SERRC’S 21st Century Community Learning Center (CCLC)

NORTHWEST ARCTIC BOROUGH SCHOOL DISTRICT
JUNE NELSON ELEMENTARY SCHOOL
AFTER-SCHOOL PROGRAM EVALUATION
July 1, 2012 – June 30, 2013

Grant Oversight by:
SOUTHEAST REGIONAL RESOURCE CENTER
Alberta Demantle, Education Specialist
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Anchorage and Juneau, Alaska

Annual Evaluation Report Prepared by
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SECTION 1: BACKGROUND INFORMATION

1 a. Local Evaluator

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Charlie has been the Owner/Consultant and sole proprietor of Leading EDGE Consulting for the past fourteen years. Of those years, she has conducted external program evaluations for more than a dozen federal and state funded grant organizations, schools, and businesses. A 30 year resident of Alaska, Charlie has a Masters in Early Childhood Education, worked as a Fellow through Anderson School of Management, UCLA, and is currently working on a Master’s Certification in Personal and Leadership Coaching. Charlie previously spent 15 years as CEO/Executive Director and Head Start Director of two large Early Intervention and Early Childhood Programs in Alaska, 8 years teaching in the public school systems in the Lower 48, and during those combined years maintained an active status in public policy, program development, program assessment/evaluation, and legislative advocacy. This is Charlie’s sixth year as an external evaluator for various independent 21st CCLC programs within the state of Alaska.

1 b. Grant Cycle

Year of the grant cycle being evaluated: July 1, 2012 – June 30, 2013

1 c. Program Description

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

The student population is over 60% low income at a rural Title 1 school-wide school. There are 171 students enrolled at June Nelson Elementary School including 57 kindergarten students, 54 first grade students and 60 second grade students. The target population for the 21st CCLC includes 20 students each in grades K-2, for a total of 60 students.
(ii) SERRC’s 21st CCLC project provides after-school literacy experiences, focused tutoring, physical education activities and enrichment programs focused on local culture. The program compliments school-day instruction with students divided into four groups: K1, K2, 1 and 2 with approximately 15 students per group. The ratio remained the same during physical activity sessions. The After-School Program is scheduled three afternoons weekly, Tuesday through Thursday, for 90 minutes each day from 3:30-5:00pm. This is a departure from the original grant that indicated the program would operate four days each week. The program staff adjusted the program to meet the needs of the school and added “Super Saturdays” to accommodate the balance of time needed. Super Saturdays and family events are scheduled at 180 minutes. (See appendices, Afterschool Program Schedule).

As part of the healthy student component SERRC’s 21st CCLC has partnered with NANA, the largest food service provider in the Northwest Arctic region to provide students with a variety of after-school snacks that will meet the USDA National School Guidelines. The goal of the partnership with NANA was to ensure nutritional value and freshness at the most competitive price for rural regions. Costs of goods in Kotzebue are very high in comparison with Anchorage; e.g. string cheese is 25% more, cream cheese 49%, milk is 195%, baby carrots 65%, apples 65%, bananas 207%, and navel oranges are 292% more. Snacks provided each day for student pick up between 3:30 pm and 4:00 pm appeared minimal during the school year. Staff continued to have discussions with NANA and the JNES Assistant Principal to ensure student’s daily nutritional needs were being met.

(iii) Of the 60 participants in the program, 49 students attended 30 days or more (29.4%), 15 students attended 60 plus days (9%), while there were no students who attended 90 plus days in this first year of the program. SERRC’s 21st CCLC program has established protocols to
encourage and maintain regular attendance so that students gain the most from the experience. Teachers began the year escorting the students from their classroom to the after-school program. However, this practice became habit for the students and they took it upon themselves to transition smoothly on their own. Nutritious snacks were waiting for students to pick up between 3:30 pm - 4:00 pm, and students took their snack with them to their SERRC 21st CCLC session. When students arrived at their SERRC 21st CCLC classroom they were welcomed by the LSPs. The attendance routine developed independent action and choice for students to take a sticker and place it on the attendance chart by their name. Student participation was continually acknowledged as a link to the attendance goal that is strengthened by the school staff, school administration, and the community. The fun, engaging, and relevant learning activities were complemented with recognition and incentive rewards for perfect attendance – weekly, quarterly, and annually.

