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Extended Learning and Community Schools

School Year 2021-22 – ELCS 21st CCLC Program Evaluation

Extended Learning and Community Schools provided comprehensive 21st Century Community Learning Center programming that operated at seven locations during the 2021-22 school year. The goals of programs were to focus on creating high quality, SEAL-rich environments that promote academic achievement and day-school attendance.

Summary Findings:

- ELCS provides critical support for families that work and/or attend school
- ELCS programs are places where youth make friends and have adults who support and care about them
- ELCS provides engaging activities that promote learning and skill development for youth
- ELCS provides a robust slate of professional development opportunities to support success in every role
- ELCS is making sound progress connected to the development of SEAL knowledge and skills



Key Success Factors:

- Significant supports for the promotion of SEAL knowledge and skills
- Intentional focus on providing high quality academic experiences to youth and families
- Strong system for developing knowledgeable and skilled staff

Key Improvement Opportunities:

- Develop stronger lines of communication and collaboration across all stakeholders, internal and external
- Create structures and build a better understanding for how programs promote day-school success/academic gains
- Deepen SEAL practices at the point of service with youth

The chart below shows the number of youth served at each of the 21st CCLC locations as well as the total number of hours for the 21-22 school year.

Attendance + Hours of Service (Cohort 8 & 9)				
Site	Hours of Service	Unduplicated	Regular Attendees (45+ hours)	
Hallett	11728	58	39	
DCIS @ Fairmont	30744	103	92	
Valverde	10946	58	45	
DMLK	969	71	0	
Ellis	24968	155	107	
Barnum	13587	63	55	
Traylor	14338	54	46	

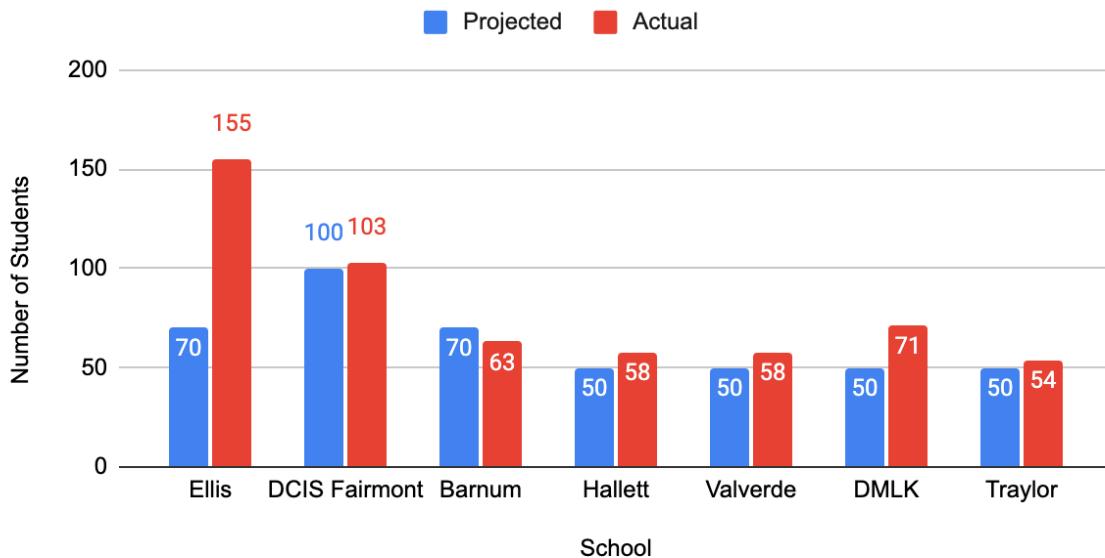


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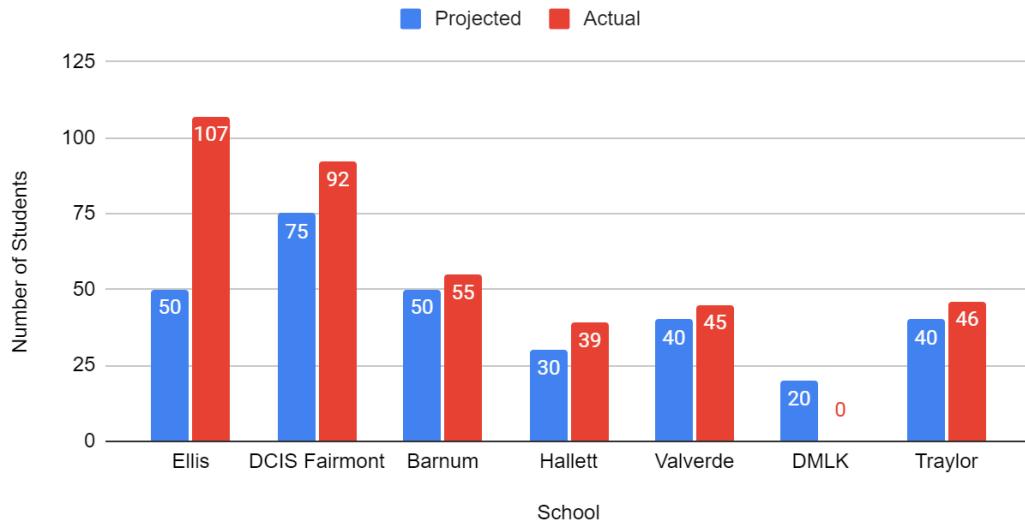
As a result of the pandemic, projected attendance was adjusted for the 2021-2022 school year. Six of seven Extended Learning 21st CLCC sites exceeded the unduplicated attendance goal. Barnum was the only site that didn't reach the attendance goal, with 63 unduplicated youth attending the program throughout the year.

Unduplicated Attendance - Projected vs. Actual Attendance (Cohort 8 & 9)



Regular attendance goals were met at six of seven sites with the exception of DMLK.

