

Colorado AeroLab 5th Day Programs

21st Century Community Learning Centers

Evaluation Report 2020-2021

July 2021

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INTRODUCTION

Program Description

Colorado AeroLab provides a 5th day education program to create intentional partnerships between schools, businesses and civic leaders and provide unique 21st century learning experiences for middle school and high school students. The benefits for students are powerful:

- Impact positive social change in the local community;
- Develop a Capstone project and digital portfolio to exceed high school graduation requirements;
- Earn Essential (soft) Skills micro-credentials endorsed by industry and civic leaders;
- Earn the STEM and Postsecondary Workforce Readiness (PWR) diploma endorsements.

Program Goals

| Goal Area | Goal Description |
|---|---|
| Core Academics | To help students meet the challenging State academic standards, 21st CCLC programs will provide academic activities in core academic subjects such as reading and mathematics (e.g., tutoring). This performance measure can include academic supports such as literacy, mathematics, science, and social studies activities. |
| Essential Skills/Educational Enrichment | To reinforce and complement the regular academic program, 21st CCLC programs will provide additional services, programs, and activities aimed at increasing essential skills. This performance measure can include educational enrichment activities that support essential skills including performance-based activities that support learning through enriching opportunities that participants would not otherwise receive. Enrichment activities include positive youth development, Service-Learning, career exploration, competency-based learning. |
| Attendance | Engage parents, families, business, civic and community leaders in social impact design challenges to give students hands-on practical applications to solve local problems in their own communities. |

EVALUATION OBJECTIVES

Summary of Focus

This evaluation focuses on presenting evidence that Colorado AeroLab's 21st Century Community Learning Centers provide high quality opportunities for academic enrichment and help students meet state and local student academic achievement standards.

Purpose

The evaluation is designed to assess program effectiveness for continuous improvement to inform future programming decisions.

Objectives

1. Assess the growth of students attending programming based on objective data.
2. Focus on high need areas when planning and implementing programming.
3. Utilize attendance data to inform program participation.
4. Analyze the process of implementation with a focus on utilizing evidence-based strategies and programs.

Questions to Direct Evaluation

- Did the program produce or contribute to the intended outcomes during the year?
- To what extent can significant changes in data be attributed to 21st CCLC programming?
- What role do enrichment activities play in NWEA's MAP assessment growth scores?
- What role do enrichment activities play in regular school attendance?
- How do enrichment activities increase family engagement in school and community life?

Introduction

During the second year of programming, the 5th Day programs grew substantially in scope and participation. Building leaders at all districts were eager for their students to have additional learning opportunities and remained supportive throughout the year. Instructors recruited new and returning students early in the year and were able to keep them engaged throughout both semesters despite the onset on pandemic-related school closures and the shift to remote learning. Parents were more engaged in their children's schools and many community members participated in one or more 5th Day activities presented throughout the year.

CHALLENGES IN YEAR 3

COVID was an extremely difficult challenge at all our sites this year. There was limited overall attendance due to cohort classrooms, quarantines, rolling remote days, school closures and local district health regulations. When students attended regular school days in-person, they were required to wear masks all day. After being confined in small spaces and wearing masks all day, they just wanted to go home after school. Regular school days were incredibly stressful for students and teachers. Instructors worked diligently to offer virtual opportunities, however, there was too much competition between regular school and afterschool virtual learning for our programs to reach projected participation. Before COVID, all our sites were on track to reach new high participation goals in Year 3, but the pandemic resulted in barely missing those goals this year.

| Sites | Total Registered Students | | | Total Regular Students (Attended >30 days) | | | % of Total Students Impacted | | |
|--------------------------|---------------------------|------------|------------|---|------------|-----------|------------------------------|------------|------------|
| | 2018-19 | 2019-20 | 2020-21 | 2018-19 | 2019-20 | 2020-21 | 2018-19 | 2019-20 | 2020-21 |
| North Park Schools | 41 | 70 | 67 | 39 | 70 | 32 | 48% | 80% | 54% |
| Soroco Schools | 49 | 77 | 40 | 36 | 56 | 6 | 28% | 44% | 24% |
| West Grand Middle School | 62 | 96 | 128 | 31 | 89 | 34 | 65% | 92% | 69% |
| West Grand High School | 60 | 75 | 58 | 25 | 36 | 25 | 43% | 54% | 48% |
| Totals | 212 | 318 | 293 | 130 | 251 | 97 | 43% | 63% | 49% |



A program is only as good as the people who run it, and AeroLab is top notch. Our family has also benefited from the community activities and events that AeroLab has hosted.

Elementary School parent

HIGHLIGHTS SUMMARY

Students

- 293 elementary, middle school and high school students enrolled during SY 2020-21 across four learning center sites
- 97 regular attendees, i.e., participated in 30 or more 5th Day program days
- Extended learning opportunities in design thinking, problem-based learning, social impact projects, teambuilding, social-emotional learning, character and leadership development, growth mindset and more through projects in robotics, logical thought processes, engineering design, 3D modeling and printing and Essential Skills building activities.

