



Annual Performance Report 2013-14

21st Century Community Learning Centers: Annual Report 2013-14

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Table of Contents

1. Executive Summary.....	4
2. Introduction.....	5
2.1. Background.....	5
2.2. Organization of this Report.....	6
3. Methods.....	7
4. Funding Summary.....	8
5. Demographics (Process Data).....	9
5.1 Student Process Data.....	9
6. Academic Performance in Math and Language Arts.....	11
6.1 Wyoming 2013-14 Academic Performance Data.....	11
7. Discussion.....	13
7.1. Conclusions.....	13
8. References.....	14
9. Appendices.....	15

List of Tables

Table 1. Attendance, Students and Adults, by Season.....	9
Table 2. Student Attendance by Regular and Non-Regular Status.....	9
Table 3. Student Gender.....	9
Table 4. Grade Level of Students.....	10
Table 5. Ethnic and Racial Make-up of the Student Population.....	10
Table 6. Disadvantage Status of Students.....	11
Table 7. Students' PAWS Scores 2013-14, by Subject.....	11
Table 8. Students' MAP Scores 2013-14, by Subject.....	11
Table 9. Changes in Students' Proficiencies, by Subject.....	12
Table 10. Students' Changes in Behavior.....	12

Wyoming 21st Century Community Learning Centers: Annual Report 2013-14

1. Executive Summary

During the past reporting year (summer 2013 through the 2013-14 school year), Wyoming's 21st Century Community Learning Centers (21 CCLC) project provided out-of-school-time programming in communities across the state. This report analyzes outcomes for participants within these programs.

The goal of the 21st Century Community Learning Centers (21 CCLC) program is to support the creation and expansion of community learning centers that provide academic enrichment opportunities for children, particularly students who attend high-poverty or low-performing schools. The program helps students meet state and local standards in core academic subjects, such as reading and math; supports offering students a broad array of enrichment activities that can complement regular academic programs; and offers literacy and other educational services to the families of participating children. At the same time, centers help working parents by providing a safe environment for their children during non-school hours and periods when school is not in session, including summer recess.

During the summer of 2013 and the 2013-14 academic year, 58 communities administered programming at 104 centers

The data for 2013-14 participants in Wyoming 21 CCLC programming indicate:

- 46% of regular students served were regular attendees (students who attended 30 or more days of out-of-school programming) either improved their language arts or math grades.
- 47% of participants and 52% of regular attendees qualified for free or reduced lunch.
- Overall, there was a decrease in proficiency reflected in both math and language arts on the PAWS (Proficiency Assessment of Wyoming Students) test that was reflected in scores statewide due to changes in the construction of the test.
- Based on the NWEA MAP scores 28.8% of regular attendees improved in math proficiency and 23.1% of regular attendees improved in language arts proficiency.
- In a survey of ten targeted classroom behaviors, 81% of the regular attendees improved or sustained their grade level academic achievement over the course of the year.
- 80% of regular attendees either improved or maintained levels of classroom participation.

These findings indicate that over 72% of regular attendees in Wyoming's 21 CCLC centers are either improving academically or maintaining excellence.

It is important to recognize that the rates of academic improvement among regular participants in Wyoming 21 CCLC centers were not formally compared with a control group of similar students who did not participate in after-school programming. The role that other factors might have played in these improvements (such as the quality of their learning environment during the school day) cannot be determined.

2. Introduction

2.1. Background

The 21st Century Community Learning Centers (21 CCLC) Grant is a key component of the No Child Left Behind Act. This grant program offers an opportunity for students and their families to continue to learn new skills and improve academic competency after the school day has ended. The focus of this program (re-authorized under Title IV, Part B, of the No Child Left Behind Act) is to provide expanded academic enrichment opportunities for children, particularly those attending high-poverty and low-performing schools. The program's tutorial services and academic enrichment activities are designed to help students meet local and state academic standards in subjects such as reading and math, as well as to complement the students' regular academic program. In addition, 21 CCLC programs encourage well-rounded development by providing activities such as drug and violence prevention programs; technology education programs; art, music, and recreation programs; and counseling and character education—as well as educational opportunities for parents (see <http://www.ed.gov/programs/21stcclc/index.html>).

This year, 5th Cohort grantees, whose 21 CCLC grants commenced in January of 2009, 6th Cohort grantees, whose 21 CCLC grants commenced in May of 2010, 7th Cohort grantees, whose 21 CCLC grants commenced in May of 2011, 8th Cohort grantees, whose 21 CCLC grants commenced in May of 2013, were required to complete federal reporting. The reporting year ran from the summer of 2013 through the spring of 2014. The federal government evaluates centers' success based on the degree to which regular attendees (students who attend 30 or more days of programming) improve their learning-related behavior. Wyoming Department of Education collected these data in the spring of 2014, it includes aggregated PAWS and NWEA MAP scores that were submitted to the WDE by schools and through surveys from regular attendees' teachers using an online data collection system developed by Choice Solutions, Inc.

