

Alaska 21st Century Community Learning Centers

STATEWIDE EVALUATION REPORT: FISCAL YEAR 2017

April 2018

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About Education Northwest

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

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Chapter 1

Introduction

The Alaska 21st Century Community Learning Centers (CCLC) program provides competitive grants to school districts and organizations to offer learning and enrichment opportunities outside of regular school hours. The program supports students in communities with high poverty levels and low-performing schools by providing critical resources to establish afterschool centers focused on supporting student engagement and success in school.

Nationwide, 21st CCLC programs are authorized to offer three broad types of activities: academic enrichment (e.g., tutoring), additional services to complement the school day (e.g., youth development, arts, recreation, violence prevention, and counseling), and opportunities for families of participating students to engage in their education (Elementary and Secondary Education Act of 1965, 2015).

In fiscal year 2017 (FY17), the Alaska Department of Education & Early Development (DEED) received \$5.8 million for 21st CCLC through Title IV, Part B, of the federal Elementary and Secondary Education Act. This report draws on multiple forms of data to describe the activities and progress of the program in FY17.

FY17 Alaska 21st CCLC Grantees

In FY17, 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 years of funding, with new cohorts of centers starting in FY13, FY14, and FY15. No new centers were added in FY16 or FY17. In addition, 15 centers offered summer programming in FY17.

Grantees were located throughout Alaska and varied in the number of centers they operated from one to 11. Three grantees received funding from 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 FY17

Grantee	Center
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
	Tukurngailnguq School
Bering Strait School District FY15	
	Shishmaref School
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

Grantee	Center
	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
Southeast Regional Resource Center FY13	
	June Nelson Elementary (Kotzebue)

Sources: 21APR and center-level workbooks

*Centers with 2016 summer programs reported in 21APR

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 centers 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,¹ 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 results 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 the center ran programming.

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

2016-17 Evaluation Data

This evaluation report draws on multiple data sources (Table 1-2) to provide a statewide portrait of the activities and progress of the Alaska 21st CCLC program in FY17. Grantees collected these data during summer 2016 and the 2016-17 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 statewide.

Table 1-2. Levels and descriptions of data sources

Data source	Level	Description
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) grantees entered into 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.

Due to the cancellation of general and alternate assessments in spring 2016² and the adoption of the new Performance Evaluation for Alaska's Schools (PEAKS) assessments in spring 2017,³ there were no data to report regarding student improvement on statewide assessments.

Report Overview

Chapter 2 describes Alaska 21st CCLC program operations, staffing, activities, participants, and participation trends. Chapter 3 examines the results of the teacher surveys, the primary source of consistent data available for tracking participant progress statewide. Chapter 4 summarizes the local evaluation reports, as well as their themes, and offers recommendations for improving the reports.

² <https://education.alaska.gov/assessments/results/results2016>

³ <https://education.alaska.gov/assessments/peaks>

Key Findings

Program Operations and Participation

- Alaska 21st CCLC grantees provided academic and social support to 4,243 participants in the 2016-17 school year, a larger—but similarly diverse—group than in the previous year. In addition, Alaska 21st CCLC summer programming served 772 students. Elementary school students composed over 70 percent of both school-year and summer participants.
- Seventy-seven percent of school-year participants qualified for free or reduced-price lunch, 20 percent had special needs, and 16 percent had limited English proficiency. Most participants identified as white (33 percent) or American Indian/Alaska Native (29 percent).
- About 65 percent of school-year participants were regular attendees, which was similar to the previous year. In addition, both middle schools and high schools saw an increase in the percentage of regular attendees.
- Alaska 21st CCLC grantees most frequently offered academic programming (e.g., STEM, literacy, homework help), physical fitness, art, music, and leadership activities. Summer programming predominately focused on large-group academic enrichment activities.
- Grantees partnered with various community-based organizations, local businesses, local and national public programs, universities, and Alaska Native-serving organizations.

Teacher Reports of Student Progress

- Statewide, teachers reported that 75 percent of regular attendees improved their academic performance over the course of the year. Over 60 percent improved in the areas of homework completion and class participation.
- According to teacher reports, most students (60 to 70 percent) who participated in the Alaska 21st CCLC program demonstrated growth in their social and emotional skills, such as working collaboratively with peers, seeking assistance, 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 47 percent of the students for whom surveys were completed.

Local Evaluation Reports

- Most Alaska 21st CCLC grantees appeared to be making progress on their local objectives, especially those related to program or school attendance, meeting growth projections on some 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. They also offered recommendations for improving family engagement, instruction, and staffing.
- Local evaluation reports continued to demonstrate good knowledge of program activities, and several improved in their rigor and reporting.

Chapter 2

Program Operations and Participation

The Alaska 21st CCLC program expands learning beyond the school day through tutoring and homework assistance; support for credit attainment; language arts; and project-based learning in subjects such as science, technology, engineering, and math (STEM). In addition, the centers offer SEL activities, as well as enrichment opportunities (such as physical fitness, art, music, cultural activities, and community service). 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. This year, some centers offered new or expanded summer programming.

Most centers operate in school buildings to reduce costs and increase contact with school staff members. Many 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. Fifteen centers offered summer programming in FY 17.

In this section, we describe program operations, staffing, activities, who participated in Alaska 21st CCLC during the 2016-17 school year and summer 2016, and how often they participated.

Program Operations

Activities

Table 2-1 summarizes the main types of activities Alaska 21st CCLC grantees offered in FY17.

Table 2-1. Types of activities Alaska 21st CCLC grantees and centers offered in FY17

	2016-17 school year		Summer 2016	
	Grantees	Centers	Grantees	Centers
STEM	8	31	5	15
Literacy	10	34	5	10
Tutoring	7	19	3	3
Homework help	9	33	0	0
English learner support	2	7	0	0
Entrepreneurship	2	3	0	0
Arts and music	9	33	4	9
Physical activity	10	35	5	14
Community/service learning	6	22	3	5
Mentoring	6	8	2	4
Drug prevention	3	3	0	0
Counseling programs	5	6	2	2
Violence prevention	3	3	0	0
Truancy prevention	0	0	0	0
Youth leadership	8	25	3	7
College and career readiness	4	8	1	1

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. Academic programming offered more than once a week included homework help, literacy support, and STEM. Tutoring was also offered several times a week in various group sizes. These activities were predominately offered for up to four hours. Six centers provided specific support for English learner students more than once a week. Five elementary school, one middle school, and two high school centers provided college and career readiness programming, such as credit recovery.

Most centers also provided weekly large-group enrichment opportunities, such as physical fitness, art, and music. Many centers also offered leadership or community service/service learning activities.

Programming focused on social and emotional activities (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.

Summer Programming

Alaska 21st CCLC summer programming ranged from a week of all-day “camp” to half-day programs that ran from 4 to 11 weeks. These programs primarily focused on large-group 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 social and emotional activities.

Staffing

Alaska 21st CCLC programming is generally administered by a core group of paid staff members who work in collaboration with community volunteers. During the 2016-17 school year, participants were served by 644 paid staff members and 118 volunteers. Of those paid staff, 38 percent were school day teachers; 22 percent were non-teaching school staff members; 17 percent were administrators or subcontracted personnel; and 22 percent college students, community members, high school students, and/or parents. Of the 149 paid summer staff members, 70 percent were teachers, non-teaching school staff members, administrators, or subcontracted personnel. Nine percent of the summer staff members were volunteers, primarily community members.

Table 2-2. Counts of staff members serving Alaska 21st CCLC students FY17

	2016-17 school year		Summer 2016	
	Paid Staff Members	Volunteer Staff Members	Paid Staff Members	Volunteer Staff Members
Administrators	30	5	17	1
College students	29	2	10	1
Community members	51	33	11	5
High school students	54	22	12	3
Parents	10	2	0	0
Teachers	246	14	61	3
Non-teaching school staff members	141	13	19	1
Subcontracted personnel	81	25	7	0
Other	2	2	12	0

Source: 21APR

Of the 762 school year staff members and volunteers, 89 percent were in elementary school centers. Additionally, 5 percent were middle school centers and 6 percent were in high school centers. Elementary school centers were staffed by an average of 8 paid school day teachers, 5 paid parents, 5 non-teaching school staff members, and 1 administrator. 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. High school

centers also had an average of three volunteer community members on staff, which was higher than elementary or middle school sites. Conversely, elementary school centers had a higher average of parents either working or volunteering (6), while middle or high schools had no parents on staff.

Partnerships

In FY17, Alaska 21st CCLC grantees collaborated with 411 partners. In general, grantees in urban areas with a higher number of centers typically worked with more community partnerships. For example, grantees with more than five centers, such as Anchorage and Fairbanks North Star Borough school districts, had 76 percent of the total number of partners, which ranged from the YMCA, Volunteers of America Alaska, Costco, Kava's Pancake House, the Alaska Botanical Garden, the University of Washington, and Cook Inlet Tribal Council.

Overall, grantees typically worked with up to eight core partners. For example, Sitka School District had several partners, such as AmeriCorps, the Sitka Native Education Program, and the Sitka Sound Science Center, while key partners for the Bering Strait School District included the Department of Fish and Game and the University of Alaska. However, two grantees with fewer centers did partner with several organizations. For example, Burchell High School in Matanuska-Susitna Borough School District partnered with 24 organizations (including United Way and the Cook Inlet Tribal Council), and Kake City School District partnered with its local Boys & Girls Club, a variety of faith-based organizations, and the Kake Tribal Heritage Foundation.

Program Participants

Alaska 21st CCLC provided academic and social support to 4,243 participants in the 2016-17 school year, which was 43 more participants than the previous school year. Elementary school students comprised 71 percent of participants. Middle school and high school students comprised 14 percent and 15 percent, respectively. These enrollment patterns were similar in 2015-16, which is not surprising since over three-quarters of centers both years were based in K-5 or K-8 schools.

Table 2-3. Alaska 21st CCLC participants by grade, 2016-17

Targeted grade levels	Number of attendees	Percentage of attendees
Kindergarten	168	4.0
Grade 1	479	11.3
Grade 2	613	14.4
Grade 3	591	13.9
Grade 4	552	13.0
Grade 5	594	14.0
Grade 6	277	6.5
Grade 7	177	4.2
Grade 8	148	3.5
Grade 9	128	3.0
Grade 10	164	3.9
Grade 11	184	4.3
Grade 12	168	4.0

Source: 21APR

Profile of 2016-17 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 4,243 students identified to participate in the program in during the 2016-17 school year, 77 percent qualified for free or reduced-price lunch, 20 percent had special needs, and 16 percent had limited English proficiency. This was an increase from 2015-16, when 74 percent of participants qualified for free or reduced-price lunch, 15 percent had special needs, and 14 percent had limited English proficiency.

