

# 21st CCLC PROGRAM PROFILE

## Overview of 21<sup>st</sup> CCLC

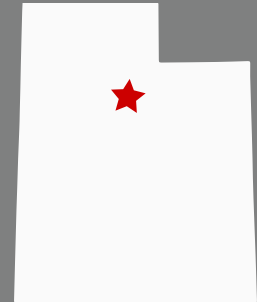
The 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) grant program provides federal funding for out-of-school time programs. States receive 21<sup>st</sup> CCLC funds based on Title I funding. Funds are distributed through a competitive process.

## Purposes of CCLCs

1. Provide academic enrichment activities;
2. Provide developmental enrichment activities; and
3. Provide families with literacy and education related enrichment activities.



## American Preparatory Academy: West Valley II



## Introduction

21<sup>st</sup> Century Community Learning Centers (CCLCs) have operated in Utah for over a decade. Through a competitive grant process, the Utah State Board of Education (USBE) distributes 21<sup>st</sup> CCLC federal funds to school districts, charter schools, non-profit community centers, and faith-based organizations. Grants are for five years. In 2015-16, USBE funded 98 CCLC sites that served over 25,000 children.

At the request of the USBE, the Utah Education Policy Center (UEPC) conducted an evaluation

of 21<sup>st</sup> CCLC programs in Utah. The evaluation was conducted from October 2016 to August 2017 and included sites that received funding during the 2015-16 grant period. The purposes of the evaluation were 1) to examine current 21<sup>st</sup> CCLC program offerings and 2) to identify and profile 21<sup>st</sup> CCLC sites with exemplary and innovative program practices. This profile highlights the unique offerings of American Preparatory Academy's West Valley II campus. The full evaluation report is available at [www.uepc.utah.edu](http://www.uepc.utah.edu).

## American Preparatory Academy: West Valley II

American Preparatory Academy West Valley Campus II serves more than 1,400 K-12 students. It is a diverse campus: 78% of students are students of color, 68% are low income, and 16% are English language learners. The charter school is part of the American Preparatory Academy Schools, which are located in Utah and Nevada.

In addition to fulfilling the purposes of CCLCs, the West Valley Campus II afterschool program

provides an innovative music program. Known as Sistema Utah, the mission of the music program "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." Elementary students involved in the afterschool program are required to be involved in Sistema.



Computer lab for college applications.

## What is your most innovative program practice?

“All of our elementary students are a part of our Sistema music program. We want to offer a well rounded music education experience.”

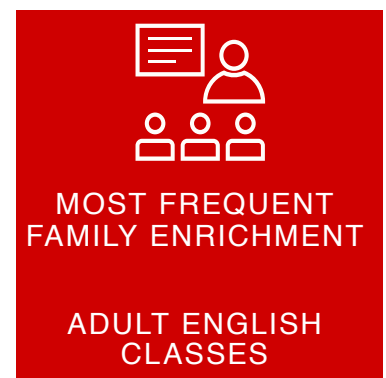
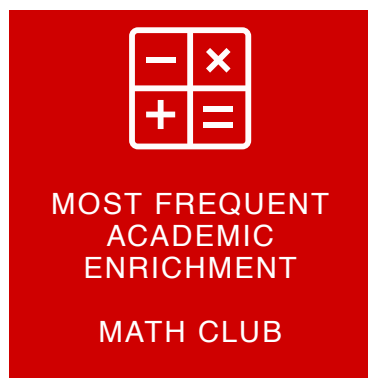
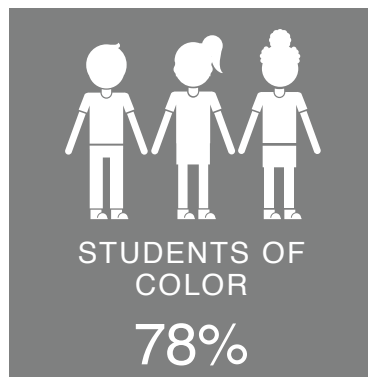
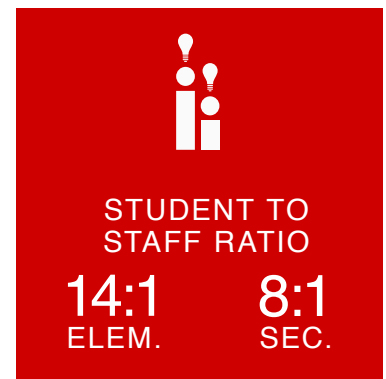
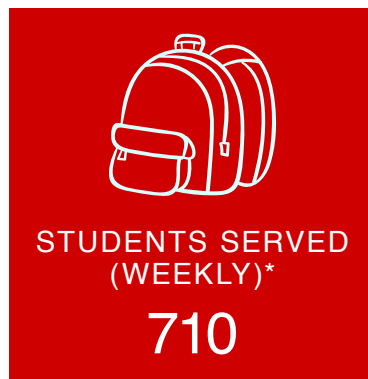
- Trina Christensen  
Sistema Program Director