Regular Attendance - Projected vs. Actual Attendance (Cohorts 8 & 9)



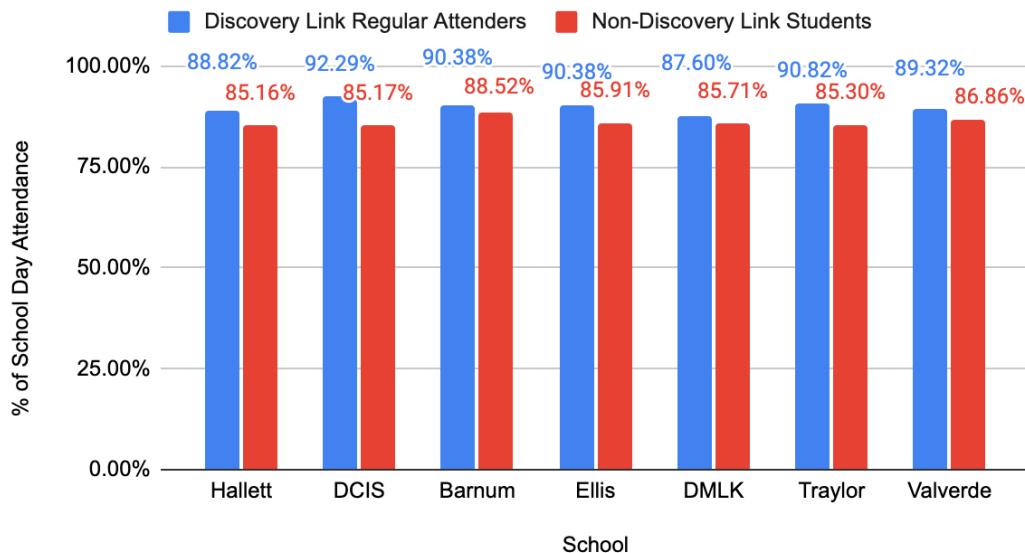


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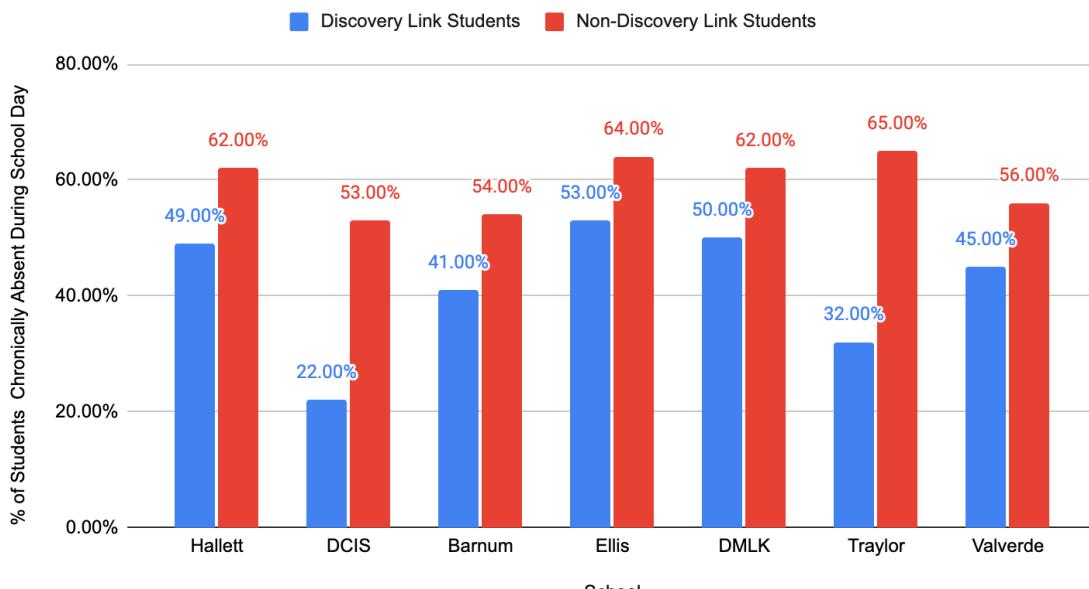
Day school attendance of 21st CCLC participants was 2% higher than that of their non-participating peers at Hallett, DCIS Fairmont, Ellis, Traylor and Valverde. Day school attendance was higher at DMLK (1.89%) and Barnum (1.86%) but was less than the 2% goal.

School Day Attendance



Chronic absenteeism is defined as missing 10% or more of a school year. When comparing the chronic absenteeism rate of students who participated in the 21st CCLC program with that of their non-attending peers, non-attending students had higher rates of absenteeism. DCIS Fairmont and Traylor students were 50% less likely to be chronically absent than the school day as a whole.

Students Chronically Absent During School Day





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KEY Actions

- ELCS 21st Century CCLCs served **506** unduplicated youth
- ELCS 21st Century CCLCs provided **over 5500 hours of programming** for DPS students

STAFFING and STAFF DEVELOPMENT

Staffing

- ELCS has **over 35 staff members** working across seven 21st CCLC site locations
- Demographics of our 21st CCLC employees:
 - **68.5% BIPOC** staff
 - **81.3%** of staff identify as **Female**
 - **61.1%** of staff fall between the ages of **20-39**

Staff Development at ELCS - A variety of staff development opportunities were provided by our department throughout the 21-22 school year.

Site Staff Professional Development (PD)

- **35 New Hire Orientations** occurred from January to May.
- ELCS provided **16 individual sessions and two all-staff** PD days, totaling more than 35 hours of Professional Development in 21-22.
- Collaboration with the Denver Afterschool Alliance provided additional professional learning opportunities that many site staff took advantage of.

Highlights

- **71.9%** of attendees indicated the **tools provided helped** them develop strategies.
- **79%** of attendees indicated the sessions were **welcoming and inclusive** to their needs as learners.

Growth Opportunities:

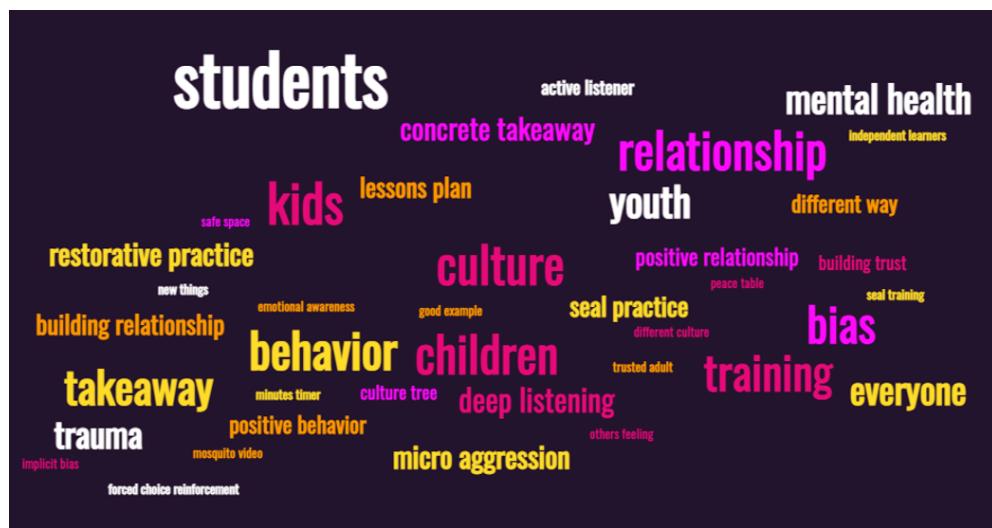
- **67.2 %** of attendees indicated that they **learned something new**.



