

SECTION I: INTRODUCTION

Title Page

Grantee

Evaluation Report for Anchorage School District 21st Century
Community Learning Centers
School year 2022 - 23

Local evaluator

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Assessment / Survey work

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Years of grant cycle

FY19 (Fred) – Fourth year of the grant spanning August 2019 - May 2024;
Extension from August 2024 - May 2027
FY 21 (Ginger) – Third year of the grant spanning August 2020 - May
2025

Executive Summary

There are two 21st Century Community Learning Center grants covered in this report, both targeting populations of at-risk students in ten Title I schools. The three major grant goals include academic improvement in math and literacy, reduction in absenteeism and strengthening connectedness to school.

The 21st CCLC program recruits students through multiple sources and supports and retains them by providing a variety of interventions and engaging activities. The foundational principles of the grants are anchored in authentic hands-on, real-world enrichment experiences in STEM/STEAM, personal participation in interest-based Clubs and a more intense focus on observations by coordinators and Professional Development in Social and Emotional Learning. Program curriculum is closely aligned with the school day program and delivered by certificated teachers and numerous community partners. Recognition of the home-school connection is augmented by 3 in-person Family Event Nights which enhanced the consistent effort to garner parent and community participation and understanding of the 21st CCLC program's mission and goals. This year additional accountability tables were added to this report, for example, Table 31. Positive impacts of SAPQA initiative participation and Table 30. Number and types of recorded SEL interactions. This augmentation provides more examples of evaluation report component accountability. The evidence presented in this evaluation report provides many concrete examples of the 21st CCLC program's resilience, adaptability and methodology and elevates the focus on its primary grant goals and principles. A crucial task of aligning the SAPQA criteria with the observation tool was pivotal in establishing correlation between the SEL goal, professional development, and coordinator observation of SEL lessons.

Evidence was gathered throughout the school year. Data from site coordinators' Communication Topic and Communication Recipient and Classroom Visitation logsheets was collected and analyzed biannually. Data collected from mid-year site observations by an external evaluator was tallied, analyzed and included in this report. Extensive interviews with the Program Manager, questionnaires completed by site coordinators, partners, Anchorage School District administrators and student survey data provided important information about how DEED's indicators and reporting criteria were addressed.

Despite unforeseen variables, this document provides quantitative and qualitative data that demonstrates how the ASD's 21st CCLC program continues to strive to meet its grant goals. Substantial evidence demonstrates this program's capability to effectively communicate its purpose, execute instructional delivery, demonstrate accountability and reestablish and create strategies that adjust to the current learning environment.

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SECTION II: PROGRAM OVERVIEW

PROGRAM DESCRIPTION

Site locations, hours of operation, target populations and recruitment

Table 1: Site locations and grant years, 2022 - 2023

Grant FY19 (Fred) (Expires 2024)		Grant FY 21 (Expires 2025)	
Mt. View Elementary	MV	Muldoon Elementary	MD
Alaska Native Culture Charter School ANCCS		Ptarmigan Elementary	PT
Fairview Elementary.	FV	Lake Otis Elementary	LO
Russian Jack Elementary	RJ	Wonder Park Elementary.	WP
William Tyson Elementary.	WT	Willow Crest Elementary	WC

The targeted population is K-8/K5-6 students at high academic risk in 10 Title I schools. Students are recommended to the program by their classroom teachers using a combination of attendance, standardized test scores, other district assessments, universal screening data, grades and Grade Point Average (GPA) for 7/8 grades, classroom performance evidence and behavior including in-school suspensions from the previous year. Additional participation criteria include English language learning (ELL), high absenteeism, homelessness, those with insufficient social/emotional skills and teacher survey data. Program hours of operation at all sites were 3:30-5:30 PM. From January 17 through March 9 program hours were amended to 4:00-5:30. Extending the school day was made by the district in response to having to make up school day times due to weather closures. When budgetary allowances exist, they are utilized to fund an annual enrichment summer program.

Program enrollment

Table 2. Participation numbers and regular attendees, 2022- 23

Sites	Number Participants	Attendance Target	Regular Attendees	Average Attending %
Mt. View	79	84	47	94.05
ANCCS	67	84	58	69.04
Tyson	51	84	35	41.66
Fairview	95	84	68	80.95

Russian Jack	86	84	69	82.14
Muldoon	75	84	58	69.04
Lake Otis	83	84	57	25.3
Ptarmigan	63	84	48	21.09
Wonder Park	57	84	50	14.17
Willow Crest	45	84	18	17.28
Department	701	840	500	22.98

Program approach, rationale and support

The Anchorage School District's (ASD) 21st Century Community Learning Centers (CCLC) program aligns with Alaska's Education Challenge recommendation to ensure all students have access to high quality, culturally responsive learning experiences and measure success through multiple assessment tools. Co-supported through school and community, the 21st CCLC provides sustained academic interventions and STEM/STEAM enrichment activities delivered through high quality learning experiences and research-based methods. Goals of this grant are measured through an evaluation plan aligned with the chosen Alaska Challenge Recommendation. In addition, ASD's 21st CCLC program emphasizes social and emotional skill building, cultural responsiveness and health and fitness. Examples of this type of authentic learning are:

- Robotics and Coding and other developmental robotics curricula. The Ozobot program provided teacher professional development
- Additional STEAM enrichment combining outdoor education and fine arts via Teacher's Choice (Appendix A)
- Participation in interest-based Clubs
- Academic intervention for Math; pre-teaching math vocabulary/concepts
- Teacher's Choice including Literacy
- Summer enrichment program
- A focus on Social and Emotional Learning (SEL)

Key community partners and support

ASD's 21st CCLC has established key partnerships with major STEM entities

- Bureau of Land Management (BLM) Campbell Creek Science Center, located in the Chugach National Forest within Anchorage city limits provides site presentations and visits to outdoor classrooms.
- Alaska Botanical Garden (ABG) staff visits provided horticultural presentations/projects
- The Anchorage Alaska Public Lands Information Center provides education and outreach staff

- The Ozobot program provides teacher professional development
- Penny Williams, Mathematics with Understanding, provides intensive math trainings for teachers
- Juneau Economic Development Center (JEDC) First Lego League provides training, registration fees
- Code.org provides professional development
- Anchorage Youth Development Coalition (AYDC) provides professional development
- Alaska Junior Theater; Artist in Residence program, participated at five program sites
- Alaska Afterschool Network provided SEL focused training, SAPQA site assessments and analysis

Student impact and retention

There exists a strong expectation that grant implementation will positively impact chronic absenteeism. Outcome measures are embedded within the grants' Logic Models (Figure 1) and (Figure 2) and align with the ESSA Statewide Accountability System.

This program recognizes family engagement as an important driver of student learning, achievement and attendance. Accordingly, each site is expected to facilitate a minimum of three Family Event Nights. Additionally, Tables 14,15,16 and 17 document site coordinator's consistent, frequent outreach to parents/caregivers.

Certificated teaching staff

A major strength of this program is the ability to man instructional classrooms with certificated teachers. Non-certificated staff, in some instances, serve as instructors of interest-based clubs and/or sessions that are not directly tied to major academic subjects.

Figure 1. Logic Model Grant FY19 (Fred)

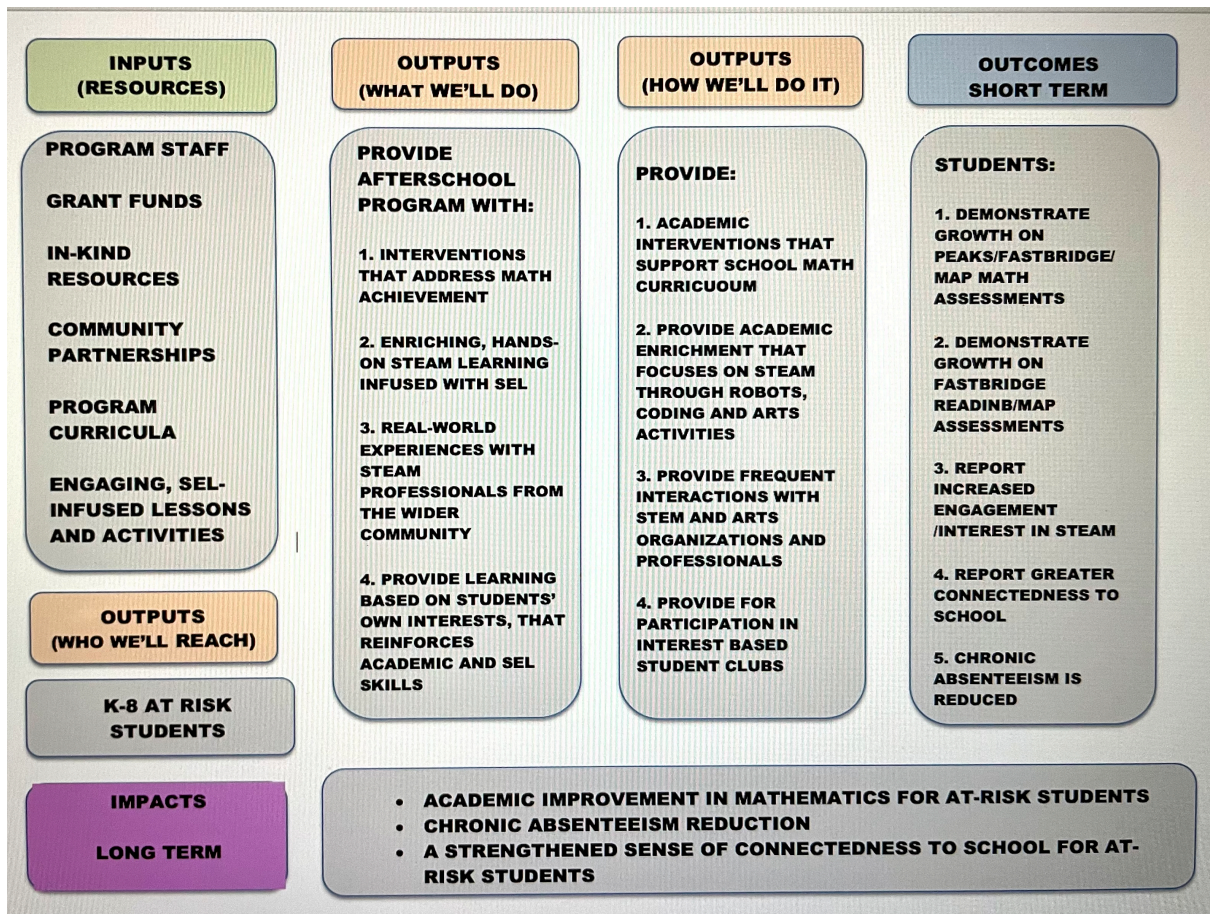
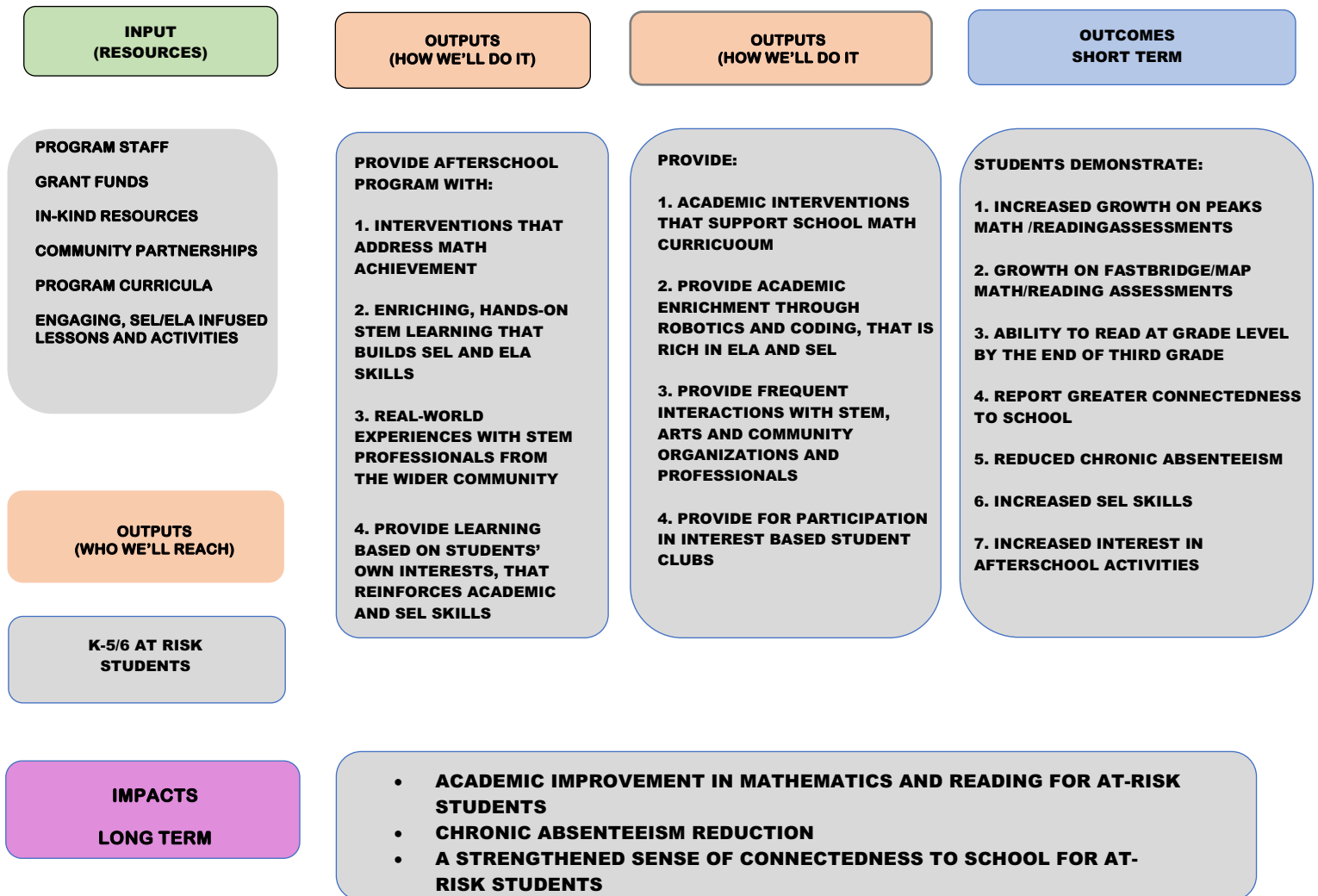


