

# Year 1 (2018-2019) Evaluation Report

## Cohort 8 21<sup>st</sup> Century Community Learning Center (21C) Project



Greeley-Evans School District 6  
WELD COUNTY, COLORADO

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# Year 1 Evaluation of the Cohort 8 21<sup>st</sup> CCLC Project (21C)

**July 1, 2018 – June 30, 2019**

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# Executive Summary

The Weld County School District 6 Cohort 8 21<sup>st</sup> Century Community Learning Center (21C) Project provides students in grades K-12 attending **Bella Romero Academy, Martinez Elementary, Heath Middle School, and Jefferson Junior/High School** with academic enrichment opportunities and activities that complement and builds on the regular academic program. The project provides extended learning programming during the regular school year before- and after-school, and during the summer (Jump Start).

Key features of the Greeley 21C Project include: (1) expansion of AVID in out-of-school time [OST] programming; (2) instruction and services that build on the school day; (3) project-based learning where students and teachers design projects aligned with the school day that include STEAM and Service Learning; (4) parent engagement opportunities to increase skills and involvement in their child’s education; (5) graduation and college/career readiness activities; (6) strategies to improve student attendance rates; (7) high quality staff development and mentoring; and (8) monitoring and improving program quality.

21C partners include 2 institutions of higher education, 7 community agencies, and 2 district programs as shown below.

- Aims Community College
- University of Northern Colorado
- City of Greeley
- Colorado Parent Coalition
- Colorado Youth Outdoors
- Soccer Without Borders
- Immigrant and Refugee Center of Northern CO
- Lutheran Family Services Refugee and Asylee Programs
- Weld County Department of Public Health Cooking Matters Program
- WC6 AVID and GEAR UP Programs

This report provides summary and outcome information for the first year of the project (July 1, 2018 to June 30, 2019). During Year 1, 21C provided services to 1,280 students in grades K-12. Twenty-six percent (26%) of the students participating were regular attendees (attended 30 or more days).

Following is a summary of the progress toward the 21C performance measures during Year 1. Results show that **3 of the 3 performance measures (100%) applicable in Year 1 were met** showing the impact of the project on regular attendees’ reading and math skills and application of learning to real-world activities and projects, and parents’ academic achievement, engagement in school, attitude toward school; and parent engagement in their child’s learning and education.

Year 1 Progress Toward 21C Performance Measures	
Performance Measure (PM)	PM Met?
<b>PM 1.</b> Each year, 65% of regular attendees in grades 2-10 will increase their RIT score on NWEA MAP Reading and/or Math Assessments from fall to spring.	97% of regular attendees increased their reading and/or math scores
<b>PM 2.</b> Each year, 80% of regular attendees will report that participating in 21C helped them apply their learning from the school day to real-world activities and projects.	94% of regular attendees responding reported applying their learning from the school day

Year 1 Progress Toward 21C Performance Measures	
Performance Measure (PM)	PM Met?
<b>PM 3.</b> Beginning in Year 2 and each year thereafter, general classroom teachers will report that 2% more regular attendees (than the 2018-19 baseline) that needed to improve attended class more regularly as reported on the CDE Teacher Survey.	Baseline: 52% of regular attendees improved attendance
<b>PM 4.</b> Each year, 80% of parents responding to a survey that participated in 21C services will report that they increased their skills for being more engaged in their child's education and learning.	100% of parents responding reported that they increased their skills
<b>PM 5.</b> Each year, 3% more regular attendees (from the 2017 baseline of 14% PSAT 10, 25% SAT) will score at the College and Career Readiness Benchmarks (CCRBs) in Reading/Writing and/or Math on the PSAT 10 and SAT.	N/A – <10 regular attendees took the SAT or PSAT 10 in 2019

In summary, during the first year of 21C, staff provided students with innovative, individualized, needs-based services through extended learning opportunities that helped them improve their academic skills and engagement in school; school and project staff increased their capacity to effectively serve students participating in the project; ongoing and regular collaboration and communication occurred among the four project sites and 21C staff; and collaborative partnerships with community agencies/businesses and institutions of higher education helped expand the scope of the project beyond what the district could provide alone.

# Introduction

This report presents the findings of the Weld County District 6 (Greeley) 21C Grant (Cohort 8), a collaborative effort of four schools (Bella Romero Academy, Martinez Elementary, Heath Middle School, and Jefferson Junior/High School) and numerous community partners. The activities discussed in this report cover the first year of the project which operated from July 1, 2018 to June 30, 2019.

## District Context

Greeley is a city of approximately 106,000 located in Weld County about 50 miles north of Denver. Weld County has the largest migratory student population in Colorado. A significant portion of the adult family members of the students who attend Greeley schools are of limited economic means and few have college degrees.

At the time the proposal for this project was submitted in 2018, all four schools had priority eligibility based on Free/Reduced Lunch (FRL) rates more than double the 40% criteria (83%) and identification for Comprehensive Support and Improvement (Martinez Elementary) or Targeted Support and Improvement (Bella Romero Academy, Heath Middle School, Jefferson Junior/High School). In addition, 2017 PARCC (Partnership for Assessment of Readiness for College and Careers) results below show that students in the four schools had low achievement in English language arts (ELA), math, and science.

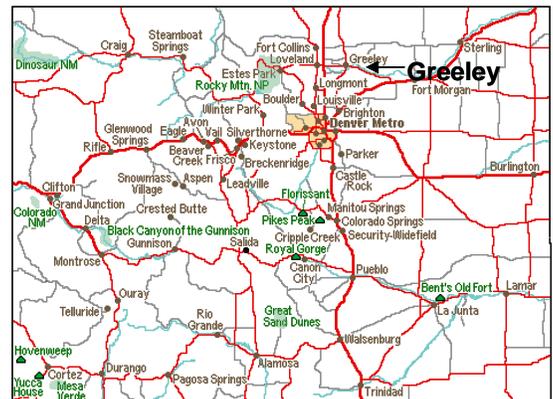
## Evaluation Overview

Sources of data for this evaluation report included student, parent, and 21C staff surveys, anecdotal records, assessment results, data reporting forms, and other data sources. The goals of the evaluation were to:

- *review* the project objectives and compare them to evaluation data to ensure that the project is being implemented as planned;
- *document* the success of particular program elements;
- *analyze* information to identify the strengths of the project and the areas that need additional fine-tuning in order to be successful; and
- *report* the results of the evaluation to project planners and decision makers to enable them to make continuous improvement and comply with State reporting requirements.

The remainder of this report is divided into four sections: Project Description; Evaluation Methodology; Evaluation Findings; and Conclusions, Commendations, and Recommendations.

