21st CENTURY COMMUNITY LEARNING CENTERS: A Snapshot Report

New Mexico | 2015-2016
Acknowledgments

This report is based on the 2015-2016 New Mexico Public Education Department 21st Century Community Learning Centers Funded Partners Report. This status report is designed and prepared by Apex.
**New Mexico Counties with 21stCCLC Sites**

*Some students receive services during after-school programming but do not attend the school, making attendance rates over 100%. These students may include younger or older siblings, students from private schools, or homeschooled students.*

### SANTA FE
- Cesar Chavez Community School (135, 67%)
- De Vargas Middle School (193, 59%)
- Nava Elementary School (128, 54%)
- Ortiz Middle School (124, 20%)
- Ramirez Thomas Elementary School (106, 22%)

### RIO ARRIA
- Dulce Elementary School (229, 56%)
- Dulce Middle School (29, 11%)

### BERNALILLO
- ABQ Sign Language Academy (33, 35%)
- Apache Elementary School (169, 44%)
- Armijo Elementary School (93, 20%)
- Barcelona Elementary School (132, 27%)
- East San Jose Elementary School (38, 6%)
- Eubank Elementary School (26, 5%)
- Harrison Middle School (80, 9%)
- Hawthorne Elementary School (87, 16%)
- Jimmy Carter Middle School (292, 44%)
- John Adams Middle School (126, 25%)
- Kit Carson Elementary School (88, 18%)
- Lavaland Elementary School (124, 19%)
- Los Padillas Elementary School (77, 30%)
- Lowell Elementary School (138, 43%)
- McKinley Middle School (195, 32%)
- Pajarito Elementary School (102, 19%)
- Sandia Base Elementary School (80, 17%)
- Susie Rayos Marmon Elementary School (128, 16%)
- Tomasaita Elementary School (90, 25%)
- Valle Vista Elementary School (73, 13%)
- Van Buren Middle School (172, 32%)
- Wherry Elementary School (148, 28%)
- Whittier Elementary School (63, 14%)
- Wilson Middle School (79, 15%)

### SANDOVAL
- Bernallillo Elementary School (309, 83%)
- Cochiti Elementary School (182, 56%)
- Placitas Elementary School (93, 76%)

### MCKINLEY
- Chief Manuelito Middle School (183, 31%)
- Crownpoint Elementary School (238, 64%)
- David Skeet Elementary School (138, 68%)
- Jefferson Elementary School (171, 56%)
- Navajo Elementary School (180, 67%)
- Rocky View Elementary School (217, 62%)
- Turpen Elementary School (216, 60%)

### CIBOLA
- Laguna Middle School (68, 82%)

### RIO ARRIBA
- Dulce Elementary School (229, 56%)
- Dulce Middle School (29, 11%)

### LUNA
- Bataan Elementary School (277, 57%)
- Bell Elementary School (132, 55%)
- Chaparral Elementary School (218, 24%)
- Columbus Elementary School (233, 39%)
- Deming Intermediate School (138, 34%)
- Ruben S. Torres Elementary School (271, 57%)

### SAN MIGUEL
- Memorial Middle School (125, 31%)
- Sierra Vista Elementary School (222, 121% *)

### DE BACA
- Ft. Sumner Municipal Schools (83, 37%)

### CURRY
- Melrose Public Schools (74, 86%)
- Texico Municipal Schools (381, 67%)

### ROOSEVELT
- Floyd Municipal Schools (107, 70%)

### SIERRA
- AppleTree Educational Center (101, N/A)
- Arrey Elementary School (77, 63%)
- Boys and Girls Club (185, N/A)
- T or C Elementary School (121, 28%)

