

2019–2020 Program Year Statewide Evaluation

21st Century Community Learning Centers



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Education

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June 9, 2021

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EXECUTIVE SUMMARY

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

This report describes outcomes and provide 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 (those in Cohort VII) 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, sustainability efforts, and progress on state performance measures, and (2) a quality implementation rubric. Due to challenges collecting data during the COVID-19 pandemic, many subgrantees did not have available data to assess progress on state performance measures. In addition, subgrantees shifted their programming dramatically in response to the COVID-19 pandemic, offering many activities online and providing basic resources to families.

61 SUBGRANTEES AND 106 CENTERS SERVED STUDENTS

This report includes data from the Colorado Department of Education's (CDE) Cohort VII (2015–2020) and Cohort VIII (2018–2021) during the 2019–2020 reporting year. Cohort VII consists of 22 subgrantees and 41 centers. Cohort VIII consists of 39 subgrantees and 65 centers.

FEDERAL EVALUATION

Centers served more than 19,000 students

A total of 19,401 students participated during the 2019–2020 program year. Two in five (40%) students were regular program participants (that is, students attending for 30 days or more).

Programs enrolled students in all grades from pre-kindergarten through 12th grade.¹ Over half of students (53%) were in pre-kindergarten through grade 5, while 23% were in grades 6 to 8 and 25% were in grades 9 through 12. Students were nearly evenly split between males and females. A majority of students (59%) identified their race as white, and a majority of students (56%) identified their ethnicity as Hispanic.

Student academic performance and behavior improved, particularly for students who attended both fall and spring sessions

Teachers completed end-of-year surveys for regular program participants. Among students who needed improvement in academic and behavioral areas, teachers reported that 73% of students improved in *academic performance*, 73% improved *participation in class*, 67% showed improvement in *being attentive in class*, 65% improved in *coming to school motivated to learn*, and 65% showed improvement in *satisfactory homework*. Students who attended both fall and spring sessions made significantly more improvements than other students on eight of 10 indicators in the teacher survey.²

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

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

Centers offered a variety of academic and enrichment activities

During the 2019–2020 program year, activities most commonly attended by students included *physical activity* (attended by 10,880 students), *arts and music* (8,475 students), and *science, technology, engineering, and mathematics (STEM)* (7,955 students). A large number of students also participated in activities related to academic performance, including *literacy* (6,484 students), *tutoring* (6,237 students), and *homework help* (4,632 students).

STATE EVALUATION

Subgrantees reported on family-school partnerships

A total of 3,095 family members participated in a least one activity during the 2019–2020 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. Most subgrantees reported frequently engaging in *effective communication* and *welcoming all families*. About half reported frequently *supporting student success, speaking up for every child, and collaborating with community*.

Subgrantees reported progress on state performance measures

Cohort VII subgrantees were required to create three performance measures that aligned to state priorities related to academic progress, enrichment, and parent/family activities. Due to the COVID-19 pandemic, subgrantees did not have data available for all the performance measures. All subgrantees that had data reported making progress, meeting their goal, or exceeding their goal for all three required performance measures.

Cohort VIII subgrantees were required to create four performance measures aligned with state priorities related to core academic progress, attendance, essential skills, and parent engagement. Due to the COVID-19 pandemic, subgrantees did not have data available for all the performance measures. Almost all subgrantees reported making progress, meeting, or exceeding all four required performance measures.

Subgrantees completed a quality implementation rubric

Subgrantees in both Cohort VII and Cohort VIII 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.

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, which were echoed by program directors in success stories highlighted throughout the full report. Subgrantees shared compelling examples of the important role 21st CCLC sites played in supporting 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 programs to provide high-quality academic enrichment opportunities and services to students. In addition, centers offer programming to students' 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 during non-school hours (before school, after school, and weekends) or when school is not in session (during summer break).

Under an ESEA waiver, Colorado centers in remote settings were permitted to provide extended learning time (ELT) programs during the 2019–2020 program year, providing additional instruction or education programs for all students beyond the state-mandated requirements for hours of instruction.

The Colorado Department of Education (CDE) is the designated state educational agency responsible for awarding, administering, 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.

Subgrantees, such as 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 2019–2020 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 (once sufficient attendance data were available to determine which students were regular attendees). 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). In addition, this report includes a brief summary of the impacts of COVID-19 on program implementation, students and families, and data collection and reporting.

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 2019–2020 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 outcomes), the program year is from June 1, 2019 to May 31, 2020. 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, 2019 to June 30, 2020.

SUBGRANTEES, CENTERS, AND COHORTS

This report includes data from CDE’s Cohort VII (2015–2020) and Cohort VIII (2018-2021) during the 2019–2020 reporting year.

During 2019–2020, Cohort VII was in its fifth year of funding. Cohort VII consists of 22 subgrantees and 41 centers. During 2019–2020, Cohort VIII, which consists of 39 subgrantees and 65 centers, was in its second year of funding.

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

- Cohort VII program summaries: <https://www.cde.state.co.us/21stcclc/programsummariesvii>
- Cohort VIII program summaries: <https://www.cde.state.co.us/21stcclc/programsummariesviii>

Figure 1

Students were served by 106 centers and 61 subgrantees.

| Subgrantee | Cohort | Number of Centers | Names of Centers |
|--|--------|-------------------|---|
| School Districts | | | |
| Adams 12 Five Star Schools | VII | 6 | Coronado Hills Elementary Hillcrest Elementary Malley Drive Elementary North Star Elementary Stukey Elementary Thornton Elementary |
| Adams 12 Five Star Schools | VIII | 3 | Federal Heights Elementary McElwain Elementary Rocky Mountain Elementary |
| Adams-Arapahoe 28J (Aurora Public Schools) | VII | 3 | Fulton Academy of Excellence Sable Elementary Vaughn Elementary |
| Adams-Arapahoe 28J (Aurora Public Schools) | VIII | 2 | Aurora Hills Middle Kenton Elementary |
| Aguilar School District RE-6 | VIII | 1 | Aguilar School District |
| Boulder Valley School District RE-2 | VII | 1 | Alicia Sanchez International School |
| Boulder Valley School District RE-2 | VIII | 1 | Justice High Charter School |
| Charter School Institute - New America Schools | VIII | 3 | New America School Lowry New America School Thornton New America School Lakewood |
| Charter School Institute | VIII | 1 | Pinnacle Charter School Elementary |
| Charter School Institute | VIII | 1 | Vega Collegiate Academy |

| Subgrantee | Cohort | Number of Centers | Names of Centers |
|--|--------|-------------------|--|
| Denver Public Schools -Department of Extended Learning and Community Schools (DELCS) | VII | 3 | Colfax Elementary Cowell Elementary Eggleton Elementary |
| Denver Public Schools -Department of Extended Learning and Community Schools (DELCS) | VIII | 4 | Barnum Elementary DCIS at Fairmont Ellis Elementary Hallett Academy |
| Denver Public Schools | VII | 1 | Grant Beacon Middle |
| Denver Public Schools | VII | 1 | Munroe Elementary |
| Denver Public Schools | VII | 1 | Place Bridge Academy |
| Denver Public Schools | VIII | 1 | Ridge View Academy Charter School |
| Englewood School District | VII | 1 | Cherrelyn Elementary |
| Englewood School District | VII | 1 | Colorado's Finest High School of Choice |
| Englewood School District | VII | 1 | Englewood Middle |
| Englewood School District | VIII | 1 | Clayton Elementary |
| Garfield School District 16 | VIII | 1 | Garfield School District |
| Greeley-Evans School District 6 | VII | 3 | Centennial Elementary Northridge High Prairie Heights Middle |
| Greeley-Evans School District 6 | VIII | 4 | Bella Romero Academy of Applied Technology Heath Middle School Jefferson Junior/Senior High Martinez Elementary |
| Huerfano School District RE-1 | VIII | 1 | John Mall High |
| Jeffco Public Schools | VIII | 1 | Alameda International Junior/Senior High |
| Jeffco Public Schools | VIII | 2 | Arvada K-8 Thomson Elementary |
| Jeffco Public Schools | VII | 1 | Brady Exploration School |
| Jeffco Public Schools - Consortium | VII | 3 | Jefferson Jr./Sr. High Lumberg Elementary Stevens Elementary |
| Jeffco Public Schools | VII | 1 | Pennington Elementary |
| Lake County School District | VII | 1 | Lake County Intermediate/Lake County High |
| Lake County School District | VIII | 1 | West Park Elementary |
| Mapleton Public Schools | VIII | 1 | Welby Community School |
| Mapleton Public Schools | VIII | 1 | York International |
| Mapleton Public Schools | VII | 1 | Meadow Community School |
| McClave School District RE-2 | VIII | 1 | McClave School District |
| Mesa County Valley School District 51 | VIII | 1 | Dos Rios Elementary |
| Mountain Valley School District RE-1 | VIII | 1 | Mountain Valley School |
| Poudre School District R-1 | VIII | 3 | Bauder Elementary Beattie Elementary Poudre Community Academy |
| Primero School District RE-2 | VIII | 1 | Primero School District |
| Silverton School District 1 | VIII | 2 | Silverton Elementary/Silverton Middle Silverton High |

| Subgrantee | Cohort | Number of Centers | Names of Centers |
|---|--------|-------------------|---|
| Community-Based Organizations | | | |
| Asian Pacific Development Center | VII | 1 | Hinkley High |
| Asian Pacific Development Center | VIII | 1 | Aurora Central High |
| Boys and Girls Clubs of La Plata County | VIII | 1 | Durango Big Picture High |
| Boys and Girls Clubs of Larimer County | VIII | 2 | Monroe Elementary Truscott Elementary |
| Boys and Girls Clubs of Metro Denver | VII | 3 | Cole Arts and Science Academy Godsman Elementary Johnson Elementary |
| Boys and Girls Clubs of Metro Denver | VIII | 3 | Beach Court Elementary KIPP Northeast Denver Middle Hidden Lake High School |
| Boys and Girls Clubs of Pueblo County | VIII | 2 | Irving Elementary Risley International Academy of Innovation |
| Colorado AeroLab Inc. | VIII | 4 | North Park School Soroco Middle /Soroco High West Grand Elementary and Middle West Grand High |
| Heart and Hand Center | VIII | 1 | Smith Elementary |
| High Valley Community Center Inc. | VIII | 1 | Del Norte Schools K-8 |
| Riverside Educational Center | VIII | 4 | Bookcliff Middle Mount Garfield Middle Orchard Mesa Middle Rocky Mountain Elementary |
| School Community Youth Collaborative - MCHS | VIII | 1 | Montezuma-Cortez High |
| School Community Youth Collaborative - SWOS | VIII | 1 | Southwest Open Charter School |
| Scholars Unlimited | VII | 4 | Columbine Elementary International Academy of Denver at Harrington John Amesse Elementary Oakland Elementary |
| Scholars Unlimited | VIII | 1 | Ashley Elementary |
| Scholars Unlimited | VIII | 2 | Harris Park Elementary Mesa Elementary |
| YMCA Metro Denver | VII | 1 | Wyatt Academy |
| YMCA Metro Denver | VIII | 1 | Omar D. Blair Charter School |
| YMCA Pikes Peak | VII | 1 | Welte Education Center |
| Institutes of Higher Education | | | |
| Metropolitan State University | VII | 2 | Bruce Randolph School Kunsmiller Creative Arts Academy |
| Metropolitan State University | VIII | 1 | Denver Center for 21st Century Learning at Wyman |

