

21st CCLC PROGRAM PROFILE

Overview of 21st CCLC

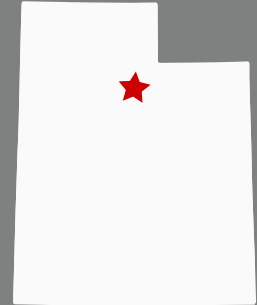
The 21st Century Community Learning Centers (21st CCLC) grant program provides federal funding for out-of-school time programs. States receive 21st CCLC funds based on Title I funding. Funds are distributed through a competitive process.

Purposes of CCLCs

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



Hser Ner Moo Community & Welcome Center



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 Hser Ner Moo Community and Welcome Center. The full evaluation report is available at www.uepc.utah.edu.

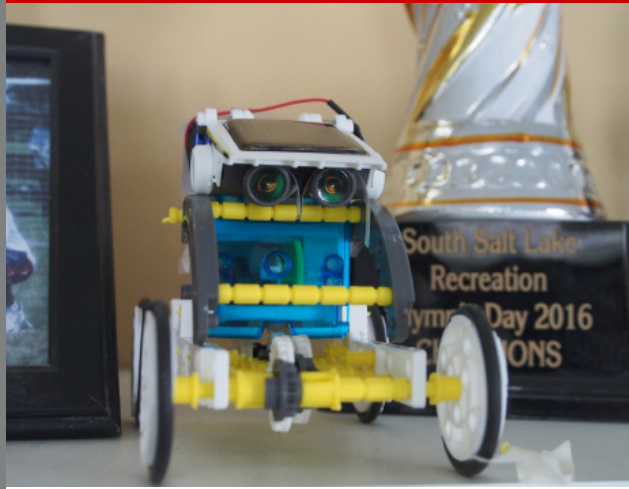
Hser Ner Moo Community & Welcome Center



Hser Ner Moo

The center is named after Hser Ner Moo, a 7 year old Burmese refugee, who was murdered in 2008 in the South Parc Townhomes in South Salt Lake. Hser Ner Moo Community and Welcome Center provides opportunities for South Salt Lake residents including refugee and immigrant families living around the complex. Families speak numerous languages including Karen, Burmese, Arabic,

Somali, Nepali, Swahili, and Spanish. The center stood out from other 21st CCLCs due to the leadership opportunities they cultivate for youth and the diverse refugee population they serve. The Hser Ner Moo Community and Welcome Center is embedded within the townhome complex where youth and families live.



Robot built by Hser Ner Moo students.

What is your most innovative program practice?

