

Colorado 21st CCLC Programs

External Evaluation 2012-2013

Afterschool and Summer Programs 2012-2013

Over 28,000 Colorado students served Pre-school – grade 12

The purpose of the *21st Century Community Learning Centers* (21st CCLC) program is to provide for the establishment or expansion of Community Learning Centers (Centers) to assist students from high-poverty and low-performing schools in meeting academic achievement standards in core subjects, provide out-of-school-time programs to reinforce and complement the regular academic programs, and offer families of participating students opportunities for literacy and educational development¹. This report profiles data from the Colorado Department of Education’s fifth and sixth cohorts of grantees for the 2012-2013 reporting year. The fifth cohort consists of 31 grantees affiliated with 69 Centers. The sixth cohort consists of 34 grantees affiliated with 60 centers.

Attendance

Regular attendees are student attendees who attend a given center for 30 days or more during a reporting period. Attendance figures from the 2013 APR data show that:

- Total number of student attendees: 28,081
- Total number of regular student attendees: 9,303
- The average number of students served by Centers during grant period: 218
- The average number of regular student attendees: 72
- Percentage of student attendees meeting the definition of regular student attendee: 33%

The chart below categorizes centers by the number of attendees served in the 2012-2013 school year. Though 18 percent of centers have over 300 total attendees, 78 percent of centers have less than 100 students.

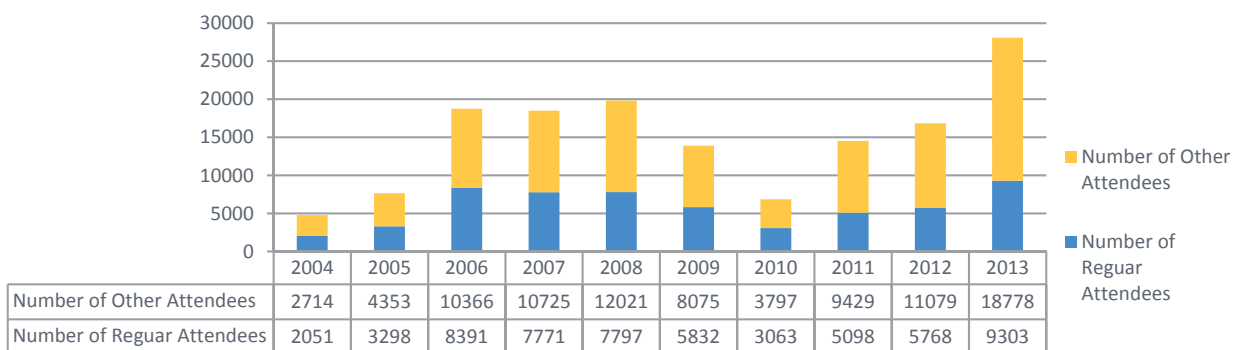
Academic Achievement Results

Proficiency data comes from the TCAP which is administered to students in the spring of each year beginning in Grade 3. Students could be placed in four possible proficiency levels for the core subjects of math and reading: unsatisfactory, partially proficient, proficient or advanced. For more information on the TCAP please visit www.cde.state.co.us/assessment/coassess.

In 2012-2013, the percentage of regular attendees who improved in proficiency from the previous year to the current year was 15.8% in reading and 14.4% in math.

Many more students also improved academically than declined. Fifteen percent of elementary students who were previously unsatisfactory or partially proficient in reading progressed to being proficient or advanced in the 2012-2013 school year. Seven percent of middle and high school students progressed from unsatisfactory or partially proficient in math to being proficient or advanced during the school year.

Trends in Colorado Attendance in 21st CCLC Programs



Within elementary school students, the highest percentage of regular attendees was in the 3rd grade. Within middle school students, the highest percentage of regular attendees was in the 6th grade. Within high school, the highest percentage of regular attendees was in the 12th grade.

¹ Good student attendance from elementary through high school years has been associated with higher academic achievement and success, while its counterpart, chronic absenteeism, has been connected with violence, substance abuse, poor mental health, and risky behavior (Kearney 2008). Quality afterschool programs, such as the 21st Century Learning Centers, can increase school attendance and affect school success. By providing an additional avenue to engage students, parents, and the community, afterschool programs can greatly increase student attendance (Chang and Jordan 2013).



Teacher Surveys Indicate Positive Impact on Student Participants

Improvements in academic behaviors were assessed by teachers who completed a survey developed by the 21st CCLC initiative. The total teacher survey response rate was 80%. The percentages below are based on the information from the 7,404 completed teacher surveys.

- 76% had better academic performance
- 74% had improved participation in class
- 68% improved in completing homework to teachers' satisfaction
- 65% improved in turning homework in on time
- 68% were more attentive in class
- 69% were more motivated to learn when they came to class
- 66% got along better with other students
- 64% behaved better in class
- 54% showed improvement in volunteering for extra credit or more responsibilities
- 55% improved in regular class attendance

Previous research has indicated a link between student engagement in afterschool programs, such as the 21st Century Learning Centers, and positive academic outcomes like those we see displayed in the results of the teacher survey. Students who engage in these extracurricular programs have shown better academic performance and behavior (Heckman and Sanger 2013). Students who participate in the program have been shown to have statistically significantly higher test scores, bonding to school, and self-perception and significantly lower problem behaviors when compared to students not in the programs (Durlak, Weissberg, and Pachan 2010).

Consistent with the goals of providing services to students and their families, Centers provided parental involvement, career and literacy services to adults. Teachers reported high levels of improvements in student behavior that include improvements in volunteering in class, turning in homework, getting along well with others, and many more.

Where can I learn more?

The following resources provide additional information on Afterschool Programs and the Impact on Students

- Performance and Profile Information Collection System
ppics.learningpt.org/ppicsnet/public/default.aspx
- 21st CCLC online at the Colorado Department of Education
www.cde.state.co.us/21stCCLC
- Afterschool Alliance
www.afterschoolalliance.org
- Expanding Minds and Opportunities
www.expandinglearning.org