



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

## **New Mexico 21<sup>st</sup> Century Community Learning Centers Statewide Evaluation End of Year Report Academic Year 2024-2025**

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Prepared by:

Rachel Boren, Ph.D., Director

Doug te Duits, Ed.D, Senior Program Specialist

Emily Heredia, Graduate Research Assistant

Ashley Mathis, Graduate Research Assistant

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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 the program. This report summarizes student participation, engagement, and English/reading and math grade changes for academic year 2024 – 2025 and includes results from student, adult family member, staff, and community partner surveys.

### *Who Participated?*

- During the 2024-2025 academic year, 9,549 students participated in the 21<sup>st</sup> Century after school program across the nine funded grantees, an increase from 9,079 students the prior year and 8,765 students two years ago. Almost all (97%) qualified for free or reduced-price lunch, and a strong majority were Hispanic or Latino (82%). Three percent each were American Indian or Native Alaskan or Black or African American.

### *How did Students Engage?*

- Students engaged in a total of 1,237,462 hours of different activities during the year. Like last year, the top areas students engaged in were academic enrichment (388,479 hours) and healthy and active lifestyle (286,068 hours). Science, technology, engineering, and mathematics (STEM) activities were third with just under 240,000 hours.

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

- For both subjects, the average grades increased from the first to fourth quarter, and there was growth across all sub-groups as well. Overall growth in both subjects was similar.
- In English/reading, students who were not Hispanic or Latino had higher averages at both quarters, and students who were English Learners (EL) had lower averages in both subjects compared to students who were not EL. Females had higher averages for both quarters and both subjects, with larger differences in English/reading. Like last year, for both subjects, American Indian or Native Alaskan students had lower averages than their counterparts at the first quarter, but they also had the largest growth from quarter one to quarter four.

### *What did Stakeholders Think of the Program?*

- Students and parents had positive feedback about the program overall, with high agreement rates for the statements provided. Students particularly like the activities, seeing their friends, and having time to do their homework/receive academic support. They also like the staff and find them helpful.
- Team members also had positive feedback about the program overall, with many indicating they enjoyed the professional development and found the program high quality.

### *What Recommendations Can be Gleaned from the Data?*

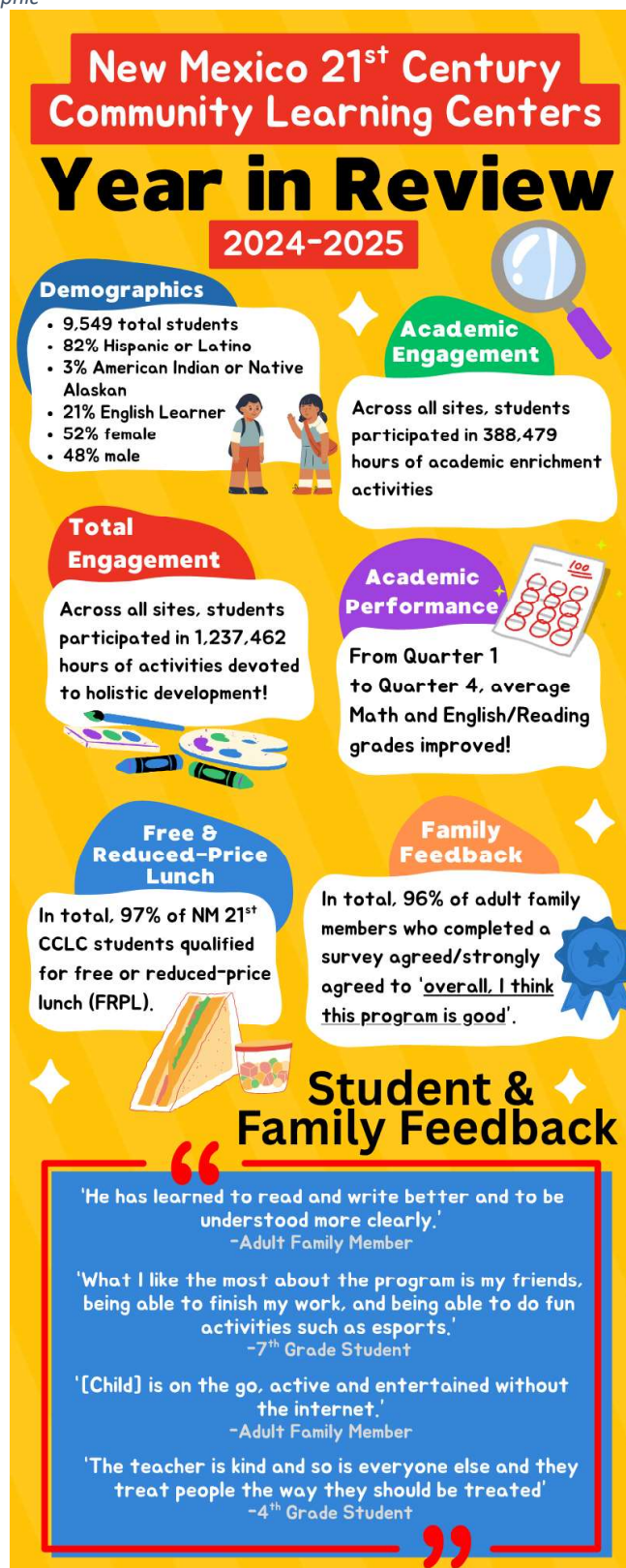
- Survey feedback across stakeholder groups was positive overall, with feedback that participants, family members, and team members like the program and find it high quality. Open-ended feedback offered some suggestions for program changes, which included more/bigger variety of activities and more time for homework/academic support. These can be considered as plans are made for next year, if feasible.
- In terms of team member confidence in different areas, this was strong overall, but the areas that had the most asks for additional training were about the procedures to follow in an emergency and

the procedures to ensure compliance with health and safety laws. These are worth keeping in mind as plans are made for next year.

- Averages in both math and English/reading grew overall and for each sub-group, and even though Yazzie/Martinez groups still have lower averages than their counterparts, it is worth noting that these groups (English Learners, students who qualify for free/reduced price lunch, Hispanic students, and American Indian or Native Alaskan students) each grew by at least half a point in their average. American Indian students grew the most out of any racial group in both subjects. Still, additional support for these groups are worth considering to continue to close the gap in performance.

