in student outcomes compared to other Centers. A qualitative study of the most successful programs would improve training and technical assistance to other programs that have yet to reach their greatest potential.

FOR MORE INFORMATION

Please contact CDE for more information about this report or on the 21st Century Community Learning Centers program.

DATA COLLECTION

The web-based Profile and Performance Information Collection System (PPICS) is funded by the U.S. Department of Education to collect and manage comprehensive information on 21st CCLC program characteristics, services, and performance data over a wide-range of outcomes including Government Performance and Results Act (GPRA) indicators. The PPICS generates reports summarizing data to inform monitoring, evaluation and program improvement. An important source of data for the PPICS is the Annual Performance Report (APR) which is completed each year by grantees active during the reporting period. Completed APRs provide progress monitoring and summative information about attainment of objectives, partners and their contributions, and descriptions of 21st CCLCs (locations, activities, and populations served) and their impact on participating students and their families. Colorado 21st CCLC PPICS data collection includes completion of the ten-item, fixed-choice (eight improvement prompts) teacher survey for collecting information about changes in individual student's behavior during the school year. The PPICS was the source of data included in this report.

PPICS was designed to provide states with a variety of options in terms of how data is entered into the system and by whom. In Colorado, the state or the grantees entered data into the system's web-based interface. The Colorado Department of Education (CDE) delegated to grantees the task of entering data into the Grantee Profile and APR modules. The purpose of the PPICS At-A-Glance completion report is to enable state users to easily monitor APR completion status of Centers across all grantees.

Center level APR data are reported as they were reported in PPICS APR Reports. In some cases, "NA" is reported. In these cases, the schools did not serve typical elementary or middle school grades. Because some performance measures pertain only to Centers that have a clear designation, a few Centers that focused on a combination of elementary and middle school grades may not have successfully reported data. Other reasons why data may not reflect actual performance improvements included: 1) not all Centers started programming in time to report on all performance measures, 2) some Centers served only very young students where standardized performance measures were not applicable and/or 3) some Centers experienced difficulty with data entry systems either within the schools they served or with PPICS.

DATA ANALYSIS

The timeframe for APR 2011 information is summer 2010 and the 2010-2011 school year. The timeframe for APR 2012 is for summer 2011 and the 2011-2012 school year. PPICS reports often provide state and national level data. For this report, state level data were used when available, national data were largely unavailable. In addition, when state level data were not available, the 2010-2011 grantees were "bundled" and individual grantee data were examined. In very few instances the percentages of "bundled" data differed by one percent compared to state level data for the same cohort. It is possible that missing data were not handled the same in state level data reports as they are in the "bundled" reports. The majority of data were reported by 100% of the grantees where it applied to them and therefore missing data was rare. Consequentially, this is unlikely to affect the overall results.

APPENDIX B - CENTER LEVEL PROGRAMMING

ANN HEIMAN ELEMENTARY

Grade Levels served by this Site: Elementary

Grantee: Greeley 6 - V

Grant Abstract: The Greeley-Evans Weld County School District 6 proposes to implement a 21st CCLC grant (Reaching for the Stars) to improve the academic achievement of students in 9 high need schools through scientifically-based extended learning services to reduce the gap between low-and high-performing students. This program will provide academic enrichment services that support students' school day instruction during extended learning time and during summer academic mini-courses, homework assistance, and academic after-school clubs. We will also provide parent support by offering classes related to school/learning and technology to help them improve their skills for helping their child learn.

ARVADA K-8

Grade Levels served by this Site: Elementary and Middle School

Grantee: Jefferson County School District - VI

Grant Abstract: The 21st CCLC grant will allow Project Prepare to create programming vital to the support of our children, families and community. The overall goals of Project Prepare include raising student achievement, providing a safe environment after school and during the summer recess and providing opportunities to promote the health of our families. To meet these goals, Project Prepare will provide for academic tutoring, after school and summer enrichment activities including summer arts writing and math/science camps, parent education, nutrition and wellness classes and increased availability for families to receive counseling.

BRUCE RANDOLPH

Grade Levels served by this Site: Middle School and High School

Grantee: Denver Public Schools, School District I - V

Grant Abstract: DPS and the Department of Extended Learning & Community Schools (DELCS) is continuing three current middle school Centers and developing one new middle school Center to further increase continuation and graduation at DPS, thus improving student achievement. The schools are: Bruce Randolph, Cole, Lake, and Skinner. The consortium will be known as the Middle School Out of School Time (MOST) consortium. MOST will build upon the foundations and lessons learned from the continuing sites, and welcome the innovations of each site and its partners. As a consortium three cohesive strategies are proposed: Academic Achievement, Entrepreneurship, and Pre-Collegiate programming.

