



SOAR: Southwest Outreach Academic Research Evaluation and Policy Center

New Mexico 21st Century Community Learning Centers Statewide Evaluation End of Year Report Academic Year 2022 – 2023

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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 2022 – 2023 results regarding student participation, engagement, academic performance changes, and summarizes stakeholder survey data from parents, staff, and students as well.

Who Participated?

- During the 2022-2023 academic year, a total of nine grantees served 8,765 students in the 21st Century after-school program. A strong majority (82%) are Hispanic or Latino, 97% of the students qualify for free or reduced-price lunch, and 23% are English Learners (EL).

How did Students Engage?

- Collectively, all students engaged in 1,118,401 hours of different activities. The top three areas students engaged in were healthy and active lifestyle, academic enrichment, and science, technology, engineering, and mathematics (STEM) at over 200,000 hours each.

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

- Across both subjects, students grew in their performance from the start to the end of the year, and all demographic groups increased in average performance. Growth was slightly more pronounced in math.
- Performance among American Indian or Native Alaskan students, those who qualified for free or reduced price lunch, and English Learners was lower than their counterparts in both subjects, however, all of these groups increased in average scores at the end of the year.
- In both math and English/reading, Hispanic or Latino student averages were higher than students who were not Hispanic or Latino.

What did Stakeholders Think of the Program?

- Survey data reveal general appreciation and positive impact of the 21st Century program for students and adult 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 91% of the K-6 students agree or strongly agree that the 21st Century teachers and staff care about them.
- Adult family members are thankful for the 21st Century program as several wrote sentiments of appreciation toward the 21st Century staff that make their child(ren) happy and safe.

Recommendations

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

- Though all student groups grew in their academic performance by the end of the year, averages for English Learners, students who qualify for free or reduce price lunch, American Indian or Native Alaskan, and Black or African American students were lower than the other demographic groups. It is worth considering ways to help close the continued gap in performance across these subjects.
- The top activity category this year was “Healthy and Active Lifestyle” that had over 275,000 hours of student engagement across the year. Academic enrichment and STEM had over 230,000 hours each, and other activities that focused on career readiness and activities for English Learners had thousands of hours as well. This suggests that students are engaging in academically focused (e.g., centered on core subjects) activities but also other experiences that contribute to their development and well-being. Continued monitoring of the balance of academic and on academic engagement would help ensure students are having experiences that benefit them across different areas.

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 supplies. As such, leadership should ensure sites are provided supplies at the beginning of the academic year and provide timely re-stock as necessary.
- Adult family members recommend offering additional family activities ranging from helping children with their homework to social activities. Sites may want to explore offering educational and social opportunities for adults and students to participate in.
- All stakeholder groups would like to see new activities offered at their 21st Century site. 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. It would also be necessary to keep activities within the scope of the 21st Century program guidelines and structure.
- Team members cited needing additional professional development and training in emergency procedures and ensuring age-appropriate curriculum/services to the 21st Century students. 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

NM 21st Century '22-'23

By the Numbers

There were 8,765 students!!!

Students participated in 239,506 hours of activities related to Science, Technology, Engineering, & Math.



STEM

Adult Family Members

96% of Adult Family Members agreed/strongly agreed to "Overall, I think this program is good."



Academic Outcomes

Students improved in both

Math and English/Reading from quarter one to quarter four.



FRPL

In total, 97% of the NM 21st CCLC students qualified for free or reduced-price lunch.

Demographics

- 82% Hispanic or Latino
- 3% American Indian or Native Alaskan
- 23% English Learner



Student Experience

I love the friends that I have made here, and I feel a lot more good about myself because I know that I have friends that care about me.

-5th Grade 21st Century Student

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. This report presents end of year data collected during the 2022-2023 academic year. New Mexico State University Institutional Review Board (IRB) approval was obtained for the evaluation.

This report summarizes end of year data collected during the 2022 – 2023 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, teachers, 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/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.

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

- 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.
- 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.
- 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.
- 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.
- 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 seven districts in southern New Mexico. Within these sites are 124 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
- 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 Education Collaborative
- Santa Fe Public Schools
- Silver Consolidated Schools (NMSU)
- South Valley Preparatory School

Student Demographics

The first part of the report presents demographic information for the 8,765 students who participated in any 21st CCLC activities during the 2022-2023 academic year. For the data pull, students who were active between August 15, 2022 through May 27, 2023 were included.

Table 1 shows a breakdown of participants by grade level. A strong majority of participants are in first through fifth grade, with some participation from middle school age students.

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

	Count	Percent
P or K	704	8%
1	978	11%
2	1,109	13%
3	1,188	14%
4	1,168	13%
5	1,220	14%
6	980	11%
7	606	7%
8	538	6%
9	95	1%
10	60	1%
11	55	1%
12	64	1%
Total	8,765	100%

Next, the gender breakdown among participants was almost equal. Most were Hispanic or Latino (82%), and almost as many were White (75%). Nearly all students qualified for the federal free or reduced-price lunch program (97%), and just over a fifth were classified as English Learners. Looking at the populations of focus in the Yazzie/Martinez lawsuit, there is participation (3%) from American Indian students, with almost all participants qualifying for the federal free or reduced-price lunch program and a substantial majority of Hispanic or Latino students as well. More information about these demographics can be found in Table 2 below.

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

	N	Percent
Female	4,490	51%
Male	4,248	49%
Other	27	0%
Hispanic or Latino	7,196	82%
Not Hispanic or Latino	1,488	17%
Unknown	81	1%
American Indian or Native Alaskan	287	3%
Asian	49	1%
Black or African American	228	3%
More than One Race	197	2%
Native Hawaiian or Pacific Islander	64	1%
Some Other Race	1,241	14%
White	6,599	75%
Unknown	100	1%
Free/Reduced Price Lunch	8,473	97%
Not FRPL	229	3%
Unknown	63	1%
English Learner	2,004	23%
Not English Learner	6,502	74%
Unknown	259	3%

Student Engagement

The next section of the report presents the total hours for each activity category that 21st CCLC students engaged in during the year, yielding a total of 1,118,401 hours among all activities combined. The top areas within this total were healthy and active lifestyle, academic enrichment, and science, technology, engineering, and mathematics at over 200,000 hours each. Table 3 below presents the total hours for each activity category.