**Exhibit 1**  
**Map of Colorado Highlighting Greeley**



# Project Description

## Academic and Enrichment Services

21C incorporates and expands upon successful features from previous 21<sup>st</sup> CCLC projects in the district and introduces new concepts and uniquely integrated services to produce a highly effective delivery system of services for participating students. All 21C academic services: (1) align with and build on the school day; (2) are active, interesting, and relevant; (3) reflect current research and practices; (4) are age-appropriate; (5) integrate skills from different subjects; (6) incorporate staff training; and (7) are based on ongoing assessment of student needs and progress.

21C academic and enrichment services are provided through **Project-Based Learning (PBL)**. PBL helps deepen student learning and understanding and increase achievement, especially when using PBL to learn about STEM; helps students master core content as much as through traditional instruction; increases student motivation to learn and improves student attitudes toward learning; helps students learn problem solving skills and critical thinking skills; helps students learn 21<sup>st</sup> century skills; and increases student engagement. In addition, in PBL, students are active, not passive learners; a project engages their hearts and minds, and provides real-world relevance for learning. 21C PBL activities include eight essential elements:

- 1) Significant content (project focuses on teaching standards-based knowledge and skills)
- 2) 21C competencies (problem solving, critical thinking, collaboration, communication)
- 3) In-depth inquiry (process of asking questions, using resources, developing answers)
- 4) Driving question (question that students help create, understand, and find intriguing)
- 5) Need to know (students see need to gain knowledge, understand concepts, apply skills)
- 6) Voice and choice (students allowed to make choices about products and how they use time)
- 7) Critique and revision (students give and receive feedback on the quality of their work)
- 8) Public audience (student present work to other people beyond classmates and teachers)

Students and 21C staff plan each project and create a driving question that aligns with the school day standards. PBL activities include conducting research and interviews, consulting experts, and/or creating or designing/building models/projects. 21C staff serve as facilitators of learning and mentors during this process to encourage students to be more responsible for their own learning. Instruction is interactive, hands-on, learner directed, and related to the real world, while remaining grounded in academic learning goals. 21C staff provide guidance, answer questions, point out strengths and areas for development, and transfer knowledge in areas such as communication, critical thinking, responsibility, flexibility, and teamwork. They also actively assist students in acquiring the organizational, management, and study skills that lead to overall academic success.

**Science, Technology, Engineering, Arts, and Math (STEAM)** activities provide students with programming that is both fun and academically enriching, integrates the core content taught during the regular school day, builds student interest in STEAM, and prepares students for life and work in the 21<sup>st</sup> century. 21C incorporates STEAM into PBL so students have the ability to understand and apply concepts from science (use science knowledge to understand the natural world), technology (use new technologies to express ideas), engineering (ability to put scientific and mathematical principles to practical use), arts (arts/arts-practices engaging with the STEM subjects), and mathematics (ability to analyze and communicate ideas effectively by posing, formulating, solving and interpreting solutions to mathematical problems).

21C **graduation and college/career readiness OST activities** include credit accrual via Edgenuity (<https://www.edgenuity.com/>), student/parent workshops on applying to college, completing the FAFSA, and financial aid; campus visits; involving parents in their child's plan for postsecondary education; and informing parents of graduation and college readiness requirements. In collaboration with the district's GEAR UP program, students at Jefferson have access to college and career tours and visits, mentoring by a GEAR UP Advisor (augmented by the 21C Site Facilitator), dual enrollment opportunities, workshops on enrolling in and persisting in college, and summer programming for 11<sup>th</sup> grade students to prepare them for their senior year and high school graduation to support them in preparing for college. In addition, GEAR UP and 21C staff work together to utilize the results of PSAT/SAT tests to inform instruction provided to students during the school day and during OST.

In addition to core academics, 21C focuses on **enrichment activities**. Enrichment is interwoven with academic programming through PBL, and separately when more appropriate (i.e., organized sports, driver's education, music production/lessons, outdoor activities, clubs). Enrichment is facilitated by 21C staff and partners (who provide direct recreation/cultural services and serve as mentors), and through service learning (SL) embedded in PBL. PBL regularly incorporates physical education and health and wellness in addition to students being provided access to organized sports and physical activities such as running clubs, Soccer without Borders, Frisbee golf, fishing, and camping.

**Service Learning (SL)** is used as a tool to engage students in mutually-beneficial service and learning activities that are interwoven into PBL. SL has been shown to positively impact students' civic responsibility, academic/school performance, personal and social growth, and reduce/prevent risky behavior. In addition, the community benefits as real community needs are met and community members improve their views of the students and their schools. SL includes five core elements: (1) Investigation: Teachers/students investigate community problems; (2) Planning and Preparation: Teachers, students, and community members plan the learning and activities; (3) Action: Students engage in SL; (4) Reflection: Reflect to understand the SL experience and think about its meaning and connections; and (5) Demonstration/Celebration: Publicly share what they have learned and celebrate results, and when appropriate, incorporate entrepreneurial skills as part of this process.

## Parent/Family Involvement Activities

21C provides and/or facilitates with project partners, **parent/family involvement activities** including adult development activities (e.g., ESL classes, GED preparation classes, parent education, and technology training); parent and child shared activities (i.e., family activity nights, service learning projects, program orientations), governance and leadership activities (i.e., parents serving on the Advisory Group, conducting parent needs assessments), and activities that link parents to schools (i.e., 21C staff attend parent/teacher conferences, 21C staff provide teachers and parents with updates about children's progress).

In order to serve the largest number of parents possible, a parent program called 21C Engaged was provided to parents/adults on Saturdays and Tuesday/Thursday evenings. The Saturday program was held from 9:00a to 1:00p every Saturday. The Tuesday/Thursday evening program was held from 6:00-7:30p and provided three levels of ESL classes, GED preparation classes, and citizenship classes. Free childcare was provided for children of participating parents.

## Collaborative Partnerships

Many of the 21C partners have a long-standing relationship with the district and 21<sup>st</sup> CCLC programs. During Year 1, the schools were supported by partners from **2 Institutions of Higher Education (IHEs)**, **7 community organizations**, and **2 WC6 programs**. Services provided by partners include volunteer tutors, college visits, workshops to students and parents, recreation and organized sports, outdoor activities, nutrition education, and parent education courses and programs. 21C staff and partners regularly communicate to plan/implement services provided by partners to students and parents during OST.

