

Alaska 21st Century Community Learning Centers

STATEWIDE EVALUATION REPORT: FISCAL YEAR 2019

May 2020

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About Education Northwest

Founded as a nonprofit corporation in 1966, Education Northwest builds capacity in schools, families, and communities through applied research and development.

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Chapter 1. Introduction

The Alaska Department of Education & Early Development (DEED) administers the Alaska 21st Century Community Learning Centers (21st CCLC) program, which provides grants for schools and nonprofits to expand learning and enrichment beyond the school day. In Fiscal Year (FY) 2019, DEED received 5.9 million dollars in funding. The specific focus of this federal funding (Elementary and Secondary Education Act, Title IV, Part B) is to provide resources for out-of-school-time programming in underserved communities where students experience both poverty and academic challenges.

This report presents statewide evaluation results for fiscal year (FY) 2019.

Key Findings

Program Implementation

Student Recruitment and Retention

- During the school year and summer of FY19, Alaska 21st CCLC served 4,091 students. The majority of participants were regular attendees who represented the program's focus population of students most in need of additional support: students eligible for free or reduced-price lunch, English learner students, and students with special needs. The school-year program served a higher percentage of students from each of these groups in FY19 compared with FY18.
- Fewer students participated in the summer and school-year programs compared with FY18, with the largest decrease coming from middle school students.
- Alaska 21st CCLC served higher percentages of high-need and Alaska Native or American Indian students than the statewide average.
- Compared with the prior year's summer program, the 2018 summer program served fewer students who were eligible for free or reduced-price lunch, had limited English proficiency, or were Alaska Native or American Indian—but it served more students who had special needs, were white, or identified as two or more races.
- Programs used various strategies to recruit students. Most engaged in personalized outreach, sought referrals from teachers, and shared materials about program activities. Program staff members administered surveys to determine participants' interests and regularly celebrated students' success. These activities were reported as the primary strategies for retaining students in their programs.

Program Activities

- In 2018–19, all centers provided educational enrichment activities, most provided social and emotional learning (SEL) activities, and just over half offered academic assistance. Activities were provided with varying levels of frequency, but most academic assistance

and educational enrichment activities were offered at least once a week. SEL activities were often provided less frequently (e.g., once a month or term).

- In FY19, all the centers that participated in the summer program provided educational enrichment activities, and almost all provided SEL activities. Fewer offered academic assistance activities. Most of the summer programs offered students opportunities to participate in science, technology, engineering, and math (STEM); physical activity; and youth leadership activities.
- Grantees used multiple family engagement strategies. Analyses of local evaluation reports indicate that grantees, on average, used nine family engagement strategies. The primary strategies for engaging families in program activities to support school-day learning were oral communication, family nights, and celebratory events.
- Overall, 60 percent of grantees administered parent/guardian feedback surveys or held parent/guardian focus groups. Half of grantees allowed 21st CCLC staff members to participate in parent/teacher conferences, had a parent/guardian advisory committee, or held workshops to help families support student learning at home.

Family and Community Engagement

- Teachers' reports of increased family engagement differed by grade band—but not days attended. As reported by teachers, family engagement was highest in elementary schools.
- The number of partners engaged in the Alaska 21st CCLC program decreased in 2018–19 in conjunction with the smaller number of centers and grantees. Along those lines, the average number of partners working with each center decreased.
- The number of staff members paid with Alaska 21st CCLC funds decreased in 2018–19, while the number of volunteers and staff members paid with non-Alaska 21st CCLC funds increased. However, staff members paid with Alaska 21st CCLC funds made up the majority of program employees.

Program Outcomes

Academics

- Teachers reported in 2018–19 that Alaska 21st CCLC students improved their overall performance and engagement in school.
- Teachers reported that the highest percentage of students making improvements across FY19 were elementary school students and students who attended Alaska 21st CCLC programs for 90 or more days.
- Teachers reported a lower percentage of middle school and high school students made improvements in 2018–19 compared with 2017–18.

Social and Emotional Learning

- In 2018–19, teachers reported a high percentage of students improving in their SEL skills. This was true for all regular program attendees in elementary, middle, and high schools.

- The percentage of students reported as improving their SEL skills increased from FY18, and this held across most analyses of grade band and level of participation in Alaska 21st CCLC programs.

Local Objectives, Continuous Improvement, and Evaluation Quality

- Overall, the local evaluation reports were of high quality. All fully addressed conclusions and recommendations, and a few included complete appendices.
- Local evaluation reports addressed progress on goals in five areas. All programs set goals related to student academic and social and emotional competencies. Other common types of goals discussed in evaluation reports included family engagement and programming (e.g., the nature and number of activities offered). Two grantees established objectives related to Alaska Native culture, specifically, integrating culturally responsive pedagogy and promoting positive cultural identity in students.
 - Over a quarter of goals across these five areas were met in their entirety (that is, all the performance indicators related to the goal were met). In addition, more than half of the individual indicators were met.
- All local evaluation reports included program observations required by the state to assess the Alaska 21st CCLC key quality indicators, but not all reports included a summary of these findings or continuous improvement goals for the following year.
- Most local evaluation reports addressed the quality indicators related to program design and management, as well as staffing and professional development, and few addressed the indicators related to partnerships and relationships.
- Seven grantees established continuous improvement goals for the next year. Goals most often addressed improvements in data collection and programming.

Report Overview

This report is organized into three chapters:

- Chapter 2 summarizes Alaska 21st CCLC by looking at reports on the program’s operations, staffing, activities, participants, and participation
- Chapter 3 reports on program outcomes based on teacher survey results and data from DEED
- Chapter 4 summarizes the local evaluation reports, as well as their themes, and addresses areas where local evaluators might improve their reports

Alaska 21st CCLC Approach to Evaluation

Each Alaska 21st CCLC grantee develops *local objectives* that fit the needs, focus population, and content emphasis of the center(s) in its community. Although the specific indicators and measures vary by grantee (and sometimes by center), the local objectives most commonly

examine the following issues: program operations, academic progress and behavior, school engagement, personal development (e.g., SEL and health), family engagement, program quality, and participant satisfaction. Progress on local objectives is assessed by local evaluators hired by each grantee. The reports these evaluators produce include information about the degree to which programs are implementing the Alaska 21st CCLC key quality indicators,¹ which are typically tracked via observation tools.

In addition, each grantee reports on federal performance measures, or Government Performance and Results Act (GPRA) indicators, via the 21APR data collection system. The 21st CCLC federal performance measures focus primarily on center offerings (emphasis on one core academic area and enrichment/support activities) and student academic progress (improved grades or state assessment scores or improved homework completion and class participation).

Each center is required to administer the Alaska 21st CCLC teacher survey annually to track the progress of regularly attending students in areas such as academic performance, behavior, and SEL. These teacher surveys include data required as part of the federal performance measures, as well as additional items DEED requires. Teacher survey data are provided to DEED annually via an Excel workbook. These center-level workbooks include additional information about program operations that are not reported to 21APR, such as the typical hours of operation and number of weeks each center offers programming.

2018–19 Evaluation Data

This evaluation report draws on multiple data sources to provide a statewide portrait of the activities and progress of the Alaska 21st CCLC program in FY19 (table 1-1). Grantees collected these data in summer 2018 and during 2018–19. DEED provided these data to Education Northwest for analysis. To produce this report, Education Northwest evaluators also reviewed and aggregated 11² local evaluation reports to identify statewide themes. We used Stata 17 software to aggregate the 21APR reports, teacher survey results, and operations data.

Table 1-1. Levels and descriptions of data sources

Data source	Level	Description
Local evaluation reports	Grantee	Reports produced by evaluators regarding the progress of each grantee toward its local goals and objectives.
21APR	Center	Data regarding program operations (e.g., participant characteristics, enrollment, activities, and staffing) and student progress on statewide tests, as reported by grantees in the federal annual performance report data collection system.

¹ https://education.alaska.gov/21ccl/pdf/ak_21st_cclc_key_quality_indicators.pdf

² One program submitted two reports, one for funding from FY15 and a second from FY19.

Data source	Level	Description
Center-level workbooks	Center	Data collected by grantees regarding teacher perceptions of student progress. Workbooks include operations information, such as program hours, partnerships, in-kind donations, and summer program participants.
DEED assessment data	Statewide	Grantees provided DEED with data on Alaska 21st CCLC participants and the number of days they attended the program. These data were matched with state assessment results to report the percentage of students making progress on those assessments.

Program Overview

Alaska 21st CCLC Statewide Goals

In 2018, Education Northwest facilitated two meetings with DEED staff members and a committee of Alaska 21st CCLC grantees to develop statewide goals for the program. The purpose of the goals is to provide a common set of expectations for grantees and a unifying framework for statewide reporting. The committee used three criteria to guide its work:

- The goal uses specific language and clearly defined terms
- The goal is meaningful to grantees and reflective of common elements of programs across the state
- The goal is measurable via existing data sources aligned with required measures

The stakeholders ultimately established seven goals. The first five describe features of program implementation (participation, activities, and quality). Goals 6 and 7 reflect student outcomes (SEL development and academic progress).

1. Alaska 21st CCLC programs effectively engage students as regular attendees³ by using specific strategies to recruit and retain students in need of additional academic and social support, as well as students whose families experience economic disadvantage.
2. Alaska 21st CCLC programs employ youth development principles in offering academic assistance and educational enrichment for students, with an emphasis on STEM, literacy, and/or SEL.
3. Alaska 21st CCLC programs engage families as partners in their child’s education.
4. Alaska 21st CCLC programs operate in partnership with schools, community-based organizations, and volunteers.
5. Alaska 21st CCLC programs assess progress on the Alaska key quality indicators, set goals for continuous improvement, and demonstrate progress on those goals annually.

³ Federal guidelines define “regular attendees” as students who participate in at least 30 days of 21st CCLC programming during the school year or 30 days of programming during the summer.

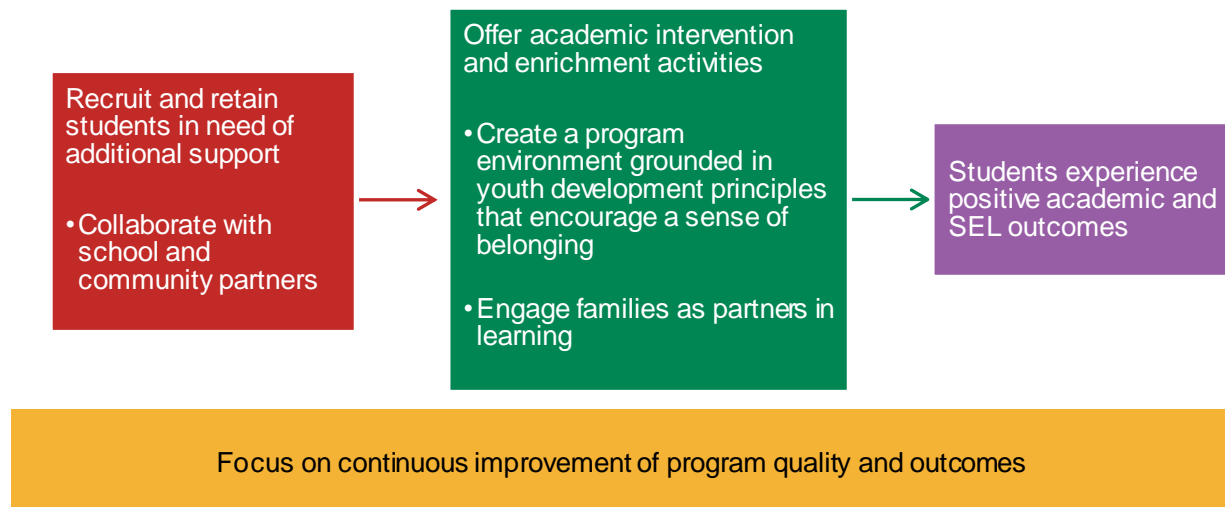
6. Students who regularly participate in Alaska 21st CCLC will demonstrate positive peer and adult relationships at school.
7. Students who regularly participate in Alaska 21st CCLC will demonstrate academic progress.

Alaska 21st CCLC Theory of Change

Each Alaska 21st CCLC grantee develops programming in response to the diverse assets and needs of its local community. The following is the overarching theory of change that guides the Alaska 21st CCLC program:

If Alaska 21st CCLC programs collaborate with school and community partners to effectively recruit and retain students in quality academic intervention, enrichment, and family engagement activities in a program environment grounded in youth development principles and focused on continuous improvement, then students will experience positive academic and social-emotional outcomes.

Figure 1-1. Alaska 21st CCLC program strategy



FY19 Alaska 21st CCLC Grantees

In FY19, 10 Alaska 21st CCLC grantees operated 40 centers across the state. Seven grantees were school districts, most of which operated multiple centers. Three grantees were nongovernmental organizations. Each center received up to five or six years of funding, with new cohorts of centers starting in F15 and FY19. In addition, seven grantees offered summer programming in FY19.

Grantees were located throughout Alaska, and the number of centers they operated ranged from one to nine. Three grantees received funding for two fiscal year cycles. The Anchorage, Fairbanks North Star Borough, and Alaska Gateway school districts operated the most centers (nine, seven, and six, respectively).

FY19 was a transition year for Alaska 21st CCLC; new grantees, centers, and staff members joined the cohort, and others left. In addition, two new grantees started operating 21st CCLC centers, and about half of all grantees began operating centers at new locations. Further, five grant directors were in their position for less than a year. These developments led to changes in the types of programming offered and communities served in FY19 compared with FY18.

Table 1-2. Alaska 21st CCLC grantees and centers active in FY19

Grantee	Center
Alaska Gateway School District FY19	Dot Lake School
	Mentasta Lake School
	Tanacross School
	Tetlin School
	Tok School
	Walter Northway School
Anchorage School District FY15	Muldoon Elementary [†]
	Nunaka Valley Elementary [†]
	Ptarmigan Elementary [†]
	Wonder Park Elementary [†]
	Anchorage School District 21st CCLC Summer Program ^{††}
Anchorage School District FY19	Alaska Native Cultural Charter School [†]
	Fairview Elementary [†]
	Mountain View Elementary [†]
	Russian Jack Elementary
	Tyson Elementary
Boys & Girls Clubs of the Kenai Peninsula FY19	Mountain View Elementary (Kenai B&G Club)*
	Nikiski Middle/High School*
	Nikiski North Star Elementary*
Fairbanks North Star Borough School District FY15	Lathrop High School
	North Pole Elementary
	Ticasuk Brown Elementary
Fairbanks North Star Borough School District FY19	Anne Wien Elementary**
	Denali Elementary**
	Hunter Elementary**
	Joy Elementary**

Grantee	Center
Juneau School District FY15	Glacier Valley Elementary*
	Riverbend Elementary*
Juneau School District FY19	Harborview Elementary*
	Yaakoosgé Daakahídi High School
Kake City School District FY15	Kake Elementary and High School
Matanuska-Susitna Borough School District FY15	Burchell High School*
	Iditarod Elementary
	Wasilla Middle School
Nenana City School District FY15	Nenana City School*
Project GRAD FY19	Kachemak Selo School
	Nikolaevsk School
	Ninilchik School
	Razdolna School
	Voznesenka School
SERRC FY13	June Nelson Elementary (Kotzebue, Alaska)*

†This center fed students into the Anchorage School District 21st CCLC Summer Program.

††The Anchorage School District 21st CCLC Summer Program was fed by 11 schools. Seven of these schools had school-year programs. Four of these schools had a school-year program in the school year preceding the summer programming (from July 1, 2017 to June 30, 2018)—but not in the school year following the summer program. These four feeder schools were Taku Elementary School, Begich Middle School, Willow Crest Elementary School, and North Star Elementary School.

*Centers with FY19 summer programs reported in 21APR.

**These centers participated in a combined summer program reported in 21APR as EAST.

Sources: 21APR and center-level workbooks

Chapter 2. Program Implementation Findings

Alaska 21st CCLC expands learning beyond the school day through academic assistance (such as tutoring, homework help, and support for credit attainment) and educational enrichment focused on literacy, English learner support, entrepreneurship, physical activity, arts, and music. Most centers also focus on STEM. Since all science, math, engineering, and technology activities are reported under the category of “STEM” in 21APR, in this report, “STEM” refers to a variety of instruction and activities in those subject areas. In addition, centers promote SEL through community service/service learning, mentoring, counseling, leadership, and prevention activities. Centers also provide healthy snacks or meals for students, and they conduct outreach and offer programming to engage families in learning and to strengthen the connection between families and schools.

Most centers operate in school buildings to reduce costs and increase contact with school staff members. All programs employ school-day personnel, including teachers, to offer activities — most of which take place after school (some centers also provide morning programming). To deliver programming, the centers engage various community partners, such as community-based organizations, local businesses, local and national public programs (for example, national parks and recreational services), universities, and local volunteers and tribal nations. Overall, seven grantees offered summer programming in FY19, three fewer than in FY18.

Student Recruitment and Retention

Statewide goal: *Alaska 21st CCLC programs effectively engage students as regular attendees by using specific strategies to recruit and retain students in need of additional academic and social support, as well as students whose families experience economic disadvantage*

During the school year and summer of FY19, Alaska 21st CCLC served 4,091 students, the majority of whom were regular attendees. Most participants were represented groups in need of additional support, including students eligible for free or reduced-price lunch, English learner students, or students with special needs. Compared with FY18, fewer students participated in the summer programs and the school-year programs, with the largest decrease coming from middle school students. Alaska 21st CCLC programs also served higher percentages of high-need and Alaska Native or American Indian students than the statewide student population average. Compared with the prior year’s summer program, the 2018 summer program served a smaller percentage of students who were eligible for free or reduced-price lunch, had limited English proficiency, or were Alaska Native or American Indian—but it served a higher percentage of students with special needs, or who were white, or identified as two or more races.

Programs used various strategies to recruit students to their programs. All engaged in personalized outreach, sought referrals from teachers, and shared materials about program activities. In addition, some programs administered surveys to determine participants' interests and regularly celebrated students' success. These two activities were reported as the primary strategies for retaining students in their programs.

Number of Program Participants

Alaska 21st CCLC served 3,383 students in 2018–19 school year, but fewer students participated (especially middle school students) compared with the previous school year. DEED reported that although three centers were added in FY19, grants for several programs in larger schools ended, which may be reflected in this decline in enrollment. Alaska 21st CCLC provided academic and social support to 3,383 participants in 2018–19, which was 879 fewer participants than the previous school year. Elementary school students comprised 71 percent of participants (table 2-1). Middle school and high school students comprised 17 percent and 12 percent, respectively. Although there were fewer participants in all grade bands, the largest decrease was in middle school: 68 percent. The decreases at the elementary school and high school levels were 20 percent and 4 percent, respectively.

