

Evaluation Report: 2015-2016 Program Year

21st Century Community Learning Centers

Report Prepared for:
Office of Dropout Prevention and Student Re-engagement
Colorado Department of Education



COLORADO
Department of Education



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INTRODUCTION

21st Century Community Learning Centers (21st CCLCs)

The 21st Century Community Learning Centers (21st CCLCs) are community learning centers that provide students with high-quality academic enrichment opportunities and activities designed to complement the students' regular academic program. In addition, they offer literacy and related educational development to families of these students.

Centers serve students—in particular, those who attend high-poverty and low-performing schools—and provide services during non-school hours or periods when school is not in session (such as before and after school, or during summer break).¹

Under an ESEA waiver, Colorado centers could also provide extended learning time (ELT) programs during this program year. ELT is the time that a school extends its normal school day, week, or year to provide additional instruction or education programs for all students beyond the state-mandated requirements for the minimum hours in the school day, days in a school week, or days or weeks in a school year.

The 21st CCLC competitive grant program was authorized under Title IV, Part B, of the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind Act of 2001.

About This Report

In 2017, the Office of Dropout Prevention and Student Re-engagement at the Colorado Department of Education (CDE) launched a competitive Request for Qualifications (RFQ) for a third-party evaluator or evaluation company to provide a report on the status of the 21st CCLC grant program in Colorado for the 2015-2016 program year. Several qualified evaluators responded to the RFQ, and Maggie Miller Consulting (MMC) was selected by CDE. MMC reviewed past reports and reviewed data reported by subgrantees related to the state evaluation of the 21st CCLC Grant Program.

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

¹ Adapted from <https://www.cde.state.co.us/21stccclc>.

21st CCLC subgrantees captured program and attendance data through the EZReports web-based data management system. Data such as student attendance, activities, and staffing information were entered on an ongoing basis throughout the 2015-2016 program year. Teacher survey results were recorded at the end of the program year once regular attendee status had been determined for participating students.

The intended audience for the report includes the USDOE, CDE staff, subgrantees, centers, school districts, and the general public. For those not familiar with terms in this report, a glossary can be found in Appendix A.

As mentioned above, the 2015-2016 program year is the timeframe addressed in this report. During this time, two cohorts were in the process of implementing the 21st CCLC grant. Cohort VI was in its 4th year of funding. (Cohort VI funding began in 2012 and continued into 2017.) Cohort VII was in its first year of funding. (Cohort VII funding began in 2015 and continues into 2020.)

CHANGES IN STUDENTS' BEHAVIOR

Background

One of the GPRA Objectives for the 21st CCLC grant is that “participants in 21st Century Community Learning Center programs will demonstrate educational and social benefits and exhibit positive behavioral changes,” and one of the goals of the 21st CCLC grant is to “help students...meet state and local student performance standards in core academic subjects.”²

*Students who engage in after-school programs such as those provided by 21st CCLCs have shown **better academic performance and behavior** compared to student not in these types of programs. (Heckman and Sanger, 2013)*

*Students who engage in after-school programs such as those provided by 21st CCLCs have had **statistically significantly higher test scores and bonding to school, as well as significantly lower problem behaviors** when compared to students not in these types of programs. (Durlak, Weissberg, and Pachan, 2010).*

Previous research has described how students who engage in programs such as those provided by centers experience positive outcomes related to both the GPRA Objective and the grant goal. To gather data related to both of these objectives and goals, teachers were asked to complete surveys with 10 questions about student behaviors among their students who were regular attendees³ at the centers.⁴

² <https://www.cde.state.co.us/21stcclc>

³ Teachers completed surveys only for regular attendees, i.e. those students who came to the center 30 times or more. A section on student attendance patterns can be found below in this report.

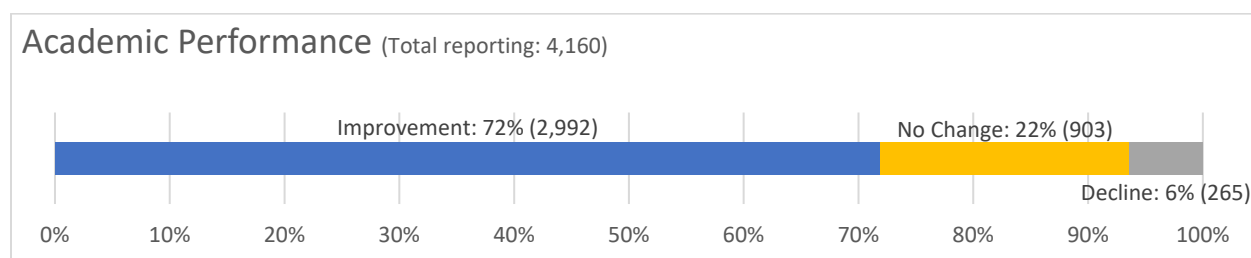
⁴ The survey instrument can be found in Appendix B.

Eight hundred seventy-nine (879) teachers submitted surveys for 4,965 regular attendees at 82 centers representing 31 subgrantees.⁵

Quantitative data has been analyzed and presented below. (A visual comparison of survey data can be found in Table 1, below.) In addition, testimonials—used with permission—have been added to enrich the story told by the numbers.

Findings

Rates of improvement were especially high in the area of “**academic performance**” (e.g., improvement in core academic subjects such as literacy, math, science, and social studies).



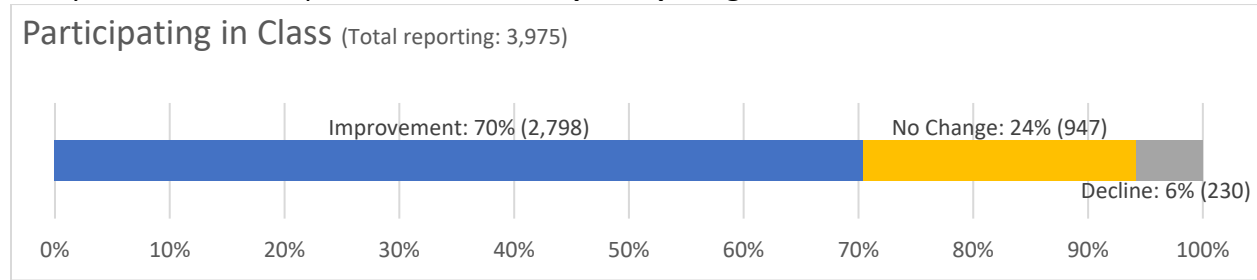
*[The] two students...were not able to function at [a different] school...[and] have utilized the 21st CCLC programs to grow academically, physically, emotionally and socially... They have perfect attendance in school and have been staples in our after-school Homework Club. Because of this, they have **increased dramatically on their academic growth and learning goals. They went from low grade level to at-grade level comprehension on their numeracy and literacy assessment scores.** They have also used their academic planning time to set both short-term and long-term goals for their future. With continued growth, both are **slated to graduate, on-time, with their respective classes.***

- Boulder Valley School District

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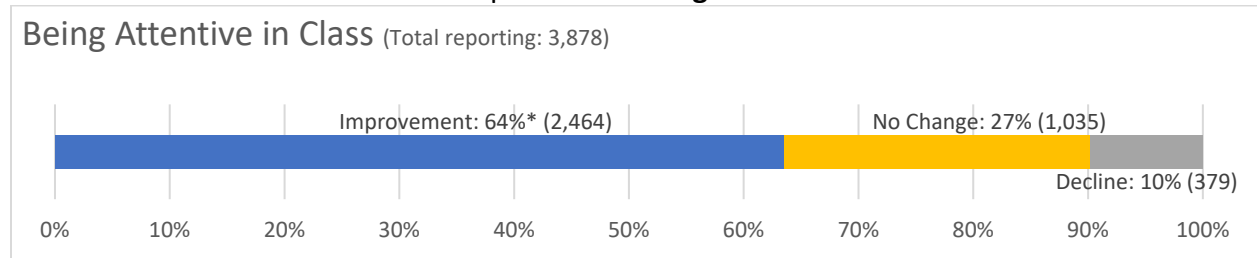
⁵ This represents an 80% response rate from teachers. That is, teachers submitted surveys for 4,965 of the total 6,196 regular attendees.