## Profile of American Preparatory Academy: West Valley II 21st CCLC

### EVALUATION DATA SOURCES

The UEPC used a combination of five data sources to evaluate 21<sup>st</sup> CCLCs.

- 1) Self-assessment survey (SAS) (Developed by UEPC)
- 2) Utah Afterschool Network (UAN) Quality Tool (QT) data from 2015-16
- 3) Expert opinion of the UAN and USBE 21<sup>st</sup> CCLC specialists
- 4) Phone call interviews with site coordinators
- 5) Site visits and in-person interviews



\*Unduplicated

# Interview with Sistema Program Director\*\*

Trina Christensen

## Why do you love working in afterschool and 21st CCLC programs?

I love it. It's very family friendly. I have five kids of my own, and they all come here. And I'm a musician. I wanted an education that was really music-based, because music is kind of my life. And that's what happens here during the day. The kids have a very music-based type program, with the direct instruction that they have in the elementary school. It is easy for us to kind of take the reigns and just roll with it after school with our music program.

## How do you know that your program is well-aligned with the purposes of 21st CCLCs?

We have tried, especially this year, to solidify all of the 21st CCLC components. Academically, we are able to offer homework tutoring and help students get caught up. We have had better communication with the day staff. Developmentally, we have all of our students in music programs that are specifically for their level. We have offered parent trainings for our parents to know how to practice with their kids, how to motivate them, and how to create a nurturing practice environment. A lot of them have applied the principles that we gave them through those classes to their everyday life.

## What is your most innovative program practice?

The Sistema program is our most innovative program practice. We want to offer a well-rounded music education experience for our families. Everyday our students get three different classes. Since they are here for three hours, everyone gets a singing class, a group instrument class, and a general music class. We are trying to take all of the parts of music to help students have a good, solid foundation. If students want to pursue music, we are helping to set them up for success. We are also trying to help students become better musicians for when they start in the orchestra. Every 6th grade student during the day is also part of a band or an orchestra. We are trying to set them up for success academically and musically. If we are doing our job correctly, then what we are doing afterschool music wise will help their brains to develop in such a way that will help them with their academic scores and outcomes.

## What makes your program practice effective?

We have read a lot of those studies that correlate music and academics. We have set curriculum for most of our classes and we have daily lesson plans. Teachers know what to do, how long it should take, and what materials they should use in the classroom. The lessons give teachers "check-outs" or what the students need to be able to demonstrate before they can move on and proceed to the next lesson.

## How do you use data to evaluate your innovative practice?

We track student grades during the year and do comparisons. We have a pre-test and a post-test that we administer. We track DIBELS scores for elementary school students.

## How do students and families benefit from the innovative program practice?

Students benefit because they are learning how to play an instrument and improve their self-confidence. Our performances are also how we involve our families. We are giving their families opportunities to be able to meet together and watch what their kids have learned. We have a performing group, "Sistema Strings," with our most advanced students that conduct service concerts. We performed at the Afterschool Leadership Summit, baseball games, and the Discovery Children's Gateway Children's Festival.

## What is your most innovative program practice for parents/guardians?

All of the students that are part of our Sistema program have a ParentLink account and if there is an emergency or a change in the schedule, parents receive a phone call, email, and/or text message. Also, we offer parent education classes which is a newer program. Parents communicated to us that they did not know music. We give parents basic knowledge about music so that they can help their kids practice at home.