COVID-19 IMPACTS

Eleven respondents representing 14 subgrantees (six in Cohort VII and eight in Cohort VIII) completed a brief, voluntary survey to gather information about the impact of COVID-19 on their programs. The survey included questions about the impact of COVID-19 on program implementation and evaluation as well as expected future impacts. Highlights of their responses are below:

Impacts on program implementation

Subgrantees adapted their program services models immediately when the COVID-19 pandemic hit. They **reached out to families regularly** to check in on how they were doing and connect them with needed resources. Recognizing that academic needs could not be met without first attending to **basic needs**, subgrantees distributed food and other resources to families, many of whom had unemployed caregivers or were personally impacted by COVID-19. Sites offered meal distribution sites and, when needed, delivered items directly to students' homes. Subgrantees also disseminated information about COVID-19 and provided **weekly enrichment kits** containing supplies for the continuation of synchronous activities or asynchronous activities at home.

Beyond basic needs, subgrantees focused all their efforts on **supporting student and family needs remotely**. This included ensuring that families had **access to technology** (such as Chromebooks), **access to the internet** (such as hotspots), and helping students, families and staff learn how to use **online platforms** such as Zoom. Program staff were dedicated to **connecting with students** who were struggling with online learning and **supporting classroom teachers** who needed help delivering content online.

“COVID-19 required a shift from supporting students and families in person to providing academic and enrichment opportunities remotely. Site Directors made countless phone calls, sat in on Zoom classrooms, and continued to encourage students to read via our online platform. Helping students engage in their school work and mitigate the technology hurdles was time-consuming, yet rewarding. We made home visits to deliver devices and mobile hotspots, and we coordinated with our IT department and local internet provider to ensure connectivity. There was an intentional focus to stay connected with students.”

– Adams 12 Five Star Schools

One subgrantee noted that many of its clubs stopped being offered but subgrantees also transitioned to **offering many programs virtually**. They found that some programs, such as addiction counseling and cooking classes, were difficult to provide online without loss of connection and motivation. Other services, such as one-on-one tutoring, lent themselves to the online platform more readily. One subgrantee saw a need for students to have a social outlet for contact with other children, so they offered **multiple enrichment activities** online. Another offered a **virtual family game night**, including all needed supplies and a delivered meal.

Recognizing that having a **safe, supervised space** for their children was a fundamental concern for families whose caregivers worked outside the home, some subgrantees were able to re-open their sites and provide modified programming to accommodate social distancing.

Impacts on students and families

Subgrantees reported that families in their communities **lost their jobs**, became **sick with COVID-19**, and **lost friends and family** to COVID-19. They also noted that the pandemic has impacted **mental health**, **access to healthcare**, and **family structures**. Although lengthy, the following quote provides a comprehensive description of the impacts of COVID-19 on students and families:

“The impact of COVID-19 on our students and families was harsh and unrelenting. With school buildings closing in mid-March, families and students lost a significant piece of stability as well as traditional access to learning, meals, and so many social services that schools provide. This posed significant challenges to families who were still working as essential workers and were now without childcare. We saw many instances of older siblings (sometimes as young as third grade) being put in the role of supervising their younger siblings during remote learning.

Many of our families lost their jobs and significant sources of income, which put them into a deeper tailspin of debt and uncertainty. We took on the challenges of remote learning and tried our best to support families with any need that arose. But even with every effort from our staff, there were still families that were unable to fully access remote learning or with whom we lost contact altogether.

The population of families that we serve were already on the brink of poverty before the pandemic, and COVID-19 pushed many of them into even more desperate and vulnerable situations.”

– Jeffco Public Schools

The COVID-19 pandemic hit families hard, and the sites responded swiftly and creatively. One subgrantee noted simply, “We were there for them.”

Impacts on performance measure tracking, data collection, and data reporting

As demonstrated throughout the report, subgrantees did not have data available for many of the performance measures because of the pandemic. The **state tests** that many subgrantees use to assess academic progress were not administered, and many sites were not able to administer site surveys, such as **teacher surveys**, in part because teachers were overwhelmed with online learning. As a result, it is not possible for many subgrantees to make **pre- and post-comparisons**. Tracking **attendance** was also difficult and in some cases was paused (as directed by CDE).³ Tracking **events** in EZReports was challenging because most of the events were categorized as special events. One subgrantee noted that they created a process for families to provide feedback throughout the year via a website. Another subgrantee used **reports cards** and an **e-learning platform** to assess student progress.

Priorities shifted due to the pandemic. One subgrantee commented, “Academic progress was not our first focus. Our first focus was food and housing, and our second focus was social emotional support (this was a huge impact on our families). Third was well-being of our staff, and lastly was data collection.”

³ In 2019-2020, districts were instructed to report on attendance data for when the school was in-person before closure or transition to remote learning due to COVID-19.

Success story: Family support (submitted by High Valley Community Center Inc., subgrantee for Del Norte Schools K-8)

COVID-19 has made clear the importance of our program for our families. It is unbelievable how many families we had coming close to tears, or even fully breaking down as they picked up food and resources for their families. We had one parent say that they couldn't believe that they were going to have to ask anyone for assistance, as they had never been in that position before. They were impressed with our ability and willingness to help, while still maintaining respect for families. Another parent told us that they were starting to feel like no one in the community cared about their children, but our activity boxes during COVID-19 made a real difference and helped them to feel connected to the community.

FEDERAL EVALUATION: DATA REPORTED IN EZREPORTS DATA COLLECTION SYSTEM

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, 2019 to May 31, 2020).

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 2020, all subgrantees were instructed to submit teacher surveys for all regular program attendees (that is, students who attended a program for 30 days or more). The purpose of the teacher survey was to assess student improvements in 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, centers served 19,401 students during the 2019–2020 program year. Two in five students (40%) were regular attendees (that is, they attended the program for 30 days or more; see Figure 2).

Figure 2

Two in five students were regular attendees during the 2019–2020 school year.

| Student Attendance | Number | Percent |
|--------------------|---------------|-------------|
| < 30 Days | 11,605 | 60% |
| 30-59 Days | 3,366 | 17% |
| 60-89 Days | 2,244 | 12% |
| 90+ Days | 2,186 | 11% |
| Total | 19,401 | 100% |

Note: Data in this table comes from EZReports.

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 3, just over half of students (51%) were male, and 49% were female. For a very small proportion of students (0.1%), sex was recorded as “other” or unknown.

Figure 3

Students were nearly evenly split between males and females.



Note: Data in this table comes from EZReports.

Figure 4 presents data on student race broken out by federal reporting categories. The majority of students were white (59%), and race was unknown or “some other race” for 20% of students.

Figure 4

Student race broken out by Federal reporting categories.

| Student Race | Number | Percent |
|-------------------------------------|---------------|-------------|
| American Indian or Native Alaskan | 1,126 | 6% |
| Asian | 915 | 5% |
| Black or African American | 1,431 | 7% |
| Native Hawaiian or Pacific Islander | 145 | 1% |
| White | 11,388 | 59% |
| Multi-Racial | 587 | 3% |
| Unknown or some other race | 3,809 | 20% |
| Total | 19,401 | 100% |

Note: Data in this table comes from EZReports.

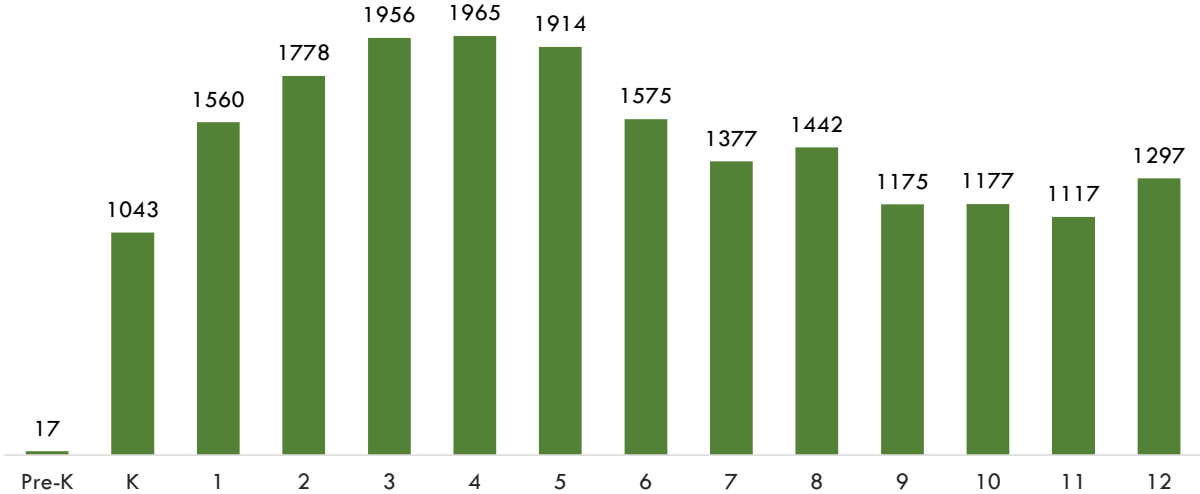
Figure 5 presents data on student ethnicity broken out by federal reporting categories. A majority of students (56%) were Hispanic.

Figure 5
Student ethnicity broken out by Federal reporting categories.

| Student Ethnicity | Number | Percent |
|-------------------|--------|---------|
| Hispanic | 10,867 | 56% |
| Non-Hispanic | 7,559 | 39% |
| Unknown | 975 | 5% |
| Total | 19,401 | 100% |

Figure 6 presents student grade level. All grades were represented among student attendees. Over half of students (53%) were in pre-kindergarten through grade 5, while 23% were in grades 6 to 8 and 25% were in grades 9 through 12.