Table 2-1. Alaska 21st CCLC participants by grade, 2018–19

Targeted grade levels	Number of attendees	Percentage of attendees	Change from 2017–18
Kindergarten	147	4%	*
Grade 1	375	11%	*
Grade 2	408	12%	*
Grade 3	468	14%	*
Grade 4	463	14%	*
Grade 5	536	16%	*
Total elementary school	2,397	71%	↑
Grade 6	201	6%	↓
Grade 7	203	6%	*
Grade 8	160	5%	*
Total middle school	564	17%	↓
Grade 9	93	3%	*
Grade 10	121	4%	*
Grade 11	126	4%	*
Grade 12	82	2%	*
Total high school	422	12%	↑

Note: Change is the difference in percentage of attendees between FY18 and FY19. Arrows represent the direction of change if it was +/- 2 percentage points. Any change less than +/- 2 percentage points is marked by an asterisk. Total percentages may not match the sum of grade-level percentages due to rounding.

Source: 21APR

Profile of School-Year Program Participants

Alaska 21st CCLC aims to address gaps in academic achievement and opportunity by providing services to groups of students most in need of additional support. In FY19, the school-year program increased the percentage of students served who were eligible for free or reduced-price lunch, English learner students, and/or students with special needs. Of the 3,383 students who participated in the school-year program in 2018–19, 71 percent qualified for free or reduced-price lunch, 19 percent had limited English proficiency, and 21 percent had special needs (table 2-2). These are increases from 2017–18, when 60 percent of participants qualified for free or reduced-price lunch, 15 percent had limited English proficiency, and 18 percent had special needs.

In line with the federal goals for 21st CCLC, in 2018–19, the Alaska program served a higher percentage of students from each of these three groups compared with the statewide student

population. In 2018–19, 52 percent of all Alaska students were eligible for free or reduced-price lunch (Alaska Department of Education and Early Development, 2018a). Special education reports indicated that in fall 2018 19,479 children and adults age 3 to 21 received supports (Alaska Department of Education and Early Development, 2018b). Pre-K–12 enrollment data for the same period show 132,554 students across Alaska districts (Alaska Department of Education and Early Development, 2018c). This indicates that about 14.7 percent of Alaska students received special education services in 2018–19. Data for 2017–18 were not available for the statewide percentage of students with limited English proficiency, but in FY17, it was 11 percent (Alaska Department of Education and Early Development, 2017).

Table 2-2. Alaska 21st CCLC participant characteristics, school year 2018-19

Characteristic	Number of attendees	Percentage of attendees	Change from 2017–18
Eligible for free or reduced-price lunch	2,414	71%	↑
Limited English proficiency	657	19%	↑
Special needs	705	21%	↑

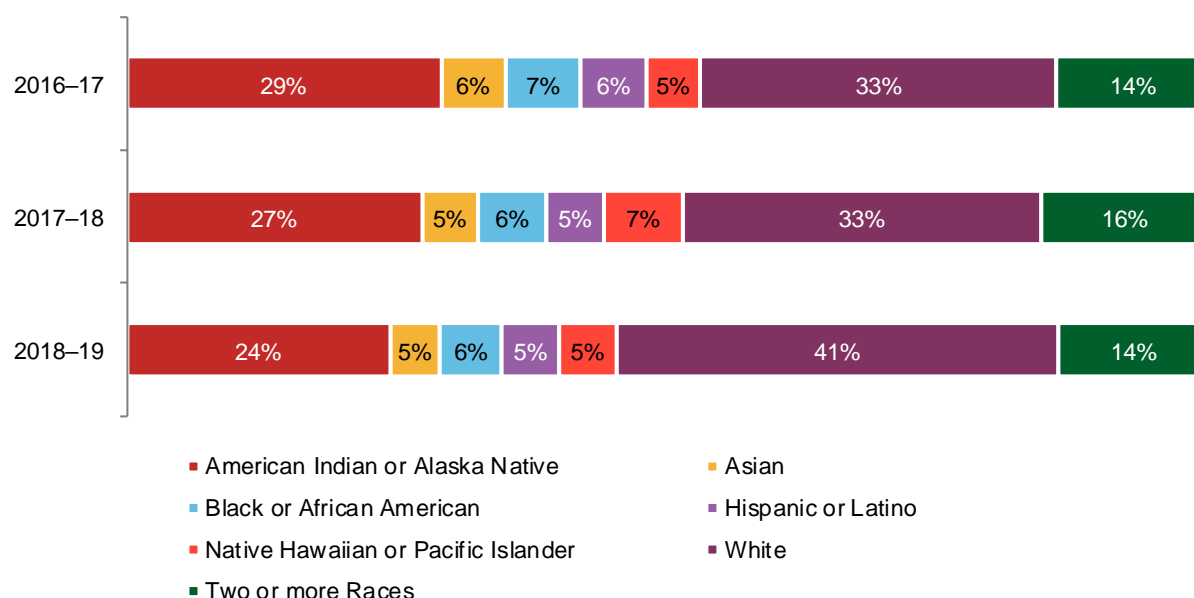
Note: Change is the difference in percentage of attendees between FY18 and FY19. Arrows represent the direction of change if it was +/- 2 percentage points. Any change less than +/- 2 percentage points is marked by an asterisk.

Source: 21APR

Compared with the statewide student population, larger percentages of Alaska 21st CCLC participants were Alaska Native or American Indian, and a smaller percentage was white. In 2018–19, 41 percent of Alaska 21st CCLC participants identified as white (an increase from 2017–18), and 24 percent identified as American Indian or Alaska Native (a decrease from 2017–18) (figure 2-1). Together, these two groups made up 65 percent of all Alaska 21st CCLC participants in 2018–19. The next-largest group was participants who identified as two or more races (14 percent).

Compared with the overall student population in Alaska, in 2018–19, there was a slightly higher percentage of American Indian or Alaska Native students in the Alaska 21st CCLC program (24 percent compared with 23 percent statewide) and a lower percentage of white students (41 percent compared with 48 percent statewide) (Alaska Department of Education and Early Development, 2018b).

Figure 2-1. Racial/ethnic identities of Alaska 21st CCLC participants, school year 2018-19



Note: Does not include students whose race/ethnicity data were unavailable.

Source: 21APR

Profile of Summer 2018 Program Participants

Alaska 21st CCLC served 708 students in summer programs, but fewer students participated in 2018-19 compared with 2017-18. Among the 2018-19 summer program participants, 84 percent were elementary school students, 9 percent were high school students, and 6 percent were middle school students (table 2-3). This represents a decrease in total participation from 2017-18 of 19 percent. It also represents an increase in the percentage of elementary school participants and a decrease in high school participants.

Table 2-3. Alaska 21st CCLC participants by grade, summer 2018

Targeted grade levels	Number of attendees	Percentage of attendees	Change from summer 2017
Kindergarten	62	9%	*
Grade 1	105	15%	↑
Grade 2	118	17%	*
Grade 3	119	17%	↑
Grade 4	102	14%	↑
Grade 5	91	13%	*
Total elementary school	597	84%	↑
Grade 6	25	4%	*
Grade 7 and 8**	20	3%	*
Total middle school	45	6%	*
Grade 9	12	2%	*
Grade 10	23	3%	*
Grade 11	21	3%	↓
Grade 12	10	1%	↓
Total high school	66	9%	↓

Note: Change is the difference in percentage of attendees between FY18 and FY19. Arrows represent the direction of change if it was +/- 2 percentage points. Any change less than +/- 2 percentage points is marked by an asterisk.

Note: Total percentages may not match the sum of grade-level percentages due to rounding.

Source: 21APR

Summer participants differed from school year participants and last summer’s participants in terms of certain characteristics. Overall, 57 percent of Alaska 21st CCLC summer participants qualified for free or reduced-price lunch, 7 percent had limited English proficiency, and 16 percent had special needs (table 2-4). The program served smaller percentages of students with these characteristics in the summer than it did during the school year. Compared with last summer, the 2018–19 summer program served smaller percentages of students who were eligible for free or reduced-price lunch and who had limited English proficiency, and it served a larger percentage of students with special needs.

Table 2-4. Alaska 21st CCLC participant characteristics, summer 2018

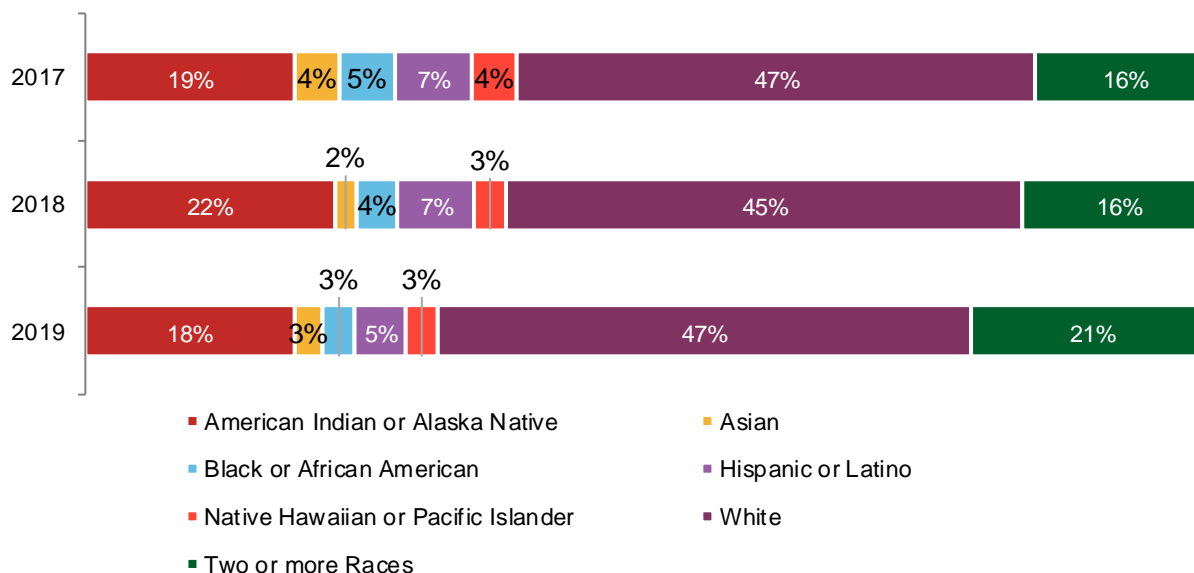
Characteristic	Number of attendees	Percentage of attendees	Change from 2016–17
Eligible for free or reduced-price lunch	404	57%	↓
Limited English proficiency	49	7%	↓
Special needs	114	16%	↑

Note: Change is the difference in percentage of attendees between FY18 and FY19. Arrows represent the direction of change if it was +/- 2 percentage points. Any change less than +/- 2 percentage points is marked by an asterisk.

Source: 21APR

Summer participants differed from school year participants and last summer’s participants in terms of racial/ethnic identity. In 2018–19, 47 percent of Alaska 21st CCLC summer participants identified as white, and 18 percent identified as American Indian or Alaska Native (figure 2-2). A larger percentage of summer participants identified as white than in the school year. Compared with the previous summer, the 2018–19 summer program served a smaller percentage of Alaska Native and American Indian students and a larger percentage of students who identified as two or more races.

Figure 2-2. Racial/ethnic identities of Alaska 21st CCLC participants, summer 2018



Note: Percentages may not total 100 due to rounding.

Source: 21APR

Attendance Patterns

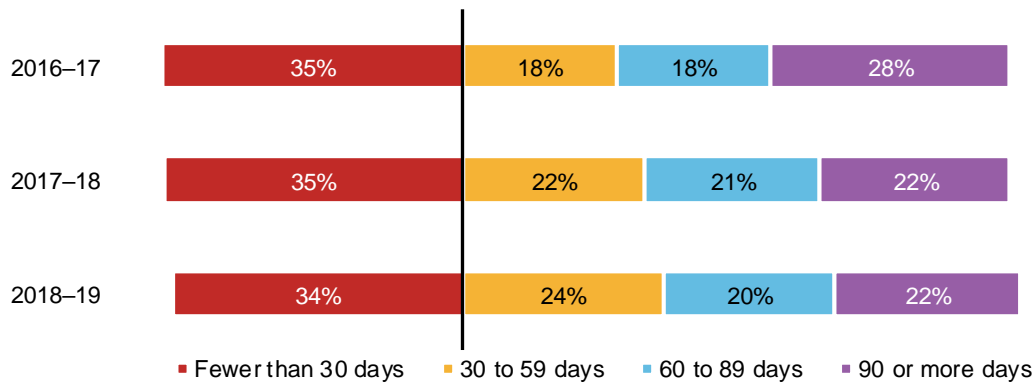
Two key factors influence the effectiveness of an after-school program: its quality and the amount of time a young person spends in it. Federal guidelines for 21st CCLC programs

indicate students who attend 30 days or more per academic year are considered “regular attendees” (Lyles, 2016).

School-Year Program Attendance Patterns

In 2018-19, about two-thirds of Alaska 21st CCLC participants were considered “regular attendees.” Overall, in FY19 2,233 program participants (66 percent) were regular attendees; this was similar to the previous year (figure 2-3). Among these participants, 1,421 (42 percent) attended 60 days or more of the program, also similar to the year prior.

Figure 2-3. School-year program attendance for Alaska 21st CCLC participants



Note: Percentages may not total 100 due to rounding.

Source: 21APR

Comparing the school-year program attendance patterns from previous years, generally, since there were increases in the percentage of students attending for 30 to 59 days and decreases in the percentage of students attending for 90 or more days, the percentage of students considered regular attendees remained the same (table 2-5).

Table 2-5. School-year program attendance patterns for Alaska 21st CCLC participants, 2015-16, 2016-17, 2017-18, and 2018-19

Total days attended	2015-16	2016-17	2017-18	2018-19	Change from 2017-18
30 to 59 days	20%	18%	22%	24%	↑
60 to 89 days	17%	18%	21%	20%	*
90 or more days	27%	28%	22%	22%	*
Total regular attendees	65%	65%	65%	66%	*
Fewer than 30 days	35%	35%	35%	34%	*
Total attendees	(N = 4,200)	(N = 4,243)	(N=4,262)	(N=3,383)	↓

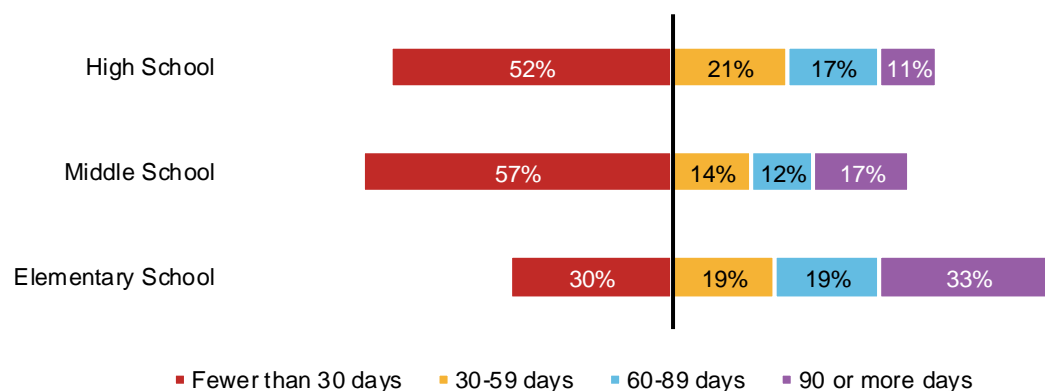
Note: Percentages may not total the listed percentage due to rounding. Change is the difference in percentage of attendees between FY18 and FY19. Arrows represent the direction of change if it was +/- 2 percentage points. Any change less than +/- 2 percentage points is marked by an asterisk.

Sources: 21APR and McDowell Group (2016)

Grade Band Attendance Patterns

Since 2016–17, the largest percentage of Alaska 21st CCLC regular attendees were elementary school students, followed by high school students. Consistent with data from prior years, 2018–19 program participation patterns by grade band showed that 70 percent of elementary school students and 48 percent of high school students were regular Alaska 21st CCLC attendees (figure 2-4). In 2018–19, a smaller percentage of middle school students were regular attendees compared with the year prior.

Figure 2-4. Alaska 21st CCLC participants' attendance by grade band, 2018–19



Note: Totals of percentages may not match text due to rounding.

Source: 21APR

Recruitment and Retention Strategies

Conducting personalized outreach, getting referrals from teachers, and sharing materials and information about program activities were the primary strategies grantees used to recruit participants. Grantees engaged in multiple recruitment strategies, and analyses of local evaluation reports indicate that they used nine recruitment strategies on average. For example, all of grantees used personalized outreach (letters, calls) to the families of students in the focus population, general teacher referral, outreach materials posted in schools and/or on websites or sent home with students, and announcements at community/family events (table 2-6). In addition, seven grantees engaged in peer-to-peer recruitment and/or maintained a spreadsheet of students in the focus population, six held enrollment events, five used referral as part of the response to intervention (RTI) process, and three offered outreach materials in multiple languages.

Table 2-6. Recruitment strategies used and reported by grantees, 2018–19

Strategies	Number of grantees
Announcements at community/family events	10
General teacher referral	10
Outreach materials posted in school and/or on websites	10
Outreach materials sent home with students	10
Personalized outreach (letters, calls) to families of students in the focus population	10
Peer-to-peer recruitment	7
Spreadsheet of students in the focus population	7
Enrollment events	6
Referral as part of the response to intervention (RTI) process	5
Outreach materials available in multiple languages	3
Other (such as personal interactions with students, Facebook, and bulletin boards)	4

Note: N=10; recruitment activities reported in the two Juneau School District local evaluation reports were aggregated before the analysis.

