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21ST CENTURY COMMUNITY LEARNING CENTERS: SERVICES AND INNOVATIVE PRACTICES IN UTAH



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The Utah Education Policy Center (UEPC) is a research-based center at the University of Utah founded in the Department of Educational Leadership and Policy in 1990 and administered through the College of Education since 2007. As an integral part of the College's commitment to improving educational access and opportunities, the purpose of the UEPC is to improve the quality of educational policies, practices, and leadership in public schools and higher education by informing and influencing educational policy and practice in Utah and the surrounding region through research, evaluation, and technical assistance.

The UEPC provides advanced and balanced research and evaluation to facilitate sound and informed decisions about educational policy and practice. We are committed to helping our clients understand whether educational policies, programs, and practices are being implemented as intended, whether they are effective and impactful, and how they might be improved.

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Evaluation Summary

At the request of the Utah State Board of Education (USBE), the Utah Education Policy Center (UEPC) conducted an evaluation of 21st Century Community Learning Center (CCLC) program sites. The purposes of the evaluation were 1) to examine current 21st CCLC program offerings and 2) to identify 21st CCLC sites with exemplary and innovative program practices.

The evaluation included two stages. In stage one, the UEPC examined the extent to which CCLC sites were implementing program practices that aligned with CCLC purposes (e.g. academic, developmental, and family enrichments) and Utah Afterschool Network quality standards. In stage two, evaluators identified programs with the greatest alignment, selected five exemplary program sites, and created profiles of each site. Data sources included a program level self-assessment survey, interviews, and the Utah Afterschool Network (UAN) Quality Assessment Tool (QT).

Overall, we found that CCLCs in Utah provided an array of academic supports, developmental enrichment, and family enrichments. For academic supports, sites reported noteworthy alignment with the purposes of CCLCs. This was especially exemplified by the extent to which programs reported that they offered hands-on academic enrichment opportunities and one-to-one tutoring. In comparison, developmental and family enrichments exhibited alignment in some areas, but also revealed opportunities for improvement. For example, relatively few programs focused on prevention-related programming and some programs were not providing training about adolescent development or how to engage families.

The Utah Education Policy Center (UEPC) thanks Lisa Wisham and Kim Augustin for their consistent leadership and service to Utah's afterschool community. They provided much needed context for this evaluation. We also thank each of the afterschool program site coordinators who completed surveys, participated in interviews, and allowed us to visit their sites.

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Introduction

The 21st Century Community Learning Center (CCLC) program is a federal initiative to fund before-school, afterschool, and summer school programs. The intent of CCLC program is to serve children who attend low performing or high poverty schools. Programs provide academic, developmental, and family enrichments. The initiative was originally authorized under Title IV, Part B of the Elementary and Secondary Education Act, as amended by the *No Child Left Behind Act of 2001*. In 2015, the CCLC initiative was reauthorized with the passage of the *Every Student Succeeds Act (ESSA)*. Funds for CCLCs are allocated to states based on Title I funding and distributed within states through a competitive grant process. The CCLC grant supports programs for five years. In 2016, the federal government allocated \$1.67 billion to support CCLCs across the country.ⁱ

Nationally, the purposes of CCLC programs are to provide:

- Academic supports to help students meet state and local achievement standards;
- Developmental enrichments that complement academic enrichments such as drug prevention, STEM activities, arts, physical activities, and character education; and
- Enrichments for family members of children that are served by the program that are literacy and educationally related.ⁱⁱ

Administered by the Utah State Board of Education (USBE), CCLCs have operated in Utah for over a decade. Grants are open to Local Education Agencies (LEAs), charter schools, non-profit community centers, and non-profit faith-based organizations. In 2015-16, USBE funded 98 CCLC sites that served over 25,000 children.ⁱⁱⁱ

The USBE contracted with the Utah Education Policy Center (UEPC) to evaluate Utah's CCLCs. The purpose of the evaluation was to identify program sites with exemplary and innovative program practices and share those practices with Utah's afterschool community. Innovative program practices were described as creative strategies, approaches, and/or partnerships sites developed to carry-out the purposes of 21st CCLCs. The UEPC conducted the evaluation from October 2016 to August 2017 and included sites that received funding during the 2015-16 grant period. Four questions guided the evaluation:

1. To what extent were CCLC sites implementing program practices that were well-aligned with CCLC purposes and afterschool program quality standards?
2. Which CCLC sites had the highest alignment with CCLC purposes and afterschool program quality standards?
3. What lessons can we learn from the exemplary program practices of highly aligned CCLC sites?
4. What are the specific innovative or effective implementation practices of exemplary program sites?

Methods

Evaluation Stages

The UEPC conducted the evaluation in two stages (see Figure 1). In stage one, the UEPC examined the extent to which CCLC sites were implementing program practices that aligned with CCLC purposes and afterschool program quality standards. In Stage two, the UEPC identified programs with the greatest

alignment and selected [five exemplary CCLC program sites to profile](#). (Profiles are available online at uepc.utah.edu.)

Figure 1. Stages of the evaluation

Stage 1

Describe the extent to which 21st CCLC sites are implementing program practices that are well-aligned with 21st CCLC purposes and afterschool program quality standards.

Stage 2

Select twelve 21st CCLC sites that have the highest alignment with 21st CCLC purposes and quality standards.

Narrow the twelve sites to five demonstration sites and visit those sites to learn more about their innovative and effective program practices.

Create program profiles of the demonstration sites.

Data Sources

Self-Assessment Survey

The UEPC developed the Self-Assessment Survey (SAS) to examine how well-aligned programs were to CCLC purposes and afterschool program quality standards. The SAS included three sections, 1) Academic Supports, 2) Developmental Enrichments, and 3) Family Enrichments. Each section asked site coordinators to report the frequency with which they offered enrichments, the percentage of students who received the enrichments, and ways their programs addressed quality. The survey incorporated quantitative and qualitative questions. Quantitative questions focused on alignment with 21st CCLC purposes. Qualitative questions asked for descriptions of creative, innovative, and successful program practices for each of the purposes.

