

# Year 4 Annual Evaluation Report 2018-2019

## Cohort 7 21<sup>st</sup> Century Community Learning Center (CCLC) Project



Greeley-Evans School District 6  
WELD COUNTY, COLORADO

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# **Year 4 Annual Evaluation of the Cohort 7 21<sup>st</sup> CCLC Project**

**July 1, 2018 – June 30, 2019**

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# Executive Summary

The Weld County School District 6 Cohort 7 21<sup>st</sup> Century Community Learning Center (CCLC) Project provides students in grades K-12 attending **Centennial Elementary, Prairie Heights Middle School, and Northridge High School** with academic enrichment opportunities and activities that complement and builds on the regular academic program. The project provides extended learning programming during the regular school year before- and after-school, and during the summer (Jump Start).

Key features of the Greeley 21<sup>st</sup> Century Project include: (1) project-based learning where students and teachers design projects aligned with the school day/Colorado Academic Standards that include STEM, health and wellness, Next Generation Learning Environment Characteristics and Student Competencies, and Service Learning; (2) parent development opportunities to increase skills and involvement in their child’s education; (3) Creatorspaces in each school where *creators* connect to work on real and personally meaningful projects; (4) a health and wellness component based on the Comprehensive Health and Physical Education State Standards; (5) strategies to improve attendance rates of students in 21<sup>st</sup> Century; and (6) high quality staff development and mentoring.

Numerous community resource partners provide services to students participating in the program including the University of Northern Colorado (UNC) Office of Engagement, UNC College of Education and Behavioral Sciences, and UNC Hispanic Studies ESL Program; the City of Greeley Rodarte Center; High Plains Library District; the Poudre Learning Center; the Immigrant and Refugee Center of Northern Colorado; and the OtterCares Foundation.

This report provides summary and outcome information for the third year of the project (July 1, 2017 to June 30, 2018). During Year 3, 21<sup>st</sup> Century provided services to 946 students in grades K-12 (28% increase over Year 2, and 39% increase over Year 1). Twenty percent (20%) of the students participating were regular attendees (attended 30 or more days). Eighty percent (80%) of Centennial students participating in 21<sup>st</sup> Century regularly attended, as did 8% of Prairie Heights and Northridge students participating in 21<sup>st</sup> Century.

Following is a summary of the progress toward the 21<sup>st</sup> Century goals and objectives. Results of the Year 4 evaluation show **10 of the 15 goals/objectives (67%) relevant during 2018-19 were met** showing the impact of the project on regular attendees’ academic achievement, engagement in school, 21<sup>st</sup> Century skills, and attendance; and impact on parents’ English language skills, technology skills, and skills for helping their children with homework and learning.

Year 4 Progress Toward 21 <sup>st</sup> Century Objectives	
Objective	Objective Met?
<b>Goal 1 – Each year beginning in Year 4, 65% of regular attendees in grades 2-10 will increase their RIT score on NWEA MAP Reading Assessments from fall to spring.</b>	Yes – 75% gained on the NWEA MAP Reading Assessment
<b>Objective 1-1</b> – Each year, 60% of regular attendees in grades K-2 scoring “Well Below Benchmark” in the fall will progress to “Below Benchmark” or “Benchmark” in the spring as measured by the DIBELS.	Yes – 63% moved to “Below Benchmark” or “Benchmark”

Year 4 Progress Toward 21 <sup>st</sup> Century Objectives	
Objective	Objective Met?
<b>Objective 1-2</b> – Each year, 50% of Northridge regular attendees in grade 11 taking the SAT will score at or above the College and Career Readiness Benchmarks (460 Reading and Writing and/or 510 Math).	N/A – <10 regular attendees took the SAT in 2019
<b>Objective 1-3</b> – Each year, 80% of regular attendees responding to a survey will report that they improved their reading/literacy achievement.	Yes – 75% responding improved reading skills
<b>Goal 2 – Each year, 67% of regular attendees that need to improve will increase their motivation to learn according to daytime classroom teachers as measured by the CDE Teacher Survey.</b>	No – 64% improved motivation to learn
<b>Objective 2-1</b> – Each year, 60% of regular attendees that need to improve will improve their classroom behavior according to daytime classroom teachers as measured by the CDE Teacher Survey.	No – 56% improved classroom behavior
<b>Objective 2-2</b> – Each year, 80% of regular attendees responding to a survey will report increased engagement in school.	Yes – 88% responding reported increasing engagement in school
<b>Goal 3 – Each year, 90% of parents responding to a survey that participated in 21<sup>st</sup> Century parent activities and services will report that they are more prepared to help their children with schoolwork and learning.</b>	Yes – 100% responding reported being more prepared
<b>Objective 3-1</b> – Each year, 90% of parents surveyed who participated in 21 <sup>st</sup> Century parent activities and services will report that they improved their English language skills, parent skills, literacy skills, and/or technology skills.	Yes – 100% responding reported improvement
<b>Goal 4 – Each year beginning in Year 4, 65% of regular attendees in grades 2-10 will increase their RIT score on NWEA MAP Math Assessments from fall to spring.</b>	Yes – 90% gained on the NWEA MAP Math Assessment
<b>Objective 4-1</b> – Each year, 50% of regular attendees in grades K-2 will score at benchmark on 80% of concepts assessed by Assessing Math Concepts (AMC) Assessment.	N/A - Not administered at Centennial in 2018-19
<b>Objective 4-2</b> – Each year, 80% of regular attendees responding to a survey will report they improved their mathematics achievement.	No – 76% responding improved math skills
<b>Goal 5 – Each year, 80% of regular attendees responding to a survey will report increased competency in at least 2 of the 5 Student Competency areas.</b>	Yes – 81% responding reported increased competency
<b>Objective 5-1</b> – Each year, 90% of 21 <sup>st</sup> Century staff responding to a survey will report that students played an active role in shaping their learning experience.	Yes – 100% responding reported students played an active role
<b>Goal 6 – Each year, 80% of regular attendees responding to a survey will report that they are more prepared to access information, make decisions, and set goals related to their health and physical fitness.</b>	No – 73% responding reported being more prepared
<b>Goal 7 – Each year, the number of regular attendees will increase by 5% (from the baseline of 19%) to a total of 44% by Year 5.</b>	No – 20% regular attendees
<b>Objective 7-1</b> – Each year, the number of absences of regular attendees will decrease by at least 10% from the prior school year.	Yes – 34% decrease in absences

# Introduction

This report presents the findings of the Weld County District 6 (Greeley) 21<sup>st</sup> CCLC Grant, a collaborative effort of one elementary school (Centennial), one middle school (Prairie Heights), one high school (Northridge), and numerous community partners. The activities discussed in this report cover the fourth year of the project which operated from July 1, 2018 to June 30, 2019.

## District Context

Greeley is a city of approximately 85,000 located in Weld County about 50 miles north of Denver. Weld County has the largest migrant student population in Colorado. A significant portion of the adult family members of the students who attend Greeley schools are of limited economic means.

All three 21<sup>st</sup> Century schools are high poverty (78% free/reduced lunch [FRL]), low performing schools (3 Year SPF ratings of “Does Not Meet” in reading, writing, math), with less than 40% of students meeting growth targets in reading and math. CMAS results show that students in the three 21<sup>st</sup> Century schools have low achievement in reading, writing, math, science, and social studies. All schools had *substantially* fewer students scoring proficient or advanced (P/A) in all 5 content areas than the District and the State, and all three schools combined had low growth in reading, writing, and math (*Median Growth Percentiles below the State median [50]*).

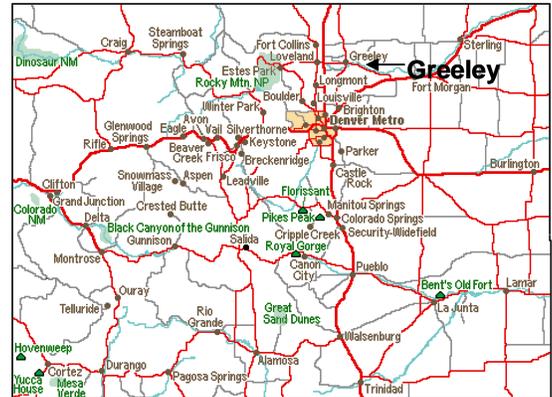
## Evaluation Overview

Sources of data for this evaluation report included student, parent, and 21<sup>st</sup> Century staff surveys, anecdotal records, assessment results, data reporting forms, and other data sources. The goals of the evaluation were to:

- *review* the project objectives and compare them to evaluation data to ensure that the project is being implemented as planned;
- *document* the success of particular program elements;
- *analyze* information to identify the strengths of the project and the areas that need additional fine-tuning in order to be successful; and
- *report* the results of the evaluation to project planners and decision makers to enable them to make continuous improvement and comply with State reporting requirements.

The remainder of this report is divided into four sections: Project Description; Evaluation Methodology; Evaluation Findings; and Conclusions, Commendations, and Recommendations.

**Exhibit 1**  
**Map of Colorado Highlighting Greeley**



# Project Description

## Academic and Enrichment Services

21<sup>st</sup> Century incorporates and expands upon successful features from previous 21<sup>st</sup> CCLC projects in the district and introduces new concepts and uniquely integrated services to produce a highly effective delivery system of services for participating students. All 21<sup>st</sup> Century academic services: (1) align with and build on the school day; (2) are active, interesting, and relevant; (3) reflect current research and practices; (4) are age-appropriate; (5) integrate skills from different subjects; (6) incorporate staff training; and (7) are based on ongoing assessment of student needs and progress.

