



# **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 2024**

Date Prepared:

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Prepared by:

Rachel Boren, Ph.D., Director

Ashley Mathis, Graduate Assistant

SOAR Evaluation and Policy Center

New Mexico State University

Table of Contents

**Executive Summary ..... 3**

**One Page Publicity Flyer ..... 4**

**Introduction and Purpose of Report ..... 5**

**Program Requirements..... 5**

**Guiding Evaluation Questions..... 5**

    Research Questions .....5

    21<sup>st</sup> CCLC GPRAs .....6

**Who is Participating? ..... 7**

**Sites .....7**

        Gender .....7

        Ethnicity .....8

        Race.....8

        Lunch Status.....8

        English Learners (EL) .....9

**Student Engagement.....10**

**Student Grades..... 11**

**Student English/Reading Scores and Math Scores Overall .....12**

## 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. This report summarizes Fall 2024 participation, initial academic performance, and student engagement among 21<sup>st</sup> CCLC schools.

### *Who Participated?*

- During the Fall 2024 semester, a **total of 8,115** students participated, up from 8,068 students in last Fall's report and 7,966 students in the Fall 2022 report. There was an almost even split of males and females, and a strong majority (81%) were Hispanic. Three percent each were American Indian or Native Alaskan, Black or African American, or more than one race. Almost all (96%) qualified for free or reduced-price lunch.

### *How did Students Engage?*

- Over the course of the semester, students engaged in 596,159 hours of activities. The top activity categories included Academic Enrichment (189,391 hours), Healthy and Active Lifestyle (140,025 hours), and Science, Technology, Engineering, and Mathematics (112,709 hours).


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

- In both subjects, average student grades increased from quarter one to quarter two as a group. Most, but not all student sub-groups grew in their average grades in these two subjects from quarter one to quarter two as well.
- Hispanic or Latino students had similar performance and growth in both subjects compared to their counterparts, and gender performance was similar in math. In both subjects, students who qualified for free or reduced-price lunch also had lower scores compared to peers who did not qualify, but the differences in math were smaller compared to reading.

### *Preliminary Findings*

- Participation totals continue to climb for 21<sup>st</sup> CCLC. The number of hours engaged continues to hover around the 600,000 mark, and many students involved are Hispanic or Latino, qualify for free or reduced-price lunch, or are English Learners.
- Academic performance and growth were similar when comparing many of the sub-groups, but it is worth noting that American Indian or Native Alaskan students, Native Hawaiian or Other Pacific Islander students (though the smaller number for this group is worth keeping in mind when reviewing results), students who qualify for free or reduced price lunch, and English Learners do not perform as well as other sub-groups. Continued supports for all students are worthwhile, particularly for students who could use some additional assistance in these subjects.

## One Page Publicity Flyer




### Fall 2024 Summary

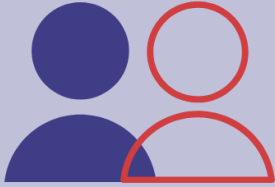
New Mexico  
21st Century Community Learning Centers  
Soaring Beyond Expectations

#### TOTAL ENROLLMENT

A total of 8,115 students participated in 21st CCLC in Fall 2024. This is an increase from 8,068 student participants in Fall 2023.




#### DEMOGRAPHICS




- 96% of participants qualified for Free or Reduced-Price Lunch (FRPL).
- 81% of students were Hispanic or Latino.

#### ACADEMIC PERFORMANCE

Overall, students' average grades in English/Reading and Math improved from Quarter 1 to Quarter 2.



#### FOCUSED ON ENRICHMENT



Among all activity categories, students spent the most time engaged in Academic Enrichment activities, recording **189,391** hours!

## 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 2024-2025 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, 2024 to December 31, 2024.

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 include these data and also summaries of student, teacher, and parent survey feedback that is currently being collected. 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 goals for the program are:

*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.