Figure 6
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

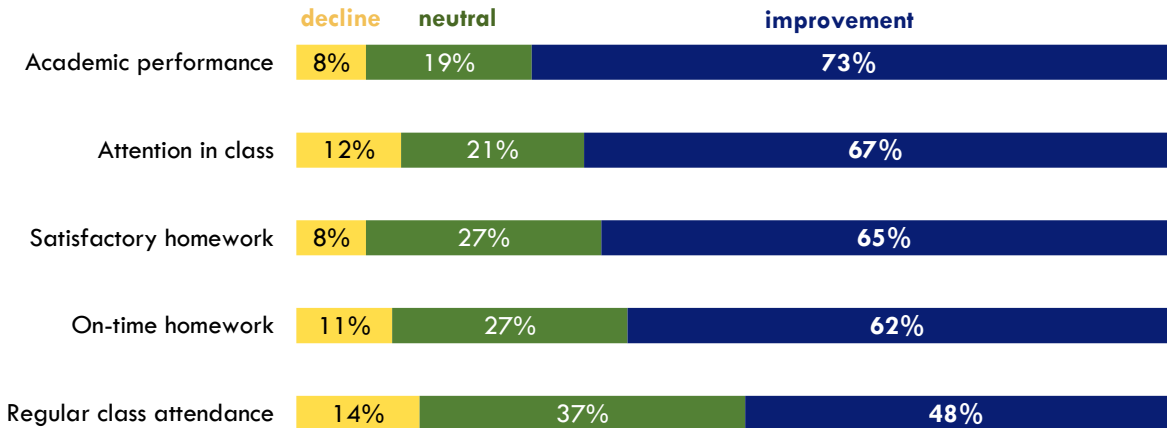
Changes in student behavior were assessed by surveys completed by teachers for students who attended 30 days or more during the program year. These surveys allowed tracking of two Government Performance and Results Act (GPRA) measures: the percent of regular program participants who improved in homework completion and class participation, and the percent of all regular program participants whose behavior improved.⁴ Additional survey items allow for general tracking of student performance and engagement. The full teacher survey is available online at [21st CCLC Subgrantee Resources](#).

Teachers submitted surveys for 4,692 regular attendees at 102 centers representing 58 subgrantees.⁵

Figures 7 through 10 present teacher ratings of student improvement in areas related to academic performance and behavior. Students who did not need improvement in a particular area were not rated and are not included in these figures.

Figure 7 shows that the percent of students improving their *academic performance* was particularly high, with 73% of students showing improvement. Students also showed improvement in *being attentive in class* (67% improvement), *completing homework to the teacher's satisfaction* (65%), and *turning in his/her homework on time* (62%). Nearly half of students (48%) improved *attending class regularly*.⁶

Figure 7
Most students improved in academic performance and paying attention in class.



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

⁴ These two measures (the percent of regular program participants who improved in homework completion and class participation) are averaged in the report 21APR, but they are presented separately in this report.
⁵ This is an 60% response rate by student (teachers submitted surveys for 4,692 of the 7,796 regular attendees). This is a 96% response rate by center (102 of 106 centers submitted at least one survey).
⁶ Among the 4,692 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 7) include 19% for *academic performance*, 26% for *attention in class*, 27% for *satisfactory homework*, 30% for *on-time homework*, and 48% for *regular class attendance*.

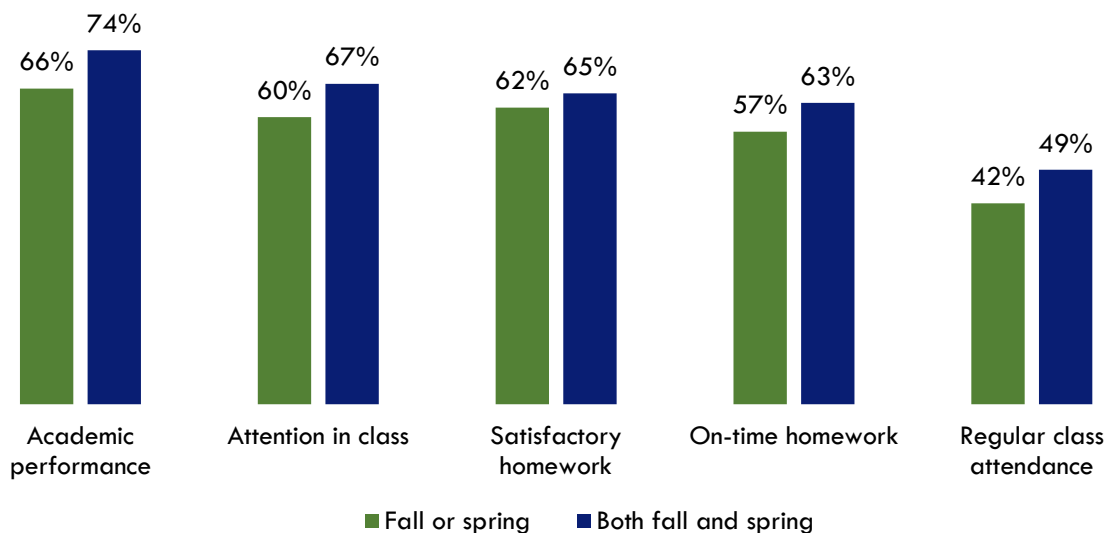
Success story: Academic improvement (submitted by Primero School District RE-2)

A new fifth grader enrolled last August. They were from out of state and they were severely behind their classmates in all academic areas. After engaging in some preliminary assessments, the decision to move the student back a grade seemed imminent. After conferencing with select staff, parents, and the student, that move was put on hold until further information could be collected. In the meantime, this student was placed in a 21st Century program designed to enhance one-on-one instruction, assist in homework completion, and review subject matter. The student attended the after-school program three to four days per week. By the end of the fall semester, they were showing signs of catching up to their classmates and getting back to grade level in their core subject scores. Not only was this student *not* placed into fourth grade, but it was decided at the end of the year to advance them to sixth grade and monitor their progress accordingly.

Figure 8 shows the percent of students improving on the same five indicators broken out by students who attended either fall or spring sessions and students who attended both fall and spring sessions. On four of the five indicators, students who attended both fall and spring sessions made significantly more improvements than other students.⁷ Differences were most pronounced for *academic performance* (66% vs. 74%), *attention in class* (60% vs. 67%), and *on-time homework* (57% vs. 63%). There was no significant difference between students who attended both fall and spring sessions and other students in improvements in *regular class attendance* (42% vs. 49%).

Figure 8

Students who **attended both fall and spring sessions** made more improvements than other students on four of five indicators.

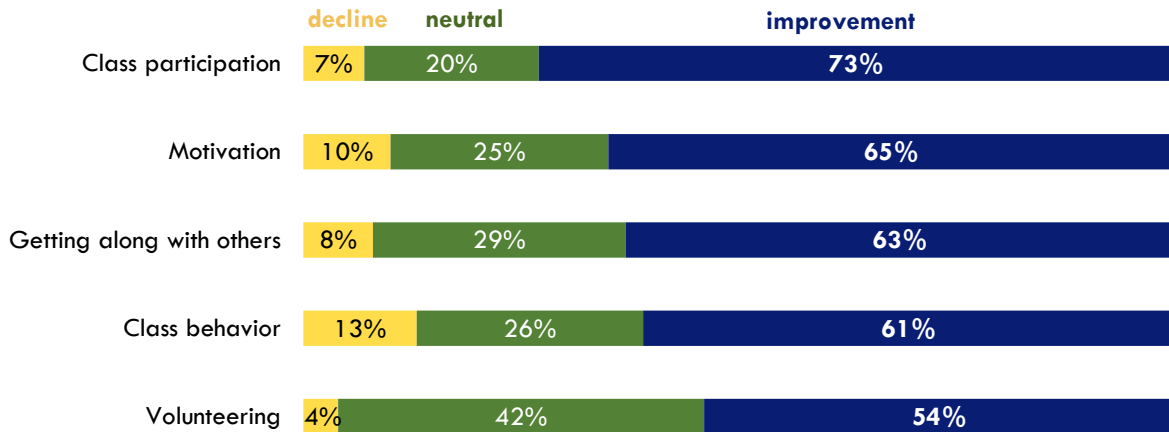


⁷ One-way between subjects analyses of variance (ANOVA) were conducted to compare outcomes between groups ($p < .05$).

As shown in Figure 9, the percent of students improving their *participation in class* and *coming to school motivated to learn* were both particularly high, with 73% and 65% of students showing improvement, respectively. Students also showed improvement in *getting along with others* (63%), *behaving well in class* (61%), and *volunteering* (e.g., for extra credit or more responsibilities; 54%).⁸

Figure 9

Most students improved in **class participation** and **motivation**.



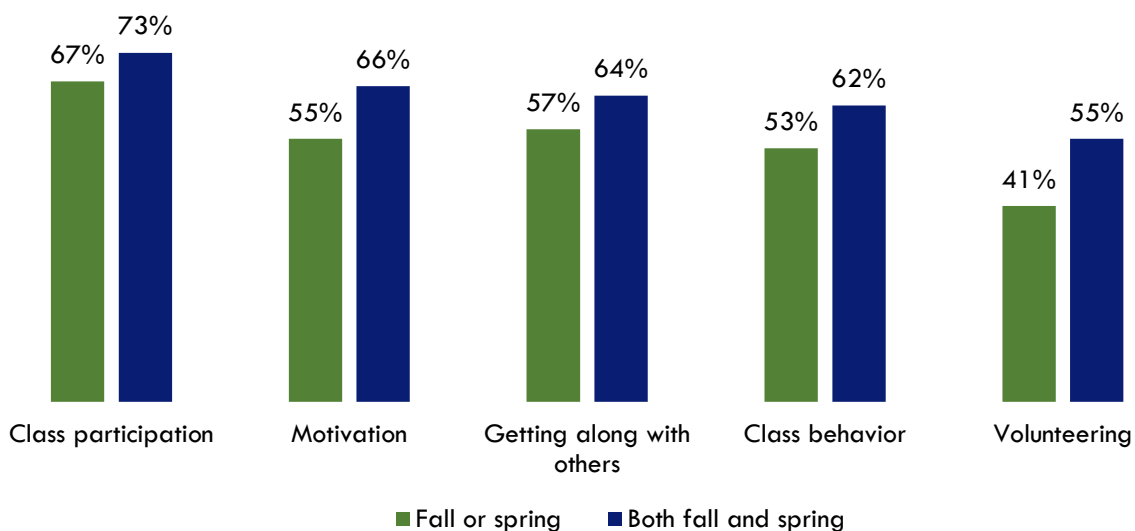
Note: Data in this figure comes from the teacher survey.