Many students also improved in the area, **“participating in class.”**



*Since the students have been part of the Summit family--students are **practicing their inquiry in the classroom**. My students feel confident and challenged in the classroom.”*
 -Greeley-Evans School District

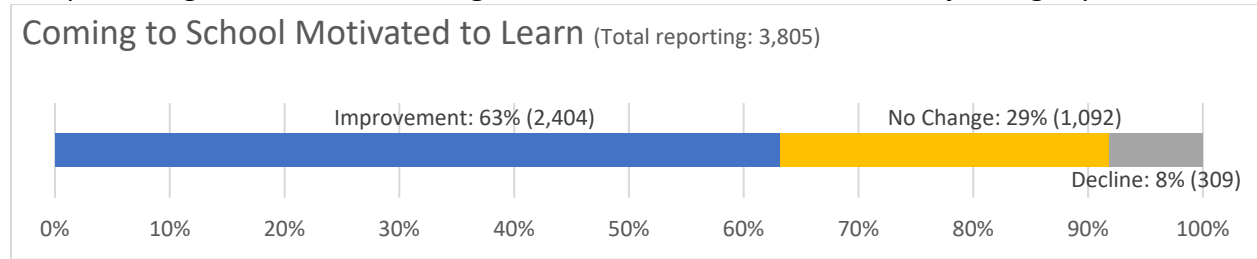
Almost two-thirds of the students improved in **“being attentive in class.”**



When student first came to the Compass program at Paris Elementary last year, the student had a permanent frown on their face. The student **did not listen to directions well at all** nor did the student get along with any of the students... **Fast forward one year...the student** has made a bunch of friends in COMPASS and **listens to directions** (most of the time). The student still has bad days, but the staff at Compass would like to think that COMPASS has had something to do with the positive changes in their behavior.
 -Aurora Public Schools

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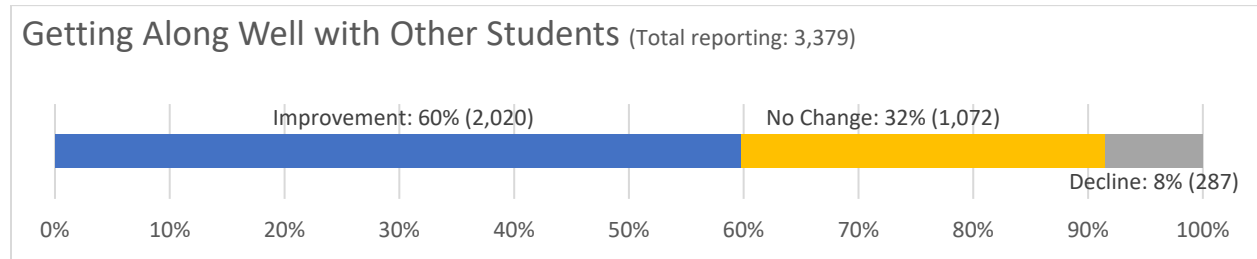
The percentage of students “coming to school motivated to learn” was just slightly lower.



*Not only are [my students] attending but also **they are eager to attend classes**. My students are attending [the program] 2- 3 days a week. They have found a home away from home where they are engaged, making discoveries, and building relationships.*

-Greeley-Evans School District

“Getting along with other students” was an area in which over half of the students improved.

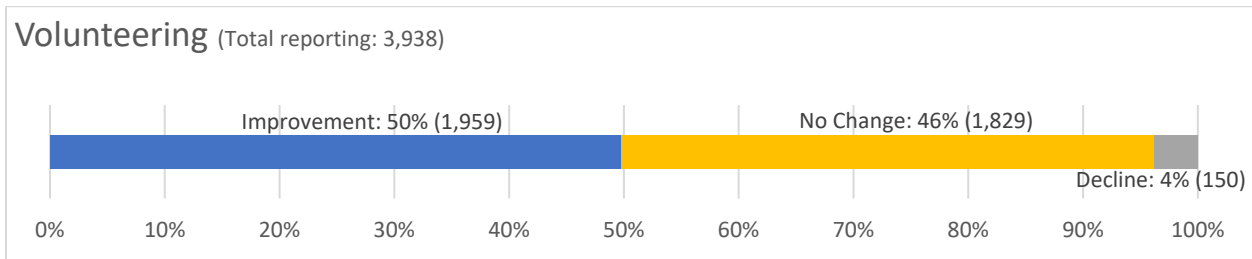


*The 21st Century After School Program has allowed this student to become involved in our school culture; **the student has made several friends** and continues to build relationships with staff. I once asked the student “how was your weekend” their reply “it was boring” so confused I asked why as I love my weekends... and the student informs me that they could not wait for Monday to come so they can come to school and have something to do after school.*

-Denver Public Schools

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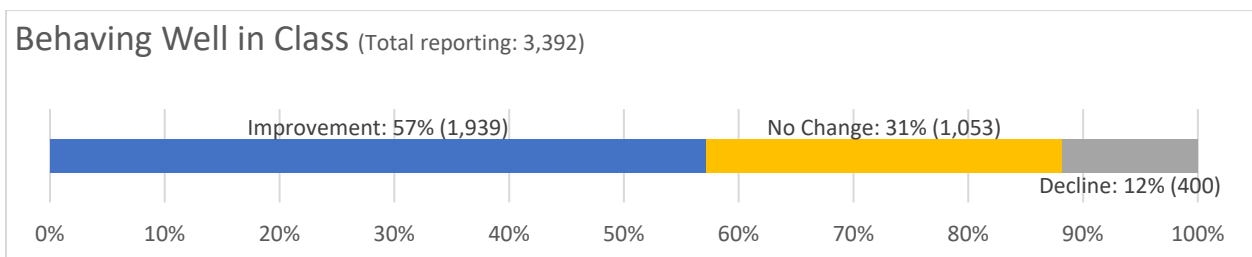
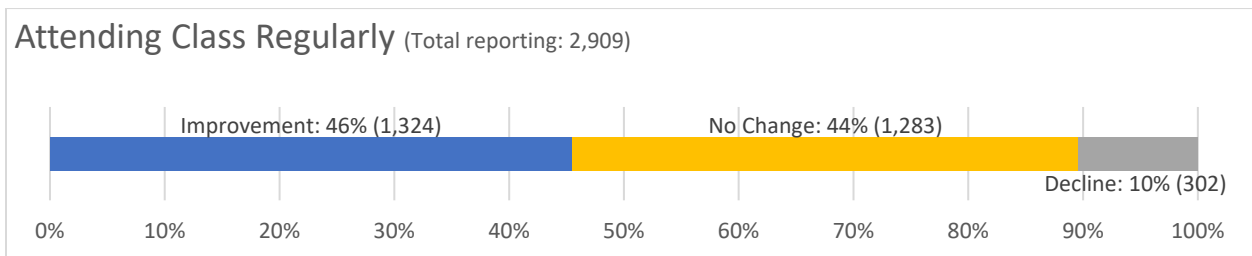
Fifty percent of the students improved in terms of their initiative as **volunteers** (e.g., for extra credit or more responsibilities).



