SOAR: Southwest Outreach Academic Research Evaluation and Policy Center

New Mexico 21st Century Community Learning Centers Statewide Evaluation End of Year Report Academic Year 2023 – 2024

Date Prepared:
June 30, 2024

Prepared by:
Rachel Boren, Ph.D., Director
Maryanne Long, Ph.D., Postdoctoral Researcher
Jordan Kocon, M.A., Graduate Research Assistant
Jennifer Martinez, Graduate Research Assistant
Amy Sena, Graduate Research Assistant

https://alliance.nmsu.edu/soar-home.html

Table of Contents

Executive Summary

The New Mexico State University SOAR Evaluation and Policy Center partnered with the New Mexico Public Education Department (PED) 21st Century Community Learning Centers (CCLC) to conduct a statewide evaluation of this afterschool and summer program. This report presents academic year 2023 – 2024 results regarding student participation, engagement, academic performance changes, and summarizes stakeholder survey data from parents, staff, and students as well.

Who Participated?
- During the 2023-2024 academic year, 9,079 students engaged in the 21st Century after school program across the nine funded grantees, an increase from 8,765 students the prior year. Almost all (96%) qualified for free or reduced-price lunch, and many were Hispanic or Latino (83%).

How did Students Engage?
- Students engaged in a total of 1,243,493 hours of different activities during the year. The top areas students engaged in were academic enrichment and healthy and active lifestyle at over 300,000 hours each. Science, technology, engineering, and mathematics (STEM) activities were third with almost 250,000 hours.

What were Student Math and English Changes? Did These Differ by Subgroups?
- For both subjects, student averages grew from the start to the end of the academic year overall. Looking at sub-groups of students, almost all groups grew from the start to the end of the year as well. Like last year, growth was slightly larger in math.
- In English/reading, Hispanic or Latino students had slightly higher averages than non-Hispanic or Latino students. English learners had slightly lower averages than their counterparts as well. For math, Hispanic or Latino students also had higher averages. In both subjects, American Indian or Native Alaskan students had lower averages than their counterparts, but they had strong growth from the start to the end of the year.

*What did Stakeholders Think of the Program?*
- Surveys from students and their parents/caregivers were overall positive, with feedback that the staff are caring and appreciation for the homework help and activities provided.
- Team members thought their programs were high quality and generally feel confident in key professional development areas.

What Recommendations Can be Gleaned from the Data?
- On their surveys, students and parents/caregivers mainly thought their 21st CCLC programs were great as is, but there were suggestions for improvement. These included more varied and new activities (academic and non-academic) and more time for and help with homework.
- Team members would like additional training in emergency procedures, compliance, and facilitating math tutoring or enrichment. These are worth consideration for planning such events at the sites.
- Overall, grade averages grew in both English/reading and math, however, closer examination of the data shows that relevant Yazzie/Martinez sub-groups, English learners and American Indian or Native Alaskan students, had lower averages than other sub-groups. Supports that can help these student groups in particular are worth considering as activities are planned for the year.

One Page Publicity Flyer

Figure 1: 21st Century Infographic
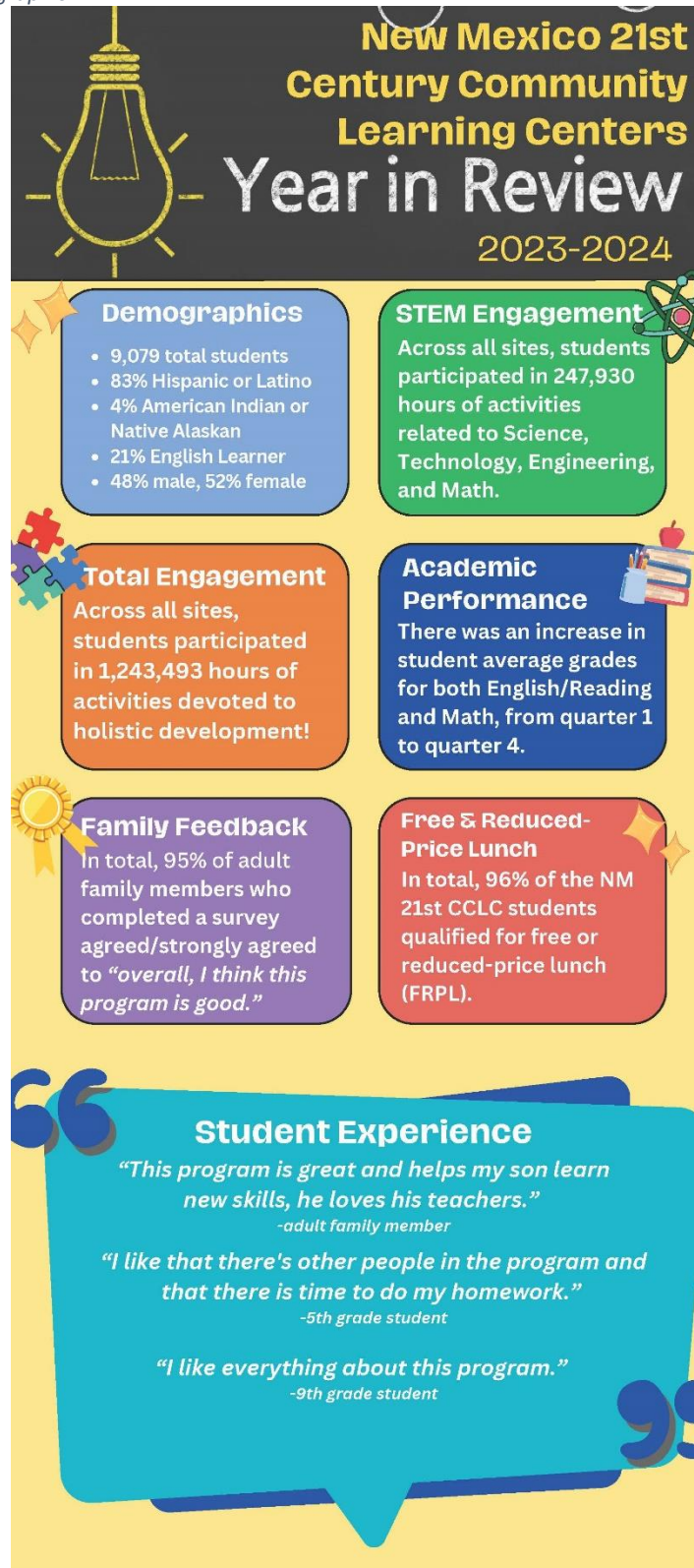
Introduction and Purpose of Report

The SOAR Evaluation and Policy Center at New Mexico State University partnered with the New Mexico Public Education Department to perform a statewide evaluation of the 21st Century Community Learning Centers (CCLC) that examines student participation, outcomes, engagement, and stakeholder feedback. ESSER demographics are also in the Appendix as a point of comparison. This report presents data collected during the 2023-2024 academic year. New Mexico State University Institutional Review Board (IRB) approval was obtained for the evaluation.

This summary shows demographics for students who participated in 21st CCLC, with discussion of student engagement and the types of activities that were the most popular, and presents an analysis of performance changes in math and English/reading grades among participants. The report also describes findings from stakeholder surveys, where family members, students, teachers, and program staff provided feedback about the program as a whole, perceived impact, and offered suggestions for program improvement. Key stakeholder groups identified in the Yazzie/Martinez v. State of New Mexico lawsuit are also highlighted.