21 CCLC programs provide a safe, accessible environment for students regardless of ability and socio-economic status during out of school hours (before and after school) and periods when school is not in session (school breaks and summer recess) while supporting continued youth development and learning for lifelong success. Programs welcome participation from students and their families enrolled in private schools or who attend home schools.

Programs must be designed to meet the purpose of the 21st CCLC program and Wyoming goals. Wyoming 21st Century Community Learning Centers State Program Goals:

- **Goal 1:** To establish community learning centers that help students in high-poverty, low-performing schools meet academic achievement standards;
- **Goal 2:** to offer a broad array of high-quality enrichment activities that are aligned with and complement the regular academic school day while positively affecting student outcomes such as school attendance and academic performance and decreasing behavioral risk factors.
- **Goal 3:** to provide programming to engage the families of 21st CLCLC participants for the purpose of increasing parent/family engagement in learning and developing resiliency through positive home/school relationships.

2.2. Organization of this Report

This document contains nine sections. Sections 1 and 2 provide an executive summary and an introduction, respectively. Section 3 describes the methods used. Section 4 describes the funding for the 21 CCLC grants. Section 5 presents the demographic data and the process data for the 21 CCLC project. Section 6 presents results and key findings.

Finally, section 7 draws conclusions based on the results presented in Section 6. Section 8 contains citations for materials referenced within this report, and section 9 contains the Teacher Report Form used in the study.

3. Methods

The 21st Century Community Learning Centers (21 CCLC) program is intended to promote academic achievement and improve youth classroom behavior by providing enrichment activities outside of regular school hours. The 21 CCLC academic extra-curricular offerings constitute a form of science-based prevention. Research has shown that youth attending out-of-school-time programming are more likely to improve academically and to have fewer disciplinary problems than comparable youth not involved in out-of-school-time programming (Lauer et al. 2006, Vandell et al. 2007).

Proficiency ratings, by subject, were analyzed using PAWS tests. Statistical significance is determined by sample size, the amount of variation in the sample, and the amount of change observed. If a difference is found to be statistically significant, the measured change is unlikely to be the result of random chance and it would be expected that similar results would be found in a comparable group of participants—in other words, the findings can be generalized to other similar groups. More generally, it means that researchers have confidence in the findings. For the analyses presented here, significance was established at $p < .01$, meaning that it is 99% certain that any single observed change is not due to random variation in the data.

In addition to the analysis discussed above, we report frequencies for the behavior categories. For the discussion of these data, participants who showed improvement were grouped together with participants who had no room for improvement (because they were already in the highest category). The single resulting number represented participants who had improved or who had sustained their desired behavior. Throughout the report, percentages may not total 100% in some tables because of rounding errors.

Additionally, it is important to note that many students in grades K-2 and pre-K students served do not take state assessments. Students in grades 9, 10, and 12 also do not take the state assessment and do not usually participate in the MAP assessment. Each 21CCLC subgrantee is required to complete local program evaluations that would include local measures for the students they serve, including students in the early grades.

4. Funding Summary

The Wyoming Department of Education receives a formula allocation from the US Department of Education for 21st Century Community Learning Centers and is one of 5 states that receive the minimum level of funding due primarily to a small state population. No more than 2% of the overall allocation can be used for state administration and no more than 3% can be set aside for technical assistance including statewide training, evaluation and monitoring. No less than 95% of the allocation is made available to applicants (both continuing and new). A statewide competition is held when additional funding is available as grant cycles end or if there is additional Congressional funding. Eligible applicants include local education agencies, community-based organizations, faith-based organizations, private schools, and other public and private entities that can provide the required services. Consortiums of smaller organizations can also apply.

Federal FY 2011 allocation: \$5,653,883

Federal FY 2012 allocation: \$5,643,199

Federal FY 2013 allocation: \$5,348,665 (-5.2% due to sequestration)

As of October 2012, there are four cohorts of funding that have been awarded, with each grant having a possibility of continuation for a five-year grant period.

Cohort 5 (Jan 2009-December 2013)-17 awards

Cohort 6 (May 2010-April 2015)-15 awards

Cohort 7(May 2011-April 2016)-3 awards

Cohort 8 (May 2013-April 2018)- 11 awards

Cohort 9 (May 2014-April 2019)- 8 awards

Information regarding individual grantees and competitions can be found at:

<http://ppics.learningpt.org/ppics/public.asp>

Additional websites with information on 21st Century Community Learning Centers:

<http://www2.ed.gov/programs/21stcclc/index.html>

<http://ppics.learningpt.org/ppics/public.asp>

5. Demographics

The information reported below includes data on all participants who started or continued to participate in programming during the period between 2013-14 (Reporting 2014). Table 1 shows attendance for students and adults.

