

21st CCLC PROGRAM PROFILE

Overview of 21st CCLC

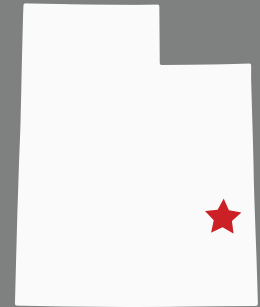
The 21st Century Community Learning Centers (21st CCLC) grant program provides federal funding for out-of-school time programs. States receive 21st CCLC funds based on Title I funding. Funds are distributed through a competitive process.

Purposes of CCLCs

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



Grand County Middle School



Introduction

21st 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 21st 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 21st 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 21st CCLC program offerings and 2) to identify and profile 21st CCLC sites with exemplary and innovative program practices. This profile highlights the unique offerings of the Grand County Middle School 21st CCLC. The full evaluation report is available at www.uepc.utah.edu.

Grand County Middle School 21st CCLC

The Grand County Middle School afterschool program is located in Moab, UT. The 21st CCLC at Grand County Middle School is the only rural program in the profiles. Grand County Middle School is 77% white, 45% low income, and 4% of students are English language learners.

UEPC evaluators identified Grand County Middle School as innovative due to their comprehensive science, technology, engineering,

and mathematics (STEM) program, robust outdoor and physical education program, and the level of engagement staff have with students. The program incorporated non-traditional ways of learning into their programming through robotics, DJing, building working model cars, and engineering using various robotic kits. The staff is dedicated to providing a safe afterschool space for all students regardless of level of income, race, and/or gender.



DJ cart built by students and staff.

What is your most innovative program practice?

“We have a really robust STEM program.”

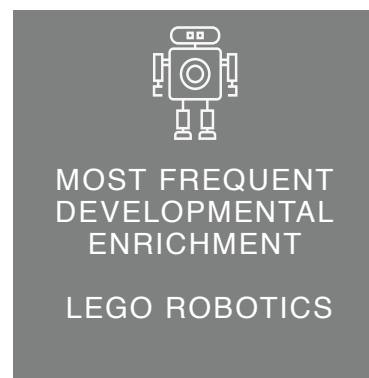
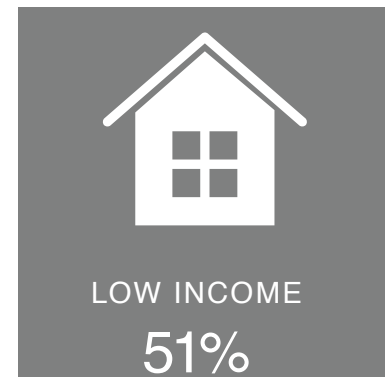
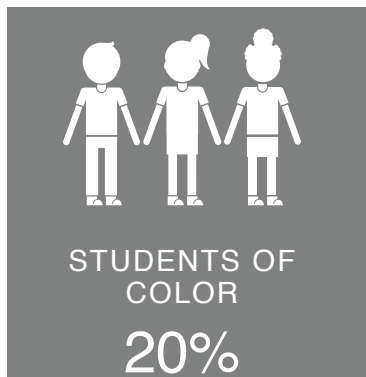
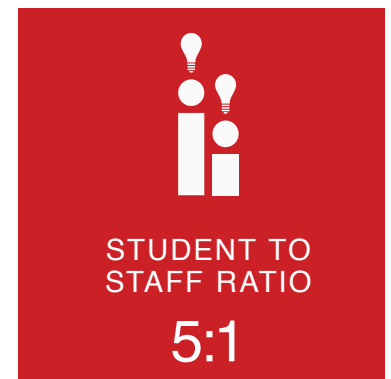
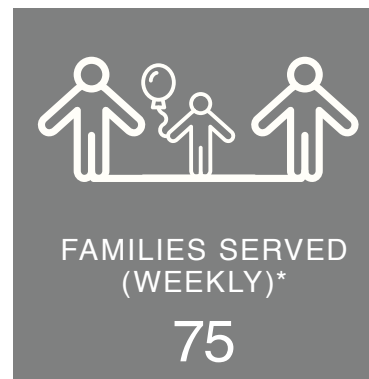
- Jeremy Spaulding
Site Coordinator

EVALUATION DATA SOURCES

The UEPC used a combination of five data sources to evaluate 21st 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 21st CCLC specialists
- 4) Phone call interviews with site coordinators
- 5) Site visits and in-person interviews

Profile of Grand County Middle School 21st CCLC



*Unduplicated

Interview with Site Coordinator**

Jeremy Spaulding

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

Working with middle-schoolers is a challenge, but it is really fun and it forces you to be creative. Personally, I'm interested in helping people understand who they are, where they're going, and how they connect to their space. I remember my middle school years, and it was terrible. Having a caring adult in my life at that time was important. I know that when a kid has a terrible day, having an adult be consistent for them is meaningful. I know that this makes a difference. Moab is an awesome place. It's a really wonderful place to do non-profit work, because all the nonprofits are connected. BEACON has partnerships with many of them. The Middle School principal is supportive and it's a good environment for afterschool programming.