The survey included definitions of each enrichment type. For academic supports, we asked about academic enrichments and tutoring. We defined academic enrichments as hands-on or group-based learning opportunities for core subjects. We defined tutoring as one-to-one or small group sessions that provide direct assistance to support students in learning school day content (e.g., homework help). Developmental enrichments were defined as non-academic activities that provide opportunities for students to grow in areas such as art, health, and character. Family enrichments were defined as providing information about resources, connecting families with resources, and providing workshops or classes.

The UEPC administered the SAS online in April 2017 to site coordinators at 98 program sites that received funding during the 2015-16 academic year. We received 77 responses, a 79% response rate.

Utah Afterschool Network Quality Tool

The Utah Afterschool Network (UAN) Quality Tool (QT) is as an internal evaluation instrument used by afterschool providers to review and document annual program quality and improvement efforts. Administration procedures require program providers to meet with staff teams and stakeholders

annually to complete the QT through a group consensus process. In this evaluation, the UEPC used UAN QT results from the academic year 2015-16.

The QT includes four major areas of program quality 1) Be Safe, 2) Develop Meaningful Relationships, 3) Learning New Skills, and 4) Administration. *Be Safe* focuses on the qualifications of staff, participant safety, behavior management, and physical space of the program. *Develop meaningful relationships* asks about student/staff interactions and collaborations. *Learning new skills* addresses youth engagement, school-day alignment, outcomes, and opportunities provided to participants. *Administration* asks about program policies and procedures, personnel issues, and training. The UEPC identified 92 sites that had scores for the UAN QT.

Key Informant Interviews

To obtain an informed opinion about which CCLC programs were delivering high-quality and innovative programs, the UEPC evaluation team conducted separate interviews with UAN specialists and USBE CCLC grant administrators. As technical assistance providers, UAN specialists work closely with grantees and have an informed perspective of CCLC program practices. USBE grant administrators have firsthand knowledge and experience working with the 21st CCLC programs.

Interviews

UEPC evaluators conducted twelve interviews via phone or Skype audio call with CCLC site coordinators. We selected 12 sites that had the greatest alignment with CCLC purposes and afterschool program quality standards. We used semi-structured interview protocols to gather data about how site coordinators integrated the purposes of CCLCs and innovative program practices. The UEPC also created and used a rubric (interview rubric) to score site coordinators' interview responses about academic, developmental, family enrichments, and innovative practices. To earn the highest score, site coordinators needed to provide clear and detailed descriptions about the program practices of their 21st CCLC site.

Site Visits and Interviews

To complete [program profiles](#), a UEPC evaluator visited five program sites and conducted a second round of interviews with site coordinators. The objective was to gather additional information about the sites and their innovative program practice. Only one program was in session during the site visits.

Analysis

Stage One

The UEPC evaluators used descriptive statistics to analyze results from the SAS. Descriptive statistics allowed UEPC evaluators to understand the extent to which CCLC site coordinators reported that they were implementing program practices that aligned with CCLC purposes and afterschool program quality standards. In the results section, we report descriptive statistics and provide example quotes from open-ended survey questions about innovative program practices.

Stage Two

In Stage two, UEPC evaluators compared QT and SAS data with key informant data to finalize a list of 12 programs that had the greatest alignment with CCLC purposes and afterschool program quality standards. To identify the 12 sites, UEPC evaluators calculated scores and ranked sites based on the following criteria:

- *QT/SAS Score.* We calculated a score for the QT and the quantitative portion of the SAS by taking the grand mean for each section of the respective instruments and then calculating a final grand mean across the survey sections. Evaluators standardized and summed the overall QT and SAS grand means to get a single score.
- *SAS Qualitative Score.* Two evaluators used a rubric (SAS rubric) to separately score each site's SAS qualitative examples of innovative program practices. Using scores from two evaluators allowed us to look for alignment between raters, which increased objectivity in the scoring process. There were minor, insignificant discrepancies between evaluators' scores. To get a single score, the two evaluators averaged their scores across all questions for each site.
- *UAN Key Informant Score.* UAN specialists provided a list of sites that they believed were high quality, well aligned, and that provided innovative program practices. Lists were based on the specialists' first-hand experience with program sites. We assigned a score of one to the sites identified by specialists and a score of zero to all other sites.
- *USBE Key Informant Score.* The USBE grant administrators provided a list of sites that they believed were high quality, well aligned, and that provided innovative program practices. Lists were based on grant administrators' first-hand experience with the program sites. We assigned a score of one to the sites identified by specialists and a score of zero to all other sites.

After ranking the sites, on the QT/SAS score, SAS qualitative score, UAN key informant score, and USBE key informant score, we identified sites that scored highly on at least two of the criteria. This resulted in 12 sites. To further narrow the list of 12 sites, we conducted phone interviews with all 12 site coordinators. During the phone interviews, we asked how sites implemented the purposes of CCLCs, designed enrichments, and delivered innovative program practices. We used the interview rubric to score responses and found a distinct difference between the top five and the remaining seven sites. As a final step, we conducted site visits and created [program profiles for the top five sites](#).

Limitations

The results and considerations come with two primary limitations. First, the evaluation focused on alignment of program implementation with CCLC purposes, but did not explore the alignment of programming with specific student or community needs. Future evaluations should consider how 21st CCLCs utilize student data, family needs assessments, and other sources of evidence to align enrichments and services with needs. Second was the reliance on self-report data. The SAS and QT were both self-reported. While interviews and site visits allowed evaluators to uncover additional nuance and depth, those sources also depended on site coordinators to provide accurate depictions of their program practices.

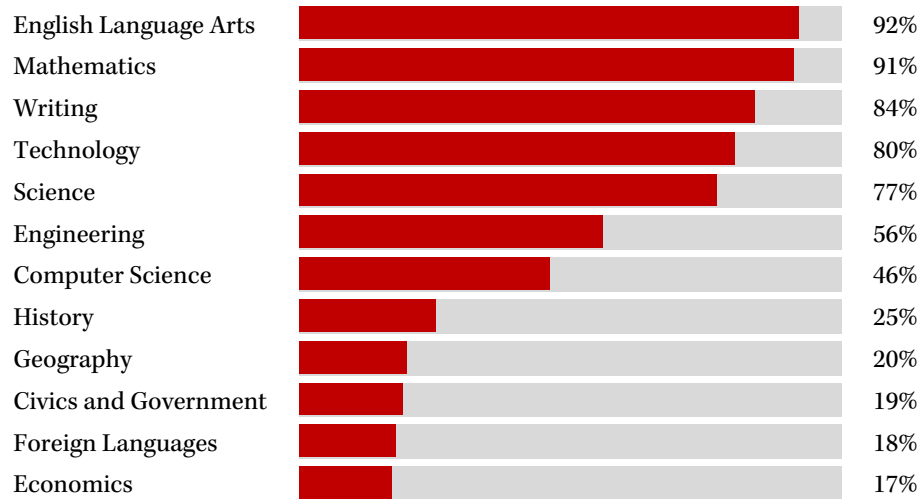
Stage One Results

This section is organized by the three 21st CCLC purposes: 1) Academic Supports, 2) Developmental Enrichments, and 3) Family Enrichments. For each purpose, we report quantitative findings and example quotes from site coordinators. The findings address the types of enrichments offered, the extent to which students participated in the enrichments, and the quality of the enrichments.