### Exhibit 2 21C Partners and Services Provided

21C Partners	Service(s) Provided
University of Northern Colorado (UNC)	<i>Office of Engagement, College of Education and Behavioral Sciences, and Hispanic Studies ESL Program</i> Undergraduate students facilitate student learning as part of their service learning requirement (12 hours/semester).
Aims Community College	Adult ESL and GED classes in English and Spanish; student and parent workshops on college, careers, and certification programs; college visits; and mentoring.
City of Greeley, Rodarte Center	After-school and summer programming, transportation, nutritional services supported by the Weld County Food Bank, and classroom space for adult education classes.
Colorado Parent Coalition	Parent Leadership Training Program designed to strengthen family engagement with schools through coaching, technical assistance, and program implementation. Implementation of Academic Parent Teacher Team meetings to work with parents and provide them with the knowledge and skills to increase their engagement in their children's education.
Lutheran Family Services Refugee/Asylee Programs	Academic and mentoring support to newcomer students/parents, and resettlement services including housing, employment, English language development, and cultural orientation.
Immigrant & Refugee Center (IRC) of Northern Colorado	ESL/HSE classes, citizenship preparation, navigation services, workplace readiness education for 21C parents onsite, at the WC6 Family Center, and in the 4 schools. Blending service with a local non-profit allows all entities to use the same curriculum which allows parents to attend classes at different locations.
City of Greeley	Free public transportation for students/families, space for workshops in City facilities, support/locations for organized sports, and Heartsaver First Aid & CPR classes for parents and students.
Colorado Youth Outdoors	Outdoor programming for students including fishing, trap shooting, archery, and fly tying; staff training through the CYO Train the Leaders course; facility use; team building and relationship building; and community service partnerships.
WC Dept of Public Health/Environment Cooking Matters	Nutrition and cooking classes to parents and students. Lessons cover meal preparation, grocery shopping, food budgeting and nutrition; and each participant receives the food items to practice the recipes at home.
Soccer Without Borders	Long-term support and crucial skills to develop as a person, student, and athlete; academic/language development support, high school and college preparation, and workshops on nutrition, wellness, mindfulness,

21C Partners	Service(s) Provided
	and healthy relationships; and provide equipment, coaching, and transportation.
WC6 AVID Program	AVID will be expanded from the school day to the 21C program to further support students and teach them the soft skills necessary for success in school and postsecondary education and careers.
WC6 GEAR UP (GU) Grant	GU provides services to current 9 <sup>th</sup> and 10 <sup>th</sup> grade students at Jefferson to encourage increased attendance in postsecondary education of low-income students. GU will support 21C efforts to increase the college and career readiness of Jefferson students by providing college visits, student mentoring by the school GU Advisor, student academic support during the school day, and student/parent workshops on preparing for and paying for college.

### Professional Development

21C provides all 21C staff with regular and ongoing professional development in order to ensure that they are prepared to plan and implement high quality extended day programming at each school. Following is a list of the professional development provided to 21C staff during 2018-19. An average of 12 21C staff participated in eight activities on topics including developing effective programs, parent engagement, program objectives, reports, and the evaluation. Site Facilitators participated in monthly meetings and 21C staff participated in regular attendance meetings.

**Exhibit 3  
Professional Development Provided to 21C Staff**

Date	Title/Topic	# Staff Attending
9/18/18	Developing and Effective Program	12
10/22/18	Parent Programs	12
12/6/18	Review of Fall Program Data	12
1/17/19	Performance Measures and Goal/Objective Alignment	12
2/28/19	EZ Report Training	12
3/4/19	Developing a Summer Program	12
4/16/19	Program Evaluations: Surveys	12
5/14/19	Review of Spring Program Data	12
<b>Total</b>		<b>96</b>

### Performance Measures

21C performance measures were designed to guide project implementation efforts and to achieve the outcomes described in the project proposal. To follow are the five performance measures that address how the project serves and impacts participating students and parents.

**Performance Measure 1: Core Academics: Reading and Math**

Each year, 65% of regular attendees in grades 2-10 will increase their RIT score on NWEA MAP Reading and/or Math Assessments from fall to spring.

**Performance Measure 2: Essential Skills/Educational Enrichment**

Each year, 80% of regular attendees will report that participating in 21C helped them apply their learning from the school day to real-world activities and projects.

**Performance Measure 3: Attendance**

Beginning in Year 2 and each year thereafter, general classroom teachers will report that 2% more regular attendees (than the 2018-19 baseline) that needed to improve attended class more regularly as reported on the CDE Teacher Survey.

**Performance Measure 4: Family Engagement**

Each year, 80% of parents responding to a survey that participated in 21C services will report that they increased their skills for being more engaged in their child's education and learning.

**Performance Measure 5: Core Academics: College Readiness**

Each year, 3% more regular attendees (from the 2017 baseline of 14% PSAT 10, 25% SAT) will score at the College and Career Readiness Benchmarks (CCRBs) in Reading/Writing and/or Math on the PSAT and SAT.

# Evaluation Methodology

The evaluation of 21C was designed to be responsive to State/Federal reporting requirements and to meet local program planning needs. The data collected for the evaluation includes information on instructional design and materials; student and parent participation; student and parent achievement; and parent, student, and staff attitudes about the various instructional and support components of the project.

An external evaluator was contracted to help ensure objectivity in the evaluation of the project, to help staff examine the effectiveness of the project, and to make recommendations to improve the quality of the program. To evaluate the project, the external evaluator and project staff were responsible for:

- designing reporting instruments for data collection;
- developing documentation procedures to maintain records on all students and adults participating in the project;
- designing logs, attendance sign-in sheets, and other anecdotal instruments; and
- writing an annual evaluation report to provide information on the extent to which the project's goals and objectives were met.

To report on the activities of 21C, the evaluation focused on the major components of the project as outlined in the performance measures listed in the previous section. The table to follow lists each of the performance measures along with the evaluation data collected for the Year 1 evaluation.

**Exhibit 4**  
**21C Performance Measures and Accompanying Data - Year 1 (2018-19)**

Performance Measures	Data
<b>1.</b> Each year, 65% of regular attendees in grades 2-10 will increase their RIT score on NWEA MAP Reading and/or Math Assessments from fall to spring.	Fall 2018 and Spring 2019 NWEA MAP Reading and Math Assessment RIT scores for all 2018-19 regular attendees in grades 2-10. <i>Supporting data: Spring 2019 Student Survey completed by regular attendees, Spring 2019 21C Staff Surveys, and Spring 2019 CDE Teacher Survey completed by classroom teachers for each 2018-19 regular attendee</i>
<b>2.</b> Each year, 80% of regular attendees will report that participating in 21C helped them apply their learning from the school day to real-world activities and projects.	Spring 2019 Student Survey completed by regular attendees. <i>Supporting data: Spring 2019 21C Staff Survey.</i>
<b>3.</b> Beginning in Year 2 and each year thereafter, general classroom teachers will report that 2% more regular attendees (than the 2018-19 baseline) that needed to improve attended class more regularly as reported on the CDE Teacher Survey.	Spring 2019 CDE Teacher Survey completed by classroom teachers for each 2018-19 regular attendee. <i>Supporting data: 2018-19 school/21C annual attendance data, Spring 2019 Student Survey completed by regular attendees, and Spring 2019 21C Staff Surveys</i>
<b>4.</b> Each year, 80% of parents responding to a survey that participated in 21C services will report that they increased	Fall 2018 and Spring 2019 Parent Program Evaluation completed by parents participating in 21C services. <i>Supporting data: Number of parents completing ESL classes/levels, obtaining citizenship, completing</i>

