

# 21st CCLC PROGRAM PROFILE

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

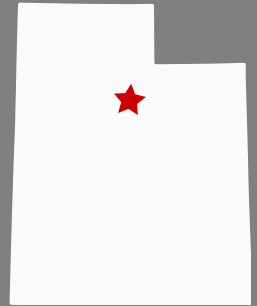
The 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) grant program provides federal funding for out-of-school time programs. States receive 21<sup>st</sup> CCLC funds based on Title I funding. Funds are distributed through a competitive process.

## Purposes of CCLCs

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



## Woodrow Wilson Elementary



## 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 the Woodrow Wilson Elementary 21<sup>st</sup> CCLC. The full evaluation report is available at [www.uepc.utah.edu](http://www.uepc.utah.edu).

## Woodrow Wilson Elementary 21<sup>st</sup> CCLC

Woodrow Wilson Elementary is located in the city of South Salt Lake on the Granite Education Center campus. The school serves over 750 students in grades K-6 who collectively speak more than 30 different languages. Woodrow Wilson Elementary is diverse: 90% of students are students of color, 88% are low income, and 52% are English language learners.

The 21<sup>st</sup> CCLC at Woodrow Wilson stands out from other CCLCs due to the partnership model they have developed. The program is run by

Promise South Salt Lake who works with the school and community organizations to provide services to families and students. During after-school, students attend numerous clubs offered by teachers, afterschool staff, volunteers, and partners. Staff connects families with various resources to receive healthcare and adult education services. The 21<sup>st</sup> CCLC provides students and families with academic, developmental, and family enrichments through their partnerships on-site and off-site.



Model of solar system made by 21st CCLC students.

What is your most innovative program practice?

“Our most innovative program practice is our partnership model. The program is built on partnerships.”

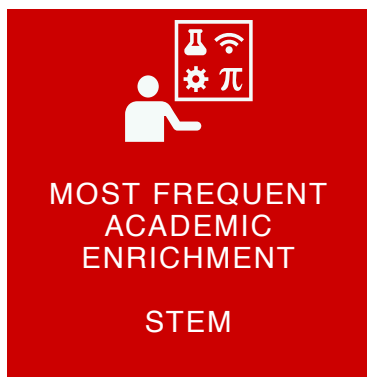
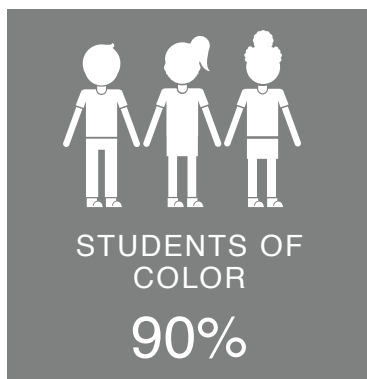
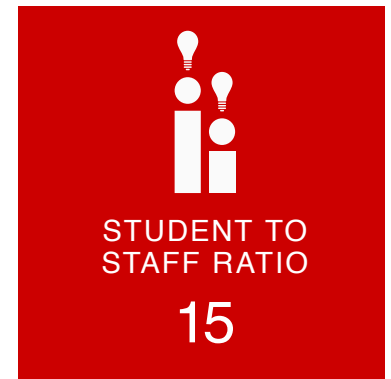
- Bonnie Owens  
Site Coordinator

## 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

## Profile of Woodrow Wilson Elementary 21st CCLC



\*Unduplicated

# Interview with Site Coordinator\*\*

## Bonnie Owens

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

I have the honor of teaching the smartest, sweetest, most resilient children I have ever met. They come to school willing to learn and to love despite facing many adult-sized barriers to success. Poverty, hunger, racism, are all big issues, but the kids in South Salt Lake have even bigger goals. They want to graduate from high school. They want to go to college. They want to be athletes, writers, scientists, artists, teachers, and activists. They want to be a hundred other things that do not even exist yet. They want to serve their families and their communities. They want to thrive. And I want all of that for them. I get to work everyday with people and partners who are dedicated to breaking down barriers so our children can realize their goals. I feel so lucky and humbled to be a witness to their lives and to the future they are creating for all of us.

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

Promise has a program culture that is value driven and goal-oriented. The program's three promises are aligned with 21st CCLC federal goals: every child has the opportunity to graduate college, every person lives in a safe, clean home and neighborhood, and that everyone has the opportunity to prosper. These promises and the 21st CCLC goals are communicated constantly and consistently so that everyone involved, from the Promise directors to the afterschool club leaders, knows and works toward achieving them.

### What is your most innovative program practice?

Woodrow Wilson Afterschool's most innovative program practice is the partnership model. With foundational partnerships with Granite School District and United Way at the core, program staff seek out additional business, education, and community partners to expand services and programming every year. Current partnerships include Westminster College, University of Utah, USA All-Stars Judo, Dry Creek Charity, the LDS Church, Granite Education Foundation, and many others. All partners care about the school and the kids and enable the program to serve kids who may not already be receiving after school care.