Academic Enrichments Offered

The SAS defined academic enrichments as hands-on and/or group-based learning opportunities for core subjects. Examples could include field trips or activities and games that had academic content. Figure 2 shows that most programs offered enrichments for three tested subjects, English language arts, mathematics, and science at least once a week. Table 1 provides a more in depth look at the frequency of offerings for tested subjects. This revealed that daily offerings for science were notably less frequent than for English language arts and math.

Figure 2. Percentage of site coordinators who reported academic enrichments were offered at least once a week



Data source: SAS Survey

Table 1. Frequency of offerings for tested subjects

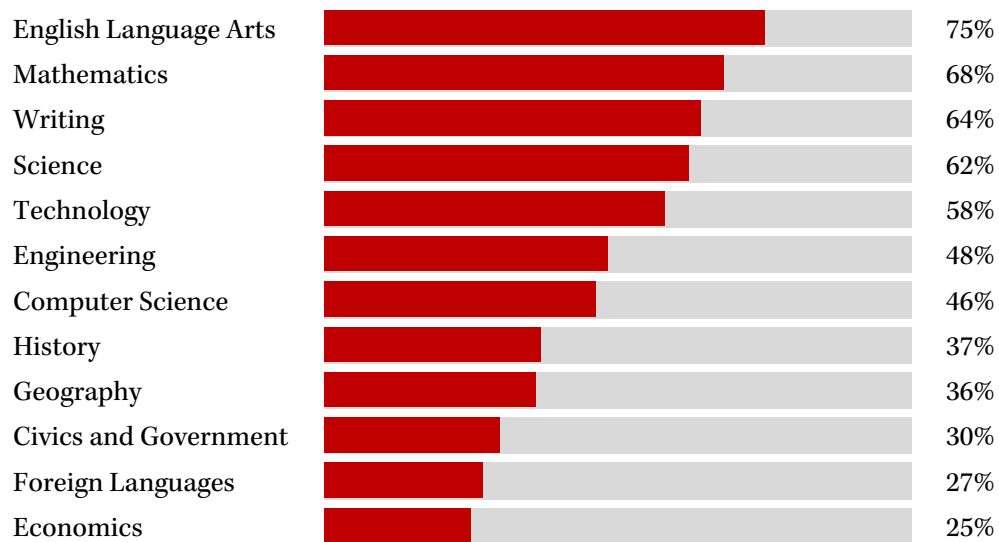
	Never	Once a month	Once a week	2-3 times a week	Daily
Mathematics	5%	4%	20%	19%	52%
English Language Arts	7%	1%	12%	30%	50%
Science	4%	19%	36%	28%	13%

Data source: SAS Survey

Student Participation in Academic Enrichments

Site coordinators reported the average percentage of students who participated in each academic enrichment activity (Figure 3). Similar to the frequency of offerings presented in Figure 2, English language arts, math, and science were the tested subjects with the greatest percentage of participants.

Figure 3. Percentage of site coordinators who reported at least half of their students participated in the academic enrichments



Data source: SAS Survey

Example quotes from the SAS about creative, innovative, and successful approaches to providing academic enrichments.

“Each year we meet with teachers in the Math, Science, and English departments. We examine each teacher’s curriculum maps and highlight times of the year where students struggle. We then plan out enrichment schedules and cover topics that challenge students.”

“Students look at the core curriculum, pick an experiment that highlights a concept, design a lesson, present it to their middle school cohort, and then each student is in charge of passing along that lesson to a small group in the 2nd Grade Classroom.”

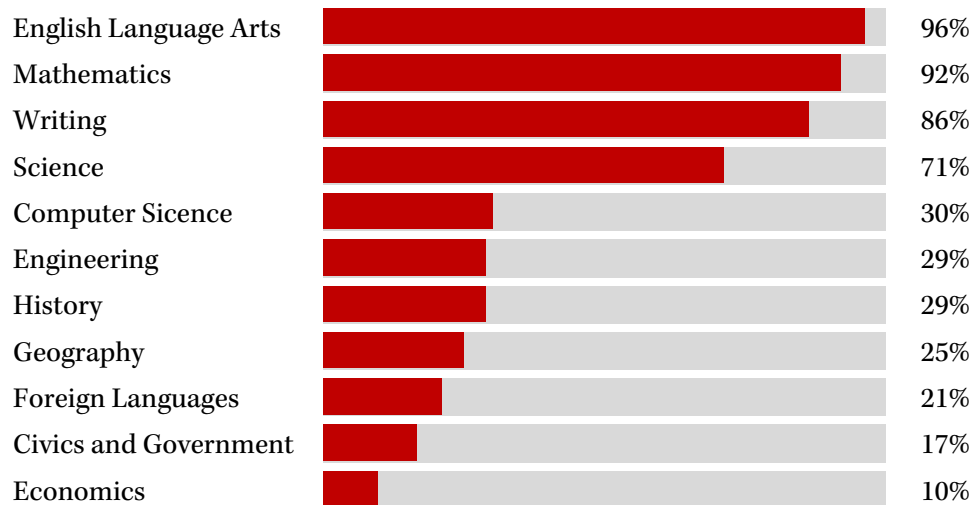
“Each day we offer academic enrichment classes for each grade that focus on reading, writing, math and other interested subjects. We also align all of our enrichment classes to include one of the core subjects; even if the students do not realize what they are learning while having fun... this has included STEM, Computer Coding, Fashion Class, Art & Science, Trivia, Fun with Reading, Book & Movie Club, Chess, Cooking and other academic enriched classes.”