Parents

- Increased engagement at their children's schools and during remote learning
- Strong connection to 5th Day activities via Colorado AeroLab weekly newsletter
- Greater understanding of the future of work and career options for young people, how to plan course loads to meet career goals, and the benefits of project-based learning in education

Teachers

- Countless hours of personal professional development outside regular content area of instruction
- Built stronger relationships with students
- More involvement in community life at school
- Growing personal satisfaction with teaching profession
- 80% 5th Day teacher retention; changes due to relocation



Successes and Highlights

Our 21st CCLC programs have made a strong impact on the communities, schools, and students. Through the grant, we have accomplished great things at the learning center sites here in northwest Colorado.

- \$1.5 million worth of out-of-school learning opportunities
- 43 jobs for teachers and staff
- 950 students served
- 57% of all students impacted
- 9 High School internships
- 6000+ hours of enrichment programming
- 180,000+ contact points with students and families
- Improved student achievement, attendance, and engagement at the regular school

SUCCESS STORIES

Student Academic Success

West Grand had the highest rate of student/teacher quarantines, school closures and remote learning days. We were able to offer small group tutoring at our offices for middle school students when they needed help with their online work. One middle school student was especially in need of academic support in math. After working with her for several months, she received a 92% in her 8th grade math class. Her parents were so grateful they had an alternative for when the regular school buildings were closed and/or teachers were quarantined at home.

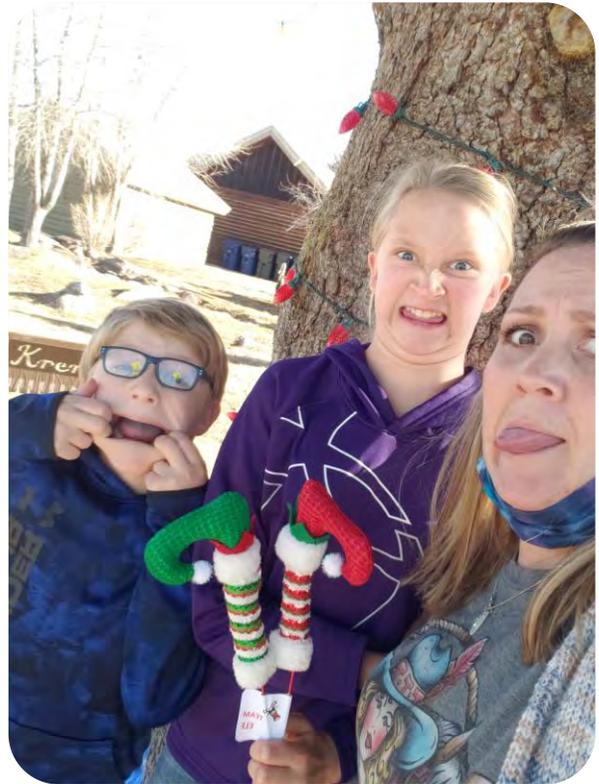


Student Enrichment Programming

When parents were asked about the impact 5th Day has had on their child(ren), a parent of a 3rd grader responded with the following:

"To me, Colorado AeroLab means educating kids with a belief that we do not know what the future of technology, math, science, etc. will hold for them. So, we give them the tools to forge on and be successful in a world where jobs will not look the same in 20 years. Colorado AeroLab is giving students both the creative tools to adapt, but the social emotional tools as well."

My 3rd grade daughter has benefited from AeroLab's 5th day programs immensely. She is able to explore in a variety of learning pathways with the activities that are planned to push students to think outside of the box. She is able to work collaboratively with a group of kids to accomplish tasks, which is an important learning experience for a girl who "likes to take charge". She has also benefited from the positive connections with the AeroLab teachers. A program is only as good as the people who run it, and AeroLab is top notch. Our family has also benefited from the community activities and events that AeroLab has hosted. A personal favorite was the Jingle Bell Scavenger Hunt. It was a perfect way to get families out and involved safely in a COVID world."



Family Engagement



CAL hosted a community-wide scavenger hunt in December 2020 in Kremmling called the Great Jingle Bell Hunt. It was the first out-of-the-house activity in the area since the pandemic shut-down in March. Everything was set up to be COVID-safe and outdoors and we planned for about 10 teams (one family per car) to show up. We were overwhelmed when more than 40 vehicles showed up over the course of 2 hours. Altogether, more than 150 people joined the fun. Everyone was craving an event like this to help lighten their spirits and break the levity of the pandemic. It was such an enormous success that we held a second event, the Great Easter Egg Hunt in April 2021, with more than 120 participants. The

Town of Kremmling Chamber of Commerce and several local businesses sponsored prizes, activities and volunteered to make it successful.