Attendance was closely monitored by SERRC’s 21st CCLC LSPs using the existing student information management system built for the program. For each day the students attend the afterschool program attendance was submitted to the website. Seven points are awarded for being present. As points were accumulated, students chose items from the student store and used their points to purchase items such as books, school supplies, personal hygiene, sport equipment, and a myriad of other items that appeal to children.

Students’ transportation continues to present the primary barrier to attendance as Kotzebue has no bus system, so parents and siblings are responsible for picking up elementary students. Early in the school year, expectations were shared with parents regarding the necessary arrangements that may be needed to transport their children to and from the after-school program. To gauge the extent to which transportation might present a barrier to attendance, parents were surveyed in March 2012. Results show that most parents are willing to pick up their child after the program day (78%). During the school year 2013, a much higher percentage of parents DID pick up their children or made other reliable plans for pick-up of their children. Seldom were children left without a ride home. The assistant principal remains until all children have transportation home. Transportation may be one of those after-school issues that staff, administration, and parents will need to continually work collaboratively on in the future.
1 d. Program Rationale

(i) SERRC’s 21st CCLC JNES After-School Program has designed a Theory of Change Model that aligns with their Project Logic Model. Both models speak strongly of the promotion of after-school activities as the “glue” and transitional stability for students following their full day of regular school attendance. Having an outlet such as after-school programming, allows for academic enrichment alongside of physical and cultural activities. These combined into 90 minutes sessions, three days per week, have offered K-2 students the greater gift of learning through culture, movement, and self-awareness. The following is the Theory of Change as defined by SERRCs 21st CCLC staff;

*Why is in-school not meeting all the needs of the target population?*  “Students enter kindergarten 2 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 needed for beginning reading will narrow these gaps.”

*What will this program add to address that shortcoming?*  
(List all key activities/characteristics of this program)

1. Additional quality instruction for 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.

*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 Nights 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).
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.”

SERRC’s 21st CCLC JNES After-School Program LOGIC MODEL

<table>
<thead>
<tr>
<th>GOALS</th>
<th>INPUTS</th>
<th>OUTPUTS</th>
<th>OUTCOMES</th>
<th>PERFORMANCE MEASURES</th>
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</thead>
<tbody>
<tr>
<td>1. Improve the pre-literacy and literacy skills of students in grades K-2</td>
<td>1. Grant funding</td>
<td>Activities: 1. After school literacy and enrichment program that operates three days/week for 45 minutes per session (2 sessions daily)</td>
<td>Short Term: Students will want to come to SERRC’s 21st CCLC and parents will enroll them in the program.</td>
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<td>2. Strengthen parent involvement in their child’s learning</td>
<td>2. High quality program staffing</td>
<td>2. Two full days (16 hours) of intensive staff development training followed by job-embedded coaching and shadowing throughout the year.</td>
<td>Intermediate: Students, parents, teachers, staff, and community members will have positive perceptions about the benefit of participation in SERRC’s 21st CCLC.</td>
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<td>3. Strengthen connection between the school and community</td>
<td>3. Strong local leadership team</td>
<td>3. Four Family Nights offered during the evening throughout the year.</td>
<td>-SERRC’s 21st CCLC enrollment and attendance will remain consistently high.</td>
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<tr>
<td>4. Improve emerging social and cooperative skills in K-2 students</td>
<td>3. High quality staff development</td>
<td>Target Population: 60 students, 20 each in</td>
<td>-Students will have documented gains in their development of</td>
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<td></td>
<td>4. Instructional time</td>
<td></td>
<td>Measures of Effort:</td>
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<td></td>
<td>5. Literacy curriculum that supports the school-day goals and curriculum</td>
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<td>1.a) 60 students will enroll in SERRC 21st CCLC</td>
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<td>6. An experienced after-school service provider and a proven after-school time program model</td>
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<td>1. b) 100% of students enrolled in SERRC’s 21st CCLC will have perfect attendance 1 or &gt; times during the year; 85% of students will have perfect attendance for 1 or &gt; quarter annually; and 60% or&gt; of participants will have perfect attendance for the year.</td>
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<td>1. c) The SERRC’s 21st CCLC program, when observed and scored using the Harvard Family Research Project program rubric, will meet or exceed at least 80% of the indicators of effectiveness.</td>
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<td>1. d) 100% of SERRC’s 21st CCLC LSPs will participate in a minimum of 24 hours of SERRC 21 CCLC-sponsored professional development annually.</td>
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<td>2. a) SERRC’s 21st CCLC will offer 4</td>
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grades K-2.