“Mi Casa helped me realize that I needed to be a better person, and that I was a leader and needed to follow through on my promises,” the student said. Mi Casa’s encouragement helped the student step up and the next year as the student began ninth grade, they got involved with the Mi Casa Neighborhood Center. The student **signed up to volunteer with middle school students** through Mi Casa’s Peer Mentoring program and loves the opportunity to **mentor youth** that may be making the same mistakes they did. The student **encourages younger students to take their decisions seriously, consider the consequences of their actions, and work hard to succeed despite the challenges they face.** The student said Mi Casa helped them develop leadership skills and find their voice to express themselves and advocate for others.

-Mi Casa Resource Center

“Attending class regularly” and **“behaving well in in class”** improved among the students as well.



*The student comes from a broken home and lives with grandmother. Knowing the student’s situation, I accepted them in the morning and after school program. **Since the student has been in the program their attendance has improved as well as their behavior.** I have seen them interact with other students and seems to be getting along very well, as the student wasn’t before.*

-Denver Public Schools

Finally, more than half of the students showed improvements in their performance related to **homework**.

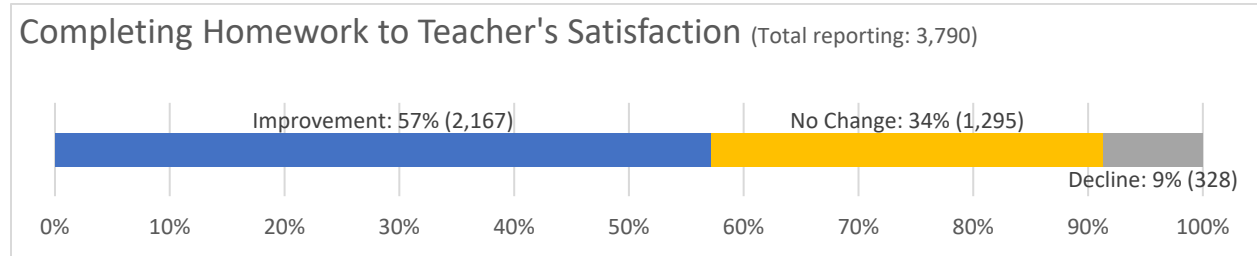
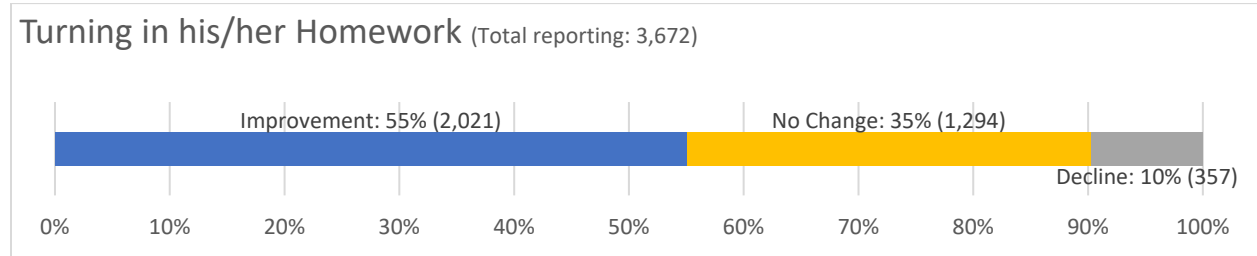
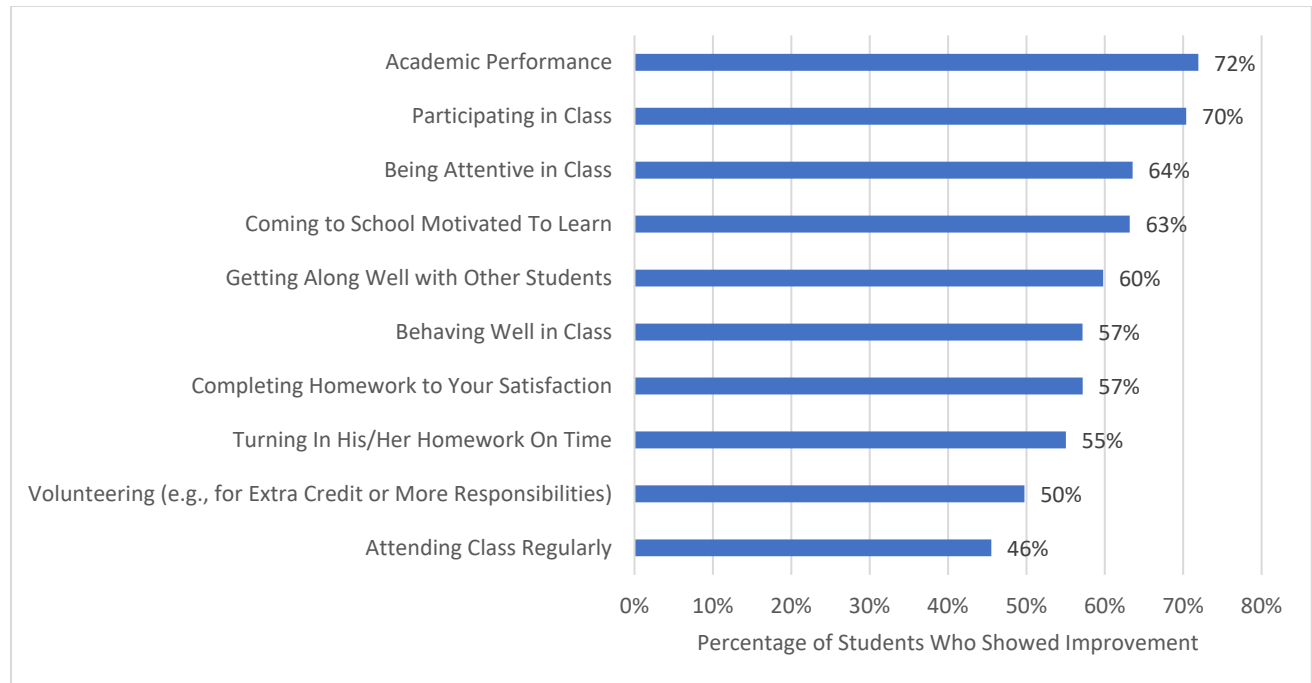


Chart 1 compares survey data across the 10 questions. As described above, the greatest areas of improvement were academic performance and participation in class.