Source: Education Northwest analysis of Alaska 21st CCLC local evaluation reports

The following examples from local evaluation reports describe these recruitment strategies:

Students identified as at-risk include those students on free and reduced lunch; students below and far below proficiency as reported by teachers, and academic assessment results; students who are at risk of retention and/or not on target for graduation. These indicators are used as a basis for referrals to the after-school programs. Schools also send referrals from Title I and Special Education programs and the administration. Behavioral incidents are reviewed to determine who may benefit from the social-emotional learning offered. Students continue to be recruited through word of mouth from parents in the community and flyers and posters on bulletin boards in the program sites. Applications for the programs are also posted. (Local Evaluation Report)

Data sheets were used to identify students who had less academic growth than expected. The grant coordinator/site manager attended data meeting[s] and had also worked with many students previously as an interventionist. Personal calls to recruit students were made to families. Outreach materials were posted in the school, but not on websites, and were sent home with students. While materials were not available in languages other than English, the school counselor called some non-English-speaking families to speak in their own language. There was specific outreach to ESL families. (Local Evaluation Report)

Examples of outreach to families include enrollment packets sent out to every student, enrollment opportunities on iPads for older students during before- and after-school hours, as well as during lunch. Enrollment packets are posted online and family

orientation nights, newsletters, flyers are distributed. Additionally, school announcements are made. (Local Evaluation Report)

In August, the coaches sent a letter home with students in grades 3–8 describing the after-school program, schedule, general activities, and goals. It provided the date and time of an open house where families could learn more about the program. The coaches also called parents to encourage their attendance. During the open house, the coach and program supervisor presented an overview of the program, addressed questions, and distributed enrollment packets. Coaches called parents that did not return enrollment packets. (Local Evaluation Report)

Using surveys about participant interests to inform activity planning and events to celebrate program attendance were primary strategies for retaining program participants. Grantees engaged in multiple retention strategies, and analyses of local evaluation reports indicate that they used seven retention strategies on average. For example, all grantees used student surveys, and nine used parent/guardian surveys (table 2-7). In addition, nine grantees held celebration events, eight used personal outreach to families or spreadsheets to track participation, seven offered transportation assistance, and six offered credit-bearing opportunities/credit recovery.

Table 2-7. Retention strategies used and reported by grantees, 2018–19

Strategies	Number of grantees
Student surveys to gather input and feedback for program planning and improvement	10
Celebration events (for example, to recognize attendance milestones)	9
Parent/guardian surveys to gather input and feedback for program planning and improvement	9
Personalized outreach to families to determine supports needed for participation	8
Use spreadsheet or other tool to track participation and identify early signs of attrition	8
Transportation assistance	7
Offer credit-bearing opportunities/credit recovery through program	6
Other (such as special activities, field trips, and alignment with school-day activities)	3

Note: N=10; recruitment activities reported in the two Juneau School District local evaluation reports were aggregated before the analysis.

Source: Education Northwest analysis of Alaska 21st CCLC local evaluation reports

The following examples from local evaluation reports describe these retention strategies, including offering engaging activities that students would want to participate in:

Transportation assistance is provided to program participants, thus alleviating the need for parents to pick their children up. Many parents commented in the parent surveys how thankful they were for the transportation help. Examples of celebration events include plays, concerts, technology nights, science nights, and graduation ceremonies. (Local Evaluation Report)

To encourage retention, the coaches' first priority was to offer a program based on high-quality, high-interest learning. STEAM lessons were hands-on [and] collaborative, and [they] included technology when appropriate. The coaches created a safe place through modeling respectful interactions where all students felt included and respected. They identified themselves as the STEAM TEAMS, and students earned a STEAM TEAM T-shirt for attending 30 or more classes. If a student skipped more than two classes, coaches phoned parents to encourage regular attendance. Coaches were respectful of family and church responsibilities, and in doing so, developed trusting relationships with the families. (Local Evaluation Report)

The program uses a number of strategies to encourage students to remain in the program, including personal outreach. In fact, only two students in the program participated for fewer than 30 days. Awards and recognition are given at 30, 60, and 90 days of attendance. Some students were dropped from the program for attendance reasons or enrollment in other activities but later reenrolled. The program maintained an enrollment of 60 students throughout the year. (Local Evaluation Report)

A high level of engagement and retention is maintained by providing hands-on, real-world enrichment experiences in STEM/Robotics, Arts lessons, physical education, Social and Emotional Learning, and participation in interest-based Clubs. (Local Evaluation Report)

Program Activities

Statewide goal: *Alaska 21st CCLC programs employ youth development principles in offering academic assistance and educational enrichment for students, with an emphasis on STEM, literacy, and/or SEL*

For this report, Alaska 21st CCLC activities were divided into three categories: academic assistance (e.g., homework help or tutoring), educational enrichment (e.g., arts and music or STEM), and SEL (e.g., mentoring or community service/service learning). In 2018–19, 100 percent of centers provided educational enrichment activities, 88 percent provided SEL activities, and 55 percent offered academic assistance. Activities were provided at varying levels of frequency—most academic assistance activities were provided more than once a week, most educational enrichment activities were provided at least once a week, and SEL activities were often offered once a month or term.

In summer 2018, 100 percent of centers offered educational enrichment activities, 80 percent offered SEL activities, and 40 percent offered academic assistance activities. Most of the summer programs offered students opportunities to participate in STEM, physical activity, and youth leadership activities.

Academic Assistance Activities

Among the centers that offered academic assistance activities in 2018–19, 48 percent offered tutoring, and 53 percent offered homework help. The number of grantees and centers offering academic assistance decreased in 2018–19 from 2017–18 (table 2-8).

All the centers but one that offered academic assistance activities did so more than once a week and often did so three or more times a week. Most of the centers offered academic assistance activities at least four times a week, with 67 percent offering tutoring four or more times a week and 62 percent offering homework help four or more times a week. In addition, 12 of the 19 centers offering tutoring (63 percent) did so to 21 or more students per day, and 14 of the 21 centers offering homework help (67 percent) did so to 21 or more students per day.

In summer 2018, four of the 10 centers offered academic assistance activities. All four offered tutoring, and one also offered homework help. Additionally, all the centers offering summer academic assistance did so at least four times a week for tutoring and three times a week for homework help. However, the number of centers offering tutoring decreased between summer 2017 and summer 2018.

Table 2-8. Types of academic assistance activities Alaska 21st CCLC grantees and centers offered in FY19

Academic assistance activities	Summer 2018				School Year 2018–19			
	Grantees		Centers		Grantees		Centers	
Homework help	1	*	1	*	9	↓	21	↓
Tutoring	2	↓	4	↓	7	↓	19	↓

Note: Arrows indicate whether the number of programs offering these activities increased or decreased since FY18.

Source: 21APR

Examples of academic assistance activities were included in local evaluation reports. Some programs offered online programming, such as Lexia Learning or Summit Learning. Others offered support aligned with the school curriculum. Two grantees indicated:

Academic activities were linked to core language arts, math, and science curricula. Supplemental curricular materials were used to provide continuity in curricular instruction and intervention programs. (Local Evaluation Report)

Academic activities [include] tutoring and skills building that supports the school-day program using research-based materials, curriculum, and strategies. (Local Evaluation Report)

In addition to homework help and tutoring, four grantees offered opportunities for credit recovery: Alaska Gateway School District, Boys & Girls Clubs of the Kenai Peninsula, Juneau

School District, and Matanuska-Susitna Borough School District. Credit recovery occurred through both online courses and teacher instruction, as described below.

The high school summer program exceeded expectations in recruiting students and helping them to reduce credit deficiencies that could prevent them from graduating. Students enjoyed the smaller classes and support from adults that they found there and came away feeling more prepared for the school year and more connected to school, peers, and especially teachers. (Local Evaluation Report)

Educational Enrichment Activities

In 2018–19, all 40 centers offered academic enrichment activities. Specifically, 100 percent of centers offered STEM activities; over 90 percent offered physical activities and arts and music activities; and 78 percent offered literacy activities (table 2-9). In addition, no more than 15 percent of centers offered activities in entrepreneurship, English learner support, and college and career readiness. Compared with 2017–18, fewer centers offered college and career readiness and English learner support activities in 2018–19, but more centers offered arts and music, literacy, physical activity, and STEM activities.

Educational enrichment activities were most often offered at least weekly, with only entrepreneurship activities being offered once a month in half of participating centers. Of the educational enrichment activities that were offered at least weekly, 66 percent were included in programming three or more times a week. In addition, 56 percent of educational enrichment activities took up two hours or fewer per day. The number of students served in educational enrichment activities varied; 40 percent of centers reported 30 or more students, 29 percent of centers reported 11 to 20 students, and 19 percent of centers reported five to 10 students.

Box 1. Examples of enrichment activities

STEM/STEAM

- Diggin' Dirt with the Fairbanks Soil & Water Conservation District
- Engineering Club
- Girls Who Code
- Video Game Coding

Arts and Culture

- Animation
- Cedar Bark Weaving
- Digital Photography
- Film Appreciation
- Northwest Coast Art
- Saturday Cultural Focus
- Tlingit Games
- Act Up! Theater Arts
- Music Video Production
- River Otter Percussion Band

Physical Activity

- Boys & Girls on the Run
- Cosmic Yoga
- Dance Club
- Eskimo-Indian/Native Youth Olympics
- Taekwondo

Life Skills

- Cooking
- Financial Literacy
- Health & Nutrition in the Garden
- Home Maintenance
- Hunter Safety

Source: Local evaluation reports

Table 2-9. Types of educational enrichment activities Alaska 21st CCLC grantees and centers offered in FY19

Educational enrichment activities	Summer 2018				School Year 2018–19			
	Grantees		Centers		Grantees		Centers	
Arts and music	4	↓	7	↓	11	*	37	↑
College and career readiness	2	↑	2	↑	1	↓	1	↓
English learner support	0	↓	0	↓	3	↓	6	↓
Entrepreneurship	2	↑	2	↑	3	*	4	*
Literacy	6	↓	9	↓	12	↑	31	↑
Physical activity	7	↓	10	↓	12	*	39	↑
STEM	6	↓	9	↓	12	↑	40	↑

Note: Arrows indicate whether the number of programs offering these activities increased or decreased since FY18.

Source: 21APR

In summer 2018, all 10 centers offered educational enrichment activities. All the centers offered physical activities, nine centers offered literacy and STEM activities, and seven offers arts and music activities. The number of centers offering arts and music, STEM, physical activity, literacy, and English learner support activities decreased in summer 2018 compared with summer 2017. This decrease is in part attributable to a decrease in the *number* of summer centers, as the *percentage* of centers offering the type of program did not decrease (e.g., physical activity, STEM, and literacy all saw a percentage increase or stayed the same). Over 90 percent of the educational enrichment summer programing occurred at least weekly for all centers and categories.

Examples of educational enrichment activities were included in local evaluation reports. Enrichment activities fell into eight main categories: art, culture and community, life skills, hobbies/personal interests, music, physical activities, STEM/STEAM, and theater. Two local evaluation reports provided art activities that included art elements, creating puppets, earth rattles, Northwest Coast Art design, cedar bark weaving, museum field trip, and music video production, as well as musical theater, creative writing, yearbook, pottery, and winter decorations. One local evaluation report included examples of other educational enrichment activities that included financial literacy, potions, gardening, cooking, Alaska Natives Culture Club, and comic book writing. Finally, games, such as board and card games, puzzles, chess, and checkers, were additional enrichment activities reported in a local evaluation report.

Finally, a local evaluation report described STEM activities.

All STEM lessons were part of larger units that introduced students to basic concepts in chemistry, physics, animal sciences, engineering, etc. The lessons were hands-on and appropriate for students across a wide age range of abilities and interests represented in grades 3–8. Examples of units taught in FY19 included soap bubble experiments, exploring chromatography, building spaghetti towers, studying local birds and building

bird houses, a “Bugs in Your Schoolyard” unit, mammoth bones in ice cups (an introduction to archaeology), paper rockets, and a roller coaster unit. (Local Evaluation Report)

Social and Emotional Learning Activities

In 2018–19, 35 centers (88 percent) offered SEL activities (table 2-10). Specifically, 22 centers offered youth leadership activities, and 16 offered community service/service learning activities. In addition, seven centers offered counseling activities, and five offered mentoring activities. Violence prevention and drug prevention were offered by two centers each. From 2017–18 to 2018–19, the number of centers offering counseling and mentoring activities increased, and the number of centers offering community service/service learning, drug prevention, truancy prevention, and youth leadership decreased. No grantee or center offered truancy prevention activities in 2018–19.

Box 2. Examples of SEL activities

- Advisory Council
- Buddy Building
- Grade Chill Out
- Mindfulness
- Phlight Club
- SEL Games

Source: Local evaluation reports

Compared with the other types of activities, SEL activities were provided less frequently, 37 percent of SEL activities were offered at least weekly. It is important to note, though, that 50 percent of centers offered at least one SEL activity weekly. Community service/service learning was offered once a term or month in nine of 16 centers (56 percent) and weekly in only two centers. Counseling programs were also most likely to be offered infrequently, with six of seven centers offering them monthly. The average length of SEL activities was one hour to two hours, with 75 percent of the activities falling into that range. In addition, SEL activities tended to have a smaller number of participants, with 71 percent of the centers reporting an average of 5 to 20 participants.

Table 2-10. Types of SEL activities Alaska 21st CCLC grantees and centers offered in FY19

SEL activities	Summer 2018				School Year 2018–19			
	Grantees		Centers		Grantees		Centers	
Community service/service learning	3	↓	5	↓	8	↑	16	↓
Counseling programs	1	↓	3	↓	2	↓	7	↑
Drug prevention	1	*	1	*	2	↓	2	↓
Mentoring	2	*	2	*	5	↑	5	↑
Truancy prevention	0	*	0	*	0	↓	0	↓
Violence prevention	0	↓	0	↓	2	*	2	*
Youth leadership	5	↓	7	↓	8	↓	22	↓

Note: Arrows indicate whether the number of programs offering these activities increased or decreased since FY18.

Source: 21APR

In summer 2018, eight of the 10 centers offered SEL activities. Seven offered youth leadership activities, and five offered community service/service learning activities. Nine of the 16 summer SEL activities were offered more than once a month and less than once a week.

Local evaluation reports also described SEL activities. One local evaluation report provided examples of SEL activities that included SEL curriculum and activities to build SEL skills, growing social and emotional skills using a variety of culturally responsive methods, and yoga and mindfulness. A second local evaluation report described two different SEL activity goals. Some activities were designed to teach understanding of personal, community, and interpersonal safety. Others, like the Cal Ripken Sr. Foundation Badges for Baseball curriculum, provided opportunities for learning teamwork, and leadership skills and to help members rise above and help prevent bullying.

Finally, a local evaluation report described how they addressed a variety of SEL topics.

Training on trauma-informed care was provided by the district, as well as a girl's wellness class. Drug and violence protection programs included Aggression Replacement Training (ART) and Prime for Life. Onward and Upward contributed to SEL through the provision of leadership and outdoor education sessions. The Brain Train class focused on SEL development and stress reduction. [A local] Tribal Council provided a half-time case manager to work on supporting the needs of Alaska Native students in the program. Finally, [a community health organization] provided supports as needed at all three sites.
(Local Evaluation Report)

Family Engagement

Statewide goal: *Alaska 21st CCLC programs engage families as partners in their child's education*

Oral communication with families, as well as family nights and celebratory events, were primary strategies for engaging families in program activities to support school-day learning. Grantees used multiple family engagement strategies, and analyses of local evaluation reports indicate that grantees, on average, engaged in nine family engagement strategies. For example, nine grantees used face-to-face contact with families, and eight grantees made positive phone calls to families, offered family academic programming (e.g., literacy night), and/or held events to celebrate student achievement (table 2-11). In addition, seven grantees offered cultural events, distributed newsletters or emails with tips for how to support learning at home, sent positive notes home, and/or welcomed family members as volunteers. Further, six grantees administered family feedback surveys or focus groups, and five allowed Alaska 21st CCLC staff members to participate in parent-teacher conferences, had a family advisory committee, and/or held workshops to help families support student learning at home.

Table 2-11. Family engagement strategies used and reported by grantees, 2018–19

Strategies	Number of grantees
Face-to-face contact with families	9
Events to celebrate student achievement	8
Family academic programming (e.g., literacy night)	8
Positive phone calls to families about their child	8
Cultural events	7
Newsletters or emails with tips for how to support learning at home	7
Parents/guardians volunteer for 21st CCLC programs and events	7
Positive notes home to families about their child	7
Parent/guardian feedback surveys or focus groups specifically focused on family engagement	6
21st CCLC staff members participate in parent-teacher conferences	5
Parent/guardian advisory committee	5
Workshops to help parents/guardians support student learning at home	5
Other (such as chaperoning, Facebook, family activity nights)	4

Note: N=10; recruitment activities reported in the two Juneau School District local evaluation reports were aggregated before the analysis.

Source: Education Northwest analysis of Alaska 21st CCLC local evaluation reports

The following examples from local evaluation reports describe these family engagement strategies:

A Show and Tell Family Event was held to give students an opportunity to share their learning. Students gave performances, demonstrated recipes for making potions, performed a skit about an outer space challenge, and showed how robots helped to solve the challenge. [In addition, during] a Family Sharing Event, families went to the classrooms to see their children in action in a theatre arts class where a play was performed; they also observed gym, math, and literacy classes. Afterward, the families gathered in the library for a slide show, questions, and snacks. [Finally, during] the Year-End Celebration, families visited the library for a 1st-2nd grade sign-language presentation and a celebration of the students who would be moving on to middle school. (Local Evaluation Report)

Technology Nights are offered at [program site] for parents to become more familiar with learning aids that are accessible on the computer. Music and Theater performances have also been provided as culminating activities at the middle school and elementary level. Surveys are given to program participants and families to help provide valuable feedback for program improvements. (Local Evaluation Report)

Monthly storytelling nights were implemented in collaboration with [another grant] and featured guest storytellers from diverse cultural backgrounds who encouraged students to

share their stories. Storytelling reinforces strong cultural ties and teaches tolerance and compassion for those from other cultures. In addition, community nights allowed students to explain their Exhibitions of Learning and Science Fair projects and expanded students' webs of support. They also bolstered students' enthusiasm for reading by supporting Bingo for Books and showcased students' love for performance art. Additional activities designed specifically for family and community members included Lights on After School, in which they celebrate the program and experience regular day and after-school activities, End-of-Year Award Celebration, and Rock Band Concerts, Zumba Club performances, Tae Kwon Do tournaments, as well as 4-H community service activities and participation in the State Fair. (Local Evaluation Report)

Parents were invited to attend two family nights during the 2018-2019 school year. In the first family night, all sites conducted an activity where parent(s) and their child(ren) worked together to build a foam roller coaster along the walls of the classroom, attached to furniture, etc. and used it as a track for a ball to navigate. The second family night was site specific, highlighting each class's favorite science activity. All classes decorated a flowerpot and planted flower bulbs to take home. In addition, the coaches created three packets for families during the year that included a schedule of activities for the previous and upcoming quarter, a book to share with their child, tips to build language and math skills, and simple games to play at home. Photos of their children engaged in learning were also included and helped parents understand the activities and talk with their child about their experiences. (Local Evaluation Report)

Several family events were held during the school year at each 21st CCLC location. Lights on After School, Lego Expo, College and Career Information and Science and Reading nights are held each year. There are at least two family nights scheduled every year in addition to special events. The [local dance academy] offered lessons twice a week and a performance was held in the spring. The dancers also performed at the annual community family night. (Local Evaluation Report)

Teachers reported a similar amount of family engagement in 2018–19 as they did in 2017–18. In 2018–19, the percentage of students reported as having increased family engagement was 46 percent, which was within 2 percentage points of the same measure in 2017–18 (table 2-12).