CARMEL MIDDLE SCHOOL

Grade Levels served by this Site: Middle School

Grantee: Harrison School District 2 - V

Grant Abstract: Our purpose is to increase academic achievement in reading, writing, and Math, focusing on students who are one or more years below grade level. This increase in academic achievement will occur through experiential learning, recreational activities as well as social skills. Significant circumstances for the 2011-2012 school year include hiring of an entirely new administrative team (principal and assistant principals) at Project 2 (Carmel Middle School). Additionally, a new site coordinator had to be hired. A notable achievement occurred at Project 1 (Fox Meadow Middle School) as it developed a partnership with Pikes Peak Community College whereas students in the education program were employed as tutors through the grant. Knowledge learned in the college classroom could be applied to the middle school students.

CASEY MIDDLE SCHOOL

Grade Levels served by this Site: Middle School

Grantee: Boulder Valley School District RE-2 - V

Grant Abstract: The cohort will develop services targeted to the needs of Limited English, low-income, Latino and academically-struggling students and their families. Services will focus on three areas; 1) academic support and enrichment for students 2) cultural/recreational enrichment activities for students and 3) adult education and family literacy. With the goals of the project to improve academic achievement in reading, math, science and English language acquisition; improved attitudes toward school and school climate; and parent engagement.

CENTENNIAL ELEMENTARY SCHOOL

Grade Levels served by this Site: Elementary

Grantee: Greeley 6 - V

Grant Abstract: The Greeley-Evans Weld County School District 6 proposes to implement a 21st CCLC grant (Reaching for the Stars) to improve the academic achievement of students in 9 high need schools through scientifically-based extended learning services to reduce the gap between low-and high-performing students. This program will provide academic enrichment services that support students' school day instruction during extended learning time and during summer academic mini-courses, homework assistance, and academic after-school clubs. We will also provide parent support by offering classes related to school/learning and technology to help them improve their skills for helping their child learn.

CENTENNIAL JUNIOR HIGH SCHOOL

Grade Levels served by this Site: Middle School

Grantee: Montrose County REIJ - VI

Grant Abstract: Centennial Middle School provides academic and enrichment classes before and after school.

CLIFTON ELEMENTARY SCHOOL

Grade Levels served by this Site: Elementary

Grantee: Mesa County Valley School District 51 - V

Grant Abstract: The summer school program was changed by the District after the submission of the grant. The number of weeks was shortened due to budget cutbacks. The number of sites were also reduced. Unsatisfactory performing students were given priority, however, a limited number of partial proficient students were allowed to participate during the program. In order to be consistent, data will be collected for regular attendees and not students attending 50% of the time. Number of participants will be increased to 40 at Clifton and Rocky Mountain.

COLE ARTS AND SCIENCE ACADEMY

Grade Levels served by this Site: Other

Grantee: Denver Public Schools, School District I - V

Grant Abstract: DPS and the Department of Extended Learning & Community Schools (DELCS) is continuing three current middle school Centers and developing one new middle school Center to further increase continuation and graduation at DPS, thus improving student achievement. The schools are: Bruce Randolph, Cole, Lake, and Skinner. The consortium will be known as the Middle School Out of School Time (MOST) consortium. MOST will build upon the foundations and lessons learned from the continuing sites, and welcome the innovations of each site and its partners. As a consortium three cohesive strategies are proposed: Academic Achievement, Entrepreneurship, and Pre-Collegiate programming.

COLFAX ELEMENTARY SCHOOL

Grade Levels served by this Site: Elementary

Grantee: Denver Public Schools, District 1 - V2

Grant Abstract: The Denver Public Schools' Elementary Consortium consists of four schools: Colfax, Cowell, Eagleton, and Munroe, with one anchor program, Fit Fun & Literacy, and a diverse set of complementary partners. These schools are located in high poverty neighborhoods in desperate need of activities and educational opportunities provided by this program. The 21st Century offerings include academics and enrichment for students as well as workshops and English classes for parents.

COLUMBINE ELEMENTARY SCHOOL

Grade Levels served by this Site: Elementary

Grantee: Boulder Valley School District RE-2 - V

Grant Abstract: The cohort will develop services targeted to the needs of Limited English, low-income, Latino and academically-struggling students and their families. Services will focus on three areas; 1) academic support and enrichment for students 2) cultural/recreational enrichment activities for students and 3) adult education and family literacy. With the goals of the project to improve academic achievement in reading, math, science and English language acquisition; improved attitudes toward school and school climate; and parent engagement.

COLUMBINE ELEMENTARY SCHOOL

Grade Levels served by this Site: Elementary

Grantee: Summer Scholars - V2

Grant Abstract: Project Summary: Summer Scholars will expand extended learning programs at Swansea, Columbine, Harrington and Dora Moore elementary schools. Programs that will be offered include Summer Literacy, Language and Recreation; Before and/or After-School Tutoring and Enrichment; and Family Literacy.

CORTEZ MIDDLE SCHOOL

Grade Levels served by this Site: Middle School

Grantee: Montezuma-Cortez RE-1 - V

Grant Abstract: Cohort V grant will not begin until July 1, 2010. We received and were granted a one month delay in the Fiscal year for 2011. We now have July 2010 through May 2011.

