



Colorado Department of Education

**Overview (Characteristics and Outcomes)
of the Colorado 21st Century
Community Learning Centers Program
2003-2004**



**Colorado Department of Education
Competitive Grants and Awards Unit
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TABLE OF CONTENTS

| | |
|---|----|
| Part I: Overview of the Colorado 21st CCLC Program | |
| Purposes | 4 |
| Eligible Applicants | 4 |
| Duration of Grants | 5 |
| Authorized Uses of Funds | 5 |
| Program Requirements | 6 |
| Part II: Report Purposes and Data Collection Methods | |
| Purposes and Scope | 7 |
| 21 st CCLC Profile and Performance Information Collection System (PPICS) | 7 |
| Focused Grantee Conversations | 9 |
| Annual State Progress Reports | 9 |
| Part III: Profile of the Colorado 21st Century Community Learning Centers | |
| Characteristics of Colorado 21 st CCLC Grantees | |
| Grant Awards | 10 |
| Grantee Organizational Status | 10 |
| Geographic Region of Grantees | 10 |
| Centers Operated by Grantees | 10 |
| Grades Levels of Schools in Which Centers were Located | 10 |
| Feeder Schools Served by 21 st CCLCs | 11 |
| Characteristics of Students Served by Colorado 21 st CCLCs in 2003-2004 | |
| Number of Student Attendees | 11 |
| Grade Level of Student Attendees | 11 |
| Gender of Student Attendees | 12 |
| Race/Ethnicity of Student Attendees | 12 |
| Special Services/Programs | 13 |
| Operation and Design of Colorado 21 st CCLCs | |
| Number of Operating Hours per Week | 14 |
| Center Staff | 14 |
| Activities or Services Provided | 15 |
| Subject Area Focus of Activities | 16 |
| Partnerships | 16 |
| Part IV: Outcomes Achieved By the Colorado 21st CCLCs | |
| Changes in Behaviors of Regular Attendees | 18 |
| Meeting Program Objectives | 19 |
| Disaggregated Cross Year State Assessment Results Among Regular Attendees | 21 |
| Status of GPRA Indicators for the 21 st CCLC Program | 22 |
| Status of Colorado 21 st CCLC Performance Indicators | 25 |
| Part V: Administration of the Colorado 21st CCLC Program | |
| Technical Assistance Provided | 27 |
| Grantee Feedback on Program Administration | 28 |

Part VI: Voices from the Field

Lessons Learned -- Grantee Conversations 30
Lessons Learned -- Excerpts from Annual Progress Reports.....32

Appendices

Appendix A: Listing of Colorado 21st CCLCs Operating in 2003-2004, with Project
Overviews and First Year Funding Amounts
Appendix B: Protocol for Focused Grantee Conversations, Networking Day February 2004
Appendix C: PPICS Teacher Survey Instrument

List of Table and Figures

Tables:

Table 1: Total Student Attendees Served By Individual Colorado 21st CCLCs 11
Table 2: Grade Level of Total and Regular Attendees of Colorado 21st CCLCs..... 12
Table 3: Gender of Total and Regular Attendees of Colorado 21st CCLCs 12
Table 4: Ethnicity/Race of Total and Regular Attendees 13
Table 5: Student and Regular Attendees Receiving Special Services/Programs 13
Table 6: Paid and Volunteer Staff for Colorado 21st CCLCs 15
Table 7: Activities and Services Provided by Colorado 21st CCLCs 15
Table 8: Subject Area Focus of Activities Provided by Colorado 21st CCLCs..... 16
Table 9: Colorado 21st CCLC Partnerships by Contribution Type..... 17
Table 10: Teacher Survey Results Regarding Behavior Changes for Regular Attendees.. 18
Table 11: Grantee Progress toward Program Objectives, by Objective Category 20
Table 12: Disaggregated Cross Year State Assessment Results among Regular
Attendees 22
Table 13: Status of 21st CCLC GPRA Indicators for Colorado & All States 24

Figures:

Figure 1: Number of Centers Operated per Grantee 10
Figure 2: Typical Number of Operating Hours per Week..... 14
Figure 3: Status of Program Objectives by Objective Classification... 21
Figure 4: Status of GPRA Indicators, Colorado & All States 25

Part I: Program Overview

Purposes

The 21st Century Community Learning Centers (21st CCLC) initiative is the only federal funding source dedicated exclusively to afterschool programs. The program grew from a budget of \$1 million in 1997 to \$1 billion in 2002.¹ The *No Child Left Behind Act* reauthorized 21st CCLC in 2002, transferring the administration of the grants from the U.S. Department of Education to the State Education Agencies. States receive funds based on their share of Title I funding for low-income children.

Title IV, Part B, of the Elementary and Secondary Education Act (ESEA), as amended by the *No Child Left Behind Act* authorizes states to distribute funds to qualified applicants to establish or expand community learning centers that provide students with academic enrichment opportunities along with activities designed to complement the students' regular academic program.

The purposes of the 21st Century Community Learning Centers initiative are to:

- (1) Provide opportunities for academic enrichment, including providing tutorial services to help students (particularly students in high-poverty areas and those who attend low-performing schools) meet state and local student performance standards in core academic subjects such as reading and mathematics;
- (2) Offer students a broad array of additional services, programs and activities, such as youth development activities, drug and violence prevention programs, counseling programs, art, music and recreation programs, technology education programs, and character education programs that are designed to reinforce and complement the regular academic program of participating students; and
- (3) Offer families of students served by community learning centers opportunities for literacy and related educational development.

In Colorado, the first grants made under the 21st Century Community Learning Centers program were awarded in July 2003. A total of \$4,524,232 was distributed through a competitive grant process to 19 grantees in two different funding cohorts. Both cohorts began program implementation in July 2003.

Eligible Applicants

Any public or private organization is eligible to apply for a 21st CCLC grant. These include, but are not limited to public schools, non-profit agencies, city or county government agencies, faith-based organizations, institutions of higher education, and for-profit corporations.

Eligible entities must propose to serve students and the families of students who primarily attend high poverty, low performing schools. This includes Title I schoolwide programs **or** schools that serve a high percentage of students from low-income families (40% or higher on free and reduced priced lunch) **and** are designated as a school:

- in need of improvement under Title I Section 1116,

¹ Afterschool Alliance, *21st Century Community Learning Centers: A Foundation for Progress*. Retrieved January 31, 2006 from www.afterschoolalliance.org

- on corrective action under Title I Section 1116,
- rated “unsatisfactory” on the Colorado School Accountability Report, **or**
- rated “low” on the Colorado School Accountability Report.

The authorizing statute strongly encourages all applicants to collaborate with other public and private agencies, including the local school district, to create programs as comprehensive and high quality as possible. The selection criteria applied by the Colorado 21st CCLC program reflects this emphasis on collaborative approaches to the design and delivery of the proposed community learning centers.

Duration of Grants

Depending on the availability of future congressional appropriations and approval of an annual progress report, an applicant may receive Colorado 21st CCLC grant funding for five years. However, continuation of funding from year to year is contingent upon the grantees’ demonstration that they are implementing the programs and making progress toward achieving the goals set out in their initial applications. To provide evidence of progress, grantees are required to file written state progress reports each year. CDE provides grantees with a format for the report and the scoring rubric applied by the review panel.

CDE recruits and trains outside reviewers to read and appraise these state progress reports. Reviewers score the reports using the rubric and make recommendations regarding continuation funding or intervention by CDE. Intervention might take the form of requiring grantees to develop specific plans to address concerns raised in the progress-reporting process. Alternatively, continuation funding might carry specific provisions that have to be met before grantees can draw on funds.

In order to stimulate sustainability, beginning in the second year of funding and for each year thereafter, grant funding is decreased by 10% per year. However, applicants must maintain the level of services by supplementing grant dollars with other funds from federal, state, and local sources and in-kind contributions. For example, an award of \$100,000 in the first year would be reduced to \$90,000 in the second year and \$80,000 in the third year. In no event are grant funds reduced to less than \$50,000 for each program year.

Authorized Uses of Funds

Existing Programs. 21st CCLC funds may be used to expand and enhance current activities provided in existing afterschool programs, whether supported by public or private funds. However, 21st CCLC funds can be used only to supplement and not supplant any federal or non-federal funds used to support current programs.

Allowable Activities. Local grantees are limited to providing the following activities with grant resources:

- Remedial education activities and academic enrichment learning programs;
- Mathematics and science education activities;
- Arts and music education activities;
- Entrepreneurial education programs;
- Tutoring services and mentoring programs;
- Programs that provide afterschool activities for limited English proficient students that emphasize language skills and academic achievement;
- Recreational activities;

- Telecommunications and technology education programs;
- Expanded library service hours;
- Programs for adult family members *of students participating* in a community center that promote parental involvement and family literacy;
- Programs that provide assistance to students who have been truant, suspended, or expelled, to allow the students to improve their academic achievement; and
- Drug and violence prevention programs, counseling programs, and character education programs.

Program Requirements

Collaboration. Section 4204(b)(2)(H) of the enabling legislation requires districts applying for local grants to provide a description of the partnership between a local educational agency, a community-based organization (CBO), and other public or private organizations. If the local applicant is another public or private organization (e.g. an organization other than a school district), it must provide an assurance that its program was developed and will be carried out in active collaboration with the schools the students attend.

Location. The proposed community learning center may be located in a facility other than an elementary or secondary school. However, the alternate facility must be at least as available and accessible to the participants as if the program were located in an elementary or secondary school. Community learning centers must offer services *during non-school hours or periods when school is not in session*, including before school, after school, evenings, weekends, and during the summer.

Application Process. Applications for 21st CCLC grant funds must include descriptions of:

- Before and afterschool or summer activities to be funded;
- How students will travel safely to and from the center and home;
- How the organization will disseminate information about the center (including its location) to the community in a manner that is understandable and accessible;
- How the activities are expected to improve student achievement;
- How federal, state, and local programs will be combined or coordinated with the proposed program for the most effective use of public resources;
- How the program will meet principles of effectiveness by being based on:
 - An assessment of objective data regarding need for the proposed programs and activities in the schools and communities;
 - An established set of performance measures aimed at ensuring the availability of high-quality academic enrichment opportunities; and
 - If appropriate, scientifically based research that provides evidence that the programs or activities will help students meet state and local student academic achievement standards;
- The partnership between a local educational agency, a community-based organization, and another public or private organization (if appropriate);
- An evaluation of the community needs and available resources for the community learning center and a description of how the proposed program will address those needs (including the needs of working families); and
- The eligible organization's experience, or promise of success in providing educational and related activities that will complement and enhance the academic performance, achievement, and positive youth development of students.

