



# 21<sup>st</sup> Century Community Learning Centers Minnesota Performance Report 2016-17

## About this Report

The 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) are community learning centers that provide students with high-quality academic enrichment opportunities and activities designed to complement the students' regular academic program.

Each year, 21<sup>st</sup> CCLC grantees document program and attendance data through their own data management systems. Required data collection also includes student-level information to be matched with the Minnesota Department of Education's (MDE) school-day attendance and Minnesota Comprehensive Assessments (MCA). Student survey results are recorded at the end of the program year using the Survey of Academic and Youth Outcomes (SAYO) tool.

In addition to collecting information about students who participate in the 21<sup>st</sup> CCLC, grantees must also collect data to inform performance in meeting the Government Performance and Results Act (GPRA). These data are collected into the 21APR (Annual Performance Report) system – a tool utilized by the U.S. Department of Education (ED) to evaluate the effectiveness and efficiency of 21<sup>st</sup> CCLC operating nationwide.

The purpose of this performance report is to meet the requirements of the ED, and to identify and outline relevant data and outcomes. The intended audience for the report includes ED, MDE staff, grantees, center coordinators, school districts and the general public.

## Grants Funded

During the program year 2016-17, 33 grantees provided programming in 109 centers across the state. The 33 grantees operated during 2016-17 were funded in two separate cohorts; Cohort 5 had 20 grants and Cohort 6 had 13 grants. The grantees included 12 independent school districts, 12 community-based organizations, one education cooperative, one university, one faith-based organization, and one county agency. See the Appendix for a list of grantees funded in 2016-17.

# Student Characteristics

Research shows that high quality learning opportunities after school and during the summer are effective in narrowing the achievement gap for middle grade students and older. MDE has prioritized grants for organizations proposing to serve middle and/or high school students (grades 5-12).

While Minnesota’s unacceptably large graduation rate gap between students of color and their white peers is closing, barriers still exist for many Minnesota students in receiving an equal education and reaching their highest potential. To help address this graduation rate gap, 21<sup>st</sup> CCLC programs intentionally recruit students of color, students eligible for free or reduced-price lunch, English language learners, and students receiving special education services to provide opportunities for academic enrichment.

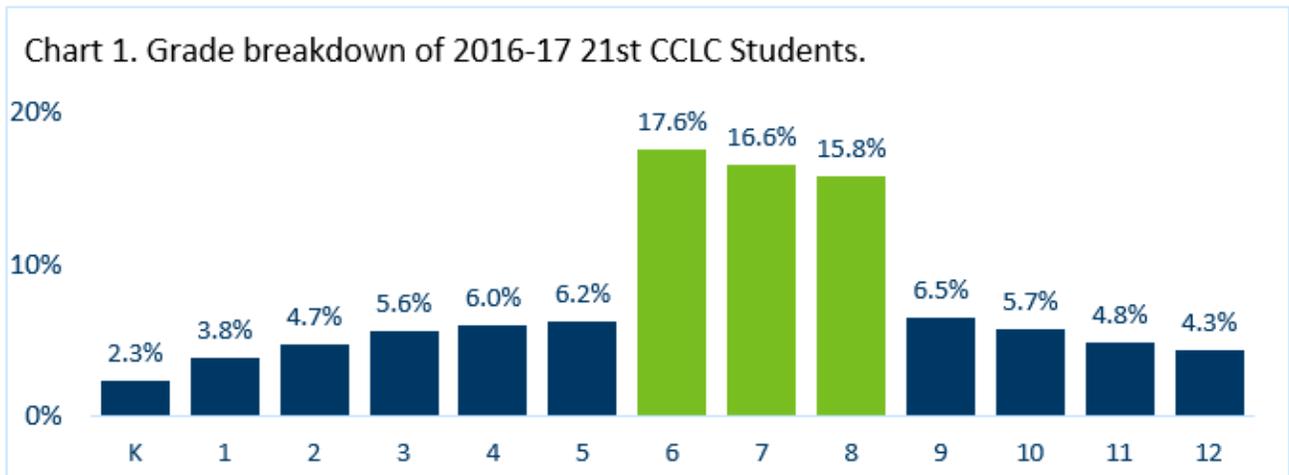
In program year 2016-17, 23,184 students attended at least one day of programming in a 21<sup>st</sup> CCLC. There was an even distribution of males and females served in 21<sup>st</sup> CCLC programs. While all grades participated in 21<sup>st</sup> CCLC, 50 percent of students served were in grades 6-8.

In 2016-17, MDE identified 38 percent of students statewide as eligible for free or reduced price lunch. 71 percent of 21<sup>st</sup> CCLC participants were eligible for free or reduced price lunch (Chart 2). Minnesota reported 14 percent had a special education status and 8 percent were English Learners – for 21<sup>st</sup> CCLC participants, 15 percent had a special education status and 21 percent qualified for English Learner services (Chart 2). 21<sup>st</sup> CCLC are also serving students of color and American Indian/Alaska Native students at higher rates than the state averages (Chart 3).