COWELL ELEMENTARY SCHOOL

Grade Levels served by this Site: Elementary

Grantee: Denver Public Schools, District 1 - V2

Grant Abstract: The Denver Public Schools' Elementary Consortium consists of four schools: Colfax, Cowell, Eagleton, and Munroe, with one anchor program, Fit Fun & Literacy, and a diverse set of complementary partners. These schools are located in high poverty neighborhoods in desperate need of activities and educational opportunities provided by this program. The 21st Century offerings include academics and enrichment for students as well as workshops and English classes for parents.

CRIPPLE CREEK-VICTOR JR-SR

Grade Levels served by this Site: Middle School

Grantee: Cripple Creek-Victor School District RE-1 - V

Grant Abstract: Our 21st CCLC Program - Soaring Without Limitations - is set up in 2 parts: 1) to offer junior high students academic enrichment opportunities along with activities designed to complement the students regular academic program; and 2) parents of students who will participate in this program have an opportunity to enhance their own education and workforce skills. We use AutoSkills for 30 minutes of math and reading each day or our program (3-5 days a week, and 6 weeks at 5 days a week in the summer). A summer

test revealed a 79% increase in reading, and gave us the opportunity to focus more on math skills with each student. We have incorporated a tutoring program that has become mandatory for ineligible student-athletes for 6th-8th grades. We have formed a strong partnership with the school board, school partners, counselors, teachers, and administration such that the athletic practice program was moved to two nights a week so there would be no competition with us.

EAGLETON ELEMENTARY SCHOOL

Grade Levels served by this Site: Elementary

Grantee: Denver Public Schools, District 1 - V2

Grant Abstract: The Denver Public Schools' Elementary Consortium consists of four schools: Colfax, Cowell, Eagleton, and Munroe, with one anchor program, Fit Fun & Literacy, and a diverse set of complementary partners. These schools are located in high poverty neighborhoods in desperate need of activities and educational opportunities provided by this program. The 21st Century offerings include academics and enrichment for students as well as workshops and English classes for parents.

FLETCHER ELEMENTARY SCHOOL

Grade Levels served by this Site: Elementary

Grantee: Aurora Public School District - V

Grant Abstract: The 21st Century afterschool program is a collaborative partnership with the City of Aurora that provides both academic and enrichment activities to three elementary schools in the Aurora community that have high levels of poverty and additional educational barriers. The program, better known as COMPASS, has been in existence for more than five years and has seasoned staff and administration working on constant quality improvement.

FORCE ELEMENTARY SCHOOL

Grade Levels served by this Site: Elementary

Grantee: Denver Public Schools, District 1 - VI

Grant Abstract: The four Beacon Neighborhood Centers are providing essential services to some of the highest need parts of the city. These Centers are located in the outlying parts of the city, and don't have access to centralized services.

FORD ELEMENTARY SCHOOL

Grade Levels served by this Site: Elementary

Grantee: Summer Scholars - VI

Grant Abstract: Project Summary: Summer Scholars will expand extended learning programs at Ford and Oakland Elementary schools. Programs that will be offered include Summer Literacy, Language and Recreation; Before and/or After-School Tutoring and Enrichment; and Family Literacy.

FOSTER ELEMENTARY SCHOOL

Grade Levels served by this Site: Elementary and Middle School

Grantee: Jefferson County School District - VI

Grant Abstract: The 21st CCLC grant will allow Project Prepare to create programming vital to the support of our children, families and community. The overall goals of Project Prepare include raising student achievement, providing a safe environment after school and during the summer recess and providing opportunities to promote the health of our families. To meet these goals, Project Prepare will provide for academic tutoring, after school and summer enrichment activities including summer arts writing and math/science camps, parent education, nutrition and wellness classes and increased availability for families to receive counseling.

FOX MEADOW MIDDLE SCHOOL

Grade Levels served by this Site: Middle School

Grantee: Harrison School District 2 - V

Grant Abstract: Our purpose is to increase academic achievement in reading, writing, and math, focusing on students who are one or more years below grade level. This increase in academic achievement will occur through experiential learning, recreational activities as well as social skills. Significant circumstances for the 2011-2012 school year include hiring of an entirely new administrative team (principal and assistant principals) at Project 2 (Carmel Middle School). Additionally, a new site coordinator had to be hired. A notable achievement occurred at Project 1 (Fox Meadow Middle School) as it developed a partnership with Pikes Peak Community College whereas students in the education program were employed as tutors through the grant. Knowledge learned in the college classroom could be applied to the middle school students.

FRANKLIN MIDDLE SCHOOL

Grade Levels served by this Site: Middle School

Grantee: Greeley 6 - V

Grant Abstract: The Greeley-Evans Weld County School District 6 proposes to implement a 21st CCLC grant (Reaching for the Stars) to improve the academic achievement of students in 9 high need schools through scientifically-based extended learning services to reduce the gap between low-and high-performing students. This program will provide academic enrichment services that support students' school day instruction during extended learning time and during summer academic mini-courses, homework assistance, and academic after-school clubs. We will also provide parent support by offering classes related to school/learning and technology to help them improve their skills for helping their child learn.