Program Requirements

21st Century Community Learning Centers

The Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) is a federal program that offers students high quality afterschool activities in a variety of areas, including STEM enrichment, college and career readiness, and arts, among others. The federal government goal for the program is:

To establish community learning centers that help students in high-poverty, low performing schools meet academic achievement standards; to offer a broad array of additional services designed to complement the regular academic program; and to offer families of participating students opportunities for education development.

This program requires that sites track student enrollment very closely, including participant demographics, detailed information about what activities they engage in and for how many minutes, and that sites survey their students, parents, and teachers about the quality and impact of the program. Additionally, student grades in English/reading and math are collected four times per year. Elementary and secondary schools are eligible for funding, as are community-based organizations that can deliver the program as intended and obtain key outcome data required for reporting.

ESSER

ESSER funds were made available from a federal rescue plan signed into law in March 2021 with the overall goal to support students impacted by the pandemic. ESSER funds are flexible and provide for different approaches to support student learning, and the PED awarded the first round of ESSER sites to begin implementation in the 2021-2022 academic year for afterschool programs across the state. ESSER funds are less than 21st CCLC and require that sites track student engagement and attendance, however, they are not required to report student outcomes such as grades or grade point average the way 21st CLCC sites are mandated.

Continuous Quality Improvement

A key component of the New Mexico 21st CCLC program is a partnership with a Quality Management Consultant (QMC) team. This group works closely with sites and grantees to help ensure that they are entering the required data and using data to inform decision making and goal setting. Sites are required not only to set goals and monitor progress, but to update provided templates that outline progress toward each goal and to create an action plan if their goals are not achieved. These templates help facilitate data driven decision making across the state, and the sites regularly meet with their QMC consultants to achieve continuous monitoring and use of data throughout the year.

Guiding Evaluation Questions

The statewide evaluation focuses primarily on the 21st CCLC and is guided by evaluation questions that look closely at who is participating in the program, how are they engaging, what are their outcomes, and what stakeholders are saying about their program experience.

Evaluation Questions

The guiding questions for the current evaluation include the following, and are still being refined as the evaluation continues and the team learns about what data are obtainable.

Overview of Participants and Program Characteristics:

1) Among 21st CCLC participants, Extended Learning Time participants, Community School participants, K5+ participants, and ESSER participants:
   a) What are the main components and requirements for these programs (staffing, structure, protocol)?
   b) What are the demographics of students who participate in these programs? This includes breakdowns for gender, race, ethnicity, and free/reduced price lunch status.
   c) What activities do students engage in the most? The least?

Differences in Student Participation and Outcomes:

2) Are there differences in student participation (demographics) across programs?
3) Among 21st CCLC students, are there changes in student performance in math and English/reading across the academic year?
      a. Are there differences in changes across demographic subgroups?
b) What are the best practices identified and main recommendations that can be gleaned from these analyses to inform the NMPED about how to more effectively serve their students?

Deeper Dive into 21st CCLC with Rich Survey Data

4) Among 21st CCLC programs:
   a) What are stakeholder evaluations of the program overall and its perceived impact?
   b) What feedback are the stakeholders providing (qualitative) about what is working well in their 21st CCLC programs?

c) What feedback are the stakeholders providing (qualitative) about what the 21st CCLC program can do to better serve students and their communities?

21st CCLC GPRAs

The federal government identified five Government Performance and Results Act (GPRAs) for the current grantees, down from 14 in the last five-year cycle. The current report does not explore these data, but for reference, this cycles GPRA's are:

1) Percentage of students in grades 4-8 participating in 21st CCLC programming during the school year and summer who demonstrate growth in reading and language arts on state assessments.
2) Percentage of students in grades 7-8 and 10-12 attending 21st CCLC programming during the school year and summer with a prior-year unweighted GPA of less than 3.0 who demonstrated an improved GPA.
3) Percentage of students in grades 1-12 participating in 21st CCLC during the school year who had a school day attendance rate at or below 90% in the prior school year and demonstrated an improved attendance rate in the current school year.
4) Percentage of students in grades 1-12 attending 21st CCLC programming during the school year and summer who experienced a decrease in in-school suspensions compared to the previous school year.
5) Percentage of students in grades 1-5 participating in 21st CCLC programming in the school year and summer who demonstrated an improvement in teacher reported engagement in learning.

Who is Participating?

Sites

There are nine funded 21st CCLC grantees, with the NMSU STEM Center serving as a hub for six districts in southern New Mexico. Within these sites are 117 schools participating in the program. The districts and community-based organizations that are part of the current 21st CCLC program are:

- AppleTree Educational Center
- Boys & Girls Club of Central New Mexico
- Community for Learning
- Española Public Schools
- Farmington Municipal Schools
- Gadsden Independent School District (NMSU)
- Hatch Valley Public Schools (NMSU)

- Hobbs Municipal Schools (NMSU)
- Las Cruces Public Schools (NMSU)
- Lordsburg Municipal Schools (NMSU)
- Raíces del Saber Xinachtli (NMSU)
- Rio Grande Education Collaborative
- Santa Fe Public Schools
- South Valley Preparatory School

Student Demographics

The first part of the report presents demographic information for the **9,079** students who participated in any 21st CCLC activities during the 2023-2024 academic year. For the data pull, students who were active between August 14, 2023 through May 24, 2024 were included.

Table 1 shows a breakdown of participants by grade level. Most students were in first through fifth grade.

Table 1: Demographics of 21st CCLC Participants: Grade Level

	Count	Percent
P or K	783	9%
1	1,043	11%
2	1,202	13%
3	1,353	15%
4	1,251	14%
5	1,318	15%
6	831	9%
7	558	6%
8	497	5%
9	83	1%
10	51	1%
11	59	1%
12	50	1%
Total	**9,079**	**100%**

Looking at student demographics, most were Hispanic or Latino (83%), with White also making up a large portion of the group (77%). Almost all (96%) qualified for free or reduced price lunch, and about a fifth (21%) were English Learners. There was also participation from American Indian or Native Alaskan students and Black or African American students, at 4% and 3%, respectively. Table 2 below has all participant demographics.

Table 2: Demographics of 21st CCLC Participants: Gender, Race, Ethnicity, Lunch Status, and EL Status

	N	Percent
Female	4,746	52%
Male	4,316	48%
Other	17	<1%
Hispanic or Latino	7,526	83%
Not Hispanic or Latino	1,536	17%
Unknown	17	<1%
American Indian or Native Alaskan	321	4%
Asian	47	1%
Black or African American	235	3%
More than One Race	185	2%
Native Hawaiian or Pacific Islander	33	<1%
Some Other Race	1,216	13%
White	6,951	77%
Unknown	91	1%
Free/Reduced Price Lunch	8,708	96%
Not FRPL	351	4%
Unknown	20	<1%
English Learner	1,934	21%
Not English Learner	7,054	78%
Unknown	91	1%

Student Engagement

Next, total activity hours are presented by category. Across the academic year, students engaged in a total of 1,243,493 hours, an increase from 1,118,401 hours last year. Academic enrichment and healthy and active lifestyle yielded over 300,000 hours each, and STEM activities were also very popular. The other activities also had strong engagement, including well-rounded education activities, literacy education, and activities for English Learners. Table 3 below presents the total hours for each activity category.

Table 3: Student Engagement: Hours Spent on Each Activity

Activity Category	Hours
Academic Enrichment	323,810
Healthy and Active Lifestyle	303,218
Science, Technology, Engineering, and Mathematics	247,930
Well-rounded Education Activities	165,522
Literacy Education	96,344
Activities for English Learners	76,589
Career Competencies and Career Readiness	26,985
Parenting Skills and Family Literacy	1,155
Assistance to Students who have been Truant, Suspended, or Expelled	1,015
Drug and Violence Prevention and Counseling	115
Other	745
Cultural Programs	65
Grand Total	1,243,493

Student Grades

Grades for students who participated in 21st CCLC during the 2023-2024 academic year were collected and converted to numerical scores. The numerical range is 1 through 13 which corresponds to letter grades F through A+. This is shown in the figure below.