**Literacy Skills:**
Literacy benchmarks by the end of 2nd grade.

**Long Term:**
- All students who participate consistently in SERRC’s 21st CCLC will achieve literacy benchmarks by the end of 2nd grade.

**Family Nights:**
- Throughout the year.

2. b) 100% of parents of SERRC’s 21st CCLC students will attend at least one parent night annually.

3. a) Information about SERRC’s 21st CCLC will be published in school and community publications.
3. b) Community members will provide cultural activities as guest instructors at least once a week during the SERRC’s 21st CCLC program.

4. a) 100% of SERRC’s 21st CCLC students will participate in group projects and CATCH physical education activities on a regular basis, as reported by LSPs.
4. b) The SERRC’s 21st CCLC program will include 2, 45-minute PA sessions each week.

**Measures of Effect:**
1. e) 75% of students who participate in SERRC’s 21st CCLC for a minimum of 1 quarter will show at least a 15% gain on literacy pre/post assessments.
1. f) 95% of students enrolled in SERRC’s 21st CCLC will express satisfaction with the
program, in response to either survey or interview questions.
1. g) 85% of SERRC’s 21st CCLC participants will achieve the goals established in their annual individual learning plan.

2.c) 100% of parents of SERRC’s 21st CCLC students will express satisfaction with the program, in response to survey and interview questions.

3. c) Students and parents will express satisfaction with community/cultural activities offered during SERRC’s 21st CCLC sessions, in response to annual survey questions.

3. d) At least 20 different community members or organizations will provide cultural enrichment activities for students during the year.

4. c) 90% of SERRC’s 21st CCLC participants will demonstrate growth over 1 year in social and cooperative skills, as reported by LSPs.

(ii) Goal #1: Increase the pre-literacy and literacy skills of students in grades K-2.

Indicator: 75% of students who participate in SERRC’s 21st CCLC for a minimum of 1 quarter will show at least a 15% gain on literacy pre/post assessments.
**Approved Activities:** SERRC’s 21st CCLC uses Compass Learning, a research-based computer program with high-quality and developmentally appropriate literacy lessons for students. The Compass Learning curriculum is aligned with Alaska GLEs, is used successfully in a number of Alaska communities and demonstrates literacy gains. Additionally, each student has an individually designed program based on assessment results, and teacher and family input. This ensures that SERRC’s 21st CCLC lessons and activities are linked to, and will extend and enrich the school day goals. Further, the JNE staff have access to district-purchased art kits, each based on a theme and with a plethora of literacy activities included. Available for use during the 21st CCLC afterschool program these resources will be utilized at appropriate points in the curriculum to support, enrich and strengthen literacy objectives of the regular school day.

**Provided Activities:** Changes in school policy related to technology use prevented the use of computer programs in the afterschool program. JNES staff used the literacy resource tubs and books provided by SERRC and the district to create individualized, theme-based literacy activities and projects. Staff met weekly to ensure the literacy standards addressed during the regular school day transitioned into culturally based, enriched and hands on learning in the afterschool program. The staff discovered creative ways to embed, enhance and enrich literacy into the after-school curricula. Cultural literacy was identified as gaining the most attention and traction by the students, teachers and the parents. Thus, providing the after-school students with opportunities to connect their cultural literacy through dance and stories shared by the elders.

**Goal #2: Strengthen parent involvement in their child’s learning.**

**Indicators:** 100% of parents of SERRC’s 21st CCLC students will express satisfaction with the program, in response to survey and interview questions. Students and parents will express satisfaction with community/cultural activities offered during SERRC’s 21st CCLC sessions, in response to annual survey questions.