**Table 1- Characteristics of Students Served by 21st CCLC Programs**

<b>Gender</b>	<b>Percentages (%)</b>
<b>Female</b>	<b>49.8%</b>
<b>Male</b>	<b>50.2%</b>
<b>Grade Level</b>	<b>Percentages (%)</b>
K-3	16.4%
4-5	12.2%
6-8	50%
9-12	21.4%

**Chart 1 - Grade Breakdown of 2016-17 21st CCLC Students**



**Table 2 – Grade Breakdown of 2016-17 21<sup>st</sup> CCLC Students**

Grade	Percentage of 21 <sup>st</sup> CCLC Students
K	2%
1	4%
2	5%
3	6%
4	6%
5	6%
6	18%
7	17%
8	16%
9	7%
10	6%
11	5%
12	4%

Chart 2 - 21st CCLC Students vs State Average for Selected Student Populations

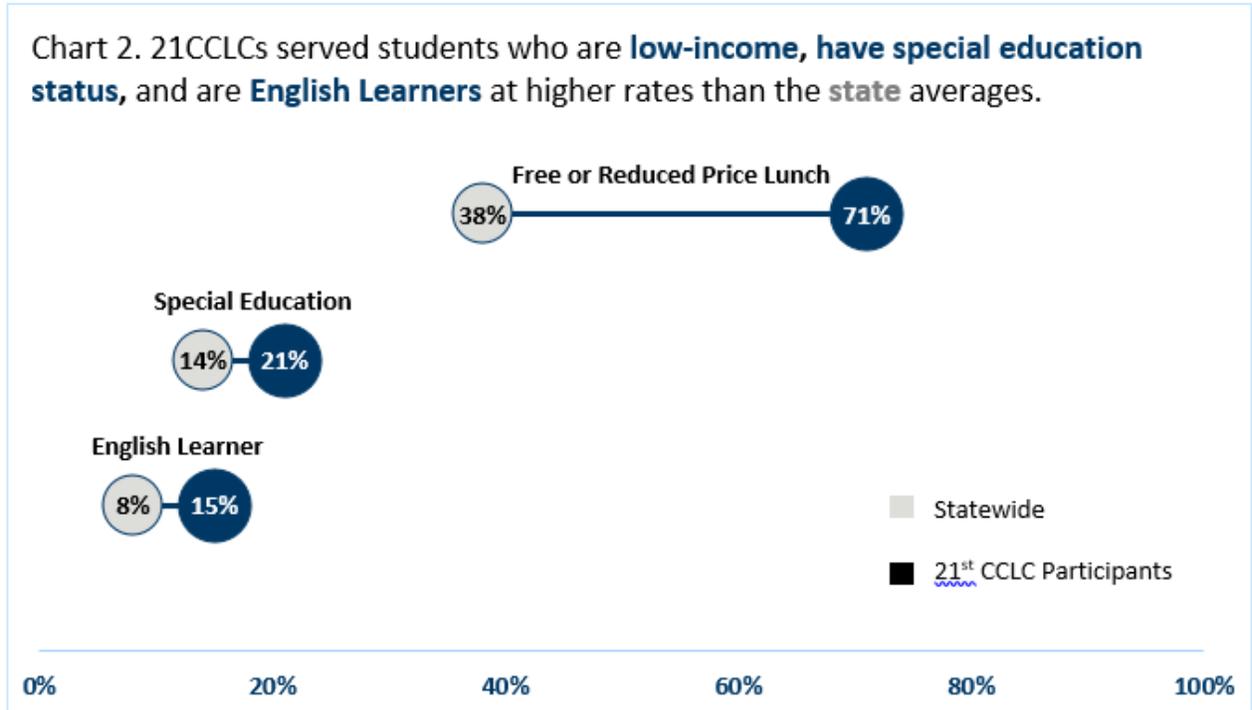
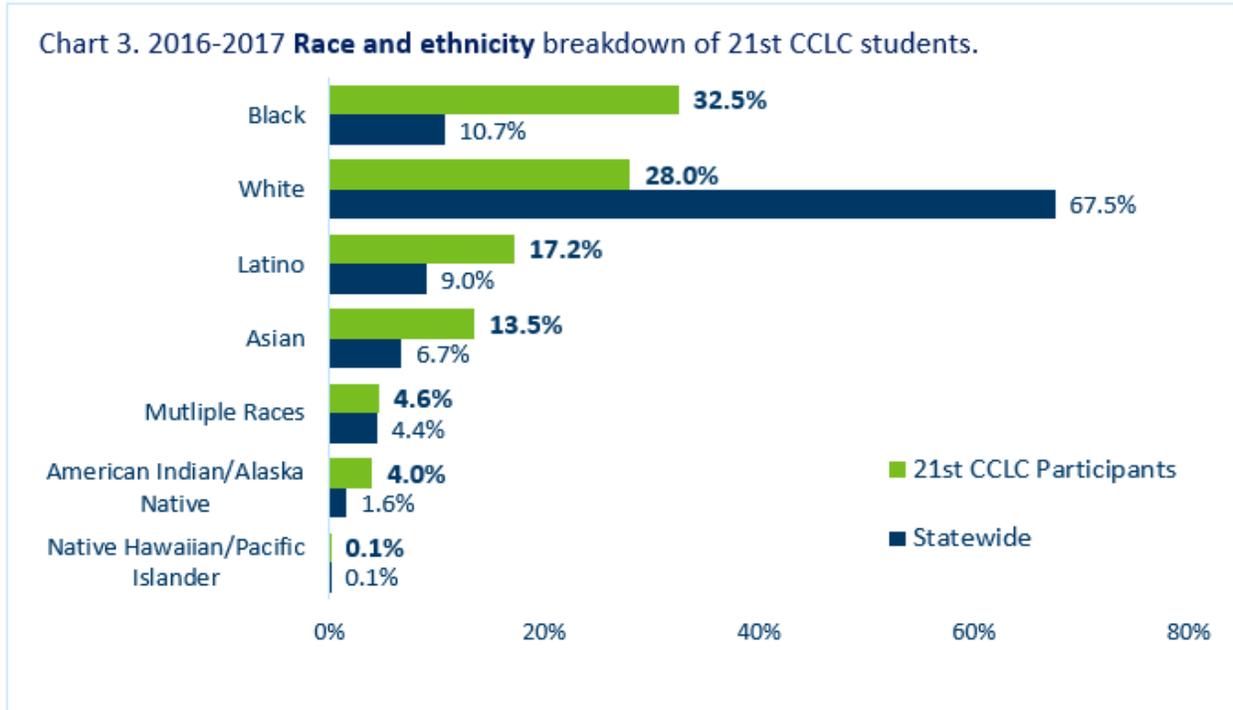