Figure 2: Letter Grades Converted to Numerical Scale

Traditional Letter Grade	EZ Reports Scale
A+	13
A	12
A-	11
B+	10
B	9
B-	8
C+	7
C	6
C-	5
D+	4
D	3
D-	2
F	1

Student Reading and Math Grade Changes

For an initial understanding of grade changes among participants, average reading and math scores at quarter one and quarter four are compared for the entire group and subgroups of students. The tables below only include students within the larger group who had a quarter one and a quarter four grade for the corresponding subject of focus. Students with "unknown" for any of the demographics were also not included in the results, and only groups with at least 30 students are presented for confidentiality.

A total of 6,060 students were included in the English/reading score analyses. Overall, students grew from quarter one to quarter four, with improvement of at least one point in American Indian or Native Alaskan students, Asian students, and students who do not qualify for free or reduced price lunch. More pronounced growth (close to a point) was also yielded for female students, White students, and English learners. All changes from time one to time four English/reading grades can be found in Table 4.

Table 4: Student Outcomes- Average English/Reading Scores at Quarter One and Quarter Four

		Quarter One		Quarter Four	
	N	Average	Standard Deviation	Average	Standard Deviation
All Students	6,060	7.78	3.21	8.55	3.14
Females	3,194	7.94	3.17	8.83	3.04
Males	2,854	7.59	3.24	8.23	3.22
Hispanic or Latino	5,064	7.80	3.18	8.57	3.13
Not Hispanic or Latino	985	7.65	3.36	8.42	3.21
American Indian or Native Alaskan	240	6.58	3.10	7.64	3.20
Asian	31	8.90	3.55	10.23	3.11
Black or African American	158	7.23	3.48	7.89	3.29
More Than One Race	139	7.47	2.93	7.70	2.95
Native Hawaiian or Pacific Islander	30	7.07	2.79	6.97	3.17
Some Other Race	498	7.62	3.38	7.66	3.31
White	4,891	7.86	3.18	8.71	3.09
Free/Reduced Price Lunch	5,758	7.79	3.17	8.55	3.14
Not FRPL	291	7.48	3.82	8.49	3.22
English Learner	1,512	7.37	3.04	8.23	3.09
Not English Learner	4,517	7.92	3.25	8.65	3.15

For math, a total of 5,883 students were included in analyses. Growth in math was stronger than English/reading, with many groups growing by one point or very close to one point. All sub-groups saw growth, with at least one point improvement among these groups: American Indian or Native Alaskan students, Asian students, Black or African American students, White students, females, students who

are not Hispanic or Latino, students who are not English Learners, and students who do not qualify for free or reduced price lunch. Of note, there was growth of almost one point by all other sub-groups except for one. All changes from time one to time four math grades can be found in Table 5.

Table 5: Student Outcomes- Average Math Scores at Quarter One and Quarter Four

		Quarter One		Quarter Four	
	N	Average	Standard Deviation	Average	Standard Deviation
All Students	5,883	7.62	3.21	8.61	3.18
Females	3,092	7.65	3.18	8.73	3.07
Males	2,778	7.58	3.24	8.48	3.29
Hispanic or Latino	4,912	7.67	3.17	8.64	3.16
Not Hispanic or Latino	960	7.34	3.38	8.46	3.29
American Indian or Native Alaskan	239	6.45	3.25	7.70	3.03
Asian	31	7.74	3.36	9.81	2.40
Black or African American	155	6.90	3.33	7.94	3.56
More Than One Race	139	7.13	3.00	7.47	3.29
Some Other Race	490	7.22	3.43	8.14	3.25
White	4,727	7.75	3.16	8.75	3.15
Free/Reduced Price Lunch	5,581	7.63	3.18	8.59	3.18
Not FRPL	291	7.33	3.62	9.04	3.20
English Learner	1,496	7.41	3.00	8.30	3.13
Not English Learner	4,356	7.70	3.27	8.73	3.19

Survey Results

To gather program feedback, the following stakeholder groups were sent a survey: 1) pre-literate and K-2 students, 2) 3-6 elementary school students, 3) 6-12 middle/high school students, 4) adult family members, 5) program team members; and 6) participants' teachers. Each group received a different survey consisting of closed-ended and/or open-ended questions. English and Spanish versions were available. This section of the report provides summaries of their feedback. For closed-ended questions, frequency tables are provided. Data for open-ended questions were analyzed using a coding process in which initial descriptions of responses were recorded and then aggregated into final themes.

Pre-Literate and K-2 Student Survey

This survey was available to the youngest group of students participants. They were assisted by program staff and able to select from a range of emoticons reflecting their feelings (happy to sad) corresponding to a level of agreement; a visual is provided below. In total, 2,657 students completed the survey. Data are presented in Table 6 below. Responses indicate that these students feel very happy with the 21st

Century program at their school. The most frequent response across all questions was the happy (agree) emoticon.

Figure 3: Pre-Literate and K-2 Student Survey Visual

Table 6: Pre-Literate and K-2 Student Survey Responses

	Disagree	Neutral	Agree
I like the program.	50	157	**2,450**
The program helps me complete and turn in my homework on time.	103	459	**2,095**
I'm doing better in school since I've started coming to the program.	77	331	**2,249**
I feel better about myself because of the program.	102	277	**2,278**
I have made new friends because of the program.	125	214	**2,318**
Teachers and staff in this program care about me.	47	176	**2,434**
The teachers and staff in this program expect me to do my best.	29	120	**2,508**
Overall, when I think about this program, I feel...	76	214	**2,367**

3-6 Elementary Student Survey

This survey allowed 21st Century participants who were enrolled in the 3rd through 6th grades to provide feedback on the program. The survey included both closed and open-ended questions, with 4,030 students providing their feedback.

Closed-Ended

Grade Level

Table 7 below provides a count of students who completed the survey by grade level. Despite the survey being distributed to students in the 3rd through 6th grade, there were a handful of students from grades K, 1, and 2 who completed the survey. Most students (n =1,202) were in the 5th grade.

Table 6: 3-6 Grade Survey Completers

	Count	Percent
K , 1st, or 2nd	9	<1%
3rd	1,195	30%
4th	1,122	28%
5th	**1,202**	**30%**
6th	502	12%
Total	**4,030**	**100%**

Student Experience

Students provided their level of agreement (strongly disagree through strongly agree) to eight statements regarding their experience in the 21st Century program. The data show the students had a positive experience throughout all domains. The most frequent response selected was "strongly agree,"

or "agree" for each statement. Most noteworthy, 91% either "agreed" or "strongly agreed" to the statement, *overall, I think this program is good*. Table 8 provides a summary of students' responses to these statements.

Table 8: 3-6 Grade Student Survey - Student Experience

|	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I like the program.	32	54	400	1,423	**2,121**
The program helps me complete and turn in my homework on time.	72	224	883	**1,520**	1,331
I'm doing better in school since I've started coming to the program.	60	202	994	**1,570**	1,204
I feel better about myself because of the program.	67	184	743	**1,548**	1,488
I have made new friends because of the program.	95	262	522	1,294	**1,857**
Teachers and staff in this program care about me.	26	42	387	1,399	**2,176**
The teachers and staff in this program expect me to do my best.	21	26	273	1,379	**2,331**
Overall, I think this program is good.	32	26	323	1,287	**2,362**

Open-Ended

The second portion of the survey allowed students to provide feedback on two questions. In this section, themes and a description are addressed, and example quotes are provided. Note, some of the supplemental quotes may span multiple themes.