### What makes your program practice effective?

The overarching program goals and the needs of the kids and families are the program's biggest priorities. With this driving the program, staff constantly evaluate and re-evaluate partnerships to ensure resources go to where they are most needed. For example, Woodrow Wilson Afterschool had an amazing partnership with English Skills Learning Center who offered English language classes to adults in the school community. While this service is valued by families, it was discovered that many had difficulty returning to the school for classes in the evening. To better meet their needs, this partnership was redirected into Promise neighborhood centers. Now, these community-based English classes have very consistent attendance.

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

One way data is gathered is by surveying youth, families, and teachers throughout the year. Surveys are translated into multiple languages and distributed online or in person. The surveys are invaluable for evaluating program practices and making sure the needs of the children and families are being met. Woodrow Wilson Afterschool also has a data partnership with United Way which allows staff to enter data into the Efforts to Outcomes database and track interventions, identify academic trends, and respond to incidents effectively.

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

Afterschool staff and families see numerous academic and developmental benefits among students. Teachers noticed improvements in academic performance, attendance, classroom behavior, participation, students completing, and turning in homework on time. The social interaction and academic support can be especially impactful for English language learners who benefit from additional time spent with other children and adult mentors. Staff also work hard to build resource partnerships and develop a close community with families and children so they feel comfortable seeking support and comfort in times of crisis and need.

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

The Afterschool Program has always communicated with families by email, by sending notes and monthly newsletters home, and by participating in school events like KUED Literacy and STEM Nights, Community Art Night, Multicultural Night, the Annual Jog-a-thon, and Parent-Teacher Conferences. However, staff are especially proud of the new texting app, Remind. Remind enables easy, two-way communication between program staff and families. Afterschool staff can send announcements regarding events, schedules, and services in multiple languages. Families can also be notified quickly about any program changes or behavior issues. Since launching the app, the program has seen a significant increase in family engagement. For example, prior to launching the app 72 children and family members attend one of the program family nights. The following month, after using the app, the number rose to more than 130 participants.

### How are partnerships a key to your success?

Partnerships are the program. Developing partnerships has allowed the program to grow from serving 75-100 children in 2012 to serving more than 300 in 2017.

\*\*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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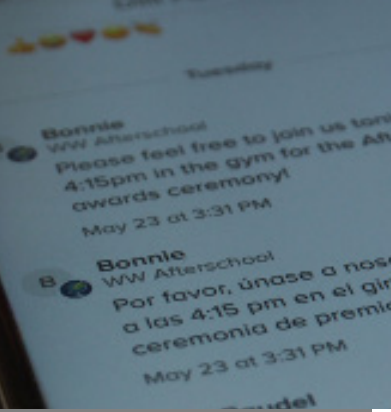
## EVALUATION METHODS

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.



App staff uses to connect with parents.

# Interview with Site Coordinator

continued...

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

It never hurts to ask if the program needs something. Afterschool staff have learned that in many cases, partners are just waiting to find out about new ways to support the children in their communities. For example, the afterschool program does not have funding for a bus. In years when there was not a bus offered, program attendance dropped by almost half during the winter months, so it is clear how important transportation is to families. When this need was brought to the school and the district, they were willing to allocate some funding to help pay for an afterschool bus.

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

Afterschool staff are required to receive 20 hours of professional development each year. While high staff turn-over can make it difficult to reach that goal, the program administration gets input from staff about what topics would be most beneficial for their jobs and encourage them to participate in internal and external PD regularly. The program will pay for them to attend Utah Afterschool Network's annual Jumpstart and Recharge conferences, and also invites national organizations to train staff onsite. One example is Kids Included Together, an organization that specializes in creating inclusive programs for children with disabilities. Promise administration arranged for a representative from KIT to consult with individual programs, to provide several department-wide training sessions, and gave every staff member a subscription to online training sessions. One of the program managers was invited to a professional development conference in Washington DC and the program was able to pay for his attendance.

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

The Woodrow Wilson Afterschool Program celebrates diversity and promotes inclusion. The program recruits and retains diverse staff and volunteers who reflect the identities and languages of the kids and their families. Staff work to challenge their own assumptions to learn how to better meet the kids where they are. For example, children are never separated into groups or lines by gender. Staff do not dictate which bathroom they use, and focus instead on their comfort and safety. And staff are not afraid to have difficult conversations or identity-based conversations with kids. Program staff think about the whole child.

**Woodrow Wilson Elementary 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



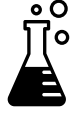
English Language Arts



Mathematics



Writing



STEM

### Most Common Developmental Enrichments



Arts



Physical Activities

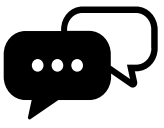


Mentoring



Technology

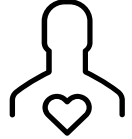
### Most Common Family Enrichments Provided by 21st CCLC or Partner



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

## 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.