In line with the federal goals for 21st CCLC, in 2016-17, the Alaska program served a higher percentage of students from each of these groups (especially students in low-income communities) compared with the overall student population statewide. In 2016-17, 46 percent of all Alaska students were eligible for free or reduced-price lunch, 14 percent 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, 2016-17

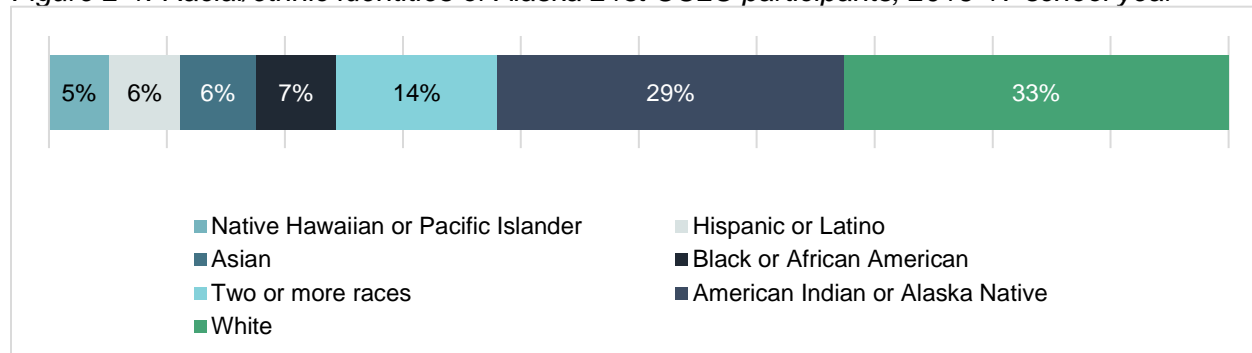
Characteristic	Number of students	Percentage of students
Eligible for free or reduced-price lunch	3,284	77
Limited English proficiency	692	16
Special needs	845	20

Source: 21APR

Regarding racial/ethnic identity, in the 2016-17 school year, 33 percent of Alaska 21st CCLC participants identified as white, and 29 percent identified as American Indian or Alaska Native (Figure 2-1). This represents a similar percentage of white participants and a slightly smaller percentage of American Indian or Alaska Native participants than in the 2015-16 school year. Together, these two groups made up 62 percent of all program participants in 2016-17. The next largest group was participants who identified as two or more races (14 percent).

Compared with the overall student population in Alaska, there is a higher percentage of American Indian or Alaska Native students in the 21st CCLC program (29 percent compared with 23 percent statewide) and a lower percentage of white students (33 percent compared with 49 percent statewide) (Alaska Department of Education and Early Development, 2017).

Figure 2-1. Racial/ethnic identities of Alaska 21st CCLC participants, 2016-17 school year



Source: 21APR

Profile of 2016 Summer Program Participants

In total, 772 students participated in Alaska 21st CCLC summer programming. Seventy-five percent were elementary school students, 16 percent were high school students, and 9 percent were middle school students. Table 2-5 shows a breakdown by grade of students who participated in Alaska 21st CCLC summer programming in 2016.

Table 2-5. Alaska 21st CCLC participants by grade, summer 2016

Targeted grade levels	Number of attendees	Percentage of attendees
Kindergarten	41	5.3
Grade 1	90	11.7
Grade 2	115	14.9
Grade 3	113	14.6
Grade 4	122	15.8
Grade 5	100	13.0
Grade 6	50	6.5
Grade 7 and 8*	20	2.6
Grade 9	19	2.5
Grade 10	22	2.8
Grade 11	33	4.3
Grade 12	47	6.1

Source: 21APR

*Results were collapsed due to a small number of observations

Overall, 72 percent of Alaska 21st CCLC summer participants qualified for free or reduced-price lunch, 16 percent had special needs, and 7 percent had limited English proficiency, a lower percentage of each of these student groups than in the school year program.

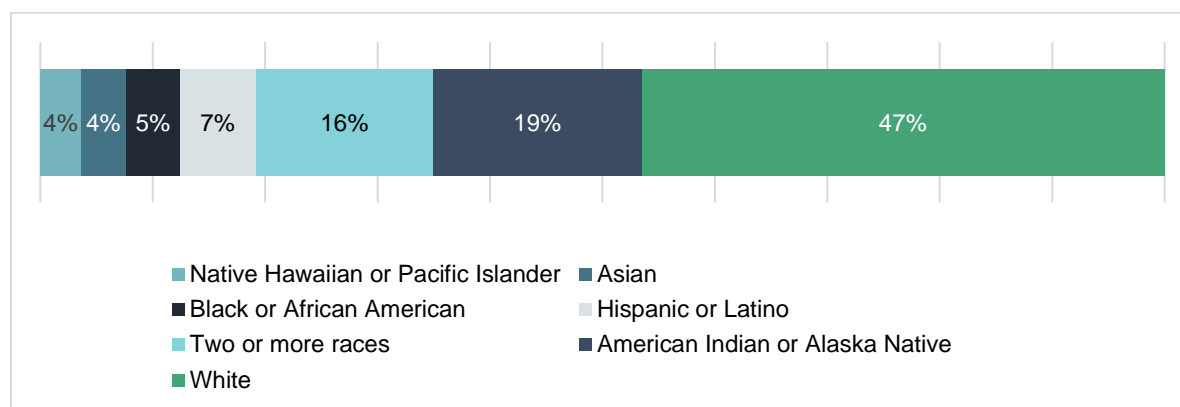
Table 2-6. Alaska 21st CCLC participant characteristics, summer 2016

Characteristic	Number of students	Percentage of students
Eligible for free or reduced-price lunch	552	72
Limited English proficiency	55	7
Special needs	123	16

Source: 21APR

Regarding racial/ethnic identity, 47 percent of summer participants identified as white, and 19 percent identified as American Indian or Alaska Native. A larger percentage of summer participants identify as white than in the school year.

Figure 2-2. Racial/ethnic identities of Alaska 21st CCLC participants, summer 2016



Source: 21APR

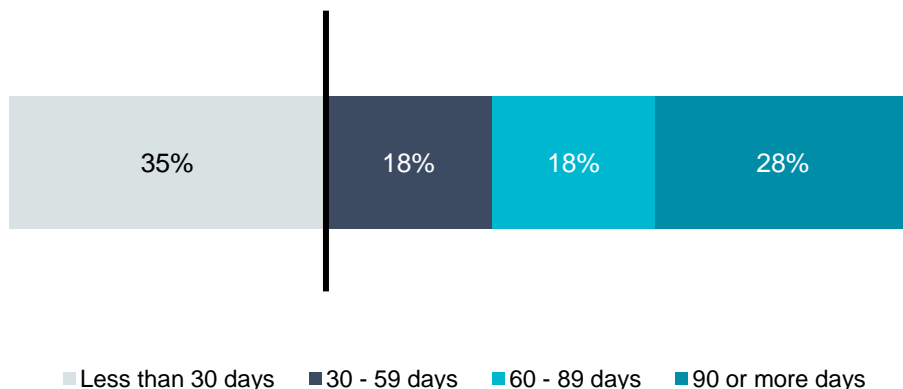
Attendance Patterns

Two key factors influence the effectiveness of an afterschool 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

About 65 percent of Alaska 21st CCLC participants (2,755) were regular attendees. Among these participants, 1201 attended 90 days or more of the program—an increase from the previous year.

Figure 2-3. Attendance for Alaska 21st CCLC participants, 2016-17 school year



Source: 21APR

Comparing these patterns with the data from previous years shows a consistent increase in the overall number of attendees and a slight decrease in the percentage of regular attendees since the 2014-15 school year.

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

Total days attended	2014-15	2015-16	2016-17	Change over time
30 to 59 days	25%	20%	18%	↓
60 to 89 days	15%	17%	18%	↑
90 or more days	28%	27%	28%	*
Total regular attendees	67%	65%	65%**	*
Fewer than 30 days	33%	35%	35%	*
Total attendees	(N = 3,850)	(N = 4,200)	(N = 4,243)	↑

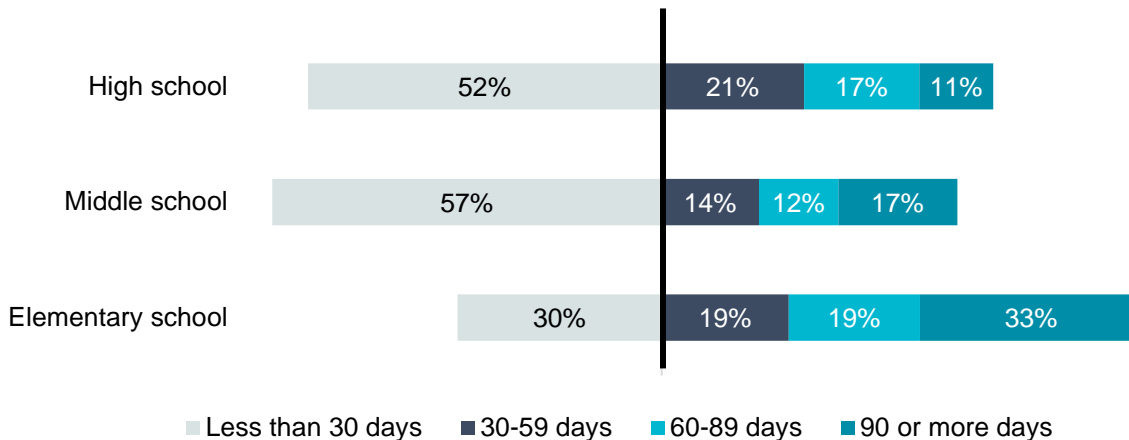
Source: 21APR and McDowell Group (2016)

*Represents change within 2 percentage points

**Totals may not sum to 100 due to rounding

Figure 2-4 shows the percent of Alaska 21st CCLC participants from each grade band who participated fewer than 30 days, 30 to 59 days, or more than 60 days in 2016-17. Consistent with 2015-16 data, participation patterns by grade band showed that the majority (70 percent) of elementary school students were regular Alaska 21st CCLC attendees in 2016-17. At least forty-three percent of middle school and high school students attended regularly. This is an increase in regular attendees from the previous school year, especially for middle school students (a 21-percentage point increase since 2015-16).

Figure 2-4. Alaska 21st CCLC participants' attendance by grade band, 2016-17 school year



Source: 21APR

Summary

Overall, 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. Social and emotional learning, college and career readiness, and service activities were also provided—but less frequently. Summer programming varied in terms of daily programming hours and number of weeks offered, and primarily focused on large-group academic enrichment activities.

Grantees reported that the largest percentage of Alaska 21st CCLC staff members are paid teachers (38 percent during the school year and 41 percent during the summer) and non-teaching school staff members (22 percent during the school year and 13 percent during the summer). The remaining center staff members comprise paid and volunteer high school and college students, community members, parents, subcontracted personnel, and administrators. On average, 8 paid teachers were in elementary school centers, 9 teachers were in middle school centers, and 4 teachers were in high school centers. High school centers had the highest average of volunteer community members on staff, and middle and high school centers had no paid or volunteer parents on staff.

Grantees partnered with 411 community-based organizations, local businesses, local and national public programs, universities, and Alaska Native organizations. These included the YMCA, Volunteers of America Alaska, Costco, Kava's Pancake House, the Alaska Botanical Garden, the University of Washington, and Cook Inlet Tribal Council. Grantees typically worked with up to eight core partners, with the exception of Anchorage and Fairbanks North Star Borough school districts and Burchell High School in Matanuska-Susitna Borough School District.

Alaska 21st CCLC engaged 4,243 participants in the 2016-17 school year, which was a slightly larger yet demographically similar group as in the previous school year. Roughly 65 percent of students (2,755) were regular attendees who participated in the program for 30 or more days during the school year. In addition, Alaska 21st CCLC summer programming served 772 students, primarily elementary school students.