⁸ Among the 4,692 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 9) include 23% for *class participation*, 29% for *motivation*, 41% for *getting along with others*, 40% for *class behavior*, and 24% for *volunteering*.

Figure 10 shows the percent of students improving on the same five indicators broken out by students who attended either fall or spring sessions and students who attended both fall and spring sessions. On four of the five indicators, students who attended both fall and spring sessions made significantly more improvements than other students.⁹ Differences were most pronounced for *volunteering* (41% vs. 55%) and *motivation* (55% vs. 66%), though they were also substantial for *class behavior* (53% vs. 62%) and *class participation* (67% vs. 73%). There was no significant difference between students who attended both fall and spring sessions and other students in improvements in *getting along with others* (57% vs. 64%).

Figure 10

Students who **attended both fall and spring sessions** made more improvements than other students on four of five indicators.



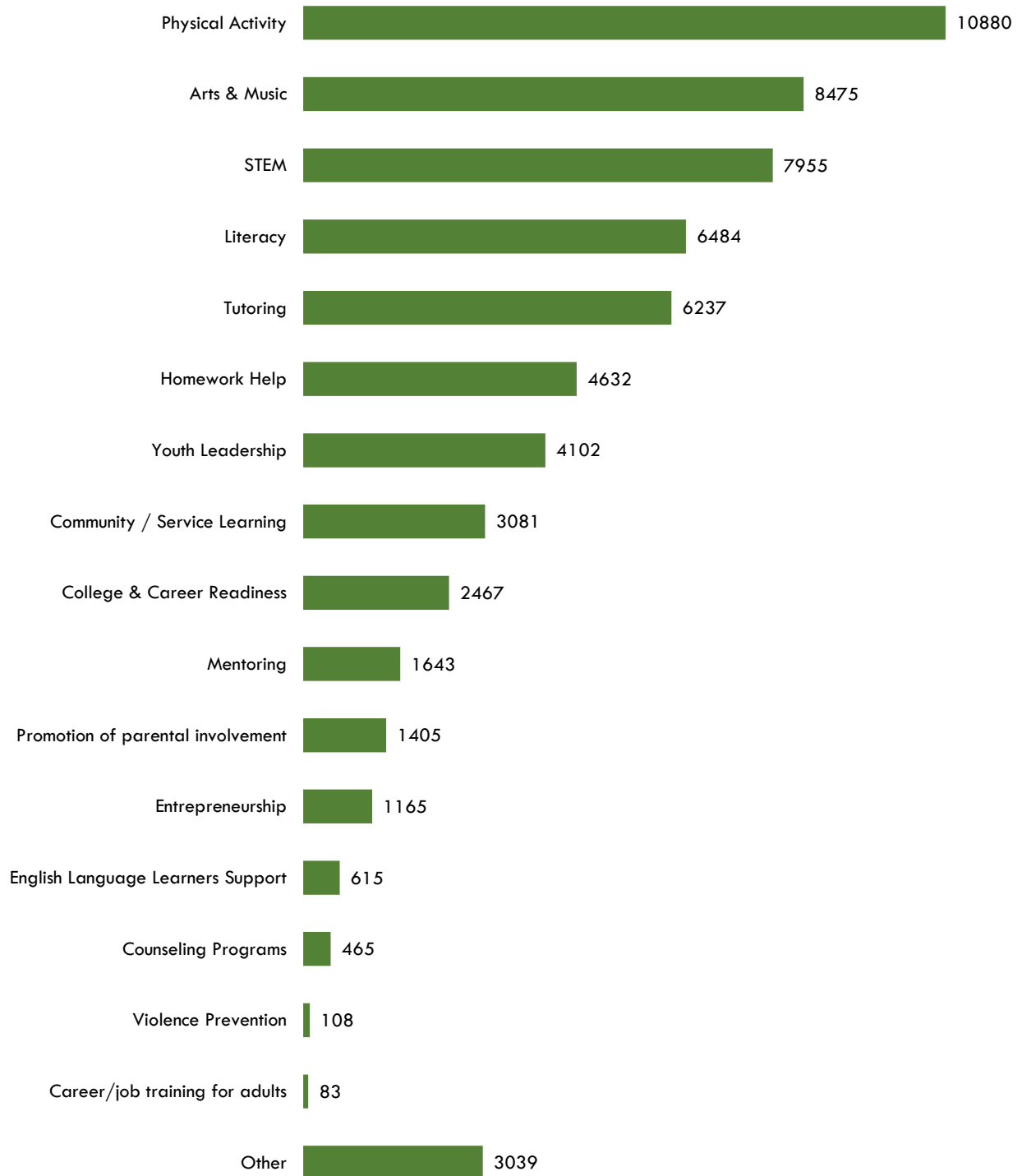
Activities Provided

Figure 11 presents the number of students participating in each type of activity during the 2019–2020 program year. The most commonly attended activities included *physical activity* (10,880 students), *arts and music* (8,475 students), and *STEM* (7,955 students). A large number of students also participated in activities related to academic performance, including *literacy* (6,484 students), *tutoring* (6,237 students), and *homework help* (4,632 students). Other activities include topics such as nutrition, health, and wellness.

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

Figure 11

The number of students participating in activities demonstrates an emphasis on **physical activity, arts and music, and STEM.**



Note: Data in this figure comes from EZReports.

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, 2019 to June 30, 2020). Subgrantees were required to complete an online end-of-year reporting survey in July 2020. 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. The end-of-year survey is provided online at [21st CCLC Subgrantee Resources](#).

Family-School Partnerships

Family activities typically involve engagement nights/events as well as adult programming, though the COVID-19 pandemic forced sites 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 3,095 family members during the 2019–2020 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.¹⁰

Success story: Family enrichment (submitted by Boys and Girls Clubs of Pueblo County, subgrantee for Irving Elementary and Risley International Academy of Innovation)

A parent participated in our Nurturing Parenting Program hoping to build a better line of communication with their child, who is a sixth-grade student. The parent completed the course with dedication and determination. At the conclusion of the course, they expressed gratitude for being able to take the course and learning how to engage in better communication with their child. They said that they are now able to communicate a lot more with their child. As one of our few Spanish speaking parents, they were grateful that we provided an interpreter and translated materials for them to take home. Having access to the translated materials enabled them to complete the take-home assignments and implement the lessons they learned at home with their children.

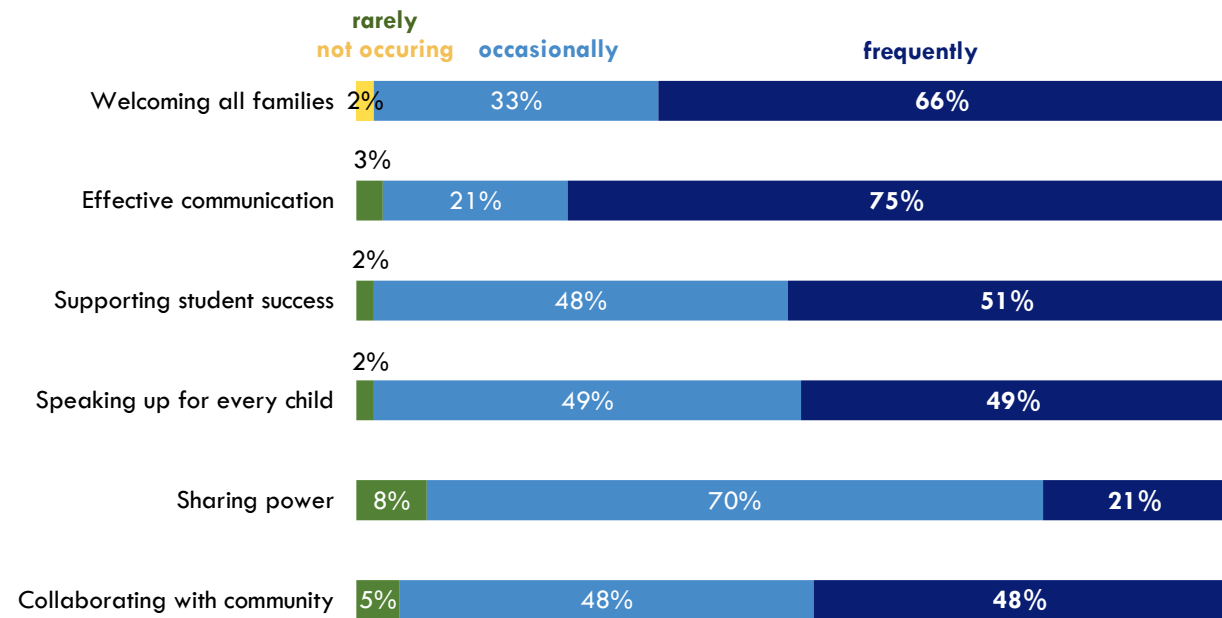
The family-school partnership best practices most frequently reported by subgrantees included engaging in *effective communication* (75% frequently) and *welcoming all families* (66% frequently);

¹⁰ See <https://www.pta.org/home/run-your-pta/National-Standards-for-Family-School-Partnerships>

see Figure 12). About half of subgrantees (51%) reported frequently *supporting student success*, *speaking up for every child* (49%), and *collaborating with community* (48%). A smaller proportion reported frequently *sharing power* with families (21%).

Figure 12

Almost all subgrantees reported occasionally or frequently **welcoming all families**.



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. Results in this section are presented separately for Cohort VII and Cohort VIII because subgrantees in each of the cohorts had different performance measure requirements.

Cohort VII

In their grant proposals, Cohort VII subgrantees created performance measures using the SMART (specific, measurable, achievable, relevant, and time-bound) framework for each of three areas:

- Academic progress
- Enrichment
- Parent/family activities

In addition to the three required performance measures, Cohort VII subgrantees had the option to develop performance measures in three priority areas:

- STEM
- Health and wellness
- Attendance

Subgrantees were asked to rate their progress on each performance measures using a four-point scale (no progress, making progress, met goal, or exceeded goal). If they surpassed their performance measure, they selected “exceeded performance measure” If they completely met their performance measure, they selected “met performance measure,” and if they partially met their performance measure, they selected “making progress.” If they made minimal gains on their performance measure, they selected “not making progress.” Given the challenges of the COVID-19 pandemic, many subgrantees did not have data available. For the 2019–2020 survey, a “data not yet available” option was added to the list of indicators for subgrantees that were lacking data due to COVID-19. Subgrantees were asked to only select this option only if data collections (e.g., state assessments) were completely halted and no other source of data was available to use for rating the objective.

