2021–2022 Program Year Statewide Evaluation

21st Century Community Learning Centers

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EXECUTIVE SUMMARY

The 21st Century Community Learning Centers (21st CCLC) grant program supports the creation of local out-of-school time (OST) programs to provide students and their families with high-quality academic enrichment opportunities and services during non-school hours. Centers provide academic and enrichment OST services to students who attend low-performing, high-poverty schools.

This report describes outcomes and provides program insights that are useful for the state as it monitors its 21st CCLC programs, not only while the programs are funded but as some (i.e., those in Cohort VIII) make plans to sustain themselves when funding ends. In addition to the federal evaluation requirements, which included data reported in the EZReports data collection system, subgrantees were required to complete (1) an end-of-year survey documenting the number of students and families served, quality of family-school partnerships, success stories, program implementation, and progress on state performance measures, and (2) a quality implementation rubric.

70 SUBGRANTEES AND 131 CENTERS SERVED STUDENTS

This report includes data from the Colorado Department of Education's (CDE) Cohort VIII (2018–2023), Cohort IX (2021–2026), and E2 OST (2021–2024) during the 2021–2022 reporting year. Cohort VIII consists of 34 subgrantees and 56 centers; Cohort IX consists of 21 subgrantees and 43 centers; and E2 OST consists of 15 subgrantees and 32 centers.

FEDERAL EVALUATION

Centers served over 20,000 students

A total of 20,377 students participated during the 2021–2022 program year. Nearly two in five students (39% *N=7,880*) were regular program participants (that is, students attending for 75 hours or more).

Programs enrolled students in all grades from pre-kindergarten through 12th grade.[1] Over half of students (56%) were in pre-kindergarten through grade 5, while 20% were in grades 6 to 8 and 25% were in grades 9 through 12. Students were evenly split between females (51%) and males (49%). A majority of students (66%) identified their race as white, and a majority of students (53%) identified their ethnicity as Hispanic.

Student behavior improved, particularly for students who attended 180 hours or more of programming

Teachers completed end-of-year surveys for regular program participants. Among students who needed improvement, teachers reported that 57% of students improved in *class participation*, 51% showed improvement in *coming to school motivated to learn*, 50% of students improved in *being attentive in class*, 50% showed improvement in *satisfactory homework*, 49% showed improvement in *getting along with others*, and 48% showed improvement in *on-time classwork and homework*. Students who attended 120 hours or more of programming improved more than other

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

students in the following areas: *attention in class*, s*atisfactory homework*, c*oming to school motivated to learn*, and *class behavior*.[2]

Collecting the new Government Performance and Results Act (GPRA) measures was a challenge, though some measures showed improvement

The 2021–2022 program year was the first year that subgrantees collected and reported on new GPRA measures related to student outcomes. In previous years, subgrantees collected data on two indicators only: *engagement in learning* and *behavior*. The new GPRA measures for the 2021–2022 program year added three additional indicators: *academic achievement measured by state assessments, academic achievement measured by grade point average*, and *school day attendance*.

Very little data was available on student academic achievement as measured by English language arts and mathematics Colorado Measures of Academic Success (CMAS) outcomes. Similarly, little data was available on student behavior as measured by in-school suspensions.

Among participants in grades 7-8 and 10-12 whose prior-year GPA was less than 3.0 for whom data was reported, 57% showed improvement.

Over two-thirds of students (68%) with a prior-year attendance rate at or below 90% improved their attendance.

Among program participants in grades 1-5 who attended at least 45 hours or programming and for whom data was reported, 83% demonstrated an improvement in teacher-reported engagement in learning.

Centers offered a variety of academic and enrichment activities

During the 2021–2022 program year, the most commonly attended activities were *well-rounded education activities, including credit recovery* (7,342 students), *academic enrichment-focused* (6,861 students), *healthy and active lifestyle* (6,508 students), *STEM, including computer science* (5,282 students), and *literacy education* (3,624 students).

In addition, 3,586 parents participated in *parenting skills and family literacy* activities.

STATE EVALUATION

Subgrantees engaged in effective communication, welcomed all families, and spoke up for every child

A total of 3,604 family members participated in at least one activity during the 2021–2022 program year. Subgrantees were asked to rate their effectiveness in partnering with families in six areas based on the National Standards for Family-School Partnerships.[3] The family-school partnership best practices most frequently reported by subgrantees was engaging in effective communication (82% of subgrantees reported doing this frequently). High proportions of subgrantees also reported frequently welcoming all families (72%), speaking up for every child (71%), collaborating with community (63%), and supporting student success (60%). A smaller proportion reported frequently sharing power with families (38%).

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

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

Subgrantees reported progress on state performance measures

Subgrantees were required to create four performance measures aligned with state priorities related to core academic progress, school attendance, essential skills, and family engagement. Almost all subgrantees reported making progress, meeting, or exceeding all four required performance measures.

Subgrantees rated themselves on a quality implementation rubric

Subgrantees reported on the quality of their implementation in the quality improvement rubric's seven domains: *personnel/leadership indicators*, *process indicators*, *evidence-based programs and practices*, *clear linkages*, *quality improvement feedback*, *congruency*, and *sustainability*. Most subgrantees rated themselves as meeting expectations or better on indicators across the seven domains. Subgrantees rated themselves highest in the domains of *personnel/leadership* and *congruency* and rated themselves lowest on the *clear linkages* domain.

CONCLUSION

The 21st CCLC grant program provides community learning centers for students, with priority given to low-performing, high-poverty schools. Teachers reported improvements in academic performance and behavior for regular attendees; these benefits were echoed by program directors in success stories highlighted throughout the full report. GPRA measures suggest that students attending programming demonstrated improvement in GPAs (among secondary school students) and improvement in school attendance. Subgrantees shared compelling examples of the important role 21st CCLC centers continue to play in continuing to support Colorado's students and families during the COVID-19 pandemic.

INTRODUCTION

21st Century Community Learning Centers

The 21st Century Community Learning Centers (21st CCLC) grant program supports the creation of local out-of-school time (OST) programs to provide high-quality academic enrichment opportunities and services to students and their families. The 21st CCLC competitive grant program was authorized by Title IV, Part B, of the Elementary and Secondary Education Act (ESEA), as reauthorized in December 2015 by the Every Student Succeeds Act (ESSA).

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

Under an ESEA flexibility waiver due to COVID-19, Colorado centers in remote settings were permitted to provide extended learning time (ELT) programs during the 2021–2022 program year, providing additional instruction or education programs for all students beyond the state-mandated requirements for hours of instruction. One-third of subgrantees across the three cohorts (23 of 70 subgrantees) applied for and were approved to run modified programs under the flexibility waiver.

The Colorado Department of Education (CDE) is the designated state educational agency responsible for awarding, administrating, and supervising Colorado's 21st CCLC programs. CDE monitors and evaluates funded programs and activities; provides capacity building, training, and technical assistance; comprehensively evaluates the effectiveness of programs and activities; and provides training and technical assistance to eligible applicants and award recipients (also known as subgrantees).

Subgrantees, including school districts, community-based organizations, and institutes of higher education, serve as the fiscal agents for the centers serving students and their families.

About This Report

The purpose of this report is to help the state monitor its 21st CCLC programs through a description of program outcomes and insights, including plans that programs are making to sustain themselves when funding ends.

21st CCLC subgrantees recorded data such as student attendance, activities provided, and staffing throughout the 2021–2022 program year. They entered this information directly into EZReports, a web-based software program. Teacher surveys were administered through EZReports at the end of the program year. In addition (new this year), subgrantees reported on five new Government and Performance Results Act (GPRA) measures in EZReports: academic achievement, grade point average, behavior, school day attendance, and student engagement in learning. Program directors also completed an end-of-year survey in Qualtrics. This included progress towards state performance measures, plans for program sustainability, self-ratings on a quality implementation rubric, and student success stories. Some of the student success stories are provided throughout the report (they have been edited for succinctness and clarity, and to protect student Personally Identifiable Information).

This report also includes a summary of the impacts of COVID-19 on program implementation and on students and their families, a description of program readiness and plans for sustainability,

and a brief description of how Cohort VIII centers used their Elementary and Secondary School Emergency Relief (ESSER) I funds.

The intended audience for the report includes the United States Department of Education (USDE), CDE staff, subgrantees, centers, school districts, and the general public. To assist readers who are not familiar with terms used in this report, a glossary can be found in Appendix A.

The 2021–2022 program year is the timeframe included in this report. For the federal data recorded in EZReports (e.g., data on activities provided, staffing, participation, and student outcomes), the program year is from June 1, 2021 to May 31, 2022. For the state evaluation data (e.g., teacher survey data on student behavior, end-of-year survey data on student attendance, progress towards state performance measures, and success stories), the state fiscal year is from July 1, 2021 to June 30, 2022.

SUBGRANTEES, CENTERS, AND COHORTS

This report includes data from CDE's Cohort VIII (2018–2023), Cohort IX (2021–2026), and E2 OST (2021–2024) during the 2021–2022 reporting year.

The E2 OST cohort is funded using discretionary Colorado Department of Education funds. During the 2021 grant competition for Cohort IX, funding requests from potential subgrantees far exceeded the $5 million available through 21st CCLC funding. The Colorado Department of Education provided an additional $4 million in ESSER II funding to create the E2 OST cohort. E2 OST cohort subgrantees are funded for three years (2021 through 2024) and track the same state performance measures as cohorts VIII and IX; however, since they are not federally funded, they do not track the federal GPRA measures.

During 2021–2022, Cohort VIII, which consists of 34 subgrantees and 56 centers, was in its fourth year of funding. Cohort IX, which consists of 19 subgrantees and 38 centers, was in its first year of funding. Cohort E2 OST, which consists of 15 subgrantees and 32 centers, was also in its first year of funding.