Chapter 3

Teacher Reports of Student Progress

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. Evidence suggests that schools can promote the academic motivation, engagement, and progress of students in low-income communities—especially when programs are high-quality and involve sustained student participation (Biag & Castrechini, 2016; Durlak, Weissberg, & Pachan, 2010; Houser, 2016; Huang & La Torre Matrundola, 2012).

Centers administered surveys to the school-day teachers of the regular attendees (students who attended 30 days or more of the program during the school year). Centers also conducted data entry. According to 21APR, the teacher survey response rate was 95 percent.⁴ On the survey, teachers were asked to rate each student’s progress using a five-point scale from “significantly declined” to “significantly improved.” The survey, which is designed to provide information aligned with federal guidelines, did not ask teachers whether each student needed to improve. Without this information, it is difficult to determine whether a lack of improvement in an area is problematic. We discuss the findings in relation to the 2015-16 data for context, not comparison, as the program participants can vary from year to year.

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 presents statewide teacher survey results across all grade levels and topic areas. We used an asterisk to indicate items that are federal performance measures.

The 2016-17 teacher survey results in school performance and engagement followed a similar pattern as results for 2015-16 (they were within a few percentage points on most items). 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 (60 percent or more) demonstrated growth in their social and emotional skills and behavior. Most frequently, teachers noted progress in forming positive relationships with adults, seeking assistance when appropriate, and working

⁴ Response rate data were missing for two centers.

collaboratively with peers. Finally, teachers reported improvements in family engagement over the year for 47 percent of the students for whom surveys were completed—an increase of 6 percent since 2015-16.

Table 3-1. Teacher reports of progress of Alaska 21st CCLC regular attendees, 2016-17

	Number of students who improved	Percentage of students who improved**
School performance and engagement		
Academic performance	1,943	75
Participating in class	1,835	70
Behaving well in class*	1,456	56
Completing homework	1,649	63
Completing homework and participating in class* ⁵	1,385	53
Social and emotional skills and behavior		
Expressing needs and feelings appropriately	1,570	60
Forming positive relationships with adults	1,818	70
Getting along well with other students	1,613	62
Persevering through challenges	1,740	67
Seeking assistance when appropriate	1,768	68
Working collaboratively with peers	1,779	68
Family engagement		
Family engaging in their child's education	1,205	47

Source: Education Northwest analysis of Alaska 21st CCLC teacher survey, 2016-17

*Indicates federal performance measure

** Percentages based on number of responses received.

Given that elementary school students represent the large majority of regular attendees, next we discuss in more detail how these results break out by grade band⁶ and days attended. See Appendix A for more detailed results by grade band.

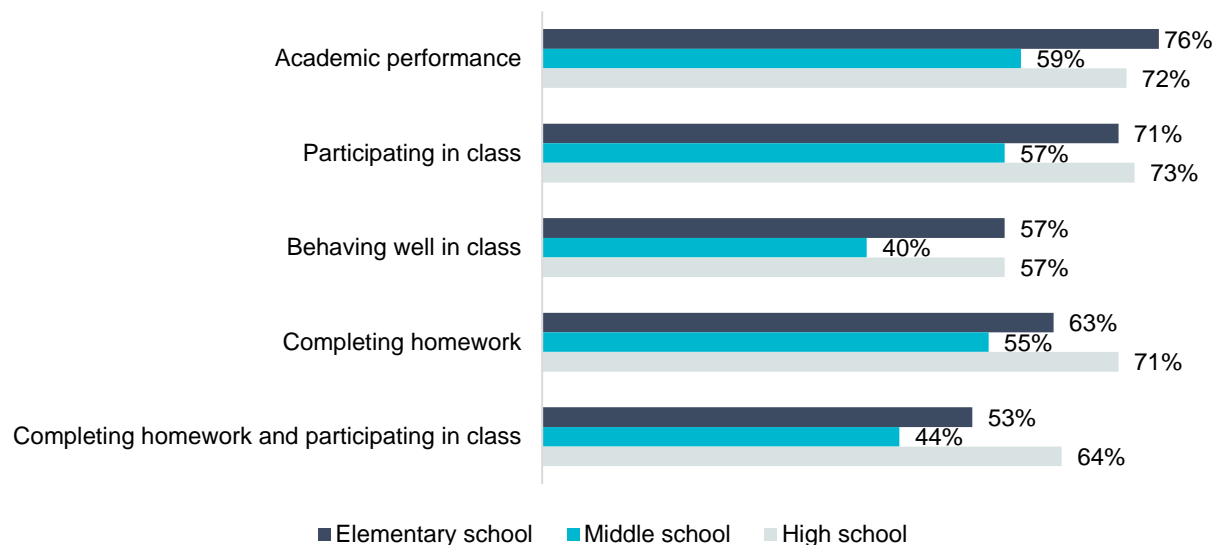
⁵ In this chapter, we focus our discussion on results for the separate items “completing homework” and “participating in class” rather than this combined item.

⁶ 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.

School Performance and Engagement

There were differences by grade band in teacher reports of progress in school performance and engagement, as indicated in Figure 3-1. Teachers reported improvements in all areas of school engagement and performance over the school year for most elementary and high school students (57 percent or more) for whom surveys were completed. Teachers reported more modest gains over the year for middle school students, with improvement on school performance and engagement items reported for 40 to 59 percent of students. Teachers more commonly reported progress in homework completion for high school students (71 percent) compared with 63 percent for elementary school students and 55 percent for middle school students.

Figure 3-1. Teacher reports of progress of Alaska 21st CCLC regular attendees in school performance and engagement by **grade band**, 2016-17

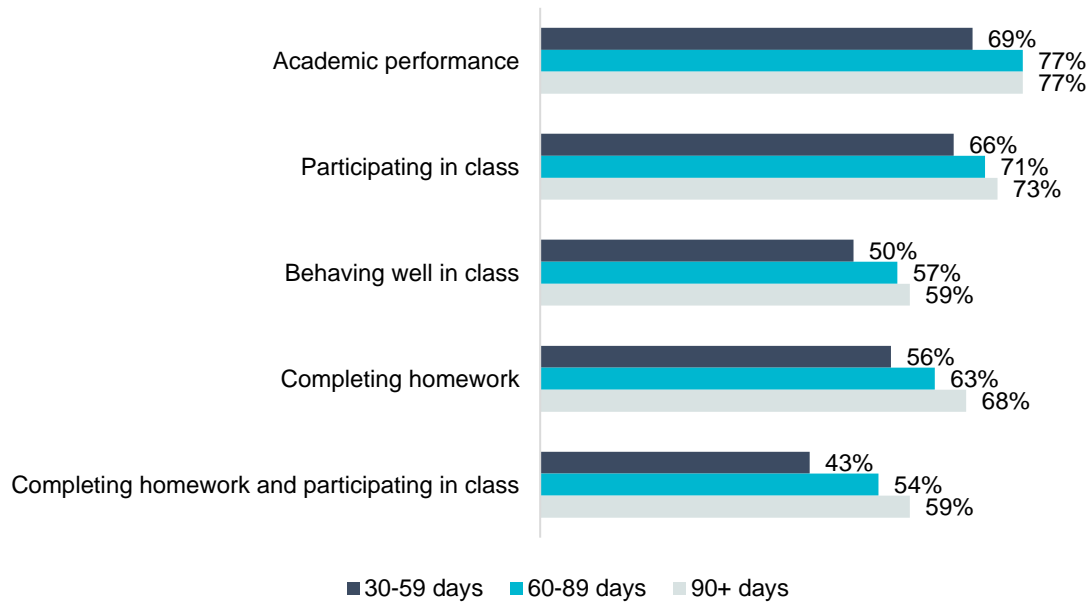


Source: Education Northwest analysis of Alaska 21st CCLC teacher survey, 2016-17

Compared with 2015-16, teachers reported improvements over the year for a similar or slightly higher percentage of elementary school students in all areas. In all areas of school performance and engagement, teachers reported a lower percentage of middle school students improving than the previous year, especially in class participation (it was 13 percent lower in 2016-17). Results were relatively stable across the two years for high school students.

In 2016-17, teachers reported greater degrees of improvement for students who participated in Alaska 21st CCLC for 60 days or more (figure 3-2). For instance, teachers reported that 77 percent of students who participated for 60 days or more improved their academic performance over the course of the year, with at least 54 percent of students improving in terms of class participation and homework completion.

Figure 3-2. Teacher reports of progress of Alaska 21st CCLC regular attendees in school performance and engagement by **days attended**, 2016-17



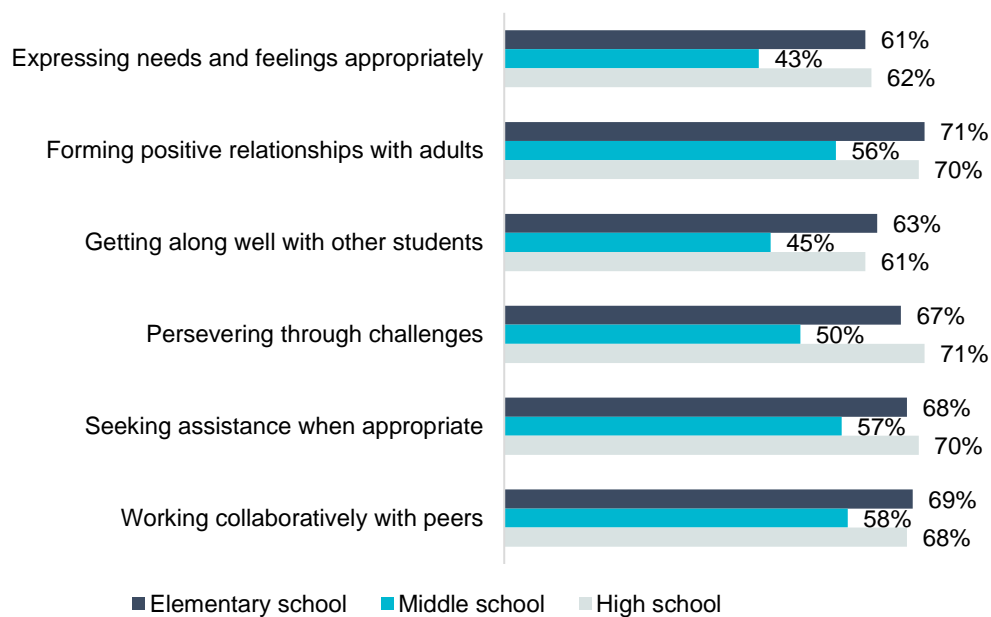
Source: Education Northwest analysis of Alaska 21st CCLC teacher survey, 2016-17

Compared with 2015-16, the biggest differences were in results for students who participated in the program for 60 to 89 days. Teachers reported that a higher percentage of these students improved in every category, especially academic performance, class participation, and behavior (5 percent higher in 2016-17). Results were relatively stable for students who participated 30 to 59 days and students who participated 90 days or more, except for a decrease for the former regarding improved homework completion (5 percent lower in 2016-17).

