



SOAR: Southwest Outreach Academic Research Evaluation and Policy Center

New Mexico 21st Century Community Learning Centers Statewide Evaluation End of Year Report Academic Year 2021 – 2022

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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 2021 – 2022 results regarding student participation, engagement, academic performance changes, and summarizes stakeholder survey data from parents, staff, and students as well.

Who Participated?

- During the 2021-2022 academic year, a total of nine grantees served 4,117 females and 3,706 male students in the 21st Century after-school program. These students represent diverse populations, as 82% are Hispanic or Latino, 92% of the students qualify for free or reduced-price lunch, and 19% are English Learners (EL).

How did Students Engage?

- Collectively, all 7,849 students engaged in 901,179 hours of various activities. The top three areas students engaged in were academic enrichment activities (288,507 hours), STEM activities (207,346 hours), and healthy and active lifestyle activities (141,114 hours).

What were Student Math and English Changes? Did These Differ by Subgroups?

- In both math and English/reading, the average student grades increased from around a C+ to a B- from quarter one to four, with slightly more apparent growth in math but better performance in English/reading.
- Students who qualify for free/reduced price lunch underperformed in both subjects compared to students who did not qualify for this program, and females outperformed males in both subjects and time points as well.
- The state goals of 75% of students maintaining a passing grade from the first to fourth quarter and 50% of students who had a failing grade improving by at least one point at quarter four were achieved in both subjects.

What did Stakeholders Think of the Program?

- Survey data reveal general appreciation and positive impact of the 21st Century program across all stakeholder groups (students, team members, and family members). When asked what the program can improve, the most common answer among groups was “nothing,” and that the program was great as is.
- Data show that 89% of all students like the program, and 90% of the K-12 students agree that the 21st Century teachers care about them.
- All stakeholders appreciate the program as it provides opportunities for engagement in a safe environment.
- Team members appreciate the opportunity to interact with students and would like to enhance their programs with additional supplies.

- Adult family members are thankful for the 21st Century program for the homework help it offers. This sentiment is also shared by students, with many providing written feedback on their surveys that they like getting their homework done while at the program.

Recommendations

Based on review of the demographic, performance, and activity data, the following recommendations were gleaned:

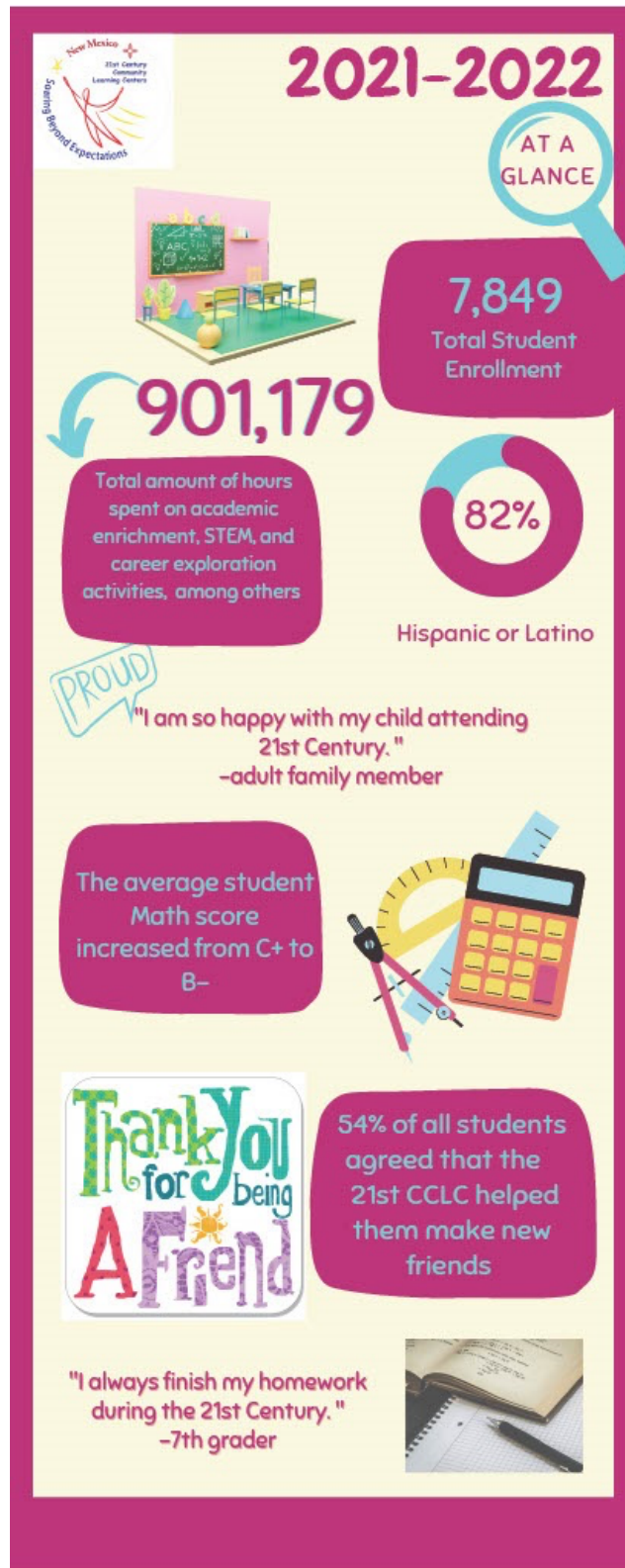
- There is a need think creatively in identifying academic interventions for American Indian or Native Alaskan students, as this group performed the lowest in both subjects at both time points. Additional supports for English Learners is also suggested based on performance.
- It is worth noting that all student groups grew from quarter one to quarter four in both subjects, and academic enrichment and STEM activities were the top areas students engaged in. Though causation cannot be inferred, results suggest that high needs students are receiving help in math and English/reading during the year and they are exhibiting overall growth in these areas. Continued offerings of academic enrichment and STEM activities will benefit students, and the other activities help provide a well-rounded set of experiences for students that can positively impact their outcomes as well.

Based on review of the survey data, the following recommendations were gleaned:

- There was congruence from students and team members of the need for additional and timely supplies. As such, leadership should ensure sites are provided supplies at the beginning of the academic year and provide timely re-stock as necessary.
- Consider implementing GED and computer-related learning sessions for adult family members, which were highly requested by this group, as well as regular family nights in which students and adults can participate.
- Students and team members would like to see new activities. It is recommended to explore potential new activities that students would respond to in order to keep everyone engaged, though this can be a challenge depending on resources and what is feasible to offer.
- Team members cited needing additional professional development and training in STEM. It is worth planning opportunities in this area with input from team members about how they would like the training.

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, stakeholder feedback, and comparisons between this program and other afterschool and extended instructional time models across the state. These comparison programs include ESSER, Extended Learning Time (ELTP), Community Schools, and K-5 Plus, and their data are in the Appendix. Findings are not only meant to assess impact and program components, but to also identify best practices for supporting students in after school settings. This report presents end of year data collected during the 2021-2022 academic year. New Mexico State University Institutional Review Board (IRB) approval was obtained for the evaluation.

It is also important to note that this evaluation is being performed amid the Covid-19 pandemic, and that during the 2021-2022 academic year, students were just returning to in person schooling after having a full year of remote learning. Individual schools and districts continued to intermittently return to remote learning for brief periods during the current year as well due to unanticipated surges in Covid cases, and this is important context to keep in mind when reviewing the results and assessing use of the findings.

This report summarizes end of year data collected during the 2021 – 2022 academic year, focusing on demographics of 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 among participants. The report also describes findings from stakeholder surveys, where family members, students, and program staff provided feedback about the program overall, 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

Each of the programs in this report have their own requirements and structure.

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 the demographics of those who participate, 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 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.

Extended Learning Time

The Extended Learning Time Program (ELTP) is designed to increase the amount of time students spend learning, with the goal of helping student achievement, reducing learning loss, learning gaps, and achievement gaps. ELTP schools do not track student engagement or participation separately, as all students in the school experience the same instruction, though sites have different priority areas (e.g., STEM) that they can focus on. ELTP models require that a school district meet the following criteria:

- 1) The school is in session for a minimum of 190 days per school year (with at least 5.5 instructional hours per instructional day for kindergarten through sixth grade and 6.0 instructional hours per day for seventh through twelfth grade) for a five-day school week. OR approved alternative program designs including:
 - The school is in session for a minimum of 160 days per school year (with at least 6.5 instructional hours per instructional day for kindergarten through sixth grade and 7.0 instructional hours per day for seventh through twelfth grade) for a four-day school week.
 - In the case of K5+ schools, each instructional day is extended to at least 5.8 hours for districts with 5-day school weeks, and to at least 6.8 hours for districts with 4-day school weeks.
- 2) The school provides for a minimum of 80 non-instructional hours for professional development each year for instructional staff.
- 3) The school provides after-school program opportunities for academic learning or extracurricular enrichment to students that do not supplant federally-funded programs.