Table 1. Attendance, Students and Adults

	Student
Total Participants Served: Students	8018
Total Participants Served: Adult	3009
Total Participants Served: Pre-K	381
Total Participants Served	8445

5.1 Student Data

The first three tables in this section address the demographic characteristics of the students participating in 21 CCLC programs during Reporting Year 2014. The 104 21 CCLC centers served a total of 8018 students during Reporting Year 2014 (a figure that does not include students at centers that began receiving funding in January 2010).

Process information is displayed for the total number of students in the program, as well as the number of regular student attendees in the program. A regular attendee is defined as a student who attended 30 or more sessions during the reporting year, which includes the summer of 2013 and the 2013-14 academic year.

As displayed in Table 2, most Wyoming 21 CCLC participants were non-regular attendees—in other words students who attended fewer than 30 days of programming.

Table 2. Student Attendance by Regular and Non-Regular Status

	Student Attendees	
Attended Fewer than 30 Days During the Reporting Year	4332	54%
Attended 30 Days or More During the Reporting Year	3686	46%
Total Students Served	8018	100%

As indicated by Table 3, student participants were equally likely to be male or female. This was true for both total attendees and regular attendees.

Table 3. Student Gender

Gender	Total Student Attendees		Regular Student Attendees	
Male	4165	52%	1965	53%
Female	3853	48%	1721	47%
Unreported gender	0	0%	0	0%

Table 4 breaks down students served by grade level. The majority of participants fell into kindergarten through eighth grade.

Table 4. Grade Level of Students

Grade Level	Total Student Attendees		Regular Student Attendees	
	Count	Percentage	Count	Percentage
Pre-kindergarten	0	0%	0	0%
Kindergarten	700	9%	419	11%
First grade	900	11%	520	14%
Second grade	997	12%	534	14%
Third grade	942	12%	490	13%
Fourth grade	977	12%	512	14%
Fifth grade	862	11%	385	10%
Sixth grade	603	8%	205	6%
Seventh grade	593	7%	211	6%
Eighth grade	589	7%	207	6%
Ninth grade	336	4%	118	3%
Tenth grade	170	2%	50	1%
Eleventh grade	115	1%	20	1%
Twelfth grade	115	1%	15	0%
Unreported grade	0	0%	0	0%
Demographic Data Not Provided	119	1%	0	0%
Total Students	8018	100%	3686	100%

77% of the total students and 74% of the regular students served were identified as White (see Table 5). This statistic is not surprising given the homogeneous ethnic and racial makeup of Wyoming's population. The largest ethnic minority served by 21 CCLC programming were student who identified as multiracial, which constituted 11% of total participants and 17.7% of regular attendees.

Table 5. Ethnic and Racial Demographics of the Student Population

Racial/Ethnic Group	Total Student Attendees		Regular Student Attendees	
	Count	Percentage	Count	Percentage
White	6195	77%	2741	74%
Black	119	1%	60	2%
Hispanic	361	4.5%	72	1.9%
Asian	73	1%	29	1%
American Indian/Alaskan Native	202	3%	130	4%
Native Hawaiian/Pacific Islander	10	0%	1	0%
Two or More Races	939	11.7%	653	17.7%
Demographic Data Not Provided	119	1.4%	0	0%
Total Students	8018	100%	3686	100%

Displayed in Table 6 is the disadvantage status of participants in 21 CCLC programming. The percentages listed below should be treated with caution; however, as it is likely that some participants were unknown.

Table 6. Disadvantage Status of Students

	Total Student Attendees		Regular Student Attendees	
Students with Limited English Proficiency	293	4%	173	5%
Students Eligible for Free or Reduced-Price Lunch	3805	47%	1916	52%
Students with Special Needs or Disabilities	1239	15%	613	17%

6. Academic Performance in Math and Language Arts

6.1 Wyoming 2013-14 Academic Performance Data

Regular attendees' teachers (a regular attendee is a student who attends 30 or more days of programming at a center) entered students' behavior information into an online data collection system developed by Choice Solutions, Inc.. In some cases, particularly in rural school districts with limited access to computers, program coordinators collected the data from teachers and entered the data online for them.

- WDE received behavior data via the teacher survey for 2759 students out of 3686 eligible participants for a response rate of 75%

Table 7 reflects PAWS scores based on proficiencies in math, reading and writing. PAWS is administered to Wyoming students in the third through the eleventh grades.

Table 7. Students' PAWS Scores 2013-14 by Subject

Standards Category	Math		Reading	
	Advanced	191	9.6%	290
Proficient	697	35%	761	38.3%
Basic	789	39.7%	581	29.2%
Below Basic	312	15.6%	354	17.8%
Untested Students (K-2, 9,10,12)	1697		1700	
Total	3686		3686	

Table 8 displays change in proficiency standards in math and language arts for four proficiency categories (Above Grade Level, At Grade Level, Below Grade Level). Data was unavailable for 13 communities.