Social and Emotional Skills and Behavior

Teachers most consistently reported progress over the year for elementary and high school students, with less progress noted for middle school students. Overall, teachers reported that 61 to 71 percent of elementary school and high school students—and 43 to 58 percent of middle 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**, 2016-17

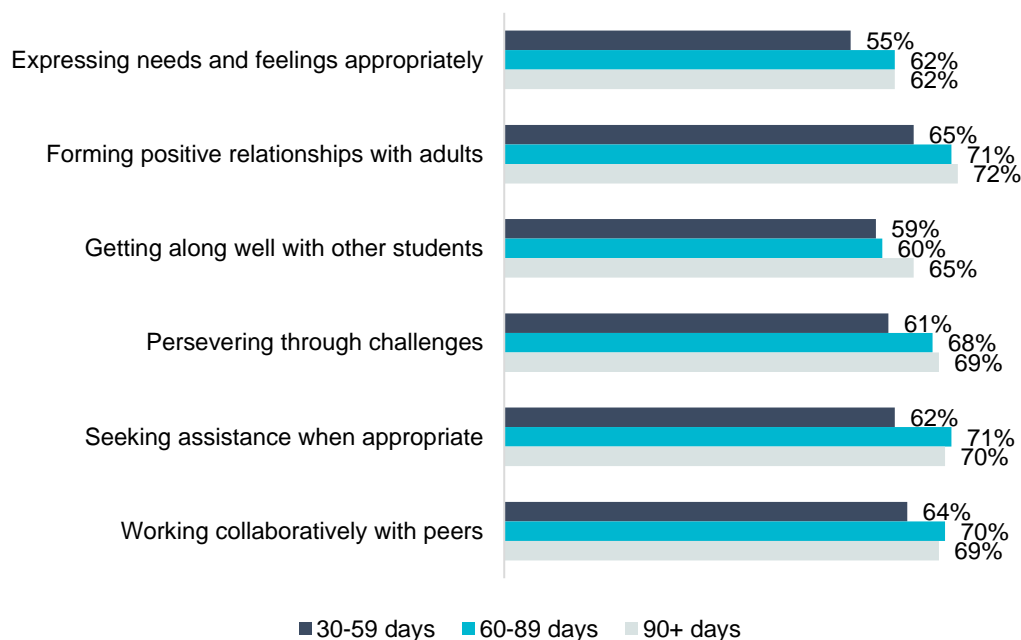


Source: Education Northwest analysis of Alaska 21st CCLC teacher survey, 2016-17

Compared with 2015-16, teachers reported improvements for a slightly higher percentage of elementary school students in all areas, especially in getting along with other students (5 percent higher in 2016-17). Reports of improvement for middle school students were lower in all areas, especially in forming positive relationships with adults and getting along with peers (11 percent lower and 12 percent lower respectively in 2016-17). Teachers also reported improvements for a smaller percentage of high school students than the previous year, especially in perseverance (8 percent lower 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 5 to 8 percentage point difference in reports of progress for students who participated 30 to 59 days and students who participated 90 days or more. The biggest differences were in perseverance and seeking assistance.

Figure 3-4. Teacher reports of progress of Alaska 21st CCLC regular attendees in social and emotional skills and behavior by **days attended**, 2016-17



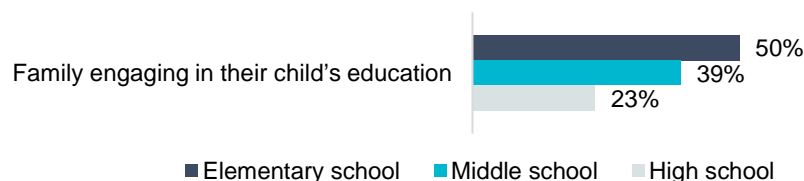
Source: Education Northwest analysis of Alaska 21st CCLC teacher survey, 2016-17

Compared with 2015-16, teachers reported improvements for a greater percentage of students who participated 60 to 89 days, especially in expressing needs and feelings appropriately (7 percent higher in 2016-17). The results for students who attended 30 to 59 days or more than 90 days were similar to results for 2015-16.

Family Engagement

In looking at the data by grade band, in 2016-17 teachers reported increased family engagement for a higher percentage of elementary school students (8 percent higher) and middle school students (3 percent higher) than in 2015-16. However, teacher reports of increased family engagement over the year for high school students were down by 12 percent in 2016-17.

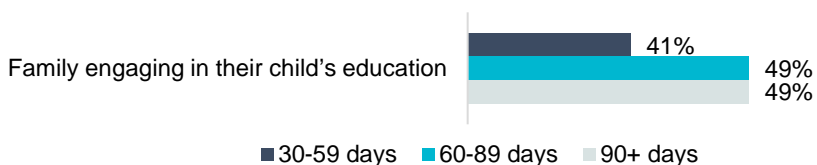
Figure 3-5. Teacher reports of increased family engagement for Alaska 21st CCLC regular attendees by **grade band**, 2016-17



Source: Education Northwest analysis of Alaska 21st CCLC teacher survey, 2016-17

For all levels of program participation, teachers reported improved family engagement for a higher percentage of participants than in 2015-16. The biggest increase was reported for students participating for 60 to 89 days (12 percent higher in 2016-17).

Figure 3-6. Teacher reports of increased family engagement for Alaska 21st CCLC regular attendees by **days attended**, 2016-17



Source: Education Northwest analysis of Alaska 21st CCLC teacher survey, 2016-17

Summary

Teachers reported that 75 percent of Alaska 21st CCLC regular attendees improved their overall academic performance, with gains of 63 percent or more for elementary school and high school students across the domains of school engagement and performance. Teachers also reported that 60 to 70 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 almost half (47 percent) of regular program attendees’ families increased their engagement in their child’s education in 2016-17.

Further, teachers reported that at least 70 percent of high school students improved over the course of the year on six of 12 survey items. Teachers also reported progress for at least 60 percent of elementary school students in nine of 12 areas. They reported far more modest gains (39 to 59 percent) for middle school students.

Overall, teachers reported greater degrees of improvement for students participating in Alaska 21st CCLC for 60 days or more. One exception was for middle school students attending for 90 days or more, for whom teachers occasionally reported less progress than for those attending the program for 60 to 89 days (see Appendix A, table A-2). This variation, along with the less frequent reports of progress reported by middle school teachers, highlights a need to reflect on

how Alaska 21st CCLC responds to the developmental and academic needs of middle school students.

Chapter 4

Local Evaluation Report Summaries

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. Overall, there was noticeable 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 FY17. In addition, there were positive changes in Alaska 21st CCLC programming, such as increased cultural enrichment components, expanded meal services, and new summer programming. About half of the grantee sites saw decreases in enrollment and regular attendance from 2015-16.

In this chapter, we present a brief description of all grantees, their progress toward local objectives in 2016-17, 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:

- Student academic progress and behavior (e.g., grades, test scores, and school attendance)
- Student engagement (e.g., sense of belonging and perseverance) and personal development (e.g., social and emotional skills and healthy behavior)
- Program quality and satisfaction
- Family engagement
- 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	State assessment Formative assessment Grades, credit attainment, and graduation Teacher survey School/district records (attendance and discipline) ACT/SAT/WorkKeys
Student engagement and personal development	Student survey Student interviews
Program quality and satisfaction	Student survey

	Staff/teacher survey Family survey Observations and interviews Program document review
Family engagement	Program records Family survey
Program enrollment and attendance	Program records

For academic progress, evaluation reports most commonly included formative assessments, teacher surveys, and school/district records since state test comparison data were not available due to the introduction of the new PEAKS assessment in 2017. To assess engagement and program quality, most local evaluators continued to use the AK 21st CCLC observation tool (one evaluator used a tool closely aligned with the key quality indicators), about half surveyed families, and a few surveyed students.

2016-17 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 2015-16. However, a few evaluators were unable to report progress on some objectives due to issues with canceled statewide tests, 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 revising program target language (i.e., 30 days for regular attendance).

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 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 STEM exploration, as well as academic and enrichment activities linked to Anchorage School District’s core curricula. Program staff members use universal screening assessment data to design targeted interventions for students. 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. This year, the programs featured four major STEM programs: FIRST Lego League; 4-H science project-based learning; and expanded partnerships with the Bureau of Land Management Campbell Creek Science Center, Alaska Botanical Garden, and Alaska Public Lands Information Center.

In 2016-17, the 11 centers served 1,422 K-8 students, 70 percent of whom participated for 30 days or more. Program enrollment increased by 91 students over last year, but the number of students who attended for 30 days or more decreased by 13 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 added survey data (annual department surveys; a teacher survey; and student, parent, and staff surveys) to examine progress on local objectives. The evaluation also used observation data (site visits to all schools and observation logs), informal interview data (from site coordinators, selected partners, and school administrators), and program information data (websites, newsletters, professional development materials, family event reports, etc.) to provide feedback on the Alaska 21st CCLC key quality indicators across all sites. Observations

and data collection focused on instructional planning, with a focus on academic interventions and enrichment sessions.

Progress on Local Objectives

The 2016-17 evaluation included data regarding each of the evaluation questions. Overall, the evaluation found that all of the programs were on track with most of the academic performance objectives, with some objectives not reported due to the cancellation of Alaska Measures of Progress (AMP) general and alternative tests and the Science Standards Based Assessments (SBA) in 2016 (Alaska Department of Education and Early Development, 2016).

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

Goals and indicators for FY15	2016-17 result
Goal: CCLC students will improve academic performance in reading, math, and science.	
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
95 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.	Not met
70 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 (baseline 2015 test scores).	Data not available*
Average SBA science scores for fourth-grade students who attend 21st CCLC for 90 days or more will increase from the previous year.	Data not available*
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, as measured by communication/flyers and volunteer logs.	Met
As measured by AIMSweb universal screening, 35 percent of 21st CCLC students' math movement will show one year or greater growth for those attending for 90 days or more.	Met
As measured by AIMSweb universal screening, 35 percent of 21st CCLC students' reading movement will show one year or greater growth for those attending for 90 days or more.	Met
Goals and indicators for FY13 and FY14	
Goal: CCLC students will improve academic performance in reading, math, and science.	
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.	Met
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.	Met
Average AMP scale scores will increase from the previous year in math for students who attend 21st CCLC for 90 days or more.	Data not available*
Average SBA 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.	Data not available*

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.	Met
As measured by AIMSweb universal screening, 35 percent of 21st CCLC students’ math movement will show a one-year or greater growth for those attending for 90 days or more.	Met
As measured by AIMSweb universal screening, 35 percent of 21st CCLC students’ reading movement will show a one-year or greater growth for those attending for 90 days or more.	Met

Source: Adapted from Silverstein, Stuart, Sun, & Gray (2017)

*Student academic data were not available due to the cancellation of the AMP tests and the SBA in 2016

Use of Evaluation Results to Inform Planning and Reflection

Recommendations to improve program planning and operations centered on suggestions for continuing to establish a substitute teacher management protocol, revise lesson planning templates, expand the SEL initiative, and diversify adult learning strategies in professional development training sessions, as well as specific suggestions for internally evaluating program effectiveness. For example, the evaluator suggested regular performance reviews of site coordinators by the program manager and/or local school administrators and establishing observational tools and rating scales for classroom visits.