### SANTA FE
- Taos Day School (166, 98%)

### New Mexico Counties

- Apache Elementary School (65, 13%)
- Blanco Elementary School (79, 31%)
- Bluffview Central School (60, 14%)
- Kirtland Central High School (523, 64%)
- Lydia Rippey Elementary School (84, 18%)
- McCoy Elementary School (78, 15%)
- Newcomb Middle/High School (274, 72%)
- Park Avenue Elementary School (69, 16%)
- TseBitAi Middle School (262, 52%)

- Midway Elementary School (59, 70%)
- Zimmerly Elementary School (228, 96%)

- Cesar Chavez Community School (135, 67%)
- De Vargas Middle School (193, 59%)
- Nava Elementary School (128, 54%)
- Ortiz Middle School (124, 20%)
- Ramirez Thomas Elementary School (106, 22%)

- Memorial Middle School (125, 31%)
- Sierra Vista Elementary School (222, 121% *)

- Ft. Sumner Municipal Schools (83, 37%)

- Melrose Public Schools (74, 86%)
- Texico Municipal Schools (381, 67%)

- Floyd Municipal Schools (107, 70%)

- AppleTree Educational Center (101, N/A)
- Arrey Elementary School (77, 63%)
- Boys and Girls Club (185, N/A)
- T or C Elementary School (121, 28%)

- Camino Real Middle School (136, 18%)
- Chaparral Elementary School (283, 39%)
- Chaparral Middle School (104, 20%)
- Mesa Middle School (160, 26%)
- Mesquite Elementary School (217, 58%)
- Picacho Middle School (202, 26%)
- Riverside Elementary School (262, 41%)
- Sierra Middle School (233, 27%)
- Vista Middle School (159, 23%)
A Snapshot Report

This snapshot report summarizes data from New Mexico’s 83 state-funded 21st Century Community Learning Centers (21CCLC) for the 2015-2016 school year to include participation, quality, and student outcomes.

Demographics and Participants

During 2015-2016, 11,433 individuals were served by 21st Century Community Learning Centers at 83 sites across the state. While this is about a 10% decrease from the 12,839 served in 2014-2015, the average of 137 days of programming is up 17% and the percentage of regular participation increase to 57%, a jump of seven percentage points. There were four fewer sites in 2015-2016, which also account for the decrease in overall participation. Sites served a diverse range of students, from elementary to high school, as well as adults. Statewide 21CCLC sites enroll students and serve adults that generally reflect district demographics and successfully engage vulnerable and traditionally under-performing groups.

Over half (58%) of individuals identify as Hispanic, and 25% identify themselves as Native American. The vast majority of participants (91%) are from low income families based on free and reduced price lunch status. Over one fifth (23%) of individuals are English Language Learners, and 13% of students receive Special Education services.

Afterschool enrollment is determined by the percentage of students in a school that participate in the 21CCLC programs. On average, sites serve 37% of their school population. Over one quarter (27%) of 21CCLC sites enroll 50% or more of their school student population in their afterschool programming.

WHO ATTENDS 21CCLC AFTERSCHOOL PROGRAMMING?

- **58%** Hispanic
- **25%** Native American
- **91%** Free or Reduced Price Lunch
- **23%** English Language Learners
- **13%** Special Education
Over half (57%) of all 21CCLC participants were regular attendees, meaning participants attended programming 30 or more days throughout the school year. Further, 24% of sites had 80% or more regular attendance.

The chart to the right (Figure 2) illustrates eight exemplar 21CCLC sites with over 25% of the school population served in afterschool programming and 75% or more regular attendance.

Figures 3 and 4 presents the top new activity categories and sub-categories that were introduced in 2015-2016.

Overall, the majority of activities in afterschool programming was dedicated to Academic and Enrichment.