**Approved Activities:** Parents are their child’s first and foremost teacher therefore they are a reliable source of information about their young child’s interests and enjoyment of various activities. Parents and children together will be surveyed at the beginning of the program about the things they love to do, games they like to play, and what they like to do together. This feedback will be used to design the enrichment and physical activities, literacy time together, and themed Family Nights. Four (quarterly) fun and dynamic Family Nights/Super Saturdays will be
planned where parents will be encouraged to participate in culturally rich and community relevant enrichment activities with their child.

**Provided Activities: November 17, 2012 - Family Event #1** - Parents were invited to attend a family event. Students were all given a grade appropriate book to take home. Parent and student had reading time, snack was served, and an Inupiaq dance was performed by students and community members of the Kotzebue dance group.

**February 2, 2013 - Family Event #2** - Students were given a new book to take home. JNE staff spoke to parents about the importance of reading with your child, snack was served, JNE staff modeled a read aloud, and students read with parents.

**March 9, 2013 – Family Event #3** – Parents were invited on a field trip to the fire station. (See Appendix B)

**May 10, 2013 - Family Event #4** - The culminating event brought together parents for a Parent Café (see notes within report), PLUS a final Family Night where parents and staff celebrated student accomplishments in the SERRC 21st CCLC program. A spaghetti dinner was provided along with backpacks with summer learning tools, certificates of attendance, and parent guides on summer learning activities.

**Goal #3: Strengthen the connection between the school and community.**

**Indicator:** At least 20 different community members or organizations will provide cultural enrichment activities for students during the year.

**Approved Activities:** The inclusion of community members as guest instructors will help students apply what they learn, enabling them to make connections to real life and build confidence. Additionally, the program staffing model calls for two volunteers from the community to support the LSPs, with more always welcomed and encouraged to participate in shaping the next generation of Kotzebue residents.

**Provided Activities:** Eight community leaders and cultural elders assisted the after-school program by leading and participating in culturally theme-based learning activities. The community/cultural members and their representation were; Inupiaq Dancers from the Kotzebue dance group: Lead Teacher Sidney Shroyer, dance group dancers: Nettie Allen, Haley Brown, and Laura Fields. Abraham Lambert and Helen Allen, both parents of students in the program, helped with the field trip to the Fire station. Roberta Gastineau, Maniilaq Health Center, gave the
students a tour of the hospital and spoke to them about the services they provide. Dionne Nelson, community member, helped with the final celebration.

**Goal #4: Improve student’s emerging social, cooperative, and physical skills.**

**Indicator:** 90% of SERRC’s 21st CCLC participants will demonstrate growth over 1 year in social and cooperative skills, as reported by LSPs.

**Approved Activities:** The Physical Activity (PA) component will utilize the CATCH - Coordinated Approach to Child Health after-school program curriculum, lessons, and materials. This program brings schools, families, and communities together to teach children how to be healthy for a lifetime. CATCH combines nutrition learning and physical activity through hands-on activities where children learn to identify, practice, and adopt healthy eating and physical activity habits. All students will be required to participate in the physical activity class where student/teacher ratio will be 15:1 in each grouping.

**Provided Activities:** For 45 minutes each week, students in groups of 15 had the experience of physical fitness. They began their “workout” by journaling their progress from the past week; then participated in the structured activities; warm-up and warm-down fitness stretches prepared them for the activities. JNES staff voiced enthusiastic support for the Physical Activity component of the after-school program. The activities also included those focused on good health and nutrition.

Below are pictured children participating in 21CCLC activities:
Parents contributing ideas during the Parent Café:
SECTION 2: EVALUATION METHODOLOGY

Evaluation Process, Surveys, and Methods

2 a. The external evaluation of the SERRC 21st CCLC program followed a plan created by the SERRC 21st CCLC staff and the external evaluator. As determined, the evaluation consisted of three distinct collection and analysis points; performance data, survey data, and observational data. Using the evaluation questions below, the external evaluator collected, observed, and analyzed the data in answer to these evaluation questions.

1) Is the SERRC 21st CCLC program delivering the service and content it said it would deliver?
2) Is the SERRC 21st CCLC accomplishing what it said it would accomplish in terms of program impact?
3) What are the program’s strengths and weaknesses? (See Strengths and Challenges Section)
4) How can the program improve?