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Below is a list of key words that resonated as takeaways from ELCS Professional Development (PD):



Program Supervisor PD

- **3 New PS Orientation** sessions (2 days each) were held in the fall of 2021 and covered a variety of topics connected to the role
- CLDS series session data - **14 workshops** were provided to support the development of Program Supervisors (PSs) through the Community Leadership Development Series (CLDS).
- On average, each session was attended by **89% of PSs**

Highlights

- The most popular session was ‘Values-Based Leadership’
- **91%** (n=12) of PSs agreed that **CLDS directly impacted their professional growth** and development

Growth Opportunities:

- **Only 66.6%** of PSs indicated that the second session with their senior supervisor/region was impactful
- Two topics that arose as suggestions for next year were: *Relationship-building with a focus on families* and *SEAL practices*

Call to Action Meetings

- ELCS held five Call to Action meetings to address events, **achieve an aim** or deal with a problem. Participants included all full time 21st CCLC staff.



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Highlights

- 81% found these meetings valuable
- 81% felt they supported the development of a strong ELCS culture

Growth Opportunities

- Only 6 in 10 participants felt they were grounded in SEAL.



ELCS PERCEPTION and IMPACTS

YOUTH - Our programs had a significant impact on young people. We captured those impacts utilizing a variety of methods including attendance, outcomes, surveys, and interviews.

Youth Perception - measured using National Institute on Out of School Time's (<https://www.niost.org/>) Survey of Academic and Youth Outcomes Youth Self-Rating Tool as well as the [Discovery Link Youth Survey](#).

Below are the fall and spring responses that were reported by 4th and 5th grade students in the Cohort 8 programs. Only students who took the survey in both the fall and spring were included in the data set in order to assess changes in their perceptions throughout the year.

Cohort 8 SAYO Y Competency Scale Averages (Fall/Spring) – 21 total responses

Scale	Pre	Post	Diff.	Item
Competency as a Learner	3.15	2.95	-0.20	I like to give new things a try, even if they look hard.
	3.21	3.10	-0.12	In school, I'm as good as other kids.
	2.95	3.05	0.10	I'm good at solving problems.
	2.89	3.10	0.20	I'm as good as other kids my age at learning new things.
	3.26	2.95	-0.31	When I can't learn something right away, I keep trying until I get it.
	3.07	3.03	-0.05	Scale Average (out of 4)
Competency Socially	2.95	2.90	-0.05	It's very easy for me to get along with other kids.
	2.47	2.71	0.24	When I meet someone new, I know he or she will like me.
	3.11	3.19	0.09	I get along with friends as well as other kids my age.
	2.68	2.90	0.22	It's easy for me to join a new group of kids.
	2.80	2.93	0.13	Scale Average (out of 4)



The results indicate that the “Competency as a Learner” scale averages decreased as a whole. However, the “Social Competency” increased and students felt more comfortable building relationships throughout the year. Most of the responses averaged a “3,” which was “mostly agree” on the tool.

Below are the fall and spring SAYO Y responses that were reported by 4th and 5th grade students in the Cohort 9 programs.

Cohort 9 SAYO Y Competency Scale Averages (Fall/Spring) – 5 total responses

Scale	Pre	Post	Diff.	Item
Competency as a Learner	3.50	3.20	-0.30	I like to give new things a try, even if they look hard.
	3.17	3.40	0.23	In school, I'm as good as other kids.
	3.50	3.20	-0.30	I'm good at solving problems.
	3.83	3.40	-0.43	I'm as good as other kids my age at learning new things.
	3.50	3.40	-0.10	When I can't learn something right away, I keep trying until I get it.
	3.50	3.32	-0.18	Scale Average (out of 4)
Competency Socially	3.33	3.00	-0.33	It's very easy for me to get along with other kids.
	2.83	2.40	-0.43	When I meet someone new, I know he or she will like me.
	3.17	3.40	0.23	I get along with friends as well as other kids my age.
	2.67	2.60	-0.07	It's easy for me to join a new group of kids.
	3.00	2.85	-0.15	Scale Average (out of 4)

In contrast to Cohort 8, Cohort 9 saw a decrease in student perception throughout the year.

Youth Skill Development - measured using National Institute on Out of School Time’s (<https://www.niost.org/>) Survey of Academic and Youth Outcomes Staff Rating Tool (SAYO-S). Hallett had mostly younger students that were exempt from the SAYO-Y youth perception tool. As a result, they administered the SAYO S survey which involved staff reflecting on youth skills in the fall and the spring. Throughout the year, Hallett staff assessed growth for 14 youth pre and post.

Hallett SAYO S Problem Solving Scale Averages (Fall/Spring) – 14 total responses

Scale	Pre	Post	Diff.	Item
Problem Solving Skills	3.50	3.57	0.07	When encounters difficulty, is able to identify and describe the problem.
	2.86	3.43	0.57	Is able to think up several possible solutions to a problem.
	3.43	3.57	0.14	Persists on task even when experiencing difficulty.
	3.29	3.64	0.36	Is able to stop and think through a potential solution to a problem-- before taking action.
	3.27	3.55	0.29	Scale Average (out of 5)

The average score for the “Problem Solving Skills” scale increased in the fall and the spring. While the tool was different, many of the questions were similar to the SAYO Y “Sense of Competency as a Learner” scale.

