

21st CCLC PROGRAM PROFILE

Overview of 21st CCLC

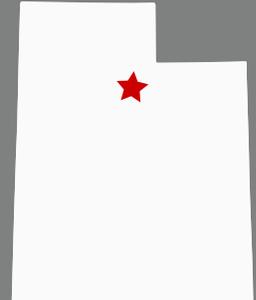
The 21st Century Community Learning Centers (21st CCLC) grant program provides federal funding for out-of-school time programs. States receive 21st CCLC funds based on Title I funding. Funds are distributed through a competitive process.

Purposes of CCLCs

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



Glendale-Mountain View Community Learning 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

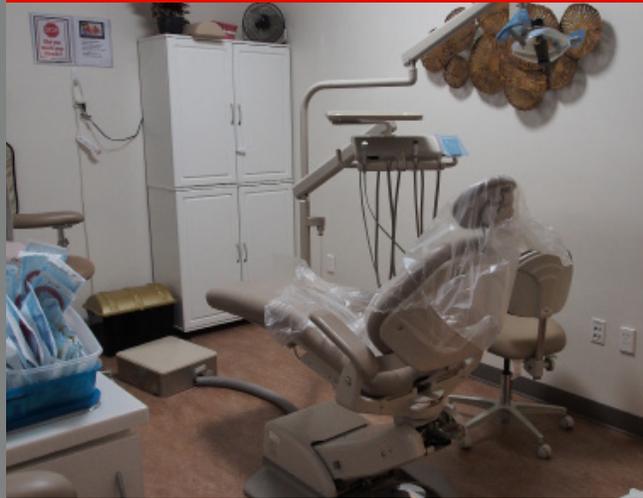
of 21st CCLC programs in Utah. The evaluation was conducted from October 2016 to August 2017 and included sites that received funding during the 2015-16 grant period. The purposes of the evaluation were 1) to examine current 21st CCLC program offerings and 2) to identify and profile 21st CCLC sites with exemplary and innovative program practices. This profile highlights the unique offerings of the Glendale-Mountain View Community Learning Center. The full evaluation report is available at www.uepc.utah.edu.

Glendale-Mountain View Community Learning Center

Glendale Middle School and Mountain View Elementary School are part of the Salt Lake City School District. Glendale Middle School and Mountain View Elementary School is diverse: 90% of its students are students of color, 90% are low income, and 61% are English language learners.

UEPC evaluators identified the Glendale-Mountain View Community Learning Center as innovative due to the asset-based approach

to programming and the extensive amount of services provided at a single location. The center offers multiple services including early learning opportunities, youth programs, adult education, physical health, mental health, and wellness services all on a single campus situated between the schools. Glendale-Mountain View Community Learning Center had an on-site doctor, dentist, a Medicaid representative, and a Department of Workforce Services representative.



Dental clinic in the Community Learning Center

What is your most innovative program practice?

“A lot of programs don’t employ an asset-based approach to education. We do.”

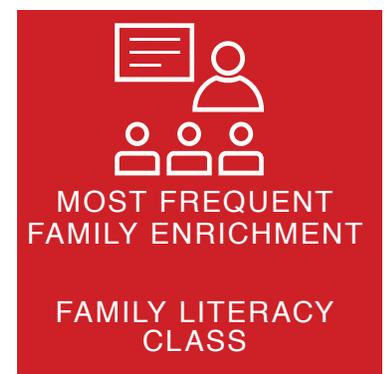
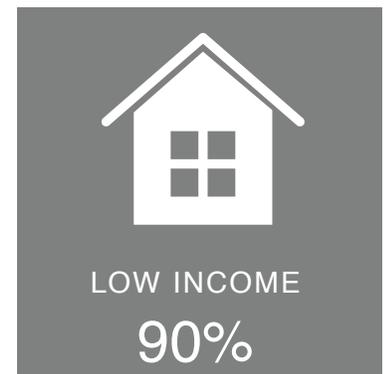
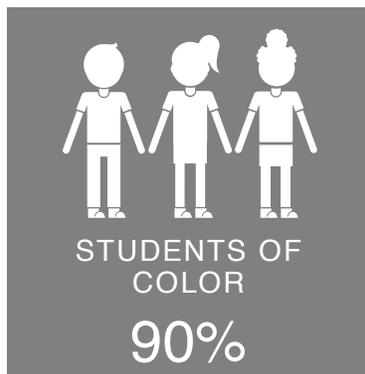
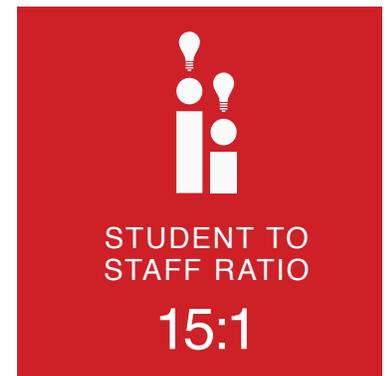
- Keri Taddie
Site Coordinator

