

# Alaska 21st Century Community Learning Centers

## **STATEWIDE EVALUATION REPORT: FISCAL YEAR 2018**

February 2019

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## About Education Northwest

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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

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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 community partners to expand learning and enrichment beyond the school day. 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.

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 centers 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 and emotional outcomes.

This report summarizes the statewide evaluation results for fiscal year 2018 (FY18).

## **FY18 Alaska 21st CCLC Grantees**

In FY18, 10 Alaska 21st CCLC grantees operated 37 centers across the state. Eight grantees were school districts, most of which operated multiple centers. Two grantees were nongovernmental organizations. Each center received up to five or six years of funding, with new cohorts of centers starting in FY13, FY14, and FY15. No new centers were added in FY16, FY17, or FY18. In addition, 13 centers offered summer programming in FY18.

Grantees were located throughout Alaska, and the number of centers they operated ranged from one to 11. Three grantees received funding for multiple fiscal year cycles. The Anchorage and Fairbanks North Star Borough school districts operated the most centers (11 and eight, respectively).

*Table 1-1. Alaska 21st CCLC Grantees and Centers Active in FY18*

<b>Grantee</b>	<b>Center</b>
Anchorage School District FY13	Mountain View Elementary Taku Elementary Willow Crest Elementary*†
Anchorage School District FY14	Alaska Native Cultural Charter School Fairview Elementary Nicholas J. Begich Middle School North Star Elementary
Anchorage School District FY15	Muldoon Elementary Nunaka Valley Elementary Ptarmigan Elementary† Wonder Park Elementary
Bering Strait School District FY13	Aniguiin School (Elim, Alaska) Tukurngailnguq School (Stebbins, Alaska)
Bering Strait School District FY15	Shishmaref School (Shishmaref, Alaska)
Boys & Girls Clubs of the Kenai Peninsula FY14	Mountain View Elementary (Kenai B&G Club)* Nikiski Middle/High School* Nikiski North Star Elementary*
Fairbanks North Star Borough School District FY13	Anne Wien Elementary Joy Elementary** Nordale Elementary**
Fairbanks North Star Borough School District FY14	Denali Elementary** Hunter Elementary**
Fairbanks North Star Borough School District FY15	Lathrop High School North Pole Elementary Ticasuk Brown Elementary
Juneau School District FY15	Glacier Valley Elementary Riverbend Elementary†
Kake City School District FY15	Kake Elementary & High School
Matanuska-Susitna Borough School District FY15	Burchell High School* Iditarod Elementary Wasilla Middle School
Nenana City School District FY15	Nenana City School*
Sitka School District FY14	Baranof Elementary Blatchley Middle School* Keet Gooshi Heen Elementary* Pacific High School*
SERRC FY13	June Nelson Elementary (Kotzebue, Alaska)*

\*Centers with 2017 summer programs reported in 21APR

†Centers with 2017 summer programs that may have students from other centers with the same grantee attending the summer programs

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

Sources: 21APR and center-level workbooks

## 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., social and emotional learning [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,<sup>1</sup> which are typically tracked via observation tools DEED provides.

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 and 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 offered programming.

### 2017–18 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 FY18 (Table 1-2). Grantees collected these data during summer 2017 and the 2017–18 school year. DEED provided these data to Education Northwest for analysis. To produce this report, Education Northwest evaluators reviewed and aggregated 10 local evaluation reports to identify statewide themes. We used Stata 17 software to aggregate the 21APR reports, teacher survey results, and operations data.

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<sup>1</sup> Alaska 21st CCLC Key Quality Indicators:

[https://education.alaska.gov/21cclc/pdf/ak\\_21st\\_cclc\\_key\\_quality\\_indicators.pdf](https://education.alaska.gov/21cclc/pdf/ak_21st_cclc_key_quality_indicators.pdf)

*Table 1-2. Levels and descriptions of data sources*

<b>Data source</b>	<b>Level</b>	<b>Description</b>
Local evaluation reports	Grantee	Reports produced by various 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.
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.

Education Northwest is working with DEED to develop statewide evaluation report templates and data processes to reflect the new statewide evaluation framework (to be implemented in 2019).

## **Report Overview <sup>2</sup>**

Chapter 2 describes Alaska 21st CCLC program operations, staffing, activities, participants, and participation trends. Chapter 3 examines the results of the teacher surveys and student progress on statewide tests, as reported by grantees in 21APR. Chapter 4 summarizes the local evaluation reports, as well as their themes, and offers recommendations for improving the reports.

## **Key Findings**

### *Program Operations and Participation*

- Alaska 21st CCLC engaged 4,262 participants in 2017–18, slightly more than last year. Elementary school students made up just over two-thirds of school-year participants, and the number of middle school participants increased by 58 percent since 2016–17.
- Overall, 65 percent of school-year participants were regular attendees who participated in the program for 30 or more days, similar to last year’s rate.
- Overall, 60 percent of school-year participants qualified for free or reduced-price lunch, 15 percent had limited English proficiency, and 18 percent had special needs.
- Overall, 33 participants identified as white, 27 percent identified as American Indian or Alaska Native.
- In the summer, Alaska 21st CCLC served 874 students, primarily elementary school students, an increase over last year.

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<sup>2</sup> To provide context, throughout the report, we describe changes in overall results since the FY17 evaluation report (available at [https://education.alaska.gov/21cclc/pdf/statewide\\_eval\\_report.pdf](https://education.alaska.gov/21cclc/pdf/statewide_eval_report.pdf)).

- Grantees most frequently offered academic programming (e.g., science, technology, engineering, and math [STEM<sup>3</sup>]; literacy; and homework help), physical fitness, art, music, and leadership activities. Summer programming predominately served 30 or more students each day in academic enrichment activities.
- Grantees collaborated with 398 partners in 2017–18, including community-based organizations, local businesses, universities, and Alaska Native-serving organizations.

### *Reports of Student Progress*

- Statewide, teachers reported that 70 percent of regular attendees improved their academic performance over the year and 69 percent improved their class participation.
- According to teacher reports, 58 to 69 percent of students who participated in Alaska 21st CCLC demonstrated growth in their social and emotional skills, especially in the areas of working collaboratively with peers and forming positive relationships with adults.
- Teachers most frequently reported high degrees of improvement for students who participated in the program for 60 days or more.
- Teachers reported improvements in family engagement for 44 percent of the students for whom surveys were completed.
- Grantees reported that 7 percent of regular attendees in grades 4 and 5 who were not proficient in reading on state standardized tests in spring 2017 improved to proficient or above in spring 2018.<sup>4</sup> The grantees also reported that 4 percent of regular attendees in grades 6 to 9 who were not proficient in math on state standardized tests in spring 2017 improved to proficient in spring 2018.<sup>5</sup>

### *Local Evaluation Reports*

- Most grantees appeared to be making progress on their local objectives, especially those related to program or school attendance, meeting growth projections on formative assessments, and homework completion.
- Local evaluators offered some common recommendations for strengthening the programs, especially regarding the use of data to focus and improve services, and for enhancing student and family engagement, as well as instruction.
- Local evaluation reports continued to demonstrate good knowledge of program activities, and several improved in their rigor and reporting.

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<sup>3</sup> In 21APR, all stand-alone science, math, engineering, and technology activities are reported under the category of “STEM”

<sup>4</sup> 21APR requests English language arts assessment data for grades pre-K–5. However, the year-to-year comparison can be completed for just grades 4 and 5 in Alaska because the PEAKS assessment is administered to only students in grades 3–5.

<sup>5</sup> 21APR requests math assessment data for grades 6–12. However, students above grade 9 do not take the state PEAKS assessment and therefore are not included in the Alaska data reporting.

## Chapter 2. Program Operations and Participation

Alaska 21st CCLC centers expand 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 (science, technology, engineering and math). Since all science, math, engineering, and technology activities are reported under the category of “STEM” in 21APR, in this report the term STEM refers to a wide variety of instruction and activities in those subject areas. In addition, the centers promote SEL through community service/service learning, mentoring, counseling, leadership, and prevention activities. The centers also provide healthy snacks or meals for students, and they conduct outreach and offer programming 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). The centers engage various community partners in program delivery, 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, 13 centers offered summer programming in FY18, two fewer than in FY17.

In this chapter, we describe program operations, staffing, activities, who participated in Alaska 21st CCLC in the 2017–18 school year and in summer 2017, and how often they did so.

### Program Operations

#### Activities

Table 2-1 summarizes the main types of activities Alaska 21st CCLC grantees and centers offered in FY18.

*Table 2-1. Types of activities Alaska 21st CCLC grantees and centers offered in FY18*

	Summer 2017				2017–18 school year			
	Grantees		Centers		Grantees		Centers	
STEM	7	↑	11	↓	10	↑	32	↑
Literacy	8	↑	11	↑	10	*	30	↓
Tutoring	4	↑	6	↑	11	↑	21	↑
Homework help	1	↑	1	↑	13	↑	33	*
English learner support	2	↑	2	↑	4	↑	9	↑
Entrepreneurship	0	*	0	*	3	↑	4	↑
Arts and music	7	↑	9	*	11	↑	32	↓

	Summer 2017				2017–18 school year			
	Grantees		Centers		Grantees		Centers	
Physical activity	8	↑	11	↓	12	↑	34	↓
Community service/service learning	5	↑	6	↑	6	*	17	↓
Mentoring	2	*	2	↓	2	↓	4	↓
Drug prevention	1	↑	1	↑	3	*	3	*
Counseling programs	2	*	4	↑	4	↓	5	↓
Violence prevention	1	↑	1	↑	2	↓	2	↓
Truancy prevention	0	*	0	*	1	↑	1	↑
Youth leadership	6	↑	9	↑	9	↑	25	*
College and career readiness	1*	*	1	*	4	*	4	↓

\*Represents change within 2 percentage points

Note: Arrows indicate whether the number of programs offering these activities increased or decreased since FY17

Source: 21APR

### *School Year Programming*

All Alaska 21st CCLC elementary, middle, and high school centers offered academically focused programming to expand learning beyond the school day. Programming was offered more than once a week in 77 percent of reported program types. Programs that were held once a week or less most frequently fell under the following categories: community service/service learning, English learner support, and drug prevention. Of the programs that were offered more than once a week, 80 percent were offered four or more days a week. Academic programming offered more than once a week included homework help, literacy support, and STEM. Tutoring programming was mostly offered four or more times a week and to more than 30 students per day. Most of these activities—72 percent—were offered in sessions that lasted, on average, two hours or less per day. In addition, at least 10 centers offered programming more than once a week in four categories: literacy support, homework help, tutoring, and STEM. Four high school centers provided college and career readiness programming, such as credit recovery.

Most centers also provided enrichment opportunities at least once a week (and often more than once a week), such as physical activity, art, and music. Many centers also offered leadership or community service/service learning. These activities were more likely than other activities to be offered only once a month or term.

Programming focused on SEL (such as mentoring, counseling, and violence and drug prevention) was offered in most of the middle and high school centers, although a few elementary school centers also provided this programming. Mentoring and counseling services were typically provided several times a month.

In 2017–18, the number of different center activities decreased from the previous school year, from eight to seven per center. However, the number of grantees offering tutoring and homework help increased since 2016–17.



### Summer Programming

Alaska 21st CCLC summer programming ranged from a week of all-day “camp” to half-day programs that ran from four to 11 weeks. These programs primarily focused on academic enrichment activities, such as project-based STEM activities, and they usually offered additional physical fitness, creative arts, leadership, and/or service learning activities. Few summer programs offered college and career readiness or explicit SEL activities.

### Staffing

Alaska 21st CCLC programming is generally administered by a core group of paid staff members who work in collaboration with community volunteers. In 2017–18, participants were served by 570 paid staff members and 96 volunteers or staff members paid with non-21st CCLC funds.<sup>6</sup> Of those paid staff members, during the school year, 48 percent were school-day teachers; 26 percent were non-teaching school staff members; 9 percent were administrators or subcontracted personnel; and 16 percent were college students, community members, high school students, or parents<sup>7</sup>. Of the 129 paid summer staff members, 65 percent were teachers, non-teaching school staff members, administrators, or subcontracted personnel. In addition, 31 percent of the 186 total summer staff members were volunteers, primarily community members.

*Table 2-2. Number of staff members serving Alaska 21st CCLC students in FY18*

	Summer 2017		2017-18 school year	
	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	6	32	5
College students	15	5	12	2
Community members	13	21	28	40
High school students	11	5	44	11
Parents	2	6	10	7
Teachers	54	1	276	10
Non-teaching school staff members	10	0	146	14
Subcontracted personnel	7	1	22	5
Other	4	12	0	2
Total	129	57	570	96

Source: 21APR

<sup>6</sup> In 21APR, grantees report as “volunteers” both unpaid volunteers and staff members paid with non-21st CCLC funds.

<sup>7</sup> Percentages do not add up to 100 due to rounding.

Of the 666 school year staff members and volunteers, 81 percent were in elementary school centers, 8 percent were middle school centers, and 11 percent were in high school centers. Elementary school centers were staffed by a team that included an average of eight paid school-day teachers, two paid parents, five non-teaching school staff members, and one administrator. The staff members on this team do not necessarily work in the program on the same days, so this does not represent the average daily count of staff members. They also had a small number of volunteer parents, as well as paid or volunteer high school and college students. Middle and high school centers were predominately staffed by school-day teachers and non-teaching school staff members. Elementary school centers were more likely to have volunteers, with an average of two parent volunteers and two community member volunteers at each center. Note that volunteers include staff members paid with non-21st CCLC funds.

In 2017–18, high school centers saw a decrease in the number of volunteer community members on staff, going from an average of three to one. The overall number of staff members across all grantees dropped in 2017–18; the total number of paid staff members decreased by 74, and the number of volunteers/staff members paid with non-21st CCLC funds decreased by 22. Most of the decrease was in subcontracted personnel. Note that this does not necessarily represent a decrease in the number of staff members present each day at the program.

## **Partnerships**

In FY18, Alaska 21st CCLC grantees collaborated with 398 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 70 percent of the total number of partners (which included the YMCA, Volunteers of America Alaska, the U.S. Bureau of Land Management, Costco, Dino’s Donuts, the Alaska Botanical Garden, the University of Washington, and Cook Inlet Tribal Council).

Overall, grantees typically worked with about six partners. Among grantees with fewer than five centers, for example, Sitka School District partnered with AmeriCorps, the Sitka Native Education Program, and the Sitka Sound Science Center, and Bering Strait School District partnered with the Alaska Department of Fish and Game and the University of Alaska. Centers fell into two main groups: those working with many partners and those working with fewer partners. The average number of partners for all centers was 10, but the median was six, which indicates the average was skewed by a few centers with many partners.

In 2017–18, 15 centers had more than 10 partners, and they were all in the Anchorage, Fairbanks, Juneau, and Matanuska-Susitna school districts. In Anchorage, there were four centers with 29 or more partners. In addition, Burchell High School in Matanuska-Susitna Borough School District partnered with 23 organizations (including United Way, Alaska Family Services, and the Cook Inlet Tribal Council). Centers with fewer than 10 partners had an average of four partners, and only two centers had one partner. The smaller centers included most of those in Fairbanks North Star Borough School District and the grantees outside of Anchorage and Juneau. For example, in 2017–18, Keet Gooshi Heen Elementary in Sitka School

District worked with five partners: the U.S. Coast Guard, the local 4-H Club, the Sitka Native Education Program, the Sitka Sound Science Center, and AmeriCorps.

## Program Participants

Alaska 21st CCLC provided academic and social support to 4,262 participants in 2017–18, which was 19 more participants than the previous school year. Elementary school students comprised 67 percent of participants. Middle school and high school students comprised 22 percent and 10 percent, respectively. The number of middle school students increased by 348 compared with 2016–17—an increase of 58 percent. The grade range makeup of Alaska 21st CCLC participants in 2017–18 changed compared with last year, as more middle school students participated and fewer high school and elementary school students participated.

*Table 2-3. Alaska 21st CCLC participants by grade, 2017–18*

Targeted grade levels	Number of attendees	Percentage of attendees	Change from 2016–17
Kindergarten	212	5	*
Grade 1	399	9	*
Grade 2	528	12	*
Grade 3	565	13	*
Grade 4	529	12	*
Grade 5	640	15	*
<i>Total elementary school</i>	<i>2,873</i>	<i>67</i>	↓
Grade 6	373	9	↑
Grade 7	304	7	↑
Grade 8	273	6	↑
<i>Total middle school</i>	<i>950</i>	<i>22</i>	↑
Grade 9	88	2	*
Grade 10	147	3	*
Grade 11	112	3	*
Grade 12	92	2	*
<i>Total high school</i>	<i>439</i>	<i>10</i>	↓

\*Represents change within 2 percentage points

Note: Arrows indicate the direction of change from 2017

Note: Totals percentages may not match sum of grade level percentages due to rounding. Source: 21APR

## Profile of 2017–18 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. Of the 4,262 students identified to participate in the program in 2017–18, 60 percent qualified for free or reduced-price lunch, 18 percent had special needs, and 15 percent had limited English proficiency. This was a decrease from 2016–17, when 77 percent of participants qualified for free or reduced-price lunch, 20 percent had special needs, and 16 percent had limited English proficiency.

In line with the federal goals for 21st CCLC, in 2017–18, the Alaska program served a higher percentage of students from each of these groups compared with the overall student population statewide. In 2017–18, 52 percent of all Alaska students were eligible for free or reduced-price lunch (Alaska Department of Education and Early Development, 2018a). Data for 2017–18 were not available for the statewide percentage of students with special needs and limited English proficiency. For context, in FY17, 14 percent of Alaska students statewide had special needs, and 11 percent had limited English proficiency (Alaska Department of Education and Early Development, 2017).