## One Page Publicity Flyer

Figure 1: 21st Century Infographic



## Introduction and Purpose of Report

The SOAR Evaluation and Policy Center at New Mexico State University partnered with the New Mexico Public Education Department to perform a statewide evaluation of the 21<sup>st</sup> Century Community Learning Centers (CCLC) that examines student participation, outcomes, engagement, and stakeholder feedback. New Mexico State University Institutional Review Board (IRB) approval was obtained for the evaluation.

This summary shows demographics for students who participated in 21<sup>st</sup> CCLC, the types of activities that were the most popular, and presents an analysis of performance changes in math and English/reading grades among participants. The report also describes findings from stakeholder surveys, where family members, students, teachers, program staff, and community partners provided feedback about the program as a whole, perceived impact, and offered suggestions for improvement. Key stakeholder groups identified in the Yazzie/Martinez v. State of New Mexico lawsuit are also highlighted.

### *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's 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 participant demographics, 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.

### *Continuous Quality Improvement*

A key component of the New Mexico 21<sup>st</sup> CCLC program is having a team of individuals who work with sites and grantees to help ensure that they are entering the required data and using data to inform decision making and goal setting throughout the year.

## Guiding Evaluation Questions

Guiding evaluation questions 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.

Overview of Participants and Engagement:

- 1) What are the demographics of students who participate in the program? This includes breakdowns for gender, race, ethnicity, and free/reduced price lunch status.

## 2) What activities do students engage in the most? The least?

### Student Outcomes:

- 3) 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 Survey Data:

- 4) What are stakeholder evaluations of the program overall and its perceived impact?
  - a) What feedback are the stakeholders providing (qualitative) about what is working well in their 21<sup>st</sup> CCLC programs?
  - b) What feedback are the stakeholders providing (qualitative) about what the 21<sup>st</sup> CCLC program can do to better serve students and their communities?

### 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 cycle's GPRAs 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 grantees, with the NMSU STEM Center serving as a hub for six districts in southern New Mexico. Within these sites there are 117 schools participating in the program. 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
- Española 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
- South Valley Preparatory School

### *Student Demographics*

The first part of the report presents demographic information for the **9,549** students who participated in 21<sup>st</sup> CCLC activities during the 2024-2025 academic year. For the data pull, students who were active between August 12, 2024 through May 30, 2025 were included.

Table 1 shows participants by grade level. A strong majority of students were in first through fifth grade.

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

	Count	Percent
<b>P or K</b>	742	8%
<b>1</b>	1,049	11%
<b>2</b>	1,257	13%
<b>3</b>	1,376	14%
<b>4</b>	1,444	15%
<b>5</b>	1,428	15%
<b>6</b>	940	10%
<b>7</b>	540	6%
<b>8</b>	516	5%
<b>9</b>	71	1%
<b>10</b>	59	1%
<b>11</b>	58	1%
<b>12</b>	69	1%
<b>Total</b>	<b>9,549</b>	<b>100%</b>

In terms of *who* participated in the program, there was a near even split among males and females, with a strong majority who were Hispanic or Latino. Several were White, with three percent each American Indian or Native Alaskan or Black or African American. Almost all qualified for free or reduced-price lunch, and almost a quarter were English Learners (EL). Table 2 below outlines all participant demographics.



Table 1: Demographics of 21st CCLC Participants: Gender, Race, Ethnicity, Lunch Status, and EL Status

	N	Percent
<b>Female</b>	4,954	52%
<b>Male</b>	4,589	48%
<b>Other</b>	6	<1%
<b>Hispanic or Latino</b>	7,836	82%
<b>Not Hispanic or Latino</b>	1,612	17%
<b>Unknown</b>	101	1%
<b>American Indian or Native Alaskan</b>	294	3%
<b>Asian</b>	55	1%
<b>Black or African American</b>	271	3%
<b>More than One Race</b>	231	2%
<b>Native Hawaiian or Pacific Islander</b>	34	<1%
<b>Some Other Race</b>	1,104	12%
<b>White</b>	7,382	77%
<b>Unknown</b>	178	2%
<b>Free/Reduced Price Lunch</b>	9,229	97%
<b>Not FRPL</b>	290	3%
<b>Unknown</b>	30	<1%
<b>English Learner</b>	1,961	21%
<b>Not English Learner</b>	6,983	73%
<b>Unknown</b>	605	6%

## Student Engagement

Next, total activity hours are presented by category. For the entire academic year, students engaged in a total of 1,237,462 hours of different activities. Academic enrichment and healthy and active lifestyle continue to be the top categories, with academic enrichment having the most hours by a wide margin. STEM, well-rounded education activities, and literacy education each had over 100,000 hours or came close to this total. Table 3 below shows the total hours for each activity category.

Table 2: Student Engagement: Hours Spent on Each Activity

Activity Category	Hours
Academic Enrichment	388,479
Healthy and Active Lifestyle	286,068
Science, Technology, Engineering, and Mathematics (STEM)	239,842
Well-rounded Education Activities	179,200
Literacy Education	99,743
Career Competencies and Career Readiness	32,569
Other	4,975
Activities for English Learners	2,524
Parenting Skills and Family Literacy	1,642
Drug and Violence Prevention and Counseling	1,525
Assistance to Students who have been Truant, Suspended, or Expelled	895
Grand Total	1,237,462

## Student Grades

Grades for students who participated in 21<sup>st</sup> CCLC during the 2024-2025 academic year 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 figure 2 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

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 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 20 students are presented for confidentiality.

## English/Reading Grades

First, a total of 6,543 students were included in the English/reading score analyses. Across all students, average scores increased from quarter one to quarter four. Females had higher performance in both quarters, and so did students who were not English Learners. Students who were not Hispanic or Latino had similar quarter one scores as Hispanic or Latino students, but this difference grew in quarter four, and Asian students (though their N is much lower than the other groups) and students who were some other race had the highest quarter four averages. All changes from time one to time four English/reading grades can be found in Table 4.