Part II. Report Purposes and Data Collection Methods

Purposes and Scope

This report consolidates and analyzes data that the Colorado Department of Education (CDE) can apply to track program objectives and outcomes, improve program administration, and demonstrate accountability. A secondary purpose is to identify lessons learned and best practices that may be helpful to applicants of future 21st CCLC grant competitions.

This report covers the activities and preliminary progress of two cohorts of 21st CCLC grantees during their first year of implementation. Cohort I grantees received notice of their grant awards shortly before cohort II schools, but both cohorts began implementing their programs in 2003. Accordingly, the cohorts are combined into a single group for purposes of data reporting and analysis. The scope of this report does not extend to activities provided by sites in the summer of 2004. Summer 2004 activities will be included in the 2004-2005 report.

21st CCLC Profile and Performance Information Collection System (PPICS)

The U.S. Department of Education selected Learning Point Associates to design, deploy, and maintain a Web-based data collection system to capture information regarding 21st CCLC programs across the nation. This system is called the 21st CCLC Profile and Performance Information Collection System (PPICS).

The PPICS system contains four data entry modules:

1. *The Competition Overview Module.* This module collects basic descriptive information about the outcomes of state grant competitions and the performance indicators the state uses in structuring the statewide program.
2. *The Grantee Profile Module.* This module collects basic information about grantees – the proposed objectives and community partners associated with a given program, the activities grantees propose to deliver at each of their centers, and the students and families they intend to serve. In Colorado, data related to this module were entered into PPICS directly by grantees.
3. *The APR (Annual Performance Report) Module.* This module collects data about (1) progress made by 21st CCLC grantees during the preceding year in meeting their program objectives; (2) center operations during the period, including the population served; and (3) the GPRA (Government Performance and Results Act of 1993) performance indicators of the 21st CCLC program. In Colorado, data related to this module were entered into PPICS directly by grantees.
4. *State Activities Module.* The purpose of this module is to collect information on how a state education agency used its two percent administrative allocation and the three percent training and/or evaluation allocation to support the 21st CCLC program in its state during the relevant year.

Submission of Data. PPICS was designed to provide states with a variety of options in terms of how data is entered into the system and by whom. In Colorado, the state or the grantees manually entered data into the system's web-based interface. CDE program staff entered data for the two state level modules – Competition Overview and State Activities. The state delegated to grantees the task of entering data in the Grantee Profile and ARP modules. CDE monitored whether grantees completed the required data entry tasks. The state does not, however, independently validate the data submitted by the grantees.

Federal Annual Progress Report Requirements. The U.S. Department of Education allowed states some flexibility in deciding how to meet federal requirements for Annual Progress Report (APR) reporting. States had the option to report on at least one of four impact categories for Regular Attendees (those students who attended a 21st CCLC for at least 30 days) in their state during the relevant reporting period.

Colorado chose to collect and report data on the following three impact categories:

- (1) *State Assessment Current Year.* The number of Regular Attendees falling within a given proficiency category of CSAP (Colorado Student Assessment Program) assessments administered during the relevant period for both reading and math.
- (2) *State Assessment Cross Year.* The number of Regular Attendees who demonstrated a change (improved, decreased) in their CSAP achievement proficiency level from one year to another in reading and math.
- (3) *Teacher Survey.* Changes in student behavior as documented by a teacher survey disseminated through PPICS. Grantees were asked to administer a teacher survey at the end of the 2003-2004 school year. The survey asked school-day teachers to report whether the behavior of Regular Attendees improved or did not improve in certain areas. PPICS provided the following parameters for teacher selection:
 - For every student identified as a Regular Attendee (30 days or more), the grantee was to select one of his/her regular school-day teachers to complete the survey. For elementary school students, the teacher was to be the regular classroom teacher. For middle and high school students, a mathematics or English teacher was to be surveyed.
 - Although grantees were allowed to include teachers who were also serving as 21st CCLC program staff, PPICS encouraged the surveying of teachers who were not also program staff.
 - One teacher survey was to be completed for every student identified as a Regular Attendee.

In Colorado, 1,187 teacher surveys were returned through PPICS. This number represents a total teacher survey response rate of 70.2%. Of the 40 Colorado centers operating in 2003-2004, 26 (66%) reported survey data.

Colorado chose not to collect and report data for the fourth impact category option, which focused on changes in grades in reading and math classes. State program staff were concerned that the standards for awarding grades varied significantly across (and even within) grantees and the schools they serve.

Unless specifically noted otherwise, PPICS was the source of all data used in this report. All (19 of 19) Colorado 21st CCLC grantees completed the required PPICS data modules for the

2003-2004 reporting period. Therefore, unless otherwise noted, the data presented in this report is for the full complement of 19 grantees.

Focused Grantee Conversations

Colorado 21st CCLC grantees participated in a Networking Day held in February 2004. Annual Networking Days are part of the technical assistance provided by CDE to grantees (refer to Part V). The 2004 Networking Day included a series of focused conversations among representatives of 21st CCLC grantees who were implementing first year program activities. To increase opportunities for contribution, Networking Day participants were divided into several smaller groups of eight to nine. Each group had an outside facilitator and recorder. The facilitators used a common set of questions to guide the groups (refer to Appendix B).

This report presents information generated by grantees through these focused conversations in two places. The first place is in Part V regarding program administration. The second is in Part VI regarding lessons learned.

Annual State Progress Reports

In May 2004, grantees filed their first annual progress report with requests for continuation funding for the second year of implementation. Based on a panel review of the 2004 Progress Reports, all 19 grantees were recommended for continuation funding for the second year (2004-2005) without conditions or restrictions.

The team that produced this report reviewed these state progress reports to check for major inconsistencies between the information they presented and the data produced through PPICS, the federal data collection system. The state progress reports also are excerpted in Part VI of this report describing lessons learned by grantees.

Part III. Profile of the Colorado 21st Century Community Learning Centers Operating in 2003-2004

Characteristics of Colorado 21st CCLC Grantees in 2003-2004

Grant Awards

In Colorado, a total of \$4,524,232 was distributed through a competitive grant process. Grants were made to 19 grantees in two different funding cohorts, both of which began program implementation in fall 2003. The average award was \$238,117. Awards ranged from a low of \$98,893 to a high of \$440,059. First year awards received by individual grantees are listed in Appendix A.

Grantee Organizational Status

The great majority of grant awards were made to school districts. Fifteen of the 19 grantees (79%) were school districts, two (11%) were community-based organizations, one (5%) was a charter school (the application of which, pursuant to Colorado law, was made through its school district), and one (5%) was a National Affiliated non-profit (YMCA/YWCA).

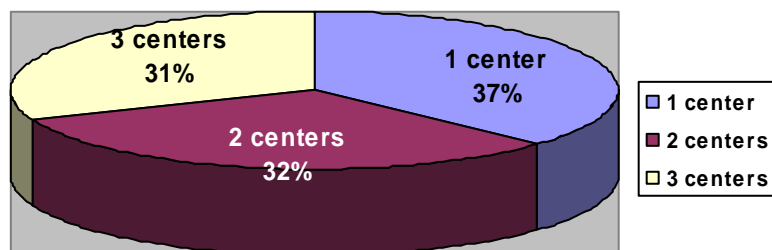
Geographical Region of Grantees

Awards were made to grantees across Colorado. Nearly half (47% or 9 of 19 grantees) were made to grantees serving the metro area. Three grantees (16%) served the Southwest region of the state, two (11%) served the West Central region, and one (5%) served each of the Pikes Peak, North Central, and Southeast regions of Colorado.

Centers Operated by Grantees

Together, the 19 Colorado 21st CCLC grantees operated 40 learning centers. The average number of centers per grantee in 2003-2004 was 2.1 centers. Figure 1 shows the distribution.

Figure 1: Number of Centers Operated per Grantee – 2003-2004



Grade Level of Schools in Which Centers were Located

Of the 40 centers funded in 2003-2004, 59% were located in elementary schools, 49% were located in middle schools, and 18% in high schools. The total of the percentages exceeds 100% because schools that cross grade levels (e.g. K-12, 7-12) were counted in each grade level category in which they serve students.

Feeder Schools Served by 21st CCLCs

A feeder school is defined as any public or private school that provides students to the 21st CCLC. By operation of federal law, every center must have at least one feeder school associated with it. Over three-fourths of the centers funded in 2003-2004 (30 of 40) served one feeder school. About 8% of the centers served two feeder schools and another 8% served three feeder schools. One center (3%) served four feeder schools and another center (3%) served five or more feeder schools. The average number of feeder schools per center in Colorado was 1.5. In all, 55 feeder schools were served by Colorado 21st CCLC centers in 2003-2004.

Characteristics of Students Served by Colorado 21st CCLCs in 2003-2004

Number of Student Attendees

A total of 6,884 Student Attendees were served by Colorado 21st CCLCs in 2003-2004. Of this total, 2,995 (or 44%) were Regular Attendees, defined as those who attended a center for 30 days or more during the reporting period.

Nearly three-fourths (72.5%) of the Colorado 21st CCLCs served less than 100 Regular Attendees during 2003-2004. None of the centers served more than 250 Regular Attendees. When the focus is total Student Attendees, the results shift considerably. The greatest number of centers (30%) served less than 100 Student Attendees. Another 23% served between 100-150 students. Fifteen percent of the centers served over 300 students. Table 1 presents these data.

The average number of Student Attendees per center was 172. The average number of Regular Attendees per center was 75.

Table 1: Total Student Attendees Served By Individual Colorado 21st CCLCs

| # of Attendees Served During the Reporting Period | Total Student Attendees | | Total Regular Attendees* | |
|---|--|--|--|--|
| | # of Centers for the 2003–2004 School Year | % of Centers for the 2003–2004 School Year | # of Centers for the 2003–2004 School Year | % of Centers for the 2003–2004 School Year |
| Less than 100 | 12 | 30% | 29 | 72.5% |
| 100-150 | 9 | 22.5% | 6 | 15% |
| 151-200 | 5 | 12.5% | 4 | 10% |
| 201-250 | 4 | 10% | 1 | 2.5% |
| 251-300 | 4 | 10% | 0 | 0% |
| 301+ | 6 | 15% | 0 | 0% |

*Regular Attendees are students who attended a center for 30 days or more during the reporting period.