Performance Measures	Data
their skills for being more engaged in their child's education and learning.	<i>preparation for high school equivalency during 2018-19; Spring 2019 21C Staff Surveys</i>
<p><b>5.</b> Each year, 3% more regular attendees (from the 2017 baseline of 14% PSAT 10, 25% SAT) will score at the College and Career Readiness Benchmarks (CCRBs) in Reading/Writing and/or Math on the PSAT and SAT.</p>	<p>Spring 2019 PSAT 8/9, PSAT 10, SAT Evidenced-based Reading/Writing and Math scores of Jefferson regular attendees in grades 9-11.</p> <p><i>Supporting data: Spring 2019 Student Survey completed by regular attendees, Spring 2019 21C Staff Surveys, and Spring 2019 CDE Teacher Survey completed by classroom teachers for each 2018-19 regular attendee</i></p>

# Evaluation Results

In the 21C proposal, it was estimated that the project would serve approximately 910 students at the four schools (and 364 family members), with the target of at least 246 students (27%) regularly attending. The projected average daily attendance (ADA) rate for all schools was estimated at 73.3 (regular year) and 51.4 (summer). Projections were based on participation/attendance rates from current/past 21<sup>st</sup> CCLC projects in the district.

**Exhibit 5  
Year 1 21C Participation and Attendance Data - Projected**

School Name	Total Number of Students in the School 17-18 (actual)	Unduplicated 21st CCLC Students 18-19 (projected)	Regular Student Attendees 18-19 (projected)	ADA Student Fall 18 – Spring 19 (projected)	ADA Student Summer 2019 (projected)	Unduplicated Family Members 18-19 (projected)
Romero	1,179	450	164	115.3	50.0	180
Martinez	536	157	36	115.3	50.0	63
Heath	706	178	27	23.9	40.9	71
Jefferson	402	125	19	38.6	64.5	50
<b>Total</b>	<b>2,823</b>	<b>910</b>	<b>246</b>	<b>73.3</b>	<b>51.4</b>	<b>364</b>

Exhibit 6 shows the actual participation and attendance numbers for Year 1 of 21C. Results show that 1,280 students were served by 21C during Year 1 (47% of all students in the four schools), with 26% of the students participating, regularly attending (attended 30 or more days). Martinez had the highest percentage of regular attendees (70%). The average daily attendance rate in 21C was 48 for the regular school year and 47 for the summer.

**Exhibit 6  
Year 1 21C Participation and Attendance Data - Actual**

School Name	Total School Population 2018-19	Total 21C Students 2018-19	Number Regular Attendees 2018-19	ADA Student Fall 18 – Spring 19	ADA Student Summer 2019	Number Family Members 2018-19
Romero	1,116	219	107 (49%)	75	54	125
Martinez	516	300	210 (70%)	86	25	117
Heath	732	380	15 (4%)	26	55	132
Jefferson	353	381	6 (2%)	9	30	79
<b>Total</b>	<b>2,717</b>	<b>1,280</b>	<b>338 (26%)</b>	<b>48</b>	<b>47</b>	<b>453</b>

Exhibit 7 lists the number of regular attendees in each grade level. Grades 2-5 had the largest number of students participating in 21C.

**Exhibit 7  
Number of Regular Attendees in Each Grade**

Grade	Number of Regular Attendees in Each Grade												
	K	1	2	3	4	5	6	7	8	9	10	11	12
<b># Students</b>	6	34	64	61	71	68	17	9	2	0	3	0	3

The data summary that follows addresses the five performance measures. For each performance measure, data are reported, analyzed, and summarized. The results serve as the foundation for the conclusions, commendations, and recommendations offered in the last section of this report.

**Performance Measure 1: Core Academics: Reading and Math**

Each year, 65% of regular attendees in grades 2-10 will increase their RIT score on NWEA MAP Reading and/or Math Assessments from fall to spring.

Exhibit 8 shows that the Greeley 21C Project **met Performance Measure 1** with 97% of the 284 regular attendees in grades 2-10 assessed with NWEA MAP Assessments increasing their score in reading and/or math from fall to spring.

**Exhibit 8**  
**Regular Attendees Gaining on NWEA MAP Reading and/or Math Assessments**

	# Assessed	# (%) Gaining	PM Met?
Reading	276	233 (84%)	Yes
Math	276	264 (96%)	Yes
<b>Reading or Math</b>	<b>284</b>	<b>275 (97%)</b>	<b>Yes</b>

Exhibit 9 shows NWEA MAP Reading Assessment results by grade level. Results show that 82% of the 284 regular attendees in grades 2-10 assessed with NWEA MAP Reading Assessments increased their score from fall to spring. The mean gain of 10.2 points was statistically significant ( $p < .001$ ). Note: there were no 9<sup>th</sup> grade regular attendees.

**Exhibit 9**  
**Regular Attendees Gaining on NWEA MAP Reading Assessments**

Grade Level	# Assessed	Mean Pretest Score	Mean Post-test Score	Mean Gain	P-Value	# (%) Gaining
2	60	164.3	179.9	+15.6	<.001	57 (95%)
3	55	179.7	188.9	+9.2	<.001	42 (76%)
4	69	185.3	195.1	+9.8	<.001	58 (84%)
5	62	197.3	204.6	+7.3	<.001	52 (84%)
6	17	203.4	211.8	+8.4	<.01	14 (82%)
7	8	198.8	208.3	+9.5	<.05	7 (88%)
8	2	229.5	230.0	+0.5	>.05	1 (50%)
10	3	216.3	222.0	+5.7	>.05	2 (67%)
<b>Total</b>	<b>276</b>	<b>184.5</b>	<b>194.7</b>	<b>+10.2</b>	<b>&lt;.001</b>	<b>233 (84%)</b>

Percentages of students gaining by grade level ranged from 50% (eighth grade students) to 95% (second grade students). Second grade students also had the highest mean gain.

Exhibit 10 shows NWEA MAP Math Assessment results by grade level. Results show that 96% of the 276 regular attendees in grades 2-10 assessed with NWEA MAP Math Assessments increased their score from fall to spring. The mean gain of 13.3 points was statistically significant ( $p < .001$ ). Note: there were no 9<sup>th</sup> grade regular attendees.