Figure 2. Logic Model Grant FY 21 (Ginger)



Project goals, performance measures, interventions and research base

Short-term outcomes and long-term impacts are the project goals. Correlated performance measures and interventions are articulated and based on a careful analysis of student data and trends. Our performance measures for student outcomes address anticipated increases in proficiency levels on the AK Star/FastBridge Math and Reading assessments, GPAs of students in grades 6, 7 and 8*, MAP Growth Reading and Math assessment as well as reductions in chronic absenteeism and in-school suspensions. Teacher and student surveys measure increases STEAM engagement and connectedness to school and provide additional important trackable information. These measures are directly aligned to our implementation strategies that address the provision of major

programmatic activities; math interventions, literacy interventions, enrichment activities for STEM/STEAM, community partnerships with STEM and Arts organizations, student participation in interest-based Clubs, and directly addressing SEL skillbuilding through the SAPQA assessment process.

Research supports the fact that regular participation in high quality afterschool programming brings academic and behavioral gains for disadvantaged students (Vandell, Reisner, and Pierce, 2007). Pre-teaching brings significant gains in math achievement and academic self-concept for students with low math achievement (Lalley and Miller, 2006). Positive relationships between fine arts and academic performance, and between fine arts and SEL competencies, are well documented. Davis (2018) states in an International Literacy Association blogpost that programming a robot strengthens sequencing and cognitive development, and promotes positive peer interactions and creativity (Kazakoff and Bers, 2014). Nature-based education is backed by research (e.g., Wells N.M., 2000; Charles C. et al., 2008). SEL and character education are well grounded in research that links SEL with academic gains and with high-quality after-school programs and parent engagement (Collaborative for Academic, Social, and Emotional Learning, 2003 and 2009; Zins et al. 2004). Character Education has a broad research base (Berkowitz & Bier, 2005). The goal to reduce chronic absenteeism is based on research indicating children who are chronically absent in K-2 have only an 18% chance of reading on grade level by third grade (Bruner, Discher, & Chang, 2011). Data from an ASD/University of Alaska, Anchorage randomized study found that physical activity takes place primarily during the school day and that Title I students are less physically active than peers in non-Title I schools (Guettabi, 2016)

SECTION III: EVALUATION APPROACH

Evaluation Questions

- Is the program delivering the services and content it said it would deliver?
- Is it accomplishing what it said it would accomplish in terms of program impact?
- What are the program's strengths and weaknesses?
- How can the program improve?

Evaluation Methods

Approach to data collection and analysis

Data collection for this report was drawn from instructional observations performed by the local evaluator, ASD assessment data, information from teacher and student surveys, Communication and Classroom Visitation logsheets, SAPQA assessment data and exit survey data. Anecdotal responses were gathered from site coordinators, Program Manager, partners, ASD administrators, the ASD District website, Observation Tool (Appendix B) and analyses of site coordinator Communication logsheets (Appendix C) and Classroom Visitation logsheets (Appendix D).

One virtual visit to each 21st CCLC site was scheduled during November-December 2022 to observe academic programming. The 21st CCLC program has a four-day per week schedule, comprised of one 30-minute period of Snack/Physical Activities daily, three 30-minute periods of Math/Math Pre-teaching weekly, three 30-minute periods of Coding/Robotics (provided alternatively for 2-week sessions) and three 30-minute Teacher Choice (Appendix A) sessions including Literacy. Students participated on the fourth weekday in interest-based Clubs for 1.5 hours. From January 1- March 9, due to an extension of the regular school day as described earlier in the report, periods were reduced to 30 minutes per day and Club time to 1 hour per week.

At each site the evaluator rotated through each classroom for the entire 2 hours. Time spent in each classroom varied according to how many classes were scheduled at each school. To provide focus for site visits and continuity of collected data, an Observation Tool was utilized based on *Alaska's 22 Key Quality Indicators*, and aligned with the SAPQA. SEL criteria on the Observation Tool have been correlated to appropriate items of the SAPQA item summary. This alignment can be referenced in Appendix E.

After each round of site visits, the evaluator prepared a detailed feedback narrative to clarify observation information for each site coordinator. This narrative was specifically formatted to contain anecdotal information based on each classroom observed and tailored to the individual school site. This provided each site coordinator with specific suggestions to guide planning for second

semester. Additionally, the Program Manager reviewed each narrative with the corresponding site coordinator at a scheduled conference. Biannually, all coordinators received a site-specific data analysis of Communication and Classroom Visitation logsheets data. Summaries of overall program trends, strengths and recommendations for improvement are included in observation reports and this final evaluation report.

The site coordinator is the driver of instructional improvement and program progress at each particular site. The data collected via the Communication and Classroom Visitations logsheets during 2022-23 demonstrated a high level of accountability at the site level.

Table 3. Site instructional observation data collection dates

Site	Observation Date
Mt. View	1/26/22
ANCCS*	1/31/22
Tyson	2/02/22
Fairview	1/24/22
Russian Jack	1/27/22
Muldoon	2/01/22
Lake Otis*	2/08/22
Ptarmigan	1/25/22
Wonder Park*	2/03/22
Willow Crest*	2/07/22

*program not in session due to winter weather closure

The evaluator collected “snapshots” of evidential data of instructional activities. While these brief visits did not provide a comprehensive view of the quality or quantity of instruction and interactions, they do reflect overall trends in the 21st CCLC afterschool program in relation to its published goals. Discrepant situational variables present in observation visits at times prevented a direct comparison of year-to-year results. Qualitative/quantitative data obtained during these visits is not intended for statistical extrapolation.

In order to gather necessary program evaluation report information unavailable through observations, site coordinators responded to a series of specifically designed questions to gather qualitative data. All coordinators provided the requested input in a detailed and thorough manner. Ongoing interviews with the Program Manager kept the evaluator updated on changes, adaptations and an assortment of variables that occurred during the year.

Survey data compiled through entry/exit student surveys provided information on perseverance, getting along with others, connectedness to school and community, class participation and self-awareness among others. Information tabulated from teacher surveys provided data on student work

completion, participation, behavior, ability to work collaboratively, academic performance, perseverance and expressing need for help.

Variables impacting the program in 2022-23

Site variables and coordinators

The Willow Crest coordinator was on FMLA for the fall semester. Both Lake Otis and Wonder Park coordinators vacated their positions after first semester. Because of an inability to fill coordinator positions, Teachers in Charge (TIC) assumed management of program duties at the abovementioned sites as well as at ANCCS, until a coordinator could assume those respective duties. Mountain View's program oversight was likewise performed by Teachers in Charge. Teachers in Charge are staff members at their respective sites and have instructional and classroom duties which take priority over many coordinator responsibilities, such completion of Communication and Classroom Visitation logsheets and participation in the SAPQA professional development initiative.

Certificated teacher recruitment

Lingering impacts from Covid-19 continued to severely impact certificated teacher recruitment throughout the 2022-23 school year. There was an inability to recruit school day teachers for the afterschool program, thereby impacting stability and continuity between school day and afterschool programs. Interruptions in afterschool scheduling caused by teachers' sudden exits from/coming into the program, increased substitute demands and training needs. Despite the Program Manager issuing several invitations to apply for 21st CCLC positions via teachers' union communications to reach the widest audience possible, futility in these efforts caused frequent staffing shortages at program sites, resulting in intermittent program closures or spontaneous reconfigurations of classrooms.

Student and Staff needs

A long absence from in-person learning amplified the achievement gap of Tier II and Tier III students. This has resulted in severe problems in behavior, mental resilience and a 2-year grade level academic achievement setback. The realities of coping with these issues have resulted in "teacher burnout" and a deficit in acquiring substitutes and certified teachers, a dire impact which the Anchorage School District and 21st CCLC program did not escape.

Attendance and Enhanced School Engagement/SEL

As a key driver to enhance attendance and connectedness to school, SEL skillbuilding has been strengthened this school year due to a partnership with the Alaska Afterschool Network. Program staff training on the School Age Program Quality Assessment (SAPQA) has produced a coordinated effort to choose specific SEL skills as program site annual goals. Accountability increased due to pre- and post- observational assessments done by an outside evaluator. The AK Afterschool Network analyzed assessment data and provided strategies addressing items needing improvement. Table 31 records coordinator feedback relevant to their site's participation in the SAPQA initiative in collaboration with the Alaska Afterschool Network.

In addition, coordinators joined the Anchorage Youth Development coalition for training in Second Order Change which has also led to enhanced knowledge of SEL. Trauma Informed Care trainings ensure that coordinators internalize SEL competencies within their own lives.

Testing data

The delay of 2021-22 statewide assessment data distribution until mid-year of 2022-23 severely limits its purpose of providing teachers with timely information to inform their instruction and ability to adjust, plan and deliver individual instructional planning. The elapsed time between test administration and distribution of results (including the summer hiatus), make the practical application of this data to the appropriate students impossible in terms of matching interventions and instruction with students' needs. In addition, switching specific assessment instruments from year to year makes valid assessment correlations impossible and unreliable. As observed in Table 4, Key Findings on page 14, many of the grants' goals are notated as "Not Met" due to the inability to compare test data from year to year for this reason. In addition, both grants covered in this report have five-year cycles with goals that must remain in place during that time period. Taking the above two conditions into account, grant reporting does not show progress made by students that falls below the original designated percentage of progress (i.e. 80%). Grant reporting needs to incorporate formatting to overtly allow for results and their corresponding explanations.

IV: EVALUATION FINDINGS

Overall summary and progress on performance indicators

Overall summary and progress on performance indicators by grant group

Evidence-Table 4 is a compilation of the grant goals, performance indicators and achievement status of each. Each goal is linked to its correlating grant.