*Table 2-4. Alaska 21st CCLC participant characteristics, 2017–18*

Characteristic	Number of attendees	Percentage of attendees	Change from 2016 –17
Eligible for free or reduced-price lunch	2,574	60	↓
Limited English proficiency	651	15	*
Special needs	778	18	*

\*Represents change within 2 percentage points

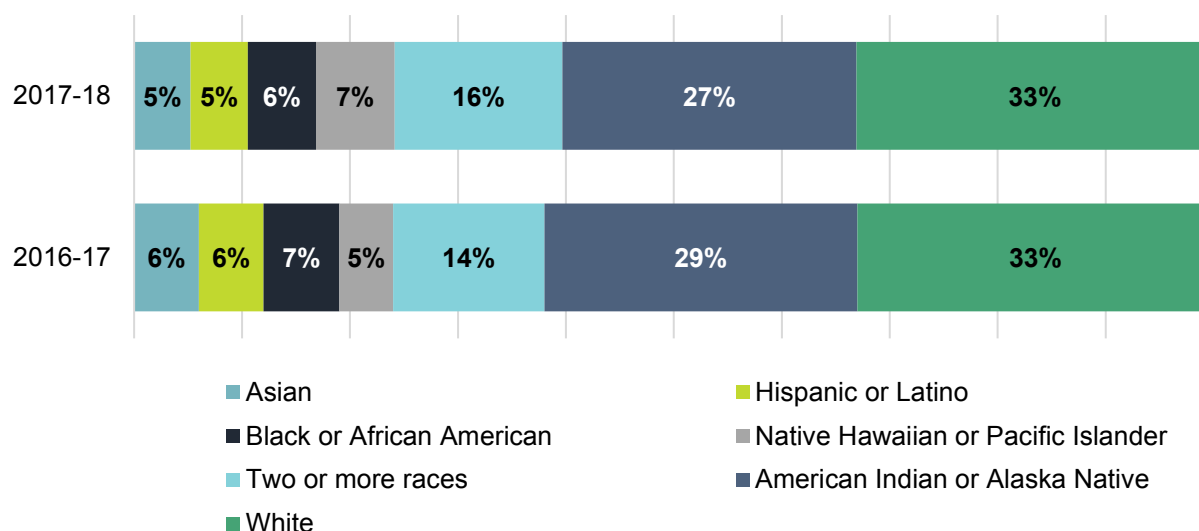
Note: Arrows indicate the direction of change from FY17

Source: 21APR

Regarding racial/ethnic identity, in 2017–18, 33 percent of Alaska 21st CCLC participants identified as white, and 27 percent identified as American Indian or Alaska Native (Figure 2-1). These represent a similar percentage of white participants and a slightly smaller percentage of American Indian or Alaska Native participants than in 2016–17. Together, these two groups made up 60 percent of all program participants in 2017–18. The next-largest group was participants who identified as two or more races (16 percent).

Compared with the overall student population in Alaska, in 2017–18, there was a higher percentage of American Indian or Alaska Native students in the 21st CCLC program (27 percent compared with 22 percent statewide) and a lower percentage of white students (33 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



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

Source: 21APR

### Profile of 2017 Summer Program Participants

In 2017–18, 874 students participated in Alaska 21st CCLC summer programming. Overall, 76 percent were elementary school students, 19 percent were high school students, and 5 percent were middle school students (Table 2-5).

Table 2-5. Alaska 21st CCLC participants by grade, summer 2017

Targeted grade levels	Number of attendees	Percentage of attendees	Change from 2016–17
Kindergarten	81	9	↑
Grade 1	96	11	*
Grade 2	149	17	↑
Grade 3	129	15	*
Grade 4	107	12	↓
Grade 5	100	11	*
<i>Total elementary school</i>	<i>662</i>	<i>76</i>	<i>*</i>
Grade 6	19	2	↓
Grade 7 and 8**	24	3	*
<i>Total middle school</i>	<i>43</i>	<i>5</i>	<i>↓</i>
Grade 9	21	2	*
Grade 10	41	5	*
Grade 11	66	8	↑

Targeted grade levels	Number of attendees	Percentage of attendees	Change from 2016–17
Grade 12	41	5	*
<i>Total high school</i>	<i>169</i>	<i>19</i>	↑

\*Represents change within 2 percentage points

\*\*Results were collapsed due to a small number of observations

Note: Arrows indicate the direction of change from FY17

Note: Totals percentages may not match sum of grade level percentages due to rounding.

Source: 21APR

Overall, 62 percent of Alaska 21st CCLC summer participants qualified for free or reduced-price lunch, 14 percent had special needs, and 10 percent had limited English proficiency. The program served a similar percentage of students with these characteristics in the summer as it did during the school year. Compared with last year, the 2017–18 summer program served a higher percentage of students with limited English proficiency but a lower percentage of students eligible for free or reduced-price lunch.

*Table 2-6. Alaska 21st CCLC participant characteristics, summer 2017*

Characteristic	Number of attendees	Percentage of attendees	Change from 2016–17
Eligible for free or reduced-price lunch	540	62	↓
Limited English proficiency	91	10	↑
Special needs	120	14	*

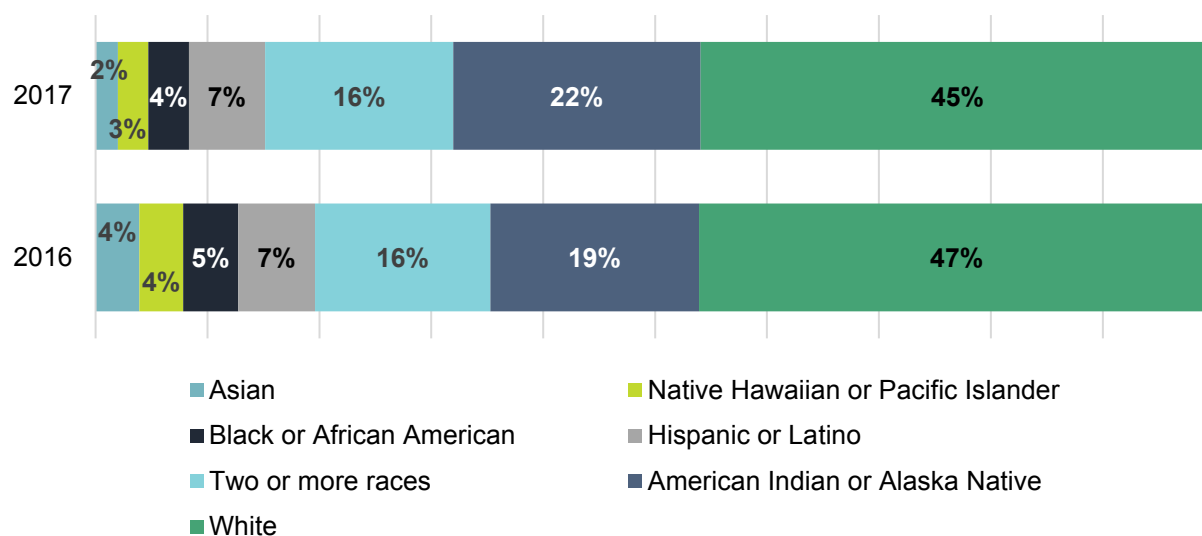
\*Represents change within 2 percentage points

Note: Arrows indicate the direction of change from FY17

Source: 21APR

Regarding racial/ethnic identity, in 2017–18, 45 percent of summer participants identified as white, and 22 percent identified as American Indian or Alaska Native. A larger percentage of summer participants identified as white than in the school year.

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



Source: 21APR

Percentages may not total 100 due to rounding

## Attendance Patterns

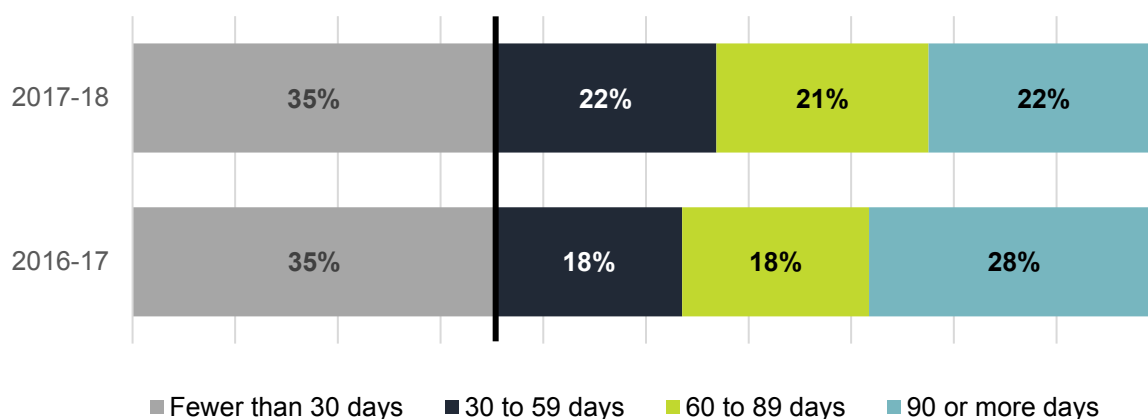
Two key factors influence the effectiveness of an after-school program: its quality and the amount of time a young person spends in it. Federal guidelines for 21st CCLC programs indicate students who attend 30 days or more per academic year are considered “regular attendees” (Lyles, 2016).

### School Year Attendance Patterns

Overall, 65 percent of Alaska 21st CCLC participants (2,715) were regular attendees, similar to last year. Among these participants, 1,143 (42 percent) attended 90 days or more of the program—a decrease from last year.



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



Source: 21APR

Percentages may not total 100 due to rounding

Comparing the attendance patterns from previous years, there was a decrease in the number of participants attending for 90 or more days in 2017–18 and an increase in the number of regular attendees in the “60 to 89 days” and the “30 to 59 days” categories from most previous years (Table 2-7). The percentage of regular attendees was the same in 2017–18 as in the last two years.

Table 2-7. School-year attendance patterns for Alaska 21st CCLC participants, 2014–15, 2015–16, 2016–17, and 2017–18

Total days attended	2014–15	2015–16	2016–17	2017–18	Change from 2016–17
30 to 59 days	25%	20%	18%	22%	↑
60 to 89 days	15%	17%	18%	21%	↑
90 or more days	28%	27%	28%	22%	↓
<i>Total regular attendees</i>	67%	65%	65%**	65%	*
Fewer than 30 days	33%	35%	35%	35%	*
<i>Total attendees</i>	(N = 3,850)	(N = 4,200)	(N = 4,243)	(N=4,262)	↑

\*\*Totals may not sum to 100 due to rounding

\*Represents change within 2 percentage points

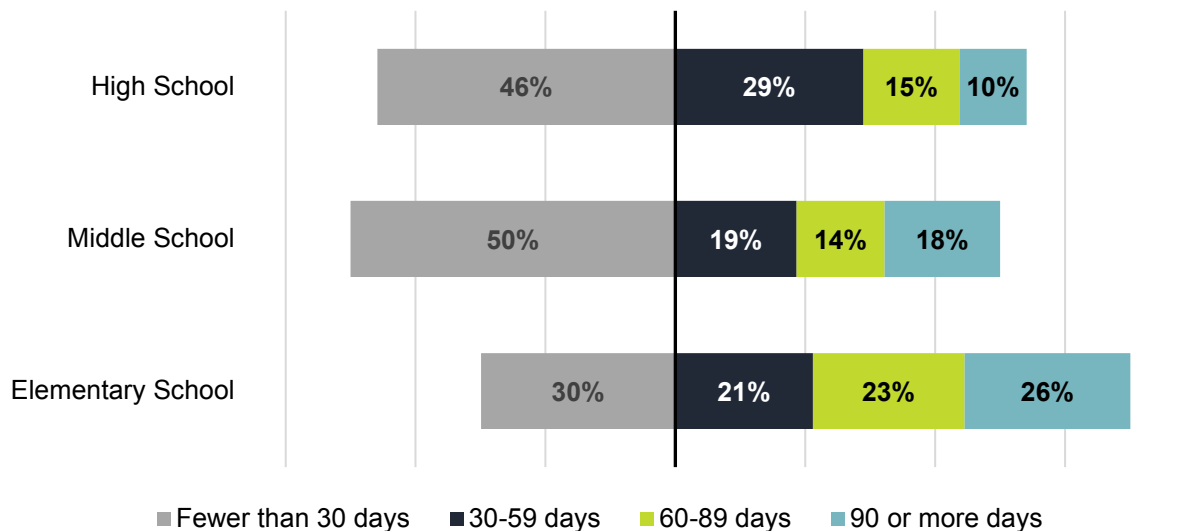
Note: Arrows indicate the direction of change from FY17

Source: 21APR and McDowell Group (2016)

Figure 2-4 shows the percentage of Alaska 21st CCLC participants from each grade band who participated in the program for fewer than 30 days, 30 to 59 days, 60 to 89 days, or more than 90 days in 2017–18. Consistent with data from prior years, participation patterns by grade band showed that the majority of elementary school students (70 percent) were regular Alaska 21st CCLC attendees. At least half of middle and high school students were regular attendees in 2017–18. This was an increase in the percentage of regular attendees for both middle and high

school students since 2016–17, when a little more than half of middle school (57 percent) and high school (52 percent) participants attended fewer than 30 days.

*Figure 2-4. Alaska 21st CCLC participants' attendance by grade band, 2017–18*



Source: 21APR

## Summary

In 2017–18, the Alaska 21st CCLC elementary, middle, and high school centers offered various academic supports and enrichment activities (such as physical fitness and creative arts programming) more than once a week. SEL, college and career readiness, and community service activities were also provided—but less frequently. Summer programming varied in terms of daily programming hours and number of weeks offered. In 59 percent of summer programs, 30 or more students were served on an average day, and the sessions included a mix of academic and other enrichment activities, such as physical activity, arts and music, and leadership.

Grantees reported that the largest percentage of Alaska 21st CCLC staff members in 2017–18 were paid teachers (48 percent during the school year and 42 percent during the summer) and non-teaching school staff members (26 percent during the school year and 8 percent during the summer). The remaining center staff members comprised paid and volunteer high school and college students, community members, parents, subcontracted personnel, and administrators. On average, eight paid teachers were in elementary school centers, 15 teachers were in middle school centers, and six teachers were in high school centers. Middle schools had the least support from volunteers or staff members paid with non-21st CCLC funds; on average, each elementary school had eight volunteers/staff members paid with non-21st CCLC funds, each high school had five, and each middle school had one.

Grantees partnered with 398 community-based organizations, local businesses, local and national public programs, universities, and Alaska Native organizations. These included Big Brothers Big Sisters, AmeriCorps, Fred Meyer, the Alaska Department of Fish and Game, The Alaska Zoo, the Juneau Economic Development Council, Fairbanks Memorial Hospital, and the Knik Tribal Council. Grantees fell into two main groups: those working with many partners and those working with fewer partners. Centers with many partners were much more common in the more heavily populated areas of the state.

Alaska 21st CCLC engaged 4,262 participants in 2017–18, which was a slightly larger group than last year, with more middle school students and fewer students who were eligible for free or reduced-price lunch. Overall, 65 percent of students (2,715) were regular attendees who participated in the program for 30 or more days during the school year, which was similar to last year. In addition, Alaska 21st CCLC summer programming served 874 students, primarily elementary school students—an increase over last year.

## Chapter 3. Reports of Student Progress

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In this chapter, we discuss the results of teacher surveys regarding the progress of Alaska 21st CCLC regular attendees in key areas, such as school performance and engagement, social and emotional skills and behavior, and family engagement. This chapter also provides a summary of aggregate student progress on statewide tests, as reported by grantees in 21APR. Statewide reading test results were available for regular attendees in grades 4 to 5, and statewide math test results were available for students in grades 6 to 9.<sup>8</sup> The assessment results were provided to the statewide evaluation team from grantee reports in 21APR. Therefore, they were not able to be directly verified by Education Northwest.

### Teacher Survey Results

To facilitate interpretation, we organized the presentation of results based on the three main topics addressed in the survey: school performance and engagement, social and emotional skills and behavior, and family engagement (Table 3-1).

The 2017–18 teacher survey results in school performance and engagement followed a similar pattern as the 2016–17 results on most items. However, a few items, such as homework completion and family engagement, declined multiple percentage points (Table 3-1). Teachers most frequently reported improvements over the course of the year for regular attendees in overall academic performance and class participation, followed by homework completion. Teachers less frequently reported improvements in classroom behavior.

Teachers also reported that most students (58 percent or more) demonstrated growth in their social and emotional skills and behavior. Most frequently, teachers noted progress in forming positive relationships with adults and working collaboratively with peers. Finally, teachers reported improvements in family engagement over the year for 44 percent of the students for whom surveys were completed—a decrease of 3 percentage points since 2016–17 but an increase from 2015–16 levels.

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<sup>8</sup> 21APR requests math assessment data for grades 6 to 12. However, students above grade 9 do not take the state PEAKS assessment and therefore are not included in the Alaska data reporting.

Table 3-1. Teacher reports of progress of Alaska 21st CCLC regular attendees, 2017–18

	Number of students who improved in 2017–18	Percentage of students who improved in 2017–18***	Change from 2016–17***
<b>School performance and engagement</b>			
Academic performance	1,560	70	↓
Participating in class	1,535	69	*
Behaving well in class**	1,220	55	*
Completing homework	1,340	60	↓
Completing homework and participating in class** <sup>9</sup>	1,176	53	*
<b>Social and emotional skills and behavior</b>			
Expressing needs and feelings appropriately	1,290	58	*
Forming positive relationships with adults	1,523	69	*
Getting along well with other students	1,384	62	*
Persevering through challenges	1,427	64	↓
Seeking assistance when appropriate	1,441	65	↓
Working collaboratively with peers	1,492	67	*
<b>Family engagement</b>			
Family engaging in their child's education	977	44	↓

\*Represents change within 2 percentage points

\*\*Indicates federal performance measure

\*\*\*Percentages based on number of responses received

Note: Arrows indicate the direction of change from FY17

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

Given that elementary school students represented the majority of regular attendees in 2017–18, next we discuss in more detail how these results break out by grade band<sup>10</sup> and days attended. (See Appendix A for more detailed results by grade band.)

## School Performance and Engagement

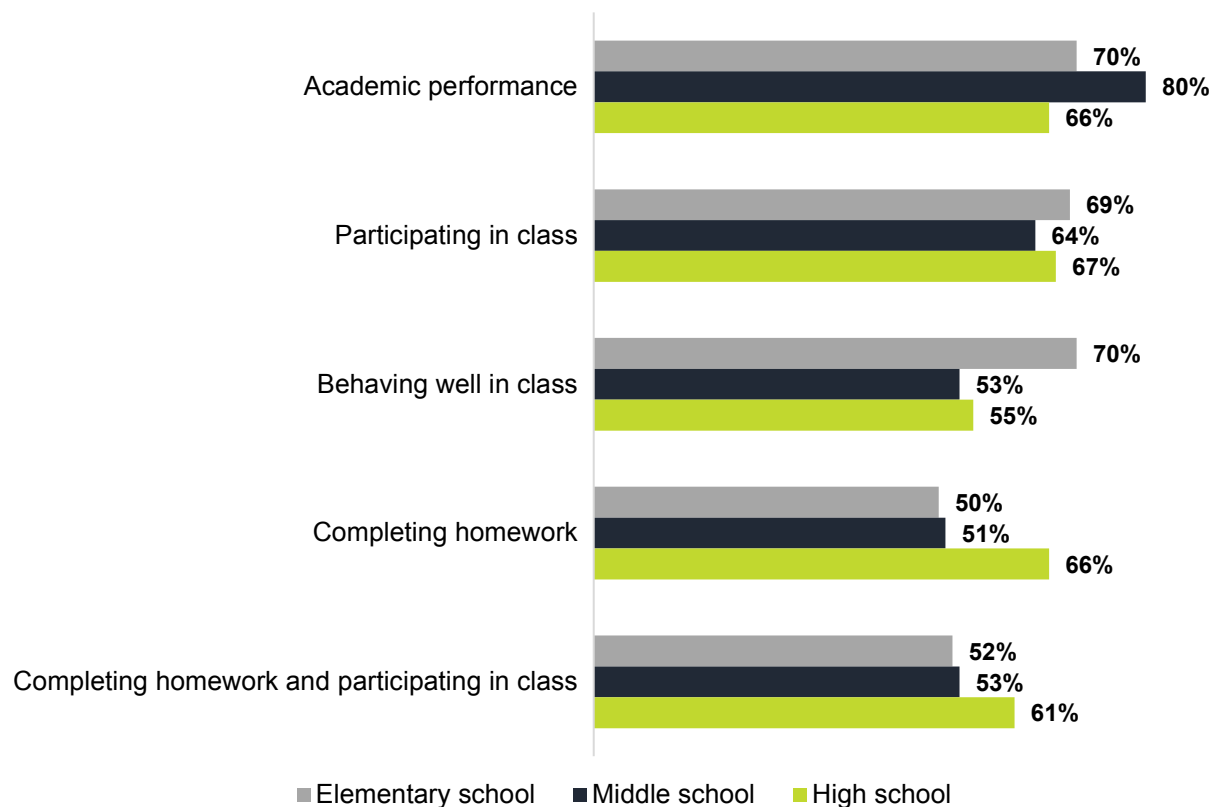
There were differences by grade band in teacher reports of progress in school performance and engagement (Figure 3-1). Teachers reported improvements in all areas of school engagement and performance over the school year for most elementary, middle, and high school students

<sup>9</sup> In this chapter, we focus our discussion on results for the separate items “Completing homework” and “Participating in class” rather than this combined item.