**Exhibit 10**  
**Regular Attendees Gaining on NWEA MAP Math Assessments**

Grade Level	# Assessed	Mean Pretest Score	Mean Post-test Score	Mean Gain	P-Value	# (%) Gaining
2	63	164.0	178.6	+14.6	<.001	62 (98%)
3	55	180.9	194.6	+13.7	<.001	53 (96%)

Grade Level	# Assessed	Mean Pretest Score	Mean Post-test Score	Mean Gain	P-Value	# (%) Gaining
4	68	189.8	203.3	+13.5	<.001	64 (94%)
5	61	198.7	212.4	+13.7	<.001	59 (97%)
6	16	207.8	215.6	+7.8	<.001	14 (88%)
7	8	212.6	218.0	+5.4	<.05	7 (88%)
8	2	232.5	252.0	+19.5	>.05	2 (100%)
10	3	217.7	225.3	+7.6	>.05	3 (100%)
<b>Total</b>	<b>276</b>	<b>186.4</b>	<b>199.7</b>	<b>+13.3</b>	<b>&lt;.001</b>	<b>264 (96%)</b>

Percentages of students gaining by grade level ranged from 88% (sixth and seventh grade students) to 100% (eighth and tenth grade students). Eighth grade students had the highest mean gain.

Exhibit 11 shows regular attendee and student ratings on the impact of 21C on their academic achievement. Results show that 93% of the students responding reported that 21C helped increase their learning from school, 88% felt that 21C helped them do better in school, 84% felt that 21C helped them improve their reading skills, and 83% felt that 21C helped them do better in math. Ratings assigned by students in grades 3-5 and 6-12 were nearly identical for all four questions.

**Exhibit 11**  
**Student Ratings of the Impact of 21C on their Academic Achievement**

Extent to which...	N	# (%) Not at all	# (%) Somewhat	# (%) Very Much	Mean Rating
1. 21C helped increase my learning from school	127	9 (7%)	44 (35%)	74 (58%)	2.5
2. 21C helped me do better in school	128	15 (12%)	47 (37%)	72 (56%)	2.5
3. 21C helped me improve my reading skills	127	20 (16%)	44 (35%)	63 (50%)	2.3
4. 21C helped me improve my math skills	134	23 (17%)	49 (37%)	62 (46%)	2.3

Ratings By Grade Level	Question 1		Question 2		Question 3		Question 4	
	N	Mean Rating						
3-5	83	2.5	84	2.5	84	2.3	87	2.3
6-12	44	2.5	44	2.5	43	2.4	47	2.3

Exhibit 12 shows the ratings of 21C staff when asked about the impact of 21C on students' reading and math skills. All 29 21C staff responding (100%) reported that 21C increased students' math skills, and all but one 21C staff responding reported that 21C increased students' reading skills.

**Exhibit 12**  
**Staff Ratings of the Impact of 21C on Students' Academic Achievement**

Extent to which...	N	# (%) Not at all	# (%) A Little	# (%) Some-what	# (%) A Lot	# (%) Very Much	Mean Rating
1. 21C increased students' <b>reading</b> skills	29	1 (3%)	5 (17%)	9 (31%)	7 (24%)	7 (24%)	3.5
2. 21C increased students' <b>math</b> skills	29	0 (0%)	6 (21%)	8 (28%)	7 (24%)	8 (28%)	3.6

Exhibit 13 shows that 51% of the 47 regular attendees that needed to improve, improved their academic performance as reported by general classroom teachers on the CDE Teacher Survey.

Thirty-eight percent (38%) of the students that needed to improve showed no change, and 11% declined.

**Exhibit 13  
Teacher Ratings of the Impact of 21C on Students' Academic Performance**

# Students that Needed to Improve	# (%) Showing Improvement	# (%) Showing No Change	# (%) Showing Decline
47	24 (51%)	18 (38%)	5 (11%)

**Performance Measure 2: Essential Skills/Educational Enrichment**

Each year, 80% of regular attendees will report that participating in 21C helped them apply their learning from the school day to real-world activities and projects.

Exhibit 14 shows that the Greeley 21C Project **met Performance Measure 2** with 94% of the 132 regular attendees and students responding to surveys in grades 3-12 indicating that 21C helped them apply what they learned in school to real-world activities and projects (68% very much, 30% somewhat). Ratings are based on a 3-point scale where 1=not at all, 2=somewhat, and 3=very much.

**Exhibit 14  
Student Ratings of the Impact of 21C on Applying Learning**

21C helped me apply what I learned in school to real-world activities and projects							
Grade Levels	N	# (%) Not at all	# (%) Somewhat	# (%) Very Much	Mean Rating	% Yes	PM Met?
3-5	85	7 (8%)	26 (31%)	52 (61%)	2.6	92%	Yes
6-12	47	1 (2%)	14 (30%)	32 (68%)	2.7	98%	Yes
<b>Total</b>	<b>132</b>	<b>8 (6%)</b>	<b>40 (30%)</b>	<b>84 (64%)</b>	<b>2.6</b>	<b>94%</b>	<b>Yes</b>

Students in grades 6-12 rated this item slightly higher than students in grades 3-5, however, both grade level groupings met the performance measure with 92% of students in grades 3-5 reporting applying what they learned, and 98% of students in grades 6-12.

Exhibit 15 shows the mean rating of 21C staff when asked about the impact of 21C on the application of learning. All 29 21C staff responding (100%) reported that 21C helped students apply learning from the classroom to real-world activities and projects.

**Exhibit 15  
Staff Ratings of the Impact of 21C on the Application of Learning**

Extent to which 21C helped students apply learning from the classroom to real-world activities and projects						
N	# (%) Not at all	# (%) A Little	# (%) Somewhat	# (%) A Lot	# (%) Very Much	Mean Rating
29	1 (3%)	4 (14%)	5 (17%)	8 (28%)	11 (38%)	3.8

**Performance Measure 3: Attendance**

Beginning in Year 2 and each year thereafter, general classroom teachers will report that 2% more regular attendees (than the 2018-19 baseline) that needed to improve attended class more regularly as reported on the CDE Teacher Survey.

Year 1 serves as baseline for Performance Measure 2. Exhibit 16 shows that 52% of the 50 regular attendees that needed to improve, attended class more regularly as reported on the CDE Teacher Survey. Thirty-two percent (32%) of the students that needed to improve showed no change, and 16% declined.

**Exhibit 16  
Teacher Ratings on the Impact of 21C on Student Attendance**

# Students that Needed to Improve	# (%) Showing Improvement	# (%) Showing No Change	# (%) Showing Decline
50	26 (52%)	16 (32%)	8 (16%)

Exhibit 17 shows the attendance rates for each of the 21C schools as well as the attendance rates of students that participated in 21C.