Table 3 - 21st CCLC Students vs State Average for Selected Student Populations

	21 <sup>st</sup> CCLC Participants	Statewide
English Learner	15%	8%
Special Education	21%	14%
Free or Reduced-Price Lunch	71%	38%

**Chart 3 - Race and Ethnicity Breakdown of 21st CCLC Students**



**Table 4 - Race and Ethnicity Breakdown of 21st CCLC Students**

	21 <sup>st</sup> CCLC Participants	Statewide
Native Hawaiian/Pacific Islander	0.1%	0.1%
American Indian/Alaska Native	4%	2%
Multiple Races	5%	4%
Asian	14%	7%
Latino	17%	9%
White	28%	68%
Black	33%	11%

## Student Attendance in 21<sup>st</sup> CCLC

The amount of time students participate in high-quality after-school and summer programs – programs that offer opportunities for skill building and supportive relationships with adults and peers – is positively correlated with academic and behavioral benefits. High consistency (regular participation over time) and high intensity (amount of time spent participating) participation in quality programs is associated with narrowing income based differences in achievement. This association is strongest with low-income students.

Research shows that regular participation in high quality expanded learning programs is directly related to closing the achievement gap (Vandell, Auger, & Pierce, 2013). Minnesota 21<sup>st</sup> CCLC grantees are focused on retaining students and increasing the program dosage. As defined by the USDOE, regular participation is attending at least 30 days of programming. During the 2016-17 school year, 23,184 students attended at least one day of programming in a 21<sup>st</sup> CCLC. Forty-nine percent of those students were regular attendees who attended 21<sup>st</sup> CCLC programming 30 days or more. Of those who were regularly attending, 2,497 students attended programming more than 90 days.

**Table 5 - Student Attendance in 21st CCLC Programs**

Number of Days Attended in 21 <sup>st</sup> CCLC Programming	Percent (number) of Students
30-59 days	24% (5,546)
60-89 days	14% (3,320)
90 plus days	11% (2,497)

## Changes in Students' Behavior

One of the Government Performance and Results Act (GPRA) objectives for the 21<sup>st</sup> CCLC grant is that “participants in 21<sup>st</sup> Century Community Learning Center programs will demonstrate educational and social benefits and exhibit positive behavioral changes.” One of the goals of the 21<sup>st</sup> CCLC grant is to “help students meet state and local student performance standards in core academic subjects.”

This section of the report includes the following outcomes to be in compliance with GPRA, USDOE, and MDE:

1. Improve student attendance during the regular school day;
2. Improve classroom behavior; and
3. Improve performance standards in core academics.

## **Student Attendance during the Regular School Day**

Consistent attendance on its own is an important predictor of a student's academic success. In general, students who attend school consistently are more likely to achieve academically, graduate high school and succeed in their careers, college experience, or both after high school. This trend is likely to be strongest when a school provides effective academic instruction, an all-around positive school climate, and the ability to address students' social, emotional and physical health needs.

21<sup>st</sup> CCLC grantees are required to collect student-level information so that it can be matched with the Minnesota Department of Education's school-day attendance data. A student will be considered to be consistently attending school if they attend more than 90 percent of school days.

21<sup>st</sup> CCLC students with varying 21<sup>st</sup> CCLC program participation during the school year had high consistent attendance rates at their schools. During 2016-17 school year, 78 percent of all 21<sup>st</sup> CCLC were consistently attending school, while 80 percent of 21<sup>st</sup> CCLC regular participants had consistent attendance. Even students who only attended 21<sup>st</sup> CCLC programming less than 30 days during the school year were consistently attending at 75 percent.