Community Schools

Community Schools utilizes a model of engaging community members and resources to help student success. This involves a public school partnering with families and the community, including community-based organizations and local businesses, to provide well-rounded education and support for students. The framework outlines important pillars to follow: 1) Integrated student supports that focus on non-academic and out of school challenges to learning through partnerships with social and health service agencies and providers; 2) Expanded and enriched learning time and opportunities, including before-school, after-school, weekend, summer, and year round programs that provide additional academic and enrichment activities; 3) Active family and community engagement; and 4) Collaborative leadership and practices that build a culture of professional learning, collective trust, and shared responsibility using

strategies that at minimum include a site-based leadership team and a community school coordinator. This information was pulled from HB0589 – please see this statute for more information.

K-5 Plus

The purpose of K-5 plus is to show that increased time in kindergarten through fifth grade results in a number of positive outcomes for students, including narrowing the achievement gap between certain disadvantaged students and other students, better preparing elementary students for success in middle and high school, improved truancy rates at all school levels and improved dropout rates in high school, and increased cognitive skills that lead to higher test scores. Participating schools extend the school year by at least 25 additional days for students in kindergarten through fifth grade and measure the effect of the provided additional time on literacy and numeracy.

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 research 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.

Research 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, 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?
 - a. 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) when comparing:
 - a) 21st CCLC students to Extended Learning Time students?
 - b) 21st CCLC students to ESSER students?
 - c) 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?
 - d) 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

- 3) 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?

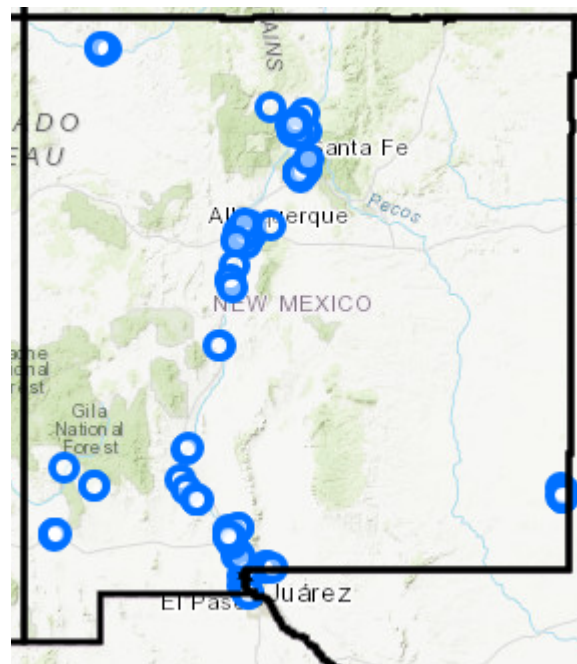
Sites

There are nine funded 21st CCLC sites, with the NMSU STEM Center serving as a hub for six districts in southern New Mexico. Within these sites are 126 schools participating in the program. Figure 2 shows a visual of where these sites are located across the state. Several sites are also around Albuquerque and Santa Fe, but there are a number of participating districts closer to the New Mexico borders, including Farmington and Lordsburg.

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
- Espanola 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 Educational Collaborative
- Santa Fe Public Schools
- South Valley Preparatory School

Figure 2: 21st Century Community Learning Centers



<https://nmcdd.maps.arcgis.com>

Student Demographics

The first part of the report presents demographic information for the 7,849 students who participated in any 21st CCLC activities during the 2021-2022 academic year. For the data pull, students who were active between August 15, 2021 through May 27, 2022 were included.

Table 1 shows a breakdown of participants by grade level. Most participants are in first through fifth grade, though there is also some participation among older students as well.

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

	Count	Percent
PK or K	574	7%
1	772	10%
2	1,008	13%
3	1,016	13%
4	1,119	14%
5	1,125	14%
6	893	11%
7	604	8%
8	444	6%
9	126	2%
10	47	1%
11	60	1%
12	61	1%
Total	7,849	100%

Looking at more information about these students, there was a near equal distribution of males and females, with slightly more females (52%) in the group. A substantial majority were Hispanic or Latino (82%), and several were White as well (70%). Almost all students qualified for the federal free or reduced-price lunch program (92%), and about one out of five were classified as English Learners. Looking at students of focus in the Yazzie/Martinez lawsuit, there is participation (3%) from American Indian students, with almost all who qualify for the federal free or reduced price lunch program. It is also worth noting that about one fifth of 21st CCLC students were English Language Learners as well. More information about these demographics can be found in Table Two below.

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

	N	Percent
Female	4,117	52%
Male	3,706	47%
Other	26	<1%
Hispanic or Latino	6,463	82%
Not Hispanic or Latino	1,146	15%
Unknown	240	3%
American Indian or Native Alaskan	198	3%
Asian	55	1%
Black or African American	169	2%
More than One Race	170	2%
Native Hawaiian or Pacific Islander	28	<1%
Some Other Race	1,293	16%
White	5,500	70%
Unknown	436	6%
Free/Reduced Price Lunch	7,248	92%
Not FRPL	270	3%
Unknown	331	4%
English Learner	1,481	19%
Not English Learner	5,827	74%
Unknown	541	7%

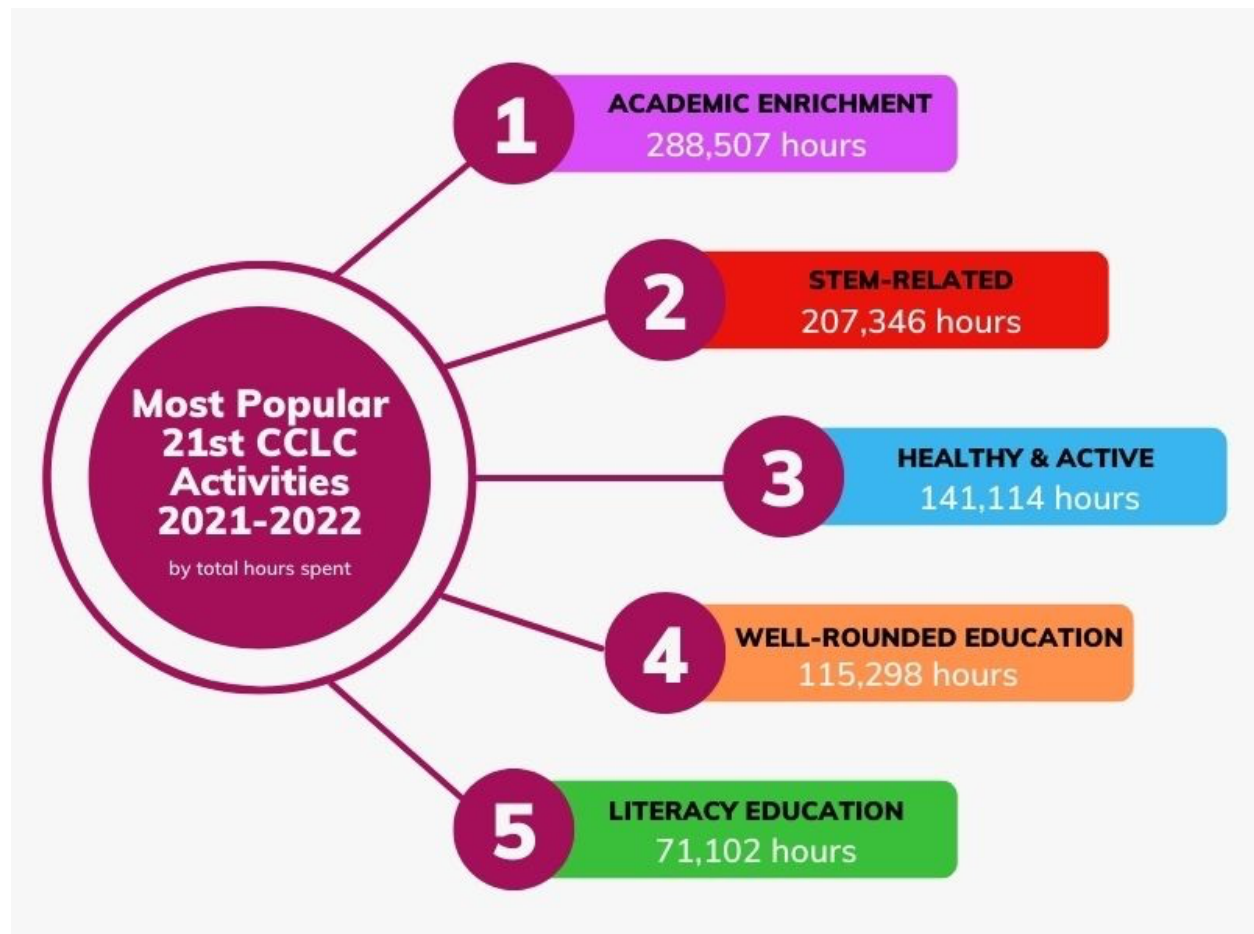
Student Engagement

The next section of the report presents the activities that students engaged in and the level of engagement during the academic year, with a total of 901,179 hours among all activities combined. The top areas within this total were academic enrichment and STEM activities, with over 200,000 hours each, and healthy and active lifestyle and well-rounded education activities were also popular at over 100,000 hours each. A visual is also provided in Figure 3 which highlights the top five activities in which students engaged in.