<sup>10</sup> We did not have sufficient student-level data to disaggregate teacher survey results by grade band within schools that serve multiple grade bands. To enable analysis by grade band, in this section of the report, we grouped the seven schools that serve multiple grade bands into the one with which they share the most grades; pre-K–8 schools were grouped with elementary schools, grade 6–12 schools were grouped with high schools, and K–12 schools were grouped with elementary schools.

(50 percent or more) for whom surveys were completed. Teachers reported the largest gains across grade bands in academic performance and class participation, but they reported more modest gains in homework completion and class behavior over the year for all students—with the exception of 70 percent of elementary school students who showed improvement in class behavior. Teachers commonly reported a higher degree progress in academic performance for middle school students (80 percent) compared with 70 percent for elementary school students and 66 percent for high school students.

*Figure 3-1. Teacher reports of progress of Alaska 21st CCLC regular attendees in school performance and engagement by **grade band**, 2017–18*

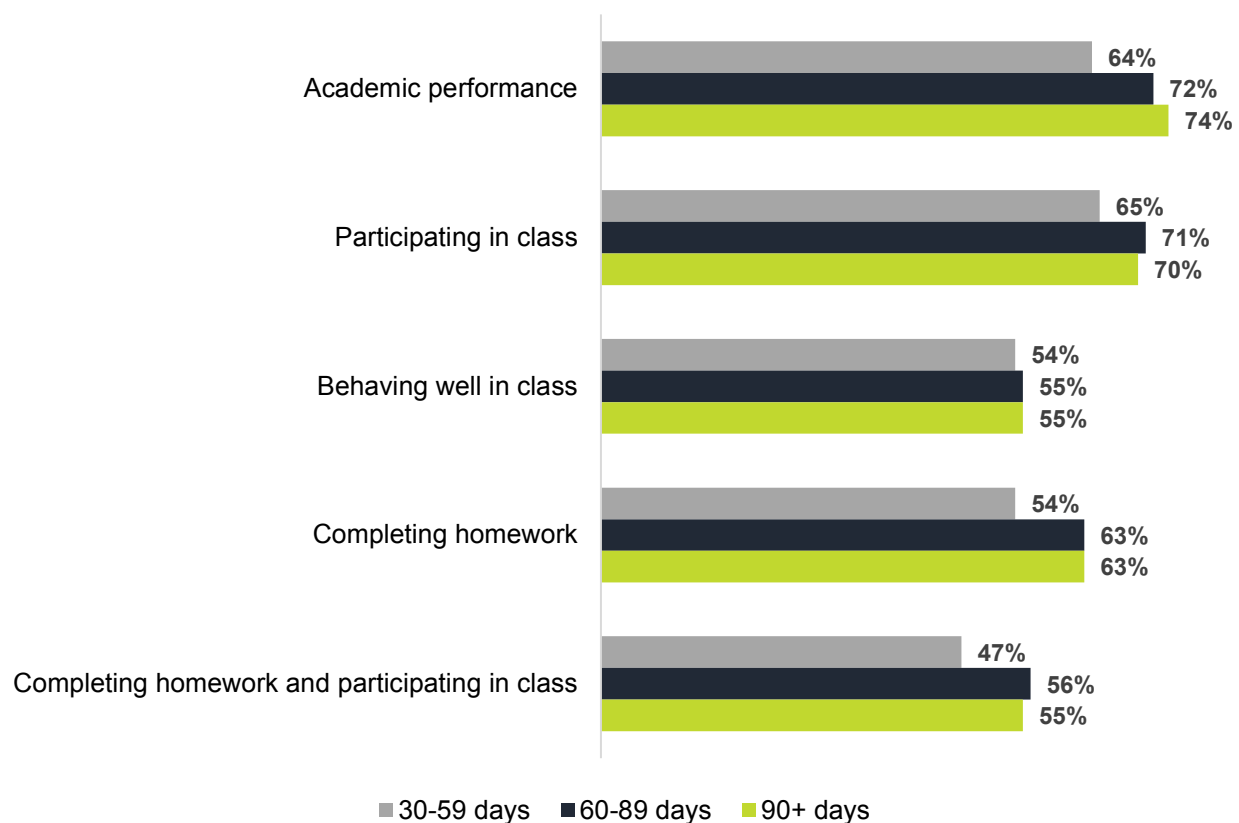


Source: Education Northwest analysis of Alaska 21st CCLC teacher survey, 2017–18

Compared with 2016–17, teachers reported improvements over the year for a slightly or substantially higher percentage of elementary school students in all areas except class behavior. In all but one area of school performance and engagement (homework completion), teachers reported a higher percentage of middle school students improving than the previous year, especially in academic performance (80 percent in 2017–18 versus 59 percent in 2016–17) and class behavior (53 percent in 2017–18 versus 40 percent in 2016–17). Results were slightly lower across the academic items for high school students in 2017–18.

In 2017–18, teachers reported greater degrees of improvement for students who participated in Alaska 21st CCLC for 60 days or more, especially for homework completion (9 percent higher) and academic performance (8 percent higher) (Figure 3-2). For instance, teachers reported that 72 percent of students who participated for 60 to 89 days and 74 percent of students who participated for 90 days or more improved their academic performance over the course of the year. Also, 71 percent of students who participated for 60 to 89 days and 70 percent of students who participated for 90 days or more improved in terms of class participation.

*Figure 3-2. Teacher reports of progress of Alaska 21st CCLC regular attendees in school performance and engagement by **days attended**, 2017–18*



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

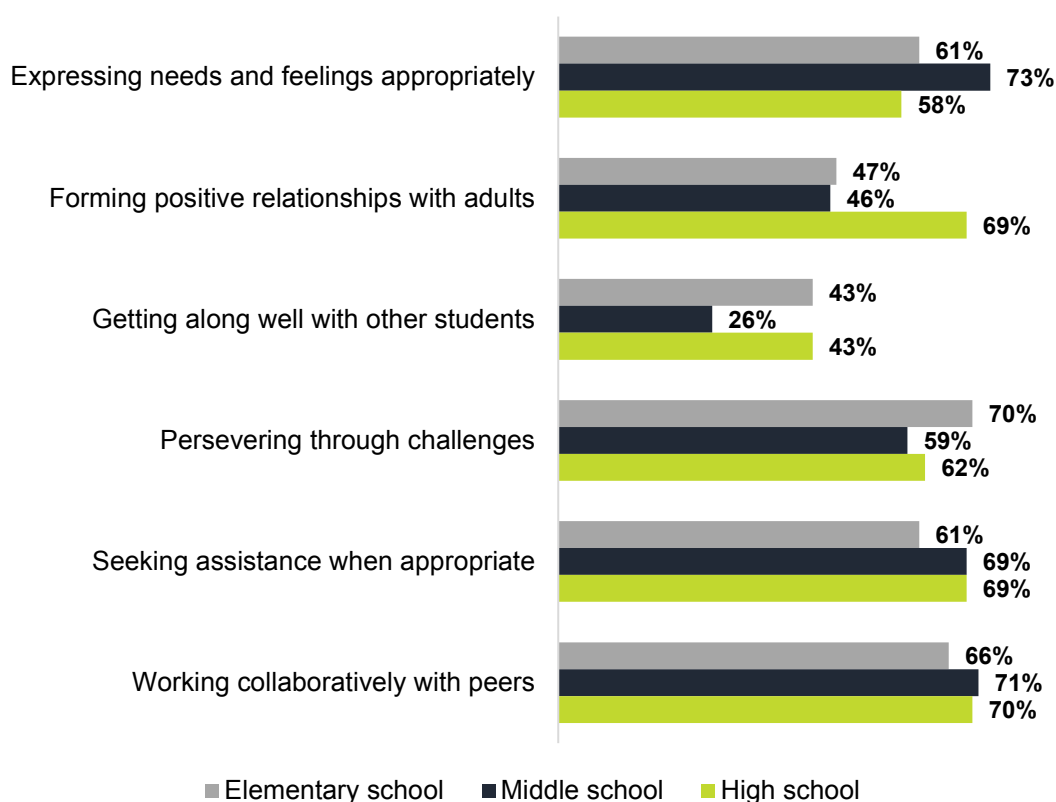
Compared with 2016–17, the biggest differences were in results for students who participated in the program for 90 days or more. Teachers reported that somewhat lower percentages of these students improved in every category—for example, homework completion (63 percent in 2017–18 versus 68 percent in 2016–17) and class behavior (55 percent versus 59 percent). Results were relatively stable for students who participated for 60 to 89 days, and results were varied for students who participated for 30 to 59 days, with some areas showing an increase and others a decrease from 2016–17.



## Social and Emotional Skills and Behavior

Teachers consistently reported progress over the year for elementary, middle, and high school students across most social and emotional skills, with the exception of peer relationships (“Getting along well with other students”)—for which teachers noted progress for 43 percent of elementary school students, 26 percent of middle school students, and 43 percent of high school students. Excluding peer relationships, teachers reported that 47 to 70 percent of elementary school students, 46 to 73 percent of middle school students, and 58 to 70 percent of high school students demonstrated improvement in social and emotional skills and behavior over the course of the year.

*Figure 3-3. Teacher reports of progress of regular Alaska 21st CCLC attendees in social and emotional skills and behavior, organized by **grade band**, 2017–18*



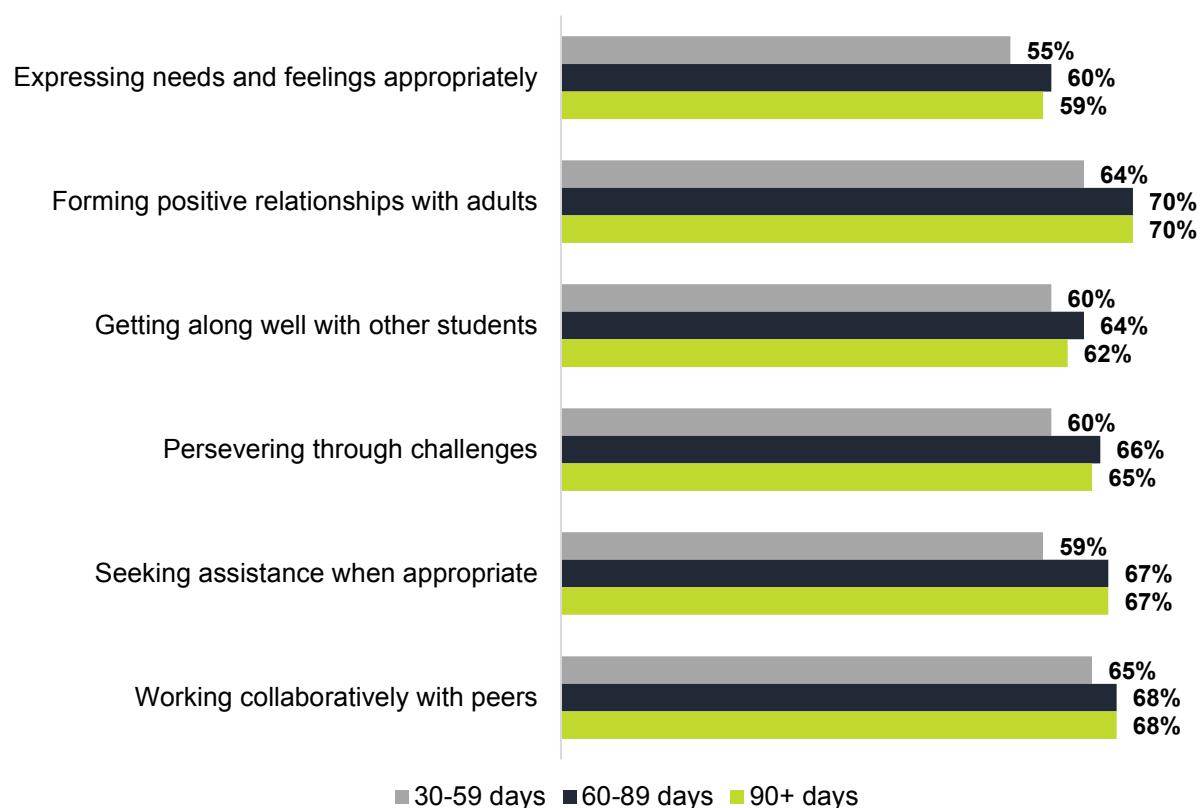
Source: Education Northwest analysis of Alaska 21st CCLC teacher survey, 2017–18

Compared with 2016–17, teachers reported improvements for the same or higher percentage of elementary and middle school students in all areas, except forming positive relationships with adults and getting along well with other students. In 2017–18, teachers reported improvement for a large percentage of middle school students in working collaboratively with peers (71 percent in 2017–18 versus 58 percent in 2016–17) and expressing needs and feelings appropriately (73 percent in 2017–18 versus 43 percent in 2016–17). Teachers also reported improvements for a smaller percentage of high school students than the previous year,

especially in perseverance (62 percent in 2017–18 versus 71 percent in 2016–17) and getting along well with other students (43 percent in 2017–18 versus 61 percent in 2016–17).

Regarding social and emotional skills and behavior, teachers most consistently reported progress over the year for students who participated in the program for 60 days or more. Across the survey items, there was a 2 to 8 percentage point difference in reports of progress for students who participated for 30 to 59 days and students who participated for 90 days or more. The biggest differences were in forming positive relationships with adults, seeking assistance, and perseverance.

*Figure 3-4. Teacher reports of progress of Alaska 21st CCLC regular attendees in social and emotional skills and behavior by **days attended**, 2017–18*



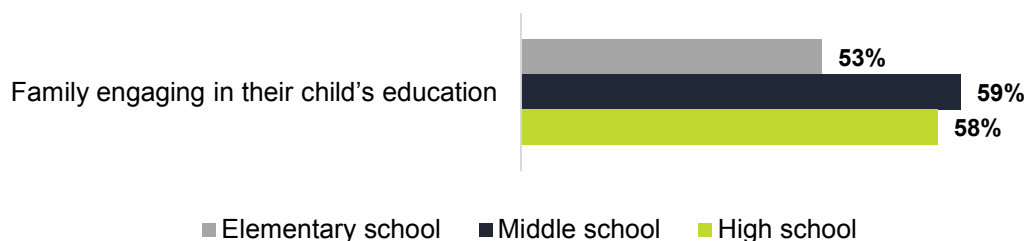
Source: Education Northwest analysis of Alaska 21st CCLC teacher survey, 2017–18

Compared with 2016–17, teachers reported improvements for students participating for 30 to 59 days and 60 days or more in peer relationships. In other areas, among students who participated for 60 to 89 days or 90 days or more, teachers reported lower percentages of improvement compared with 2016–17. For example, 66 percent of students participating for 60 to 89 days and 65 percent of students participating for 90 days or more versus 68 percent and 69 percent, respectively, in 2016–17 have reported improvement in perseverance. For the most part, the results for students who attended 30 to 59 days were similar to results for 2016–17.

## Family Engagement

In 2017–18, teachers reported increased family engagement compared with 2016–17 for a substantially higher percentage middle school students (59 percent versus 39 percent) and high school students (58 percent versus 23 percent). Teachers also reported a moderate increase in family engagement among elementary school students (53 percent in 2017–18 versus 50 percent in 2016–17).

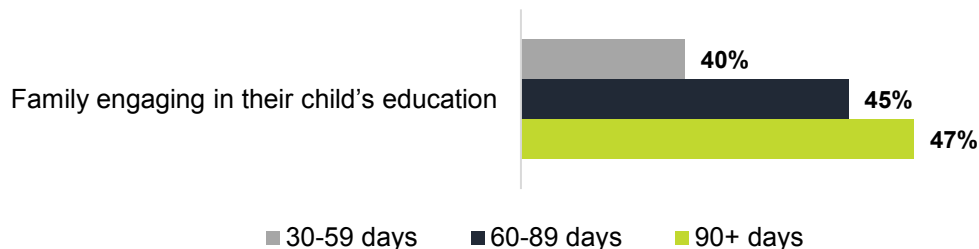
*Figure 3-5. Teacher reports of increased family engagement for Alaska 21st CCLC regular attendees by **grade band**, 2017–18*



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

For all levels of program participation, teachers reported improved family engagement for a slightly lower percentage of participants than they did in 2016–17. The biggest decline was for students participating for 60 to 89 days (45 percent in 2017–18 versus 49 percent in 2016–17).

*Figure 3-6. Teacher reports of increased family engagement for Alaska 21st CCLC regular attendees by **days attended**, 2017–18*



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

## Student Assessment Results

In 2017–18, Alaska 21st CCLC grantees and centers were able to enter PEAKS state assessment results into 21APR.<sup>11</sup> Here we will review the results by looking at the percentage of Alaska 21st CCLC regular attendees who were reported as not proficient in reading and math in 2016-17 and then improved to proficient or above by spring 2018. The data reported include reading

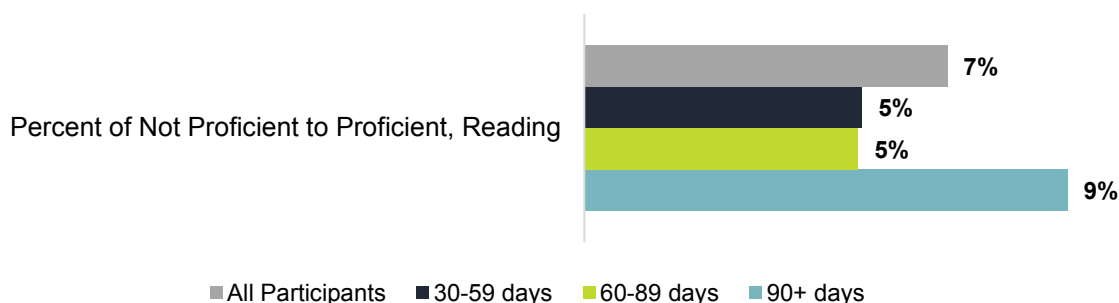
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<sup>11</sup> These data were not available for the FY16 and FY17 reports.

results for grade 4-5 students and math results for students in grades 6–9,<sup>12</sup> as reported in aggregate for each center by each grantee.<sup>13</sup>

Overall, seven percent of the Alaska 21st CCLC regular attendees in pre-K-grade 5 improved from not proficient in spring 2017 to proficient or above in spring 2018. The highest percentage of students improving were those who attended 90 or more days of programming, with nine percent of the students improving (Figure 3-7). Five percent of the regular attendees who attended fewer than 90 days improved from not proficient to proficient in a year.