21<sup>st</sup> Century academic and enrichment services are provided through **Project-Based Learning (PBL)**. PBL helps deepen student learning and understanding and increase achievement, especially when using PBL to learn about STEM; helps students master core content as much as through traditional instruction; increases student motivation to learn and improves student attitudes toward learning; helps students learn problem solving skills and critical thinking skills; helps students learn 21<sup>st</sup> century skills; and increases student engagement. In addition, in PBL, students are active, not passive learners; a project engages their hearts and minds, and provides real-world relevance for learning. 21<sup>st</sup> Century PBL activities include eight essential elements:

- 1) Significant content (project focuses on teaching standards-based knowledge and skills)
- 2) 21<sup>st</sup> century competencies (problem solving, critical thinking, collaboration, communication)
- 3) In-depth inquiry (process of asking questions, using resources, developing answers)
- 4) Driving question (question that students help create, understand, and find intriguing)
- 5) Need to know (students see need to gain knowledge, understand concepts, apply skills)
- 6) Voice and choice (students allowed to make choices about products and how they use time)
- 7) Critique and revision (students give and receive feedback on the quality of their work)
- 8) Public audience (student present work to other people beyond classmates and teachers)

Students and 21<sup>st</sup> Century staff plan each project and create a driving question that aligns with the school day standards. PBL activities include conducting research and interviews, consulting experts, and/or creating or designing/building models/projects. 21<sup>st</sup> Century staff serve as facilitators of learning and mentors during this process to encourage students to be more responsible for their own learning. Instruction is interactive, hands-on, learner directed, and related to the real world, while remaining grounded in academic learning goals. 21<sup>st</sup> Century staff provide guidance, answer questions, point out strengths and areas for development, and transfer knowledge in areas such as communication, critical thinking, responsibility, flexibility, and teamwork. They also actively assist students in acquiring the organizational, management, and study skills that lead to overall academic success.

**Science, Technology, Engineering, and Math (STEM) activities** provide students with programming that is both fun and academically enriching, integrates the core content taught during the regular school day, builds student interest in STEM, and prepares students for life and work in the 21<sup>st</sup> century. 21<sup>st</sup> Century incorporates STEM into PBL so students have the ability to understand and apply concepts from science (use science knowledge to understand the natural world), technology (use new technologies to express ideas), engineering (ability to put scientific and mathematical principles to practical use), and mathematics (ability to analyze and communicate ideas effectively by posing, formulating, solving and interpreting solutions to

mathematical problems). Following are the research-based characteristics of 21<sup>st</sup> Century STEM activities.

Science	<ul style="list-style-type: none"> <li>• Investigate science through inquiry</li> <li>• Explore science through PBL</li> <li>• Integrate science with other content</li> <li>• Provide tutoring for content/skills</li> <li>• Learn with families and use community resources</li> </ul>	Math	<ul style="list-style-type: none"> <li>• Encourage problem solving</li> <li>• Develop and support “math talk” (using language to express and share ideas)</li> <li>• Encourage students to discuss concepts, compare ideas, justify methods, articulate thinking</li> </ul>
Technology	<ul style="list-style-type: none"> <li>• Develop self-expression and creativity</li> <li>• Gather and share information</li> <li>• Find and solve problems</li> <li>• Learn in virtual spaces</li> <li>• Build skills/understanding</li> </ul>	Engineering	<ul style="list-style-type: none"> <li>• Projects that support other curricular areas, i.e., creating robots from boxes and paper rolls in kindergarten that support measuring, to creating models of buildings in 5<sup>th</sup> grade that must meet certain volume requirements</li> </ul>

Enrichment is interwoven with academic programming through PBL, and separately when more appropriate (i.e., organized sports). Enrichment is facilitated by 21<sup>st</sup> Century staff and partners (who provide direct recreation/cultural services and serve as mentors), and through Creatorspaces and Service Learning (SL) embedded in PBL. PBL regularly incorporates physical education and health and wellness.

Each 21<sup>st</sup> Century school houses a **Creatorspace** (Makerspace with creative components added) to provide hands-on, creative ways to encourage students to design, experiment, build, and invent as they engage in science, engineering, the arts, building, etc. The Creatorspace serves as a gathering point where students connect to work on real and personally meaningful projects, informed by 21<sup>st</sup> Century staff/mentors, using new technologies and traditional tools. Each space has been designed to accommodate a wide range of activities, tools, and materials. Activities include cardboard construction, prototyping, woodworking, electronics, robotics, digital fabrication, building bicycles and kinetic machines, textiles, and sewing.

**Service Learning (SL)** is used as a tool to engage students in mutually beneficial service and learning activities that are interwoven into PBL. SL has shown to positively impact students’ civic responsibility; academic/school performance; personal and social growth; and reduce/prevent risky behavior. In addition, the community benefits as real community needs are met and community members improve their views of the students and their schools. SL includes five core elements (*K-12 SL Project Planning Toolkit*): (1) Investigation: Teachers/students investigate community problems; (2) Planning and Preparation: Teachers, students, and community members plan the learning and activities; (3) Action: Students engage in SL; (4) Reflection: Reflect to understand the SL experience and think about its meaning and connections; and (5) Demonstration/Celebration: Publicly share what they have learned and celebrate results, and when appropriate, incorporate entrepreneurial skills as part of this process.

21<sup>st</sup> Century addresses Colorado’s Health and Wellness Standards by implementing the Colorado Education Initiative’s (CEI) Health Education Skills Model; Action-Based Learning labs for students in grades K-2; regular physical education activities such as organized sports and movement activities for students, and including the 4 Standards when developing projects for PBL. **CEI’s Health Education Skills Model** is designed to support the implementation of Health Education Standards by helping students learn to access information, make decisions, and set goals related to their health and physical fitness. Materials used by 21<sup>st</sup> Century include the

models, student handouts, and classroom posters which can be found on the CEI website at: <http://www.coloradoedinitiative.org/resources/chpe/>

**Action-Based Learning (ABL) labs** for K-2 students are based on research that supports the link of movement and physical activity to increased academic performance. During ABL, students coordinate auditory, visual, and kinesthetic senses that will serve the brain in word flow, pattern recognition, and problem solving. Stations progress in difficulty throughout the year, according to the readiness of students and their mastery of the skills. In addition, students will regularly be provided access to **organized sports and physical activities** such as running clubs; Soccer without Borders; Frisbee golf; rock climbing and ropes courses; Zumba/yoga; and weightlifting.

21<sup>st</sup> Century staff regularly collects attendance data to identify students with recurring absences or low attendance. Staff then follow up to determine reasons for the absences and identify strategies for encouraging regular attendance including reward incentives (i.e., monthly point system) or special privileges. Parents are contacted routinely with information about student attendance, to provide them with feedback about student successes, and to engage their help in areas where their child needs improvement.

### Parent/Family Involvement Activities

21<sup>st</sup> Century provides and/or facilitates with project partners, **parent/family involvement activities** including adult development activities (e.g., ESL classes, GED preparation classes, parent education, and technology training); parent and child shared activities (i.e., family activity nights, service learning projects, program orientations), governance and leadership activities (i.e., parents serving on the Advisory Group, conducting parent needs assessments), and activities that link parents to schools (i.e., 21<sup>st</sup> Century staff attend parent/teacher conferences, 21<sup>st</sup> Century staff provide teachers and parents with updates about children's progress). The Community Specialist is the first point of contact for parents to build relationships and provide support. The Specialist meets/communicates with parents regularly, plans and implements parent activities of interest to parents, and arranges parent/family events at each school.

In order to serve the largest number of parents possible, a parent program called 21<sup>st</sup> Century Engaged was provided to parents/adults on Saturdays and Tuesday/Thursday evenings. The Saturday program was held from 9:00a to 1:00p every Saturday. The Tuesday/Thursday evening program was held from 6:00-7:30p and provided three levels of ESL classes, GED preparation classes, and citizenship classes. Free childcare was provided for children of participating parents.

In addition, parents have the opportunity to utilize the Creatorspaces along with their children or during the day to work on their own projects. Parent services reflect their ideas and concerns and are provided during flexible times to ensure maximum parent involvement. 21<sup>st</sup> Century staff regularly communicate with families through email, telephone, newsletters, face-to-face meetings/gatherings in the families' language about the program, student/parent services, and student progress/attendance.

### Collaborative Partnerships

To expand and enhance the services the project can provide, the project has partnerships with community agencies, businesses, and institutions of higher education to provide services to participating students and their families. Following is a list of the project's collaborators and the services they provide.

**Exhibit 2**  
**21<sup>st</sup> Century Partners and Services Provided**

Partners	Service(s) Provided
University of Northern Colorado (UNC)	<i>Office of Engagement, College of Education and Behavioral Sciences, and Hispanic Studies ESL Program</i> Undergraduate students facilitate student learning as part of their service learning requirement (12 hours/semester).
City of Greeley, Rodarte Center & Department of Public Transportation	Extended learning program replicating 21 <sup>st</sup> Century at Rodarte Center (2-4 hours/week) plus organized ports & health/wellness services. Free transportation for all District students.
High Plains Library District	Project-based/STEM activities – Monday afternoons (in library)
Poudre Learning Center	Project-based field experience/science programs, staff training
OtterCares Foundation	Creatorspace materials and mentors
Casey McConnel, Qittle	Videography and arts mentoring for students
Immigrant and Refugee Center of Northern CO	Parent engagement classes including ESL, GED, citizenship, and Cooking Matters

**Professional Development**

21<sup>st</sup> Century provides all 21<sup>st</sup> Century staff with regular and ongoing professional development in order to ensure that they are prepared to plan and implement high quality extended day programming at each school. Following is a list of the professional development provided to 21<sup>st</sup> CCLC staff during 2018-19. An average of 12 21<sup>st</sup> Century staff participated in eight activities on topics including developing effective programs, parent engagement, program objectives, reports, and the evaluation. Site Facilitators participated in monthly meetings and 21<sup>st</sup> Century staff participated in regular attendance meetings.