Table 3: Student Engagement: Hours Spent on Each Activity

Activity Category	Hours
Academic Enrichment	288,507
Science, Technology, Engineering, and Mathematics	207,346
Healthy and Active Lifestyle	141,114
Well-rounded Education Activities	115,298
Literacy Education	71,102
Assistance to Students who have been Truant, Suspended, or Expelled	28,490
Activities for English Learners	23,766
Parenting Skills and Family Literacy	8,801
Career Competencies and Career Readiness	8,650
Drug and Violence Prevention and Counselling	7,981
Other	126
Total	901,179

Figure 3: Student Engagement- Top Five Activities



Student Grades

GPRAs

For the end of year report, GPRA data is not currently available. GPRA data will be added to the current report after a series of validation and processing steps are complete.

Grades

Grades of the students who participated in 21st CCLC during the 2021-2022 academic 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 4: 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 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 4,385 students were included in the English/reading score analyses. Of note, among all students, 1,474 (34%) grew at least one increment from quarter one to quarter four. Additionally, 81% of students maintained a passing grade from the first to fourth quarter (above the statewide goal of 75%), and 50% of students who had a failing grade at quarter one improved at least one point in their quarter four scores (right at the statewide goal of 50%).

In general, students grew in their performance from quarter one to quarter four, with lower performance at both time points for Hispanic or Latino students, those who qualify for free/reduced

price lunch, and English Learners. Females also grew slightly more than males, and students who are Asian, Black or African American, or more than one race also grew more than their counterparts. Focusing on Yazzie/Martinez populations, Native American students improved, though to a smaller extent than their peers, with English Language Learners and students who qualified for free or reduced price lunch also improving at about the same amounts. All changes from time one to time four 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	4,385	7.76	3.23	8.04	3.24
Females	2,326	7.98	3.17	8.35	3.16
Males	2,049	7.52	3.28	7.70	3.29
Hispanic or Latino	3,706	7.70	3.18	7.99	3.17
Not Hispanic or Latino	582	8.19	3.56	8.56	3.40
American Indian or Native Alaskan	144	7.15	3.67	7.35	2.90
Asian	39	9.62	3.24	10.41	2.99
Black or African American	86	7.60	3.65	8.34	3.46
More Than One Race	113	6.80	3.23	7.69	3.33
Some Other Race	838	7.91	3.32	7.88	3.48
White	2,949	7.82	3.15	8.18	3.10
Free/Reduced Price Lunch	4,066	7.73	3.20	8.03	3.21
Not FRPL	163	9.35	3.26	9.35	3.28
English Learner	1,085	7.22	3.03	7.48	3.04
Not English Learner	3,065	7.96	3.23	8.25	3.31

For math, a total of 4,295 students were included in analyses. Among all students, it is worth noting that 1,510 (35%) grew at least one increment from quarter one to quarter four. Improvement patterns were similar to what was found for English/reading, as 82% of students maintained a passing grade from the first to fourth quarter (above the statewide goal of 75%), and 51% of students who had a failing grade at quarter one improved at least one point in their quarter four scores (right at the statewide goal of 50%).

Student growth was more pronounced in math than English/reading, with growth among all subgroups of students examined. Here, Hispanic or Latino students grew more than those who were not Hispanic or Latino, while again, females grew more than males. Performance for those on the federal lunch program, English Language Learners, and Hispanic or Latino students remained lower than their counterparts, which is how the English/reading results panned out as well. American Indian students

also grew more in their math scores than their English/reading performance. All changes in scores can be found in Table 5 below.

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	4,295	7.64	3.27	8.04	3.26
Females	2,277	7.74	3.23	8.16	3.22
Males	2,008	7.54	3.32	7.91	3.30
Hispanic or Latino	3,629	7.58	3.21	8.00	3.20
Not Hispanic or Latino	569	8.12	3.61	8.49	3.43
American Indian or Native Alaskan	144	7.14	3.96	7.54	3.15
Asian	39	8.95	3.06	10.38	3.00
Black or African American	81	7.79	3.29	8.16	3.52
More Than One Race	111	7.23	3.53	7.87	3.69
Some Other Race	821	8.15	3.56	8.17	3.52
White	2,881	7.58	3.12	8.10	3.12
Free/Reduced Price Lunch	3,983	7.65	3.24	8.05	3.22
Not FRPL	160	8.47	3.51	8.84	3.70
English Learner	1,069	7.12	3.11	7.60	3.14
Not English Learner	2,989	7.84	3.35	8.21	3.33

2021-2022 21st Century Community Learning Centers (CCLC) Survey

To gather program feedback, the following stakeholder groups were sent a survey in the spring of this year: 1) pre-literate students, 2) K-6 elementary school students, 3) 6-12 middle/high school students, 4) adult family members, and 5) program team members. Each group received a different survey consisting of closed-ended and open-ended questions. English and Spanish versions were available. The table below provides a summary of the amount of surveys distributed for each group, the number of responses, and an estimate of the corresponding return rate.

This section of the report provides summaries and analyses of the data collected through these surveys. 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.

Table 6: Estimated Return Rate of Surveys

	Total Number of Surveys Distributed	Number of Responses	Return Rate
Students*	7,849	5,750	73%
Adult Family Members	5,078	2,481	49%**
Team Members	759	678	89%

**Includes pre-literate, elementary, middle, and high schoolers*

***Some parents had more than one student in the program and should fill out one survey, but it is possible they completed multiple*

Pre-Literate Student Survey

This survey was available to younger students or those with limited proficiency. They were assisted by program staff and able to select from a range of emoticons reflecting their feelings (happy to sad); a visual is provided below. In total, 385 students completed the survey. As displayed in the table below, these students are very happy with the 21st Century program as most selected the “Strongly Agree” emoticon across all questions!