Grade Level of Student Attendees

As shown in Table 2, the Colorado 21st CCLCs served the greatest number of Student Attendees and Regular Attendees at the middle school level (grades 6-8), followed by the elementary level, and then the high school level.

Table 2: Grade Level of Total and Regular Student Attendees of Colorado 21st CCLCs

| Grade Level | Total Student Attendees for the 2003–2004 School Year | | Total Regular Attendees for the 2003–2004 School Year* | |
|------------------------|---|-------------------------------------|--|-------------------------------------|
| | # of Student Attendees for Colorado | % of Student Attendees for Colorado | # of Student Attendees for Colorado | % of Student Attendees for Colorado |
| Prekindergarten | 0 | 0% | 0 | 0% |
| Kindergarten | 143 | 2.13% | 61 | 2.33% |
| 1 st grade | 499 | 7.43% | 269 | 10.28% |
| 2 nd grade | 492 | 7.32% | 289 | 11.05% |
| 3 rd grade | 523 | 7.78% | 303 | 11.58% |
| 4 th grade | 470 | 6.99% | 232 | 8.87% |
| 5 th grade | 532 | 7.92% | 267 | 10.21% |
| 6 th grade | 1322 | 19.67% | 376 | 14.37% |
| 7 th grade | 1184 | 17.62% | 273 | 10.44% |
| 8 th grade | 927 | 13.79% | 202 | 7.72% |
| 9 th grade | 246 | 3.66% | 145 | 5.54% |
| 10 th grade | 150 | 2.23% | 99 | 3.78% |
| 11 th grade | 116 | 1.73% | 59 | 2.26% |
| 12 th grade | 81 | 1.21% | 33 | 1.26% |
| Unknown | 35 | 0.52% | 8 | 0.31% |

*Regular Attendees are students who attended a center for 30 days or more during the reporting period.

Gender of Student Attendees

Male and female Student Attendees participated in the 21st CCLC programs at nearly equal rates. There was a higher percentage of female Regular Attendees than male.

Table 3: Gender of Total and Regular Student Attendees of Colorado 21st CCLCs

| Gender | Total Student Attendees for the 2003–2004 School Year | | Total Regular Attendees for the 2003–2004 School Year* | |
|---------|---|--|--|--|
| | # of Student Attendees for Colorado | % of Student Attendees for Colorado ¹ | # of Student Attendees for Colorado | % of Student Attendees for Colorado ² |
| Male | 3307 | 48.96% | 1142 | 42.55% |
| Female | 3337 | 50.8% | 1356 | 50.52% |
| Unknown | 16 | 0.24% | 186 | 6.93% |

*Regular Attendees are students who attended a center for 30 days or more during the reporting period.

Race/Ethnicity of Student Attendees: Hispanic/Latino students comprised the largest category of both Student Attendees and Regular Attendees, followed by White students, African American students, American Indian/Alaska Native students, and Asian students. Table 4 provides a specific breakdown. The percentages reflected in the table are based on the total number of Student Attendees (6,884) and Regular Attendees (2,995) reported by the grantees for 2003-04. Statewide in 2003-2004, 1.2% of the K-12 student population was American Indian, 3.1% was Asian, 5.7% was Black, 25.3% was Hispanic, and 65.5% was White.²

² Colorado Department of Education (CDE), www.cde.state.co.us/cdereval/download/pdf/2003PM/PMRaceEthnicComparisonsfrom1983-2003.pdf. Accessed via the World Wide Web November 21, 2005. Denver, CO: CDE.

Table 4: Ethnicity/Race of Total and Regular Student Attendees of Colorado 21st CCLCs

| Ethnic/Racial Group | Total Student Attendees for the 2003–04 School Year | | Total Regular Attendees for the 2003–04 School Year* | |
|----------------------------------|---|-------------------------------------|--|-------------------------------------|
| | # of Student Attendees for Colorado | % of Student Attendees for Colorado | # of Student Attendees for Colorado | % of Student Attendees for Colorado |
| American Indian/Alaska Native | 185 | 2.69% | 63 | 2.1% |
| Asian | 59 | 0.86% | 13 | 0.43% |
| Black/African American | 518 | 7.52% | 285 | 9.52% |
| Hispanic/Latino | 3533 | 51.32% | 1226 | 41.5% |
| Native Hawaiian/Pacific Islander | 0 | 0% | 0 | 0% |
| White | 2293 | 33.31% | 803 | 26.81% |

*Regular Attendees are students who attended a center for 30 days or more during the reporting period.

Special Services/Programs. About half of the Student Attendees and 60% of the Regular Attendees served by Colorado 21st CCLCs in 2003-2004 received free/reduced price lunch. About 20% of the Student Attendees and nearly a quarter of the Regular Attendees were limited English proficient. About 5% of the Student Attendees and 7% of the Regular Attendees were students with special needs or disabilities.

The percentages reflected in Table 5 are based on the total number of Student Attendees (6,884) and Regular Attendees (2,995) reported by the grantees for 2003-04; Data on this item was received from 39 of the 40 (97.5%) centers. Statewide in 2003-2004, 31% of K-12 students were eligible for free/reduced-price lunch, 12.1% were English Language Learners, and 9.2% were students with special needs or disabilities.³

Table 5: Number of Student Attendees Receiving Special Services

| Special Service or Program | Total Student Attendees for the 2003–2004 School Year | | Total Regular Attendees for the 2003–2004 School Year* | |
|---|---|--|--|-------------------------------------|
| | # of Student Attendees for Colorado | % of Student Attendees for Colorado ¹ | # of Student Attendees for Colorado | % of Student Attendees for Colorado |
| Students with Limited English Proficiency | 1444 | 20.98% | 704 | 23.51% |
| Students Eligible for Free/ Reduced Price Lunch | 3568 | 51.83% | 1812 | 60.5% |
| Students with Special Needs or Disabilities | 348 | 5.06% | 199 | 6.64% |

*Regular Attendees are students who attended a center for 30 days or more during the reporting period.

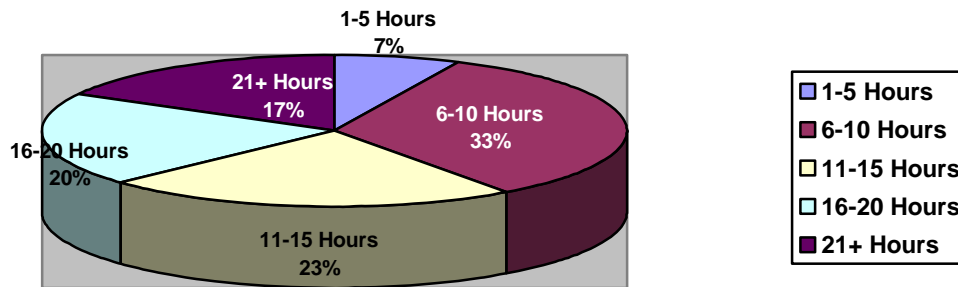
³Colorado Department of Education (CDE), www.cde.state.co.us/cdereval/download/pdf/2003PM/20032004PMBYINSTRUCTIONALPROGRAM.pdf. Accessed via the World Wide Web November 21, 2005. Denver, CO: CDE.

Operation and Design of the Colorado 21st CCLCs

Number of Hours Operating Per Week

Colorado 21st CCLCs operated for an average of 14.55 hours per week in 2003-2004. The greatest number of centers (one third of the total) operated 6-10 hours a week on a typical basis. Seventeen percent of the centers operated over 21 hours in a typical week. Figure 2 shows the distribution of centers by the typical number of operating hours per week.

Figure 2: Typical Number of Operating Hours per Week of Colorado 21st CCLC



Center Staff

Colorado 21st Century Community Learning Centers were staffed by an average of 21.58 *paid staff* in 2003-2004. About 92% of the paid staff was funded directly by the grant program. The majority (53%) of paid staff were school-day teachers. The next largest staff category of paid staff was other non-teaching school staff (15%). During the 2003-2004 reporting period, 3.48% of paid staff left their position.

The average number of *volunteer staff* per center was 11.3. The largest category of volunteer staff was high school students (representing 41% of the total), followed by other community members (28%). Table 6 shows the number and percentage of paid and volunteer staff regularly working at Colorado centers by staff type.

Table 6: Paid and Volunteer Staff for Colorado 21st CCLCs in 2003-2004

| Staff Type | # of Paid Staff for the 2003–2004 School Year | % of Paid Staff for the 2003–2004 School Year | # of Volunteer Staff for the 2003–2004 School Year | % of Volunteer Staff for the 2003–2004 School Year |
|--------------------------------|---|---|--|--|
| School-day teachers | 458 | 53.07% | 11 | 2.43% |
| College students | 16 | 1.85% | 49 | 10.84% |
| High school students | 77 | 8.92% | 185 | 40.93% |
| Parents | 25 | 2.9% | 40 | 8.85% |
| Youth development workers | 43 | 4.98% | 16 | 3.54% |
| Other community members | 56 | 6.49% | 127 | 28.1% |
| Other nonteaching school staff | 130 | 15.06% | 14 | 3.1% |
| Other | 58 | 6.98% | 10 | 2.41% |

Activities or Services Provided

The federal guidance for the 21st CCLC program enumerates a list of allowable activities (refer to page 6). Consistent with the focus of the 21st CCLC program, nearly all the centers provided academic improvement/remediation programs (95%), academic enrichment programs (93%), and tutoring/homework help (95%). As shown in Table 7, the allocation of programming hours followed these priorities. Across Colorado 21st CCLCs, the combined average hours per week provided for academic improvement, academic enrichment, and tutoring/homework help typically exceeded 22 hours per week.

Other activities provided by more than half of the Colorado 21st CCLCs were recreational activities (88%), activities that promote youth leadership (58%), and drug and violence prevention/character education programs (58%). Half of the centers provided activities for limited English proficient students and activities that target truant, expelled, or suspended students.

In addition to offering programming to students, three-quarters of the centers also provided programs targeted at adults that promote parental involvement and family literacy. Colorado centers typically offered an average of five hours of adult programming per week in 2003-2004.