The site coordinator or program manager received feedback from site visits, which they shared in staff meetings and used to review goals. The evaluation report was shared with the program manager, site coordinators, principals, and the Title I department, and summary reports and statistics were shared with program partners. Planned changes for 2017-18 based on the local evaluation involved implementing SEL site goals, revising staff trainings, increasing CHAMPS classroom management protocol presence in program spaces, and establishing a substitute teacher management protocol.

Evaluation Quality

The report drew primarily from qualitative observational, document, and interview data to analyze program operations, such as program design, program management, staff and professional development, partnerships and relationships, center operations, and program assessment. In an improvement since the previous report, the evaluators provided student performance data regarding progress on local objectives. The report followed the DEED outline and provided evidence to support claims about whether the program met aspects of the key quality indicators.

Bering Strait School District

Program Overview

Bering Strait School District’s 21st CCLC award funded the Academics, Credit Recovery, Physical Activity, and Nutrition Project (ACPN) 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.

ACPN serves K-12 students and provides tutoring for students 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 afterschool tutoring, homework help, and credit recovery four times a week, as well as enrichment activities (such as nutrition lessons and physical activities) and a healthy snack. Tukurngailnguq School provides an additional cultural component to programming. The program also provides an academic work space for students, many of whom would not otherwise have a quiet space to study and meet their academic goals.

The program served 232 K-12 students across the three schools, 48 percent of whom participated for 30 days or more.⁷ Although 66 fewer students were served this year than in 2015-16, the number of regular attendees increased by 11 percent.

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 data for grades 2-8, graduation rates, and attendance data), the Alaska 21st CCLC observation tool, site records and local assessment data (i.e., SPARK physical education program assessment), as well as “anecdotal reports” from staff members. No statewide assessment data were available for comparison because AMP was replaced by PEAKS as the statewide assessment in spring 2017.

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, the primary objective achieved across all sites was that 15 percent of regular attendees showed math improvement in AIMSweb tiers. Reading improvement continued to be a struggle, however. Aniguiin School and Shishmaref School both met objectives for improved homework completion. Aniguiin School also met its SPARK physical education program objective. Due to issues with local data collection and

⁷ The local evaluation report data differs from the reports in 21APR, which indicates that the program served 188 K-12 students across the three schools, 60 percent of whom participated for 30 days or more.

reporting,⁸ it could not be determined whether Tukurngailnguq School met objectives for improved homework completion and SPARK physical education program objectives.

Alaska 21st CCLC participants continued to have higher school attendance rates than their peers. Regular attendees reported that their favorite activity was the homework help. However, the low student survey response rate at Tukurngailnguq School and Shishmaref School made it difficult to discern the students’ favorite activity. Finally, teacher surveys at each site reported varying improvement on student behavior goals and some improvement for family engagement. The evaluator reported that the teacher survey respondents at Tukurngailnguq School declined to indicate the level of involvement of regular attendees’ families. Therefore, no data were available.

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

Goals and indicators	2016-17 result
25 percent of regular attendees will show improvement in homework turned into a classroom teacher	Partially met
15 percent of regular attendees will show positive movement in the tiers determined by AIMSweb – reading	Not met
15 percent of regular attendees will show positive movement in the tiers determined by AIMSweb – math	Met
15 percent of regular attendees will show improved skill levels determined by the SPARK pre- and post-assessment*	Partially met

Source: Adapted from Degnan (2017)

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

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

Goals and indicators	2016-17 result
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: Adapted from Degnan (2017)

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. Continuing challenges included the lack of regular analysis of AIMSweb results for participants, engaging with families and local program partners, and logistical barriers (such as importing healthy, fresh snacks to remote

⁸ Tukurngailnguq School had only three regular attendees complete the student survey, and two teachers completed surveys for regular attendees. In addition, only Aniguiin School submitted SPARKS pre- and post-tests.

areas and finding space for physical activity). New challenges included local program data collection and reporting inconsistencies for various measures. For example, both Stebbins and Shishmaref had low response rates for student surveys and received only two teacher surveys. Thus, Shishmaref surveyed only 44 percent of regular attendees (20 of 45), and Stebbins surveyed only 8 percent of regular attendees (2 of 26). Additionally, some surveys were submitted without a student name, and only one site administered the SPARK pre- and post-assessments.

The evaluator recommended that the programs connect virtually to share best practices, use data to inform decision-making (with an emphasis on regular and continued program documentation and analysis), expand their enrichment offerings, keep up with Youth Services reporting, and provide more fresh fruits and vegetables for attendees. The evaluator also recommended how to use the evaluation results for continuous improvement but did not describe any feedback or reflection processes conducted during the evaluation.

Evaluation Quality

The report drew on multiple forms of data and followed the DEED format for the most part. As with the 2015-16 report, the evaluator provided a logic model in list format but did not explain the relationship among inputs, program components, and intended outcomes. Future evaluation activities may be strengthened through regular communication and/or 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.

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 Mountain View Elementary (K-6), Nikiski North Star Elementary (K-5), and Nikiski Middle/High School (6-12) in the Kenai Peninsula Borough School District. This partnership fills a gap in afterschool programming for students in this low-income community. The program aims to support academic achievement, personal development (e.g., character and healthy lifestyle), and family engagement. It 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 supports (e.g., tutoring), enrichment (e.g., project-based learning, community service, and art) activities, and personal development (e.g., health and social skills) activities. Afterschool activities are designed to support and align with school goals for reading, math, and science. This year, the program offered activities with new partners (such as the National Honor Society, Science Action Club, Soldotna Chamber of Commerce &

Visitor Center, Kenai Police Department, Safe Kids, Seward Vo-tech, National PAL, Kenai River Brown Bears, and the Sea Research Foundation) that were aligned with activities consistent with the goals and objectives of the grant.

In addition to offering afterschool activities four days a week, the Nikiski North Star Elementary program provides a 30-minute web-based math and reading program every morning, and all schools provided a nine-week summer session. Some activities are designed locally, and others are drawn from the national Boys & Girls Clubs curriculum. The program staff includes teachers from the partner schools, as well as high school students. The program engages multiple types of community partners, and transportation is provided at all sites.

During the 2016-17 school year, the program served 371 students across the three schools, 66 percent of whom were regular attendees.⁹ Overall, 52 fewer students were served this year than last year, but the regular attendance rate stayed relatively the same. Summer programming ran Monday through Friday for either 10 or 11 weeks and served 220 students, 30 percent of whom were regular attendees.¹⁰

Evaluation

The local evaluation examined the same four questions as last year, as well as one more (number 3) for 2016-17:

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 programs making forward progress in achieving goals stated in the measurable objectives?

The evaluation included data gathered via interviews; site visit observations using the Alaska 21st CCLC assessment and observation tools; and teacher, family, and student surveys. Although PEAKS assessment data was available this year, it was not comparable with previous years' AMP assessment data.

Progress on Local Objectives

Effective program management, activities, partnership with the national Boys & Girls Clubs, communication with families and community members, and transportation are credited with

⁹ The local evaluation report data differs from the reports in 21APR, which indicates that the program served 369 students across the three schools, 72 percent of whom were regular attendees.

¹⁰ The local evaluation report data differs from the reports in 21APR, which indicates that served 218 students, 27 percent of whom were regular attendees.¹⁰

providing strong programming that served more students than were targeted for this year, including the summer programming. This year, only Nikiski North Star Elementary met its target for increased enrollment. Family and student satisfaction with the program continued to be high. Student outcomes showed improvement, with some centers meeting the goal for improved behavior. Although the narrative¹¹ indicated that all sites met their objective to improve healthy lifestyles, only one center met the goal of 90 percent of regular attendees improving their healthy lifestyle habits (the other sites showed improvement). Graduation data were reported this year, which showed 90 percent of regular high school attendees graduating. As mentioned previously, a comparison of student performance data was not possible because the AMP general and alternative tests and the SBA were canceled in 2016 (Alaska Department of Education and Early Development, 2016).

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

Goals and indicators	2016-17 result
50 percent of regular attendees will see growth from the previous year in proficiency levels in one or both reading and math	Data not available*
Students far below proficient and below proficient will improve scores by 5 percent	Data not available*
75 percent of regular attendees will see an improvement in behavior	Partially 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 will state that they are satisfied with 21st CCLC programming	Met for students and parents**
90 percent of regular attendees will state that they have improved their healthy lifestyle	Partially met
21st CLCC sites will see a 5 percent increase in student enrollment annually	Partially met
50 percent of students enrolled in 21st CCLC programs will attend for 60 days or more	Partially met

Source: Adapted from Shields (2017)

*Comparison data not available

**Only student and parent survey data were reported

Recommendations and Use of Evaluation Results to Inform Planning and Reflection

The results of the local site visit observations were generally positive, with stability or growth in most areas. The evaluation reiterated the need for improvements related to the use of space to avoid situations such as students eating meals in hallways. Directors reported challenges with increasing attendance to more than 30 days for students. Behavior and student transitions between meals and activities continued to be a challenge. This year, the report offered specific suggestions to improve these areas. According to the report, the grantee plans to share the

¹¹ The measurable objective for regular attendees reporting improved healthy lifestyle was recorded as 50 percent instead of the 90 percent target in the original objective, as reported in 2015-16.

evaluation results with multiple stakeholders: the Boys & Girls Clubs staff and board members, as well as the Kenai Peninsula Borough School District's administrators and school board. The evaluation reported no changes to the program since the summer narrative reflection.

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. The report did not include a logic model explaining the relationship between program activities and intended outcomes this year or last year. However, this year, it did include information on challenges with involving families in programming and family attendance at conferences and programming. Future reports may be improved by providing the logic model and associated program activities to support claims regarding alignment.

Fairbanks North Star Borough School District

Program Overview

The 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. In FY15, a new center was established at Lathrop High School. The district has over 15 years of experience with 21st CCLC.

The program serves low-income communities and recruits students who need additional academic support. Several of the centers prioritize engaging students with special needs, Alaska Native/American Indian students, 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 support (e.g., homework help and opportunities to earn high school credit), enrichment (e.g., creative arts and physical fitness), and family engagement activities. All centers are increasing their focus on hands-on STEAM (Science, Technology, Engineering, Art and Math) activities (e.g., coding and science experiments). Certified teachers often lead academic activities at many centers. Expanded activities this year include physical fitness for FY13 centers and credit recovery for FY15 programs. In the upcoming extension year, these programs plan to provide increased STEAM activities. 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 2016-17, the program engaged 800 students, 79 percent of whom participated for 30 days or more. ¹²More than half of all students participated for more than 60 days. This year, the program increased its percentage of regular attendees by 6 percent, but the overall enrollment decreased by 81 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; teacher, family, and student surveys; program records; and observation. Student performance data for goals related to improving academic performance included district-administered formative assessments, grades for elementary school students, GPA for high school students, credit recovery performance, and teacher and family reports of homework completion and academic supports. Performance data related to student attendance and engagement goals tracked attendance in school, as well as teacher, family, and student reports of positive student behaviors. Performance data on family involvement came from family survey results. The evaluation included a detailed description of methodology.

Progress on Local Objectives

The program continued to meet or exceed many of the objectives outlined in the grants. This year, objectives for Goal 1 were revised. For example, Objective 1.1 added MAP formative assessments as an additional indicator of student growth, and Objective 1.2 changed from measuring growth using the AIMSweb assessment to the new state assessments that were unavailable to use as comparison data because the AMP general and alternative tests and the SBA were canceled in 2016 (Alaska Department of Education and Early Development, 2016).