Table 2-12. Teacher reports of increased family engagement Alaska 21st CCLC regular attendees, 2018–19

	Number of students with increased family engagement 2018–19	Percentage of students with increased family engagement in 2018–19***	Change from 2017–18***
Family engaging in their child’s education	860	46	*

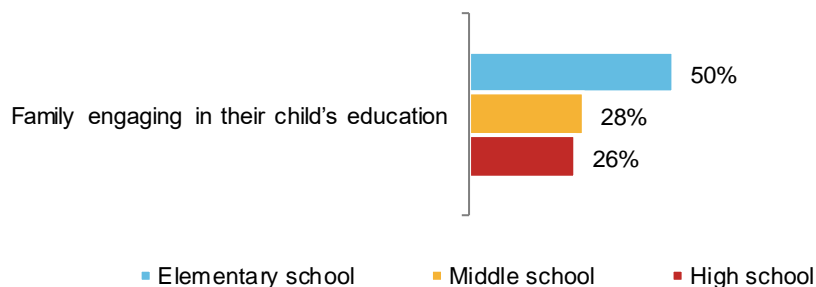
***Percentages based on number of responses received.

Note: Change is the difference in the percentage of attendees between FY18 and FY19. Arrows represent the direction of change if it was +/- 2 percentage points. Any change less than +/- 2 percentage points is marked by an asterisk.

Source: Education Northwest analysis of Alaska 21st CCLC teacher survey data, 2018–19

Teachers’ reports of increased family engagement differed by grade band but not days attended. In 2018–19, teachers reported increased family engagement that ranged from 26 to 50 percent by grade band (figure 2-5). However, these percentages were lower than they were last year. Specifically, from 2017–18 to 2018–19, teacher reports of family engagement decreased from 53 to 50 percent for elementary school, from 59 to 28 percent for middle school, and from 58 to 26 percent for high school.

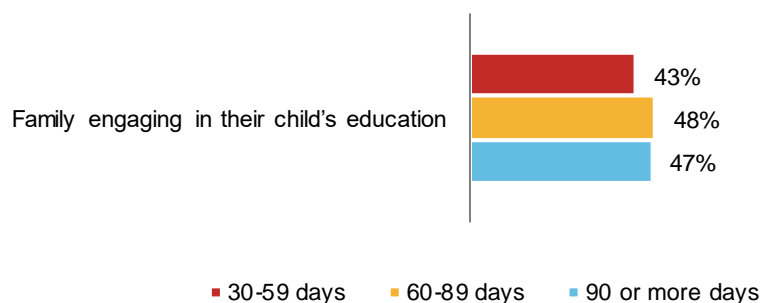
Figure 2-5. Teacher reports of increased family engagement for Alaska 21st CCLC regular attendees by grade band, 2018–19



Source: Education Northwest analysis of Alaska 21st CCLC teacher survey data, 2018–19

Teachers reported increased family engagement that ranged from 43 to 48 percent by days attended (figure 2-6). These percentages were 3 percentage points higher than they were last year for students attending for 30 to 59 days and for 60 to 89 days. There was no change for students attending for at least 90 days.

Figure 2-6. Teacher reports of increased family engagement for Alaska 21st CCLC regular attendees by **days attended**, 2018–19



Source: Education Northwest analysis of Alaska 21st CCLC teacher survey data, 2018–19

Community Engagement

Statewide goal: Alaska 21st CCLC programs operate in partnership with schools, community-based organizations, and volunteers

The number of partners engaged in Alaska 21st CCLC decreased in 2018–19, as did the average number of partners working with each center. In addition, the number of staff members paid with Alaska 21st CCLC funds decreased, but the number of volunteers and staff members paid with non-21st CCLC funds increased. However, staff members paid with 21st CCLC funds made up the majority of program employees.

Community Partnerships

In FY19, Alaska 21st CCLC grantees collaborated with 308 partners. In general, grantees in urban areas with a higher number of centers typically had more community partnerships. For example, grantees with more than five centers, such as Anchorage and Fairbanks North Star Borough school districts, had 68 percent of the total number of partners (which included the YMCA, Tanacross Village Council, the federal Bureau of Land Management, Walmart, Great Alaska Pizza Company, the Alaska Botanical Garden, the University of Alaska Fairbanks, and the Center for Alaskan Coastal Studies).

Overall, grantees typically worked with an average of 20 partners. Grantees with fewer centers also tended to work with fewer partners. Grantees with five or more centers had an average of 32 partners, and the grantees with fewer than five centers averaged 13 partners. At the center level, the average number of partners was eight (compared with 10 last year), and the median was six (compared with eight last year) because the average was slightly skewed by a few centers with many partners.

In 2018–19, seven centers had 10 or more partners, and they were all in the Anchorage, Fairbanks North Star Borough, and Juneau school districts. No center had fewer than three

partners. The centers with the fewest partners were in the Fairbanks North Star Borough and Matanuska-Susitna Borough School District.

Examples of the activities conducted through the community partnerships are listed below:

Project area experts from Tanana District Cooperative Extension Service (e.g., Master Gardeners and volunteers) assist students with hands-on experiential projects which support STEM learning activities, robotics kits and curriculum, and project-based curricula. (Local Evaluation Report)

University of Alaska Fairbanks' Geophysical Institute provides STEAM kits. The students and families explored the relationships between art and science, learned about the northern lights, explored DNA and genetics, and also explored nanoscience and the solar system. (Local Evaluation Report)

Brightways Learning provided a one-day Phlight Camp for 35 of the 21st CCLC students, using the Integrative Youth Development framework to increase the protective factors that tend to decrease high-risk behaviors. Brightways Learning also provided professional development for the coaches and instructional assistants. The 21st CCLC program director and Brightways Learning had periodic planning and check-in meetings and regularly corresponded through email and by phone to discuss the program's successes and challenges. (Local Evaluation Report)

University of Alaska Fairbanks' Cooperative Extension supported a Master Gardener that held the longest running activity throughout the year. This partnership contributed to the sustainability of the program as the Master Gardener's time was paid for by his employer (UAF) and all of the materials were donated by UAF. This was a hands-on activity, with students growing vegetables, herbs, and flowers from seed to harvest – which were incorporated into lessons about nutrition and sustainable horticulture in Southeast Alaska, both indoors and out. (Local Evaluation Report)

Fairbanks Native Association provided staffing and culturally responsive instruction support, professional development, and family engagement activities to foster pride in place. (Local Evaluation Report)

Fairbanks Aviation provided hands-on learning activities, including a flight simulator and guidance for students to support Aviation Mechanics and STEM learning activities. (Local Evaluation Report)

NANA Nordic provided students with a variety of snacks that met the USDA National School Snack Guidelines. (Local Evaluation Report)

Volunteers and Staff Members

Cadres of paid teachers supported Alaska 21st CCLC programs, along with other non-teaching school employees. Alaska 21st CCLC programming is generally administered by a core group of paid staff members who work in collaboration with community volunteers. In 2018–19, participants were served by 479 paid staff members and 120 volunteers or staff members paid with non-21st CCLC funds (table 2-13).⁴ These numbers represent a 16 percent decrease in paid staff members and a 25 percent increase in volunteers or staff members paid with non-21st CCLC funds from last year. Of those paid staff members, during the school year, 51 percent were school-day teachers; 19 percent were non-teaching school staff members; 8 percent were administrators; 4 percent were subcontracted personnel; and 17 percent were college students, community members, high school students, or parents/guardians.⁵ These paid staff members represented 80 percent of all staff members supporting programs. Of the 108 paid summer staff members, 70 percent were teachers, non-teaching school staff members, administrators, or subcontracted personnel, and 30 percent were volunteers (primarily community members and high school students).

Table 2-13. Number of staff members serving Alaska 21st CCLC students in FY19

Staff member	Summer 2018		School Year 2018–19	
	Paid staff members	Volunteers and staff members paid with non-21st CCLC funds	Paid staff members	Volunteers and staff members paid with non-21st CCLC funds
Administrators	13	3	36	10
College students	4	2	9	2
Community members	14	21	38	33
High school students	13	5	32	17
Parents/guardians	1	2	3	21
Teachers	45	2	246	14
Non-teaching school employees	14	6	91	13
Subcontracted personnel	4	0	21	8
Other	0	0	3	2
Total	108	41	479	120

Source: 21APR

⁴ In 21APR, grantees report as “volunteers” both unpaid volunteers and staff members paid with non-21st CCLC funds.

⁵ Percentages do not total 100 due to rounding.

Implementation Successes and Challenges

Our review of the local evaluation reports allowed us to identify trends in implementation successes and challenges. Some local evaluators reported successes in the areas of program management, engagement, and programming—while others also reported challenges in these areas. Additional successes included developing inviting program environments for participants and achieving program outcomes, and additional challenges involved data collection and staffing.

Successes

As mentioned previously, implementation successes were most commonly reported in the areas of program management; student, family, and community engagement; and programming. Other areas of success included developing inviting environments and achieving program outcomes.

Program management success fell into three main categories: high-quality staff members, communication, and data collection and continuous improvement. In terms of staffing, successes were noted for the presence and characteristics of staff members, as well as the quality of the instruction they delivered.

The presence and proactivity of a teen assistant at each site is highly beneficial. (Local Evaluation Report)

The program has continued to recruit experienced and skilled staff and to provide a high teacher-student ratio that allows the teachers to know and respond to the needs of each student and to provide engaging instruction. Class sizes range from 5-15 students. There is a focus on helping students to solve their own problems, and a consistent use of positive behavior management techniques. The staff establishes strong relationships with students; they know the students and observe them carefully, constantly praising those who are helping, following instructions, having good ideas, and working well together. They are very respectful of the students and communicate their expectations as to behavior. (Local Evaluation Report)

Communication successes focused on both the availability of senior staff members to communicate and the means and content of their communications.

Ongoing communication with parents and community members, including [sharing information related to] family engagement activities, bi-monthly Advisory Council Meetings, monthly Board of Education Meetings, and via Facebook/Social Media. (Local Evaluation Report)

The program's mission and goals are clearly understood and communicated. Site coordinators utilize multiple avenues to communicate program mission and goals. Their

“front and center,” highly visible approach provides numerous opportunities for student/parent/community communication to occur. (Local Evaluation Report)

Data collection and continuous improvement successes included the identification of observation tools, better alignment between goals, indicators and data collection, and program staff members’ engagement in continuous improvement.

Finally, the staff shows a commitment to growth. Many of the previous recommendations were followed, and staff continues to refine its attendance policy and the methods in which they structure their days. The team is to be commended for its growth mindset for the benefit of students. (Local Evaluation Report)

Less common management successes included meeting objectives related to student recruitment and attendance, as well as specific areas of growth identified by the key quality indicators.

Successes related to engagement included student, family, and community engagement, as well as opportunities to build relationships.

The students exhibited engaged, interested behavior in the programming, and there was much laughter and interactive respectful play between students. (Local Evaluation Report)

It is commendable that the 21st CCLC coaches were successful in gaining the parents’ trust and valuable support for the after-school program. (Local Evaluation Report)

A number of sustained partnerships have been established throughout the 21st CCLC program sites. Partners interviewed provided positive feedback about their experiences with students. There are multiple roles through which partners can choose to become involved. (Local Evaluation Report)

In terms of programming, successes were related to specific SEL, enrichment, or academic activities—but also more general activities.

The program continues to utilize the expertise of qualified staff members and community partner agencies to provide a valuable out of school time experience for students in grades K-12; assisting in meeting SEL needs, as well as provide valuable STEAM lessons. (Local Evaluation Report)

A strong focus on improving literacy has helped students to become better readers, to meet their targets for growth in reading, and to read on their own more frequently. (Local Evaluation Report)

The activities range from physical (Girls on the Run) to analytical (Robotics) and encompass cultural (Survival Skills), academic (Creative Writing) and STEM (STEM Club) themes. (Local Evaluation Report)

Students are given ample experiential/hands-on/project-based and authentic academic activities. (Local Evaluation Report)

Other less common areas of success included improved instruction or rigor of instruction, as well as providing access to opportunities that would otherwise not be available to participants.

Students enjoy participation in a wide range of enriching activities during the school year and the summer. Many of those students have not had access to organized activities outside of the school day. (Local Evaluation Report)

Program environment successes focused on the safe, nurturing, and predictable atmosphere programs cultivated.

Individual classrooms are calm and well managed, reflecting the practices of the school day. Transitions are orderly and predictable. In fact, the number of transitions and the number of daily rotations were reduced in January to maximize learning time. Students know the expectations and live up to them. (Local Evaluation Report)

Routines and procedures for the program are firmly established. Smooth operations and routines help to create a safe and predictable environment for the students. (Local Evaluation Report)

Finally, regarding outcomes, program successes included SEL and academic growth.

The teacher and parent surveys reflected that approximately 3 out of 4 students attending the after-school program were making gains academically and socially, and many comments attributed those gains to participation in the 21st CCLC program. Regular attending students in the 21st CCLC program in FY19 outperformed students not attending the program in terms of making academic growth on the PEAKS assessment. (Local Evaluation Report)

The combined look at assessment and survey data demonstrated the activities promoted academic growth and social emotional growth in the target population. (Local Evaluation Report)

Positive feedback about the program was received from students, parents, and school staff to show that students were more engaged and had better attitudes toward learning. The program was strong in increasing students' abilities to collaborate with others and to form relationship with others, especially with adults. It helped to strengthen important

social-emotional competencies for the students who attended. (Local Evaluation Report)

Challenges

Implementation challenges were most commonly reported in the areas of data collection, engagement, and programming. Other areas of challenge included program management and staffing. In cases where successes and challenges were reported in the same areas (program management, engagement, and programming) issues differed. For example, one local evaluation report cited a success in engaging families, but a challenge in engaging students. Whereas another reported success in regard to SEL and academic programming, but a challenge in aligning such programming to classroom instruction.

Data collection challenges centered on the quality of the data collection, missing data, and the need to identify data collection tools. In terms of the quality of data collection, local evaluators said challenges included logistical issues, as well as lack of training.

There are logistical issues related to documenting attendance and impact. (Local Evaluation Report)

Focus on maintaining accurate attendance and enrollment information. Possibly consider providing training for staff members. (Local Evaluation Report)

Local evaluators also noticed that as programs changed their goals and/or performance indicators, similar changes were not made to existing tools to collect data in those areas, making it challenging to assess impact. Some programs needed new tools entirely.

Questions will need to be included in the student [surveys] – and might also be included in the parent surveys – starting in FY20 that address the goal of developing in students a sense of belonging. (Local Evaluation Report)

The program needs a new student survey to collect data on updated goals including STEM and SEL. (Local Evaluation Report)

Engagement challenges were cited in the areas of family, community, and student engagement. Student engagement was the most common challenge.

Logistical issues related to identifying and recruiting focus students using the RTI process with PLCs ... (Local Evaluation Report)

Difference in enrollment across sites ... (Local Evaluation Report)

Engaging 9th – 12th grade students in the program continues to be a challenge. (Local Evaluation Report)

Student engagement might be increased if the program changes its schedule to extension activities followed by academic activities. (Local Evaluation Report)

A third challenge that began to be manifested during year 5 is finding volunteers to teach classes. (Local Evaluation Report)

Programming challenges most frequently involved the ability to offer students engaging activities in all three areas: academic, enrichment, and SEL.

[The program needs] more opportunities for pro-social bonding. (Local Evaluation Report)

Continue and increase academic programs using personalized learning, small groups, and Core 4 strategies. (Local Evaluation Report)

Physical education instructors are to employ the Playmeo curriculum that has a strong SEL component. There were extreme variations in what the evaluator saw during this period in terms of use of the Playmeo curriculum and optimizing its SEL instructional potential. (Local Evaluation Report)

Program management challenges often reflected communication issues but also included program startup and scheduling.

Improve communication by setting regular meetings with building administrators with a predetermined agenda. Topics should include upcoming events, curriculum, successes and challenges, and any concerns either group has to address problems before they become barriers to success. (Local Evaluation Report)

The biggest lesson learned concerns the need to maintain open lines of communication and continuous follow-up. Program leadership personnel should continue to coordinate monthly meetings with partners to facilitate student recruitment and commitment to the program. (Local Evaluation Report)

Lastly, staffing challenges often involved recruitment, retention, and training.

As with most new programs, getting things up and running in the first year was a large task. Initial staffing for an intended half-time Lead Teacher position at the high school program was slow because of a very small pool of applicants, and the position was changed to a 0.86 Site Manager position in order to make it attractive to more people. (Local Evaluation Report)

The difficulty in maintaining a sustainable and reliable reservoir of substitutes at some sites has a negative impact. (Local Evaluation Report)

Non-certified staff need professional development support in transitions and classroom management, student engagement, lesson plans, and ACES. (Local Evaluation Report)

Chapter 3. Program Outcomes

This chapter is divided into three sections: academic outcomes, school performance and engagement, and SEL. Each section uses data collected as a part of this evaluation to review progress toward the goals of the Alaska 21st CCLC program.

Academic Outcomes

Statewide goal: *Students who regularly participate in Alaska 21st CCLC will demonstrate academic progress*

To assess this goal, we engaged with DEED to review program participants' state assessment scores. These data were used to measure participants' academic progress. The available data were limited in the number of students who could be matched to DEED records.

As part of DEED's school rating system,⁶ student growth on statewide English language arts (ELA) and math assessments is measured and reported for students in grades 3 to 9. For this report, student identification numbers were collected from grantees to determine growth on state assessments for program participants. It is important to note that students' growth described in this report cannot be attributed to participation in 21st CCLC. Participation in after-school programming may be one factor among many that influenced whether a student experienced growth. Instead, these analyses only characterize participants' academic growth, as defined by DEED; determining whether participation in an after-school program caused this growth is beyond the scope of this project. In this section of the report, "growth" refers to the Alaska school rating system's definition of growth.⁵

Of the program participants whose student identification numbers were submitted to DEED for this report, 45 percent matched⁷ 2018–19 growth scores (i.e., test score information was available for 45 percent of these program participants). Table 3-1 shows the number and percentage of matched students meeting growth on the statewide math assessment by days of program attendance. Table A-1 in appendix A shows which grantees are included in the assessment score growth analysis; not all grantees serve grade levels of students who have growth scores on the statewide assessments.

⁶ This report is not intended to summarize DEED's school rating system or its indicators. Please see <https://education.alaska.gov/akaccountability> for a thorough explanation of student growth. For state-level results, please see <https://education.alaska.gov/compass/Report/2018-2019#accountability-indicators>.

⁷ There are two files in the matching process. One file has the state student identification numbers and the growth scores. The other file has the state student identification numbers submitted by the grantee. The match is created by linking the student identification numbers in each of the files to create a single file with growth scores of program participants.