Highlights:

- Youth indicated strongly that they had a supportive adult in their Discovery Link program (DL Youth Survey - **90%** of indicated adults got to know them and helped them when they had a problem. 3. SAYO-Y - average of **3.55 out of 4** on the Supportive Adult scale)
- **90.3%** of youth indicated that they made new friends in ELCS programs
- **80.4%** of youth indicated that they learned new things in ELCS programs



- 87% of youth indicated they worked on making good choices in ELCS programs
- 85% of youth enjoyed the projects and activities

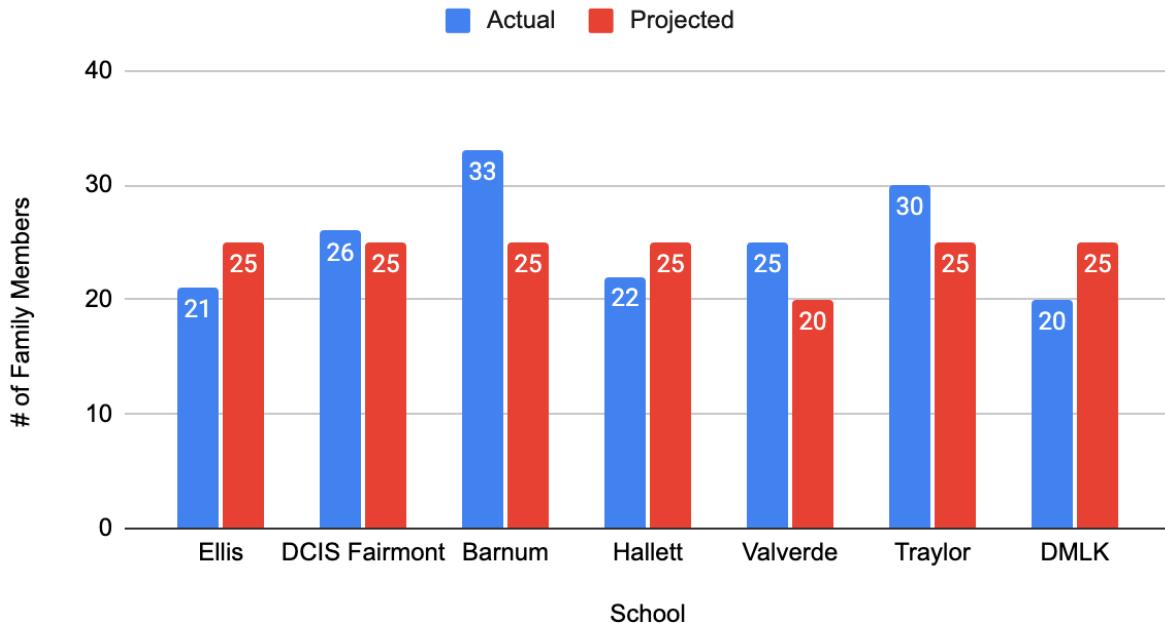
Growth Opportunities:

- **Only 6 in 10** youth indicated they worked on how to talk about their feelings in ELCS programs
- SAYO-Y and the DL Youth survey show there is opportunity for content offerings to better connect to academics and day school success
- **Only 6 in 10** indicated they got to make decisions about their program experience (2.66/4 in SAYO)

FAMILIES - One of our main customers are the families of youth that we serve. We are a critical support for working families. One of the major challenges that site staff experienced during the 2021-2022 school year is that family members were not allowed into the buildings until late March. Prior to March 2022, staff held events outside of the school building or virtually. Some of the family events that were offered throughout the year were: Tax prep session, piano recital, enrichment fair, online cooking classes, themed family nights (Ex. "Cinco De Mayo", "Family Game Night"), family cooking classes, gardening, Colfax marathon for Girls on the Run, graduation parties and a registration night.

Four of the seven sites met the revised family participation goals (see below).

Family Member Participation



Family Perception - Collected with the ELCS [ELCS Family Feedback Survey](#). Cohort 9 received five family feedback responses, and Cohort 8 received 42 responses. The parent survey responses provided valuable feedback to inform sites on parent perception of the program. The questions asked of parents were the following:



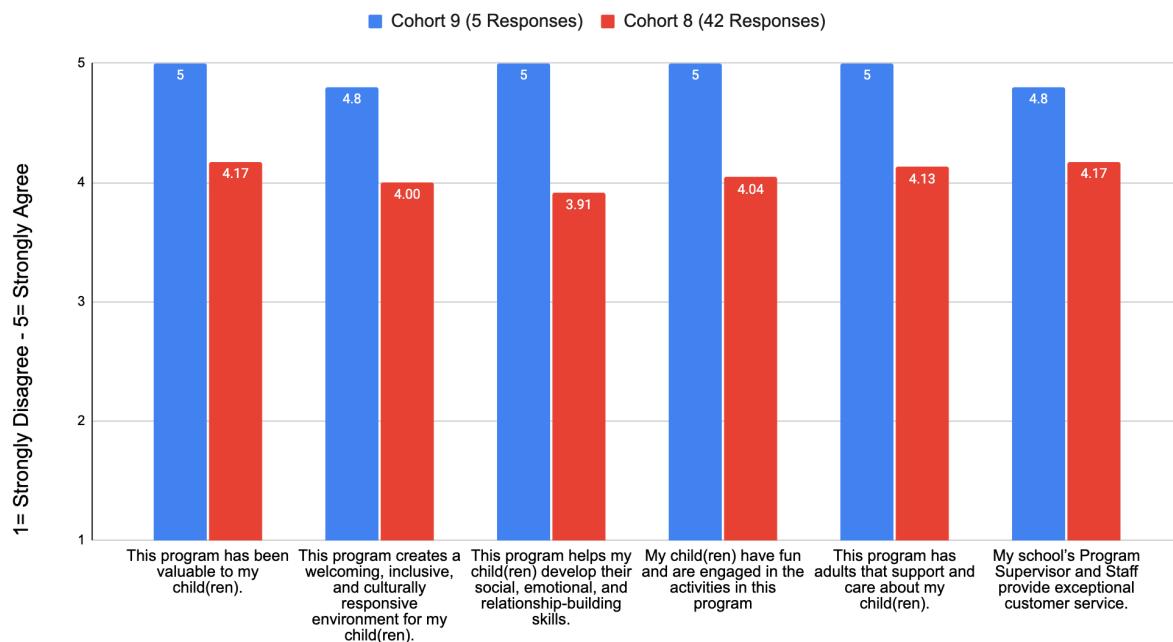
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1. This program has been valuable to my child(ren).
2. This program creates a welcoming, inclusive, and culturally responsive environment for my child(ren).
3. This program helps my child(ren) develop their social, emotional, and relationship-building skills.
4. My child(ren) have fun and are engaged in the activities in this program
5. This program has adults that support and care about my child(ren).
6. My school's Program Supervisor and Staff provide exceptional customer service.

Parents' responses were based on a scale of 1 to 5. Strongly Agree (5), Agree a little (4), Neutral/Don't Know (3), Disagree a little (2), Strongly Disagree (1). Data below shows that Cohort 9 families responded on average with "strongly agree" and Cohort 8 families responded with "agree a little"

Cohort 8 and 9 End of Year Parent Feedback





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In Cohort 8, out of the 42 families that responded to the survey on a scale from 1-5, parents averaged a score of 4.31 (86%) that the program was valuable for their children. Eighty eight percent (88%) of parents indicated that they “agreed” or “strongly agreed” that the program has adults that support and care about their child(ren).