Four subgrantees (three in Cohort VIII and one in Cohort IX) decided not to continue their programs as part of the renewability process for 21st CCLC subgrantees. Currently, CDE awards 21st CCLC grants for an initial three-year period, with the option for subgrantees to renew their grant for an additional two years. Additionally, subgrantees may choose to close out and discontinue their grant at any time during their grant cycle.[4]

Subgrantees and their corresponding centers are listed in Figure 1. Program descriptions for each of the centers are available online:

- Cohort VIII program summaries:
  https://www.cde.state.co.us/21stcclc/programsummariesviii
- Cohort IX program summaries:
  https://www.cde.state.co.us/21stcclc/21stcclcprogramsummaries-cohort-ix
- Cohort E2 OST program summaries:
  https://www.cde.state.co.us/21stcclc/21stcclcprogramsummaries-e2-ost

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[4] Based on responses in 2021–2022 end-of-year reports, the reasons that centers discontinued their programs included significant staff turnover at both the administrative and instructional level, not being able to maintain a relationship with the district, and low enrollment and attendance numbers due to COVID-19.

Thirty-nine subgrantees (56%) were school districts, and 31 (44%) were community-based organizations. Similarly, the subgrantees for 74 centers (56%) were school districts, and the subgrantees for 57 centers (44%) were community-based organizations.

Figure 1
Students were served by 131 centers and 70 subgrantees.

Subgrantee	Cohort	Number of Centers	Names of Centers
School Districts			
Adams 12 Five Star Schools	VIII	3	Federal Heights Elementary McElwain Elementary Rocky Mountain Elementary
Adams 12 Five Star Schools	E2 OST	6	The PEAK Learning Center at Coronado Hills Elementary The PEAK Learning Center at Hillcrest Elementary School The PEAK Learning Center at Malley Drive The PEAK Learning Center at North Star Elementary School The PEAK Learning Center at Stukey Elementary School The PEAK Learning Center at Thornton Elementary School
Adams-Arapahoe 28J (APS)	VIII	2	Aurora Hills Middle School Kenton Elementary
Aguilar School District	VIII	1	Aguilar School District
Aurora Public Schools	E2 OST	2	Vaughn Elementary School Global Village Academy
Boulder Valley School District	IX	2	Emerald Elementary School Alicia Sanchez International School
Boulder Valley School District	VIII	1	Justice High Charter School
Cañon City Schools	IX	2	McKinley Elementary School Cañon City Middle and High School
Clear Creek School District	IX	3	Carlson Elementary School King-Murphy Elementary School Clear Creek Middle and High School
Colorado Springs School District 11	E2 OST	1	Roosevelt Charter Academy
Cripple Creek-Victor School District	IX	2	Cresson Elementary School Cripple Creek-Victor Junior-Senior High School
CSI - Academy of Arts & Knowledge	E2 OST	1	Academy of Arts & Knowledge Community Learning Center
CSI - Early College of Arvada	IX	1	Early College of Arvada
CSI - New America Schools	VIII	3	New America School Lowry New America School Thornton New America School Lakewood
CSI - Pinnacle Charter School Elementary	VIII	1	Pinnacle Charter School Elementary

Subgrantee	Cohort	Number of Centers	Names of Centers
CSI - Vega Collegiate Academy	VIII	1	Vega Collegiate Academy
Denver Public Schools - DELCS	IX	3	Dr. Martin Luther King Early College Middle School Traylor Academy Valverde Elementary School
Denver Public Schools - DELCS	VIII	4	Barnum Elementary DCIS at Fairmont Ellis Elementary Hallett Academy
Englewood School District 1	VIII	1	Clayton Elementary
Garfield School District 16	VIII	1	Garfield School District
Greeley 6	VIII	4	Bella Romero Academy of Applied Technology Heath Middle School Jefferson Junior/Senior High School Martinez Elementary
Greeley 6	IX	5	Dos Rios Elementary School Heiman Elementary School Scott Elementary School Salida Del Sol Academy Greeley West High School
Huerfano School District RE-1	VIII	1	John Mall High School
Jeffco Public Schools - Alameda	VIII	1	Alameda International Junior/Senior High School
Jeffco Public Schools - Arvada, Thomson	VIII	2	Arvada K-8 Thomson Elementary
Jeffco Public Schools	IX	1	Peak Expeditionary School at Pennington
Jefferson Consortium Project (JCP)	E2 OST	3	Jefferson Junior/Senior High School Lumberg Elementary School Stevens Elementary School
Lake County School District R-1	VIII	1	Lake County Elementary School
Lake County School District R-1	IX	2	Lake County Intermediate School Lake County High School
Mapleton Public Schools - Welby	VIII	1	Welby Community School of the Arts
Mapleton Public Schools - York	VIII	1	York International
McClave School District RE-2	VIII	1	McClave School District
Mesa County Valley School District 51	VIII	1	Dos Rios Elementary
Poudre School District	IX	1	PSD After 3 at Irish Elementary School
Poudre School District (non-continuation)	VIII	2	Bauder Elementary Beattie Elementary
Primero School District	VIII	1	Primero School District
Silverton School District	VIII	2	Silverton Elementary/Silverton Middle School Silverton High School
Weld RE-5J	IX	1	Knight Learning Center at Milliken Elementary School
Wiggins School District RE50-J	IX	2	Wiggins Elementary School

Subgrantee	Cohort	Number of Centers	Names of Centers
			Wiggins Secondary School
Community-Based Organizations			
Asian Pacific Development Center	VIII	1	Aurora Central High School
Asian Pacific Development Center	IX	1	Hinkley High School
Boys & Girls Clubs of Larimer County	E2 OST	5	Lincoln Elementary School Winona Elementary School B.F. Kitchen Elementary School Sarah Milner Elementary School Laurene Edmondson Elementary
Boys & Girls Clubs of Metro Denver	IX	1	Cole Arts & Sciences Boys & Girls Club
Boys & Girls Clubs of Metro Denver	E2 OST	1	Johnson Elementary Boys & Girls Club
Boys & Girls Clubs of Pueblo County	IX	3	Central High School Minnequa Elementary School Cesar Chavez Academy School
Boys & Girls Clubs of San Luis Valley	IX	3	Guadalupe Elementary School Sierra Grande K-12 School Haskin Elementary School
Boys and Girls Clubs of Larimer County	VIII	2	Monroe Elementary Truscott Elementary
Boys and Girls Clubs of Metro Denver	VIII	3	Beach Court Elementary KIPP Northeast Denver Middle School Hidden Lake High School
Boys and Girls Clubs of Pueblo County	VIII	2	Irving Elementary Risley International Academy of Innovation
Colorado AeroLab Inc. (non-continuation)	VIII	1	West Grand Elementary and Middle School
Colorado AeroLab, Inc. (non-continuation)	IX	2	Kit Carson RE-1 Eads RE-1
Heart & Hand Center	E2 OST	1	Bruce Randolph Middle School
Heart & Hand Center (non-continuation)	VIII	1	Smith Elementary
High Valley Community Center Inc	VIII	1	Del Norte Schools K-8
Onward, A Legacy Foundation	E2 OST	1	Mancos RE-6
Onward, A Legacy Foundation	E2 OST	1	Onward A Legacy Foundation - Montezuma-Cortez Middle School
Onward, A Legacy Foundation	VIII	1	Montezuma-Cortez High School
Onward, A Legacy Foundation	VIII	1	Southwest Open Charter School
Pagosa Arts Initiative	E2 OST	1	Pagosa Arts Initiative Center for Creativity
Riverside Educational Center	VIII	4	Bookcliff Middle School Mount Garfield Middle School Orchard Mesa Middle School

Subgrantee	Cohort	Number of Centers	Names of Centers
			Rocky Mountain Elementary
Riverside Educational Center	E2 OST	1	Grand Mesa Middle School
Riverside Educational Center	E2 OST	6	Pear Park Elementary School Chipeta Elementary School Clifton Elementary School Nisley Elementary School Chatfield Elementary School Fruitvale Elementary School
Summer Scholars dba Scholars Unlimited	VIII	1	Ashley Elementary
Summer Scholars dba Scholars Unlimited	IX	2	Farrell B. Howell ECE-8 School Florida Pitt-Waller ECE-8 School
Summer Scholars dba Scholars Unlimited	IX	1	Park Lane Elementary School
Summer Scholars dba Scholars Unlimited	IX	1	Alice Terry Elementary School
Summer Scholars dba Scholars Unlimited	VIII	2	Harris Park Elementary Mesa Elementary
YMCA of Boulder Valley	E2 OST	1	Pioneer Ridge Elementary School
YMCA of Metro Denver	IX	4	Swansea Elementary School Eastridge Community Elementary School Highline Community School Village East Community Elementary School
YMCA of Metro Denver	E2 OST	1	Montclair School of Academics and Enrichment

FEDERAL EVALUATION: DATA REPORTED IN EZREPORTS DATA COLLECTION SYSTEM

The Colorado Department of Education (CDE) is required to collect data from subgrantees on the effectiveness of all programs and activities provided using 21st CCLC funds. This section addresses the federal Government Performance and Results Act (GPRA) indicators and data for the 21st CCLC program reported in EZReports (covering the period from June 1, 2021 to May 31, 2022).

For the federal evaluation, subgrantees were required to submit data on the number of students served, student demographics, activities/programming provided to students and adults, activity participation and attendance, staffing, and community partner details into EZReports.

In addition, by the end of Spring 2022, all subgrantees were instructed to submit teacher surveys for all individual students who attended an OST program for 45 hours or more). The purpose of the teacher survey was to assess teachers' perceptions of the impact of 45 hours or more of attendance in OST programming on individual students' academic behaviors, academic performance, and school attendance.

Regular classroom teachers completed the survey for elementary students. Math and/or English teachers completed the survey for middle and high school students.

Students Served

Student Attendance Patterns

In total, 131 centers served 20,377 students during the 2021–2022 program year. Nearly two in five students (39%; *N*=7,880) were regular attendees (that is, they attended the program for 75 hours or more).

Student Demographic Characteristics

Data on student demographic characteristics are presented for all students served (not just those classified as regular attendees).

As shown in Figure 2, 51% of students were female, and 49% were male. For a very small proportion of students (0.2%), gender was recorded as "other" or unknown.

Figure 2
Students were evenly split between males and females.

female	male	other
51%	49%	0.2%

Note: Data in this table comes from EZReports.

Figure 3 presents data on student race broken out by federal reporting categories. The majority of students were white (66%). Race was unknown or "some other race" for 16% of students.