## **Classroom Behavior**

In 2016-17, 21<sup>st</sup> CCLC grantees were required to administer the Survey of Academic and Youth Outcomes – Youth Survey (SAYO-Y) to their students. The SAYO-Y is administered to students in grades four and above. While the SAYO does not prove that 21<sup>st</sup> CCLC programs are the sole reason for any documented change in youth outcomes, the SAYO data are used at a local level to show how programs could be contributing to the healthy development of students in 21<sup>st</sup> CCLC. In the SAYO-Y tool, 21<sup>st</sup> CCLC students responded to two sections that address academic support and sense of competence as a learner.

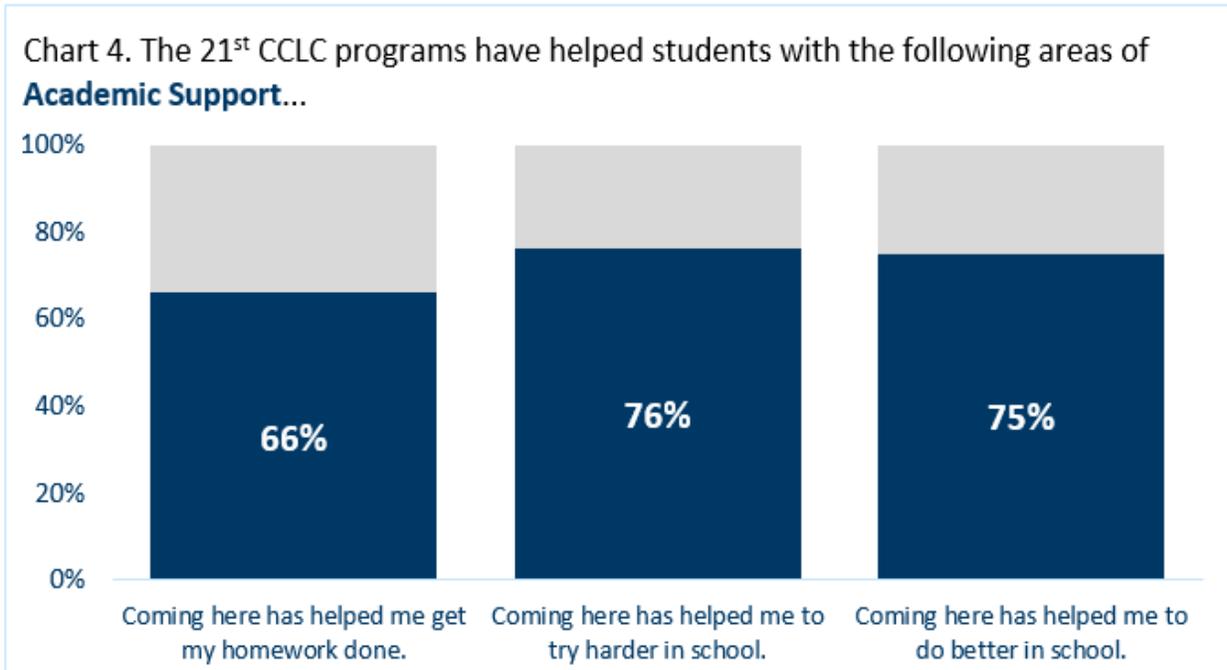
### **Academic Support**

The average scale score for this section was 2.98 out of four. 21<sup>st</sup> CCLC students reported that their participation in a 21<sup>st</sup> CCLC program helped them get their homework done (66 percent), try harder in school (76 percent), and do better in school (75 percent). Students in grades 4-5 and 9-12 scored slightly higher than the 6-8 graders. Males who participate in 21<sup>st</sup> CCLC programs who took the SAYO scored higher on all three items (the 21<sup>st</sup> CCLC program helped: 69 percent get their homework done; 77 percent try harder in school; and 78 percent do better in school).

### **Sense of Competence As a Learner**

Students scored higher in this section (3.19 out of four) compared to the academic support. While students have academic support from their 21<sup>st</sup> CCLC programs, students also self-reported a higher sense of learning because of their 21<sup>st</sup> CCLC program. Males in grades 9-12 scored higher on all items in this section.