Just over half and a third of regular attendees showed growth in reading on AIMSweb and MAP, respectively. Overall, 21st CCLC attendees showed more growth on AIMSweb math assessments than MAP. Regular attendees showed progress in meeting the 50 percent goal for improving reading, writing, and math grades. Only Hunter Elementary met the goals for writing. Further, 49 percent of high school attendees showed an increase in GPA. This year, all

¹² The local evaluation report data differs from the reports in 21APR, which indicates the program engaged 805 students, 79 percent of whom participated for 30 days or more.

but one school met the goals for homework completion and classroom attendance. The high school program met or exceeded all the academic objectives. 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. The grantee was unable to meet the cumulative goal of 50 percent of regularly attending elementary school students improving their grades in reading, writing, and math.

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

Goals and indicators	2016-17 result
Goal 1: Participating students will improve their academic performance.	
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 and MAP formative assessments. (revised)	Partially met
Objective 1.2: Annually, at least 40 percent of regularly attending Alaska 21st CCLC participants will meet standards in English language arts and math, as measured by state assessments. (revised)	Data not available*
Objective 1.3: Annually, at least 50 percent of regularly attending elementary school Alaska 21st CCLC participants will improve their grades in reading, writing, and math, as measured by district records.	Not met
Objective 1.4: Annually, at least 35 percent of regularly attending high school Alaska 21st CCLC participants will improve their GPA, as measured by district records	Met
Objective 1.5: Annually, at least 40 percent of ninth-grade Alaska 21st CCLC participants will earn high school credit through their program participation, as measured by district records.	Met
Objective 1.6: Annually, 75 percent of students who sign up for credit recovery through Alaska 21st CCLC will successfully complete the course.	Met
Objective 1.7: Annually, 50 percent of regular Alaska 21st CCLC participants will show progress in completing homework and improving their academic performance, as measured by teacher surveys.	Met
Goal 2: Participating students will increase their school attendance and school engagement.	
Objective 2.1: Annually, at least 50 percent of regular Alaska 21st CCLC 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 Alaska 21st CCLC participants' teachers will report an increase in class participation, behavior, and persevering through challenges, as measured by a teacher survey.	Partially met
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 Alaska 21st CCLC, as measured by student surveys.	Met
Goal 3: Increase parent involvement in school and their student's education, as measured by parents' self-reporting on surveys.	
Objective 3.1: Annually, at least 30 percent of parents with students in Alaska 21st CCLC will experience an increase in parent involvement, as measured by parents' self-reporting on surveys.	Met

Objective 3.2: Annually, at least 50 percent of parents with students in Alaska 21st CCLC will report that their child is receiving more academic help, completes homework, is more motivated, and has a more positive attitude about school, as measured by parent surveys.

Met

Source: Adapted from Sundberg (2017)

Use of Evaluation Results to Inform Planning and Reflection

The evaluation attributes efforts to improve daily school attendance; providing small-group settings with culturally connected and STEAM activities; and communication with school staff members, community partners, and families—in addition to strong staff development and management—as the reasons why many of the goals and objectives outlined in the three grants were met. This year, the evaluators focused recommendations on improving students’ academic skills by providing more student-focused learning opportunities. Some examples included collaborating with teachers to build background knowledge and skills in afterschool programs that could be used in the classroom, considering technology use to enhance skill building, and using multiple forms of assessment (e.g., grades, attendance, and formative assessments) to identify target areas for the afterschool programs. 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 uses the results to inform professional learning activities and program planning (especially regarding academic support) and review data for growth in goal areas. The program director also shares the results with multiple audiences (e.g., school and program staff members, district leadership, and civic groups).

Evaluation Quality

The evaluation report was comprehensive and well-organized, and it followed DEED’s guidelines. The logic model and data source tables provided clear and useful information about evaluation activities. The evaluator is clearly working closely with the grantee to ensure the use of data to inform practice. Changes made as a result of the evaluation include increased student and staff engagement with Lathrop High School’s program, continued professional development for STEAM, use of CHAMPS as a model for positive behavior, and recruitment of qualified certificated staff members. The evaluator reports that the director is using the evaluation to plan professional development, along with input from the staff on areas such as monitoring student academic progress. 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.

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 third year. 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.

During the school year, each school provides afterschool programming for two groups (K-3 and 4-5), alternating literacy and enrichment programming during the week or during the day. Certified teachers provide 24 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, the program incorporated its second summer school session to reduce spring-to-fall learning loss, and it provided expanded breakfast and lunch services, as well as a week of swimming lessons for all students.

Program Participation

In 2016-17, the afterschool program served 184 K-5 students across the two schools four days a week, with 83 percent attending for 30 days or more. This is a moderate increase from the previous year; in 2015-16, 164 students participated in the program, with 79 percent attending for 30 days or more. In addition, the summer program saw an increase in students served (158 in 2016-17 versus 141 in 2015-16).¹³

Evaluation

The local evaluation examined four main 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?

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

¹³ The local evaluation report data differs from the reports in 21APR, which indicates 159 students participated in summer programming.

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. This year, schools did not improve students' reading endurance, but they met summer school attendance goals overall. Some students continued to make progress in reading in both schools and in math at Glacier Valley. Teachers reported positive effects on student behavior and attendance. Both schools met their goals for increased family engagement, except for time spent on literacy activities at home (no data for this objective were collected this year; there was no question to assess this objective on the family survey, which had a small return overall). The evaluators also found it difficult to assess the progress for goals regarding decreases in number of behavior incidences because the data depend on monthly school reports from school staff members, which the evaluators found to be inconsistent. In addition, data were not collected to assess students' knowledge of STEM careers, and only one school provided data for students attending additional out-of-school activities.

Table 4-7. Juneau School District FY15 local measures

Goals and indicators	2016-17 result
Goal 1: Improve literacy skills and engagement of at-risk students.	
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
50 percent of students enrolled in the summer session will attend more than 80 percent of the session.	Met
50 percent of students who have attended at least 80 percent of the summer 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
75 percent of students enrolled in the school-year program will attend the program for 30 days or more.	Met
30 percent of students with a history of behavioral incidences who attended the school-year program for more than 30 days will decrease the number of behavior incidences reported throughout the year, as collected by monthly school reports.	Data not available*
A random sample of 25 percent of students who 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).	Not met
Goal 2: Increase parent/family engagement of at-risk students.	
50 percent of parents who have enrolled students will engage in at least one of three scheduled 21st CCLC events.	Met
50 percent of parents who have enrolled students will attend regularly scheduled parent-teacher conferences.	Met
50 percent of parents who have enrolled students will report an increase in time spent on literacy activities at home.	Data not available**
25 percent of Head Start families that have incoming kindergartners will attend at least one Ready for Kindergarten session.	Met
Goal 3: Increase the exposure to enrichment learning opportunities for at-risk students.	

75 percent of students enrolled in the program will attend the program for 30 days or more.	Met
50 percent of students will report an increase in knowledge of potential careers related to science, technology, engineering, art, and math.	Data not available**
40 percent of students who attended the program for 30 days or more will engage in additional out-of-school activities.	Partially met***

Source: Adapted from Stephanie Hoag Consulting (2017)

*Monthly report data were found to be inconsistent and not sufficient to measure objective as written

**Data were not collected

***Data were not provided at one site

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 attributes these accomplishments to a strong staff and a focus on building relationships with students, families, and the community. Recommendations focused on improving reading at Glacier Valley, increasing mindfulness of student reading endurance and opportunities for literacy activities at home, inclusion of STEAM career awareness and student leadership opportunities, and a revision of the schedule to allow more time for homework.

The evaluation also provided some analysis as to why Glacier Valley students are not performing as well as Riverbend students, with suggestions to focus on K-3 students and provide additional homework help. In addition, the evaluator suggested additional efforts to engage students in leadership opportunities and provide time for homework, which will be implemented in the upcoming year.

Evaluation Quality

The report drew on multiple forms of data and followed the DEED format. Future reports may be improved by describing how results were provided to program leaders for reflection and planning, as well as offering examples of scoring criteria for the observation tool. The report will also be strengthened by working with the program to find ways to measure all objectives (such as family literacy activities at home), whether students report an increase in knowledge of STEAM careers, and whether students who attend the program regularly engage in additional out-of-school activities. For example, if an objective's primary measurement data are unreliable, additional measures can be used, and the objective can be revised. Additionally, if programs are not collecting data needed to meet objectives in surveys, coordinating with the program staff members before data collection to review instruments will help with incomplete or missing data to assess objectives.

Kake City School District

Program Overview

Kake City School District's 21st CCLC 2016 award funded the Horizons program, serving K-12 students at two schools. The program aims to provide supports to youth and families through targeted academic support, 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).

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 supports (e.g., homework help and academic enrichment programming) at least three days a week. During the school year, Horizons provided about nine unique enrichment activities (e.g., archery, Girls and Boys on the Run, and drone technology) that were held intermittently due to student interest and instructor availability. District staff and community members provide the programming. This year, the program expanded academic tutorials to include every classroom teacher, and it added a daily cultural enrichment component.

In 2016-17, the afterschool program served 95 K-12 students, with 33 percent attending for 30 days or more.¹⁴ The total number of regularly attending students dropped slightly from 39 in 2015-16, but the number of students attending for 60 or 90 days or more increased.

Evaluation

This year, the program had a new evaluator, who made changes in the framing of evaluation questions and measurable objectives and provided a more intensive approach to evaluation data collection and feedback. The local evaluation examined three similar 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 (2016-17 MAP scores), student attendance data, and family attendance at afterschool function data. One significant change was revising the initial program definition of "regular attendance" from 90 days to 30 days, which allowed for greater success on measurable objectives, as no students attended the program for more than 90 days in FY16. However, there was no direct reference in the narrative as to why this change was made. Teacher survey, observation, and interview data were included in the appendix but

¹⁴ The local evaluation report data differs from the reports in 21APR, which indicates the afterschool program served 69 K-12 students with 45 percent attending for 30 days or more.

not directly analyzed in the narrative. Lastly, the revised objectives for academic achievement used 2016-17 MAP student data and will include PEAKS data in the next reporting cycle.

Progress on Local Objectives

The evaluator provided analysis on the three goals: improving students’ academic achievement, increasing school attendance, and increasing family involvement. Student MAP scores in reading and math suggest that Horizons program attendance is positively correlated with academic growth. In addition, school attendance for regular program attendees increased, and 61 percent of families attended at least one program event for families.

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

Goals and indicators	2016-17 result
Goal 1: Improve students’ academic achievement	
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 beyond the normative expected growth. (revised)	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 reading scores of the normative growth per grade level, using MAP data fall to spring, 2016-17 for year 2; using MAP data spring 2016 to spring 2017 for year 3. (revised)	Met
Goal 2: Increase student attendance during the regular school day	
50% of regular (30+ days) attendees will improve their regular-day attendance rate from the prior year. (revised)	Met
Goal 3: Increase family involvement	
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 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 per year. (revised)	Data not available*

Source: Adapted from Dybdahl (2017)

*Data from only three parents/guardians were provided

Use of Evaluation Results to Inform Program Planning and Reflection

The evaluator credits 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. In addition, the evaluation reports that the program made minor adjustments to activities for year 3 due to evaluation results, such as student attendance records, community participation records, and teacher input (for example, identifying under-used programming days and finding ways to strengthen programming on another day). However, the evaluator cites continued challenges in engaging families in programming and having “at risk” students regularly attend academic tutorials.