Table 3: Student Engagement: Hours Spent on Each Activity

Activity Category	Hours
Healthy and Active Lifestyle	277,313
Academic Enrichment	251,412
Science, Technology, Engineering, and Mathematics	239,506
Well-rounded Education Activities	151,720
Literacy Education	111,156
Activities for English Learners	65,611
Career Competencies and Career Readiness	15,303
Drug and Violence Prevention and Counseling	3,426
Other	1,367
Parenting Skills and Family Literacy	790
Assistance to Students who have been Truant, Suspended, or Expelled	665
Cultural Programs	134
Grand Total	1,118,401

Student Grades

Grades of the students who participated in 21st CCLC during the 2022-2023 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 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 4,810 students were included in the English/reading score analyses. Of note, among all students, 1,764 (37%) grew at least one increment from quarter one to quarter four.

Overall, students grew in their English/reading average from time one to time four with measurable growth across all subgroups. American Indian students improved by about one point, and English Learners and students who qualified for free or reduced price lunch also improved at about the same amount at about half of a point each. Hispanic or Latino students also had higher averages at both time points compared to students who were not Hispanic or Latino. 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	4,810	7.55	3.21	8.09	3.16
Females	2,515	7.82	3.14	8.35	3.07
Males	2,278	7.27	3.26	7.81	3.23
Hispanic or Latino	4,061	7.59	3.10	8.11	3.08
Not Hispanic or Latino	692	7.42	3.69	7.99	3.55
American Indian or Native Alaskan	182	5.83	3.43	6.88	3.45
Black or African American	126	7.15	3.71	7.49	3.51
More Than One Race	118	7.17	3.50	7.39	3.54
Some Other Race	713	7.93	3.40	8.90	3.27
White	3,560	7.59	3.07	8.02	3.04
Free/Reduced Price Lunch	4,618	7.51	3.19	8.05	3.16
Not FRPL	166	8.75	3.27	9.14	3.12
English Learner	1,204	6.95	2.82	7.57	2.70
Not English Learner	3,442	7.78	3.28	8.33	3.16

For math, a total of 4,788 students were included in analyses. Among all students, it is worth noting that 1,842 (38%) grew at least one increment from quarter one to quarter four.

Similar to English/reading, students overall grew in their math scores, with measurable growth across all subgroups, particularly American Indian students, English Learners, Hispanic students, and those who qualified for the free or reduced price lunch program. Like in English/reading, math averages were higher at both times for Hispanic or Latino students compared to students who were not Hispanic or Latino. The table below outlines change scores for all students.

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	4,788	7.49	3.16	8.10	3.12
Females	2,489	7.59	3.13	8.17	3.06
Males	2,284	7.37	3.19	8.05	3.17
Hispanic or Latino	4,045	7.51	3.08	8.14	3.05
Not Hispanic or Latino	687	7.42	3.53	7.97	3.43
American Indian or Native Alaskan	183	5.93	3.20	7.15	3.25
Black or African American	124	7.25	3.42	7.48	3.69
More Than One Race	116	6.78	3.29	7.91	3.51
Some Other Race	713	7.85	3.43	8.71	3.32
White	3,542	7.53	3.03	8.06	2.99
Free/Reduced Price Lunch	4,595	7.44	3.14	8.07	3.11
Not FRPL	166	8.87	3.15	9.17	3.06
English Learner	1,246	7.01	2.88	7.72	2.86
Not English Learner	3,381	7.68	3.22	8.30	3.15

Survey Results

To gather feedback, the following 21st stakeholder groups were sent a survey as part of the program: 1) pre-literate students, 2) K-6 elementary school students, 3) 6-12 middle/high school students, 4) adult family members, 5) program team members; and 6) participant's teachers. Each group received a different survey consisting of closed-ended and open-ended questions. English and Spanish versions were available. This section of the report provides summaries and analyses of the data collected through these surveys. 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 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) corresponding to a level of agreement; a visual is provided below. In total, 170 students completed the

survey; three of these were completed in Spanish. 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 3: Pre-Literate Survey Visual



Table 6: Pre-Literate Survey

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I like the program.*	2	1	6	25	137
The program helps me complete and turn in my homework on time.	1	2	22	33	112
I'm doing better in school since I've started coming to the program.	1	3	16	42	108
I feel better about myself because of the program.	0	3	11	47	109
I have made new friends because of the program.	1	3	7	29	130
Teachers and staff in this program care about me.	1	3	4	24	138
The teachers and staff in this program expect me to do my best.	3	0	5	26	136
Overall, when I think about this program, I feel...	0	1	14	28	127

*For “I like the Program,” participants could select all that apply, thus there are more responses than the number of students.

K-6 Elementary Student Survey

This survey was completed by 6,103 students. Of these surveys, 212 were completed in Spanish. All data have subsequently been translated to English and are presented in the following narrative.

Closed-Ended

Grade Level

Of the survey completers, the table below provides a count of students by grade level. Most students (n =1,083) were in the 5th grade.

Table 7: K-6 Survey Completers

	Count	Percent
Kindergarten	491	8%
1st	791	13%
2nd	1,025	17%
3rd	1,057	17%
4th	1,059	17%
5th	1,083	18%
6th	597	10%
Total	6,103	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,” except for “I’m doing better in school since I’ve started coming to the program” as the most frequent response was “agree.” Most noteworthy, 92% either “agreed” or “strongly agreed” to the statement, “overall, I think this program is good.” Table 8 below provides a summary of students’ responses to these statements.