Figure 3
Student race broken out by Federal reporting categories.

| Student race	Number	Percent
American Indian or Native Alaskan	849	4%
Asian	500	3%
Black or African American	1225	6%
Native Hawaiian or Pacific Islander	263	1%
White	12,710	66%
Multi-Racial	670	3%
Unknown or some other race	2,993	16%
Total	19,210	100%

Note: Data in this table comes from EZReports.

Figure 4 presents data on student ethnicity broken out by federal reporting categories. A majority of students (53%) were Hispanic.

Figure 4
Student ethnicity broken out by Federal reporting categories.

Student ethnicity	Number	Percent
Hispanic	10,166	53%
Non-Hispanic	8,251	43%
Unknown	793	4%
Total	19,210	100%

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

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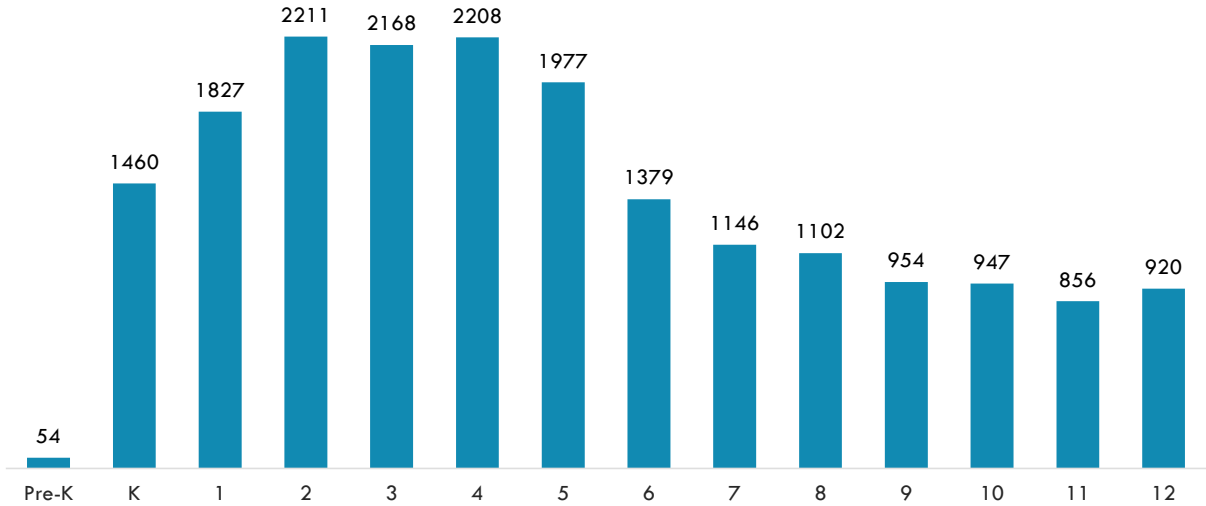
Note: Data in this table comes from EZReports. All pre-kindergarten students were served as part of the family engagement programming (not the student programming).

Changes in Student Behavior and Academic Performance

Changes in student behavior were assessed by surveys completed by teachers for students who attended 75 hours or more of OST programming during the program year. These surveys allowed tracking of two Government Performance and Results Act (GPRA) measures: the percent of regular program participants who improved their engagement in learning in areas such as homework completion and class participation. Additional survey items allow for general tracking of student performance and engagement. The full teacher survey is available online at 21st CCLC Subgrantee Resources.

CDE shifted from measuring student attendance in days to measuring attendance in hours to more accurately capture dosage. Data are collected on students who attend at least four hours of programming for all indicators except student engagement in learning.
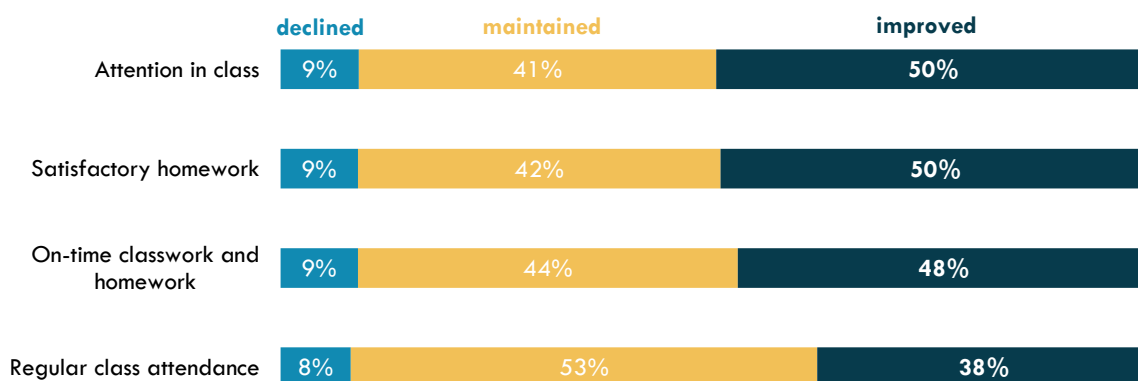
Teachers submitted surveys via EZReports for 5,387 regular attendees at 119 centers representing 65 subgrantees.[5]

Figures 6 through 9 present teacher ratings of student improvement in areas related to academic performance and behavior. Students who did not need improvement in a particular area (or for whom a teacher considered the area not applicable) were not rated and are not included in these figures.

Figure 6 shows that half of students (50%) improved *paying attention in class* and half showed improvement *completing homework to the teacher's satisfaction* (50%). About half improved in *turning in classwork and homework on time* (48%). Nearly two in five (38%) improved *attending class regularly*.[6]

Figure 6

About half of students improved in paying attention in class, completing homework to the teacher's satisfaction, and turning in classwork and homework on time.

	declined	maintained	improved
Attention in class	9%	41%	50%
Satisfactory homework	9%	42%	50%
On-time classwork and homework	9%	44%	48%
Regular class attendance	8%	53%	38%

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

Success story: Academic achievement (submitted by a Cohort E2 OST subgrantee)

A student identified as a newcomer from another country excelled in mathematics and literacy. Every day, this student comes in ready to work and begs for more time even when our academic rotation time is over. In math, this student passed all of their lessons with 90% or better over the course of this school year. Beyond just performing extremely well academically, this student comes to the program every day with a smile on their face and ready to help wherever they can. They take the time to explain problems and books to their peers. It truly has been wonderful to watch this student grow and succeed in our 21st CCLC program.

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[5] This is a 91% response rate by center. This is a 68% response rate by student (teachers submitted surveys for 5,387 of the 7,880 regular attendees).
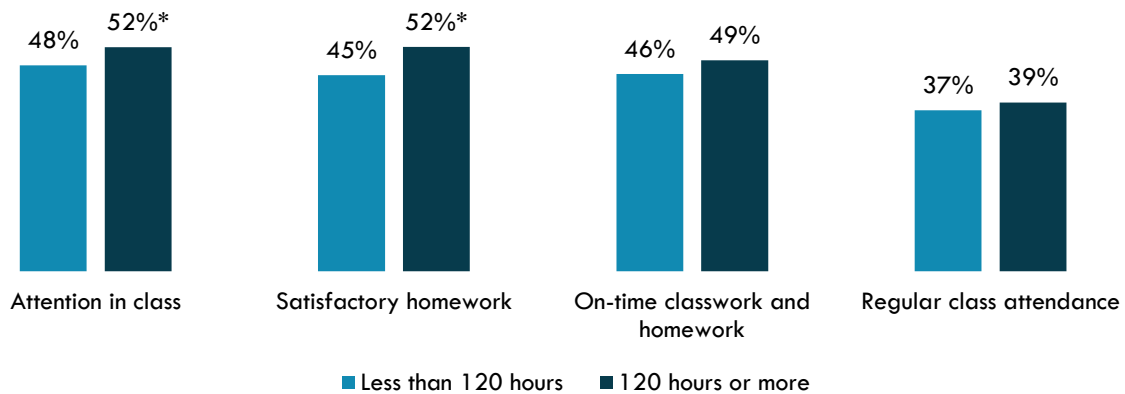
[6] Among the 5,387 students for whom surveys were submitted, the percent who did not need to improve in a particular area (and are therefore not represented in Figure 6 and Figure 7Figure 7) include 20% for *attention in class*, 36% for *satisfactory homework*, 27% for *on-time classwork and homework*, and 37% for *regular class attendance*.

Figure 7 shows the percent of students improving on the same four indicators broken out by students who attended less than 120 hours and students who attended 120 hours or more.

Students who attended 120 hours or more made significantly more improvements than other students in *paying attention in class* (48% vs. 52%) and *satisfactory homework* (45% vs. 52%).[7] There was no significant difference between students who attended less than 120 hours and students who attended 120 hours or more in the other two indicators: *on-time classwork and homework* (46% vs. 49%) and *regular class attendance* (37% vs. 39%).

Figure 7

Students who attended 120 hours or more made significantly more improvements than other students in paying attention in class and completing satisfactory homework.


Note: Asterisks indicate areas of significant difference (*p*<.05).

As shown in Figure 8, the percent of students improving their *class participation* was 57%. About half of students showed improvement in *motivation* (51%) and *getting along with others* (49%). Nearly half of students showed improvement in *behaving well in class* (46%).[8]

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

[8] Among the 5,387 students for whom surveys were submitted, the percent who did not need to improve in a particular area (and are therefore not represented in Figure 8 and Figure 9) include 21% for *class participation*, 23% for *motivation*, 28% for *getting along with others*, and 30% for *class behavior*.