What do you like most about the program?

The data collected for this question were summarized into 5 themes, presented in order of frequency: 1) activities, 2) homework and learning, 3) social interaction, 4) positive experience, and 5) staff. The figure below provides a visual of an exemplary response provided by one of the 21st Century participants to this question.

Figure 4: 3-6 Grade Quote
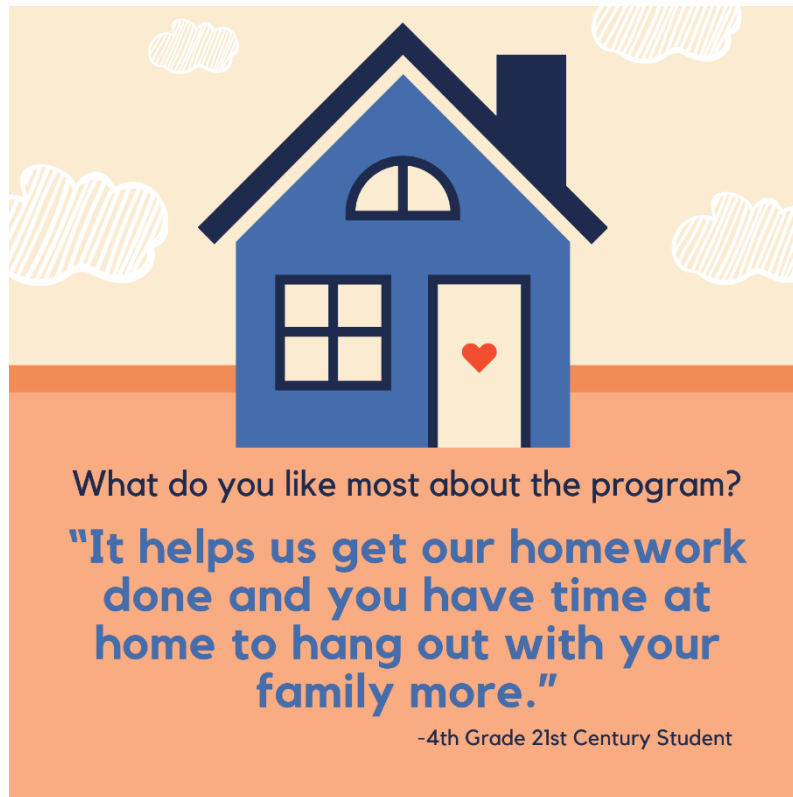
Activities

This theme is characterized by any response that involved participating in activities, including play time, games, and crafts, among others. The numerous activities included in the comments reflect a wide range of opportunities the students participated in at their respective 21st Century program. Here are some example quotes reflecting this theme.

- "I like most the treasure hunt." -3rd grader
- "Playing different games and not having to do homework when i get home." -6th grader
- "What I like the most about the program is the art, because we get to do new art about and draw seasons." -5th grader

Homework and Learning

Another major theme that emerged was homework and learning, which involved students receiving help on their homework or simply having the opportunity to finish their homework. This theme also includes students learning about various subjects such as reading, math, and science in addition to skills such as cooking and art. Some of the selected quotes representing this theme are included below.

- "That I can finish my homework and spend time with my friends." -3rd grader
- "It's teaching a lot of new things about Science." -4th grader
- "What I like most is I can learn more and I can use my time to learn a new instrument" -5th grader

Social Interaction

Several students commented on the social aspect of participating in the 21st Century program. This included being able to make friends or being with their friends. Additionally, students commented on

how they appreciated being able to play games or do homework with their peers. The following quotes supplement this theme.

- "[It] helps students socialize and make new friends." -5th grader
- "I like that I can see my friends and make more friends." -4th grader
- "I get to talk to my people and also I don't have to stay at home 24/7." -3rd grader

Positive Experience

This theme reflects students expressing joy relating to their overall experience in the program. Some students simply said the program is the best or fun whereas some students expanded on what makes their 21st Century program so enjoyable. The following quotes supplement this theme.

- "That its [sic] made me feel like I belong because I have a hard time feeling like I belong so that's why program is perfect for me." -3rd grader
- "They make us laugh and they do fun things with us and they give us prizes if we are good throughout the day." -4th grader
- "I like how everybody is always included in things and everybody is so nice." -5th grader

Staff

The final theme that emerged from students' responses to what they like the most about the program is the staff. Several students even referred to specific staff member names, citing how they helped with homework or just provided a very healthy and happy environment. The following are example quotes regarding students' appreciation of staff.

- "The staff because they are the best people." -6th grader
- "I like that one teacher let's [sic] us do stuff our normal teacher does not let us do." -4th grader
- "The teachers are very nice to me and care about me a lot and help me get my homework done." -4th grader

Please tell us what can we do to make the program better.

For this question, students provided several creative ideas of how they would like to see their 21st Century program be better. Responses were categorized into 5 themes presented in order of frequency: 1) nothing needs to be changed, 2) program logistics, 3) activities, 4) homework and learning and 5) other.

Nothing Needs to be Changed

This theme emerged across several surveys as students simply answered "n/a" or "nothing" to the question. Additionally, many students wrote how they appreciated the program and it should be kept the same. The following quotes provide examples of these sentiments.

- "I really don't think theres [sic] nothing that i dislike about program." -5th grader
- "Nothing. It is already the best." -4th grader
- "I don't wanna [sic] change anything because I love the program." -5th grader

Program Logistics

Responses also reflected program logistics including changing or extending times of sessions, physical space considerations, and rules and behavior. This also reflects students requesting additional supplies or equipment. Here are some quotes offered in this category.

- "What you can do to make this program better is add more time for the activities." -5th grader
- "Be quite [sic], be nice, no drama." -4th grader

- "Some grass in the soccer field and goal stand would be nice." -3rd grader

Activities

This theme reflects the desire for additional activities or bringing back previous ones. Many students would also like the opportunity to participate in more social and outdoor activities. The following quotes are examples of this theme.

- "Everything is just fine, but bring back media class." -5th grader
- "More art and maybe cooking classes." -6th grader
- "To make a class for cheer leading." -3rd grader

Homework & Learning

There were some requests for improvement in homework help and learning. Mostly, students would like more time for homework or more help in completing their homework. Additionally, students are eager for assistance with specific subjects such as math and reading. The quotes below represent this theme.

- "Add help with homework." -3rd grader
- "You can change it by helping us do multiplication and division like math people need help with math and reading and need help with the home work." -4th grader
- "What could make it better is that the program last longer, and get more time to do our homework." -6th grader

Other

This final theme captures a variety of responses that do not directly fit into the aforementioned themes. Such responses include a desire for more food options or opportunities to build community at their 21st Century site. The following quotes represent this theme.

- "I would like a pizza party for good behavior," -4th grader
- "Every person that does a good deed get rewarded by candy." -5th grader
- "Serve more smiley fries, more home work Time, and have a joke of the day." -3rd grader

6-12 Middle/High School Student Survey

This survey allowed 21st Century participants who were enrolled in grades 6 through 12 to provide feedback on the program. Similar to the 3-6 grade survey, this survey also included closed and open-ended questions. A total of 1,385 students provided feedback.

Closed-Ended

Grade Level

Table 9 below provides a count of students who completed the survey by grade level. Most students (n =440) were in the 8th grade. Approximately 17% of the students were in high school e.g., 9th, 10th, 11th, and 12th grade.