Table 3: Student Outcomes- Average English/Reading Scores at Quarter One and Quarter Four

	Quarter One			Quarter Four	
	N	Average	Standard Deviation	Average	Standard Deviation
<b>All Students</b>	6,543	7.64	3.06	8.29	3.00
<b>Females</b>	3,412	7.90	3.00	8.50	2.94
<b>Males</b>	3,129	7.34	3.10	8.06	3.05
<b>Hispanic or Latino</b>	5,522	7.62	3.02	8.19	2.99
<b>Not Hispanic or Latino</b>	972	7.74	3.28	8.85	2.99
<b>American Indian or Native Alaskan</b>	224	6.71	2.97	8.30	2.75
<b>Asian</b>	29	7.69	3.42	9.14	3.07
<b>Black or African American</b>	179	7.69	3.24	8.35	2.99
<b>More Than One Race</b>	165	7.84	3.26	8.34	3.03
<b>Some Other Race</b>	765	7.61	3.12	8.56	3.09
<b>White</b>	5,063	7.68	3.03	8.23	2.99
<b>Free/Reduced Price Lunch</b>	6,313	7.63	3.04	8.28	2.99
<b>Not FRPL</b>	208	8.00	3.51	8.83	3.16
<b>English Learner</b>	1,504	7.25	3.06	7.76	3.06
<b>Not English Learner</b>	4,717	7.76	3.03	8.46	2.96

## Math Grades

For math, a total of 6,256 students were included in the analyses. Results were similar to English/reading, as overall, students grew from quarter one to quarter four, with growth to some degree across all sub-groups. Like English/reading, females had higher scores at both time points, and so did students who were not English Learners. Hispanic students and those who were not Hispanic also started off similar but had a bigger difference in scores at the end of the year. Among racial groups, growth was over a point for students who were American Indian or Native Alaskan and Asian, and like English/reading, students who were not English Learners or who did not qualify for free or reduced-price lunch

had higher scores at both quarters, though growth was similar. All changes from time one to time four math grades can be found in Table 5.

Table 4: Student Outcomes- Average Math Scores at Quarter One and Quarter Four

	Quarter One			Quarter Four	
	N	Average	Standard Deviation	Average	Standard Deviation
<b>All Students</b>	6,256	7.73	3.10	8.34	3.00
<b>Females</b>	3,272	7.74	3.03	8.39	2.92
<b>Males</b>	2,982	7.71	3.17	8.27	3.09
<b>Hispanic or Latino</b>	5,282	7.73	3.08	8.27	3.01
<b>Not Hispanic or Latino</b>	939	7.68	3.21	8.69	2.98
<b>American Indian or Native Alaskan</b>	219	6.53	2.99	7.99	2.82
<b>Asian</b>	28	8.32	3.21	9.39	2.63
<b>Black or African American</b>	158	7.35	3.45	7.94	3.08
<b>More Than One Race</b>	162	7.96	3.38	8.20	3.25
<b>Some Other Race</b>	756	7.85	2.99	8.56	3.09
<b>White</b>	4835	7.77	3.09	8.32	3.00
<b>Free/Reduced Price Lunch</b>	6,028	7.73	3.08	8.33	3.01
<b>Not FRPL</b>	206	7.85	3.46	8.78	2.87
<b>English Learner</b>	1,480	7.61	3.05	8.04	3.06
<b>Not English Learner</b>	4,521	7.77	3.11	8.42	2.97

## Survey Results

To gather program feedback, the following stakeholder groups were sent a survey: 1) pre-literate and K-2 students, 2) grades 3-6 elementary school students, 3) grades 6-12 middle/high school students, 4) adult family members, 5) program team members, 6) community partners (new this year), and 7) participants' teachers. English and Spanish versions were available. This section of the report provides summaries of their feedback. For closed-ended questions, frequency tables are provided. Data for open-ended questions were analyzed using a coding process in which initial descriptions of responses were recorded and then aggregated into final themes.

### Pre-Literate and K-2 Student Survey

This survey was available to the youngest group of student participants. They were able to select their responses from a range of emoticons reflecting their feelings (good to bad) corresponding to a rating; a visual is provided below. In total, 2,582 students completed the survey. Data are presented in Table 6. A strong majority of all responses were "good," suggesting that these students have had positive experiences in 21<sup>st</sup> CCLC.

Figure 3: Pre-Literate and K-2 Student Survey Visual

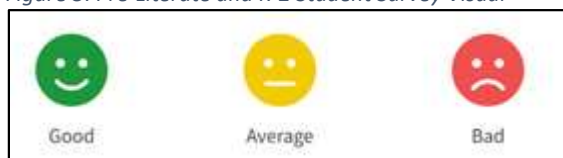


Table 6: Pre-Literate and K-2 Student Survey Responses

	Good	Average	Bad
<b>I like the program.</b>	<b>2,327</b>	207	48
<b>The program helps me complete and turn in my homework on time.</b>	<b>2,080</b>	416	86
<b>I'm doing better in school since I've started coming to the program.*</b>	<b>2,165</b>	354	62
<b>I feel better about myself because of the program.</b>	<b>2,188</b>	317	77
<b>I have made new friends because of the program.</b>	<b>2,232</b>	256	94
<b>Teachers and staff in this program care about me.</b>	<b>2,347</b>	195	40
<b>The teachers and staff in this program expect me to do my best.</b>	<b>2,416</b>	139	27
<b>Overall, when I think about this program, I feel...</b>	<b>2,255</b>	265	62

\*Missing one response

### 3-6 Elementary Student Survey

This survey allowed 21<sup>st</sup> Century participants who were enrolled in the 3<sup>rd</sup> through 6<sup>th</sup> grades to provide feedback on the program. The survey included both closed and open-ended questions, with 4,502 students providing their feedback.

#### Closed-Ended

##### Grade Level

Table 7 below provides a count of students who completed the survey by grade level. Over half of the students were in fourth or fifth grade.

Table 7: 3-6 Grade Survey Completers

	Count	Percent
<b>1<sup>st</sup> or 2<sup>nd</sup></b>	7	<1%
<b>3<sup>rd</sup></b>	1,191	26%
<b>4<sup>th</sup></b>	1,309	29%
<b>5<sup>th</sup></b>	<b>1,326</b>	29%
<b>6<sup>th</sup></b>	669	15%
<b>Total</b>	<b>4,502</b>	100%

##### Student Experience

First, in terms of overall experience, responses across the statements were mostly agree/strongly agree, particularly in terms of if students think teachers and staff in the program care about them, that teachers and staff expect them to do their best, and that overall, they think the program is good. Table 8 provides a summary of students' responses to these statements.