Table 8: K-6 Student Experience

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I like the program.	66	78	460	2,119	3,380
The program helps me complete and turn in my homework on time.	87	290	1,073	2,323	2,330
I’m doing better in school since I’ve started coming to the program.	121	284	1,099	2,410	2,189
I feel better about myself because of the program.	113	258	866	2,306	2,560
I have made new friends because of the program.	148	340	619	2,082	2,914
Teachers and staff in this program care about me.	55	95	417	2,171	3,365
The teachers and staff in this program expect me to do my best.	38	58	353	2,149	3,505
Overall, I think this program is good.	57	70	379	1,995	3,602

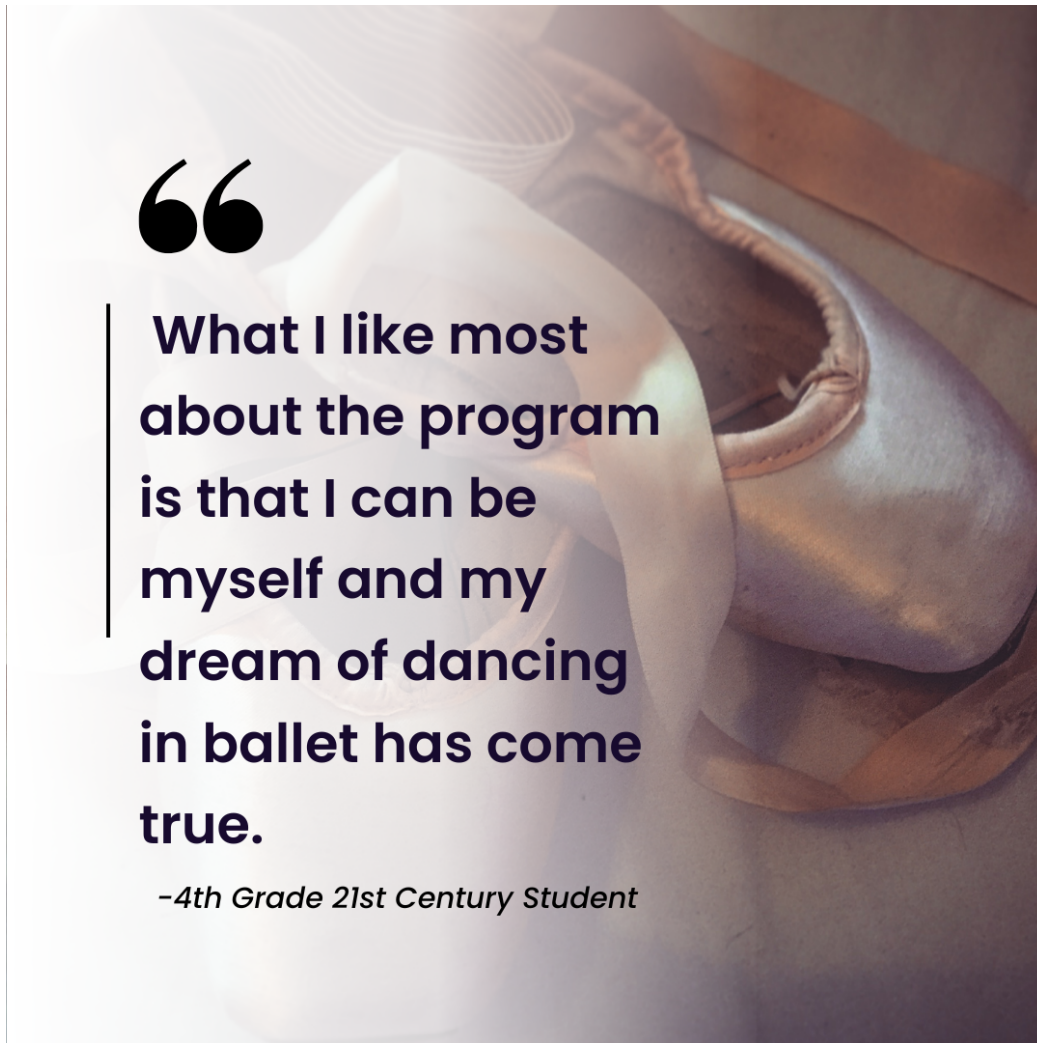
Open-Ended

The second portion of the survey allowed students to provide feedback to 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 five top themes: 1) activities, 2) social interaction, 3) homework and learning, 4) positive experience, and 5) other. The themes are presented in order of frequency. The figure below provides a visual of an exemplary response provided by one of the 21st Century participants to this question.

Figure 4: K-6 Quote

*Activities*

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

- “I liked doing all my activities.” -Kindergartener
- “We made binoculars and explored the world.” -1st grader
- “That I can cook.” -4th grader

Homework and Learning

Another major theme that emerged was homework, which involved students receiving help on their homework or simply having the opportunity to finish their homework. This theme also reflected students participating in content-specific activities such as reading, math, or science. Some of the selected quotes representing this theme are included below.

- “Teachers help with homework.” -2nd grader
- “I like studying.” -5th grader
- “What I like most about the program is that we get to read, make friends and have social-emotional time every time we meet.” -6th grader

Positive Experience

This theme reflects comments regarding students simply appreciating the program or that they enjoyed everything about it! Several students reported a positive experience, as evidenced by the following quotes.

- “That we get to have fun and learn at the same time.” -1st grader
- “The thing that I love about the program is spreading kindness.” -2nd grader
- “Its [sic] the best program. It helps with my homework. Its [sic] the best day every day. thank you.” -4th 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 be with their friends. Additionally, students commented how they appreciated being able play games or do homework with their peers. This theme also reflects responses indicating students appreciating the interaction with staff at the program.

- “I like that I can be with other kids.” -2nd grader
- “Spending more time with my friends, playing, and the teachers.” -4th grader
- “That I get to spend more time with my friends and learn about technology.” -6th grader

Other

The final theme that emerged from students’ responses to what they like the most about the program is simply “other.” Such responses range from food, snacks, and meals to how the program makes a student feel included, welcome, and supported.

