Expanding Learning Opportunities:

It Takes More than Extended Time

Arizona's 21st CCLC programs are succeeding at giving students what they need!

DEDICATION:

Extra time on task. Teachers and students in these schools come early to classes before school begins, stay long after the school day ends, and devote weeks of every summer to learning. But these programs do not simply spend more time doing the same thing that's done during the school day.

BEST PRACTICES:

Classes are smaller. Students get individualized attention. Much of the learning is project-based. Parents, volunteers and community entities are involved.

INNOVATION:

Arizona's 21st CCLCs incubate early implementation and innovation in bringing the use of new technology and instructional methodology into educational practice in their schools.

DOSAGE:

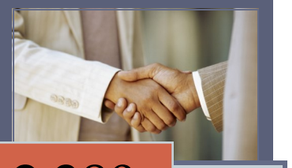
The average center in Arizona currently provides services:

- 32 weeks of the year
- 4.8 days a week
- 3.2 hours per day
- To 287 students on a regular basis

Engaged Learning:

21st CCLC programs offer expanded learning that enhances and complements – but does not replicate – learning that takes place during the traditional school day.

Quality learning opportunities provide hands on, student-centered learning that motivates and inspires.



2,380 Number of organizations partnering with Arizona's 21st CCLC programs to offer more and broader services

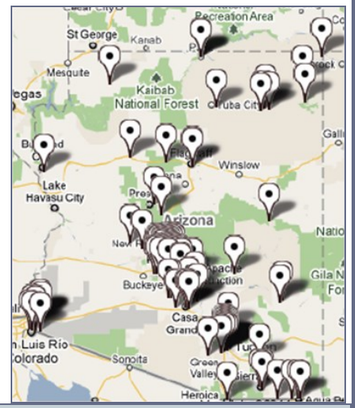
Are 21st CCLC Programs Cost-Effective?

Funding is allocated on an $8/day basis per student, an amount which is leveraged in many ways through partnerships. Due to the high percentage of resources provided through other sources, "the federal government contributes only **11 percent** of the cost of after-school." *(Roadmap to After-school for All: Examining Current Investments and Mapping Future Needs, 2009).*

In spite of the frugal amount of funding afforded to the state's 21st CCLC programs, Arizona's Centers have traditionally served many more students than the national average. The average number of student attendees per Center nationally was 182 in 2010, with 89 of those students being regular attendees. Arizona Centers served a much higher average of 300 students, with 146 of those attending regularly (*21st Century Community Learning Centers Profile and Performance Information Collection System*). **Arizona Centers are proud to be serving more students on a regular basis than is the norm nationally, with better academic results.**

21st CCLC Regional Spotlights

The ADE supports 21st CCLC programs in each of the regions within Arizona. Regional and state-wide trainings, on-site and web-based technical assistance, along with peer mentoring enable successful programs regardless of location or availability of local resources.



21st Century Community Learning Centers– 216 locations in Arizona, 2011

Northern Arizona & Tribal Communities – 26 sites
Middle school, planning with data networking meetings
National CTE advisory
ADE specialist: Anderson Yazzie

Central & Southwestern Arizona – 135 sites
Fall conference
New grantee orientation
Training on federal reporting
STEM networking meetings
National STEM advisory
ADE specialists: James Collins, Mary Lou Naylor, Renae Rosales, Pam Seitzinger

Southern Arizona – 55 sites
Sustainability, high school & elementary networking meetings
ADE specialist: Catherine Land Evilsizor

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Cindy Trejo, Director

Soaring Beyond Expectations

Arizona Department of Education

21st Century Community Learning Centers

ARIZONA UPDATE VOLUME I, ISSUE I

WHAT'S INSIDE...

Arizona's 21st CCLC Programs Shine!