Collaboration and Partnership: Town of Kremmling Chamber of Commerce

During the 2020-21 program year, one of our 21st sites conducted a couple of community-wide scavenger hunts for our students and families. Through generous donations from community businesses, we were able to offer a variety of prizes to all



the participants. Due to the success of our first scavenger hunt, the local Chamber of Commerce was more than willing to partner with us for our spring scavenger hunt. Other than planning the actual event, the Chamber employees dedicated much time and effort to enlist volunteers, promote the event, and to acquire thousands of dollars in donations from the community. At the conclusion of both events, we received a number of compliments from participants and were able to increase our visibility in the community.

EXTERNAL EVALUATOR

The CAL Support Staff performed the program evaluation using the same methods and tools as in Year 2. The COVID pandemic seriously impacted these rural school districts as none were prepared for or equipped to shift to remote learning in the short timeframe. The transition was rough for students, teachers, and families. As a result, the spring semester of 5th Day programs presented great challenges, however, instructors did a remarkable job connecting with students virtually.

Given the very positive start to the year, and despite the extenuating circumstances of the pandemic closures, the overall success of the 5th Day programs was excellent. Following are the insights and data analyses conducted during the evaluation process.



Let's make some s'mores!

Middle School students at CAL summer camp

"Hey mom, can I use this cardboard box? Do you have any tin foil? I'm just gonna go out back and make a solar oven."

Elementary student at his mom's office after a day at CAL summer camp.



PERFORMANCE MEASURES

Core Academics

More than 75% of 5th Day student attendees who receive support in CAL will demonstrate an average increase of 5% of academic growth each year for an overall growth of 15% over the course of three years, as measured by CMAS or other district-designated assessment in lieu of CMAS.

During the regular school week, our instructors work in a tutoring capacity for students to make up missed work, complete late assignments and reteach content when needed. This has been an excellent opportunity to build strong relationships with students that translates into better classroom performance. This year was especially important to help reduce learning loss during quarantines and remote learning days.

- *North Park MAPS scores showed an increase of 16 points in Math and 8 points in Reading. They did not report scores for 2019-20 for comparison.*
- *Soroco switched to iReady tests for 2020-21 and did not report scores this year or for 2019-20.*
- *West Grand Middle School MAPS scores showed an increase of 10 points in Math and 8 points in Reading in 2021 compared to an average increase of 6.72 points in Math and 8.19 points in Reading for 2020.*
- *West Grand High School MAPS scores showed an increase of 6 points in Math and -3 points decrease in Reading.*

West Grand experienced the highest rate of quarantines, school closures and remote days of all sites, limiting the ability of 5th Day instructors to be in contact with students.

Because scores were reported in aggregate, the number of students who significantly improved or met the criteria cannot be accurately counted. Overall, school districts showed strong improvement in MAPS scores, except for Soroco which did not report any scores.

Attendance

Each year of the grant, at least 80% of CAL students will decrease regular school absenteeism by at least 10% as measured by comparing the individual student's end-of-year attendance rate each year to their baseline rate at the time of enrollment in CAL.

School attendance at all sites remained at high levels. As reported by school attendance records, regular 5th Day attendees showed these rates for their regular school days:

- North Park attendance was 96.04%; 30 of 32 students (94%) had an attendance rate of 90% or higher.
- Soroco attendance was 94.82%; 6 of 6 students (100%) had an attendance rate of 90% or higher.

- West Grand Elementary and Middle School was 96.68%; 29 of 32 students (90%) had an attendance rate of 90% or higher.
- West Grand High School was 95.01%; 21 of 25 students (84%) had an attendance rate of 90% or higher.

As described in last year's survey, school districts were not able to provide accurate attendance reports for 2019-20 due to school closures beginning in March 2020 because of the pandemic. Therefore, comparison between last year's and current year's attendance data is not available. The main trend for SY 2020-21 is that overall regular school day attendance was high with 88/97 (91%) of regular attendees maintaining a rate of 90% or higher daily attendance. Our conclusion is that students were so eager to be with peers after months of at-home isolation, they came to school as often as possible to socialize and be with other people.

Essential Skills

Each year, 100% of 5th Day student attendees will create an original digital portfolio; 5th Day middle school students will earn at least 4 Essential Skills micro-credential badges and 1 Capstone project per year; 5th Day high school students will earn at least 4 Essential Skills micro-credential badges and 1 Capstone project by graduation.

This was an extremely challenging year for all schools. Administrators, principals and teachers were wholeheartedly focused on maintaining in-person learning, following health restrictions, and trying to meet the needs of individual students in personalized learning. Afterschool programs were secondary considerations for our instructors who were teaching all day, every day, and they simply did not have mental or physical capacity to conduct 5th Day programs as in previous years. Digital portfolios, microcredential badges and Capstone projects were put on hold this year in order for instructors to focus on meeting the social-emotional needs of the students and building/rebuilding relationships after pandemic isolation and school closures. Programs will resume as normal at Year 4 sites.

This was an extremely challenging year for students and teachers. Throughout the in-person learning days, teachers monitored students' skills in teamwork, communication, creativity and critical thinking, encouraging and strengthening individual skill development. The primary goal was to help students persevere and continue learning through adverse conditions.