- “Get extra snacks on Wednesdays.” -1st grader
- “That I learn new things and get to get messy without my parents mad.” -3rd grader
- “I like that the teachers take the time to help and take care of us.” -5th 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 five main themes: 1) nothing needs to be changed, 2) activities, 3) homework and learning, 4) program logistics 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 don't want you guys to change anything cause its good the way it is<3” -2nd grader

- “Nothing, it's very fun, it doesn't lack anything.” -3rd grader
- “Everything is very good, there's nothing to change.” -6th grader

Activities

Some students would like to see activities be improved. This theme includes the desire for additional activities or ones that are designed for different grade levels. Many students also desire the opportunity to participate in outdoor activities. The following quotes are examples of this theme.

- “What they can do is let me dance more.” -4th grader
- “More games and physical activity.” -5th grader
- “Have more outside activities.” -6th grader

Homework and Learning

There were several requests for improvement in homework and learning. Mostly, students desire more time for homework or more help in completing their homework. Additionally, students are eager for additional time to read or for instruction in science or math.

- “That they teach me Natural Sciences.” -1st grader
- “To help me more in Math.” -2nd grader
- “Even more homework time.” -5th grader

Program Logistics

Responses also reflected program logistics including changing times in which sessions are offered, physical space considerations, and rules and behavior. Here are some quotes offered in this category.

- “Maybe let us do what ever we want but there will be rules.” -2nd grader
- “We can like have more room and like have more quiet place.” -3rd grader
- “Five days per week.” -4th 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 as well as supplies for the K-6 students to use e.g., arts and crafts materials, sports equipment, etc. Students also provided suggestions for how to build community at their 21st Century site. The following quotes represent this theme.

- “You can put birthdays on the birthday wall.” -2nd grader
- “Extra activities in the cafeteria to do with parents, like last year.” -3rd grader
- “You can give us better food and get more new people to join the program and give us better and more toys.” -4th grader

6-12 Middle/High School Student Survey

This survey was completed by 1,234 6-12th graders. Of these surveys, 30 were completed in Spanish. All data have subsequently been translated to English and are presented in the following narrative.

Closed-Ended

Grade Level

Of the survey completers, Table 9 provides a count of students by grade level. Most students (n = 405) 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 Student Experience

	Count	Percent
6 th	213	17%
7 th	401	32%
8 th	405	33%
9 th	80	6%
10 th	42	3%
11 th	47	4%
12 th	46	4%
Total	1,234	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, excluding one, the most frequent response was “agree.” The most frequent response for “overall, I think this program is good,” was strongly agree as 615 students selected this option. Data show more mixed responses for “the program has made me more interested in pursuing a career in math, science, technology or engineering,” as 176 students either strongly disagreed or disagreed with this statement. That is roughly 14% of the survey completers. Table 10 below provides a summary of students’ responses to these statements.

Table 10: 6-12 Student Experience

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I like the program.	13	22	170	545	484
The program helps me complete and turn in my homework on time.	37	55	342	560	240
I’m doing better in school since I’ve started coming to the program.	33	92	376	487	246
I feel better about myself because of the program.	27	75	360	506	266
I have made new friends because of the program.	41	92	216	501	384
Teachers and staff in this program care about me.	8	16	190	577	443
The teachers and staff in this program expect me to do my best.	8	9	157	571	489
The program helps me understand that setting goals is important.	31	58	272	518	355
The program helps me understand how to make career choices	36	94	357	461	286

The program has made me more interested in pursuing a career in math, science, technology or engineering.	63	140	386	408	237
The program has made me aware of how to get involved in community service or other activities to help others.	34	76	346	505	273
Overall, I think this program is good.	10	17	153	439	615

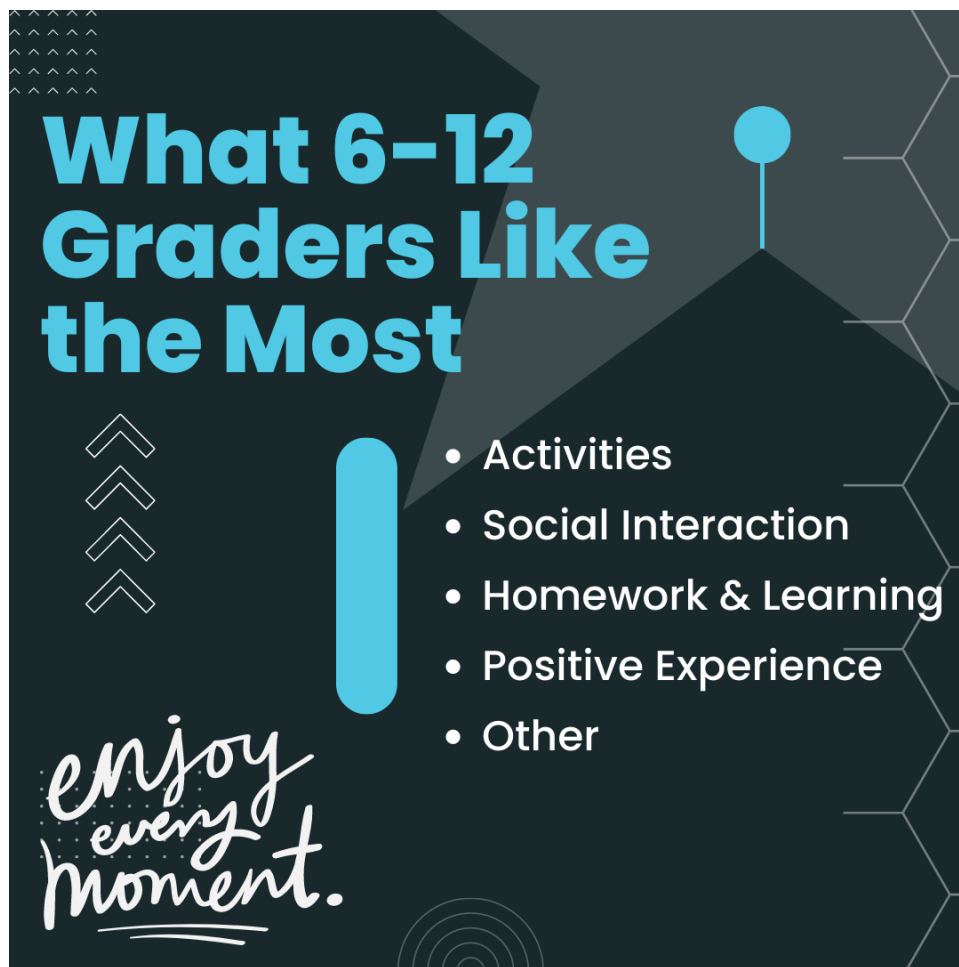
Open-Ended

The second portion of the survey allowed students to provide open ended feedback to 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 five main themes, displayed in the figure below.