Program Implementation Findings

Activities provided under Grant FY 19 (Fred)

- Math interventions provided for three 30-minute periods per week
- Robotics, Coding and Arts enrichment activities provided for three 30-minute periods per week
- STEM and Arts activities with community partners take place according to the schedule, MOAs
- Interest Based Clubs offered for one 90-minute session per week
- Teacher Choice sessions provided for three 30-minute periods per week

Activities provided under Grant FY 21gr (Ginger)

- Math/Reading interventions provided for three 30-minute periods per week
- 30 minutes of snack/physical activity 4 days per week
- 30 minutes of Robotics three times per week
- 30 minutes of Teacher's Choice three times per week
- One 90-minute Club Day per week

Table 4. Key findings

Grant, Goals and Performance Indicators		2022-23
FY 19 Fred	Goals 1.Improve academic outcomes in mathematics for at-risk students 2.Reduce chronic absenteeism 3.Build a strong sense of connectedness to school for at-risk students	
	Performance Indicator Math interventions provided for K-8 students during 3 45-minute sessions/week 101 days/year *Switched to 30-minute sessions to align with FY 21 grant	Not Met*
1, 3	Performance Indicator Robotics, Coding, and Arts enrichment activities provided for K-8 students during 3, 45-minute sessions/week, 101 days/year *Switched to 30-minute sessions to align with FY 21 grant	Not Met*
3	Performance Indicator STEM and Arts activities with community partners takeplace according to schedule, MOAs	Met
3	Performance Indicator 100% of CLC students participate in interest-based	Not Met*

	Clubs during 1, 90- minute session/week	
2	Performance Indicator In a year-to-year comparison, at least 30% of regular attendees in grades 3-8 will advance at least one proficiency level on the PEAKS assessment Baseline = 2018 PEAKS scores) <i>PEAKS was replaced with AK Star in 2021-22, establishing Spring, 2022 scores as baseline assessment scores.</i>	Not Met**
1	Performance Indicator AIMSweb Math: Each year, the percentage of CLC students in grades K-2 who transition from Tier 3 (High Risk) to Tier 2 (Moderate Risk) or Tier 1 (Low Risk), and the percentage of K-2 students who transition from Tier 2 (Moderate Risk) to Tier 1 (Low Risk) will Increase by at least 50%.MAP Growth, Math: Each year, at least 80% of CLC students in grades 3-8 will exceed typical growth by the end of the school year	Data Not Available**
2	Performance Indicator The rate of CLC students who are chronically absent will decrease by at least 10% annually <i>Progress made.</i>	Marcy/ Christine
3	Performance Indicator At least 90% of K-8 CLC students will report increased levels of engagement/confidence in STEAM related activities as measured by entry and exit student surveys	Met
3	Performance Indicator In a comparison of pre & post responses, at least 90 % of students will respond positively to questions about school connected-ness as measured by entry and exit student surveys	Met
	Grant, Goals and Performance Indicators	2022-23
FY 21 Ginger	Goals 1.Improve academic outcomes in mathematics and reading for at-risk students 2.Reduce chronic absenteeism 3.Build a strong sense of connectedness to school for at-risk students	
1	Performance Indicator Math interventions provided for K-5/6 students during 3, 30-minute sessions/week,101 days/year	Not Met*
1,3	Performance Indicator Robotics, Coding, gardening, outdoor education, and arts enrichment activities with integrated ELA and SEL provided for K-5/6 students during 3, 30-minute sessions /week, 101 days/year	Not Met*
3	Performance Indicator STEM, Arts and other enrichment activities with community partners take place according to schedule, MOAs	Met
3	Performance Indicator 100% of CLC students participate in interest-based Clubs during 190-minute session, 1 day/week, 101 days/year	Not Met*
1	Performance Indicator <u>PEAKS Math</u> : In a year-to-year comparison, at least of regular attendees in grades 3-5/6 will advance at least one proficiency level.	Not Met**
1	Performance Indicator <u>FastBridge Math</u> : Each year, the percentage of CLC students (grades K-2) who transition from High Risk to Moderate/Low Risk categories, and the percentage transition from Moderate Risk to Low Risk will increase by at least 50%	Data Not Available**

	MAP Growth, Math: Each year, at least 80% of CLC students in grades 3-6 will achieve catch-up growth or exceed typical growth by the end of the school year	
1	Performance Indicator FastBridge Reading: At least 50% of grades 1-2 CLC students will move from High Risk to Low/No Risk categories on the FastBridge CBM-R assessment and at least 80% of CLC Kindergarten students will move from High Risk to Low/No Risk on the FastBridge Phonemic Segmentation assessment MAP Growth Reading: At least 80% of grade 3-6 CLC students will make a minimum 3-point RIT Score gain in the MAP Growth Goal Performance Area: Informational Text ; Key Ideas and Details	Data Not Available**
2	Performance Indicator The rate of CLC students who are chronically absent will decrease by at least 10% <i>Progress made: 8.4%</i>	Not Met*
3	Performance Indicator Classroom observations will show an increase in the number of staff-student and student-student interactions showing positive SEL skills	Not Met***
3	Performance Indicator At least 90% of K-5/6 CLC students will report Increased levels of engagement/confidence in afterschool activities	Met
3	Performance Indicator In a comparison of pre & post responses, at least 90 % of students will respond positively to survey questions about school connectedness	Met

* Due to school closures from inclement weather, students could not attend 101 days

** At the time of this report's completion, 2022-23 assessment data had not been received by the Anchorage School District

*** PD in 2023-24 will focus on standardizing recording of staff-student and student-student interactions. Data collection will begin in 2023-24.

Extended narratives relative to goal attainment are provided in the section: [Variables impacting the program in 2022-23](#) on pages 12 and 13 and in section, [A Review of Table 4](#) within [Program outcome findings](#) on page 44.

[Recruitment and retention strategies](#)

Evidence-Data presented in Tables 5 and 6 reveal concrete practices designed to “invite” student participation in the 21st CCLC program, gather information on students who would benefit from the strategies and interventions offered, and once enrolled, strengthen SEL skills and engagement in/connectedness to school. The information presented in Table 7, Family engagement strategies, shows recognition that a strong, positive home-school relationship increases the likelihood that students’ achievements and attitudes will improve. Table 7 presents a partial list, with many more strategies presented in Table 28 on page 37, of strategies to encourage family engagement.

Table 5. Student recruitment strategies summary

Recruitment Strategies	In place
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Spreadsheet of students in the focus population	X
Repeated personalized outreach to parents/guardians	X
Presentation to information about program during Family Event Nights.	X
Prominent placement of ABG horticultural display	X
General teacher/staff referrals	X
Flyers, emails, text messages, phone calls to parents/caregivers	X
Robo calls with personal invitations/information	X
Incentive programs	X
Student-manned table at Family Nites offers opportunities for students to reach out to peers	x
Asking site staff to share 21 st CCLC info during school conferences	X
Enlisting teachers throughout the year to extend enrollment/invitations to students to participate throughout the year	X
Announcement at community/family events	X
Blackboard messages; email, text, ASD App, Robocalls	X
Incorporate students' suggestions for interesting topics; give students a voice	X
Creating a culture that enrollment in the afterschool program is a privilege so that students feel it's a badge of honor or membership in something unique (because of high program expectations and students are expected to try their best)	x
Observe regular students to see if they would benefit from program enrollment	X
Creating a solid relationship with staff to obtain references for student recruitment	X
Contacting parents to suggest enrolling siblings	X
Cultivating positive relationships with students and families	
Connections with Migrant, ELL, CIT and Indian Education programs support recruitment to target possible enrollees	X

Table 6. Student Retention strategies summary

Retention Strategies	In place
Student survey/input from students	X
Attending parent/teacher conferences and special meetings regarding 21st CCLC students	X
Delivering high quality program with lots of embedded SEL, developing rapport with students, daily consistent engagement with students	X
Emphasizing the social aspect of afterschool learning, creating time to talk and share	X
Creating an ability to stay connected to the school community	X
Greater flexibility to address exact academic/individual needs	X
Attendance participation tracking	X
Consistent, frequent personalized communication with/ outreach to families	X

Use of the SAPQA to identify the areas of student planning and reflection to improve behavior, student focus, expand student choice, etc.	X
Frequently checking in with students/teachers/parents about students' needs and progress	X
Teachers' extensive efforts to keep students interested	X
Give students a voice	X
Conferencing with students/parents	X
Field trips	X
Creating a relaxed, positive and fun environment	X
Partner presentations/interactive activities	X
SEL focus on classroom community	X
Hands-on learning	X
Focus on Robotics/STEM/STEAM	X
Consistent effort to align school day with afterschool program	X
Frequent contacts with school day teacher	X
Greet students consistently and know what is going on in their lives	X
Engaging with students and being seen as an engaged, positive school day staff member makes students want to attend	X
Attending sports and choral activities, field trips, PTA movie nights, etc. builds relationships with students/families	X
Maintain positive communication and interaction with parents gains and sustains their support	X
Provide consistent boundaries for performance and behavior	X
Choice of participation in interest-based clubs	X
SAPQA training and initiative strengthened focus on SEL	X

*Family engagement strategies**

Table 7. Family engagement strategies summary

Family Engagement Strategies*	In place
Family academic programming	X
Media generated parenting suggestions	X
Invitations to parents to communicate child's interests and needs	X
Collecting/distributing donations at Christmas/Thanksgiving	X
Opportunity to utilize daily face time (pick-up time) with parents to build rapport, make them feel valued and welcome and place value to the opportunity of their student to participate	X
Ensuring Family Nights are engaging by including student performances/ artwork/[projects, feeding families and inviting special guests	X
Helped with planning school wide events resulted in increased attendance by afterschool parents	X
Inviting parents to participate in Club day	X
Combining Family Nites with Open House	X

Sending repeated upcoming event reminders	X
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*Additional strategies are listed in Table 28 and evidence cited in the Program encourages family engagement section beginning on page 36.

Summary of progress on each of the six Alaska Key Quality Indicators for 21st Century CCLC Program categories

1. Program Design

Program has a clear mission and goals

Evidence – The observer collected information from the Program Manager, site bulletin boards, site coordinators, ASD website, newsletters, flyers, enrollment agreement form, grant applications, other written materials, online resources, MOAs, etc. that support and communicate the program's clear mission and goals.

Table 8. Clarity of the program's mission and goals

Evidence	In place
School newsletter	X
School social media site	X
Power Point presentation to staff and other community, city groups	X
ASD website/21st CCLC website	X
Program newsletter/events schedule, activities, Blackboard messages, flyers	X
Open door policy for parents/caregivers at sites	X
Staff discussions after student dismissal	X
Family Nite programs	X
Communications with partners to attend Family Nites	X
School staff meeting/grade level presentations, all school meetings	X
Discussions with parents at pick-up time	X
Emails, texts, phone/robo calls, individual discussions with stakeholders	X
21st CCLC bulletin boards	X
Parent communications via various sources, enrollment application, parent agreement forms, other program information	X
Staff recruitment information	X
School Facebook page	X
Inviting community representatives/officials, ASD personnel, cultural liaisons, to attend events	X

The Program Manager and site coordinators have worked to ensure clarity of alignment is overt between grant goals, indicators and interventions and that programming and materials have integrity, are effective and are clearly understood amongst all stakeholders.

Activities address academic physical, social and emotional needs of students within the context of program mission and goals.

Evidence – The Observation Tool used correlated observed classroom activities with designated SAPQA criterion. Data presented in the Classroom Visitation logsheet summaries (Tables 20 and 21) demonstrate consistency in SEL lessons observed outside the evaluator’s observation window, as does Table 29 which details the number and types of recorded SEL traits in lessons. The following charts show the number, types and distribution of activities observed during the fall visitation period by site.

Table 9. Numbers and types of activities distribution

	Fall 2022-23										
Types of activity observed	PT*	WP*	LO	MD	ANCCS*	WT	RJ	FV	MV	WC*	Totals
Math/Academic Interventions	0	0	4	3	0	2	4	3	2	0	18
PE	0	0	1	1	0	1	2	1	1	0	7
SEL	0	0	0	0	0	0	2	0	0	0	2
STEM/STEAM	0	0	3	1	0	1	2	4	2	0	13
Literacy	0	0	1	2	0	1	0	0	0	0	4
Partner Activity	0	0	0	1	0	0	0	0	0	0	1
Teacher Choice	0	0	1	1	0	1	2	1	1	0	7
Clubs**	0	0	0	0	0	0	0	0	0	0	0
Totals	0	0	10	9	0	6	12	9	6	0	52

*Inclement weather prevented observation visit

**Clubs not included in 2022-2023 site observations

Program fosters meaningful connections to the broader curriculum and to local communities

Evidence – Using observation data, activities having curriculum and/or community connections are shown in Table 10. Although few partner activities and presentations were recorded during the observation period, they abundantly occurred outside the observation window and were recorded on Classroom Visitation logsheets (Tables 20 and 21). These events create intentional community connections between essential parts of the program.

