

# **SERRC's 21<sup>st</sup> Century Community Learning Center (CCLC)**

## **NORTHWEST ARCTIC BOROUGH SCHOOL DISTRICT JUNE NELSON ELEMENTARY SCHOOL AFTERSCHOOL PROGRAM EVALUATION July 1, 2015 – June 30, 2016**

**Grant Oversight by:**  
**SOUTHEAST REGIONAL RESOURCE CENTER**  
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*Annual Evaluation Report Prepared by  
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## **Section 1. Background Information**

### **1a - Local Evaluator**

Julie Jessal Educational Services  
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Julie Jessal's 23 years of experience as teacher, principal, and Title I Supervisor for the Anchorage School District speaks to a comprehensive background in instruction, supervision and evaluation of educators and programs. As Title I Supervisor for the Anchorage School District, Julie oversaw Title I budgets and expenditures of \$12 million in Federal funding among 23 schools and programs. Julie collaborated with the Alaska Department of Education and Early Development and Anchorage School District administrators in the development and evaluation of school based programs and activities to meet Title I federal program regulations. Julie assisted in the development, supervision, and evaluation of district Title I schoolwide and targeted programs along with Title I preschools, Saturday and summer enrichment schools, summer library programs, and an intensive first grade reading intervention program.

Additional grant experience included the writing, development, and coordination of the Alaska Parent Information and Resource Center (AKPIRC) grant, a federally funded grant operating in Alaska from March 2006 through August 2011. Her experience with AKPIRC included key contributions to the development and writing of the AKPIRC grant application, staff training and oversight of program activities and requirements. As AKPIRC Coordinator, Julie was involved in the day-to-day grant activities, facilitated monthly meetings with AKPIRC partners, and organized and facilitated quarterly board meetings with the AKPIRC Advisory Committee. She oversaw the development of over 100 parent and educator resources for the AKPIRC website. Julie completed federal year-end reports and worked with the grant director and evaluator to ensure approved activities and recommendations were implemented in a timely and effective manner.

This was Julie's third year as grant evaluator of SERRC's 21<sup>st</sup> CCLC program at June Nelson Elementary in Kotzebue.

### **1b - Grant Cycle**

Year of the grant cycle being evaluated: July 1, 2015 – June 30, 2016

### **1c - Program Description**

(i) Site Location: Northwest Arctic Borough School District, June Nelson Elementary School, Kotzebue, Alaska. Grades K-2

There were 422 PK-5<sup>th</sup> grade students enrolled at June Nelson Elementary School during the 2015-2016 school year including 69 kindergarten students, 58 first grade students and 68 second graders. One hundred percent of the student population is low income based on the community eligibility provision. The target population for the 21<sup>st</sup> CCLC afterschool program included 20 students each from grades K-2, for a total of 60 students.

<b>Name of School</b>	<b>Title I/ESEA Designation</b>	<b>% Free/Reduced Lunch</b>	<b>Target # of Students</b>	<b>Grade Levels Served</b>
<i>June Nelson Elementary School</i>	<i>Title I, Schoolwide ASPI score-81.03 ASPI rating-3 star 2014-2015</i>	<i>100%</i>	<i>60</i>	<i>Kindergarten 1st Grade 2nd Grade</i>

(ii) SERRC’s 21<sup>st</sup> CCLC is an afterschool program designed to enhance literacy skills for students in grades K -2. The program emphasizes high quality, interactive instruction that is often based on experiences from the students’ local culture. Strengthening parent involvement and enhancing the connection between the school and the community are also goals of the 21<sup>st</sup> CCLC program. During a typical week in the JNES 21<sup>st</sup> CCLC students will participate in:

- 30 minutes of computer based literacy activities in Compass Learning.
- 45 minutes of hands-on literacy activities: 15 minutes in journaling and 30 minutes in reading.
- 90 minutes of physical activities both structured and cooperative play.
- 30 minutes of lessons focused on social emotional learning.
- Homework help, snack, and community building activities.

During FY16, the 21<sup>st</sup> CCLC program classes were scheduled three afternoons weekly, Tuesday through Thursday, from 3:30-5:00 pm, and included 11 Fun Fridays and Super Saturdays. Parents and community members were invited to participate in ten of these activities throughout the year including the parent orientation, and end-of-year celebration that included the Parent Café. A total of 94 program days were held during FY16.

A special opportunity this year was a partnership between 21<sup>st</sup> CCLC and the Kotzebue Boys and Girls Club to offer a parenting class in the fall. SERRC also reached out to partner with a number of organizations in Kotzebue this year to strengthen the program and to broaden activities for children. These included partnerships with NANA Nordic, the Alaska Zoo, Museum of the North, National Parks Service and the Heritage Center.

Five local service providers (LSPs) staffed the program, with an additional five teachers who were trained in the program and were available to serve as substitute teachers when needed. All LSPs are certificated elementary teachers at JNES except one, who was a certificated teacher at the middle school. Substitutes are both certified and classified JNES staff members.

A 21<sup>st</sup> CCLC program partner, NANA, provided students with a variety of afterschool snacks that meet the USDA National School Guidelines. In developing a menu of student snacks, SERRC's 21<sup>st</sup> CCLC staff worked with NANA to focus on nutritional content, serving sizes, availability and convenience. In FY16 the decision was made to eliminate fruit juices from the snack menu and replace it with water. Other changes were made to provide more nutritional snacks. The NWABSD partnered with SERRC to provide facility and administrative oversight of the program.

(iii) An enrollment of 60 students was maintained throughout the year. Altogether 66 students attended 30 or more days with an average attendance rate of 82%. Of those, 39 students attended 60 or more days with an average attendance rate of 84%. Two students attended 90 or more days.

### **1d – Program Rationale; Theory of Change and Logic Model** (*Appendix 1*)

(i) Four goals created the framework for SERRC's 21<sup>st</sup> CCLC afterschool program and are the basis for a theory of change rationale that included research based interventions effective in enhancing student learning outcomes. The logic model created a structure for implementation and evaluation of these interventions in a three day per week afterschool program for students in K-2. Additional Friday and Saturday sessions were provided throughout the year to address the grant's goal of 106 sessions within a program year.

### **Goals, Objectives, and Performance Measures** (*Appendix 2*)

(ii) SERRC's 21<sup>st</sup> CCLC Goals, Objectives, and Performance Measures table identifies the goals outlined in the Logic Model and indicates the objectives and performance measures for each.

## **Section 2 – Evaluation Method**

### **2 a – Evaluation Questions**

The evaluation was based on four key questions related to program design, level of implementation, and impact on student learning that created a framework for assessing strengths and weaknesses of the program and making recommendations for change.

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

### **2 b – Types and Sources of Evaluation Data**

The following five types of evaluation data were used to assess the quality and implementation of the program.

1. Performance data: The MAP RIT assessment was administered three times in FY16 to JNES students in kindergarten through 2<sup>nd</sup> grade. Assessment scores were made available to 21<sup>st</sup> CCLC administrators and the evaluator to record student academic progress.
2. Survey data: Parents, K-2 classroom teachers, LSPs, and students completed surveys that provided information about general satisfaction with the program and changes in student behaviors, parent and community involvement and teacher outreach.
3. Observation data: Observations of overall program implementation included literacy instruction, physical fitness activities, and student management procedures and were conducted in November 2015 and May 2016, using the Alaska 21<sup>st</sup> CCLC Statewide Assessment Tool and the Alaska 21<sup>st</sup> CCLC Observation Tool (revised 11/13/11). An outline of the protocol and key practices highlighted in the Assessment and Observation Tools was distributed to LSPs prior to May observations.
4. Interview data: Teachers, administrators, parents, and the SERRC educational specialist were interviewed to better understand program implementation, impact, strengths, and challenges. In April the LSPs interviewed students to get their feedback on satisfaction with the program.
5. Program records: Attendance records, family newsletters, Family Event attendance rosters, program activities, academic achievement records, professional development, and ongoing support were maintained to document program services and assess progress in meeting the performance measures aligned with each program objective.

### **Section 3 – Evaluation Findings**

#### **I. Summary of Alaska 21<sup>st</sup> CCLC Statewide Assessment Tool** (*Appendix 3*)

Notes and scoring of key quality indicators found in the Alaska 21<sup>st</sup> CCLC Statewide Assessment Tool were based on review of the project logic model, the program goals, objectives, performance measures, observations, and interviews with the SERRC educational specialist, LSPs, parents, and JNES administrators during two site visits. Below are key findings related to the six key quality indicators (7 = Excellent, 5 = Satisfactory, 3 = Progress)

- Program Design: The design of the JNES 21<sup>st</sup> CCLC program received a score of 6.3 in the areas of instruction, curriculum, physical activities, professional development, parent and community outreach, management, and evaluation. The program was well designed to develop pre-literacy and literacy skills, enhance the students' social/emotional growth, deepen parent involvement, and create support for the program and connections between the school and the community.
- Program Management: Observations and review of program policies resulted in a score of 6.9 on the key quality indicators related to program management. SERRC's 21<sup>st</sup> CCLC program provided the support to effectively address the four program goals and related objectives. Communication at all levels of the program was effective and ongoing.

- Staffing and Professional Development: Staffing and professional development for LSPs consistently rated 6.2 overall. Quality staff were recruited and retained for the program, and a commitment by LSPs to incorporate the four grant goals was clearly evident. The education specialist in Anchorage provided program support to the on-site lead and the LSPs in the areas of organization, record keeping and problem solving. The education specialist and the on-site lead provided professional development.
- Partnerships and Relationships: Overall rating of partnerships and relationships was 6.6. Partnerships were in place with the NWABSD and NANA. School district officials supported the program by afterschool supervision, scheduling needs and general program support. NANA has been a responsible partner and worked closely with staff to provide healthy daily snacks for the students. Relationships with many community organizations and businesses have been forged through fieldtrips and events that provided opportunities for student learning and program outreach. Parent surveys reflected that parents felt included in the program and are pleased with their children’s progress.
- Center Operations and Programming: The 21<sup>st</sup> CCLC program closely followed the language and intent of the grant, providing classes within an established and well-organized schedule. The rating in this category was 6.6.
- Measurements and Evaluation: The evaluation was carefully reviewed by the program director, education specialist, and staff then shared with stakeholders. The program uses the evaluation results for continuous improvement. The rating in this category was 6.2.

## II. Performance Measures and Findings

The performance measures (PM) and findings table below lists the PM for each objective, the type of evaluation data used, and the findings for each PM.

Performance Measures	Data Source	Findings
<b>Measures of Effort – Goal 1</b>		
1 a) The SERRC 21 <sup>st</sup> CCLC will maintain an enrollment of 60 students.	Program records	An enrollment of 60 students was maintained throughout the FY16 program year.  PM 1 a) Met
1 b) An attendance rate of 85% will be maintained for regular attendees (those students attending 30 or more program days).	Program records	66 students were enrolled in the program 30 or more sessions and demonstrated an attendance rate of 82%.  PM 1 b) Progressing

<p>1 c) The SERRC's 21<sup>st</sup> CCLC program, when observed and scored using the researched program rubrics, will meet or exceed at least 80% of the key quality indicators.</p>	<p>Observation, interviews, program records, survey</p>	<p>100% of key quality indicators as outlined in the Alaska 21<sup>st</sup> CCLC Statewide Assessment Tool were met. (<i>Appendix 3</i>)</p> <p>PM 1 c) Met</p>
<p>1 d) 100% of SERRC's 21<sup>st</sup> CCLC LSPs will participate in 2 full days, or 15 hours, of on-site SERRC 21<sup>st</sup> CCLC sponsored professional development annually. An average of 9 additional hours of professional support will be provided annually through program coordinator site visits, participation at the National 21<sup>st</sup> CCLC Conference, on-site lead teacher support, provision of professional development articles, and support for program development by grant evaluator.</p>	<p>Program records</p>	<p>Program records indicated that all teachers received 12 hours of on-site SERRC 21<sup>st</sup> CCLC sponsored professional development in September 2015. Additionally a two-hour professional development course on Active Learning was provided via distance by Thomas Azzarella from the AK Afterschool Network. The 21<sup>st</sup> CCLC grant director, education specialist, and two LSPs presented at Alaska Afterschool State Conference in January. PD included a 5 hour project development with presentation team and 2 full days of workshops. Two LSPs and the education specialist attended the national conference in Palm Springs and the grant director attended the national conference in Dallas. Additional professional support for LSPs in the 21<sup>st</sup> CCLC program was provided by the education specialist and grant evaluator throughout FY16. (<i>Appendix 4</i>)</p> <p>PM 1 d) Met</p>
<p><b>Measures of Effect – Goal 1</b></p>		
<p>1 e) Fall to spring MAP RIT assessments will show that 75% of students participating in 45 sessions or more will show a “projected growth” of 10 points.</p>	<p>Performance data – MAP RIT</p>	<p>Fall to spring MAP RIT assessments reflected that 47 students participated in 45 or more sessions and 67% of those students demonstrated a gain of 10 or more points. (<i>Appendix 5</i>)</p> <p>PM 1 e) Did not meet</p>