FREED MIDDLE SCHOOL

Grade Levels served by this Site: Middle School

Grantee: Pueblo City Schools District 60 - V

Grant Abstract: The 21st Century Community Learning Centers (21CCLC), ZAP the GAP Program, a partnership of Pueblo City Schools (Pueblo School District #60) and several community agencies and service providers, focuses on Learning Centers housed within three, low-performing Pueblo City Schools middle schools. ZAP the GAP Program has developed a comprehensive menu of activities, services, and opportunities for students and families. All three sites include, academic tutoring in all core subject areas, homework assistance, technology education, family literacy services, parent education, family strengthening, recreational and cultural activities, leadership training, service learning opportunities, career exploration, health and nutrition workshops, and arts education activities.

HANOVER JR-SR HIGH SCHOOL

Grade Levels served by this Site: Middle School and High School

Grantee: Hanover 28 - V

Grant Abstract: Dissension in the community after termination of the superintendent caused significant staff turnover and a resulting turmoil with parents not allowing participation in the program (them or their students). We have a new superintendent hired and are slowly experiencing positive changes.

HANSON ELEMENTARY SCHOOL

Grade Levels served by this Site: Elementary

Grantee: Adams County School District 14-V

Grant Abstract: Adams 14 and the 21st Century Bridges program for Monaco and Hanson Elementary are an important component of our future growth. Adams 14 has a strategic plan that encompasses utilizing 21st Century funding to get 80% of our students to grade level by 2014. The Bridges program will address 3 primary goals to reach our primary goal of 80%

students at grade level by 2014. These goals are addressing academic achievement through remedial and tutoring opportunities. Increasing after school enrichment clubs, and to increase parental involvement in their child's education.

HARRINGTON ELEMENTARY SCHOOL

Grade Levels served by this Site: Elementary

Grantee: Summer Scholars - V2

Grant Abstract: Project Summary: Summer Scholars will expand extended learning programs at Swansea, Columbine, Harrington and Dora Moore elementary schools. Programs that will be offered include Summer Literacy, Language and Recreation; Before and/or After-School Tutoring and Enrichment; and Family Literacy.

HEATH MIDDLE SCHOOL

Grade Levels served by this Site: Middle School

Grantee: Greeley 6 - V

Grant Abstract: The Greeley-Evans Weld County School District 6 proposes to implement a 21st CCLC grant (Reaching for the Stars) to improve the academic achievement of students in 9 high need schools through scientifically-based extended learning services to reduce the gap between low-and high-performing students. This program will provide academic enrichment services that support students' school day instruction during extended learning time and during summer academic mini-courses, homework assistance, and academic after-school clubs. We will also provide parent support by offering classes related to school/learning and technology to help them improve their skills for helping their child learn.

HUNT ELEMENTARY SCHOOL

Grade Levels served by this Site: Elementary

Grantee: Colorado Springs School District 11 - V

Grant Abstract: We provide a 3 hour after-school program, free of charge to families of a 94% free and reduced lunch school. Our program involves the academic subjects of science and literacy and we provide team building activities and social skills programming as well as daily homework help.

IRISH ELEMENTARY SCHOOL

Grade Levels served by this Site: Elementary

Grantee: Poudre School District - V

Grant Abstract: Our 21st CCLC consists of three school, Irish Elementary, Putnam Elementary and Lincoln Middle School. We offer after-school programs, summer school programs and parent education through Club TRES.

JACKSON ELEMENTARY SCHOOL

Grade Levels served by this Site: Elementary

Grantee: Greeley 6 - V

Grant Abstract: The Greeley-Evans Weld County School District 6 proposes to implement a 21st CCLC grant (Reaching for the Stars) to improve the academic achievement of students in 9 high need schools through scientifically-based extended learning services to reduce the gap between low-and high-performing students. This program will provide academic enrichment services that support students' school day instruction during extended learning time and during summer academic mini-courses, homework assistance, and academic after-school clubs. We will also provide parent support by offering classes related to school/learning and technology to help them improve their skills for helping their child learn.

JAMES H RISLEY MIDDLE SCHOOL

Grade Levels served by this Site: Middle School

Grantee: Pueblo City Schools District 60 - V

Grant Abstract: The 21st Century Community Learning Centers (21CCLC), ZAP the GAP Program, a partnership of Pueblo City Schools (Pueblo School District #60) and several community agencies and service providers, focuses on Learning Centers housed within three, low-performing Pueblo City Schools middle schools. ZAP the GAP Program has developed a comprehensive menu of activities, services, and opportunities for students and families. All three sites include, academic tutoring in all core subject areas, homework assistance, technology education, family literacy services, parent education, family strengthening, recreational and cultural activities, leadership training, service learning opportunities, career exploration, health and nutrition workshops, and arts education activities.

JEFFERSON HIGH SCHOOL

Grade Levels served by this Site: High School

Grantee: Jefferson County School District - V2

Grant Abstract: We provide extended learning opportunities to the students and families at Jefferson High School and Wheat Ridge Middle School. Our goal is to increase the literacy of our participants through enriching academic activities.