Table 8. Students' MAP Scores 2013-14, by Subject

Standards Category	Math				Language Arts			
	Fall 2013-14		Spring 2013-14		Fall 2013-14		Spring 2013-14	
Above Grade Level	979	27%	1486	40%	1219	33%	1524	41%
At Grade Level	1260	34%	1209	33%	1206	33%	1152	31%
Below Grade Level	1202	33%	749	20%	1033	28%	766	21%
Assessment data not provided	245	7%	242	7%	228	6%	244	7%
Total	3686	100%	3686	100%	3686	100%	3686	100%

The impact of programming on participants can be measured to some degree by the percentage of students whose proficiency scores improved. Table 9 indicates the number of regular attendees whose proficiency ratings in language arts and math changed or remained the same. The 2013-14 PAWS administration was the first year in which the test included 50% of the questions aligned to common core standards. There was a precipitous drop in proficiency across the state in 2013-14 so the large percentage of students with decreased proficiency is not isolated to just 21CCLC regular attendees.

Table 9. Changes in Students' Proficiencies, by Subject

Subject	Increased	Decreased	No Change With Room to Improve	No Change With No Room to Improve
PAWS Math Scores	3%	38%	51%	8%
PAWS Reading Scores	10%	37%	44%	9%
Subject	# Regular Attendees moving from Below Grade level to at or Above	%-age of Regular Attendees Who Increased in Proficiency from Fall to Spring		
MAP Math Scores	453	26.4%	-	-
MAP Language Arts Scores	267	15%	-	-

Another key goal of 21 CCLC programs is to help students improve their classroom behaviors, which include a broad range of skills that affect their learning. Some behaviors, of course, can affect the learning of other students as well. Teachers assess students' skill in ten behavior categories in fall and spring. WDE then analyzes these to report the percentages of regular attendees, whose classroom behaviors had no room to improve, improved, did not change, or declined in each of the ten targeted areas (Table 10). All available data—whether from math teachers, language arts teachers, or teachers in combined math and language arts classrooms—are included in the table.

Table 10. Students' Changes in Behavior

Behaviors on Which Teachers Reported	No Change(no room to improve)		Total Improvement		No Change(with room to improve)		Total Decline	
	Count	%	Count	%	Count	%	Count	%
Turning in Homework on Time	981	36%	1167	42%	543	20%	199	7%
Completing Homework to Teacher Satisfaction	890	32%	1305	47%	522	19%	182	7%
Participation in Class	909	33%	1306	47%	585	21%	96	3%
Volunteering in Class	972	35%	898	33%	1003	36%	47	2%
Class Attendance	1593	58%	509	18%	690	25%	112	4%
Attentiveness in Class	848	31%	1207	44%	630	23%	218	8%
Classroom Behavior	1068	39%	1000	36%	604	22%	231	8%
Academic Performance	728	26%	1512	55%	461	17%	180	7%
Coming to School Ready/Prepared to Learn	1008	37%	1100	40%	634	23%	174	6%
Getting Along Well with Other Students	1215	44%	936	34%	589	21%	161	6%

7. Discussion

7.1. Conclusions

Key findings of this report include the following:

- 77% of students served were identified as White.
- 52% of regular attendees were eligible for free or reduced priced lunch.
- 17% of regular attendees were students with special needs or disabilities.
- 72% regular attendees improved in MAP Math Scores in the 'At Grade' and 'Above Grade' levels over the academic school year.
- 74% of regular attendees improved in MAP Language Arts scores in the 'At Grade' and 'Above Grade' levels over the academic school year.
- 20% reduction in the number of regular attendees testing 'Below Grade Level' in MAP testing throughout the academic school year.
- 79% of regular attendees with a completed teacher survey completed homework to the teacher's satisfaction or improved in homework completion.
- 80% of regular attendees with a completed teacher survey, participated in class or showed an improvement in class participation.

8. References

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<http://www.policystudies.com/studies/youth/Promising%20Programs%20FINAL.pdf>.

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10. Appendix: Print Version of the Program Coordinator Survey

Too be answered for each WISER Id associated with a center:

Coordinator Survey

Coordinator Survey

List of Available Communities :

Big Horn County ▼

Which attendance category (for the 21CCLC center) do these students fall into?

WISER ID	0 - 29 Days	30 - 59 Days	60 - 89 Days	90 + Days	UnKnown/ Not Reported
10309438	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10842624	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10887008	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
11326646	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
11485116	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11685212	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12240303	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12404594	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12435317	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12690112	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12895504	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12896837	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12936189	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
13205293	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
13236466	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
13809539	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14068087	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14175088	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
14556677	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14921871	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page 1 of 15
<< < > >>
Page No :