1 f) 95% of students enrolled in SERRC's 21 <sup>st</sup> CCLC will express satisfaction with the program in response to either survey or interview questions.	Survey data	50 students were interviewed by LSPs in April 2016 to determine level of satisfaction with the program. Of those interviewed, 45 or 90% expressed satisfaction with the program.  PM 1 f) Progressing
1 g) 85% of SERRC's 21 <sup>st</sup> CCLC participants will achieve the goals established in their annual individual learning plan.	Program records	Compass Learning provided learning opportunities based on a student's MAP RIT score, then provided subsequent individualized lessons based upon individual skill mastery.  PM 1 g) Met
<b>Measures of Effort – Goal 2</b>		
2 a) SERRC's 21 <sup>st</sup> CCLC will provide 3 family events throughout the year.	Program records	Ten family events were made available to parents in FY16. ( <i>Appendix 7</i> )  PM 2 a) Met
<b>Measures of Effect – Goal 2</b>		
2 b) 100% of parents of SERRC's 21 <sup>st</sup> CCLC students will attend at least one parent gathering annually.	Program records	88% of parents whose child attended 30 or more days attended at least one parent gathering. This represents a 5% increase over last year.  PM 2 b) Progressing
2 c) 80% of parent surveys will indicate "often or always" involved in their child's learning in five or more areas.	Survey Data	87% of parent surveys indicated the parent was "often or always" involved in their child's learning in five or more areas. ( <i>Appendix 8</i> )  PM 2 c) Met
2 d) The total number of parents who attend family events and field trips will increase from the prior year.	Program records	75 parents attended family events and field trips in FY16. This represents 10 more parents than in FY15.  PM 2 d) Met

<b>Measures of Effort – Goal 3</b>		
<p>3 a) Information about SERRC’s 21<sup>st</sup> CCLC will be published in school and community publications.</p>	<p>Program records</p>	<p>Two articles were published in The Arctic Sounder. KOTZ Radio broadcast announcements for Afterschool Professionals Appreciation Week the week of April 25, and for the End-of-Year Celebration the week of May 2, 2016. Program updates and events were shown on the 21<sup>st</sup> CCLC webpage, blog, Facebook and in seven newsletters.</p> <p>PM 3 a) Met</p>
<p>3 b) Teachers will develop literacy instruction that is culturally relevant and builds on students’ community experiences and understanding of the world.</p>	<p>Observations</p>	<p>Twenty-five percent of lessons observed in 1<sup>st</sup> semester site visit integrated cultural experience and understanding into the lesson. No lessons observed (May 3-5) in the 2<sup>nd</sup> semester visit that integrated culture or community experiences.</p> <p>PM 3 b) Did not meet</p>
<p>3 c) Community members will be invited to participate in program activities to deepen cultural learning and experiences for teachers and students.</p>	<p>Program records, Interviews</p>	<p>Along with parents, community members were invited to attend a total of ten family activities. A speaker from the National Parks Service met with students on six occasions throughout the year. Volunteers from the ski club provided five days of ski instruction for students. (<i>Appendix 6</i>)</p> <p>PM 3 c) Met</p>
<p>3 d) The number of times 21<sup>st</sup> CCLC LSPs, administrators, and staff share information with community organizations and promote the display of 21<sup>st</sup> CCLC student work and program information will increase from the prior year.</p>	<p>Observations and interviews</p>	<p>SERRC educational specialist met with community organizations throughout the year to promote understanding of the program. (<i>Appendix 9</i>)</p> <p>No student work was displayed in the community. Multiple bulletin boards displaying student work could be found in JNES and KMHS hallways. Fliers promoting various events were posted in local businesses. Newsletters and social media posts were made available to the community.</p> <p>PM 3 d) Progressing</p>

3 e) Teachers will emphasize culturally responsive instruction in one or more lessons weekly.	Program Records	Evaluator on-site observations reflected that some lessons included an emphasis on culture.  PM 3 e) Did not meet
3 f) The number of student field trips into the local community will increase from the prior year.	Survey data	Thirteen field trips were offered in FY16 compared to seven offered in FY15. This included six virtual fieldtrips. ( <i>Appendix 10</i> )  PM 3 f) Met
<b>Measures of Effect – Goal 3</b>		
3 g) Students and parents will express satisfaction with community/cultural activities offered during SERRC’s 21 <sup>st</sup> CCLC sessions, in response to annual survey questions.	Program Records	Although the parent survey does not include a question regarding satisfaction with community/cultural activities, about 30% of parents requested that the 21 <sup>st</sup> CCLC program include a greater emphasis on culture through activities such as dance, language instruction, interaction with elders, or community projects. 70% of student surveys reflected enjoyment of family/community activities provided the through 21 <sup>st</sup> CCLC program.  PM 3 g) Progressing
3 h) The number of parents and community members who volunteer to provide enrichment activities for students will increase from the prior year.	Program Records	Guest speakers included Tyler Teuscher with the National Parks Service who presented to students on six occasions, and Lars Flor with other volunteers from the NANA Nordic Skiing worked with students for five days. Other volunteers included JNES teachers and support staff that stepped in to cover classrooms when needed.  PM 3 h) Met
<b>Measures of Effort – Goal 4</b>		
4 a) The SERRC’s 21 <sup>st</sup> CCLC instruction will include 90 minutes of physical activities per week.	Program Records	Students in the 21 <sup>st</sup> CCLC program received 90 minutes of physical activity each week. ( <i>Appendix 11</i> )  PM 4 a) Met

4 b) Teachers will use positive behavior support, modeling, and cooperative learning strategies to improve students' emerging social and cooperative skills.	Observation Data	LSPs in the afterschool program used CHAMPS (Conversation, Help, Activity, Movement, Participation, Success) the JNES schoolwide behavioral support program. Students demonstrate excellent behavior with teachers and with one another in a respectful, relaxed and supportive environment.  PM 4 b) Met
<b>Measures of Effect – Goal 4</b>		
4 c) Of those students participating in 30 sessions or more and identified in need of improvement in social, cooperative or physical skills, 90% will have shown improvement in one or more skills as determined by teacher and/or parent surveys.	Survey Data	In 96% of the 23 returned surveys, parents indicated his/her child demonstrated improvement in one or more areas. 100% of LSPs and 92% of classroom teachers felt students had made improvements in one or more skill areas ( <i>Appendix 8, Appendix 12, and Appendix 13</i> ).  PM 4 c) Met

Summary of data related to performance measures

PMs for each goal were categorized into measures of effort and measures of effect. Measures of effort were related to what extent the program was being implemented with fidelity. Measures of effect related to the effectiveness or impact of the program activities on student learning. Following is a summary of the performance measure findings for FY16. FY15 and FY14 outcomes are included for comparison.

87% of all PMs were met or progressing. (FY15 – 82%, FY14 – 77%)

- 85% of measures of effort were met or progressing. (FY15 – 92%, FY14 - 92%)
- 89% of measures of effect were met or progressing. (FY15 – 67%, FY14 – 55%)

Implications of findings

Goal 1- Increase pre-literacy and literacy skills: 86% of PMs were met or progressing. (FY15 - 57%, FY14 – 86%)

SERRC’s educational specialist and the on-site program lead encouraged consistent implementation and focus on program goals and objectives. Performance measures met in Goal 1 related to professional development, enrollment, attendance, and student satisfaction with the program.

The academic achievement goal of gains of at least 10 points in MAP scores for 75% of students attending the program for 45 or more days was not met. (See Appendix 5)

MAP testing results:

- 67% of students gained 10 or more points in fall to spring MAP testing.
- 73% of those students that did not achieve the goal of 10 or more gained 5 points or less.
- Academic goal achieved by 53% of K's, 87% of 1<sup>st</sup> graders, and 67% of 2<sup>nd</sup> graders.

Gains on MAP testing from fall to winter:

- 33% of students that demonstrated a gain of <5 points in the midyear MAP assessment were successful in gaining 10 or more points by spring testing.
- 50% of students that demonstrated a gain of 5-8 points in the midyear MAP assessment were successful in gaining 10 or more points by spring testing.
- 100% of students that demonstrated a gain of >8 points in the midyear MAP assessment were successful in gaining 10 or more points by spring testing.

Goal 2- Strengthen parent involvement in their child's learning: 100% of PMs were met or progressing. (FY15 – 75%, FY14 - 50%)

Meaningful connections with parents were well supported through a total of ten family events, including the parent welcome event in the fall which also had a discussion led by the Director of the Boys and Girls Club on connecting with your children, Parent Café, End-of-Year Celebration, and several Fun Friday and Super Saturday events. PMs reflected that not all parents of regular participating students participated in at least one school event in FY16 but a slightly higher percentage attended than in the prior year.

Goal 3- Strengthen connection between the school and the community: 75% of PMs were met or progressing in this goal area. (FY15 – 100%, FY14 – 75%)

Staff shared information about the 21<sup>st</sup> CCLC program through numerous publications and radio announcements and invited families and members of the community to participate in family events throughout the year. The number of field trips increased. Community volunteers provided student learning opportunities through science presentations and outdoor activities. Classroom literacy instruction built on an understanding of students' cultural and community understandings was not consistently observed during classroom observations while on scheduled site visits. Volunteers or community members were not available to teach cultural activities such as Native dance, drumming, storytelling, etc.

Goal 4- Improve students' social, cooperative, and physical skills: 100% of PMs in the goal area were met. (FY15 – 100%, FY14 – 100%)

Observations indicated that LSPs were consistently implementing wait time, respect, cooperation and humor, and that these teaching techniques resulted in highly positive social/emotional learning environments. The weekly schedule allowed for 15 minutes of physical activity daily, a

30 minute healthy habits class with integrated physical activities each week and an additional 15 minute movement activity rounded out the week. A healthy snack was served each day.

### III. Parent, LSP, and Classroom Teacher Surveys

Parents, classroom teachers, and 21<sup>st</sup> CCLC LSPs completed surveys in the spring to track responses to the program and changes in student behaviors related to social, cooperative, and physical skills. Depending upon the group surveyed, questions regarding parent involvement in their child’s education, outreach to teachers, and outreach to parents were included. Surveys were completed on “regular attendees,” ie. students who attended 30 or more sessions.

All parents were asked to complete a survey on their child, but survey data was included in this evaluation for regular attendees only. Classroom teachers were asked to complete surveys for their students who regularly attended the afterschool program. LSPs in the afterschool program also completed surveys for regular attendees. Following is a summary of data for each survey. FY14 and FY15 outcomes have been reported to allow multiyear comparisons.

#### Parent Survey Results – 23 Responses (*Appendix 8*)

Parent Survey, Section 1: To what extent has your child changed their behaviors this year?

##### Summary of data

In the list below, the percentages of parents responding that their child made moderate to significant improvement in social, cooperative, and physical skills were combined and presented in descending order. The percentage of parents reporting that their child “did not need to improve” or showed “no changes” is also included. For complete FY16 parent survey results, see appendix 8.

Parent Survey Results Focus Behavior	Moderate to Significant Improvement			Did Not Need To Improve			No Changes		
	FY 16	FY15	FY14	FY16	FY15	FY14	FY16	FY15	FY14
Developed an increasing circle of friends	82%	71%	61%	9%	11%	19%	9%	7%	11%
Participates in more physical activities	78%	64%	61%	13%	21%	7%	4%	0%	22%
Shows more interest in eating healthy foods	69%	43%	44%	9%	25%	19%	17%	7%	4%
Aware of right and wrong	69%	46%	49%	9%	32%	30%	13%	7%	4%
Aware of hurtful words and	69%	50%	60%	9%	21%	31%	13%	0%	4%

actions			
Shows ability to share both things and friends	69% 53% 64%	9% 18% 22%	17% 7% 4%
Participates in organized team games	65% 64% 61%	5% 14% 11%	15% 3% 7%
Initiates conversations with adults and peers	65% 54% 48%	13% 14% 15%	9% 11% 4%
Able to see things from another point of view	64% 61% 56%	9% 3% 11%	18% 7% 15%
Understands rules	61% 50% 49%	13% 25% 22%	10% 11% 4%
Willing to help others when needed	59% 58% 43%	23% 4% 7%	4% 23% 22%
Able to work out differences	52% 71% 63%	9% 7% 19%	9% 3% 11%

Parent Survey, Section 2: To what extent are you involved in your child’s learning? In this section parents had the option to choose “Always”, “Often”, “Sometimes”, or “Never” to each statement.

Summary of data

The list below combines percentages of parents that responded “often” or “always” to each statement.

<u>FY16</u>	<u>FY15</u>	<u>FY14</u>	
95%	96%	81%	I support my child’s learning at home.
95%	86%	100%	I support afterschool club attendance
92%	96%	93%	I ask my child about school.
91%	100%	96%	I send my child to school prepared to learn.
72%	72%	67%	I read books with my child daily.
69%	89%	63%	I talk with my child about healthy foods.
67%	75%	72%	I teach my child about our culture.
63%	68%	77%	I play games with my child.
59%	79%	71%	I talk with the teacher about my child.
30%	36%	46%	I volunteer in school programs.

Parent Survey, Section 3: To what extent have you reached out to teachers? Options included “Always,” “Often,” “Sometimes,” or “Never.”

Summary of data

The list below presents the combined percentages of parents that responded “often” or “always” to each statement.

<u>FY16</u>	<u>FY15</u>	<u>FY14</u>	
71%	68%	56%	I ask about my child’s progress.

65%	52%	52%	I ask the teacher how I can help my child’s learning at home.
55%	96%	48%	I attend school functions to celebrate my child’s achievement.
40%	25%	19%	I offer to share my culture, knowledge and skills in afterschool.