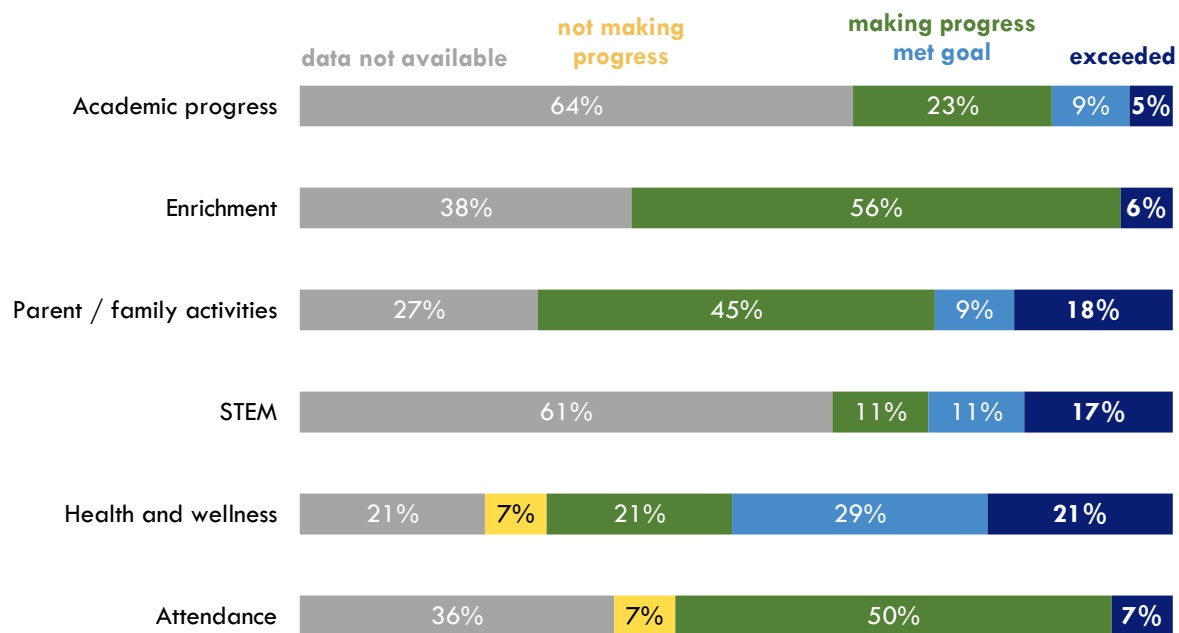
For each measure, subgrantees were asked to provide open-ended comments on each of the following:

- Special circumstances and/or factors that positively affected progress on achieving the performance measure
- Activities, services, or programs that were most effective in helping to meet the performance measure

Figure 13 shows Cohort VII subgrantees’ reports of progress towards each of the six performance measures. Half of subgrantees reported meeting or exceeding their performance measure in *health and wellness*. Smaller proportions of subgrantees reported meeting or exceeding their performance measure in *STEM* (28%), *parent/family activities* (27%), *academic progress* (14%), *attendance* (7%), and *enrichment* (6%), though most subgrantees that had data reported at least making progress in these areas.

Figure 13

Most Cohort VII subgrantees with available data reported making progress, meeting, or exceeding their **academic progress** and **enrichment** performance measures.



Note: Data in this figure comes from the state’s end-of-year survey. All subgrantees (N=22) reported on the required *academic progress* and *parent/family activities* performance measures and 16 reported on the required *enrichment* performance measure. For the optional performance measures, 18 subgrantees reported on *STEM*, 14 reported on *health and wellness*, and 14 reported on *attendance*.

Academic Progress

Over three in five subgrantees (64%) did not have available data to assess this performance measure. About one in seven (14%) reported meeting or exceeding their *academic progress* measure, and 23% reported making progress. All 22 Cohort VII subgrantees had data available to report on this measure.

Success story: Academic improvement (submitted by Silverton School District)

This student, a third grader who was new to our school, was crying in the hallway outside their classroom because they couldn’t understand their math and were falling behind in their homework. That same afternoon, the student came to homework club and discovered that the staff were not so scary, and neither was their math homework. They became one of our most regular attendees for after school homework help. The student bonded with our staff over a shared love of books and cats, and together they worked on strategies for tackling assignments that feel too long, too hard, or just plain overwhelming. Math is still a challenge for them, but they do their homework every single night, and because of that, they are able to move forward with their grade-level peers. They have developed a strong work ethic. Our small numbers allow us to provide the exact support each student needs to be successful at homework, whether it’s attention from a caring adult, academic support, or just a quiet, safe space to work. This student comes in nearly every day with a mindset that they are going to get their work done, and they leave with a sense of relief and lightness.

Positive special circumstances and factors

Several Cohort VII subgrantees noted that **homework help** and **tutoring** helped them reach their academic progress performance measures. Some also mentioned **experienced teachers**, **personalized learning supports**, and **positive relationships** between students and teachers. A **variety of staff roles**—such as counselors, junior staff (teens working one on one with students), and curriculum coaches—were also noted as helpful. Others mentioned the importance of **professional learning communities**, focusing on **social-emotional well-being**, and ongoing **tracking of student performance**. One subgrantee noted that **requiring good grades for field trips** provided motivation.

“Having the ability to track our students’ progress each day created more accountability overall for our program. Our site staff were able to hold our student participants more accountable for what they accomplished that day in terms of homework completion. Our central team was able to monitor progress more effectively on-site as well.”

– Metropolitan State University, subgrantee for Bruce Randolph School and Kunsmiller Creative Arts Academy

Effective activities, services, and programs

Specific activities, services, and programs that were cited as effective included focusing on academics through **tutoring, homework help, and academic and enrichment supports** (such as SAT classes and online learning credit recovery). Subgrantees also noted the importance of **project-based learning, ensuring alignment with school staff, ongoing progress monitoring, and individualized and small-group instruction**. One subgrantee noted that they are **relentless in recruiting students** who are not attending and are at risk of dropping out, including working collaboratively with district dropout prevention staff.

“A paradigm shift that views students as *at-potential* rather than *at-risk* is the single most important component in our program. New staff are trained in positive youth development as well. Attendance and retention goals are met through engaging activities led by staff who are committed to building relationships and connecting with youth. Academic gains are achieved through rigorous progress monitoring and access to increased time in text. Finally, homework supports (especially in math) have demonstrated effectiveness.”

– Adams 12 Five Star Schools

Enrichment

Nearly two in five subgrantees (38%) did not have available data to assess this performance measure. Six percent reported exceeding their *enrichment* performance measure, while 56% reported making progress. Sixteen Cohort VII subgrantees (73%) had data available to provide a rating on this measure.

Success story: Enrichment (submitted by Englewood School District 1)

A fourth-grade student collaborated with our vice principal to develop a new physical fitness enrichment program. The strength and conditioning program focuses heavily on building student athletes' confidence, perseverance, and grit. Students in the program are challenged with grueling workouts that force them to dig deep to reach their full potential. The program is designed to grow the mind and the body and prepare students to overcome obstacles in life. This student-driven program became one of the most popular enrichment programs of the school year, effectively encouraging student ownership of the after-school program, while promoting students' growth in physical fitness, social/emotional skills, and teamwork.

Positive special circumstances and factors

Several subgrantees noted that incorporating **student voice and leadership** and offering **robust, varied programming** helped them meet their enrichment performance measure. Providing opportunities for **hands-on learning**, maintaining a **culture of caring and trust** between students and staff, preserving **longstanding relationships** with community partners and vendors were also mentioned as helpful. One subgrantee noted that expansion of its internship/apprenticeship program and implementation of a workforce readiness program were helpful in making progress on their enrichment performance measure.

“Students were able to give their input and opinion into what activities they enjoyed and help to plan activities. It was very interactive and gave the students a voice and input into what they enjoyed and wanted to have happen again.”
– YMCA Metro Denver, subgrantee for Omar D. Blair Charter School

Effective activities, services, and programs

Subgrantees noted a variety of effective activities, services, and programs related to enrichment. Several subgrantees noted that **student choice** was helpful in making progress on their enrichment performance measure. Other helpful activities included **sports, social-emotional wellness classes** (such as yoga, mindfulness, and meditation), **field trips** that align with in-class learning, and offering a **variety of classes** to meet diverse interests (such as engineering classes, guitar, theater, and dance). In addition, several subgrantees found that offering opportunities for **community service** was helpful in achieving their enrichment performance measure.

“One of the most powerful pieces of our successful enrichment programming is student choice. Keeping that as a central tenet of our program allows students to explore new subjects that they are excited about, which in turn keeps them engaged in their classes. Their engagement helps our community partners feel positive about their time at our school, which builds our strong community partnerships. We believe that all of this stems from student choice.”
– JeffCo Public Schools

Parent/family activities

Over one in four subgrantees (27%) did not have available data to assess this performance measure. A similar percentage (27%) reported meeting or exceeding their *parent/family activities* performance measure, while 45% reported making progress. All 22 Cohort VII subgrantees reported on this measure.

Success story: Family engagement (submitted by Boulder Valley School District RE-2)

This parent is an English Language Learner who has had children at our school for several years. When I first met them, they did not speak English and were very timid around other parents and school staff. Over the years, they have participated in many of the programs we have offered to adults. They have learned to speak English fluently and how to use a computer. They have participated in many of our parenting classes and they also enrolled in our Family Literacy program, through which they earned their GED. This year they joined one of our parent committees. As I was watching them share their opinions on important topics, I was moved by their newfound self-confidence and how hard they worked to get to this point. I was also so grateful for this program and how it truly changes lives.

Positive special circumstances and factors

Students were strong promoters of family engagement, asking their families to attend various events. Subgrantees reported **communicating with families through a variety of methods**,

including texts, phone calls, postcards, and weekly newsletters. They adapted to the COVID-19 pandemic by supporting families by **delivering food**, ensuring **internet connectivity**, and offering **parenting classes online**. One subgrantee noted that they stopped doing traditional parent-teacher conferences and instead hold a less formal event focusing on **community-building and fun**. Two subgrantees **established a staff position** specifically focused on parent/family engagement, and one subgrantee provided **professional development** specifically related to family engagement.