*Figure 3-7. Student assessment results for grades K–5, percent of not proficient students improving to proficient or above in reading by days attended, 2017–18*



Note: Total N = 749; 30-59 days N = 176; 60-89 days N = 258; 90+ days N = 315

Source: Education Northwest analysis of Alaska 21st CCLC 21APR data

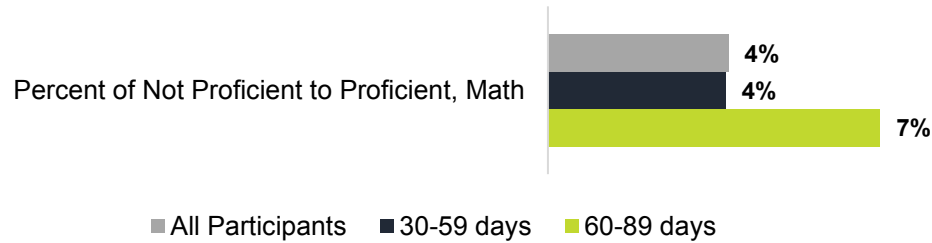
Overall, 4 percent of Alaska 21st CCLC regular attendees in grades 6 to 9 improved from not proficient to proficient or above in math. Figure 3-8 shows the rates for all regular attendees, those who attended 30 to 59 days, and those who attended 60 to 89 days. The students who attended 90 or more days are excluded due to a low number of reported students in that category. The figure shows that seven percent of students who attended 60 to 89 days improved from being not proficient to proficient in math – a higher percentage than all participants and those who attended 30 to 59 days.

*Figure 3-8. Student assessment results for grades 6–9, percent of not proficient students improving to proficient or above in math by days attended, 2017–18*

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<sup>12</sup> 21APR requests math assessment data for grades 6 to 12. However, students above grade 9 do not take the state PEAKS assessment and therefore are not included in the Alaska data reporting.

<sup>13</sup> The data reported is the percentage of students who were not proficient in spring 2017 who improved to or above proficiency in spring 2018.



Note: Total N = 317; remaining N sizes suppressed to protect student privacy. 90+ days not reported to protect student privacy.

Source: Education Northwest analysis of Alaska 21st CCLC 21APR data

The statewide assessment results reported by grantees suggest that 4 to 7 percent of students who were not proficient in 2017 moved to proficient in 2018, especially students who participated in the program for 60 days or more. This progress is promising, given the need. Although we don't know what percentage of students statewide moved from not proficient to proficient in 2018, looking at statewide results can provide useful context for these 21CCLC results. In 2018, regarding PEAKS assessment results across Alaska, 42 percent of students scored proficient in English language arts (a 3.4 percent increase from 2017), and 37 percent scored proficient in math (a 2.8 percent increase from 2017). Alaska 21st CCLC participants who were reported as not proficient in spring 2017 improved to be proficient in spring 2018 in both reading and mathematics. Education Northwest did not receive additional data such as the number of participants who were proficient and remained proficient, or the number of students who became not proficient.

## Summary

Teachers reported that 70 percent of Alaska 21st CCLC regular attendees improved their overall academic performance, with gains of 66 percent or more for elementary school, middle school, and high school students. Teachers also reported that in the aggregate, 58 to 69 percent of students demonstrated growth in their social and emotional skills and behavior, such as working collaboratively with peers, forming positive relationships with adults, and seeking assistance. In addition, teachers reported that 44 percent of regular program attendees' families increased their engagement in their child's education in 2017–18.

Further, teachers reported that at least 60 percent of high school students improved over the course of the year on eight of 12 survey items. Teachers also reported progress for at least 60 percent of elementary school students in seven of 12 areas. Although teachers reported more modest gains for middle school students on average (improvement on only five of 12 items, with at least 60 percent of students reported to have improved), this group had the largest percentage improving in academic performance (80 percent)

Overall, teachers reported greater degrees of improvement for students participating in Alaska 21st CCLC for 60 days or more in all grade bands. Teachers reported similar levels of

improvement for students participating for 60 to 89 days and 90 or more days. This improvement was present in all the domains of academic performance, school engagement, and social and emotional skills and measures.

While teachers reported that many regular attendees improved their academic performance, we do not have sufficient evidence to determine whether this growth is reflected in their state assessment results, in which less than 10 percent of students were reported to have improved from not proficient to proficient. The nature of these data and the samples they represent differ in significant ways. First, on the survey, teachers are reporting on the overall academic progress of students, but the state tests focus on only math and English language arts. Second, the survey was completed by teachers for K–12 program participants, whereas assessment data are available for some, but not all, grade bands. Additionally, the assessment results reported in 21APR focus on only students who moved from non-proficient to proficient. Other types of progress are not reflected in these data, such as students who move from proficient to above proficient or students who improve from not proficient to nearly proficient.

## Chapter 4. Local Evaluation Report Summaries

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Each Alaska 21st CCLC grantee sets local objectives and selects its own independent evaluator to assess progress toward these objectives. This section summarizes information provided in the grantee-level reports the local evaluators produced. There were positive changes in Alaska 21st CCLC programming (such as increased cultural enrichment components, expanded meal services, and new summer programming), but a little over half of the grantee sites saw decreases in enrollment and regular attendance from 2016–17.

Overall, there was continued improvement in the quality of evaluation activities and reporting. However, issues regarding the availability of data for reporting on measurable objectives continued to be a challenge in FY18, as was continued reporting of personally identifiable student data in some reports.

In this chapter, we present a brief description of all grantees, their progress toward local objectives in 2017–18, and the implications of evaluation results for program planning and continuous improvement. DEED provided guidelines for local evaluation data collection and reporting. Education Northwest did not conduct the analyses presented in the local evaluation reports, and it is beyond the scope of this report for us to confirm their accuracy.

### Local Objectives and Measures

Five types of objectives are commonly measured in the local evaluation reports (Table 4-1):

1. Student academic progress and behavior (e.g., grades, test scores, credit recovery, and school attendance)
2. Student engagement (e.g., sense of belonging and perseverance) and personal development (e.g., social and emotional skills and healthy behavior)
3. Program quality and satisfaction
4. Family engagement
5. Program enrollment and attendance



*Table 4-1. Types of objectives and common measures used in Alaska 21st CCLC local evaluation reports*

Type of objective	Common tools and measures
Student academic progress and behavior	<ul style="list-style-type: none"> <li>• District and state assessments (AIMSweb, MAP, PEAKS)</li> <li>• Formative assessment</li> <li>• Grades, credit attainment, and graduation</li> <li>• Teacher survey</li> <li>• School/district records (attendance and discipline)</li> </ul>
Student engagement and personal development	<ul style="list-style-type: none"> <li>• Student survey</li> <li>• Student interviews</li> <li>• Parent survey</li> <li>• Teacher survey</li> </ul>
Program quality and satisfaction	<ul style="list-style-type: none"> <li>• Student survey</li> <li>• Staff/teacher survey</li> <li>• Family survey</li> <li>• Observations and interviews (Alaska 21st CCLC tools)</li> <li>• Program document review</li> </ul>
Family engagement	<ul style="list-style-type: none"> <li>• Program records</li> <li>• Family survey</li> </ul>
Program enrollment and attendance	<ul style="list-style-type: none"> <li>• Program records</li> </ul>

This year, programs were able to add the PEAKS assessment data to academic progress. Other academic progress data commonly included formative assessments, teacher surveys, and school/district records. To assess engagement and program quality, most local evaluators continued to use the Alaska 21st CCLC observation tool (one evaluator used a tool closely aligned with the key quality indicators), and over half surveyed families and students.

## 2017–18 Reports

Nine evaluators produced the 10 reports, and the structure and content varied widely. This year, all reports provided some data regarding progress on local objectives, an improvement from 2016–17. However, a few evaluators were unable to report progress on some objectives due to issues with poor data quality or missing data from the evaluation sites. Seven grantees made changes to the evaluation, such as revising measurable objectives, providing additional data to measure objectives that were missing the prior year, and separating program evaluation by grant year for more targeted goal reporting.

Given the diversity in how progress was reported, we used the following criteria to produce the tables that summarize progress on local objectives:

- *Met*: This objective was met across all centers the grantee operated.
- *Partially met*: This objective was met across some centers the grantee operated.
- *Not met*: This objective was not met by any centers the grantee operated.

- *Data not available:* State student assessment data and/or program data were not available.
- *Data not reported:* The evaluator did not report progress related to this objective.

## **Anchorage School District**

### **Program Overview**

Anchorage School District operates 11 centers that span three multiyear grants: FY13 serves Mountain View Elementary, Taku Elementary, and Willow Crest Elementary; FY14 serves Alaska Native Cultural Charter School, Fairview Elementary, Nicholas J. Begich Middle School, and North Star Elementary; and FY15 serves Muldoon Elementary, Nunaka Valley Elementary, Ptarmigan Elementary, and Wonder Park Elementary. These diverse centers aim to improve the academic development and performance of English learner and migrant students, students who are in Title I schools and struggling academically, students who are transitioning in and out of middle school, and students identified as “at risk” due to factors such as experiencing homelessness or having social and emotional needs.

These centers emphasize hands-on, project-based learning through academic assistance (tutoring and homework help), educational enrichment (STEM exploration, arts and music, physical activity, and support for English learners), and SEL (community service/service learning and youth leadership). Program activities this year included clubs, such as Lego Robotics, beading, Native dance, and 3D Pen workshops. Additional activities included Readers’ Theater, Kitchen Science, growing and sampling healthy foods, and DIY STEM.

Most programming is taught by district staff members, who partner with local businesses and community members to deliver guest lectures, serve as cultural role models, and participate in outside-school field trips and activities. There were 211 partner relationships across all 11 program sites. In 2017–18, the sites continued four major STEM programs noted in the 2016–17 report, including FIRST Lego League and Junior FIRST Lego League, and expanded partnerships with the U.S. Bureau of Land Management’s Campbell Creek Science Center, the Alaska Botanical Garden, and Alaska Public Lands Information Center. Additional partners included organizations that focus on the arts, environmental conservation and stewardship, STEM, health and nutrition, social and community stewardship, and youth leadership and development.

In 2017–18, the 11 centers served 1,272 K–8 students—68 percent of whom participated for 30 days or more. Program enrollment decreased by 150 students compared with last year, and the percentage of students who attended for 30 days or more decreased by 12 percent.

### **Evaluation**

The local evaluation examined four questions:

1. Is the program delivering the services and content it said it would?

2. Is the program accomplishing what it said it would in terms of impact?
3. What are the program's strengths and weaknesses?
4. How can the program improve?

This year, the evaluation included survey data (annual department surveys, a teacher survey, and student and staff surveys) to examine progress toward local objectives. Unlike last year, the parent survey was not administered, and the evaluation did not provide an explanation as to why. The evaluation also included two site visits to each 21st CCLC site using an observation instrument to ensure continuity in data collection (the instrument was based on Alaska's 17 key quality indicators) and program information data (such as websites, newsletters, professional development materials, and family event reports). Data collection focused on instructional planning and student engagement in academic assistance, educational enrichment, and SEL.

### **Progress on Local Objectives**

The 2017–18 evaluation included data regarding each of the evaluation questions. Overall, the evaluation found that FY13 and FY14 programs were on track for most of the academic progress, social and emotional progress, and participation progress performance objectives, with the FY15 programs meeting just under half of their goals. That said, some objectives were not reported due to the parent survey not being administered, and goals that were based on students who attended 90 days or more did not have any students meet this requirement.<sup>14</sup>

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<sup>14</sup> The 2017–18 evaluation report separated FY13, FY14, and FY15 into individual tables, a change from last year, when the goals and indicators for FY13 and FY14 were reported together and those for FY15 were reported separately.

Table 4-2. Anchorage School District FY13, FY14, and FY15 local measures

Goals and indicators for FY13	2017–18 result
<b>Goal: CCLC students will improve academic performance in reading, math, and science.</b>	
80 percent of 21st CCLC students will improve their sense of self and improve life skills by attending the program regularly, measured by the spring student survey.	Met
85 percent of 21st CCLC students will achieve academic gains (improved grades, homework completion, and/or participation in class activities), according to the spring student survey.	Met
90 percent of students will improve academically and their attitudes toward school will improve after attending the 21st CCLC program, as measured by the spring parent survey.	Data not available*
65 percent of 21st CCLC students who attend 90 days or more will show measured gains in attitudes toward school, school attendance, and class behavior and participation over the course of the year, as measured by the year-end teacher survey.	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 fourth-grade students who attend 21st CCLC for 90 days or more will increase from the previous year.	Met
Each year, 21st CCLC 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. <b>[All three 21st CCLC sites accomplished this in 2017–18.]</b> Examples documented at each site include open houses, chaperoning field trips, parent-teacher conferences, book fairs, <i>FIRST</i> Lego League competitions, and gardening.	Met
As measured by AIMSweb universal screening, 35 percent of 21st CCLC students’ math movement exceeded the target for those attending for 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 for 90 days or more.	Met
Goals and indicators for FY14	2017–18 result
<b>Goal: CCLC students will improve academic performance in reading, math, and science.</b>	
80 percent of 21st CCLC students will improve their sense of self and improve life skills by attending the program regularly, measured by the spring student survey.	Met
85 percent of 21st CCLC students will achieve academic gains (improved grades, homework completion, and/or participation in class activities), according to the spring student survey.	Met
90 percent of 21st CCLC students will improve academically and their attitudes toward school will improve, as measured by the spring parent survey.	Data not available*
At least 65 percent of 21st CCLC students who attend for 90 days or more will show measured gains in attitudes toward school, school attendance, and class behavior and participation over the course of the year, as measured by the year-end teacher survey.	Partially met**
Average AMP scale scores will increase from the previous year in math for students who attend 21st CCLC for 90 days or more.	Partially met**
Average state test science scores for fourth-graders who attend 21st CCLC for 90 days or more and eighth-graders who attend for 75 days will increase from the previous year.	Partially met**
Each year, 21st CCLC will offer and/or promote at least six opportunities for parents or guardians to interact with their child’s school/education, such as sponsoring family academic nights, community events, or activities in the 21st CCLC program. <b>[All four 21st CCLC sites accomplished this in 2017–18.]</b> Examples documented at each site include family community cafes, awards assemblies, open houses, chaperoning field trips, parent-teacher conferences, <i>FIRST</i> Lego league competitions, and gardening.	Met
As measured by AIMSweb universal screening, 35 percent of 21st CCLC students’ math movement exceeded the target for those attending for 90 days or more.	Partially met**

Goals and indicators for FY14	2017–18 result
As measured by AIMSweb universal screening, 35 percent of 21st CCLC students' reading movement exceeded the target for those attending for 90 days or more.	Not met
Goals and indicators for FY15	2017–18 result
<b><i>Goal: CCLC students will improve academic performance in reading, math, and science.</i></b>	
80 percent of 21st CCLC students will improve their sense of self and improve life skills by attending the program regularly, measured by the spring student survey.	Not met
85 percent of 21st CCLC students will achieve academic gains (improved grades, homework completion, and/or participation in class activities), according to the spring student survey.	Not met
95 percent of 21st CCLC students will improve academically and their attitudes toward school will improve, as measured by the spring parent survey.	Data not available*
At least 70 percent of 21st CCLC students who attend for 90 days or more will show measured gains in attitudes toward school, school attendance, and class behavior and participation over the course of the year, as measured by the year-end teacher survey.	Not met
Average AMP scale scores will increase from the previous year in math for students who attend 21st CCLC for 90 days or more.	Partially met**
Average state test science scores for fourth-graders who attend 21st CCLC for 90 days or more and eighth-graders who attend for 75 days will increase from the previous year.	Partially met **
Each year, 21st CCLC 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. <b>[All three 21st CCLC sites accomplished this in 2017–18.]</b> Examples documented at each site include welcome packet inviting parents to observe classes, parent club participation invitation, open houses, chaperoning field trips, parent-teacher conferences, <i>FIRST</i> Lego League competitions, and window gardening.	Met
As measured by AIMSweb universal screening, 35 percent of 21st CCLC students' math movement exceeded the target for those attending for 90 days or more.	Partially met**
As measured by AIMSweb universal screening, 35 percent of 21st CCLC students' reading movement exceeded the target for those attending for 90 days or more.	Partially met**

\*Parent survey not administered

\*\*North Star (FY14) and Ptarmigan (FY15) did not have students who attended 90 days or more

Source: Silverstein (2018)

## Use of Evaluation Results to Inform Planning and Reflection

Recommendations to improve program planning and operations included suggestions for increasing feedback and communication with staff members based on site coordinator observations; expanding the program manager's responsibilities to include site coordinator evaluations; establishing a site coordinator classroom visit schedule and improving the observation tool to better align with classroom circumstances and expectations; and increasing youth leadership, mentoring, and career education activities to match grant goals. The evaluator reiterated recommendations from last year to expand the SEL initiative and increase professional development opportunities for site coordinators, and they offered specific suggestions for internally evaluating program effectiveness. Additionally, the evaluator noted that there were many program setbacks due to a local tsunami, as well as the departure of half of the previous year's program staff.

The evaluation report was shared with the 21st CCLC program manager, and it has been shared with site coordinators, principals, and the Title I department. The evaluator presented their findings at a site coordinator meeting and shared their findings and work with staff members to communicate areas of concern. The evaluator reported changes to the 2017–18 program based on the 2016–17 local evaluation, including implementation of SEL site goals, revising staff trainings, increasing the use of web-based training for professional development, expanding use of You for Youth training modules, increasing CHAMPS protocol presence in the program spaces, and establishing a substitute management protocol.

## **Evaluation Quality**

The report followed the DEED outline and provided evidence to support claims about whether the program met aspects of the key quality indicators. The report primarily analyzed program operations, such as program design, program management, staff and professional development, partnerships and relationships, center operations, and program assessment.

## **Bering Strait School District**

### **Program Overview**

Bering Strait School District’s 21st CCLC award funds academic assistance (tutoring and homework help), education enrichment (physical activities, nutrition lessons, and SEL activities at Tukurngailnguq School, Aniguiin School, and Shishmaref School. The program aims to improve the academic development and performance, health, and physical fitness of students living in rural Alaska Native villages. The Academics, Credit Recovery, Physical Activity, and Nutrition (ACPN) Project serves K–12 students and provides tutoring for those who are identified as “at risk” in Tiers 2 and 3 by AIMSweb and/or who are not on track to graduate.

Certified teachers provide after-school tutoring and homework help four times a week, as well as enrichment activities (such as nutrition lessons and physical activities) and a healthy snack every day. Tukurngailnguq School provides an additional cultural component to programming. The program also provides an academic workspace for students, many of whom would not otherwise have a quiet place to study and meet their academic goals.