CHART 1: TEACHER SURVEY – COMPARISON OF IMPROVEMENT IN STUDENT BEHAVIOR



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SUBGRANTEES, CENTERS, COHORTS

In total, 28 fiscal agents served as subgrantees in the 2015-2016 program year of 21st CCLC competitive grant program. Twenty-one were Local Education Agencies (LEAs), and seven were Community Based Organizations.

There were 103 centers in the program year. Fifty-nine of the centers participated in the grant as part of Cohort VI (for which funding began in 2012 and continued into 2017) and 44 centers participated as part of Cohort VII (for which funding began in 2015 and continues into 2020).

In the following pages, subgrantees are listed in alphabetical order, with their centers listed by cohort. (LEAs are listed first, followed by Community Based Organizations.)

Local Education Agencies

Adams 12 Five Star School District was the subgrantee for **10** centers during the 2015-2016 year.

Cohort	Centers
VI	Federal Heights Elementary McElwain Elementary Rocky Mountain Elementary Vantage Point High School
VII	Coronado Hills Elementary Hillcrest Elementary Malley Drive Elementary North Star Elementary Stukey Elementary Thornton Elementary

Adams County School District 14 was the subgrantee for **6** centers during the 2015-2016 year.

Cohort	Centers
VI	Adams City High School Alsup Elementary Central Elementary Dupont Elementary Lester Arnold High School Rose Hill Elementary

Adams-Arapahoe 28J (Aurora Public Schools) was the subgrantee for **6** centers during the 2015-2016 year.

Cohort	Centers
VI	Aurora West College Preparatory School Mrachek Middle School Paris Elementary
VII	Fulton Academy of Excellence Sable Elementary Vaughn Elementary

Boulder Valley School District was the subgrantee for **4** centers during the 2015-2016 year.

Cohort	Centers
VI	Boulder Preparatory High School Emerald Elementary Justice High School
VII	Alicia Sanchez International School

Charter School Institute was the subgrantee for **3** centers during the 2015-2016 year.

Cohort	Centers
VI	New America School: Lowry Campus New America School: Thornton Campus New America School: Lakewood Campus

Cripple Creek-Victor School District was the subgrantee for **1** center during the 2015-2016 year.

Cohort	Centers
VI	Cripple Creek-Victor Jr/Sr High School

Denver Public Schools was the subgrantee for **17** centers during the 2015-2016 year.

Cohort	Centers
VI	Academy of Urban Learning Adolescent Counseling Exchange Centennial Elementary Contemporary Learning Academy Denver Justice High School Escuela Tlatelolco Fairmont K-8 Greenwood Academy Kaiser Elementary Newlon Elementary
VII	Colfax Elementary Cowell Elementary Eggleton Elementary Grant Beacon Middle School Lake International School Munroe Elementary Place Bridge Academy

Englewood School District was the subgrantee for **3** centers during the 2015-2016 year.

Cohort	Centers
VII	Cherrelyn Elementary Colorado's Finest High School of Choice Englewood Middle School

Garfield County School District 16 was the subgrantee for **1** center during the 2015-2016 year.

Cohort	Centers
VI	Bea Underwood Elementary

Genoa-Hugo School District was the subgrantee for **1** center during the 2015-2016 year.

Cohort	Centers
VI	Genoa-Hugo Elementary

Greeley-Evans School District was the subgrantee for **7** centers during the 2015-2016 year.

Cohort	Centers
VI	Bella Romero Academy of Applied Technology K-3 Bella Romero Academy of Applied Technology 4-8 Maplewood Elementary Martinez Elementary
VII	Centennial Elementary Prairie Heights Middle School Northridge High School

Ignacio School District was the subgrantee for **1** center during the 2015-2016 year.

Cohort	Centers
VI	SUCAP - Ignacio Jr High School

Jefferson County Public School District was the subgrantee for **7** centers during the 2015-2016 year.

Cohort	Centers
VI	Molholm Elementary Pleasant View Elementary
VII	Brady High School Jefferson Jr/Sr High School Lumberg Elementary Pennington Elementary Stevens Elementary

La Veta School District was the subgrantee for **1** center during the 2015-2016 year.

Cohort	Centers
VI	La Veta Jr/Sr High School

Lake County School District was the subgrantee for **2** centers during the 2015-2016 year.

Cohort	Centers
VI	West Park Elementary
VII	Lake County Intermediate/High School

Mapleton School District was the subgrantee for **1** center during the 2015-2016 year.

Cohort	Centers
VII	Meadow Community School

Montezuma-Cortez School District was the subgrantee for **3** centers during the 2015-2016 year.

Cohort	Centers
VI	Manaugh Elementary Mesa Elementary Southwest Open School

Poudre Valley School District was the subgrantee for **1** center during the 2015-2016 year.

Cohort	Centers
VI	Poudre Community Academy

Sheridan School District was the subgrantee for **1** center during the 2015-2016 year.

Cohort	Centers
VI	Sheridan High School

Silverton School District was the subgrantee for **1** center during the 2015-2016 year.

Cohort	Centers
VI	Silverton Elementary

Thompson School District was the subgrantee for **1** center during the 2015-2016 year.

Cohort	Centers
VI	Ferguson High School

Community Based Organizations

Asian Pacific Development Center was the subgrantee for **2** centers during the 2015-2016 year.

Cohort	Centers
VI	Westminster High School
VII	Hinkley High School

Boys and Girls Clubs of Metro Denver was the subgrantee for **3** centers during the 2015-2016 year.

Cohort	Centers
VII	Cole Academy of Arts and Science Godsman Elementary Johnson Elementary

Metropolitan State University of Denver was the subgrantee for **9** centers during the 2015-2016 year.

Cohort	Centers
VI	Abraham Lincoln High School Cheltenham Elementary Fairview Elementary Martin Luther King Jr. Early College West High School
VII	Bruce Randolph School Kepner Middle School Kunsmiller Creative Arts Academy Manual High School

Mi Casa Resource Center was the subgrantee for **1** center during the 2015-2016 year.

Cohort	Centers
VI	Mi Casa Neighborhood Center at North High School

Summer Scholars (Scholars Unlimited) was the subgrantee for **8** centers during the 2015-2016 year.

Cohort	Centers
VI	Ashley Elementary Florida Pitt-Waller K-8 Stedman Elementary Whittier K-8
VII	Amesse Elementary Columbine Elementary Harrington Elementary Oakland Elementary

YMCA of Metropolitan Denver was the subgrantee for **1** center during the 2015-2016 year.