Figure 5: 6-12 Enjoy the Most



Activities

This theme is characterized by any response that involved participating in activities at the respective 21st site. Often students indicated specific activities such as cheerleading, football, or painting. There were a variety of activities mentioned and they encompassed holistic development for the students e.g., academics, athletics, and arts. Additionally, this theme simply reflects students reporting “activities” to this question.

- “The activities included with this program. Also, the games and other things they have.” -6th grader
- “Being able to do things that are in my interest and doing arts, crafts, learning creative careers.” -7th grader
- “Cake decorating is fun and honestly it has improved more of my artistic skills..” -8th grader

Social Interaction

Students in grades six through 12 frequently reported appreciating the social interaction the 21st Century program provides, as exemplified through the following quotes.

- “My friends are here” -6th grader
- “Extra time to talk to my friends.” -7th grader
- “I am in the country I like to come and see, meet new people.” -9th grader

Homework and Learning

Another major theme that emerged was homework, which involved students receiving help on 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 reflecting on students learning something as a result of attending the program.

- “[staff member] helps me with my homework and asks what I like to do and is very supportive.” -6th grader
- “Being with my friends and learning technology.” -7th grader
- “Learn new things in Spanish.” -12th grader

Positive Experience

This theme reflects comments regarding students simply appreciating the program or that they enjoyed everything about it!

- “You learn and have a good time.” -8th grader
- “That I can come and just expect the best experience.” -9th grader
- “We get to experience new things and learn new stuff about self-care and it helps to boost self-confidence.” -10th grader

Other

The final theme is categorized as other, which includes a variety of comments that do not necessarily fit into the aforementioned 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 “other” theme:

- “I can take naps.” -7th grader
- “uhh its the end of the day.” -8th grader
- “I like to come for lunch and play music.” -11th 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 five main themes: 1) nothing needs to be changed, 2) activities, 3) program logistics, 4) food, 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 reasons to justify the “nothing,” citing positive experiences and a sense of appreciation for the program. The following quotes provide examples of these sentiments.

- “I think it's pretty good and when you're in it you make suggestions and they are made.” -7th grader
- “There is probably nothing I need to see improved.” -8th grader
- “I think everything is fine, I really like the class.” -12th grader

Activities

An area of improvement, as suggested by the 6th-12th graders who completed the survey, is for additional or more variety in 21st program activities. Generally speaking, students would like to see new activities ranging from board games to field trips. Also, students have a wide variety of interests and as such this was reflected in some of the responses. The following quotes demonstrate students’ desire for improvement with activities.

- “More art programs and boxing.” -7th grader
- “More variety in the after school activities; perhaps a drama program.” -8th grader
- “Gym activities.” -9th grader

Program Logistics

Many responses reflected program logistics such as expanding or changing times, physical space considerations, transportation, program rules, and behavior. Here are some quotes offered in this category.

- “Divide the time and one part make it for homework other part for fun activities.” -7th grader
- “It be [sic] cool if we could ride the bus home.” -8th grader
- “Better temper control too hot or too cold.” -10th grader

Food

Some students would like to see better food options or an increase the variety of foods they can select. Additionally, some students would like to see more food provided at their program. The following quotes reflect these sentiments.

- “How we have to wait so long to be able to get snacks.” -8th grader
- “Snacks more food.” -9th grader

Other

Finally, this category encompasses a variety of suggestions including students’ desire for change in the homework session or a desire to have no homework. Additional “other” responses include a desire for more fun, additional supplies, and even an increase in student attendance.

- “To get bored [sic] games that have all pieces.” -6th grader
- “We need more stuff for our garden.” -7th grader

- “Something I would like to improve in the program is to have more people join so there can be many more clubs to join.” -8th 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, 3,497 surveys were completed; of these, 335 were completed in Spanish. These data have been translated to English and were included in analyses.

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” or “agree” as the most common response across all statements. Most notable, 96% (n = 3,359) of the family members “strongly agreed” or “agreed” to the statement *overall, I think this program is good*. As there were more “neutrals,” an area of improvement may be for the program to consider helping students with reading, math, and completing homework on time. Table 11 below presents all frequencies across questions.

Table 11: Adult Perceptions of Program

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
My child likes to attend the out-of-school time program.	10	15	148	1,067	2,257
The program is helping my child to complete and turn in his/her homework on time.	32	88	552	1,256	1,569
The program is helping my child’s reading skills improve.	28	76	719	1,332	1,342
The program is helping my child’s math skills improve.	20	83	759	1,321	1,314
Overall, I think this program is good.	6	8	124	1,073	2,286

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. Of the survey completers, 43% (n = 1,506) indicated the activities did meet their needs; however, there were several (n = 1,288) who indicated they did not participate in activities.

Table 12: Adult Parent Activities Met Needs

	Count
Yes, the activities met my needs	1,506
No, the activities did not meet my needs	73
I did not participate in the parent activities	1,288
Parent activities were not offered to me	630

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?

Responses were analyzed and grouped into the following five main themes: 1) homework help, 2) academic improvement, 3) social improvement 4) activities, and 5) positive experience/everything.

Homework Help

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 theme.

- “They help her with her homework and other activities.”
- “He is learning and doing half of his homework in after school program he likes the teachers help.”
- “My child is more engaged in learning and does his homework faster and understands it more.”

Academic Improvement

This theme is characterized by responses reflecting how the program is helping students improve their grades or develop content-specific skills in areas such as science, reading, public speaking, or math. The following quotes are a sample representing this theme.