2 b. Performance Data: Using the SERRC 21st CCLC Performance Measures as the benchmarks; academic achievement information (MAPS), attendance data and student data were collected and analyzed from the PPICS and Youth Services program data system. The evaluator worked with the SERRC Program Director, SERRC 21st CCLC Education Specialist, the Site Coordinator, and the Assistant Principal of JNES to gather the information and ensure that the data was current and relevant for data-driven decisions made during the year and for next school year planning.

Survey Data: Initially, a pre/post-test Student Survey was planned however, due to the late start in fall 2012, the survey was postponed until next school year. Combining the required 21st CCLC Teacher Survey (a general academic survey titled Survey 1), and a Teacher Survey created by the SERRC 21st CCLC staff (Survey 2, page 19-21), which captured teacher perspectives on social and emotional health of the students, the external evaluator was able to achieve a cross-analysis perspective. Also used in analysis was the “School Climate and
Connectedness Survey Report” conducted and analyzed for the Association of School Boards in 2011 for the Northwest Arctic Borough School District: JNES. Parent Surveys were also collected and analyzed at year-end along with the collection and analysis of data from the Parent Café held the last day of the after-school program, May 9, 2013.

**Observational Data:** On May 8 and 9, 2013, an independent observation of classes, events, activities, interviews with parents and principals was conducted by the external evaluator. During this same period of time the evaluator also conducted the Parent Café. Interviews with individual students occurred during the observation. All the qualitative data gained from these observations and interviews were analyzed for the purposes of this report.

**SERRC: KOTZEBUE 21ST CCLC EVALUATION TIMELINE/PLAN**

<table>
<thead>
<tr>
<th>21ST CCLC Short-term Outcome(s)</th>
<th>Measure/Indicator</th>
<th>Data Source</th>
<th>Measurement Interval</th>
<th>Data Collection Method</th>
<th>Person Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase the pre-literacy and literacy skills of students in grades K-2.</td>
<td>Percent of increase in early literacy, reading and language arts</td>
<td>MAP</td>
<td>Fall / Spring Scores Collected</td>
<td>Electronic data system to transmit to evaluator</td>
<td>21st CCLC Education Specialist</td>
</tr>
<tr>
<td>Strengthen parent involvement in their child’s learning</td>
<td>Percent of increase in parent involvement</td>
<td>Parent / Teacher Involvement Questionnaire (Fast Track)</td>
<td>Spring (April Collection)</td>
<td>Hard Copy within the home; Electronic within the school; Electronic data system to transmit to evaluator</td>
<td>21st CCLC Teachers</td>
</tr>
<tr>
<td>Strengthen the connection between the school and community</td>
<td>Percent of increase in the relationship between the community and the school.</td>
<td>Parent Café Questions designed by 21st CCLC Team (Admin, Coordinator, Teachers, Principal)</td>
<td>Conducted in community during Evaluator Spring Observation Visit</td>
<td>Parent Café Questions collected at tables on wall chart paper</td>
<td>Evaluator</td>
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<tr>
<td>Improve student’s emerging social, cooperative and physical skills</td>
<td>Percent of increase in social, cooperative and physical skills</td>
<td>Social/Cooperative: School, Climate and Connectedness Survey Physical Activity Charting/Journaling</td>
<td>Winter Spring</td>
<td>Survey online Journals and Charting</td>
<td>Principal SERRC Admin. / Evaluator</td>
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SECTION 3: EVALUATION FINDINGS

Performance Data: The SERRC 21st CCLC JNES after-school program hosted eighty-six (86) sessions, four (4) Saturday events, and three (3) family nights during school year 2013 (not including the final Family/Celebration event. Other student data such as attendance was maintained by the LSPs and collected by the Site Coordinator. The Project Management Team (Education Specialist, Site Coordinator, and Assistant Principal) met quarterly to discuss revisions to programming that were needed based on student achievement data.

The following are the proposed and actual SERRC 21st CCLC performance measures, participation numbers, and percentages of regular attendance at these sessions, events, and scheduled nights.