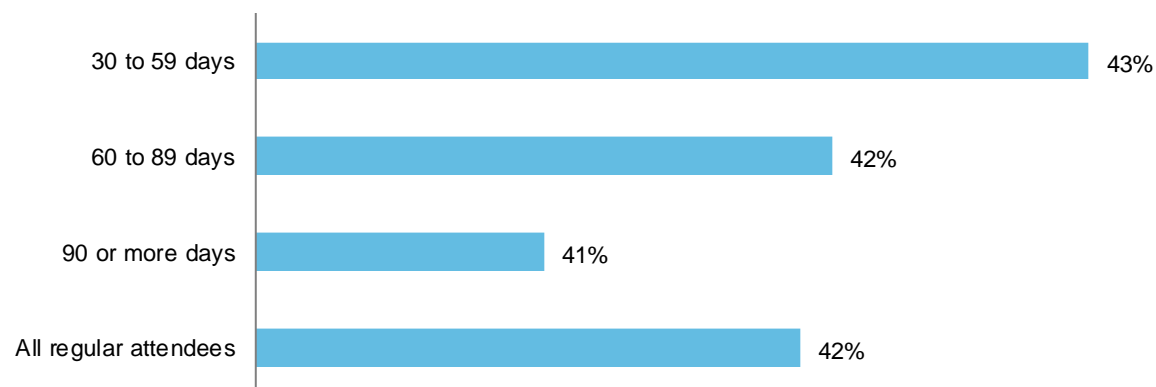
*Table 3-1. Number and percentage of program participants meeting growth on the statewide **math assessment** by days of program attendance*

FY19 Alaska 21st CCLC attendance	2018–19	
	Denominator of students in calculation	Percentage of students who met growth
30–59 days	269	43.1
60–89 days	248	42.3
90 or more days	355	41.4
All regular attendees	872	42.2
<i>Fewer than 30 days⁸</i>	<i>518</i>	<i>36.5</i>

Source: Education Northwest evaluation of DEED data

Figure 3-1 shows the percentage of matched students meeting growth on the statewide math assessment by days of program attendance.

*Figure 3-1. Percentage of Alaska 21st CCLC participants meeting growth on the statewide **math assessment** by days of program attendance in 2018–19**



Source: Education Northwest evaluation of DEED data

*Results are rounded to the nearest whole number. Please see table 3-1 for more detail.

Table 3-2 shows the number and percentage of matched students meeting growth on the statewide ELA assessment by days of program attendance.

⁸ These program participants did not receive sufficient exposure to the intervention and are included here mainly for context.

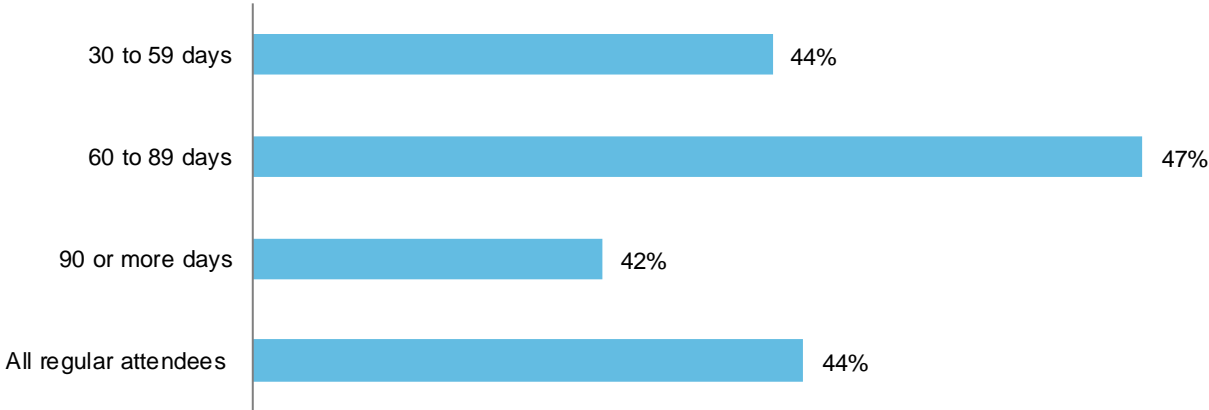
Table 3-2. Number of program participants meeting growth on statewide **ELA assessment** by days of program attendance

FY19 Alaska 21st CCLC attendance	2018–19	
	Denominator of students in calculation	Percentage of students who met growth
30 to 59 days	269	43.9
60 to 89 days	247	47.4
90 or more days	359	42.3
All regular attendees	875	44.2
<i>Fewer than 30 days⁹</i>	<i>520</i>	<i>45.6</i>

Source: Education Northwest evaluation of DEED data

Figure 3-2 shows the percentage of matched students meeting growth on the statewide ELA assessment by days of program attendance.

Figure 3-2. Percentage of Alaska 21st CCLC participants meeting growth on the statewide **ELA assessment** by days of program attendance in 2018–19



Source: Education Northwest evaluation of DEED data
 *Results are rounded to the nearest whole number. Please see table 3-2 for more detail.

School Performance and Engagement

In 2018–19, teachers reported that Alaska 21st CCLC participants improved their overall performance and engagement in school. Teachers also reported that the highest percentage of students making improvements across the year were elementary school students and students

⁹ These program participants did not receive sufficient exposure to the intervention and are included here mainly for context.

who attended Alaska 21st CCLC for 90 or more days. A lower percentage of middle school and high school students made improvements in 2018–19 than 2017–18.¹⁰

The 2018–19 teacher survey results in school performance and engagement saw a small increase in most categories from 2017–18 (table 3-3). Teachers most frequently reported improvements over the course of the year for regular attendees in overall academic performance and class participation, followed by behaving well in class. Teachers less frequently reported improvements in completing homework.

Table 3-3. Teacher reports of school performance and engagement progress of Alaska 21st CCLC regular attendees, 2018–19

	Number of students who improved in 2018–19	Percentage of students who improved in 2018–19***	Change from 2017–18***
Academic performance	1,381	74%	↑
Participating in class	1,349	72%	↑
Behaving well in class**	1,121	60%	↑
Completing homework	1,085	58%	↓

**Indicates federal performance measure.

***Percentages based on number of responses received.

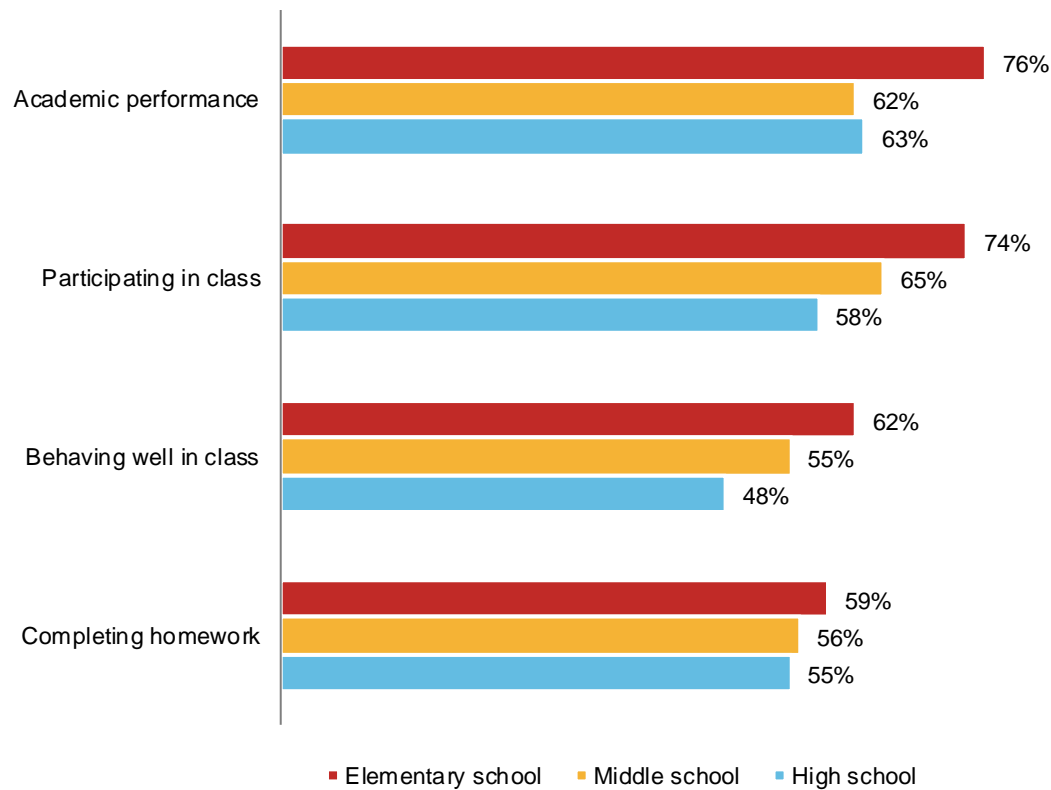
Note: Change is the difference in percentage of attendees between FY18 and FY19. Arrows represent the direction of change if it was +/- 2 percentage points. Any change less than +/- 2 percentage points is marked by an asterisk.

Source: Education Northwest analysis of Alaska 21st CCLC teacher survey data, 2018–19

There were differences by grade band in teacher reports of progress in school performance and engagement (figure 3-3). For example, teachers reported improvements in almost all areas of school performance and engagement over the school year for most elementary, middle, and high school students (50 percent or more) for whom surveys were completed. The exception was high school students behaving well in class (48 percent improved). Teachers reported the largest percentage of students making improvements in academic performance and participating in class. In addition, teachers reported that over 70 percent of elementary school students improved in academic performance and class participation. Elementary school teachers reported greater levels of student improvement than middle school or high school teachers across every category.

¹⁰ Throughout this report we compare results with 2017-18 data for context. However, it is important to note that the students in the program are not necessarily the same students as the previous year due to new centers being funded, existing grants ending, and fluctuations in student participation.

Figure 3-3. Teacher reports of progress of Alaska 21st CCLC regular attendees in school performance and engagement by **grade band**, 2018–19

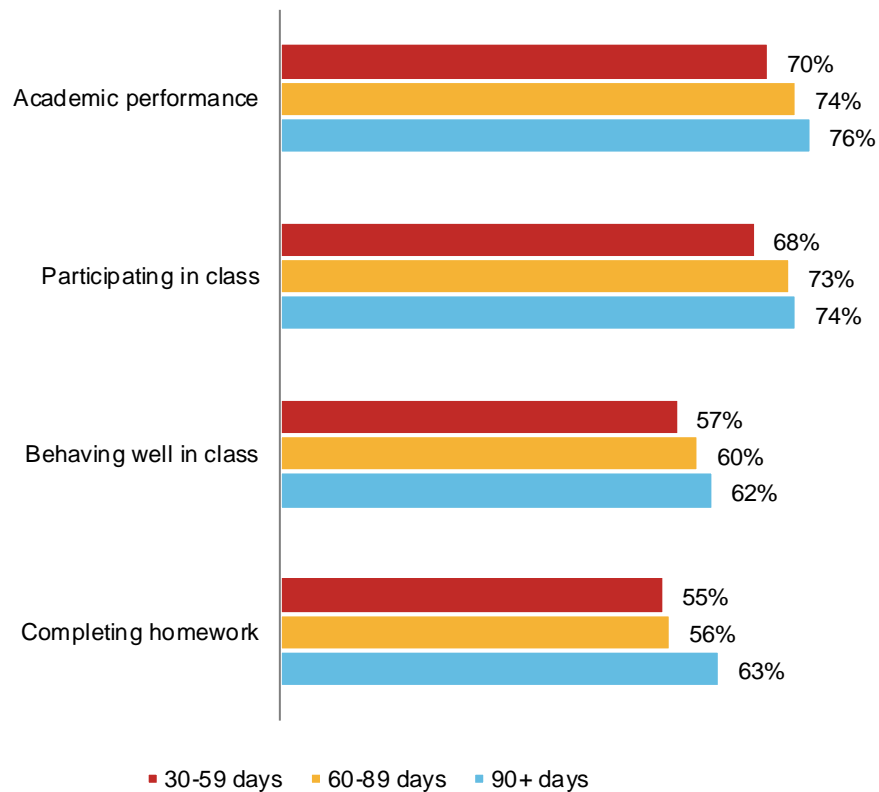


Source: Education Northwest analysis of Alaska 21st CCLC teacher survey data, 2018–19

Compared with 2017–18, teachers reported smaller improvements in most categories and grade bands. This decrease was largest for middle school students in academic performance (80 percent in 2017–18 compared with 62 percent in 2018–19). For other measures of school performance and engagement, middle school students were reported as making roughly the same improvement as last year. High school teachers reported a lower percentage of students improving in all performance and engagement categories. The largest decline was in completing homework (66 percent in 2017–18 compared with 55 percent in 2018–19).

In 2018–19, teachers reported greater degrees of improvement for students who participated in Alaska 21st CCLC for a larger number of days, especially for homework completion (8 percentage points higher), academic performance (6 percentage points higher), and class participation (6 percentage points higher) (figure 3-4). For instance, teachers reported that 74 percent of students who participated for 60 to 89 days and 76 percent of students who participated for 90 or more days improved their academic performance over the course of the year. In addition, 73 percent of students who participated for 60 to 89 days and 74 percent of students who participated for 90 or more days improved in terms of class participation.

Figure 3-4. Teacher reports of progress of Alaska 21st CCLC regular attendees in school performance and engagement by **days attended**, 2018–19



Source: Education Northwest analysis of Alaska 21st CCLC teacher survey data, 2018–19

Compared with 2017–18, there were small increases in the percentage of students improving in most categories and grade bands. In 2018–19, the percentage of students participating in class was 2 to 4 percentage points higher than in 2017–18 for students who participated in the program for a similar number of days (for 30–59 days, 65 percent improved in 2017–18 compared with 68 percent in 2018–19). The percentage of students reported as behaving well in class increased for all three groups of students, but the increase was higher for students who attended the program for more days. In 2017–18, 54 or 55 percent of all three groups were reported as improving their behavior, and in 2018–19, 57 percent of students who participated in the program for 30 to 59 days were reported as improving (3 percentage point increase) and 62 percent of students who participated in the program for 90 or more days were reported as improving (7 percentage point increase).

Social and Emotional Learning

Statewide goal: *Students who regularly participate in Alaska 21st CCLC will demonstrate positive peer and adult relationships at school*

For this analysis, we focused on three measures of student progress in SEL skills: forming positive relationships with adults, getting along with other students, and working collaboratively with peers. In 2018–19, teachers reported a high percentage of elementary, middle, and high school regular program attendee students improving in their SEL skills in all three areas.

Additionally, a higher percentage of students were reported as improving their SEL skills in all three areas in 2018–19 than 2017–18 (table 3-4). Specifically, the percentage of students who improved in forming positive relationships with adults increased from 69 to 72 percent, the percentage of students who improved in getting along with other students increased from 62 to 66 percent, and the percentage of students who improved in working collaboratively with peers increased from 67 to 71 percent.

Table 3-4. Teacher reports of SEL progress of Alaska 21st CCLC regular attendees, 2018–19

	Number of students who improved in 2018–19	Percentage of students who improved in 2018–19***	Change from 2017–18***
Forming positive relationships with adults	1,362	72%	↑
Getting along with other students	1,247	66%	↑
Working collaboratively with peers	1,326	71%	↑

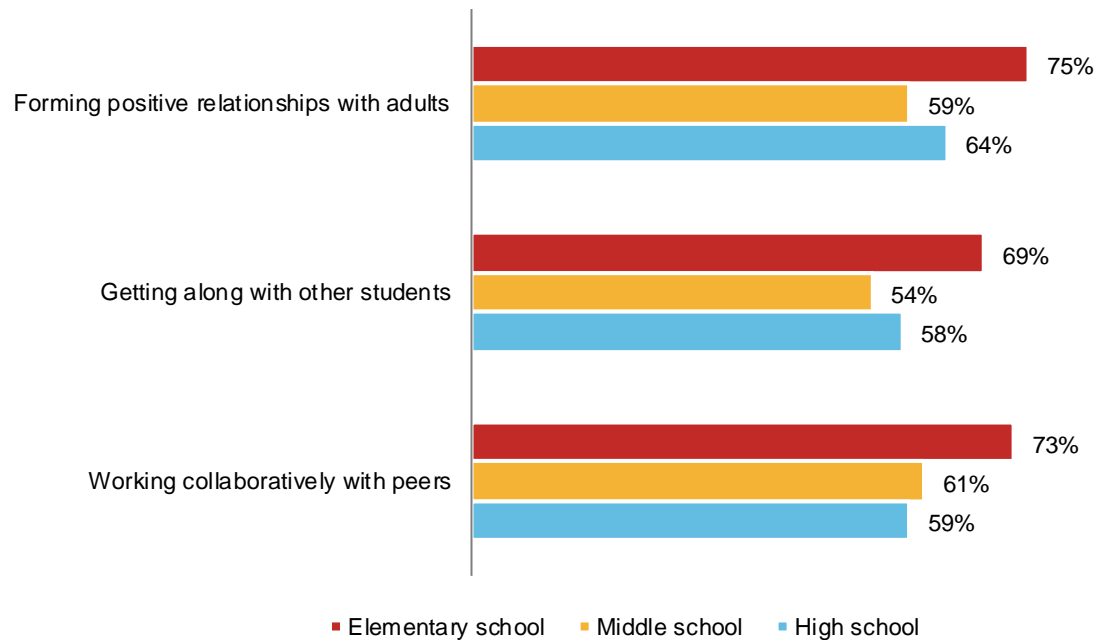
***Percentages based on number of responses received.

Note: Change is the difference in percentage of attendees between FY18 and FY19. Arrows represent the direction of change if it was +/- 2 percentage points. Any change less than +/- 2 percentage points is marked by an asterisk.

Source: Education Northwest analysis of Alaska 21st CCLC teacher survey data, 2018–19.

Teachers reported a higher percentage of elementary school students improving in SEL skills compared with middle school and high school students; in all three categories, the difference was greater than 10 percentage points (figure 3-5). Over 70 percent of elementary school students improved in forming positive relationships and working collaboratively with peers, and 69 percent improved in getting along with others. The percentage of high school and middle school students reported as improving was over 50 percent in all categories. It was over 60 percent for middle school students in working collaboratively with peers and high school students in forming positive relationships with adults.