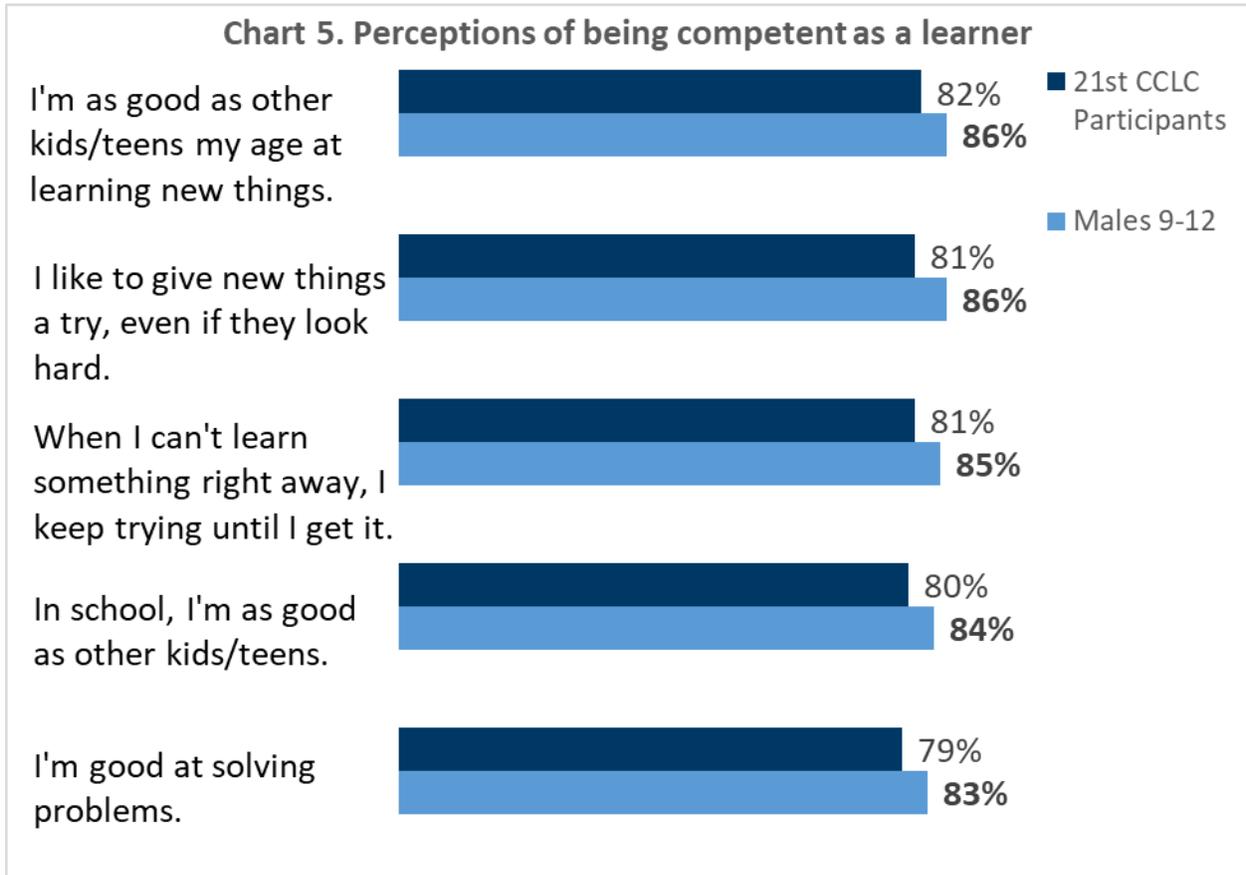
**Chart 4 - Impact of 21st CCLC Program on Student Academics (Self-reported)**



**Table 6 - Impact of 21st CCLC Program on Student Academics (Self-reported)**

Statement about Academic Support	% Agree	% Disagree
Coming here has helped me get my homework done.	66%	34%
Coming here has helped me to do better in school.	75%	25%
Coming here has helped me to try harder in school.	76%	24%

**Chart 5 - Student Perceptions of Being Competent as a Learner**



**Table 7 - Student Perceptions of Being Competent as a Learner**

Statement about Competence as a Learner	Males 9-12	21st CCLC Participants
I'm good at solving problems.	83%	79%
In school, I'm as good as other kids/teens.	84%	80%
When I can't learn something right away, I keep trying until I get it.	85%	81%
I like to give new things a try, even if they look hard	86%	81%
I'm as good as other kids/teens my age at learning new things	86%	82%

## **Performance Standards in Core Academics**

21<sup>st</sup> CCLC grantees are required to collect student-level information so that it can be matched with the Minnesota Department of Education's assessment data. The Minnesota Comprehensive Assessments (MCA) are state tests in reading, mathematics and science that are used to meet federal and state legislative requirements. The reading MCA is administered to grades 3-8 and 10 while the mathematics MCA is administered to grades 3-8 and 11.

In Minnesota, 60 percent of students are proficient in reading and 59 percent are proficient in math. For students who were regularly participating (attended 30 days of programming or more) in 21<sup>st</sup> CCLC programs, 33 percent of students were proficient in reading and 32 percent in math. 6 percent of students who participated in 21<sup>st</sup> CCLC and took the MCAs for reading moved from not proficient to proficient and 5 percent moved from not proficient to proficient in math. For students who are free and reduced price lunch, 6 percent of students moved from not proficient to proficient in reading and 4 percent in math.

While these percent changes seem small, students who regularly participate (attend programs at least 30 times in a school year) in 21<sup>st</sup> CCLC programs are 13 percent more likely to be proficient on their reading MCA and 10 percent more likely to be proficient on their mathematics MCA compared to those students who are participating in 21<sup>st</sup> CCLC program only a few times a year.