Profile of Glendale Mountain-View Community Learning Center

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



*Unduplicated

Interview with Site Coordinator**

Keri Taddie

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

I thrive on the connections and positive relationships that I build here every day. I want to see what happens next with these students. I have former students that are bringing their children to school here now. I see the benefit of my investment of time staying here. I learn a lot from our community and I'm inspired everyday by the people at this Community Learning Center. I know the value of long-term relationships to this work. Why not stay and continue to create positive spaces for kids to learn?

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

Ultimately, our goal is to make sure the students are well-educated, but every CCLC is going to look different. I think we have identified ways to make sure kids/students have the additional educational supports that they need. We work hard to make sure that we are identifying barriers for kids. We want kids to be involved in programs and provide relevant programs that support both student academic success, but also their emotional well-being.

What is your most innovative program practice?

What I do know from the visits, conferences, conversations, and partnerships that we have worked with both locally and nationally, is that a lot of programs do not employ an asset-based approach to education. We do. It is looking at the community through an asset-based lens providing programs and supports that really build on their strengths. You have to take time to get to know the community and create programs that engage students in the things they are interested in. I think it's innovative because it is not utilized often enough.

What makes your program practice effective?

Through building a positive climate students are more engaged in attending school and participating in the programs outside of the school day. This helps us move closer to closing the achievement gap. School has been out for a week and yet our building is still full of students and families engaged in quality programming.

How do you use data to evaluate your innovative practice?

We utilize participation data and community surveys along with conducting qualitative interviews and focus groups. Recognizing that a number of factors need to be addressed in order to increase student achievement, we also look to school enrollment, behavior, and attendance data to guide our programming.

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

Students benefit because they end up surrounded by people who genuinely care about their well-being. People come to this Community Learning Center that are like-minded and I have seen the most genuine programming and relationships develop. The programming is also relevant to students which matters. Our families come from everywhere and they are in a setting where they are valued and thought of as knowledge holders. Families contribute as much as the teachers, counselors, administrators, and families are not looked down on for what they are not. Families are experts when it comes to their own children and we value their perspective.

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

It is our family literacy program. Parents are learning English, gaining skills to read with their children at home, and it contributes to building a connected community. Parents are in classrooms (whether they have a student in the class or not) and developing meaningful relationships through reading.

How are partnerships a key to your success?

We try to find partners that share the same vision, core values, and commitment to the work. Partners that we write into our grants would be here whether we had funding for them or not. All of our partnerships are important equally. Some might provide more resources than others, but all of them matter to this 21st CCLC.

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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.



Student and family garden at the Community Learning Center.

Interview with Site Coordinator

continued...

What are lessons other CCLCs can learn from your experiences?

I would recommend surrounding yourself and your 21st CCLC with people from the community that care about the betterment of students and families. We are doing asset-based community work and the people that you employ in your programs need to be there for more than just a job. At our 21st CCLC, the staff need to care.

How do you support staff in their professional development?

The district provides a lot of the training. Staff work with Utah Afterschool Network and the district pays for afterschool staff to attend trainings. We also partner with the Utah Campus Compact Now to provide a number of our hourly staff. AmeriCorps is one way that we try to help staff get access to higher education. Also, we have cultural conversations with faculty and staff and it's how are we preparing our paid employees to do the work in the school and community.

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

We go out of our way to do specialized programming. Our programming really revolves around the youth and is reflective of their interests and identities and we are not perfect. A lot of other afterschool programs are prescriptive or care less about the kids. This is the difference between deficit and asset based afterschool programs. This program is built around the interests and need of students, not around the adult staff.

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.

Glendale-Mountain View Community Learning 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

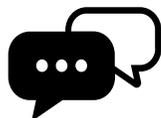


Mentoring



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