Implications of findings

1. Fewer parents indicated that their child “did not need to improve.”
2. In all but one category a higher percentage of parents in FY16 felt their child made moderate to significant gains.
3. Twelve percent of parents indicated their child made no changes in their behavior. This may reflect that no changes were needed.
4. Parents responses indicate they value their role in supporting school from home primarily by focusing on attendance, sending their kids to school ready to learn, and asking their child about school.
5. Between 60% and 72% of parents support learning through activities such as reading to their child, playing games, focusing on healthy eating, and talking with their child’s teacher.
6. Volunteering, attending school functions, and offering to share one’s culture, knowledge and skills are initiated by approximately 30% to 55% of the parents who completed this survey.

**LSP Surveys – 55 Responses** (*Appendix 12*)

Surveys were completed by LSPs on students who attended the program for 30 or more days and collected data that related to student behaviors, parent behaviors, and teacher behaviors. An overview of the findings is presented below along with data from the FY14 and FY15 evaluations for purposes of comparison.

LSP Survey, Section 1: To what extent has the student changed their behavior?

Summary of data

The table below lists, in descending order, the percentages of students that demonstrated moderate or significant improvement in social, cooperative, and physical skills. Also included in the table below are the percentages of students that LSPs felt “did not need to improve” or showed “no change.”

<b>LSP Survey Results Focus Behavior</b>	<b>Moderate to Significant Improvement</b>			<b>Did Not Need To Improve</b>			<b>No Change</b>		
	<b>FY16</b>	<b>FY15</b>	<b>FY14</b>	<b>FY16</b>	<b>FY15</b>	<b>FY14</b>	<b>FY16</b>	<b>FY15</b>	<b>FY14</b>
Developed an increasing circle of friends	88%	56%	59%	0%	40%	17%	0%	0%	N/A
Shows interest in healthy foods	78%	54%	N/A	0%	32%	N/A	0%	7%	N/A
Participates in more physical activities	77%	58%	N/A	0%	35%	N/A	0%	0%	N/A
Initiates conversations with both adults and peers	73%	57%	36%	4%	39%	19%	2%	0%	4%
Shows ability to share both things and friends	71%	52%	36%	2%	44%	23%	2%	0%	9%
Willing to help others	69%	N/A	40%	0%	N/A	21%	5%	N/A	6%
Aware of right and wrong	63%	48%	43%	7%	49%	21%	2%	0%	4%
Understands rules	57%	48%	38%	7%	42%	21%	22%	0%	6%
Aware of hurtful words and actions	53%	52%	25%	11%	42%	23%	2%	0%	9%
Able to work out differences on their own	51%	56%	34%	0%	40%	17%	4%	0%	15%
Able to see things from another point of view	47%	58%	23%	4%	39%	17%	16%	0%	4%
Participates in organized team games	43%	58%	47%	0%	35%	19%	49%	0%	2%

LSP Survey, Section 2: To what extent are parents involved in their child’s learning?

Summary of data

The table below indicates how LSPs responded to questions regarding to what extent parents of students in the 21<sup>st</sup> CCLC program were involved in their child’s learning. Also included is the percentage of parents that LSPs felt “did not need to improve” or showed “no change.”

<b>LSP Survey Results Focus Behavior</b>	<b>Moderate to Significant Improvement</b>			<b>Did Not Need to Improve</b>			<b>No Changes</b>		
	<b>FY16</b>	<b>FY15</b>	<b>FY14</b>	<b>FY16</b>	<b>FY15</b>	<b>FY14</b>	<b>FY16</b>	<b>FY15</b>	<b>FY14</b>
Supporting afterschool attendance	44%	58%	29%	9%	30%	32%	0%	5%	23%
Children are prepared for school	38%	47%	23%	11%	46%	38%	2%	0%	26%
Supporting educational goals	33%	62%	35%	9%	34%	32%	35%	3%	21%
Regular communication with the teacher	31%	57%	34%	9%	32%	30%	53%	5%	21%
Volunteering	31%	42%	6%	7%	26%	32%	29%	12%	45%

LSP Survey, Section 3: To what extent have you reached out to parents and the community?

Summary of data

In this section the LSPs rated themselves in five categories regarding their outreach to the parents of their regular students in the 21<sup>st</sup> CCLC program.

<b>LSP Survey Results Focus Behavior</b>	<b>Moderate to Significant Improvement</b>		<b>Did Not Need to Improve</b>		<b>No Changes</b>	
	<b>FY16</b>	<b>FY15</b>	<b>FY16</b>	<b>FY15</b>	<b>FY16</b>	<b>FY15</b>
Notifying parents of student progress	69%	52%	0%	28%	20%	7%
Building a common focus on education and health	67%	58%	0%	28%	24%	5%
Celebrating student achievements with parents and child	65%	63%	0%	28%	24%	7%
Inviting parents and community to share knowledge and participate in activities	36%	56%	0%	28%	25%	4%
Sharing learning strategies and activities for use at home	36%	56%	0%	28%	24%	7%

Implications of findings

1. Student behaviors: FY16 LSP surveys reflected that in 9 out of 12 behaviors, higher percentages of students made “moderate or significant improvement” and many fewer students overall were reported in the “did not need to improve” category. Most of the percentages not seen on this table were reported in the “slight improvement” category. (See Appendix 12 for complete survey results).

Comparing LSP and parent surveys: Parent surveys reflected attitudes similar to LSP surveys in the area of student behavior.

2. Parent Involvement: LSPs reported an average of 35% of parents made moderate to significant improvement on five parent involvement behaviors. LSPs reported that an average of 9% of their students’ parents did not need to improve and also indicated an average of 24% of parents showed no change in these behaviors. These scores reflected a perception by LSPs in FY16 that parents are less involved in supporting their child’s education than reported in FY15.
3. LSP outreach to parents: All LSPs indicated they needed to improve in this area, a marked change from the FY15 surveys. Survey results reflect that on average, 55% of LSPs indicated they made moderate to significant improvement in areas of parent outreach.

Comparing LSP and parent surveys: Following is a table with LSP and parent responses on four behaviors that were present in both surveys. The discrepancy between the two was much greater in FY16 than in previous years and should be reviewed to determine if both groups have the same expectations.

Focus Behavior	LSP Survey			Parent Survey			Differences		
	“Moderate to Significant Improvement” and “Did Not Need to Improve”			Responded “Always” or “Often”			Between LSP and Parent Survey		
	FY16	FY15	FY14	FY16	FY15	FY14	FY16	FY15	FY14
Children are prepared for school	38%	93%	61%	91%	100%	96%	53%	7%	35%
Supporting after-school attendance	33%	88%	61%	95%	86%	100%	62%	2%	39%
Regular Communication with the teacher	31%	89%	64%	59%	79%	71%	28%	10%	7%
Volunteering	31%	68%	38%	30%	36%	46%	1%	32%	8%

**Classroom Teacher Surveys – 49 Responses** (*Appendix 13*)

As part of the 21<sup>st</sup> CCLC grant, K-2 classroom teachers were required to complete a survey for regular attending students of the 21<sup>st</sup> CCLC afterschool program. The survey analyzed students on 10 classroom behaviors and attitudes associated with academic achievement. The table below reflects classroom teacher survey results from FY16 surveys. Although two additional categories “significant decline” and “slight decline” were included in the survey, no teachers reported declines and consequently they are not included here.

<b>Classroom Teacher Survey Results</b>	<b>Significant Improvement</b>	<b>Slight Improvement</b>	<b>Significant Improvement &amp; Slight Improvement Combined</b>	<b>No Change</b>
<b>To what extent has your student changed in terms of:</b>	<b>FY16</b>	<b>FY16</b>	<b>FY16</b>	<b>FY16</b>
Academic performance	35%	47%	82%	18%
Seeking assistance when appropriate	41%	31%	72%	29%
Working collaboratively with peers	35%	37%	72%	29%
Participating in class	37%	33%	70%	31%
Persevering through challenges	37%	29%	66%	35%
Forming positive relationships with adults	39%	24%	63%	37%
Completing homework	31%	31%	62%	39%
Expressing needs and feelings appropriately	29%	29%	58%	43%
Getting along with other students	31%	22%	53%	47%
Behaving well in class	27%	24%	51%	49%

Classroom teachers were also asked, “To what extent has your student’s family changed in terms of engaging in their child’s education?”

Engaging in their child’s education	35%	12%	46%	53%
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The FY16 survey was simplified and changed to provide key information regarding classroom behaviors. Due to these changes the FY16 survey results could be compared with FY15 and FY14 survey outcomes in just five areas.

Classroom Teacher Survey Results  To what extent has your student changed in terms of:	Significant Improvement			Slight Improvement			Significant Improvement & Slight Improvement Combined		
	FY16	FY15	FY14	FY16	FY15	FY14	FY16	FY15	FY14
Academic performance.	35%	42%	38%	47%	27%	27%	82%	69%	65%
Participating in class.	37%	34%	49%	33%	32%	15%	70%	66%	64%
Completing homework	31%	26%	29%	31%	29%	9%	62%	55%	38%
Getting along well with other students.	31%	25%	24%	22%	24%	20%	53%	49%	44%
Behaving well in class.	27%	23%	33%	24%	21%	16%	51%	44%	49%

Implications of findings

1. Classroom teachers indicated that students showed improvement in all classroom behaviors included in the FY16 survey.
2. Eight out of 10 students showed improvement in academic performance.
3. Teachers indicate that almost half of parents demonstrate some level of improvement in engaging in their child’s education.
4. Three-year comparisons show that each year teachers report a higher percentage of their students have demonstrated improvement in all classroom behaviors, with greatest improvement being in the area of academic performance.

**IV. Observation Data**

The Alaska 21st CCLC Observation Tool was designed by the State of Alaska Evaluation Team (McDowell Group) as a guided observation tool to record how daily operations/processes affect program quality. Processes were organized into the following areas for observation and scoring:

1. *Activity content and structure* emphasized organization, progression of skills, challenging students, higher level thinking skills, and ease of transitions.
2. *Youth-directed relationship-building* focused on the extent to which youth are friendly and relaxed with peers, work well together, and show respect for others.

3. *Youth participation* addressed on-task behaviors and attitudes that lead to greater learning.
4. *Staff directed relationship-building* related to the attitudes and skills that teachers used to develop positive relationships with students and encourage their active participation in learning activities.
5. *Strategies for skill-building and mastery* related to the types of learning strategies that teachers used to challenge and expand learning for all students.

Observations took place on November 4, 5, and 6, 2015 and May 3, 4, and 5, 2016 and included observations of transitions, snack time, literacy instruction, Compass Learning in the computer lab, cultural activities, and a physical activity class. Lessons were scored on a scale of 1-7, based on the following criteria.

1= Indicator was not evident

3= Indicator was occasionally evident

5= Indicator was moderately evident or implicit

7= Indicator was highly evident and consistent.

The evaluator completed eight observations during site visits. Most indicators were observed multiple times, allowing scores to be averaged. Observations of classrooms provided a snapshot of the overall procedures, management techniques, student and teacher interactions, transitions, snack time, computer lab, and instruction.

1. Student arrival, snack, and pickup procedures are very smooth and orderly.
2. The on-site coordinator organizes attendance rosters, information to be sent home that day, etc. in a basket for each LSP that they are handed when they pick up their students each day.
3. Snacks arrive promptly at 3:45 and LSPs have students organized to distribute them efficiently. The snacks are healthy and students are content to eat and visit quietly with one another. LSPs use this time to get organized for their lessons. Clean up procedures are well organized.
4. Student/student, teacher/student, teacher/teacher interactions are positive and relaxed. Students are happy, enthusiastic, and ready to participate in activities.
5. Transitions between classes are smooth. Students are relaxed yet orderly in the hallways.
6. Computer lab appears to be a good learning experience for the students who enjoy the games and are successful at logging in efficiently. Some students continue to have difficulty logging in, or are unable to complete a lesson during the time allotted.
7. Literacy instruction varies among classrooms. Learning activities were well developed in most classrooms. Although students enjoyed the lessons, statement of learning objectives and assessment of student understanding was not always clear.
8. Lessons that included culturally responsive teaching were observed in two classrooms.

<b>Indicator</b>	<b>Average Score</b>
Arrival, Snack, Pickup	7
Activity Content & Structure	6
Youth-directed Relationship-building	7
Youth Participation	6.5
Staff Directed Relationship-building	7
Strategies for Skill Building and Mastery	5

## V. Interview Data

Interviews and discussions were held with teachers, administrators, parents, and students during both site visits. Following is a summary of comments.

Summary of interviews with LSPs: (*Appendix 14*) LSPs know and value the goals of the 21<sup>st</sup> CCLC and are enthusiastic about their participation in the program. They shared that they feel the program is well designed to address the needs of the target population. LSPs stated that the support they get from the on-site coordinator is invaluable in maintaining attendance records, scheduling, student management procedures, and transitions. The education specialist has been a great asset as well as school administrators in providing ongoing support for program implementation, open communication, and finding workable solutions when challenges arise.

Homework completion was a challenge this year as many students finished their homework early in the week or left it at home. This created challenges in lesson planning and providing homework support for students who needed extra help.

Professional development and support has been requested for FY17 to meet the challenge of successfully integrating culturally responsive instruction. This, along with lesson design, instructional techniques, and assessment of learning can be addressed in the fall professional development days and through monthly peer coaching with the on-site coordinator.

LSPs also expressed concern that parents and the community often see the program as primarily a childcare opportunity and tend not to look for ways to support their child's learning at home. Also parents very much want their children exposed to cultural experiences and learning but don't offer their expertise to the program.

LSPs demonstrate respect for one another and their students. Classroom management techniques are positive and effective and students are well behaved, relaxed, interactive, and happy.