- “For my son it helps him a lot with his grades and above all there are things that as parents we can't help and in the program they help them.”
- “She has become more proficient in what she was missing in reading and math.”
- “He has improved a lot in reading, writing and math.”

Social Improvement

Several adult family members commented how the 21st Century program helps their child(ren) develop social skills, interact with others, and make friends. The following quotes supplement this theme.

- “He likes that he can interact with other children from other classes and create new friendships.”
- “My child is making positive friendships/relationships and learning.”
- “They both love going because they get to participate in extra activities and interact with friends. I have noticed they're less shy.”

Activities

Another positive result of their child(ren)'s participation in the 21st Century program is the amount of activities they engage in, as evident by the following quotes.

- “She gets more one on one time, and she gets to do activities that keep her excited about school.”
- “[student] has enjoyed cooking class, getting to try new things.”
- “My son really looks forward to his 3D printing class.”

Positive Experience/Everything

Finally, this theme includes adults commenting that their student(s) enjoy everything about the program or how good of a time the students are having. Here are some example quotes.

- “He leaves the program happy saying that he had fun.”
- “Seeing my child excited to attend after school program.”
- “Overall I like everything about the program, my kids like spending the extra time at school. Thank you”

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 five main themes. The remaining themes are 2) homework and tutoring, 3) program logistics, 4) activities and 5) other.

Nothing Needs to be Changed

This theme emerged across several surveys as adult family members simply answered “n/a” or “nothing” to the question. Additionally, many wrote reasons to justify the “nothing,” citing positive experiences their child(ren) have in the program or a sense of appreciation. The following quotes provide examples of these sentiments.

- “For now everything is perfect.”
- “I honestly think they love it and it's a good thing.”
- “I think the program that you have right now is perfect my child loves going to after school program.”

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 their they could use additional time in having staff help them with their homework or general tutoring for specific content. The following quotes exemplify this theme.

- “A little more help with the actual homework given would be nice.”
- “Being able to give children more tutoring in what is wrong like math and reading.”
- “More help with homework. My son has 3 or more pages sometimes.”

Program Logistics

Improvement in program logistics varied as they included suggestions for check-out and pick-up times, transportation, communication, extending time for specific activities, and adding more days to the 21st Century program, among others. These are some of the responses supplementing this theme.

- “More communication towards the parents and child behavior or any problems at school.”
- “Changing the pick up time to at least 5:30pm working parents/guardians/grandparents usually work until 5pm and not just in [name of town] area.”
- “I feel that the program should also be on Fridays that way my child could have more time doing homework or study more on Math.”

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.

- “Maybe activities where they get exercise.”
- “Longer hours, add more activities to the program.”
- “Add music and theatre.”

Other

Finally, this reflects responses that do 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.

- "I think the program is working fine with the activities. Maybe get supplies in time to start the program with supplies."
- "More funding would be awesome so that the teachers have more options to offer the students."

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

Adults expressed interest in various sessions, categorized into the following main themes: 1) family activities, 2) GED, 3) computers and technology, 4) academics- helping students, and 5) skill development.

Family Activities

Despite the question asking for adult learning sessions, the survey responses indicated a desire for time to be devoted to family nights and activities e.g., designed for families (parents, guardians) to participate in with their children.

- "Parent/ student activities."
- "I would like to see more family activities."
- "Literacy night, cooking with kids"

GED

This emerged several times in responses. No quotes are provided to supplement this as most simply wrote "GED."

Computers and Technology

The third top 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 the technology their children are using.

- "More time on the computer learning keyboarding."
- "Computer classes in English."
- "GED classes, computer classes."

Academics- Helping Students

Several responses reflected the need for learning sessions to be about how to help their children with homework or developing language, reading, math, or science skills. The following quotes exemplify this theme.

- "Anything that will help with my child's learning."
- "How I can help my kid with their homework or other assignments that are required of them."
- "Reading, and helping kids with math."

Skill Development

Finally, adults would like to see learning sessions on developing their own skills in areas such as speaking English, managing finances, and effective parenting skills, among others. The following are a sampling of responses reflecting this theme.

- “Learn a little more English, and computer skills.”
- “Parenting skills for grandparents.”
- “Coding classes, financial literacy, vocational training.”

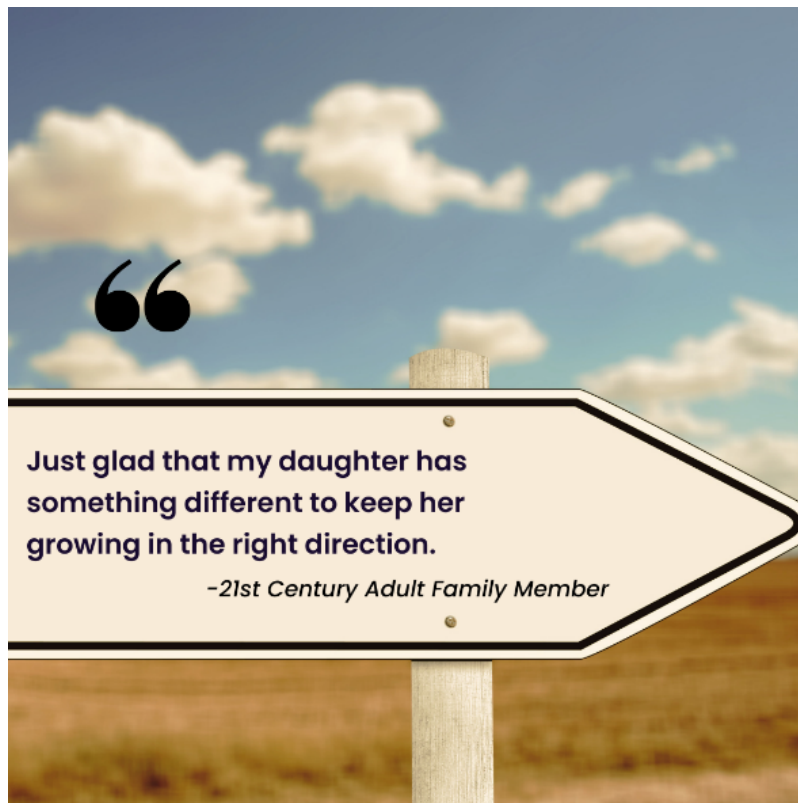
Feel free to share any additional comments.