21st CCLC students who attend on a regular basis:

Get better grades

Have better behavior in and out of the classroom

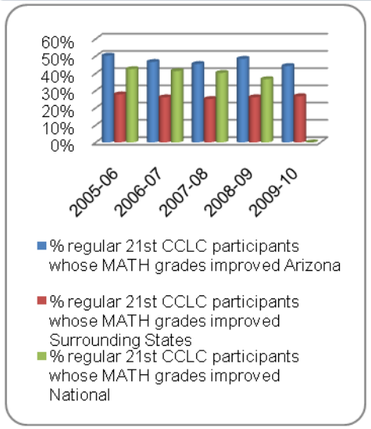
Do better on Standardized tests

Arizona Outperforms the Nation: The Data Speaks

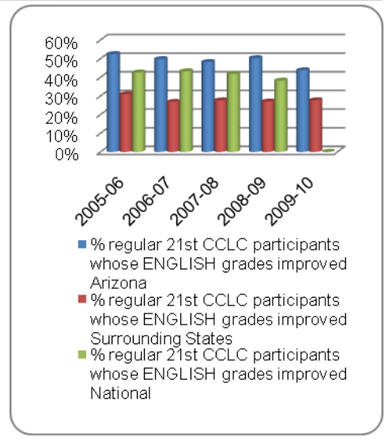
The Arizona Department of Education's 21st Century Community Learning Centers (21st CCLCs) provide high-quality, effective programs after school.

Arizona's 21st CCLC students of all grade levels have consistently performed better on improving in math and English literacy when compared to the nation, and remarkably better compared to the other states in the southwest: California, Colorado, Nevada, New Mexico, Texas and Utah.

MATH Grades - Improvement



ENGLISH Grades - Improvement



Data source: Federal 21st CCLC Profile and Performance Information Collection System (PPICS)

21st CCLC Programs Play Important Role In Arizona Education

The Arizona Department of Education is committed to preparing Arizona students for career and college success. Arizona's 21st CCLC programs represent a premier component of the State's initiative.

21st CCLC programs complement and expand on the regular school day by providing high-quality academic enrichment opportunities for students, and meaningfully engaging the community and adult family members in helping their children succeed academically.

Since 2003, the ADE has awarded a total of $48,105,483 to Arizona grantees.

This year, more than **57,000** students are projected to receive services after-school, before-school, during inter-sessions, on Saturdays and in summer school.

Arizona Department of Education

Superintendent Huppenthal's Vision for Arizona Education

What is your vision for education in Arizona? Ensuring student proficiency in core areas like math, reading and writing is critical. But it's not enough. To succeed, students graduating from high school must be tech-savvy, task flexible and critically thinking, adaptive problem solvers. Classrooms which successfully align enriching instruction with innovative technology (blended learning classrooms) and team-based learning environments are showing promising results. That's the direction Arizona needs to go.

I intend to unite and mobilize the education community, in partnership with education stakeholders, behind a common purpose: to ensure all of Arizona's students graduate from high school college- and career-ready. We must come together to create transformational schools; schools structured around implementing research- and results-based best practices; teaching critical, deep thinking skills.

In education today, too many classrooms are still organized just as they were in the late 1800's, in neat rows of students facing a teacher who follows a prescribed semester lesson plan established around an "average" learning pace. This structure is fundamentally flawed because we all know that children are unique. They learn at different rates and come to class with significantly differing levels of knowledge and skills. This one-size-fits-all classroom structure creates a system of winners and losers. Some children can't catch up with the teacher's instruction and others wait for the teacher to catch up to them. Unfortunately, both types of students disengage and eventually get left behind.

In our current system, only 78% of Arizona students graduate from high school. Sadly, many of those graduates still lack the fundamental skills necessary for employment let alone success in college. We need big, impactful change. That's why we're piloting transformational schools, raising academic standards, and providing schools with increased support to meet the higher standards.

Excerpted from an interview with Superintendent Huppenthal in the Expect More Arizona E-Newsletter. For more information, contact Erin Hart, erin@expectmorearizona.org

Superintendent Huppenthal is determined "to ensure that all of Arizona's students graduate from high school college– and career-ready."

21st CCLC Program Accomplishments

What do 21st Century Community Learning Centers add to the value of education for Arizona's students?