Summary of interviews with school administrators: JNES administrators expressed continued support of the 21<sup>st</sup> CCLC program, with their main objective being Goal 1, increase pre-literacy and literacy skills. Administrators felt the program went extremely well in FY16, parents and students really enjoyed the program, and they particularly appreciated the on-site coordinator position that served to enhance continuity and consistency within the program.

JNES Administrators offered the following comments:

- Administrators would like 21<sup>st</sup> CCLC to continue their focus on homework and will look for solutions to challenges in this area by working with classroom teachers and parents.
- They support monthly peer coaching sessions for LSPs with the on-site coordinator.
- Administrators discussed a digital checkout system that could further support parent pick-up procedures.

Summary of interviews with students: Fifty students were interviewed by the LSPs in April 2016, to determine level of satisfaction with the program. Of those interviewed, 45 or 90%

expressed satisfaction with the program. In all program observations students were excited about being in the afterschool program. They were interactive with each other and the LSPs, and willing to contribute and participate in program activities and lessons.

## **VI: Parent Café** (*Appendix 15*)

The 21<sup>st</sup> CCLC Parent Café held on May 4<sup>th</sup>, 2016 and was attended by 48 parents. Attendance was higher this year due to a later meeting time, allowing working parents to attend. The meeting provided valuable feedback for the evaluation and for future planning. Parents took the opportunity to write thoughtful answers to the three questions posed during the 45 minute gathering. Parents had a chance to answer questions individually, with a partner, or in a small group at their tables. A brief reporting of parent responses to each question is listed below.

Question #1: What have you liked about having your child in the after school program? The greatest number of responses (16) fell into a social/emotional definition, followed by academic support (13). Other positive comments included the program's physical activities (6), parenting support (5), safe environment (5), and healthy snacks (2).

Question #2: What would you like to see added to the afterschool program in the future? By far the greatest number of parent responses to this question fell into the category of cultural/community learning (14). This was followed by new ideas for physical activities (7), music and art (6), and more opportunities for communicating with parents about the program (5).

Question #3: In what ways has your child's participation in the afterschool program made a difference for you as parents? Parents responded that the greatest difference came in the support for parenting (10). Responses also referenced better home school connections (5), and their child's social emotional growth (2).

## **Conclusions**

The 21<sup>st</sup> CCLC program provided a solid, highly positive experience for K-2 students enrolled in the program. LSPs were enthusiastic about working in a program that encourages creative teaching and learning while working with small groups of students. Having the support of SERRC's education specialist and the on-site coordinator provided ongoing organizational support that is a valuable key to its success. The LSPs take ownership and personal responsibility for reaching the program goals, recognizing their strengths but also acknowledging areas for potential growth.

In review of records, surveys, observations, interviews, and discussions with a variety of stakeholders, the following provides insight into FY16 program strengths and gains:

- Administrative support for the 21<sup>st</sup> CCLC program by the JNES principal, assistant principal, and assistant superintendent for the NWABSD continued to be enthusiastic.
- Professional development underscored the importance of creating classrooms that value individual learning styles and socially based instruction along with an ongoing emphasis on respect, cooperation, problem solving, and humor.

- Regular volunteers Lynda Hadley, Helen Allen, Janelle Schaeffer, and Paul Gilbert were extremely helpful in providing ongoing support to the program.
- FY16 attendance was encouraged with individual awards given at 30, 60 and 90 day attendance and highest class attendance was recognized in a weekly schoolwide announcement by the assistant principal. With the support of JNES administrators the Little Dribblers basketball program was moved to a Monday and Friday schedule allowing students in the 21<sup>st</sup> CCLC program to attend both programs without impacting attendance.
- Attendance rate in the program increased from 78% in FY15 to 83% in FY16. Forty-seven students participated in 45 or more sessions, as compared with 38 students in FY15.
- A new procedure for parents picking up their child from the program provides greater security and safety. The LSPs monitor the students until they are checked out to an adult by the on-site coordinator.
- Closer analysis of winter MAP testing results may be helpful in predicting which students will need additional support to gain the 10 or more points in MAP testing by the spring.
- 90% of students, an increase of almost 10% from last year, were very satisfied with their participation in the program in FY16.
- 88% of parents attended at least one gathering, compared to 83% in FY15.
- In FY16 the National Parks Service and NANA Nordic Ski Association volunteers provided 11 days learning activities for the students. Talks centered on owls, weather, and baby animals found in the Kotzebue area and learning to ski activity.
- The 21<sup>st</sup> CCLC program partnered with the Museum of the North in Fairbanks and the Alaska Zoo in Anchorage to provide five virtual field trips for students. Students learned about Alaskan animals then created a bulletin board with student generated facts about the brown bear.
- The JNES 21<sup>st</sup> CCLC program was featured at the Alaska Afterschool Conference in January when SERRC's education specialist and LSPs presented a workshop on virtual field trips.
- Creative lessons on onomatopoeias, incorporating technology and based on an Alaskan themed Battle of the Books selection were developed.
- More parents in FY16 felt their child had made moderate to significant gains in all but one area of behavior surveyed when compared to previous years' surveys. LSP surveys showed similar outcomes.

- When compared to FY15 and FY14 results, classroom teacher surveys reflected a belief that academic gains for their students attending the 21<sup>st</sup> CCLC program were significantly higher in FY16.
- Parent responses to questions posed in the Parent Café reflected that the program has increased their opportunities to talk with teachers and other parents, leading to greater support for learning and overall parenting. When asked what the program offered their child the majority of responses indicated social emotional growth and academic success.
- There was greater emphasis on healthy snack choices FY16 and students enjoyed them.
- The End-of-Year Celebration included a song with words written by students to celebrate what they had learned in the program.

Areas for improvement are listed below, followed by recommendations for enhancing the program next year.

- FY16 records showed 67% of students attending 45 or more days demonstrated a gain of 10 or more points gain on fall to spring MAP testing. This was slightly lower than FY15 and 7% below the goal of 75%.
- FY16 fall to winter MAP testing suggested that only 33% of students demonstrating a less than 5 point gain by winter testing were on track to make the academic goal of 10 points by spring testing. Only 50% of students demonstrating a gain of between 5-8 points in winter testing were successful in making the 10 point gain in spring testing. 100% of students that had already made a 9 to 10 point gain by winter testing were successful in reaching the goal of 10 or more point gain in fall to spring testing.
- In FY16 the on-site coordinator was key to program organization and efficiency, but was not involved in peer coaching.
- Due to lack of community volunteers and availability of Native teachers, classes in Native dance, drumming, art, or storytelling were not offered in FY16. However, when parents were asked in the Parent Café what offerings they would most want to see in the program in the coming year 14 parents suggested activities that would fall into a category of cultural/community activities. This represented twice as many responses than in any other category. (See appendix 15)
- Attention to culturally responsive instruction. Classroom observations by the evaluator on the dates indicated previously revealed that compared to prior year observations fewer lessons reflected culturally responsive instruction. This may have been due to the timing of the end of school year week visit.
- The new checkout system has the unintended consequence of placing physical distance between LSPs and the parent when they pick up their child.

## Recommendations for FY17

### Academic achievement

- Continue attendance awards for students at 30, 60, and 90 days. Also continue to recognize schoolwide announcements each week the 21<sup>st</sup> CCLC homeroom with the highest attendance.
- Set an expectation for monthly peer coaching opportunities with LSPs and the on-site coordinator. Taking into account the needs and desires of individuals, areas of focus may include one or more of the following areas: using achievement data to inform instruction, classroom management, lesson design, instruction, questioning strategies, culturally responsive instruction, or informal assessment of student learning.
- Utilize the winter MAP testing results to gain better understanding of a student's potential need for additional support and how it will be delivered. Review testing with the classroom teacher and discuss ways the afterschool program can support learning.
- Provide professional development and support for culturally responsive teaching that helps LSPs understand how to incorporate local ways of knowing and teaching in their lessons in addition to working with parents to better understand the values of the community.

### Parent involvement

- During the fall parent orientation meeting share with parents the outcome of the Parent Café discussion that indicates the highly expressed priority for cultural activities. Ask parents to offer suggestions, discuss the barriers, and how they can be overcome. (The program administrators and LSPs also value these opportunities for students but without the personal experience with language and culture, parents and community members can be instrumental in making this a happen).
- In the FY16 parent survey 100% of parents indicated they sometimes, often, or always teach their child about their culture. At parent orientation ask parents to share ways they teach their child about their culture. Use these ideas as a foundation of the home/school connection.
- Develop a plan that will allow LSPs to interact informally with parents when they come to pick up their child, supporting the building of friendly, trusting relationships.
- PM 2 b) sets a goal that 100% of 21<sup>st</sup> CCLC students will have a parent attend at least one event each year. Keep track of which parents attend events and, starting second semester make personal invitations to all parents who have not yet attended an event.

## **Section 4 – Using the Evaluation**

### **4 a. Program Planning**

The data collected throughout the year from parent and teacher surveys, student comments, classroom observations, PD feedback, Parent Café, administrator feedback, and student academic and attendance progress is utilized in the annual performance reports and becomes part of the local evaluation. Evaluation findings are shared with the local or regional school board, school administration, and 21<sup>st</sup> Century staff and summaries posted on the 21CCLC website. The Program Director and Coordinator meets with the Local Evaluator after the completion of the report to discuss findings and recommendations. The meeting for this year is yet to be scheduled and will coincide with one of the evaluator's trips to Kotzebue. This evaluation data is used to develop and refine plans of action for the FY 17 school year. The on-site lead teacher, Program Director and Coordinator review findings and recommendations and discuss plans of action. The recommendations made in the report are used as the basis to record progress and changes made. Initial discussions occurred in August during the all staff in-service in Kotzebue. On-going discussions occur between the Program Director, Program Coordinator, On-site Lead and staff via a variety of telecommunications and while on-site, and at state and national conferences.

### **4 b. Reflection**

All that was identified in the Proposed Amendments to the Grant section of the preliminary APR remains applicable. These, together with the recommendations from the Annual Performance Report form our considerations for the FY17 –Year 5 of the grant. Many of these have already been addressed including, starting the program year one month earlier with the intent of getting closer to 106 sessions; the homework block has been moved to Tuesday to address the issue of homework completion; and, supplies have been purchased for special events on Fun Fridays and Super Saturdays and are readily available.

Staff reviewed the Project Wild kit for second semester but decided to continue to review other resources before selecting the theme. Staff decided they prefer to use Teachers pay Teachers and Pinterest together with education specialist generated lesson ideas to implement lesson ideas for Battle of the Books.

Professional development and classroom observations have already been provided to LSPs this year during staff orientation on culturally responsive teaching and additional professional development has already been scheduled. Staff are also presenting on this topic at the State Conference. Three peer coaching sessions have been planned for this fall and will be provided by the 21CCLC on-site coordinator and education specialist. Staff will choose a topic they would like to strengthen (time management, positive/negative student interactions, wait time) and the peer observers guides them through a reflection focusing on strengths, challenges and ways to move forward. Parents are already personally contacted regarding opportunities to participate in special events and classroom activities and staff will continue to be actively seeking parent involvement. Staff will continue to develop strategies to increase attendance and strengthen literacy skills.

SERRC will continue to work closely with staff at June Nelson Elementary to deliver a program that is of value to students and their families.



## Section 5 – Appendices

### *Appendix 1* SERRC's 21<sup>st</sup> CCLC Program Theory of Change Rationale

#### ***Why is in-school not meeting all the needs of the target population?***

“Students enter kindergarten two years behind from a literacy standpoint. Our students arrive with gaps in their pre-literacy skills. A program that provides additional quality instruction in skills is needed for beginning reading will narrow these gaps.” Ralph King, NWABSD assistant superintendent, former JNES principal.

#### ***What will this program add to address that shortcoming?***

1. Additional quality instruction for development of students' pre-literacy and literacy skills.
2. Staff development in differentiated instruction and learning styles.
3. Opportunities to learn through theme-based and service learning activities.
4. Opportunities to build relationships between parents, the parents and the school, and the school and the community.
5. Instruction on a variety of motor skills designed to enhance the physical, mental, and social/emotional development of every child.

#### ***And why are they insufficient to meet the need of the target audience?***

The only academic support for students in the K-2 grade range is access to the homework club, which does not provide remedial or enrichment in reading and math. Other than the cross-country, wrestling, and little dribbler's sports teams, no physical activity or community connections exist.

#### ***What specific improvements do you expect to see as a result of participation in this program?***

1. Student participants will reach benchmark targets in pre-literacy and literacy skills.
2. Student participants will show growth in motor skills, social and cooperative skills.  
(Cooperative academic structure and physical education component)
3. Parents and families will be engaged in their child's learning. (Family Events and parent workshops.)
4. The development of collaborative school and community partnerships. (Local leadership team: assistant principal, NANA representative, and other representatives from the community).