“Students were enthusiastic in wanting to show their parents what they had been working on after school so they encouraged their parents to attend our Family Night. Students have also been more vocal about bringing siblings and family members on field trips.”

– Asian Pacific Development Center, subgrantee for Hinkley High School

Effective activities, services, and programs

Providing **flexible schedules, childcare and food**, and a **variety of program offerings** (such as GED classes, ESL classes, citizenship classes, and FAFSA workshops) were strategies that supported success in making progress towards parent/family activities performance measures. One subgrantee noted that their school assigns a **“family teacher”** to each student, who is their main contact throughout the family’s tenure at the school. Some specific activities noted as helpful included **stakeholder summits**, which create space for families’ voices to be heard, **academic parent-teacher teams**, and **family nights** inclusive of various cultures.

“We reached out to over 300 families during the spring semester asking what their needs were at the time and connecting families with direct service providers.

During the summer, we brought on two community support specialists who were tasked with reaching out to families, delivering supplies to families’ houses, connecting families with direct services, and addressing any other needs that they might have. We have heard anecdotal reports that families were appreciative of the supports we provided this spring and summer.”

– Scholars Unlimited, subgrantee for Columbine Elementary School, International Academy of Denver at Harrington, John Amesse Elementary School, and Oakland Elementary School

STEM (Science, Technology, Engineering, and Mathematics)

About three in five subgrantees (61%) did not have available data to assess this performance measure. More than one in four subgrantees (28%) reported meeting or exceeding their *STEM (Science, Technology, Engineering, and Mathematics)* performance measure, while 11% reported making progress. Eighteen Cohort VII subgrantees (82%) reported on this optional measure.

Success story: Social-emotional learning (submitted by Denver Public Schools - Place Bridge Academy)

This student is a sixth grader who is in a special education program. They have been identified as being on the autism spectrum and have learning disabilities but are extremely proficient in STEM. This student eagerly volunteers to help the other students with their math and science homework, including other special education students. Additionally, with the help of one of our instructors, they have learned computer coding to create computer games and websites. This student's special education teacher is so proud of them and their technology accomplishments, and thanks us all the time for helping them pursue their interests and make intentional contributions to their classmates and the school.

Positive special circumstances and factors

Several subgrantees noted that **dedicated resources** were helpful in meeting their STEM performance measure to respond to student requests for more STEM-related activities. In particular, resources such as **tablets and Chromebooks** and **access to computer labs** and **online programming** allowed students (some of whom do not have technology at home) to become familiar with how to use technology. Subgrantees also mentioned that **strong partnerships with providers** were beneficial in meeting this performance measure.

Effective activities, services, and programs

Subgrantees offered a **wide variety of STEM-related activities**, including Tynker programming, MobyMax (literacy), photography, makerspace, 3-D printing, robotics, and engineering. One subgrantee held a green screen training for its yearbook club students, during which students learned how to set up, use, and edit photos using a green screen backdrop.

“STEM programming has been offered in after school programming for multiple years. This year we designed our STEM club for grades 7-12 as an exploration group. This gave students choice in what they wanted to learn in this field. Students worked on projects at their own pace under the guidance of two highly qualified STEM leaders. The club was a highlight for after school students. Students had the opportunity to choose their own adventure and dig into their interests.”

– Lake County School District

Health and wellness

About one in five subgrantees (21%) did not have available data to assess this performance measure. Half of subgrantees (50%) reported meeting or exceeding their *health and wellness* performance measure, while 21% reported making progress and 7% reported not making progress. Fourteen Cohort VII subgrantees (64%) reported on this optional measure.

Success story: Social-emotional learning (submitted by Lake County School District R-1)

This student was a first grader who struggled emotionally at the beginning of the year. The student had trouble connecting to other kids, would lash out physically, and was constantly seeking adult attention. They attended afterschool programs four days a week and were placed in Destination Imagination on Tuesdays. Not only did they discover a love for science, but the focus on team building and collaboration helped them grow into a young leader. The student asked to be placed in a second Destination Imagination club. Their teacher writes, “I saw this student go from someone who could not connect emotionally to peers to a student who was showing peers how to build a rocket ship and could help the team solve difficult problems. The after-school program was a time and place where they could feel safe and supported, find new talents, and express themselves in a way that they were not able to do at school.” This student now wants to be a scientist when they grow up.

Positive special circumstances and factors

Several subgrantees commented on the importance of **partnerships with community providers** and staff and providers’ **relationships with students** in making progress on their health and wellness performance measure. Offering a **variety of activities** to address various student preferences was also helpful.

Effective activities, services, and programs

Subgrantees reported offering numerous **individual and team sports** and a variety of **health and wellness-related workshops**, such as workshops on healthy eating, healthy relationships, and social-emotional wellness. In particular, one subgrantee noted that **mindfulness, meditation, and yoga** have supported students’ social-emotional awareness and provided them with de-escalation strategies through breathing techniques. A subgrantee that has a **Zen room** noted that it empowers students to take a break when needed. Another subgrantee noted that an annual **community basketball tournament** has led to increased participation in the basketball club.

“We have some tremendously encouraging staff and providers. They love kids and they love to teach students about their passions, such as dance, martial arts, and sports. Students know that they are going to have fun and get a lot of high fives and praise for the good that they are doing. They are also reminded constantly about sportsmanship, teamwork, and respect.”

– Adams-Arapahoe 28J (Aurora Public Schools)

Attendance

Nearly two in five subgrantees (36%) did not have available data to assess this performance measure. Seven percent of subgrantees reported meeting or exceeding their *attendance* performance measure, while 50% reported making progress and 7% reported not making progress. Fourteen Cohort VII subgrantees (64%) reported on this optional measure.

Positive special circumstances and factors

Offering **programming based on youth input** (including high-interest, student-led clubs), focusing on **engagement and participation** rather than attendance, and **reaching out to chronically absent students** were noted as helpful in meeting the attendance performance measure.

Effective activities, services, and programs

One subgrantee participated in **professional development** to learn about best practices related to attendance.

“We build programming that is based on the needs and interests of our program attenders. We incorporate youth voice into our programs and use youth development best practices that equate into engaging programming. We use student surveys, SAYO (Survey of Academic and Youth Outcomes) surveys, and communication with the school team to gather this data.”

– Denver Public Schools

Cohort VIII

In their grant proposals, Cohort VIII subgrantees created performance measures using the SMART (specific, measurable, achievable, relevant, and time-bound) framework for each of four areas:

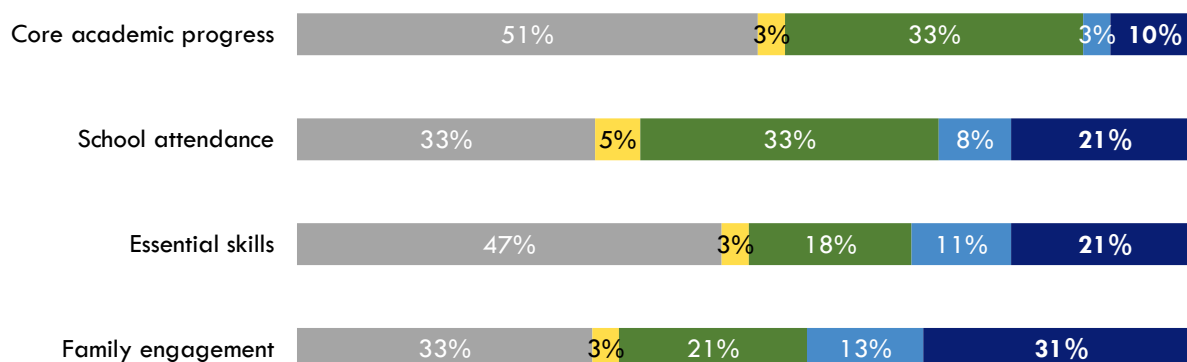
- Core academic progress
- School attendance
- Essential skills
- Family engagement

Like Cohort VII subgrantees, Cohort VIII 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) and provided open-ended comments about positive special circumstances and factors, negative special circumstances and factors, and effective activities, services, and programs. Given the challenges of the COVID-19 pandemic, many subgrantees did not have data available.

Although a significant proportion of subgrantees did not have available data, the vast majority of subgrantees with available data rated themselves as making progress, meeting, or exceeding their SMART goals (see Figure 14).

Figure 14

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



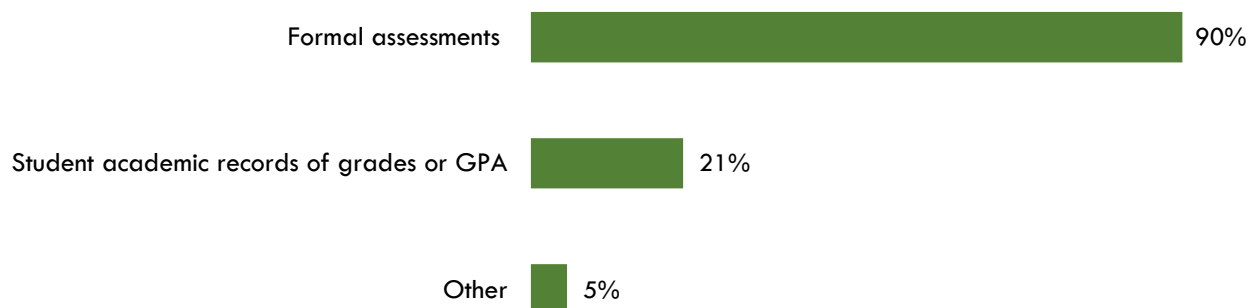
Core Academic Progress

About half of subgrantees (51%) did not have available data to assess this performance measure. About one in eight subgrantees (13%) rated themselves as meeting or exceeding their *core academic progress* performance measure, and 33% reported making progress (see Figure 14). A small proportion (3%) rated themselves as not making progress. All 39 Cohort VIII subgrantees reported on this measure.

Most Cohort VIII subgrantees tracked progress on their *core academic progress* performance measure using formal assessments (90%; see Figure 15). They also tracked progress using student academic records of grades or GPA (21%) or other methods (10%). Other methods used to track progress included student academic records of credits earned during 2019–2020 and cumulatively over students' high school career.

Figure 15

Most Cohort VIII subgrantees tracked progress on their core academic progress performance measure using **formal assessments**.