Table 8: 3-6 Grade Student Survey - Student Experience

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<b>I like the program.</b>	41	66	517	1,691	<b>2,187</b>
<b>The program helps me complete and turn in my homework on time.</b>	96	215	1,037	<b>1,795</b>	1,359
<b>I'm doing better in school since I've started coming to the program.</b>	75	284	1,109	<b>1,740</b>	1,294
<b>I feel better about myself because of the program.</b>	104	227	886	<b>1,703</b>	1,582
<b>I have made new friends because of the program.</b>	126	268	613	1,579	<b>1,916</b>
<b>Teachers and staff in this program care about me.</b>	30	80	471	1,624	<b>2,297</b>
<b>The teachers and staff in this program expect me to do my best.</b>	33	55	378	1,657	<b>2,379</b>
<b>Overall, I think this program is good.</b>	42	47	417	1,510	<b>2,486</b>

### Open-Ended

The second portion of the survey allowed students to provide feedback to two questions. In this section, themes and a description are outlined, and example quotes are provided. Note, some of the supplemental quotes may span multiple themes.

#### *What do you like most about the program?*

Based on the responses from students, the following five themes emerged from the data, in order of frequency: 1) activities, 2) positive experiences, 3) homework/learning, 4) social interaction, and 5) staff. Each theme includes direct quotes that are listed below.

#### Activities

A majority of students mentioned that they enjoyed the activities in the program. They mentioned having fun when they played outside, making arts and crafts, and completing projects, among other areas. The following quotes represent this theme.

- “The fun projects we get to do.”
- “playing outdoor activities/ do indoor activities”
- “It's nice and fun to do crafts and make food, it's fun to learn things like new dances.”

#### Positive Experiences

This theme is related to positive experiences students encountered throughout their time in the program. Many students mentioned that they enjoyed everything from this program and had fun overall. The following quotes represent this theme.

- “I like everything about the program”
- “I like this program its fun and we get to do a lot of stuff.”
- “It's the best!”

### Homework and Learning

This theme refers to students appreciating time and support to finish their homework or learning about other subjects. Students mentioned that they enjoyed being able to complete their homework during the program so it was done when they got home later. Sample quotes are listed below.

- “It helps me do a lot of math and its getting my grades better.”
- “I like when I can get homework done before I get home so I can have more time to play at home.”
- “The teachers help me with my homework.”

### Social Interaction

Students also mentioned that they enjoyed interacting with their friends or making new friends in the program. The following quotes represent this theme.

- “I like spending more time with my friends in the program.”
- “What I like about this program is that we work with our class mates, and help each other doing our work.”
- “What I like is that I can make friends.”

### Staff

Lastly, students reported that they enjoyed the staff in the program. Students mentioned that the teachers and staff were nice and helped create a positive and enjoyable environment. Please see below for sample quotes.

- “The teacher she is so fun and these people are nice and I feel comfortable here and the [energy] is nice”
- “the teachers”
- “I like that my teachers are very kind.”

### *Please tell us what can we do to make the program better.*

Responses were analyzed and grouped into the following four themes in order of frequency: 1) nothing needs to be changed, 2) program logistics, 3) activities, and 4) homework and learning. Example quotes are provided, and some may span multiple themes.

### Nothing Needs to Change

The top theme among responses was that nothing needed to change, with many students writing that the program is great in its current form. The quotes below represent this theme.

- “I think that the program is perfect the way it is right now there is nothing they have to do to [make] it better.
- “i love the program”
- “Its good as is, I can't think of anything to make it better.”

### Program Logistics

This theme refers to responses that commented on different program components, such as changes to the schedule, the food, and wanting more time outside, among other areas. The following quotes represent this theme.

- “The lunch. Can you make it better food and more recess.”
- “Maybe give us more free time”
- “more time outside”

### Activities

For this theme, students mentioned that they'd like to see new activities, more of a variety, or specific activities they were interested in. The quotes below represent this theme.

- "Bring in better equipment for the weight room"
- "Better/More games."
- "What I think would make the program better would be to have guitars to play more often."

### Homework & Learning

Some students wanted more time for homework or more help with their homework, and others also asked for more time in academic focused activities that would help them with math, science, or reading. The following quotes represent this theme.

- "Give us more time to do homework."
- "I need more help with my homework"
- "I want to add more math games."

## 6-12 Middle/High School Student Survey

This survey allowed 21<sup>st</sup> Century participants who were enrolled in grades 6 through 12 to provide feedback on the program. Similar to the 3-6 grade survey, this survey also included closed and open-ended questions. A total of 1,243 students provided feedback.

### Closed-Ended

#### Grade Level

Table 9 below shows students who completed the survey by grade level. The largest representation came from 8<sup>th</sup> graders at about a third of the group.

Table 9: 6-12 Grade Survey Completers

	Count	Percent
<b>6<sup>th</sup></b>	307	25%
<b>7<sup>th</sup></b>	353	28%
<b>8<sup>th</sup></b>	<b>387</b>	<b>31%</b>
<b>9<sup>th</sup></b>	65	5%
<b>10<sup>th</sup></b>	38	3%
<b>11<sup>th</sup></b>	39	3%
<b>12<sup>th</sup></b>	54	4%
<b>Total</b>	1,243	100%

### Student Experience

Overall, students had positive feedback about their program experience, with a majority agreeing or strongly agreeing with each statement, particularly that they think the program is good and that they like the program. Table 10 below provides a summary of students' responses to these statements.



Table 10: 6-12 Grade Student Experience

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<b>I like the program.</b>	10	12	147	523	<b>551</b>
<b>The program helps me complete and turn in my homework on time.</b>	19	51	358	<b>496</b>	319
<b>I'm doing better in school since I've started coming to the program.</b>	20	49	369	<b>500</b>	305
<b>I feel better about myself because of the program.</b>	21	44	329	<b>510</b>	339
<b>I have made new friends because of the program.</b>	22	62	239	<b>473</b>	447
<b>Teachers and staff in this program care about me.</b>	14	11	175	<b>553</b>	490
<b>The teachers and staff in this program expect me to do my best.</b>	9	17	210	<b>530</b>	468
<b>The program helps me understand that setting goals is important.</b>	15	43	279	<b>575</b>	331
<b>The program helps me understand how to make career choices.</b>	27	76	358	<b>498</b>	284
<b>The program has made me more interested in pursuing a career in math, science, technology or engineering.</b>	40	84	398	<b>439</b>	282
<b>The program has made me aware of how to get involved in community service or other activities to help others.</b>	21	38	333	<b>508</b>	343
<b>Overall, I think this program is good.</b>	11	12	144	485	<b>591</b>

### Open-Ended

The second portion of the survey allowed students to provide feedback on two questions. In this section, themes and a description are identified and example quotes are provided. Note, some of the quotes may span multiple themes.