Table 7: Activities/Services Provided by Colorado 21st CCLCs

| Activity or Service Category | # of Centers that Provided for the 2003–2004 School Year | % of Centers that Provided for the 2003–2004 School Year 1 | Average # of Hours Per Week Typically Provided for the 2003–2004 School Year 2 |
|--|--|--|--|
| Activities Targeting Student Attendees | | | |
| Academic improvement/ remediation programs | 38 | 95% | 7.89 |
| Academic enrichment learning programs | 37 | 92.5% | 7.24 |
| Tutoring/homework help | 38 | 95% | 7.42 |
| Mentoring | 15 | 37.5% | 4.67 |
| Activities for limited English proficient students | 20 | 50% | 4.7 |
| Recreational activities | 35 | 87.5% | 7.6 |
| Activities that target truant, expelled or suspended students | 20 | 50% | 6.55 |
| Drug and violence prevention, counseling, and character education programs | 23 | 57.5% | 6.04 |
| Career/job training | 11 | 27.5% | 3.36 |
| Expanded library hours | 17 | 42.5% | 4.12 |
| Supplemental educational services | 14 | 35% | 6.64 |
| Community service/service learning programs | 22 | 55% | 1.95 |
| Activities that promote youth leadership | 23 | 57.5% | 2.74 |
| Other | 0 | 0% | 0 |
| Activities Targeting Adult Family Members | | | |
| Programs that promote parental involvement and family literacy | 30 | 75% | 4.97 |

1 Percentage is based on total number of centers (40) reporting APR activity data by category.

2 The denominator used to calculate the average number of hours an activity or service was typically provided was based on the number of centers that reported providing that activity or service during the reporting period.

Subject Area Focus of Activities Provided by the Colorado 21st CCLCs

In 2003-2004, the Colorado 21st Century Community Learning Centers focused on the academic content areas that are featured in the Colorado State Assessment Program (CSAP): reading (98%); Math (90%), and Science (83%). They also, however, focused on subject areas that critics of the state assessment system fear are being neglected in the daily curriculum: Arts/Music (88%), Cultural activities/Social Studies (75%), and Health/Nutrition (68%). A little over half (58%) of the centers provided programming in technology education.

The number of hours devoted to subject area activities tracked the priorities reflected in the selection of programming, with a clear emphasis on literacy, followed by math and arts/music education. Table 8 sets out the number and percentage of centers that provided programming in specific subjects, and the typical average number of hours of that activity provided per week during the 2003-2004 school year.

Table 8: Subject Area Focus of Activities Provided by Colorado 21st CCLCs

| Subject Area | # of Centers that Provided for the 2003–2004 School Year | % of Centers that Provided for the 2003–2004 School Year 1 | Average # of Hours Per Week Typically Provided for the 2003–2004 School Year 2 |
|--|--|--|--|
| Reading/literacy education activities | 39 | 97.5% | 9.13 |
| Mathematics education activities | 36 | 90% | 6.14 |
| Science education activities | 33 | 82.5% | 2.79 |
| Arts and music education activities | 35 | 87.5% | 5.51 |
| Entrepreneurial education programs | 10 | 25.0% | 4.2 |
| Telecommunications and technology education programs | 23 | 57.5% | 4.22 |
| Cultural activities/social studies | 30 | 75% | 3.9 |
| Health/nutrition-related activities | 26 | 66.67% | 5.56 |
| Other | 3 | 7.69% | 4.33 |

1 Percentage is based on total number of centers (40) reporting APR activity data by subject area.

2 The denominator used to calculate the average number of hours that a given subject area was typically addressed in programming was based on the number of centers that reported providing activities or services that addressed a given subject area during the reporting period.

Partnerships

The Colorado 21st CCLC program requires local school districts applying for grants to implement their centers in partnership with a community-based organization (CBO) or other public or private organizations, if appropriate. Partnerships provide grantees connections to the community and additional resources that may not otherwise be available to the program.

In the first year of the Colorado 21st CCLC initiative, all 19 grantees (100%) reported working with at least one partner to implement program activities. Across the state, Colorado grantees worked with a total of 106 partners.

Three-fourths of the partners provided programming or activity-related services to the centers. Nearly half (49%) provided goods and 45% provided volunteer staffing. The average estimated monetary value of contributions made by Colorado 21st CCLC partners during 2003-2004 was \$5,460.65.

Colorado 21st CCLCs also worked with subcontractors, a type of partner that is under contract with the grantees to provide grant-funded activities or services. Colorado grantees contracted

with 38 subcontractors during the reporting period. Three-fourths of the subcontracts provided programming; 60% provided paid staffing. Nearly half provided volunteer staffing (44%) and goods (42%). Subcontractors made an average estimated monetary contribution of \$17,663 to Colorado grantees during the reporting period. Table 9 provides data about partnership activity by contribution type.

Table 9: 21st CCLC Partnerships (including Subcontractors) by Contribution Type

| Contribution Type | # of Partners | % of Partners | # of Subcontractors | % of Subcontractors |
|---|----------------------|----------------------|----------------------------|----------------------------|
| Provide Evaluation Services | 17 | 16.04% | 12 | 31.58% |
| Raise Funds | 7 | 6.6% | 3 | 7.89% |
| Provide Programming / Activity-Related Services | 80 | 75.47% | 29 | 76.32% |
| Provide Goods | 51 | 48.11% | 16 | 42.11% |
| Provide Volunteer Staffing | 47 | 44.34% | 17 | 44.74% |
| Provide Paid Staffing | 31 | 29.25% | 23 | 60.53% |
| Other | 14 | 13.21% | 8 | 21.05% |

Part IV: Outcomes

Changes in Behaviors of Regular Attendees

Grantees administered a teacher survey at the end of the 2003-2004 school year provided through the federal PPICS system. The survey asked school-day teachers to report whether Regular Attendees' behavior improved or did not improve in certain areas. (Refer to Part I of this report for a description of the methodology.)

According to teacher survey results, the behavior of a majority of Regular Attendees (attended 30 days or more) improved in the following categories:

- Participating in class – 61%
- Academic performance – 60%
- Completing homework to teacher's satisfaction – 59%
- Turning in homework – 58%
- Coming to school motivated to learn – 56%
- Being attentive in class – 53%.

Less than 9% of Regular Attendees showed a decline in behaviors across all the categories tracked in the survey. Survey results are displayed in Table 10.

Table 10: Teacher Survey Results Regarding Behavior Changes for Regular Attendees

| Category of Behavioral Change | Improvement in Behavior for the 2003–2004 School Year | | No Change in Behavior for the 2003–2004 School Year | | Decline in Behaviors for the 2003–2004 School Year | |
|---|---|------------------------|---|------------------------|--|------------------------|
| | # of Regular Attendees | % of Regular Attendees | # of Regular Attendees | % of Regular Attendees | # of Regular Attendees | % of Regular Attendees |
| Turning in homework on time | 673 | 57.47% | 390 | 33.82% | 102 | 8.71% |
| Completing homework to your satisfaction | 690 | 59.08% | 416 | 35.62% | 62 | 5.31% |
| Participating in class | 718 | 61.21% | 413 | 35.21% | 42 | 3.58% |
| Volunteering (e.g. for extra credit or more responsibilities) | 515 | 45.22% | 598 | 52.5% | 26 | 2.28% |
| Attending class regularly | 501 | 43.08% | 609 | 52.36% | 52 | 4.56% |
| Being attentive in class | 606 | 53.06% | 458 | 40.11% | 78 | 6.83% |
| Behaving in class | 557 | 48.86% | 495 | 43.42% | 88 | 7.72% |
| Academic performance | 692 | 59.76% | 396 | 34.2% | 70 | 6.04% |
| Coming to School motivated to learn | 646 | 56.08% | 441 | 38.28% | 65 | 5.64% |
| Getting along well with other students | 555 | 49.2% | 525 | 46.54% | 48 | 4.26% |

Meeting Program Objectives

Colorado grantees entered all the objectives set out in their original 21st CCLC application into PPICS. For each objective, grantees selected the category or categories from a given list that appropriately classified the objective (e.g. improve student achievement, improve student behavior). For example, a grantee with the objective “Each site will provide six hours of remedial academic instruction each week during the school year” could have designated the following objective classifications: Improve Student Achievement, Reach Targeted Participation Levels in Core Educational Services, Meet Planned Hours of Operation, Offer a Particular Type of Activity of Service, and Facilitate the Social Development of Participating Students.

As part of completing the PPICS Annual Performance Report (APR) module⁴ for 2004, grantees reported on the progress they had made toward meeting each program objective, using the following ratings: met objective, did not meet but progressed toward objective, did not meet and made no progress toward objective, and unable to measure progress on objective at this point. Table 11 sets out the progress grantees made toward achieving at least one objective in each objective category in 2003-2004. These data are displayed in graph form in Figure 3.

For the 2003-2004 school year, of Colorado 21st CCLC grantees,

- 84% met at least one objective in the Facilitate the Social Development of Participating Student category,
- 84% met at least one objective in the Foster Community Collaboration category,
- 79% met at least one objective in the Improve Student Achievement category,
- 74% met at least one objective in the Improve Student Behavior category,
- 74% met at least one objective in the Provide a Safe and Secure Environment category,
- 68% met at least one objective in the Reach Targeted Participation Levels in Enrichment and Support Activities category,
- 68% met at least one objective in the Offer a Particular Type of Activity or Service category,
- 63% met at least one objective in the Meet Planned Hours of Operation category,
- 58% met at least one objective in the Reach Targeted Levels in Core Educational Services category, and
- 32% met at least one objective in the Retain Participating Students category.