Figure 8
Over half of students improved in class participation.

	declined	maintained	improved
Class participation	6%	37%	57%
Motivation	8%	41%	51%
Getting along with others	8%	43%	49%
Class behavior	10%	45%	46%
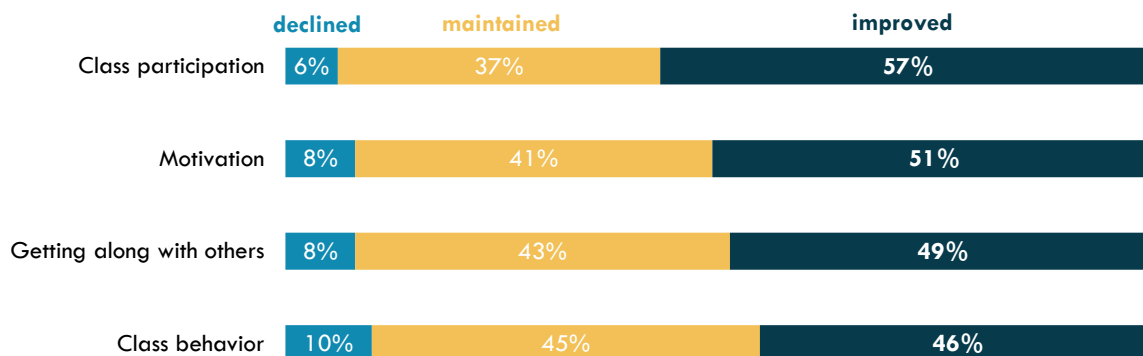
Note: Data in this figure comes from the teacher survey.

Figure 9 shows the percent of students improving on the same four indicators broken out by students who attended less than 120 hours and students who attended 120 hours or more. Students who attended 120 hours or more made significantly more improvements than other students in *motivation* (48% vs. 53%) and *class behavior* (41% vs. 48%).[9] There was no significant difference between students who attended less than 120 hours and students who attended 120 hours or more in *class participation* (55% vs. 58%) and *getting along with others* (47% vs. 51%).

Figure 9
Students who attended 120 hours or more made significantly more improvements than other students in motivation and class behavior.

	Class participation	Motivation	Getting along with others	Class behavior
Less than 120 hours	55%	48%	47%	41%
120 hours or more	58%	53%*	51%	48%*
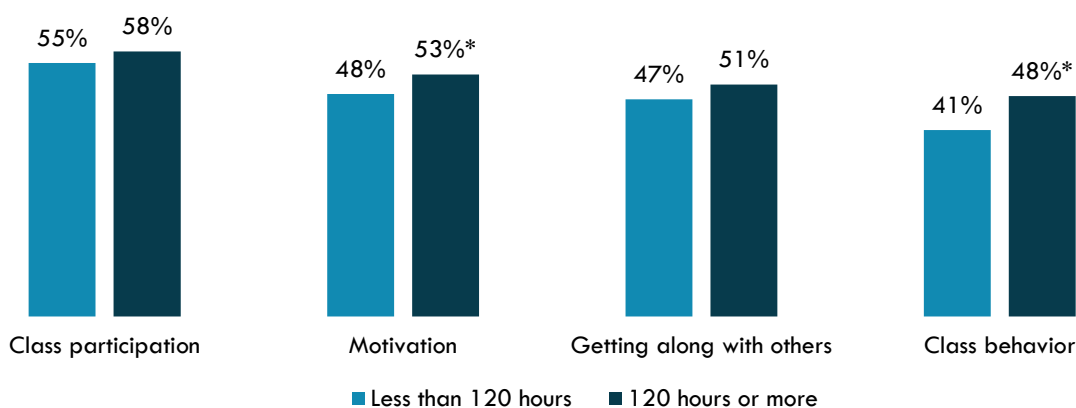
Note: Asterisks indicate areas of significant difference (*p*<.05).

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

Government Performance and Results Act (GPRA) Measures

Fiscal year 2021–2022 was the first year in which subgrantees were required to collect new federal Government Performance and Results Act (GPRA) measures. In alignment with the federal GPRA requirements, this section includes results for students who attended four or more hours of programming. The five GPRAs are *academic achievement, grade point average (GPA), student behavior, school day attendance,* and *student engagement in learning.*

Given that this was the first year these new measures were required, subgrantees needed to develop procedures for data collection. They experienced challenges in implementing data collection for these new measures, and response rates are correspondingly low (particularly for *academic achievement*). All results in this section should be interpreted with this limitation in mind.

Academic Achievement

The GPRA measure for *academic achievement* includes the percent of students in grades 4-8 who demonstrate growth in English language arts and mathematics on state assessments.

Subgrantees that provided data on this measure served a total of 6,058 students in grades 4–8 for at least four hours of programming during the 2020–2021 school year. However, subgrantees provided data for a very small percentage of these students: data on the Colorado Measures of Academic Success (CMAS) were only available for 440 students in English language arts (7% of students attending programming) and for 200 students in mathematics (3% of students attending programming).

Figure 10 shows the percentage of students in grades 4-8 whose CMAS scores improved between the 2020–2021 and 2021–2022 school years. These results should be interpreted with caution given that the limited data available may not be representative of the full population of program participants. Overall, nearly half of students (49%) demonstrated improvement in English language arts, and 42% demonstrated improvement in mathematics. The number of students for whom data are available is too small to make any observations about the relationship between program attendance and improvement on CMAS outcomes.

Figure 10
Available data on English language arts and mathematics CMAS outcomes were limited.

Attendance by hour band	Students in grades 4-8	English language arts		Mathematics	
		Data available	Percent improved	Data available	Percent improved
Less than 15 hours	1,225	148	53%	63	38%
15-44 hours	1,635	140	43%	65	55%
45-89 hours	1,220	67	48%	29	48%
90-179 hours	997	44	48%	19	32%
180-269 hours	481	21	52%	10	40%

| Attendance by hour band | Students in grades 4-8 | English language arts | | Mathematics | |
		Data available	Percent improved	Data available	Percent improved
270 hours or more	500	20	60%	14	0%
Total	6,058	440	49%	200	42%

Note: Data in this table comes from 21APR. The total number of students in grades 4-8 who participated is greater than the 6,058 students reported here because CMAS data were not available for all students.

Grade Point Average (GPA)

The GPRA measure for *grade point average (GPA)* is the percentage of students in grades 7–8 and 10–12 who had an unweighted GPA of less than 3.0 and improved their GPA in the current school year by 0.1 or more. It is not possible to calculate response rates for this measure.[10]

As shown in Figure 11, 57% of students whose prior-year unweighted GPA was less than 3.0 improved their GPA. The number of students for whom data are available (particularly for attendance bands of 180-269 hours and 270 hours or more) is too small to make any observations about the relationship between program attendance and GPA improvement.

Figure 11
Over half of students with a prior-year GPA of less than 3.0 improved their GPA.

Attendance by hour band	Students in grades 7-8 and 10-12	Prior-year unweighted GPA of less than 3.0	Percent improved
Less than 15 hours	1,276	578	56%
15-44 hours	1,173	480	55%
45-89 hours	680	219	62%
90-179 hours	481	145	56%
180-269 hours	155	52	65%
270 hours or more	91	30	40%
Total	3,856	1,504	57%

Note: Data in this table comes from 21APR.

Success story: Academic achievement (submitted by a Cohort VIII subgrantee)

One student was initially referred to the Family Resource Center because of a post they had shared on social media regarding being homeless. The staff was able to track them down and arranged an intake meeting to identify gaps and see how we could help get them on track to graduate. At the time, the student was living out of a friend's car, was two credits behind, had undiagnosed mental health issues, and was delayed academically. With support from the FRC staff, the 21st CCLC coordinator created a plan with the student to keep them engaged and avoid dropping out. The student agreed to participate in credit recovery, after-school tutoring, character education, and other community programs like workforce programs and counseling. This student was involved in the 21st CCLC programming and services for five months. This student graduated on time with their peers!

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[10] The denominator for this measure is "students with outcome data who had a prior-year unweighted GPA of less than 3.0." Because subgrantees do not report students with outcome data who had a prior-year unweighted GPA of at least 3.0, it is not possible to calculate the percentage of attending students for whom this measure is available.

Student Behavior

The GPRA measure for *student behavior* is the percentage of students in grades 1–12 who experience a decrease in in-school suspensions compared to the previous school year. According to the data provided, 1% of students had at least one in-school suspension during the previous school year. It is not possible to calculate response rates for this measure.[11]

As shown in Figure 12, 41% of students who had any in-school suspensions during the previous school year experienced an improvement. Given the small number of students for whom this data was provided, results should be interpreted with caution.

Figure 12
Two in five students with any in-school suspensions in the previous school year improved their behavior.

Attendance by hour band	Students in grades 1-12	Any in-school suspensions in the previous school year	Percent improved
Less than 15 hours	2,847	39	44%
15-44 hours	3,618	41	34%
45-89 hours	2,675	19	42%
90-179 hours	2,394	26	46%
180-269 hours	1,137	12	33%
270 hours or more	1,105	4	75%
Total	13,776	141	41%

Note: Data in this table comes from 21APR.

Success story: Student behavior (submitted by a Cohort IX subgrantee)

A student on the autism spectrum was very quiet and frequently isolated themselves from the other students. The site director worked closely with this student each day, working to create a comfortable and trusting environment. This student eventually became more comfortable within the program environment, with the staff, and other students. One day, unprompted, this student started talking with the other students and staff. Everyone was so excited, especially the other kids! We relayed the amazing day their parent, who broke down in tears about their student becoming more social and vocal. The parent could not stop expressing their appreciation for the staff and the program, that a safe, trusting environment was created for their child. Throughout the school year, the student continued to build relationships with the staff and their peers.

School Day Attendance

The GPRA measure for *school day attendance* is the percentage of students in grades 1–12 who had a school day attendance rate at or below 90% in the prior school year and demonstrated improved attendance in the current school year. It is not possible to calculate response rates for this measure.[12]

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[11] The denominator for this measure is "students with outcome data who had in-school suspensions in the previous school year." Because subgrantees do not report students with outcome data who did not have any in-school suspensions in the previous school year, it is not possible to calculate the percentage of attending students for whom this measure is available.

[12] The denominator for this measure is "students with outcome data who had a school day attendance rate at or below 90% in the prior school year." Because subgrantees do not report students with outcome data who had a

As shown in Figure 13, 68% of students whose prior-year attendance rate was at or below 90% during the previous school year experienced an improvement. Increases in school attendance were associated with program attendance; that is, students who attended more programming demonstrated greater increases in school attendance.

Figure 13
Over two-thirds of students with a prior-year attendance rate at or below 90% improved their attendance.

Attendance by hour band	Students in grades 1-12	Prior-year attendance rate at or below 90%	Percent improved
Less than 15 hours	2,847	811	63%
15-44 hours	3,618	986	65%
45-89 hours	2,675	788	71%
90-179 hours	2,394	742	70%
180-269 hours	1,137	288	75%
270 hours or more	1,105	235	82%
Total	13,776	3,850	68%

Note: Data in this table comes from 21APR.