Positive special circumstances and factors

Subgrantees highlighted the benefits of having **highly qualified staff** (including site leaders, teachers, and reading coordinators) in making progress on this performance measure. They also cited ongoing **monitoring of student progress** (including communication with school teachers), **data-driven instruction**, and **credit recovery options** as helpful. Providing a **variety of activities** and offering **project-based learning** increased student engagement, which in turn increased academic performance. **Positive relationships** between students, teachers, and tutors (particularly among returning staff) were also highlighted. One subgrantee noted that their **21st CCLC curriculum coach** helped incorporate high-level literacy and math into non-academic club offerings, while another offered **early enrollment into enrichment clubs** for students who also signed up for tutoring.

“When youth show up to programming consistently, the benefits they receive increase along with positive impacts on progress towards achieving this performance measure. These impacts are increased by our staff’s continued commitment and flexibility, as well as the deep impact programs have on youth and families served.”

– Heart and Hand Center, subgrantee for Smith Elementary School

Effective activities, services, and programs

The most commonly cited activities were **tutoring**, **homework help**, and **credit recovery**. Other subgrantees provided **free books** to students, created **partnerships with libraries**, and engaged in **regular check-ins with students** to track missing assignments, discuss grades, and encourage students to ask for help from their day teachers as needed.

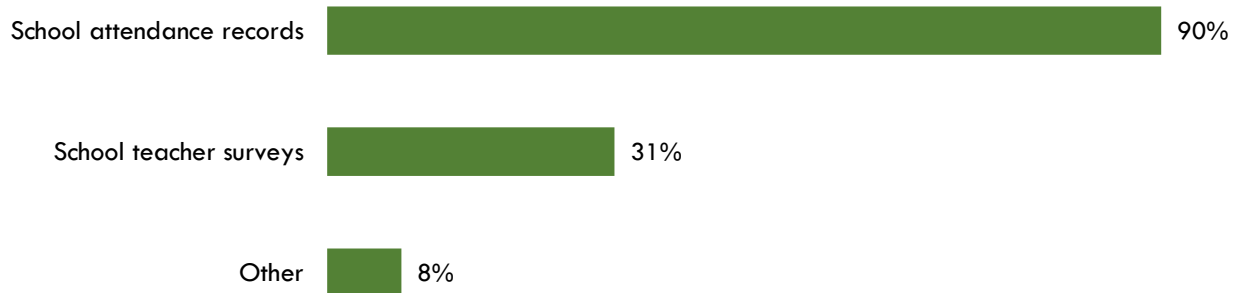
School Attendance

One in three subgrantees (33%) did not have available data to assess this performance measure. Nearly one in three subgrantees (29%) rated themselves as meeting or exceeding their *school attendance* performance measure, and one in three (33%) reported making progress (see Figure 14). A small proportion (5%) rated themselves as not making progress. All 39 Cohort VIII subgrantees had data available to provide a rating on this measure.

Most Cohort VIII subgrantees tracked progress on their *school attendance* performance measure using school attendance records (90%; see Figure 16). They also tracked progress using school teacher surveys (31%) and other methods (8%). Other methods used to track progress included EZReports.

Figure 16

Most Cohort VIII subgrantees tracked progress on their school attendance performance measure using **school attendance records**.



Positive special circumstances and factors

Subgrantees noted that offering a wide variety of **high-quality activities** in a **welcoming environment** and developing **meaningful relationships** between students and staff positively affected their attendance rates. Requiring students to attend in order to **participate in sports** and providing opportunities for **community service** and **credit recovery** also provided motivation for students to attend. Providing **transportation** home, offering **field trips as incentives** for attendance, and maintaining **ongoing communication** (in multiple formats and translated into Spanish as needed) with the school and family about absences were also instrumental in making progress on this performance measure. Students were also motivated to attend because they appreciated **opportunities to socialize** with their peers. **Word of mouth**, particularly from students attending the program, also increased attendance.

“Staff strive to build positive, meaningful relationships with students. Staff know that students who attend more frequently have proven increased impact. We strive to encourage high participation in the after-school program, because we know that it is an important component to effect positive change. We also recognize the same to be true for school attendance; therefore, in order to attend after-school programs and activities, students must attend school that day. We encouraged regular and frequent attendance through offering engaging activities that our young people are interested in.”

– Boys and Girls Clubs of Pueblo County, subgrantee for Irving Elementary School and Risley International Academy of Innovation

Effective activities, services, and programs

Specific activities that subgrantees noted as boosting attendance included offering a **variety of programming**, such as sports, college preparation workshops, field trips, and classes in STEM and

art. One subgrantee encouraged middle school boys who wanted to play basketball to participate in a program about social pressures, relationships, and changes they are going through.

“Our most effective approach to increasing school day attendance is the positive and supportive relationships 21st CCLC staff are able to build with students. Our programs provide a safe, fun, positive, and engaging environment where students can grow, develop, and be provided with the support they need.”

– Boys and Girls Clubs of Larimer County, subgrantee for Monroe Elementary School and Truscott Elementary School

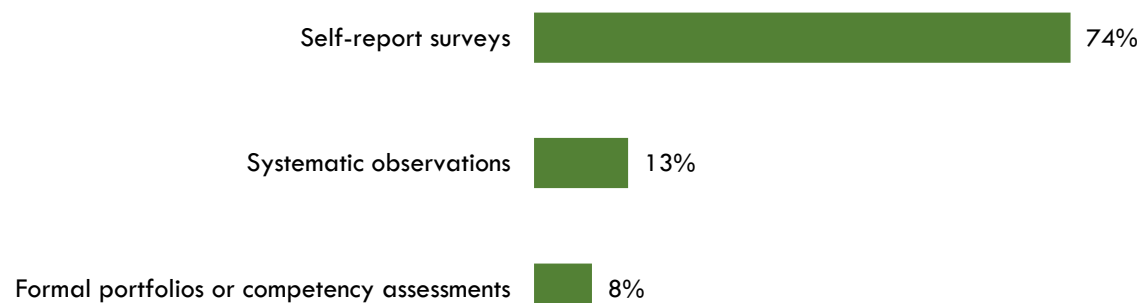
Essential skills

About half of subgrantees (47%) did not have available data to assess this performance measure. About one in three subgrantees (32%) rated themselves as meeting or exceeding their *essential skills* performance measure, and 18% reported making progress (see Figure 14). A small proportion (3%) rated themselves as not making progress. Thirty-eight Cohort VIII subgrantees (97%) had data available to provide a rating on this measure.

Most Cohort VIII subgrantees tracked progress on their *essential skills* performance measure using self-report surveys (74%; see Figure 17). They also tracked progress using systematic observations (13%) and formal portfolios or competency assessments (8%).

Figure 17

Most Cohort VIII subgrantees tracked progress on their essential skills performance measure using self-report surveys.



Positive special circumstances and factors

Subgrantees noted the importance of providing a **professional development on social-emotional learning and essential skills** and creating and maintaining **positive, caring relationships** between students and staff. Some subgrantees provided **social-emotional workshops** for students, and others found that providing **opportunities for collaboration** (such as during board games) and **opportunities for student leadership** (such as providing input on programming) was helpful.

“One hundred percent of the students who completed the social-emotional learning course showed improvement in the classroom throughout the school year. Specifically, they participated in class, showed kind behavior toward others, and showed an overall improvement in their social-emotional learning, according to the end of the year teacher survey as well as ongoing check-ins with the teachers.”
– McClave School District RE-2

Effective activities, services, and programs

Several subgrantees noted that **service learning** was helpful in making progress on this performance measure. **Workshops** offered by subgrantees included topics such as anti-bullying, advocacy, CPR, cyber safety, and Nobel Peace Prize winners. Subgrantees noted the importance of **trusted community partners** and **strong relationships** between staff and students, and one noted the importance of **staff modeling** leadership and cultural sensitivity. One subgrantee had a **Random Acts of Kindness Club**, and another offered an **essential skills program** covering self-awareness, personal responsibility, flexibility, resiliency, teamwork, civic engagement, and character.

“We have two guidance counselors on staff. The amount of time allocated to social-emotional learning, advocacy, anti-bullying, and other programs lends itself to creating a positive culture. We have small class sizes, knowledgeable and caring instructors, and a large number of students who want to be here, rather than have to be here. These factors and others fuel the change we are seeing in positive school culture development and create superior educational experience.”
– Primero School District RE-2

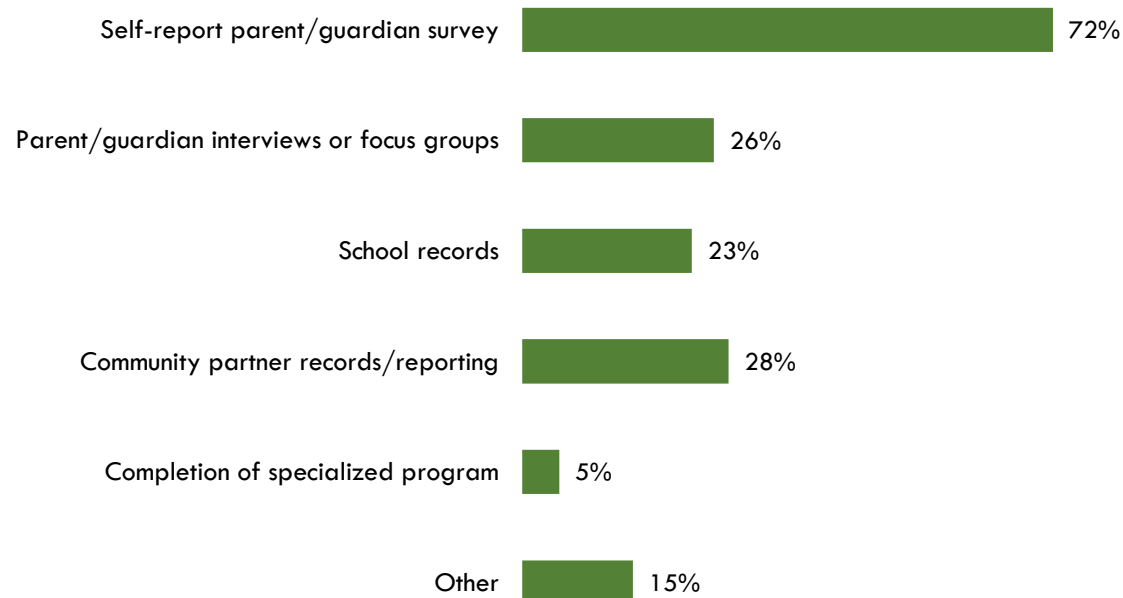
Family Engagement

One in three subgrantees (33%) did not have available data to assess this performance measure. More than two in five subgrantees (44%) rated themselves as meeting or exceeding their *family engagement* performance measure, and 21% reported making progress (see Figure 14). A relatively small proportion (3%) rated themselves as not making progress. All 39 Cohort VIII subgrantees had data available to provide a rating on this measure.