**Exhibit 3**  
**Professional Development Provided to 21<sup>st</sup> Century Staff**

Date	Title/Topic	# Staff Attending
9/18/18	Developing and Effective Program	12
10/22/18	Parent Programs	12
12/6/18	Review of Fall Program Data	12
1/17/19	Performance Measures and Goal/Objective Alignment	12
2/28/19	EZ Report Training	12
3/4/19	Developing a Summer Program	12
4/16/19	Program Evaluations: Surveys	12
5/14/19	Review of Spring Program Data	12
<b>Total</b>		<b>96</b>

## Program Goals and Objectives

21<sup>st</sup> Century goals and objectives were designed to guide project implementation efforts and to achieve the outcomes described in the project proposal. To follow are the 7 goals and 10 objectives that address how the project serves and impacts participating students and parents.

**Goal 1 – Each year beginning in Year 4, 65% of regular attendees in grades 2-10 will increase their RIT score on NWEA MAP Reading Assessments from fall to spring.**

**Objective 1-1** – Each year, 60% of regular attendees in grades K-2 scoring “Well Below Benchmark” in the fall will progress to “Below Benchmark” or “Benchmark” in the spring as measured by the DIBELS.

**Objective 1-2** – Each year, 50% of Northridge regular attendees in grade 11 taking the SAT will score at or above the College and Career Readiness Benchmarks (460 Reading and Writing and/or 510 Math).

**Objective 1-3** – Each year, 80% of regular attendees responding to a survey will report that they improved their reading/literacy achievement.

**Goal 2 – Each year, 67% of regular attendees that need to improve will increase their motivation to learn according to daytime classroom teachers as measured by the CDE Teacher Survey.**

**Objective 2-1** – Each year, 60% of regular attendees that need to improve will improve their classroom behavior according to daytime classroom teachers as measured by the CDE Teacher Survey.

**Objective 2-2** – Each year, 80% of regular attendees responding to a survey will report increased engagement in school.

**Goal 3 – Each year, 90% of parents responding to a survey that participated in 21<sup>st</sup> Century parent activities and services will report that they are more prepared to help their children with schoolwork and learning.**

**Objective 3-1** – Each year, 90% of parents surveyed who participated in 21<sup>st</sup> Century parent activities and services will report that they improved their English language skills, parent skills, literacy skills, and/or technology skills.

**Goal 4 – Each year beginning in Year 4, 65% of regular attendees in grades 2-10 will increase their RIT score on NWEA MAP Math Assessments from fall to spring.**

**Objective 4-1** – Each year, 50% of regular attendees in grades K-2 will score at benchmark on 80% of concepts assessed by Assessing Math Concepts (AMC) Assessment.

**Objective 4-2** – Each year, 80% of regular attendees responding to a survey will report they improved their mathematics achievement.

**Goal 5 – Each year, 80% of regular attendees responding to a survey will report increased competency in at least 2 of the 5 Student Competency areas.**

**Objective 5-1** – Each year, 90% of 21<sup>st</sup> Century staff responding to a survey will report that students played an active role in shaping their learning experience.

**Goal 6 – Each year, 80% of regular attendees responding to a survey will report that they are more prepared to access information, make decisions, and set goals related to their health and physical fitness.**

**Goal 7 – Each year, the number of regular attendees will increase by 5% (from the baseline of 19%) to a total of 44% by Year 5.**

**Objective 7-1** – Each year, the number of absences of regular attendees will decrease by at least 10% from the prior school year.

# Evaluation Methodology

The evaluation of 21<sup>st</sup> Century was designed to be responsive to State/Federal reporting requirements and to meet local program planning needs. The data collected for the evaluation includes information on instructional design and materials; student and parent participation; student and parent achievement; and parent, student, and staff attitudes about the various instructional and support components of the project.

An external evaluator was contracted to help ensure objectivity in the evaluation of the project, to help staff examine the effectiveness of the project, and to make recommendations to improve the quality of the program. To evaluate the project, the external evaluator and project staff were responsible for:

- designing reporting instruments for data collection;
- developing documentation procedures to maintain records on all students and adults participating in the project;
- designing logs, attendance sign-in sheets, and other anecdotal instruments; and
- writing an annual evaluation report to provide information on the extent to which the project's goals and objectives were met.

To report on the activities of 21<sup>st</sup> Century, the evaluation focused on the major components of the project as outlined in the project goals and objectives in the previous section. The table to follow lists each of the project objectives along with the evaluation data collected for the Year 3 annual evaluation.

**Exhibit 4**  
**21<sup>st</sup> Century Goals/Objectives and Accompanying Data - Year 4 (2018-19)**

Goals and Objectives	Data
<b>(1) Academic Services Goals and Objectives</b>	
<b>Goal 1 – Each year beginning in Year 4, 65% of regular attendees in grades 2-10 will increase their RIT score on NWEA MAP Reading Assessments from fall to spring.</b>	Fall 2018 and Spring 2019 NWEA MAP Reading Assessment RIT scores for all 2018-19 regular attendees in grades 2-10
<b>Objective 1-1 – Each year, 60% of regular attendees in grades K-2 scoring “Well Below Benchmark” will progress to “Below Benchmark” or “Benchmark” in the spring as measured by the DIBELS.</b>	Spring 2019 DIBELS Benchmark Goal Levels of 2018-19 regular attendees in grades K-2 that scored at “Well Below Benchmark” in fall 2018
<b>Objective 1-2 – Each year, 50% of Northridge regular attendees in grade 11 taking the SAT will score at or above the College and Career Readiness Benchmarks (460 Reading and Writing and/or 510 Math)</b>	2019 SAT Reading and Writing, and Math scores of Northridge 2018-19 regular attendees
<b>Objective 1-3 – Each year, 80% of regular attendees responding to a survey will report they improved their reading/literacy achievement.</b>	Spring 2019 Student Surveys (Forms 5 & 6)
<b>(2) Enrichment Services Goals and Objectives</b>	
<b>Goal 2 – Each year, 67% of regular attendees that need to improve will increase their motivation to learn according to daytime classroom teachers as measured by the CDE Teacher Survey.</b>	Spring 2019 CDE Teacher Survey results for 2018-19 regular attendees in all 3 schools

Goals and Objectives	Data
<b>Objective 2-1</b> – Each year, 60% of regular attendees that need to improve will improve their classroom behavior according to daytime classroom teachers as measured by the CDE Teacher Survey.	Spring 2019 CDE Teacher Survey results for 2018-19 regular attendees in all 3 schools
<b>Objective 2-2</b> – Each year, 80% of regular attendees responding to a survey will report increased engagement in school.	Spring 2019 Student Surveys (Form 5 & 6)
<b>(3) Parent/Family Services Goals and Objectives</b>	
<b>Goal 3</b> – Each year, 90% of parents responding to a survey that participated in 21st Century parent activities and services will report that they are more prepared to help their children with schoolwork and learning.	Fall 2018 and Spring 2019 Parent Program Evaluation (Form 4)
<b>Objective 3-1</b> – Each year, 90% of parents surveyed who participated in 21st Century parent activities and services will report that they improved their English language skills, parent skills, literacy skills, and/or technology skills.	Fall 2018 and Spring 2019 Parent Program Evaluation (Form 4)
<b>(4) STEM Activities</b>	
<b>Goal 4</b> – Each year beginning in Year 4, 65% of regular attendees in grades 2-10 will increase their RIT score on NWEA MAP Math Assessments from fall to spring.	Fall 2018 and Spring 2019 NWEA MAP Math Assessment RIT scores for all 2018-19 regular attendees in grades 2-10
<b>Objective 4-1</b> – Each year, 50% of regular attendees in grades K-2 will score at benchmark on 80% of concepts assessed by Assessing Math Concepts (AMC) Assessment.	2018-19 AMC benchmark scores for all 2018-19 regular attendees in grades K-2.
<b>Objective 4-2</b> – Each year, 80% of regular attendees responding to a survey will report they improved their mathematics achievement.	Spring 2018 Student Surveys (Forms 5 & 6)
<b>(5) Next Generation Learning Environment Characteristics/Student Competencies</b>	
<b>Goal 5</b> – Each year, 80% of regular attendees responding to a survey will report increased competency in at least 2 of the 5 Student Competency areas.	Spring 2018 Student Surveys (Forms 5 & 6)
<b>Objective 5-1</b> – Each year, 90% of 21st Century staff responding to a survey will report that students played an active role in shaping their learning experience.	Spring 2018 21st Century Staff Survey (Form 3)
<b>(6) Health and Wellness Standards</b>	
<b>Goal 6</b> – Each year, 80% of regular attendees responding to a survey will report that they are more prepared to access information, make decisions, and set goals related to their health and physical fitness.	Spring 2018 Student Surveys (Forms 5 & 6)
<b>(7) Research Based Attendance Strategies and Programming</b>	
<b>Goal 7</b> – Each year, the number of regular attendees will increase by 5% (from the baseline of 19%) to a total of 44% by Year 5.	List of 2018-19 regular attendees by school and the number of days attended
<b>Objective 7-1</b> – Each year, the number of absences of regular attendees will decrease by at least 10% from the prior school year.	Number of 2018-19 regular attendee absences in 2017-18 and in 2018-19

# Evaluation Results

During Year 4, 21<sup>st</sup> Century provided services to 974 students in grades K-12. Prairie Heights had the largest number of participants, followed by Northridge, and then Centennial.