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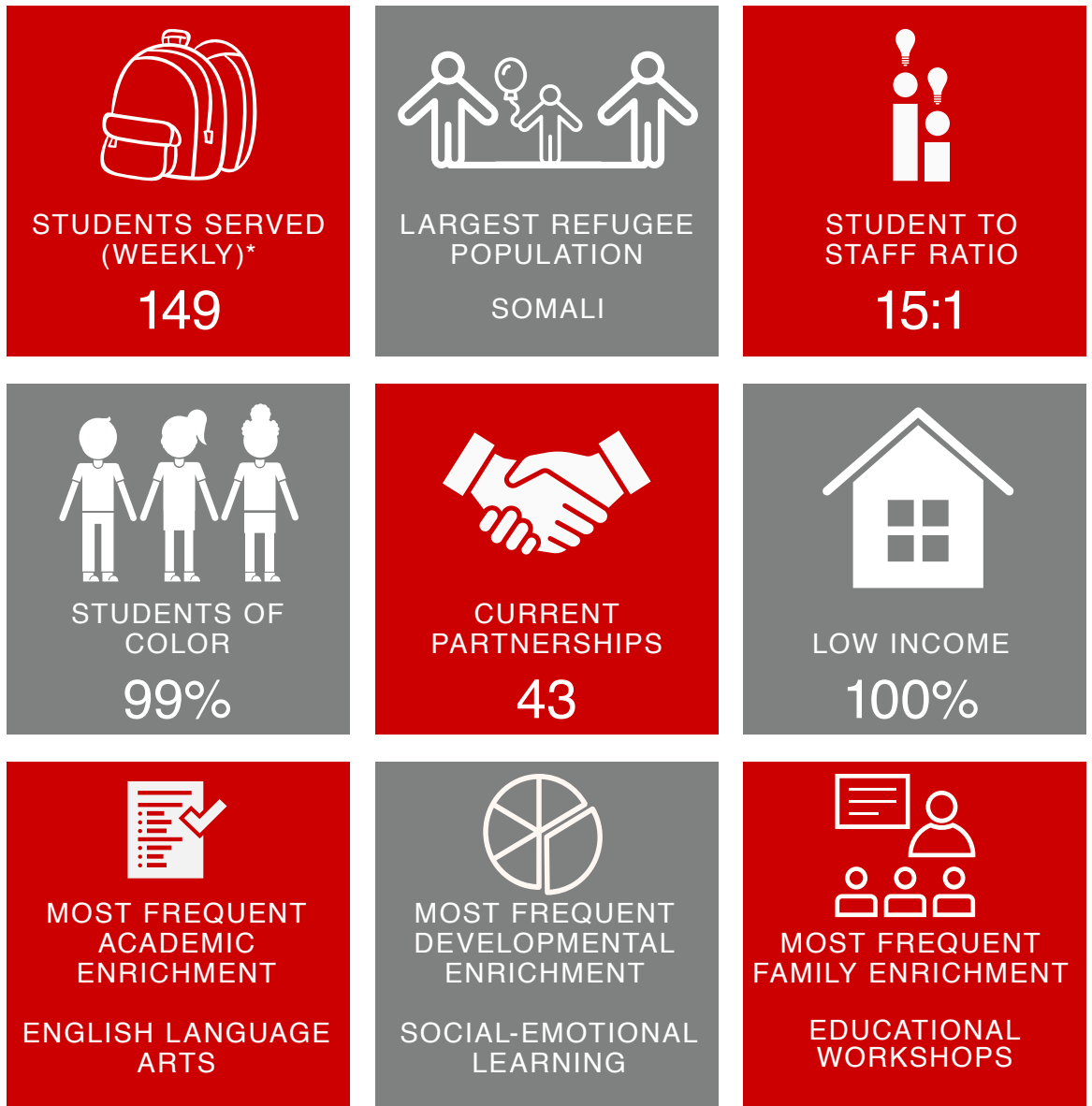
- Susie Estrada
Site Coordinator

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 Hser Ner Moo Community & Welcome Center



*Unduplicated

Interview with Site Coordinator**

Susie Estrada

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

I grew up in North Hollywood, California where I started my work with high risk youth. When I moved to Utah I worked with English Language Learners and continued my work with youth gang prevention and intervention. I love working with high risk youth. It is my passion and very personal to me. Learning about the Hser Ner Moo Community and Welcome Center and learning the story of why it is where it is, why it is called Hser Ner Moo is important to me. I began my work with Promise South Salt Lake at a time where I was in need of reigniting my passion and it has been a beautiful reminder of why I pursued this work. I feel like being able to work with this demographic provides so many things that really fill my life as a person, but also professionally. I am in a position where I am able to learn as much from the youth and their families as I am able to teach. They are full of personality. I feel like it is a super rewarding job.

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

The program focuses on youth's academic improvement, increasing their protective factors and decreasing risk factors, engaging parents in their children's education, and continually building partnerships. We adhere to the self-assessment tool from Utah Afterschool Network in the program and we continue to evaluate our work to meet the needs of the youth and families we serve.

What is your most innovative program practice?