## 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 at the end of the year 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:

*Overview of Participants and Program Characteristics:*

- 1) Among 21<sup>st</sup> CCLC participants:
  - a) What are the demographics of students who participate in the program?
    - 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 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 who 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 117 schools participating in the program. Several sites are also around Albuquerque and Santa Fe, but there are many sites participating that are in the southern part of the state as well. 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)
- 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

### Student Demographics

The first part of the report presents demographic information for the 8,115 students (up from 8,068 students last fall) who participated in 21<sup>st</sup> CCLC activities during the Fall 2024 semester.

Table 1 shows a breakdown of participants by grade level. About a third of students are in the fourth or fifth grade, with some participation from high school students as well.

**Table 1**

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

	Count	Percent
<b>PK or K</b>	540	7%
<b>1</b>	887	11%
<b>2</b>	1,054	13%
<b>3</b>	1,190	15%
<b>4</b>	1,230	15%
<b>5</b>	<b>1,234</b>	<b>15%</b>
<b>6</b>	777	10%
<b>7</b>	450	6%
<b>8</b>	516	6%
<b>9</b>	66	1%
<b>10</b>	47	1%
<b>11</b>	54	1%
<b>12</b>	70	1%
<b>Total</b>	<b>8,115</b>	<b>100%</b>

### Gender

Table 2 provides a breakdown of participants by gender. The split was the same as last year, showing a slightly higher make-up of females.

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

	Count	Percent
<b>Female</b>	<b>4,237</b>	<b>52%</b>
<b>Male</b>	3,868	48%
<b>Other</b>	10	<1%
<b>Total</b>	<b>8,115</b>	<b>100%</b>

### Ethnicity

Data presented in Table 3 below identifies participants by reported ethnicity. A strong majority (81%) are Hispanic or Latino.

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

	Count	Percent
<b>Hispanic or Latino</b>	<b>6,572</b>	<b>81%</b>
<b>Not Hispanic or Latino</b>	1,449	18%
<b>Unknown</b>	94	1%
<b>Total</b>	<b>8,115</b>	<b>100%</b>

### Race

The most common race reported was White (76% of all students), and Native Hawaiian or Other Pacific Islander and Asian students had the smallest numbers. 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>	284	3%
<b>Asian</b>	37	<1%
<b>Black or African American</b>	213	3%
<b>More than One Race</b>	220	3%
<b>Native Hawaiian or Pacific Islander</b>	28	<1%
<b>Some Other Race</b>	985	12%
<b>White</b>	<b>6,145</b>	<b>76%</b>
<b>Unknown</b>	203	3%
<b>Total</b>	<b>8,115</b>	<b>100%</b>

### Lunch Status

Almost all students (96%) qualify for the free or reduced-price lunch program, while a small amount 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>7,819</b>	<b>96%</b>
<b>Unknown</b>	36	<1%
<b>Do Not Qualify for FRPL</b>	260	3%
<b>Total</b>	<b>8,115</b>	<b>100%</b>

## English Learners (EL)

About one fifth of students (20%) are English Learners, while a majority are not EL. Table 6 has all of these data.

**Table 6***Demographics of 21<sup>st</sup> CCLC Participants: English Learners*

	Count	Percent
<b>English Learner</b>	1,574	20%
<b>Unknown</b>	1,005	12%
<b>Not English Learner</b>	<b>5,536</b>	<b>68%</b>
<b>Total</b>	<b>8,115</b>	<b>100%</b>

