

Year 1 FY 2004 - 2005	Year 2 FY 2005- 2006	Year 3 FY 2006 - 2007	Year 4 FY 2007 - 2008	Year 5 FY 2008 – 2009	Year 6 FY 2009 - 2010
<p><b>GOAL 1:</b></p> <ul style="list-style-type: none"> <li>▪ Increase achievement of all students</li> <li>▪ Reduce achievement gap</li> </ul>					
<p>Each year, 1% more students in all subgroups who have been in the program for 30 days will be proficient on standards-based assessments (SBAs) in math and reading: FY 2004-2005: Establish baseline</p> <p>At least 50% of students who have been enrolled in the program for at least 30 days will improve in turning in homework as reported by classroom teacher surveys each spring.</p> <p>At least 60% of students enrolled 30 days or more will improve or maintain grade averages over the course of the year.</p> <p><i>21<sup>st</sup> CCLC staff continue to learn and apply in their work with children Literacy and Math strategies, Six-Trait Writing, content area standards, special education methods, and technology relative to academic learning.</i></p> <p><i>Operate thirteen 21<sup>st</sup> CCLCs, targeting high needs students at 12 elementary schools and one middle school.</i></p> <p><i>Each site provides content learning, tutoring, and homework completion.</i></p> <p><i>21<sup>st</sup> CCLCs collaborate with Elementary Education, Indian Education, Title I, Bilingual Education, and Special Education for students' academic needs.</i></p>	<p>↑ 1% students proficient</p> <p>55% of students improve in turning in homework</p> <p>63% of students improve/maintain grade averages</p> <p>→</p> <p>Maintain level of services at thirteen 21<sup>st</sup> CCLC sites</p> <p>→</p> <p>→</p>	<p>↑ 1% students proficient</p> <p>60% of students improve in turning in homework</p> <p>66% of students improve/maintain grade averages</p> <p>→</p> <p>Add three 21<sup>st</sup> CCLC sites</p> <p>→</p> <p>→</p>	<p>↑ 1% students proficient</p> <p>65% of students improve in turning in homework</p> <p>69% of students improve/maintain grade averages</p> <p>→</p> <p>Maintain sixteen 21<sup>st</sup> CCLC sites</p> <p>→</p> <p>→</p>	<p>↑ 1% students proficient</p> <p>70% of students improve in turning in homework</p> <p>72% of students improve/maintain grade averages</p> <p>→</p> <p>Sustain five 21<sup>st</sup> CCLC sites</p> <p>→</p> <p>→</p>	<p>↑ 1% students proficient</p> <p>75% of students improve in turning in homework</p> <p>75% of students improve/maintain grade averages</p> <p>→</p> <p>Sustain four 21<sup>st</sup> CCLC sites</p> <p>→</p> <p>→</p>

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<p><i>The program provides NCLB Supplemental Educational Services to targeted Level III (School Improvement II) schools.</i></p> <p><i>21<sup>st</sup> CCLC staff works with and collaborates with classroom teachers on students' specific academic needs, instruction, and progress.</i></p> <p><i>21<sup>st</sup> CCLC staff receives professional development on academic program delivery, in conjunction with ASD Curriculum, Indian Education and Special Education, twice each year (September and January).</i></p>	→	→	→	→	→
<p><b>Goal 2: Supportive and Effective Learning Environment</b></p>					
<p><b>21<sup>st</sup> CCLC students who have been enrolled in the program for 30 days or more show improvements in their attitudes, social skills and behaviors over the course of each year in the program.</b></p>	→	→	→	→	→
<p><b>Each 21<sup>st</sup> CCLC school shows reduction in behavior problems over the course of a year in classrooms with 21<sup>st</sup> CCLC students, as measured by spring teacher surveys.</b></p>	↓ 50% behavior problems	↓ 50% behavior problems	↓ 50% behavior problems	↓ 50% behavior problems	↓ 50% behavior problems
<p><b>Over 70% of students over all schools, who have participated in October/April pre and post tests surveys, will show improved attitudes toward school.</b></p>	70% of students improve attitudes toward school	70% of students improve attitudes toward school	70% of students improve attitudes toward school	70% of students improve attitudes toward school	70% of students improve attitudes toward school
<p><b>All 21<sup>st</sup> CCLC staff learn and apply strategies and practices that build students' citizenship, social skills, positive attitudes, and positive behavior.</b></p>	→	→	→	→	→

