



# **SOAR: Southwest Outreach Academic Research Evaluation and Policy Center**

## **New Mexico 21<sup>st</sup> Century Community Learning Centers Statewide Evaluation Mid - Year Report Fall 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) 21<sup>st</sup> Century Community Learning Centers (CCLC) to conduct a statewide evaluation of this afterschool and summer program. The goals of this evaluation are to examine the impact that the 21<sup>st</sup> CCLC program has on students and to assess participation demographics and activities. The end of year report provides stakeholder feedback and presents participation rates among Extended Learning Time (ELTP), Elementary and Secondary School Emergency Relief (ESSER) sites, Community Schools, and K5 Plus programs. This report summarizes Fall 2022 participation, initial academic performance, and student engagement among 21<sup>st</sup> CCLC schools.

### *Who Participated?*

- During the Fall 2022 semester, a total of 7,966 students participated, up from 6,986 in last year's Fall 2021 report. The split was almost even among males and females, with 83% Hispanic or Latino and almost all (96%) who qualified for free or reduced price lunch.

### *How did Students Engage?*

- Over the course of the semester, students engaged in 547,001 hours of activities. The top activity categories included Healthy and Active Lifestyle (137,475 hours), Academic Enrichment (121,469 hours), and STEM activities (114,964 hours).

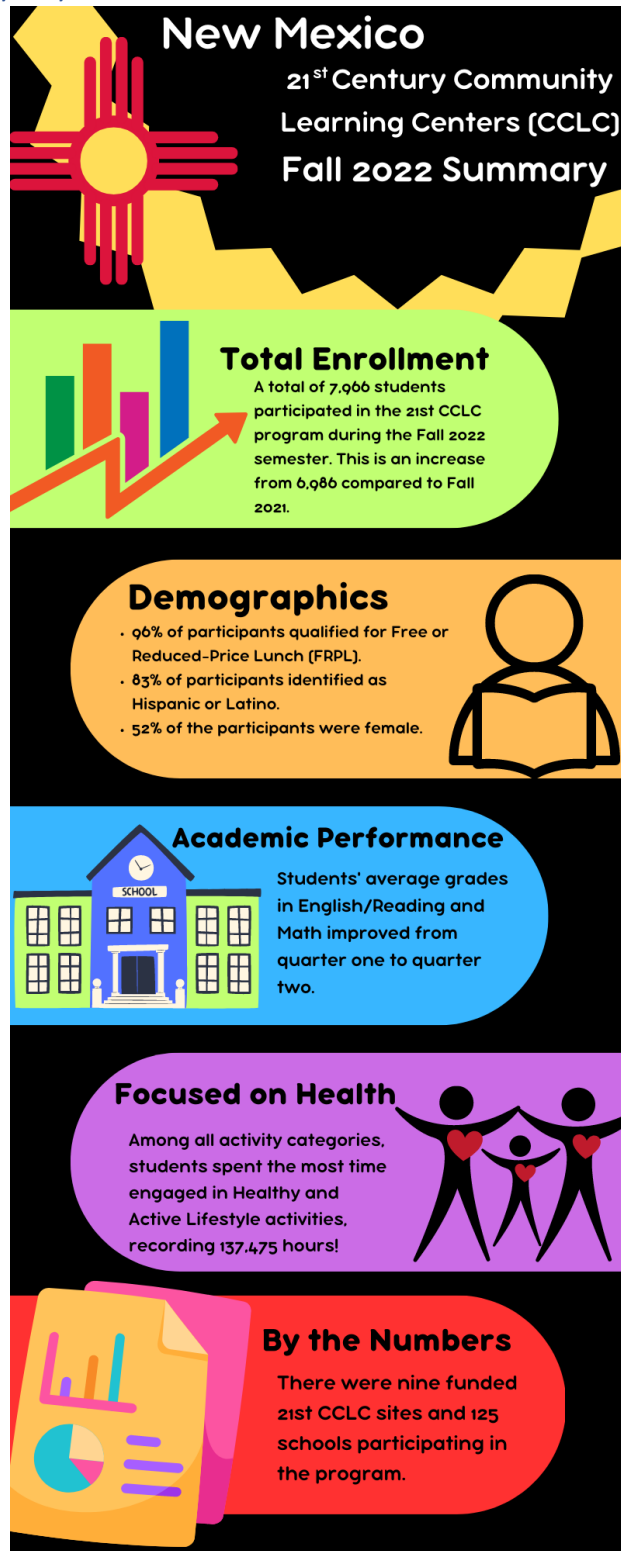
### *What were Initial Student Math and English Grades? How did Different Demographics Perform?*

- Collectively, students increased in their average reading and math scores, with a slightly higher increase in math. Students who were English Learners had lower grades than those who were not in this group, while American Indian or Native Alaskan students performed lower than their counterparts as well. Though there were far fewer students who did not qualify for free or reduced price lunch, this group performed better than students who qualified for this program.
- Almost all student groups grew in reading and math, with students who had an "unknown" for race and ethnicity growing a notable amount in both subjects. Students who were more than one race also grew a fair amount compared to their peers.