Under the Every Student Succeeds Act (ESSA), the future student achievement levels and scores will be calculated and reported differently. After this year, the future reports for student meeting academic standards will show the achievement level distribution by subject of tested students with valid scores on a state accountability test. The goal for Minnesota districts/schools is to increase the percentage of students earning an achievement level of "Meets the Standards" or "Exceeds the Standards" while decreasing the percentage of students earning an achievement level of "Partially Meets the Standards" or "Does Not Meet the Standards."

## **Student Experiences in their 21<sup>st</sup> CCLC Program**

In addition to the GPRA measures and outcomes that USDOE has assigned to all 21<sup>st</sup> CCLC grants, Minnesota also measures students' experiences in their 21<sup>st</sup> CCLC programs that helps Minnesota 21<sup>st</sup> CCLC reach the goals of GPRA and the USDOE. MDE collects this information to provide more context to the student experience in the 21<sup>st</sup> CCLC and the impact that 21<sup>st</sup> CCLC programs have on students in their academic and personal lives.

21<sup>st</sup> CCLC students self-reported on three additional sections of the survey of academic and youth outcomes youth survey tool (SAYO-Y): enjoyment and engagement in their 21<sup>st</sup> CCLC program; having a supportive adult at their 21<sup>st</sup> CCLC; and social and emotional support provided by their 21<sup>st</sup> CCLC.

## Students have positive experiences in their 21<sup>st</sup> CCLC program

Of 2,796 students, 93 percent of students reported they liked going to their 21<sup>st</sup> CCLC program and 92 percent have fun at their 21<sup>st</sup> CCLC program. 9-12 graders had higher scores than students in grades 4-8. Overall, on a four-point Likert scale, students scored 3.34 on enjoyment and engagement in their 21<sup>st</sup> CCLC program (Chart 6).

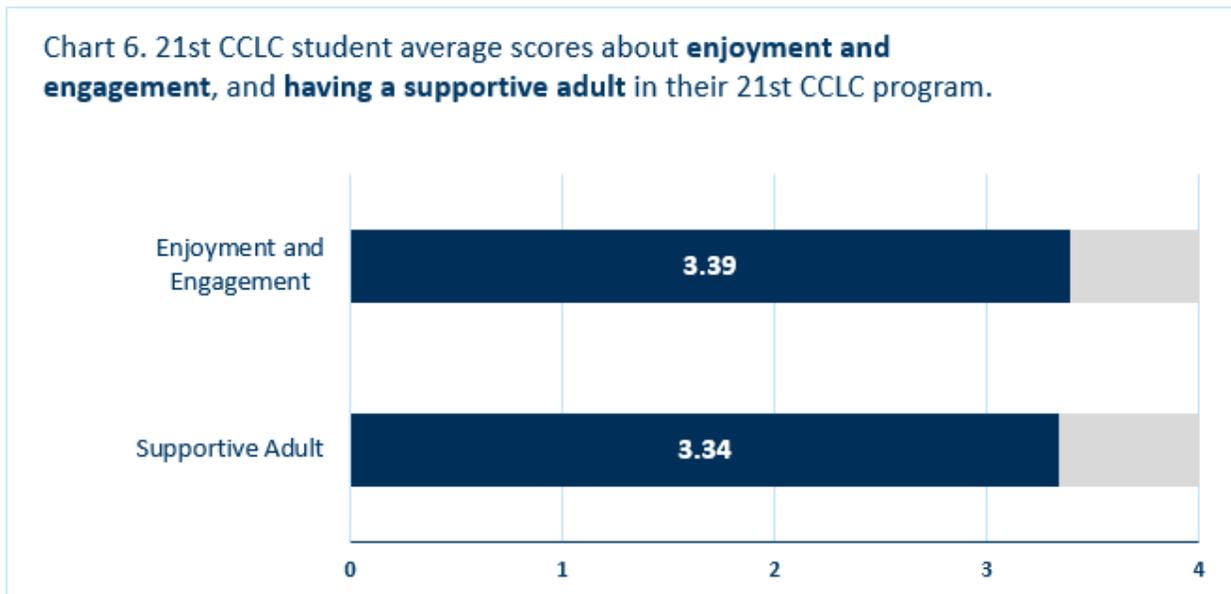
## 21<sup>st</sup> CCLC Students believe they have a supportive adult in their program

On a four-point Likert scale, 5,493 21<sup>st</sup> CCLC students reported a 3.39 on having supportive and caring adults in their 21<sup>st</sup> CCLC program (Chart 6). Eighty-eight percent of students reported having an adult who helped them when they had a program, and 94 percent of students reported having an adult that they will listen to and respect. Students in grades 9-12 reported a higher average score in this section than younger students.