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<p><i>Collaborate with ASD Student Nutrition and Transportation to provide healthful snacks and transportation home from the program.</i></p> <p><i>All 21<sup>st</sup> CCLC site coordinators trained on Schoolwide Positive Discipline, Spring 2005.</i></p> <p><i>Collaborate with Safe and Drug-Free Schools and ASD's Social and Emotional Learning (SEL) effort to identify and fully incorporate SEL in 21<sup>st</sup> CCLC programs.</i></p> <p><i>Program staff works with and collaborates with classroom teachers on students' SEL progress.</i></p> <p><i>Students collaborate with such partners as Boy Scouts of America, YWCA, and School Business Partnerships for citizenship, career awareness, and lifeskills.</i></p> <p><i>Collaborate with local cultural arts and ethnic groups in partnership activities for cultural awareness and self-understanding.</i></p>	<p>→</p> <p><i>Take part in inventory and development of SEL practices, benchmarks, and standards, as part of ASD SEL plan.</i></p> <p><i>All 21<sup>st</sup> CCLC staff receive training in SEL research, standards, and strategies.</i></p> <p>→</p> <p>→</p> <p>→</p>	<p>→</p> <p><i>SEL matrix incorporates practices especially pertinent to after-school programs.</i></p> <p>→</p> <p>→</p> <p>→</p>	<p>→</p> <p><i>Take part in ASD SEL plan's measurement mechanism of SEL implementation.</i></p> <p><i>Incorporate students' progress on grade-level SEL benchmarks in communication to parents.</i></p> <p>→</p> <p>→</p> <p>→</p>	<p>→</p> <p>→</p> <p>→</p> <p>→</p> <p>→</p> <p>→</p>	<p>→</p> <p>→</p> <p>→</p> <p>→</p> <p>→</p> <p>→</p>
<p><b>Students take part in physical activity and recreation two to three times each week.</b></p> <p><i>Students participate in regular, structured physical activities that incorporate math and reading every week through partnerships with MOA Parks and Recreation's <u>Healthy Kids, Healthy Minds</u>.</i></p>	<p>→</p> <p>→</p>	<p>→</p> <p>→</p>	<p>→</p> <p>→</p>	<p>→</p> <p>→</p>	<p>→</p> <p>→</p>

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<b>Goal 3: Public Accountability</b>					
<p><b>Sustain the 21<sup>st</sup> CCLC beyond grant funding.</b></p> <p><i>Establish a 501(c)3 non-profit foundation, whose purpose is resource development and advocacy, under the current 21<sup>st</sup> CCLC Advisory Board, Spring 2005.</i></p> <p><i>Design initial development plan, Spring 2005.</i></p> <p><i>Training for site coordinators includes marketing, local fundraising, program documentation, community partnerships, and coalition building.</i></p> <p><i>Coordinate resources with ASD federal and state programs and with Instructional Division.</i></p>	<p>—————&gt;</p> <p><i>Flesh out development plan, implement link with Anchorage Community Foundation to build synergies in resource development.</i></p> <p>—————&gt;</p> <p>—————&gt;</p> <p><i>To broaden funding base, apply for and win grants that require 501(c)3 status.</i></p>	<p>—————&gt;</p> <p><i>Revise development plan yearly.</i></p> <p>—————&gt;</p> <p>—————&gt;</p> <p>—————&gt;</p>	<p>—————&gt;</p> <p>—————&gt;</p> <p>—————&gt;</p> <p>—————&gt;</p>	<p>—————&gt;</p> <p>—————&gt;</p> <p>—————&gt;</p> <p>—————&gt;</p>	<p>—————&gt;</p> <p>—————&gt;</p> <p>—————&gt;</p> <p>—————&gt;</p>
<p><b>Sustain and further develop community partnerships that provide funding, talent, programming, and role models, e.g., Boy Scouts of America, YWCA, UAA, MOA Parks and Recreation, and over 300 other partners.</b></p>	<p><b>Partnership activities and funding increase by at least 5% each year.</b></p>	<p><b>↑ 5% partnership activities</b></p>	<p><b>↑ 5% partnership activities</b></p>	<p><b>↑ 5% partnership activities</b></p>	<p><b>↑ 5% partnership activities</b></p>
<p><b>Help to strengthen parents as partners in their children’s education.</b></p>	<p>—————&gt;</p>	<p>—————&gt;</p>	<p>—————&gt;</p>	<p>—————&gt;</p>	<p>—————&gt;</p>

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<p><i>Re-design of 21<sup>st</sup> CCLC website to communicate more information to parents, and to include interactive component. Winter and Spring, 2004-2005.</i></p> <p><i>Every site recruits and deploys parents in the program as cultural, art, or career role models.</i></p> <p><i>Sites collaborate with Title I or school staff and PTA on math, science, reading, poetry, and test preparation nights.</i></p> <p><i>Every site sponsors at least five parent events each year.</i></p> <p><i>Site-based parent programs focus on ESL, adult literacy, and parenting education.</i></p>	<p>→</p> <p>→</p> <p><i>Five parent events per site</i></p> <p>→</p>	<p>→</p> <p>→</p> <p><i>5 parent events per site</i></p> <p>→</p>	<p>→</p> <p>→</p> <p><i>5 parent events per site</i></p> <p>→</p>	<p>→</p> <p>→</p> <p><i>5 parent events per site</i></p> <p>→</p>	<p>→</p> <p>→</p> <p><i>5 parent events per site</i></p> <p>→</p>