JOHN EVANS MIDDLE SCHOOL

Grade Levels served by this Site: Middle School

Grantee: Greeley 6 - V

Grant Abstract: The Greeley-Evans Weld County School District 6 proposes to implement a 21st CCLC grant (Reaching for the Stars) to improve the academic achievement of students in 9 high need schools through scientifically-based extended learning services to reduce the gap between low-and high-performing students. This program will provide academic enrichment services that support students' school day instruction during extended learning time and during summer academic mini-courses, homework assistance, and academic after-school clubs. We will also provide parent support by offering classes related to school/learning and technology to help them improve their skills for helping their child learn.

JOHN MALL HIGH SCHOOL

Grade Levels served by this Site: Middle School and High School

Grantee: Huerfano School District RE-1 - V

Grant Abstract: The Huerfano RE-1 21st CCLC is a high school program that focuses on improving student academic achievement through various programs. These programs encourage engagement in the school environment; career planning (including high school completion and college); choosing healthy lifestyles; and enrichment activities with embedded academics.

JOHNSON ELEMENTARY SCHOOL

Grade Levels served by this Site: Elementary

Grantee: Denver Public Schools, District 1 - VI

Grant Abstract: The four Beacon Neighborhood Centers are providing essential services to some of the highest need parts of the city. These Centers are located in the outlying parts of the city, and don't have access to centralized services.

KEMPER ELEMENTARY SCHOOL

Grade Levels served by this Site: Elementary

Grantee: Montezuma-Cortez RE-I - V

Grant Abstract: Cohort V grant will not begin until July 1, 2010. We received and were granted a one month delay in the Fiscal year for 2011. We now have July 2010 through May 2011.

LAKE CO INTERMEDIATE SCHOOL

Grade Levels served by this Site: Middle School and High School

Grantee: Lake County School District - V

Grant Abstract: The Lake County 21st Century Community Learning Center Program provides afterschool and summer enrichment programming for 5th through 12th grade students. The program also includes evening technology and wellness services for students and their families.

LAKE MIDDLE SCHOOL

Grade Levels served by this Site: Other

Grantee: Denver Public Schools, School District I - V

Grant Abstract: DPS and the Department of Extended Learning & Community Schools (DELCS) is continuing three current middle school Centers and developing one new middle school Center to further increase continuation and graduation at DPS, thus improving student achievement. The schools are: Bruce Randolph, Cole, Lake, and Skinner. The consortium will be known as the Middle School Out of School Time (MOST) consortium. MOST will build upon the foundations and lessons learned from the continuing sites, and welcome the innovations of each site and its partners. As a consortium three cohesive strategies are proposed: Academic Achievement, Entrepreneurship, and Pre-Collegiate programming.

LEMUEL PITTS MIDDLE SCHOOL

Grade Levels served by this Site: Middle School

Grantee: Pueblo City Schools District 60 - V

Grant Abstract: The 21st Century Community Learning Centers (21CCLC), ZAP the GAP Program, a partnership of Pueblo City Schools (Pueblo School District #60) and several community agencies and service providers, focuses on Learning Centers housed within three, low-performing Pueblo City Schools middle schools. ZAP the GAP Program has developed a comprehensive menu of activities, services, and opportunities for students and families. All three sites include, academic tutoring in all core subject areas, homework assistance, technology education, family literacy services, parent education, family strengthening, recreational and cultural activities, leadership training, service learning opportunities, career exploration, health and nutrition workshops, and arts education activities.

LINCOLN JUNIOR HIGH SCHOOL

Grade Levels served by this Site: Middle School

Grantee: Poudre School District - V

Grant Abstract: Our 21st CCLC consists of three school, Irish Elementary, Putnam Elementary and Lincoln Middle School. We offer after-school programs, summer school programs and parent education through Club TRES.

MADISON ELEMENTARY SCHOOL

Grade Levels served by this Site: Elementary

Grantee: Greeley 6 - V

Grant Abstract: The Greeley-Evans Weld County School District 6 proposes to implement a 21st CCLC grant (Reaching for the Stars) to improve the academic achievement of students in 9 high need schools through scientifically-based extended learning services to reduce the gap between low-and high-performing students. This program will provide academic enrichment services that support students' school day instruction during extended learning time and

during summer academic mini-courses, homework assistance, and academic after-school clubs. We will also provide parent support by offering classes related to school/learning and technology to help them improve their skills for helping their child learn.

MONACO ELEMENTARY SCHOOL

Grade Levels served by this Site: Elementary

Grantee: Adams County School District 14-V

Grant Abstract: Adams 14 and the 21st Century Bridges program for Monaco and Hanson Elementary are an important component of our future growth. Adams 14 has a strategic plan that encompasses utilizing 21st Century funding to get 80% of our students to grade level by 2014. The Bridges program will address 3 primary goals to reach our primary goal of 80% students at grade level by 2014. These goals are addressing academic achievement through remedial and tutoring opportunities. Increasing after school enrichment clubs, and to increase parental involvement in their child's education.