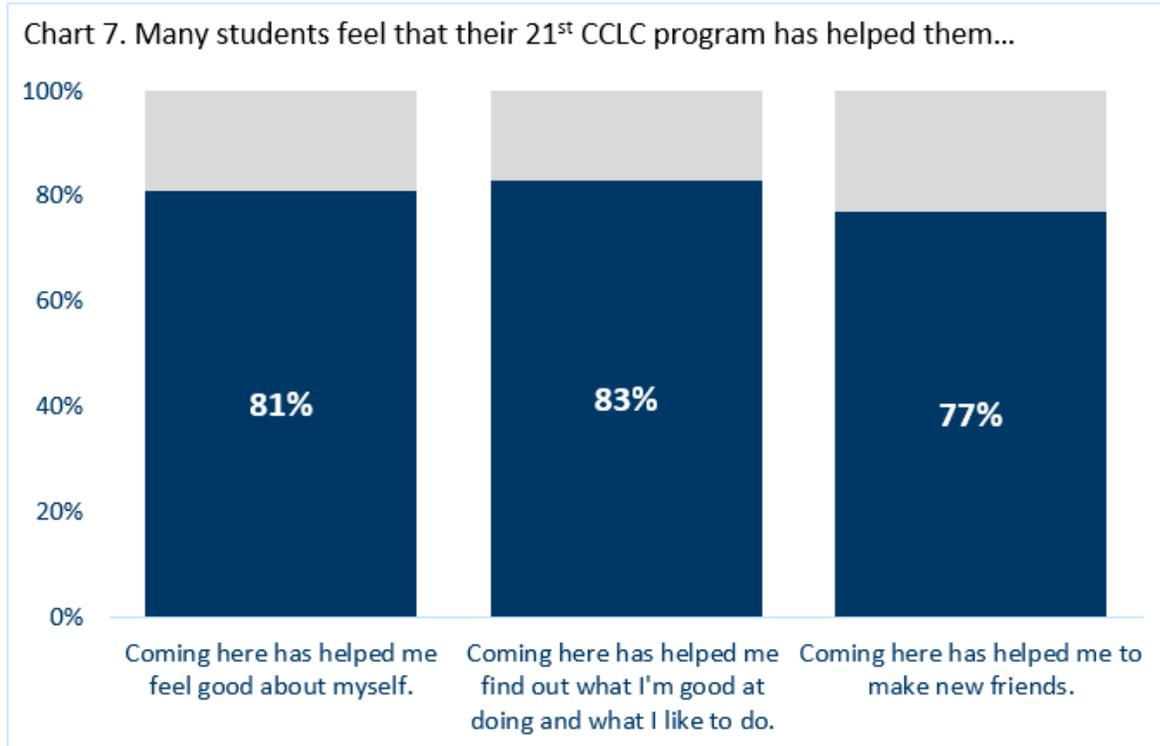
## Students feel that their 21<sup>st</sup> CCLC has provided social and emotional support to them

Students participating in the 21<sup>st</sup> CCLC reported more impact on social and emotional support than academic support (Chart 6). Students reported their 21<sup>st</sup> CCLC program has helped them feel good about themselves (81 percent), helped them find out what they are good at doing and what they like to do (83 percent) and that coming to a 21<sup>st</sup> CCLC program has helped them to make new friends (77 percent). Males scored higher on all items (85, 83 and 81 percent respectively), and students in grades 9-12 reported a higher average on the scale as a whole than younger students (Chart 7).

**Chart 6 - Student Average Scores on 'Enjoyment and Engagement' and 'Having a Supportive Adult' in their 21st CCLC Program**



**Chart 7 - Student Perceptions of how 21st CCLC Program has Helped Them**



## Looking Forward

Data provided by the 21st Century Community Learning Center grantees in 2015 shows that Minnesota's 21st Century Community Learning Centers are an important part of supporting the World's Best Workforce and closing the achievement gap by increasing learning opportunities. Regular participation in programs is helping students achieve success in the classroom and in the community. In communities across Minnesota:

- Large numbers of high-need students have increased opportunities to participate and engage in learning outside of the classroom;
- Schools and communities are partnering together, leveraging resources to create and sustain these opportunities; and
- Students are reporting positive impacts on academic performance and classroom behaviors for regular attendees.

Moving forward under ESSA, MDE will continue the commitment to high quality programming by providing resources, training, and coaching to grantees as they assess their programs and implement continuous program improvement plans. The MDE 21<sup>st</sup> CCLC team will work with partners and grantees to:

- Expand using the SAYO tools statewide (Youth and Staff surveys);
- Improve the evaluation capacity building coaching model;
- Provide high quality trainings and guidance around changes under ESSA via webinars and meetings.

## Appendix

### List of Grantees, Centers and Cohorts in 2016-17

Below is a list of our grantees, and the learning centers they operated, during the 2016-17 school year.