Table 9: 6-12 Grade Survey Completers

	Count	Percent
6th	305	22%
7th	402	29%
8th	**440**	**32%**
9th	95	7%
10th	53	4%
11th	88	6%
12th	2	<1%
Total	**1,385**	**100%**

Student Experience

Students provided their level of agreement (strongly disagree through strongly agree) to 12 statements regarding their experience in the 21st Century program. The data show the students had a positive experience as throughout all domains, the most frequent response was "agree" or strongly agree." For the statement, *overall, I think this program is good,* 89% of survey respondents "agreed" or "strongly agreed." Table 10 below provides a summary of students' responses to these statements.

Table 10: 6-12 Grade Student Experience

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I like the program.	10	13	174	571	**617**
The program helps me complete and turn in my homework on time.	19	71	364	**573**	358
I'm doing better in school since I've started coming to the program.	27	65	358	**627**	308
I feel better about myself because of the program.	32	74	355	**571**	353
I have made new friends because of the program.	23	82	213	**562**	505
Teachers and staff in this program care about me.	8	12	175	**617**	573
The teachers and staff in this program expect me to do my best.	7	13	150	**655**	560
The program helps me understand that setting goals is important.	14	49	300	**624**	398
The program helps me understand how to make career choices	23	81	364	**562**	355
The program has made me more interested in pursuing a career in math, science, technology or engineering.	44	140	437	**480**	284

|					
The program has made me aware of how to get involved in community service or other activities to help others.	25	62	366	**590**	342
Overall, I think this program is good.	11	15	130	463	**766**

Open-Ended

The second portion of the survey allowed students to provide feedback on two questions. In this section, themes and a description are addressed, and example quotes are provided. Note, some of the quotes may span multiple themes.

What do you like most about the program?

The data collected for this question were summarized into four themes, presented in order of frequency: 1) activities, 2) positive experience, 3) social interaction, and 4) homework and learning. The figure below provides a visual of these categories.

Figure 5: 6-12 Grades- What They Enjoy the Most
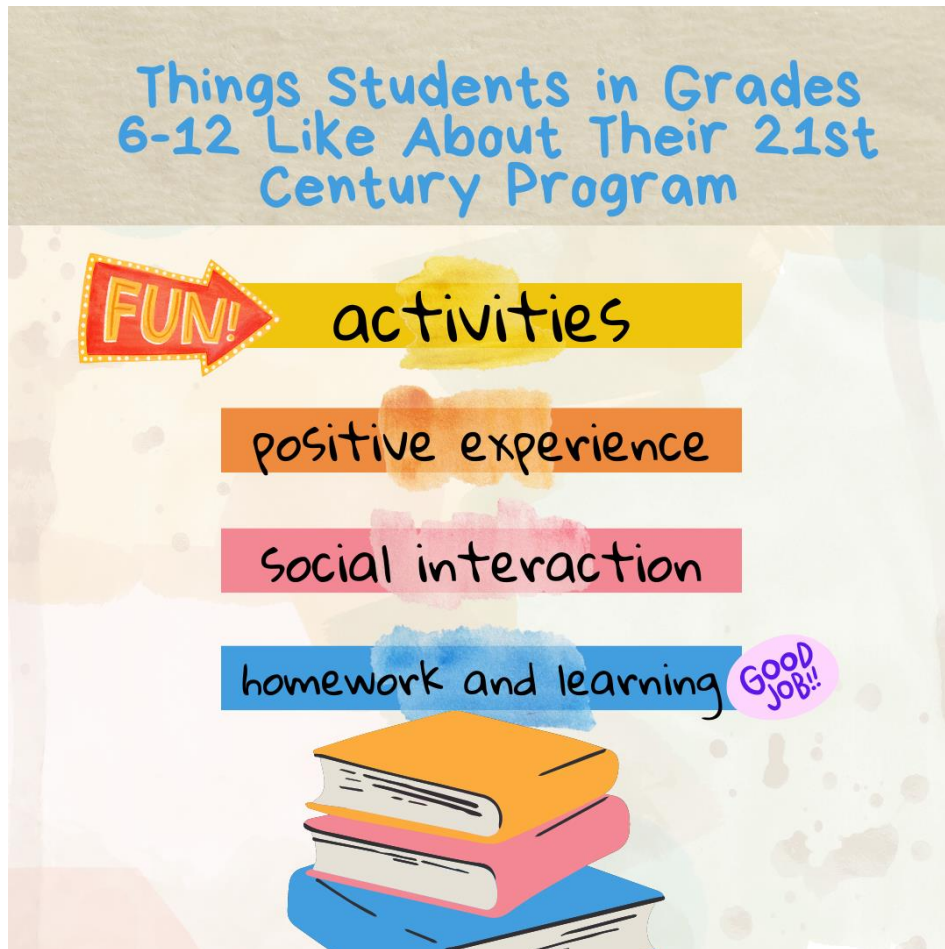
Activities

This theme is characterized by any response that involved participating in activities at their 21st Century site. Students commented on specific activities such as dancing, volleyball, and even a mariachi club. This theme also reflects students reporting "activities" or "games" to this question. The following quotes represent this theme.

- "Games and spending time with my friends." -10th grader
- "I like editing pictures." -8th grader
- "That you can chose your own club." -6th grader

Positive Experience

This theme reflects comments regarding students simply appreciating the program or that they enjoyed everything about it. The following quotes represent this theme.

- "The friendly environment presented by the teachers and students. It makes it easier to learn and even do homework." -8th grader
- "I like everything about this program." -9th grader
- "I like it because is a pleasant place to be after school." -11th grader

Social Interaction

Students frequently reported appreciating the social interaction the 21st Century program provides, including being surrounded by staff and students or making new friends. The following quotes represent this theme.

- "I can do many things with my friends, and also have alot of freedom." -6th grader
- "I like that I can hang out with a lot of people here, and that I have made so many friends from other grades." -7th grader
- "My friends and nice teachers." -8th grader

Homework & Learning

Another major theme that emerged was homework and learning, which involved students receiving help with their homework or simply having the opportunity to finish their homework without the need to worry about it at home. Additionally, this theme includes responses about students learning something as a result of attending the program. The following quotes represent this theme.

- "I like the tutoring and the care we get from my teacher." -7th grader
- "I like the creativity of the program, and the topics we talk about. Talking about science interests me. Using math to solve problems has helped me in real life." -8th grader
- "I think that this program is a great chance for students to finish their homework or have time to hang out with their friends." -9th grader

Other

There were also some responses that did not necessarily fit into the other themes. Comments spanned from food and snacks provided by the program, students being able to use their phones, and even the time the program is offered. Here are some of the quotes capturing this broad category.

- "We can use our phones during activities." -7th grader
- "Snacks and dinner is what I like." -8th grader
- "What I like about the program is that it takes place in the afternoon and it allows me to do other things." -12th grader

Please tell us something you would like to see improved in the program.

For this question, students provided several creative ideas of how they would like to see their 21st Century program improve. Responses were categorized into four themes in order of frequency: 1) nothing needs to be changed, 2) program logistics, 3) activities, and 4) snacks and food.

Nothing Needs to be Changed

This theme emerged across several surveys as students simply answered "n/a" or "nothing" to the question. Additionally, many students cited positive experiences and a sense of appreciation for the program. The following quotes provide examples of this theme.

- "I don't see anything that should be fixed." -8th grader
- "I can't choose one because I love it!" -8th grader
- "Honestly nothing its running so smooth and fantastic" -9th grader

Program Logistics

Many responses reflected program logistics such as expanding or changing times, physical space considerations, transportation, program rules, and behavior. The following quotes reflect this theme.