Cohort	Centers
VII	Wyatt Academy Charter

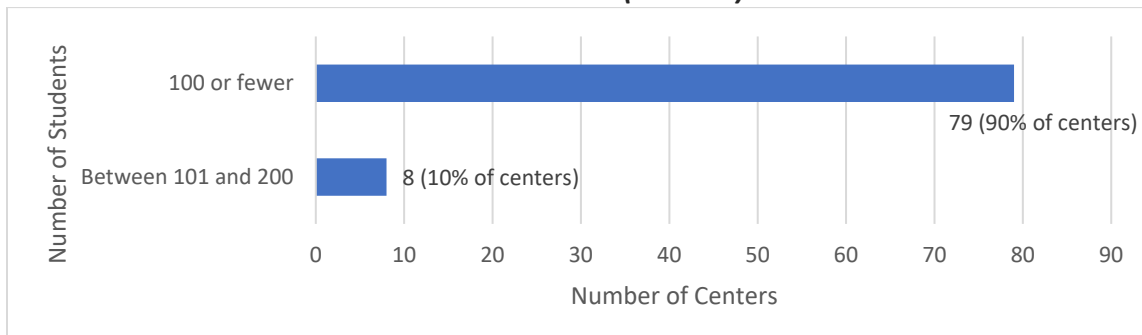
YMCA of the Pikes Peak Region was the subgrantee for **1** center during the 2015-2016 year.

Cohort	Centers
VII	Welte Education Center

NUMBER OF STUDENTS SERVED

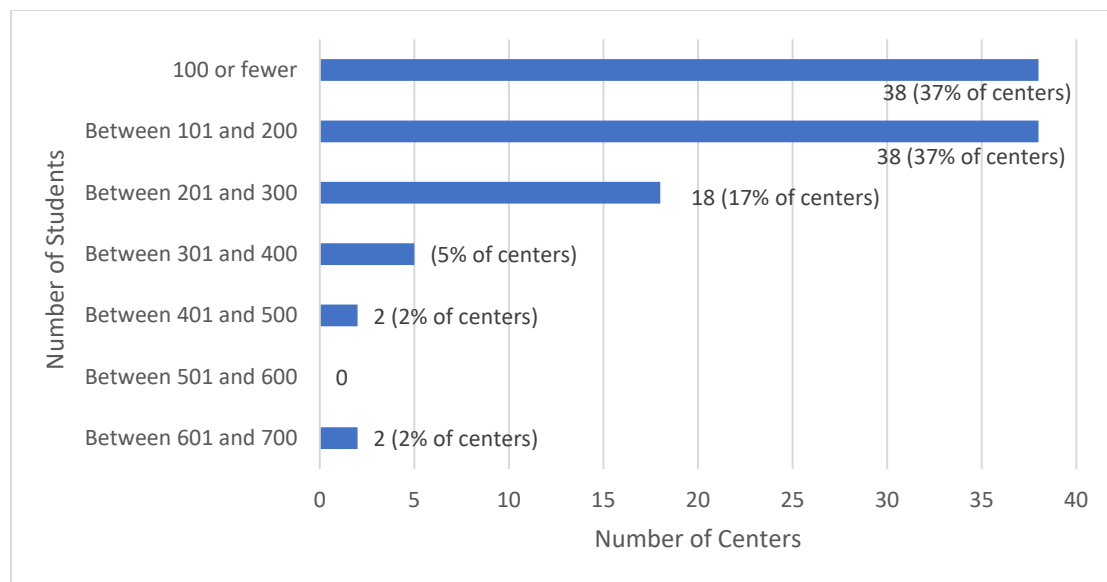
In the summer of 2015, the average number of students served at the 87 centers was 49; the median number was 35. Chart 2 shows that 90% of the centers (79) served 100 students or fewer.

CHART 2: CENTERS AND NUMBER OF STUDENTS SERVED (SUMMER)



During the 2015-2016 school year, an average of 157 students were served at the 103 centers; the median number of students was 130. Chart 3 shows that 38 (37%) of the centers served 100 students or fewer, and 38 (37%) of the centers served between 101 and 200 students.

CHART 3: CENTERS AND NUMBER OF STUDENTS SERVED (SCHOOL YEAR)



STUDENT ATTENDANCE PATTERNS

A total of twenty thousand five hundred six (20,506) students were served by centers during the program year.⁶

Four thousand three hundred (4,300) students attended 21st CCLC activities during the summer of 2015; of those, 133 attended 30 times or more. (These are referred to as **regular attendees**.)

During the 2015-2016 school year, 16,206 students attended; of those, 38% (6,196) were regular attendees who attended 30 times or more.

As indicated in Table 1, among the school year “regulars,” almost 2,000 students attended more than 90 times.

TABLE 1: REGULAR ATTENDEES

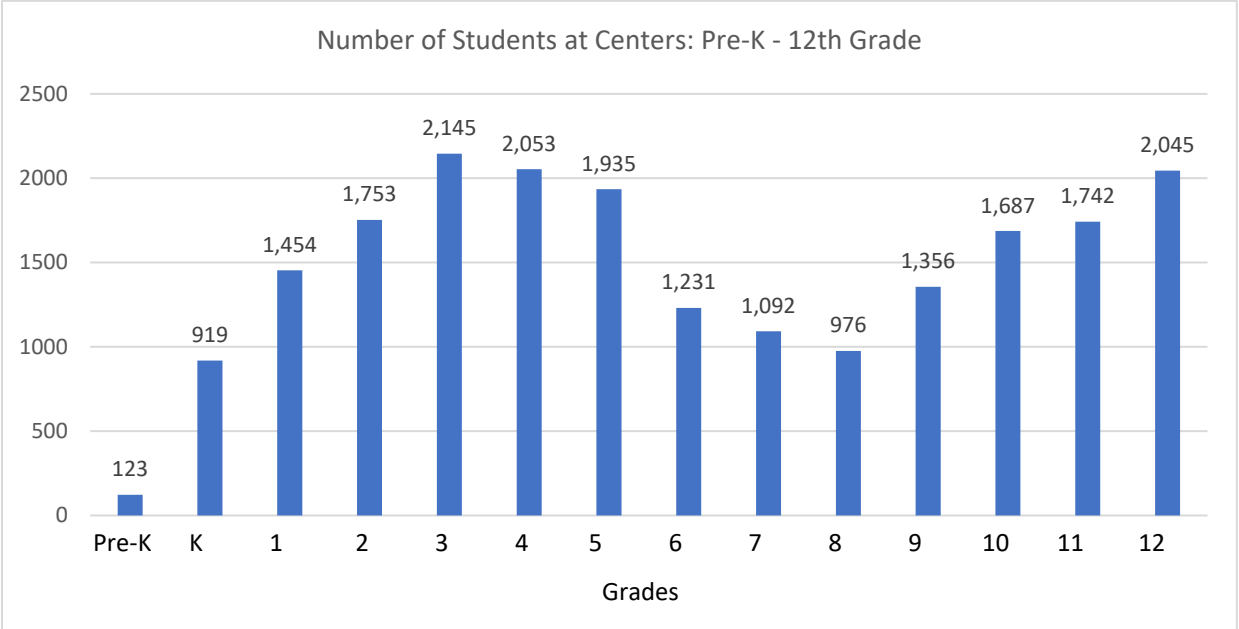
Number Times Attended	% (Number) of Students Who Attended This Many Times
30-59	43% (2,693)
60-89	26% (1,601)
90+	31% (1,902)
Total	100% (6,196)

⁶ A small number of duplicates (that is, students who attended during both the summer of 2015 and the 2015-2016 school year and thus were counted twice) may be possible.