“Our team works tirelessly to provide our student participants with multifaceted experiences that help develop transferable skills. We have had quilting, weaving, and cooking classes to strengthen mathematics, measurement, and spatial awareness skills.”

Academic Tutoring Offered

The SAS asked site coordinators to report tutoring as one-to-one or small group sessions that provided direct assistance to support students in learning school day content (e.g. homework help). Figure 4 shows the percentage of site coordinators who reported that tutoring was offered at least once a week. Site coordinators reported that they offered tutoring more frequently than hands-on academic enrichments (Figure 2) for all subjects except civics and government and economics.

Figure 4. Percentage of site coordinators who reported tutoring was offered at least once a week



Data source: SAS Survey

Table 2. Frequency of tutoring offerings for tested subjects

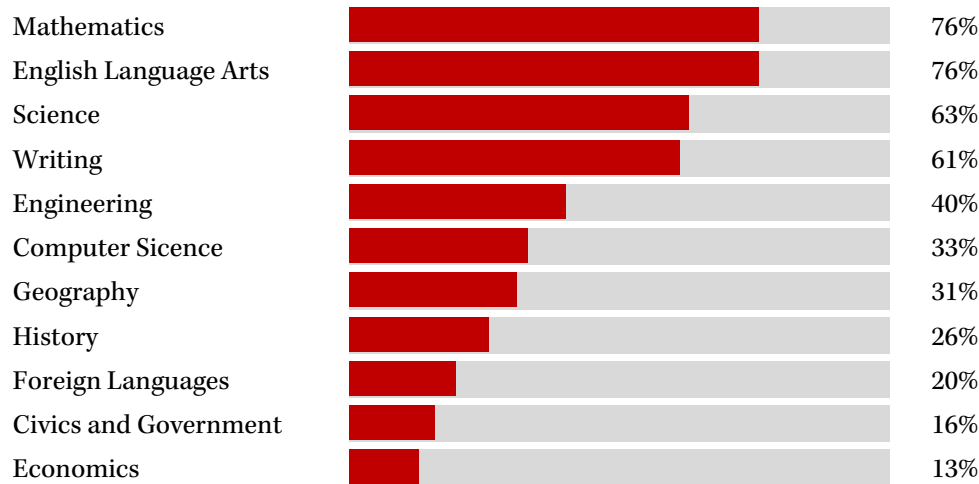
	Never	Once a Month	Once a week	2-3 Times a Week	Daily
English Language Arts	3%	1%	3%	20%	73%
Mathematics	8%	0%	4%	19%	69%
Science	22%	7%	12%	26%	33%

Data source: SAS Survey

Student Participation in Academic Tutoring

Figure 5 shows that students most frequently participated in English language arts, math, science, and writing tutoring.

Figure 5. Percentage of site coordinators who reported at least half of their students participated in the tutoring enrichments



Data source: SAS Survey

Example quotes from the SAS about creative, innovative, and successful approaches to providing tutoring.

“One of the things we do is to allow others students help and mentor each other. We have found that if a student has to explain how to do a problem, their actual understanding increases. Students who are also mentored by peers in reading seems to feel less pressure to read aloud. We also have a list of students from teachers of students who need extra mentoring in their school subjects.”

“Our program recruits volunteer tutors from local universities to provide 1:1 or small group academic support...”

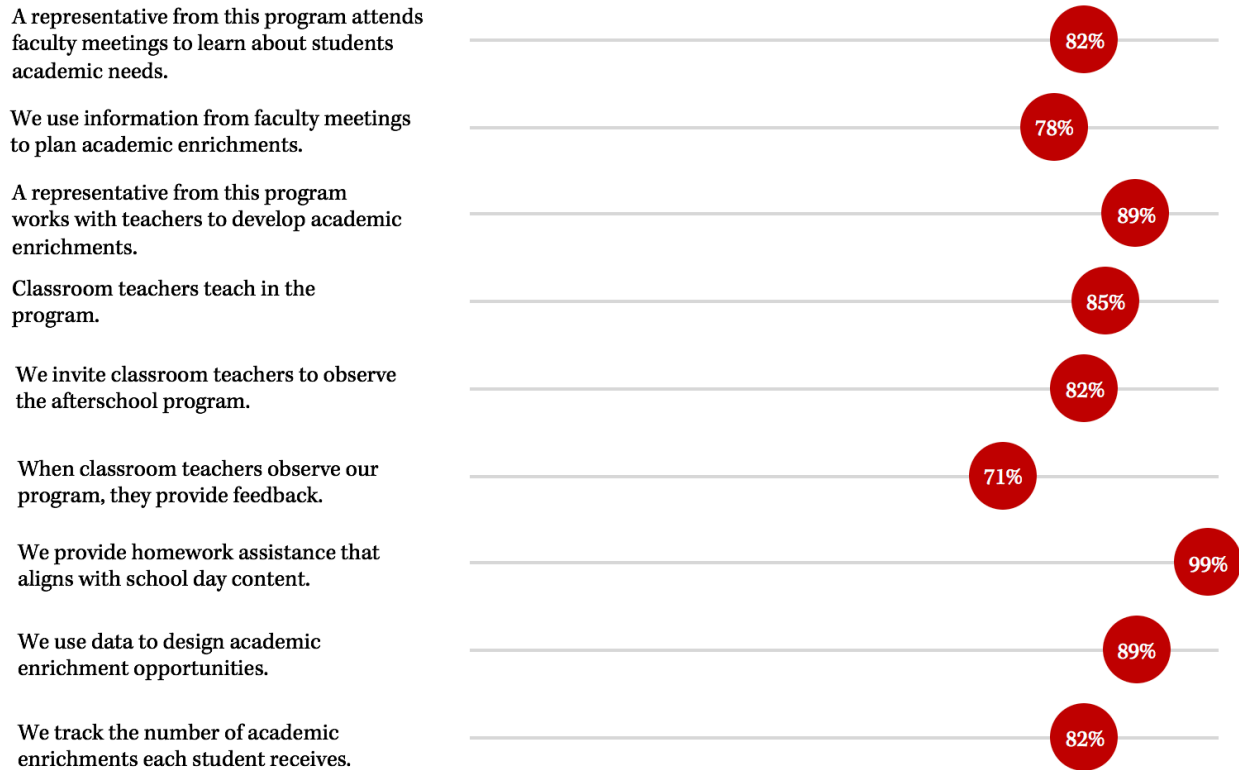
“Qualified teachers provide tutoring to our students Our math tutoring uses the ST Math software offered through Granite School District that teachers students math in a fun and innovated way using games and explaining concepts to students when they struggle.”