Students at participating 5th Day sites were administered a grit-scale and growth mindset survey in the fall and spring of the 2020-21 program year. The purpose of the grit scale is to measure the extent to which individuals are able to maintain focus and interest and persevere in obtaining long-term goals. The growth mindset scale (survey) measures how much people believe they can get smarter (better) if they work at something.

A total of the 92 students, representing all four 21st sites, took the surveys in the fall. Of the 92 students who participated in fall, 26 agreed to participate in the spring. The grit scale reports a total score out of five (5) points, while a growth mindset survey reports a score out of a possible 60 points. In both cases, a score closer to the total represents a stronger level of grit or a growth mindset versus a fixed mindset, respectively.

There was not a significant change ($\Delta < 1$) in results from fall to spring, with the exception of North Park which saw a positive change in growth mindset scores of 1.83 points (North Park also recorded the least amount of change in mean grit scale results). This is encouraging given the fact that the 2020-21 school year was riddled with closures, quarantines, and other COVID-related disruptions. Of all our 21st CCLC sites, North Park saw the least number of disruptions due to COVID. One could infer that the two are directly related.

Family Engagement

Each year, at least 50% of parents/guardians of CAL students will report increased engagement in their local school and/or community and 75% of parents/guardians will report increased satisfaction with quality of life in the community, as evidenced by comparing survey responses pre-enrollment and at program completion.

In November 2020, parents of participating 5th Day students were sent a “Quality of Life” survey aimed at identifying how students had been affected by COVID-19 and what needs parents perceive for their children. We had 22 total responses across all four 21st sites. In April 2021, we sent the same survey to the 22 participating families to track improvements/regression since the fall.

The data shows the negative impact COVID-19—to include quarantines, school closures and related disruptions to the ‘normal’ school year—has had on students and families. When polled about the disruption to ‘Family/Home Life’, 91% of families reported that they were ‘affected’ to ‘highly affected.’ Furthermore, all five of the polled areas reported a mean response between 7.67 and 8.5/10 signifying a high level of impact as a result of COVID-19. Although the n-size (n=6) was smaller in the spring survey, respondents reported a decrease in level of impact in all five categories, with the most significant decrease coming in “Family/Home Life” (7.83 => 4.83). It should be noted as well that even though student outlook on school and the future showed a slight decrease in positivity, both areas were reported as 8+/10. Colorado AeroLab’s 5th Day programs are designed to address all of these areas—family/home life, school life, socializing with family/friends, stress/worry, and planning for the future—through our activities and originally-designed curriculum. While it is encouraging to see these significant decreases, there is still sufficient data to show the type of impact COVID-19 has had on students.

EVALUATION MEASURES AND TOOLS

CAL 5th Day Program Evaluation Measures and Tools

| Area of Measurement | Groups/Persons Responsible for Assessment | Measurement Tools and Rubrics | Benchmark Timeline |
|--|--|---|--|
| Program Context | CAL Support Staff | Tools to be created by CAL Support Staff | End of Semester Stakeholder Satisfaction Surveys |
| Effect on Socialization and Resilience | | | Ongoing with Instructor/Student coaching and Student Self-Reflection |
| Relationships with Peers | | | |
| Planning a Successful Future (ICAP connection) | CAL Instructional and Support Staff in partnership with District personnel | Tools to be created by CAL Support Staff in partnership with District personnel | Interim check-in at mid-year |
| Student SMART Goals | | | |
| Avoiding At-Risk Behaviors | CAL Instructional Staff | Search Institute Attitudes and Behaviors Survey ¹ | Ongoing with Instructor/Student coaching and Student Self-Reflection |
| Grit and Growth Mindset Scores | CAL Instructional Staff | Assessment tools created by Angela Duckworth ² and Carol Dweck ³ | Beginning and End of Academic Year |
| Essential Skills Micro-credentials | CAL Instructional and Support Staff | Tools to be created by CAL Support Staff in partnership with CDE, Colorado Workforce Development Council and others | Ongoing with formal awards given End of Academic Year |
| Capstone Projects | | | |
| Endorsed Diplomas | | | |

Program Context, Effect on Socialization and Resilience, and Relationships with Peers

Local county health department and school district guidelines prevented the Program Director from being present onsite as in previous years. Schools were closed to all visitors and even most parents during the regular school hours. In some cases, students were not allowed to mix in other classrooms or buildings except their own. Cohorts were designated by grades and districts did not allow grades to congregate in combined spaces.

During the Fall of 2020, many students were in remote, at-home learning situations, parents struggling to teach their children and work from home at the same time. There were rolling remote days based on cohorts that were required to quarantine and many students were left trying to navigate between online school and in-person school on a daily or weekly basis. Regular classroom teachers had great difficulty translating their instructional practices from in-person to remote lessons.