### *Preliminary Recommendations/Findings*

- American Indian students, English Learners, and students who qualify for free or reduced-price lunch are key stakeholders in the Yazzie/Martinez lawsuit. Their performance suggests that additional interventions are needed to help these students in both reading and math. Though it is worth noting that American Indian students had more growth than many of their peers from time one to time two in both subjects.
- Students engaged the most in Healthy and Active Lifestyle activities, with Academic Enrichment the next most popular. This suggests that students are interested in experiences outside of those that are purely academic/core subjects based.

## One Page Publicity Flyer



## 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 21<sup>st</sup> Century Community Learning Centers (CCLC) that examines student outcomes, program characteristics, and comparisons between this program and other afterschool and extended instructional time models across the state. Findings are also meant to help identify best practices for supporting students in after school settings. This report presents mid-year data collected during the 2022-2023 academic year. Data were pulled for students in the new 21<sup>st</sup> CCLC cohort that began in the 2021-2022 academic year and includes those who were active from August 15, 2022 to December 31, 2022.

This report focuses primarily on demographics of students who participated in 21<sup>st</sup> CCLC, with discussion of student engagement and the types of activities that were the most popular, and presents an initial look at student grades. The final report for the year will summarize student, teacher, and parent survey feedback that is currently being collected and will present similar demographic data for students in Extended Learning Time Program (ELTP) sites, Elementary and Secondary School Emergency Relief (ESSER) sites, Community Schools, and K5 Plus programs. NMSU Institutional Review Board approval was obtained for this evaluation.

## Program Requirements

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.

## Continuous Quality Improvement

A key component of the New Mexico 21<sup>st</sup> 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 21<sup>st</sup> CCLC and is guided by research questions that look closely at who is participating in the program, what are their outcomes, and what stakeholders are saying about their program experience. Additionally, a report that will be produced in December will assess the five Government Performance and Results Act (GPRAs), which are required data that are reported to the federal government each year.

### 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 21<sup>st</sup> CCLC, Extended Learning Time, ESSER, K5+, and Community Schools participants:
  - a) 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. What are the numbers and percents of each?
  - b) What activities do students engage in the most often and for the most amount of time?
    - a. Looking at attendance, what activities are the most popular in terms of the total time engaged in the activities?

#### *Student Outcomes*

- 2) Among 21<sup>st</sup> CCLC sites, do students improve in their math and English/reading performance during the year?
  - a) Are there differences in academic performance and changes by demographic groups?

#### *Deeper Dive into 21<sup>st</sup> CCLC with Rich Survey Data*

- 3) Among 21<sup>st</sup> CCLC programs:
  - a) What feedback are the stakeholders providing about what is working well in their 21<sup>st</sup> CCLC programs?
  - b) What feedback are the stakeholders providing about what the 21<sup>st</sup> CCLC program can do to better serve students and their communities?
  - c) 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?

### 21<sup>st</sup> 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 21<sup>st</sup> CCLC sites, with the NMSU STEM Center serving as a hub for six districts in southern New Mexico. Within these sites are 125 schools participating in the program. 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 21<sup>st</sup> 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)
- South Valley Preparatory School
- 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
- Silver Consolidated Schools (NMSU)

### Student Demographics

The first part of the report presents demographic information for the 7,966 students (up from 6,986 students last fall) who participated in 21<sup>st</sup> CCLC activities during the Fall 2022 semester.

Table 1 shows a breakdown of participants by grade level. The largest portion of participants were in grades four and five, with just over 1,100 students each, and about 30% of the total group. Though there is high school participation, grades 9 through 12 represent the smallest totals, other than a small amount in Pre-Kindergarten (PK), which is combined with Kindergarten (K).