Table 10. Total activity connections to curriculum and/or community

	Spring 2022-23										
Site	PT*	WP*	LO	MD	ANCCS*	WT	RJ	FV	MV	WC*	
Curriculum connection	0	0	9	7	0	5	7	6	6	0	

Community connection	0	0	0	1	0	0	0	0	0	0
Totals	0	0	9	8	0	5	7	6	6	0

*Inclement weather prevented observation visit

Program promotes positive youth development through experiential activities and constructive staff/student interactions

Evidence – The observation data was reviewed to discover the number of experiential activities that were observed at each site including games, experiments, demonstrations, hands-on and project-based activities. Many activities included more than one experiential component.

Table 11. Total experiential activities

Spring 2022-23										
	PT*	WP*	LO	MD	ANCCS*	WT	RJ	FV	MV	WC*
Hands-on	0	0	4	3	0	2	5	8	4	0
Games	0	0	3	1	0	1	1	1	2	0
Demonstration	0	0	4	5	0	0	6	3	2	0
Project-based	0	0	1	1	0	2	2	2	1	0
Experiments	0	0	0	0	0	0	1	1	0	0
Totals	0	0	12	10	0	5	15	15	9	0

*Inclement weather prevented observation visit

The numbers displayed in Table 9, Table 10 and Table 11 demonstrate that activities regularly provided within the 21st CCLC program directly align with grant goals and provide a diverse array of authentic learning options. The data displays a direct connection between scheduled activities and the curriculum.

2. Program Management

Staff understands program goals and has appropriate tools to accomplish them

Evidence - Criteria listed as In Place in Table 12 illustrate ways in which the staff demonstrate ways that they clearly understand and can communicate the program's goals. Table 13 provides the tools and methodologies the program provides to realize and enhance goal attainment.

Table 12. Staff understanding/communication of program goals

Evidence	In Place
Newsletters, Blackboard reminders, Remind App, SMS, flyers, voice messaging, permission forms, email, information packets	X
Communication via 21 st CCLC bulletin board with photos, goals, mission, important dates, upcoming events, achievements, projects	X
Consistent conversations with students	X
Materials provided in other languages	X

Attendance at school-based meetings	X
Discussions with partners, school staff, parents, community members, students	X
Instituting the Teacher Choice sessions options including homework help, has assisted some students needing time to complete assignments, yet not elevated homework completion as a major focus of the program	X
Participation in summer program	X
Electronic bulletin board	X
21 st CCLC banner placement in school	X
Attendance at Community Council meetings and facilitated PTA attendance/sharing info	X
Worked with school business partner liaison and family outreach coordinator to encourage partners to attend Family Nites	X
Encouraged attendance of Mayor's office, School Resource Officers, other ASD employees, Samoan cultural liaison, ELL instructional support staff, Budget Director to attend events	X
Assist with food distribution to all students at various after school events	X
Evaluator meetings/presentations	X
MOAs/agreements with partners	X
Coordinator communicating during Family Event Nights	X
Parent meetings/communication	X
Presence at Parent/Teacher Conferences	X
School social media page	X
Information presented at trainings	X
Consistent contact with school day staff and afterschool staff	X
Data gathered from Communication logsheets regarding topics and recipients	X
,25 work at school day site	X

Table 13. Tools to facilitate goal achievement

Evidence	In Place
Student, parent, teacher surveys	X
Club options	X
Accountability via Classroom Visitation and Communication logsheets	X
Materials (newly adopted Math for example) correlated with interventions and strategies; Assets (game kits) distributed and training provided	X
Consistent assessment/offering of trainings	X
Alignment of extracurricular activities with program goals (field trips, partner activities, etc.)	X
Partner and community member participation	X
Coordination with school day staff to update learning targets and communicate progress	X
Emphasis on pre-teaching math, STEM/STEAM, SEL strands	X
Trainings on strategies aligned with goal objectives	X

Authentic and hands-on experiential learning opportunities	X
Incorporating strategies developed during virtual programming such as the Ozobot program into in-person learning instruction	X
Teacher Choice Menu	X
Completion of Communication and Classroom Visitation logsheets, analysis of logsheet data provides site evidence of accountability	X
Initiative with partner Alaska Afterschool Network added reliability and validity of SAPQA to SEL initiative and progress towards alignment with DEED goal to standardize observation methodology across the state	X
Ozobot training, robotics (WeDo, EZ3) training provided. By JEDC	X

Program management and staff communicate effectively at all levels

Evidence – Observation data, analysis of Fall and Spring Communication logsheets shown in Tables 14,15,16 and 17, artifacts, coordinator responses and a variety of program agendas were reviewed to determine when, how frequently, and about what, communication among each other and stakeholders was accomplished. An analysis summarizes the evidence of how this goal has been achieved at the site level in terms of total number of communications generated, and the number of recipients of those communications and topics addressed.

Table 14. Fall numbers of communication recipients by site

Fall Site Coordinator Communication Recipients											
	A	B	C	D	E	F	G	H	I	J	Total
WP	24	5	32	71	38	0	53	74	13	0	310
RJ	13	42	69	260	310	4	317	243	7	0	1265
ANCCS*	0	0	0	0	0	0	0	0	0	0	0
MV*	0	0	0	0	0	0	0	0	0	0	0
LO	29	0	5	4	0	0	44	3	12	0	97
PT	113	42	32	80	359	35	67	199	16	7	950
WT*	0	0	0	0	0	0	0	0	0	0	0
MD	15	19	13	129	179	6	67	243	10	0	681
FV	66	34	0	231	286	0	385	3730	13	10	4755
WC*	0	0	0	0	0	0	0	0	0	0	0
Totals	260	142	151	775	1172	45	933	4492	71	17	8058

*Data unavailable for this site

Table 15. Spring numbers of communication recipients by site

Spring Site Coordinator Communication Recipients											
	A	B	C	D	E	F	G	H	I	J	Total
WP*	0	0	0	0	0	0	0	0	0	0	0

RJ	22	15	16	148	93	1	253	239	6	0	793
ANCCS*	0	0	0	0	0	0	0	0	0	0	0
MV*	0	0	0	0	0	0	0	0	0	0	0
LO*	0	0	0	0	0	0	0	0	0	0	0
PT	114	49	13	155	209	44	96	158	24	12	874
WT	78	43	17	206	162	71	86	214	24	0	901
MD	22	13	8	128	178	2	47	187	18	2	605
FV	44	8	5	164	162	30	81	155	13	3	665
WC	18	57	9	111	19	0	117	0	0	0	331
Totals	298	185	68	912	823	148	680	953	85	17	4169

*Data unavailable for this site

Key:

- A-School Admin
- B-Program Admin
- C-Coordination
- D-Program site staff
- E-Other School Staff
- ASD Svs
- G-Parents/Guardians
- H-Students
- I-Partners
- J-Other

Table 16. Fall numbers of communication topics by site

Fall Site Coordinator Communication Topics												
	A	B	C	D	E	F	G	H	I	J	K	Total
WP	31	67	51	16	31	22	19	29	21	23	0	310
RJ	68	353	127	60	30	74	51	146	209	132	15	1265
ANCCS*	0	0	0	0	0	0	0	0	0	0	0	0
MV*	0	0	0	0	0	0	0	0	0	0	0	0
L O	4	11	5	8	0	4	0	4	54	4	3	97
PT	51	31	67	28	63	17	121	29	21	27	495	950
WT*	0	0	0	0	0	0	0	0	0	0	0	0
MD	33	56	68	49	31	50	35	32	26	31	270	681
FV	33	144	262	60	65	49	34	185	554	99	3270	4755
WC*	0	0	0	0	0	0	0	0	0	0	0	0
Totals	220	662	580	221	220	216	260	425	885	316	4053	8058

* Data unavailable for this site

Table 17. Spring numbers of communication topics by site

Spring Site Coordinator Communication Topics
--

	A	B	C	D	E	F	G	H	I	J	K	Total
WP*	0	0	0	0	0	0	0	0	0	0	0	0
RJ	36	236	48	81	45	67	25	148	32	74	1	793
ANCCS*	0	0	0	0	0	0	0	0	0	0	0	0
MV*	0	0	0	0	0	0	0	0	0	0	0	0
L O*	0	0	0	0	0	0	0	0	0	0	0	0
PT	48	36	65	57	51	26	95	35	30	31	400	874
WT	62	137	79	82	33	47	121	22	20	78	220	901
MD	35	39	41	44	25	61	20	31	22	28	259	605
FV	10	63	59	68	34	60	27	53	58	34	199	665
WC	39	40	37	34	10	6	38	20	44	53	10	331
Totals	230	551	329	366	198	267	326	309	206	298	1089	4169

*Data unavailable for this site.

Key:

- A-Recruitment/Staffing
- B-Program Information
- C-Enrollment Referrals
- D-Behavior/Progress
- E-Attendance/Pickup
- F-Subs/Coverage
- G-Materials/PD
- H-Clubs/Enrichment
- I-Family Engagement
- J-Partner Activities
- K-Other School Support

An analysis of this data reveals the abundance of time and efforts devoted to communicating about, and garnering support to achieve all aspects of grant goals and objectives.

3. Staffing and Professional Development

Program actively recruits quality staff in a way that, to the extent possible, ensures consistent staffing over time, including site coordinator succession

Evidence – During the 2018-19 school year a shift was made to solely employ certificated teachers as 21st CCLC instructional staff. This practice has remained in place since, with some modifications. Efforts to recruit and retain quality personnel for the 21st CCLC staff can be seen in Table 18. Impediments to accomplish this are represented in *Variables impacting the program in 2022-23* on pages 12-13.

Table 18. Strategies to recruit and retain quality program staff

Evidence	
Frequent, consistent appeals to staff site instructional positions at all sites	X
Increase addendum paid to certificated staff	X

PowerPoint presented at staff meeting to inform teachers about program	X
Enlarging staff searches to non-home school teachers	X
Advisory Board reimbursement to site coordinators to celebrate Teacher Appreciation Day	X
Coordinator subs frequently rather than combining classes when needed	X
Frequent, timely, friendly and open communication with staff, and quick responses to address needs/concerns, build trust and respect and offer support to staff	X
Ensure staff awareness of coordinators availability to cover classes short term or perform clerical duties during the school day	X
Overt demonstrations/communications about valuing/appreciating staff	X
Bring in treats for school day and after school staff	X
Look for ways to help (at other events, field trips, etc.) to ease stress on staff	X
Providing dignity and respect to professionals	X
Ensuring that departures by teaching staff when necessary are always on a good note to promote a willingness to return in the future	X
Frequent checks to ensure staff has support and resources needed to be successful in the program	X
Avoid micro-managing	X
Communicating flexibility with regards to staff schedules, home responsibilities and Teacher Choice	X
Ensuring ease and smoothness for teachers by having supplies organized and ready, providing ample notice of trainings, visits and/or upcoming events	X
Increased opportunities for classified staff to work in program	X
Communication with all union personnel regarding position openings	X
At school's inception present informational talk and power point for school staff	X
Program Manager visits to site staff meetings and surrounding high school area schools to recruit staff	X

Each site is staffed with a site coordinator. Gathering and examining data collected from these people has proven them to be responsible, enthusiastic, organized, creative, child-centered and self-directed professionals. They are dedicated to the mission of the 21st CCLC program and to improving not only their own individual programs, but collaborating to increase achievement districtwide. Coordinators are accountable for using tools such as the Communication and Classroom Visitation logsheets to collect and submit relevant data. Through my many interactions with the Program Manager, I have found her to be direct, visionary, an astute problem solver, hardworking and collaborative. These actions, along with her ability to clearly communicate the mission of the 21st CCLC program, have increased both partner, family and school district support. The pivot to online sessions and the return to In-person learning entailed a myriad of anticipated and unpredictable situations that needed creative solutions and extra implementation efforts. The manager and site staff

persevered and were successful in the pursuit of maximally serving their students, always with grant goals and initiatives as their North Star.

