

A blurred photograph of a person standing in a library or study area. The person is in the foreground, slightly out of focus, wearing a dark jacket and blue jeans. They are standing in a hallway or study area with bookshelves on the right side. The background is also blurred, showing more bookshelves and a bright light source. The overall scene is a library or study area.

21st CENTURY
COMMUNITY LEARNING
CENTERS: A Snapshot Report

New Mexico | 2014-2015

Acknowledgments

This report is based on the 2015 New Mexico Public Education Department *21st Century Community Learning Centers Funded Partners Report*. This status report is designed and prepared by Apex.



21st CENTURY COMMUNITY LEARNING CENTERS

SAN JUAN

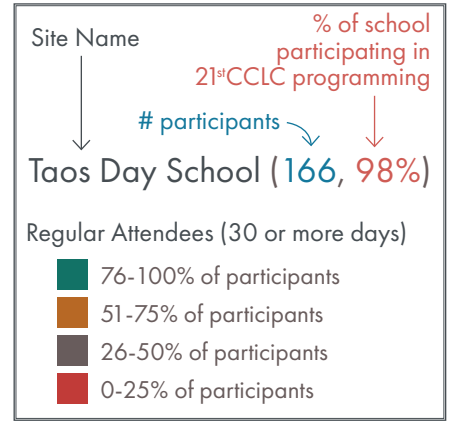
- Apache Elementary School (65, 13%)
- Blanco Elementary School (79, 31%)
- Bluffview Elementary School (60, 14%)
- Kirtland Central High School (523, 64%)
- Lydia Rippey Elementary School (84, 18%)
- McCoy Elementary School (78, 15%)
- Newcomb Middle/High School (274, 72%)
- Park Avenue Elementary School (69, 16%)
- TseBitAi Middle School (262, 52%)

New Mexico Counties with 21st CCLC Sites

*Some students receive services during afterschool programming but do not attend the school, making attendance rates over 100%. These students may include younger or older siblings, students from private schools, or homeschooled students.

SANTA FE

- Cesar Chavez Community School (135, 67%)
- De Vargas Middle School (193, 59%)
- Nava Elementary School (128, 54%)
- Ortiz Middle School (124, 20%)
- Ramirez Thomas Elementary School (106, 22%)



SANDOVAL

- Bernalillo Elementary School (309, 83%)
- Cochiti Elementary School (182, 56%)
- Placitas Elementary School (93, 76%)

RIO ARRIBA

- Dulce Elementary School (229, 56%)
- Dulce Middle School (29, 11%)

TAOS

- Taos Day School (110, 71%)

MCKINLEY

- Chief Manuelito Middle School (183, 31%)
- Crownpoint Elementary School (238, 64%)
- David Skeet Elementary School (138, 68%)
- Jefferson Elementary School (171, 56%)
- Navajo Elementary School (180, 67%)
- Rocky View Elementary School (217, 62%)
- Turpen Elementary School (216, 60%)

SAN MIGUEL

- Don Cecilio Elementary School (48, 32%)
- Memorial Middle School (125, 31%)
- Sierra Vista Elementary School (222, 121%*)
- West Las Vegas Middle School (29, 10%)

CIBOLA

- Laguna Middle School (68, 82%)

QUAY

- Logan Municipal Schools (113, 65%)
- San Jon Municipal School (117, 80%)
- Tucumcari Public Schools (255, 35%)

BERNALILLO

- ABQ Sign Language Academy (33, 35%)
- Apache Elementary School (169, 44%)
- Armijo Elementary School (93, 20%)
- Barcelona Elementary School (132, 27%)
- East San Jose Elementary School (38, 6%)
- Eubank Elementary School (26, 5%)
- Harrison Middle School (80, 9%)
- Hawthorne Elementary School (87, 16%)
- Jimmy Carter Middle School (148, 12%)
- John Adams Middle School (292, 44%)
- Kennedy Middle School (126, 25%)
- Kit Carson Elementary School (88, 18%)
- Lavaland Elementary School (124, 19%)
- Los Padillas Elementary School (77, 30%)
- Lowell Elementary School (138, 43%)
- McKinley Middle School (195, 32%)
- Pajarito Elementary School (102, 19%)
- Sandia Base Elementary School (80, 17%)
- Susie Rayos Marmon Elementary School (128, 16%)
- Tomasita Elementary School (90, 25%)
- Valle Vista Elementary School (73, 13%)
- Van Buren Middle School (172, 32%)
- Wherry Elementary School (148, 28%)
- Whittier Elementary School (63, 14%)
- Wilson Middle School (79, 15%)