Figure 3-5. Teacher reports of progress of regular Alaska 21st CCLC attendees in SEL skills by grade band, 2018–19

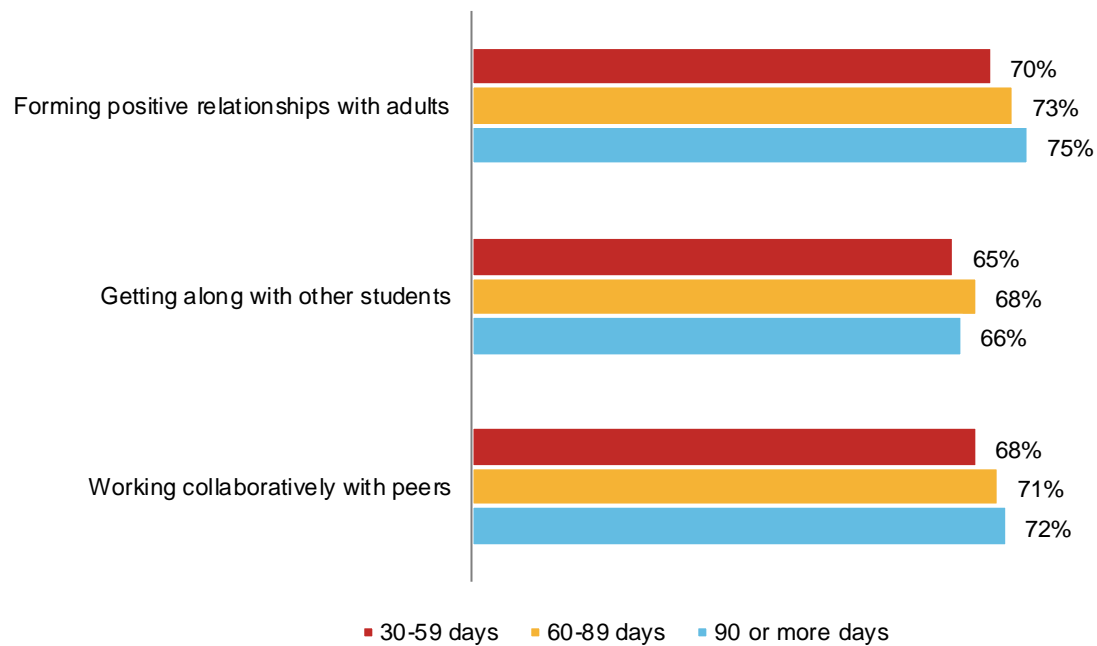


Source: Education Northwest analysis of Alaska 21st CCLC teacher survey data, 2018–19

Compared with 2017–18, teachers reported large increases in the percentage of elementary school students making improvements in SEL skills and more mixed results for students in middle and high school. The percentage of students improving in forming positive relationships with adults increased in 2018–19 for elementary school students (28 percentage points) and middle school students (13 percentage points), and it declined for high school students (5 percentage points). The percentage of students reported by teachers as getting along with others increased for elementary school students (26 percentage points), middle school students (28 percentage points), and high school students (15 percentage points). The percentage of students whom teachers reported as improving at working collaboratively with others increased for elementary school students (7 percentage points) but decreased for both middle school students (10 percentage points) and high school students (11 percentage points).

Additionally, in 2018–19, teachers reported improvement in SEL skills for all regular Alaska 21st CCLC attendees, with a slightly higher percentage of students making progress when they attended for 60 days or more (figure 3-6). Across the three SEL areas, there was a 3 percentage point difference in reports of progress for students who participated for 30 to 59 days and students who participated for 60 to 89 days. The difference between students who participated in the program for 60 to 89 days and 90 or more days was smaller (1 to 2 percentage points)—and it was negative in the case of getting along with others, where a higher percentage of students who participated in the program for 60 to 89 days improved compared with students who participated in the program for 90 or more days (68 to 66 percent improving).

Figure 3-6. Teacher reports of progress of Alaska 21st CCLC regular attendees in SEL skills by days attended, 2018–19



Source: Education Northwest analysis of Alaska 21st CCLC teacher survey data, 2018–19

Teachers reported a higher percentage of students improving in their SEL skills in 2018–19 than 2017–18. The largest year-over-year change was for students who participated in the program for 30 to 59 days, where there was a 6 percentage point increase in forming positive relationships with adults, a 5 percentage point increase in getting along with other students, and a 3 percentage point increase in working collaboratively with peers. For students participating in the program for 60 to 89 days, the year-over-year increases were 3 or 4 percentage points. For students participating in the program for 90 or more days, the year-over-year increase in the percentage of students improving was 5 percentage points for forming positive relationships with adults, 4 percentage points for getting along with other students, and 3 percentage points for working collaboratively with peers.

Chapter 4. Local Objectives and Performance Measures, Continuous Improvement, and Evaluation Quality

The Alaska 21st CCLC theory of change includes a focus on continuous improvement of program quality and outcomes. Local evaluation reports addressed local objectives and performance indicators, as well as key indicators of quality and continuous improvement goals. In addition, based on technical assistance provided to Alaska, via a template for local evaluation reports, Education Northwest assessed evaluation report quality.

Local evaluations addressed both student academic achievement and SEL improvements. Other common objectives were family engagement, programming, and Alaskan Native culture or culturally responsive pedagogy. Over a quarter of objectives across these five areas were met in their entirety, that is, all the performance indicators related to the objective were met. In addition, more than half of the individual indicators were met. All local evaluations included observations required by the state to assess the Alaska 21st CCLC key quality indicators, but not all reports included a summary of these findings or continuous improvement goals for the following year. Most local evaluation reports addressed the quality indicators related to program design and management, as well as staffing and professional development, and the fewest addressed the indicators related to partnerships and relationships. Six out of ten grantees established continuous improvement goals for the next year, which most often addressed improvements in data collection and programming. Overall, the local evaluation reports were of high quality; all fully addressed conclusions and recommendations. However, few included complete appendices.

Local Objectives and Performance Indicators

Analysis of local evaluation reports showed that all 10 grantees included academic and SEL objectives. Some academic objectives were general, such as increased academic success or increased student achievement. In contrast, others specified proficiency in ELA and math, STEM, or literacy. Similarly, SEL objectives were both general and specific. Examples of generic objectives included increased growth in SEL and improved SEL skills. Others specifically addressed specific SEL skills, classroom engagement, and attendance.

Examples of local program objectives include:

Improve PEAKS academic proficiencies in ELA and Math for rural economically disadvantaged and English Learner students through highly engaging after school programming. (Local Evaluation Report)

Improve students' academic performance by providing targeted after school academic enrichment activities that link to students' regular school day. (Local Evaluation Report)

Improve social-emotional and non-cognitive skills such as responsibility, collaboration, and relationship skills for at-risk elementary and high school students. (Local Evaluation Report)

Integrate social/emotional, mental health, violence prevention, substance use/abuse, and support services into programs and activities the program provides. (Local Evaluation Report)

Students will engage in a variety of healthy exercise, make healthy lifestyle choices, and demonstrate respect for self and others. (Local Evaluation Report)

Family involvement was another common objective area. Six grantees had family involvement objectives similar to the two below:

Increase the parent/family engagement of at-risk students. (Local Evaluation Report)

Families will be better informed about the value of engaging with their child and their role in supporting their child's learning at home. (Local Evaluation Report)

Four percent of grantees had objectives that addressed programming or the desire to engage students in specific types of activities.

Build relationships, support resiliency, and expand real-life experiences. (Local Evaluation Report)

Offer targeted STEM opportunities that increase students' interest in science and technology. (Local Evaluation Report)

Increase the exposure to enrichment learning opportunities for at-risk students (Local Evaluation Report)

Finally, two grantees had objectives that addressed students' culture:

Students relate their cultural values to the community, life choices, and their way of life. (Local Evaluation Report)

Increase motivation, interest, and engagement in STEAM fields while building positive adult/youth relationships that reflect culturally responsive strategies and standards. (Local Evaluation Report)

More performance indicators were met than not. Summarizing data reported in local evaluation reports, we found that on average, grantees had four objectives (with a range of two to 14) and three performance indicators per objective (with a range of one to 10) (table 4-1). Of the 46 objectives, 13 were met¹¹ in their entirety (28 percent). These objectives were spread across five grantees and the five objective areas: academics, SEL, family involvement, programming, and culture. Of the 112 performance indicators across all grantees, 65 were met (58 percent), 15 were partially met (13 percent), 16 were not met (14 percent), and 12 had no data available (11 percent). In addition, four indicators, associated with one objective, were collected for the first time as baseline data (4 percent). Appendix D contains tables with each grantee’s local objectives and indicators, as well as an assessment of whether they were met.

Table 4-1. End of year outcomes for local objectives and performance indicators

Result	Objectives (N=46)	Performance Indicators (N=112)
Met	13 (28%)	65 (58%)
Partially Met	28 (61%)	15 (13%)
Not Met	3 (7%)	16 (14%)
Data not available	2 (4%)	12 (11%)
Baseline data collection	1 (2%)	4 (4%)

Continuous Improvement

Statewide goal: *Alaska 21st CCLC centers assess progress on the Alaska Key Quality Indicators, set goals for continuous improvement, and demonstrate progress on those goals annually.*

Local evaluations included an assessment of program quality. All local evaluators reported conducting observations as part of their data collection. Seven local evaluators reported using the Alaska 21st CCLC Statewide Assessment Tool and/or the Alaska Observation Scoring Tool. Two local evaluators used other tools (the New York State Afterschool Network Program Quality Self-Assessment Tool or an observation instrument based on the key quality indicators and correlated with SEL). Finally, one local evaluator did not report the name of the observation tool they used. Although all evaluations included observations, of the 11 local evaluation reports (two reports were submitted from Juneau School District), nine addressed the key quality indicators.

¹¹ Criteria describing progress on performance indicators: *met*, the performance indicators was met across all centers the grantee operated; *partially met*, the performance indicator was met across some centers the grantee operated; *not met*, the performance indicator was not met by any centers the grantee operated; *data not available*, /or program data were not available; *baseline data collection*, data will be used in future years to assess progress from baseline.

Of these nine local evaluation reports, most addressed indicators related to program design and management, as well as staffing and professional development, and the fewest addressed partnerships and relationships.

- **Program design:** Eight local evaluation reports addressed all four indicators. One report failed to address the indicator of *program promotes positive youth development through experiential activities and constructive staff/student interactions*.
- **Program management:** Eight local evaluation reports addressed both indicators. One report failed to address the indicator of *staff understands program goals and has appropriate tools to accomplish them*.
- **Staffing and professional development:** Eight reports addressed both indicators. One report failed to address the indicator of *staff receives structured orientation and training and has access to professional development*.
- **Partnerships and relationships:** Five reports addressed all four indicators. Four reports failed to address the indicator of *school-district officials consider the program goals a high priority*, three reports failed to address the indicator of *partners understand program goals and culture*, and two reports failed to address the indicator of *program encourages family involvement*.
- **Center operations:** Six reports addressed all three indicators. Two reports failed to address the indicator of *program pursues an active attendance strategy*, and one each failed to address the remaining indicators.
- **Program self-assessment:** Seven reports addressed both indicators. Two reports failed to address the indicator of *program staff uses assessment results for continuous improvement*.

Six grantees established continuous improvement goals for the next year. Most frequently, these goals addressed data collection (34 percent), program activities (28 percent), program management (21 percent), and engagement (17 percent). All the grantees that established goals addressed data collection. These included collecting attendance data, having tools aligned to outcomes, identifying time for data entry, and finding ways to incorporate student voice.

Improve method for collecting and reporting program attendance via PowerSchool and APR. (Local Evaluation Report)

Program goals and performance indicators need to be revisited in order to align them with measurable ways to determine whether or not the program is accomplishing what it has set out to achieve. (Local Evaluation Report)

Increase the opportunities for youth voice in the [program]. (Local Evaluation Report)

Five of the six grantees had goals that addressed programming. Most frequently, these focused on academic rigor or a need for additional academic or SEL activities.

The rigor of [program] curriculum must keep pace with district requirements. (Local Evaluation Report)

Provide additional program time focusing on Math & ELA activities that will aide in the improvement in meeting our objective goals set forth in the grant. (Local Evaluation Report)

Continue to Increase social-emotional skill development. (Local Evaluation Report)

Four of the grantees addressed management issues, including communication, staff recruitment and retention, and student recruitment.

Establish monthly audio conference meetings among the program director or coordinator, on-site lead, and principal or assistant principal to improve communication. (Local Evaluation Report)

Continue to provide professional development and improve communication to retain quality staff and volunteers. (Local Evaluation Report)

Continue working on serving more kids more often; increase enrollment and offering programs that students want to participate in on a daily basis. (Local Evaluation Report)

Improve or maintain regular attendance. (Local Evaluation Report)

Lastly, two of the six grantees addressed engagement of community members and families.

Increase family engagement and parents' ability to support students. (Local Evaluation Report)

Each director will be working within their community to increase our partnerships. (Local Evaluation Report)

Appendix E contains tables with each grantees' continuous improvement goals for the next year.

Evaluation Quality

Part of the technical assistance delivered to Alaska 21st CCLC included a reporting template for local evaluators to use for reporting. The template was intended to improve both the quality of the evaluation reports and the consistency in what was reported. The template consisted of six sections: introduction, program overview, evaluation approach, evaluation findings, conclusions and recommendations, and appendices. Each section included multiple

components. For example, the introduction included a title page, executive summary, and a table of contents. The Education Northwest evaluation team assessed the degree to which the components were included in each section using a scale from 0 to 2, with 0 representing “Not addressed,” 1 representing “Addressed to some extent,” and 2 representing “Completely addressed.” We averaged scores for each section and summed section scores to obtain a total score.

In addition to these six sections, the evaluation team reviewed reports for the inclusion of personally identifiable information. Individual students can be identified in a report when small numbers of students participate in a project or results are disaggregated too finely. For example, consider a report that says all grade 2 students participated in a project and half increased their PEAK scores. If readers can tell that grade 2 enrollment is 10, then they know five students increased their scores and five did not—and readers familiar with the school might be able to identify those students. In contrast, if a school has 100 students in grade 2, identifying the 50 students who increased their scores and the 50 who did not is less likely. We evaluated the extent to which data presented in reports could lead to students being identified. We used a dichotomous scale of “No” and “Yes,” with “No” set to 2 and “Yes” set to 0.

Across the seven sections, the highest score a local evaluation report could obtain was 14. Table 4-2 provides a summary of this analysis, with average section scores and lower-scoring components.

Table 4-2. Summary of the review of local evaluation reports

Evaluation section	Average score	Lower-scoring component
Introduction	1.9	Executive summary
Program overview	1.7	Program logic model
Evaluation approach	1.9	Evaluation methods
Evaluation findings	1.8	Program implementation findings
Conclusions and recommendations	2.0	N/A
Appendices	1.6	Data collection instruments
Personally identifiable information	1.4	N/A

Note: N=10; the two Juneau School District local evaluation reports were aggregated before the analysis.

Source: Education Northwest review of Alaska 21st CCLC local evaluation reports.

Overall, the local evaluation reports were of high quality. The average score for the local evaluation reports was 12.1. One evaluation report received a score of 14, seven reports received a score of 11 or higher, one evaluation report received a score between 10 and 11, and one evaluation report received a score between 8 and 9. At least four evaluation reports were returned to the grantee by the Alaska 21st CCLC director for revisions prior to Education Northwest analysis. Not all local evaluations addressed the various components in the appropriate section of the report template. Instead, these components were addressed in a

different section of the report. When this was the case, we counted the component as addressed completely.

Local evaluation reports most commonly addressed conclusions and recommendations, and they least commonly included complete appendices.

- Conclusions and recommendations received an average score of 2.0.
- Introduction and evaluation approach sections received an average score of 1.9. Although reports consistently addressed information typically found on a title page and table of contents, executive summaries did not always address key findings and recommendations. Similarly, although all reports included evaluation questions, their methods sections did not always address response rates, the timing of data collection, and analysis strategies.
- Evaluation findings received an average score of 1.8. Although reports summarized key findings, including a summary of findings on program performance indicators, they less frequently addressed the Alaska Key Quality Indicators and goals.
- Program overview received an average score of 1.7. All reports included logic models, but the extent to which local evaluators included a narrative description and/or addressed changes from their proposal were less common. A review of logic models against the provided template showed that logic models consistently addressed resources, implementation outputs, and outcomes but least frequently addressed assumptions (five of 11). Seven of the 11 logic models addressed activities and target populations, and 10 of 11 logic models included goals.
- Appendices received an average score of 1.6. Complete copies of data collection instruments were often missing.
- Personally identifiable information received an average score of 1.4 out of a possible 2. Three reports contained some personally identifiable information, allowing readers familiar with the program to potentially identify individual students. This was usually the case when local evaluation reports disaggregated overall analyses by site or grade/attendance band.

Appendix A: Grantee-Level Academic Growth Results

Table A-1. Grantee representation in growth score analysis *

	ELA 2018–19	Math 2018–19
Alaska Gateway School District	Yes	Yes
Anchorage School District	Yes	Yes
Boys & Girls Clubs of the Kenai Peninsula	Yes	Yes
Fairbanks North Star Borough School District	Yes	Yes
Juneau School District	Yes	Yes
Kake City School District	Yes	Yes
Matanuska-Susitna Borough School District	Yes	Yes
Nenana City School District	Yes	Yes
Project GRAD	Yes	Yes
SERRC ¹²	No	No

*This report does not intend to summarize the student growth indicator. Please see <https://education.alaska.gov/akaccountability/schoolsuccess/SummarySchoolSuccess.pdf> for more information on student growth.