## SERRC'S 21<sup>st</sup> CCLC PROJECT

### LOGIC MODEL

GOALS	INPUTS	OUTPUTS	OUTCOMES
<p><b>1. Increase the pre-literacy and literacy skills students in grades K - 2.</b></p> <p><b>2. Strengthen parent involvement in their child's learning.</b></p> <p><b>3. Strengthen connection between the school and community.</b></p> <p><b>4. Improve emerging social, cooperative and physical skills of students in grades K-2.</b></p>	<p>1. Grant funding</p> <p>2. High quality program staffing</p> <p>3. Strong local leadership team, including a community/school liaison</p> <p>4. High quality professional development</p> <p>5. Increased instructional time</p> <p>6. Literacy curriculum that supports the school-day goals and curriculum</p> <p>7. An experienced after school service provider and a proven after school time program model</p> <p>8. iPads, classroom and open space at JNES for instructional and physical education activities.</p> <p>9. Meaningful age appropriate physical activity curriculum and instructional program.</p> <p>10. Collaboration with community to provide cultural and service learning activities and projects.</p>	<p style="text-align: center;"><b>Activities:</b></p> <p>1. After school literacy, cultural enrichment, and physical education program that operates 90 minutes per day, 3 days per week.</p> <p>2. Two days staff development followed by 9 hours training and coaching throughout the year.</p> <p>3. Family events offered as part of the Super Saturday/Friday Fun Night sessions throughout the year.</p> <p>4. Connection with the community will be strengthened through student fieldtrips and inclusion of community members as guest instructors in service learning projects or cultural activities.</p>	<p style="text-align: center;"><b>Short Term:</b></p> <p>1. Students will enroll in SERRC's 21<sup>st</sup> CCLC program.</p> <p style="text-align: center;"><b>Intermediate:</b></p> <p>2. Students, parents, teachers, staff, and community members will have positive perceptions about student participation in SERRC's 21<sup>st</sup> CCLC program.</p> <p>3. Enrollment and attendance will remain consistently high.</p> <p>4. Students will show gains in their development of literacy skills.</p> <p>5. A variety of physical and cooperative skills are taught and embedded throughout the instructional program.</p> <p style="text-align: center;"><b>Long Term:</b></p> <p>1. All Students who participate consistently in SERRC's 21<sup>st</sup> CCLC program will achieve literacy benchmarks by the end of 2<sup>nd</sup> grade.</p> <p>2. Parents will be active partners in learning.</p>



**SERRC's 21<sup>st</sup> CCLC Program  
Goals, Objectives, and Performance Measures**

<b>Goals</b>	<b>Objectives</b>	<b>Performance Measures</b>
<p><b>1. Increase the pre-literacy and literacy skills of students in grades K-2</b></p>	<p>1. Fall to Spring MAP RIT scores will show that 75% of students participating in 45 sessions or more will show a “projected growth” of 10 points.</p>	<p><b>Measures of Effort</b></p> <p>1 a) The SERRC 21<sup>st</sup> CCLC program will maintain an enrollment of 60 students.</p> <p>1 b) An attendance rate of 85% will be maintained for regular attendees (those students attending 30 or more program days).</p> <p>1 c) The SERRC's 21<sup>st</sup> CCLC program, when observed and scored using the researched program rubrics, will meet or exceed at least 80% of the key quality indicators.</p> <p>1 d) 100% of SERRC's 21<sup>st</sup> CCLC LSPs will participate in 2 full days, or 15 hours, of on-site SERRC 21<sup>st</sup> CCLC sponsored professional development annually. An average of 9 additional hours of professional support will be provided annually through education specialist site visits, participation in the State or National 21<sup>st</sup> CCLC Conference, on-site coordinator support, provision of professional development articles and support for program development by grant evaluator.</p> <p><b>Measures of Effect</b></p> <p>1 e) Fall to Spring MAP RIT assessments will show that 75% of students participating in 45 sessions or more will show a “projected growth” of 10 points or more.</p> <p>1 f) 95% of students enrolled in 21<sup>st</sup> CCLC will express satisfaction with the program, in response to either survey or interview questions.</p> <p>1 g) 85% of 21 CCLC participants will achieve the goals established in their annual individual learning plan (COMPASS/NWEA MAP directed).</p>

<p><b>2. Strengthen parent involvement in their child’s learning</b></p>	<p>2 a) 80% of parent surveys will indicate they are “often or always” involved in their child’s learning in five or more areas.</p> <p>2 b) The total number of parents who attend family events and field trips will increase from the prior year.</p>	<p><b>Measures of Effort</b></p> <p>2 a) 21<sup>st</sup> CCLC will provide 3 family events throughout the year.</p> <p><b>Measures of Effect</b></p> <p>2 b) 100% of parents of 21<sup>st</sup> CCLC students will attend at least one family event annually.</p> <p>2 c) 80% of parent surveys will indicate they are “often or always” involved in their child’s learning in five or more areas.</p> <p>2 d) The total number of parents who attend family events and field trips will increase from the prior year.</p>
<p><b>3. Strengthen connection between the school and community</b></p>	<p>3 a) The total number of parents and community members who volunteer to provide enrichment activities for students will increase from the prior year.</p> <p>3 b) The number of student field trips into the local community will increase from the prior year.</p> <p>3 c) The number of times community organizations promote, share information and/or display 21<sup>st</sup> CCLC student work and program information will increase from the prior year.</p>	<p><b>Measures of Effort</b></p> <p>3 a) Information about 21<sup>st</sup> CCLC will be published in school and community publications.</p> <p>3 b) Teachers will develop literacy instruction that is culturally relevant and builds on students’ community experiences and understanding of the world.</p> <p>3 c) Community members will be invited to participate in program activities to deepen cultural learning and experiences for teachers and students.</p> <p>3 d) The number of times 21<sup>st</sup> CCLC LSPs, administrators, and staff share information with community organizations and/or display 21<sup>st</sup> CCLC student work and program information will increase from the prior year.</p> <p>3 e) Teachers will emphasize culturally responsive instruction in one or more lessons weekly.</p> <p>3 f) The number of student field trips into the local community will increase from the prior year.</p> <p><b>Measures of Effect</b></p> <p>3 g) Students and parents will express satisfaction with community/cultural activities offered during 21<sup>st</sup> CCLC sessions, in response to annual survey questions.</p> <p>3 h) The number of parents and community members who volunteer to provide enrichment activities</p>

		for students will increase from the prior year.
<b>4. Improve emerging social, cooperative, and physical skills of students in grades K-2</b>	4. Of those students participating in 30 sessions or more and identified in need of improvement in social, cooperative or physical behaviors, 90% will have shown improvement in one or more behaviors as determined by teacher and/or parent surveys.	<p><b>Measures of Effort</b></p> <p>4 a) 21<sup>st</sup> CCLC instruction will include 90 minutes of physical activities per week.</p> <p>4 b) Teachers will use positive behavior support, modeling, and cooperative learning strategies to improve students' emerging social and cooperative skills. CHAMPS</p> <p><b>Measures of Effect</b></p> <p>4 c) Of those students participating in 30 sessions or more and identified in need of improvement in social, cooperative, or physical behaviors, 90% will have shown improvement in one or more behaviors as determined by teacher and/or parent surveys.</p>

Alaska 21st CCLC Stateside Assessment Tool  
Key Quality Indicators  
FY16

### Method of Scoring

Scores are provided to highlight areas of strength and potential opportunities for improvement. Each of the 17 quality areas is scored from a low of 1 to a maximum of 7, as described below. All evidence examples are not necessarily relevant to every program, and those that are may not be equally weighted. Programs are encouraged to propose other evidence examples that may better represent local goals and practices.

7 = Excellent. Exceeds Standards. Consistently shows evidence of promising practices and innovation. Could serve as a model for other programs. Staff works proactively and intentionally, such that they could be coaches and mentors for other practitioners.

5 = Satisfactory. Meets Standards. Acceptable. Practice is consistent with the program strategy and goals, but may not be innovative or always reflect best practices.

3 = Progress. Working toward Standards. Evidence of ongoing efforts to improve, but may need additional focused assistance in this area. Meets standards some of the time.

1 = Will Address. Standards not met. Needs a structured improvement plan and may need significant support in this area. Programs are expected to work toward satisfactory (level 5) performance on all quality indicators. Programs that achieve a 5 on all indicators demonstrate exemplary strength and accomplishment. Over time, programs should continue to strive for excellent performance through intentional and continuous self-improvement.

### A. Program Design

Quality Indicator	Evidence Examples	Notes
<b>1. Program has clear mission and goals.</b>	1 a) Mission and goals are written and widely distributed. (6)	No mission statement, however the goals and objectives of the program were distributed and discussed among program staff and administrators.
	1 b) Staff knows and understands mission and goals. (7)	Staff demonstrated a good understanding of the goals related to literacy, physical/health education, and the importance of parent and community involvement. LSPs expressed a desire to further develop these relationships in the future, especially through culturally responsive instruction and utilizing Elders and other community members
	1 c) Annual planning activities are used to assess and update goals as needed. (7)	

		<p>to effectively integrate Inupiaq culture into the afterschool program.</p> <p>Annual staff training included review and discussion of goals.</p>
<p><b>2. Activities address academic, physical, social and emotional needs of students within the context of program mission and goals.</b></p>	<p>2 a) Activities are both structured and unstructured and designed for individuals, small groups and large groups. (7)</p> <p>2 b) Program includes a range of enrichment opportunities that includes experiential activities. (6)</p> <p>2 c) Program activities are matched to students' needs, skills and interests. (6)</p> <p>2 d) Program activities provide diverse recreational, cultural, art, music and other activities. (5)</p> <p>2 e) Program provides academic support and enrichment activities aligned with school day curricula. (6)</p> <p>2 f) The program is culturally appropriate. (5)</p> <p>2 g) Program offers accommodations for youths with disabilities. (7)</p> <p>2 h) Site coordinators and other key staff can use a theory of change and a logic model to explain how the program accomplishes its goals. (7)</p>	<p>From 3:30 to 3:45 each day unstructured large group physical activities were encouraged during an outdoor recess, when weather permitted, and structured activities were provided in the MPR during inclement weather. Smaller groups participated in a structured 30 minute physical education and health class each week along with a 15 minute movement activity. Individual support was provided in classroom and computer lab activities.</p> <p>Due to loss of the cultural teacher and no community volunteers to teach Native dance, drumming, or other cultural classes, the FY16 program did not include a designated cultural component.</p> <p>PE activities and literacy lessons included enrichment and experiential activities using the CATCH program.</p> <p>Because most LSPs were also classroom teachers, there was the opportunity to more naturally align instruction with grade level standards.</p> <p>LSPs consistently used the school wide discipline policy known as CHAMPS.</p> <p>At the FY16 May staff meeting key questions of the theory of change rationale and logic model were reviewed and discussed with LSPs.</p>

<p><b>3. Program fosters meaningful connections to the broader curriculum, to parents, and to local communities.</b></p>	<p>3 a) Staff communicates regularly and effectively with day teachers to supplement school educational activities and to inform and get information on students' academic and behavioral progress. (5)</p> <p>3 b) Program activities and services are promoted in the schools and community through a variety of methods and forums. (7)</p> <p>3 c) The program encourages parent involvement in decision-making about the program's operations and provides activities for families of participating students. (7)</p> <p>3 d) The program maintains on-going documentation of contributions (in-kind or resources) from partnering agencies. (7)</p> <p>3 e) The program provides a range of opportunities to showcase participants' work. (6)</p>	<p>Field trips offer the opportunity for staff to share the 21<sup>st</sup> CCLC program activities and services with the community. The program also utilizes radio spots and articles printed in the Arctic Sounder to better inform the community of 21<sup>st</sup> CCLC activities.</p> <p>Families were invited to 10 family events throughout the year. They were also welcome to attend additional Fun Fridays and Super Saturdays. Surveys and the Parent Café are created to elicit meaningful input from parents.</p> <p>SERRC maintains documentation of contributions from the NWBSD and NANA.</p> <p>Several displays of 21<sup>st</sup> CCLC student work were placed in school hallways throughout the year. The End-of-Year celebration included a slide show of FY16 student activities and a musical performance by students.</p> <p>Student work was not displayed outside the school, however event fliers were posted in community businesses and event news was shared through social media and newsletters.</p>
<p><b>4. Program promotes positive youth development through experiential activities and constructive staff/student interactions.</b></p>	<p>4 a) Curriculum and process enable participants to develop life skills, resiliency and self-esteem via activities. (6)</p> <p>4 b) Program affords participants opportunities to express their ideas, concerns and opinions. (7)</p> <p>4 c) Program promotes teamwork and respect for others. (7)</p>	<p>The program promotes positive relationships between students and teachers. The JNES schoolwide behavior plan, CHAMPS, creates consistency for decorum.</p> <p>Most LSPs have effective classroom management strategies. All LSPs encourage meaningful participation and the development of life skills, resiliency, and self-esteem.</p> <p>In FY16 the on-site coordinator supported scheduling, program organization, and trouble shooting.</p>

	<p>4 d) Staff acknowledges youth when they arrive and leave. (7)</p> <p>4 e) Staff model positive adult relationships with one another. (7)</p> <p>4 f) Staff use positive techniques to guide behavior of students. (7)</p> <p>4 g) Staff promotes youth development by asking questions, posing challenges, or extending the ideas of the students. (5)</p>	<p>Through this position, valuable opportunities exist for peer coaching, collaboration on lesson design, literacy instruction, and classroom management.</p> <p>The program promotes teamwork and respect for others through the program goals of strengthening parent involvement, strengthening the connection between home and school, and improving students' social, emotional, and physical skills.</p>
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## A. Program Design

### Strengths to Celebrate:

- SERRC's 21<sup>st</sup> CCLC program is well designed to develop pre-literacy and literacy skills, enhance the students' social/emotional growth, deepen parent involvement, and create supports for the program and connections between the school and the community.
- LSPs, building administrators, and grant administrators value the role of the on-site coordinator position and see it as vitally important in the day-to-day management of the program.
- LSPs have gained a better understanding of the value of and need for greater parent/community involvement and culturally responsive teaching practices.