DE BACA

- Ft. Sumner Municipal Schools (83, 37%)

CURRY

- Melrose Public Schools (74, 86%)
- Texico Municipal Schools (381, 67%)

ROOSEVELT

- Floyd Municipal Schools (107, 70%)

TORRANCE

- Moriarty Elementary School (67, 15%)
- Mountain View Elem. School (98, 26%)

SOCORRO

- Midway Elementary School (59, 70%)
- Zimmerly Elementary School (228, 96%)

LUNA

- Bataan Elementary School (277, 57%)
- Bell Elementary School (132, 55%)
- Chaparral Elementary School (218, 24%)
- Columbus Elementary School (233, 39%)
- Deming Intermediate School (138, 34%)
- Ruben S. Torres Elementary School (271, 57%)

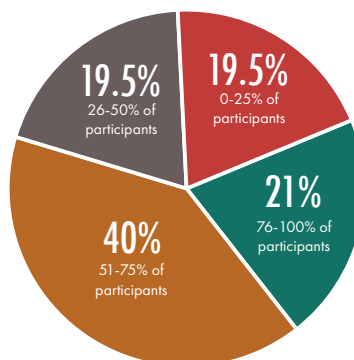
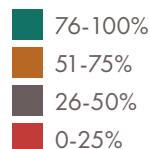
SIERRA

- AppleTree Educational Center (101, N/A)
- Arrey Elementary School (77, 63%)
- Boys and Girls Club (185, N/A)
- T or C Elementary School (121, 28%)

DOÑA ANA

- Camino Real Middle School (136, 18%)
- Chaparral Elementary School (283, 39%)
- Chaparral Middle School (104, 20%)
- Mesa Middle School (160, 26%)
- Mesquite Elementary School (217, 58%)
- Picacho Middle School (202, 26%)
- Riverside Elementary School (262, 41%)
- Sierra Middle School (233, 27%)
- Vista Middle School (159, 23%)

Percent of Participants in Each Regular Attendance Category - Statewide



A Snapshot Report

This snapshot report covers activities and stakeholder perceptions of New Mexico's 87 state-funded 21st Century Community Learning Centers (21CCLC) for the 2014-2015 school year. Data and analysis on afterschool programs are included, covering overall **participation, quality, and student outcomes**. Page 3 illustrates the 21CCLC sites as well as conveys important site information, including the site name, number of participants, percentage of school enrolled in afterschool programming, and range of regular attendance. This information is presented at the site level, and the chart at the bottom of the page illustrates regular attendance across all 87 sites.

Demographics and Participants

During 2014-2015, 12,839 individuals were served by 21st Century Community Learning Centers at 87 statewide sites. With an average of 117 days of programming, these sites served a diverse range of students, from elementary to high school, as well as adults. Statewide 21CCLC sites enroll students and serve adults that generally reflect district demographics and successfully engage vulnerable and traditionally under-performing groups.

Over half (56%) of individuals identify as Hispanic, and 24% identify themselves as Native American. 90% of students are on free or reduced price lunch, an indication of how many students come from low income families. Over one fifth (22%) of individuals are English Language Learners, and 11% of students receive special education services.

Afterschool enrollment is determined by the percentage of students in a school that participate in the 21CCLC programs. **Over on third (34%) of 21CCLC sites enroll 50% or more** of their school student population in their afterschool programming. Over 60% of sites enroll 25% or more of their student population in afterschool programming.

12,839
Individuals were served by 21st Century Community Learning Centers in 2014-2015.

WHO ATTENDS 21CCLC AFTERSCHOOL PROGRAMMING?