**Exhibit 5  
Number of Students Participating in 21<sup>st</sup> Century**

School	Grade Levels of Students Participating	# Students Participating	# (%) Regular Attendees
Centennial Elementary	K-5	160	128 (80%)
Prairie Heights MS	6-8	428	34 (8%)
Northridge HS	9-12	386	32 (8%)
<b>Total</b>		<b>974</b>	<b>194 (20%)</b>

Twenty percent (20%) of the students regularly participated (attended 30 or more days). Centennial had the largest percentage of regular attendees (80%). Exhibit 6 lists the number of regular attendees in each grade level.

**Exhibit 6  
Number of Regular Attendees in Each Grade**

Number of Regular Attendees in Each Grade													
Grade	K	1	2	3	4	5	6	7	8	9	10	11	12
<b># Students</b>	20	17	23	19	26	23	11	13	10	11	13	7	1

The data summary that follows addresses the 7 goals and 10 project objectives. For each goal/objective, data are reported, analyzed, and summarized. The results serve as the foundation for the conclusions, commendations, and recommendations offered in the last section of this report.

**Goal 1 – Each year beginning in Year 4, 65% of regular attendees in grades 2-10 will increase their RIT score on NWEA MAP Reading Assessments from fall to spring.**

Exhibit 7 shows that the Greeley 21<sup>st</sup> Century Project **met Goal 1** with 75% of the 144 regular attendees in grades 2-10 assessed with NWEA MAP Reading Assessments increasing their score from fall to spring. The mean gain of 7.7 points was statistically significant ( $p < .001$ ).

**Exhibit 7  
Regular Attendees Gaining on NWEA MAP Reading Assessments**

Grade Level	# Regular Attendees Assessed	Mean Pretest Score	Mean Post-test Score	Mean Gain	P-Value	# (%) Gaining	Goal Met?
2	23	168.8	181.8	+13.0	<.001	20 (87%)	Yes
3	18	179.6	195.1	+15.5	<.001	18 (100%)	Yes
4	24	195.3	202.2	+6.9	<.05	20 (83%)	Yes
5	22	199.7	203.7	+4.0	>.05	12 (55%)	No
6	11	201.0	205.6	+4.6	>.05	7 (64%)	No
7	12	199.8	208.5	+8.7	>.05	8 (67%)	Yes
8	10	203.7	214.4	+10.7	<.01	9 (90%)	Yes
9	11	218.2	218.0	-0.2	--	6 (55%)	No
10	13	223.3	225.4	+2.1	>.05	9 (69%)	Yes
<b>Total</b>	<b>144</b>	<b>195.5</b>	<b>203.2</b>	<b>+7.7</b>	<b>&lt;.001</b>	<b>109 (75%)</b>	<b>Yes</b>

The largest percentage of students gaining by grade level were third grade students (100%), followed by 8<sup>th</sup> grade students (90%). Students in grades 2, 3, 4, 7, 8, and 10 met the goal. Students in grades 5, 6, and 9 did not meet the goal.

**Objective 1-1 – Each year, 60% of regular attendees in grades K-2 scoring “Well Below Benchmark” will progress to “Below Benchmark” or “Benchmark” in the spring as measured by the DIBELS.**

Exhibit 8 shows that the Greeley 21<sup>st</sup> Century Project **met Objective 1-1** with 63% of the 16 regular attendees in grades K-2 that scored “Well Below Benchmark” in the fall progressing to “Below Benchmark” or “Benchmark” in the spring on the DIBELS (exceeding the target by 3%).

**Exhibit 8  
Centennial Regular Attendees Moving from Well Below Benchmark to Below Benchmark or Benchmark on the DIBELS Next**

# Regular Attendees Scoring Well Below Benchmark Fall 2018	16
# (%) Improving to Below Benchmark or Benchmark Spring 2019	10 (63%)
Objective Met?	Yes

By grade level, all eight kindergarten students (100%) improved to Below Benchmark or Benchmark, as did 50% of the four first grade students. None of the four second grade students moved from Well Below Benchmark.

**Objective 1-2 – Each year, 50% of Northridge regular attendees in grade 11 taking the SAT will score at or above the College and Career Readiness Benchmarks (460 Reading and Writing and/or 510 Math).**

Progress toward Objective 1-2 cannot be determined as fewer than 10 eleventh grade regular attendees were assessed with the SAT in 2018-19.

**Exhibit 9  
Northridge Regular Attendees Scoring at or above the College and Career Readiness Benchmarks on the SAT**

# Regular Attendees Taking the SAT in 2019	<10
# Scoring at or above the CCRBs in Reading/Writing and/or Math	N/A
Objective Met?	N/A

**Objective 1-3 – Each year, 80% of regular attendees responding to a survey will report they improved their reading/literacy achievement.**

Exhibit 10 shows that the Greeley 21<sup>st</sup> Century Project **did not meet Objective 1-3** with 75% of the 302 regular attendees/students in grades 3-12 responding to surveys (5% short of the target) indicating that participating in the project helped them improve their reading/literacy skills (43% very much, 32% somewhat). Ratings are based on a 3-point scale where 1=not at all, 2=somewhat, and 3=very much.

**Exhibit 10**  
**Student Ratings of the Impact of 21<sup>st</sup> Century on their Reading Skills**

Extent to which the 21 <sup>st</sup> Century Program helped you improve your reading skills							
Grade Levels	N	# (%) Not at all	# (%) Somewhat	# (%) Very Much	Mean Rating	% Somewhat or Very Much	Obj. Met?
3-5	65	18 (28%)	26 (40%)	21 (32%)	2.1	47 (72%)	No
6-12	237	56 (24%)	71 (30%)	110 (46%)	2.2	181 (76%)	No
<b>Total</b>	<b>302</b>	<b>74 (25%)</b>	<b>97 (32%)</b>	<b>131 (43%)</b>	<b>2.2</b>	<b>228 (75%)</b>	<b>No</b>

**Goal 2 – Each year, 67% of regular attendees that need to improve will increase their motivation to learn according to daytime classroom teachers as measured by the CDE Teacher Survey.**

Exhibit 11 shows that the Greeley 21<sup>st</sup> Century Project **did not meet Goal 2** with 64% of the 85 regular attendees needing to improve, improving their motivation to learn (3% short of the target) as measured by the CDE Teacher Survey. Thirty-one percent (31%) of the students that needed to improve showed no change, and 6% declined. Northridge had the largest percentage of students improving their motivation to learn.

**Exhibit 11**  
**Teacher Ratings of the Impact of 21<sup>st</sup> Century on Students' Motivation to Learn**

Grade Level	# Students that Needed to Improve	# (%) Showing Improvement	# (%) Showing No Change	# (%) Showing Decline	Goal Met?
Centennial	42	23 (55%)	17 (40%)	2 (5%)	No
Prairie Heights	33	22 (67%)	8 (24%)	3 (9%)	Yes
Northridge	10	9 (90%)	1 (10%)	0 (0%)	Yes
<b>Total</b>	<b>85</b>	<b>54 (64%)</b>	<b>26 (31%)</b>	<b>5 (6%)</b>	<b>No</b>

**Objective 2-1 – Each year, 60% of regular attendees that need to improve will improve their classroom behavior according to daytime classroom teachers as measured by the CDE Teacher Survey.**

Exhibit 12 shows that the Greeley 21<sup>st</sup> Century Project **did not meet Objective 2-1** with 56% of the 73 regular attendees needing to improve (4% short of the target), improving their classroom behavior as measured by the CDE Teacher Survey. Forty percent (40%) of the students that needed to improve showed no change, and 4% declined. Northridge had the largest percentage of students improving their classroom behavior.

**Exhibit 12**  
**Teacher Ratings on the Impact of 21<sup>st</sup> Century on Students' Classroom Behavior**

School	# Students that Needed to Improve	# (%) Showing Improvement	# (%) Showing No Change	# (%) Showing Decline	Obj. Met?
Centennial	37	17 (46%)	17 (46%)	3 (8%)	No
Prairie Heights	30	19 (63%)	11 (37%)	0 (0%)	Yes
Northridge	6	5 (83%)	1 (17%)	0 (0%)	Yes
<b>Total</b>	<b>73</b>	<b>41 (56%)</b>	<b>29 (40%)</b>	<b>3 (4%)</b>	<b>No</b>

**Objective 2-2 – Each year, 80% of regular attendees responding to a survey will report increased engagement in school.**

Exhibit 13 shows that the Greeley 21<sup>st</sup> Century Project **met Objective 2-2** with 88% of the 323 regular attendees and students responding to surveys in grades 3-12 indicating that they increased engagement in school as a result of participating in 21<sup>st</sup> Century (88% reported that that are more willing to participate in class, 86% reported that they go to school more often now, 84% reported more confidence in school, and 76% reported that they are more excited about learning and that they like school more now). In addition, 92% reported that the activities and projects in 21<sup>st</sup> Century are fun, and 89% reported that 21<sup>st</sup> Century helped them apply learning from school to real-world activities. Ratings are based on a 3-point scale where 1=not at all, 2=somewhat, and 3=very much.