Measures of Effort:

Proposed Performance Measure 1.a): 60 students will enroll in SERRC 21st CCLC.

Actual: The annual total number of students enrolled in SERRC 21st CCLC is eighty-five (85); the total enrollment exceeded the proposed number of students enrolled by 25%.

The daily average attendance in the SERRC 21st CCLC is 38 students, which is a daily average attendance rate of 64%.

Proposed Performance Measure 1.b): 100% of students enrolled in SERRC’s 21st CCLC will have perfect attendance 1 or > times during the year

Actual: No students had perfect attendance during the 2013 after-school program year.

Three students had 85% attendance.

Proposed: 85% of students will have perfect attendance for 1 or > quarter annually;

Actual: 3rd quarter 1 out of 63, and 4th quarter 2 out of 63 for a total of 3 students with perfect quarterly attendance.

Proposed: 60% or > of participants will have perfect attendance for the year.

Actual: No participants had perfect attendance for the year. Three students had 85% attendance.
Parents have indicated through earlier surveying that opportunity for participation and attendance in the after-school program is important. They realize their children will attend immediately after-school and 78% made the commitment that they will be able to pick up their child after the program ends each day. School administration ensures the balance of participating children will get home safely. To further encourage attendance, parents and students are aware that seven points are awarded for being present daily, three points for weekly perfect attendance. As points were accumulated, students chose items from the student store and used their points to purchase items such as books, school supplies, personal items, sport equipment or other similar items that appeal to children.

The fact that no children had perfect attendance during the after-school program is indicative of the attendance challenges within the school district overall.

Proposed Performance Measure 1.c): The SERRC’s 21st CCLC program, when observed and scored using the Harvard Family Research Project program rubric, will meet or exceed at least 80% of the indicators of effectiveness.

Actual: Not measured this school year. The External Evaluator and SERRC staff made the decision in November 2012 to research a more culturally appropriate tool.

Proposed Performance Measure 1.d): 100% of SERRC’s 21st CCLC LSPs will participate in a minimum of 24 hours of SERRC 21 CCLC-sponsored professional development annually.

Actual: All LSPs participated in a two-day training in late fall 2012, to learn about their roles, responsibilities and process of the new program as well as learn about their own personal learning styles and the process to identify their student’s learning styles. This orientation was held in Kotzebue. In October, the State 21st CCLC program hosted a three-day workshop attended by the 21st CCLC lead site teacher, 2 LSPs, the assistant principal, the SERRC Education Specialist and the SERRC Program Director. In February 2013 the lead site teacher, SERRC Education Specialist and SERRC Program Director attended the three-day National Foundations Conference. The day prior to the conference was spent working with the lead teacher on programming. Other professional development was conducted while the SERRC education specialist was on site (7 trips).
This mainly focused on modeling reading activities to the staff and parents. SERRC’s other education specialist hired for this program provided JNES staff with regular tips on culturally-relevant literacy activities for the classroom. SERRC’s 21st CCLC professional development plan for LSPs included ongoing mentoring and coaching by the Education Specialist in recognition that mastery of SERRC’s 21st CCLC core strategies occurs over time. The mentoring and coaching was non-evaluative and designed to help LSPs improve their practice in ways they could transfer to their regular classroom practice, thereby developing professional capacity for JNE and the district. LSPs and the Education Specialist scheduled regular time together via video or phone to continue the coaching model. The Education Specialist was on site the total of seven days to provide the opportunity for modeling best practices. Professional development hours varied by role in the program.

Proposed Performance Measure 2.a): SERRC’s 21st CCLC will offer 4 Family Nights throughout the year.

**Actual:** 100% of this measure was met.

**November 17, 2012** - Family Event #1 - Parents were invited to attend a family event. Students were all given a grade appropriate book to take home. Parents and students had reading time, snack was served, and an Inupiaq dance was performed by students and community members of the Kotzebue dance group.

**February 2, 2013** - Family Event #2 - Students were given a new book to take home. JNE staff spoke to parents about the importance of reading with your child, snack was served, JNE staff modeled a read aloud, and students read with parents.