STUDENT CHARACTERISTICS

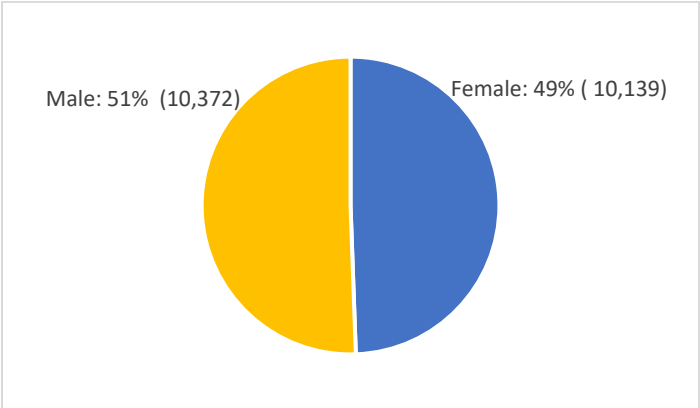
Students of all **grades** participated in the activities.

CHART 4: GRADE LEVELS



About half of the students were **male**; half **female**.

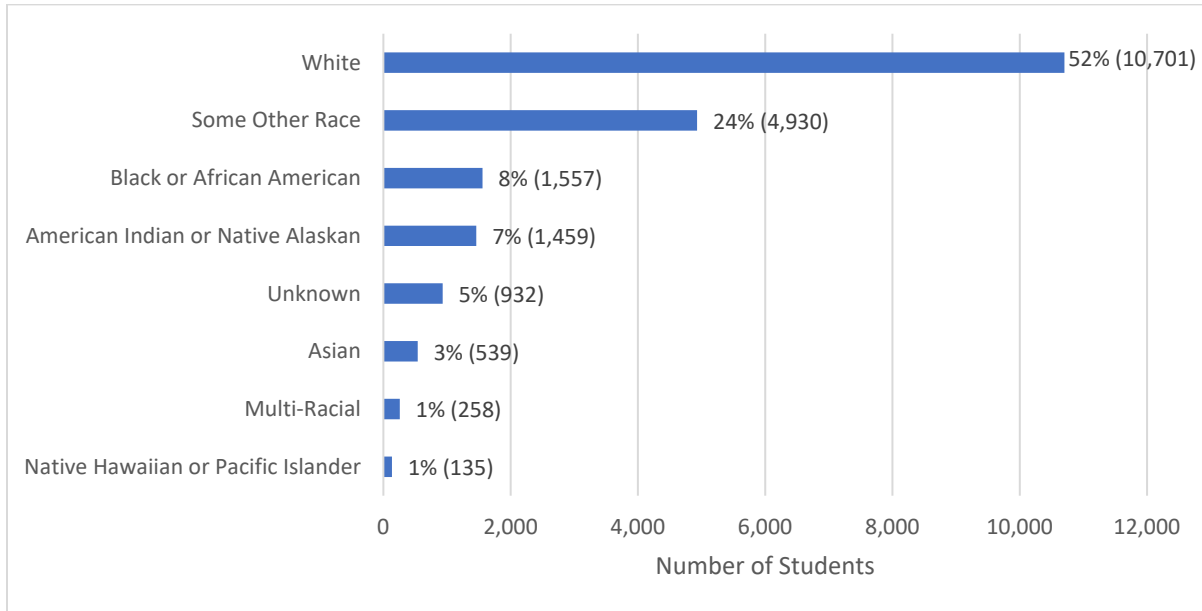
CHART 5: GENDER



Race: Over 50% of the students were white, followed by “some other race,” Black or African American” and “American Indian or Native Alaskan.”

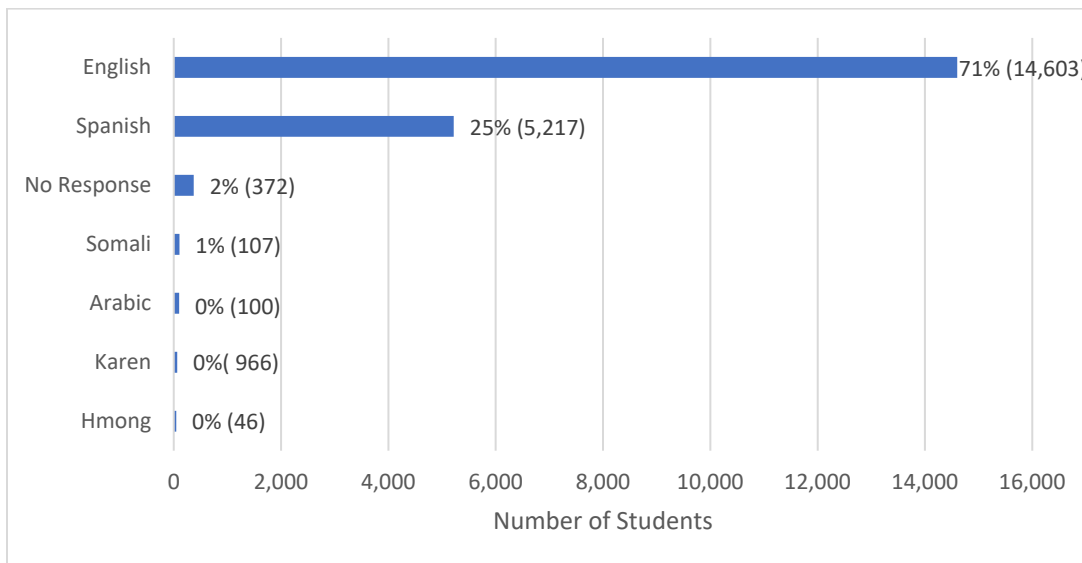
(It may be noted in this chart that there is no category, “Hispanic” or “Latino.” The categories used in EZ Reports were based upon ethnicity categories in the 2010 U.S. Census, which does not include these categories. (These categories are listed in the U.S. Census as “Race,” not “Ethnicity.”) Therefore, data on race (i.e. “Hispanic/Latino” and “Not Hispanic/Latino”) was not available in 2015-16. It is common that these students are captured under “some other race.”)

CHART 6: RACE



Seventy-one percent of the students spoke English as their **primary language**, about one quarter spoke Spanish; other primary languages include Arabic, Hmong, Karen, and Somali.

CHART 7: PRIMARY LANGUAGE



ACTIVITIES

Centers Were Almost Always Open

During the 2015-2016 program year (which began on June 1, 2015 and ended on May 31, 2016) Between May 26, 2015 and June 3, 2016, one or more centers were open for 361 of 365 possible days.

Activities Aligned to Government Performance & Results Act (GPRA) Performance Measures

In accordance with Government Performance and Results Act (GPRA) of 1993, 100% of centers reported emphasis in at least one core academic area, and 100% of centers reported offering enrichment and support activities in other areas as well. This exceeds the federal measure, which is “21st Century Community Learning Centers will offer high-quality enrichment opportunities that positively affect student outcomes such as school attendance and academic performance, and result in decreased disciplinary actions or other adverse behaviors.”

Activities Ran Throughout the Year

At the centers, activities ran throughout the 2015-2016 program year.