### Figure 2: Exemplar 21CCLC Sites

<table>
<thead>
<tr>
<th>21stCCLC Site</th>
<th>% of School Served</th>
<th>Participants with 75%+ Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Albuquerque Sign Language Academy</td>
<td>32%</td>
<td>87%</td>
</tr>
<tr>
<td>Arrey Elementary</td>
<td>43%</td>
<td>100%</td>
</tr>
<tr>
<td>Columbus Elementary School</td>
<td>52%</td>
<td>100%</td>
</tr>
<tr>
<td>Laguna Middle School</td>
<td>89%</td>
<td>89%</td>
</tr>
<tr>
<td>Lowell Elementary</td>
<td>33%</td>
<td>83%</td>
</tr>
<tr>
<td>Ojo Amarillo Elementary</td>
<td>75%</td>
<td>75%</td>
</tr>
</tbody>
</table>

### Figure 5: Activity Category by Average Days

- Academic: 54
- Character Education: 37
- Enrichment: 34
- College and Career Readiness: 22

### Figure 6: Activity Sub-Category by Average Days

- Homework Help: 99
- Literacy: 59
- Tutoring: 57
- Mentoring: 49
- Youth Leadership: 46
- Physical Activity: 44
- Arts & Music: 40
- STEM: 38
- College and Career Readiness: 22
- Community Service/Service Learning: 12
- Drug Prevention: 10
- Counseling Programs: 2
Program Outcomes

The evaluation relies on regular school day teachers’ perceptions of 21CCLC attendees’ academic performance as collected through the federal 21CCLC Teacher Survey. Teachers rate 21CCLC participants’ improvement on a number of academic and behavior indicators using Likert-type scales ranging from “significant improvement” to “significant decline.” The survey includes indicators that may lead to academic improvement: class attendance, classroom attentiveness, and submission of satisfactory homework. It is important to note that 2015-2016 teacher surveys only include information on 3,636 participants or 55% of regular participants at the 83 sites. Further, the following statistics represent only students that needed improvement.

Almost half (47%) of teachers reported a significant to moderate improvement in class attendance which could help students avoid academic trouble and keep them engaged in school.

Increasing classroom attendance is a significant outcome for 21CCLC afterschool programming, and almost half (47%) of teachers reported a significant to moderate improvement in class attendance. Research shows that with every year of chronic absenteeism, a higher percentage of students are headed for academic trouble and are at an increased risk to drop out of school. Teacher surveys also reveal a reported 45% improvement in classroom attentiveness, perhaps leading to increased student opportunities to learn throughout the school day. In addition to improvements in attendance, 53% of teachers report significant to moderate improvement in submission of satisfactory homework.

The 21CCLC Teacher Survey also collects teacher perceptions on student behavioral patterns, with 50% of teachers indicating students moderately to significantly improved their ability to get along with classmates, and 43% moderate to significant improvement in behavior overall.

ARE STUDENTS BETTER OFF?

Based on teacher surveys,

- 47% reported improvement in classroom attendance
- 45% reported improvement in classroom attentiveness
- 50% improvement in ability to get along with peers
- 43% improvement in behavior overall
- 53% improvement in homework submission.

1Chang, Hedy. Utah Education Policy Center, Research Brief: Chronic Absenteeism, University of Utah, July 2012
Summary

In the 2014-2015 school year, New Mexico’s 21st Century Community Learning Centers served 11,433 participants at 83 sites. The data gathered through the 21CCLC management system and teacher perceptions define the status of New Mexico’s 21CCLC sites by the following:

1. 21CCLC sites generally enroll students that reflect district demographics and engage traditionally underperforming groups such as economically disadvantaged, Hispanic students, and Native American students. However, students with disabilities and English Language Learners could be represented better.

2. Average days of programming increased 17% from 117 days to 137 days of afterschool programming, with a strong focus on academic and enrichment.

3. While overall attendance dropped by 10%, regular participation increased to 57% and the percentage of sites with over 80% of their students achieving the regular attendance threshold of 30 days grew to 24% - both increased of seven percentage points from the prior year.

4. Large percentage of regular school day teachers reported a significant to moderate improvement in class attendance, attentiveness, homework completion, and behavior all which could help students avoid academic and social trouble and keep them engaged in school.