#### *What do you like most about the program?*

Responses were analyzed and grouped into the following five themes in order of frequency: 1) activities, 2) social interaction, 3) positive experience, 4) homework and learning, and 5) staff.

#### Activities

This theme is characterized by responses that related to the amount and variety of activities the students engaged in, as evidenced by the following quotes.

- "I enjoy the competition in this club and how I can enjoy the games I grew up on."
- "I get to play sports after I finish my homework."
- "I like that i can express myself through motion and different styles of dance"

### Social Interaction

This theme is centered on areas that help develop students' social skills such as learning to communicate and interact with others as well as making friends. The following quotes represent this theme.

- "Being with my friends and helping me with being more social."
- "I really think it is a good program I really love how you see different people interacting with each other."
- "I get to hang out with my friends and teacher."

### Positive Experience

This theme includes general feedback that the students found their experience enjoyable overall, with students mentioning different areas they appreciated about their experience in general. The following quotes represent this theme.

- "I find this program amazing, I wouldn't change a thing."
- "I have a cool place to hang out after school."
- "I like how it shows us what we can be."

### Homework & Learning

Students also articulated a positive result of the 21st Century program is that they are receiving assistance with doing their homework and thus do not need to finish their homework while they are at home, and they appreciate the time to focus on homework and academic activities as well. The following quotes represent this theme.

- "Being able to finish my work and being around my friends"
- "Getting help in catching up with assignments"
- "Having the opportunity to be here, expanding my knowledge, meeting new people, doing something I love."

### Staff

Students also really appreciated the staff who support them through this program. The following quotes represent this theme.

- "[Everything] the teachers are nice they give us a good teaching in the clubs and helps us to do our best."
- "I like how I can be myself with my friends and teacher."
- "I like that they make sure we are comfortable and safe. I also like that the teachers are respectful to the students."

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

Reponses were analyzed and grouped into the following four themes in order of frequency: 1) nothing needs to be changed, 2) activities, 3) program logistics, 4) snacks and food.

### Nothing Needs to be Changed

This theme refers to comments that indicated that all is well, nothing needs to be changed, and/or that listed positive aspects of the program. The following quotes represent this theme.

- "I think the program is amazing and doesn't require any improvements."
- "I dont really know honestly I think its perfect the way it is"
- "I don't think the program needs anything to make it better."

### Activities

Some students listed new activities they'd like to see or activities that are designed for specific academic programs, as evidenced by the following quotes.

- "A cooking class would be nice."
- "Robotics class or STEM class"
- "LEGOS, Karaoke, Drones"

### Program Logistics

Here, students reflected on specific components about the program, such as schedules and space. There were also some comments related to managing other students' behavior. The following quotes represent this theme.

- "More time in the gym and outside, and more computers."
- "The room we dance in, I would have liked it if we had more space"
- "More control over chaos/disobedience."

### Snacks and Food

One area that students found to be very important is the amount, variety and the quality of food/snacks. The following quotes represent this theme.

- "better variety of food"
- "Better food or different kinds of food"
- "I want more snacks"

### Adult Family Member Survey

The survey was distributed to adults who had students enrolled in the 21<sup>st</sup> Century program. In total, 6,145 surveys were completed. Questions were closed and open ended.

### Perceptions of the Program

Overall, adult family members had positive feedback about the program, particularly that their child likes to attend and that overall, they think the program is good. There was slightly more spread when asked if the program is helping with reading and math skills, but agreement was still high in those areas. Results are summarized in Table 11 below.

Table 11: Adult Family Member Perceptions of Program

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<b>My child likes to attend the out-of-school time program.</b>	18	40	248	1691	<b>4,148</b>
<b>The program is helping my child to complete and turn in his/her homework on time.</b>	50	120	849	1941	<b>3,185</b>
<b>The program is helping my child's reading skills improve.</b>	46	151	1,062	2,067	<b>2,819</b>
<b>The program is helping my child's math skills improve.</b>	46	153	1,077	2,067	<b>2,802</b>
<b>Overall, I think this program is good.</b>	14	16	224	1,686	<b>4,205</b>

### Parent Activities

Adult family members could also indicate if parent activities the program offered met their needs. The frequency table is provided below. There was a near even split among those who said the activities did meet their needs and that they did not participate, with the smallest amount indicating the activities did *not* meet their needs.

Table 12: Adult Parent Activities – Needs Met

	Count
<b>Yes, the activities met my needs</b>	<b>2,927</b>
<b>No, the activities did not meet my needs</b>	108
<b>I did not participate in the parent activities</b>	2,452
<b>Parent activities were not offered to me</b>	658

### Open-Ended Questions

The second portion of the survey allowed adult family members to provide comments on four questions. In this section, themes and a description are identified, and example quotes are provided. Note, some of the quotes may span multiple themes.

#### *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 themes in order of frequency: 1) academic improvement, 2) social and emotional development, 3) homework help, 4) activities, and 5) positive experiences or everything.

#### Academic Improvement

For this theme, responses centered on how participation in the program is helping students learn more content in core subjects like science, reading, and math. The following quotes represent this theme.

- “I can see her progress on math. She is able to communicate with other people in english.”
- “He's more and more excited about science and learning.”
- “My child has built her confidence in reading, math, and just in general.”

#### Social and Emotional Development

Another common theme was that the 21<sup>st</sup> CCLC program helps students with social and non-academic skills like building positive relationships and becoming more comfortable in different settings. The following quotes represent this theme.

- “He has learned to be more responsible and a nicer child in every aspect.”
- “They encourage the friendships and help my son spend time with peers in a positive way.”
- “[Child] has improved socially due to this program. It has helped him become more outgoing.”

#### Homework Help

Many family members also wrote about how their kids received help with their homework during the program, which is great for supporting their learning and also allows the children to go home having already completed these tasks. The following quotes represent this theme.

- “My daughter's most positive result is she understands her homework with the teachers help at the 21st Century Program. I also like that my daughter can explain her homework to me when we get home. All teachers are great to my daughter.”
- “This is an amazing program for not only the students but also for their parents. Sometimes the homework is challenging to understand even as the parent so with the program helping our kids with the homework is such a huge blessing. My child loves the after school program to further her academics but also her socializing with other teachers and students.”
- “The most positive result is the help with homework they provide, so after work we can have family time.”

### Activities

Another common theme was the variety of activities that students participate in during their time in the program, with the quotes below as examples.