**Exhibit 17  
Attendance Rates of 21C Schools Compared to the Attendance Rates of Students Participating in 21C**

School	2018-19 School Attendance Rates	2018-19 Attendance Rates of 21C Students	Diff
Martinez	94.3%	96.0%	+1.7%
Romero K-3	92.7%	94.7%	+2.0%
Romero 4-8	93.3%	96.7%	+3.4%
Heath	90.1%	95.3%	+5.2%
Jefferson	80.2%	91.3%	+11.1%

Exhibit 18 shows regular attendee and student ratings on the impact of 21C on their attendance. Results show that 89% of the students responding reported that 21C helped them attend school more often (93% students in grades 6-12, 86% students in grades 3-5).

**Exhibit 18  
Student Ratings of the Impact of 21C on their Attendance**

Extent to which 21C helped me go to school more often					
Grade Levels	N	# (%) Not at all	# (%) Somewhat	# (%) Very Much	Mean Rating
3-5	86	12 (14%)	25 (29%)	49 (57%)	2.4
6-12	46	3 (7%)	7 (15%)	36 (78%)	2.7
<b>Total</b>	<b>132</b>	<b>15 (11%)</b>	<b>32 (24%)</b>	<b>85 (64%)</b>	<b>2.5</b>

Exhibit 19 shows the ratings of 21C staff when asked about the impact of 21C on student attendance. All but two of the 27 21C staff responding (93%) reported that 21C increased student attendance.

**Exhibit 19  
Staff Ratings of the Impact of 21C on Student Attendance**

Extent to which 21C increased student attendance						
N	# (%) Not at all	# (%) A Little	# (%) Some- what	# (%) A Lot	# (%) Very Much	Mean Rating
27	2 (7%)	5 (19%)	7 (26%)	3 (11%)	10 (37%)	3.5

**Performance Measure 4: Family Engagement**

Each year, 80% of parents responding to a survey that participated in 21C services will report that they increased their skills for being more engaged in their child's education and learning.

Exhibit 20 shows that the Greeley 21C Project met Performance Measure 4 with all 12 parents responding (100%) to Parent Program Evaluations indicating that they increased their skills for being more engaged in their child's education and learning (100% very much). Ratings are based on a 3-point scale where 1=not at all, 2=somewhat, and 3=very much.

**Exhibit 20  
Parent Ratings of their Ability to Help their Child with Homework/Learning**

# Responding	# (%) Not at all	# (%) Somewhat	# (%) A Lot	Mean Rating	Goal Met?
12	0 (0%)	0 (0%)	12 (100%)	3.0	Yes

Exhibit 21 shows other ratings assigned by parents on Parent Program Evaluations about the impact of the project on their skills. All parents responding reported that English classes helped them improve their literacy/English language skills, GED classes prepared them to take the GED, Citizenship classes prepared them to take the citizenship test, and Cooking Matters classes taught them how to use nutrition information to make healthier choices and cook affordable meals.

**Exhibit 21  
Parent Ratings of the Impact of 21C Parent Activities on their Literacy/English Language Skills, Technology Skills, and Academic Skills for GED**

Parent Skills	N	# (%) Not at all	# (%) Some- what	# (%) Very Much	Mean Rating
English classes helped me improve my literacy/ English language skills	33	0 (0%)	2 (6%)	31 (94%)	2.9
GED preparation classes helped me learn the skills needed to prepare for the GED	4	0 (0%)	0 (0%)	4 (100%)	3.0
Citizenship classes helped me prepare to take the citizenship test	5	0 (0%)	0 (0%)	5 (100%)	3.0
Cooking Matters classes taught me how to use nutrition information to make healthier choices	14	0 (0%)	0 (0%)	14 (100%)	3.0
Cooking Matters classes taught me how to cook affordable meals	14	0 (0%)	0 (0%)	14 (100%)	3.0

Of note is that **41 parents completed ESL classes or gained a level of proficiency in English; 13 parents obtained their United States Citizenship; and five parents completed preparation for a high school equivalency diploma.**

21C staff responding to a survey in spring 2019 rated the impact of the project on parent engagement and parents' skills. Ratings are based on a 5-point scale where 1=not at all, 2=a little, 3=somewhat, 4=a lot, and 5=very much. All but three staff responding (86%) felt that 21C helped parents improve their ability to help their child with schoolwork and learning, and all but four staff responding (85%) felt that 21C helped parents increase their English language skills, literacy skills, and/or technology skills.

**Exhibit 22  
Staff Ratings of the Impact of the Project on Parents**

Extent to which 21C helped parents improve their...	N	# (%) Not at all	# (%) A Little	# (%) Somewhat	# (%) A Lot	# (%) Very Much	Mean Rating
...ability to help their child with schoolwork and learning	21	3 (14%)	1 (5%)	7 (33%)	6 (29%)	4 (19%)	3.3
...English language skills, literacy skills, and/or technology skills	26	4 (15%)	4 (15%)	6 (23%)	6 (23%)	6 (23%)	3.2

On surveys, 21C staff reported that parents were involved by participating in the 21<sup>st</sup> Century Engaged Program, visiting the school, attending student sporting events and STEM/arts-related productions, and were kept informed about their child's progress in school and the 21C Program. Following are examples of specific ways in which parents were involved in 21C and the impact of their participation.

- *By the end of the program, parents were able to come in and see what their children were working on and completing. Students shared with their parents the projects they completed.*
- *It helped students get work done that parents are unable to understand.*
- *Not only did the program assist learning that occurs throughout the day, but families were able to pick up kids, have dinner together, and debrief their work.*
- *Parents understand that it is crucial for their child to attend the program to close the gap in phonics and increase comprehension.*
- *The Panther Express has offered a place for kids to do homework with a tutor. Many parents were looking for a place where their kids could work as the parents do not know how to help.*
- *The Spanish GED program helped parents develop skills necessary to succeed.*
- *We have been offering Spanish GED for monolingual parents.*
- *We have had several parents taking GED classes at our school.*
- *We offered classes for parents to learn English.*

**Performance Measure 5: Core Academics: College Readiness**

Each year, 3% more regular attendees (from the 2017 baseline of 14% PSAT 10, 25% SAT) will score at the College and Career Readiness Benchmarks (CCRBs) in Reading/Writing and/or Math on the PSAT and SAT.

Progress toward Performance Measure 5 cannot be determined as fewer than 10 regular attendees were assessed with the PSAT 10 and SAT in 2018-19.

**Exhibit 23**  
**Regular Attendees Scoring at the CCRBs in Reading/Writing and/or Math on the SAT/PSAT 10**

	# Assessed	Average Score	# (%) Scoring at CCRBs	PM Met?
Reading/Writing	<10	N/A	N/A	N/A
Math	<10	N/A	N/A	N/A
<b>R/W or Math</b>	<b>&lt;10</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>

Exhibit 24 shows the ratings of 21C staff when asked about the impact of 21C on student attendance. All but two of the 27 21C staff responding (93%) reported that 21C increased student attendance.