¹ *Search Institute Attitudes and Behaviors Survey*: <https://www.search-institute.org/surveys/choosing-a-survey/ab/>

² *Angela Duckworth's Grit Scale*: <https://angeladuckworth.com/>

³ *Mindset Works*: <https://www.mindsetworks.com/science/> and *Carol Dweck's Mindset Scale*: <https://www.mindsetonline.com/testyourmindset/step1.php>

The greatest challenges for teachers and students were lessons in perseverance, resiliency and flexibility. Wherever and whenever possible, instructors reinforced the social-emotional skills of grit and growth mindset to help deepen relationships and promote mental health.

Planning a Successful Future and Student SMART Goals

Instructors continued activities with students focused on goals and planning for the future, using career exploration and research to expose students to wider options than what they know in their small towns. Small and large group discussions revealed that students are genuinely interested, and even deeply concerned, about what they will do after high school.

Many students expressed fears about what life after a pandemic might be like. Others shared concerns for their families' well-being in light of parents potentially losing jobs. Social-emotional and mental health are top concerns and priorities for all educational leaders in the coming months and years. All these reflections have been included in planning for next year.

Avoiding At-Risk Behaviors

CAL teachers continues in several district-led professional development trainings at the start of the year focusing on trauma-informed instruction. The Program Director worked with instructors to connect this training with the 40 Developmental Assets and concluded there was no need for further training or surveys. They are all well-versed in identifying and handling behavior issues in the classroom, connect regularly with parents when needed to help students succeed academically and each have years of experience and expertise with all types of adolescent issues. The CAL Instructional Staff is a group of exceptional teachers who consistently receive strong evaluations from their building leaders.

Grit and Growth Mindset Scores

The Grit and Growth Mindset scales were given to students during the first month of 5th Day programs. Student scores showed a very mid-level, average range of grit and growth mindset among middle school and high school students. Instructors took advantage of every opportunity to discuss and reinforce the concepts through multi-week projects and increasingly complex design challenges.

End-of-year post-tests showed little change in scores, likely due to the effects of the pandemic on the everyday educational experience. This will continue to be a focus for the coming year.

Essential Skills Microcredentials, Capstone Projects and Endorsed Diplomas

District leaders faced many tough challenges during the year, not the least of which was simply keeping the buildings open and everyone healthy. Capstones were put on hold and boards of education were focused on many other issues than graduation requirement.

The CAL staff will continue to work with district leaders to craft policies to make these valuable credentials available to their students. We hope our advocacy will help persuade board members to

take action, but the focus on pandemic-related issues seems to be their only concern at this time. We continue ongoing monitoring of board meetings and decisions.

Data for Continuous Improvement

Regular attendance at 5th Day programs gave students a more direct and positive experience of school which translated into improved participation during the regular school day. Teacher surveys also showed greater homework completion rates; more parent engagement and involvement with their children; and decreased discipline referrals and behavior issues. In Family Engagement surveys, parents gave favorable marks for their children's improvement and positive outlook about school. School leaders and parents are very appreciative and supportive of CAL for providing these out-of-school activities for students.

FAMILY SATISFACTION SURVEY

Quality of Life Survey

In November 2020, parents of participating 5th Day students were sent a “Quality of Life” survey aimed at identifying how students had been affected by COVID-19 and what needs parents perceive for their children. We had 22 total responses across all four 21st sites. In April 2021, we sent the same survey to the 22 participating families to track improvements/regression since the fall.

On a scale of 1-10 (1 being “not affected” to 10 being “highly affected”), how have the following areas been affected by COVID-19?

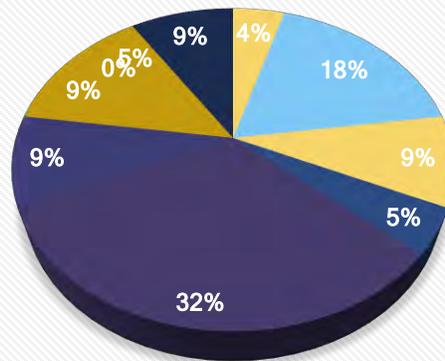
- Family/Home Life
- School Life
- Socializing with Family and Friends
- Stress/Worry
- Planning for the Future
- Outlook on School
- Outlook on the Future

Fall 2020 Survey Results (22 responses)

On a scale of 1-10 (10 being “highly affected”), how have the following areas been affected by COVID-19?