### Opportunities/Plans for Quality Improvement in this Area:

- Continue to provide the staff with opportunities for greater understanding of the wide spectrum of skills associated with parent involvement, and how to encourage them at home, at school, and in the community.
- Provide staff with professional development and ongoing support for culturally responsive teaching practices.
- Seek out additional opportunities through the community for cultural lessons and experiences.
- In collaboration with the on-site coordinator and LSPs, develop and implement a framework and schedule for monthly peer coaching opportunities.
- Mid-year MAP data can be used to track student progress towards meeting the academic achievement goal of a gain of 10 or more points.
- The program design creates many opportunities for including parents throughout the year.

## B. Program Management

Quality Indicator	Evidence Examples	Notes
<p><b>5. Staff understands program objectives and has appropriate tools to accomplish them.</b></p> <p>Staff knows program objectives and demonstrates a focus on incorporating them into lessons and activities, as well as outreach to families and the community.</p>	<p>5 a) The program’s organizational structure is well defined and sound. (7)</p> <p>5 b) The program has written policies and procedures to promote effective management. (7)</p> <p>5 c) The student/staff ratio is appropriate and safe for the activities conducted. (7)</p> <p>5 d) The program has the administrative capacity and infrastructure to develop budgets, track expenses, and collect and maintain program data. (7)</p> <p>5 e) The program has adequate space. (7)</p> <p>5 f) The program has adequate materials. (7)</p>	<p>The program’s organizational structure is well defined and includes ongoing, reciprocated communication between the staff and SERRC’s education specialist.</p> <p>The 21 CCLC has the administrative support of SERRC, which maintains accurate and timely records.</p> <p>Enrichment materials provided by program funds are available for literacy lessons. The Compass Learning Program provides additional literacy skill instruction.</p>
<p><b>6. Program management and staff communicate effectively at all levels with:</b></p> <ul style="list-style-type: none"> <li>• each other</li> <li>• students</li> <li>• other school staff</li> <li>• parents</li> <li>• partners</li> <li>• community</li> </ul>	<p>6 a) The program director communicates regularly and effectively with the site coordinator. (7)</p> <p>6 b) The program employs an effective marketing strategy to publicize the program and its achievements within the school and broader community. (7)</p> <p>6 c) School and local communities know about the center and support its goals. (7)</p> <p>6 d) The program provides regular communication with, and outreach to, participants’</p>	<p>The program director communicates regularly with SERRC’s education specialist who is located in Anchorage. The education specialist communicates regularly with the 21<sup>st</sup> CCLC on-site coordinator and staff and made five site visits in FY16. Special events were published in the Arctic Sounder and announced on KOTZ Radio.</p> <p>Through field trips many community members were made aware of the program. Also the education specialist visited the Northwest Arctic Borough School District, UAF Chukchi Campus and KOTZ Radio to share</p>

	<p>families, including information about students' experiences, behavior, and achievements. Information is structured to accommodate Limited English Proficient families. (6)</p>	<p>information about the program and spoke with the Kotzebue Boys and Girls Club's director to discuss parenting strategies.</p> <p>Newsletters were sent home regularly. Information was also shared with parents at Friday Fun nights, Super Saturdays, orientation, Parent Café, and End-of-Year celebration and during the end of the day pick up time.</p>
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**B. Program Management**

**Strengths to Celebrate**

- SERRC's 21<sup>st</sup> CCLC program grant is well developed and provides curricular, instructional, and management support to effectively address the four program goals and related objectives.
- SERRC's educational specialist was on site five times during the year and was available to program staff on an ongoing basis.
- The community was made aware of the program through notices in the newspaper and radio announcements.
- SERRC's education specialist developed a regular newsletter with program happenings, celebrations, learn at-home activities, program updates, and requests for feedback.
- Site administrators were supportive of the program.
- An on-site coordinator position operated as a vitally important link between management and LSPs in the day-to-day management of the program.
- Parent newsletters provide opportunities and ideas for engagement in their child's learning.

**Opportunities/Plans for Quality Improvement in this Area**

- Continue training and availability of materials that support ongoing parent involvement.
- Provide a structure and expectation for ongoing peer coaching, with a focus on literacy and culturally responsive teaching.
- Continue to look for opportunities for meaningful parent/staff interactions during student pick up each day, especially in light of the new sign out policy.

### C. Staffing and Professional Development

Quality Indicator	Evidence Examples	Notes
<p><b>7. The program actively recruits quality staff with a goal of consistent management and operations over time.</b></p>	<p>7 a) Staff has the experience and skills to address diverse student needs. (5)</p> <p>7 b) Staff has competence in core areas for an afterschool environment, including academics. Teachers are highly skilled and understand how to link to the day curriculum. (6)</p> <p>7 c) The program evaluates staff and works to retain quality staff. (6)</p> <p>7 d) The program has a management succession plan for the program director that includes interim management should the director become unavailable for a period of time. (7)</p>	<p>All regular LSPs were certified school day staff and as such were well informed of instructional standards and programs.</p> <p>The staff is chosen based on administrative recommendation and on their commitment to quality afterschool programming. The program works to retain quality staff. Substitute LSPs are included in the fall training each year and invited to participate in professional opportunities throughout the year.</p>
<p><b>8. Staff receives structured orientation and training and has access to professional development.</b></p>	<p>8 a) Program staff is recruited, screened, and oriented. (7)</p> <p>8 b) Staff is trained in program goals, policies and procedures. (7)</p> <p>8 c) The program assesses the training needs of staff and provides relevant training and ongoing professional development experiences to build more effective program practices. (6)</p>	<p>Applicants complete required paperwork, applications and are screened. Recommendations provided by the principal and staff hired.</p> <p>Staff is provided 12 hours of professional development program training prior to the start of the program each fall that includes a review of goals, policies, and procedures. Schedules are developed and curricular focuses addressed. Training also includes discussion on the programs emphasis on culturally based instruction and developing enriched lessons that include physical movement and culture.</p>

		SERRC's educational specialist visited JNES a total of five times during FY16 and provided ongoing assistance to staff as needed.
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**C. Staffing and Professional Development**

**Strengths to Celebrate**

- Four LSPs traveled with the director and education specialist to conferences in FY16. Along with the education specialist, two LSPs presented a workshop on virtual fieldtrips at the state conference.
- The JNES 21<sup>st</sup> CCLC program employs certificated teachers from the regular education program as regular LSPs allowing for greater continuity between the regular day and program. This year 40% were K-2 teachers and 60% upper elementary teachers.
- Substitute LSPs attend fall training, giving continuity to the program when LSPs are absent.
- LSPs expressed interest and need for additional professional development in understanding how to incorporate culturally based instruction into their daily lessons and this has been planned.
- LSPs and substitute LSPs receive high quality professional development in September and ongoing support through the education specialist and on-site coordinator.
- All LSPs and substitutes in the FY16 program were dedicated to providing a positive, nurturing, and enriching experience for students in the program.

**Opportunities/Plans for Quality Improvement in this Area**

- Deepen and extend development of the skills inherent in culturally responsive instruction.
- Use MAP data to identify students that at risk of not making the 10 points in academic gains and providing additional support for learning.
- Expand on-site coordinator's role as peer coach to provide professional development opportunities for staff such as model lessons, team-teach, support lesson planning, and take data.

## D. Partnerships and Relationships

Quality Indicator	Evidence Examples	Notes
<p><b>9. Program actively recruits partners who are motivated and equipped to participate.</b></p>	<p>9 a) The program makes efforts to recruit new and retain established partners and collaborators. (7)</p> <p>9 b) The program uses a wide variety of methods to identify and secure human, material, and financial resources. (5)</p>	<p>The paid partnership with NANA has been important in meeting the nutritional needs of the students in the program. SERRC’s education specialist visits community agencies and businesses during site visits to share information and establish support for the program. Virtual fieldtrips were utilized this year.</p> <p>The NWABSD provides in-kind support for the program through facility use, materials, and administrative support.</p>
<p><b>10. Partners understand program goals and culture.</b></p>	<p>10 a) Program partners are aware of the program goals and objectives and how their activities support the achievement of those goals. (7)</p> <p>10 b) The program enters formal written agreements with subcontractors. (7)</p> <p>10 c) The local community knows about the center and supports its goals. (7)</p>	<p>The NWABSD school district is aware of the program goals and their role in supporting those goals.</p> <p>A formal written agreement was developed with NANA to provide nutritious snacks for students daily. SERRC staff meet regularly with NANA staff.</p> <p>Community organizations such as the, Northwest Arctic Heritage Center, Fish and Game, the Arctic Sounder, KOTZ radio, and the Northwest Arctic Borough know about the 21 CCLC program and support its goals to create connections between the school and the community.</p>
<p><b>11. School-district officials consider the program goals a high priority.</b></p>	<p>11 a) Superintendent, site principals, site councils, and other school district officials and entities as applicable provide proactive support. (6)</p> <p>11 b) The program has access to needed school facilities and resources. (7)</p>	<p>JNES principals are supportive of the program and feel it is providing a valuable support for student learning. The assistant superintendent for the NWABSD is familiar with the program and supportive of it continuing.</p>

	11 c) School staff supports the program's goals. (6)	
<b>12. Program encourages family involvement.</b>	<p>12 a) Program organizes parent/family oriented events to showcase student accomplishments and inform families about program activities and goals. (7)</p> <p>12 b) Program communicates with families through a variety of means, depending on appropriateness, for example, newsletters, email lists, fliers, posters, etc. (7)</p>	<p>Families and the community were invited to Super Saturday and Fun Friday events, orientation, Parent Café, and End-of-Year Celebration.</p> <p>Program encourages parents to support cultural lessons and experiences for students.</p> <p>Parents are informed of program activities through a regular newsletter, publications in the Arctic Sounder, radio announcements, and Family Events.</p>

**D. Partnerships and Relationships  
Strengths to Celebrate**

- School administrators are supportive of the program goals and work well with SERRC's education specialist and the LSPs.
- Parents were supportive of the program and felt that it provided a safe place for their child afterschool that included enriching opportunities and academic support.
- Virtual field trips offered the opportunity to visit places that are not available locally, increased awareness, and support for the program.

**Opportunities/Plans for Quality Improvement in this Area**

- The goal of connecting the school and the community might be further addressed in the following ways:
  - Infusing more culturally based instruction into daily lessons.
  - Look for ways to involve parents who are often reluctant to “teach” others about their culture to share their cultural knowledge with students.
- In light of the new safety procedures in place for student pickup, procedures may be adopted that will enable ongoing informal interaction with parents, supporting positive relationships and information sharing.

## E. Center Operations and Programming

Quality Indicator	Evidence Examples	Notes
<p><b>13. Program activities have a clear structure and purpose.</b></p> <p>Activities are closely aligned with the program goals and objectives.</p> <p>Overall teachers implement behavior expectations consistently and effectively.</p>	<p>13 a) The program has adopted clear standards for student behavior and communicates them to students and parents. (7)</p> <p>13 b) Sessions are well organized with schedules established in advance according to clear principles. (6)</p>	<p>The schoolwide behavior plan known as CHAMPS is used by all teachers to remind students of behavior expectations throughout the school.</p> <p>Parents approve of CHAMPS and encourage the school to hold high expectations for student behavior. All sessions follow a well-organized schedule that reflects grant requirements.</p>
<p><b>14. Program pursues an active attendance strategy.</b></p>	<p>14 a) Each student's attendance is tracked. (7)</p> <p>14 b) Policies attach incentives and consequences to attendance and participation levels. (7)</p> <p>14 c) The program conducts culturally appropriate outreach. (5)</p>	<p>Weekly attendance for each color group is tracked, and the group with the best attendance is recognized in Friday schoolwide announcements.</p> <p>Attendance is tracked in Youth Services Data Base and attendance is rewarded and recognized at school events at the 30, 60, and 90 day points.</p> <p>Newsletters and newspaper articles invited parents to participate in cultural, community and afterschool activities as part of the program or to volunteer.</p>
<p><b>15. Physical environment is safe and conducive to learning.</b></p>	<p>15 a) Space is adequate for its purpose, clean and well lit. (7)</p> <p>15 b) Program accommodates students with special needs and encourages their participation in the program. (5)</p>	<p>Classrooms are used for programming, however another group occasionally uses the MPR during the physical activity and transition time immediately following the school day. When not available PE is held in the classroom.</p> <p>There is a closely monitored procedure in place that ensures students leave the program with an approved adult each day.</p>

## E. Center Operations and Programming

### Strengths to Celebrate

- The JNES facility was a warm and inviting place. LSPs created program in which students felt safe, valued, and excited about learning. Student attendance was regularly celebrated and was consistently good.
- The program closely followed the language and the intent of the grant, providing classes within an established and well-organized schedule.

### Opportunities/Plans for Quality Improvement in this Area

- Continue to acknowledge and celebrate good attendance each week through schoolwide announcements. Continue to address the importance of regular attendance with parents.
- Finding a community member to teach Native classes in dance, drumming, sewing, etc. should remain a high priority.