Figure 5: Pre-Literate Survey Options



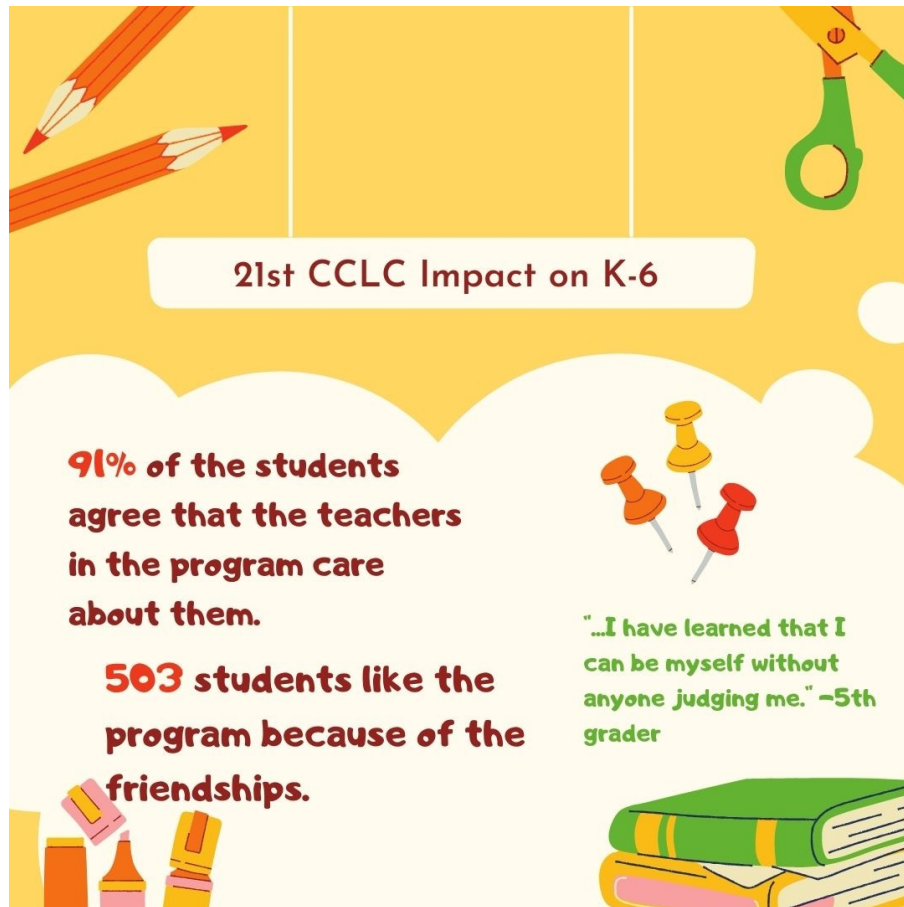
Table 7: Pre-Literate Survey

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I like the program.*	278	92	11	6	2
The program helps me complete and turn in my homework on time.	206	117	47	10	4
I’m doing better in school since I’ve started coming to the program.	220	112	39	9	4
I feel better about myself because of the program.	237	109	31	5	2
I have made new friends because of the program.	256	90	26	9	3
Teachers and staff in this program care about me.	261	101	15	5	2
The teachers and staff in this program expect me to do my best.	274	100	7	1	2
Overall, when I think about this program, I feel...	263	95	19	2	5

**For “I like the Program,” participants could select all that apply.*

K-6 Elementary Student Survey

Figure 6: 21st Century Impact on K-6



What grade are you in?

This survey was completed by 4,364 elementary grade students, consisting of Kindergarten, 1st, 2nd, 3rd, 4th, 5th, and 6th grades. The highest number of students to complete the survey were in the 5th grade (n = 864). There were 19 students who left this question blank, resulting in a total of 4,345 responses for this question. **Error! Reference source not found.** provides a count of these student responses by grade level.

Table 8: K-6 Grade Level Count

	Count	Percent
K	278	6%
1 st	465	11%
2 nd	718	17%
3 rd	748	17%
4 th	812	19%
5 th	864	20%
6 th	460	11%
Total	4,345	100%

I like the program.

The most frequent response for all grade levels was “strongly agree” to liking the program! There were very few students who selected “disagree” or “strongly disagree.”

Table 9: K-6 I Like this Program

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
K	184	80	9	4	1
1st	289	148	18	7	3
2nd	441	223	42	8	4
3rd	436	245	52	11	4
4th	422	292	85	7	6
5th	467	293	89	8	7
6th	241	165	46	5	3

The program helps me complete and turn in my homework on time.

Generally speaking, the data for this question is positive. For students in grade levels K through 3, most “strongly agreed” to this statement. However, for students in grade levels 4 through 6, most simply “agreed” that the program helps them complete and turn in homework on time. There were also several “neutral” responses for students in grades 3 through 6.

Table 10: K-6 Complete Homework on Time

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
K	169	81	24	3	1
1st	248	152	48	14	3
2nd	328	269	86	26	9
3rd	307	268	127	34	12
4th	283	310	169	38	12
5th	286	346	184	35	13
6th	130	204	102	17	7

I’m doing better in school since I’ve started coming to the program.

Students were allowed to reflect on their academic performance in responding to this question. Most students “strongly agreed” (K, 1, and 2) or “agreed” (3, 4, 5, and 6) to this statement, suggesting that the program has some influence on how they are doing in school.

Table 11: K-6 Doing Better in School

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
K	164	80	25	6	3
1st	243	161	47	10	4
2nd	339	269	81	23	6
3rd	285	286	133	32	12
4th	244	304	202	48	14
5th	244	316	235	52	17
6th	97	187	146	25	5

I feel better about myself because of the program.

In a similar pattern to prior questions, most students in grade levels K through 3 “strongly agreed” to feeling better about themselves because of the program, while most students in grade levels 4 through 6 “agreed” to the statement. There were few “disagree” and “strongly disagree” responses across all grade levels and numerous “neutral responses” for students in the upper grades.

Table 12: K-6 Feel Better About Self

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
K	172	86	11	7	2
1st	254	175	25	4	7
2nd	362	271	61	15	9
3rd	329	271	101	30	17
4th	297	300	167	30	18
5th	290	304	190	53	27
6th	136	176	114	29	5

I have made new friends because of the program.

It is evident that the 21st Century program has fostered friendships as the most frequent response across all grade levels was “strongly agree.” The data are provided in the table below.

Table 13: K-6 Made New Friends

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
K	179	71	19	8	1
1st	280	132	36	11	6
2nd	361	250	55	35	17
3rd	350	332	88	50	28
4th	336	247	128	61	40
5th	345	280	136	56	47
6th	157	149	93	40	21

Teachers in this program care about me.

The teachers in the 21st Century program indeed care about their students as the highest response for all grade levels was “strongly agree.” There were few “disagree” and “strongly disagree” responses. For example, only 5 students in the 6th grade “strongly disagreed.”

Table 14: K-6 Teachers Care About Me

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
K	195	69	8	5	1
1st	298	140	17	8	2
2nd	422	238	40	8	10
3rd	430	249	48	14	7
4th	448	260	87	12	5
5th	500	281	69	8	6
6th	245	171	39	0	5

The teachers in this program expect me to do my best.

The responses for this question suggest that K-6 teachers within the 21st Century program encourage their students to do their best. As shown in the table below, the frequent response for all grade levels was “strongly agree.”

Table 15: K-6 Teachers Expect My Best

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
K	198	70	6	2	2
1st	314	142	7	1	1
2nd	441	238	29	4	6
3rd	451	242	44	5	6
4th	465	285	47	10	5
5th	523	287	45	7	2
6th	280	150	27	1	2

Overall, I think this program is good.

This statement was the last closed-ended option. In a similar pattern, data show the most frequent response across all grade levels is “strongly agree” in believing the program is good. There were few “disagree” or “strongly disagree” responses.

Table 16: K-6 Overall Experience in the Program

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
K	189	77	8	3	1
1st	290	156	15	2	2
2nd	439	234	36	5	4
3rd	483	206	44	8	7
4th	497	235	65	9	6
5th	545	246	58	14	1
6th	285	136	34	4	1

What do you like most about the program?

This was an open-ended question for which the data were summarized into themes and are displayed in the table below. Responses with n<10 were not included. The top three themes were friends, activities, and homework. These are discussed with ample supplementary quotes after the table.

Table 17: K-6 What Students Like the Most

Theme	Count
Friends	503
Activities	490
Homework	384
Fun	339
Arts & Crafts	329
N/A	271
Staff	233

STEM	230
Everything	216
Outside	213
Sports/Exercise	181
Learning	119
Food	114
Recess	109
Playing	99
Help and Support	91
Reading	66
Music	54
Something to do	52
Nothing	42
Express Myself	37
Cooking	34
Computers	32
Gardening	31
Happy	18
Free Time	17
Better in School	11

Friends

With over 500 responses, it is clear that the students in the K-6 grade levels appreciate the program as it allowed them to make new friends. This theme also reflects responses in which students expressed the 21st Century program gave them an opportunity to be with their friends. Here are some quotes reflecting this theme:

- “Making new friends. Going outside and playing football and [name of staff member] letting us play with messy stuff. :) <3 <3 <3” -5th grader
- “Making new friends and talking to them.” -2nd grader
- “I like that I made new friends, like [name of friend].” -6th grader
- “I like to play with my friends and eating snacks. I also like arts and crafts.” -Kindergartener
- “Playing with my friends.” -1st grader

Activities

This theme reflects student responses regarding the activities they participated in during the 21st Century program. Some students provided examples of activities they enjoyed the most. The following are example quotes supplementing this theme:

- “We have fun things to do. We never get bored.” -4th grader
- “That we get to do fun activities.” -5th grader
- “That we get to do activities and hangout with each other.” -3rd grader
- “I liked doing all the fun activities.” -6th grader
- “Doing activities and cooking.” -2nd grader

Homework

Students expressed appreciation of being able to complete their homework while at the 21st Century program. This theme also reflects receiving homework help, which several students also indicated as an answer to what they like the most about the program.

- “We have free time, go outside and do homework.” -3rd grader
- “That they help with my homework.” -5th grader
- “How I can do my homework after school.” -6th grader
- “I make new friends and do my homework.” -2nd grader
- “That we can do are [sic] homework.” -4th grader

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

Students provided many suggestions for improvements, though it is worth noting that the most common theme by far was that “nothing” needs to improve. The data were summarized into themes and are displayed in the table below. Responses with n<10 were not included. The top three themes, explained below are nothing, activities, and food.