56% Hispanic

24% Native American

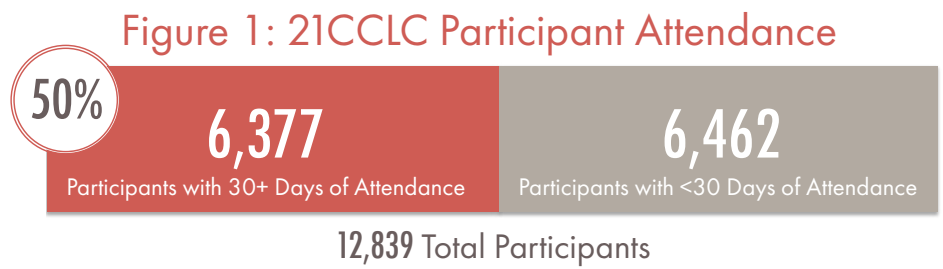
90% Free or Reduced Price Lunch

22% English Language Learners

11% Special Education



When looking at attendance, **half (50%) of all 21CCLC participants were regular attendees**, meaning participants attended programming 30 or more days throughout the school year. Further, 17.2% (15) of sites had 80% or more regular attendance (Figure 1).



The chart to the right (Figure 2) illustrates eight exemplar 21CCLC sites with over 25% of the school population served in afterschool programming and 75% or more regular attendance.

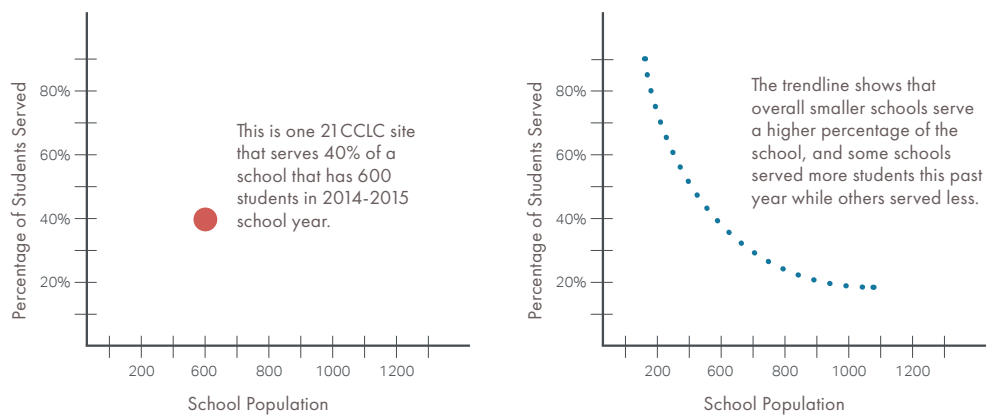
Figure 2: Exemplar 21CCLC Sites

21 st CCLC SITE	% OF SCHOOL SERVED	PARTICIPANTS WITH 30+ DAYS
Apache Elementary (Bernalillo County)	44%	82%
Barcelona Elementary	27%	86%
Blanco Elementary	31%	84%
Columbus Elementary	39%	100%
David Skeet Elementary	68%	87%
Laguna Middle School	82%	76%
Rocky View Elementary	62%	75%
T or C Elementary	28%	99%

Examining 21CCLC sites overall, enrollment is generally related to school population, meaning the larger the school, the less students are enrolled proportionally. However, as the chart below illustrates, **enrollment in the 2014-2015 school year was about 10% higher than in the previous school year for schools with 300 students or less.**

21CCLC enrollment was still higher in the 2014-2015 than the previous year in schools with populations around 300-470 students, but the increase in enrollment decreased as the school population grew larger. For schools with a population greater than 500 students, 21CCLC sites enrolled less students than in the previous school year. Excluding outliers, in 2014-15, schools with a population of about 200 students served about 70% of the school population through 21CCLC, and schools with a population of around 500 students served 30% of the school population.

Figure 3: How to Read Enrollment Graph



Using the National Afterschool Alliance (NAA) as a standard, quality of programming can be assessed by examining the variety of sessions offered at the site level. The National Afterschool Alliance stresses a wide variety of activities for all students, with increasing choice as students grow older. In consideration of NAA guidelines, 21stCCLC programming emphasizes, in part, physical activity; homework help; exploration of real world topics that reinforce content introduced during the traditional learning day; educational games for younger students and project-based learning for older students; smaller class sizes; application of school-day lessons to students' larger world; reading