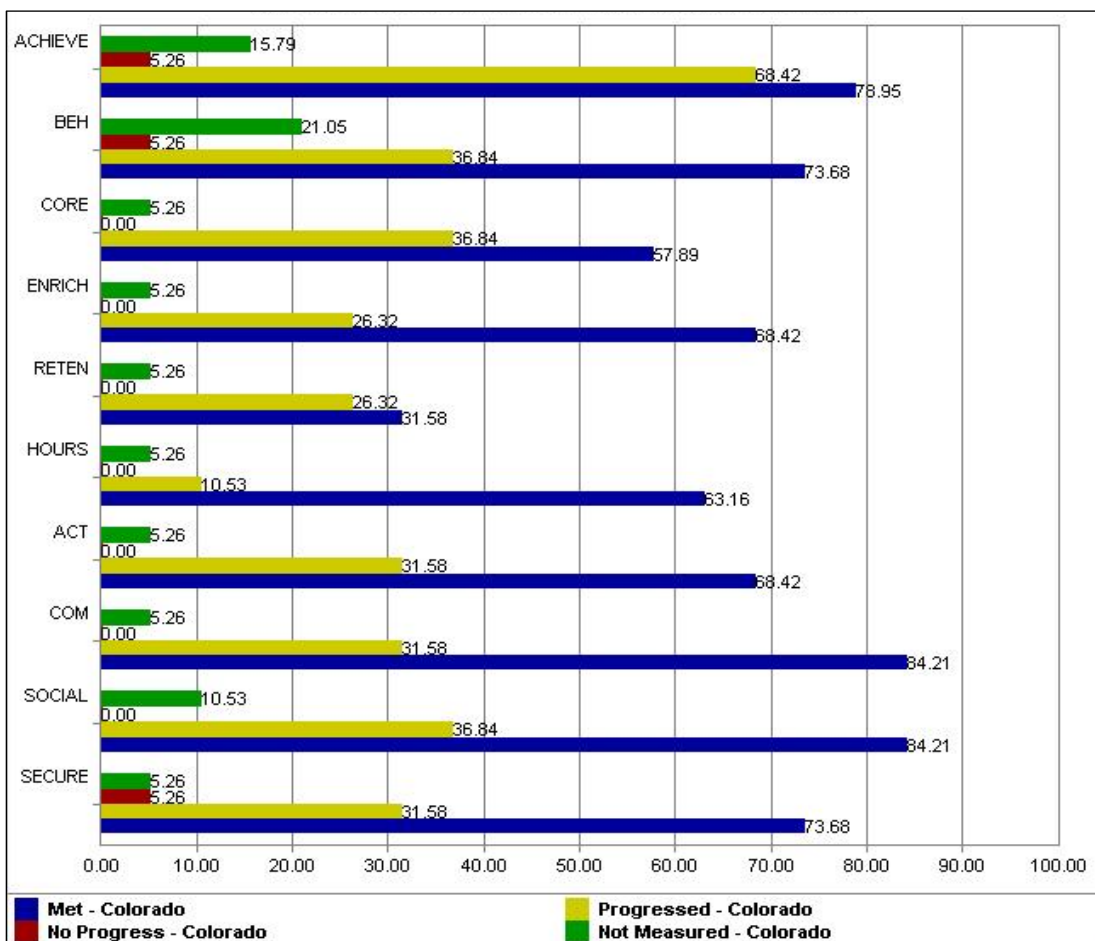
All grantees met or made progress toward at least one stated objective in all categories except Improve Student Achievement, Improve Student Behavior, Provide a Safe and Secure Environment. In these three categories, only one grantee did not meet or make progress toward at least one stated objective.

⁴ Refer to page 7 of this report for a description of the Annual Performance Report module of PPICS.

Table 11: Grantee Progress Toward At Least One Objective in Objective Categories

| Objective Classification | Objective Code | Met At Least One Objective | | Did Not Meet, but Progressed Toward At Least One Stated Objective | | Did Not Meet, and No Progress Made Toward At Least One Stated Objective | | Unable to Measure Progress on At Least One Stated Objective | |
|--|----------------|----------------------------|---------------|---|---------------|---|---------------|---|---------------|
| | | # of Grantees | % of Grantees | # of Grantees | % of Grantees | # of Grantees | % of Grantees | # of Grantees | % of Grantees |
| Improve Student Achievement | ACHIEVE | 15 | 78.95% | 13 | 68.42% | 1 | 5.26% | 3 | 15.79% |
| Improve Student Behavior | BEH | 14 | 73.68% | 7 | 36.84% | 1 | 5.26% | 4 | 21.05% |
| Participation in Core Educational Services | CORE | 11 | 57.89% | 7 | 36.84% | 0 | 0% | 1 | 5.26% |
| Participation in Enrichment Activities | ENRICH | 13 | 68.42% | 5 | 26.32% | 0 | 0% | 1 | 5.26% |
| Participant Retention | RETEN | 6 | 31.58% | 5 | 26.32% | 0 | 0% | 1 | 5.26% |
| Meet Planned Hours of Operation | HOURS | 12 | 63.16% | 2 | 10.53% | 0 | 0% | 1 | 5.26% |
| Activity/Service Provision | ACT | 13 | 68.42% | 6 | 31.58% | 0 | 0% | 1 | 5.26% |
| Community Collaboration | COM | 16 | 84.21% | 6 | 31.58% | 0 | 0% | 1 | 5.26% |
| Social Development | SOCIAL | 16 | 84.21% | 7 | 36.84% | 0 | 0% | 2 | 10.53% |
| Safe and Secure Environment | SECURE | 14 | 73.68% | 6 | 31.58% | 1 | 5.26% | 1 | 5.26% |

Figure 3: Status of Program Objectives by Objective Classification



Disaggregated Cross Year State Assessment (CSAP) Results Among Regular Attendees

Of the 40 centers operating in Colorado in 2003-2004, 35 (87.5%) reported disaggregated cross-year proficiency data related to Colorado Student Assessment Program (CSAP) results. Using state proficiency categories (advanced, proficient, partially proficient, and unsatisfactory), grantees reported the number of Regular Attendees who had increased a category (e.g. from partially proficiency to proficient), decreased a category (e.g. from partially proficient to unsatisfactory), or stayed in the same proficiency category as the prior year. Regular Attendees are those who participated in center programs and activities for at least 30 days. Data were collected in reading and in math. Results are presented in Table 12.

Across reporting centers, 65% of Regular Attendees with available cross-year reading CSAP data witnessed either an increase in their performance level or remained at the advanced or proficient level. In math, the average was 76%. Of note is the fact that 16% of students who scored unsatisfactory on the math CSAP in the prior year moved out of that category to higher levels in 2004.

About 10% of Regular Attendees with cross year reading CSAP data available saw a decrease in their performance level. However, of this total, 5% were still at the proficient level. In Math, 12% of Regular Attendees witnessed a decrease in their performance level on CSAP. Of this total, 6% still performed at the proficient level.

Table 12: Disaggregated Cross Year CSAP Results Among Regular Attendees, 2004

| Change in Performance Level | Change Code | Reading/Language Arts Results | | Math Results | |
|---|-------------------------------|-------------------------------|------------------------|------------------------|------------------------|
| | | # of Regular Attendees | % of Regular Attendees | # of Regular Attendees | % of Regular Attendees |
| Witnessed an increase in performance level | All Increase | 500 | 31.73% | 381 | 32.93% |
| From Unsatisfactory to Partially Proficient or Proficient or Advanced | Unsatisfactory Increase | 162 | 10.28% | 186 | 16.08% |
| From Partially Proficient to Proficient or Advanced | Partially Proficient Increase | 205 | 13.01% | 139 | 12.01% |
| From Proficient to Advanced | Proficient Increase | 133 | 8.44% | 56 | 4.84% |
| Witnessed no change in performance level | All Same | 918 | 58.25% | 634 | 54.8% |
| Remained at Advanced | Advanced Same | 218 | 13.83% | 252 | 21.78% |
| Remained at Proficient | Proficient Same | 301 | 19.1% | 242 | 20.92% |
| Remained at Partially Proficient | Partially Proficient Same | 376 | 23.86% | 115 | 9.94% |
| Remained at Unsatisfactory | Unsatisfactory Same | 23 | 1.46% | 25 | 2.16% |
| Witnessed a decrease in performance level | All Decrease | 158 | 10.03% | 142 | 12.27% |
| From Advanced to Proficient or Partially Proficient or Unsatisfactory | Advanced Decrease | 76 | 4.82% | 69 | 5.96% |
| From Proficient to Partially Proficient or Unsatisfactory | Proficient Decrease | 76 | 4.82% | 56 | 4.84% |
| From Partially Proficient to Unsatisfactory | Partially Proficient Decrease | 6 | 0.38% | 17 | 1.47% |

Status of GPRA Indicators for the 21st Century Community Learning Center Program

Pursuant to the Government Performance and Results Act of 1993 (GPRA), the following measures have been authorized at the federal level as indicators for the 21st CCLC program:

1. Percentage of regular program participants whose math/reading grades improved from fall to spring.
2. Percentage of regular program participants whose achievement test scores improve from not proficient to proficient or above on state assessments.
3. Percentage of regular program participants with teacher-reported improvement in homework completion and class participation.
4. Percentage of students with teacher-reported improvements in student behavior.
5. Percentage of 21st Century Community Learning Centers reporting emphasis in at least one core academic area.

6. Percentage of 21st Century Community Learning Centers offering enrichment and support activities in technology.
7. Percentage of 21st Century Community Learning Centers offering enrichment and support activities in other areas.

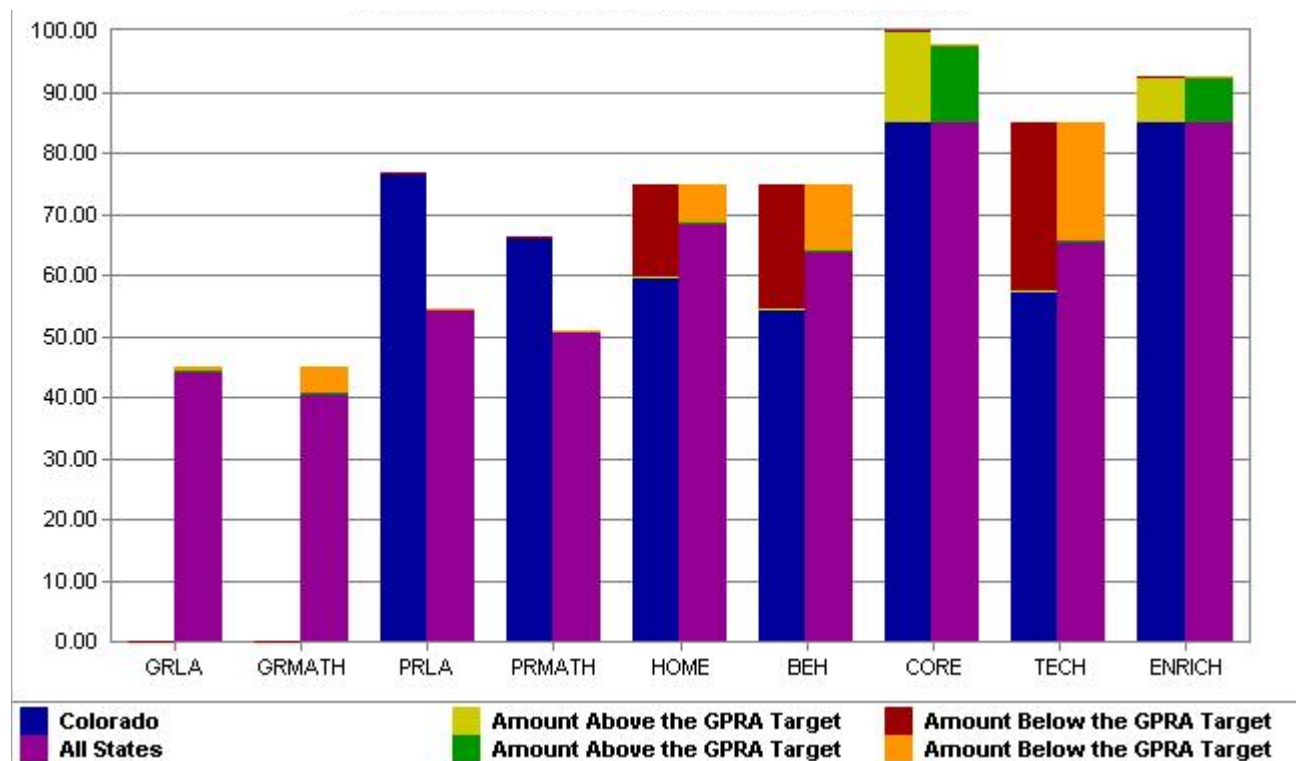
Table 13 and Figure 4 set out the performance of Colorado 21st Century Community Learning Centers on these GPRA program indicators. As a point of comparison, they also present data for the centers in all states participating in the federal 21st CCLC initiative. The section of Table 12 related to “Improved Grades” is blank for Colorado because CDE elected not to collect data from grantees on grades (GPRA indicator #1) because grades are not consistently awarded pursuant to a common set of standards across districts and schools. As also shown in Table 12, target performance levels on state assessments have not been set for the program at the federal level.