Table 18: K-6 Improvements

Theme	Count
Nothing	1,427
Activities	375
Food	302
Behavior/Respect	176
Recess/Outdoors	165
Arts & Crafts	143
Homework	142
Sports/Exercise	133
Schedule-Related	125
STEM	115
Free Time	111
Fun	109
Computer-Related	76
More Kids	45
Music	38
Supplies	36
Less Homework	35
Reading	34
Cooking	33
Learning	29
Movies	24
Age Groups	19
Make Friends	19
Less Noise	18
Staff	18

Phones	17
Infrastructure (space, lighting, etc.)	14
Photography	13
Seating Assignments	13
Cleaning	12
Gardening	11
Everything	10

Nothing

It is noteworthy that the most frequent response for this question was that nothing needed to be improved in the 21st Century program. This suggests that students are pleased with the existing program and that the staff are providing a quality program.

- “Its fine the way it is.” -4th grader
- “Hanestly [sic] nothing its fine.” -6th grader
- “Nothing I think its fine for me.” -3rd grader
- “It's okay the way it is.” -1st grader
- “Nothing is bad enough to change.” -2nd grader

Activities

Despite activities being one of the top things K-6 students enjoy about the program, the students desire improvements in the activities. This also reflects student recommendations for different activities. The following are example quotes:

- “I would like to have more different activities.” -2nd grader
- “Pick different activities for this program every time it's available.” -6th grader
- “Think of more things to do.” -3rd grader
- “What you can do to make it better is make it so there is [sic] more things to do.” -5th grader
- “More activities, but other than that it's great!” -4th grader

Food

Many of the K-6 students believe the food should be improved. Several also provided specific examples of food items they would like to see.

- “I think I would [sic] to have some chocolate cake after the program.” -2nd grader
- “Make the food better by having strawberry milk.” -3rd grader
- “What I think would make the program better is more food.” -4th grader
- “I want more Italian food. As well as to stay longer.” -5th grader
- “Offer crackers for food.” -1st grader

6-12 Middle/High School Student Survey

What grade are you in?

This survey was completed by 1,001 6-12th grade students who attended a 21st Century program. The table below provides a count of these student responses by grade level. Most students (n = 370) were in

the 7th grade. Approximately 11% of the students were in high school e.g., 9th, 10th, 11th, and 12th grade. Note: two students left grade level blank, resulting in a total of 999 responses for this question.

Table 19: 6-12 Grade Level Count

	Count	Percent
6th	207	21%
7th	370	37%
8th	307	31%
9th	50	5%
10th	21	2%
11th	23	2%
12th	21	2%
Total	999	100%

I like the program.

Students responded favorably to this question as most grade levels “strongly agreed” to liking their program. The majority of 7th and 8th graders, however, simply “agreed” to liking their program. Results are provided below. Noteworthy was that very few students selected “disagree” or “strongly disagree.”

Table 20: 6-12 I Like this Program

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
6th	84	77	42	3	1
7th	150	173	43	4	0
8th	125	128	49	4	1
9th	25	20	5	0	0
10th	14	5	2	0	0
11th	12	11	0	0	0
12th	15	6	0	0	0

The program helps me complete and turn in my homework on time.

Table 21 provides a frequency of the responses to this question. The 21st Century program seems to help students turn in their homework in a timely fashion, as most students “agreed” to this statement. Of minor concern, however, are those who indicated “disagree” or “strongly disagree,” such as the 21 7th graders and 11 6th and 8th graders. Despite the total count of 11th graders being relatively low, only 1 of these students disagreed that the program helps them complete and turn in their homework on time.

Table 21: 6-12 Timely Homework

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
6th	51	86	59	8	3
7th	97	173	79	16	5
8th	85	147	64	4	7
9th	12	21	12	4	1
10th	6	10	4	1	0
11th	9	9	3	0	2
12th	11	6	4	0	0

I'm doing better in school since I've started coming to the program.

Most of the 6th, 7th, 8th, 10th, and 12th graders "agreed" to doing better in school since attending the 21st Century program. There is area of concern for 11th graders as most (n = 9) felt "neutral" to this statement. It is noteworthy that most of the 9th graders "strongly agreed" to doing better in school since attending the program. The results are shown in the following table.

Table 22: 6-12 Better in School

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
6 th	51	69	67	15	5
7 th	98	173	77	15	7
8 th	78	135	79	10	5
9 th	18	16	14	1	1
10 th	5	12	4	0	0
11 th	8	5	9	1	0
12 th	8	9	4	0	0

I feel better about myself because of the program.

This question shifted away from academics; results are provided in the table below. There were slightly less favorable responses from 6th graders as most felt "neutral." The remaining grade levels, however, had high "agree" or "strongly agree" sentiments. Despite no 10th graders indicating "disagree" or "strongly disagree" to this statement, students in other grade levels did not indicate feeling better about themselves.

Table 23: 6-12 I Feel Better About Myself

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
6 th	58	58	68	21	2
7 th	104	150	80	25	11
8 th	91	113	78	14	11
9 th	14	18	13	3	2
10 th	7	9	5	0	0
11 th	8	7	7	1	0
12 th	11	7	2	0	1

I have made new friends because of the program.

Indeed, students in every grade level have made new friends as a result of attending the 21st Century program. Most of the 6th, 7th, and 12th graders "strongly agreed" to this while the majority of the other grade levels "agreed." There were feelings of contradiction, with many 6th, 7th, and 8th graders "disagreeing" or "strongly disagreeing;" that being, n= 29, n= 32, and n=33, respectively. The 10th graders, although a smaller population of students compared to the early grade levels, only "strongly agreed" or "agreed" to have made new friends! The following table provides a frequency of the students' responses.

Table 24: 6-12 Making New Friends

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
6 th	79	61	38	22	7
7 th	149	135	54	23	9
8 th	105	111	58	21	12
9 th	18	22	9	0	1
10 th	8	13	0	0	0
11 th	3	14	2	3	1
12 th	12	7	2	0	0

Teachers in this program care about me.

As shown in Table 25, there were several responses “agreeing” or “strongly agreeing” to this statement. There were no students in the 10th, 11th, and 12th grades who “disagreed” or “strongly disagreed” to this statement, and there were few 6th, 7th, 8th, and 9th grade students who felt this way, too. This suggests a culture of caring state-wide at the various 21st CCLC sites.

Table 25: 6-12 Teachers Care About Me

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
6 th	85	86	26	7	3
7 th	162	158	40	7	3
8 th	137	122	41	4	3
9 th	26	21	2	1	0
10 th	13	7	1	0	0
11 th	10	11	2	0	0
12 th	17	4	0	0	0

The teachers in this program expect me to do my best.

The data from the preceding question are in harmony with the students’ responses to this question. The highest frequency for all grade levels was “strongly agree;” indeed, the teachers in their program expect them to do their best. There were less “disagree” and “strongly disagree” responses to this statement as 9th, 10th, 11th, and 12th graders did not indicate either of these sentiments and only a few of the earlier grade levels indicated disagreement. The following table provides a frequency of responses.

Table 26: 6-12 Teachers Expect My Best

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
6 th	103	80	19	3	2
7 th	173	160	35	0	2
8 th	137	129	37	3	1
9 th	29	17	4	0	0
10 th	13	7	1	0	0
11 th	14	7	2	0	0
12 th	15	5	1	0	0

The program helps me understand that setting goals is important.

The majority of students in grades 6 through 10 “agreed” to this statement while the highest frequency of responses was “strongly agree” for 11th and 12th graders. The data are summarized in Table 28. A lot of 6th, 7th, and 8th grade students felt “neutral.” These data suggest that goal-setting may evolve as a student progresses through school.

Table 27: 6-12 Goal-Setting is Important

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
6 th	62	71	55	16	3
7 th	129	160	74	5	2
8 th	102	132	62	9	2
9 th	16	27	4	2	1
10 th	8	10	3	0	0
11 th	11	7	4	1	0
12 th	15	5	1	0	0

The program helps me understand how to make career choices.

As shown in Table 28, the highest frequency for grades 6 through 11 was “agree” while most 12th graders “strongly agreed” that the program helps them understand how to make career choices. Similar to the question above, there were several students in the earlier grades who reported feeling “neutral.”

Table 28: 6-12 Understanding How to Make Career Choices

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
6 th	46	73	58	24	6
7 th	95	131	110	31	3
8 th	88	121	71	20	7
9 th	16	17	14	3	0
10 th	5	12	2	1	1
11 th	3	9	8	3	0
12 th	11	4	5	1	0

The program has made me more interested in pursuing a career in math, science, technology or engineering.