- Increase student proficiency in core areas like math, reading and writing.
- Engage students in creative, challenging team-based small group learning environments.
- Employ innovative enrichment involving technology and critical thinking in a problem-solving, project-based format.
- Use research- and results-based best practices.
- Incorporate active partnership with education stakeholders in the community.
- Learning occurs in regular classrooms and gardens; at the local college, university or science center. Students gather around a robot or a solar oven they're building, eagerly exploring the application of things learned during the school day to real life.
- Instruction is differentiated to address individual students' learning needs.
- Students' academic progress is assessed regularly, utilizing a continuous improvement process based on the use of student-level data.

Arizona Department of Education

21st Century Community Learning Centers

Unit Staff

Cindy Trejo, Director
James "JC" Collins
Catherine Land Evilsizor
Mary Lou Naylor
Renae Rosales
Pam Seitzinger
Anderson Yazzie

STEM - Science, Technology, Engineering and Mathematics

In 2009, Arizona began piloting its 21st CCLC Science, Technology, Engineering and Mathematics (STEM) initiative.

STEM classes involve students in extremely engaging inquiry-based experiential learning in partnership with the Arizona Science Center, the Arizona Diamondbacks and other community entities. These are some of the liveliest, most engaged classes in 21st CCLC programs in Arizona.

"I learned that I want to be an engineer."

"It felt pretty cool measuring, planning, and designing. I felt like a scientist. Some parts were easy some were hard but it was cool."

- 21st CCLC STEM students

Students report that they are learning that they love math and science, and there has been an upturn in the number of students who want to attend math classes after school.

Participants are particularly recruited from students who are under-represented in STEM careers, including females, minorities and students with special needs, including learning and physical challenges. Programs involved in this project involve 4th through 8th grade students, critical ages to engage students in Science, Technology, Engineering and Mathematics (STEM) if they are to develop interests and abilities leading to STEM careers.

Teachers, families and school administrators are also highly involved in the STEM initiative. At least one certified science teacher from the school site is involved with each Center's STEM initiative. These teachers facilitate the STEM classes after school and bring what they have learned back in to enrich the school day.

All STEM projects include a robust family engagement component through home science experiments and participation in STEM events at school and community venues.

Two districts have implemented STEM district-wide since the project started and nearly all have extended STEM into other school programs.

Boosting Program Quality

In 2010, the Arizona Department of Education (ADE) 21st CCLC Unit initiated a quality improvement pilot project for 21st CCLC programs throughout Arizona, utilizing a research-based methodology, the Youth Program Quality Intervention (YPQI).*

How does the YPQI process help students succeed academically?
The YPQI process teaches staff practices that research shows to be effective in promoting youth development and learning.

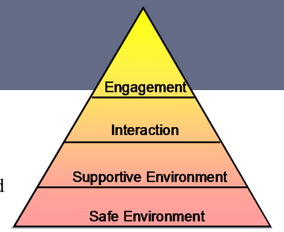
Through boosting program quality, students in Arizona's 21st CCLC programs become more engaged and energized about learning.

How does the YPQI process work?

- A Youth Program Quality Assessment tool is used to evaluate the quality of 21st CCLC programs.
- Data from the assessment is used to set improvement goals and to identify staff training needs.
- Programs are supported in reaching those goals and increasing program quality through targeted professional development.

This ASSESS-PLAN-IMPROVE sequence establishes a supportive system for continuous improvement.

What is the YPQI Pyramid of Program Quality?
Youth programs tend to have higher scores in the areas of Safe and Supportive Environment. The top two YPQI categories—Interaction and Engagement—while often the lowest scoring, are the most connected to positive youth outcomes, and these are the focus areas of Arizona's 21st CCLC YPQI Methods Trainings.



The YPQI Pyramid of Program Quality

* The YPQI is a comprehensive system for improving the quality of youth programs developed by the Weikart Center for Youth Program Quality.

Rigor and Accountability

All of Arizona's 21st CCLC programs are designed to support School Improvement Plans and other school goals impacting academic achievement.

To ensure quality programming and student performance, each grantee is regularly assessed by ADE staff and by its own leadership team.

The results of evaluation are used to refine, improve, and strengthen the program's ability to help low performing students achieve academic