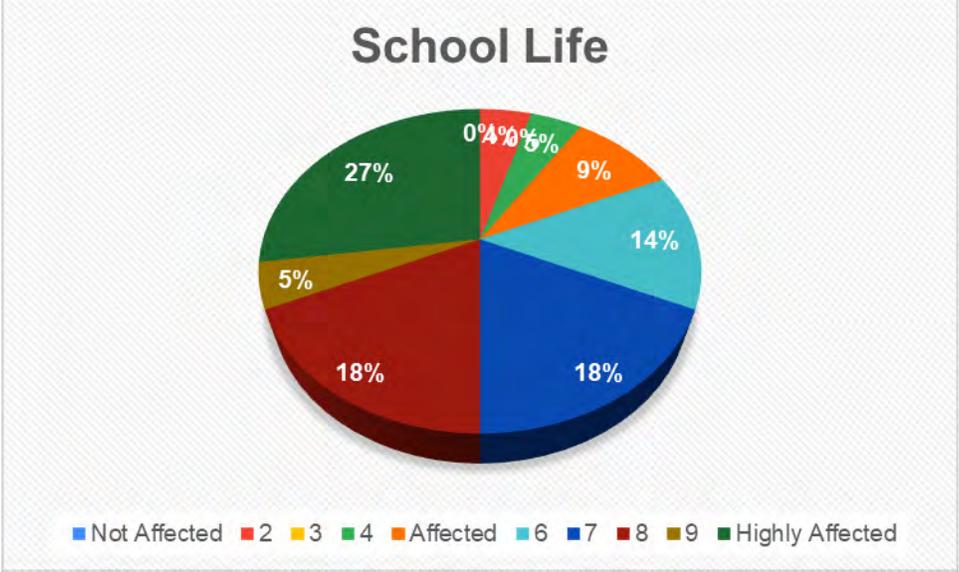
| | Not Affected | 2 | 3 | 4 | Affected | 6 | 7 | 8 | 9 | Highly Affected |
|------------------|--------------|---|---|---|----------|---|---|---|---|-----------------|
| Family/Home Life | 1 | 4 | 2 | 1 | 7 | 2 | 2 | 0 | 1 | 2 |

Family/Home Life

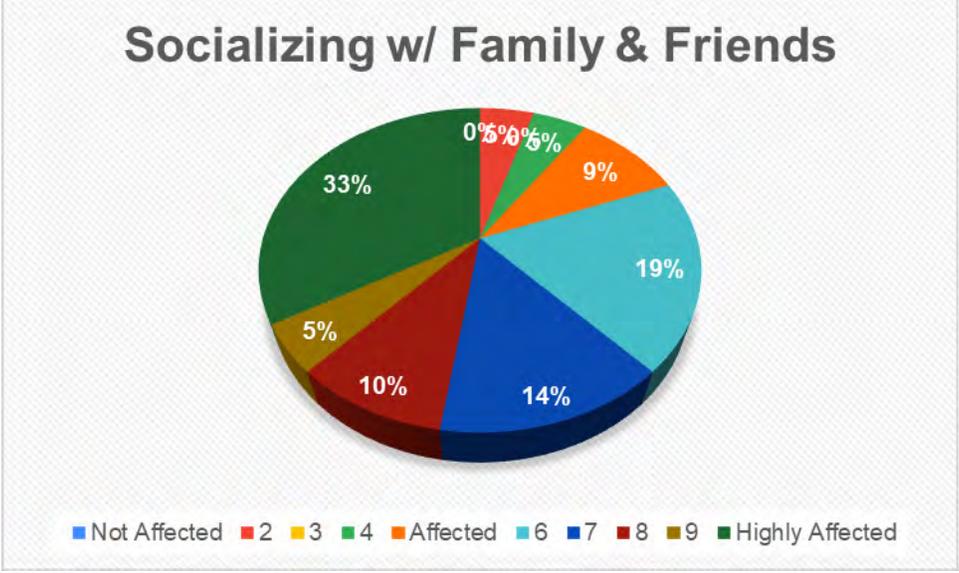


■ Not Affected ■ 2 ■ 3 ■ 4 ■ Affected ■ 6 ■ 7 ■ 8 ■ 9 ■ Highly Affected

| | Not Affected | 2 | 3 | 4 | Affected | 6 | 7 | 8 | 9 | Highly Affected |
|-------------|--------------|---|---|---|----------|---|---|---|---|-----------------|
| School Life | 0 | 1 | 0 | 1 | 2 | 3 | 4 | 4 | 1 | 6 |



| | Not Affected | 2 | 3 | 4 | Affected | 6 | 7 | 8 | 9 | Highly Affected |
|--|--------------|---|---|---|----------|---|---|---|---|-----------------|
| Socializing w/ Family & Friends ⁴ | 0 | 1 | 0 | 1 | 2 | 4 | 3 | 2 | 1 | 7 |