The majority of our youth come from refugee backgrounds where they have experienced trauma. We created a community center in the heart of a complex that possesses a richness of culture, language, and other skills. One curriculum we utilize is Peer Assistance and Leadership which allows us the opportunity to put youth in leadership positions and foster those skills. We expect youth to be leaders. Youth leaders are able to present ideas and also guide other youth without having to be told to value each other or support each other. It is amazing that they were already applying these skills outside of program and we are just building on it. We also provide one on one mentoring to our English Language Learners which provides individualized plans and gives them that one on one attention to help them reach their highest potential.

What makes your program practice effective?

The relationship based practice component of our program makes it effective. Youth will respond to someone that they know and trust. Therefore one strength that really helps our program is the relationship that the youth have with our staff. Because the youth live here at the complex, we get to interact with their parents a lot more which really helps us be a true part of the community.

How do you use data to evaluate your innovative practice?

We conduct annual surveys from youth, staff and parents. We also collect participation data and record incident reports. We utilize data to evaluate our work and change how we do things if we need to. This past year, we have introduced the RBA (Results-Based Accountability) model in our work. This helps us assess how much and how well we are making an impact and if anyone is better off. We constantly reflect on what we are doing and reevaluating how to meet the needs of our youth. We always want to know better and do better.

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

It really reinforces the idea that our youth can be leaders. We want them to see themselves in all of the people (center staff, teachers, and volunteers) who act as role models in the Center. We have diverse staff and we want the youth to know that there are people who look like them that have these positions of power and that are leaders. This also benefits the parents because they see their children, with their identities, being comfortable to participate in leadership opportunities at the center. They can help be the bridge between the center and the families. Families are welcome to receive services and be comfortable at the center.

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

Engaging parents is one of our main goals. Through the Family Liaison program, we are able to provide frequent home visits to check on families and connect them to resources that are available in the community. We have also acted as bridges between families and schools. School day staff including the Principal conducts meeting with youth and their families at the Center. We also encourage families to attend school events including parent teacher conference and parent night. Having parents be an active part of program is a key component of our goals.

How are partnerships a key to your success?

Partnerships are an important part of our work. Some of our key partners are: United Way of Salt Lake, Granite School District, Boys Scouts, Girl Scouts, Planned Parenthood and college institutions such as Westminster College, the University of Utah, and Salt Lake Community College. These partner organizations provided support from materials, trainings, curriculum, services, and many others. Recently, the University of Utah provided oral health screenings for our youth and their families.

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.



Computer lab for activities and college applications.

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?

One of the biggest takeaways would be valuing each person and what they bring to the table. As mentioned, our youth already come to the program with skills that they have acquired through numerous experiences. They are resilient, wonderful, and powerful individuals. What I believe that other CCLCs can learn from our experience is to recognize that even the youngest program youth participant comes with strengths, talents, and a story.

How do you support staff in their professional development?

We provide staff with at least 20 hours of professional development every year. We keep logs of trainings to help staff participate in the Utah Afterschool Network Credential. When staff ask for certain trainings to perform better at their job, we try to meet their requests. We have a variety of partners who can provide specific trainings on behavior management, leading STEM activities, and project-based learning which are relevant to our program.

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

Some of the things that youth get here is positive mentorship, leadership, and role models. A lot of our kids are at high risk for gang membership, teen pregnancy, and substance abuse. When they come here they get that mentorship that otherwise would have been provided possibly by a gang. If we meet that need in a positive way, it will produce positive life outcomes. I think that what our youth get from our program is this mentorship piece that moves away from a deficit view but instead from a relationship of mutual learning and understanding.

Hser Ner Moo Community & Welcome Center 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

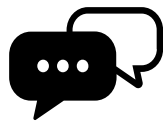


Mentoring



Technology

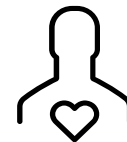
Most Common Family Enrichments Provided by 21st CCLC or Partner



English Language Learning



Parenting/Child Development

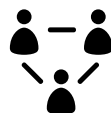


Health & Well-Being



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