- “My child is very quiet, but he becomes talkative when he talks about his activities for after school.”
- “Building school culture/community, an increase in interest in sports and physical activity.”
- “He has been learning about new plants and how to grow them.”

### Positive Experiences/Everything

For this theme, quotes mentioned that children liked everything about the program or that there were other positive outcomes and parts of participating. The quotes below represent this theme.

- “My child makes sure to always attend school because she doesn't want to miss the program.”
- “Both of my children love the staff in the program, they are always very encouraging and kind.”
- “Always look forward to it and great things to say about it.”

### *In what ways, if any, do you think the program could improve?*

For this question, most responses indicated that nothing needed to be changed, and this is listed as one of the top four themes. The remaining themes in order of frequency are: 2) program logistics, 3) homework and tutoring, and 4) activities.

### Nothing Needs to be Changed

Many adult family members responded with “n/a” or “nothing” to this question, left it blank, or listed something positive about the program. The following quotes represent this theme

- “I believe the program is good and the teachers are doing their best!”
- “I think the program is doing remarkable work. No improvement needed.”
- “I think this program is perfect the way it is. My daughter loves to stay.”

### Program Logistics

Logistics refers to different program specifics and includes areas like scheduling, protocols, and other areas that reflect how an individual program operates. The following quotes exemplify this theme.

- “Increasing staff participation to cover teacher absences & provide transportation for students after the after-school program”
- “Staggering pickup times. I have 2 kids at 2 different elementary schools and I struggle getting both picked up on time.”
- “Options for misbehaving children to be removed from program. It hinders opportunities for the kids who are well behaved and want to be there.”

### Homework and Tutoring

Though homework help was a top theme in the prior question, some adult family members noted that more time or staff to help with homework would be helpful, as noted by the quotes below.

- “More homework time. She always came home after the after-school program to complete her homework.”
- “More qualified staff who can assist with homework.”
- “Do Homework first before anything.”

### Activities

Some adult family members asked for different activities or more of a range of what is offered. The quotes below represent this theme.

- “Could improve by having a mix of all kinds of clubs including arts/crafts, chess club, and a mix of sports to ensure theres something for every student.”
- “Different activities, my kids have said on some days that it was boring.”
- “More range of activities. Ask parents for donations. Create Amazon wishlists and inform parents/put on site/link to share via text/social.”

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

The third open-ended question allowed survey participants to provide suggestions for adult learning sessions. For this question, over 4,300 responses were left blank or written with “n/a,” or something similar. Given the larger amount of blanks or N/A responses, the top three themes are presented, which include (in order of frequency): 1) family activities, 2) skill development, and 3) academic subjects.

### Family Activities

Several responses asked for family focused activities with activities that would cater to a variety of audiences. Example quotes are below.

- “Maybe have a paint night with kids and other parents to show our kids that we enjoy their friends and families.”
- “We had a blast in the last activity making different crafts.”
- “The science night was amazing the students got to show off all the work they've been doing and they got to teach the rest of the school to use the ozbots Spiros.”

### Skill Development

For this theme, family members asked for help in different areas, such as first aid training, parent classes, stress management, and other areas. The following quotes represent this theme.

- “Parental resources in the community, parental classes - nurturing, Circle of Security, etc., financial education, financial investment plans for children”
- “Parenting Groups. Time Management. Healthy Eating. Ethics courses. How to start a business. Learn ways to cope with grief. Meditation.”
- “Language lessons, English to Spanish and Spanish to English”

### Academic Subjects

Many quotes asked for help learning about academic areas like reading and math. The quotes below represent this theme.

- “Helping my child learn to read”
- “Math support and understanding how to help your children.”
- “Common core math training for parents.”

*Feel free to share any additional comments.*

The last question gave adult family members the opportunity to offer any other feedback, and though many left this blank, there were several positive comments that were provided, and example quotes are below.

- “The teachers involved in the 21st Century after-school program are terrific! They are the best part of the program.”
- “I believe this program saved the mental health of our daughter. She was really struggling at middle school. One of the staff started doing dungeons and dragons with some kids. She now has a group of people that she enjoys seeing every day. That makes all of the difference in the world. Thank you.”
- “I appreciate this program so much! It helps working families and helps them grow with extended help from teachers/peers. I am very grateful and thankful for you all and this program!”
- “Thank you for motivating and helping the children with the work. Keep it up!”
- “He has really enjoyed the Children's Museum and folk art museum coming in and working with them. I appreciate the dedicated teachers in this program.”

### Team Member Survey

This survey was completed by 878 team members across the 21<sup>st</sup> Century sites.

### Team Member Confidence

Team members were given the opportunity to indicate their confidence in key areas related to the program, which are outlined in Table Thirteen below. Overall, team members feel confident in the areas asked about, though the most “would like more training” responses were about the procedures to follow in an emergency and the procedures to ensure compliance with health and safety laws.

Table 13: Team Member Confidence

	Confident	Would Like More Training	N/A
<b>Knowledgeable about the procedures to follow in an emergency.</b>	<b>745</b>	123	10
<b>Knowledgeable about the procedures to ensure compliance with health and safety laws.</b>	<b>732</b>	131	15
<b>Knowledgeable about the relationship between the program activities and the goals of the program.</b>	<b>807</b>	61	10
<b>Knowledgeable about the program policies/procedures.</b>	<b>798</b>	73	7
<b>Knowing efficient methods for conducting attendance checks.</b>	<b>769</b>	59	50
<b>Providing instruction that encourages student engagement in learning.</b>	<b>798</b>	67	13
<b>The alignment of after-school and regular school day curriculum.</b>	<b>770</b>	78	30

In terms of if team members think the program is high quality, a strong majority agreed with this statement, with few neutral or disagreement responses. Frequencies are in Table Fourteen below.

Table 14: Team Members- Learning Center Quality Agreement

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<b>Overall, the 21st CCLC program being provided at this learning center is high quality.</b>	2	0	39	261	<b>576</b>

### Open-Ended Questions

The second portion of the survey allowed team members to provide comments on open-ended questions. Their responses are summarized below. Responses are categorized into themes where applicable with example quotes provided. Note, some quotes may span multiple themes and/or may be site-specific.

The first three open-ended questions were closed-ended in last year's survey and provided in the confidence matrix above. This year, they were presented as open-ended for comments.

#### *Facilitating math tutoring or enrichment activities.*

Of all the staff responses, the top three themes were 1) confident/comfortable, 2) math/ enrichment – more details, and 3) yes continue these lessons.