Recommendations for program improvement involve continuing to provide various enrichment classes and using social media to improve attendance, working with teachers to improve attendance of “at risk” students, improving family engagement, and using data to provide individualized student planning and support. The 21st CCLC grant director reports many new changes and improvements, such as updating the measurable objectives, adjusting the schedule to allow students to have tutoring by certified educators, purchasing items to support programming, and coordinating memoranda of understanding with partners to improve programming, as well as handling of data and resources.

Evaluation Quality

The new evaluator drew on multiple data sources and followed the DEED format. The evaluation provided multiple sources of information to assess program performance. The program director also noted how much they appreciated the formative feedback the evaluation provided. Future reports may be improved by linking program activities and associated outcomes from the logic model in the narrative, documenting the formative support provided for program improvement, and providing more details about how results were used.

Matanuska-Susitna Borough School District

Program Overview

Matanuska-Susitna Borough School District’s 21st CCLC operated the Out of School Time Program for the third year at three schools: Burchell High School, Wasilla Middle School, and Iditarod Elementary School. 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.

To accomplish these aims, the program offers academic enrichment and instruction services (e.g., homework help and STEAM programming), socio-emotional supports (e.g., mental health services and group support services), and a service component (i.e., the student Peer Helper program) across all schools. (The evaluator noted that this year saw improved arts programming and program alignment and ownership at partner schools, particularly Wasilla Middle School.) Highly qualified personnel provide program activities with the support of the community, families, and a coordinated student transportation system. At the end of the year, the programs are celebrated with a collaborative arts and dance presentation at the performing arts auditorium on the University of Alaska’s Matanuska-Susitna Campus.

In 2016-17, the afterschool program served 686 students, 37 percent of whom attended for 30 days or more. Burchell High School and Iditarod Elementary School had more than a third of students attend regularly (48 percent and 37 percent, respectively). Wasilla Middle School had a 21 percent regular attendance rate. The number of students served was down from 735 in

previous years, and regular attendance was down from 42 percent in previous years. Burchell High School and Iditarod Elementary School saw a decrease in the percentage of regular attendees, but Wasilla Middle School saw an increase from 15 to 21 percent.

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 two 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

This year, the logic model for the Matanuska-Susitna 21st Century Out of School Time Program has been reinvented. It was used as a foundation to connect long-term outcomes for the three schools on decreasing the number of adverse childhood experiences, improving academic development and performance of “at risk” students, increasing the number of secondary students who graduate, and increasing the number of students who feel mentally and emotionally stable. This year, all three schools met all their goals and objectives, such as increased student achievement, increased interest in STEM, increased attendance in STEM classes, and increasing 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	2016-17 result
Goal 1: Increase the academic success of all students in the Out of School Time Program by providing consistent enrichment activities	
25 percent of 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.	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, dance, archery, and readers theater.	Met
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	

50 percent of students served will demonstrate improvement in building relationships with other students, teachers, and administrators, as well as connectedness to the school and community setting.	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.	Met
10 percent of students served are accessing mental health and support services while participating in the Out of School Time Program.	Met
Goal 3: Offer targeted STEM opportunities that increase students' interest in science and technology	
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 science and technology.	Met

Source: Adapted from Johanson-Adams (2017a)

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 with the “feeder school” method of afterschool programming. Recommendations focused on strengthening the afterschool program “team” collaboration, increasing STEM activities, improving family involvement, continuing study and planning with program benchmarks, and improving the supper/snack program. The evaluator met with the program team quarterly to review data and with the principals and program team semiannually to review and refresh program goals. The overall grant evaluation will be shared with the principals at all sites, as well as the program director. In addition, there will be a facilitated discussion with the evaluator about improvements for the school year.

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.

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 non-Caucasian Alaska Native elementary school, middle school, and high school students whose families face economic hardship and who are struggling academically, as indicated by standardized tests.

The STARS program offers both remedial math and literacy intervention supports, STEM experiential project-based enrichment activities, and positive youth development experiences. Students can participate in homework club and other clubs (e.g., robotics, STEM, and rock band), which are grouped together in grade ranges (e.g., 9-12, 7-12, and K-6). The program collaborates with families and school partners (e.g., Tanana Chiefs Conference Clinic, Fairbanks Aviation, Nenana Taekwondo, and Tanana District Cooperative Extension Service and 4-H Club). This year, the program offered a weeklong STEM camp for K-6 students, culminating 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 afterschool educational programming.

In 2016-17, 145150 students were enrolled in 21st CCLC programming, 63 percent of whom participated for 30 days or more. ¹⁵This year, overall enrollment was slightly down from 154 students in 2015-16, but regular attendance increased from 52 percent.

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 included data gathered via teacher surveys, student performance data (attendance records and Discovery Education Assessment [DEA] results), observations via the New York State Afterschool Network Program Quality Self-Assessment Tool, family involvement, and interviews (site coordinator).

Progress on Local Objectives

This year, progress data focused on all goals and objectives rather than just student attendance (as in FY16). Academic performance objectives demonstrating growth in reading and math relied on DEA results. However, the DEA was discontinued at the end of 2016-17 and replaced by the MAP test. Therefore, no results were reported for this objective. 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

¹⁵ The local evaluation report data differs from the reports in 21APR, which indicates 150 students were enrolled.

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 STARS program FY15 local measures

Goals and indicators	2016-17 result
Goal 1: Improve students' academic performance	
Provide targeted academic enrichment activities during afterschool hours such that students' academic achievement, based on Discovery Education Assessment scale scores in reading and math, will be compared with the overall scale score increase of students at a particular grade level.	Data not provided*
Link STARS academic enrichment activities to students' regular school-day programs (each year).	Data not reported**
Goal 2: Increase attendance for the regular school day	
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.	Met
Goal 3: Increase family involvement	
As measured by attendance sheets, the percentage of students' (participating in the program for 30 days or more) parents/guardians who attend at least one STARS family event will be 2% of families per year.	Not 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% of families per year.	Data not reported**
Goal 4: Improve student academic performance in STEM content	
Provide targeted STEM-focused enrichment activities during the afterschool hours such that students' academic achievement based on Discovery Education Assessment scaled scores in Science, will be compared with the overall scale score increase of students at a particular grade level.	Data not reported**
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 reported**

Source: Adapted from Sileo (2017)

*This year, Nenana School switched assessments from DEA to MAP, which prevented the comparison of assessment scores across years

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

Use of Evaluation Results to Inform Program Planning and Reflection

Ongoing recommendations focused on specific strategies for giving high school students opportunities to earn elective credits for program participation, communicating with program partners, 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 personnel, as well as updated objectives to reflect new assessment tools schools provided.

Evaluation Quality

The report primarily drew on analysis of attendance data, family involvement attendance data, teacher survey data, an interview with the program director, and a self-reported program quality tool. The report followed the DEED outline generally but at times did not report explicitly on objective progress, which made it difficult to interpret progress on local goals and objectives. Future reports may be improved by providing explicit evidence of whether programs met their grant goal objectives, summarizing observation data in the narrative, 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).

Southeast Regional Resource Center

Program Overview

The Southeast Regional Resource Center (SERRC) operates a 21st CCLC afterschool program at June Nelson Elementary School. The program aims to increase the pre-literacy, literacy, social, and cooperative skills of K-2 students, as well as strengthen family involvement and connections between the school and the community. In 2016-17, 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 computer-based and hands-on literacy activities, socio-emotional curriculum, homework support, and physical activities. This year, the program partnered with Maniilaq's long-term care facility, NANANordic, The Arctic Sounder, and the National Park Service. In addition, the program provided an eight-day summer program focused on academic and cultural enrichment. Five certified elementary school teachers staff the program, and three certified teachers serve as substitutes.

In 2016-17, the afterschool program served 90 students, 74 percent of whom attended for 30 days or more (a slight decrease from 2015-16).

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 assessment results); data from 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 Objectives¹⁶

This year, the SERRC program primarily met or showed progress on most measures of effect. Although it did not meet its goals for showing projected growth on MAP assessment scores for 75 percent of students, 69 percent demonstrated a gain of 10 or more points. The program also met all its goals related to family involvement in their child’s learning and strengthening connections between the school and the community, particularly for satisfaction with community events offered. In addition, the program continued to meet its goals related to improving social, cooperative, and physical skills.

Table 4-11. Southeast Regional Resource Center FY13 local measures

Goals and indicators	2016-17 result
Goal 1: Increase the pre-literacy and literacy skills of students in grades K-2	
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.	Not met
95 percent of students enrolled in SERRC’s 21 st CCLC will express satisfaction with SERRC’s 21 st CCLC program in response to either survey or interview questions.	Met
85 percent of SERRC’s 21 st CCLC participants will achieve the goals established in their annual individual learning plan.	Met
Goal 2: Strengthen parent involvement in their child’s learning	
100 percent of parents of SERRC’s 21 st CCLC students will attend at least one parent gathering annually.	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
Goal 3: Strengthen connection between school and community	
Students and parents will express satisfaction with community/cultural activities offered during SERRC’s 21 st CCLC sessions.	Met
The number of parents and community members who volunteer to provide enrichment activities for students will increase from the prior year.	Met
Goal 4: Improve emerging social, cooperative, and physical skills of K-2 students	
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

Source: Adapted from Jessal (2017)

¹⁶ 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.

Use of Evaluation Results to Inform Program Planning and Reflection

The evaluation noted that over the past five years, the 21st CCLC program at June Nelson Elementary has become exemplary, showing growth in most areas. Recommendations focused on improving participants' academic achievement, celebrating good attendance, providing more support for troubleshooting the Compass Learning program regarding use of time, bridging the gap between staff member and family understanding of involvement in children's education, and improving outreach to families and the community. The evaluation also suggested ways to provide peer coaching opportunities for service providers, focusing on one way to deepen family involvement, and reflecting as a team on progress and ideas.

In addition, the evaluator described how the program director, education specialist, and staff members will review the evaluation and then share the results with stakeholders after meeting in September 2018. The evaluation data will be used to develop and refine plans of action for 2018-19. Summaries of the evaluation findings were posted on the 21st CCLC website. Many of the recommendations have been considered for the upcoming grant, such as securing additional funds to enhance family involvement, reviewing the use of Compass, and celebrating attendance. Further, the new family engagement goal for 2018-19 will involve implementing a positive parent/guardian connect plan a minimum of once per semester per child.

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.

Sitka School District

Program Overview

This year, the number of Alaska 21st CCLC offerings in the Sitka School District increased from five program activities to 10 with Friday programming. There are eight school-based programs in four schools in the district:

- Baranof Buddies Program at Baranof Elementary School
- Growing and Learning Opportunities 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

These programs provide K-12 students with various enrichment activities, academic supports, and physical fitness programming, and each program serves a specific age range. These afterschool programs also provide services to students who are struggling academically and/or

who qualify for free or reduced-price lunch. Common activities across sites include tutoring/homework help, reading/literacy, enrichment activities, mathematics/science, fitness, and cultural activities/social studies. Blatchley Middle School has a social support component, and Pacific High School had a credit recovery component. New Fab Friday programming provides STEM enrichment activities and team-building experiences.

