Woodrow Wilson Elementary 21st CCLC

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.

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 Woodrow Wilson Elementary 21st CCLC. The full evaluation report is available at www.uepc.utah.edu.

Woodrow Wilson Elementary 21st 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 21st 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 21st CCLC provides students and families with academic, developmental, and family enrichments through their partnerships on-site and off-site.
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

Profile of Woodrow Wilson Elementary 21st CCLC

- Students served (weekly)*: 303
- Male: 50%
- Female: 50%
- Student to staff ratio: 15
- Students of color: 90%
- Current partnerships: 27
- Low income: 88%
- Most frequent academic enrichment: STEM
- Most frequent developmental enrichment: Clubs (Judo, Art)
- Most frequent family enrichment: Family nights

*Unduplicated

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
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 purposes 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 purposes 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.

Continued on the next page...
Interview with Site Coordinator

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.

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.

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.

Below is an overview of common enrichments offered by programs 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