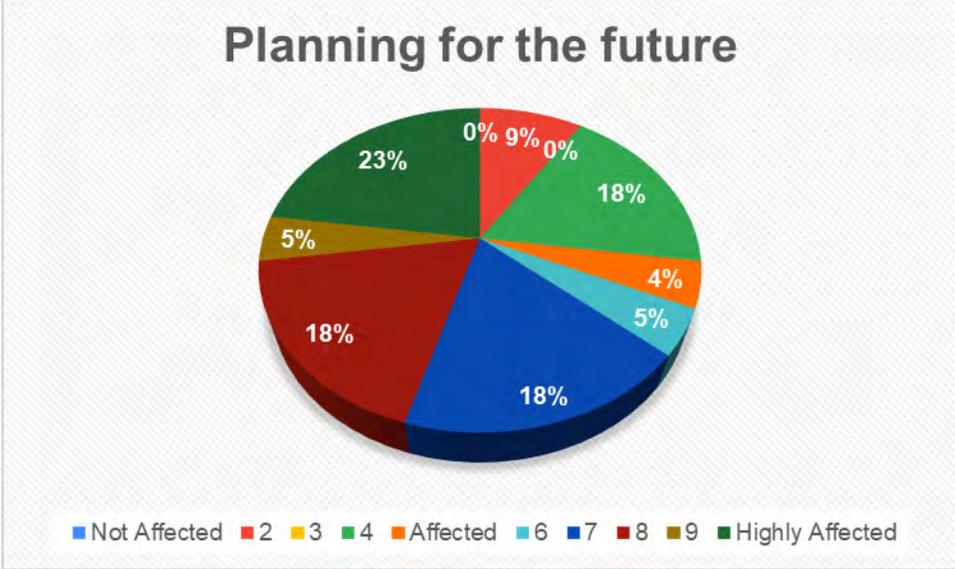


⁴ 21 responses

| | Not Affected | 2 | 3 | 4 | Affected | 6 | 7 | 8 | 9 | Highly Affected |
|-----------------------------|--------------|---|---|---|----------|---|---|---|---|-----------------|
| Stress / Worry ⁵ | 0 | 2 | 1 | 2 | 4 | 3 | 1 | 1 | 2 | 4 |



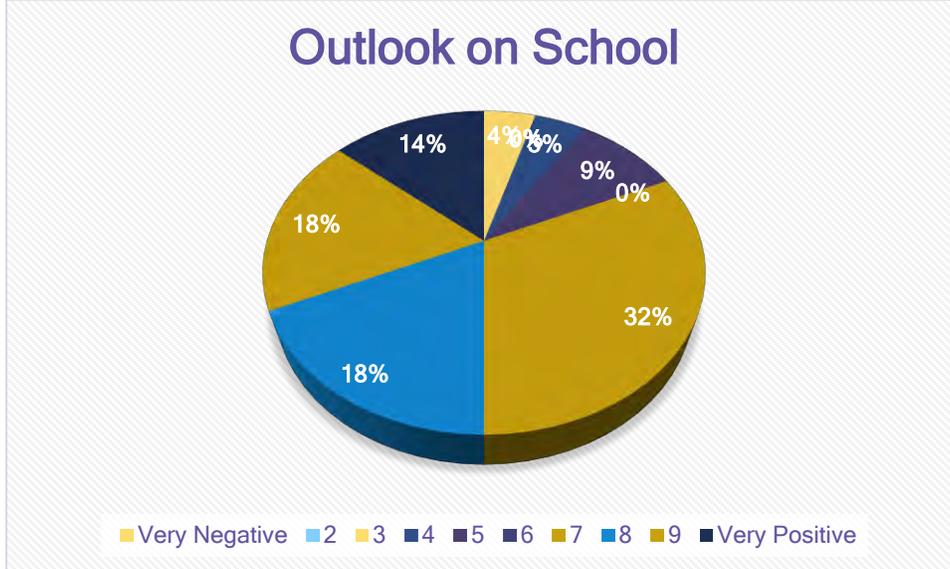
| | Not Affected | 2 | 3 | 4 | Affected | 6 | 7 | 8 | 9 | Highly Affected |
|-------------------------|--------------|---|---|---|----------|---|---|---|---|-----------------|
| Planning for the future | 0 | 2 | 0 | 4 | 1 | 1 | 4 | 4 | 1 | 5 |



⁵ 20 responses

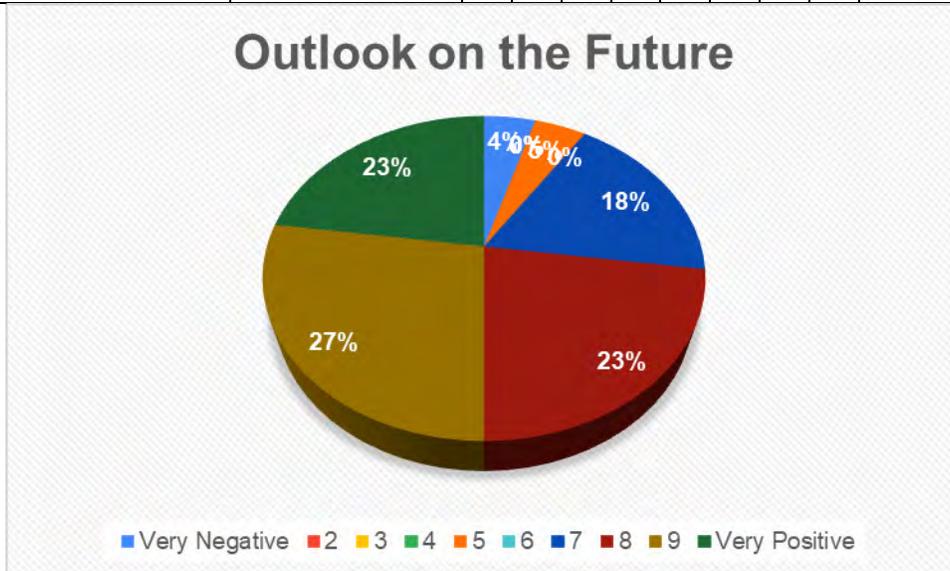
ON A SCALE OF 1-10 (10 BEING VERY POSITIVE), WHAT IS MY CHILD'S OUTLOOK ON SCHOOL?