“I utilize data from testing results to identify students who would benefit most from academic intervention support. Day school teachers use a Continuum to monitor core level skills and abilities by grade level and report on where students fall on the Continuum. After School is able to tie directly with skills and goals to be accomplished by each student in the program and provide 1:1 support while also offering small group, grade level intervention and homework support.”

Academic Support Quality

The majority of respondents indicated their programs were using information from various sources to plan academic enrichments. Almost all (99%) respondents reported that they provided homework assistance that aligned with students' school curriculum.

Figure 6. Percentage of site coordinators who agreed or strongly agreed with statements about academic activities

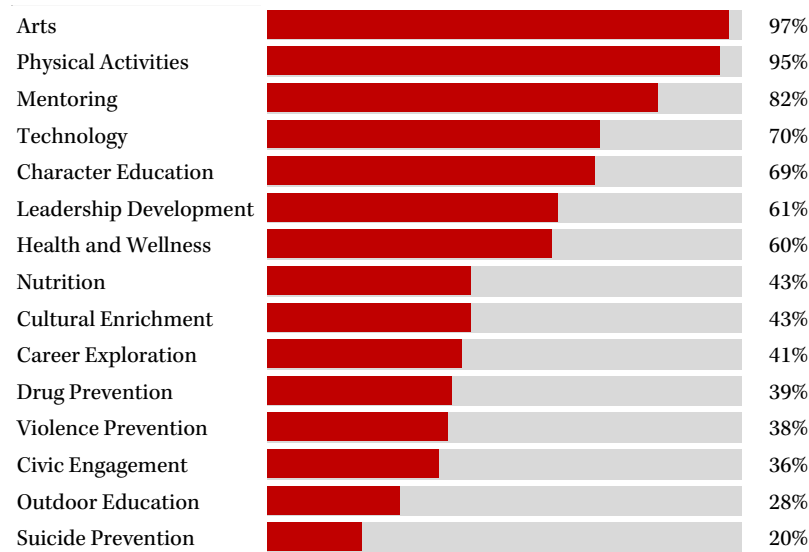


Data source: SAS Survey

Developmental Enrichments Offered

The SAS defined developmental enrichments as non-academic activities that provide opportunities for students to grow in areas such as art, health and wellness, and character. Figure 7 shows the percentage of site coordinators who reported developmental enrichments that were offered at least once a week. Arts and physical activity enrichments stood out as the most frequent enrichments offered. Developmental enrichments related to the prevention of drug use, violence, and suicide ranked among the lowest offerings.

Figure 7. Percentage of site coordinators who reported developmental enrichments were offered at least once a week



Data source: SAS Survey

Example quotes from the SAS about creative, innovative, and successful approaches to providing developmental enrichments.

“Team sports have taught the youth the most about character education and emotional self-awareness. We have a girls volleyball team and coed basketball and soccer. We also use [a specific] curriculum to teach leadership and character education.”

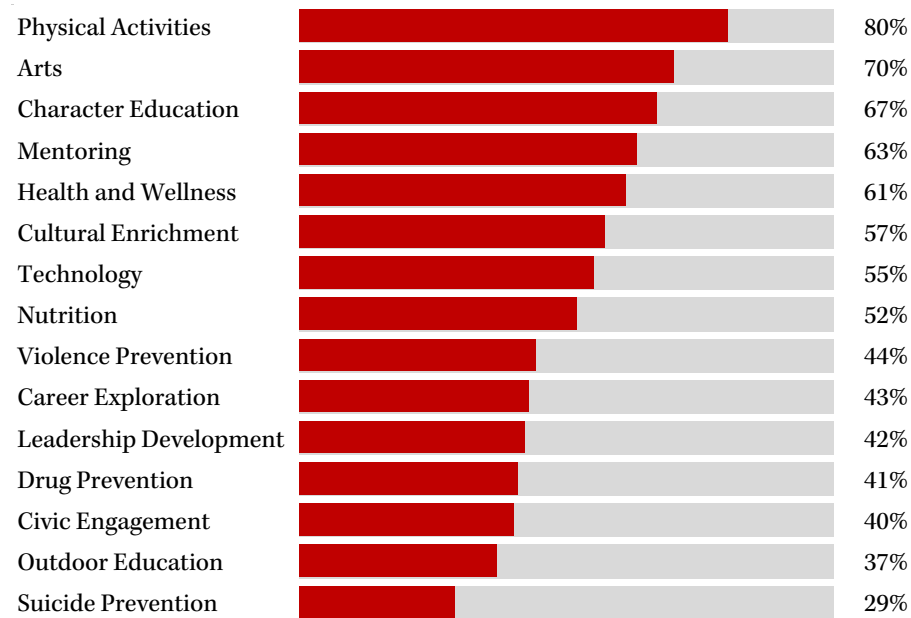
“One of our most successful clubs this year was [a prevention] program. It is a place where students can hang out with their friends after school in a safe setting and learn tools and skills to help them be successful in life. Students choose what activities they would like to participate in that day as a group such as, a sport, a craft, board games, intellectual conversation, etc. This is followed by a lesson about a life skill such as, date smart, conflict resolution, drug prevention, suicide prevention, and more.”

“Students have the opportunity to attend weekly field trips, which are focused on career exploration and/or STEM subjects. This year, there have been approximately 30 field trips offered, including trips to Westminster College, the Natural History Museum, Wheeler farm, Loveland Living Planet Aquarium, the capitol building, a Promise-wide arts festival, and a presentation from Scales and Tails.”

Student Participation in Developmental Enrichments

Figure 8 displays the percentage of site coordinators who reported that at least half of their students participated in developmental enrichments. Arts, physical education, mentoring, and character education were the most often attended. Fewer than half of students participated in developmental enrichments related to preventing violence, drug use, and suicide.