Student Engagement in Learning

The GPRA measure for *student engagement in learning* is the percentage of students in grades 1–5 who demonstrate an improvement in teacher-reported learning. This measure was assessed through the teacher survey and was only collected for students who attended at least 45 hours of programming. Among subgrantees who provided data, this measure was completed for 61% of students in grades 1–5.

As shown in Figure 14, 83% of students in grades 1-5 demonstrated an improvement in teacher-reported engagement in learning.

Figure 14
More than four in five students in grades 1-5 demonstrated an improvement in teacher-reported engagement in learning.

Attendance by hour band	Students in grades 1-5	Outcome data provided (teacher survey)	Percent improved
45-89 hours	1,606	686	82%
90-179 hours	1,686	994	83%
180-269 hours	885	683	85%
270 hours or more	943	760	84%
Total	5,120	3,123	83%

Note: Data in this table comes from 21APR.

prior-year attendance rate of at least 90%, it is not possible to calculate the percentage of attending students for whom this measure is available.

Activities Provided

Figure 15 presents the number of students participating in each type of activity during the 2021–2022 program year using ESSA categories. The most commonly attended activities included *well-rounded education activities, including credit recovery* (7,342 students), *academic enrichment-focused* (6,861 students), *healthy and active lifestyle* (6,508 students), *STEM, including computer science* (5,282 students), and *literacy education* (3,624 students). A large number of students also participated in *career competencies and career readiness* (1,054 students) and *drug and violence prevention and counseling* (812 students). In addition (not shown in the chart), 3,586 parents participated in *parenting skills and family literacy* activities.

There are three ESSA categories for which no programs reported offering activities during the 2021–2022 program year: *expanded library service hours*, *services for individuals with disabilities*, and *telecommunications and technology education*.

Figure 15

The number of students participating in activities demonstrates an emphasis on education academic enrichment, healthy and active lifestyles, STEM, and literacy education.
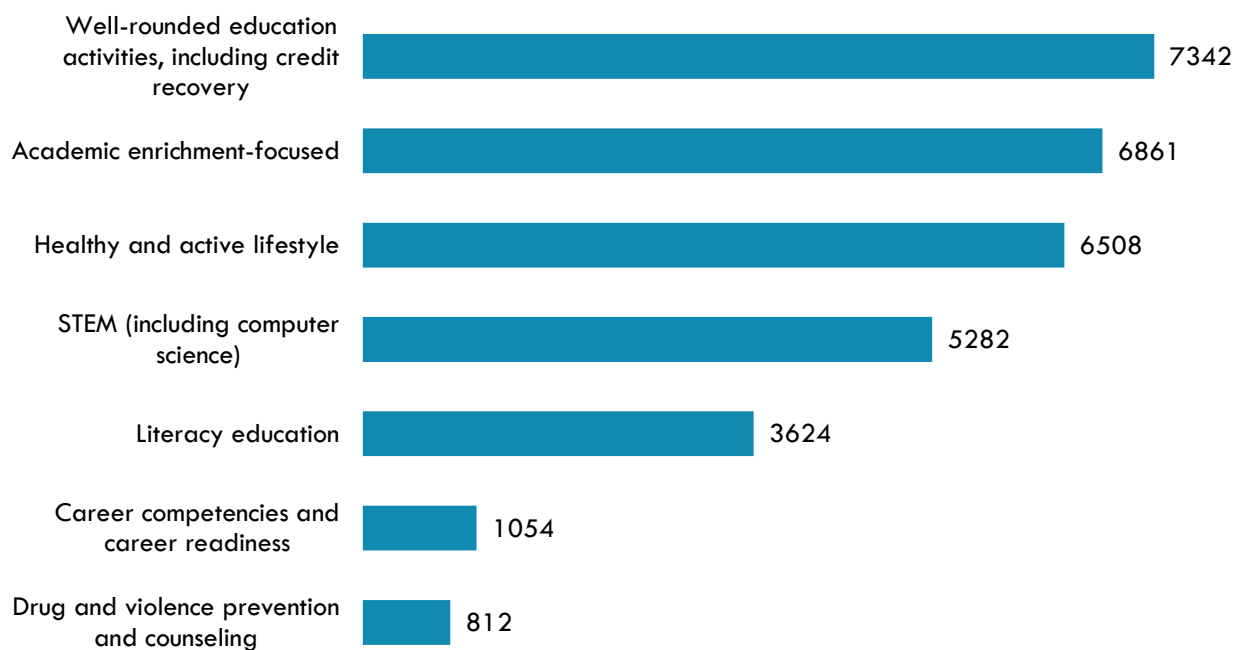
Note: Data in this figure comes from 21APR.

STATE EVALUATION: SUMMARY OF END-OF-YEAR SURVEY DATA

This section of the report highlights results from the state-level evaluation (covering the state fiscal period from July 1, 2021 to June 30, 2022). Subgrantees were required to complete an online end-of-year reporting survey in July 2022. The survey included both qualitative and quantitative questions related to family-school partnerships, progress towards reaching state performance measures, enrollment and participation rates throughout the program year, sustainability efforts, and program successes. In addition, subgrantees completed a Quality Implementation Rubric (QIR). The end-of-year survey and the QIR are provided online at 21st CCLC Subgrantee Resources.
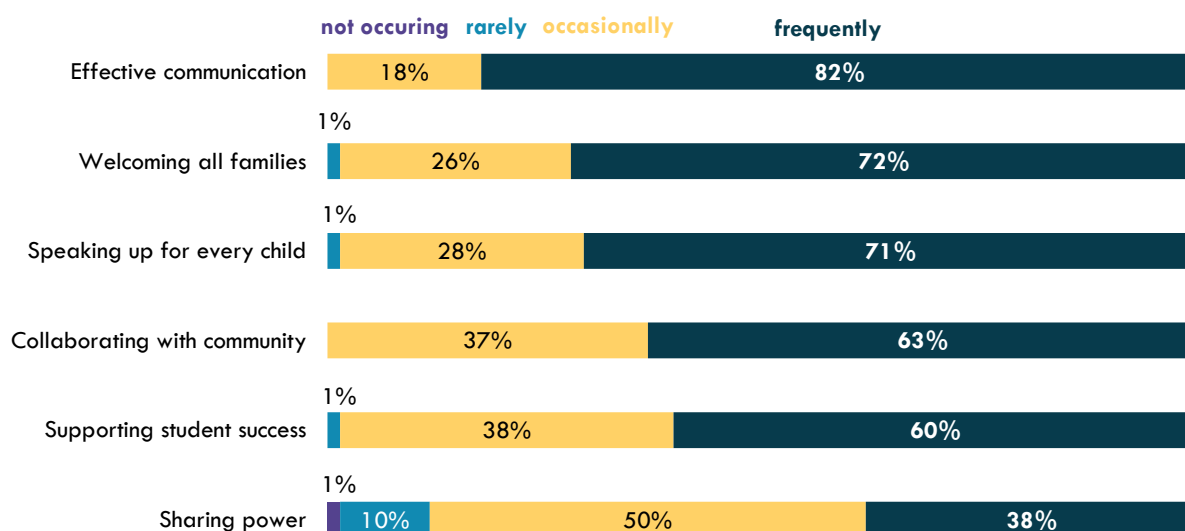
Family-School Partnerships

Family activities typically involve engagement nights/events as well as activities specifically for adults, though the ongoing COVID-19 pandemic compelled centers to offer many of these programs virtually. Examples include parenting skills programs that promote parental involvement and family literacy for parents of students enrolled in the 21st CCLC Program; wraparound programs to engage families and connect them with services; whole family approaches to support adult and early childhood education, employment and training, financial literacy, and asset accumulation. Centers served a total of 3,604 family members during the 2021–2022 program year.

One of the goals of the 21st CCLC grant program is to promote family-school partnerships by offering opportunities for active and meaningful engagement in their children's education— including opportunities for literacy and related educational development—to families of students served by community learning centers. As part of the evaluation, the state sought to determine whether subgrantees were applying family-school partnering best practices. In the end-of-year survey, subgrantees completed the Family-School Partnership Scale developed by researchers at the University of Northern Colorado. Subgrantees were asked to rate their effectiveness in partnering with families from a scale of one (not occurring) to four (frequently occurring) in six areas based on the National Standards for Family-School Partnerships.[13]

The family-school partnership best practices most frequently reported by subgrantees was engaging in *effective communication* (82% frequently; see Figure 16). High proportions of subgrantees also reported frequently *welcoming all families* (72%), *speaking up for every child* (71%), *collaborating with community* (63%), and *supporting student success* (60%). A smaller proportion reported frequently *sharing power* with families (38%).

Figure 16
All subgrantees reported occasionally or frequently using effective communication and collaborating with community.

Note: Data in this figure comes from the state's end-of-year survey.

State Performance Measures

Performance goals include measurements of the outcome that are relevant, realistic, and demonstrate impact. SMART goals must be specific and have clear indicators of success based on current research.

In their grant proposals, subgrantees created performance measures using the SMART (specific, measurable, achievable, relevant, and time-bound) framework for each of four areas:
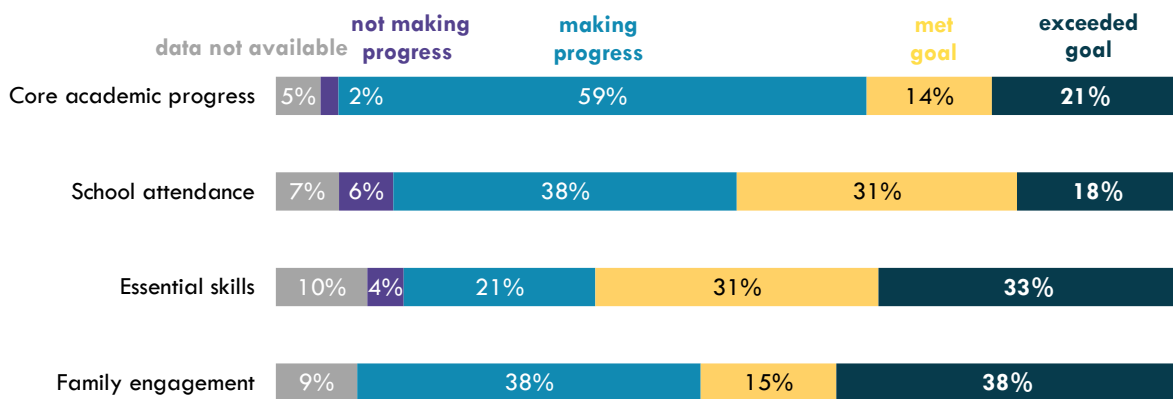
- Core academic progress
- School attendance
- Essential skills
- Family engagement

Subgrantees were asked to rate their progress on each performance measure using a four-point scale (no progress, making progress, met goal, or exceeded goal).