Most survey completers 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. Here are some example quotes.

Appreciation

- “Thank you for your program and helping all of the community.”
- “Thank you to all for your hard work! We appreciate you so much!”
- “Keep up the great work! My daughter always talks about [staff member] and [staff member].”
- “It is a good program specially for working parents.”
- “Thank you for offering free meals.”
- Note: the figure below provides a visual of an adult family member’s appreciation.

Figure 6: Adult Family Member Quote



Suggestions

- “There should be more sports after school.”
- “My two recommendations [sic]: No technology (kids are wanting to use chromebooks for non-school watch youtube) and allow early pickups (4:30) on occasion.”

- “I enjoy my son participating in the program, however, the transportation needs to be better. (Bus rider) communication needs to be better when buses will be late.”

Team Member Survey

This survey was completed by 883 team members across all of the 21st Century sites.

Team Member Confidence

There were a number of statements provided for team members to rate their level of confidence. 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, however areas of desired training tended to skew towards emergency procedures, health and safety laws, and math and reading curriculum.

Table 13: Team Member Confidence

	Confident	Would Like More Training	N/A
Knowledgeable about the procedures to follow in an emergency.	724	153	6
Knowledgeable about the procedures to ensure compliance with health and safety laws.	744	128	11
Knowledgeable about the relationship between the program activities and the goals of the program.	804	71	8
Knowledgeable about the program policies/procedures.	787	90	6
Knowing efficient methods for conducting attendance checks.	759	74	50
Providing instruction that encourages student engagement in learning.	798	68	17
The alignment of after-school and regular school day curriculum.	778	76	29
Facilitating math tutoring or enrichment lessons.	666	112	105
Facilitating literacy/reading tutoring or enrichment lessons.	683	105	95
Providing homework help to after-school student.	777	29	77

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 the table below. In total, there were 844 team members who “agreed” or “strongly agreed” to this statement whereas four “disagreed” or “strongly disagreed”. This suggests the belief that they are providing a meaningful experience for students at their 21st Century site.

Table 14: 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	3	35	260	584

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. Thus, no overarching themes are presented.

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

There were mixed responses for this. Regarding the most useful professional development activity, responses ranged from all trainings being helpful to specific training sessions at a particular school being helpful. As a result of these mixed responses, there is no generalization to the second part of this question e.g., what the staff found beneficial about the training opportunity. However, common responses included the opportunity to learn from other teachers, engaging in hands-on-activities, and acquiring knowledge or materials that they were able to implement at their 21st Century location. Here are some quotes exemplifying the usefulness of professional development.

- “Reading, because I get to help with the students words and I want them to be confident when they read out loud.”
- “Seminar/Workshops (I learned different strategies on how to engage students and different strategies in managing students' behavior)”
- “I really found the homework help alternative activities very enlightening and found myself using it for my students which have taken to it very well.”
- “The professional development that I found the most useful was were [sic] we went over the regular school curriculum what is expected of us as instruction teachers, what to do in case of an emergency, and why do we provide the after school programs for our students.”

It should be noted that a number of staff wrote they did not participate in any professional development activities, and a few indicated they did not find any trainings to be useful.

- “I did not attend the PD unfortunately.”
- “I did not attend PD in August due to COVID”

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

There was more consistency in response themes for this question. The responses are coded into five main themes: 1) any/anything, 2) emergencies, 3) homework and tutoring, 4) activities, and 5) classroom management.

Any/Everything

This first theme reflects staff who commented they would participate in any additional future trainings.

- “Any available if necessary.”
- “Nothing on mind but anything that would help us to do our job better.”

- “I do not have anything specifically in mind, but open to suggestions.”

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.

- “Trainings on different codes to use in an emergency. Active listening.”
- “I would like more training in emergency situations, I think it's very important for myself and other staff members to know how to handle stressful situations when they occur.”
- “I would like more trainings on emergency procedures and the health and safety laws if anything were to happen.”

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.

- “Incorporating homework with where students are at in the classroom.”
- “I would love more trainings on effective homework time activities. We had some sessions last time, though I don't remember getting the materials sent to my site. I can come up with activities and ideas, but would love extras if possible. Thanks!”
- “Training about homework help when you have different grade level students.”

Activities

This theme reflects the need for trainings in the activities and curriculum the 21st Century program offers. Responses included wanting to obtain new ideas for activities to suggestions for specific activities e.g., STEM, art, music, reading, 3-D printing, robotics, and others. The following quotes are a sampling of staff responses reflecting this theme.

- “In person physical fitness training, applications and games using technology.”
- “Specific training regarding the curriculum of each program you are giving. The curriculum that was given is a bit confusing for some of the activities and does not provide a visual of how the projects should look like which makes it a bit hard to complete correctly.”
- “Training on how to implement hands on STEM activities.”

Classroom Management

Finally, staff desire 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.

- “Behavior management in multi age groups.”
- “Classroom management for those who teach after school, but aren't regular day teachers.”
- “Trainings to learn how to work with kids with behavioral problems or needs.”

What do you like most about the program?

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:

- “Students get actual help with work, instead of just getting answers, they get to learn how to understand the problem and work through it.”
- “Ability to reach students and have the possibility to help change there [sic] future.”

- “Besides the benefits the students get from the tutoring, I enjoy the relationships I get to build with students who are not in my classroom.”
- “The impact we make with the kids and smiles we create with them.”
- “Absolutely working with students.”

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

Responses to this question were also mixed. For example, there were site-specific suggestions including how activities should be arranged e.g., meal time before play time. There were some common themes as several staff desire improvements with 1) finances, 2) curriculum, and 3) staffing.

Finances

There were some concerns regarding the program budget and staff payments. The following quotes reflect this area.