**Exhibit 13  
Student Ratings of the Impact of 21<sup>st</sup> Century on their Engagement in School**

	N	# (%) Not at all	# (%) Somewhat	# (%) Very Much	Mean Rating	% Somewhat or Very Much	Obj. Met?
1. The activities and projects in 21 <sup>st</sup> Century are fun	310	25 (8%)	117 (38%)	168 (54%)	2.5	285 (92%)	Yes
2. 21 <sup>st</sup> Century helped me apply what I learned in school to real-world activities	311	33 (11%)	132 (42%)	146 (47%)	2.4	278 (89%)	Yes
3. I like going to school more now	319	74 (24%)	128 (40%)	116 (36%)	2.1	244 (76%)	No
4. I am more confident in school now	323	53 (16%)	107 (33%)	163 (50%)	2.3	270 (84%)	Yes
5. I am more willing to participate in class now	312	37 (12%)	124 (40%)	151 (48%)	2.4	275 (88%)	Yes
6. I go to school more often now	309	43 (14%)	79 (26%)	187 (61%)	2.5	266 (86%)	Yes
7. I am more excited about learning because of 21 <sup>st</sup> Century	312	75 (24%)	116 (37%)	121 (39%)	2.2	237 (76%)	No

Ratings By Grade Level	Question 1		Question 2		Question 3		Question 4		Question 5		Question 6		Question 7	
	N	Mean Rating												
3-5	65	2.6	65	2.2	64	2.1	64	2.2	62	2.3	65	2.1	65	2.1
6-12	245	2.4	246	2.4	255	2.1	259	2.4	250	2.4	244	2.6	247	2.2

By grade level, mean ratings were within 0.1 to 0.2 for all questions except Question 6, where students in grades 6-12 rated higher the extent to which they go to school more often now (mean rating of 2.6 versus 2.1).

**Goal 3 – Each year, 90% of parents responding to a survey that participated in 21<sup>st</sup> Century parent activities and services will report that they are more prepared to help their children with schoolwork and learning.**

Exhibit 14 shows that the Greeley 21<sup>st</sup> Century Project **met Goal 3** with all 12 parents responding (100%) to Parent Program Evaluations indicating that they are more prepared to help their children with homework (100% very much). Ratings are based on a 3-point scale where 1=not at all, 2=somewhat, and 3=very much.

**Exhibit 14**  
**Parent Ratings of their Ability to Help their Child with Homework/Learning**

# Responding	# (%) Not at all	# (%) Somewhat	# (%) A Lot	Mean Rating	Goal Met?
12	0 (0%)	0 (0%)	12 (100%)	3.0	Yes

Twenty-eight (28) 21<sup>st</sup> Century staff responding to a survey in spring 2019 rated the impact of the project on parent involvement. Ratings are based on a 5-point scale where 1=not at all, 2=a little, 3=somewhat, 4=a lot, and 5=very much. All but one of the 28 staff responding (96%) felt that the project helped parents improve their ability to help their child with schoolwork at home (36% very much, 25% a lot, 29% somewhat, 7% a little).

**Exhibit 15**  
**Staff Ratings of the Impact of 21<sup>st</sup> Century on Parents' Ability to Help their Child with Schoolwork at Home**

Number Responding	# (%) Not at all	# (%) A Little	# (%) Somewhat	# (%) A Lot	# (%) Very Much	Mean Rating
28	1 (4%)	2 (7%)	8 (29%)	7 (25%)	10 (36%)	3.8

**Objective 3-1 – Each year, 90% of parents surveyed who participated in 21<sup>st</sup> Century parent activities and services will report that they improved their English language skills, parent skills, literacy skills, and/or technology skills.**

Exhibit 16 shows that the Greeley 21<sup>st</sup> Century Project **met Objective 3-1** with all 33 parents responding (100%) to the Parent Program Evaluation indicating that they improved their literacy/English language skills (94% very much, 6% somewhat). Ratings are based on a 3-point scale where 1=not at all, 2=somewhat, and 3=very much.

**Exhibit 16**  
**Parent Ratings of the Impact of 21<sup>st</sup> Century Parent Activities on their Literacy/English Language Skills, Technology Skills, Academic Skills for GED**

Parent Skills	N	# (%) Not at all	# (%) Somewhat	# (%) Very Much	Mean Rating
English classes helped me improve my literacy/English language skills	33	0 (0%)	2 (6%)	31 (94%)	2.9
GED preparation classes helped me learn the skills needed to prepare for the GED	4	0 (0%)	0 (0%)	4 (100%)	3.0
Citizenship classes helped me prepare to take the citizenship test	5	0 (0%)	0 (0%)	5 (100%)	3.0
Cooking Matters classes taught me how to use nutrition information to make healthier choices	14	0 (0%)	0 (0%)	14 (100%)	3.0
Cooking Matters classes taught me how to cook affordable meals	14	0 (0%)	0 (0%)	14 (100%)	3.0

In addition, all four parents responding (100%) reported that GED classes helped them learn the skills needed to prepare for the GED, and all five parents responding (100%) reported that citizenship classes helped them prepare to take the citizenship test. All 14 parents responding reported that Cooking Matters classes taught them to use nutrition information to make healthier choices and how to cook affordable meals.

Of note is that **41 parents completed ESL classes or gained a level of proficiency in English; 13 parents obtained their United States Citizenship; and five parents completed preparation for a high school equivalency diploma.**

Twenty-eight (28) 21<sup>st</sup> Century staff responding to a survey in spring 2019 rated the impact of the project on parent’s skills. Ratings are based on a 5-point scale where 1=not at all, 2=a little, 3=somewhat, 4=a lot, and 5=very much. All but two staff responding (93%) felt that the project helped parents improve their English language skills, literacy skills, and/or technology skills (36% very much, 25% a lot, 18% somewhat, 4% a little).

**Exhibit 17  
Staff Ratings of the Impact of 21<sup>st</sup> Century on Parents’ Skills**

Extent to which the project helped parents improve their English language skills, literacy skills, and/or technology skills						
N	# (%) Not at all	# (%) A Little	# (%) Somewhat	# (%) A Lot	# (%) Very Much	Mean Rating
28	2 (7%)	4 (14%)	5 (18%)	7 (25%)	10 (36%)	3.7

On surveys, 21<sup>st</sup> Century staff reported that parents were involved by participating in the 21<sup>st</sup> Century Engaged Program, visiting the school, attending student sporting events and STEM/ arts-related productions, and were kept informed about their child’s progress in school and the 21<sup>st</sup> Century Program. Following are examples of specific ways in which parents were involved in 21<sup>st</sup> Century and the impact of their participation.

- *Helped parents improve their ability to help their child with schoolwork at home. Helped parents increase their skills (e.g., English language skills, literacy, parenting, technology).*
- *I feel that the staff-to-parent communication is much higher when students access the after school program.*
- *It has helped by feeding students so that families can save money on meals. It also gives their children free access to extracurricular activities that they may not have been able to afford otherwise.*
- *Non-English speaking parents had the opportunity to learn English one evening a week and on Saturdays.*
- *Parents appreciated our school community more.*
- *Parents love coming to the building to learn!*
- *Provided families with a safe place for their kiddos.*
- *The families that I have talked with always express gratitude for the extended learning opportunities.*
- *There are many good things about the program, but the greatest thing is that students have a place to be after the regular school day ends. They can use that time to get help on their core class in learning lab or to engage in another life-engaging activity.*

**Goal 4 – Each year beginning in Year 4, 65% of regular attendees in grades 2-10 will increase their RIT score on NWEA MAP Math Assessments from fall to spring.**

Exhibit 18 shows that the Greeley 21<sup>st</sup> Century Project **met Goal 4** with 90% of the 134 regular attendees in grades 2-10 assessed with NWEA MAP Math Assessments increasing their score from fall to spring. The mean gain of 12.2 points was statistically significant (p<.001).

**Exhibit 18**  
**Regular Attendees Gaining on NWEA MAP Math Assessments**

Grade Level	# Regular Attendees Assessed	Mean Pretest Score	Mean Post-test Score	Mean Gain	P-Value	# (%) Gaining	Goal Met?
2	18	167.9	183.7	+15.8	<.001	18 (100%)	Yes
3	18	182.4	200.0	+17.6	<.001	18 (100%)	Yes
4	25	194.8	207.9	+13.1	<.001	25 (100%)	Yes
5	22	198.3	212.3	+14.0	<.001	20 (91%)	Yes
6	11	205.7	211.0	+5.3	>.05	7 (64%)	Yes
7	11	208.8	219.3	+10.5	<.05	9 (82%)	Yes
8	10	213.5	218.0	+4.5	>.05	8 (80%)	Yes
9	9	221.9	228.2	+6.3	>.05	6 (67%)	Yes
10	10	237.6	250.2	+12.6	<.001	10 (100%)	Yes
<b>Total</b>	<b>134</b>	<b>198.6</b>	<b>210.8</b>	<b>+12.2</b>	<b>&lt;.001</b>	<b>121 (90%)</b>	<b>Yes</b>

The largest percentage of students gaining by grade level were students in grades 2, 3, 4, and 10 (100% of students in each grade level). Students in all grade levels met the goal.