In 2017–18, the program served 279 K–12 students across the three schools, 49 percent of whom participated for 30 days or more. This was an increase of 47 students over 2016–17 and a 19 percentage point increase in the number of regular attendees.

## **Evaluation**

The local evaluation continued to examine four key questions:

1. Is the program delivering the services and content it said it would deliver?

2. Is the program accomplishing what it said it would accomplish in terms of program impact?
3. What are the program's strengths and weaknesses?
4. How can the program improve?

The evaluation included data gathered via teacher and student surveys, student performance data (AIMSweb Plus<sup>15</sup> data for grades 2–8, Performance Evaluation for Alaska's Schools [PEAKS] data for grades 3–9, graduation rates, and attendance data), the Alaska 21st CCLC observation tool, site records, and local assessment data (i.e., the SPARK physical education program assessment), as well as “anecdotal reports” from staff members. The 2017–18 report used statewide assessment data for students (PEAKS), which were not available last year.

### **Progress on Local Objectives**

All program sites focused on academic and positive behavior objectives and either met or showed progress toward achieving them. This year, math scores in AIMSweb Plus improved over last year, with a 24 percent movement of regular attendees from the high-risk category to the medium- and low-risk categories. In addition, 29 percent of regular attendees moved into the low-risk category. Reading also showed positive progress this year, with an overall 9 percent movement of students from high risk to medium and low risk and a 3 percent increase in students moving into the low-risk category. Aniguiin School and Shishmaref School made progress in math and reading this year, but Tukurngailnguq School struggled to make progress toward either of these objectives.

The 2017–18 PEAKS data<sup>16</sup> showed marginal growth in English/language arts from spring 2017 to spring 2018. Although the data showed that 6 percent of regular attendees moved to a higher proficiency level (“Proficient”), 5 percent of regular attendees moved into the lowest proficiency level (“Far Below Proficient”). Students also struggled in math, according to the PEAKS data, with 18 percent of regular attendees moving to a higher level (“Proficient”) and 29 percent of regular attendees moving into the lowest level (“Far Below Proficient”).

In addition, Alaska 21st CCLC participants had a 6 percent higher rate of school attendance than their peers. Regular attendees reported that their favorite activity was snacks, followed by homework help. However, anomalies in how the student survey data were collected made it

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<sup>15</sup> In 2017–18, Bering Strait School District changed from AIMSweb to AIMSweb Plus, an updated version of the AIMSweb universal screener and progress monitoring tool. In this report, the most relevant update to this program is the shift from using a tiered system (Tiers 1–3) to a risk factor system (low, moderate, and high). Tier 1 = low risk, Tier 2 = moderate risk, Tier 3 = high risk. Students in grades 2–8 were tested three times per year (in the fall, winter, and spring).

<sup>16</sup> PEAKS data from grades 3–9. Results from spring 2017 (SP17) and spring 2018 (SP18).

difficult to discern regular attendees' favorite activity.<sup>17</sup> Based on one-on-one discussions with students, the evaluator noted that regular attendees appreciated the tutoring time and quiet space to complete homework. Finally, teacher surveys at each site reported large improvements toward student behavior goals and some improvement in family engagement.<sup>18</sup> The evaluator noted that there was no data for parental involvement from Shishmaref School.

*Table 4-3. Bering Strait School District Tukurngailnguq School and Aniguiin School FY13 local measures*

<b>Goals and indicators</b>	<b>2017–18 result</b>
25 percent of regular attendees will show improvement in homework turned into a classroom teacher	Met
15 percent of regular attendees will show positive movement in the tiers determined by AIMSweb – reading	Partially met
15 percent of regular attendees will show positive movement in the tiers determined by AIMSweb – math	Partially met
15 percent of regular attendees will show improved skill levels determined by the SPARK pre- and post-assessment* <sup>19</sup>	Partially met

\*Only Aniguiin School submitted SPARKS pre- and post-tests

Source: Adapted from Degnan (2018)

*Table 4-4. Bering Strait School District Shishmaref School FY15 local measures*

<b>Goals and indicators</b>	<b>2017–18 result</b>
20 percent of regular attendees will move up a tier level in reading, as determined by AIMSweb	Not met
20 percent of regular attendees will move up a tier level in math, as determined by AIMSweb	Met
20 percent of regular attendees will improve their homework rate, according to classroom teachers	Met

Source: Degnan (2018)

## Use of Evaluation Results to Inform Program Planning and Reflection

The evaluation cited several program strengths that may be contributing to students' satisfaction—particularly personalized attention and academic supports, dedicated staff members, family support, and overall program operations. As mentioned in last year's report, continuing challenges included the lack of regular analysis of AIMSweb results for participants,

<sup>17</sup> One school allowed students to mark more than one favorite activity, bringing the survey tally up higher than the number of students surveyed. Another school did not include names on its student survey, making it difficult to separate responses from regular and non-regular attendees.

<sup>18</sup> The evaluator reported that there was a change in the behavior scale that could have affected the data for both 2016–17 and 2017–18. The “Did not need to improve” category was combined with the “No change” category, making it difficult to discern which students and parents are sustaining a higher performance versus those who are sustaining a lower performance.

<sup>19</sup> Bering Strait School District did not report on any data or information regarding SPARK outside of the goals and indicators table.



engaging with families and local program partners, logistical barriers (such as importing healthy, fresh snacks to remote areas and finding space for physical activity), and inconsistencies in data collection and reporting. For example, Shishmaref School used an old student behavior teacher survey form, which included only five behavioral descriptors to assess (the newer survey includes 11 behavioral descriptors to assess), limiting the indicators it could report on. In addition, although efforts were made to exclude non-attendees, across all sites, some non-attendees might be reported in the student survey data. Finally, like last year, only one site administered the SPARK pre- and post-assessments.

The evaluator concluded that although some of the quantitative data may not demonstrate the positive effects of the program, they found support for how the program is yielding positive results in the qualitative data. This may be true, but it is difficult to discern and measure what areas of the program yield positive results—and to what extent—based on the current data collection methodology. Therefore positive qualitative results must remain anecdotal. The evaluator further said that due to geographic isolation, the limited community partners available to support activities, and the high poverty levels that limit family resources, Alaska 21st CCLC is considered an asset in the communities.

### **Evaluation Quality**

The report drew on multiple forms of data and followed the DEED format, for the most part. As with the 2015–16 and 2016–17 reports, the evaluator continued to provide a logic model in list format but did not explain the relationship among inputs, program components, and intended outcomes. Additionally, although education enrichment (physical activities, nutrition lessons, and nutritious snacks) was identified as a key component of the program, there were little to no associated reporting measures or objectives. Future evaluation activities may be strengthened through regular communication between the evaluator and the centers and by providing tools or processes for programs to document implementation and outcomes to avoid missing data for meeting program objectives. The report may be strengthened by discussing themes (if using anecdotal data) that may explain findings, such as AIMSweb student outcomes, and following up with program sites on how evaluation results were used to make improvements.

The small number of students in each center presents a challenge for this evaluation. Some tables should include data suppression to protect student privacy, but this would involve suppressing most student data for some centers (e.g., Tukurngailnguq School). Tables with assessment results frequently included N sizes of less than five. Combining categories or using percentages without totals could present information in a way that is less likely to compromise student privacy.

## Boys & Girls Clubs of the Kenai Peninsula

### Program Overview

The Boys & Girls Clubs of the Kenai Peninsula operates this Alaska 21st CCLC program in close collaboration with Kenai Peninsula Borough School District's Mountain View Elementary (serving grades K–6), Nikiski North Star Elementary (serving grades K–5), and Nikiski Middle/High School (serving grades 6–12). The program aims to support academic achievement, personal development (e.g., character and healthy lifestyle), family engagement, and program quality. This partnership fills a gap in after-school programming for students in this low-income community. The program specifically recruits students who are eligible for free or reduced-price lunch, who are performing below or far below proficiency, and who are at risk of retention and/or not graduating.

The program offers a mix of academic assistance (e.g., tutoring and homework help), educational enrichment (STEM, literacy, arts and music, and physical activity), and SEL activities (community service/service learning). After-school activities are designed to support and align with school goals for reading, math, and science, as well as physical activity, health and nutrition, and social skills programs. Popular activities include summer field trips; Torch Club community service projects; STEM and science, technology, engineering, art, and math (STEAM) programs; cooking programs; Brain Gain activities; and yoga. This year, the program offered activities with various partners (such as the National Honor Society, Science Action Club, Sea Research Foundation, Kenai Police Department, Safe Kids, Seward Vo-tech, National PAL, and Kenai River Brown Bears) that were aligned with activities consistent with the goals and objectives of the grant. Most have been continuous community partners for at least two years.

In 2017–18, the program served 344 students across the three schools, 81 percent of whom were regular attendees. During the school year, 27 fewer students were served this year than last year, but the regular attendance rate increased by 15 percentage points. Summer programming ran for 11 weeks and served 230 students, 71 percent of whom were regular attendees. During the summer, 10 more students were served this year than last year, and regular attendance increased by 41 percentage points.

### Evaluation

The 2017–18 local evaluation examined the same questions as last year, with a slight change in the wording of the fifth question to better account for measurable program impact:

1. Are programs delivering services stated in the grant?
2. Are programs having the impact planned for in the grant?
3. What are the strengths of the three sites?
4. What improvements can be made going forward to improve program impact and effectiveness?

5. Are the chosen activities effective in making forward progress in achieving the intended outcomes for this year?<sup>20</sup>

The evaluation included performance data, such as PEAKS<sup>21</sup> assessment data and after-school program and graduation rates; data gathered via interviews; site visit observations using the Alaska 21st CCLC assessment and observation tools; and teacher, family, and student surveys.

### Progress on Local Objectives

Family and student satisfaction with the program remained high at all three sites, and the program is on track regarding goals related to high school graduation and program attendance. However, over half of the program's goals were either not met or partially met across sites. According to PEAKS data, student proficiency scores in math and reading remained relatively steady among regular attendees, with reading scores growing marginally and math scores declining marginally. This year, only Mountain View Elementary increased regular attendee enrollment, although attendance rates increased at all sites. Nikiski North Star and Mountain View both exceeded the 60 percent parent conference attendance goal, with Nikiski Middle/High School making progress but not meeting the goal. This year's goal for improved healthy lifestyle among regular attendees changed, decreasing the required percentage from 90 percent to 50 percent. All sites were able to meet the healthy lifestyle goal this year.

*Table 4-5. Boys & Girls Clubs of the Kenai Peninsula FY14 local measures*

Goals and indicators	2017–18 result
50 percent of regular attendees will see growth from the previous year in proficiency levels in one or both reading and math	Not met
Students far below proficient and below proficient will improve scores by 5 percent	Not met
75 percent of regular attendees will see an improvement in behavior	Not met
60 percent of regular attendees will have at least one parent at parent-teacher conferences	Partially met
90 percent of regular attendees will graduate	Met
90 percent of parents, students, teachers, and community members will state that they are satisfied with 21st CCLC programming	Met
50 percent of regular attendees will state that they have improved their healthy lifestyle <sup>22</sup>	Met
21st CCLC sites will see a 5 percent increase in student enrollment annually	Not met
50 percent of students enrolled in 21st CCLC programs will attend for 60 days or more	Met

Source: Shields (2018)

<sup>20</sup> In the 2016–17 local evaluation report, Question 5 was worded, “Are programs making forward progress in achieving goals stated in the measurable objectives?”

<sup>21</sup> The 2017–18 report uses statewide assessment data for students (PEAKS), which were not available last year.

<sup>22</sup> In the 2016–17 report, the goal was that 90 percent of regular attendees will state that they have improved their healthy lifestyle.

## **Recommendations and Use of Evaluation Results to Inform Planning and Reflection**

This year, the evaluator described challenges related to accurate assessment reporting associated with the shifting standardized testing. Schools began using the new statewide standardized PEAKS assessment in 2016–17, giving the evaluator only one year of consistent assessment comparison data. The evaluator recommended that for the next 21st CCLC grant cycle, achievable goals and objectives should be created or modified to fit the PEAKS assessment. The evaluator also indicated that parent involvement continues to be one of the largest challenges across sites, noting that parents often work long hours and are less available to participate in activities. Although activity spaces continue to be adequate, the evaluation reiterated the need for improvements related to the use of space to avoid situations such as students eating meals in hallways. In addition, behavior and student transitions between meals and activities continued to be a challenge.

### **Evaluation Quality**

The report drew on multiple forms of data, included a great deal of detail about programming, and followed the DEED format for the most part. In an improvement from last year, the report included a logic model explaining the relationship between program activities and intended outcomes. Future reports may be improved by providing a more detailed and organized goals and indicators chart.

Tables in the report included cells with N sizes that were low enough that they could be personally identifiable to community members. Future reports should use methods to suppress or blur data to protect student privacy. Some examples include combining categories (e.g., reporting grade bands rather than each grade individually) to increase N sizes, reporting percentages without N sizes, or suppressing small N sizes.

In the reporting on measurable objectives, it would be beneficial to have the report include the numbers indicating progress toward the goals. A definition of what the evaluator considered “progress” toward the goals would also be beneficial.

## **Fairbanks North Star Borough School District**

### **Program Overview**

Fairbanks North Star Borough School District operates eight centers with grants from FY13, FY14, and FY15. There are centers in seven elementary schools (Anne Wien, Denali, Hunter, Joy, Nordale, North Pole, and Ticasuk Brown) and one high school (Lathrop). The program serves low-income communities and recruits students who need additional academic support. Several of the centers prioritize engaging students with special needs, American Indian or Alaska Native students, students from low-income families, and/or students in specific grades. The program aims to improve student academic performance, boost student attendance and

engagement, and increase family involvement. The long-term goals are to promote high school graduation and to reduce achievement gaps among student groups.

To achieve these goals, the program offers academic achievement (e.g., homework help and credit recovery), educational enrichment (e.g., creative arts and physical fitness), and SEL activities (e.g., community service). Certified teachers often lead academic activities at many centers. All centers are increasing their focus on hands-on STEAM activities (e.g., coding and science experiments). Additional activities include soccer, hip-hop dance, Native Youth Olympics, robotics, music, baking, gardening, 3D printing, and woodshop. In addition, the program engages several community partners, including the Fairbanks Soil and Water Conservation District, the University of Alaska Fairbanks Cooperative Extension Service, and Big Brothers Big Sisters.

In 2017–18, the program engaged 734 students, 78 percent of whom participated for 30 days or more.<sup>23</sup> More than half of all students participated for more than 60 days. This year, the percentage of regular attendees decreased slightly, and the overall enrollment decreased by 66 students.

## Evaluation

The local evaluation examined five main questions:

1. Is the program delivering the services and content it said it would deliver?
2. Is the program accomplishing what it said it would accomplish in terms of program impact?
3. What are the strengths and weaknesses of the program at each site?
4. How are the sites using evaluation feedback for program improvement?
5. How can the program be improved, and how can professional development planned for the coming year address the identified needs of the program?

The evaluation included data gathered via district records; district and state assessment records (AIMSWeb Plus, MAP, and PEAKS); teacher, family, and student surveys; program records; and Alaska 21<sup>st</sup> CCLC site visit and observation tools. For goals related to improving academic performance, the evaluation included district and state formative assessments, GPA for high school students, credit recovery performance, and teacher and family reports of homework completion and academic supports. The evaluation also tracked school attendance and teacher, family, and student reports of positive student behaviors through teacher and family surveys. Performance data on family involvement came from family survey results.

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<sup>23</sup> The local evaluation report data differ from the reports in 21APR, which indicate the program engaged 805 students, 79 percent of whom participated for 30 days or more.

## Progress on Local Objectives

The program continued to meet or exceed many of the objectives outlined in the grant. All schools exceeded the goals for homework completion and classroom attendance. The program continued to meet or exceed most of its student behavior and engagement goals. It also met the family involvement goals, as measured by family surveys, and students reported a high level of satisfaction with the program.

Although the program met or exceeded most of its goals for high school students, other academic results were mixed. Six of seven programs met their AIMSWeb Plus math objective, and six of eight schools met their MAP objective. In reading, four of seven programs met their objective, and five schools met their MAP objective.

*Table 4-6. Fairbanks North Star Borough School District FY13, FY14, and FY15 local measures*

Goals and indicators	2017–18 result
<b>Goal 1: Participating students will improve their academic performance.</b>	
Objective 1.1: Annually, at least 40 percent of those regularly attending Alaska 21st CCLC participants will show growth from fall to spring in reading and math, as measured on AIMSWeb Plus and MAP formative assessments. (revised)	Partially met
Objective 1.2: Annually, at least 40 percent of after-school programming (ASP) participants will meet standards in English language arts and math, as measured by state assessments. (revised)	Not met
Objective 1.3: Annually, at least 50 percent of regularly attending elementary ASP participants will improve their grades in reading, writing, and math, as measured by district records.	Partially met
Objective 1.4: Annually, at least 35 percent of regularly attending high school ASP participants will improve their GPA, as measured by district records (HS only).	Met
Objective 1.5: Annually, at least 40 percent of ninth-grade ASP participants will earn high school credit through their ASP participation, as measured by district records.	Met
Objective 1.6: Annually, 75 percent of students who sign up for credit recovery through ASP will successfully complete the course.	Met
Objective 1.7: Annually, 50 percent of regular ASP participants will show improvement in completing homework and improving their academic performance, as measured by teacher surveys.	Partially met
<b>Goal 2: Participating students will increase their school attendance and school engagement.</b>	
Objective 2.1: Annually, at least 50 percent of regular ASP participants whose school attendance was below average in the prior year will increase their attendance, as measured by district records.	Met
Objective 2.2: Annually, at least 50 percent of ASP participants' teachers will report an increase in class participation and student engagement measured by teacher surveys (changed). <sup>24</sup>	Partially met

<sup>24</sup> Previously stated, "Annually, at least 50 percent of Alaska 21st CCLC participants' teachers will report an increase in class participation, behavior, and persevering through challenges, as measured by a teacher survey."

Goals and indicators	2017–18 result
Objective 2.3: Annually, at least 75 percent of participating students will report that they are doing better in school as a result of attending the ASP (student surveys).	Met
<b><i>Goal 3: Increase parent involvement in school and their student's education, as measured by parents' self-reporting on surveys.</i></b>	
Objective 3.1: Annually, at least 30 percent of parents with students in the ASP will experience an increase in parent involvement, measured by parents' self-reporting on surveys.	Met
Objective 3.2: Annually, at least 50 percent of parents with students in the ASP will report that their child is receiving more academic help, completes homework, is more motivated, and has a more positive attitude about school (parent surveys).	Met

Source: Sundberg (2018)

### Use of Evaluation Results to Inform Planning and Reflection

The evaluation suggested that offering student-oriented activities (such as STEAM); improved communication with school staff members, community partners, and families; and strong staff development and management were the reasons why many of the goals and objectives outlined in the three grants were met. This year, the evaluator focused recommendations on encouraging professional development opportunities that help familiarize staff members with content and curricula that prepare students for district and statewide assessments; providing tools to site coordinators to properly monitor student attendance, formative assessments, and classroom grades; and collecting feedback from parents on family activities to ensure continued engagement. In addition, the evaluator reiterated recommendations from last year to improve students' academic skills by continuing to provide student-focused learning opportunities and varied academic enrichment activities. The report also suggested sharing this information with school administrators, staff members, and community members to help address areas of need.