- "Think the homework shluld [sic] be shorter and clubs longer because we always don't have enough time to do our last excersize [sic]." -7th grader
- "Bus on Fridays." -8th grader
- "I would like to have more students that follow the rules of the hub and listen after they are told not to do something thats wrong." -9th grader

Activities

An area of improvement, as suggested by the middle and high school students who completed the survey, is for activities, ranging from arts and crafts to more specific interests and clubs. The following quotes demonstrate students' desire for improvement with activities.

- "More rocket science." -7th grader
- "Add more clubs please and can we get a tech club." -7th grader
- "Cosmetology." -8th grader

Snacks and Food

Some students would like to see new and varied food options. Additionally, some students suggested more food or snacks to be provided at their program. The following quotes reflect these sentiments.

- "I want them to improve more good lunches to this program like pizza, fruit bowls, and more good snack and preztals [sic]." -6th grader
- "Giving us more snack time." -7th grader
- "Something I would like to see improved in the program is the snacks because sometimes it is bad but everything else is good." -8th grader

Other

Finally, this general descriptor covers a variety of suggestions that did not necessarily fit into one of the other categories. It includes students' desire for more entertainment, additional supplies, and even an improvement in their own behavior or academic performance.

- "More fun and exciting program." -7th grader
- "My grades." -8th grader
- "Self Confidence." -12th grader

Adult Family Member Survey

The survey was distributed to adults who had students enrolled in the 21st Century program. It was expected that the adult would complete one survey regardless of how many students they had in the program. In total, 4,881 surveys were completed.

Perceptions of the Program

There were five Likert-scale questions in the survey. The results are summarized in Table 11 below. Responses are highly favorable with "strongly agree" as the most common response across all statements. An area of improvement may be for the program to consider helping students with reading and math skills as there were several "neutrals" selected for these two areas. Most notably, 95% (n = 4,658) of the family member survey completers "strongly agreed" or "agreed" to the statement *overall, I think this program is good.*

Table 7: Adult Family Member Perceptions of Program

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
My child likes to attend the out-of-school time program.	23	22	216	1,361	**3,259**
The program is helping my child to complete and turn in his/her homework on time.	33	131	858	1,610	**2,249**
The program is helping my child's reading skills improve.	26	133	1,025	1,722	**1,975**
The program is helping my child's math skills improve.	26	154	1,052	1,733	**1,916**
Overall, I think this program is good.	21	10	192	1,332	**3,326**

Parent Activities

There was an opportunity for adult family members to indicate if parent activities the program offered (i.e. family night, computer classes, GED classes, etc.) met their needs. The frequency table is provided below. Of the survey completers, 42% (n = 2,052) indicated the activities did meet their needs; however, there were several (n = 1,979) who indicated they did not participate in the parent activities.

Table 12: Adult Parent Activities – Needs Met

	Count
Yes, the activities met my needs	**2,052**
No, the activities did not meet my needs	111
I did not participate in the parent activities	1,979
Parent activities were not offered to me	739

Open-Ended Questions

The second portion of the survey allowed adult family members to provide comments on four questions. In this section, themes and a description are addressed, and example quotes are provided. Note, some of the quotes may span multiple themes.

In your opinion, what has been the most positive result of your child's participation in the 21st Century program?
Responses were analyzed and grouped into the following five themes in order of frequency: 1) academic improvement, 2) social and emotional development, 3) activities, 4) positive experiences or everything, and 5) homework help.

Academic Improvement
This theme is characterized by responses reflecting how the program is helping students to improve their grades or develop content-specific skills in areas such as science, reading, or math. The following quotes represent this theme.
- "My child is learning more and getting the extra help he needs to succeed."
- "Reading and math has improved."
- "Learning new things that they don't show during the day."

Social and Emotional Development
Several adult family members commented on how the 21st Century program helps their child(ren) develop social skills such as learning to communicate and interact with others as well as making friends. Additionally, this theme reflects how students are developing emotional skills and self-confidence as a result of attending the program. The following quotes represent this theme.
- "I think the program has not only improved his skills with completing work but also his social skills."
- "My child's artistic abilities and self-confidence have seen a significant growth since she started the after school program."
- "Learning new things and making new friends."

Activities
Another positive outcome of their child(ren)'s participation in the 21st Century program is the amount and variety of activities they engage in, as evidenced by the following quotes.
- "My child has gained new motivation and enthusiasm for extracurricular activities."
- "My child really enjoys mariachi class. It keeps her off of social media at home. She has a guitar at home so she gets in extra practice. Also, school work gets done before she gets home and her grades are doing really good."
- "He likes the science activities they do and comes home excited to share his experiences."

Positive Experiences/Everything
This theme includes adults commenting that their child(ren) enjoy everything about the program or simply seeing how happy they are as a result of attending the program. The following quotes represent this theme.
- "He is doing so good i think the after school program is just giving him a little boost."
- "Everything is positive, my daughter loves it."
- "My kids LOVE to attend the before school program. They feel welcomed & safe. They love the teachers & always want to attend."

Homework Help
Family members also articulated a positive result of the 21st Century program is that their child(ren) are receiving assistance with doing their homework. This theme also reflects adult family members noting

that the students leave the program with their homework completed, alleviating any burden from doing it at home. The following quotes represent this theme.

- "Both daughters love going. They leave with homework done and stories about the activities they do each day."
- "It has really helped with homework. It keeps her involved in schoolwork."
- "The teachers help with homework when the students have homework. If they don't have homework they give the kids activities to do."

In what ways, if any, do you think the program could improve?

For this question, most responses indicated that nothing needed to be changed. This is categorized as one of the top four themes. The remaining themes in order of frequency are: 2) homework and tutoring, 3) program logistics, and 4) activities.

Nothing Needs to be Changed

This theme emerged across several surveys as adult family members simply answered "n/a" or "nothing" to the question or left it blank. Many family members also noted positive aspects of the program. The following quotes represent this theme

- "None, I like it and above all my son likes it. THANK YOU."
- "Everything is good with the program everyone is very nice and very helpful."
- "I think the program is really great as it is, no improvements Needed."

Homework and Tutoring

This theme emerged as some adult family members believe their child does not complete all of their homework during their time at the program or that they could use additional time in having staff help them with their homework and/or tutoring. The following quotes exemplify this theme.

- "There are times my child doesn't get the help needed with homework."
- "I understand there are quite a bit of students that attend, but more homework help, math and reading."
- "My daughter particularly struggles with math and social studies and is failing or almost failing those classes I would like for the program to pull those students that struggling [sic] or are failing classes and make a portion of the time for mandatory tutoring to ensure these students succeed."

Program Logistics

This next theme refers to overall logistics of the program ranging from schedule changes, rules for behavior, and staffing, among others. The following quotes exemplify this theme.

- "Only complaint I have is the pick up. Parking lot is pitch black not safe you can't see anything they only have the one light by the gym entrance.
- "Need more staff. Right now its too many children for staff."
- "Maybe rotate the schedule sometimes, so the clubs starts right away instead at the end of the program. It's a long day for them."

Activities

Survey responses also indicated a desire for new activities or activities that are designed for specific grade levels, as evidenced by the following quotes.

- "Create more domestic practice/activities that will help them even at home."
- "I am not sure if it is done already, but outdoor activities now and then could be great."
- "The staff are doing great, I would like to see more family involved activities."

Other

Finally, this reflects responses that did not directly fit into the aforementioned themes. Responses ranged from food options, having more supplies available to students, and increasing the program's budget. Here is a sampling of responses reflecting this "other" theme.