## Student Engagement

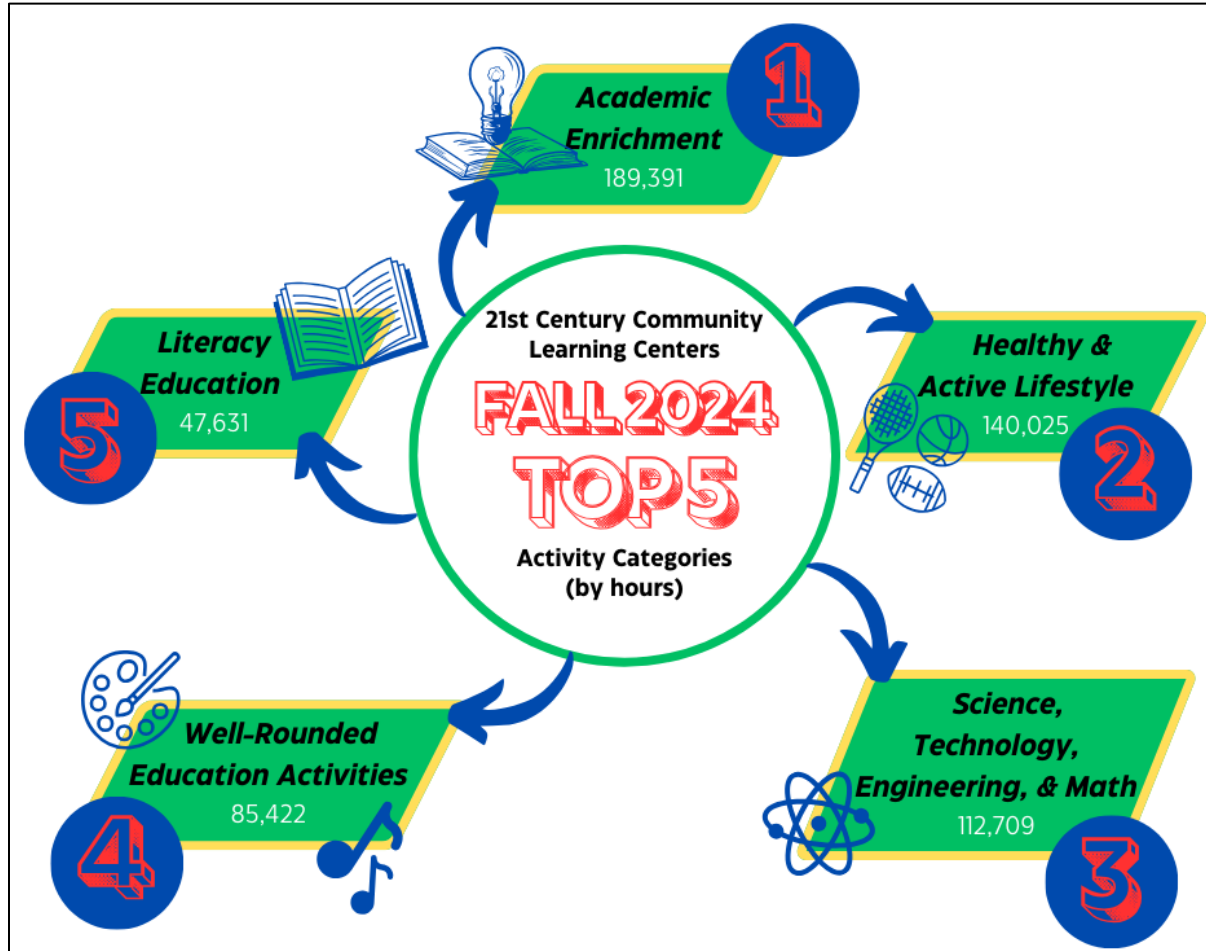
The next section of the report presents the activities that students engaged in during the Fall 2024 semester. Table 7 provides data consisting of how many hours were spent, by the students, on each activity. A total of **596,159 hours** were recorded, which is similar to, but a slight decrease from the 600,196 hours in last Fall's report. The most popular activities by several thousand hours were those in the Academic Enrichment category, with almost 190,000 hours. A visual is also provided in Figure 1 which highlights the top five activities in which students engaged. The numbers below also include family activities that are for students and their parents/caregivers as well.

**Table 7**

*Student Engagement: Hours Spent on Each Activity*

Activity Category	Hours
<b>Academic Enrichment</b>	<b>189,391</b>
<b>Healthy and Active Lifestyle</b>	140,025
<b>Science, Technology, Engineering, and Mathematics</b>	112,709
<b>Well-rounded Education Activities</b>	85,422
<b>Literacy Education</b>	47,631
<b>Career Competencies and Career Readiness</b>	15,144
<b>Other</b>	2,808
<b>Activities for English Learners</b>	1,498
<b>Parenting Skills and Family Literacy</b>	843
<b>Assistance to Students who have been Truant, Suspended, or Expelled</b>	398
<b>Drug and Violence Prevention and Counseling</b>	290
Grand Total	596,159

**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 8.

**Table 8**  
*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 9. In general, there was an increase in average grades from quarter one to quarter two across all students, and many sub-groups grew by at least half of a point from the start to the middle of the year.