Item	Hallett (12 responses)	Ellis (11 responses)	Barnum	Fairmont (19 responses)	Average (42 total)
This program has been valuable to my child(ren).	4.33	4.55	N/A	4.16	4.31
This program creates a welcoming, inclusive, and culturally responsive environment for my child(ren).	4.33	4.18	N/A	4.05	4.17
This program helps my child(ren) develop their social, emotional, and relationship-building skills.	4.42	4.45	N/A	3.84	4.17
My child(ren) have fun and are engaged in the activities in this program	4.67	4.73	N/A	3.95	4.36
This program has adults that support and care about my child(ren).	4.75	4.55	N/A	4.11	4.40
My school's Program Supervisor and Staff provide exceptional customer service.	4.58	4.45	N/A	4.16	4.36

Highlights:

Families indicated that...

- ELCS programs had adults that support and care about their child(ren) - **4.56 (out of 5)**
- ELCS Program Supervisor and Staff provided exceptional customer service - **4.55 (out of 5)**
- **8 in 10** families indicated that programs supported their child(ren) to make new friends
- **9 in 10** families indicated that ELCS programs allowed parents/families to go to work and school

One parent from Hallett commented, “My child loves this program and so do I! He looks forward to attending daily even the days that I can't have him attend. I cannot pick my child up early or it will ruin his day. This seems to be the best experience he has outside of home activities.”

One parent from DCIS Fairmont commented: “This program really helps me with my work schedule and gives my child time to be with friends. Also, I really have always appreciated the staff; they are caring and helpful and very welcoming.”



*Word cloud includes positive-skewed open-ended responses (54% of responses)

Growth Opportunities:

- Only **3 in 10** families indicated that Discovery Link **supported their youth in performing more positively throughout the day** as well as being **exposed to academic concepts** in our programs.
- There were some concerns regarding the quality of activities provided at sites, as well as, some concerns with negative staff behaviors and actions. (**4.42 out of 5 - my child(ren) have fun and are engaged in the activities in this program.** *(39% of negative/improvement-oriented open-ended responses connected to quality and staff action/behavior)*)
- Only **6 in 10** indicated that our programs supported their child's overall well-being
- Improved **communication** between sites, Acoma and families was an area of concern for families. (**18% of negative/improvement-oriented** connected to communication)
- There is an opportunity to deepen the support for SEAL development from the perspective of families (**4.36 out of 5 - This program helps my child(ren) develop their social, emotional, and relationship-building skills.**)



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Departmental Perception - ELCS overall satisfactions was measured with the [ELCS Staff Survey](#)

Overall Takeaways:

Highlights:

- 80% of respondents indicated that their **supervisor valued them**.
- 75% indicated that the department had **developed their SEAL knowledge and skills** - this item was one of the highest for Acoma, PSs and Site staff. *PSs were the lowest here
- **8 in 10 Acoma and Site Staff** felt they had the **tools needed to do their job**. *Only 6 in 10 for PS
- Perceptions of SEAL and General Satisfaction in our department were stronger than other areas - Average agreement of **69.6%**

Growth Opportunities:

- Items connected to **Equity and Culture at ELCS scored lowest** here compared to SEAL and Satisfaction items - Average agreement of **55%**
- Only **49%** indicated they **have the opportunity to disrupt inequities that are faced by self, colleagues, youth and families**
- Only **50%** indicated **they are recognized for their successes**
- **PSs responses** were more negatively-skewed, on average, **across all items**

PS Perception (n= 21)

- 76% of PS felt their **supervisor modeled SEAL practices**
- Only **42%** of PSs felt that they were **involved in decisions that affect their work, valued by ELCS leadership** and that **ELCS leadership uses equitable and inclusive practices**.

Site Team Perception (n=22)

- Site staff perception, on average, was strongest across all items.
- Only **5 in 10** site staff indicated they felt they were **recognized for successes** and had the **opportunity to disrupt inequities**. Only **6 in 10** felt they were **involved in decisions** that affected their work.

A thematic analysis of open-ended responses indicated the following suggestions for improvement

- **Communication, transparency and professional development** were elements that the stood out as going well
- Opportunities for growth and suggestions included: **staff voice and appreciation, building connections between Acoma and site** and clearly **identifying priorities and expectations** for all roles.



PRIORITY AREA 1: SEAL

SEAL ACTIONS:

- Eight SEAL-focused sessions were provided to over 250 ELCS employees from leadership to site staff.
- The SEAL workgroup, open to all in ELCS, met every two weeks to plan and implement SEAL strategies and learning opportunities
- All sites measured program quality and the integration of SEAL promising practices using the Weikart Center's Social and Emotional Learning Program Quality Assessment ([SELPQA](#)), as well as SEAL-connected outcomes tools (SAYO, DESSA, DL Youth Survey)
- Sites set **SEAL-connected program quality improvement goals**. [HERE](#) is an example of one such plan.

SEAL IMPACTS:

Highlights:

- **YOUTH** -
 - Youth indicated that they **made new friends** in ELCS programs. - an item connected to the SEAL competency of *Social Awareness and Relationship Skills*
 - Staff ratings showed growth of all scale areas, particularly *Communication Skills* and *Initiative (SAYO-S), Optimistic Thinking and Relationship Skills (DESSA)*
- **FAMILIES** -
 - **77%** indicated that ELCS programs **helped their child(ren) develop their social, emotional, and relationship-building skills**
- **STAFF** -
 - Perceptions of SEAL and General Satisfaction in our department were stronger than other areas - **Average agreement of 69.6%**
- **SEAL PD**
 - SEAL PDs were the **most impactful PD** offerings provided by the department.
 - **79%** felt the tools provided in the session helped them with SEAL strategies
 - **73.6%** felt they learned something new
 - **88.4%** felt the PD was welcoming and inclusive to their needs as a learner

Growth Opportunities:

- **YOUTH - Only 6 in 10** youth indicated they worked on how to talk about their feelings in ELCS programs
- **FAMILIES** - There is an opportunity to deepen the support for SEAL development from the perspective of families (**4.36 out of 5 - This program helps my child(ren) develop their social, emotional, and relationship-building skills.**)
- Increasing support for measuring SEAL can provide us with a better understanding of our strength and growth areas to better support youth that we serve.