The vast majority of subgrantees rated themselves as making progress, meeting, or exceeding their SMART goals (see Figure 17).

Figure 17

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

	data not available	not making progress	making progress	met goal	exceeded goal
Core academic progress	5%	2%	59%	14%	21%
School attendance	7%	6%	38%	31%	18%
Essential skills	10%	4%	21%	31%	33%
Family engagement	9%		38%	15%	38%

Core Academic Progress

More than one in three subgrantees (35%) rated themselves as meeting or exceeding their *core academic progress* performance measure, and 59% reported making progress (see Figure 17). A small proportion (2%) rated themselves as not making progress. Sixty-six of 70 subgrantees (94%) reported on this measure.

Success story: Academic improvement (submitted by a Cohort VIII subgrantee)

A student struggled with writing and was unable to write their name at the beginning of the school year. The program supervisor connected with their school day teachers to identify areas that they needed support with. In the fall of 2021, the student began completing worksheets to support letter recognition and writing letters. They worked daily on tracing their name and began recognizing the letters in their name and writing them well. They were very quiet at the beginning of the year and as they became more comfortable in their academic skills, they began to interact more with their peers. By the spring semester, they were writing their first and last name effectively without the use of worksheets and interacting more with other students in their class. They were even able to write simple sentences on their own.

School Attendance

About half of subgrantees (49%) rated themselves as meeting or exceeding their *school attendance* performance measure, and 38% reported making progress (see Figure 17). A small proportion (6%) rated themselves as not making progress. Sixty-eight of 70 subgrantees (97%) reported on this measure.

Success story: Enrichment (submitted by a Cohort IX subgrantee)

We had a very quiet, reserved student who, through working with our arts partner, really came out of their shell. Slowly, but surely, each week they were sharing more about themselves with teachers and peers, and expressing their feelings more often. The social-emotional learning that this student took from this enrichment class was invaluable.

Essential skills

Over three in five subgrantees (64%) rated themselves as meeting or exceeding their *essential skills* performance measure, and 21% reported making progress (see Figure 17). A small proportion (4%) rated themselves as not making progress. Sixty-seven of 68 subgrantees (96%) reported on this measure.

Success story: Enrichment (submitted by a Cohort VIII subgrantee)

One of our enrichment activities that we have throughout the year is Cooking with Families. A school teacher who was a previous bakery owner has shared their talents and baking skills with our students and parents on Friday mornings. One of our high school students attending the cooking classes has become so excited about cooking and baking that they want to take their skills further and enroll in a culinary program when they graduate. This has become a true passion for this student and they have commented that it is all due to this 21st CCLC tutor sharing their skills in a way that makes it fun, interesting, and informative.

Family Engagement

Over half of subgrantees (53%) rated themselves as meeting or exceeding their *family engagement* performance measure, and 38% reported making progress (see Figure 17). None

rated themselves as not making progress. Sixty-six of 70 subgrantees (94%) reported on this measure.

Quality Implementation Rubric

In 2021–2022, the 21st CCLC administered the Quality Implementation Rubric (QIR) for the third year. The purpose of the rubric is to annually measure effectiveness of program implementation and program quality to promote continuous improvement. Subgrantees also submit a Quality Improvement Rubric – Action Tool for up to three criteria identified for improvement in the QIR. The tool allows subgrantees to set specific actionable goals for areas in need of improvement and steps to achieve their improvement goals. CDE staff discuss the results of the rubric and the action tool during check-ins and virtual site visits.

The quality implementation rubric requests that subgrantees rate themselves on a five-point scale (from 1="not evident" to 5="exemplary") on indicators in seven domains. The full quality implementation rubric is available online at 21st CCLC Subgrantee Resources. Figure 18 displays the mean scores across each of the seven domains.

Figure 18
Subgrantees rated themselves highest in personnel/leadership and congruency.
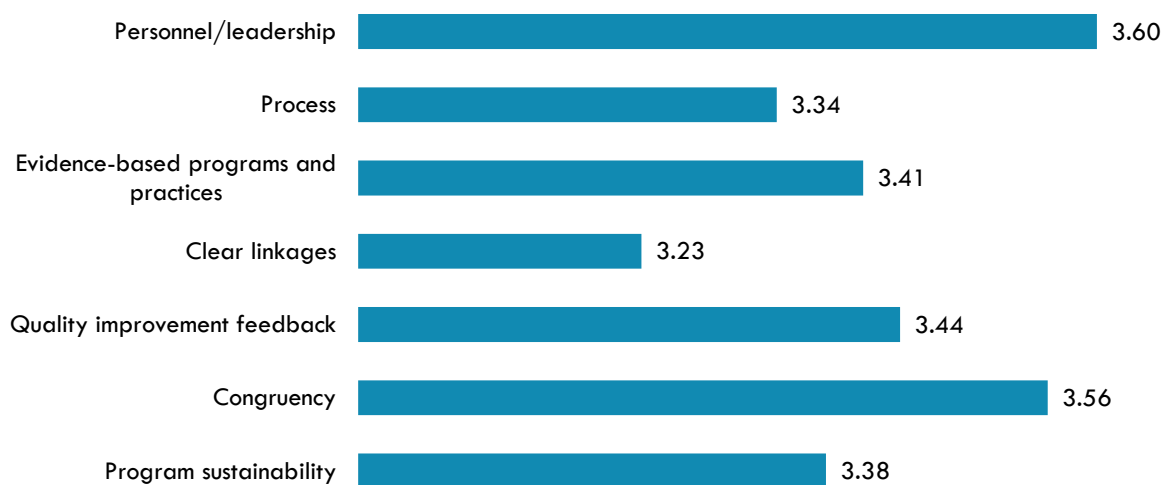
This report includes responses from 65 subgrantees. One grantee completed the QIR for each center separately, resulting in a total of 67 responses. Two subgrantees did not complete the QIR and, per state guidance, none of the four non-continuation subgrantees completed the QIR.

Personnel/Leadership Indicators

The four personnel/leadership indicators assess evidence of staffing and leadership that is conducive to dynamic program implementation. The mean score for this set of indicators was 3.60.

The four indicators and the percent of subgrantees rating themselves as meeting expectations, exceeding expectations, or being exemplary for each indicator include:

1. *Staff capacity* (81% meeting, exceeding, or exemplary)
   - Meets expectations: Clearly defined roles and expectations for staff and limited turnover.
   - Exceeds expectations: Policies in place to minimize the impact of turnover and promote staff retention.
   - Exemplary: Policies are reviewed and revised on an ongoing basis and high-quality staff are retained.
2. *Professional development* (97% meeting, exceeding, or exemplary)
   - Meets expectations: Training and professional development opportunities are available to orient new staff.
   - Exceeds expectations: All staff have access to a variety of ongoing professional development opportunities.
   - Exemplary: Staff are highly trained and veteran staff have the opportunity to coach or mentor other staff members.
3. *Leadership* (98% meeting, exceeding, or exemplary)
   - Meets expectations: Demonstrates adequate support of program implementation and problem solving.
   - Exceeds expectations: Proactive approach to program implementation and problem solving.
   - Exemplary: Leadership at all levels of the program is actively involved in program implementation and problem solving.
4. *Communication* (97% meeting, exceeding, or exemplary)
   - Meets expectations: Staff and leadership have established a communication process/strategy.
   - Exceeds expectations: Staff and leadership have various well-defined channels of regular communication.
   - Exemplary: Staff and leadership have various well-defined channels of regular communication with a feedback process.

Process Indicators

The five process indicators assess evidence of recruiting and retaining target populations, delivering appropriate programming, and broadening outreach efforts. The mean score for this set of indicators was 3.34. The five indicators and the percent of subgrantees rating themselves as meeting expectations, exceeding expectations, or being exemplary for each indicator include:

1. *Student recruitment* (88% meeting, exceeding, or exemplary)
   - Meets expectations: Consistent effort to identify and recruit students.
   - Exceeds expectations: Multiple efforts to identify and recruit students.
   - Exemplary: Systemic efforts to identify and recruit students (e.g., work within feeder systems and districts).
2. *Projected attendance* (74% meeting, exceeding, or exemplary)
   - Meets expectations: Serving 75% of the projected number of unduplicated student attendees.

- Exceeds expectations: Serving 100% of the projected number of unduplicated student attendees.
- Exemplary: Serving above 100% of the projected number of unduplicated student attendees.

3. *Regular attendance* (61% meeting, exceeding, or exemplary)
    - Meets expectations: At least 50% of students are attending regularly.
    - Exceeds expectations: At least 60% of students are attending regularly and activities are highly attended.
    - Exemplary: At least 75% of the students are attending regularly and activities are highly attended.

4. *Family recruitment* (86% meeting, exceeding, or exemplary)
    - Meets expectations: Efforts are present to increase parent/family awareness of community resources.
    - Exceeds expectations: Active efforts to increase parent/family capacity to support students and improve their own education.
    - Exemplary: Embedded approaches to increasing parent/family capacity and education (e.g., monthly meetings and clear expectations for involvement).

5. *Diversity, access, equity, and inclusion* (100% meeting, exceeding, or exemplary)
    - Meets expectations: Policies exist and recruitment efforts of students and staff focus on diversity, access, equity, and inclusion.
    - Exceeds expectations: Policies and practices are in place and most of the services provided are inclusive, accessible, responsive, and engaging.
    - Exemplary: Diversity, access, equity, and inclusion are embedded in all aspects of the program (e.g., vision, activities, leadership).