**Table 9**

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

	Quarter One			Quarter Two	
	N	Average	Standard Deviation	Average	Standard Deviation
<b>All Students</b>	5,117	7.25	3.04	7.69	3.07
<b>Females</b>	2,693	7.51	2.96	7.92	3.02
<b>Males</b>	2,416	6.95	3.10	7.43	3.09
<b>Other</b>	8	Low N	-	Low N	-
<b>Hispanic or Latino</b>	4,192	7.22	3.00	7.65	3.08
<b>Not Hispanic or Latino</b>	875	7.40	3.22	7.90	3.01
<b>Unknown</b>	50	6.98	2.99	7.56	2.94
<b>American Indian or Native Alaskan</b>	236	6.64	2.88	7.31	2.59
<b>Asian</b>	30	8.30	3.51	8.60	3.34
<b>Black or African American</b>	160	7.33	3.17	7.37	3.17
<b>More Than One Race</b>	155	7.48	3.15	7.54	3.07
<b>Native Hawaiian or Pacific Islander</b>	15	5.47	3.72	6.67	2.94
<b>Some Other Race</b>	639	7.25	3.07	7.34	2.96
<b>White</b>	3,786	7.27	3.02	7.80	3.09
<b>Unknown</b>	96	7.33	2.99	7.54	3.22
<b>Free/Reduced Price Lunch</b>	4,876	7.22	3.02	7.68	3.06
<b>Not FRPL</b>	226	7.99	3.45	7.92	3.31
<b>Unknown</b>	15	6.73	2.94	7.87	2.33
<b>English Learner</b>	1,103	6.54	3.02	7.10	3.07
<b>Not English Learner</b>	3,385	7.49	3.06	7.82	3.06
<b>Unknown</b>	629	7.20	2.76	8.04	2.95

Finally, in looking at math scores, Table 10 shows performance in this subject. Overall growth was similar to reading performance in the prior Table, and most sub-groups grew by at least half of a point in math as well.

**Table 10***Math Performance Changes – Quarter One to Quarter Two*

	Quarter One			Quarter Two	
	N	Average	Standard Deviation	Average	Standard Deviation
<b>All Students</b>	4,996	7.33	3.08	7.74	3.11
<b>Females</b>	2,642	7.36	3.02	7.79	3.08
<b>Males</b>	2,347	7.29	3.13	7.67	3.15
<b>Other</b>	7	Low N	-	Low N	-
<b>Hispanic or Latino</b>	4,094	7.33	3.07	7.74	3.13
<b>Not Hispanic or Latino</b>	858	7.37	3.13	7.75	3.02
<b>Unknown</b>	44	6.64	2.37	7.20	3.14
<b>American Indian or Native Alaskan</b>	232	6.53	2.89	7.09	2.72
<b>Asian</b>	30	8.77	2.92	8.63	3.05
<b>Black or African American</b>	149	7.03	3.30	7.11	3.34
<b>More Than One Race</b>	151	7.70	3.31	7.81	3.17
<b>Native Hawaiian or Pacific Islander</b>	15	5.93	3.84	6.53	3.50
<b>Some Other Race</b>	632	7.46	2.96	7.38	2.91
<b>White</b>	3,701	7.36	3.08	7.87	3.14
<b>Unknown</b>	86	6.86	2.81	7.60	3.40
<b>Free/Reduced Price Lunch</b>	4,755	7.31	3.05	7.73	3.10
<b>Not FRPL</b>	226	7.65	3.53	7.86	3.38
<b>Unknown</b>	15	7.20	3.19	7.93	2.91
<b>English Learner</b>	1,102	7.10	3.04	7.37	3.22
<b>Not English Learner</b>	3,317	7.43	3.12	7.83	3.05
<b>Unknown</b>	577	7.22	2.86	7.93	3.23