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PRIORITY AREA 2: EQUITY

[DPS Equity Statement](#) - Racial and Educational Equity is our collective responsibility. We will achieve equity when we dismantle deeply rooted systems of oppression that have historically resulted in inequitable access and distribution of opportunities and resources for those who represent marginalized identities, including race, ethnicity, gender identity, sexual orientation, language and ability. We will create conditions where we all belong, are included, have clear purpose (why) and have the autonomy to lead in our respective areas. By creating these conditions, we will eliminate the predictability of success or failure for our students and team members.



ELCS provided many actions designed to create the conditions defined in the statement above. Below you will find a summary of those actions and their impacts.

EQUITY ACTIONS:

- The **Access and Opportunity Workgroup**, led by a team that represented a variety of roles in the department met twice a month throughout the 2021-22 school year. This group utilized this time to strategize on how to build departmental skill and knowledge AND responded to equity concerns from across the department
- To build shared knowledge and skills, the Access and Opportunity either delivered or collaborated with other DPS departments to deliver **5 Access and Opportunity-based sessions** to **133 ELCS staff members**. These sessions were: *Foundational Equity, Becoming A Culturally Responsive Educator, Microaggressions and Bias 2.0. *Additional sessions were provided during February All-Staff PD*
- To respond to equity concerns, the team utilized an online “[suggestion box](#)”. From this feedback we addressed concerns such as: *access to information/services for families, building understanding in our department for various pandemic-response and intervention attitudes, ECE resources, behavioral response support and more!*
- The SIT team provided nearly weekly opportunities for site teams to get support for youth that had behavioral challenges or differentiated needs. A member of the Access and Opportunity team was present to ensure an equity lens on recommendations and courses of action.

EQUITY IMPACTS:

Highlights:

- **FAMILIES:**
 - **82%** of families indicated that ELCS programs created welcoming, inclusive and culturally responsive environments for their children.
- **STAFF:**
 - **72%** of site staff felt **ELCS leadership utilizes equitable and inclusive practices**
- **ELCS PD Feedback:**
 - **74% learned something new** **Highest across all ELCS PD*
 - **73.3%:** of participants felt the the tools provided in the training helped them with **equity and inclusion strategies**
 - **83.7%** felt the PD was **welcoming and inclusive to their needs** as a learner



Growth Opportunities:

- Items connected to **Equity and Culture at ELCS** scored lowest here compared to SEAL and Satisfaction items. There is clearly work to do connected to the department. A starting point could be to look at why folks in our department don't feel they have the opportunity to disrupt inequities.
- Collect data on whether youth feel they are supported, feel included, and are able to be their authentic selves.

PRIORITY AREA 3: QUALITY

PROGRAM QUALITY ACTIONS:

Continuous Quality Improvement Process

All ELCS sites engaged in a process of continuous improvement with the Denver Afterschool Alliance's (DAA) Quality Counts System (<https://www.daalearn.org/qualitycounts>). ELCS is a Trailblaze member of the DAA - meaning all sites engage in the Quality Counts system and has organizational support built in to support quality improvement.

Each site used the [Social Emotional Learning Program Quality Tool \(SELPQA\)](#) from the Weikart Center (www.cypq.org) to self-assess the instructional quality of their programs. Sites used the quality data to set [Program Quality Improvement Plans](#) consisting of two goals and action steps.



The 21st CLCC sites engaged in the SELPQA tool to assess program quality. There were two processes that sites engaged in - self-assessments and external assessments. Self-assessments involved three separate touchpoints and were completed in the fall, winter, and spring. For the self-assessments staff organized a staff meeting to create consensus on where the program was in relation to the program quality items outlined in the SELPQA tool. The second process was external assessments that were administered in the fall and the spring. For the external assessments a trained assessor observed one program offering and scored it using the SELPQA tool. Using self assessment data coupled with the external assessment data, the programs were able to measure their progress in various program quality areas.

Below is the external assessment data for the Traylor and Valverde in cohort 9.

Cohort 9 External Assessment Score Averages (Traylor/Valverde)		
	Fall	Spring
SAFE SPACE	4.17	3.7
Creating Safe Spaces	4.17	3.7
SUPPORTIVE ENVIRONMENT	2.72	2.61
Emotion Coaching	1	1.75
Scaffolding Learning	3.5	2.75
Fostering Growth Mindset	3.67	3.33
INTERACTIVE ENVIRONMENT	2.62	1.97
Fostering Teamwork	3.33	2.67



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Promoting Responsibility and Leadership	2.6	2
Cultivating Empathy	1.92	1.25
ENGAGING ENVIRONMENT	2.79	2.51
Furthering Learning	2.8	3.2
Supporting Youth Interests	3.33	3.33
Supporting Plans and Goals	2.25	1

Below are the self assessment scores for Traylor and Valverde in cohort 9.

Cohort 9 Self Assessment Score Averages (Traylor/Valverde)				
	Fall	Winter	Spring	
SAFE SPACE	3.67	4.17		3.7
Creating Safe Spaces	3.67	4.17		3.7
SUPPORTIVE ENVIRONMENT	2.33	2.72		2.61
Emotion Coaching	2.25	1		1.75
Scaffolding Learning	2.42	3.5		2.75
Fostering Growth Mindset	2.33	3.67		3.33
INTERACTIVE ENVIRONMENT	1.93	2.62		1.97
Fostering Teamwork	1	3.33		2.67
Promoting Responsibility and Leadership	1.8	2.6		2
Cultivating Empathy	2	1.92		1.25
ENGAGING ENVIRONMENT	1.87	2.79		2.51
Furthering Learning	2.2	2.8		3.2
Supporting Youth Interests	2.67	3.33		3.33
Supporting Plans and Goals	1.33	2.25		1