Source: Education Northwest evaluation of DEED data

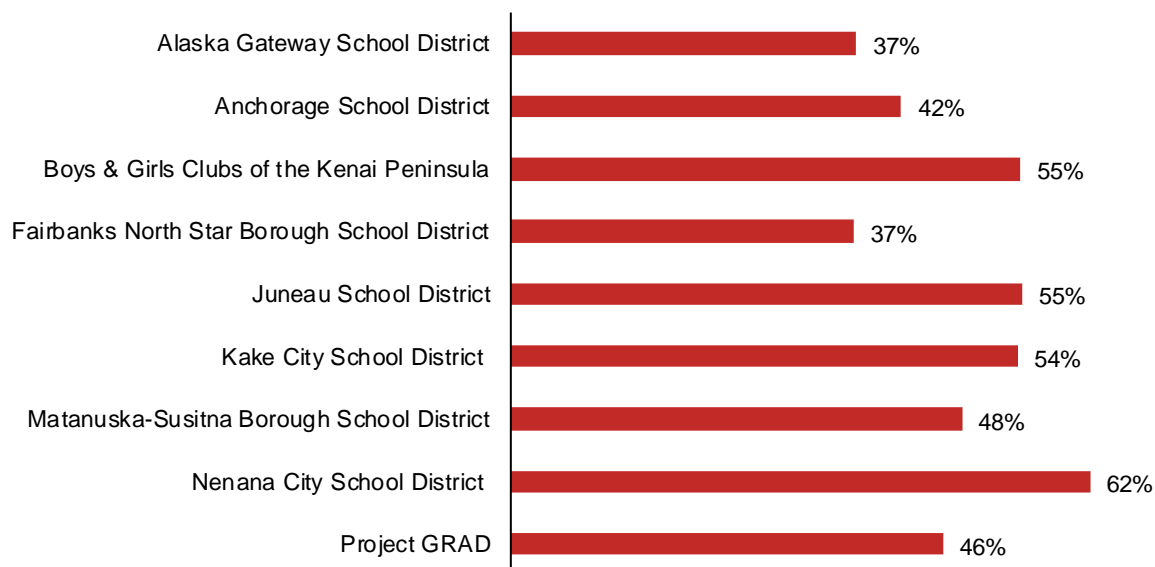
Table A-2. Percentage and number of regular attendee program participants meeting growth in 2018–19 on the statewide **ELA assessment** by grantee

	2018–19 denominator of students in calculation	2018–19 percentage of students who met growth
Alaska Gateway School District	54	37.0
Anchorage School District	225	41.8
Boys & Girls Clubs of the Kenai Peninsula	66	54.5
Fairbanks North Star Borough School District	229	36.7
Juneau School District	64	54.7
Kake City School District	24	54.2
Matanuska-Susitna Borough School District	166	48.2
Nenana City School District	21	61.9
Project GRAD	26	46.2

Source: Education Northwest evaluation of DEED data

¹² SERCC only serves grades K-2, and therefore attendees are not expected to have growth scores.

*Figure A-1. Percentage of regularly attending program participants meeting growth in 2018–19 on the statewide **ELA assessment** by grantee*



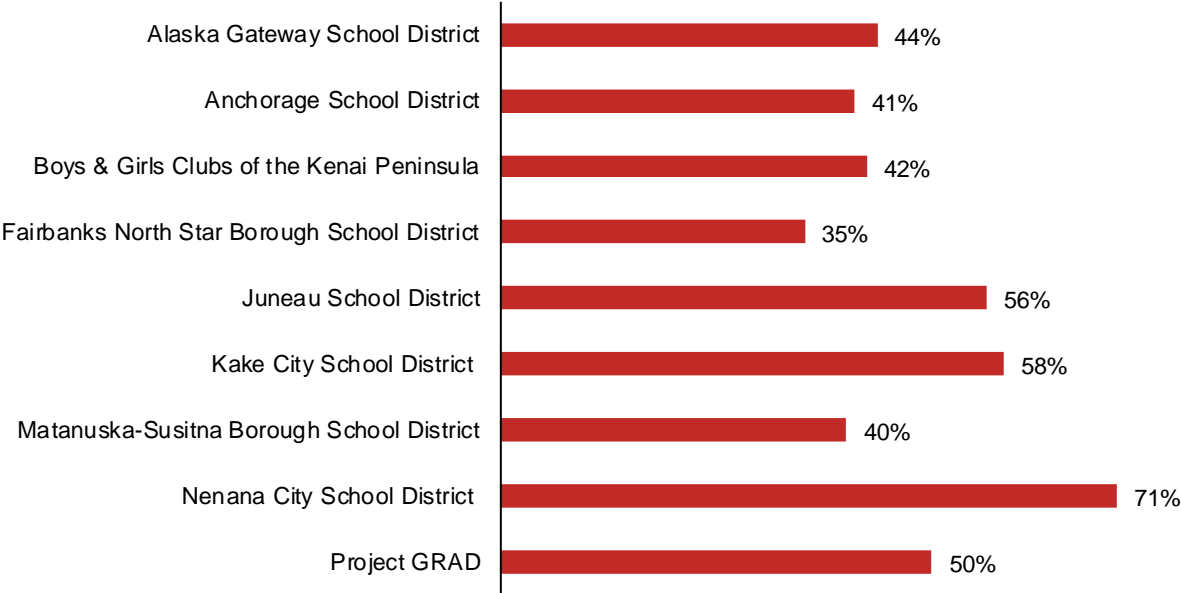
Source: Education Northwest evaluation of DEED data

*Table A-3. Percentage and number of regularly attending program participants meeting growth in 2018–19 on the statewide **math assessment** by grantee*

	2018–19 denominator of students in calculation	2018–19 percentage of students who met growth
Alaska Gateway School District	55	43.6
Anchorage School District	227	41.0
Boys & Girls Clubs of the Kenai Peninsula	66	42.4
Fairbanks North Star Borough School District	227	35.2
Juneau School District	64	56.3
Kake City School District	24	58.3
Matanuska-Susitna Borough School District	162	40.1
Nenana City School District	21	71.4
Project GRAD	26	50.0

Source: Education Northwest evaluation of DEED data

Figure A-2. Percentage of regularly attending program participants meeting growth in 2018–19 on the statewide **math assessment** by grantee



Source: Education Northwest evaluation of DEED data

Appendix B: Grade Band-Level Teacher Survey Results

Table B-1. Teacher reports on the progress of **elementary school students** who regularly attended Alaska 21st CCLC

	Percentage of students who improved					
	2018–19			2017–18		
	30 to 59 days attended	60 to 89 days attended	90-plus days attended	30 to 59 days attended	60 to 89 days attended	90-plus days attended
School performance and engagement						
Academic performance	72	78	77	65	71	75
Participating in class	72	76	75	64	70	72
Behaving well in class	59	63	63	63	75	70
Completing homework	56	56	63	48	62	43
Completing homework and participating in class	41	37	40	44	57	63
SEL skills						
Forming positive relationships with adults	73	75	76	44	43	63
Getting along with other students	68	70	67	36	44	50
Working collaboratively with peers	71	75	73	65	73	61
Family engagement						
Family engaging in their child's education	50	53	49	45	56	55

Source: Education Northwest analysis of Alaska 21st CCLC teacher survey data, 2017–18 and 2018–19

Table B-2. Teacher reports on the progress of **middle school students** who regularly attended Alaska 21st CCLC

	Percentage of students who improved					
	2018–19			2017–18		
	30 to 59 days attended	60 to 89 days attended	90-plus days attended	30 to 59 days attended	60 to 89 days attended	90-plus days attended
School performance and engagement						
Academic performance	65	*	65	69	82	100
Participating in class	69	*	65	54	68	81
Behaving well in class	60	*	54	53	50	57
Completing homework	55	*	61	42	55	53
Completing homework and participating in class	48	*	58	46	55	56
SEL skills						
Forming positive relationships with adults	61	*	62	42	46	49
Getting along with other students	58	*	54	21	31	25
Working collaboratively with peers	65	*	62	68	73	72
Family engagement						
Family engaging in their child's education	33	*	19	54	68	56

Source: Education Northwest analysis of Alaska 21st CCLC teacher survey data, 2017–18 and 2018–19

Table B-3. Teacher reports on the progress of **high school students** who regularly attended Alaska 21st CCLC

	Percentage of students who improved					
	2018–19			2017–18		
	30 to 59 days attended	60 to 89 days attended	90-plus days attended	30 to 59 days attended	60 to 89 days attended	90-plus days attended
School performance and engagement						
Academic performance	64	60	69	60	72	68
Participating in class	54	64	62	66	73	63
Behaving well in class	47	48	48	55	56	54
Completing homework	54	58	52	56	68	88
Completing homework and participating in class	45	52	45	63	60	60
SEL skills						
Forming positive relationships with adults	61	66	72	82	67	62
Getting along with other students	59	59	55	44	43	44
Working collaboratively with peers	58	58	69	62	68	94
Family engagement						
Family engaging in their child's education	33	17	39	53	59	59

Source: Education Northwest analysis of Alaska 21st CCLC teacher survey data, 2017–18 and 2018–19

Appendix C: Grantee-Level Results

This appendix reports the available results from the teacher survey for each grantee. Data are suppressed — and marked by an asterisk — if the number of students is fewer than 10. Project GRAD did not have teacher survey data to review and therefore does not have a table in this appendix.

Table C-1. Teacher reports on the progress of regular Alaska 21st CCLC Alaska Gateway School District attendees

	Percentage of students who improved
	2018–19
	K-12
School performance and engagement	
Academic performance	73
Participating in class	73
Behaving well in class	62
Completing homework	55
Completing homework and participating in class	47
SEL skills	
Forming positive relationships with adults	66
Getting along with other students	65
Working collaboratively with peers	66
Family engagement	
Family engaging in their child's education	54

Note: Alaska Gateway School District is a new grantee for 2018–19 and therefore does not have 2017–18 data available.

Source: Education Northwest analysis of Alaska 21st CCLC teacher survey data, 2018–19

Table C-2. Teacher reports on the progress of regular Alaska 21st CCLC Anchorage School District attendees

Percentage of students who improved				
	2018–19	2017–18		
	<i>Elementary</i>	<i>Overall</i>	<i>Elementary</i>	<i>Middle</i>
<i>School performance and engagement</i>				
Academic performance	75	69	70	58
Participating in class	78	71	77	56
Behaving well in class	61	57	55	57
Completing homework	64	61	39	76
Completing homework and participating in class	18	55	36	34
<i>SEL skills</i>				
Forming positive relationships with adults	77	69	61	81
Getting along with other students	71	64	64	63
Working collaboratively with peers	74	67	69	68
<i>Family engagement</i>				
Family engaging in their child's education	56	50	53	46

*Results were suppressed to protect the identity of students.

Note: There were no high school centers in Anchorage School District in either year, and there were no middle school centers in 2018–19.

Source: Education Northwest analysis of Alaska 21st CCLC teacher survey data, 2017–18 and 2018–19

Table C-3. Teacher reports on the progress of regular Alaska 21st CCLC *Boys & Girls Clubs* of the *Kenai Peninsula* attendees

	Percentage of students who improved					
	2018–19			2017–18		
	Overall	Elementary	Middle and High	Overall	Elementary	Middle and High
<i>School performance and engagement</i>						
Academic performance	77	84	57	81	79	71
Participating in class	72	81	45	77	57	79
Behaving well in class	69	76	48	63	71	66
Completing homework	52	53	49	62	76	67
Completing homework and participating in class	46	49	34	58	52	64
<i>SEL skills</i>						
Forming positive relationships with adults	81	87	66	74	*	66
Getting along with other students	72	77	57	69	78	64
Working collaboratively with peers	73	80	54	72	77	81
<i>Family engagement</i>						
Family engaging in their child's education	42	49	22	46	*	*

*Results were suppressed to protect the identity of students.

Source: Education Northwest analysis of Alaska 21st CCLC teacher survey data, 2017–18 and 2018–19

Table C-4. Teacher reports on the progress of regular Alaska 21st CCLC Fairbanks North Star Borough School District attendees

	Percentage of students who improved					
	2018–19			2017–18		
	Overall	Elementary	High	Overall	Elementary	High
School performance and engagement						
Academic performance	69	72	54	69	50	49
Participating in class	64	65	57	65	*	77
Behaving well in class	49	51	39	49	51	63
Completing homework	55	56	49	64	63	63
Completing homework and participating in class	48	48	43	52	43	50
SEL skills						
Forming positive relationships with adults	64	67	48	63	69	90
Getting along with other students	57	58	47	53	58	65
Working collaboratively with peers	62	64	51	51	64	59
Family engagement						
Family engaging in their child's education	38	42	*	39	61	65

*Results were suppressed to protect the identity of students.

Note: There were no middle school centers in Fairbanks North Star Borough School District.

Source: Education Northwest analysis of Alaska 21st CCLC teacher survey data, 2017–18 and 2018–19

Table C-5. Teacher reports on the progress of regular Alaska 21st CCLC Juneau School District attendees

	Percentage of students who improved	
	2018–19	2017–18
	<i>Elementary</i>	<i>Elementary</i>
<i>School performance and engagement</i>		
Academic performance	70	69
Participating in class	70	67
Behaving well in class	63	49
Completing homework	43	70
Completing homework and participating in class	37	55
<i>SEL skills</i>		
Forming positive relationships with adults	73	76
Getting along with other students	64	72
Working collaboratively with peers	75	81
<i>Family engagement</i>		
Family engaging in their child's education	47	49

Note: There were no middle school or high school centers in Juneau School District.

Source: Education Northwest analysis of Alaska 21st CCLC teacher survey data, 2017–18 and 2018–19

Table C-6. Teacher reports on the progress of regular Alaska 21st CCLC Kake City School District attendees

	Percentage of students who improved	
	2018–19	2017–18
	K–12	K–12
School performance and engagement		
Academic performance	88	53
Participating in class	88	57
Behaving well in class	71	45
Completing homework	83	57
Completing homework and participating in class	81	51
SEL skills		
Forming positive relationships with adults	81	49
Getting along with other students	81	49
Working collaboratively with peers	87	61
Family engagement		
Family engaging in their child's education	75	44

Source: Education Northwest analysis of Alaska 21st CCLC teacher survey data, 2017–18 and 2018–19

Table C-7. Teacher reports on the progress of regular Alaska 21st CCLC *Matanuska-Susitna Borough School District* attendees

Percentage of students who improved								
2018–19					2017–18			
	Overall	Elementary	Middle	High	Overall	Elementary	Middle	High
School performance and engagement								
Academic performance	65	66	60	74	68	61	76	62
Participating in class	66	79	63	64	69	60	67	63
Behaving well in class	59	80	56	51	56	52	55	63
Completing homework	55	57	54	57	51	31	62	*
Completing homework and participating in class	52	54	49	55	49	53	45	54
SEL skills								
Forming positive relationships with adults	69	97	58	72	68	54	62	66
Getting along with other students	63	86	58	57	66	75	69	68
Working collaboratively with peers	67	86	63	63	70	*	77	*
Family engagement								
Family engaging in their child's education	37	66	26	40	37	71	74	62

*Results were suppressed to protect the identity of students.

Source: Education Northwest analysis of Alaska 21st CCLC teacher survey data, 2017–18 and 2018–19

Table C-8. Teacher reports on the progress of regular Alaska 21st CCLC **Nenana City School District** attendees

	Percentage of students who improved	
	2018–19	2017–18
	K–12	K–12
School performance and engagement		
Academic performance	82	60
Participating in class	77	72
Behaving well in class	62	38
Completing homework	77	68
Completing homework and participating in class	72	60
SEL skills		
Forming positive relationships with adults	75	83
Getting along with other students	72	60
Working collaboratively with peers	79	64
Family engagement		
Family engaging in their child's education	31	47

Source: Education Northwest analysis of Alaska 21st CCLC teacher survey data, 2017–18 and 2018–19

Table C-9. Teacher reports on the progress of regular Alaska 21st CCLC **SERRC** attendees

Percentage of students who improved		
	2018–19	2017–18
	<i>Elementary</i>	<i>Elementary</i>
<i>School performance and engagement</i>		
Academic performance	86	80
Participating in class	82	80
Behaving well in class	77	73
Completing homework	57	47
Completing homework and participating in class	54	75
<i>SEL skills</i>		
Forming positive relationships with adults	83	78
Getting along with other students	86	75
Working collaboratively with peers	82	78
<i>Family engagement</i>		
Family engaging in their child's education	45	35

Note: There were no middle school or high school centers at SERRC.

Source: Education Northwest analysis of Alaska 21st CCLC teacher survey data, 2017–18 and 2018–19

Appendix D: Local Objectives and Performance Indicators¹³

Table D-1. *Alaska Gateway School District* program FY19 goals and performance indicators

Goals and indicators	2018–19 result
Goal 1: Participation in GAP will increase student achievement and reinforce regular school-day academic learning	
65 percent of GAP sites will offer a new schedule every six weeks that includes opportunities for all students to achieve, engage, or discover, as reported by the site playlist.	Met
100 percent of all students referred to PLC will have a referral form that includes six-week reevaluations of suggested GAP interventions.	Met
5 percent of regular GAP participants in grades 4–9 will improve from “not proficient” to “proficient” on state assessments from previous year.	Met
80 percent of focus students will be regular GAP participants, as measured by GAP attendance records.	Not met
85 percent of focus students who are regular GAP participants will improve their performance on the “reason for referral” indicated on their referral form, as measured by the Alaska 21st CCLC teacher survey.	Data not available
Goal 2: Participation in GAP activities will help build relationships, support resiliency, and expand real-life experiences	
80 percent of regular GAP participants in grades 4–12 will report an increase in the number of positive responses to the engagement and enjoyment subscale of the SAYO-Y.	Data not available
60 percent of regular GAP attendees will report an increase in the number of positive relationships, as measured by responses on the student support card.	Data not available
85 percent of regular participants in kindergarten through grade 3 will indicate benefits of participation in GAP, as measured by completing two pages for the GAP scrapbook at their site.	Data not available
85 percent of regular participants in grades 4–12 will increase the number of positive statements on the SAYO-Y subtests of communications skills, relationships and collaboration, critical thinking and decision-making, and initiative and self-direction.	Data not available
Goal 3: Participation in GAP family activities will support student learning and strengthen relationships among family members	
30 percent of parents who have enrolled students will attend at least one of four scheduled GAP family activities annually.	Met
85 percent of parents/guardians who have enrolled students will report that they are satisfied or very satisfied in each focus area on the annual family survey.	Not met

Source: Millard, n.d., p. 22

¹³ The local objectives and performance indicators provided here are reported by the local evaluators. Education Northwest did not conduct these analyses.