At the end of each school year, the program director used the report results to inform professional learning activities, as well as program planning (especially regarding academic support), and to locate areas they could improve in meeting program goals. The program director also shared the results with multiple audiences (e.g., school and program staff members, district leadership, and civic groups).

### Evaluation Quality

The evaluation report followed DEED's guidelines. The logic model and data source tables provided clear and useful information about evaluation activities. As noted last year, we recommend changes to objectives 1.1, 1.2, and 1.3 to allow for disaggregation of target goals (such as growth in reading only versus growth across reading, writing, and math) and the use of only one assessment measurement per objective (e.g., AIMSWeb or MAP), as well as the creation of separate objectives when different assessments are used for different grade levels. These changes will allow for more clarity in understanding whether the program is meeting its goals.

Some data in the appendix included N sizes that compromise student privacy. In future reports, it would be beneficial to suppress small N sizes or to combine categories to increase N sizes used for reporting.

## **Juneau School District**

### **Program Overview**

Juneau School District's 21st CCLC award funded the Learning Enrichment After-School Program (LEAP) at Glacier Valley and Riverbend elementary schools for the fourth of five years. The program aims to complement and support academic achievement during the school year and summer through holistic literacy instruction and enrichment activities. LEAP serves students in grades 1–5, and priority is given to students who are also English learners. LEAP provides services to students whose families face economic hardship and who are struggling academically, as indicated by standardized tests or teacher assessments.

This year, the program focused on areas of academic assistance (e.g., tutoring and homework help), educational enrichment (e.g., STEM, literacy, arts and music, physical activity, and support for English learners), and SEL (e.g., youth leadership) activities). Examples of activities include coding, Native arts, sign language, leadership, physical activities, animal science, and Lego robotics.

During the school year, each school provides after-school programming for students who were placed in small groups based on grade, alternating an hour of literacy three days per week and an hour of STEAM and enrichment programming one day per week. For the first time, this year's programming included 30 to 40 minutes of supervised homework time following the literacy and enrichment sessions. Certified teachers provide 22 days of summer programming in literacy and math, as well as STEM, nature studies, and physical activities, for students attending either school. The program emphasizes strong relationships between classroom teachers and families to reach academic, behavior, and attendance goals. This year's summer program incorporated an outer space theme, placing attendees in planet-themed groups based on age. The summer program also provided breakfast, a snack, and lunch services, as well as two weeks of enrichment activities, such as art, science, hiking, culture, and technology.

Community partnerships continued or were established with organizations such as the Juneau Economic Development Council, Discovery Southeast, Juneau Parks and Recreation, REACH, and the U.S. Department of Agriculture.

### **Program Participation**

In 2017–18, the after-school program served 175 K–5 students across the two schools four days a week, with 82 percent attending for 30 days or more and 63 percent attending for 60 days or more. This was a marginal decrease from the previous year; in 2016–17, 184 students participated in the program, with 83 percent attending for 30 days or more and 57 percent



attending for 60 days or more. In addition, the summer program saw an increase in students served (187 in 2017–18 versus 158 in 2016–17).

## **Evaluation**

The local evaluation examined four main questions:

1. Is the program delivering the services and content it said it would deliver?
2. Is the program accomplishing what it said it would in terms of impact?
3. What are the program's strengths and weaknesses?
4. How can the program improve?

The evaluation included data gathered via teacher, student, and family surveys; student performance data (MAP tests, attendance records, and district records); program delivery data gathered through meetings and interviews; and the Alaska 21st CCLC observation tool.

## **Progress on Local Objectives**

Overall, the LEAP program built on improvements from prior years, such as increasing the number of students served, program attendance, and continued or new partnerships. The program met most of its objectives related to literacy and family engagement. This year, schools made improvements on students' reading goal, with Riverbend exceeding the goal and Glacier Valley falling just shy of it. Teachers reported positive effects on student behavior and attendance, and the program met the attendance goal. Both schools met their goals for increased family engagement, except for time spent on literacy activities at home.<sup>25</sup>

The evaluator did not feel meaningful data existed to report on goal 1.5, which strives for a decrease in number of behavior incidences, as it relies on monthly school reports from school staff members who are inconsistent in reporting said data. In addition, data were not collected to assess students' knowledge of STEM careers, and although there were data collected for students attending additional out-of-school activities, the data collection method could not confirm a specific count.

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<sup>25</sup> No school year data were collected for this objective, as there was no question to assess this objective on the school year family survey. The summer program did collect these data, reporting that 81 percent of parents reported an increase in time their children spent on literacy activities at home.

Table 4-7. Juneau School District FY15 local measures

Goals and indicators	2017–18 result
<b>Goal 1: Improve literacy skills and engagement of at-risk students.</b>	
Objective 1.1: 50 percent of students who attended 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
Objective 1.2: 50 percent of students enrolled in the summer session will attend more than 80 percent of the session.	Met
Objective 1.3: 50 percent of students who have attended at least 80 percent of the summer session will maintain their national percentile ranking from spring to fall, as observed in reading and math RIT scores, as measured by the MAP.	Met
Objective 1.4: 75 percent of students enrolled in the school-year program will attend the program for 30 days or more.	Met
Objective 1.5: 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*
Objective 1.6: A random sample of 25 percent of students who attended the school-year program for more than 30 days will increase their reading endurance, as indicated by an increase in the average number of minutes that they read, by 25 percent (based on a minimum of four observations).	Met
<b>Goal 2: Increase parent/family engagement of at-risk students.</b>	
Objective 2.1: 50 percent of parents who have enrolled students will engage in at least one of three scheduled 21st CCLC events.	Met
Objective 2.2: 50 percent of parents who have enrolled students will attend regularly scheduled parent-teacher conferences.	Met
Objective 2.3: 50 percent of parents who have enrolled students will report an increase in time spent on literacy activities at home.	Data not available**
Objective 2.4: 25 percent of Head Start families that have incoming kindergartners will attend at least one Ready for Kindergarten session.	Met
<b>Goal 3: Increase the exposure to enrichment learning opportunities for at-risk students.</b>	
Objective 3.1: 75 percent of students enrolled in the program will attend the program for 30 days or more.	Met
Objective 3.2: 50 percent of students will report an increase in knowledge of STEM activities (science, technology, engineering, and math).	Data not available
Objective 3.3: 40 percent of students who attended the program for 30 days or more will engage in additional out-of-school activities.	Data not available***

\*The evaluator noted that monthly report data were found to be inconsistent and not sufficient to measure the objective as written

\*\*Parents were not surveyed about this topic

\*\*\*Data were not collected to reflect individual responses, making it difficult to confirm a percentage of responses

Source: Stephanie Hoag Consulting (2018)

## **Use of Evaluation Results to Inform Program Planning and Reflection**

The evaluation of LEAP showed a program continuously improving, with growing academic success for students beyond school and district averages, strong recruitment and retention, high student-teacher ratios, and improvements in behavior and social skills. The evaluation attributed these accomplishments to a strong staff and a focus on building relationships with students, families, and the community. Recommendations focused on aligning data collection tools with the program goals and indicators, improving data collection for each goal, and potentially rewriting goals based on the types of data sites are able to collect. The evaluator reiterated last year's recommendation for improving the connection and collaboration between LEAP teachers and school-day staff members at Glacier Valley.

## **Evaluation Quality**

The report drew on multiple forms of data and followed the DEED format. The tables were clear and provided useful information, but the consistent use of table titles and the addition of numbers would make the report easier to follow. Providing information about data sources and analysis methods would also be helpful (for example, explaining which teacher survey items were used to create the table with teacher-reported improved academic performance). Given that there were multiple areas where data were not available, there is a need to either revise existing measures to collect the data (e.g., add an item to the parent survey about family literacy activities at home) or to revise the indicator. The recommendations section was helpfully organized based on program strengths and areas for improvement. Future reports may be improved by describing how results were provided to program leaders for reflection and planning.

## **Kake City School District**

### **Program Overview**

Kake City School District's 21st CCLC 2016 award funded the Horizons program, which serves K–12 students at Kake City School, and is in its fourth year of the grant cycle. The program aims to provide supports to youth and families through targeted academic assistance, intervention activities focused on core academic topics and STEM, and enrichment and family engagement activities. It targets students who are struggling academically (i.e., performing below average or below grade level).

Given the community's small size (557 residents) and geographic isolation (it is an island community accessible only by plane or ferry), there are limited opportunities for community partnerships. The nearest large town with stimulating educational activities is a 90-mile plane ride or 24-hour ferry trip away. Horizons offers various academic and enrichment opportunities to promote student attainment of foundational skills for success and school attachment. The program provides at least five unique enrichment activities each week and tailored academic

assistance (e.g., tutoring and homework help) and educational enrichment (e.g., STEM, literacy, arts, and physical activity) at least three days a week.

During the school year, Horizons provided about 11 unique enrichment activities (e.g., archery, Girls and Boys on the Run, art, and drone technology) that were held two to four days per week (Monday through Thursday), as well as dedicated “Family Saturday” activities twice per month. This year, the cultural component was moved from Saturday to Monday through Thursday due to attendance issues. District staff members, community partners, and community members provide the programming. Local community partners include the Organized Village of Kake (a federally recognized tribal government), the Kake Boys & Girls Club, and the Southeast Alaska Regional Health Consortium (SEARHC).

In 2017–18, the after-school program served 101 K–12 students, with 52 percent attending for 30 days or more. The number of regularly attending students increased from 31 to 53 this year, and the percentage of students attending for 60 days or more increased by 18 percentage points (by 15 percentage points among regular attendees).

## **Evaluation**

The local evaluation examined three questions:

1. Is the program delivering the services and content it said it would deliver?
2. Is it accomplishing what it said it would accomplish in terms of program impact?
3. What are the program’s strengths and weaknesses?

The evaluation included student performance data (PEAKS, MAP scores, and GPA data), student attendance data, and family attendance at after-school function data. Teacher survey, observation, and interview data were included but not directly analyzed in the narrative.

## **Progress on Local Objectives**

Although the program is on track with student attendance goals and some family engagement goals, it did not meet goals for student achievement. Nevertheless, student MAP scores in reading and math suggest that Horizons program attendance may contribute to academic growth. In addition, school attendance for regular program participants increased, and the number of unique family participants grew significantly from 19 in 2016–17 to 287 in 2017–18.

Table 4-8. Kake City School District Horizons program FY15 local measures

Goals and indicators	2017–18 result
<b>Goal 1: Improve students' academic achievement</b>	
Among students who attend the 21st CCLC program for 30-plus days, an increasing percentage of students will have an increase in NWEA MAP testing in reading scores beyond the normative expected growth. To determine growth, MAP data from spring 2016 was compared to MAP data from spring 2017. (revised) <sup>26</sup>	Not met
Among students who attend the 21st CCLC program for 30 days, an increasing percentage of students will have an increase in NWEA MAP testing in math scores of the normative growth per grade level, using MAP data fall to spring 2016–17 for year 2 and using MAP data spring 2016 to spring 2017 for year [3]. (revised) <sup>27</sup>	Not met
<b>Goal 2: Increase student attendance during the regular school day</b>	
50 percent of regular (30-plus days) attendees will improve their regular-day attendance rate from the prior year. (revised)	Met
<b>Goal 3: Increase family involvement</b>	
As measured by attendance sheets, the percentage of students' (participating in the program for 30 days or more) parents or guardians who attend at least one Horizons family event will increase 10 [percent] per year. (revised)	Met
As measured by an annual survey, the percentage of parents/guardians of students participating in the program for 30 days or more reporting increased family involvement in their children's education will increase 10 [percent] per year.	Data not reported*

\*Objective refers to two reporting tools. One reporting tool was not present in report, and the other reporting tool was not clearly associated with the objective as written.

Source: Dybdahl (2018)

## Use of Evaluation Results to Inform Program Planning and Reflection

The evaluator credited the Horizons program with providing positive academic and enrichment activities for Kake City School District students through its prepared and qualified teaching staff and well-managed programming. Further, the evaluation reported that the program made additions to activities for year 4 based on year 3 feedback, and students were pleased to see their input was considered. This included adding Native Youth Olympics, sewing, Bird Scouts, yoga, Junior Lego Robotics, kuspuk-making, card-making, pottery, and Mad Science.

Recommendations for program improvement involved engaging with the community to formulate a sustainable plan for the program once the grant is complete and continuing to engage stakeholders as participants and supporters. The evaluator reiterated last year's recommendations to continue to provide various enrichment classes and to use evaluation data to create individual student profiles for academic planning and support. This report was shared with the program director and the school district's superintendent to understand areas in which the program can grow and improve.

<sup>26</sup> This objective previously addressed math.

<sup>27</sup> This objective previously addressed reading.

## **Evaluation Quality**

The evaluation provided multiple sources of information to assess program performance. However, data were not always well-connected to program objectives, which were often difficult to follow (especially in Section 3). In reporting progress on local objectives, tables should clearly and succinctly summarize results in aggregate for the year being reported. Some data in the report and appendix included N sizes that compromise student privacy and are not in compliance with the Family Educational Rights and Privacy Act (FERPA). In future reports, it would be beneficial to suppress small N sizes or to combine categories to increase N sizes used for reporting. Individual-level student data should not be included in these public reports. However, these data may be shared with the program staff to inform programming. We recommend further improving the tables with numbering, titles, and a technical edit to ensure accuracy (e.g., in Table 4, the total number of year 4 participants exceeded the total number of students in the district).

## **Matanuska-Susitna Borough School District**

### **Program Overview**

Matanuska-Susitna Borough School District's 21st CCLC operated the Out of School Time Program for the fourth year at three schools: Burchell High School, Wasilla Middle School, and Iditarod Elementary School. The program experienced multiple setbacks this year, such as Iditarod losing its principal to cancer and a change in program directorship midyear. The program aims to decrease adverse childhood experiences, improve academic development and performance, increase graduation rates, and increase the number of students who report feeling mentally and emotionally stable. The program serves the lowest-achieving K–12 students across the three Title I schools who have been identified by school staff members as at risk of not achieving their full potential. Certain students receive free or reduced-price school lunches.

To accomplish these aims, the program offers academic assistance (e.g., homework help), educational enrichment (e.g., STEM, literacy, arts and music, and physical activities), and SEL (e.g., counseling and mentoring) activities across all schools Monday through Thursday—and on two Saturdays at Wasilla. Example activities include archery, LEGO Robotics, cross-country skiing, employability and entrepreneurship, music, and “Zombies and Literature.”

Highly qualified personnel provide program activities with the support of the community and a coordinated student transportation system. Community partners that support program activities include Frontline Mission, Denali Gymnastics, Kaladi Brothers Coffee, United Way, the Rural Alaska Community Action Program, Mat-Su Health Foundation, Backcountry Bike and Ski, the Alaska Department of Fish and Game, and Project AWARE.

In 2017–18, the after-school program served 1,050 students, 43 percent of whom attended for 30 days or more. Wasilla Middle School and Iditarod Elementary School had more than a third of students attend regularly (41 percent and 40 percent, respectively). Burchell High School had a

58 percent regular attendance rate. The number of students served increased by 364, and regular attendance was up from 37 percent last year. All schools saw an increase in attendance rates.

## **Evaluation**

The local evaluation focused on one question: *In what sustainable ways and through what unique continuum of meaningful methods are Iditarod Elementary School, Wasilla Middle School, and Burchell High School creating the “bridge” of academic and social skills that builds confidence, competition, healthy problem-solving, choice, and re-engagement of proud parents for a highly diverse population of K–12 students who attend the Matanuska-Susitna Out of School Time Program?*

The evaluation gathered performance data (e.g., academic achievement data, attendance data, and school and student data collected in the Cityspan/Youth Services program data system); Matanuska-Susitna 21st Century Out of School Time Program benchmarks data; student, teacher, and family survey data; and observational data from site visits using the Alaska 21st CCLC observation tool. The evaluator created a Matanuska-Susitna 21st Century Out of School Time Program benchmarks tool to track program implementation over time and for program reflection and improvement.

## **Progress on Local Objectives**

The Matanuska-Susitna 21st Century Out of School Time Program aims to improve academic development and performance of at-risk students; increase the number of secondary students who graduate; and increase the number of students who feel mentally and emotionally stable by providing enrichment, STEM, and a variety of social and emotional services and supports. This year, all three schools either partially met or fully met all their goals and objectives, such as increased student achievement, increased interest in STEM, increased attendance in STEM classes, and increased student access to support services. In addition, data for student socio-emotional and personal development indicators were available to provide progress indicators.

Table 4-9. Matanuska-Susitna District Out of School Time Program FY15 local measures

Goals and indicators	2017–18 result
<b>Goal 1: Increase the academic success of all students in the Out of School Time Program by providing consistent enrichment activities</b>	
25 percent of students served (attending at least 30 sessions) will increase their scores based on formative and substantive curriculum-based surveying and testing, as well as student survey data.	Partially met
75 percent of students served will complete all enrichment activities in the Out of School Time Program, to include (but not be limited to) art, homework help, skill building, archery, etc. (minor edits)	Met
<b>Goal 2: Integrate socio-emotional, mental health, violence prevention, substance use/abuse, and support services into activities provided through the Out of School Time Program</b>	
50 percent of students (BHS & WMS) served demonstrate improvement in building relationships with other students, teachers, and administrators, as well as connectedness to the school and community setting. (minor edits)	Partially met
25 percent of students served will report a decrease in violence and substance use/abuse after attending the Out of School Time Program activities.	Data not available*
10 percent of students served are accessing mental health and support services during the Out of School Time Program. (minor edits)	Partially met**
<b>Goal 3: Offer targeted STEM opportunities that increase students' interest in science and technology</b>	
25 percent of students served will report an increase in attendance in science and technology activities and classes.	Met
25 percent of students served will demonstrate increased interest in the fields of science and technology. (edited)	Data not available***

\*Data in the report did not directly address a decrease in violence and substance use/abuse

\*\*Data reported only for BHS

\*\*\*Data in report not clear in measurement plan to evaluate objective

Source: Johanson-Adams (2018a)

## Use of Evaluation Results to Inform Planning and Reflection

The evaluation and survey results, as well as the continued overwhelmingly positive family feedback, demonstrate that the program is making great strides, particularly regarding increased student engagement, mental health support, and quality activity programming.

Recommendations focused on strengthening the Saturday programing to be more community- and family-focused, improving the accuracy and efficiency of attendance methods, and ensuring both the high school and the after-school program curriculum is advanced enough to keep pace with district requirements for high school credit.

## Evaluation Quality

The evaluator drew on multiple forms of data and followed the DEED format. The evaluator also used a matrix to examine indicators of quality based on the logic model to discern what components of the program were in place. Future reports may be improved by describing the



focus population in more depth in the narrative and summarizing themes across family and student feedback, if possible.