Staff receives structured orientation and training and has access to professional development

Evidence –Coordinators monitored training needs of their staff, communicated information about, and provided information on how to access trainings. Table 19 lists strategies for assessing and meeting training needs.

Table 19. Assessing/meeting training needs

Evidence	In Place
Providing information on, and links to ,-relevant trainings	X
Program manager frequently visits sites' staff to survey training needs/issues	X
Providing helpful resources and answering staff questions	X
Providing training schedule and sending reminders to ensure staff is up to date on PD opportunities	X
Assisting in connecting individuals needing training with appropriate trainings	X
Regular discussions and informal check-ins with staff after student dismissal to solicit materials, training needs	X
Trainings offered in Ozobots, math pre-teaching, Code.org., math manipulatives, robotics by JEDC	X
Following up trainings with feedback surveys	X
Consistent staff meetings to discuss issues and changes to training schedule, if necessary	X
Recording who has received/needs training	X
Coordinator attendance at trainings helps in answering questions that later arise and show appreciation for staff who attend	x
Have materials easily available and organized so they are ready when needed	X
Completion of Classroom Visitation logsheets requires notetaking on instructional delivery and lessons	X
"Managing by walking around" provides opportunities to observe instruction and observe strengths and areas needing training/resources	X
21 st CCLC Symposium held January 9-12 at the ASD Education Center offered concurrent sessions as options to meet training needs	X
SAPQA training offered to coordinators both in person and online, Data sessions at the Alaska Afterschool Conference in November, 2022 provided SAPQA data training as a focus	X
Consistent attempts to hire in-house staff who have established relationships with students and can identify students' academic and social needs	X

Site coordinators maintained a consistent and accurate inventory of their site's training needs and instructional integrity by monitoring classrooms and recording

observations on a standardized Classroom Visitation logsheet. This practice provided numerous opportunities to observe the staff's instructional and management practices and to solicit, and then address training needs. An analysis of these recordings is seen in Table 20 and Table 21. It is important to note that coordinators kept notes detailing SEL traits infused into lessons. A listing of these observed traits and their recorded numbers can be seen in Table 29 on page 38.

Table 20. Fall classroom visitation logsheet data

	Math/Math pre-teaching	Coding Robotics	Teacher Choice	Grant Partner	Clubs	ELA	PA	SEL	Site Totals
WP	71	12	71	10	43	10	23	15	255
LO	26	26	28	4	10	0	0	5	99
WT	19	18	5	4	14	0	1	9	70
RJ	19	9	8	5	8	1	1	12	63
FV	69	35	24	2	81	10	14	30	265
MV	14	8	6	3	12	9	0	11	63
PT	130	81	52	15	48	19	7	42	394
ANCCS	49	10	30	12	17	0	26	20	164
MD	88	24	32	13	56	23	7	13	256
WC*	0	0	0	0	0	0	0	0	0
Totals	485	223	256	68	289	72	79	157	1629

* Data unavailable for this site

Table 21. Spring classroom visitation logsheet data

	Math/Math pre-teach	Coding Robotics	Teacher Choice	Grant Partner	Clubs	ELA	PA	SEL	Site Totals
WP	28	7	28	3	19	6	6	12	109
LO*	0	0	0	0	0	0	0	0	0
WT	12	22	29	6	12	7	2	25	115
RJ	16	11	8	6	14	0	0	16	71
FV	88	67	72	4	59	12	7	35	344
MV	5	5	9	4	7	2	0	21	53
PT	101	68	54	18	50	23	8	44	366
ANCCS	57	12	42	11	18	20	14	28	202
MD	74	31	32	11	60	20	13	24	265
WC	10	10	16	0	15	0	12	0	63
Totals	391	233	290	63	254	90	62	205	1588

* Data unavailable for this site

An examination of topics of training agendas reveals a wide range of opportunities, information and support available to staff. The following table provides evidence of trainings, times and information presented to site coordinators and 21st CCLC staff. In many instances, topics were presented by district experts and partner/organization representatives.

Table 22. 21st CCLC staff trainings

Training	Date	Topics
21 st CCLC training/site coordinators	8/12/22	PQA training, Partners, Curriculum drive, Team calendar, Team drive, Student start/end surveys, teacher surveys, Staffing , Program aides, Observation sign up dates, New addenda procedures, Robotics (Americorps), FLL Explore, FLL Challenge, Mandatories, SN training, New Data collection tool, Non-workdays submission, Staff meeting dates, Review non-workday spreadsheets and calendars, Rentals, State conference, Nov 16-18, P-cards, Take P-card test , 3-D printers, PE assets at Homestead, New cellphones, New math curriculum games/kits,
21 st CCLC Training/ New coordinators		Leadership team-grade level meetings, Coordinator Google calendar. Coordinator work day. Archiving materials, Cell phones, Registration process, Field Trip form, Program store, Supervisor (principal and manager), Attendance and discipline, TIC, SN Training, First Aid Training, Partners), Attendance, Program Overview, CIT, EmpCenter, Addenda, Referrals, Staffing, Field Trips, Code, Robotics, Pre-teaching math, Teacher selection, Clubs, Program aides, FLL, Robot Olympics, Evaluations, Reporting, Discipline, Mandatories, Surveys Update emergency contact info, 101 program days, Working in the school, Tracking time for .25 FTE, (Marcy, Principal, student nutrition) Re-referral process at semester, Surveys (student begin/end, teacher), New dept email address, Staffing (teachers/teen aide), New department email address, Staffing; Teachers, Teen aide, Consider making a 21 st CCLC staff email group for your site, Academic intervention, Enrichment, Coding, Clubs, Other activities, Lego tournaments, Family Engagement, Partners, Grant C changes, Nutrition reporting, New data collection tool, Activities, Feeder schools, Staffing, Family communication, Club possibilities
Program overall		
Evaluation Training	10/6/22	New Classroom Visitation logsheet column; staff-staff, staff-student SEL designations, Observation Tool changes; provide supporting data for changes using SAPQA Domains 1 & 2 abbreviations, incorporation of SAPQA items into Observation Tool revisions, alignment of revised Observation Tool with SAPQA
Individually presented trainings	8/24/22	Cultural responsiveness
	8/16/22	Trauma informed practices

	8/20/22 8/18/22 8/20/22 8/17/22 8/16/22 8/27/22 8/20/22, 8/20/22	CHAMPS Google Docs and Blackboard Q Managing Staff Student Nutrition Family Engagement STEM Entrepreneurship Cooking Partner presentations and scheduling; 8/17, 8/20
SAPQA trainings	9/2/22 9/15-16/22 9/21/22 9/22-23/22 10/17/22 10/21/22, 10/28/22 Sept/Oct 10/31/22 Sept./Oct. 10/31/22 11/16/22 12/1- 12/2/22 12/22/22 TBA March-May 5/15/23	Process introduction by Alaska Afterschool Network Training on SAPQA tool, YPQI process, preparation to lead self-assessment process Refresher for lead staff who have familiarity with YPQI process and have attended Basics class SAPQA Basics training, SAPQA assessment tool, leading the self-assessment process Organizational Quality Assessment Training Organizational Quality Assessment Interview Sign up for interview with Network staff Fall Site Self-assessments Deadline for assessment submissions Conference planning with data Planning with data virtual edition Submit program goals Youth Work methods trainings Spring assessments Spring scores Reporter due date
21 st CCLC staff meetings	9/02/22 10/06/22 11/04/22 12/19/22 1/13/23	3D printing, Family engagement, YPQA, Site schedule3s, FLL team registration, Remind vs Blackboard, Teams, Lights On!, Operating at LO), MV, and AK, Field trip Busing, Student Nutrition. Pre-teaching Math Trauma Informed, Observations, Reflective Gear, Drills, Trainings, AEA Timecards, Observation date sign up, Afterschool Conference Spark vs Data, Online tools permissions, WP closure, Snow Date Attendance, Reflective gear Conduct form for students, Conference recap, Explore presentation date, Reporting activity, Timecards for addenda, Holiday Dinner, Mid-year reporting, Jan PD plans Fact Fluency kits, conduct form for students, How extended school day will affect program, Summer, Compensation, EV3's, Field trips,

	2/03/23	Above and beyond funds, Extra \$ from After School Network, Online permissions Program at LO, Americorps, Busing, TIC's, Explore, DEED, Summer RFA, Marijuana Tax, Anchorage Museum, 4H possible partnerships
	3/10/23	BSH recap, SN reminders, Timesheets, Summer info, Grant updates, Water bottle initiative
	4/07/23	NAA recap, End of year reporting, Teacher Survey, Calendars, FLL Explore, ACE Health insurance update, Snack, Grants
Curriculum Training	9/9/22 10/13/22 10/7/22 10/14/22 1/9/23 1/10/23 1/9/23 1/11/23 1/12/23 1/9/23 1/10/23 1/11/23 1/12/23 1/9/23 1/10/23 1/11/23 1/12/23	FLL training Code.org Code.org Training Part A Code.org Training Part B Dance Party Conditionals in Cards. Minecraft WeDo EV3 Code your own poem Code your own story Pre teaching Math Pre teaching Math Pre teaching Math Pre teaching Math SAPQA Planning and Reflection SAPQA Planning and Reflection SAPQA SAPQA Ask, Listen, Encourage
Conferences	11/16/22 2/8-12/23 2/24/23 10/12/22 10/22/22	Planning with Data Conference Beyond School Hours Conference Environmental and Outdoor Education Conference Alaska Council of School Administrators ACSA Women in Educational Leadership Summit
Mandatory Trainings		First Aid/CPR Alice Food Handlers CHAMPS NCI SN Mandatory Reporting

4. Partnerships and Relationships

Program actively recruits partners who are motivated and equipped to participate

Evidence – Reviews of communication and classroom visitation logsheets, responses from 21st CCLC program staff, partner MOAs, evaluator observation notes, and questionnaire responses from partners were examined. A summary of evidence is presented in Table 23.

Table 23. Indicators that partners are equipped and motivated to participate

Evidence	In Place
Partners' presentations, fieldtrips, visits and activities are regularly and consistently scheduled by all sites.	X
Partners provided numerous opportunities for students to participate and become engaged using hands on materials, project-based activities and real-world applications.	X
Lessons are aligned with program and partner goals	X
All partners reported positive experiences with students, site staff and the program's manager	X
ABG's growing shelves displayed in site hallways involve other non-enrolled 21 st CCLC students making it a whole school/community project and create interest in the program	X
All partners provide STEM activities	X
The partnership with the BLM is a strong one with effective leadership. Instructors and site coordinators are organized, professional and helpful during the programs.	X
All partners specifically expressed a desire to continue with the program partnership	X
In the AGB program, students become the teachers showing their parents how to plant seeds, how to harvest and how to prepare recipes from the ingredients.	X
Coordinators at each site are key to making the programs successful by preparing students and providing safe indoor/outdoor spaces to conduct lessons.	X
21 st CCLC participation in the statewide Youth Program Quality Initiative contributes to statewide data that allows. AK Afterschool Network to understand program needs so it can support policy and resource development	X
Partnerships mentioned the importance of the continued relationships they have cultivated with students	X
All partners declared their goals and mission statements rigorously align with providing educational outreach and experiences to at-risk youth	X
Many regions in AK use the afterschool FLL program as an incentive for kids to come to school; 21 st CCLC links FLL to its increasing attendance goal	X

FIRST LEGO League experiences are designed to create team identities which are fun and creative which strengthens students' sense of connectedness to school	X
JEDC sees the value of building skills and traits through STEM (creative problem-solving, teamwork communication, perseverance in working through complex problems) into Alaska's kids and is working toward making a FIRST LEGO league team available to every student at every school in the state; 21 st CCLC is critical to our ability to get the benefits into the hands of students in Anchorage	X
Alaska Botanical Garden provides education and outreach staff that visited each site several times per year	X
Bureau of Land Management's Campbell Creek Science Center provides hands-on education and outreach at each of the sites	X
JEDC made efforts to reach younger students, reconfigured the Challenge and Explore teams which made for smaller teams that are easier to coach and created a hybrid Festival	X
New partner relationships formed, (e.g., Civil Air Patrol, Drug Enforcement Administration)	X
Individually, ASD's 21 st CCLC sites have developed other community and business partnerships that demonstrate support in various ways.	X

Partners understand program goals and culture

Evidence – Four major partners provided responses relevant to their experiences with the program. They were asked to respond to these questions:

- How do the goals of the 21st CCLC program help your organization attain its goals?
- During the 2022-23 school year, how would you describe your organization's experience with the program?