#### Confident/Comfortable

Many of the respondents said that they were confident or comfortable with facilitating math tutoring and enrichment activities. A sampling of comments can be found below.

- “I feel confident about delivering instruction in the area of math to enrich my students knowledge.”
- “Confident and I have the resources that I need.”
- “Confident in providing support for math tutoring and/or enrichment lessons.”

#### Math/Enrichment – More Details

Another highly popular theme dealt with topics related to math or enrichment programs. A few comments are listed below.

- “The program includes many opportunities for students to strengthen their math skills by having them add and subtract numbers on a regular basis, specifically helping them be more familiar with math in relation to money.”
- “The math tutoring is an important program I hope it continues. The training and resources are excellent.”
- “We use math to scale recipes, ensuring that the student feel[s] confident in increasing/decreasing quantities.”

#### Yes Continue These Lessons

These responses include those that either liked math tutoring/enrichment activities and/or wanted them to continue. A sampling of comments are below.

- “breeds confidence, strengthens number sense and encourage's growth mindset”
- “All a plus - need to continue”
- “Yes, in small groups.”



### *Facilitating literacy/reading tutoring or enrichment lessons*

The top three themes for this topic included: 1) confident/comfortable, 2) literacy/reading/enrichment – more details, and 3) yes/continue.

#### *Confident/Comfortable*

A large group of respondents felt very comfortable facilitating literacy/reading activities. Example quotes are below.

- “Confident. the program is important to help kids in terms of literacy and numeracy.”
- “I feel confident in my ability to provide literacy tutoring for students that need it.”
- “Confident in facilitating literacy/reading tutoring or enrichment lessons.”

#### *Literacy/Reading/Enrichment – More Details*

Another highly popular theme dealt with topics related to literacy/reading or enrichment programs. A few comments are listed below.

- “For literacy tutoring, I incorporate phonics, reading comprehension strategies, and vocabulary building exercises to enhance reading fluency and confidence.”
- “Literacy is one of the most important intellectual tools, Literacy is worked with my students to provide them enrichment, enjoyment and development at the linguistic level.”
- “I would like more options for enrichment lessons”

#### *Yes/Continue*

This theme dealt with participants who enjoy literacy tutoring/enrichment, thought it was successful and helpful to students, and who thought that this support should continue. Example comments are listed below.

- “It has been key to improve our results in reading”
- “Great Opportunity for students”
- “it is great to work with different kids to help them to close gaps”

### *Providing homework help to after-school student*

The top three themes to this statement were 1) yes/homework, 2) confident/comfortable, and 3) no homework/tutoring support offered.

#### *Yes/Homework*

This theme dealt with staff members who believe that the homework assistance was important, valuable and should continue. Example responses are below.

- “Sometimes, students hesitate to ask questions in a crowded classroom setting. After-school programs offer a smaller environment where students feel comfortable seeking clarification or additional support.”
- “I help students when they do not understand their homework”
- “Provide homework assistance for student that have assigned homework and provide an alternative art activity for those who do not have homework”

#### *Confident/Comfortable*

Many staff members reported that they were confident in their skills to assist with after school homework assistance. A few responses are listed below.

- “Confident. The program helps students and the parents to reinforce and enhance students' learning”
- “Confident, and when I am unable to help a student I do have plenty of resources.”
- “Confident in providing homework help to after-school student.”

### No Homework/Tutoring

Some staff reported that there was no homework assigned or no homework assistance was provided. A few examples are listed below.

- “There isn’t homework help provided”
- “students did not come with homework.”
- “Since my students are special needs, they do not receive homework but with the program I am able to assist them in other aspects”

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

Among those who attended professional development, their top responses were focused on 1) enjoying all professional development, 2) content specific and 3) STEM.

### Enjoyed all Professional Development

Many respondents indicated that they enjoyed and appreciated all the activities they attended and how they regularly used what they learned. A few example quotes are below.

- “All, professional development provides insightful ideas and strategies for learning and daily use.”
- “They were all equally useful they all provide us the tools to do our jobs and do BETTER at our jobs.”
- “All the trainings I have participated have been very useful.”

### Content Specific

Several staff also wrote varied responses alluding to specific topics ranging from emergency management, classroom management, paperwork, policies, and procedures to developing new activities for the students at their site. Generally, the reason staff found content-specific training helpful was because it improved their own work efficiency and allowed their students to flourish. The following quotes represent this theme.

- “The professional development activity I found most useful was the training we had on learning how to react and what to do during an emergency. This training comes very useful.”
- “The behavioral training was helpful. It has helped me find a common ground with some of our students that need that extra support.”
- “Hands on activities/ games- capture students' attention, encourage active participation, promote cooperation and socialization.”

### STEM

There were also many responses related to STEM training in particular. Reasons attributed to why these professional development activities were useful included being able to help students develop STEM-related skills or obtain new material for STEM curricula and activities. Here are some quotes exemplifying the usefulness of STEM-related professional development.

- “I found the Artificial Intelligence training. It offered a variety of strategies to engage students in learning and also resources to help teachers and staff.”

- “Math Tutoring. I have noticed in QT 3 and QT 4 that the math tutoring kids have been improving and receiving awards for Most Improved in Math.”
- “The lesson about pollination was excellent. It has allowed me to give high interest lessons that keep the students engaged and interested.”

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

The responses were coded into five themes in order of frequency 1) Open to all and current PD is great, 2) emergencies, 3) homework and tutoring, 4) classroom management, and 5) activities.

#### *Any PD – Current Offerings are Great*

There were many staff who indicated they would participate in any offered training and expressed that they found the current offerings very helpful. The following quotes represent this theme

- “The program is very complete and the curriculum fits the needs of students.”
- “The ones that are currently being done are perfect.”
- “I believe the trainings provided are wonderful.”

#### *Emergencies/Health/Safety*

Staff would also like training in emergency protocols. Regarding this theme, responses reflect a sentiment for staff to keep the students and themselves safe at all times. The following quotes represent this theme.

- “I would like to see more trainings on how to interact with the students to help them thrive while they learn and safety trainings to stay prepared in the event of an emergency.”
- “Procedures to follow in case of an emergency.”
- “I would like to see classes like cpr or health related training so not only are the adult prepared but the students as well.”