The data source used to measure each objective should be clarified in future reports. It appears all data reported are survey data, and objectives may need to be modified to accommodate the lack of assessment, attendance, or discipline data if they will not be available. The analysis of objective 3.2 did not clearly state how the evaluator measured progress or whether the measurement was through the survey or enrollment data.

Objectives and survey questions should be more closely aligned. Many of the current objectives focus on change in student behavior. The survey questions used to assess whether the objective was met do not ask about change over time, however. For example, objectives 2.1 and 2.2 focus on improvements or decreases, but the questions do not ask about changes in behavior. Either the objectives or survey questions could be modified in future surveys to create better evidence of the objectives.

## **Nenana City School District**

### **Program Overview**

Nenana City School District's 21st CCLC grant funds the Striving Toward Academic Responsibility and Success (STARS) program at Nenana City School. The program aims to improve students' academic development, increase student attendance and family involvement, and improve students' knowledge of STEM topics and concepts. The evaluation reports that the program serves primarily Alaska Native elementary school, middle school, and high school students whose families face economic hardship and who are struggling academically.

The STARS program offers academic assistance (e.g., tutoring and homework help) and educational enrichment (e.g., literacy, STEM, physical activity, and arts) activities. Students can participate in Homework Club and other clubs (e.g., robotics, STEM, and rock band), which run four days per week (Monday through Thursday), with dedicated study halls and elective activities on Friday afternoons (e.g., German, Alaska Native cooking, and backcountry hiking). The program collaborates with families and school partners (e.g., Tanana Chiefs Conference Clinic, Fairbanks Aviation, Frontier Zumba, local artists, Nenana Taekwondo, and Tanana District Cooperative Extension Service and 4-H Club).

This year, the summer session paired backcountry education with academics through a specialized Denali Backcountry Adventure program for K–6 students that culminated in a trip to Denali National Park. The STARS program is staffed by classroom teachers who participate in state and national conferences and distance learning, as well as professional development activities related to culturally responsive STEM and non-STEM content and instructional strategies and delivery of school-based and after-school educational programming. The STARS

program also offers family-related programming, such as regular parent meetings, family nights, and educational workshops, to expand family engagement.

In 2017–18, 130 students were enrolled in 21st CCLC programming, 61 percent of whom participated for 30 days or more. This year, overall enrollment was slightly down from 145 to 150 students in 2016–17, and regular attendance decreased from 63 percent. During the summer session, 23 participants attended 100 percent of the time.

## **Evaluation**

The local evaluation examined four main questions:

1. Is the program delivering the services and content it said it would deliver?
2. Is the program accomplishing what it said it would accomplish in terms of program impact?
3. What are the program's strengths and areas in need of improvement?
4. How can the program improve?

The evaluation included data gathered via teacher surveys, student performance data (attendance records and MAP), observations via the New York State Afterschool Network Program Quality Self-Assessment Tool, family involvement, and interviews with site coordinators.

## **Progress on Local Objectives**

Academic performance objectives demonstrating growth in reading and math shifted away from Discovery Education Assessment scale scores used last year; this year, they relied on MAP results. However, evaluation objectives indicating a use of MAP results (1.1 and 4.1) did not provide explicit goals and indicators, so it is unclear whether these objectives were met. In addition, the narrative did not directly report on whether STARS academic enrichment activities were linked to students' regular school-day programming. Only student and family attendance data were clearly reported to identify whether the objective was met. This year, students met their goals for increased school-day attendance, but family engagement goals were not met. Although other data related to goals were provided, it was unclear whether they met the objectives as written. The evaluator noted that objectives may need to be rewritten based on updated assessment tools in the upcoming evaluation years.

Table 4-10. Nenana City School District's STARS program FY15 local measures

Goals and indicators	2017–18 result
<b>Goal 1: Improve students' academic performance</b>	
Provide targeted academic enrichment activities during after-school hours such that students' academic achievement, based on North West Evaluation Association (NWEA) Measures of Academic Progress (MAP) scale scores in <b>reading and math</b> will be compared with the average scale score increase of students at a particular grade level. <sup>28</sup>	Data not reported*
Link STARS academic enrichment activities to students' regular school-day programs each year.	Data not reported*
<b>Goal 2: Increase attendance for the regular school day</b>	
Compared with the baseline, 80 percent of students who attend the program for 30 days or more will improve their attendance by 2 percent per year.	Data not reported**
<b>Goal 3: Increase family involvement</b>	
As measured by attendance sheets, the percentage of parents/guardians of students participating in the program for 30 days or more who attend at least one STARS family event will be 2 percent of families per year.	Met***
As measured by an annual survey, the percentage of parents/guardians of students participating in the program for 90 days or more reporting increased family involvement in their children's education will be 2 percent of families per year.	Data not reported****
<b>Goal 4: Improve student academic performance in STEM content</b>	
Provide targeted STEM-focused enrichment activities during the after-school hours such that students' academic achievement based on North West Evaluation Association (NWEA) Measures of Academic Progress (MAP) scaled scores in <b>science</b> will be compared with the average scale score increase of students at a particular grade level. <sup>29</sup>	Data not available
Link STARS STEM activities to students' regular school day such that by the end of the five-year, grant-funded project period, XX (sic) percentage of students indicate increased interest in STEM topics and pursuit of further STEM studies/careers.	Data not available

\*Data from MAP assessment, student performance, and academic performance in STEM were provided, but it was unclear from the narrative whether the corresponding local objectives were met as written

\*\*Data do not clarify what percentage of students increased their attendance by 2 percent

\*\*\*Although the narrative reported on family involvement, specific parent survey data were not included in the report

\*\*\*\*Objective not addressed in narrative, and no data exist, as there were no participants who attended 90 days or more

Source: Sileo (2018)

## Use of Evaluation Results to Inform Program Planning and Reflection

The evaluator provided the same recommendations as last year, such as focusing on specific strategies for giving high school students opportunities to earn elective credits for program participation; communicating with program partners that provide similar, overlapping

<sup>28</sup> Objective 1.1 was modified slightly this year. Last year's objective used Discovery Education Assessment scale scores versus this year's use of MAP.

<sup>29</sup> Objective 3.1 was modified slightly this year. Last year's objective used Discovery Education Assessment scale scores versus this year's use of MAP.

programming activities; and continuing collaboration on activities that overlap with other externally funded projects at Nenana City School. Program leaders communicated goals, operations, attendance, and evaluation results to external stakeholders (e.g., faculty members, students, families, and advisory board members). Changes based on evaluation results included new programming and new hired personnel, as well as the introduction of a referral process for grades K–12.

### **Evaluation Quality**

The report primarily drew on analysis of attendance data, family involvement attendance data, teacher survey data, an interview with the program director, MAPS data, and a self-reported program quality tool. In several places, the report did not explicitly describe objective progress, and there was not sufficient information provided to interpret progress on local goals and objectives. For example, the report suggests that family engagement increased by 2 percent, but it doesn't indicate how that was measured. In Section 3, the information provided did not always match the header, making it difficult to follow the report.

Future reports may be improved by providing explicit evidence of whether programs met their grant goal objectives, summarizing observation data in the narrative and providing a justification for the scores (the program received the highest score in almost all categories, which is cause for concern), and more closely aligning the organization of the report to DEED guidelines. In addition, we recommend revisions to the measurable objectives to provide specific growth targets and/or strategies (e.g., describing how and in what ways the STARS program may link its enrichment activities to students' regular school-day programs).

## **SERRC (Southeast Regional Resource Center)**

### **Program Overview**

SERRC operates a 21st CCLC after-school program at June Nelson Elementary School. The program aims to increase the pre-literacy, literacy, social, physical, and cooperative skills of K–2 students. It also seeks to strengthen family involvement and connections between the school and the community. In 2017–18, SERRC aimed to serve 60 K–2 students who were struggling academically (specifically, 20 students from each grade).

SERRC provides high-quality and interactive instructional experiences—based in part on students' local culture—through academic assistance (e.g., homework help), educational enrichment (e.g., literacy and physical activity), and SEL (e.g., community service/service learning) activities, such as “Native Values,” PE, “Compass Literacy,” CATCH, and “Homework Time.” The program is held three afternoons per week, Tuesday through Thursday, and it offers fun recreational activities on “4 Fun Fridays” and “Super Saturdays.” This year, the program partnered with community organizations such as the Maniilaq Association, NANANordic, The Alaska Zoo, the University of Alaska Museum of the North, and the Northwest Arctic Heritage Center/National Park Service. In addition, the program

provided a four-day “Junior Scrubs” summer program that served 28 K–2 students and focused on building excitement for a possible career in health care. Five local service providers staff the program, with additional support from a playground aide and two certified teachers who serve as substitutes.

In 2017–18, the after-school program targeted 60 enrolled students, with 98 percent of enrollees attending for 30 days or more, an increase in attendance from 2016–17. Although the program targeted 60 students, it served closer to 85 students throughout the school year. The program also saw an increase in enrollees attending for 60 days or more, up 15 percentage points from last year.

## **Evaluation**

The local evaluation examined four main questions:

1. Is the program delivering the services and content it said it would deliver?
2. Is the program accomplishing what it said it would accomplish in terms of program impact?
3. What are the program’s strengths and weaknesses?
4. How can the program improve?

The evaluation continued to include several data sources: performance data (MAP RIT assessment results); survey data (family, teacher, local service provider, and student surveys); observation data (from two site visits using the Alaska 21st CCLC statewide assessment and observation tools); data from interviews with teachers, administrators, families, and a SERRC education specialist; and program records (e.g., attendance records, newsletters, and professional development materials).

## **Progress on Local Objectives<sup>30</sup>**

This year, the SERRC program met or showed progress on most measures of effect. Although the program met its goals for showing projected growth on MAP assessment scores for 75 percent of students, the evaluation did not include correlating data to accurately report on student achievement goals. The program also met or made progress on all its goals related to families’ involvement in their child’s learning and strengthening connections between the school and the community, with particular satisfaction related to an increased program emphasis on cultural values. In addition, the program continued to meet its goals related to improving social, cooperative, and physical skills.

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<sup>30</sup> The report provided measures of effort (i.e., implementation) and measures of effect (i.e., effectiveness). This summary and the corresponding table focus on the measures of effect.

Table 4-11. SERRC FY13 local measures

Goals and indicators	2017–18 result
<b>Goal 1: Increase the pre-literacy and literacy skills of students in grades K-2</b>	
Fall-to-spring MAP assessments will show that 75 percent of students participating in 45 sessions or more will show a “projected growth” of 10 points.	Met
95 percent of students enrolled in SERRC’s 21st CCLC will express satisfaction with SERRC’s 21st CCLC program in response to either survey or interview questions.	Data not reported*
85 percent of SERRC’s 21st CCLC participants will achieve the goals established in their annual individual learning plan.	Not met
<b>Goal 2: Strengthen parent involvement in their child’s learning</b>	
100 percent of parents of SERRC’s 21st CCLC students will attend at least one parent gathering annually.	Not met
80 percent of parents’ surveys will indicate they are “often or always” involved in their child’s learning in five or more areas.	Met
The total number of parents who attend family events and field trips will increase from the prior year.	Met
<b>Goal 3: Strengthen connection between school and community</b>	
Students and parents will express satisfaction with community/cultural activities offered during SERRC’s 21st CCLC sessions.	Met
The number of parents and community members who volunteer to provide enrichment activities for students will increase from the prior year.	Data not reported**
<b>Goal 4: Improve emerging social, cooperative, and physical skills of K–2 students</b>	
Of those students participating in 30 sessions or more and identified in need of improvement in social, cooperative, or physical skills, 90 percent will have shown improvement in at least one skill, as determined by teacher and/or parent surveys.	Met

\*The indicator finding does not reflect the objective as written, instead reporting only the percentage of students interviewed (52 students) rather than the percentage of students enrolled (60 students)

\*\*The evaluator did not include information on an increase or decrease based on previous years

Source: Jessal (2018)

## Use of Evaluation Results to Inform Program Planning and Reflection

The evaluation noted that over the past six years, the 21st CCLC program at June Nelson Elementary has become exemplary, showing growth in most areas. Recommendations focused on including STEM or STEAM programming; continuing to provide high-quality professional development for teachers; prioritizing literacy instruction and discontinuing the “Compass Literacy” program; and creating a set of expectations and guidelines for the on-site coordinator position. The evaluator reiterated recommendations from last year, suggesting that programs celebrate students who have high attendance rates, continue connecting students to community culture, bridge the gap between staff member and family understanding of involvement in their children’s education, and providing peer coaching opportunities for service providers.

In addition, the evaluator described how the program director, education specialist, and staff members reviewed the 2016–17 evaluation and then shared the results with stakeholders in fall 2018. The evaluation data were used to develop and refine plans of action for the newly awarded five-year grant to begin in FY19, with amendments to program transitions, start times, and attendance policies. Additionally, the “Compass Literacy” program was discontinued.

## **Evaluation Quality**

The evaluator drew on multiple forms of data; followed the DEED format; and clearly outlined how goals, objectives, and performance measures aligned with one another. The evaluator also provided ample information about how the program used the results. Future evaluations could be improved by focusing on a more discrete set of objectives and indicators and ensuring that the methods for assessing and reporting progress are consistent with the indicator as written (e.g., measures and sample used).

## **Sitka School District**

### **Program Overview**

This year, Sitka School District offered 10 21st CCLC programs across four schools, as well as Friday programming. There were eight school-based programs in four schools in the district:

- Baranof Buddies Program at Baranof Elementary School
- Growing and Learning Opportunities (GLO) at Keet Gooshi Heen Elementary School
- Girls on the Run at Keet Gooshi Heen Elementary School
- Boys on the Run (two programs) at Keet Gooshi Heen Elementary School
- Blatchley After School Time at Blatchley Middle School
- Eighth Grade Study at Blatchley Middle School
- Fab Friday (two programs) at Blatchley Middle School
- Learning Extensions & Alternatives Program (LEAP) at Pacific High School

The program aims to improve academic development for at-risk students, ensure students feel safe at school, and increase the number of secondary students eligible for the Alaska Performance Scholarship. These after-school programs also provide services to students who are struggling academically and/or who qualify for free or reduced-price lunch, as well as students who are identified by the school counselor and/or principal as at risk for academic or social reasons.

These programs provide K–12 students with various academic assistance (e.g., tutoring and homework help), educational enrichment (e.g., STEM, literacy, physical activity, arts, and music), and SEL (e.g., counseling and mentoring) activities. Examples of activities include story time, Road Trip Nation, newspaper, lap books, Chess Club, drawing time, and open gym. Pacific High School had a credit recovery component. New Fab Friday programming provided STEM enrichment activities and team-building experiences. Program support was primarily drawn from contracted teachers, support staff members, volunteer service providers, and program partners (e.g., AmeriCorps, Sitka Sound Science Center, the Hames Center, Sitkans Against Family Violence, the U.S. Coast Guard, and the local 4-H Club).

In 2017–18, the program served 285 students, 48 percent of whom attended regularly. Although the number of students served increased by 27, the regular attendance rate dropped by 8 percentage points.

## Evaluation

The local evaluation examined one question: *As a 21st CCLC afterschool program targeting K–12 students who are underachieving and/or qualify for free or reduced-price lunch, what effective, engaging, and appropriate afterschool program designs, student progress markers, and types of academically enriched curriculum activities will capture the students' minds and curiosity, thereby improving their levels of academic and social success—with the end result of making a difference in their lives, their families' lives, and the community as a whole?*

The evaluation included student performance data (e.g., academic achievement data, attendance data, and school and student data); student,<sup>31</sup> teacher, and family survey data; observation data using the Alaska 21st CCLC observation tool; and data from the feedback sessions between the program coordinator and site teams.

## Progress on Local Objectives

This year, the elementary schools and middle school met goals for increasing assessment scores in either math or reading, but the high school did not. The elementary school programs also outperformed the middle school and high school programs in program attendance. For a second year in a row, all programs exceeded goals for family engagement at events by 22 percentage points. Although Objective 2.4 was met, with all secondary students who regularly attended LEAP participating in career exploration activities, data for all other Goal 2 objectives were not available. Data on Goal 3 are also not available, as programs are still tabulating data from the 2018 Student Climate Connectedness Survey (SCCS).<sup>32</sup>

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<sup>31</sup> Additional student survey data have been added (e.g., student activities survey and Step-Up program pre- and post-assessment).

<sup>32</sup> Although official SCCS data are not yet available, the evaluator included informal 21st CCLC BLAST survey data, which revealed that 85 percent of responding students feel safe at Blatchley Middle School, 65 percent of students feel respected and not bullied, and 85 percent of students have at least one person they can trust at school.



Table 4-12. Sitka School District FY14 local measures

Goals and indicators	2017–18 result
<b>Goal 1: Improve the academic development and performance of at-risk students (i.e., those qualifying for free or reduced-price lunch and/or those students in grades K–8 that score below or far below proficient on standards-based assessments)</b>	
50 percent of students who attend more than 30 days will increase scores for their identified assessment by 10 percent in either math or reading, as collected by two consecutive annual scores.	Partially met
80 percent of students enrolled in the program will attend the program for 30 days or more.	Not met
50 percent of enrolled students will have a family member engage in at least one of three scheduled events per year.	Met
<b>Goal 2: Increase the enrollment of secondary students who acquire appropriate credits necessary for Level 3 Opportunity eligibility for the Alaska Performance Scholarship by 10 percent annually</b>	
50 percent of secondary students regularly attending LEAP will earn six credits per year.	Data not available
50 percent of students regularly attending LEAP who take career or college readiness tests will achieve a baseline ACT score of 21 or SAT score of 1450 or a qualifying WorkKeys score of 13.	Data not available
80 percent of secondary students regularly attending LEAP will achieve a GPA of 2.5 or higher at the end of the school year.	Data not available
80 percent of secondary students regularly attending LEAP will participate in four career-exploration activities per year.	Met
<b>Goal 3: Increase the percentage of middle school students who feel safe at school</b>	
Increase the percentage of Blatchley Middle School students whose perception of personal safety at school has positively improved by 5 percent every two years, as measured by the School Climate and Connectedness Survey (SCCS).	Data not available*
Increase the percentage of Blatchley Middle School students' perceptions about how respectful and helpful students are to one another by 5 percent every two years, as measured by the SCCS.	Data not available*
Increase student skills in Social-Emotional Learning Curriculum by 5 percent every two years to include self-awareness, social awareness, self-management, relationship skills, and good decision-making, as measured by the SCCS.	Data not available*

\*Results from the 2018 SCCS are still being tabulated

Source: Johanson-Adams (2018b)

## Use of Evaluation Results to Inform Program Planning and Reflection

There were two program changes this year:

1. The previous director, who had led the program for the past four years, moved out of state and was replaced with a long-term district employee
2. The 21st CCLC office moved locations, which the evaluator said led to increased teacher and student engagement.

However, the evaluator also noted that the relocation of the 21st CCLC office also led to a separation in programming between the program and the Sitka Native Education Program, where 21st CCLC was previously housed.