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

We plan it that way. We have three wings here on a day-to-day level. We have enrichment, academics, and a hang-out space. So we are looking for ways to help students to learn to be intrinsically motivated learners.

What is your most innovative program practice?

We have a really robust STEM program. We are innovative because we are trying to do new things. We connect kids with fun, new technologies. We try to connect them with engineers in the community. We are as hands-on as possible when doing activities. We are also innovative because our whole goal is to connect STEM to the larger picture. We can teach a concept that starts in fourth grade with LEGOs, that then leads to algorithmic thinking in middle school with LEGO robotic programming. This can lead to participating in the robotics league in high school and robotics programming at the high school, which can then lead to further education at Utah State, Moab, and careers with tech companies in the area. This effort to build a continuum of STEM learning is super innovative and unique. As USU expands, we will see how effective it can be. And we think it could be a pilot program for other areas

What makes your program practice effective?

Relationship building makes it effective. I'm at lunch every day, communicating with kids about what's going on. I try to do different things to make sure that the school staff sees BEACON as an entity in the building. Almost everything we do is as exciting as we can make it. We are not going to just sit with a group of kids in a classroom. We have learned that does not work. So we get them outside, running around, using different senses.

How do you use data to evaluate your innovative practice?

We are working on that, and it gets a little better every year. We survey students at the beginning and end of the year. We collect participation data and we use state data.

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

We connect students with people in their own community and that opens some doors for students. Students get to do hands-on activities that they are interested in. Additionally, students benefit by being mentors to younger students.

Families benefit by being able to connect with their children through science and they have a safe place for their children where their kids are receiving enriching and engaging programming.

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

We offer a lot of events for parents, but it is sometimes difficult to get parents to come. We reach out to parents and ask for their suggestions for events and programming. At the beginning of the year, as Site Coordinator, I go to orientation and I try to interact with every parent. Families are a key to our success and we have good interactions with families.

How are partnerships a key to your success?

Partnerships are huge for us. Every partnership means we can provide more services for kids. Without the partnerships, we would not be able to go to the pool, do archery, and do other activities. I also talk about partnerships in terms of volunteers. We have retired engineers and teacher volunteers. We have a partnership with the co-op in town and they end up giving us about \$1,000 of in-kind donations a year.

EVALUATION METHODS

1) UEPC evaluators used descriptive statistics from the SAS to describe the extent to which all Utah 21st CCLC sites implemented program practices that were aligned with 21st 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 21st 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 21st CCLCs, designed enrichments, and delivered innovative program practices. Evaluators identified 5 sites with the greatest alignment to 21st 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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Digital camera built with kit

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 Site Coordinator

continued...

What are lessons other CCLCs can learn from your experiences?

The biggest lesson is to create value. What do schools, parents, and partnerships get out of the 21st CCLC? You can show schools about the impacts of your afterschool program. You are creating value for parents because you are filling gaps for kids. You are creating value for teachers because you are reinforcing school day lessons. We are building value for your community because students have something to do afterschool with people who care about them.

How do you support staff in their professional development?

I communicate often with staff and have an open-door policy. We participate in a training at the JumpStart and Recharge conferences. As an organization, we also participated in mental health and first aid training. At BEACON, all of the Site Coordinators are encouraged to figure out staff aspirations within their career and create pathways within the organization.

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

Students get fun, hands-on afterschool programs and enrichment activities. We put on a play, a couple of years ago, which was a community wide play. Kids get to be DJs, blow stuff up, participate in sports, and go out into nature. We are the only place in town that offers enrichment activities for middle school aged kids. There are a few things students can do with other non-profits, but basically, BEACON is their best and most consistent opportunity.

Grand County Middle School was one of 98 funded 21st CCLC sites in 2015-16.
Below is an overview of common enrichments offered by programs from across the state.

Most Common Academic Enrichments



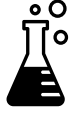
English Language Arts



Mathematics



Writing



STEM

Most Common Developmental Enrichments



Arts



Physical Activities

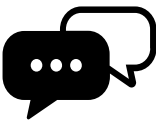


Mentoring



Technology

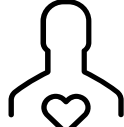
Most Common Family Enrichments Provided by 21st CCLC or Partner



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