- "If there was more funding for the entire school year so it could start sooner and end later.."
- "Answer phones :) you guys are doing good."
- "Incorporating local produce for snack time, when in season/feasible"

Please list any adult learning sessions you would be interested in participating in.

The third open-ended question allowed survey participants to provide suggestions for adult learning sessions. For this question, over 3,800 responses were left blank or written with "n/a," providing no suggestions. The remaining themes in order of frequency are: 1) skill development, 2) family activities, 3) academics- helping students, and 4) computers and technology, and 5) anything.

Skill Development

This theme reflects responses in which adult family members expressed interest in developing their own skills in a variety of areas, including English and Spanish language development, managing finances, and effective parenting skills, among others. The following are a sampling of responses reflecting this theme.

- "Parenting classes or Spanish classes. i always see English classes but never Spanish classes."
- "Something that could parents with ways to help kids work through their problems and emotions."
- "Stress reduce classes/CPR & First Aid Classes."

Family Activities

Many responses asked that learning sessions include family nights so that parents and adult family members can interact with their children. The following are a sampling of responses reflecting this theme.

- "Family night. A pottery class I can do with my daughter."
- "Family night. GED classes. Learning how they are teaching math these days so that I can help with homework."
- "Evening parent/child family workshops."

Academics- Helping Students

Several responses reflected the need for learning sessions to be about how to help their child(ren) with homework and general academic help including specific subjects. The following quotes exemplify this theme.

- "Ways to keep child interested in learning. Productive ways to reward improvement in school with an educational twist."
- "How to help kids with their school work."
- "In what ways we as parents could be more active and helpful in our childs [sic] education with what she/he is learning in school."

Computers and Technology

The next theme for adult learning sessions was computers and technology. Many wrote they would like to develop their own skills in these areas as well as to understand what technology and/or social media their children are using. The following quotes exemplify this theme.

- "I would love to participate in computer classes."

- "Understanding social media."
- "Family night, computer classes"

Anything

Many responses were open to any type of learning sessions. The following quotes reflect this theme.
- "Anything that would be available that would help my child improve."
- "Anything, I will be happy to participate."
- "Anything and everything"

Feel free to share any additional comments.

This last question provided survey participants an opportunity to include other feedback that the other questions may not have captured. Most respondents left this blank. However, there were a handful of comments with suggestions for how to improve the program. Additionally, there were several comments in which the adult family member wrote words of appreciation. Example quotes are below.

Appreciation

- "After school has been a good thing. we love that [student] can attend the program despite his disability."
- "Thank you for offering Free afterschool programs to the children in the community."
- "The teacher in charge of program is really good with all kids. Every time I see her she will let me know how my son is doing. Im a single mother and run late very often and forget important date and she will always remind me. She is away [sic] really nice. The program needs more teacher like her."
- "[Staff member] is an exemplary teacher/coach that taught my daughter about discipline and personal fitness."
- "I appreciate this after-school program for parents that work full time. The location is very convenient. The staff is always very friendly and helpful. :)"

Note: the figure below provides a visual of an adult family member's appreciation.

Figure 6: Adult Family Member Quote

Suggestions

- "More communication with the parents to make sure the kids finish their homework."
- "I feel that our children should be taught or talked to more about bullying its getting more out of hand."
- "I feel it would be helpful to have parents go for 20 minutes once a month to see what kids are doing in the classes."
- "I would like for there to be mandatory tutoring for children that are failing or struggling w/60s in core classes."
- "Family night hasn't been offered. It would be nice to have more events parents could be involved. Parents should have more opportunities to be involved in their kids [sic] school life."

Team Member Survey

This survey was completed by 868 team members across all of the 21st Century sites.

Team Member Confidence

There were several statements provided for team members to rate their level of confidence in key areas. The options included "Confident," "Would Like More Training," and "Not Applicable." The statements reflected various policies and requirements team members follow and are included in Table 13 below. It is evident that most team members are confident in the stated areas, however areas in need of more training tended to skew towards emergency procedures, health and safety laws, and math and literacy/reading enrichment lessons.

Table 8: Team Member Confidence

	Confident	Would Like More Training	N/A
Knowledgeable about the procedures to follow in an emergency.	**711**	152	5
Knowledgeable about the procedures to ensure compliance with health and safety laws.	**757**	119	12
Knowledgeable about the relationship between the program activities and the goals of the program.	**805**	59	4
Knowledgeable about the program policies/procedures.	**795**	69	4
Knowing efficient methods for conducting attendance checks.	**773**	60	35
Providing instruction that encourages student engagement in learning.	**785**	70	13
The alignment of after-school and regular school day curriculum.	**752**	85	31
Facilitating math tutoring or enrichment lessons.	**648**	112	108
Facilitating literacy/reading tutoring or enrichment lessons.	**681**	95	92
Providing homework help to after-school student.	**761**	47	60

Overall, the 21st CCLC program being provided at this learning center is high quality.

Team members had the option to provide a level of agreement to this statement. The number of responses is provided in Table 14 below. In total, there were 838 team members who "agreed" or

"strongly agreed" to this statement whereas two "disagreed" or "strongly disagreed". This suggests that team members feel they are providing a meaningful experience for students at their 21st Century site.

Table 9: Team Members- Learning Center Quality Agreement

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Overall, the 21st CCLC program being provided at this learning center is high quality.	1	1	28	251	**587**

Open-Ended Questions

The second portion of the survey allowed team members to provide comments on four open-ended questions. Their responses are summarized below. It should be noted that there were a wide variety of responses for this group. Responses are categorized into themes where applicable with example quotes provided. Note, some quotes may span multiple themes and/or may be site-specific.

Which professional development activity did you find most useful? Please explain what, exactly, you found beneficial about this staff training opportunity.

Among those who attended professional development, their top responses focused on trainings in STEM and those that were content specific.

STEM

There were many responses related to STEM training. Reasons attributed to why these professional development activities were useful included being able to help students develop STEM-related skills or obtain new material for STEM curriculum and activities. Here are some quotes exemplifying the usefulness of STEM-related professional development.

- "The drone pre-session we had with the middle school. It helped the high school align vertically with the middle school."
- "Math Fluency, I have found it through word of mouth, that the students in this program are improving with their math skills."
- "I found STEM very helpful. I learned alot, which I seen there are so many different activities we can do. It's very important to change the ages so everyone can participate."

Content-Specific

Many staff also wrote varied responses alluding to specific functions ranging from paperwork, policies, and procedures to developing new activities for the students at their site. Generally, the reason staff found content-specific training helpful was because it improved their own work efficiency and allowed their students to flourish. The following quotes represent this theme.

- "Getting students to follow instructions and helping others with supplies."
- "EZ Reports"
- "SEL Training."

What other trainings would you like to see in the future?

The responses are coded into five themes in order of frequency: 1) any/everything, 2) emergencies, 3) homework and tutoring, 4) classroom management, and 5) activities.

Any/Everything

This first theme reflects staff who commented they would participate in any additional future training, suggesting an openness to continued professional development regardless of the topic. The following quotes represent this theme.

- "I'm open to any type of training in this program."
- "Anything that would benefit the students."
- "I am willing to learn all considering this is my first time."

Emergencies

Staff also desire training in emergency protocols. Regarding this theme, responses reflect a sentiment for staff to keep the students and themselves safe at all times. The following quotes represent this theme.

- "I don't know if there was a meeting at the beginning of after school program, but it would be nice to know expectations, protocol in case of emergencies. Are they the same as the school's safety protocol or is it different."
- "A training I would like to see in the future would be Drill/ CPR training. It's very important to know what to do exactly in a situation that could put the students at risk."
- "More about how to go about how to deal with kids that are allergic to food and how to go about it when there is no nurse on campus."