Responses to these questions are listed in part as evidence to the previous evaluation statement; Program actively recruits partners who are motivated and equipped to participate and to provide evidence for Partners understand program goals and culture in Tables 23 and 24. Additionally, this evaluator has included quotes from partners within Table 24 which represent the sincere, credible and sustained commitment each partner brings to the relationship.

Table 24. Positive influences from partner visits

Evidence	In Place
"Working with students in this program brings joy to the work we are doing at CCSC."	X
"Scores in several areas increased in Spring compared to Fall data. Anecdotally, coordinators saw improvements in goal areas after the Network hosted trainings and provided resources." (Alaska Afterschool Network	X

“Our partnership with the 21 st CCLC program has been a very positive experience for many years. We started with just 4 schools and we are currently serving 10 schools.” (ABG)	X
“This is one way BLM Alaska is able to increase services to Title I schools that serve traditionally under-represented populations on public lands and education programs at CCSC”.	X
Studies have shown that children who grow their own food are more inclined to taste and eat new things. We have found this to be true as we witness students of all ages asking for seconds...	X
Program involved the majority of sites that were trained in administering the SAPQA, administered Fall and Spring assessments, received results, saw improvement and received suggestions for addressing areas needing improvement	X
Great to have students learn from community partners and ask questions of experts	X
Broader base of STEM instruction	X
ABG incorporated SEL into their garden lessons.	X
Afterschool program provides additional opportunities for hands-on learning	X
STEM instruction supplements regular day curriculum greatly	X
Partner visit from AJT generated students’ excitement about music and encouraged looking at a Music Club for next year	X
Students gain knowledge about environment and resources around them	X
Activities encourage students to try new things like salads and smoothies	X
Rotary Readers* has made a huge positive impact on Muldoon’s literacy program i.e. the confidence and reading abilities of students in the program	X

*The Rotary Readers program is only implemented at one site

School district officials consider the program goals a high priority

Evidence – School administrators were contacted and asked how 21st CCLC program goals helped the district further its goals and their particular experiences with the program at their sites. One site principal and two district administrators responded contributing to the evidential data in Tables 25 and 26.

Table 25. School district administration prioritizes program’s goals

Evidence	In Place
Students who attend the after school 21 st CCLC program are more likely to feel a part of a community and parents are more likely to report that the school supports their family’s needs	X
21 st CCLC program adds another carrot to encourage students to attend school everyday	X
The rich STEM focus correlates and aligns with the district’s goal of K-8 math and reading proficiency goals	X
Deep connections to individual schools and staff support students’ sense of safety and connectedness which are precursors to risk taking in an academic environment	X

Math curriculum has component that lends itself to pre-teaching and re-teaching which dovetails with 21 st CCLC efforts to provide these strategies	X
District's goal of increasing the percentage of students who feel safe at, and connected to, school is increased by providing students with safe, nurturing after school alternatives	X
Afterschool programming promotes student discourse and provides support for individual student academic needs and project -based collaborative learning opportunities	X
IReady computer-based component provides remediation and/or enrichment that is often underutilized during the school day, afterschool program is able to use this during math/pre-teaching	X
The program is free for families	X
Provides more opportunities for students to connect positively with staff and peers, connect positively with different adults, deepen positive connections to increase the circle of school supports; all which make students feel safe and love attending school	X
21 st CCLC grant goals support and further ASD's goals and guardrails by adding opportunity and support for targeted students who attend the 21 st CCLC program. This support aligns with ASD Goals of <i>the percentage of third grade students proficient in reading on the state summative test will increase from 40% to 80% by May 2026. And <u>the percentage of students in grades 3-9 proficient in mathematics on the state summative assessment will increase from 40% to 55% by May 2026.</u></i>	X
The 21 st CCLC program prioritizes engaging and academically entertaining students and extending the day's learning. This causes students to experience a deeper connection to school and their place in it	X
Exposure to highly engaging STEAM opportunities and Club days provided by program, results in greater student enjoyment which results in increased attendance	X
Program provides opportunities to do activities and learn skills that are not included with the regular school day, i.e., robotics, Ozobots, gardening	X
Lower numbers of students in the afterschool program facilitate greater connections between students and other students and their teachers and a greater sense of classroom identity leading to more positive attitudes and greater self-esteem (SEL skillbuilding)	X
21 st Century programming will be critical to our school's recovery (from the pandemic) especially in the area of math and literacy	X
Students are able to connect with additional adults to connect with and trust	X
Students who are provided with safe, supportive afterschool programs are more likely to be engaged and engagement in school promotes attendance	X

Table 26. Administrators' 2022-23 experiences with site programs

Evidence	In Place
21stCCLC provides a safe and enriching experience for students	X

Students have opportunities for STEM enrichment and pre-teaching of math not afforded during the regular school day	X
Staff enjoys opportunity to work with different students and engage in a different manner	X
Impressed by what is offered to students and the efforts, commitments, programs and supervising staff	X
As a site principal, I understand the challenges that can be present in trying to administer a program of this nature	X
Helps children with their math and reading achievement in a variety of ways; STEM education guides students to use data to create and test hypotheses, organize data, find patterns, explain their thinking	X
The ASD 21 st CCLC program is supportive of the particular needs of ELL students and we frequently collaborate on projects and planning districtwide to better support our shared students. WE appreciate the collaboration and ongoing support for our students and families	X

District administrators provided thoughtful, considered and comprehensive answers. Responses reflected an intimate familiarity with the 21st CCLC program's goals, objectives, interventions and desired outcomes.

Program encourages family engagement

Evidence – Responses from coordinators, communication documents, communication logsheet data and other data sources revealed numerous opportunities created for parent/caregiver engagement.

Table 27. Strategies to encourage family engagement

Evidence	In Place
PD session on family engagement during August in-service	X
21 st CCLC website	X
Open door policy with regards to parents visiting	X
Encourage parents to attend open house to talk about 21 st CCLC and encourage enrollment	X
A minimum of 3 Family Event nights for students and their families per site per year; agendas are engaging, interesting and include sharing information about program/school, incorporate games, storytelling, STEM activities, hands-on, promote literacy and SEL, community speakers, etc. to increase connectedness between home and school	X
Invitations to attend presentations, concerts, performances	X
Hold program Open House	X
Consistent communication extended to assist in problem solving, encourage enrollment, attendance and maintain home school-bond	X
Collaborated with community organizations to host family events	X
Provide food at Family Event nights	X

Provide input via parent surveys regarding summer program	X
Organizing a community garden	X
Frequent and consistent invitations to parents to communicate their child's needs and interests	X
Presentation to coordinators with suggestions for parent involvement	X
Providing coordinators with a script for an initial check in conversation with parents	X

All sites are recommended to host a minimum of three Family Event Nights per year. These events strengthen family engagement and connectedness to the school, disseminate information about the program and offer volunteers, partners, community and school district personnel opportunities to participate and show support. These event nights are themed to ensure ties to the curriculum and goal initiatives.

5. Center Operations

Program activities have a clear structure and purpose

Evidence – A review of the activities observed during November-December site visits was performed. Each classroom visit/lesson was cross-referenced with the Observation Tool's 6 categorical indicators and corresponding criteria under each and aligned with the SAPQA. Items. Table 28 displays the tallies of criteria that were in place, partially in place, not in place and not applicable for each indicator.

Indicators: A - Snack/Physical Activity

B - Enrichment: Activity Content and Structure

C - Youth Participation: Student Engagement

D - Youth-Directed Relationship Building: Student-Student

E - Staff-Directed Relationship Building: Staff-Student

F - Staff Strategies for Skillbuilding/Mastery

Table 28. Spring cross-references between indicator criteria and lessons

6		A				B				C				D				E				F			
Site	Lesson	IP	P	N	N a	IP	P	N	N a	IP	P	N	N a	IP	P	N	N a	IP	P	N	N a	IP	P	N	N a
PT*	0																								
WP*	0																								
MD	7	4				36				24				12				18				30			
ANCCS	0																								
FV	8	4				34	3		3	27			1	14				21				34	1		
RJ	8	3	1			27	2	3	4	21	3			11			1	15	3			25	2	3	
MV	6	1	2	1		16	5	5	4	12	6	1	1	7	2	1		10	4	1		12	2	4	7
WT	6	4				26			4	19	1			9			1	15				23			2
WC*	0																								
LO	8	2	2			35	5		1	25	2			13			1	19	2			31	4		

Totals	43	18	5	1	0	154	15	9	1	5	128	11	1	2	62	4	1	3	98	9	1	0	156	9	7	7
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IP- in place, P - partially in place, N - not in place, Na - not applicable

*Due to Inclement weather, no observations were possible

Incorporating SEL skillbuilding into instructions and infusing staff-student and student-student interactions are major emphases embedded in Grants Fred and Ginger. Table 29 summarizes SEL skills/behaviors recorded by site coordinators on their Classroom Visitation logsheets for Fall, 2022 (Table 20) and Spring, 2023 (Table 21).

Table 29. Number and types of recorded SEL traits in lessons

SEL trait	# of times recorded	SEL trait	# of times recorded
Taking turns	23	Friendly/inclusive	3
Cooperation	16	Praising/complimenting	11
Teamwork/collaboration/participating	25	Positive attitude	1
Kindness/thoughtful/considerate	14	Collaborative	17
Sportsmanship	17	Being safe	1
Sharing	9	Prioritizing	2
Encouragement/cheering	34	Appreciative	1
Negotiation	1	Friendly	4
Personal growth	2	Gratitude/thankful	4
Supportive	3	Risk taking/learning to fail	5
Honesty	1	Patience	14
Generous	1	Problem solving	2
Empathy /caring	7	Apologetic	1
Responsibility	2	Standing up for self/others	1
Fairness	1	Self/peer empowerment	2
Politeness	4	Inclusive	5
Helpful	19	Personal achievement	1
Golden Rule	3	Prioritizing	2
Respecting self/others' personal space, boundaries	13	Perseverance/effort/trying hard	9
Leadership/role model	18	Active listener	7
Volunteering	1	Self-management/feelings check	8
Self-expression	1	Meditation/Mindfulness	1
Making good choices/decisions	13	Self-analysis/	15
Time management	1	Asks for help	1
Positive communication	1	Focus on task	1

Healthy body/healthy mind	1	Realizes expectations	1
Respects/understands differences (perspectives) in others/diversity	4		

Coordinators were also asked to record SEL interactions that occurred between students or between staff and students. This data is displayed in Table 30, Number and types of SEL interactions

Table 30. Number and types of recorded SEL interactions

	Student-Student interactions	Staff-Student interactions
Fall	64	60
Spring	76	65

Table 31. Positive impacts of SAPQA initiative participation

Evidence	In place
To focus on skills needing improvement, SAPQA assessment results were discussed with program staff and the team provided supplemental materials to remediate	X
Fostered a more deliberate focus on areas for growth	X
The afterschool conference offered an opportunity for the coordinators and teaching staff to discuss and collaborate about their specific programs and furnished time to do so	X
Staff not only learned about deficits, but also areas where expectation were exceeded	X
Reminded staff to practice SEL skillbuilding consistently and frequently	X
After going through the assessment review process, coordinator noticed improved behavior and better focus	X
Teachers have made an effort to consciously incorporate opportunities for reflection	X
Online strategies were easy for teachers to access	X
Adding strategies for encouraging student reflection, student planning, brainstorming, and check-in have helped students feel heard and connected to their work, their teachers and each other.	X
One coordinator was helped to understand the way certain aspects should be graded, e.g., asking open-ended questions	X
Club days are fertile ground for incorporating strategies, e.g, student planning and open-ended questioning, student choice and time to plan the steps in an activity	X
Working toward having more time for purposefully and regularly planning for reflection	X

Program pursues an active attendance strategy

Evidence – Reducing chronic absenteeism and increasing attendance is one of the major three goals of the grants. Observations made by the evaluator and examinations of the Communication logsheets, staff training , etc. provide support for adherence to attendance protocol by each site. There are overlaps to encourage student attendance that can be cross referenced in Table 5, Recruitment strategies summary and Table 6, Retention strategies summary. Support can also be seen in Table 33, Physical environment is safe and conducive to learning.