## How are partnerships a key to your success?

A professor at USU arranges music for us. We have a new relationship with the Utah Philharmonic Orchestra. The Fry Street Quartet from Logan taught classes and worked on an orchestra piece. Students were able to play side-by-side with the musicians. We have had people from the Utah Symphony and Utah Opera teach our kids. A professor at USU gifts us a song that he has arranged and we perform with them as a featured youth group. The Fry Street Quartet from Logan taught classes along with some of the UPO musicians and worked on an orchestra piece. Students were able to play side-by-side with the musicians for a concert that afternoon. We have also had musicians from the Utah Symphony and Utah Opera teach our students.

## EVALUATION METHODS

1) UEPC evaluators used descriptive statistics from the SAS to describe the extent to which all Utah 21<sup>st</sup> CCLC sites implemented program practices that were aligned with 21<sup>st</sup> CCLC purposes and afterschool program quality standards.

2) A combination of the UAN QT, SAS, and expert opinions of UAN specialists and USBE administrators were used to identify twelve program sites that exhibited the highest alignment with 21<sup>st</sup> CCLC purposes and provided innovative program practices.

3) UEPC evaluators conducted phone interviews with the twelve site coordinators to understand more about how sites implemented the purposes of 21<sup>st</sup> CCLCs, designed enrichments, and delivered innovative program practices. Evaluators identified 5 sites with the greatest alignment to 21<sup>st</sup> CCLC purposes and afterschool program quality standards.

4) UEPC evaluators conducted site visits and interviews with the 5 site coordinators.

\*\*Interview responses are edited for grammar, sentence structure, and space. Responses were reviewed by participants to ensure statements reflect their original quotes.

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Audition flyer for upcoming musical.

## Self-Assessment Survey

The self-assessment survey asked about the type and frequency of academic, developmental, and family enrichments offered at each CCLC.

## Academic Enrichments

Academic enrichments were defined as all hands-on and/or group based learning opportunities for core subjects.

## Academic Tutoring

Academic tutoring enrichments were defined as one-to-one or small group sessions that provided direct assistance to support students in learning school day content (e.g. homework help).

## Developmental Enrichments

Developmental enrichments were defined as non-academic activities that provided opportunities for students to grow in areas such as art, health and wellness, character development, etc.

## Family Enrichments

Family enrichments were defined as services and activities provided to families. These included classes and information provided on nutrition, child development, and education resources.

# Interview with Sistema Program Director

continued...

### What are lessons other CCLCs can learn from your experiences?

We have learned that you always need to be open to change. We have to incorporate things that are relevant with students. If the kids do not want be here, then we are doing a disservice. Students do not want to be in a place where they don't have ownership.

### How do you support staff in their professional development?

We provide a lot of professional development as a school. We have trainings on classroom management and behavior. We provide musical professional development opportunities. One of our partnerships is with the Suzuki Association of Utah, a musical organization. We host their yearly convention for teachers and parents and therefore, our teachers are able to attend that convention at no cost. We have a summer training opportunity where we pay for our teachers to go to a summer music camp that is in Draper. Finally, we pay for instructors to go to the JumpStart and ReCharge conferences that the UAN hosts.

### What experience do kids in your program receive that other students may not receive?

That is easy, because it's music. Students learn how to play an instrument and develop their self-confidence. With our group instruction students are also learning to work together as a community. Students help each other out and mentor each other. Students that are more advanced will help others who might be struggling. We are all in this together and it takes a village. That has been key for our program. Students really like being a mentor and receiving mentorship.

**American Preparatory Academy: West Valley II was one of 98 funded 21<sup>st</sup> CCLC sites in 2015-16.**

**Below is an overview of common enrichments offered by programs from across the state.**

### Most Common Academic Enrichments



English Language Arts



Mathematics



Writing



STEM

### Most Common Developmental Enrichments



Arts



Physical Activities

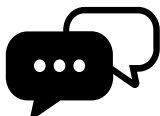


Mentoring



Technology

### Most Common Family Enrichments Provided by 21st CCLC or Partner



English Language Learning



Parenting/Child Development



Health & Well-Being



Adult Education

### Program Quality



Programs work with teachers to develop academic enrichments



Programs design enrichments to achieve specific youth outcomes



Programs use input from families to plan activities and services