Colorado centers well exceeded the national average for the state assessment indicators in both reading and math. However, Colorado centers trailed the national average and failed to meet performance targets for indicators having to do with changes in student behavior, homework completion, and class participation. Colorado centers exceeded the target for programs that emphasize a core academic area and that offer enrichment and support activities in other areas. Colorado centers did not meet the target for programs that offer enrichment and support activities in technology.

Table 13: 21st CCLC GPRA Indicators Based on Data Collected for Colorado & All States

| GPRA Indicator | GPRA Indicator Code | Target Performance Level for Colorado for the 2003–04 School Year | 2003–04 School Year | Target Performance Level for All States for the 2003–04 School Year | 2003–04 School Year |
|--|---------------------|---|---------------------|---|---------------------|
| Improved Grades - Reading/Language Arts | GRLA | 45% | NA | 45% | 44.55% |
| Elementary | | 45% | NA | 45% | 46.97% |
| Middle/High School | | 45% | NA | 45% | 40.87% |
| Improved Grades - Math | GRMATH | 45% | NA | 45% | 40.82% |
| Elementary | | 45% | NA | 45% | 42.95% |
| Middle/High School | | 45% | NA | 45% | 37.92% |
| State Assessment Proficiency - Reading/Language Arts | PRLA | Not Established | 76.87% | Not Established | 54.72% |
| Elementary | | Not Established | 86.17% | Not Established | 56.62% |
| Middle/High School | | Not Established | 72.24% | Not Established | 55.41% |
| State Assessment Proficiency - Math | PRMATH | Not Established | 66.42% | Not Established | 51.08% |
| Elementary | | Not Established | 76.47% | Not Established | 55.62% |
| Middle/High School | | Not Established | 64.73% | Not Established | 46.91% |
| Improved Homework Completion and Class Participation | HOME | 75% | 59.81% | 75% | 68.72% |
| Elementary | | 75% | 56.52% | 75% | 66.66% |
| Middle/High School | | 75% | 67.23% | 75% | 69.81% |
| Improved Student Behavior | BEH | 75% | 54.48% | 75% | 64.04% |
| Elementary | | 75% | 52.9% | 75% | 61.14% |
| Middle/High School | | 75% | 60.67% | 75% | 65.31% |
| Centers emphasizing at least one core academic area | CORE | 85% | 100% | 85% | 97.71% |
| Centers offering enrichment and support activities in technology | TECH | 85% | 57.5% | 85% | 65.61% |
| Centers offering enrichment and support activities in other areas | ENRICH | 85% | 92.5% | 85% | 92.55% |

Figure 4: Status of GPRA Indicators, Colorado & All States, 2004



Status of Colorado 21st CCLC Performance Indicators

The Colorado Department of Education included two Objectives and Performance Indicators in its Consolidated Application for federal 21st CCLC program funds.

Objective 1: Participants in the 21st Century Community Learning Center (CCLC) program will demonstrate educational and social benefits and exhibit positive behavioral changes.

- *Achievement Outcomes:* Increasing percentages of students regularly participating in the program will meet or exceed state and local academic achievement standards in reading/language arts and mathematics as measured by the Colorado Student Assessment Program.
- *Behavior Outcomes:* Students participating in the program will show improvements on measures such as school attendance, graduation rate, classroom performance, and decreased disciplinary actions or other adverse behaviors.

As shown in Table 14 and Figure 4, 77% of regular student attendees in Colorado 21st CCLCs met the state proficiency level in reading and 66% met the state proficiency level in math in 2004. As shown in Table 12, across centers that reported disaggregated cross-year proficiency data for CSAP, 65% of Regular Attendees with available cross-year reading CSAP data witnessed an increase in their performance level or remained at the advanced or proficient level. In math, the average was 76%. As shown in Table 10, a majority of Regular Attendees improved behaviors related to class participation (61%), academic performance (60%), completing homework to teacher's satisfaction (59%), turning in homework (58%), coming to school motivated to learn (56%), and being attentive in class (53%). Less than half of the

Regular Attendees improved behaviors related to getting along well with other students (49%), behaving in class (49%), volunteering (45%), and attending class regularly (43%).

Objective 2: 21st CCLC programs will offer a range of high-quality educational, developmental and recreational services.

- Core Educational Services. More than 85% of centers will offer high quality services in at least one core academic area (e.g. reading/language arts, mathematics, and science) taught by highly qualified teachers and paraprofessionals.
- Enrichment and Support Services. More than 85% of centers will offer enrichment and support activities such as nutrition and health, art, music, technology, recreation, and services for English Language Learners.
- Community Involvement. Centers will establish and maintain partnerships within the community to increase levels of community collaboration.
- Services to Parents. More than 85% of centers will offer parent education and literacy services to parents of students participating in the centers.
- Extended Hours. More than 75% of centers will offer services at least 15 hours a week on average and provide services when school is not in session, during summer and holidays.

As shown in Table 13, Colorado 21st CCLCs met the state indicator for core educational services (100%) and for enrichment and support services in other areas (92.5%). The indicator for community involvement also was met with 100% of the grantees working with at least one community partner to implement their programs (refer to page 16). The centers did not meet the state target (85%) for services to parents with 75% of the centers offering services to parents during the 2003-2004 program year. Colorado 21st Century Community Learning Centers also did not meet the state target for extended hours: 40% of the centers operated for ten hours or less per week on average; 37% offered services for more than 15 hours/week on average.

Part V: Administration of the Colorado 21st CCLC Program

Technical Assistance Provided

To help the Colorado 21st CCLCs implement their programs effectively, CDE provided several forms of ongoing technical assistance, which together addressed grant administration and fiscal management, state reporting/evaluation requirements, enhancing academic content, enhancing community involvement and collaboration, and program sustainability.

The Colorado 21st CCLC program director was responsible for overall administration of the program. In addition to overseeing the delivery of state-level technical assistance, the director's responsibilities included coordinating site visits by program advocates, overseeing the progress report review process, including following up on conditions or provisions that were set through the review process; and responding to grantee questions and concerns about program implementation, including budget requirements.

The program director periodically convened the Colorado 21st CCLC Advisory Council to solicit their counsel and feedback on various aspects of the program and its administration, from the design of the RFP, to nature of technical assistance provided.

Grant Development

CDE provided training to potential applicants that provided information about the grant process and requirements. In addition, CDE provided applicants with access to "just in time" consultants who were available during the grant development process to answer questions about the RFP and provide feedback to applicants (as requested) about the design and content of their specific grant applications.

Orientation

CDE annually provides a grant orientation for new grantees and new site leadership of previously funded 21st CCLC programs. For the 2003-2004 program year, this meeting was held in June for cohort I and September for cohort II sites. Participants in these initial orientation sessions suggested the orientation was so valuable that it should be made mandatory for future grantees. Grantees were permitted to incorporate substitute time and travel expenses related to their participation in the orientation into the project budget.

Advocates

CDE assigned each grantee an "advocate". Advocates contacted the grantees periodically to check on progress and to serve as a resource in problem solving various issues that had arisen. Some of the advocates were CDE staff; others were retired educators or consultants who had an interest in working with the 21st CCLCs. The advocates provided a useful "outside" perspective on issues of concern to the grantees and also served as a point of contact for questions about the administration of the program. During the first year of the program (2003-2004), advocates were CDE staff who volunteered to take on this additional responsibility. The program director hosted an orientation meeting to equip advocates to assume their role. Advocates were also invited to participate in the program Orientation and Networking Day.

As part of the 2004 21st CCLC Networking Day, grantee representatives were asked to provide suggestions for improving the administration of the Colorado 21st CCLC program. In this

context, several participants expressed very positive reactions to their advocates: “The advocates are wonderful.” Others had never seen or heard from their advocates: “Felt like I was flying by the seat of my pants with no advocate interaction.” “I need more information and support from advocate”. Other participants expressed confusion about the role of the advocate – evaluative or technical assistance.

This feedback points to an opportunity for CDE to enhance the effectiveness of the advocates by providing advocates with training, supervision and site visit tools that will create a more uniform approach to their work with grantees. CDE also may want to consider matching advocates to particular sites by virtue of their interest or expertise in the focus of the sites’ program.

Networking Day

Each year of the grant, participants are expected to participate in a one-day networking conference to discuss implementation issues, share resources and have access to technical assistance. The Networking Day for the 2003-2004 program year was held in February 2004. Grantees were permitted to incorporate substitute time and travel expenses related to their participation in this meeting into the project budget.