MOORE ELEMENTARY SCHOOL

Grade Levels served by this Site: Elementary and Middle School

Grantee: Summer Scholars - V2

Grant Abstract: Project Summary: Summer Scholars will expand extended learning programs at Swansea, Columbine, Harrington and Dora Moore elementary schools. Programs that will be offered include Summer Literacy, Language and Recreation; Before and/or After-School Tutoring and Enrichment; and Family Literacy.

MT GARFIELD MIDDLE SCHOOL

Grade Levels served by this Site: Middle School and High School

Grantee: Mesa County Valley School District 51 - V

Grant Abstract: The summer school program was changed by the District after the submission of the grant. The number of weeks was shortened due to budget cutbacks. The number of sites were also reduced. Unsatisfactory performing students were given priority, however, a limited number of partial proficient students were allowed to participate during the program. In order to be consistent, data will be collected for regular attendees and not students attending 50% of the time. Number of participants will be increased to 40 at Clifton and Rocky Mountain.

MUNROE ELEMENTARY SCHOOL

Grade Levels served by this Site: Elementary

Grantee: Denver Public Schools, District 1 - V2

Grant Abstract: The Denver Public Schools' Elementary Consortium consists of four schools: Colfax, Cowell, Eagleton, and Munroe, with one anchor program, Fit Fun & Literacy, and a diverse set of complementary partners. These schools are located in high poverty neighborhoods in desperate need of activities and educational opportunities provided by this program. The 21st Century offerings include academics and enrichment for students as well as workshops and English classes for parents.

NORTH STAR ELEMENTARY SCHOOL

Grade Levels served by this Site: Elementary

Grantee: Adams 12 Five Star Schools - V

Grant Abstract: This application seeks to continue and expand funding at two Centers and serving children from a total of 4 Title I schools. Activities proposed including academic assistance/extended learning will contribute to the attainment of all stated objectives for 250-300 children.

NORTHRIDGE HIGH SCHOOL

Grade Levels served by this Site: High School

Grantee: Greeley 6 - V

Grant Abstract: The Greeley-Evans Weld County School District 6 proposes to implement a 21st CCLC grant (Reaching for the Stars) to improve the academic achievement of students in 9 high need schools through scientifically-based extended learning services to reduce the gap between low-and high-performing students. This program will provide academic enrichment services that support students' school day instruction during extended learning time and during summer academic mini-courses, homework assistance, and academic after-school clubs. We will also provide parent support by offering classes related to school/learning and technology to help them improve their skills for helping their child learn.

OAKLAND ELEMENTARY SCHOOL

Grade Levels served by this Site: Elementary and Middle School

Grantee: Summer Scholars - V1

Grant Abstract: Project Summary: Summer Scholars will expand extended learning programs at Ford and Oakland Elementary schools. Programs that will be offered include Summer Literacy, Language and Recreation; Before and/or After-School Tutoring and Enrichment; and Family Literacy.

OLATHE ELEMENTARY SCHOOL

Grade Levels served by this Site: Elementary

Grantee: Montrose County REIJ - V2

Grant Abstract: Olathe Elementary and Olathe Middle Schools provide academic and enrichment classes before and after school.

OLATHE MIDDLE SCHOOL

Grade Levels served by this Site: Middle School

Grantee: Montrose County REIJ - V2

Grant Abstract: Olathe Elementary and Olathe Middle Schools provide academic and enrichment classes before and after school.

PLACE BRIDGE ACADEMY

Grade Levels served by this Site: Other

Grantee: Denver Public Schools, District 1 - V1

Grant Abstract: The four Beacon Neighborhood Centers are providing essential services to some of the highest need parts of the city. These Centers are located in the outlying parts of the city, and don't have access to centralized services.

PRAIRIE HEIGHTS ELEMENTARY

Grade Levels served by this Site: Elementary School

Grantee: Hanover 28 - V

Grant Abstract: The four Beacon Neighborhood Centers are providing essential services to some of the highest need parts of the city. These Centers are located in the outlying parts of the city, and don't have access to centralized services.

PUEBLO WEST ELEMENTARY SCHOOL

Grade Levels served by this Site: Elementary

Grantee: Pueblo County District 70 - V

Grant Abstract: Our project is centered around providing additional tutoring and exposure to academic content for students who demonstrate a deficit in either reading or math. This additional tutoring/teaching occurs during non-school hours.

PUTNAM ELEMENTARY SCHOOL

Grade Levels served by this Site: Elementary

Grantee: Poudre School District - V

Grant Abstract: Our 21st CCLC consists of three school, Irish Elementary, Putnam Elementary and Lincoln Middle School. We offer after-school programs, summer school programs and parent education through Club TRES.

RACHAEL B. NOEL MIDDLE SCHOOL

Grade Levels served by this Site: Other

Grantee: Denver Public Schools, District I - VI

Grant Abstract: The four Beacon Neighborhood Centers are providing essential services to some of the highest need parts of the city. These Centers are located in the outlying parts of the city, and don't have access to centralized services.