#### *Homework/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. The following quotes represent this theme.

- “How to best support students with homework/tutoring in the younger grades where they don't often receive homework.”
- “What is expected to help kids with tutoring if they are in different grade levels than the one the tutor originally teaches.”
- “phonics tutoring”

#### *Classroom Management*

Staff also asked for professional development opportunities to learn effective ways of managing their classroom settings within the 21st Century program. This also includes how to best engage students and how to respond to students' exhibiting behavioral concerns or SEL development. The following quotes are a sampling of staff responses reflecting this theme.

- “I would like to see strategies on ways to handle student behavior and implement fun activities to engage students in academics and extracurricular activities.”
- “I think a training that could help any site is more de-escalating training. We did have this training but it would be nice to offer more way to support students who may be struggling or challenging.”

- “Trainings on better conflict resolution and diverting inappropriate conversation among the students.”

### Activities

Finally, this theme reflects the need for training in program activities or understanding new curricula. Activities and curricula included a variety of topics e.g., STEM, art, music, reading, 3-D printing, robotics, and others. Example quotes are below.

- “I would like more in person training's that allow us to learn about new games, or opportunities and career fields that are available in our program. That way we can further prepare and expose our students to these opportunities, and prepare them for the future and open new ideas to them.”
- “I would love to try the other kits in Stiix.”
- “A training on how to keep the kids engaged more i know every kid is different but finding new ways to keep them engaged would be nice so the majority can participate.”

### *What do you like most about the program?*

The top theme to emerge was working with the students, followed by responses categorized into a variety of topics such as 1) homework/tutoring, 2) safe place, and 3) everything.

### Working with Students

The general theme among these responses involved 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.

- “I love everything about the programs that are offered to our students. Our students are always engaged in all the programs.”
- “I enjoy seeing the kids learn new things.”
- “I like the fact that I am able to show the students something that I really love and enjoy and being able to see the students smiles as they engage with the activities is really rewarding”

### Homework/Tutoring

Having a time and place for students to complete their homework and have access to tutoring was another important topic for the staff. A sample of responses are listed below.

- “I love that students get more individualized time for tutoring and help in the areas that they are needing. I love how they get the chance to experience other activities such as STEM that they may not have time for during the regular school day.”
- “helping children with homework and activities and seeing their growth”
- “I love the flexibility it offers and the extra time that we get to focus in small groups setting to help students with their homework”

### Safe Place

Many staff members were happy that students had a safe place to go after school to learn new things, make new friends, and complete their homework. Example quotes are below.

- “I like providing students a safe and supportive outlet to enhance their academic performance. It also provides students with the opportunity to form positive peer relationships during group work and enrichment activities.”
- “I love that the program provides a safe and educational place for students to be after school.”
- “allowing the students a safe place to complete homework and continue learning”

### Everything

A large number of staff members reported that they loved everything about the program. A few example responses are listed below.

- “All parts of the program are great. The dinner, transportation, homework time and help.”
- “Everything, bringing new activities to help our student”
- “everything flowed very nicely”

### Community Partner Survey

New this year, community partners were surveyed about their experience with the 21<sup>st</sup> CCLC program. A total of 20 partner surveys are included in this summary, and they primarily represent non profits, with local businesses and cultural organizations also included. There was an even split among the length of time they had partnered with 21<sup>st</sup> CCLC, with 10 groups indicating three years or fewer, and 10 indicating more than five years. Almost all (n=18) indicated they were confident about program policies/procedures, and almost all (n=19) agreed or strongly agreed that the program they partnered with was high quality.

There were also a few open-ended questions, and those are summarized below with example quotes that represent the main findings.

### How does your mission align with the 21st CCLC goals and mission?

Organizations gave a variety of ways their mission aligns with 21<sup>st</sup> CCLC, including supporting student outcomes and needs, supporting parents and educators, and bringing new and exciting experiences to students. Example quotes are below.

- “We want to build self-esteem and new mindsets that can propel youth to success they likely would not have pursued otherwise.”
- “Engineering, and Math (STEM) subjects; to inspire all students to learn and understand STEM and, in the process, motivate many of them to pursue STEM careers.”

### What do you like most about the program?

Responses to this question largely centered on building positive relationships with students, helping them grow in different areas, offering innovative activities to help them succeed, and supporting teachers. Example quotes are below.

- “The investment being made in our children's wellbeing and longterm emotional, nutritional, and academic success.”
- “Their flexibility and innovative ways to incorporate Community Service & Community Impact into their after-school programs.”

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

As with prior populations, responses to this question were mostly that the program was great as is, though there were a few suggestions that included more family engagement, different activities, and more communication. Example quotes are below.

- “The Program is amazing! Keep up the good work!”
- “More family communication and engagement.”

### DOE Survey- Student Engagement in Learning

This final survey asked teachers to assess their students who attended the 21<sup>st</sup> CCLC program in three areas: *participating in class*, *being attentive in class*, and *coming to school motivated to learn*. The survey items reflect GPRA #5, *Engagement in Learning*. The surveys were completed for students who attended the 21<sup>st</sup> program for at least one hour during the academic year and are only for students in the 1<sup>st</sup> through 5<sup>th</sup> grade. The survey was completed for 4,438 students. Most were in third through fifth grade, as illustrated in Table 15 below.

Table 5: DOE Survey Grade-Level Breakdown

	Count	Percent
1 <sup>st</sup>	741	17%
2 <sup>nd</sup>	850	19%
3 <sup>rd</sup>	946	21%
4 <sup>th</sup>	962	22%
5 <sup>th</sup>	938	21%
6 <sup>th</sup>	1	<1%
<b>Total</b>	<b>4,438</b>	<b>100%</b>

Teacher ratings for the questions are in Table 16 below. Across all questions, “significant improvement” was the top response, with the other “improvement” options selected much more frequently than any of the “decline” options.

Table 6: DOE Survey

	Question 1: Participating in class	Question 2: Being attentive in class	Question 3: Coming to school motivated to learn
<b>Did Not Need to Improve</b>	751	709	807
<b>Significant Improvement</b>	<b>1,301</b>	<b>1,249</b>	<b>1,354</b>
<b>Moderate Improvement</b>	1,061	1,010	948
<b>Slight Improvement</b>	598	654	584
<b>No Change</b>	617	674	635
<b>Slight Decline</b>	74	87	63
<b>Moderate Decline</b>	20	33	21
<b>Significant Decline</b>	16	22	26
<b>Total</b>	<b>4,438</b>	<b>4,438</b>	<b>4,438</b>