**Table 1***Demographics of 21<sup>st</sup> CCLC Participants: Grade Level*

	Count	Percent
<b>PK or K</b>	534	7%
<b>1</b>	840	10%
<b>2</b>	1,013	13%
<b>3</b>	1,096	14%
<b>4</b>	1,141	14%
<b>5</b>	<b>1,185</b>	<b>15%</b>
<b>6</b>	863	11%
<b>7</b>	520	7%
<b>8</b>	513	6%
<b>9</b>	107	1%
<b>10</b>	54	1%
<b>11</b>	43	<1%
<b>12</b>	57	1%
<b>Total</b>	<b>7,966</b>	<b>100%</b>

### Gender

Table 2 provides a breakdown of participants by gender. There were 4,143 females, making up approximately 52% of the total participants. A total of 3,793 males represent approximately 48% of all participants.

**Table 2***Demographics of 21<sup>st</sup> CCLC Participants: Gender*

	Count	Percent
<b>Female</b>	<b>4,143</b>	<b>52%</b>
<b>Male</b>	3,793	48%
<b>Other</b>	30	<1%
<b>Total</b>	<b>7,966</b>	<b>100%</b>

### Ethnicity

Data presented in Table 3 below identifies participants by reported ethnicity. A total of 6,579 Hispanic or Latino students represent 83% of the 21<sup>st</sup> CCLC participants.

**Table 3***Demographics of 21<sup>st</sup> CCLC Participants: Ethnicity*

	Count	Percent
<b>Hispanic or Latino</b>	<b>6,579</b>	<b>83%</b>
<b>Not Hispanic or Latino</b>	1,237	16%
<b>Unknown</b>	150	2%
<b>Total</b>	<b>7,966</b>	<b>100%</b>



### Race

Most of the students are reported as White, totaling 5,855 (approximately 74%), and the smallest demographic is Native Hawaiian or Pacific Islander representing less than 1% of the total number of participants. Table 4 provides the count and percent of participants by race.

**Table 4**

*Demographics of 21<sup>st</sup> CCLC Participants: Race*

	Count	Percent
<b>American Indian or Native Alaskan</b>	272	3%
<b>Asian</b>	44	1%
<b>Black or African American</b>	206	3%
<b>More than One Race</b>	183	2%
<b>Native Hawaiian or Pacific Islander</b>	29	<1%
<b>Some Other Race</b>	1,061	13%
<b>White</b>	<b>5,855</b>	<b>74%</b>
<b>Unknown</b>	316	4%
<b>Total</b>	<b>7,966</b>	<b>100%</b>

### Lunch Status

Approximately 96% of the students ( $n = 7,641$ ) qualify for free or reduced-price lunch (FRPL), whereas only 3% of the participants do not qualify. These data are provided in Table 5 below.

**Table 5**

*Demographics of 21<sup>st</sup> CCLC Participants: Free and Reduced Price Lunch Status*

	Count	Percent
<b>Qualify for FRPL</b>	<b>7,641</b>	<b>96%</b>
<b>Unknown</b>	83	1%
<b>Do Not Qualify for FRPL</b>	242	3%
<b>Total</b>	<b>7,966</b>	<b>100%</b>

## Student Engagement

The next section of the report presents the activities that students engaged in during the Fall 2022 semester. Table 6 provides data consisting of how many hours were spent, by the students, on each activity. A total of 547,001 hours were recorded, which is an increase from 396,739 hours in last Fall's report. The category in which students engaged in the most is the *Healthy and Active Lifestyle* activities with a total of 137,475 hours, representing approximately a quarter of the total time. The least amount of time was spent on *Cultural Programs* activities with 54 hours. A visual is also provided in Figure 1 which highlights the top five activities in which students engaged.

**Table 6**

*Student Engagement: Hours Spent on Each Activity*

Activity Category	Hours
<b>Healthy and Active Lifestyle</b>	137,475
<b>Academic Enrichment</b>	121,469
<b>Science, Technology, Engineering, and Mathematics</b>	114,964
<b>Well-rounded Education Activities</b>	72,397
<b>Literacy Education</b>	55,554
<b>Activities for English Learners</b>	35,783
<b>Career Competencies and Career Readiness</b>	7,587
<b>Drug and Violence Prevention and Counselling</b>	1,124
<b>Assistance to Students who have been Truant, Suspended, or Expelled</b>	306
<b>Parenting Skills and Family Literacy</b>	218
<b>Cultural Programs</b>	54
<b>Other</b>	70
<b>Total</b>	547,001

**Figure 1**  
*Student Engagement: Top Five Activities*



### Student Grades

First and second quarter English/reading and math grades for the students who participated in 21<sup>st</sup> CCLC during the Fall semester were collected and converted to numerical scores. The numerical range is 1 through 13 which corresponds to letter grades F through A+, respectively. Changes in quarter one to quarter two scores were compared for all students and then broken down by demographic groups. Note that the numbers in the next tables only include students who had a grade for both quarter one and quarter two. The grade to number equivalencies are shown in Table 7.