## F. Measurement and Evaluation

Quality Indicator	Evidence Examples	Notes
<p><b>16. Local evaluations are rigorous and based on a clear theory of change.</b></p>	<p>16 a) Goals are measurable and tracked. (7)</p> <p>16 b) Evaluation includes analysis of cause and effect relationships within the program to understand what the data means. (6)</p> <p>16 c) In addition to measurement data, the program collects stories about program impacts on students and their families. (5)</p> <p>16 d) Local evaluation includes site visits by a third-party observer using a structured observation tool. (7)</p>	<p>The goals and objectives are measurable and are tracked through closely aligned performance measures.</p> <p>5 types of data are analyzed to provide a meaningful picture of cause and effect relationships.</p> <p>The education specialist collects stories and photos from staff and a slide show was created for celebration night.</p> <p>The evaluator completed two visits in FY16 and both visits included observations using the State's tools.</p>
<p><b>17. The program uses the evaluation results for continuous improvement.</b></p>	<p>17 a) Evaluation findings are shared with staff, collaborators, parents, students, and other stakeholders. (6)</p> <p>17 b) Staff and management hold scheduled planning sessions to develop</p>	<p>A copy of the evaluation is shared with school administrators, the school board, and parents. Many of the recommendations included in the FY15 evaluation were adopted in the fall of FY16.</p> <p>The program director, education specialist and staff met in the fall</p>

	<p>responses to evaluation implications. (7)</p> <p>17 c) Staff use the theory of change and logic model to analyze and discuss potential program improvements. (6)</p>	<p>and during the year to discuss the evaluation implications and how to address them.</p> <p>The program director, education specialist, and program evaluator met in the fall to review the recommendations.</p>
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**F. Evaluation/Measuring Outcomes**

**Strengths to Celebrate**

The program evaluation is shared with staff during orientation and training and stakeholders during scheduled meetings. Goals are reviewed with staff throughout the year. Recommendations are reviewed and implemented.

**Opportunities/Plans for Quality Improvement in this Area**

The evaluator, education specialist, and on-site coordinator in interactions with LSPs, parents and administrators throughout the year should incorporate additional opportunities for review of evaluation findings and recommendations.



## SERRC's 21<sup>st</sup> CCLC Program FY16 Professional Development

### Professional Development

- Fall LSP orientation and training with education specialist (12 hrs.) 9/11/15 – 9/12/15
- Distance PD by Thomas Azzarella from AK Afterschool Network (2 hrs) 3/25/16

### Additional site visits

- Education Specialist and Grant Evaluator (1 hr.) 11/4/15
- Educational Specialist – staff meeting (1 hour) 4/14/16
- Educational Specialist and Grant Evaluator (1.5 hrs.) 5/4/16

### Conferences

- Alaska Afterschool Conference – Director, Educational Spec., On-site Coordinator and 1 LSP. Presentation of EPIC Virtual Experiences. PD included 5 hour project development w/ Presentation team, 2 days workshops, presentations and discussions 1/21/16 – 2/22/16
- BOOST Conference with Educational Spec. and 2 LSPs Presentations, workshops, networking, team building (2 days) 4/27/16 – 4/29/16

On-site Coordinator support

Ongoing

Newsletters with articles and suggestions

Regularly



## MAP Scores for Students That Attended 45 or More Days

Student	days attended	grade	fall score	winter score	spring score	fall to winter gain	Made end of year goal?	total point gain	gained > 9 points	gained < 10 points
1	67	1	138	148	153	10	yes	15	1	
2	81	1	145	158	163	13	yes	18	1	
3	59	1	164	171	178	7	yes	14	1	
4	77	1	138	141	146	3	no	8		1
5	81	K	139	142	148	3	no	9		1
6	71	2	198	205	205	7	no	7		1
7	80	K	146	152	162	6	yes	16	1	
8	77	2	211	212	213	1	no	2		1
9	88	2	161	193	189	32	yes	28	1	
10	72	2	183	193	193	10	yes	10	1	
11	71	K	158	169	169	11	yes	11	1	
12	83	2	176	190	186	14	yes	10	1	
13	91	1	157	162	160	5	no	3		1
14	84	K	133	140	143	7	yes	10	1	
15	65	1	173	169	176	-4	no	3		1
16	77	2	183	185	184	2	no	1		1
17	73	1	163	173	177	10	yes	14	1	
18	76	K	159	159	163	0	no	4		1
19	83	1	130	130	141	0	yes	11	1	
20	58	1	157	172	179	15	yes	22	1	
21	80	1	193	211	209	18	yes	16	1	
22	74	K	130	138	135	8	no	5		1
23	72	2	153	158	165	5	yes	12	1	
24	77	K	140	139	152	-1	yes	12	1	
25	91	K	150	161	171	11	yes	21	1	
26	84	K	151	152	167	1	yes	16	1	
27	51	2	162	175	173	13	yes	11	1	
28	80	K	127	129	119	2	no	-2		1
29	88	2	170	177	178	7	no	8		1
30	77	2	196	211	206	15	yes	10	1	
31	76	2	187	197	197	10	yes	10	1	
32	78	2	169	181	180	12	yes	11	1	

33	80	K	138	149	153	11	yes	15	1	
34	68	K	140	146	143	6	no	3		1
35	58	K	136	128	134	8	no	-2		1
36	46	K	137	153	160	16	yes	23	1	
37	85	K	139	156	160	17	yes	21	1	
38	68	K	117	133	137	16	yes	20	1	
39	75	K	141	132	141	-9	no	0		1
40	45	K	140	145	155	5	yes	15	1	
41	46	K	139	153	153	14	yes	14	1	
42	86	2	193	200	197	7	no	4		1
43	63	2	187	200	210	13	yes	23	1	
44	89	K	146	150	157	4	yes	11	1	
45	86	K	149	161	173	12	yes	24	1	
46	83	1	169	178	179	9	yes	10	1	

67% of students made the academic goal of 10 or more points in fall to spring MAP testing.

73% of those not meeting the goal gained 5 points or less on MAP testing.

Of those students not making the goal, 47% were KG, 13% 1st grade, 33% 2nd grade.

SERRC's 21<sup>st</sup> CCLC Program  
FY16 Family and Community Events

Going on a Bear Hunt	9/26/16
Welcome Event and Lights on Afterschool/ Parenting Class with Boys and Girls Club	10/3/15
UAF Science Night	12/3/15
Holiday Event w/Santa	12/12/15
Students recognized during JNES assembly	1/7/16
Family Fun Day	1/30/16
Skate Party	3/4/16
Spring Festival	4/9/16
Parent Café	5/5/16
End-of-Year Celebration	5/5/16
Community Presenters	
• Tyler Teuscher with National Parks Service	11/12/15, 12/3/15, 1/7/16, 2/4/16, 3/3/16, 4/7/16
• Lars Flor and NANA Nordic Skiing volunteers	4/4/16 – 4/8/16

SERRC's 21<sup>st</sup> CCLC Program  
FY16 Fun Fridays and Super Saturdays

Fun Fridays

- Stories and Crafts 10/2/15
- Activities and the BEAST obstacle course 12/4/15
- Skate party 3/4/16
- Monday NANA Nordic Skiing 4/4/16
- NANA Nordic Skiing 4/8/16

Super Saturdays

- Going on a Bear Hunt 9/26/15
- Thanksgiving themed activities 11/4/15
- Holiday Event w/ Santa 12/12/15
- Family Fun Day 1/30/16
- Valentine's Day Crafts 2/13/16
- Spring Festival 4/9/16

SERRC's 21<sup>st</sup> CCLC Program  
FY16 Parent Survey

Instructions: This survey about the afterschool program is designed to collect information about changes since the beginning of the year in 1) your child's social and cooperative skills during the school year, 2) your involvement in your child's learning, and 3) your connections between school and home.

Twenty-three surveys were completed and returned by parents in FY16.

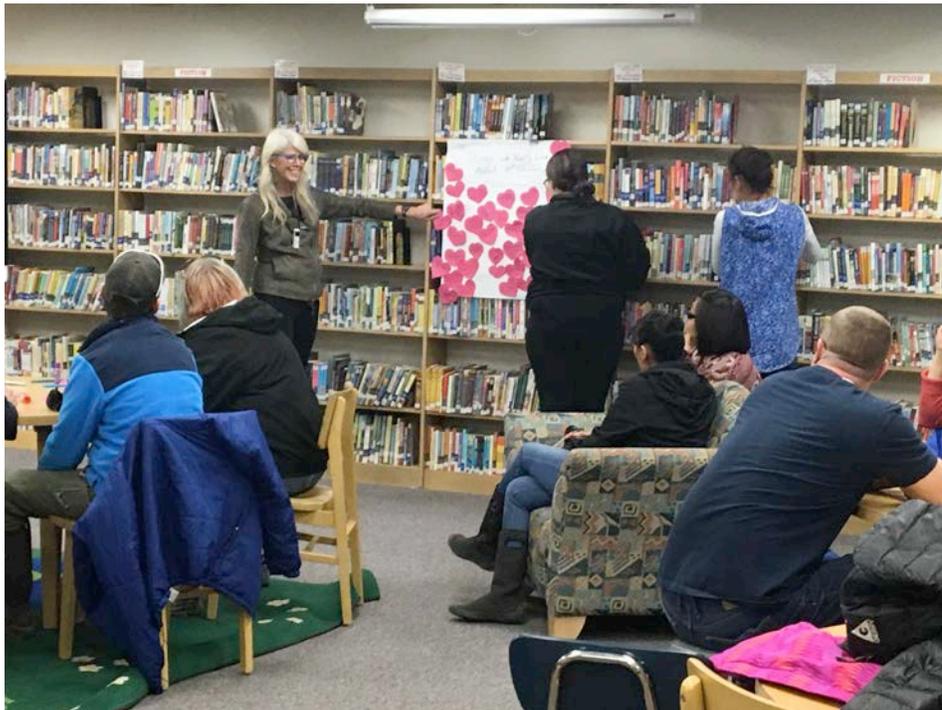
<b>Focus Behavior</b>	<b>Did Not Need to Improve</b>	<b>Significant IMP</b>	<b>Moderate IMP</b>	<b>Slight IMP</b>	<b>No Change</b>	<b>Slight Decline</b>	<b>MOD Decline</b>	<b>SIG Decline</b>
Understands rules	13%	35%	26%	17%	10%			
Participates in more physical activities	13%	48%	30%	4%	4%			
Participates in organized team games	5%	50%	15%	15%	15%			
Shows more interest in eating healthy foods	5%	18%	32%	23%	22%			
Aware of right and wrong	9%	39%	30%	9%	13%			
Developed an increasing circle of friends	9%	43%	39%		9%			
Aware of hurtful words and actions	9%	22%	39%	22%	4%		4%	
Able to work out differences on their own	9%	9%	43%	26%	9%		4%	
Shows ability to share both things and friends	9%	30%	39%	4%	17%			
Able to see things from another point of view	9%	32%	32%	4%	18%		4%	
Initiates conversations with adults and peers	13%	39%	26%	13%	9%			
Willing to help others when needed	23%	27%	32%	14%	4%			

### Parent Involvement in Their Child's Learning at Home and at School

To what extent are you involved in your child's learning?	Never	Sometimes	Often	Always
I send my child prepared for school daily		9%	26%	65%
I volunteer in school programs	26%	43%	13%	17%
I teach my child about our culture		33%	29%	38%
I support afterschool club attendance		4%	30%	65%
I talk with the teacher about my child		41%	14%	45%
I support my child's learning at home		5%	36%	59%
I read books with my child daily		27%	36%	36%
I ask my child about school		9%	22%	70%
I play games or sports with my child		36%	18%	45%
I talk with my child about healthy foods		30%	30%	39%
To what extent have you reached out to teachers?	Never	Sometimes	Often	Always
I offer to share my culture, knowledge and skills in afterschool activities	50%	35%	5%	10%
I ask about my child's progress	5%	38%	33%	24%
I attend school functions to celebrate my child's achievements	5%	23%	32%	41%
I ask the teacher how I can help my child's learning at home.	15%	35%	30%	20%

### Parent Comments from Surveys: What would you like to see in the afterschool program?

- More culture & elders for storytelling.
- Thanks for starting the sign-out process!
- 21<sup>st</sup> Century was a start for my daughter. (Besides sports) Thank you!
- Kuddos to JNES staff. My daughter has learned a lot and is happy and looks forward to school.
- More cultural components. Healthier snacks.
- Great program, very fun, safe, and active ... bravo!



SERRC's 21<sup>st</sup> CCLC Program  
FY16 Community Outreach

1. KOTZ Radio
2. The Arctic Sounder
3. UAF Museum of the North
4. The Alaska Zoo
5. Northwest Arctic Heritage Center
6. NANA Nordic Skiing
7. Kotzebue Boys and Girls Club
8. KMHS Youth Leaders
9. SERRC Tech Ops
10. NWABSD Tech Department
11. National Park Service

SERRC's 21<sup>st</sup> CCLC Program  
FY16 Fieldtrips

Virtual Fieldtrip to the Alaska Zoo (2)	10/1/15
Heritage Center	10/8/15
Shady Grove Oliver with Arctic Sounder and Orange Group	10/15/15
Virtual fieldtrip to the Alaska Zoo (2)	11/13/15
Virtual fieldtrip to Museum of the North	12/10/15
Five days skiing with NANA Nordic or sledding	4/4/16 - 4/8/16
Spring Festival	4/9/16



SERRC's 21<sup>st</sup> CCLC Program  
 FY16 Class Schedule

Sadie Kindergarten Room 54			
Time	Tuesday	Wednesday	Thursday
3:30-3:45	Drop off Bags then to North Playground for PA		
3:45-4:00	Snack in Room 54		
4:05-4:25	Sadie/Phy. Act (54)	Lucia/Compass (61)	Homework/
4:30-4:50	Corey/Reading 1 (53)	Paul/Reading 2 (154)	/Journals/Physical Activity/Reading (54)

Corey 1 <sup>st</sup> Grade Room 53			
Time	Tuesday	Wednesday	Thursday
3:30-3:45	Drop off Bags then to North Playground		
3:45-4:00	Snack in Room 53		
4:05-4:25	Cory/Reading 1 (53)	Paul/Reading 2 (154)	Homework/
4:30-5:00	Sadie/Phy. Act (54)	Lucia/Compass (61)	/Journals/Physical Activity/ Reading (53)

Lucia 1 <sup>st</sup> -2 <sup>nd</sup> Grades Room 61			
Time	Tuesday	Wednesday	Thursday
3:30-3:45	Drop off Bags then to North Playground for PA		
3:45-4:00	Snack in Room 61		
4:05-4:25	Lucia/Compass (61)	Sadie/Phy. Act (54)	Homework/Reading  /Journal/Physical Activity (61)
4:30-4:50	Paul/Reading 2 (154)	Cory/Reading 1 (53)	

Laura 2 <sup>nd</sup> Grade Room 154			
Time	Tuesday	Wednesday	Thursday
3:30-3:45	Drop off Bags then North Playground		
3:45-4:00	Snack in Room 154		
4:05-4:25	Paul/Reading 2 (154)	Cory/Reading 1(53)	Homework/Reading  /Journal/Physical Activity (154)
4:30-4:50	Lucia/Compass	Sadie/Phy Act (54)	

SERRC's 21<sup>st</sup> CCLC Program  
FY16 LSP Aggregated Survey Results

The LSP surveys included three areas of focus. Fifty-five surveys were completed and analyzed in the evaluation process.