**Objective 4-1 – Each year, 50% of regular attendees in grades 1-2 will score at benchmark on 80% of concepts assessed by Assessing Math Concepts (AMC) Assessment.**

Progress toward Objective 4-1 could not be measured because Centennial Elementary did not administer the AMC to 21<sup>st</sup> Century students due to the fact that they administered the NWEA MAP to all students.

**Objective 4-2 – Each year, 80% of regular attendees responding to a survey will report they improved their mathematics achievement.**

Exhibit 19 shows that the Greeley 21<sup>st</sup> Century Project **did not meet Objective 1-3** with 76% of the 311 regular attendees/students in grades 3-12 responding to surveys indicating that participating in the project helped them improve their math skills (39% very much, 37% somewhat). Ratings are based on a 3-point scale where 1=not at all, 2=somewhat, and 3=very much.

**Exhibit 19**  
**Student Ratings of the Impact of 21<sup>st</sup> Century on their Math Skills**

Extent to which the 21 <sup>st</sup> Century Program helped you improve your math skills							
Grade Levels	N	# (%) Not at all	# (%) Somewhat	# (%) Very Much	Mean Rating	% Somewhat or Very Much	Obj. Met?
3-5	64	25 (39%)	19 (30%)	20 (31%)	1.9	39 (61%)	No
6-12	247	50 (20%)	95 (39%)	102 (41%)	2.2	197 (80%)	Yes
<b>Total</b>	<b>311</b>	<b>75 (24%)</b>	<b>114 (37%)</b>	<b>122 (39%)</b>	<b>2.2</b>	<b>236 (76%)</b>	<b>No</b>

**Goal 5 – Each year, 80% of regular attendees responding to a survey will report increased competency in at least 2 of the 5 Student Competency areas.**

Exhibit 20 shows that the Greeley 21<sup>st</sup> Century Project **met Goal 5** with 81% of the 256 regular attendees in grades 6-12 responding to surveys indicating that they increased their competency in at least 2 of the 5 Student Competency areas – academic, professional, entrepreneurial, personal, and civic.

**Exhibit 20  
Regular Attendees Indicating Increased Competency in  
Next Generation Learning Student Competency Areas**

Grade	N	# (%) Competency						Goal Met?
		<2 Areas	2 Areas	3 Areas	4 Areas	5 Areas	2-5 Areas	
6	103	17 (17%)	21 (20%)	21 (20%)	19 (18%)	25 (24%)	86 (83%)	Yes
7	66	14 (21%)	13 (20%)	11 (17%)	8 (12%)	20 (30%)	52 (79%)	No
8	49	10 (20%)	15 (31%)	10 (20%)	5 (10%)	9 (18%)	39 (80%)	Yes
9	14	3 (21%)	1 (7%)	2 (14%)	5 (36%)	3 (21%)	11 (79%)	No
10	16	4 (25%)	1 (6%)	6 (38%)	1 (6%)	4 (25%)	12 (75%)	No
11	7	1 (14%)	2 (29%)	3 (29%)	0 (0%)	2 (29%)	6 (86%)	Yes
12	1	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (100%)	Yes
<b>Total</b>	<b>256</b>	<b>49 (19%)</b>	<b>53 (21%)</b>	<b>52 (20%)</b>	<b>38 (15%)</b>	<b>64 (25%)</b>	<b>207 (81%)</b>	<b>Yes</b>

Following are the number of students indicating that 21<sup>st</sup> Century helped them with each of the 5 Student Competency Areas. Seventy percent (70%) of the students responding reported that 21<sup>st</sup> Century projects helped them learn to manage projects and work with others, 69% reported that 21<sup>st</sup> Century projects helped them increase their academic skills, 58% reported that projects helped them learn about themselves, 56% reported that the projects helped them learn about their community, and 36% reported that projects helped them learn entrepreneurial skills.

**Exhibit 21  
Regular Attendees Indicating Increased Competency in Each  
Next Generation Learning Student Competency Area**

	Total # Students Responding	# (%) Responding to Each Area
21 <sup>st</sup> Century projects helped me increase my academic skills	269	185 (69%)
21 <sup>st</sup> Century projects helped me learn to manage projects and work with others	269	188 (70%)
21 <sup>st</sup> Century projects helped me learn entrepreneurial skills (like running or starting a business, or making/selling products)	269	97 (36%)
21 <sup>st</sup> Century projects helped me learn about myself (e.g. my likes, strengths, or interests)	269	156 (58%)
21 <sup>st</sup> Century projects helped me learn about my community	269	151 (56%)

**Objective 5-1 – Each year, 90% of 21<sup>st</sup> Century staff responding to a survey will report that students played an active role in shaping their learning experience.**

Exhibit 22 shows that the Greeley 21<sup>st</sup> Century Project **met Objective 5-1** with 100% of the 35 21<sup>st</sup> Century staff responding indicating that 21<sup>st</sup> Century provided a means for students to play an active role in shaping their learning experience (69% very much, 23% a lot, 9% somewhat).

Ratings are based on a 5-point scale where 1=not at all, 2=a little, 3=somewhat, 4=a lot; and 5=very much.

**Exhibit 22**  
**Staff Ratings of the Impact of 21<sup>st</sup> Century on Students**  
**Shaping their Learning Own Experiences**

Extent to which the 21 <sup>st</sup> Century program provided a means for students to play an active role in shaping their learning experience								
N	# (%) Not at all	# (%) A Little	# (%) Somewhat	# (%) A Lot	# (%) Very Much	Mean Rating	% Yes	Obj. Met?
35	0 (0%)	0 (0%)	3 (9%)	8 (23%)	24 (69%)	4.6	100%	Yes

**Goal 6 – Each year, at least 80% of regular attendees responding to a survey will report that they are more prepared to access information, make decisions, and set goals related to their health and physical fitness.**

Exhibit 23 shows that the Greeley 21<sup>st</sup> Century Project **did not meet Goal 6** with 73% of the 240 regular attendees and students responding to surveys in grades 6-12 indicating that they are more prepared to access information and make better decisions about health and physical fitness (39% very much, 33% somewhat), and 71% reporting that 21<sup>st</sup> Century helped them set goals for health and physical fitness (46% very much, 26% somewhat). Ratings are based on a 3-point scale where 1=not at all, 2=somewhat, and 3=very much.

**Exhibit 23**  
**Student Ratings of the Impact of 21<sup>st</sup> Century on Applying Learning to Health and Fitness**

	N	# (%) Not at all	# (%) Some-what	# (%) Very Much	Mean Rating	% Yes	Goal Met?
21 <sup>st</sup> Century helped me find information to make better decisions about my health and physical fitness	240	66 (28%)	80 (33%)	94 (39%)	2.1	73%	No
21 <sup>st</sup> Century helped me set goals for my health and physical fitness	244	70 (29%)	63 (26%)	111 (46%)	2.2	71%	No

**Goal 7 – Each year, the number of regular attendees will increase by 5% (from the baseline of 19%) to a total of 44% by Year 5.**

Exhibit 24 shows that the Greeley 21<sup>st</sup> Century Project **did not meet Goal 7** with 20% of the students participating in 21<sup>st</sup> Century being regular attendees (attended 30 or more days). The percentage of regular attendees steadily increased over the first three years of the project (26% Year 1, 27% Year 2, 30% Year 3), but decreased this year.

**Exhibit 24**  
**Regular Attendees Participating in 21<sup>st</sup> Century**

School	# Students Participating	# (%) Regular Attendees	Difference from Year 4 Target (39%)	Goal Met?
Centennial	160	128 (80%)		
Prairie Heights	428	34 (8%)		
Northridge	386	32 (8%)		
<b>Total</b>	<b>974</b>	<b>194 (20%)</b>	<b>-19%</b>	<b>No</b>

**Objective 7-1 – Each year, the number of absences of regular attendees will decrease by at least 10% from the prior school year.**

Exhibit 25 shows that the Greeley 21<sup>st</sup> Century Project **met Objective 7-1** with a 34% decrease in the percentage of unexcused absences from 2017-18 to 2018-19 for regular attendees. There was a 72% decrease for Prairie Heights regular attendees and a 39% decrease for Northridge regular attendees, however, there was a 13% increase for Centennial regular attendees.

**Exhibit 25**  
**Number of Absences of Regular Attendees in 2017-18 and 2018-19**

School	% 2017-18 Unexcused Absences	% 2018-19 Unexcused Absences	% Diff (+/-)	Obj. Met?
Centennial	1,118.08	1,258.34	+13%	No
Prairie Heights	1,289.74	361.82	-72%	Yes
Northridge	616.21	373.9	-39%	Yes
<b>Total</b>	<b>3,024.03</b>	<b>1,994.06</b>	<b>-34%</b>	<b>Yes</b>

**21<sup>st</sup> Century Staff Survey Results**

Thirty-six (36) 21<sup>st</sup> Century staff responded to a survey in April/May 2019. Following are their ratings of the 21<sup>st</sup> Century program and the impact of the project on student learning and engagement in school. Ratings are based on a 5-point scale where 1=not at all, 2=a little, 3=somewhat, 4=a lot, and 5=very much.