ROCKY MOUNTAIN ELEMENTARY SCHOOL

Grade Levels served by this Site: Elementary

Grantee: Mesa County Valley School District 51 - V

Grant Abstract: The summer school program was changed by the District after the submission of the grant. The number of weeks was shortened due to budget cutbacks. The number of sites were also reduced. Unsatisfactory performing students were given priority, however, a limited number of partial proficient students were allowed to participate during the program. In order to be consistent, data will be collected for regular attendees and not students attending 50% of the time. Number of participants will be increased to 40 at Clifton and Rocky Mountain.

SABLE ELEMENTARY SCHOOL

Grade Levels served by this Site: Elementary

Grantee: Aurora Public School District - V

Grant Abstract: The 21st Century afterschool program is a collaborative partnership with the City of Aurora that provides both academic and enrichment activities to three elementary schools in the Aurora community that have high levels of poverty and additional educational barriers. The program, better known as COMPASS, has been in existences for more than five years and has seasoned staff and administration working on constant quality improvement.

SANCHEZ ELEMENTARY SCHOOL

Grade Levels served by this Site: Elementary

Grantee: Alicia Sanchez Elementary School - V

Grant Abstract: The overarching goal of the Sanchez Elementary 21st Century Community Learning Center is to expand its current community learning center to offer at-risk children out-of-school programs, complimenting and augmenting the school's regular instruction, that provide the academic enrichment, intensive supports and enhanced opportunities for learning, exploration, and personal growth they need to successfully complete their formal education and become lifelong learners.

SHAWSHEEN ELEMENTARY SCHOOL

Grade Levels served by this Site: Elementary

Grantee: Greeley 6 - V

Grant Abstract: The Greeley-Evans Weld County School District 6 proposes to implement a 21st CCLC grant (Reaching for the Stars) to improve the academic achievement of students in 9 high need schools through scientifically-based extended learning services to reduce the gap between low-and high-performing students. This program will provide academic enrichment services that support students' school day instruction during extended learning time and during summer academic mini-courses, homework assistance, and academic after-school clubs. We will also provide parent support by offering classes related to school/learning and technology to help them improve their skills for helping their child learn.

SKINNER MIDDLE SCHOOL

Grade Levels served by this Site: Other

Grantee: Denver Public Schools, School District I - V

Grant Abstract: DPS and the Department of Extended Learning & Community Schools (DELCS) is continuing three current middle school Centers and developing one new middle school Center to further increase continuation and graduation at DPS, thus improving student achievement. The schools are: Bruce Randolph, Cole, Lake, and Skinner. The consortium will be known as the Middle School Out of School Time (MOST) consortium. MOST will build upon the foundations and lessons learned from the continuing sites, and welcome the innovations of each site and its partners. As a consortium three cohesive strategies are proposed: Academic Achievement, Entrepreneurship, and Pre-Collegiate programming.

SWANSEA ELEMENTARY SCHOOL

Grade Levels served by this Site: Elementary

Grantee: Summer Scholars - V2

Grant Abstract: Project Summary: Summer Scholars will expand extended learning programs at Swansea, Columbine, Harrington and Dora Moore elementary schools. Programs that will be offered include Summer Literacy, Language and Recreation; Before and/or After-School Tutoring and Enrichment; and Family Literacy.

TEEN AFTER SCHOOL PROJECT - FOUNTAIN VALLEY YMCA

Grade Levels served by this Site: Middle School and High School

Grantee: YMCA of the Pikes Peak Region-Lorraine-V

Grant Abstract: The Teen After School Project is a dynamic program that allows students to develop their creativity and promotes individual and social responsibility through a variety of activities including visual arts, homework help, service learning, tutoring, and enrichment and recreational activities. Run by the Fountain Valley YMCA we work closely with teens from the Lorraine Secondary School, an alternative middle and high school for students who have poor attendance, behavior issues, unsatisfactory grades or are behind in school credits.

TRINIDAD MIDDLE SCHOOL

Grade Levels served by this Site: Middle School

Grantee: Trinidad School District I - V

Grant Abstract: Trinidad Middle School houses an after-school program for students which provides classes and activities in the following four areas: academic, recreational, remedial and enrichment. This year the calendar has remained consistent, and we are able to offer these same programs not only after school Monday through Thursday but on Fridays as well. Through community involvement, we offer program development that fosters healthy and successful youth development through civic engagement, academic achievement, foreign language development, social-emotional development, arts development, health and fitness development, and science, engineering, robotics, and math achievement.

UNIVERSITY HILL ELEM SCHOOL

Grade Levels served by this Site: Elementary

Grantee: Boulder Valley School District RE-2 - V

Grant Abstract: The cohort will develop services targeted to the needs of Limited English, low-income, Latino and academically-struggling students and their families. Services will focus on three areas; 1) academic support and enrichment for students 2) cultural/recreational enrichment activities for students and 3) adult education and family literacy. With the goals of the project to improve academic achievement in reading, math, science and English language acquisition; improved attitudes toward school and school climate; and parent engagement.