The results of the local site visits and surveys were generally positive. The evaluator recommended making improvements to the snack program and increasing opportunities to

work with the Sitka Native Education Program. In addition, the evaluator reiterated recommendations from last year for program-specific improvements (such as revising the Socio-Emotional Curriculum to reflect a resilience-based emphasis). Several previous program recommendations have been carried out, including the use of an external evaluator and statistician to provide a 2019 21st CCLC request for proposals, as well as consistent quarterly staff meetings to focus on improving curriculum and team building (including the statewide CCLC conference in Fairbanks). In addition, increased recruitment and participation for credit recovery at Pacific High doubled this year (with a 50 percent increase in graduation).

According to the report, the Sitka 21st CCLC will not be funded for the 2018–19 school year.

## Evaluation Quality

The report drew on multiple forms of data and followed the DEED format for the most part. Future reports may be improved by providing a narrative on how the different programs align with the overall logic model. Missing data proved to be a challenge for this evaluation because the student climate survey was not ready for analysis by the time the report was written. Tables with objective results would make it easier for readers to track whether the objectives were met.

## Summary

**Overall, both the Alaska 21st CCLC programming and the quality of evaluation activities seemed to have improved in 2017–18.** This year, most of the Alaska 21st CCLC programs continued to provide or provided new programming in STEM, creative arts, cultural engagement, and physical activities. Some programs expanded their summer programming and collaboration with partners. One program expanded nutritional food services for students, and another added a cultural component to programming. As mentioned previously, the evaluations improved from the prior year by revising measurable objectives, providing additional data to measure objectives that were missing in the prior year, and separating program evaluation by grant year for more targeted goal reporting. However, this year, over half of sites seemed to have new issues with local data collection and the quality of provided data.<sup>33</sup>

**Looking across these reports statewide, most Alaska 21st CCLC grantees appeared to be making progress on their local objectives,** especially those related to program or school attendance, growth projections on some formative assessments, and homework completion. Several sites saw improvements on socio-emotional objectives, as well as student engagement in the sciences. Although some sites also saw improvements in family engagement with programming, others struggled to collect and report on family engagement data. Although there was improvement for some objectives, a key area in which many programs continued to

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<sup>33</sup> This year, two programs struggled with family-related data, one program struggled with student survey data, and four programs did not properly report data in correlation with objectives.

struggle was meeting growth projections on formative and state assessments. The new PEAKS assessment allowed programs to compare student data on academic progress, but many programs may have struggled to meet their objectives as they were written for different forms of assessment data.

**Local evaluators offered some common recommendations for strengthening the programs, and they reiterated the importance of using data to focus and improve services.** The evaluation reports recommended that programs collect and use formative data to promote overall continuous improvement and to tailor interventions to the needs of individual students. Evaluators also recommended that programs reinforce student engagement practices and continue activities that were particularly engaging for attendees. In addition, most evaluators recommended that programs either strengthen or improve family engagement and communication. Evaluators also offered many ideas for strengthening curriculum and instruction, such as increased professional development and expanded enrichment offerings. Further, some evaluators recommended improved coordination of programming and teacher expectations, as well as improved coordination with external partners.

**Local evaluation reports demonstrated good knowledge of program activities and showed improvement in data collection activities, but they continued to vary in their rigor and quality.** Many local evaluation reports saw improvements in adhering to the report guidelines DEED provided and in providing a logic model (two reports continued to need improvement in this area, however). Some evaluations improved reporting by working with programs to update objectives and coordinate data collection and by supporting claims with evidence, although those remain areas for improvement overall.

To comply with FERPA, DEED recommends that public reports such as these should not include data when there are fewer than five students in a category, as that information may be personally identifiable. To avoid disclosure when there are fewer than five students in a category, data should be suppressed or combined across categories.

In addition, all reports should include a narrative that clearly explains the connection between program activities and outcomes, particularly the local objectives. By assessing progress on local objectives on an annual basis, the evaluations will provide grantees with critical formative data they can use to refine their approach and strengthen their services for students and families. Consulting with program sites on their measurable objectives (i.e., number of targets, types of assessments/data used, etc.) will also ensure greater success in meeting objectives. Additionally, working with grantees before the school year on the coordination of data collection for measurable objectives will potentially ensure stronger and more reliable feedback mechanisms for program improvement. Lastly, providing specific evidence to support claims regarding quality or progress and modeling ways to communicate results to different stakeholders is another way the reports may be more useful to grantees in understanding how the results relate to practice.

## Appendix A: Grade Band-Level Teacher Survey Results

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

	Percentage of students who improved					
	2017–18			2016–17		
	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
<b><i>School performance and engagement</i></b>						
Academic performance	65	71	75	71	77	78
Participating in class	64	70	72	66	71	73
Behaving well in class	63	75	70	50	58	59
Completing homework	48	62	43	55	62	68
Completing homework and participating in class	44	57	63	39	53	59
<b><i>Social and emotional skills and behavior</i></b>						
Expressing needs and feelings appropriately	53	63	65	56	62	63
Forming positive relationships with adults	44	43	63	65	71	73
Getting along well with other students	36	44	50	61	61	66
Persevering through challenges	79	71	62	62	67	70
Seeking assistance when appropriate	54	64	75	63	70	70
Working collaboratively with peers	65	73	61	65	70	71
<b><i>Family engagement</i></b>						
Family engaging in their child's education	45	56	55	46	52	51

Source: Education Northwest analysis of Alaska 21st CCLC teacher survey, 2016–17 and 2017–18

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

	Percentage of students who improved					
	2017–18			2016–17		
	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
<b>School performance and engagement</b>						
Academic performance	69	82	100	44	74	61
Participating in class	54	68	81	52	60	59
Behaving well in class	53	50	57	43	43	36
Completing homework	42	55	53	52	67	51
Completing homework and participating in class	46	55	56	39	55	41
<b>Social and emotional skills and behavior</b>						
Expressing needs and feelings appropriately	64	79	88	43	48	39
Forming positive relationships with adults	42	46	49	54	71	48
Getting along well with other students	21	31	25	44	60	36
Persevering through challenges	53	68	60	44	60	49
Seeking assistance when appropriate	65	71	70	50	69	54
Working collaboratively with peers	68	73	72	57	69	51
<b>Family engagement</b>						
Family engaging in their child's education	54	68	56	33	43	42

Source: Education Northwest analysis of Alaska 21st CCLC teacher survey, 2016–17 and 2017–18

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

	Percentage of students who improved					
	2017–18			2016–17		
	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
<b>School performance and engagement</b>						
Academic performance	60	72	68	67	73	80
Participating in class	66	73	63	71	75	75
Behaving well in class	55	56	54	51	55	70
Completing homework	56	68	88	68	71	78
Completing homework and participating in class	63	60	60	61	67	67
<b>Social and emotional skills and behavior</b>						
Expressing needs and feelings appropriately	59	68	49	57	65	68
Forming positive relationships with adults	82	67	62	69	71	73
Getting along well with other students	44	43	44	56	57	73
Persevering through challenges	61	63	62	64	76	77
Seeking assistance when appropriate	66	73	68	61	77	75
Working collaboratively with peers	62	68	94	64	73	68
<b>Family engagement</b>						
Family engaging in their child's education	53	59	59	17	28	25

Source: Education Northwest analysis of Alaska 21st CCLC teacher survey, 2016–17 and 2017–18

## Appendix B: Grantee-Level Results

Table B-1. Progress on PEAKS assessment by grantee

	Percentage of not-proficient students who improved to proficient			
	All regular attendees	30–59 days attended	60–89 days attended	90 or more days attended
<b>Anchorage School District</b>				
Reading (4–5)	8	7	3	11
Mathematics (6–9)	*	*	*	*
<b>Bering Strait School District</b>				
Reading (4–5)	*		*	*
Mathematics (6–9)				*
<b>Boys and Girls Club</b>				
Reading (4–5)	11	*	*	*
Mathematics (6–9)	*	*	*	*
<b>Fairbanks North Star Borough School District</b>				
Reading (4–5)	6	*	5	7
Mathematics (6–9)	-	-	-	-
<b>Juneau School District</b>				
Reading (4–5)	12	*	12	*
Mathematics (6–9)	-	-	-	-
<b>Kake City School District</b>				
Reading (4–5)	*	*	*	*
Mathematics (6–9)	*	*	*	*
<b>Matanuska-Susitna Borough School District</b>				
Reading (4–5)	*	*	*	-
Mathematics (6–9)	*	*	*	*
<b>Nenana City School District</b>				
Reading (4–5)	*	*	*	-
Mathematics (6–9)	22	*	*	-
<b>Sitka School District</b>				
Reading (4–5)	*	*	*	*
Mathematics (6–9)	*	*	*	*
<b>SERRC</b>				
Reading (4–5)	-	-	-	-
Mathematics (6–9)	-	-	-	-

Note: '-' indicates no students reported for this grantee and assessment

\*Results were suppressed to protect the identity of students

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

	Percentage of students who improved					
	2017–18			2016–17		
	Overall	Elementary	Middle	Overall	Elementary	Middle
<b><i>School performance and engagement</i></b>						
Academic performance	69	70	58	75	76	64
Participating in class	71	*	56	72	73	59
Behaving well in class	57	55	57	58	59	45
Completing homework	61	39	76	70	71	60
Completing homework and participating in class	55	36	34	61	62	48
<b><i>Social and emotional skills and behavior</i></b>						
Expressing needs and feelings appropriately	59	*	54	62	64	40
Forming positive relationships with adults	69	61	*	73	74	53
Getting along well with other students	64	*	63	66	68	45
Persevering through challenges	63	*	65	67	69	49
Seeking assistance when appropriate	65	61	57	67	68	57
Working collaboratively with peers	67	69	68	69	70	54
<b><i>Family engagement</i></b>						
Family engaging in their child's education	50	*	46	56	57	41

\*Results were suppressed to protect the identity of students

Note: There were no high school centers in the Anchorage School District

Source: Education Northwest analysis of Alaska 21st CCLC teacher survey, 2016–17 and 2017–18



*Table B-3. Teacher reports on the progress of regular 21st CCLC Bering Strait School District attendees*

	Percentage of students who improved	
	2017–18	2016–17
	K–12	K–12
<b><i>School performance and engagement</i></b>		
Academic performance	77	91
Participating in class	86	78
Behaving well in class	82	64
Completing homework	68	76
Completing homework and participating in class	64	*
<b><i>Social and emotional skills and behavior</i></b>		
Expressing needs and feelings appropriately	82	55
Forming positive relationships with adults	86	64
Getting along well with other students	73	69
Persevering through challenges	82	76
Seeking assistance when appropriate	82	82
Working collaboratively with peers	86	75
<b><i>Family engagement</i></b>		
Family engaging in their child's education	45	45

\*Results were suppressed to protect the identity of students

Source: Education Northwest analysis of Alaska 21st CCLC teacher survey, 2016–17 and 2017–18

**Table B-4. Teacher reports on the progress of regular 21st CCLC Boys & Girls Clubs of the Kenai Peninsula attendees**

	Percentage of students who improved					
	2017–18			2016–17		
	Overall	Elementary	Middle and High	Overall	Elementary	Middle and High
<b><i>School performance and engagement</i></b>						
Academic performance	81	79	71	78	81	61
Participating in class	77	57	79	72	74	61
Behaving well in class	63	71	66	67	70	52
Completing homework	62	76	67	49	45	68
Completing homework and participating in class	58	52	64	47	44	57
<b><i>Social and emotional skills and behavior</i></b>						
Expressing needs and feelings appropriately	64	79	63	64	69	39
Forming positive relationships with adults	74	*	66	69	74	48
Getting along well with other students	69	78	64	66	72	68
Persevering through challenges	72	63	64	73	74	68
Seeking assistance when appropriate	72	81	66	69	71	59
Working collaboratively with peers	72	77	81	72	76	52
<b><i>Family engagement</i></b>						
Family engaging in their child's education	46	*	*	*	41	*

\*Results were suppressed to protect the identity of students

Source: Education Northwest analysis of Alaska 21st CCLC teacher survey, 2016–17 and 2017–18

**Table B-5. Teacher reports on the progress of regular 21st CCLC Fairbanks North Star Borough School District attendees**

	Percentage of students who improved					
	2017–18			2016–17		
	Overall	Elementary	High	Overall	Elementary	High
<b><i>School performance and engagement</i></b>						
Academic performance	69	50	49	74	74	73
Participating in class	65	*	77	70	69	80
Behaving well in class	49	51	63	53	54	47
Completing homework	64	63	63	68	66	75
Completing homework and participating in class	52	43	50	58	56	69
<b><i>Social and emotional skills and behavior</i></b>						
Expressing needs and feelings appropriately	51	64	59	57	56	64
Forming positive relationships with adults	63	69	90	67	66	72
Getting along well with other students	53	58	65	59	59	59
Persevering through challenges	59	66	58	64	63	74
Seeking assistance when appropriate	61	65	90	66	65	72
Working collaboratively with peers	51	64	59	68	67	71
<b><i>Family engagement</i></b>						
Family engaging in their child's education	39	61	65	41	43	26

\*Results were suppressed to protect the identity of students

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

Source: Education Northwest analysis of Alaska 21st CCLC teacher survey, 2016–17 and 2017–18

**Table B-6. Teacher reports on the progress of regular 21st CCLC Juneau School District attendees**

	Percentage of students who improved	
	2017–18	2016–17
	<i>Overall</i>	<i>Overall</i>
<b><i>School performance and engagement</i></b>		
Academic performance	69	70
Participating in class	67	66
Behaving well in class	49	59
Completing homework	70	25
Completing homework and participating in class	55	22
<b><i>Social and emotional skills and behavior</i></b>		
Expressing needs and feelings appropriately	60	60
Forming positive relationships with adults	76	59
Getting along well with other students	72	58
Persevering through challenges	72	69
Seeking assistance when appropriate	61	71
Working collaboratively with peers	81	71
<b><i>Family engagement</i></b>		
Family engaging in their child's education	49	51

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

Source: Education Northwest analysis of Alaska 21st CCLC teacher survey, 2016–17 and 2017–18

**Table B-7. Teacher reports on the progress of regular 21st CCLC Kake City School District attendees**

	Percentage of students who improved	
	2017–18	2016–17
	K–12	K–12
<b><i>School performance and engagement</i></b>		
Academic performance	53	48
Participating in class	57	32
Behaving well in class	45	32
Completing homework	57	52
Completing homework and participating in class	51	32
<b><i>Social and emotional skills and behavior</i></b>		
Expressing needs and feelings appropriately	51	*
Forming positive relationships with adults	49	35
Getting along well with other students	49	39
Persevering through challenges	57	*
Seeking assistance when appropriate	59	*
Working collaboratively with peers	61	39
<b><i>Family engagement</i></b>		
Family engaging in their child's education	44	*

\*Results were suppressed to protect the identity of students

Source: Education Northwest analysis of Alaska 21st CCLC teacher survey, 2016–17 and 2017–18

**Table B-8. Teacher reports on the progress of regular 21st CCLC *Matanuska-Susitna Borough School District* attendees**

	Percentage of students who improved							
	2017–18				2016–17			
	Overall	Elementary	Middle	High	Overall	Elementary	Middle	High
<b><i>School performance and engagement</i></b>								
Academic performance	68	61	76	62	66	*	*	74
Participating in class	69	60	67	63	68	*	*	70
Behaving well in class	56	52	55	63	56	*	*	64
Completing homework	51	31	62	*	56	*	*	69
Completing homework and participating in class	49	53	45	54	52	*	*	63
<b><i>Social and emotional skills and behavior</i></b>								
Expressing needs and feelings appropriately	61	55	79	73	65	*	*	68
Forming positive relationships with adults	68	54	62	66	71	*	*	76
Getting along well with other students	66	75	69	68	63	*	*	70
Persevering through challenges	65	*	58	70	66	*	*	70
Seeking assistance when appropriate	63	*	*	78	66	*	*	71
Working collaboratively with peers	70	*	77	*	68	*	*	69
<b><i>Family engagement</i></b>								
Family engaging in their child's education	37	71	74	62	31	*	*	20

\*Results were suppressed to protect the identity of students

Source: Education Northwest analysis of Alaska 21st CCLC teacher survey, 2016–17 and 2017–18

*Table B-9. Teacher reports on the progress of regular 21st CCLC Nenana City School District attendees*

	Percentage of students who improved	
	2017–18	2016–17
	K–12	K–12
<b><i>School performance and engagement</i></b>		
Academic performance	60	81
Participating in class	72	62
Behaving well in class	38	27
Completing homework	68	79
Completing homework and participating in class	60	61
<b><i>Social and emotional skills and behavior</i></b>		
Expressing needs and feelings appropriately	62	70
Forming positive relationships with adults	83	79
Getting along well with other students	60	35
Persevering through challenges	68	73
Seeking assistance when appropriate	72	77
Working collaboratively with peers	64	57
<b><i>Family engagement</i></b>		
Family engaging in their child's education	47	58

Source: Education Northwest analysis of Alaska 21st CCLC teacher survey, 2016–17 and 2017–18

Table B-10. Teacher reports on the progress of regular 21st CCLC **SERRC** attendees

	Percentage of students who improved	
	2017–18	2016–17
	<i>Elementary</i>	<i>Elementary</i>
<b><i>School performance and engagement</i></b>		
Academic performance	80	78
Participating in class	80	80
Behaving well in class	73	55
Completing homework	47	52
Completing homework and participating in class	75	51
<b><i>Social and emotional skills and behavior</i></b>		
Expressing needs and feelings appropriately	76	62
Forming positive relationships with adults	78	71
Getting along well with other students	75	51
Persevering through challenges	76	69
Seeking assistance when appropriate	82	71
Working collaboratively with peers	78	69
<b><i>Family engagement</i></b>		
Family engaging in their child's education	35	40

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

Source: Education Northwest analysis of Alaska 21st CCLC teacher survey, 2016–17 and 2017–18



Table B-11. Teacher reports on the progress of regular 21st CCLC **Sitka School District** attendees

	Percentage of students who improved							
	2017–18				2016–17			
	Overall	Elementary	Middle	High	Overall	Elementary	Middle	High
<b>School performance and engagement</b>								
Academic performance	71	48	66	53	75	82	*	*
Participating in class	63	77	46	*	70	77	*	*
Behaving well in class	53	40	57	48	48	57	*	*
Completing homework	45	45	72	61	51	51	*	*
Completing homework and participating in class	41	63	66	59	*	46	*	*
<b>Social and emotional skills and behavior</b>								
Expressing needs and feelings appropriately	48	*	*	*	*	58	*	*
Forming positive relationships with adults	69	*	*	87	76	84	*	*
Getting along well with other students	57	76	69	65	62	69	*	*
Persevering through challenges	63	61	*	*	*	61	*	*
Seeking assistance when appropriate	61	81	*	86	*	74	*	*
Working collaboratively with peers	61	*	*	*	66	68	*	*
<b>Family engagement</b>								
Family engaging in their child's education	45	39	*	*	46	49	*	*

\*Results were suppressed to protect the identity of students

Source: Education Northwest analysis of Alaska 21st CCLC teacher survey, 2016–17 and 2017–18

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