Homework and Tutoring

Several responses reflected a need for training in homework and tutoring, specifically how to help students with homework and ensure they are providing age-appropriate support. The following quotes represent this theme.

- "Reading interventions for older students."
- "I would like to participate on trainings that involve science and history. I would like to learn how to make these two subjects more interesting and engaging for my students"
- "I would like more training on homework."

Classroom Management

Staff asked for professional development opportunities to learn effective ways of managing their classrooms within the 21st Century program. This also includes how to best engage students and how to respond to students' exhibiting behavioral concerns or SEL development. The following quotes are a sampling of staff responses reflecting this theme.

- "Health and real nutrition. How to teach appreciation for self (self care, self love etc.). Social/emotional wellness and team building. I think learning should be challenging but also fun. If students are not having fun I do believe they lose excitement for school and learning."
- "I would like to see a training to help with kids that are difficult from time to time."
- "I would like to have a brief overview of the different classroom management approaches each after school teacher has."

Activities

Finally, this theme reflects the need for training in program activities or understanding new curriculum. Activities and curriculum represented a variety of topics e.g., STEM, art, music, reading, 3-D printing, robotics, and others. The following quotes are a sampling of responses reflecting this theme.

- "Cooking and readers theaters."

- "I would like to see some trainings on 3D Printing again."
- "Coding in Tinkercad, Finch, Osmos."

What do you like most about the program?
The top theme to emerge was working with the students followed by responses categorized into a theme labeled as "other."

Students
The general theme to the responses to this question was the students. This included being able to help students with academics and life skills, watching students succeed, and providing activities for students to engage in. The following quotes exemplify staff responses.
- "Seeing the students work hands-on and use their own strategies."
- "That we can do enrichment activities with the students."
- "Working with kids, they are amazing after a long day at regular school hours."
- "I got to teach my students how to play the Ukulele. The students really enjoy our after school program and will perform a song in groups for their parents on our last day."
- "There is a safe place where students learn and are enriched with extra learning experiences with adults who truly care for the students' wellbeing."

Other
There were some additional responses not reflecting students and are categorized into this theme. Responses were mixed, ranging from being able to order supplies, relying on colleagues for support, and even specific activities, among others. The following quotes represent this theme.
- "The format has been pretty consistent and works well."
- "Being able to order supplies."
- "Working with the staff"
- "I like that it is a program where we have the freedom to choose what we teach and how."
- "What I most I liked the program because of the organization and the positive response from the team."

Please tell us something you would like to see improved in the program.
Team members provided detailed feedback about areas they would like to see be improved in their 21st program. Responses were categorized into five themes in order of frequency: 1) finances, 2) curriculum and activities, 3) staffing and training, 4) family engagement, and 5) nothing.

Finances
Survey responses tended to reflect areas regarding finances, budgeting, and salaries. The following quotes reflect this area.
- "More out reach or maybe better explanation of what could be bought with budget money. Also better turn around on things bought with budget money."
- "More money to buy stuff. Material should be bought 2-3 weeks before the programs begin!!!"
- "Better payment for teachers."

Curriculum and Activities
This theme reflects the suggestion for improvements in the curriculum, including new and additional activities for students to participate in, more structured lesson plans, and the opportunity for staff to

have time to develop their lesson plans. Additionally, staff would like guidance in specific content such as math, science, and social-emotional learning. The following quotes reflect this theme.

- "I want to see more lesson plans. I would like to have a file of activities that take little to no prep. As a busy teacher, sometimes it is hard to think of lessons that are ready for implementation. I would love if these lessons were STEM ready. Maybe teachers can include appropriate lessons in a google drive."
- "Lessons that are more engaging for students. More hands on activities."
- "I think to revisit the curriculum every few years to update and freshen up the activities. I know some do and other don't. Overall great work!"

Staffing and Training

Team members would also like to see continued and new opportunities for training. Also, responses reflecting this theme include suggestions for increased staffing at the 21st Century sites. The following quotes represent this theme.

- "More trainings for the staff before starting to work with the after school."
- "Conduct intensive training for enrichment activities."
- "I would like to see staff numbers increase so that we can incorporate more classes."

Family Engagement

Another theme to emerge from the responses focused on improving family engagement at the 21st Century sites as well as being considerate of parents'/guardians' needs. The following quotes represent this theme.

- "Bring more students /parents participation."
- "Invite the parents to see what the programs are about so they are interested in bringing their children."
- "Student registration paperwork. It needs to be more streamlined and parent friendly."

Nothing

On a positive note, this theme reflects team members who believe nothing needs to be improved with the program, citing that the program is strong and provides value for staff and students. The following quotes represent this theme.

- "Nothing, the program is great! Thank you very much."
- "Nothing to improve I like the way our team works hard and helps with whatever needs to be done for the students. Very flexible."
- "I believe everything was good overall. I have nothing but positive thoughts about the program."

DOE Survey- Student Engagement in Learning

This final survey asked teachers to assess their students who attended the 21st CCLC program. There were three areas to rate: *participating in class, being attentive in class,* and *coming to school motivated to learn*. The survey items reflect the GPRA #5, *Engagement in Learning*. Teachers selected from options ranging from "did not need to improve" to "significant decline." The surveys were completed for students who attended the 21st program at least one hour during the academic year (summer and fall 2023; spring 2024) and is only for students in the 1st through 5th grades. The survey was completed for 3,596 of the 21st Century students. A breakdown of grade level is provided in Table 15 below. Most of the surveys were submitted for 3rd grade students (n = 831). Note, the survey was submitted for four 6th grade students.

Table 10: DOE Survey Grade-Level Breakdown

	Count	Percent
1st	554	15%
2nd	704	20%
3rd	**831**	**23%**
4th	739	21%
5th	764	21%
6th	4	<1%
Total	3,596	100%

Teacher ratings to the areas of *participating in class*, *being attentive in class*, and *coming to school motivated to learn* are available in Table 16 below. Positively, the most frequent response was that a student showed "significant improvement" in the corresponding area.

Table 11: DOE Survey

	Question 1: Participating in class	Question 2: Being attentive in class	Question 3: Coming to school motivated to learn
Did Not Need to Improve	692	649	773
Significant Improvement	**1,013**	**945**	**1,069**
Moderate Improvement	792	761	708
Slight Improvement	536	582	411
No Change	480	519	533
Slight Decline	51	98	59
Moderate Decline	13	21	21
Significant Decline	19	21	22
Total	**3,596**	**3,596**	**3,596**

Appendix: ESSER – Participation and Demographics

This Appendix presents demographic information for students who participated in ESSER during the 2023-2024 academic year. Most students were Hispanic or Latino, and over half qualified for free or reduced price lunch. All demographic data for ESSER can be found in the Table below. Note that there were data available for 436 students, though the total number of students in ESSER programs is higher.

Table 17: ESSER Participant Demographics

	N	Percent
Female	249	57%
Male	184	42%
Other	3	1%
Hispanic or Latino	294	74%
Not Hispanic or Latino	106	26%
Unknown	0	0%
American Indian or Native Alaskan	27	6%
Asian	3	1%
Black or African American	14	3%
More than One Race	6	1%
Native Hawaiian or Pacific Islander	10	2%
Some Other Race	57	13%
White	310	71%
Unknown	9	2%
Free/Reduced Price Lunch	264	61%
Not FRPL	2	<1%
Unknown	170	39%
English Learner	21	5%
Not English Learner	391	90%
Unknown	24	5%
GRAND TOTAL	436	