There were mixed results for this question, for which the responses are displayed in Table 29 below. For the 7th and 8th grade students, most of them “agreed,” while those in the 6th, 9th, 10th, and 11th grades felt “neutral” to the idea that the program has increased their interest in pursuing a STEM-related career. A total of 15 students in the 12th grade “strongly agreed” or “agreed” to this statement. This area may warrant further exploration within the 21st CCLC sites.

Table 29: 6-12 Interest in Pursuing STEM Career

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
6 th	51	50	59	26	21
7 th	85	133	108	36	8
8 th	75	103	86	30	13
9 th	14	13	17	4	2
10 th	3	6	10	2	0
11 th	2	7	8	5	1
12 th	8	7	4	2	0

The program has made me aware of how to get involved in community service or other activities to help others.

Students replied favorably with the majority of 6th, 7th, 8th, and 11th graders “agreeing,” and most of the 10th and 12th graders “strongly agreeing.” Across all grade levels, there were few “strongly disagree” sentiments, as shown in the following table.

Table 30: 6-12 Awareness of Community Service

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
6 th	52	70	61	19	5
7 th	101	156	95	15	3
8 th	83	128	72	14	10
9 th	16	20	10	3	1
10 th	11	10	0	0	0
11 th	5	10	6	1	1
12 th	11	8	2	0	0

Overall, I think this program is good.

This was the last Likert-scale question on the survey, and data are presented in Table 31. It is noteworthy that, across all grade levels, students “strongly agreed” to feeling their 21st Century program is good.

Table 31: 6-12 The Program is Good

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
6 th	122	50	31	3	1
7 th	212	128	25	0	5
8 th	161	107	36	0	3
9 th	36	13	1	0	0
10 th	16	4	1	0	0
11 th	15	8	0	0	0
12 th	20	1	0	0	0

What do you like most about the program?

The data collected for this question were summarized into themes and are displayed in Table 32. Responses with n<10 were not included. The top three themes are discussed. A visual is provided in Figure 7.

Table 32: 6-12 What Students Like the Most

Theme	Count
Friends	253
Activities	184
Homework	157
Staff	84
Food	58
Positive Experience	58
Learning and Growing	52
Collaboration & Socialization	50
Environment	50
Going Outside	48
I Don't Know or N/A	42
Everything	40
Arts & Crafts	25
People	24
Programs/Classes	19
Nothing	17
Academic Performance	11
Freedom and Free Time	11

Friends

This theme is characterized by any response that involved spending time with friends or making new friends. It is likely that students felt this to be very important as the majority of 21st Century programs were held in-person. Having the opportunity to be surrounded by friends is highlighted by some of their responses:

- “Getting to hang out with my friends.” -6th grader
- “My friends are here.” -7th grader
- “That I made new friends and it teaches me things.” -7th grader
- “I liked that the program helped me make new friends.” -8th grader
- “The thing I like about this program is that you learn to cook and you learn about teamwork because you get put into a group and that you can even make new friends.” -8th grader

Activities

Students in grades 6 through 12 frequently reported liking the activities the most about the 21st Century program. Responses in this theme reflect the various activities students can/could do in the program. Responses were often the broad term of “activities.” However, it also includes some of the specified activities, such as gardening, physical activity, trips, cooking, and robotics.

- “I like that the program gives us activities and a [sic] also gives us physical activities.” -6th grader
- “What I like the most is the physical activities and robotics class.” -6th grader

- “I like doing things with my hands.” -7th grader
- “That we learn how to do gardening.” -8th grader
- “The physical activity.” -9th grader

Homework

Another major theme that emerged was homework, which involved students receiving help on their homework or simply having the time to do their homework.

- “I like how the teachers have helped me with my homework.” -6th grader
- “I always finish my homework during the 21st century.” -7th grader
- “The teachers help me with my homework.” -7th grader
- “I like that I get to ask for help on whatever I need.” -9th grader
- “I get to finish my homework when it is due the next day.” -10th grader

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

The data collected for this question were summarized into themes and are displayed in the following table. Responses with n<10 were not included. The top three themes are discussed.

Table 33: 6-12 What Could be Improved

Theme	Count
Nothing/Already Good	343
N/A, Not Sure, Don't Know	134
Food	97
More Activities/Games	65
More Respectful Environment	41
Time/Schedule	32
Gain in Skills or Understanding	28
More Programs/Classes	26
Academic Performance	20
Choice and Freedom	19
More People/Students	19
No Answer	18
More Items/Materials	17
Outside	16
Transportation	14
Everything	13
Staff	12

Nothing/Already Good

Most of the students indicated that nothing needed to be changed, reflecting their appreciation for how their program is currently organized.

- “Nothing because the program is the best.” -6th grader
- “There is nothing I see in this program that I think should be fixed.” -6th grader
- “Nothing, I like everything the way it is :)” -7th grader
- “I have nothing that I wish that we can do in my program [sic]there is nothing wrong with the

- way its [sic] going right now.” -8th grader
- “I really don't see nothing [sic] to be improved.” -11th grader

N/A, Not Sure, Don't Know

This theme is distinguished from the aforementioned theme of “nothing,” as several students stated “I don't know” or a similar statement regarding what improvements could be made to the program.

- “I dunno [sic].” -6th grader
- “I really don't know.” -7th grader
- “I am not sure.” -7th grader
- “I don't really know. We do need more staff, though.” -8th grader
- “Uncertain.” -8th grader

Food

Rounding out the top three themes is food as many students emphasized they would like to see more snacks offered, different food options, as well as healthier options.

- “I would like more choices for the food.” -6th grader
- “Better food.” -8th grader
- “The snacks.” -9th grader”
- “Better variety of snacks.” -10th grader
- “Healthier food choices.” -12th grader

Figure 7: Grades 6-12 Top 3 Favorite Things About the Program



Adult Family Member Survey

This survey was distributed to 5,078 adult family members who have a student (or students) attending a 21st Century program; 2,481 responses were collected, representing a 49% return rate. This may be a slightly inaccurate response rate as some adults may have more than one student in the program and should have completed one survey, but possibly completed more than one.

Perception of Program

There were five Likert-scale questions in which the adult family members provided a level of agreement. The results are summarized in the proceeding table. Responses are highly favorable with “strongly agree” the most common response across all statements and indeed, few who “disagreed” or “strongly disagreed.” Most notable, 72% (n = 1,781) of the family members “strongly agreed” to the statement *Overall, I think this program is good*. Areas of improvement may be of impact on their child’s reading and math skills as less than half (46%) of respondents “strongly agreed” that the program is helping their child’s development in these areas.

Table 34: Adult Perception of Program

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
My child likes to attend the out-of-school time program.	1,683	691	82	17	7
The program is helping my child to complete and turn in his/her homework on time.	1,322	792	306	40	20
The program is helping my child’s reading skills improve.	1,150	860	406	53	11
The program is helping my child’s math skills improve.	1,133	887	398	54	8
Overall, I think this program is good.	1,781	611	79	7	2

The parent activities the program offered (i.e. family night, computer classes, GED classes, etc.) met my needs.

There was an opportunity for adult family members to indicate if parental activities met their needs. The frequency table is provided in the following table. Most of the survey-completers (n = 1,089) indicated the activities did meet their needs; however, there were several who indicated they did not participate in activities.

Table 35: Adult Parent Activities Met Needs

	Count
Yes, the activities met my needs	1,089
No, the activities did not meet my needs	36
I did not participate in the parent activities	839
Parent activities were not offered to me	515

Open-Ended Questions

The second portion of the survey allowed adult family members to provide comments.

In your opinion, what has been the most positive result of your child's participation in the 21st Century program?

The table below provides themes of responses; responses with n<10 were not included. The top three themes are discussed, and a summary figure is provided after this discussion.

Table 36: Adult Most Positive Result

Theme	Count
Homework Help and Completion	622
Socialization and Engagement	562
Improved Academics	209
Activities	204
Like it all/Everything	166
Continuation of Learning	122
Reading and Writing Skills	118
Staff	118
Emotional Development	87
Math Skills	69
Student Discipline/Focus/Responsibility	57
Arts & Crafts	54
Physical Activity	53
Attitude Improvement	47
Communication Skills	46
Safe Environment	43
Self-Confidence	40
Allows Parent/Guardian to Work	34
Enjoys Learning	33
Food	33
General Improvement	31
STEM Interest	25
Looks Forward to Attending	25
Other Skills	20
Fun	17
English Skills	16
Life-Skills	15
Music	15
Outdoor Activities	14

Homework Help and Completion

Family members articulated that their child completing their homework and/or receiving homework help was the most positive result of the 21st Century program. The following quotes are a sample representing this them:

- “Homework help.”
- “Program helping my daughter to complete homework.”
- “Receiving the extra hands-on math support and homework help.”
- “My child turning homework in on time, getting extra one on one with teachers.”
- “We work late and it helps get their homework done on time.”