PPICS Liaison

The CDE internal evaluator worked with grantees to provide support and technical assistance as the grantees entered their data into PPICS. Initially, the internal evaluator offered informational training sessions that prepared the grantees to enter data into PPICS. Then the internal evaluator served as the liaison between grantees and PPICS personnel to answer questions regarding data entry. Grantees would contact the liaison via email, telephone, or in person with questions about various aspects of the PPICS system including definitions of terms, time frames, administration of teacher surveys, and technical issues. The internal evaluator would then communicate with PPICS personnel to find answers to the questions. This interchange of information allowed the internal evaluator to ensure that answers to questions that originated with one grantee were disseminated to other grantees. It also supported the grantees with in-state technical assistance from an individual who was familiar to them and familiar with their centers. The grantees were also able to contact PPICS personnel via a helpline to obtain assistance at any time.

Grantee Feedback about Program Administration

As part of the focused conversations during the 2004 21st CCLC Networking Day, CDE sought input from grantees about CDE’s administration of the Colorado program. Grantees expressed favorable opinions about the program’s leadership and operation, and made these specific suggestions about program administration for consideration by CDE:

- Mail as well as e-mail award notices. Some cohort II grantees reported late starts as they did not all receive timely notice.
- Make sure applicants and new grantees know about the kinds of support CDE provides, from the grant writing stage through program implementation.
- Consider providing mentoring/additional targeted resources to sites in third year to help with sustainability
- Consider providing support to districts (especially small ones) to help set up financial record-keeping/grant reporting structures required by the program.

- Increase the communication among sites by providing more networking days; consider regionalizing this networking if necessary. Others agreed that the networking days are very useful, although one participant raised concern about the travel expense involved in participation.
- The opportunity to have mentoring site visits between established sites and new sites would be an enormous asset. New sites would benefit from having an experienced program help with questions, forms, structures, and general support.
- Several participants endorsed the idea of holding networking meetings at a grantee site.

Part VI: Voices from the Field

Lessons Learned -- Focused Grantee Conversations

One purpose of this report is to draw together lessons learned by grantees so that future applicants to the Colorado 21st CCLC program might benefit from their experience. To this end, participants in the February 2004 Networking Day were asked to identify lessons learned in their first year of implementation. Specifically, grantees were asked to share with future program applicants information they wished they had known as they began implementation. This section of the report presents participants' responses. The comments have been edited in minor ways to improve readability; but the opinions and voices reflected herein are those of the participants. The responses have been organized into broad subject matter categories for ease of reference. Refer to Part II of this report for a discussion of the methodology of these focused conversations.

Staffing

- After-school hours can have a major impact on certified teachers' pay rate. One way to avoid this issue is to pay teachers through a community group or partnership. When developing budgets, sites need to consider these issues up front and be very clear about the parameters that apply.
- In the beginning our center was set up to share staff and administration; however, our experience suggests it is better to have staff (even part-time) who are fully devoted to the 21st Century program and who bring focused energy and dedication to the work.
- In our experience, it is beneficial to hire new staff to work in the afterschool program; kids do not want to be taught the same thing by the same teacher in an afterschool program as they experienced during school hours.
- Consider bringing in additional staff to help with discipline issues.
- It is very helpful when the staff that will be charged with implementing the program have the opportunity to be a part of the development of the grant application and design of the program.
- An unforeseen consequence of an engaging, successful afterschool program is the negative sense on the part of some school staff members that the program rewards students who are not applying themselves during the school day.
- Personnel changes in the program can be very disruptive.
- Watch out for lack of teacher interest in program support, planning, and implementation driven by inadequate pay for their participation.
- Using community members as instructors often raises issues about whether they have adequate instructional experience and knowledge of child development to work with kids.
- Elementary teachers became territorial when teachers from middle and high schools were hired to work in the afterschool program.
- Plan strategies in advance for getting the school to take the afterschool program seriously.

Starting Out

- Engage in community meetings and visits to other sites early in the development process.
- Pay close attention to the RFP/review rubric in developing the grant application.
- Grant must direct implementation activities; can't develop one program for purposes of application and then implement another.
- Keep the academic focus, including allotting sufficient time to develop a comprehensive program.
- Use data already being collected for other grants (Read to Achieve, Reading First, CSR, etc.) to demonstrate the need for a 21st CCLC program.
- New programs need to be able to "assess and monitor" program at end of year one.
- Aim for specific letters of intent from partners, rather than vague expressions of support for the program.
- Clearly define the roles of community partners from the outset.
- Evaluation needs to address how to measure academic growth of individual students academically as well as how to measure enrichment activities.

Partnerships

- Work to keep partnerships "alive".
- Use an Advisory Board of key partners and stakeholders to build knowledge about and buy-in to the program.
- Write specific budget items to support partnership activities.

Evaluation

- Engage an independent evaluator and invite the evaluator to serve as part of the advisory team.
- Ask district evaluation office to help with collection and analysis of data needed for evaluation.

District and Multiple Site Issues

- A program with multiple sites should have equal buy-in from each participating site/school.
- Explore whether district would be willing to provide a pre-program financial commitment (once funding is awarded) to support program preparation. This allows the program to hit the ground running and also gives program implementers the opportunity to learn the district/agency systems.

Student Concerns

- Provide alternative activities to keep kids focused after they have completed tutoring.
- Provide transportation home and offer food – both are powerful incentives to participation.
- Offer weight room and open gym.
- Make sure activities are appealing to kids; try surveys as a way to get an accurate indicator of student interest
- Try to structure the activities so students are learning without necessarily thinking about what they are doing as learning.
- Open enrollment allows you to serve kids with greatest needs, including mobile students.

- To strengthen the homework help/tutoring component, have the principal or teachers give notes of “strong recommendation” for individual students to do specific activities or types of work at the afterschool program.
- Program staff should communicate with classroom teachers to have a clear sense of the specific areas in which individual students need help.
- Develop clear communication and safety plans related to transportation.
- Anticipate the issue of parents who do not pick up their kids in a timely way and adopt a policy in advance.
- Even when the focus is academic remediation, include some enrichment activities to keep student interest and enthusiasm at high levels.
- At the middle school level it is difficult to offer programming that can compete with sports.
- Consider home-schooled students as one potential group of participants.
- Use performances and food to get more parents involved.

Logistical Issues

- Be aware of issues that arise whenever two programs/staff members are sharing a classroom; control and trust become huge issues. Set out ground rules and a way to resolve issues in advance.
- Maintenance issues have to be attended to in a timely and ongoing way.
- Organization is key.
- Getting a program like this off the ground takes a great deal of time – there are no short cuts.

Lessons Learned – State Progress Reports

In May 2004, grantees of the Colorado 21st CCLC program submitted an annual progress report to CDE with their requests for second year funding. Funding from year to year is contingent upon grantees’ demonstration that they are making adequate progress toward implementing the program design and achieving the program goals set out in their initial grant application.

In addition to providing an accountability check-point for continuation funding, the progress reports contain rich information about the barriers encountered, midcourse adjustments made, and experience gained by grantees as they completed the first year of their programs. This final section of this report features selected excerpts from the 2004 Progress Reports about these lessons learned that might be useful to future 21st CCLC program applicants and implementers. The comments have been edited in minor ways to improve readability and have been organized into broad subject matter categories for ease of reference.

Recruiting Students

- Student recruitment is a critical first step. Program leaders, site coordinators, and administrative staff need to be directly involved in the promotion and recruitment of students into programs. Recruitment efforts might target students at-risk for suspension, students failing classes, and students with low attendance.
- Schedule a student/parent orientation meeting within 10 days of student arrival to provide information about the availability of out-of-school time activities.
- Send letters home to all parents of students scoring less than 2.75 GPA on their first semester report card, urging them to have their children attend afterschool classes in reading, writing, and math.
- Work with teachers to help them “sell” 21st CCLC program opportunities to students.

- Create brochure to market the program.
- Target “low performing” students.
- Build student interest in the program through displays of student work, student advocacy, and parent involvement.
- Develop a formal marketing plan and strategies.
- Continue reaching out to populations of students that have been resistant to participating.

Program Administration

- Ensure the site coordinator is available during the center’s operating hours to resolve facility and discipline issues that arise. Make sure those selected for this position consider the hours of operation.
- Set clear expectations for program leaders in terms of guidelines for program quality and operation. Require leaders to articulate the Colorado State content standards and Development Assets that are the target of various activities.
- Locate the program administrator directly on site rather than in an administrative building.
- Designate a coordinator for each site in programs with multiple sites.
- Use the district gifted and talented coordinator as a valuable resource in planning afterschool clubs and activities.
- Be proactive in setting boundaries with students, working with those who want to improve their behavior and not retaining students who are unwilling to obey rules or participate.
- Implement strategies to encourage attendance; those who attend regularly are more likely to realize measurable benefits.
- Use teaching point logs, memos, and weekly staff meetings to improve communication between classroom teachers and afterschool program teachers or workers.
- Review program curriculum continuously to see where improvements can be made.
- Tie center’s curriculum to state and district content standards.
- Make it a priority to regularly survey parents, staff, and students about their interests.
- Use “buy in” fees to increase attendance. Sites with a small fee for activities had more consistent attendance throughout the nine-week sessions than the site with no fee, perhaps because students felt the program operated on a “drop in” basis.

Data Collection

- Leverage grant funds with district funds to purchase a student data information system that will allow modification of and access to student data from multiple locations; on-line registration for activities; activity updates, including enrollment, attendance, and curricula matched to state standards; and internet-based access to parents that allows dissemination of activity, program, and individual student information.
- Set up consistent and standardized data collection systems.
- Provide training to site coordinators that emphasizes the importance of data collection and consistency of techniques used.
- Become more data-wise by creating more immediate access to data and information about students that can be used to provide more focused interventions.

Programming

- Expand adult classes from ESL to exercise, dance, and cooking.
- Emphasize hands-on, experiential learning for students.

- Incorporate community service activities and projects.
- Shift from a general homework time to a focused effort to address identified learning gaps of individual students. Look at math and reading levels of individual students and implement specific instructional strategies to address the gaps.
- Identify barriers to full participation for non-native English speakers and work to intentionally build their vocabulary. Reading out loud and discussion has helped these students with comprehension, concepts, and vocabulary.
- Spend time teaching problem solving skills, social skills and asking reflective questions.
- Give students the tools to think about and plan for their futures.
- Use multi-age programs to foster student involvement.
- Link entrepreneurship workshops to regular business classes.
- Review what other 21st CCLC are doing; adopt or adapt successful practices.

Staffing

- Hire staff with evidence of previous success working with children. The capacity of adult activity leaders to interact well with students is more important than their skills at the activity itself.
- Provide training to all leaders on non-violent communication skills and mentoring adolescents.
- Offer staff high quality and ongoing learning opportunities related to the field.
- Put in place mechanisms for soliciting and receiving teacher feedback about the program; this feedback is critical to program improvement efforts.
- Allow teachers freedom to choose the courses they want to teach and flexibility about when and how long they want to teach. If their class is going well, teachers often will continue their involvement for longer than they first indicated.