Table D-2. Anchorage School District program FY19 goals and performance indicators

Goals and indicators	2018–19 result
Goal 1: 21st CCLC students will improve their academic performance in language arts, math and science*	
80 percent of 21st CCLC students will improve their sense of self and improve life skills by attending the program regularly, as measured by the spring <u>student survey</u>	Met
85 percent of 21st CCLC students will achieve academic gains (improved grades, homework completion, participation in class activities), according to the spring <u>student survey</u> . (The question regarding homework was removed from the survey, as the program no longer provides homework help.)	Met
95 percent of students will improve academically and their attitudes toward school after attending the 21st CLC program, as measured by the spring <u>parent survey</u> . * (The parent survey not administered; used student survey results.)	Not met
At least 70 percent of 21st CCLC students who attend 90 days or more will show measured gains in class behavior and participation, attitudes toward school, and school attendance over the course of the year, as measured by the year-end <u>teacher survey</u> .	Met
Average AMP scale scores will increase from the previous year in math for students who attend 21st CCLC for 90 days or more.	Met
Average state test science scores for grade 4 students who attend the 21st CCLC for 90 days or more will increase from the previous year.	Met
Each year, 21st CCLCs will offer and/or promote at least six opportunities for parents or guardians to interact with their child’s school, such as sponsoring family academic nights, community events, or activities in the 21st CCLC program, as measured by communication flyers and volunteer logs. (<u>All four 21st CCLC sites accomplished this in 2018–19.</u>) Examples documented at each site include a welcome packet inviting parents to observe classes, parent club participation invitation, open houses, chaperoning field trips, parent-teacher conferences, FIRST Lego League competitions, and window gardening. Note: Ptarmigan was able to offer only three field trips and one family night due to the late start. All school-day activities, such as parent-teacher conferences and awards assemblies, took place as usual.	Met
As measured by AIMSweb Universal Screening, 35 percent of 21st CCLC students’ math movement exceeded the target for those attending 90 days or more.	Met
As measured by AIMSweb Universal Screening, 35 percent of 21st CCLC students’ reading movement exceeded the target for those attending 90 days or more	Met
Goal 2: Improve academic outcomes in math for at-risk students, reduce chronic absenteeism, and build a strong sense of connectedness to school for at-risk students†	
30 percent of 21st CCLC students in grades 3–8 will advance at least one proficiency level on the PEAKS assessment.	Baseline
Each year, the percentage of CCLC students in grades K–2 who transition from Tier 3 to Tier 2 or Tier 1 and the percentage of K–2 students who transition from Tier 2 to Tier 1 will increase by at least 50 percent, as measured by AIMSweb Math.	Baseline

Goals and indicators	2018–19 result
Each year, at least 80 percent of CCLC students in grades 3–8 will exceed typical growth by the end of the school year, as measured by MAP growth in math.	Baseline
The rate of CCLC students who are chronically absent will decrease by at least 10 percent annually.	Baseline
At least 90 percent of K–8 CCLC students will report increased levels of engagement/confidence in STEAM-related activities, as measured by entry and exit student surveys.	Not met
In a comparison of pre- and post-program responses, at least 90 percent of students will respond positively to questions about school connectedness, as measured by entry and exit student surveys. (*The pre-program survey was not given. Results show 76.88 percent of students responded positively to school connectedness questions.)	Not met
Math interventions provided for 420 K–8 students during three 45-minute sessions three days a week, 101 days a year.	Met
Robotics, coding, and arts enrichment activities provided for 420 K–8 students during three 45-minute sessions three days a week, 101 days a year.	Met
STEM and arts activities with community partners take place according to schedule, MOAs.	Met
100 percent of CCLC students participate in interest-based clubs during one 90-minute session one day a week, 101 days a year.	Met

* Goals associated with FY15 grant.

† Goals associated with FY19 grant.

Source: Silverstein, n.d., pp. 13–14

Table D-3. **Boys and Girls Club of Kenai Peninsula** program FY19 goals and performance indicators

Goals and indicators	2018–19 result
Goal 1: 21st CCLC programming will improve the academic performance of at-risk students.	
50 percent of regular attendee high school students will report they are prepared for college, a career, or a job, as measured by the annual student survey in the spring.	Met
60 percent of students will report a high degree of involvement in programs during after-school programming, as measured by observation and the annual student survey.	Met
50 percent of regular attendees in grades 3–10 will improve proficiency by 3 percent in one or both core areas of ELA and math on the statewide PEAKS assessment given in April each year.	Not met
Personalized learning is implemented in all three 21st CCLC after-school programs, as observed during the 2018–19 school year.	Met
95 percent of regular high school attendees will graduate on time.	Met
Goal 2: 21st CCLC programming will support and help improve students’ overall physical health and social-emotional character.	
60 percent of regular attendees will be observed to have one or more improved behaviors by spring of the 2018–19 school year, as reported on teacher surveys.	Partially met
50 percent of regular attendees will state they have improved their healthy lifestyles on the annual student survey.	Met
Goal 3: 21st CCLC programming and opportunities for involvement will increase parent involvement.	
All three 21st CCLC sites will offer two family nights annually for science, math, ELA, or technical assistance, as indicated on the family night attendance sheets.	Met
65 percent of regular attendees will have at least one parent attend parent-teacher conferences, as determined by conference attendance sheets.	Partially met

Source: Shields, n.d., p. 14

Table D-4. **Fairbanks North Star Borough School District** program FY19 goals and performance indicators

Goals and indicators	2018–19 result
Goal 1: Improve low-performing students’ academic achievement through their participation in after-school tutoring and STEAM exploration programming and skill building	
50 percent of regular attendees demonstrate improvement on state assessments in math, as measured annually by aimswebPlus early numeracy/math and Measures of Academic Progress (MAP) math assessments	Partially met
45 percent of regular attendees demonstrate improvement on state assessments in ELA, as measured annually by aimswebPlus early literacy/reading and MAP reading assessments	Partially met
85 percent of regular attendees will report increased confidence in STEM-related academic activities, as measured by the annual spring student survey	Data not available
Goal 2: Increase participating students’ academic engagement in the classroom	
75 percent of participants with “problematic attendance” (attendance rates at or below 90 percent) will demonstrate increased school attendance, as measured by annual attendance records	Partially met
Goal 3: Increase growth in social and emotional learning (SEL) and noncognitive skills by participating students	
75 percent of students will demonstrate increased SEL and noncognitive competencies, as measured by SEL assessments	Data not available

Source: O’Connor & O’Connor, n.d., p. 26

Table D-5. **Juneau School District** CONNECT! and LEAP program FY19 goals and performance indicators

Goals and indicators	2018–19 result
Goal 1: Increase academic success and engagement for at-risk elementary and high school students*	
The percentage of elementary students meeting growth targets on reading assessments will increase by 5 percent.	Not met
Teachers will report academic growth and improved homework completion for 70 percent of elementary and high school students who attend the program for 30 days or more.	Not met
The percentage of elementary students reading at grade level will increase by 5 percent.	Not met
80 percent of regularly enrolled elementary students who attend summer school will maintain or improve their scores in reading and math from spring to fall.	Not met
The number of enrolled high school students who are credit deficient will decrease by 10 percent.	Met
Goal 2: Provide diverse, engaging educational enrichment activities that might not otherwise be available to at-risk students*	
75 percent of regular enrollees (or their teachers and parents) surveyed will report high levels of engagement, improved attitudes toward learning, and/or the development of new skills and interests.	Met
10 percent increase in positive high school student survey responses related to sense of connection and positive relationships.	Data not available
Rate of chronic absenteeism for regular program participants will decrease by 5 percent.	Not met
Goal 3: Improve social-emotional and noncognitive skills, such as responsibility, collaboration, and relationship skills, for at-risk elementary and high school students*	
Teachers and parents will report improvement in student behavior, collaborative, and/or relationship skills for 50 percent of students.	Met
Social-emotional competencies will improve for 50 percent of students.	Met
Goal 4: Increase parent/family involvement for at-risk students*†	
50 percent of students will have a parent or guardian who reports increased engagement and/or skills to support students.*	Data not available
50 percent of parents who have enrolled students will engage in at least one of three scheduled CCLC events.†	Met
50 percent of parents who have enrolled students will attend regularly scheduled parent-teacher conferences.†	Met
50 percent of parents who have enrolled students will report an increase on time spent on literacy activities at home.††	Partially met
25 percent of Head Start families who have incoming kindergartners will attend at least one Ready for Kindergarten session.‡	Met
Goal 5: Increase employability skills of at-risk high school students*	
50 percent of high school students will demonstrate increased work-readiness attitudes, skills, and knowledge.	Not met

Goals and indicators	2018–19 result
Goal 6: Improve literacy skills and engagement of at-risk students[†]	
50 percent of students who attend the school-year program for 30 days or more will meet their fall-to-spring growth projection or target on the MAP reading test.	Partially met
50 percent of students enrolled in the summer school session will attend more than 80 percent of the session.	Met
50 percent of students who have attended at least 80 percent of the summer school session will maintain their national percentile ranking from spring to fall, as observed in reading and math scores and as measured by the Measures of Academic Progress (MAP).	Partially met (met for reading, not math)
75 percent of students enrolled in the school-year program will attend the program for 30 days or more.	Met
30 percent of students with a history of behavioral incidences who attended the school-year program for more than 30 days will decrease the number of behavior incidences reported throughout the year, as collected by monthly school reports.**	Data not available
A random sample of 25 percent of students who attend the school-year program for 30 days or more will increase their reading endurance, as indicated by an increase in the average number of reading minutes, by 25 percent based on a minimum of four observations.	Met
Goal 7: Increase the exposure to enrichment learning opportunities for at-risk students[†]	
75 percent of students enrolled in the program will attend the program for 30 days or more.	Met
50 percent of students will report an increase in knowledge of STEM activities (science, technology, engineering, and math)	Met
40 percent of students who attend the program for 30 days or more will engage in additional out-of-school activities.	Met

* Goals associated with CONNECT! program.

† Goals associated with LEAP program.

‡ Data was collected from only one school: Riverbend. At that school, the objective was met. The question was not included on the parent survey report provided by staff members at Glacier Valley School.

** Monthly reports through the district's Powerschool Database were not available since that data have not been collected with sufficient frequency or accuracy. Alternative data collected through teacher and parent surveys indicate that the LEAP program was successful in improving student behavior, although the data were not available to measure the objective specifically as written.

Source: Hoag, n.d.a, p. 16; Hoag, n.d.b, p. 11

Table D-6. **Kake City School** program FY19 goals and performance indicators

Goals and indicators	2018–19 result
Goal 1: 21st CCLC programming will improve students’ academic performance	
50 percent of 21st CCLC regular attendees will achieve higher scores on their spring MAP assessments in both reading and language arts compared with their scores from the prior year.	Met
50 percent of 21st CCLC regular attendees will achieve higher scores on their annual PEAK assessments in both reading and language arts compared with their scores from the prior year.	Met
Goal 2: 21st CCLC programming will improve students’ regular school-day attendance	
50 percent of 21st CCLC regular attendees will improve regular school-day attendance by 2 percent per year.	Not met
Goal 3: Increase parent/family involvement	
Total unique number of parent/family members who attend Alaska 21st CCLC will increase by 15 percent from baseline at the end of five years.	Met

Source: Dybdahl, 2020, p. 13

Table D-7. *Matanuska-Susitna School District* program FY19 goals and performance indicators

Goals and indicators	2018–19 result
Goal 1: Increase the academic success of all students in the out-of-school-time program by providing consistent enrichment activities	
25 percent of regularly attending students (30 days or more) will improve their academic performance based on formative and summative curriculum-based testing, as reported by survey results.	Met
75 percent of students served will complete enrichment activities they have signed up to take, according to survey results and attendance records.	Not met
Goal 2: Integrate social/emotional, mental health, violence prevention, substance use/abuse, and support services into programs and activities provided through the out-of-school-time program	
50 percent of students served will demonstrate improvement in relationship-building with other students, teachers, and administration, as well as connectedness to the school and community setting, as reported by survey results.	Met
25 percent of students served will demonstrate a decrease in violence and substance use/abuse after attending out-of-school-time activities.	Data not available
10 percent of students served are accessing social/emotional and mental health support during out-of-school-time activities.	Met
Goal 3: 21st CCLC programming will offer targeted STEM opportunities that increase students' interest in science and technology	
25 percent of students served report an increase in attendance in science and technology activities and classes, per enrollment and attendance data, as well as student surveys.	Met
25 percent of students served demonstrate increased interest in the fields of science and technology, as reported by student surveys.	Data not available

Source: Goodell, n.d., p. 31

Table D-8. *Nenana City School District program FY19 goals and performance indicators*

Goals and indicators	2018–19 result
Goal 1: Improve students' academic performance (rewritten to reflect NWEA Measures of Academic Progress [MAP])	
Provide targeted academic enrichment activities during after-school hours such that students' academic achievement, based on MAP scaled scores in reading/language arts and math, will be compared with the average scale score increase of students at a particular grade level.	Met
Link STARS academic enrichment activities to students' regular school-day programs each year.	Met
Goal 2: Increase attendance for the regular school day	
Engage STARS students in academic and personal enrichment activities that improve their academic performance and address social issues (e.g., lack of creative outlet) that motivate students to improve their school-day attendance by 2 percent per year, for a total of 10 percent over five years.	Met
Goal 3: Increase family involvement	
Engage families through: 1) Advisory Council participation, 2) regular family nights held twice each school year, and 3) monthly meetings with STARS teachers such that 2 percent of families per year indicate increased involvement in/impact on their children's education, for a total of 10 percent by the end of the five-year grant period.	Met
Goal 4: Improve student academic performance in STEM content (rewritten to reflect Performance Evaluation for Alaska's Students [PEAKS])	
Provide targeted STEM-focused enrichment activities during the after-school hours such that students' academic achievement based on PEAKS in science will be reported in one of four proficiency levels that correspond to grade-level standards.	Met
Link STARS STEM activities to students' regular school day such that by the end of the five-year grant period, students will indicate increased interest in STEM topics and pursuit of further STEM studies/careers.	Met

Source: Sileo, 2019, pp. 11–12

Table D-9. **Project GRAD** program FY19 goals and performance indicators

Goals and indicators	2018–19 result
Goal 1: 21st CCLC programming will improve student engagement in STEM	
90 percent of STEAM TEAM lessons will be aligned with state standards and implemented in five schools two days per week.	Met
85 percent of 21st CCLC regular attendees will report high levels of interest in STEAM, as measured by the annual spring student survey.	Not met
85 percent of regular attendees report a secure and positive sense of belonging at STEAM TEAM programming, as reported in annual spring program climate survey.	Not measured
Academic coaches will communicate with parents each quarter through a variety of ways, including newsletters, parent nights, social media, and/or phone calls.	Met
Using the PEAKS assessments, 50 percent of regular attendees will show academic growth.	Met
Classroom teachers report that 60 percent of 21st CCLC regular attendees show improvement in skills and attitudes related to STEM instruction, as measured by the annual spring teacher survey.	Met
85 percent of 21st CCLC regular attendee parents will report support for their child’s participation in STEAM TEAM programming, as reported on the spring survey and/or in a phone interview.	Met

Source: Jessal, n.d., p. 63

Table D-10. **SERRC** program FY19 goals and performance indicators

Goals and indicators	2018–19 result
Goal 1: Progress toward reading on grade level. Students are highly engaged in literature and informational texts.	
Program will meet at least 80 percent of key quality indicators on researched program rubrics.	Met
Fall-to-spring MAP scores will show a growth of 10 points or more.	Partially met
Goal 2: Progress toward achieving math expectations for grade level. Students are engaged in scientific inquiry.	
Students will find STEAM lessons highly engaging and motivating.	Met
Students will engage in a variety of disciplines through STEAM project-based learning.	Met
STEAM lessons will include standards-based math instruction that will improve outcomes on math assessments.	Partially met
Goal 3: Students relate their cultural values to the community, life choices, and their way of life.	
Students will demonstrate an understanding of Native values and ways of knowing through STEAM or literature.	Met
Goal 4: Students will engage in a variety of healthy exercise, make healthy lifestyle choices, and demonstrate respect for self and others.	
Surveys and observations will reflect that students have demonstrated growth in social-emotional learning.	Met
Students will understand the benefits of healthy food and make healthy eating choices at home.	Partially met
Parent surveys will reflect improvement in their child’s attitude, behaviors, and/or skills.	Met
LSP surveys will reflect improvement in student behaviors.	Met
Goal 5: Attendance will be consistently high.	
Program will maintain an enrollment of 60 students.	Met
Attendance will be taken daily and participants with good attendance will be recognized with 30-, 60-, 90-day awards.	Met
Goal 6: Families will be better informed about the value of engaging with their child and their role in supporting their child’s learning at home.	
Family events are scheduled throughout the year.	Met
Newsletters, flyers, Facebook, PowerSchool notifications, and articles in the Arctic Sounder will inform parents of family events.	Met
A caring adult will attend at least one family event throughout the year.	Partially met
Parents will indicate on the survey that they are involved in supporting their child’s education at home.	Partially met
LSPs will indicate they feel more comfortable and willing to reach out to parents.	Met

Source: McMillan, n.d., pp. 14–15

Appendix E: FY19 Continuous Improvement Goals

Table E-1. Alaska Gateway School District program FY19 continuous improvement goals

Continuous improvement goal
Continue to monitor program offerings and improve quality, as necessary.
Use the YPQA by the external evaluator.
Use the results of the YPQA to guide self-assessment and program improvement by GAP staff members.
Improve the method for collecting and reporting program attendance.
Train GAP staff members to use PowerSchool to record attendance.
Add attendance at program offerings to improve APR reporting.
Continue to provide professional development and improve communication to retain quality staff members and volunteers.
Ensure all assessment tools are being used as stated in the program logic model to improve program quality and measure student outcomes.

Source: Millard, n.d., p. 27

Table E-2. Boys and Girls Club of Kenai Peninsula program FY19 continuous improvement goals

Continuous improvement goals
Continue working on serving more kids more often; increase enrollment and offer programs that students want to participate in on a daily basis.
Provide additional program time focusing on math and ELA activities that will aid in the improvement in meeting our objective goals set forth in the grant.
Continue offering SEL programs that are designed around our students' needs at each site and create more time for students at the beginning of daily programming. This past year, we have seen an increase in our students with behaviors, and we understand the importance of offering intentional SEL programs to meet their individual needs.
Each director will be working within their community to increase our partnerships.
Each site offers informative family nights that are well-attended, but we need to be more efficient at attendance recording.

Source: Shields, n.d., p. 29

Table E-3. Juneau School District CONNECT! and LEAP program FY19 continuous improvement goals

Continuous improvement goals
Increase the opportunities for youth voice.
Continue to increase social-emotional skill development.
Increase family engagement and parents' ability to support students.
Increase program resources through community engagement.
Focus on academic improvement.

Source: Hoag, n.d.a, p. 28; Hoag, n.d.b, p. 18

Table E-4. Matanuska-Susitna School District program FY19 continuous improvement goals

Continuous improvement goals
Site-based staff members have indicated a need for training.
Ensure the rigor of curriculum keeps pace with district requirements.
Reflect on instructional practices that are supportive of standards associated with school-day instruction and targeted to the goals and mission of after-school programming.
Accurate and efficient attendance methods are needed at each site.
Allocate time for data entry and correcting.
Program goals and performance indicators need to be revisited to align them with measurable ways to determine whether the program is accomplishing what it has set out to achieve.

Source: Goodell, n.d., p. 40

Table E-5. SERRC program FY19 continuous improvement goals

Continuous improvement goals
Establish monthly audio conference meetings among the program director or coordinator, on-site lead, and principal or assistant principal to improve communication.
Include principal and assistant principal in email regarding program scheduling and staffing absences.
Develop an evaluation tool based on the job description and a reflective process for program staff members.
Create a discussion space for staff members to talk about challenges, issues of practice, or student needs.
Review Mystery Science with staff members for possible implementation to strengthen the STEAM section.

Source: McMillan, n.d., p. 34

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