Table 37: Adult Areas of Improvement

Theme	Count
Nothing	1,781
Activities	127
Homework	118
Reading/Writing	60
Communication with Family Members	43
Staff	37
Food	34
STEM	33
Skill Development	24
Transportation	28
Offer Program Monday thru Friday	28
Outdoors	19
Individualized Focus	19
Extend Hours	18
Supervision	16
Tutoring	15
Family Involvement	15
Field Trips	15
Sports	15
Allow More Kids	13

Nothing

It is highly noteworthy that 1,781 adults indicated that nothing needed to be improved about the 21st Program, or they simply felt that everything was already working! This theme also includes those who did not respond or indicated N/A.

- “N/A I love the hours you guys offer M-F and the staff there are very sweet!”
- “I feel program is a benefit to my child. I have no suggestions at this time.”
- “Nothing.”
- “The program is good.”
- “Stay the same.”

Activities

Many adults suggested activities be improved. This included offering more options or incorporating educational activities in the program.

- “Projects, other subject areas.”
- “Hands-on activities.”
- “Activities to support her interests like painting and computer skills.”
- “More things for the kids to be able to do.”
- “More Educational activities.”

Homework

A frequent response for this question was homework, which included wanting more time spent or more assistance given to a student in this area.

- “I think they would help students do their homework and put them on math activities.”
- “Homework, checking any late, due and not turned in assignment.”
- “Assisting more with school work.”
- “Helping her with homework.”
- “Do not let your guard down with homework or with what each child needs.”

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

Adults expressed interest in family nights, GED sessions, and computer sessions. These areas are explained below and are displayed in the following table. Responses with n<10 were not included.

Table 38: Adult Learning Sessions Requested

Theme	Count
Family Night	163
GED	87
Computers	81
Helping Kids with Academics (Reading, Math, Literacy, Homework)	72
Anything	77
English	64
Cooking/Nutrition	56
Arts & Crafts	26
Parenting	23
Finance	14
Careers, Job Applications, Resume	11
Educational Sessions	10

Family Night

Despite the question asking for adult learning sessions, the survey responses indicated a desire for time to be devoted to family nights e.g., activities designed for families to participate in.

- “Family night, cooking night, painting night, etc.”
- “Family time, like we had before COVID, we miss those.”
- “Computer classes and family nights.”
- “Family night. And anything to help me encourage my child with a school.”
- “Family nights.”

GED

Several people indicated a desire for GED classes. Example quotes include:

- “Ged. English classes for dad.”
- “GED & English.”
- “Computer classes or GED classes.”
- “GED classes if offered remote.”

- “Have an [sic] family member who would be interested in GED classes/adult education.”

Computers

The third top theme for adult learning sessions was computers. This theme also reflects computer software such as Microsoft Office.

- “GED classes computer classes and family nights.”
- “Computer software training.”
- “Computer skills.”
- “Computer.”
- “Classes on excel and microsoft software.”

Feel free to share any additional comments.

Despite most adult family members leaving this space empty, there were 786 responses provided that reflected how much they appreciated the 21st program and 69 responses reflecting critiques.

Table 39: Adult Additional Comments

Theme	Count
Left Blank	1,612
Words of Appreciation	786
Critiques/Areas of Improvement	69

Words of Appreciation

Here are some examples of words of appreciation:

- “I am comfortable with my daughter attending 21st Century.”
- “I am very grateful for the program! Because it’s a great support for parents that we work and can’t afford an after school program.”
- “Excellent program.”
- “[School District] runs an activity bus, which makes my son’s participation in the after school program possible. Thank you!”
- “I am so grateful this program is around, my daughter loves cooking and enjoying time spent after school having fun.”

Critiques/Areas of Improvement

Some comments were suggestions for areas of improvement:

- “I feel like the program should be extended through Fridays.”
- “I love this program. Needs better food.”
- “I would love to see the program expand to rockets and involve NASA. There are a lot of ways the kids can get funding by doing tests on behalf of NASA. The kids will enjoy it and they learn to set up, test, and record.”
- “Increased focus on natural activities for students.”
- “I would like if the program started sooner in the school year instead of having to wait for a month!! It would be helpful more helpful [sic] if the program started same week as school does.”

Team Member Survey

This survey was distributed to 759 team members, including staff and volunteers; 678 responses were collected, representing an 89% return rate.

Team Member Confidence

There were a number of statements provided for team members to rate their level of confidence. 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 the table below. It is evident that most team members are confident in the stated areas. For some areas, however, there were a number of team members who expressed wanting more training. For example, regarding *Knowledgeable about the procedures to follow in an emergency*, 132 team members indicated they would like more training. This represents 19% of the 678 responses.

Table 40: Team Member Confidence

	Confident	Would Like More Training	N/A
Knowledgeable about the procedures to follow in an emergency.	541	132	5
Knowledgeable about the procedures to ensure compliance with health and safety laws.	565	104	9
Knowledgeable about the relationship between the program activities and the goals of the program.	595	77	6
Knowledgeable about the program policies/procedures.	590	81	7
Knowing efficient methods for conducting attendance checks.	593	49	36
Providing instruction that encourages student engagement in learning.	610	55	13
The alignment of after-school and regular school day curriculum.	571	85	22
Facilitating math tutoring or enrichment lessons.	496	109	73
Facilitating literacy/reading tutoring or enrichment lessons.	525	91	62
Providing homework help to after-school student.	603	35	40

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 options included “Strongly Agree,” “Agree,” “Neutral,” “Disagree,” and “Strongly Disagree.” The number of responses is provided in the table below. In total, there were 635 team members who “agreed” or “strongly agreed” to this statement whereas eight “disagreed” or “strongly disagreed”. This suggests the belief that they are providing a meaningful experience for students at their 21st Century site.

Table 41: Team Members- Learning Center Quality Agreement

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Overall, the 21st CCLC program being provided at this learning center is high quality.	447	188	35	5	3

Open-Ended Questions

The second portion of the survey allowed team members to provide comments to four questions. Their responses are summarized below. It should be noted that there were a wide variety of responses for this constituent group. It is likely that responses are site-specific. Additionally, some responses may only be relevant to a particular site.

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

There was a wide variety of responses for this, which served as two questions in one. Responses with n<10 were not included. The top three areas are discussed and supported with quotes.

Table 42: Team Members- Most Useful Professional Development

Theme	Count
N/A	230
All training	26
STEAM/STEM training	22
Homework help	21
Trauma-based training	13
Food handling/safety	12
Keynote speakers	11
Social-emotional trainings	10

N/A

There were 230 team members who indicated they did not participate in training, that it wasn't offered to them, or that they were not aware of the opportunity.

- "Nothing."
- "As a teacher, I did not received [sic] any staff training. Not sure what this question is referring to?"
- "I did not attend a pd activity."
- "Have we had any?"
- "None given."

All Training

One cannot infer if team members indicated they participated in all trainings, or if they felt "all" was beneficial. However, the general consensus from this theme was that all of the trainings were helpful for the person responding to the survey. It may be likely that the team members who indicated participating in "all training" may have participated in training that varied amongst them. It cannot be deciphered the location in which these trainings were completed. The following are example quotes:

- "Everything is very important to me."
- "All of them."
- "All of them. They really helped me understand the importance of the program and just different ways to get the students attention and wanting to be in the program."
- "They were all pretty helpful."
- "All the trainings that have been offered were very beneficial. The trainings help in refreshing the programs being taught and any questions or confusion is always cleared up at the trainings."

STEAM/STEM Training

Several team members indicated STEAM/STEM trainings were the most useful, with many indicating the activities that were covered in the professional development trainings were very helpful for them.

- “PD about STEAM activities.”
- “STEAM strategies on how to make kids more involve/active during activities.”
- “STEM.”
- “The STEM workshops.”
- “The stem training. I liked that it went over most of the lessons.”

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

There were several suggestions for trainings, although the top response was from staff who felt they did not need further training. The table below provides a count of the responses, followed by a summary of the top three themes. Responses with $n < 10$ were not included.

Table 43: Team Members- Additional Trainings Requested

Theme	Count
N/A, none, not sure	177
STEM	60
Activities and games	50
Any/all	49
Computer/tech	32
Engaging students	30
CPR/First Aid	26
Behavioral problems management	25
Emergency situations	19
Arts, music	18
Hands on	17
Enrichment	17
Academic support/tutoring	17
Curriculum/lesson-planning	15
Reading and writing	15
Working with families/parents	14
Mental health	14
Motivational trainings	11

N/A, none, not sure

It is likely that many team members are well-equipped already and feel they do not need additional training. Alternatively, many simply do not know what training they may need.