Evidence-based Programs and Practices

The two evidence-based programs and practices indicators assess evidence of consistent use of promising practices or evidence-based strategies in program implementation. ESSA guidelines state that programs and practices should be Tier 1 through 4 to be "evidence-based."[14] The mean score for this set of indicators was 3.41. The percent of subgrantees rating themselves as meeting expectations, exceeding expectations, or being exemplary for each indicator include:

1. *Evidence-based programming* (96% meeting, exceeding, or exemplary)
    - Meets expectations: Variety of evidence-based practices and programs (ESSA Tiers 1-3) available for students and parents/families.
    - Exceeds expectations: Variety of evidence-based practices and programming (ESSA Tiers 1-3) available for students that are specifically focused on academics, recreation, positive youth development, and parent/family enrichment.
    - Exemplary: Variety of evidence-based practices and programing specifically aligned to the school day (e.g., school standards and curriculum).

2. *Fidelity* (91% meeting, exceeding, or exemplary)
    - Meets expectations: Evidence-based programming or practices support at least one outcome.

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[14] For more information on Tiers 1 through 4 under ESSA, see the "Evidence-Based Programming and Practices" document at http://www.cde.state.co.us/21stcclc/subgranteeresources.

- Exceeds expectations: Evidence-based programming or practices support multiple outcomes.
- Exemplary: Implementing evidence- based programming with fidelity checks (e.g., rubrics, observations).

Clear Linkages

The three clear linkages indicators assess evidence of clear links between State Performance Measures and activities that are related to the grant for the current funding year. The mean score for this set of indicators was 3.23. The three indicators and the percent of subgrantees rating themselves as meeting expectations, exceeding expectations, or being exemplary for each indicator include:

1. *Performance measure linkages* (94% meeting, exceeding, or exemplary)
   - Meets expectations: For all State Performance Measures, there are clear linkages between activities and outcomes.
   - Exceeds expectations: For all State Performance Measures, there are clear and evolving linkages between activities and outcomes. Changes are based on ongoing learning and feedback.
   - Exemplary: For all State Performance Measures, there are clear and evolving linkages between activities and outcomes. Changes are based on formal evaluation. Additional outcomes beyond the State Performance Measures are also present.
2. *Data collection efforts* (91% meeting, exceeding, or exemplary)
   - Meets expectations: Data collected matches the State Performance Measures.
   - Exceeds expectations: Baseline data or other means of establishing change are present (pre- post, comparison group, use of local norms) for State Performance Measures.
   - Exemplary: Program has sample-specific data about the measures they are using (e.g. reliability and validity).
3. *Meeting performance measures* (88% meeting, exceeding, or exemplary)
   - Meets expectations: Evidence that the program is meeting the majority of State Performance Measures, and improvement plans are in place.
   - Exceeds expectations: Evidence that the program is exceeding some State Performance Measures, while meeting others and improvement plans are in place.
   - Exemplary: Evidence that the program is exceeding all State Performance Measures.

Quality Improvement Feedback

The three quality improvement feedback indicators assess evidence that data are being used to improve program implementation. The mean score for this set of indicators was 3.44. The three indicators and the percent of subgrantees rating themselves as meeting expectations, exceeding expectations, or being exemplary for each indicator include:

1. *Evaluation capacity* (96% meeting, exceeding, or exemplary)
   - Meets expectations: Qualified internal or external evaluator(s) already working on evaluation efforts.

- Exceeds expectations: Frontline staff and leadership are actively involved in the process of reviewing data and making evaluation decisions.
- Exemplary: Stakeholders, youth, and parents/families are actively involved in the process of reviewing data and making evaluation decisions.

2. *Communicating results* (91% meeting, exceeding, or exemplary)
   - Meets expectations: Evidence that the identified process was used to improve program outcomes.
   - Exceeds expectations: Evidence that the identified process is continuously used to improve program outcomes.
   - Exemplary: Process in place for staff to be held accountable for student and parent/family outcomes.

3. *Continuous improvement* (97% meeting, exceeding, or exemplary)
   - Meets expectations: Results of the data are used for accountability and are being reviewed with staff.
   - Exceeds expectations: Data are used multiple times per year to evaluate and improve programs.
   - Exemplary: Data are used continually to monitor students' and parents'/families' progress and is used to generate ideas about critical program elements.

Congruency

The three congruency indicators assess the degree to which evidence exists that program staff and leadership are aware of and engaging in activities that are congruent with the activities of the grant/program plan. The mean score for this set of indicators was 3.56. The three indicators and the percent of subgrantees rating themselves as meeting expectations, exceeding expectations, or being exemplary for each indicator include:

1. *Compliance* (90% meeting, exceeding, or exemplary)
   - Meets expectations: Program is in compliance with grant requirements and issues are quickly addressed.
   - Exceeds expectations: Program is continuously in compliance with grant requirements.
   - Exemplary: Programs serve as an example for grant compliance.

2. *Plan and outcomes* (92% meeting or exceeding)
   - Meets expectations: Most frontline staff and leaders are aware of the program plan and targeted outcomes.
   - Exceeds expectations: All frontline staff and leaders are aware of the program plan and targeted program outcomes.
   - Exemplary: Frontline staff and leaders are involved in future grant development, revising program plans, and selecting/revising program outcomes.

3. *Alignment with grant* (100% meeting, exceeding, or exemplary)
   - Meets expectations: Moderate degree of congruency between activities and the approved grant application and/or approved updates.
   - Exceeds expectations: High degree of congruency between activities and the approved grant application and/or approved updates.
   - Exemplary: All activities are congruent with the approved grant application and/or approved updates.
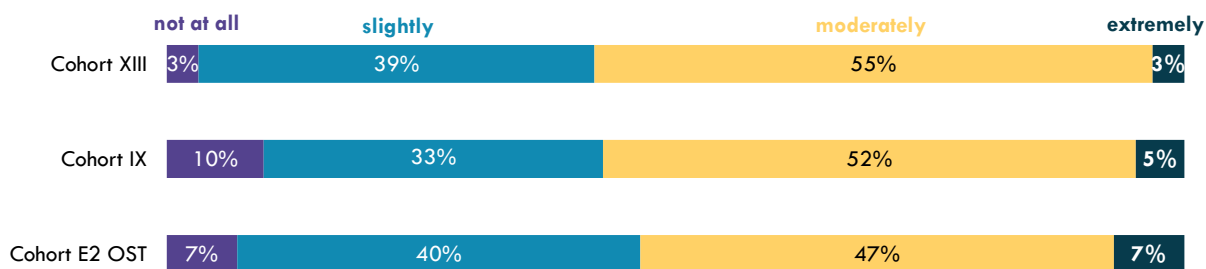
Program Sustainability

The three sustainability indicators in the quality implementation rubric assess the degree to which evidence exists that the program is engaged in efforts to foster culture change and enhance sustainability. The mean score for this set of indicators was 3.38. The three indicators and the percent of subgrantees rating themselves as meeting expectations, exceeding expectations, or being exemplary for each indicator include:

1. *Key stakeholder involvement* (80% meeting, exceeding, or exemplary)
   - Meets expectations: Key stakeholders who will support ongoing funding and sustainability efforts are in place.
   - Exceeds expectations: Key stakeholders identified community linkages/partnerships to address the sustainability needs (e.g., interagency groups and/or funding sources).
   - Exemplary: Key stakeholders have established resources and additional funding (e.g., internal and external).
2. *Sustainability efforts* (86% meeting, exceeding, or exemplary)
   - Meets expectations: Established sustainability plan and ongoing sustainability efforts in mind.
   - Exceeds expectations: Evidence of established sustainability plan for beyond grant funding and ongoing sustainability efforts.
   - Exemplary: Evidence of policy and/or funding changes to support ongoing services beyond the grant (e.g., shift toward school or external funding).
3. *Partnerships* (98% meeting, exceeding, or exemplary)
   - Meets expectations: At least one formal partnership evident during the year that was developed to meet student and parent/family needs.
   - Exceeds expectations: Evidence of multiple established formal (e.g., MOU) and informal community partnerships during the length of the grant.
   - Exemplary: Multiple ongoing partnerships (including schools) and actively expanding new community partnerships and/or deepening existing partnerships that are expected to be sustained past the grant.

In addition to rating themselves on the QIR, subgrantees were asked to rate their readiness to sustain their programs on the end of year survey. Over half of subgrantees in all three cohorts indicated that they were *moderately* or *extremely* ready to sustain their program (see Figure 19). Among the three Cohort VIII subgrantees that were not continuing, two (67%) had partially implemented their sustainability plan and one (33%) had fully implemented their sustainability plan.

Figure 19

Over half of subgrantees rated themselves as moderately or extremely ready to sustain their programs.

	not at all	slightly	moderately	extremely
Cohort XIII	3%	39%	55%	3%
Cohort IX	10%	33%	52%	5%
Cohort E2 OST	7%	40%	47%	7%

To prepare for program sustainability, subgrantees planned to seek other **sources of funding**, through grant writing (applying for both public and private funding), hosting fundraisers, garnering district support, and collecting fees from parents at non-21st CCLC sites. They aimed to **raise their profile** in the community, anticipating that demonstration of program success will lead to more funding within the community. Subgrantees also expected **ongoing partnerships** with vendors, school staff, and community partners to promote sustainability.


"Partnerships are our greatest asset in sustainability. We have many partners who provide free programs and we will continue to recruit new and/or expand upon these partnerships to support our programs. We are also working with district leadership to develop more district and community resources to support the sustainability of these programs."
– Cohort IX subgrantee

COVID-19 IMPACTS

Most programming (92%) was implemented completely in person during the 2021–2022 program year, while 6% was implemented through a hybrid model and 2% was completely remote (see Figure 20). Questions related to the impact of COVID-19 were included in the end-of-year survey. The survey included questions about the impact of COVID-19 on program implementation and on students and families. Highlights of responses are below.

Figure 20
Almost all programming was offered completely in person.