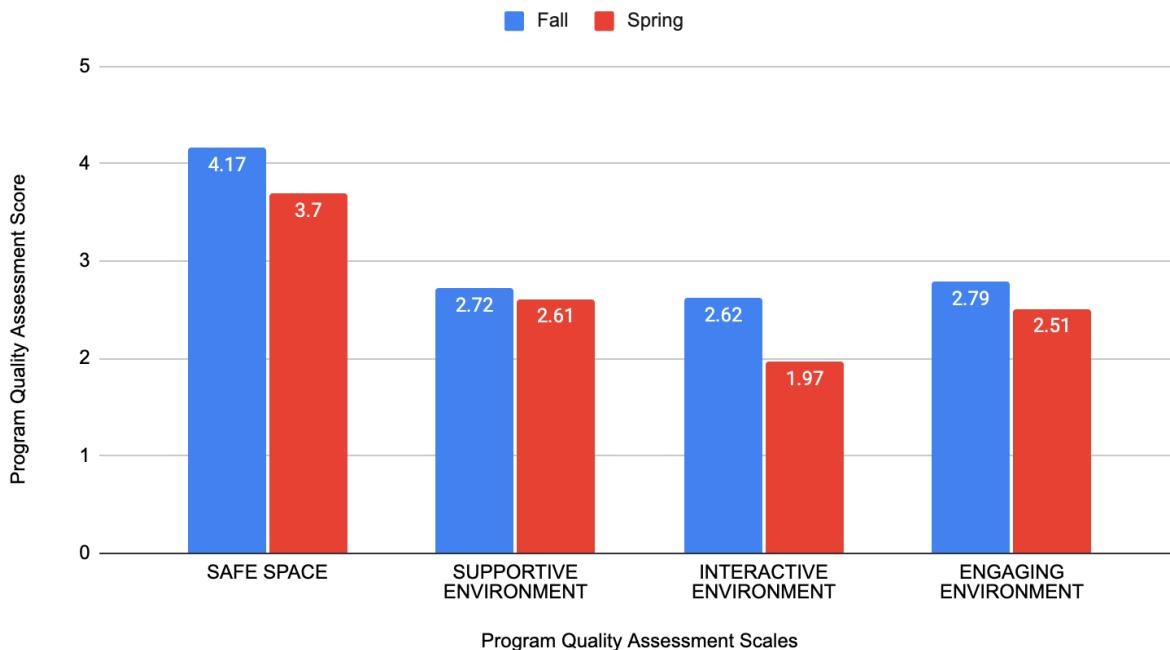
The graph below shows changes in the Cohort 9 external assessment scores for the four SELPQA domains from the fall to the spring. All four domains decreased from the fall to the spring.



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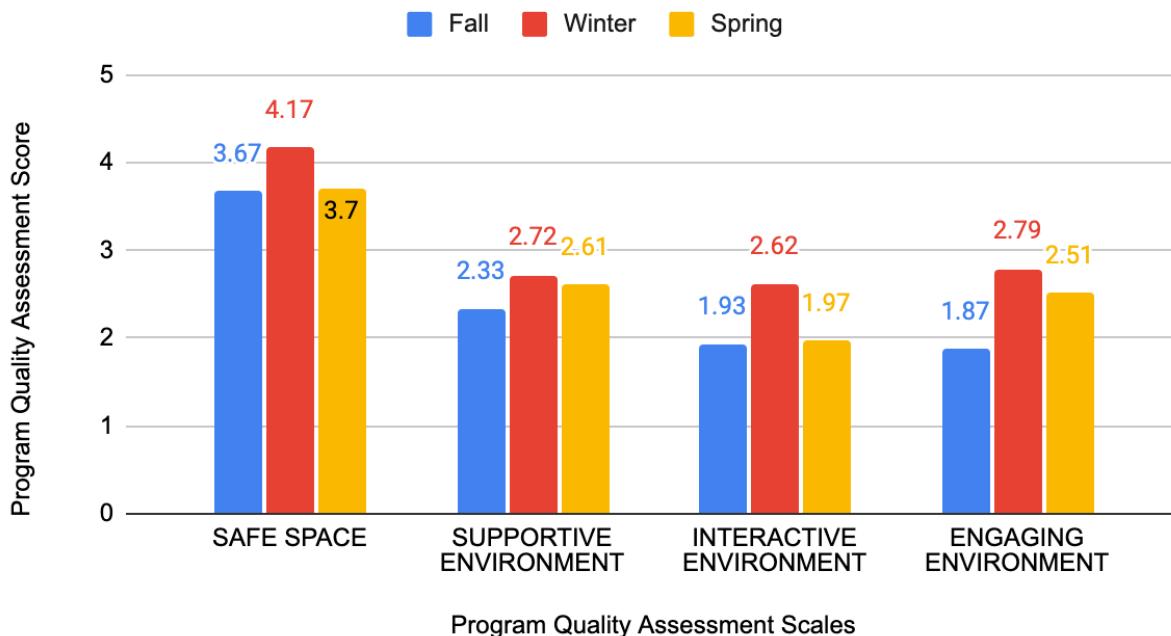
External Assessment Score Averages (Cohort 9: Valverde, Traylor)



The below graph shows changes in the Cohort 9 self assessment scores for the four SELPQA domains from the fall to the spring. Self assessment scores were reported highest in the winter.



Cohort 9 (Valverde and Traylor) Self Assessments



Below is the external assessment data for Barnum, DCIS Fairmont, Ellis and Hallett in Cohort 8.

Cohort 8 External Assessments: Barnum, DCIS Fairmont, Ellis, Hallett		
	Fall	Spring
SAFE SPACE		4.25
Creating Safe Spaces		4.25
SUPPORTIVE ENVIRONMENT		3.94
Emotion Coaching		2.88
Scaffolding Learning		4.13
Fostering Growth Mindset		4.83
INTERACTIVE ENVIRONMENT		2.44
Fostering Teamwork		2.33
Promoting Responsibility and Leadership		2.5
Cultivating Empathy		2.5
ENGAGING ENVIRONMENT		2.71
Furthering Learning		3.17
		3.8



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Supporting Youth Interests	3.83	3.33
Supporting Plans and Goals	1.5	2.38

Below is the self assessment data for Barnum, DCIS Fairmont, Ellis and Hallett in Cohort 8.

Cohort 8 Self Assessments: Barnum, DCIS Fairmont, Ellis, Hallett			
	Fall	Winter	Spring
SAFE SPACE	3.58	4.25	4.53
Creating Safe Spaces	3.58	4.25	4.53
SUPPORTIVE ENVIRONMENT	3.58	3.94	3.5
Emotion Coaching	3.63	2.88	2.75
Scaffolding Learning	3.29	4.13	3.75
Fostering Growth Mindset	3.83	4.83	4
INTERACTIVE ENVIRONMENT	3.28	2.44	3.44
Fostering Teamwork	3	2.33	3.83
Promoting Responsibility and Leadership	3.1	2.5	3.6
Cultivating Empathy	3.75	2.5	2.88
ENGAGING ENVIRONMENT	3.51	2.71	3.17
Furthering Learning	3.6	2.8	3.8
Supporting Youth Interests	4.17	3.83	3.33
Supporting Plans and Goals	2.75	1.5	2.38