- *In the summer of 2015:*
 - There were **49 activities** starting before June 1 which primarily took place between June 1, 2015 and August 31, 2015.
 - There were **811 activities** starting between June 1, 2015 and August 31, 2015.
- *During the 2015-2016 school year:*
 - There were **3,474 activities** starting between September 1, 2015 and May 31, 2016.
- *For a total of 4,334 activities.*

A Variety of Activities

As stated above, there were over **4000 different activities** at the 103 centers. Some (465) were **one-time events**, such as *mentor training, career fairs, award ceremonies, concerts, field trips, family engagement workshops*, etc. At the other end of the spectrum were those **activities** (177) which **ran for 100 sessions or more**. These included activities such as *tutoring* three 3 days per week throughout the year, *after-school fitness*, and daily engagement activity for parents in the mornings, as well as *homework help* and *credit recovery programs*. About half (2,295) of the **activities in between** the extremes ranged from four to fourteen sessions. These included activities such as a six-week literacy-focused book club, or four- or five-day *intensive summer STEM sessions* about topics like “Erosion through the Grand Canyon” or *lunchtime service-learning projects*.

Categories of Activities

As shown in Table 2, more than half of the activities were classified as academic (mostly STEM-related). The second largest category was “enrichment” (mostly physical activity).⁷

TABLE 2: ACTIVITY CATEGORIES

Category	% (Number) of Activities
Academics	
STEM	38% (1,649)
Literacy	6% (271)
Tutoring	5% (201)
Homework Help	3% (143)
<i>Academics subtotal</i>	52% (2,264)
Enrichment	
Physical Activity	29% (1,263)
Arts & Music	5% (237)
Community Service/Service Learning	2% (90)
Mentoring	0% (5)
<i>Enrichment subtotal</i>	37% (1,595)
Essential Skills Building	
Youth Leadership	3% (137)
Counselling Programs	3% (123)
Drug Prevention	0% (4)
<i>Essential Skills Building subtotal</i>	6% (264)
Adult⁸	
Promotion of parental involvement	3% (143)
Promotion of family literacy	0% (13)
<i>Adult subtotal</i>	4% (156)
College and Career Readiness	1% (55)
<i>Total Number of Activities</i>	100% (4,334)

⁷ “Activities” were classified such that they could refer to one-time events, sessions repeating over a period of time, or be used as “catch-all” for multiple sessions of a similar type. The high number of Physical Activity and STEM activities likely reflects a high number of individual sessions falling in those activity categories.

⁸ There was some discrepancy between categories in PPICS Data Guide and the categories used to collect data. As a result, adult activities (such as Adult Education, Adult Education Services, Adult Enrichment, Adult ESL) were classified as Academics.

Activities - Duration in Hours

Activities could be as short as 15 minutes (for example, Community Building and Attendance activities) and as long as 14 and one-half hours (for example, field trips or college tours). The average duration of the activities was 1 hour and 40 minutes; the median was 1 hour and 15 minutes. During the 2015-2016 program year, 7,250 hours of activities were offered.

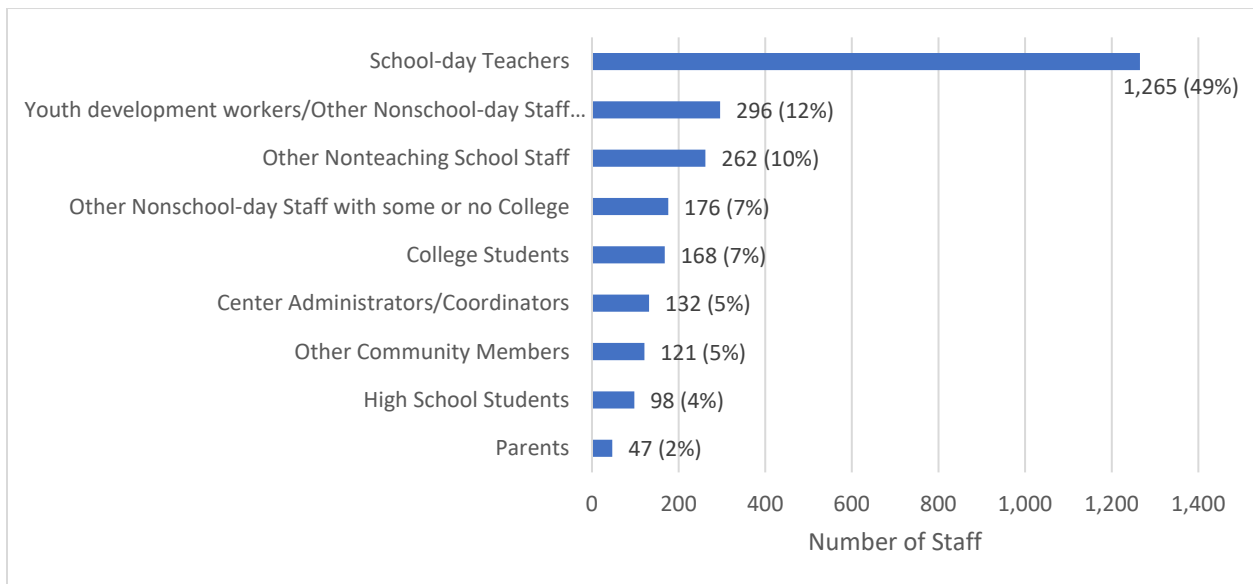
Activities - Duration in Days

Activities could be one-time events, or could run for many days throughout the year. The average number of days for the activities was 19 days; the median number of days was 10.

STAFFING

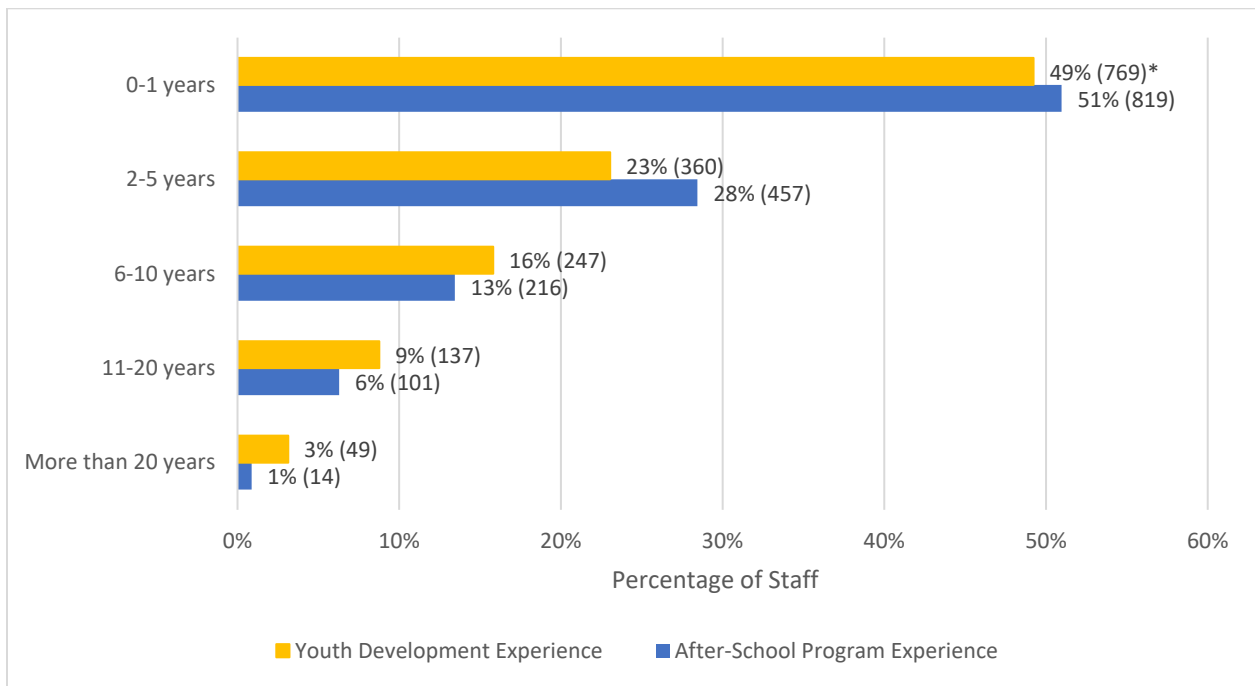
Centers reported having staff who worked in several kinds of positions. As seen in Chart 8, almost half of them were school-day teachers.