**Table 7**  
*Grade and Numerical Conversions*

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

## Student English/Reading Scores and Math Scores Overall

A summary of the English/reading scores is provided in Table 8. Overall, students improved from time one to time two, with small gains across most sub-groups as well.

**Table 8**

*English/Reading Performance Changes – Quarter One to Quarter Two*

	Quarter One			Quarter Two	
	N	Average	Standard Deviation	Average	Standard Deviation
<b>All Students</b>	5,651	7.37	3.17	7.48	3.16
<b>Females</b>	2,979	7.55	3.15	7.71	3.12
<b>Males</b>	2,650	7.18	3.19	7.23	3.18
<b>Other</b>	22	6.00	3.66	5.18	3.50
<b>Hispanic or Latino</b>	4,777	7.37	3.08	7.45	3.09
<b>Not Hispanic or Latino</b>	765	7.36	3.66	7.55	3.52
<b>Unknown</b>	109	7.52	3.43	7.98	3.17
<b>American Indian or Native Alaskan</b>	183	5.43	3.27	5.84	3.04
<b>Asian</b>	27	9.33	3.39	9.19	3.68
<b>Black or African American</b>	139	7.15	3.68	7.31	3.81
<b>More Than One Race</b>	113	6.84	3.35	7.07	3.39
<b>Native Hawaiian or Pacific Islander</b>	16	6.81	3.47	6.75	3.28
<b>Some Other Race</b>	472	7.65	3.56	7.75	3.44
<b>White</b>	4,467	7.43	3.08	7.50	3.09
<b>Unknown</b>	234	7.48	3.12	7.96	2.88
<b>Free/Reduced Price Lunch</b>	5,393	7.33	3.16	7.44	3.15
<b>Not FRPL</b>	204	8.65	3.22	8.44	3.43
<b>Unknown</b>	54	6.65	3.15	7.13	2.68
<b>English Learner</b>	1,254	6.95	2.83	7.11	2.95
<b>Not English Learner</b>	3,581	7.57	3.30	7.60	3.26
<b>Unknown</b>	816	7.13	3.08	7.51	2.96

Finally, in looking at math scores, Table 9 shows that students overall improved in this subject as well, with slightly more noticeable gains compared to English/reading. Most sub-groups of students also improved from time one to time two.

**Table 9**  
**Math Performance Changes – Quarter One to Quarter Two**

	Quarter One			Quarter Two	
	N	Average	Standard Deviation	Average	Standard Deviation
<b>All Students</b>	5,519	7.26	3.15	7.45	3.18
<b>Females</b>	2,892	7.35	3.12	7.48	3.12
<b>Males</b>	2,607	7.16	3.17	7.44	3.25
<b>Other</b>	20	7.15	2.91	6.70	3.18
<b>Hispanic or Latino</b>	4,655	7.26	3.07	7.44	3.13
<b>Not Hispanic or Latino</b>	759	7.34	3.56	7.50	3.48
<b>Unknown</b>	105	6.90	3.64	7.75	3.26
<b>American Indian or Native Alaskan</b>	182	5.71	3.06	6.23	3.11
<b>Asian</b>	26	9.38	3.66	9.77	3.02
<b>Black or African American</b>	132	7.12	3.65	7.17	3.83
<b>More Than One Race</b>	114	6.61	3.26	7.38	3.50
<b>Native Hawaiian or Pacific Islander</b>	16	6.56	3.42	6.50	3.37
<b>Some Other Race</b>	463	7.20	3.51	7.60	3.54
<b>White</b>	4,357	7.34	3.07	7.47	3.10
<b>Unknown</b>	229	7.34	3.10	7.80	3.05
<b>Free/Reduced Price Lunch</b>	5,263	7.21	3.13	7.42	3.17
<b>Not FRPL</b>	205	8.66	3.25	8.34	3.37
<b>Unknown</b>	51	6.88	3.11	7.10	2.85
<b>English Learner</b>	1,251	6.81	2.99	7.00	3.14
<b>Not English Learner</b>	3,493	7.42	3.23	7.59	3.24
<b>Unknown</b>	775	7.26	2.95	7.59	2.90