**Exhibit 26**  
**Staff Ratings of 21<sup>st</sup> Century**

	N	# (%) Not at all	# (%) A Little	# (%) Somewhat	# (%) A Lot	# (%) Very Much	Mean Rating
1. Provided students with an innovative program of project-based learning that incorporates STEM, health and wellness, Next Generation Learning Environment Characteristics and Student Competencies, and service learning	35	0 (0%)	1 (3%)	1 (3%)	8 (23%)	25 (71%)	4.6
2. Provided students and teachers with opportunities to design projects together	36	1 (3%)	0 (0%)	4 (11%)	7 (19%)	24 (67%)	4.5
3. Provided students with opportunities to work on real and personally-meaningful projects in the Creatorspaces	30	1 (3%)	1 (3%)	3 (10%)	12 (40%)	13 (43%)	4.2
4. Helped students apply learning from the classroom on real-world activities and projects	36	1 (3%)	0 (0%)	5 (14%)	9 (25%)	21 (58%)	4.4
5. Built on what was taught during the day	35	0 (0%)	1 (3%)	9 (26%)	5 (14%)	20 (57%)	4.3

Highest rated was the extent to which the 21<sup>st</sup> Century program provided students with an innovative learning program (mean rating of 4.6 out of 5.0), followed by the extent to which the program provided students and teachers with opportunities to design projects together (mean rating of 4.5). Following is a graphic display of the differences in mean ratings among 21<sup>st</sup> Century staff in the three different schools. Prairie Heights staff (n=23) assigned the highest mean ratings to all five items, and Centennial staff [n=6] assigned the lowest mean ratings to all five items. Northridge staff ratings [n=7] were slightly less than Prairie Heights.

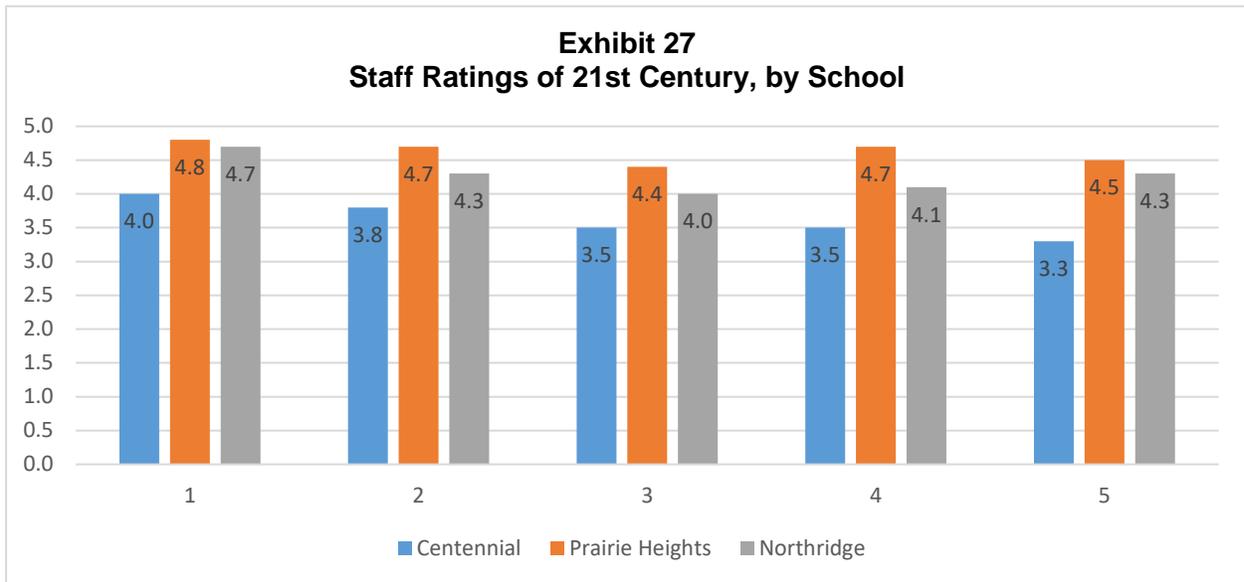


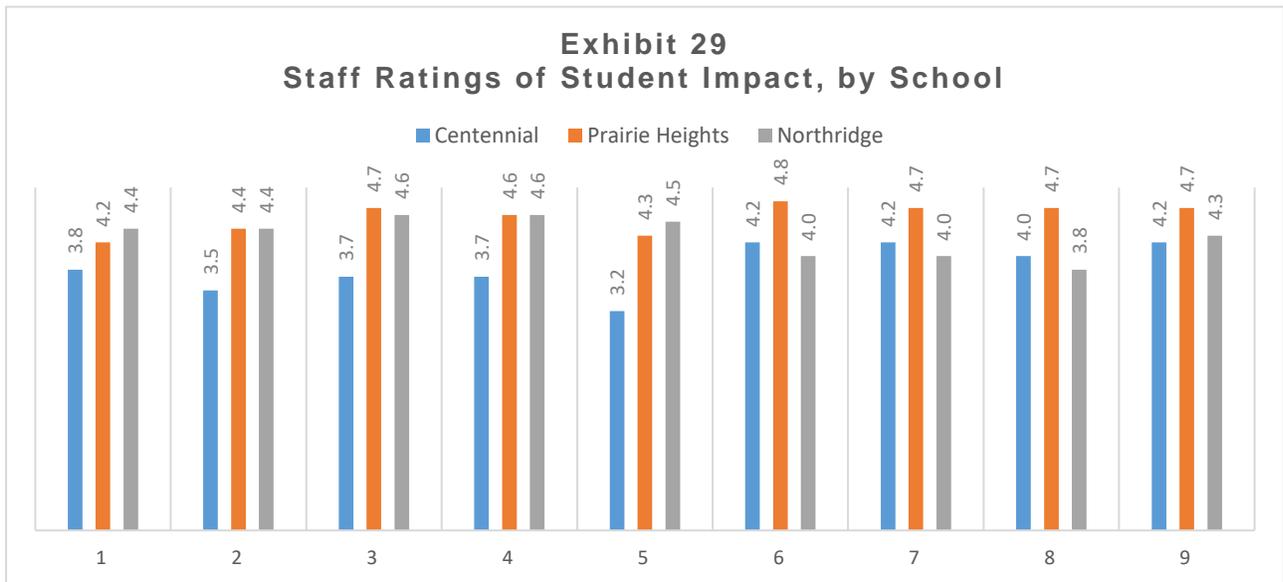
Exhibit 28 shows 21<sup>st</sup> Century staff ratings of the impact of the project on student learning and achievement. Highest rated was the extent to which 21<sup>st</sup> Century increased student engagement in school, helped students improve their use of technology to access resources and improve their academic skills, helped students increase STEM skills, and increased student engagement (mean rating of 4.5 each out of 5.0).

**Exhibit 28**  
**Staff Ratings of the Impact of 21<sup>st</sup> Century on Student Learning and Engagement**

	N	# (%) Not at all	# (%) A Little	# (%) Some- what	# (%) A Lot	# (%) Very Much	Mean Rating
Increased student reading skills	33	0 (0%)	2 (6%)	6 (18%)	9 (27%)	16 (49%)	4.2
Increased student math skills	33	0 (0%)	1 (3%)	7 (21%)	8 (24%)	17 (52%)	4.2
Increased student engagement in school	36	0 (0%)	0 (0%)	4 (11%)	9 (25%)	23 (64%)	4.5
Increased student accountability for learning	36	0 (0%)	0 (0%)	6 (17%)	8 (22%)	22 (61%)	4.4
Increased student attendance in school	33	1 (3%)	0 (0%)	6 (18%)	11 (33%)	15 (46%)	4.2
Helped students improve their use of technology to access resources and improve their academic skills	36	0 (0%)	0 (0%)	4 (11%)	9 (25%)	23 (64%)	4.5
Helped students improve their ability to understand and apply concepts from science, technology, engineering, & math by participating in STEM activities	35	0 (0%)	0 (0%)	3 (9%)	13 (37%)	19 (54%)	4.5
Helped students deepen and extend classroom learning to improve academic achievement, build social skills, and develop civic skills and attitudes by participating in service learning	35	0 (0%)	1 (3%)	5 (14%)	8 (23%)	21 (60%)	4.4

	N	# (%) Not at all	# (%) A Little	# (%) Some- what	# (%) A Lot	# (%) Very Much	Mean Rating
Helped students become more engaged in school by increasing their feeling of responsibility for, and control over, their own learning as a result of participating in project-based learning	36	0 (0%)	1 (3%)	2 (6%)	10 (28%)	23 (64%)	4.5

Following is a graphic display of the differences in mean ratings among 21<sup>st</sup> Century staff in the three different schools. Prairie Heights staff (n=23) assigned the highest mean ratings to seven of the nine items (tied with Northridge [n=7] for items 2 and 4), Northridge staff assigned the highest mean rating to item 1, and Centennial staff [n=6] assigned the lowest mean ratings to all nine items.



21<sup>st</sup> Century staff reported that 21<sup>st</sup> Century impacted students by helping them increase their self-confidence and academic achievement; facilitated creativity, expression, and ingenuity; increased student engagement and involvement in school; and helped students learn about STEM. Following are examples of staff comments.