- “Nothing!”
- “N/A”
- “none all good”

- “Not sure at this time.”
- “I’m okay, none at this time.”

STEM

There is a need for STEM-related training, as 60 responses reflected this. Here are example quotes:

- “Training for more STEM activities.”
- “I would like to attend STEM training and other enrichment activities to bring more excitement to the program.”
- “Structuring a science class/suggestions on how to.”
- “I would love to attend trainings about STEM activities for little kids.”
- “Science and social studies.”

Activities and games

Team members also cited needing additional training for activities and games. Some of the responses reflected needing ideas for more activities, too.

- “More on students’ activities...”
- “I would like to maybe have training on the activities but broken down in sections.”
- “More activities.”
- “After school day school activities.”
- “Creative Warm Up Activities.”

What do you like most about the program?

There were numerous responses for this question. As indicated in the following table, the majority indicated that helping students was something they enjoyed the most, followed by the students themselves! The top three themes are summarized after the table. However, despite not making the top three, there were 29 responses which reflected how team members appreciate the safe environment the program offers! Responses with n<10 were not included.

Table 44: Team Members-Like the Most

Theme	Count
Help students	118
Students	82
Activities	63
Engagement	59
Students enjoy it	51
Interaction	38
N/A	38
Student success	37
Staff	33
Safe environment	29
Enrichment	21
Food	21

Fun	20
Flexibility/autonomy	19
Everything	17
Provided materials	17
Help families	14
Opportunities	14
Relationships	14
Hands-on	12
Skills	11
STEAM/STEM	10

Help Students

Team members enjoy helping students! This theme was the most frequent with 118 responses.

- “The kids and helping them.”
- “I liked being able to help the kids with their work as well as social emotional learning.”
- “Making a difference in students' lives who may or may not be in my classroom during the regular school day.”
- “Helping students with and understanding their homework along with the variety of projects.”
- “Helping students find a love of learning.”

Students

Several 21st Century team members put the students first. This is evident by the 82 responses reflecting the students being what they like the most.

- “The kids.”
- “Getting to spend time with the children which is something I am passionate about.”
- “The children.”
- “The kids they are great.”
- “My favorite part of the program is working with students.”

Activities

The third most frequent response was activities. Team members expressed appreciation for the activities the 21st Century program provides for the students, as evident in some of these quotes:

- “Being able to integrate math and art. Exposing students to different activities.”
- “I love the activities! I love the fact that if I have a question I can also contact our facilitator or anyone at [name of site] and they are also willing to help.”
- “Being able to deliver highly-engaging and hands-on activities to students.”
- “Fun-filled activities.”
- “I like how the program uses fun lessons/activities to enhance students' learning.”

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

Team members provided several ideas of improvement, although several stated n/a or nothing. The themes are presented in the following table and then summarized. Responses with n<10 were not included.

Table 45: Team Members- Improvements

Theme	Count
Materials and supplies	35
Activities	32
Program organization and logistics	32
Training	29
Food	25
Pay	22
More staff	19
Academic support	19
Curriculum/lessons	16
Engagement	15
Team-work amongst staff	15
Increase enrollment	13
Support for staff	13
Student-teacher ratio	13
Communication	11
Consistency	10
Working with families	10
Paid prep time	10

Materials and Supplies

It seems there is a great need for additional materials and supplies at various locations. Some of the comments below also include other suggestions.

- “Supplies on students need to bring have for us teachers in case some students can afford to bring them or have the supplies because home situations.”
- “Supplies; arrived late this school year.”
- “The program runs great as is. It would be great to have supplies provided to use in the beginning of the year so we have fun, engaging activities to do with the students from day one.”
- “More supplies and definitely some paid prep time to create lessons/ gather supplies for the program.”
- “More Materials and resources ready to use.”

Activities

Team members expressed the need for different or more activities offered to their students as part of the 21st program. Some suggestions are:

- “Different activities for every semester as some students end up doing the same activities twice.”
- “I would like to see more engaging activities that are hands on.”
- “Some of the activities don't hold the kids attention.”
- “More activities.”
- “Coming up with better activities and gain mutual respect from children to staff.”

Program Organization and Logistics

Several responses reflected the need for improvement in various program logistics and overall organization. Here are some example comments:

- “Homework is no longer applicable in many grades.”
- “Better organization when a staff member is out...”
- “I want access to my rosters. It is difficult to know who is enrolling and who is not. Last year, I also ended up with a GIANT class because I was unable to cap.”
- “More organized and assistance with issues that arise.”
- “More communication, more funds, start on time, meet one day out of the week.”

Figure 9: Team Members Areas of Improvement



Appendix: Other Programs – Participation and Demographics

This Appendix presents demographic information for students who participated in the comparison programs during the 2021-2022 academic year (please refer back to Table 2 for 21st CCLC demographics). The program with the largest number of participants was Extended Learning Time, with 63,088, with Community Schools the next largest at 18,273 students. Looking at demographic makeup of these students, all have about equal portions of males and females, and all programs had a substantial majority of students who qualified for free or reduced price lunch. This was particularly true for 21st CCLC and K-5 plus. Most students were also Hispanic or Latino, with 21st CCLC and Community Schools having the highest makeup. Additionally, about one third of K-5 Plus students were American Indian or Native Alaskan, while the portion of English Learners across programs was mostly around 20 to 25 percent among those who provided that information. All comparison program demographic tables can be found below. Note that for ESSER, there were data available for 443 students, though the total number of students in ESSER programs is higher.

Table 46: ESSER Participant Demographics

	N	Percent
Female	225	51%
Male	196	44%
Other	22	5%
Hispanic or Latino	293	66%
Not Hispanic or Latino	88	20%
Unknown	62	14%
American Indian or Native Alaskan	43	10%
Asian	7	2%
Black or African American	14	3%
More than One Race	4	1%
Native Hawaiian or Pacific Islander	2	0%
Some Other Race	10	2%
White	308	70%
Unknown	55	12%
Free/Reduced Price Lunch	241	54%
Not FRPL	34	8%
Unknown	168	38%
English Learner	20	5%
Not English Learner	288	65%
Unknown	135	30%
GRAND TOTAL	443	

Table 47: Extended Learning Time (ELTP) Participant Demographics

	N	Percent
Female	30,788	49%
Male	32,300	51%
Other	0	0%
Hispanic or Latino	43,691	69%
Not Hispanic or Latino	19,397	31%
Unknown	0	0%
American Indian or Native Alaskan	5,654	9%
Asian	1,020	2%
Black or African American	2,167	3%
More than One Race	0	0%
Native Hawaiian or Pacific Islander	394	1%
Some Other Race	0	0%
White	53,854	85%
Unknown	0	0%
Free/Reduced Price Lunch	48,159	76%
Not FRPL	14,929	24%
Unknown	0	0%
English Learner	12,923	20%
Not English Learner	50,165	80%
Unknown	0	0%
GRAND TOTAL	63,088	

Table 48: Community Schools Participant Demographics

	N	Percent
Female	8,848	48%
Male	9,425	52%
Other	0	0%
Hispanic or Latino	13,352	73%
Not Hispanic or Latino	4,921	27%
Unknown	0	0%
American Indian or Native Alaskan	2,158	12%
Asian	291	2%
Black or African American	709	4%
More than One Race	0	0%
Native Hawaiian or Pacific Islander	278	2%
Some Other Race	0	0%
White	14,838	81%
Unknown	0	0%
Free/Reduced Price Lunch	16,228	89%
Not FRPL	2,045	11%
Unknown	0	0%
English Learner	4,756	26%
Not English Learner	13,517	74%
Unknown	0	0%
GRAND TOTAL	18,273	

Table 49: K-5 Plus Participant Demographics

	N	Percent
Female	1,891	49%
Male	1,939	51%
Other	0	0%
Hispanic or Latino	1,997	52%
Not Hispanic or Latino	1,833	48%
Unknown	0	0%
American Indian or Native Alaskan	1,388	36%
Asian	38	1%
Black or African American	109	3%
More than One Race	0	0%
Native Hawaiian or Pacific Islander	29	1%
Some Other Race	0	0%
White	2,335	61%
Unknown	0	0%
Free/Reduced Price Lunch	3,679	96%
Not FRPL	168	4%
Unknown	0	0%
English Learner	991	26%
Not English Learner	2,839	74%
Unknown	0	0%
GRAND TOTAL	3,830	