Table 32. Attendance protocol

Evidence	In Place
Offering attendance incentives	X
Offering interest-based Clubs	X
Strong, sustained relationship with partner organizations have engendered positive student relationships and increased school connectedness, regular attendance and enjoyment in learning	X
Training in Second Order Change, continued focus on SEL and maintaining supportive adults are proactive attendance strategies	X
Clear attendance policy, expectations and contract which parents must sign	X
Infusion of SEL in student-student and student-staff relationships strengthened school connectedness	X
Strengthening afterschool-school day continuity for 21 st CCLC students results in increasing school attendance	X
Increasing quality of instruction by employing a certified teaching staff increases the quality of instruction and SEL increased student attendance	X
Offering enriched, hands-on, real world-based, authentic STEM/STEAM activities in concert with physical education and participation in interest-based clubs increased student engagement with school curriculum	X
Attempts to offer well planned, curriculum-based family friendly events increased parent school bonding and contributed to better school attendance	X
.25 FTE provided opportunity to bridge gap between school day and afterschool program to support student success	X
Frequent, prolific and sustained parent communication relevant to school attendance and participation is recorded on the Communication logsheets	X
Partnering with Alaska Afterschool Network to focus on SEL skillbuilding using the SAPQA to target skills needing attention.	X

Physical environment is safe and conducive to learning

Evidence –Evidence to show adherence to safety protocols can be seen in Table 33

Table 33. Physical environment is safe and conducive to learning

Evidence	In Place
All staff are required to attend Mandatory trainings that address food handling, CPR/First Aid, Mandatory Reporting, Alice, NCI	X
Programs take place in ASD school buildings which adhere to district-wide SOP safety protocols	X
Drills are practiced (e.g., fire, evacuation, Stay-Put) to meet district safety requirements	X
PE staff has a safe space to perform activities and skill drills	X
Repeated, consistent, frequent contacts with parents/caregivers to enroll students, check on attendance	X
21 st CCLC staff members are equipped with radios with which immediate contact and response are possible	X
Site coordinators are aware and vigilant relevant to student surroundings and take quick action when discrepant elements are noted	X

6. Program Self-Assessment

Local evaluations are rigorous and performed consistently

Evidence – An independent evaluator was contracted as part of the program evaluation plan to perform the 2022-23 evaluation. This is the evaluator's eighth year of evaluating the 21st CCLC program.

Data gathered from Fall observations was analyzed to provide information supporting alignment between program activities and instruction with stated grant goals and initiatives. Information was also collected and analyzed from Fall and Spring site coordinator communication and classroom visitation logsheets, as well as anecdotal responses collected from site coordinators' responses to questionnaires and interviews with the Program Manager.

In order to provide focus for site visits and continuity of data gathered, an Observation Tool was used based on the 22 *Key Quality Indicators* established by the Alaska Department of Education and Early Development. This tool was informally cross-referenced to, and aligned with, the Weikart SAPQA assessment (Appendix E). The categories examined were:

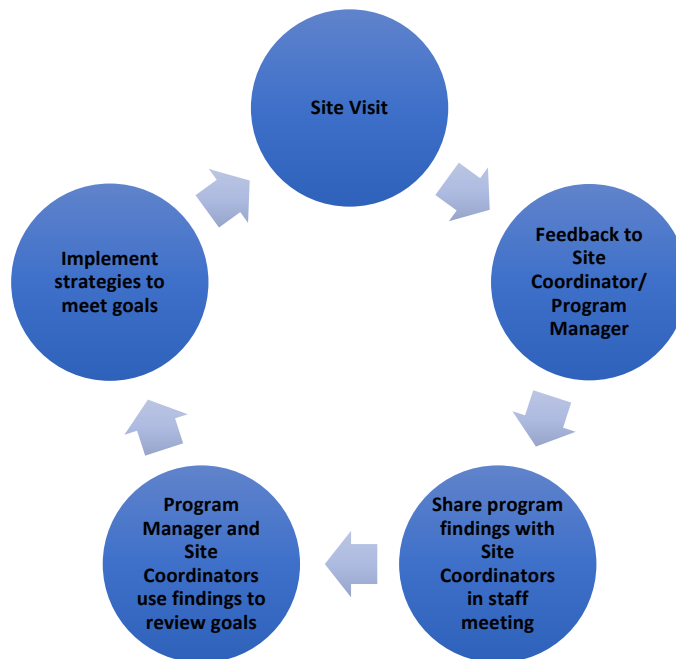
- Snack/Physical Education
- Enrichment: Activity content and structure
- Youth Participation: Student engagement
- Youth-directed relationship building: Student-student
- Staff-directed relationship building: Staff-student
- Staff strategies for skillbuilding/mastery

Under each category were listed 2-6 criteria. During each observation period, the evaluator looked for “behaviors” that constituted evidence each criterion was in place, partially in place, not in place or non-applicable/observable. The analysis of this information in Table 28 enables viewers to “see” which items under each of the 6 categories was in place, partially in place or not in place. There were instances where the evaluator did not witness a certain criterion because of observation timing and/or length of the observation. These were noted as non-applicable.

Program staff uses assessment results for continuous improvement

Evidence – Following the evaluation plan, the cycle illustrated below will be used as the foundation for overall program, as well as individual site improvement.

2022-23 Improvement plan model



- Site coordinators received professional development in August, 2022 reviewing the components of the evaluation cycle; the Alaska Key Quality Indicators; Observation Tool; 2021-22 evaluation report data tables, SAPQA alignment, highlights and recommendations; 2022-23 initiatives
- Questionnaire responses were solicited from site coordinators in Spring, 2023. The purpose of collecting this feedback was to gather essential information that was unavailable during the evaluator’s observation period.
- Each site coordinator received an analysis of Fall and Spring Communication Recipients and Topics, and Classroom Visitation logsheet data pertinent to their respective sites.

- After Fall, 2022 observations, each site coordinator received a detailed narrative of observed activities and lessons, recommendations for areas needing improvement, strengths and suggestions to help improve site program components. The Program Manager reviewed each of these documents personally with each site coordinator.
- 2022-23 21st CCLC goals selected from the 21-22 final evaluation report recommendations were:

1. Reexamine and tighten the Teacher Choice Menu with accountable emphasis on Literacy, Art , SEL and incorporate it formally into the 2021-22 program

2022-23 Progress: An annual review of the Teacher Choice Menu was performed. Changes and amendments were made via input from each site's staff

2. Expand correlation of the Weikart SEL/PQA alignment and the district's evaluation tool

2022-23 Progress: The local evaluator comprehensively aligned criterion on the Observation Tool with items on the SA/PQA. This alignment demonstrated a high correlation between the two assessment tools. This affirmed to coordinators and readers of the report that use of the SA/PQA items was not separate and distinct from measurements taken using the Observation Tool. This alignment can be seen in Appendix E of the Appendices section of this evaluation report.

*3. Continue work with AYDC Youth Program Quality Initiative or Alaska Afterschool Network to provide formal training to site coordinators and a phased-in schedule of more formal training in the use of the Weikart SEL/PQA **

2022-23 Progress: In 2022-23, intensive work was done in coordination with Alaska Afterschool Network at six 21st Century sites* to provide training to coordinators in administering the Weikart SA/PQA (formerly the SEL/PQA). Individual testing was done at each site to obtain a baseline score during the fall. A representative from that organization evaluated all schools who preferred an outside evaluator. One school did a self-assessment. Further training in how to choose individual site program goals and strategies to improve scores was done during the November *Planning with Data* conference. Further evidence of robust SA/PQA professional development is provided under SA/PQA Training on Page 30 and Curriculum Training on Page 31

*Program leadership via Teacher(s) in Charge was delivered at ANNCS, Wonder Park, Mountain View and Lake Otis in 2022-23. Teachers in charge are responsible for 21st CCLC classroom instruction and leadership at each of these sites, prohibiting the extra responsibilities of this initiative to be properly delivered and managed

4. Additional 2021-21 recommendations that were maintained and strengthened during the 2022-23 school year were:

a. Maintaining google docs as a receptacle for collecting data from site coordinators as an accountability measure

2022-23 Progress: An examination of data collected and posted by individual site coordinators to google drive provides ample evidence that SEL, STEM and Club activities are observed regularly and recorded. Staff-staff and staff-student interactions are also recorded during observed SEL activities

b. Maintenance of Program Manager visibility and biannual evaluation conferences

2022-23 Progress: Bi-annually, the evaluator sent copies of all summarized Communication Topic and Recipient and Classroom Visitation logsheet data for spring and fall semesters to site coordinators and Program Manager. Narratives summarizing classroom observations composed by the evaluator and tailored to each site were sent to each coordinator and Program Manager. This information was provided to facilitate biannual meetings with each site coordinator and Program Manager to review site results with the intention to communicate /implement changes recommended for second semester.

This improvement plan cycle will continue to provide useful information for future program revisions, goalsetting, budgeting, supporting materials, professional development and staffing. Program planning for the 2023-24 school year includes using the report in these particular ways:

- Program goals for 2023-24 will emerge from the 2022-23 final evaluation report's recommendations
- Teacher/student survey results shared with coordinators
- Statistics shared with partners as needed for their reports
- Information on status of alignment between key partners' goals and initiatives with those of the 21st CCLC program gathered from partners
- Program Manager and evaluator will design staff development for site coordinators/staff to address recommendations that were delivered in the 2022-23 final evaluation report
- Budget funds set aside to address areas of concern and needed materials
- Community partners recruited to meet program needs whenever possible
- Re-envisioning/readjusting of robotics, math/math pre-teaching and other trainings schedule available for staff
- Changes in delivery method for PD for program staff; PD was offered multiple times which ensured program staff's access and attendance
- August professional development session will focus on appropriate support needed in 2023-24
- Program Manager's consistent visibility in classrooms, maintenance of sharing evaluator's individual narratives with coordinators and evaluation of site coordinators, increase credibility of accountability and consistent monitoring of program

- Community partners continue to maintain a strong presence in addressing program goals which results in maintaining student interest and strengthened partner relationships
- ASD administration is also surveyed to ensure close alignment between district and 21st CCLC program goals

Program outcomes findings

Major goals of the grants covered in this report fall into three categories; academic, school connectedness and attendance.

A review of Table 4. This table contains a summary of goal attainment of student outcomes for academic, attendance and social and emotional competencies. Performance Indicators for some grant goals were not met due in part to the following factors:

1) Many of the grants' goal performance indicators were based on a year-to-year comparison of the same assessment. Year to year assessment tools were changed frequently making comparisons impossible.

2) In addition, national research conducted about learning deficits incurred by students due to the pandemic must also be reviewed, compiled and taken into account.

3) Severe winter weather impacted school closures effecting the designated days of attendance written into grant goals.

Student survey data, however, reflects student increases in levels of engagement, confidence in STEAM activities and a positive response to questions regarding school connectedness and attendance.

Instructional observation data collected by the program evaluator, data collected from logsheets and information provided by site coordinators and Program Manager provide further evidence of commitment to support major grant goals; for example, efforts to enhance parent engagement, sustained focus on SEL in staff-student and student-student interactions, quality, number of SEL lessons observed and participation in the SAPQA initiative. Data analyses of fall and spring Communication Recipients and Topics logsheets, and Classroom Visitation logsheets recorded by individual site coordinators provided robust proof of implementation of program initiatives, curriculum integrity and alignment with program goals. Narratives provided by site coordinators in response to specific questions related to program goals initiatives provided supplemental supportive information correlated to required evaluation report format components

As was stated earlier in the report, items in the SAPQA assessment were compared to each criterion on the Observation Tool used by the evaluator (Appendix B). This alignment (Appendix E) shows a high correlation between the ASD Observation Tool and the correlated SAPQA's items. During the formal evaluation periods, there is evidence provided in Tables 9, 29 and 30. Classroom Visitation logsheet data substantiates that SEL skillbuilding was in place at each of the observed sites. Data collected during lessons observed in the late Fall (Table 28) and analyses of both Fall and Spring Classroom Visitation logsheets (Tables 20 and 21) including detailed SEL notes, demonstrate that the majority of the criteria listed under each of the six indicators on the Observation Tool was firmly in place.