**Exhibit 24**  
**Staff Ratings of the Impact of 21C on College Readiness**

Extent to which 21C helped students prepare for the PSAT or SAT						
N	# (%) Not at all	# (%) A Little	# (%) Somewhat	# (%) A Lot	# (%) Very Much	Mean Rating
15	2 (13%)	0 (0%)	9 (60%)	1 (7%)	3 (20%)	3.2

**21C Staff Survey Results**

Thirty-three (33) 21C staff responded to a survey in April/May 2019. Following are their ratings of 21C and the impact of the project on student engagement in school. Ratings are based on a 5-point scale where 1=not at all, 2=a little, 3=somewhat, 4=a lot, and 5=very much.

**Exhibit 25**  
**Staff Ratings of 21C and Student Engagement**

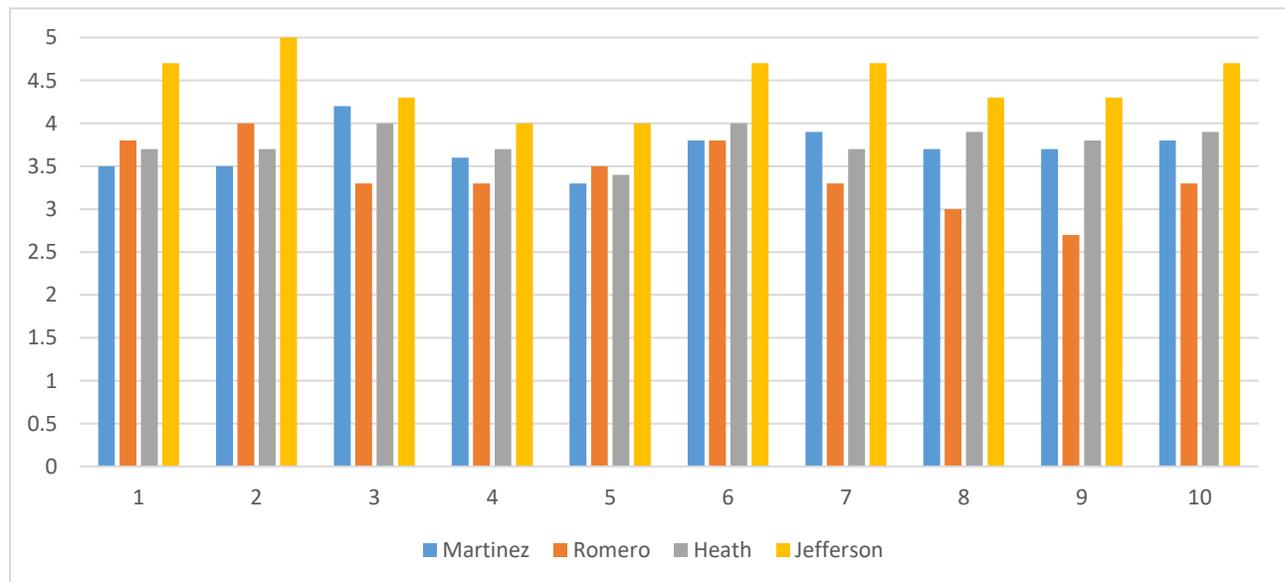
	N	# (%) Not at all	# (%) A Little	# (%) Somewhat	# (%) A Lot	# (%) Very Much	Mean Rating
1. Provided students with an innovative program of project-based learning that incorporates STEM, health and wellness, Next Generation Learning Environment Characteristics and Student Competencies, and service learning	30	0 (0%)	7 (23%)	5 (17%)	7 (23%)	11 (37%)	3.7
2. Provided students and teachers with opportunities to design projects together	31	2 (7%)	2 (7%)	8 (26%)	8 (26%)	11 (36%)	3.8
3. Increased student engagement in school	31	0 (0%)	3 (10%)	8 (26%)	6 (19%)	14 (45%)	4.0
4. Increased student accountability for learning	29	1 (3%)	3 (10%)	9 (31%)	9 (31%)	7 (24%)	3.6
5. Built on what was taught during the day	29	0 (0%)	9 (31%)	5 (17%)	8 (28%)	7 (24%)	3.5
6. Helped students improve their use of technology to access resources and improve their academic skills	30	0 (0%)	5 (17%)	4 (13%)	8 (27%)	13 (43%)	4.0
7. Helped students improve their ability to understand and apply concepts from science, technology, engineering, & math by participating in STEM activities	28	0 (0%)	4 (14%)	6 (21%)	9 (32%)	9 (32%)	3.8
8. Helped students deepen and extend classroom learning to improve academic	27	0 (0%)	1 (4%)	10 (37%)	9 (33%)	7 (26%)	3.8

	N	# (%) Not at all	# (%) A Little	# (%) Some- what	# (%) A Lot	# (%) Very Much	Mean Rating
achievement, build social skills, and develop civic skills and attitudes by participating in service learning							
9. Helped students become more engaged in school by increasing their feeling of responsibility for, and control over, their own learning as a result of participating in project-based learning	28	2 (7%)	4 (14%)	4 (14%)	9 (32%)	9 (32%)	3.7
10. Provided a means for students to play an active role in shaping their learning experience	29	0 (0%)	4 (14%)	6 (21%)	8 (28%)	11 (38%)	3.9

Highest rated was the extent to which 21C increased student engagement in schools, and helped students improve their use of technology to access resources and improve their academic skills (mean rating of 4.0 each out of 5.0), followed closely by the extent to which 21C provided a means for students to play an active role in shaping their learning experience (mean rating of 3.9).

Following is a graphic display of the differences in mean ratings among 21C staff in the four schools. Prairie Heights staff (n=13) assigned the highest mean ratings to all 10 items.

**Exhibit 26**  
**Staff Ratings of 21C and Student Engagement, by School**



21C staff reported that 21C impacted students by helping them increase their self-confidence and academic achievement; provided a safe place for students to go after school; facilitated creativity, expression, and ingenuity; and increased student engagement and involvement in school. Following are examples of staff comments.