Figure 4: Enrollment Increases for Some Schools in 2014-15

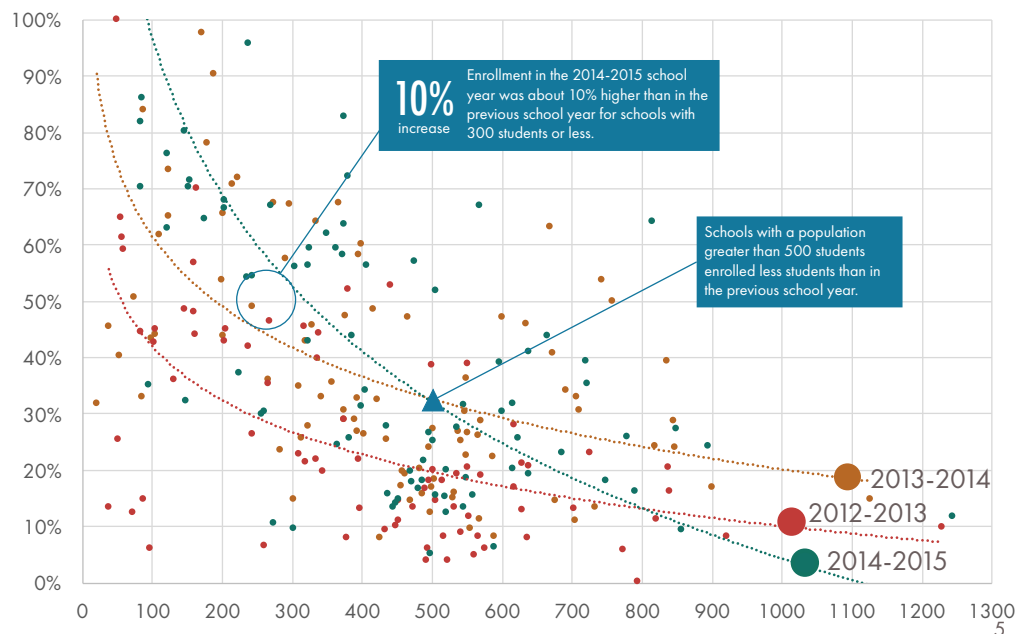
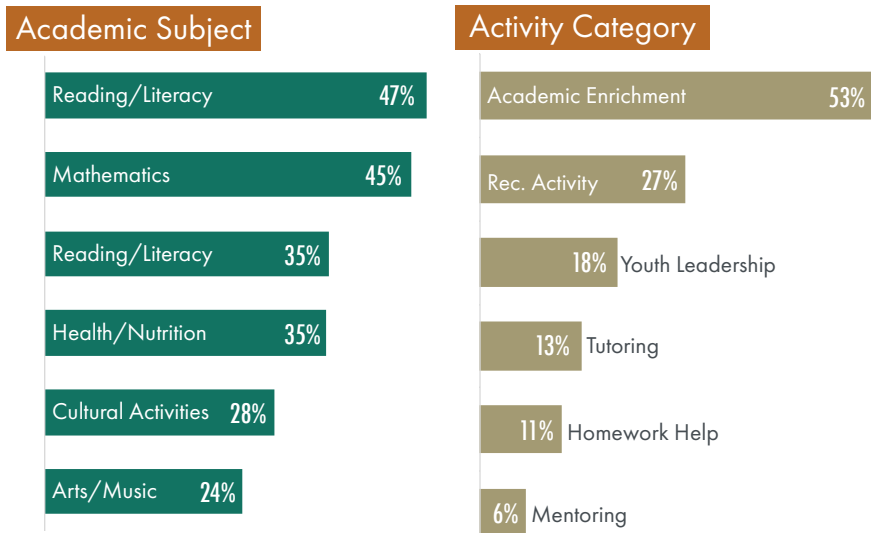


Figure 5: Participants Spent Significant Time in Reading and Mathematics (Academic Enrichment) Activities



and problem-solving activities; activities to build leadership; and opportunities for self-expression.

However, for analysis and to align with reporting requirements, the federal activity categories (academic achievement recreational activity, homework help, career/job training, tutoring, behavioral health, service learning, youth leadership) and subjects (reading/literacy, mathematics, science, technology, arts and music, physical education, culture) were used to examine quality programming.

Figure 5 presents the top six academic subject and activity categories for the past school year. When examining the chart to the left, it is important to note that during the activity coding process, several activity categories may be listed. For example, an activity may be categorized as “Academic Enrichment” as well as “Tutoring” simultaneously, thus listed in both categories.