- “I would like to see the pay improve. We do a lot for the kids and help a lot through difficult situations.”
- “The pay, I would like a raise if possible.”
- “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 funding and structure for the program and its staff.”

Curriculum

This theme reflects the desire for improvements in curriculum- including new and additional activities for students to participate in, 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.

- “Having enough lessons to last the whole day.”
- “Modified activities for SPED students.”
- “I would like to see improvement in more math helping supplies. Some kids struggle with multiplication facts or addition/subtraction facts and I would like them to practice them during homework time.”
- “Paid planning time to develop lesson plans.”
- “I would like step by step videos on the activities to be done in class to show the students.”

Staffing

Some of the staff members indicated that they would like to see additional support at their 21st Century site, including more people to help with the program and to accommodate for the different needs of the students. The following quotes reflect this theme.

- “Lower teacher/student ratios and open to all k-8 grades.”
- “I would like to see the program be open to hiring more teachers so we can have more activities.”
- “Staff ratio to grow in regard to students to better help and meet needs of the students. Being able to have more staff members to help.”
- “I’d like to see more consistency in staffing ratios and leadership from one permanent director at our site.”

DOE Survey- Student Engagement in Learning

This final survey asked teachers to rate their students who attend 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 for at least an hour in the 2022 – 2023 academic year and is only for students in the 1st through 5th grades.

The survey was completed for 5,629 of these 21st Century students. A break-down of grade level is provided in the table below. The majority of the surveys were submitted for 5th grade students (n = 1,256).

Table 15: DOE Survey Grade-Level Breakdown

	Count	Percent
1 st	931	16%
2 nd	1,107	20%
3 rd	1,170	21%
4 th	1,165	21%
5 th	1,256	22%
Total	5,629	100%

Responses are available in the table below. Positively, the most frequent response was that a student showed “significant improvement” in the corresponding area.

Table 16: 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	1,063	1,013	1,234
Significant Improvement	1,408	1,353	1,451
Moderate Improvement	1,257	1,245	1,157
Slight Improvement	933	929	759
No Change	847	901	876
Slight Decline	76	124	93
Moderate Decline	24	36	34
Significant Decline	21	28	25
Total	5,629	5,629	5,629

Appendix: Other Programs – Participation and Demographics

This Appendix presents demographic information for students who participated in the comparison programs during the 2022-2023 academic year. The program with the largest number of participants was Extended Learning Time, with 104,016 with Community Schools the next largest at 22,084 students. Looking at demographic makeup of these students (including 21st CCLC), all have about equal portions of males and females, and all programs had almost all students who qualified for free or reduced price lunch (among students who had this information provided). A majority of students are Hispanic, with the largest make up among 21st CCLC students at 82 percent and Community Schools at 73 percent. Additionally, both Community Schools and ELTP had a 12 percent make up of American Indian or Native Alaskan students, while K5 plus had 28 percent of their students in this group. The portion of English Learners was also relatively similar across programs (among students who had this information) at around 20 percent or so. All demographic data for these programs can be found in the Tables below. Note that for ESSER, there were data available for 486 students, though the total number of students in ESSER programs is higher.

Table 17: ESSER Participant Demographics

	N	Percent
Female	237	49%
Male	242	50%
Other	7	1%
Hispanic or Latino	290	60%
Not Hispanic or Latino	141	29%
Unknown	55	11%
American Indian or Native Alaskan	46	9%
Asian	4	1%
Black or African American	33	7%
More than One Race	4	1%
Native Hawaiian or Pacific Islander	4	1%
Some Other Race	88	18%
White	281	58%
Unknown	26	5%
Free/Reduced Price Lunch	231	48%
Not FRPL	49	10%
Unknown	206	42%
English Learner	15	3%
Not English Learner	208	43%
Unknown	263	54%
GRAND TOTAL	486	

Table 18: Extended Learning Time (ELTP) Participant Demographics

	N	Percent
Female	50,807	49%
Male	53,209	51%
Other	0	0%
Hispanic or Latino	70,897	68%
Not Hispanic or Latino	33,119	32%
Unknown	0	0%
American Indian or Native Alaskan	12,011	12%
Asian	1,722	2%
Black or African American	3,823	4%
More than One Race	0	0%
Native Hawaiian or Pacific Islander	655	1%
Some Other Race	0	0%
White	85,805	82%
Unknown	0	0%
Free/Reduced Price Lunch	87,090	84%
Not FRPL	16,926	16%
Unknown	0	0%
English Learner	19,966	19%
Not English Learner	84,050	81%
Unknown	0	0%
GRAND TOTAL	104,016	

Table 19: Community Schools Participant Demographics

	N	Percent
Female	10,669	48%
Male	11,415	52%
Other	0	0%
Hispanic or Latino	16,145	73%
Not Hispanic or Latino	5,939	27%
Unknown	0	0%
American Indian or Native Alaskan	2,593	12%
Asian	384	2%
Black or African American	1,032	5%
More than One Race	0	0%
Native Hawaiian or Pacific Islander	405	2%
Some Other Race	0	0%
White	17,671	80%
Unknown*	0	0%
Free/Reduced Price Lunch	20,555	93%
Not FRPL	1,529	7%
Unknown	0	0%
English Learner	5,242	24%
Not English Learner	16,842	76%
Unknown	0	0%
GRAND TOTAL	22,084	

**Note that student race totals to 22,085*

Table 20: K-5 Plus Participant Demographics

	N	Percent
Female	1,664	51%
Male	1,605	49%
Other	0	0%
Hispanic or Latino	1,832	56%
Not Hispanic or Latino	1,437	44%
Unknown	0	0%
American Indian or Native Alaskan	909	28%
Asian	36	1%
Black or African American	73	2%
More than One Race	0	0%
Native Hawaiian or Pacific Islander	8	0%
Some Other Race	0	0%
White	2,243	69%
Unknown	0	0%
Free/Reduced Price Lunch	3,004	92%
Not FRPL	265	8%
Unknown	0	0%
English Learner	598	18%
Not English Learner	2,671	82%
Unknown	0	0%
GRAND TOTAL	3,269	