- *Fun activities at school. Discoveries of new things (robots, coding, foreign languages...)*
- *Gave them instruction in areas they don't normally focus on during the school day.*

- *Helped them identify and expand on skills that are not always taught specifically in the classroom.*
- *I did culture & crafts club the first half of the year with students, but the second half I primarily helped with an after school study/tutor time. I do think students benefited from the small group instruction during this time.*
- *I think the biggest thing 21C did was bring students together on common interests and gave them an area to hang out and enjoy that interest. Several students had access to technology that they wouldn't have had access to otherwise. Students enjoyed showing off the projects they completed.*
- *Increased involvement and developed stronger relationships between students and students and staff*
- *It has helped students get work done if they need extra time or extra help.*
- *It helped students increase their academic knowledge.*
- *It helped students increase their math or literacy skills and confidence.*
- *It improved attendance and relationships.*
- *My classroom has been full of students communicating and working together to achieve common goals. I have watched students become leaders and guide younger students. I believe this program has given students the opportunity to see and work with teachers in a new way. It has helped us build better relationships with our students.*
- *Students were given opportunities that they would not otherwise have. It also allowed students that could not fit electives into their schedule to try out new things.*
- *Students are taking advantage of free time that they have right after school. The programs are catered to what the kids want and need taking into account the strengths of both student and teacher.*
- *Students have gotten so much better at being willing to do things.*
- *Students love coming to 21C. It is a safe place for them to learn and explore new things.*
- *Students were able to catch up on missed work and increase their reading skills.*
- *Students were able to work individually and collaboratively in groups on projects.*
- *The 21C program impacted a lot of things like helping students with math and reading, and increasing student scores in math and reading.*
- *The 21C program impacted students because now students are more interested in STEAM and learn math better.*
- *The program addressed the needs of students who needed guided help with their literacy skills.*
- *The students understand that attending 21C will help them to become fluent in reading.*

Following are stories about the impact of 21C on participating students as submitted by 21C staff.

- *DIBELS results show increases in fluency, accuracy, and retell.*
- *Students told me on multiple occasions that the only reason they came to school was to go to their club.*
- *Students were working on injuries related to sports and many of the students in the middle school program were directly involved in after-school sports and able to research the sport that they were participating in.*
- *The homemakers club allowed students to learn basic sewing skills while learning how to properly pick out material designs that are appealing to the eyes. The shirt club allowed for students to learn different shirt making techniques. Students were proud to show off their projects in both clubs.*
- *We were able to get a non-traditional fraternity from the University of Northern Colorado to come and help our English learners during tutoring sessions in the program.*

21C staff reported that they regularly used technology in the program including apps, editing software, online programs, iPads, and completing assignments online. Following are specific examples of the way in which the 21C program used technology.

- *Animal research for project-based learning.*
- *By searching images or meanings of word and images by having an idea of what to do.*
- *Coding, video game designs, robotics, etc.*
- *Digital photo used Adobe software. Shirt making taught students multiple design programs.*
- *Everything we did involved technology – drones, sewing machines, head presses, and cameras.*
- *I am not sure that we offered a lot of parent/families programs. I would like to see us offer more and in order to do that we need a better way of communicating with parents.*
- *Students have access to computers for learning opportunities as well as coding and video game design.*
- *Students used computers to research information for their projects and create presentations to share with classmates.*
- *Students used Reading Plus, Dreambox, and MobyMax for reading and math.*
- *Students used technology to research and build Google slides to complete their project.*
- *The students used technology for research purposes.*

# Conclusions, Commendations, and Recommendations

The Greeley 21C Project (Cohort 8) implemented a wide array of services and activities during the first year of the grant. The project provided students with innovative programming that included project-based learning that incorporates STEAM, service learning, and college and career readiness. The programs operated at four sites - Martinez Elementary, Romero K-8, Heath Middle School, and Jefferson Jr/Sr High School. Services began in September 2018 and ended in April 2019.

Results of the Year 1 evaluation show that three of the three performance measures applicable in Year 1 (100%) were accomplished demonstrating impact of the project on regular attendees' reading and math skills, application of learning to real-world projects, and parent engagement in their child's learning and education. For the performance measure addressing career/college readiness, there were fewer than 10 students with results so progress was not determined, and for the performance measure addressing attendance, Year 1 served as the baseline.

Student ratings of the project's impact of the project on their learning and engagement in school were very high indicating that the project was successful at implementing an innovative program of project-based learning that looks different than the regular school day. Students reported that the 21C activities and projects were fun; they like going to school more now; and they are more willing to participate in class, more confident in school, and are more excited about learning. 21C staff agreed with students by assigning high mean ratings to items that address students and teachers designing projects together, increasing student engagement in school, providing students with opportunities to work on real and personally-meaningful projects, and providing students with an innovative program. Specific recommendations for continued success follow.

1. Romero 21C staff ratings on 8 of 11 items (#3, 4, 5, 7 [tied with Centennial], 8, 9, 10, 11) on the Staff Survey were lower than those of the other three schools. It would be worthwhile to determine the reasons for the differences. It is recommended that 21C administrators share survey results with all 21C staff and discuss the differences in the ratings to determine if there are programmatic issues that need to be addressed.
2. A higher percentage of students gained on NWEA MAP Math Assessments than Reading Assessments (97% versus 84%). While the percentage gaining in reading was high, it may be worthwhile to incorporate more reading strategies and instruction into 21C PBL and service learning activities.
3. Half of the 47 regular attendees that needed to improve, improved their academic performance as reported by general classroom teachers on the CDE Teacher Survey (38% showed no change and 11% declined). In addition, 21C staff rated this item lowest of all items on the staff survey. This may indicate a need for increased collaboration with the school day teacher to determine and build on student learning needs.
4. School day teachers also reported that half of the 50 regular attendees that needed to improve, attended class more regularly as reported on the CDE Teacher Survey (32% showed no change and 16% declined). It is recommended that the project review the

attendance policies and systems for encouraging attendance to ensure that 21C is supporting students and engaging students to increase their attendance in school.

5. Consider the recommendations made by 21C staff (see below) such as: incentivizing participation to increase attendance, promoting the program more, more student input on clubs/programming, and more variety of programming.

Following are **21C staff suggestions** for improving/enhancing the 21C program as a whole or at their school.

- *Better organization and teacher participation as well as staff commitment.*
- *Better promotion at the school level to increase attendance.*
- *Diversity of activities to embrace our diverse students.*
- *Emphasize study hall as more of a core focus in the program and incentivize participation.*
- *I would like to take it more into the arts. Music videos, bands, dancing etc.*
- *It was a very long program and I noticed a burn-out towards the end...perhaps shorten the time offered?*
- *More advertising for student involvement.*
- *More planning before the program starts to get a better idea on what project to implement and what the students will be doing.*
- *More student input for what clubs they want to have available to them. More structure in the clubs themselves.*
- *More variety of clubs.*
- *Perhaps having students work on projects at school that they can apply to programs in the community.*
- *Students with gaps in reading and math need to spend more time in academics in order to close the gaps.*
- *We do not have enough technology for students to effectively participate in project based learning.*
- *We need at least one computer for each student as well as other supplies and administrative support.*

In summary, during the first year of 21C, students were provided with innovative, individualized, needs-based services through extended learning opportunities that helped them improve their academic skills and engagement in school; school and project staff increased their capacity to effectively serve students participating in the project; ongoing and regular collaboration and communication occurred among the three project sites and 21C staff; and collaborative partnerships with community agencies/businesses and institutions of higher education helped expand the scope of the project beyond what the district could provide alone.