Figure 8. Percentage of site coordinators who reported that at least half of their students participated in the developmental enrichments



Data source: SAS Survey

Developmental Enrichment Quality

Figure 9 shows that most site coordinators agreed or strongly agreed that they designed developmental enrichment activities to achieve specific goals, recognized achievements of participants, helped participants set goals, and worked with partners to provide youth development activities.

Figure 9. Percentage of site coordinators who agreed or strongly agreed with statements about developmental activities



Data source: SAS Survey

Family Enrichments Offered

Site coordinators reported that their programs provided family enrichments in ways that ranged from simply providing information about resources to offering workshops or classes. (Table 3). The most common family enrichments offered in any format were child development or parenting classes (83%), English language learning resources for adults (81%), and temporary assistance (78%)¹.

Table 3. Family enrichments offered

	Do not provide	Provide information	Connect families to resources	Provide workshops/classes
English language learning resources for adults	19%	38%	42%	43%
Child development or parenting classes	17%	51%	32%	42%
Health and well-being (e.g., mindfulness, yoga, dance, exercise)	31%	35%	28%	36%
Adult education resources	27%	41%	38%	34%
Nutrition	25%	36%	35%	31%
Temporary assistance options (e.g., basic needs, food, clothing, housing, transportation)	22%	35%	58%	28%
Healthcare services	31%	38%	35%	26%
Job services	39%	36%	29%	24%
Mental health or addiction services	27%	43%	29%	23%
Legal services	50%	29%	24%	16%

Data source: SAS Survey. Note: Respondents could select all that apply.

¹ We calculated these three percentages by subtracting the percentage of sites that did not provide the enrichments from 100%.

Number of Ways Family Enrichments Were Offered

Table 4 expands on Table 3 by reporting the percentages of sites that provided family enrichments in one, two, or three ways (conducting workshops, connecting families to resources, and providing information). Table 4 provides additional perspective regarding the extent to which programs were making family enrichments available.

Table 4. Percentage of programs offering family enrichments in multiple ways

	Provided Enrichment in 1 Way	Provided Enrichment in 2 Ways	Provided Enrichment in 3 Ways
English language learning resources for adults	70%	22%	8%
Child development or parenting classes	68%	13%	19%
Health and well-being (e.g., mindfulness, yoga, dance, exercise)	62%	23%	15%
Adult education resources	67%	16%	17%
Nutrition	65%	19%	16%
Temporary assistance options (e.g., basic needs, food, clothing, housing, transportation)	68%	22%	10%
Healthcare services	71%	12%	17%
Job services	59%	27%	14%
Mental health or addiction services	63%	19%	18%
Legal services	71%	20%	9%

Data source: SAS Survey. Note: Table 4 includes only respondents who offered the family enrichments in at least one way. Those who indicated that their programs did not offer a given family enrichment (See Table 3) are excluded from the calculations of percentages in Table 4.

Example quotes from the SAS about creative, innovative, and successful approaches to providing family enrichments.

“Our most successful approach has been with parent forums. We have a guest speaker come and talk to students and parents about a topic relevant in our community, such as tobacco, drugs, technology, or even just suggestions on how to improve communication with their student. Then, we open up the floor to discuss any issues parents are having. We also offer an ‘extra credit’ slip to each student to persuade them to attend with a parent.”

“Our Parent Nights allow parents to come into the program and participate with their children on what they are learning as well as to see performances and displays of work done. We partner with the school to be active participants in the school Parent/Family Nights”

“Our school’s Social Worker works with students and families. They can and do conduct in-home visits. The Social Worker and school Nurses have access to programs/resources that parents need i.e. dental care, glasses, vision screenings, etc.”

Family Engagement

The majority of site coordinators agreed or strongly agreed that they were working to engage families. However, 64% of respondents conducted a formal family needs assessment and 68% trained staff members about effective family engagement.

Figure 10. Percentage of site coordinators who agreed or strongly agreed with statements about family engagement activities



Data source: SAS Survey



Summary of Stage 1 Results

This summary addresses the extent to which CCLC sites were implementing program practices that aligned with CCLC purposes. It also provides an overview of current 21st CCLC program offerings across the state. Tables in this section address academic supports, developmental enrichments, and family enrichments. The summaries of findings include two columns. One column, headed by a checkmark, includes evidence of well aligned program practices. A second column, headed by a magnifying glass, includes findings that site coordinators might examine more closely to determine the extent to which these topics are represented within their programs. All of the findings in these tables are derived from self-reported survey data.

Table 5 provides a summary of key findings for academic enrichments and tutoring. This addresses the federally prescribed purpose that academic supports help students meet state and local achievement standards. Programs reported providing a balance of hands-on, group-based enrichment activities and one-to-one or small group tutoring sessions. However, while they provided regular academic enrichments for ELA and math, they provided less support for science. Although most programs reported that at least

half of their students were receiving academic support, there may be opportunities for more frequent student participation. Most site coordinators reported that they worked with school day personnel to coordinate academic support for students.



Table 5. Academic supports summary of key findings

Academic Supports	 Evidence of Well Aligned Program Practices	 Needs Further Examination
Academic Enrichment and Tutoring Offered	<ul style="list-style-type: none"> • Almost all programs reported that they were offering ELA and math support by providing enrichment activities and tutoring once a week or more • Half of all programs reported that they offered ELA enrichment activities daily and 73% offered ELA tutoring daily • Half of all programs reported that they offered math enrichment activities daily and 69% reported that they offered math tutoring daily • In addition to the tested subjects, writing and technology were reported as frequently offered academic enrichments 	<ul style="list-style-type: none"> • Most programs reported that they offered science enrichment activities at least once a week or more, but only 13% were offering science enrichment activities on a daily basis • 33% reported that they offered science tutoring on a daily basis
Participation in Academic Enrichments and Tutoring	<ul style="list-style-type: none"> • 75% reported that at least half of their students participated in ELA enrichment activities • 76% reported that at least half of their students participated in ELA tutoring • 76% reported that at least half of their students participated in math tutoring 	<ul style="list-style-type: none"> • 68% reported that at least half of their students participated in math enrichment activities • 62% reported that at least half of their students participated in science enrichment activities • 63% reported that at least half of their students participated in science tutoring
Quality of Academic Enrichments and Tutoring	<ul style="list-style-type: none"> • 99% reported that they provided homework assistance that aligned with school day content • 89% reported that they worked with teachers to develop academic enrichments • 89% reported that they used data to design academic enrichments • 85% reported that they utilized classroom teacher(s) to teach in their programs 	<ul style="list-style-type: none"> • 78% reported that they used information from faculty meetings to plan academic enrichments

Data source: SAS Survey

Table 6 presents a summary of the extent to which 21st CCLC sites were offering developmental enrichments to complement academic supports. Noteworthy findings include limited focus on prevention related enrichments and reports that site coordinators were designing enrichment activities to achieve specific outcomes.