Scheduling

- Use the quarter system for scheduling activities to give students the opportunity to change focus or interest on a regular basis.
- Evaluate activities mid-year; revise offerings based on availability of staff, student interest, scheduling concerns, and success of offerings.
- Change scheduling to track student interest.
- Launch academic remediation activities right from the start in September.
- Allow some flexibility in program calendar (daily and yearly) to accommodate busy schedules of students.

Communication

- Mail a quarterly newsletter to parents to keep them informed about the center's programs.
- Make sure coordinator has enough time to run the program and to communicate with parents, staff, and others about what is happening in the program.

Community Partnerships

- Community members provide useful input about program development, provide in-kind donations, and volunteer at special events.
- Emphasize recruiting community members to site teams in an ongoing way.
- Partner with non-profits to provide staffing and enhance program quality; be aware of potential obstacles in working with non-profits in terms of billing and general paperwork.

- Increase the emphasis on building community ties and bridges to strengthen rapport with community and ability to recruit more volunteers and mentors.
- The first year was a lot like a marriage, everything was very new, we were stumbling through things together, modifying on the fly, yet trying not to step on each other's toes. Approaching year two, everyone has a clear picture of his or her role, communication has improved, and everyone understands the program and how it will work.

Parents

- Create intentional avenues (both formal and informal) for parents to provide input and ideas about programming.
- Schedule parent activities on Saturdays (rather than or as well as on evenings) to increase participation.
- Schedule shared activities for parents and students to participate in together.
- Provide parents with guidance about how to help their children with homework and also about the social/behavior programs taught at the school.
- Provide a dedicated phone line in the parent center as a resource to parents.
- Invite parents to participate with and observe their kids in program

APPENDIX A

Grantee Listing/Program Overview

Award Date: July 2003/Cohort I

Adams-Arapahoe School District 28 J

This project is a collaborative effort between Aurora Public Schools and the City of Aurora to provide after school academic and enrichment activities to middle school students at three schools.

First Year Award: \$209,757.00

Adams County School District 14

The Teen Center offers out of school time activities focusing on student achievement for middle school students and their parents. Activities include remediation, enrichment, interventions for students at-risk of expulsions, and parent university.

First Year Amount: \$293,066.00

Adams Five Start School District 12

The Adams 12 project is a partnership with Goals Inc. a local CBO. Children from two Title I elementary schools and one middle school are served in space provided by the Vision Fellowship Church. The program aims to provide safe haven, academic assistance, and resiliency building programming for at-risk children.

First Year Award: \$147,000.00

Alamosa School District Re-11J

The Alamosa School District along with the Boys and Girls Club of Alamosa will provide an extensive and high quality Summer Program along with an After School Program. San Luis Valley Mental Health provides support for participants of the program. Trinidad State Junior College and Sacred Heart Church along with San Luis Valley Immigration provide support for parents of participants.

First Year Award: \$263,597.00

Boulder Valley School District Re-2

The project is an after school, weekend and summer academic, cultural and recreational enrichment opportunity for the students at Sanchez. Topics of interest range from yoga to knitting. Homework help and tutoring as well as a parent training component are included. Certified staff members provide a full day experience to Kindergarten students.

First Year Award: \$149,117.00

Boulder Valley School District Re-2

The Casey Community Learning Center provides activities to our high-risk students that support academic success and build self confidence. Activities provided include: homework help, theater, private music instruction, jump roping, cooking, Japan club, French Club, summer camps, volunteer community service, skiing and snowboarding, and others.

First Year Award: \$130,455.00

Canon City School District Re-1

Project S.M.A.R.T. (Science, Math, Art, Recreation, and Teamwork) integrates learning and recreation to improve student achievement. Project S.M.A.R.T. offers a wide variety of safe, educational, and fun programs and activities for students and their families.

First Year Award: \$98,893.00

Delta County School District 50 J

To provide services to migrant students and their families.

First Year Award: \$266,426.00

Huerfano School District Re-1

The Out of School Time Program provides safe, after-school and non-school day activities for students and their families. Activities include academic, recreational, social and self-improvement opportunities.

First Year Award: \$296,885.00

Jefferson County School District R-1

Project STEPS serves over 700 children and their families at four elementary schools in the Jefferson High School articulation area. Services include after school clubs, tutoring, parent classes, and clinic services.

First Year Award: \$440,059.00

Weld County School District Re-8

The Fort Lupton 21st Century program provides enrichment activities and academic support services for middle school and high school students. The 21st Century program works with teachers, students, and community members to provide tutoring and 18 different enrichment activities to students at Fort Lupton Schools.

First Year Award: \$148,739.00

Award Date: July 2003/Cohort II

Adams County School District 50

The Community Learning Center at Scott Carpenter Middle School has four main goals: 1) Increase Academic Achievement; 2) Reduce Overall Involvement in Risky Behavior; 3) Increase Parent and Family Involvement; and 4) Increase Collaboration with Community Stakeholders. The center is located in Northwest Denver, a community with a large Hispanic population.

First Year Award: \$149,998.00

Challenges, Choices & Images Charter School (Denver County School District 1)

The CCI 21st Century Community Learning Center (CLCC) will offer expanded academic tutorial and remedial activities, enhanced academic enrichment programs, and parental literacy and education programs.

First Year Award: \$150,000.00

Mesa County Valley School Dist. 51

This before and After School Program serves 135 students at Columbine Elementary and 146 students at Lincoln Park Elementary. Adult offerings include GED, ESL, Parenting Classes, Basic computer, and one Family Library Night.

First Year Award: \$300,000.00

Montezuma-Cortez Re-1

The Montezuma-Cortez School District and its community partners operate learning centers for three high needs schools. The CCLSs provide students with a safe place to be after school that promotes a rich learning environment for all students.

First Year Award: \$298,052.00

Pueblo Youth Service Bureau, Inc.

Under the umbrella of the Pueblo Youth Service Bureau, Inc., two schools targeting extremely high risk youth launched an innovative after school, weekend and summer extended learning center program. In concert with numerous community partners and collaborators, each school has developed and implemented a culturally responsive program targeting low income, inner city youth, their siblings and families.

First Year Award: \$300,000.00

San Luis Valley BOCES

The center's goals are (1) To provide access to community learning labs; (2) To provide multiple positive after-school, week-end and summer activities for pre-teen and teen-age youth and; (3) To create a success mentality among youth and adults in our communities by teaching them finance, entrepreneurship and as personal finance, and introducing them to job leaders and potential mentors on the Colorado Front Range.

First Year Award: \$357,947.00

Summer Scholars

Summer Scholars' 21st CCLC project at Gilpin, Hallett, and Swansea Elementary Schools includes after-school academic tutoring, family literacy, including adult English as a second language, and summer literacy and recreation for 50 -100 students at each site.

First Year Award: \$262,500.00

YMCA of Metropolitan Denver

The YMCA of Metropolitan Denver and Mapleton Public Schools are partnering to provide before and after school enrichment and support for the students at York Middle School located in Thornton, Colorado. Program goals address the academic, social and behavioral skills of 6th through 8th graders at York. Both the YMCA and York Middle School are excited about providing an innovative, age-appropriate, safe and fun enrichment programs.

First Year Award: \$150,882.00

APPENDIX B

Protocol for Focused Conversations Colorado 21st CCLC Networking Day February 4, 2004

Format:

- One facilitator and one recorder (or a tape recorder) in each group.
- Group size no more than 8-9 people.
- Group representatives from centers with pre-existing programs in a separate group.
- All participants in a group introduce themselves and provide a short introduction of program design/focus before tackling the question.

Questions:

1. What advice would you give to a program that is just now developing an application for 21st CCLC funding? Put another way, what do you know now that you wish you had known when you began 21st CCLC?
2. What surprised you about start-up of 21st CCLC grant activities? What were the unintended consequences or unforeseen barriers? What about unanticipated outcomes or benefits?
3. As you look toward Year 2 activities, what are you most excited about? What are you most anxious or concerned about?
4. Next, we want to explore the effectiveness of your outreach efforts to students and their parents from two perspectives. First, is your program operating at capacity (e.g. the level for which you planned)? Second, is your program serving populations of students with high needs (e.g. migrant students, English language learners)?
5. Think about CDE's administration of the 21st CCLC program, for example, communications, networking opportunities, financial oversight, accountability, technical assistance. What has been problematic for you? What has been helpful? How can CDE better support your work in the coming year?

APPENDIX C

PPICS Teacher Survey Instrument

Appendix: Teacher Surveys Tally Sheet

In the table below, record the results from each teacher survey. This survey is administered at the end of the year. The survey asks school-day teachers to report whether regular attendees' behavior improved or did not improve in certain areas. *Teacher selection:* For every student you have identified as a **regular attendee (30 days or more)**, select one of his or her regular school-day teachers to complete the teacher survey. For elementary school students, the teacher should be the regular classroom teacher. For middle and high school students, a mathematics or English teacher should be surveyed. Although you may include in your sample teachers who also are serving as 21st CCLC program staff, it is preferable to survey teachers who are **not** also program staff. One teacher survey should be filled out for every student identified as a regular attendee.

1.1. Total number of surveys given out: _____

1.2. Total number of surveys completed: _____

| Behaviors on Which Teachers Reported: | Number of Regular Attendees | | | | | | |
|--|-----------------------------|----------------------|--------------------|-----------|----------------|------------------|---------------------|
| | Significant Improvement | Moderate Improvement | Slight Improvement | No Change | Slight Decline | Moderate Decline | Significant Decline |
| Changed behavior in terms of turning in homework on time. | | | | | | | |
| Changed behavior in terms of completing homework to your satisfaction. | | | | | | | |
| Changed behavior in terms of participating in class. | | | | | | | |
| Changed behavior in terms of volunteering (e.g., for extra credit or more responsibilities). | | | | | | | |
| Changed behavior in terms of attending class regularly. | | | | | | | |
| Changed behavior in terms of being attentive in class. | | | | | | | |
| Changed behavior in terms of behaving well in class. | | | | | | | |
| Changed behavior in terms of academic performance. | | | | | | | |
| Changed behavior in terms of coming to school motivated to learn. | | | | | | | |
| Changed behavior in terms of getting along well with other students. | | | | | | | |