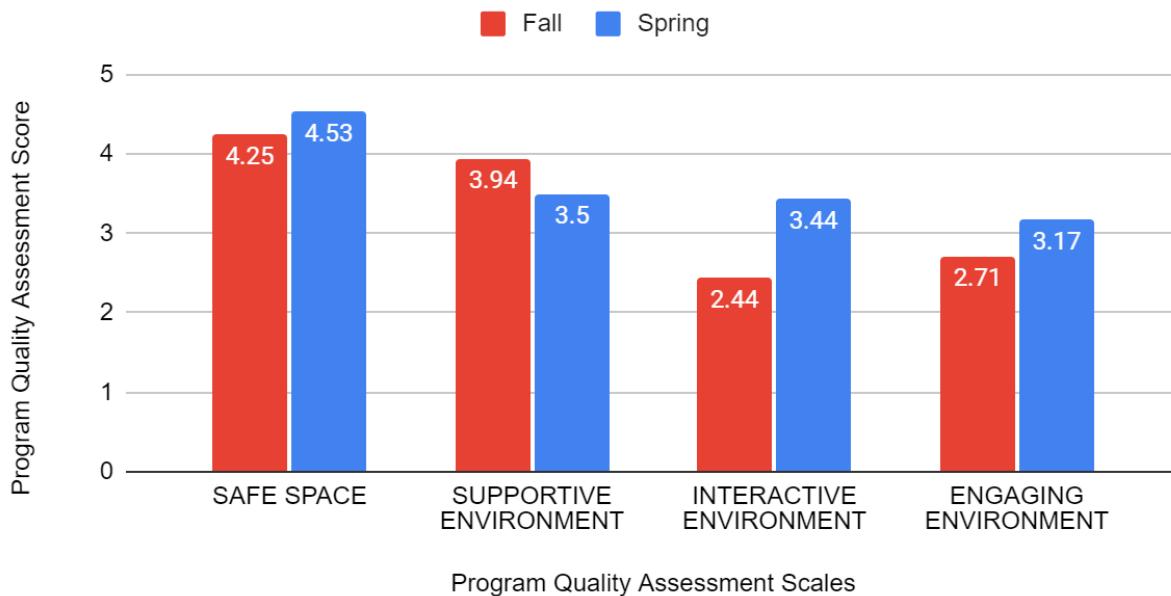


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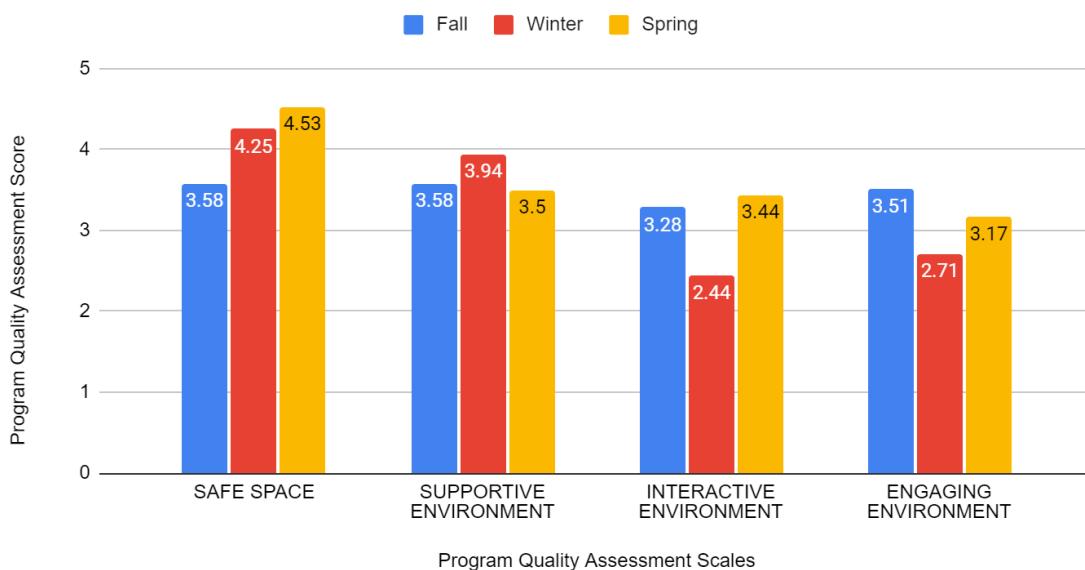
The graph below shows changes in the Cohort 8 external assessment scores for the four SELPQA domains from the fall to the spring. All four domains decreased from the fall to the spring.

External Assessment Average Scores Cohort 8 (DCIS Fairmont, Ellis, Hallett, Barnum)



The graph below shows changes in the Cohort 8 self assessment scores for the four SELPQA domains from the fall to the spring. Self assessment scores were reported highest in the winter.

Self Assessment Average Scores Cohort 8 (DCIS Fairmont, Ellis, Hallett, Barnum)





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Highlights:

- Significant participation in the program quality improvement process - including a majority of goals that were clearly linked to program quality data and supported with connected action steps.
- ELCS showed **growth in all youth skills, behaviors and competencies** as measured by the SAYO-Staff tool and the DESSA

Growth Opportunities:

- Additional quality measurement to assess improvements based on PQIPS in the spring. Could use external assessments, secondary self-assessments, mini-PQAs or other.
- More time devoted to understanding of and usage regarding staff rating measures. Growth in all areas seems unlikely without some bias.
- Two areas of program quality that could be areas of departmental focus include: *more opportunities for youth voice in decisions/choice opportunities* AND opportunities to build emotional awareness skills.

ADDITIONAL ELEMENTS:

LESSON PLANS/CURRICULUM

The ELCS curriculum team continued to provide support and resources for site teams to achieve the [lesson plan expectations](#) established to promote the delivery of high quality ELCS programming with greater regularity. The team met twice a month to establish expectations, review team folders, plan professional development, distribute resources and more. [HERE](#) is our lesson plan template that all site teams use for instructor-led activities. You can also take a look at some of the standout lessons in our [Lesson Plan Bank](#).

SIT TEAM

The ELCS SIT team provided an opportunity for sites to share about particular youth that were in need of additional support to support behavioral challenges and differentiated needs. Sites brought their recommendations and the SIT team asked questions, provided resources and ultimately decided on a plan of action to support youth in those programs. The SIT team was composed of Senior Managers, Senior Supervisors, Licensing representative, Nursing representative, Access and Opportunity workgroup member and an SE&O team member who served to provide a diverse set of perspectives to support.

To see backup documentation for the 21st CCLC data click [here](#).