CHART 8: STAFF TYPE



Staff at the centers had a wide range of years of experience in after-school programs and youth development, as shown in Chart 9. The average years of experience in youth development is 3.2 years. The average years of experience in after-school programs is 5.4 years.

CHART 9: STAFF EXPERIENCE



*Total reporting youth development experience: 1,562. Total reporting after-school program experience: 1,607.

CONCLUSION

In total, 28 fiscal agents served as subgrantees in the 2015-2016 program year of the 21st CCLC competitive grant program. There were 103 centers in the program year. Fifty-nine of the centers participated in the grant as part of Cohort VI and 44 centers participated as part of Cohort VII.

A total of twenty thousand five hundred six (20,506) students were served by centers during the program year.⁹ During the summer of 2015, four thousand three hundred (4,300) students came to 21st CCLC centers; the average number of students served at the centers during the summer was 49 and the median number was 35. Of these students, 133 attended 30 times or more. (These are referred to as regular attendees.) During the 2015-2016 school year, 16,206 students came; an average of 157 students were served at the centers and the median number of students was 130. Of these school year students, 6,196 were regular attendees who attended 30 times or more.

Students of all grades came to the centers. About half of the students were male; half female. About half of the students were white, followed by “some other race,”¹⁰ “Black or African American” and “American Indian or Native Alaskan.” Almost three-quarters of the students spoke English as their primary language, about one quarter spoke Spanish; other primary languages include Arabic, Hmong, Karen, and Somali.

Centers were almost always open. During the 2015-2016 program year, one or more centers were open for 361 of 365 possible days.

There were over 4000 different activities at the centers. More than half of the activities were classified as academic (mostly STEM-related); the second largest category was “enrichment” (mostly physical activity). The average duration of the activities was 1 hour and 40 minutes and the average number of days for the activities was 19 days.

Centers reported having staff who worked in several kinds of positions. Almost half of them were school-day teachers. Staff at the centers had a wide range of years of experience in after-school programs and youth development.

⁹ A small number of duplicates (that is, students who attended during both the summer of 2015 and the 2015-2016 school year and thus were counted twice) may be possible.

¹⁰ It may be noted that there is no category, “Hispanic” or “Latino.” The categories used in EZ Reports were based upon ethnicity categories in the 2010 U.S. Census, which does not include these categories. (These categories are listed in the U.S. Census as “Race,” not “Ethnicity.”) Therefore, data on race (i.e. “Hispanic/Latino” and “Not Hispanic/Latino”) was not available in 2015-16. It is common that these students are captured under “some other race.”

The Government Performance and Results Act (GPRA) of 1993 states, “21st Century Community Learning Centers will offer high-quality enrichment opportunities that positively affect student outcomes such as school attendance and academic performance, and result in decreased disciplinary actions or other adverse behaviors,” and “participants in 21st Century Community Learning Center programs will demonstrate educational and social benefits and exhibit positive behavioral changes.” In addition, one of the goals of the 21st CCLC grant is to “help students...meet state and local student performance standards in core academic subjects.”¹¹

Exceeding the GPRA measures, **100% of centers reported emphasis in at least one core academic area**, and **100% of centers reported offering enrichment and support activities** in other areas as well. In addition, data about student behaviors among the regular attendees—behaviors which are related to the goal stated above—showed that **rates of improvement were 70% or above in the areas of “academic performance” and “participation in class”** and almost **two-thirds of the students improved in “being attentive in class.”** Reporting about other behaviors, such as **“coming to school motivated to learn,”** and **“getting along well with other students,”** indicated that **at least 60% of regular attendees showed improvement.** Finally, at least 50% improvement rates were found in the areas “volunteering (e.g., for extra credit or more responsibilities),” “behaving well in class,” “turning in his/her homework on time,” and “completing homework to your satisfaction.

¹¹ <https://www.cde.state.co.us/21stcclc>

APPENDIX A: GLOSSARY

Many readers of the report are already familiar with the following terms but definitions are listed here for the new reader:

2015-2016 Program Year

The 2015-2016 Program Year began on June 1, 2015 and ended on May 31, 2016.

Activity:

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

Center:

A Center is the location where the majority of the subgrantee's activities occur. A subgrantee can have one or multiple centers. In some situations, centers are also referred to as "sites."

Cohort:

A group of subgrantees which receive the 21st CCLC grant during a specific time-period. All subgrantees in this report were in Cohort VI (for which funding began in 2012 and continued into 2017) or are in Cohort VII (for which funding began in 2015 and continues into 2020).

Extended Learning Time:

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

Fiscal Agent:

The fiscal agent is identified as the district/BOCES or community based organization that will act on behalf of their member schools in handling the financial grant requirements as outlined in the grant award documents. Colorado does not allow schools to receive grant directly, they are awarded to the fiscal agent who will ensure funds are provided to the school. In addition an individual of the fiscal agency will be identified as the authorized representative who has been given authorization to submit reports and draw down both federal and state funds.

Regular Attendee:

A student attending for at least 30 days during the attendance reporting period; can be nonconsecutive.

Non-Regular Attendee:

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

Subgrantee:

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

APPENDIX B: TEACHER SURVEY

Teacher Survey – 21st Century Community Learning Centers (21st CCLCs)
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This survey is designed to collect information about changes in a particular student’s behavior during the school year. Please select only one response for each of the questions asked in the table below. If you believe the behavior described in a given question is not applicable for the student for whom you are completing the survey (e.g., homework is not given in your classroom because of the age of the student), please do not provide a response for that question.

Name of Student: _____ Teacher: _____

Grade/school: _____

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

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

APPENDIX C: WORKS CITED

Durlak, Joseph A., Roger P. Weissberg, and Molly Pachan. 2010. "A Meta-Analysis of After-School Programs That Seek to Promote Personal and Social Skills in Children and Adolescents." *American Journal of Community Psychology* 45: 294-309.

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