VAUGHN ELEMENTARY SCHOOL

Grade Levels served by this Site: Elementary

Grantee: Aurora Public School District - V

Grant Abstract: The 21st Century afterschool program is a collaborative partnership with the City of Aurora that provides both academic and enrichment activities to three elementary schools in the Aurora community that have high levels of poverty and additional educational barriers. The program, better known as COMPASS, has been in existences for more than five years and has seasoned staff and administration working on constant quality improvement.

WAMSLEY ELEMENTARY SCHOOL

Grade Levels served by this Site: Elementary

Grantee: Garfield RE-2 - V

Grant Abstract: Wamsley Elementary will support student achievement of our students through full-day kindergarten for our half-day students, extended summer school, day camp for students when school is out of session, homework help, extended family night opportunities, and outreach to the Hispanic community through intercambio classes.

WHEAT RIDGE MIDDLE SCHOOL

Grade Levels served by this Site: Middle School

Grantee: Jefferson County School District - V2

Grant Abstract: We provide extended learning opportunities to the students and families at Jefferson High School and Wheat Ridge Middle School. Our goal is to increase the literacy of our participants through enriching academic activities.

WM E BISHOP ELEMENTARY SCHOOL

Grade Levels served by this Site: Elementary

Grantee: Englewood Schools - V

Grant Abstract: The 21st CCLC program has been specifically designed to support the academic needs of students who do not demonstrate proficiency in reading and math. In addition, grant activities focus on experiential integration of applied academics for all students, K-5, at Bishop Elementary. Activities are offered for students, and for parents and for adult caregivers and students to participate in together, as well as, specific activities are offered for parents with limited English.

YMCA OF THE PIKES PEAK REGION-SIERRA

Grade Levels served by this Site: High School

Grantee: YMCA of the Pikes Peak Region-Sierra - V

Grant Abstract: This is a continuation of the 21st Century Community Learning Center program from the past cohort. Our program focuses on skills building through creative technology and social interaction.

APPENDIX C - PAID AND VOLUNTEER STAFF

Table C1: Paid and Volunteer Staff for 2010-2011

Staff Type	Paid Staff		Volunteer Staff	
	Number	Percent	Number	Percent
School-day Teachers	584	48%	17	8%
College Students	80	7%	36	17%
High School Students	24	2%	27	13%
Parents	10	1%	20	10%
Youth Development Workers	178	15%	20	10%
Other Community Members	52	4%	71	34%
Other Nonteaching School Staff	125	10%	3	1%
Center Administrators and Coordinators	67	6%	1	0.5%
Other Nonschool Day Staff with Some or No College	55	5%	9	4%
Other	44	4%	5	2%
Total	1219	-	209	-

- Total Centers Reporting Staffing Data: 68 / 98.55%
- Average Number of Paid Staff per Center: 17.93
- Average Number of Volunteer Staff per Center: 3.07

Table C2: Paid and Volunteer Staff for 2011-2012

Staff Type	Paid Staff		Volunteer Staff	
	Number	Percent	Number	Percent
School-day Teachers	600	52%	14	4%
College Students	57	5%	105	27%
High School Students	25	2%	83	21%
Parents	10	1%	58	15%
Youth Development Workers	178	15%	26	7%
Other Community Members	35	3%	93	24%
Other Nonteaching School Staff	117	10%	8	2%
Center Administrators and Coordinators	90	8%	3	1%
Other Nonschool Day Staff with Some or No College	44	4%	5	1%
Other	7	1%	0	0%
Total	1219	-	395	-

- Total Centers Reporting Staffing Data: 69 / 98.57%
- Average Number of Paid Staff per Center: 16.86
- Average Number of Volunteer Staff per Center: 5.72

APPENDIX D - PARTNERS AND SUBCONTRACTORS

Table D1: Partners and Subcontractors by Contribution Type 2010-2011

Contribution Type	Partners		Subcontractors	
	Number	Percent	Number	Percent
Provide Evaluation Services	19	8%	13	13%
Raise Funds	14	6%	3	3%
Provide Programming / Activity Related Services	199	81%	92	92%
Provide Goods	105	43%	50	50%
Provide Volunteer Staffing	54	22%	12	12%
Provide Paid Staffing	81	33%	47	47%
Other	33	13%	13	13%
Total	246	-	100	-

- Total Grantees Reporting Partner Data for Colorado: 31 / 100%

Table D2: Partners and Subcontractors by Contribution Type 2011-2012

Contribution Type	Partners		Subcontractors	
	Number	Percent	Number	Percent
Provide Evaluation Services	18	6%	15	16%
Raise Funds	24	8%	7	7%
Provide Programming / Activity Related Services	250	83%	91	96%
Provide Goods	136	45%	49	52%
Provide Volunteer Staffing	89	30%	25	26%
Provide Paid Staffing	92	31%	56	59%
Other	20	7%	5	5%
Total	301	-	95	-

- Total Grantees Reporting Partner Data for Colorado: 31 / 100%