#### Grantee: Amherst H. Wilder Foundation (Cohort 5)

- Center: Youth Leadership Initiative

#### Asian Media Access

- New Millennium Academy Community Learning Center
- AMA Multimedia Arts Complex Community Learning Center

#### Augsburg College

- West Side Neighborhood Learning Community

#### Bemidji Area Schools

- Bemidji Middle Community Learning Center
- Horace May Community Learning Center
- Central Elementary Community Learning Center
- Solway Community Learning Center
- Northern Community Learning Center
- Bemidji High School Community Learning Center
- Lincoln Community Learning Center
- J. W. Smith Elementary Community Learning Center

#### Brooklyn Center Public Schools

- Brooklyn Center High Community Learning Center
- Earle Brown Elementary Community Learning Center
- Brooklyn Center Academy Community Learning Center
- The Community Corner Community Learning Center

#### Children's Defense Fund – MN

- Academia Cesar Chavez CDF Freedom School
- Andersen United Community CDF Freedom School
- Sanford Middle CDF Freedom School
- South High CDF Freedom School

### **Duluth Area Family YMCA**

- Grant Nettleton Elementary Community Learning Center
- Lowell Elementary Community Learning Center
- Stowe Elementary Community Learning Center
- Piedmont Elementary Community Learning Center
- Laura MacArther Elementary Community Learning Center
- Lincoln Middle Community Learning Center
- Eagles Nest Com. Learning Ctr. at Raleigh Academy, Duluth Edison Charter Schools
- Eagles Nest Community Learning Center at Northstar Academy, Duluth Edison Charter Schools

### **East Side Neighborhood Services (ESNS)**

- ESNS Mulberry Junction Community Learning Center
- Luxton Park Century Community Learning Center
- Pratt Community School Community Learning Center
- Menlo Academy Community Learning Center
- Heritage Academy Community Learning Center
- Venture Academy Community Learning

### **Greater Minneapolis Council of Churches – DIW**

- Anishinabe Academy Community Learning Center

### **Hendricks Public Schools**

- Lynd Public Schools Community Learning Center

### **Keystone Community Services**

- West 7<sup>th</sup> Community Learning Center

### **Long Prairie Grey Eagle ISD**

- Long Prairie-Grey Eagle Elementary School 21st Century Community Learning Center
- Long Prairie-Grey Eagle Secondary School 21st Century Community Learning Center

### **Minneapolis Public Schools - Community Education**

- Wellstone Community Learning Center
- Lake Nokomis – Keewaydin Community Learning Center
- Folwell Community Learning Center
- North Academy of Arts and Communication Community Learning Center

### **Northfield Public Schools**

- Greenvale Park Elementary Community Learning Center

### **Onamia Public Schools**

- Onamia Public Schools Community Learning Center
- Isle Public Schools Community Learning Center
- District I Niigaan, Mille Lacs Vineland Community Learning Center
- District IIa Niigaan, Chiminising Community Learning Center

### **PACT for Families Collaborative**

- Cougar Connection Learning Center at Cedar Mountain High School
- L.E.A.D. Learning Center at Even Valley-Watkins High School
- InVision Learning Center at Renville County West School
- Building Bridges Community Learning Center at Yellow Medicine East High School
- Warrior Edge Learning Center at BOLD High School
- Rockets Learning Center at ECHO Charter School
- D.E.L.T.A. at Willmar Middle School
- Cardinal Headquarters at Willmar High School

### **Perspectives, Inc.**

- Kids Connection

### **Pine Point School**

- Pine Point Community Learning Center Boys and Girls Club

### **Rochester Public Schools Community Education**

- Friedell Middle Community Learning Center
- Kellogg Community Learning Center
- John Adams Community Learning Center
- Willow Creek Community Learning Center
- Longfellow Community Learning Center
- Riverside Community Learning Center
- Franklin Community Learning Center
- Boys & Girls Club of Rochester
- Rochester International Youth Organization

### **Roseville Area Schools**

- Central Park Unity Center
- Harambee Unity Center
- Roseville Area Middle Unity Center

### **Saint Paul Public Schools**

- American Indian Magnet Flipside
- Farnsworth Aerospace Flipside
- Murray Middle Flipside
- Ramsey Middle Flipside
- Washington Technology Magnet Flipside
- Battle Creek Middle Flipside
- Hazel Park Preparatory Academy Flipside
- Highland Park Middle Flipside
- Linwood Monroe Arts Plus Flipside
- Parkway Montessori Middle Flipside

### **Somali American Parent Association**

- Lincoln International High School Community Learning Center

### **SouthWest Metro Educational Cooperative**

- SouthWest Metro Educational Cooperative Community Learning Center
- 112 Community Learning Center East
- 112 Community Learning Center West
- 112 Community Learning Center Pioneer Ridge
- 112 Community Learning Center CHS

### **Traverse County**

- Wheaton Community Learning Center
- Browns Valley Community Learning Center

### **YMCA of Minneapolis-Beacons**

- Anne Sullivan Beacons Community Learning Center
- Anawatin Middle Beacons Community Learning Center
- Edison High Beacons Community Learning Center
- Hmong International Academy Beacons Community Learning Center
- Lucy Laney Community School Beacons Community Learning Center
- Nellie Stone Johnson Beacons Community Learning Center
- NE Middle Beacons Community Learning Center
- Olson Middle Beacons Community Learning Center
- Patrick Henry High Beacons Community Learning Center
- Roosevelt High Beacons Community Learning Center

**YouthCare**

- YouthCARE Community Learning Center
- Little Earth Community Center
- McDonough Community Center

**YWCA of Minneapolis**

- YWCA Midtown Community Learning Center