Table 6. Developmental Enrichments Summary of Key Findings

Developmental Enrichments	 Evidence of Well Aligned Program Practices	 Needs Further Examination
Developmental Enrichments Offered	<ul style="list-style-type: none"> Arts related enrichments and physical activity were reported as the most frequently offered developmental enrichments Other popular developmental enrichments included mentoring and character education 	<ul style="list-style-type: none"> Few site coordinators reported that they offered activities specifically targeting prevention
Participation in Developmental Enrichments	<ul style="list-style-type: none"> 80% reported that at least half of their students participated in physical enrichment activities 70% reported that at least half of their students participated in arts enrichment activities 67% reported that at least half of their students participated in character education enrichment activities 	<ul style="list-style-type: none"> 44% reported that at least half of their students participated in violence prevention activities. 29% reported that at least half of their students participated in suicide prevention activities.
Quality of Developmental Enrichments	<ul style="list-style-type: none"> 97% reported that they recognized achievements of participants 94% reported that they were designing enrichment activities to achieve specific outcomes 94% reported that they were working with partners to provide youth development activities 	<ul style="list-style-type: none"> 79% reported that a representative from their program attended faculty meetings to learn about students' developmental needs 75% reported that they were using information from faculty meetings to plan developmental enrichments

Data source: SAS Survey

Table 7 provides a summary of key findings related to the enrichment opportunities that programs provided for family members of children served by the program. Regardless of the ways they made resources available (provided information, connected families to resources, or provided workshops or classes), evidence suggested that most programs were making a variety of supports and resources available to families. However, not all programs were providing sufficient training for staff members to serve families.

Table 7. Family Enrichments Summary of Key Findings

 Family Enrichments	Evidence of Well Aligned Program Practices	 Needs Further Examination
Family Enrichments Offered	<ul style="list-style-type: none"> • 83% reported that they provided resources for child development or parenting • 81% reported that they provided resources for English language learning • 78% reported that they provided resources for temporary assistance options • Most programs reported that they either provided information, connected families to resources, or provided workshops or classes 	<ul style="list-style-type: none"> • 50% reported that they provided resources for legal services • Fewer than 20% reported that they provided support in all three ways (provided information, connected families to resources, and provided workshops or classes)
Family Engagement	<ul style="list-style-type: none"> • 95% reported that they invited families to participate • 93% reported that they asked families for input and 92% reported that they used input to plan activities and services offered 	<ul style="list-style-type: none"> • 64% reported that they conducted formal family needs assessments at least once a year • 74% reported that they discussed family engagement in staff meetings • 68% reported that they trained staff members about effective family engagement

Data source: SAS Survey

Stage Two Results

The UEPC developed program profiles for the five CCLCs that exhibited the highest alignment and most innovative program practices. Below are brief descriptions of each site and the unique, innovative, and/or exemplary program practices for which they are known. Each site is affiliated with a LEA or city government organization. Greater detail about these sites, including interviews with site coordinators, are included in the program profiles.

Program Profiles

- [American Preparatory Academy: West Valley Campus II](#)
- [Glendale-Mountain View Community Learning Center](#)
- [Grand County Middle School CCLC](#)
- [Hser Ner Moo Community & Welcome Center](#)
- [Woodrow Wilson Elementary CCLC](#)

American Preparatory Academy: West Valley Campus II CCLC

American Preparatory Academy (APA West Valley Campus II), previously known as the Accelerated School, is a charter school located in West Valley City, UT. APA West Valley Campus II is the largest of seven APA schools in Utah and serves more than 1,400 students. Unlike West Valley Campus I that serves students in grades K-9, this campus enrolls K-12 students. The demographics of APA West Valley Campus II are diverse with 78% students of color, 60% Latino/a, 68% low income, and 16% English language learners.^{iv} The afterschool program at APA West Valley Campus II serves only students who attend the school.

In addition to their alignment with the purposes of CCLCs, one noteworthy innovative practice of APA West Valley Campus II is their extensive afterschool music program called Sistema Utah. Sistema Utah's mission "is to provide musical instruction to foster lifelong qualities of refined character" because "music education works in beautiful tandem with academic learning and provides a positive outlet and identity for students of all ages, backgrounds, and circumstances." Through well-developed partnerships, APA West Valley Campus II insures that every student has access to an instrument. The program provides opportunities for students to engage with music both within the afterschool program and through outside experiences such as field trips and performances. Further details about the APA West Valley Campus II afterschool program can be viewed in their [program profile](#).

Glendale-Mountain View Community Learning Center

Glendale Middle School and Mountain View Elementary School are in the Salt Lake City School District. Together, the schools makeup the Glendale-Mountain View Community Learning Center. The demographics of the two schools are diverse with 98% students of color, 61% Latino/a, 90% low income, and 34% English language learners. The community learning center offers early learning opportunities, youth programs, adult education, and health and wellness services. The services and programs take place in the two schools and in a shared building. While the Glendale-Mountain View Community Learning Center is part of the 21st CCLC grant program, it also receives other financial support from federal and local funds.

UEPC evaluators identified the Glendale-Mountain View Community Learning Center as innovative due to the numerous academic, health, and employment services the program provides on a single campus. Many CCLCs partner with community health and wellness services to provide mobile clinics or off-site services, but the Glendale-Mountain View Community Learning Center is unique. The center has an on-site doctor and dentist who provide medical services to families with and without health insurance. The community learning center has on-site mental health services, a Medicaid representative, and a Department of Workforce Services representative. Families can book appointments or drop-in. Further details about the Glendale-Mountain View Community Learning Center can be viewed in their [program profile](#).