In 2016-17, the program served 258 students, 56 percent of whom attended regularly. This represents relative stability from 2015-16, when the program served 263 students, 52 percent of whom attended regularly.

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 documented in the local Youth Services program data system); student, teacher, and family survey data; observation data; and data from the feedback sessions between the program coordinator and site teams.

Progress on Local Objectives

This year, improved data quality provided progress reporting on all objectives. Only the elementary schools met goals for increasing assessment scores in either math or reading. The elementary school programs also outperformed the middle school and high school programs in program attendance. In addition, all programs exceeded goals for family engagement at events by 22 percent.

Goals regarding the number of secondary students enrolled in the program who acquire credits necessary to be eligible for the Alaska Performance Scholarship were revised to specify “regular” attendees at Pacific High School to indicate whether they were regular LEAP attendees. This improved reporting on program goal process. The program also changed Goal 3 because of the discontinuation of the Olweus program, which has been replaced by the School Climate and Connectedness Survey. As a result, the programs met all objectives for increasing the percentage of middle school students who feel safe at school, except for one objective due to a change in the assessment scale.

Table 4-12. Sitka School District F14 local measures

Goals and indicators	2016-17 result
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)	

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
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	
50 percent of secondary students regularly attending LEAP will earn six credits per year.	Not met
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.	Not met
80 percent of secondary students regularly attending LEAP will achieve a GPA of 2.5 or higher at the end of the school year.	Not met
80 percent of secondary students regularly attending LEAP will participate in four career-exploration activities per year.	Met
Goal 3: Increase the percentage of middle school students who feel safe at school	
Increase the percentage of Blatchley Middle School students whose perception of personal safety at school has positively improved by 5% every two years, as measured by the School Climate and Connectedness Survey (SCCS).	Met
Increase the percentage of Blatchley Middle School students' perceptions about how respectful and helpful students are to one another by 5% every two years, as measured by the SCCS.	Met
Increase student skills in Social-Emotional Learning Curriculum by 5% 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*

Source: Adapted from Johanson-Adams (2017b)

Use of Evaluation Results to Inform Program Planning and Reflection

Regarding program experiences and operations, the results of the local site visits and surveys were generally positive. The evaluation recommendations were program-specific (such as revising the Socio-Emotional Curriculum to reflect a resilience-based emphasis), and they focused on improvements to staffing and teamwork during program coordinator transitions, increasing recruitment and participation for credit recovery at Pacific High, family engagement activities, and communications with teaching staff members to ensure consistency in programmatic objectives and progress on goals. In addition, the evaluator suggested that the programs work with staff members, families, and school administrators to renew the Alaska 21st CCLC program—and to include an external evaluator and statistician to provide a strong proposal.

According to the report, the evaluator and program coordinator met monthly to review relevant data, information, and trends for 2017 and 2018 planning. The evaluation report was shared with staff members so they could review and reflect on their programming. It was also distributed to school and district leaders, as well as school board members, and it was posted on the Sitka School District website.

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.

Summary

Overall, both the Alaska 21st CCLC programming and the quality of evaluation activities seemed to improve in 2016-17. This year, most of the Alaska 21st CCLC programs provided new programming in STEM, creative arts, and physical activities. Some programs expanded their summer programming and collaboration with partners. One program expanded food services for students, and another added a daily cultural component to programming. As mentioned previously, the evaluations improved from the prior year by revising measurable objectives to reflect available or new data instead of not reporting on progress overall. In addition, some programs updated their student targets, formative assessments, and/or yearly targets to improve the feasibility of their measurable objectives. However, this year, at least two sites seemed to have new issues with local data collection and the quality of provided data.

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 also saw improvements on family engagement with programming, and others saw improvements in socio-emotional objectives. Although there was improvement for some objectives, a key area in which many programs continued to struggle was meeting growth projections on formative and state assessments. However, it is important to note that many programs could not report on state assessment progress due to the transition to PEAKS in 2017.

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. 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, from increased professional development to expanded enrichment offerings—particularly in STEM. Further, evaluators recommended ways to improve staffing and team management and communication. A few evaluators suggested ideas for enhancing program logistics.

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 depth in discussing program outcomes. Yet, 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.

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, 2016-17

	Percentage of students who improved		
	30 to 59 days attended	60 to 89 days attended	90-plus days attended
School performance and engagement			
Academic performance	71	77	78
Participating in class	66	71	73
Behaving well in class	50	58	59
Completing homework	55	62	68
Completing homework and participating in class	39	53	59
Social and emotional skills and behavior			
Expressing needs and feelings appropriately	56	62	63
Forming positive relationships with adults	65	71	73
Getting along well with other students	61	61	66
Persevering through challenges	62	67	70
Seeking assistance when appropriate	63	70	70
Working collaboratively with peers	65	70	71
Family engagement			
Family engaging in their child's education	46	52	51

Source: Education Northwest analysis of Alaska 21st CCLC teacher survey, 2016-17

Table A-2. Teacher reports on the progress of **middle school students** who regularly attended Alaska 21st CCLC, 2016-17

	Percentage of students who improved		
	30 to 59 days attended	60 to 89 days attended	90-plus days attended
School performance and engagement			
Academic performance	44	74	61
Participating in class	52	60	59
Behaving well in class	43	43	36
Completing homework	52	67	51
Completing homework and participating in class	39	55	41
Social and emotional skills and behavior			
Expressing needs and feelings appropriately	43	48	39
Forming positive relationships with adults	54	71	48
Getting along well with other students	44	60	36
Persevering through challenges	44	60	49
Seeking assistance when appropriate	50	69	54
Working collaboratively with peers	57	69	51
Family engagement			
Family engaging in their child's education	33	43	42

Source: Education Northwest analysis of Alaska 21st CCLC teacher survey, 2016-17

Table A-3. Teacher reports on the progress of **high school students** who regularly attended Alaska 21st CCLC, 2016-17

	Percentage of students who improved		
	30 to 59 days attended	60 to 89 days attended	90-plus days attended
School performance and engagement			
Academic performance	67	73	80
Participating in class	71	75	75
Behaving well in class	51	55	70
Completing homework	68	71	78
Completing homework and participating in class	61	67	67
Social and emotional skills and behavior			
Expressing needs and feelings appropriately	57	65	68
Forming positive relationships with adults	69	71	73
Getting along well with other students	56	57	73
Persevering through challenges	64	76	77
Seeking assistance when appropriate	61	77	75
Working collaboratively with peers	64	73	68
Family engagement			
Family engaging in their child's education	17	28	25

Source: Education Northwest analysis of Alaska 21st CCLC teacher survey, 2016-17

Appendix B: Grantee-Level Teacher Survey Results

Table B-1. Teacher reports on the progress of regular Alaska 21st CCLC Anchorage School District attendees, 2016-17

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

Source: Education Northwest analysis of Alaska 21st CCLC teacher survey, 2016-17

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

Table B-2. Teacher reports on the progress of regular Alaska 21st CCLC Bering Strait School District attendees, 2016-17

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

Source: Education Northwest analysis of Alaska 21st CCLC teacher survey, 2016-17

*Results were suppressed to protect the identity of students

Table B-3. Teacher reports on the progress of regular Alaska 21st CCLC Boys & Girls Clubs of the Kenai Peninsula attendees, 2016-17

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

Source: Education Northwest analysis of Alaska 21st CCLC teacher survey, 2016-17

*Results were suppressed to protect the identity of students

Table B-4. Teacher reports on the progress of regular Alaska 21st CCLC Fairbanks North Star Borough School District attendees, 2016-17

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

Source: Education Northwest analysis of Alaska 21st CCLC teacher survey, 2016-17

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

Table B-5. Teacher reports on the progress of regular Alaska 21st CCLC Juneau School District attendees, 2016-17

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

Source: Education Northwest analysis of Alaska 21st CCLC teacher survey, 2016-17

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

Table B-6. Teacher reports on the progress of regular Alaska 21st CCLC Kake City School District attendees, 2016-17

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

Source: Education Northwest analysis of Alaska 21st CCLC teacher survey, 2016-17

*Results were suppressed to protect the identity of students

Table B-7. Teacher reports on the progress of regular Alaska 21st CCLC Matanuska-Susitna Borough School District attendees, 2016-17

	Percentage of students who improved			
	<i>Overall</i>	<i>Elementary</i>	<i>Middle</i>	<i>High</i>
School performance and engagement				
Academic performance	66	*	*	74
Participating in class	68	*	*	70
Behaving well in class	56	*	*	64
Completing homework	56	*	*	69
Completing homework and participating in class	52	*	*	63
Social and emotional skills and behavior				
Expressing needs and feelings appropriately	65	*	*	68
Forming positive relationships with adults	71	*	*	76
Getting along well with other students	63	*	*	70
Persevering through challenges	66	*	*	70
Seeking assistance when appropriate	66	*	*	71
Working collaboratively with peers	68	*	*	69
Family engagement				
Family engaging in their child's education	31	*	*	20

Source: Education Northwest analysis of Alaska 21st CCLC teacher survey, 2016-17

*Results were suppressed to protect the identity of students

Table B-8. Teacher reports on the progress of regular Alaska 21st CCLC Nenana City School District attendees, 2016-17

	Percentage of students who improved
	K-12
School performance and engagement	
Academic performance	81
Participating in class	62
Behaving well in class	27
Completing homework	79
Completing homework and participating in class	61
Social and emotional skills and behavior	
Expressing needs and feelings appropriately	70
Forming positive relationships with adults	79
Getting along well with other students	35
Persevering through challenges	73
Seeking assistance when appropriate	77
Working collaboratively with peers	57
Family engagement	
Family engaging in their child's education	58

Source: Education Northwest analysis of Alaska 21st CCLC teacher survey, 2016-17

Table B-9. Teacher reports on the progress of regular Alaska 21st CCLC Southeast Regional Resource Center attendees, 2016-17

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

Source: Education Northwest analysis of Alaska 21st CCLC teacher survey, 2016-17

Note: There were no middle school or high school centers at the Southeast Regional Resource Center

Table B-10. Teacher reports on the progress of regular Alaska 21st CCLC Sitka School District attendees, 2016-17

	Percentage of students who improved			
	<i>Overall</i>	<i>Elementary</i>	<i>Middle</i>	<i>High</i>
School performance and engagement				
Academic performance	75	82	*	*
Participating in class	70	77	*	*
Behaving well in class	48	57	*	*
Completing homework	51	51	*	*
Completing homework and participating in class	*	46	*	*
Social and emotional skills and behavior				
Expressing needs and feelings appropriately	*	58	*	*
Forming positive relationships with adults	76	84	*	*
Getting along well with other students	62	69	*	*
Persevering through challenges	*	61	*	*
Seeking assistance when appropriate	*	74	*	*
Working collaboratively with peers	66	68	*	*
Family engagement				
Family engaging in their child's education	46	49	*	*

Source: Education Northwest analysis of Alaska 21st CCLC teacher survey, 2016-17

*Results were suppressed to protect the identity of students

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