SECTION V. CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Strengths

- Program staff used bulletin boards to communicate program mission and goals, activities, information to community/parents/caregivers, many who benefit from visual communication because of language barriers
- Correlation of the Weikart SAPQA and the observational tool was accomplished and utilized in the formal observation process
- Documentation by site coordinators (Tables 20 and 21) and observations by the evaluator (Tables 9,10,11. 28 and 29), indicate activities are experiential, strongly linked to the broader curriculum and community and aligned with 21st Century learning goals (STEM/STEAM, developmentally appropriate Robotics curricula, Math/Math Pre-teaching, SEL, etc.)
- The initiative to employ certificated teachers in math and literacy initiatives enhanced instructional integrity and continuity
- Data was used to create a table to differentiate and reflect the SEL student-student and student-staff interactions recorded during Classroom Visitations which dives more deeply into SEL skillbuilding
- An Arts partnership with Alaska Junior Theater was created
- Site coordinators continue to improve their caliber of data collection as presented in the Classroom Visitation logsheets (Tables 20 and 21)
- SEL data collection has been incrementally refined each year by scaffolding and elevating recording requirements on the Classroom Visitation logsheets and professional development
- Alignment between Grant FY 19 (Fred) and Grant FY 20 (Ginger) goals and performance indicators continues to engender alignment of, and accountability for program activities, instruction and the observation tool
- Information gleaned from site coordinator questionnaire responses and interviews with the Program Manager, and site observation data, indicate the majority of 22 Key Quality Indicators were consistently present in the 21st CCLC program during the 2022-23 school year
- Literacy focus was maintained via options in the Teacher Choice menu (Appendix A), vocabulary building, Rotary Readers program, etc.
- Relevant staff training was robust
- Student safety is prioritized
- Program self-assessment has remained rigorous, consistent and used for continuous improvement leading to action planning devoted to grant goals; several recommendations made last year in the evaluation report were realized in 2022-23
 - 1) Enhanced Teacher Choice Menu with accountable emphasis on explicit Literacy components (vocabulary, spelling, writing), Art, SEL, etc.

- 2) Correlation was completed between the district's Observation Tool and the Weikart SAPQA, enhancing its use during the formal observation period
 - 3) Work was resumed with the Alaska Afterschool Network and training was provided to coordinators in use of the Weikart SAPQA in assessing sites' SEL skillbuilding status and addressing needs where present
- Implementation of the Teachers Choice menu is popular and positive with staff in terms of topic exploration, opportunities to incorporate Literacy, SEL, Art, student choice, ability to address specific needs of students and teacher creativity
 - The incorporation of homework assistance as a Teacher Choice option has worked to deemphasize homework as a major focus of the 21st CCLC program
 - AYDC partner relationship was utilized to train staff in Second Order Change initiative

Weaknesses

- Due to nationwide and district staffing shortages, several site coordinator positions remained unfilled necessitating Teachers in Charge take responsibility for daily program implementation. The program manager, administrative assistant and coordinators often supported sites by taking on auxiliary duties. In so far as the Teachers in Charge are concerned, responsibilities of basic program monitoring coupled with program instructional duties meant an inability to collect site data that has proven valuable in assessing program progress and accountability
- Lingering effects of the Covid-19 pandemic have continued to negatively affect instructional staff during the 2022-23 school year, especially in the areas of teacher recruitment, maintaining continuous staffing including coordinators, and adequate substitute availability
- Research indicates sizeable learning deficits incurred by Tier 2 and Tier 3 students due to the pandemic. This factor imposes a greater responsibility on the 21st CCLC program, as those are the students who make up the majority of enrollment
- Intermittent program closures and teachers exiting the program during the year affected instructional continuity
- Inclement weather severely impacted travel conditions forcing several school closures during the Fall observation period. This resulted in the evaluator being unable to collect data from four sites
- Low enrollments continued to plague some sites
- Because of district transportation problems, bus services for field trips and transportation to/from certain sites was restricted
- Numerous changes made in assessments upon which original grant goals were based, skew goal achievement negatively, necessitating a

formalized way incorporated into the evaluation document to recognize progress made by program students.

- Because of district closures, the school day was extended by 30 minutes during January through March. This caused the 21st CCLC program sessions to be shortened from 2 hours to 1.5 hours.

Recommendations

- Examine ways to increase program enrollment of students and staff based on reduced overall district employment
- Continue to utilize the fall conference experience to enhance professional development in SAPQA (or alternative primary initiatives) as was done in 2022-23.
- Maintain the training symposium format held pre-school (or interim week during the year) to centralize professional development training
- Utilize the fall conference to dive deeper into major professional development initiatives (SEL)
- Look for locally implemented supplemental strategies/programs that monitor goal progress and generate data which can corroborate progress
- Maintain flexibility to reformulate/reconfigure training schedules to meet staff needs
- Continue to maintain, expand and fine tune hard data collection on google docs from site coordinators, as it supports improved data collection, program initiatives/implementation and accountability of program/grant goals
- Look for realistic and valid, reliable ways to measure student achievement for grant goal objectives that do not depend explicitly on state assessments
- Formally integrate Literacy skills into STEM/STEAM activities
- Maintain Program Manager visibility via regular classroom visitations and biannual evaluation conferences.
- Formally strengthen Arts infusion into the STEM curriculum
- Seek out additional opportunities and activities, lessons, and curricula that support these objectives
 1. Youth Leadership
 2. Career Education/College Readiness

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SECTION VI: APPENDICES

Categories (with examples)

1. (Visual/Music/Theater)
 - a. Art activities (painting, role play, dancing, beading, digital art, photography, origami, drawing)
 - b. Movement activities (yoga, sports, nature walk, music & dance, fitness challenges)
 - c. Offline coding (crochet, beading)
 - d. Music enrichment
 - e. Theater enrichment
2. Science/Social Studies Topics
 - a. Science enrichment (experiments, hands-on)
 - b. Social Studies enrichment (civics, history, geography, economics, current events)
 - c. Cultural studies
3. Literacy/ELA
 - a. Creative Writing enrichment
 - b. Digital/Technology literacy
 - c. Literacy enrichment (Read to Lead/Literacy/walk to read, cursive, typing/keyboarding, poetry)
4. SEL Activities
 - a. SEL activities (team building, emotional intelligence, mindfulness)
 - b. Social skills (free play, games, public speaking)
 - c. SEL/STEM-Hands on Activity - implement Skillastics, Mango
5. Life Skills
 - a. Community Service/Volunteering. Altruism
 - b. Current events (Weekly Reader, CNN for Kids, presenting news articles can practice reading, writing, public speaking, improve confidence, inspire conversations)
 - c. Physical/Outdoor/Nature/Experiential Learning (gardening, exploration, nature walks, natural history, virtual field trips)
 - d. Self-reliance activities
 - e. Kindness activities (letters to teacher, favors for family)
6. Tutoring
 - a. Tutoring or individualized remediation
 - b. Homework help

Observation Tool	School	Date
Class/Group/Teacher	Subject	Activity
# of students		
Snack	√ P N n/a	Notes/Evidence
Attendance/safety protocols in evidence		
Students interact positively with each other and staff		
CHAMPS procedures and expectations		
Nourishment		
Enrichment: Activity content and structure		
The activity is well organized, timely transitions, ample materials ready, appropriate time for all activities		
The activity requires problem solving and opportunities to explain thought processes		
Activity is hands on, project based, connected to real world		
Students are encouraged to try new skills (take risks)		
Teacher overtly and specifically acknowledges students' accomplishments		
Teacher asks open-ended questions		
Youth participation: Student engagement		
Youth are focused, engaged and participate		
Youth listen actively and attentively to peers and staff		
Students ask for and receive assistance		
Space is child-centered, interest-based areas, interest-based activities planned substantial periods of time, relevant and available materials, student selected product displays		
Youth-directed relationship building: Student-student		
Youth show respect for one another in personal space and language		
Youth share and are helpful		
Staff-directed relationship building: Staff-student		
Staff uses positive behavior management techniques		
There is independent, whole and small group management		
Staff respects all students, greets students, uses a warm tone of voice, and presents a friendly and positive manner		
Staff strategies for skill building/mastery		
Staff communicates goals, purposes and expectations for lessons and behavior		
Teacher models skills		
There are ways for students to demonstrate mastery/understanding		
Staff uses varied teaching strategies to address different learning styles		
Learning is scaffolded and connected to prior knowledge		

	School Admin	Program Admin	Coordinators	Program Site Staff	Other School Staff	ASD Serves	Parents/ Guardians	Students	Partners	Other
Recruitment/ Staffing										
Program Information										
Enrollment/ Referrals										
Behavior/ Progress										
Attendance/ Pickup										
Substitute Coverage										
Materials/ PD										
Clubs/ Enrichment										
Family Engagement										
Partner Activities										
Other School Support										
Totals:										

Date	Math	Coding/ Robotics	Teacher Choice	Grant Partner Activity	Clubs	ELA	Physical Activity	SEL Notes	Staff- student 1, Student- student	Notes

Alignment between SAPQA and Observation Tool	
Snack	
Attendance/safety protocols in evidence	HE-1,HE-2,HE-3,H3-4,EP-1,EP-2,EP-3,EP-4,EP-5,EP-6, AE-1,AE-2,AE-3,AE-4, AE-5
Students interact positively with each other and staff	ES-1,ES-2,WW-1,WW-2,WW-3
CHAMPS procedures and expectations	ES-1
Nourishment	N-1,N-2,N-3
Enrichment: Activity content and structure	
The activity is well organized, timely transitions, ample materials ready, appropriate time for all activities	SF-1,SF-2,SF-3
The activity requires problem solving and opportunities to explain thought processes	ActiveE-2,SAP-1,SAP-3.SAC-2,SAC-3, R-1,R-2,R-3
Activity is hands on, project based, connected to real world	ActiveE-1
Students are encouraged to try new skills (take risks)	SB-2
Teacher overtly and specifically acknowledges students' accomplishments	E-1
Teacher asks open-ended questions	E-2
Youth participation: Student engagement	
Youth are focused, engaged and participate	SAL-1,SAL-3
Youth listen actively and attentively to peers and staff	SF-1,SAL-1
Students ask for and receive assistance	SB-5, SAL-2,I/A-2,I/A-3,I//A-4
Space is child-centered, interest-based areas, interest-based activities planned substantial periods of time, relevant and available materials, student selected product displays	CCS-1,CCS-2,CCS-3,CCS-4.CCS—6,CSS-7,SF-5
Youth-directed relationship building: Student-student	
Youth show respect for one another in personal space and language	ES-1,ES-2,B-,2
Youth share and are helpful	SAL-2,SAL-4,R-1,R-2
Staff-directed relationship building: Staff-student	
Staff uses positive behavior management techniques	E-1,ES-1,Mf3,MF-4,B-1,SAL-1,SAL-2,SAL-3,I/A-2,I/A-3,I/A-4
There is independent, whole and small group management	ActiveE-2,SAL-1,B-4
Staff respects all students, greets students, uses a warm tone of voice, and presents a friendly and positive manner	WW-1,WW-2,WW-3,ES-1,ES-2,SAL-2,SAL-3,SAL-4,I/A1,I/A-2,I/A-3,i/4-4
Staff strategies for skill building/mastery	
Staff communicates goals, purposes and expectations for lessons and behavior	SF-4, SB-1
Teacher models skills	SB-3
There are ways for students to demonstrate mastery/understanding	ActiveE-2,R-1,R-2,R--3
Staff uses varied teaching strategies to address different learning styles	SAP-1,SAP-2,SAP-3,SAC-1,SAC-2
Learning is scaffolded and connected to prior knowledge	ActiveE-3,SB-4,SB-5