Completely remote
2%

Hybrid
6%

Completely in person
92%
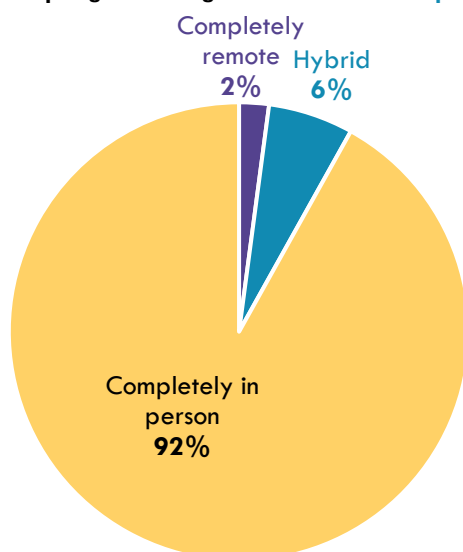
Impacts on program implementation

As they did during the 2019–2020 and 2020–2021 program years, subgrantees continued to face the effects of the COVID-19 pandemic, which affected program implementation. Many subgrantees dealt with **staffing shortages**, both in their own programs and among vendors. Reasons provided for staffing shortages included exhaustion/burnout, turnover, vaccination requirements, illnesses among staff, fear of returning to the workplace, and COVID-19 relief payments provided more income than working. In particular, **bus driver shortages** resulted in fewer field trips and more challenges providing transportation to and from school. At times, some subgrantees had to temporarily **shut down programs** or cancel classes because of staff illnesses. Some subgrantees noted lower rates of **student attendance** or irregular attendance, due to capacity restrictions, quarantining requirements, fear of exposure, and families no longer needing after-school care because parents were no longer working. Some programs used a **cohort model** to minimize exposure and facilitate contact tracing, resulting in inconsistent schedules for students. Subgrantees noted impacts on **family engagement** because adult family members were often not permitted to enter facilities; they adapted by holding events outside such as meeting in school parking lots. Many subgrantees reported the continued use of cumbersome **COVID-19 protocols** such as seating charts and exposure tracking, and some noted **supply chain delays** affecting equipment availability.

> "Many of our staff experienced high levels of burnout due to COVID-19. At the height of the pandemic, employees were asked to be flexible in ways the organization has never experienced, including leading in-person and virtual workshops, supporting remote learning, and maintaining ongoing contact with students and families while trying to keep students socially distanced. Amid this, employees were also working on their own mental health. Due to COVID-19 safety mandates, we reduced program capacity to accommodate smaller group sizes and ensure proper social distancing."
> – Cohort E2 OST subgrantee

Success story: Partnership (submitted by a Cohort VIII subgrantee)

The owner of the local skating rink isn't just a business owner—they are extremely passionate about the children who come into their skating rink and engage with them personally. This business owner could charge us much more when our students go to the skating rink, especially after all the effects of COVID-19 in the past couple of years. They know that our students love going to their rink for fun physical exercise and have continued to quote us the same price since year one of our grant.

Impacts on students and families

Subgrantees noted that the pandemic has **increased trauma, stress, anxiety,** and **isolation** among students and their families. The disruption to typical social development in in-person settings has resulted in **challenging youth behavior,** with "socially stunted" students requiring work on empathy, respect, and kindness. Many students had **difficulty accessing online learning** due to "digital deserts" and a lack of computers or tablets. Several subgrantees noted a **decline in academic performance** and a **decline in student motivation.** Family members continue to struggle with **economic hardships,** including job loss, rent/mortgage payments, childcare costs, inflation, and food insecurity.

> "Like students, family members suffered from deteriorating mental health, and many faced economic hardship. Families were socially isolated during the pandemic, and many lost relatives. Others lost jobs and financial security. Therefore, it was important for the program to be a consistent source of support for families. The program allowed families to get back to work, search for new jobs, or take care of ailing family members without having to meet the after-school needs of their children simultaneously. Program staff found it helpful to provide wraparound services for families. If staff knew families were struggling, they connected them with other supportive school district resources and departments."
> – Cohort VIII subgrantee

Success story: Partnership (submitted by a Cohort VIII subgrantee)

This past winter, we partnered with a grief center to provide free bereavement support groups to students through what they called "The Good Grief Group." This partnership allowed us to combine school and community resources to support students during what has been a very difficult time, especially for students who were directly impacted by a COVID-19 death.

ELEMENTARY AND SECONDARY SCHOOL EMERGENCY RELIEF (ESSER) I FUND

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

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

ESSER I funds were used to provide $48,325 in supplemental grants to each of the 46 21st CCLC centers across the state who applied for supplemental funding (totaling $2,222,962).[15] Subgrantees had until September 2022 to use these funds, which were to be used to support COVID-19 recovery efforts in their 21st CCLC programs. The 46 centers that applied for and received ESSER I funds proposed using the funds to: address physical health and safety (100% of centers), maintain operational continuity (100%), meet students' after school education and other needs (87%), and provide mental health supports (48%).

"ESSER I funds have provided much-needed exposure and education for our students and families. The ESSER I funds were a godsend for our school. We were facing great difficulty engaging students due to the COVID-19 pandemic. Many students were apathetic towards school, and many were experiencing depression and drug and alcohol use. Being able to utilize these programs allowed us to reclaim a large part of our population and get them moving in the right direction."
– Cohort VIII subgrantee

Subgrantees used these funds to support the students and families they serve. They used funds to pay for **supplementary staff time,** which provided lower student-to-staff ratios and allowed for the hiring of specific positions such as support staff for students with special needs, social-emotional learning coordinators, and math tutors. Some subgrantees used funds to purchase **curriculum for academic and emotional support** and technology such as **iPads and Chromebooks.** Funds were also used to support **enrichment activities,** such as art, STEM, athletics, and music, and **field trips** to zoos, museums, and colleges. Funding was also used for **sanitation equipment,** providing additional cleaning, masks, and other necessities related to COVID-19 prevention.

ESSER funding allowed programs to **strengthen staff skills** and **reach more students and families** through increased program capacity and expanding the number of programming days. Programs were able to offer **smaller classes** and saw **improved student engagement.** They were also able to expose students to **new enrichment activities** and address **mental and behavioral health issues.**

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[15] Not all centers applied for ESSER I funds.

SUMMARY

In the 2021–2022 program year, 70 subgrantees served as fiscal agents in Cohorts VIII, IX, and E2 OST of Colorado's 21st CCLC program, supporting activities in 131 centers throughout the state. A total of 20,377 students participated in the program, 7,880 (39%) of whom were regular program attendees (that is, attending for at least 75 hours).

Teachers completing end-of-year surveys for regular attendees noted improvements in student behavior, particularly *class participation*. Students who attended 120 hours or more demonstrated some additional gains compared to students who attended less than 120 hours.

The most popular activities were *well-rounded education activities, including credit recovery* (attended by 7,342 students), *academic enrichment-focused* (6,861 students), and *healthy and active lifestyle* (6,508 students). A large number of students also participated in activities related to *STEM, including computer science (5,282 students), and literacy education (3,624 students)*. In addition, 3,586 parents participated in *parenting skills and family literacy activities*.

Subgrantees in all cohorts reported progress on state performance measure. Almost all reported making progress, meeting, or exceeding their *core academics, school attendance, essential skills,* and *family engagement* performance measures.

The 2021–2022 program year was the first year that subgrantees collected and reported on GPRA measures. Although data were limited for several measures (including English language arts and mathematics outcomes on the Colorado Measures of Academic Success and in-school suspension data), several GPRA measures suggested improvement in GPAs, school attendance, and teacher-reported engagement in learning.

The 21st CCLC grant program provides community learning centers for students in low-performing, high-poverty schools to assist students in meeting academic achievement standards and to provide enriching activities during out-of-school time. Teacher survey data and compelling stories from program directors demonstrate the continuing positive impact of programs for both students and their families, particularly during the COVID-19 pandemic.

"The 21st CCLC programming has provided positive out-of-school time opportunities for students who wouldn't usually have access to living in a small, rural community. Parents have appreciated having safe, engaging opportunities for their children to participate in until they finish their work day. Additionally, the programming helps to provide additional financial support to teachers while allowing them to share their passions with students in a setting less formal than the school day. 21st CCLC field trips have created opportunities for students and families to enjoy experiences they couldn't afford on their own while fostering connections between students, parents, and teachers."
– Cohort E2 OST subgrantee

APPENDIX A: GLOSSARY

2021–2022 Program Year

For the state evaluation data (e.g., teacher survey data on student behavior; end-of-year survey data on student attendance, progress towards state performance measures, and success stories), the program year is from July 1, 2021 to June 30, 2022. For the federal data reported in EZReports (e.g., data on activities provided, staffing, and participation), the program year is from June 1, 2021 to May 31, 2022.

Activity

A program or session that is held at a center (or online, during the COVID-19 pandemic). Whereas subgrantees previously used activity categories based on the No Child Left Behind Act (NCLB), beginning in 2021–2022 they are using activity categories based on the Every Student Succeeds Act (ESSA).

Center

A center is the location where the majority of the subgrantee's activities occur. A subgrantee can have up to six centers.

Cohort

A group of subgrantees that receive the 21st CCLC grant during a specific time-period, starting during the same fiscal year. All subgrantees in this report were in Cohort VIII (for which funding began in 2018 and continued into 2022), Cohort IX (for which funding began in 2021), or E2 OST (for which funding began in 2021).

Extended Learning Time

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

Fiscal Agent

The fiscal agent is identified as the local educational agency (school district/Board of Cooperative Educational Services) or community-based organization that acts on behalf of their member schools in handling the financial grant requirements as outlined in the grant award documents. Colorado does not allow schools to receive the 21st CCLC grant directly; rather, grants are awarded to the fiscal agent who will ensure funds are provided to the school. In addition, an individual of the fiscal agency is identified as the authorized representative who has authorization to submit reports and draw down both federal funds.

Government Performance and Results Act (GPRA) measures

Federal measures reported to the U.S. Department of Education, including academic achievement, grade point average, behavior, school day attendance, and student engagement in learning. These measures were collected for the first time during the 2021–2022 program year.

Regular Attendee

CDE defines regular attendees as students attending a center's programming for at least 75 hours during the program year (July 1 – June 30). Attendance does not need to be consecutive.

Unduplicated Attendee

CDE refers to students attending fewer than 75 hours during the attendance reporting period as "unduplicated" attendees.

Subgrantee

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