Section 1: To what extent has the student changed their behavior?

<b>Focus Behavior</b>	<b>Did Not Need to Improve</b>	<b>Significant Improv.</b>	<b>Moderate Improv.</b>	<b>Slight Improv.</b>	<b>No Change</b>	<b>Slight Decline</b>	<b>Mod. Decline</b>	<b>Sig. Decline</b>
Understands rules	7%	35%	22%	11%	22%	2%	2%	
Participates in more physical activities		35%	42%	22%		2%		
Participates in organized team games		38%	5%	7%	49%			
Shows more interest in eating healthy foods		40%	38%	22%				
Aware of right and wrong	7%	36%	27%	25%	2%		2%	
Developed an increasing circle of friends		44%	44%	13%				
Aware of hurtful words and actions	11%	29%	24%	31%	2%	4%		
Able to work out differences on their own		31%	20%	42%	4%	4%		
Shows ability to share both things and friends	2%	40%	31%	24%	2%	2%		
Able to see things from another point of view	4%	31%	16%	33%	16%			
Initiates conversations with both adults and peers	4%	44%	29%	22%	2%			
Willing to help others		36%	33%	25%	5%			

Section 2: To what extent are parents involved in their child’s learning?

<b>Parents’ involvement in learning</b>	<b>Did Not Need to Improve</b>	<b>Sig. Improve.</b>	<b>Moderate Improve.</b>	<b>Slight Improve.</b>	<b>No Change</b>	<b>Slight Decline</b>	<b>Mod. Decline</b>	<b>Sig. Decline</b>
Children are prepared for school	11%	29%	9%	49%	2%			
Volunteering	7%	27%	4%	33%	29%			
Supporting afterschool attendance	9%	31%	13%	45%		2%		
Regular communication with the teacher	9%	31%		7%	53%			
Supporting educational goals	9%	29%	4%	24%	35%			

Section 3: To what extent have you reached out to parents and the community?

<b>To what extent have you reached out to parents and the community in terms of:</b>	<b>Did Not Need to Improve</b>	<b>Sign. Improve.</b>	<b>Moderate Improve.</b>	<b>Slight Improve.</b>	<b>No Change</b>	<b>Slight Decline</b>	<b>Mod. Decline</b>	<b>Sig. Decline</b>
Inviting parents and community to share knowledge and participate in activities		29%	7%	38%	25%			
Notifying parents of student progress		31%	38%	11%	20%			
Celebrating student achievements with parents and child		29%	36%	11%	24%			

Building a common focus on education and health		29%	38%	9%	24%			
Sharing learning strategies and activities for use at home		29%	7%	40%	24%			

**SERRC’s 21st CCLC Program  
FY16 Aggregated Classroom Teacher Survey Responses**

Directions for teachers: This survey is designed to collect information about changes in a particular student’s behavior during the school year. Please select only one response for each of the questions asked in the table below.

<b>Child’s Behaviors</b>	<b>SIG Improve</b>	<b>Slight Improve</b>	<b>No Change</b>	<b>Decline</b>
Completing homework	31%	31%	39%	0%
Participating in class	37%	33%	31%	0%
Behaving well in class	27%	24%	49%	0%
Working collaboratively with peers	35%	37%	29%	0%
Academic Performance	35%	47%	18%	0%
Seeking assistance when appropriate	41%	31%	29%	0%
Persevering through challenges	37%	29%	35%	0%
Expressing needs and feelings appropriately	29%	29%	43%	0%
Getting along well with other students	31%	22%	47%	0%
Forming pos. relationships with adults	39%	24%	37%	0%
<b>To what extent has your student’s family changed in terms of:</b>				
Engaging in the child’s education	35%	12%	53%	0%

## Staff Meeting Discussion May 3, 2016

On May 3, 2016 the evaluator and SERRC Educational Specialist met for 90 minutes with the 21st CCLC on-site coordinator, four regular LSP's and one substitute LSP for the program. The introduction included a brief review of the grant cycle, emphasizing that next year marked the 5th and final year in this grant award, and therefore the importance of fidelity to the process and full implementation of the program goals to determine effectiveness.

The meeting was organized into three questions. In addition to seeking input that would inform administrative support for the program next year, the evaluator asked how the overall grant design might be improved. Following are the three questions that outlined the discussion and the responses recorded for each.

1. Why does the regular school day not meet the needs of your target population? What does this program add to address these needs?

Why do our students need more support?

- Unstable home lives
- Little academic support at home
- Confidence is often lacking
- Opportunity for success
- Start in a different place – lack of foundational skills
- School is focused on fidelity to the curriculum
- Low socioeconomic status
- Fewer community supports/programs as lower 48

How is our program addressing these needs?

- New and different situations in small groups builds confidence
- Consistency – maintaining a positive environment
- Academic support – homework help and general reinforcement of skills
- Celebrating success – attendance awards, weekend activities
- Afterschool program offers more opportunity for kids to reflect and discuss
- Project based learning
- Less stressful environment
- Focus on culture
- Social-emotional and developmentally appropriate instruction

2. What's working well? What's not?

LSPs offered the following input in terms of what's going well.

- Ongoing support from Kat. Janice's position as coordinator is critical to keeping the program running smoothly.
- Staff consistency
- Schedule is clear
- Open communication
- Quality of supplies
- Tubs for each group
- Snack – students are hungry and enjoy the healthy snacks
- Snack routine, delivery and pickup
- Group rotations with solid procedures for transitions
- Super Saturdays and Fun Fridays
- Recess at beginning of each program day
- Student enrollment is consistent
- Parent pickup and new sign-out procedure is well organized
- Parent support
- Consistent “home groups”
- Group sizes
- Groups solidified

What's not working well?

- Time for snack – allowing time for kids who eat slower can be challenging
- Snack – selection, cleanliness, utensils; small adjustments are needed
- Need tubs for headphones in the computer room
- Some students aren't finishing their Compass lesson in the allotted time
- Transitions (between school and snack) and going home
- White bags for students' personal belongings and hallway expectations
- Lack of parent involvement
- Lack of culturally responsive instruction
- Occasionally there is a lack of subs available

3. If given the opportunity to move this program forward, what are some changes you would make?

- Budget for author visits/elder activities
- Dedicated cultural events
- Pre K involvement
- Literacy focus on published student work
- Conference/PD options for more staff

Comments from the Parent Cafe  
May 4, 2016

**Question 1: What have you liked about having your child in the afterschool program?**

**Social/emotional development (16)**

1. Additional social learning.
2. Creating relationships outside of regular classroom.
3. My son enjoys it!
4. Social skills improvement.
5. I like that Helen can be in a club.
6. Fun friends.
7. I like the activities for the kids.
8. Building more confidence in trying new things, active and new ideas.
9. Dedicated teachers who care about kids.
10. Time spent with other kids.
11. The Tues., Wed., Thurs. schedule; fun activities for the kids to enjoy.
12. Peer interaction
13. I really like that I can rely on my kids being here three days a week having fun learning, playing, and interacting with others.
14. Building more confidence in trying new things, active, and new ideas.
15. My kids love after school program because they learn a lot, with these can have in a village.
16. There learning how they are handling situations well and doing things helping shopping and they enjoy themselves!

**Academic support (13)**

17. Able to complete and finishing homework.
18. Extra reading time for my child.
19. Significant learning opportunities.
20. Aware of time management.
21. The interest in science that has been sparked in my child.
22. Opportunities for creative learning.
23. Getting additional help.
24. Field trips, Super Saturdays, the crafts.
25. Is that my kids really enjoy the program - they're learning lots of things and doing things.
26. Extra time for learning.
27. Provides a chance for my child to interact with kids of all ages.
28. Addressing learning needs.

29. The program has allowed our daughter to be excited about learning things beyond her regular school day.

**Physical activities (6)**

- 30. I like all the outdoor activities they participated in.
- 31. Exposure to new and exciting experiences.
- 32. Exposure to new activities and experiences like sledding and skiing.
- 33. X-country skiing.
- 34. Exposure to new activities and experiences like sledding and skiing.
- 35. The activities the children participate in.

**Safe environment (5)**

- 36. Consistent, safe environment.
- 37. A safe environment.
- 38. Having somewhere safe to be after school while learning.
- 39. A safe environment for my child after school.
- 40. A safe environment for all kids.

**Support for parents (5)**

- 41. Keeps my child busy doing activities that I can't do with him.
- 42. Knowing my child has a safe place to be after school.
- 43. Makes the school & work schedule jive!
- 44. Dependable staff, flexible hours.
- 45. My child needs constant supervision. I'm glad she gets this here.

**Healthy snacks (2)**

- 46. Healthy snacks.
- 47. I like that my child gets healthy snacks afterschool.

**Question #2: What would you like to see added to the afterschool program in the future?**

**Cultural/Community Learning (14)**

- 1. Get involved with the elders in the community; learn stories of our culture before technology.
- 2. A community project.
- 3. Inviting elders in to speak of their experiences of childhood.
- 4. Eskimo dancing.
- 5. Incorporating the Inupiaq language.
- 6. Inupiaq class (not with current teachers)
- 7. Maybe more community service, meet/visit elders.
- 8. Dance class.
- 9. Inupiaq culture, added along with the after-school program.

10. Dancing,
11. Adding NYO games to physical activities.
12. Community guest speakers.
13. Incorporate traditional knowledge.
14. More cultural focus on physical activities, more science activities, an additional day per week.

### **Physical Activities (7)**

1. Organized physical activity such as yoga, Zumba, competition.
2. Meditation
3. More sledding, skating, fishing.
4. More fun games.
5. Thank you – need more stuff outside.
6. Use Zumba Kids for some of the physical activities.
7. More time for physical activities.

### **Music/Art (6)**

8. More handmade crafts, artwork, and projects.
9. Music and instruments improvisation.
10. Music
11. Instruments,
12. More art activities.
13. Singing.

### **Parent Involvement (5)**

14. The Super Saturdays have been great for my kids. They've enjoyed the activities.
15. Share with parents what is taught in the 21<sup>st</sup> CCLC curriculum.
16. More family fun nights.
17. I appreciated the Skype fieldtrips and the dialogue that was created at home as a result.  
More please!
18. A yearly schedule.

### **Miscellaneous (7)**

19. Increased security protocol – if a child is lost, do they know where to go? Who to call?
20. Preference for single parents.
21. Keep the virtual field trips.
22. Speaking in front of class to prepare for the future.
23. Color groups so kids know where to go.
24. To see this program in other villages.

25. Social behavior, additional time amongst the kids, more teacher interaction time with the kids, perhaps smaller groups?

**Question 3 – In what ways has your child’s participation in the afterschool program made a difference for you as parents?**

**Parenting support (10)**

1. A safe environment where someone watches him gives me peace while at work.
2. Meeting other parents.
3. My kids have both begun to speak more about the importance of making mistakes in order to learn. As a parent, I want my kids to know it is okay to take risks and try new things without fear of failure. This is such an important life lesson. To have this concept reinforced at school has made a significant difference. Thank you.
4. They’re learning how to handle a problem at home – helping them to know how to share and helping others, as a parent, how to say the right words.
5. The program strongly urges me to step out of my own comfort zone and be involved in social activities with my child.
6. Building community with school, parents/families, and kids.
7. Finding out how other families parent.
8. Meeting and getting to know our child’s peers.
9. Meeting other parents.
10. Less stress for me as a parent knowing my kids are in a structured yet alternative school atmosphere. When they are able to get their homework done, it is a huge relief to us. We can read for fun and enjoy being with our kids without asking them to do more work, which can add stress to the day.

**Home/school connection (5)**

11. Meeting more classroom teachers.
12. I’d like to hear more about what they do each week, like what is the plan for the week or a summary of the week’s activities.
13. Doing more different activities, she’s just so excited to tell me what she does, accomplishes.
14. Helps me understand what he’s learned in school and what he learned in 21<sup>st</sup> Century.
15. Getting involved with the school more.

**Child’s social/emotional learning (2)**

16. My son has enjoyed the Inupiaq lessons; he enjoys the crafts, science, and seems more engaged in learning.
17. My child is more socially engaged and therefore happy. Noticeably better Tues. – Thurs.