Overall, the majority of activities in afterschool programming was dedicated to Academic Enrichment (53%). According to reporting labels, academic subjects are rather balanced, with 47% of activities including reading/literacy and 45% including mathematics. Presenting the data in this manner provides a richer sense of the diversity of programming that 21CCLC sites utilize, and it demonstrates that 21CCLC is providing students and their families with a range of opportunities for academic and personal growth. Though not supported through statistical analysis, students who regularly participate in these activities could improve academic and behavioral performance.

Program Outcomes

Teachers’ perceptions of 21CCLC attendees academic performance is collected through the federal 21CCLC Teacher Survey. Teachers rate 21CCLC participants’ improvement on a number of academic and behavior indicators using Likert-type scales ranging from “significant improvement” to “significant decline.” The survey includes three indicators that may lead to academic improvement: class attendance, classroom attentiveness, and submission of satisfactory homework. It is important to note that 2014-2015 teacher surveys only include information on 4,892 participants, slightly over one third of total participants (38%), at 83 sites. **Further, the following statistics represent only students that needed improvement.**

Increasing classroom attendance is a significant outcome for 21CCLC afterschool programming, and almost half (48%) of teachers reported a significant to moderate improvement in class

attendance. Research shows that with every year of chronic absenteeism, a higher percentage of students are headed for academic trouble and are at an increased risk to drop out of school¹. Teacher surveys also reveal a reported 50% improvement in classroom attentiveness, perhaps leading to increased student opportunities to learn throughout the school day. In addition to improvements in attendance, 55% of teachers report significant to moderate improvement in submission of satisfactory homework.

The 21CCLC Teacher Survey also collects teacher perceptions on student behavioral patterns. 52% of teachers indicated students moderately to significantly improved their ability to get along with classmates, and 50% moderate to significant general improvement in behavior overall. Additional anecdotal evidence of these data would better support further understanding of these circumstances and the impact of 21CCLC programming.

ARE STUDENTS BETTER OFF?
Based on teacher surveys,

- 48%** reported improvement in classroom attendance
- 50%** reported improvement in classroom attentiveness
- 52%** improvement in ability to get along with peers
- 50%** improvement in behavior overall

Almost half (48%) of teachers reported a significant to moderate improvement in class attendance which could help students avoid academic trouble and keep them engaged in school.

¹Chang, Hedy. Utah Education Policy Center, Research Brief: Chronic Absenteeism, University of Utah, July 2012

Summary

In the 2014-2015 school year, New Mexico's 21st Century Community Learning Centers served 12,839 participants at 87 sites. The data gathered through the 21CCLC management system and teacher perceptions define the status of New Mexico's 21CCLC sites by the following:

- 1 21CCLC sites generally enroll students that reflect district demographics and engage traditionally under-performing groups such as economically disadvantaged, Hispanic students, and Native American students. However, students with disabilities and English Language Learners could be represented better.
- 2 Sites averaged 117 days of afterschool programming.
- 3 Half (50%) of all 21CCLC participants were regular attendees, determined by 30 or more days of programming attendance. 17.2% of sites had over 80% regular attendance.
- 4 Enrollment at 21CCLC sites increased, on average, by 10% from the previous school year, 2013-2014 for schools with a student population of 300 students or less. 21CCLC enrollment was still higher in the 2014-2015 than the previous year in schools with populations around 300-470 students, but the increase in enrollment decreased as the school population grew larger. For schools with a population greater than 500 students, 21CCLC sites enrolled less students than in the previous school year.
- 5 Overall, the majority of activities in afterschool programming was dedicated to Academic Enrichment (53%). According to reporting labels, academic subjects are rather balanced, with 47% of activities including reading/literacy and 45% including mathematics. Though not supported through statistical analysis, students who regularly participate in these activities could improve academic and behavioral performance.
- 6 Almost half (48%) of teachers reported a significant to moderate improvement in class attendance which could help students avoid academic trouble and keep them engaged in school.

21CCLC sites have started programming for the 2015-2016 school year, and data will continue to be collected to allow for comparison and ongoing programming improvements. Apex is in the process of conducting an analysis of New Mexico Standards Based Assessment (NMSBA) performance that compares participants to their non-participating peers. Additionally, Apex is piloting a similar analysis using short-cycle assessments and grades will be added to the data system for another perspective on academic impact. As data collection processes continue to improve and access to additional data and instruments increase, the impact of 21CCLC programming will be better understood.