Most Cohort VIII subgrantees tracked progress on their *family engagement* performance measure using self-report parent/guardian surveys (72%; see Figure 18). They also tracked progress using community partner records/reporting (28%), parent/guardian interviews or focus groups (26%), school records (23%), completion of a specialized program (5%), and other methods (15%). Other methods used to track progress on this measures included sign-in sheets, parent logs, district accountability feedback, number of repeat attendees, and EZReports.

Figure 18

Most Cohort VIII subgrantees tracked progress on their family engagement performance measure using **self-report parent/guardian surveys**.



Positive special circumstances and factors

Several subgrantees reported that **family nights** (with translation, childcare, food, and prizes) and **ongoing, open communication** were helpful in making progress on the family engagement performance measure. Many subgrantees noted that they sought and incorporated **parent feedback** in determining what family engagement activities to offer. Attendance was boosted when activities were offered with **Spanish translation** and those that were “**one off**” events rather than a series of classes. Subgrantees noted that the **COVID-19 pandemic increased opportunities** for family engagement, as staff checked in with families regularly and provided resources such as food and gift cards.

“School closures during the pandemic provided one of the most positive ways to connect with parents and families as teachers delivered lunches and supplies to students. In a time of high stress and anxiety, a simple face-to-face encounter, even at a distance, was comforting and reassuring during quarantine and isolation.”

– Colorado AeroLab Inc., subgrantee for North Park School, Soroco Middle / Soroco High, West Grand Elementary and Middle School, and West Grand High School

Effective activities, services, and programs

Activities that were successful in engaging families included both those that involve the entire family and those that are geared towards parents. Events for the whole family included **family nights, ice cream socials, cooking classes, fall carnivals, and family book clubs**. Activities

directed towards parents included **citizenship, ESL, GED, literacy, and parenting classes**, some of which were offered online because of the pandemic. Subgrantees also responded to the pandemic by providing **food and supply distributions**. One subgrantee required that families attend a **30-minute family orientation**. Another subgrantee experienced success in **partnering with the library**, which provided information about library services and assisted families in signing up for library cards.

“Our program staff started the year by asking families what they wanted to see for classes offered. We worked with our partners to make the classes happen that parents requested. We plan to continue to engage parents early in the school year and implement the programming they request.”

– Poudre School District R-1

Success story: Family engagement (submitted by Metropolitan State University, subgrantee for Bruce Randolph School and Kunsmiller Creative Arts Academy)

When our program moved online due to the pandemic, we continued providing our Healthy You enrichment class to students. Students have always loved the cooking classes when offered in person, so we delivered groceries to students’ homes and held virtual ‘live’ cooking classes. Grandparents and aunties have become our sous chefs as they gather with their families for the meals our students make. Older siblings help stir the frying pan under the direction of a middle school student who is slicing their first bell pepper for the stir-fry meal that will feed their family dinner that night.

Quality Implementation Rubric

In 2019–2020, the 21st CCLC administered the [Quality Implementation Rubric \(QIR\)](#) for the second 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 0=“not evident” to 4=“exemplary”) on indicators in seven domains. The full quality implementation rubric is available online at [21st CCLC Subgrantee Resources](#). Figure 19 displays the mean scores across each of the seven domains.

Figure 19

Subgrantees rated themselves highest in **congruency**.



Fifty-four subgrantees completed the quality implementation rubric (15 from Cohort VII and 39 from Cohort VIII).

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 2.78. 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** (98% 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** (96% 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* (98% 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 2.52. 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* (98% 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* (91% 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* (81% 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* (89% 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* (93% 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.”¹¹ The mean score for this set of indicators was 2.58. The two indicators the percent of subgrantees rating themselves as meeting expectations, exceeding expectations, or being exemplary for each indicator include:

1. *Evidence-based programming* (100% 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 programming specifically aligned to the school day (e.g., school standards and curriculum).
2. *Fidelity* (100% meeting, exceeding, or exemplary)
 - Meets expectations: Evidence-based programming or practices support at least one outcome.
 - 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 current funding year. The mean score for this set of indicators was 2.40. 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* (96% meeting, exceeding, or exemplary)
 - Meets expectations: For all State Performance Measures (and priority areas for Cohort VII), there are clear linkages between activities and outcomes.

¹¹ 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: For all State Performance Measures (and priority areas for Cohort VII), there are clear and evolving linkages between activities and outcomes. Changes are based on ongoing learning and feedback.
 - Exemplary: For all State Performance Measures (and priority areas for Cohort VII), 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* (92% meeting, exceeding, or exemplary)
 - Meets expectations: Data collected matches the State Performance Measures (and priority areas for Cohort VII).
 - 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* (92% meeting, exceeding, or exemplary)
 - Meets expectations: Evidence that the program is meeting the majority of State Performance Measures (and priority areas for Cohort VII), and improvement plans are in place.
 - Exceeds expectations: Evidence that the program is exceeding some State Performance Measures (and priority areas for Cohort VII), while meeting others and improvement plans are in place.
 - Exemplary: Evidence that the program is exceeding all State Performance Measures (and priority areas for Cohort VII).

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 2.48. 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* (100% 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* (96% 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* (96% 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 2.91. The three indicators and the percent of subgrantees rating themselves as meeting expectations, exceeding expectations, or being exemplary for each indicator include:

1. *Compliance* (94% 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* (100% 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 2.41. The three indicators and the percent of subgrantees rating themselves as meeting expectations, exceeding expectations, or being exemplary for each indicator include:

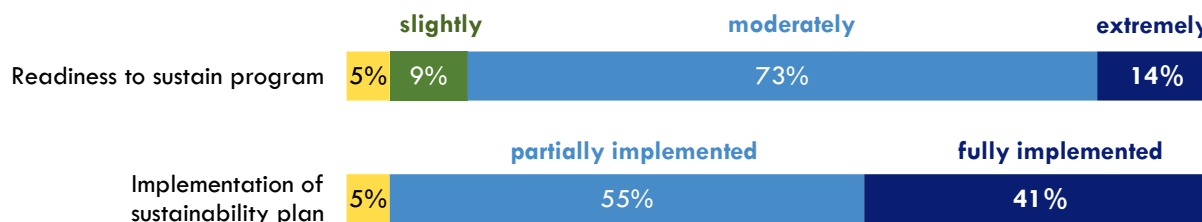
1. *Key stakeholder involvement* (83% meeting, exceeding, or exemplary)
 - Meets expectations: Key stakeholders who will support ongoing funding and sustainability efforts are in place.
 - Exceeds expectations: Key stakeholders identified community linkages/partnerships to address the sustainability 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* (100% 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.

The end-of-year survey for both cohorts included a rating of readiness to sustain the program; Cohort VII subgrantees also rated themselves on implementation of their sustainability plan.¹²

Most Cohort VII subgrantees (87%) were moderately or extremely *ready to sustain* their program (see Figure 20). About two in five (41%) had fully implemented their sustainability plan, and over half (55%) had partially implemented it.

Figure 20

Most subgrantees in Cohort VII had partially or fully implemented their sustainability plan.



Over half of Cohort VIII subgrantees (55%) reported that they were moderately *ready to sustain* their program (see Figure 21), while 45% were slightly ready.

¹² Cohort VII subgrantees were required to have a written comprehensive sustainability plan that described strategies for securing partnerships and other sources of funding or in-kind resources to maintain program services beyond the grant period.

Figure 21

Over half of Cohort VIII subgrantees rated themselves as **moderately ready to sustain their program**.



“The staff serving in 21st CCLC programs have been a lifeline to students, families, and schools. Staff are acutely aware of the specific barriers facing the communities we serve and are able to advocate for the resources and infrastructure necessary to allow for learning to continue.”

– Adams 12 Five Star Schools

SUMMARY

In the 2019–2020 program year, 61 subgrantees served as fiscal agents in Cohorts VII and VIII of Colorado’s 21st CCLC program, supporting activities in 106 centers throughout the state. A total of 19,401 students participated in the program, 7,796 (40%) of whom were regular program attendees (that is, attending for at least 30 days).

Teachers completing end-of-year surveys for regular attendees noted improvements in academic performance and behavior, particularly for those who attended both fall and spring sessions.

The most popular activities were *physical activity* (attended by 10,880 students), *arts and music* (8,475 students), and *STEM* (7,955 students). A large number of students also participated in activities related to academic performance, including *literacy* (6,484 students), *tutoring* (6,237 students), and *homework help* (4,632 students).

Subgrantees in both cohorts reported progress on state performance measures, which differed by cohort (however, due to the COVID-19 pandemic, data were not available from all subgrantees). Among Cohort VII subgrantees that had available data, all reported making progress, meeting, or exceeding their *academic progress, enrichment, and parent/family activities* performance measures. Among Cohort VIII subgrantees with available data, almost all reported making progress, meeting, or exceeding their *core academic progress, school attendance, essential skills, and family engagement* performance measures.

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. Although available quantitative data were limited this year, program directors provided compelling stories of the positive impact of programs for both students and their families, particularly during the COVID-19 pandemic. Sites were able to provide needed basic resources to families and were able to support academic growth and enrichment during an extraordinarily challenging time. As one subgrantee commented, “It was a program year like no other.”

APPENDIX A: GLOSSARY

2019–2020 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, 2019 to June 30, 2020. For the federal data reported in EZReports (e.g., data on activities provided, staffing, and participation), the program year is from June 1, 2019 to May 31, 2020.

Activity

A program or session that is held at a center (or online, during the COVID-19 pandemic). The United States Department of Education (USDE) non-regulatory guidance currently includes 12 activity categories that fall into four overarching categories, and subgrantees have been asked to use these categories when reporting the activities that took place at their centers.

Center

A center is the location where the majority of the subgrantee's activities occur. A subgrantee can have one or multiple centers.

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 VII (for which funding began in 2015 and continues into 2020) or Cohort VIII (for which funding began in 2018 and continues into 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 district/Board of Cooperative Educational Services (BOCES) 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.

Regular Attendee

A student attending a center's programming for at least 30 days during the attendance reporting period (not necessarily consecutive).

Non-Regular Attendee

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

Subgrantee

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