- *21<sup>st</sup> Century has given students opportunities to learn outside the box. The day-to-day activities can become monotonous and 21C allowed them to be more creative and delve into some project-based learning.*
- *21<sup>st</sup> Century provides students with extended learning opportunities and the opportunity to explore various interests beyond the classroom - all of which helped students build confidence and increase their own personal knowledge.*
- *Gave students a place where they can get the help they need.*
- *Helped students with their schoolwork.*
- *I believe the program helped with the after-school accountability.*
- *I feel that the 21<sup>st</sup> Century program has helped students feel more successful! The students that struggled with their grades attended the program and saw that it is possible for them to achieve a passing grade and feel good about themselves!!*

- *I love that it provides a safe place for students to complete work and catch up on anything missing while building relationship, often with teachers they do not normally have.*
- *It gave students a safe place to continue learning.*
- *It gives students an outlet to be creative in ways they might not have the opportunity to do during the regular school day.*
- *It has exposed them to other aspects of life and academia, like gardening, weaving, and Chautauqua that they would not normally be exposed to.*
- *It has given students a place where they feel that they fit in and can excel. Students were able to show their skills and learn new things in an engaging and meaningful way.*
- *Multiple learning opportunities in smaller groups.*
- *Provided students with an innovative program of project-based learning that incorporates STEM, health and wellness, Next Generation Learning Environment Characteristics and Student Competencies, and service learning. Provided students and teachers with opportunities to design projects together.*
- *Safe afternoon location, extra help, tesla coil and fun.*
- *Students are able to accomplish more.*
- *Students are more excited about coming to school and getting the help they need.*
- *Students had more time to work on their classwork and make up quizzes and tests. Also they were able to use computers and get help while at school.*
- *Students have a sense of belonging and make connections during the program.*
- *Students seem to be more engaged in projects for classroom work. Students also were more apt to ask for help.*
- *Students were given a place to be before and after school where they felt safe, connected, and valued!*
- *The 21<sup>st</sup> Century Program impacted students in several ways. The program provided additional support to students receiving special education services, students were provided individualized instruction for academics, and students were provided opportunities that built on student competencies and service learning.*
- *The students I work with have become much more engaged in school and more successful both in and out of the classroom. We have worked on physical fitness and teamwork. Lifelong lessons.*

Following are stories about the impact of the 21<sup>st</sup> Century Program on participating students as submitted by 21<sup>st</sup> Century staff.

- *I use Google translate on iPads with my students. It allows people who only speak English, Spanish, Somali, French etc., but the chance to interact with their peers.*
- *In Club 125 that I sponsored, I had a student tell me "this makes me want to come to school now". He expressed struggling with fitting in and having a place to belong before becoming connected with this group.*
- *I taught gardening and there are now quite a few young people that are starting their own gardens at home and know how to take care of chickens.*
- *English learners are able to work with native English speakers.*
- *I had a 6<sup>th</sup> grader who was very excited to find out he could get help before and after school with tests and classwork.*
- *Students gained ownership in their work this year. There were nights where students who flew under the radar during the day, shined and showed so many skills to the point that they wanted to stay late some nights to continue working on their program. It was incredible to see them light up when they were in their element.*

- *It is always amazing to help students recover their previous semester and help them build towards being successful with the current semester. We had a couple of these students including one English learner!*
- *The way it is used for my students is pretty much ideal. We are working on physical fitness and overall health and wellness and it is going wonderfully.*
- *The program's importance to the athletic success of the students at Northridge has been tremendous. We had eight students qualify for the State Championships in Track and Field this year. That is the most in over a decade. In the past four years only one student has gone. I feel certain that were it not for the 21st Century Program, only one student would have qualified again this year.*

21<sup>st</sup> Century staff reported that they regularly used technology in the program including apps, editing software, online programs, iPads, and completing assignments online. Following are specific examples of the way in which the 21<sup>st</sup> Century program used technology.

- *Each student has their own laptop.*
- *I helped with yearbook and our students learned how to use online platforms and journalism basics.*
- *I run some credit recovery after school which is often independent learning through online resources.*
- *In the permit class, students took the class with technology-computer. In the CR class, students used technology to do their work.*
- *Maker Space, learning labs*
- *Our school curriculum is based on the summit platform. Students learned to navigate through the platform and utilize Google-based programs such as Google Doc, Google Slide, Google Draw, etc.*
- *Reading Plus, to refine reading skills.*
- *Simply using the Chromebooks and watching students find information and print material that was needed to successfully complete their schoolwork.*
- *Students had to use computers for projects and all classroom work.*
- *Students used computers and Internet resources to research track and field training techniques and immediately apply what they learned.*
- *Teaching circuits allowed us to use technology every day. We used computers and tablets to complete our projects. The circuits themselves lent to much time.*
- *Technology was an integral part of the program. Each student had access to a computer.*
- *There were computers available to research topics and find resources to help us solve problems.*
- *Through learning lab, the maker space, and Student News*
- *Timers for the lights for the plant nursery.*
- *We used cameras, computers, and editing software to make the yearbook. Students learned and used all of these independently throughout the course of the program.*

# Conclusions, Commendations, and Recommendations

The Greeley 21<sup>st</sup> Century Project (Cohort 7) implemented a wide array of services and activities during the fourth year of the grant. The project provided students with innovative programming that included project-based learning that incorporates STEM, health and wellness, service learning, and Next Generation Learning Environment Characteristics and Student Competencies. The programs operated at the three sites - Centennial Elementary, Prairie Heights Middle School, and Northridge High School. Services began in September 2018 and ended in April 2019. The project served more students this year than during the previous three years, but had fewer regular attendees.

Results of the Year 4 evaluation show that 10 of the 15 goals/objectives relevant in Year 4 (67%) were accomplished demonstrating impact of the project on regular attendees' academic achievement, engagement in school, and 21<sup>st</sup> Century skills. In addition, parents reported increasing their skills for helping their children with schoolwork and learning; and their literacy/English language skills, technology skills, and academic skills.

The Project Coordinator, Program Specialist, and three Site Facilitators are commended for managing a multitude of concurrent initiatives that required collaboration and participation of teachers, counselors, administrators, students, parents, and representatives from community agencies and institutions of higher education. Student ratings of the project's impact of the project on their learning and engagement in school were very high indicating that the project was successful at implementing an innovative program of project-based learning that looks different than the regular school day. Students reported that the 21<sup>st</sup> Century activities and projects were fun; they like going to school more now; and they are more willing to participate in class, more confident in school, and are more excited about learning. 21<sup>st</sup> Century staff agreed with students by assigning high mean ratings to items that address students and teachers designing projects together, increasing student engagement in school, providing students with opportunities to work on real and personally-meaningful projects via Creatorspace, and providing students with an innovative program of project-based learning that incorporates STEM, health and wellness, service learning, and Next Generation Learning Environment Characteristics and Student Characteristics. Specific recommendations for continued success follow.

1. Centennial 21<sup>st</sup> Century staff ratings for all items on the Staff Survey were lower than those of Prairie Heights and Northridge 21<sup>st</sup> Century staff. It would be worthwhile to determine the reasons for the difference. It is recommended that 21<sup>st</sup> Century administrators share survey results with all 21<sup>st</sup> Century staff and discuss the differences in the ratings to determine if there are programmatic issues that need to be addressed.
2. Goal 2 and Objective 2-1 were not met even though the targets were reduced to reflect actual evaluation results during the first three years. It is recommended that 21<sup>st</sup> Century administrators/staff talk to classroom teachers to determine if they have ideas for ways in which the after-school program can help students increase their motivation to learn and classroom behavior.

3. For the first time, Objective 4-2 was not met with 76% of students (4% short of the target) reporting that they improved their math skills as a result of participating in 21<sup>st</sup> Century. Thirty-nine percent of Centennial students responding reported that they did not improve their math skills, as did 21% of Prairie Heights students and 18% of Northridge students responding. It is recommended that 21<sup>st</sup> Century staff look to the Centennial program to determine the reason(s) for so many students reported that they did not improve their math skills.
4. Also for the first time, 21<sup>st</sup> Century did not meet Goal 6 with 73% of students responding to surveys (7% short of the target) reporting that they are more prepared to access information, make decisions, and set goals related to their health and physical fitness. Thirty-one percent of Prairie Heights students responding reported that they are not more prepared to access information, make decisions, and set goals related to their health and physical fitness as did 6% of Northridge students. It is recommended that the 21<sup>st</sup> Century staff work with the Prairie Heights program to build efforts to increase student skills related to health and physical fitness.
5. Goal 7 was not met this year with a decrease of 10% in the number of regular attendees from last year (2017-18). It is recommended that additional systems be put in place to regularly monitor student attendance in the program, establish incentives for student attendance, and communicate regularly with project staff and parents to increase student attendance in the program.
6. Consider the recommendations made by 21<sup>st</sup> Century staff (see below) such as: extending the length of the program, attendance incentives, more technology classes, and increased focus on student participation.

Following are **21<sup>st</sup> Century staff suggestions** for improving/enhancing the 21<sup>st</sup> Century program as a whole or at their school.

- *I am very thankful that we have never had to encounter this problem but I would like to see a plan for fully supplied first aid kits and nurse lists given to each site so that if needed....we could have that information and the supplies readily available.*
- *I wish it would start sooner in the spring and go a little longer in the fall!*
- *I would like to see more stringent guidelines for those who attend. Hard to get projects done when kids come and go as they please.*
- *More incentives if possible. We had the lowest participation in the three years I have been here.*
- *Offer more tech classes*
- *Something to attract more students, like teachers calling parents consistently to have them stay for learning lab when they are behind. Better snack. A substantial reward at the end of the program (such as a field trip), based on participation.*

In summary, during Year 4, 21<sup>st</sup> Century provided students with innovative, individualized, needs-based services through extended learning opportunities that helped them improve their academic skills and engagement in school; school and project staff increased their capacity to effectively serve students participating in the project; ongoing and regular collaboration and communication occurred among the three project sites and 21<sup>st</sup> Century staff; and collaborative partnerships with community agencies/businesses and institutions of higher education helped expand the scope of the project beyond what the district could provide alone.