Grand County Middle School CCLC

The B.E.A.C.O.N. (Building Essential Assets through Community and Outreach Networking) Afterschool Program at Grand County Middle School is located in Moab, UT. The CCLC at Grand County Middle School is the only rural CCLC highlighted in the program profiles. The enrollment of the school is 77% white, 45% low income, and 4% English language learners.

Grand County Middle School stood out from other CCLCs due to their comprehensive science, technology, engineering, and mathematics (STEM) program, robust outdoor and physical education program, and the level of engagement among staff and students. Staff members are committed to the program and incorporate non-traditional ways of learning into their program practices through activities such as building robots, model cars, art activities, and music production. The program also focuses on giving students as much ownership of the CCLC as possible. For example, students provide leadership to other students and propose new activities to incorporate in the afterschool program. Further details about the Grand County Middle School CCLC can be viewed in their [program profile](#).

Hser Ner Moo Community & Welcome Center

The Hser Ner Moo Community and Welcome Center is located in South Salt Lake City and serves refugee and immigrant families living in the South Parc Townhomes. Hser Ner Moo was a Burmese refugee murdered in 2008. The center was created in her honor to provide a safe space for children and families. Hser Ner Moo serves families from Burma, Nepal, Thailand, Ethiopia, the Congo, and South and Central America. Families and students at Hser Ner Moo speak numerous languages including Arabic, Somali, Nepali, Burmese, Swahili, French, Spanish, English, and other dialects from Africa. The center primarily serves a refugee population.

UEPC evaluators identified the Hser Ner Moo Community and Welcome Center as innovative for multiple reasons. Most CCLCs are in or near schools, which requires families to come to the location of the afterschool program. In contrast, Hser Ner Moo is located within the residential community of the families it serves, which provides unique opportunities for staff, students, and families to interact in a convenient, familiar setting. The physical space of the CCLC is two adjoining townhomes with rooms serving as classrooms, activity rooms, and a computer lab. The program provides academic enrichments that focus on literacy, science, technology, engineering, and math. The program also focuses on providing leadership opportunities for students. Further details about the Hser Ner Moo Community and Welcome Center CCLC can be viewed in their [program profile](#).

Woodrow Wilson Elementary CCLC

Woodrow Wilson Elementary is located in South Salt Lake City in the Granite Education Center. The student population of Woodrow Wilson Elementary is diverse with 78% students of color, 88% low income, and 52% English language learners. More than 30 languages are spoken in the school.

The CCLC program at Woodrow Wilson was identified by UEPC evaluators as innovative due to the partnership model they have developed. Staff members utilize both on-site and off-site partnerships to achieve CCLC purposes and they work closely with community organizations to provide services for families and students. Further details about the Woodrow Wilson afterschool program can be viewed in their [program profile](#).

Considerations for Ongoing Improvement

Findings from the evaluation revealed several considerations for ongoing 21st CCLC program improvement (Figure 11). The first three considerations correspond with the 21st CCLC purposes of academic, developmental, and family enrichments. We developed these considerations directly from the SAS findings that we gathered during the first stage of the evaluation. Many, but not all, programs reported noteworthy alignment with the general purposes of 21st CCLCs. We derived the final set of considerations from the second stage of the evaluation, the program profiles. These considerations highlight the innovative practices of the exemplary programs.

Figure 11. Considerations for 21st CCLC program improvement

<p>21st CCLC Purpose: Academic Support</p>	<ul style="list-style-type: none">• Continue offering a variety of academic enrichment experiences and tutoring for ELA and math.• Consider offering additional academic enrichment experiences and tutoring for science.• Continue to use data to inform the academic supports offered and ensure that academic supports are directly aligned with students' needs.• Continue to coordinate academic supports with school day activities.
<p>21st CCLC Purpose: Developmental Enrichments</p>	<ul style="list-style-type: none">• Continue to offer a variety of developmental enrichment opportunities.• Consider offering more prevention related enrichments.• Continue to design enrichment activities to achieve specific student outcomes.• Some programs could further develop collaborations with school day personnel to identify students' greatest needs for developmental enrichments.
<p>21st CCLC Purpose: Family Enrichments</p>	<ul style="list-style-type: none">• Continue to provide a wide variety of resources for families and consider providing resources in multiple ways.• Consider the importance of collecting regular needs assessment data and aligning family enrichments with family needs.• Consider expanding staff training opportunities related to serving families.
<p>Innovative Program Practices</p>	<ul style="list-style-type: none">• Consider ways to engage parents to help their children maximize learning experiences in the program and in school.• Consider ways to support families by providing resource and services on site when possible. Examples might include partnering with health care or education providers.• Prioritize relationships. Develop and maintain trusting and supportive relationships between students and staff.• Ensure that your program provides opportunities for youth to feel empowered. Provide decision-making and leadership opportunities for all students.• Approach students as individuals with their own talents and strengths.

Conclusion

Overall, we found that CCLCs in Utah reported that they were providing an array of academic, developmental, and family enrichments. For academic supports, sites reported noteworthy alignment with the purposes of CCLCs. This was especially exemplified by the extent to which programs reported that they offered hands on academic enrichment opportunities and one-to-one tutoring. In comparison, developmental and family enrichments exhibited alignment in some areas, but also revealed opportunities for improvement. For example, relatively few programs focused on prevention-related programming and some programs were not providing training about adolescent development or how to engage families.

Working with limited resources, site coordinators described creative approaches to providing enrichments, services, and resources to students and families. Site coordinators reported that flexibility within the defined purposes of CCLCs allowed them to develop and implement programming to meet the specific needs of their community members. Findings and conclusions in this report should be considered in relationship to the unique context of each afterschool program site, based on the unique needs of students and families.

References

ⁱ US Department of Education. (2016). 21st CCLC Funding. <https://www2.ed.gov/programs/21stcclc/funding.html>

ⁱⁱ US Department of Education. (2003) *21st Century Community Learning Centers Non-Regulatory Guidance*. Washington DC: US Department of Education.

ⁱⁱⁱ Utah State Board of Education. (2017). *21st Century Community Learning Centers (CCLC)*. <https://www.schools.utah.gov/sas/federalprograms/cclc>

^{iv} Utah State Board of Education. (2016). Fall Enrollment and Projections by Local Education Agency. <https://www.schools.utah.gov/data/datareports>

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