| | Very Negative | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | Very Positive |
|-------------------|---------------|---|---|---|---|---|---|---|---|---------------|
| Outlook on School | 1 | 0 | 0 | 1 | 2 | 0 | 7 | 4 | 4 | 3 |



ON A SCALE OF 1-10 (10 BEING VERY POSITIVE), WHAT IS MY CHILD'S OUTLOOK ON THE FUTURE?

| | Very Negative | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | Very Positive |
|-----------------------|---------------|---|---|---|---|---|---|---|---|---------------|
| Outlook on the Future | 1 | 0 | 0 | 0 | 1 | 0 | 4 | 5 | 6 | 5 |



Comparative Data from November 2020 to April 2021

Of the 22 respondents in November 2020, six (representing all three districts) completed the survey sent out in April 2021. Here are the results:

On a scale of 1-10 (10 being “highly affected”), how have the following areas been affected by COVID-19?

| | Fall 2020 (mean response) | Spring 2021 | Difference |
|--|---------------------------|-------------|------------|
| Family/Home Life | 7.83 | 4.83 | -3.00 |
| School Life | 7.83 | 5.83 | -2.00 |
| Socializing w/ Family & Friends | 7.67 | 6.50 | -1.17 |
| Stress / Worry | 7.83 | 6.17 | -1.67 |
| Planning for the Future | 8.50 | 6.17 | -2.33 |

On a scale of 1-10 (10 being “very positive”), what is my child’s outlook on school?

| | Fall 2020 | Spring 2021 | Difference |
|--------------------------|-----------|-------------|------------|
| Outlook on School | 9.33 | 8.00 | -1.33 |

On a scale of 1-10 (10 being “very positive”), what is my child’s outlook on the future?

| | Fall 2020 | Spring 2021 | Difference |
|--------------------------|-----------|-------------|------------|
| Outlook on Future | 9.17 | 8.67 | -0.50 |

Conclusion

The data indicates the negative impact COVID-19—to include *quarantines, school closures and related disruptions to the ‘normal’ school year*—has had on students and families. When polled about the disruption to ‘Family/Home Life’, 91% of families reported that they were ‘affected’ to ‘highly affected.’ Furthermore, all five of the polled areas reported a mean response between 7.67 and 8.5/10 signifying a high level of impact as a result of COVID-19. Although the *n*-size (*n*=6) was smaller in the spring survey, respondents reported a decrease in level of impact in all five categories, with the most significant decrease coming in “Family/Home Life” (7.83 => 4.83). It should be noted as well that even though student outlook on school and the future showed a slight decrease in positivity, both areas were reported as 8+/10. Colorado AeroLab’s 5th Day programs are designed to address all of these areas—family/home life, school life, socializing with family/friends, stress/worry, and planning for the future—through our activities and originally-designed curriculum. While it is encouraging to see these significant decreases, there is still sufficient data to show the type of impact COVID-19 has had on students.

CAL IN THE LARGER COMMUNITY



Colorado AeroLab has encouraged me to go above and beyond the standard norms of teaching. It has provided a fun, energetic, twist to education that is our gateway to the future! Being a part of the CAL team has been a blessing, especially throughout covid. Coming together to create an additional program for students has not only been powerful, but encouraging, and fun too!

Elementary teacher and 5th Day Instructor

I've grown more confident as a teacher being a part of the CAL team. We focus so much on cultivating a growth mindset for our students but unless teachers are doing actively doing the same, it can be difficult to be able to continue providing those opportunities for your students. I love the environment we are able to create by trying new things and venturing into that unknown territory of discovery and creation.

Middle School teacher and 5th Day Instructor





Colorado AeroLab is amazing resource for our rural community that offers additional enrichment opportunities for our children above and beyond what is offered in the off-the-shelf curriculum of the public school system. This unique offering adds value by taking a new approach to learning by working outside of the box and providing more hands-on learning and encouragement to explore topics.

Elementary parent

To me, Colorado AeroLab means educating kids with a belief that we do not know what the future of technology, math, science, etc. will hold for them. So, we give them the tools to forge on and be successful in a world where jobs will not look the same in 20 years. Colorado AeroLab is giving students both the creative tools to adapt, but the social emotional tools as well.

Elementary teacher and parent