**April 6, 2013** - Family Event #3 - Parents were invited on a field trip to Maniilaq Health Center. (See Appendix B)

**May 9, 2013** - Family Event #4 - The culminating event brought together parents for a Parent Café (see notes in Parent Section) and a final Family Night, where parents and staff celebrated student accomplishments. A spaghetti dinner was provided along with backpacks filled with summer learning activities, reading books, a sports related item, certificates of attendance, and summer activities for parents to do with their child (provided by the Alaska Parent Information Resource Center).
Proposed Performance Measure 2.b): 100% of parents of SERRC’s 21st CCLC students will attend at least one parent night annually.

Actual: The average attendance of parents during three of the four Family Nights held this school year as thirty-five (35), which is 92% of the (thirty-eight) 38 regularly attending enrolled SERRC’s 21st CCLC students. However, during the final Family Night, the Parent Café counted 25-35 parents and at the last count, 90 parents attended the Spaghetti Dinner Awards Celebration. At one point in the evening, there were 125 people accounted for at the celebration in the library, which included all the after-school students and their siblings.

Proposed Performance Measure 3.a): Information about SERRC’s 21st CCLC will be published in school and community publications.

Actual: The local paper, The Sounder, published three articles and photos of the SERRC’s 21st CCLC activities, events, and community field trips. (See Appendix B). Coverage was good for SERRC’s 21st CCLC JNES After-School Program first year of service. There was quarterly coverage in the local newspaper and through word-of-mouth (a reliable source in this small community).

Proposed Performance Measure 3.b): Community members will provide cultural activities as guest instructors at least once a week during the SERRC’s 21st CCLC program.

Actual: During the fall there were weekly cultural activities. In the winter/spring, the frequency was less. It was noted that the lead cultural dance leader became employed, whereby finding it more difficult to commit to weekly sessions. All in all, eight community leaders and cultural elders assisted the after-school program by leading and participating in culturally theme-based learning activities. The community/cultural members and their representation were: Inupiaq Dancers from the Kotzebue dance group: Lead Teacher Sidney Shroyer, dance group dancers: Nettie Allen, Haley Brown, and Laura Fields. Abraham Lambert was a parent who went on the field trip to the fire station. Roberta Gastineau, Maniilaq Health Center, gave the student a tour of the hospital and spoke to them about the services they provide. Helen Allen, mother of 3 students in the program, helped with numerous cultural activities and the field trip to the
fire station. Dionne Nelson, community member, helped with numerous cultural activities and the final celebration.

Proposed Performance Measure 4.a): 100% of SERRC’s 21st CCLC students will participate in group projects and CATCH physical education activities on a regular basis, as reported by LSPs.

Actual: All students participated in regular physical activities. Beginning in the third quarter of SERRC’s 21st CCLC PA Activities, student logs were required. The actual number of hours logged per student, supports the performance measure of 100% of the students (present) participated in physical education activities on a regular basis. The program is still developing the most appropriate tool to measure physical activity progress.

Proposed Performance Measure 4.b): The SERRC’s 21st CCLC program will include 2, 45-minute PA sessions each week.

Actual: Due to a decrease in days provided in SERRC’s 21st CCLC program, each student received 1-45 minute Physical Activity session per week. To make up the PA time cultural dance was integrated for 25 minutes/week and literacy with movement for 20 minutes/week.

Measures of Effect:

Proposed Performance Measure 1.e): 75% of students who participate in SERRC’s 21st CCLC for a minimum of 1 quarter will show at least a 15% gain on literacy pre/post assessments.

Actual: For a minimum of one (1) quarter, 27% of the students who participated in the SERRC’s 21st CCLC JNES After-School Program demonstrated a 15% gain on literacy pre/post assessments.

Proposed Performance Measure 1.f): 95% of students enrolled in SERRC’s 21st CCLC will express satisfaction with the program, in response to either survey or interview questions.

Actual: No student survey was conducted in school year 2013, though anecdotal responses indicate all students liked the program.
Proposed Performance Measure 1.g): 85% of SERRC’s 21st CCLC participants will achieve the goals established in their annual individual learning plan.

Actual: SERRC’s 21st CCLC goal of students having an individual learning plan based on the pretest in Compass learning (online LA program) was not realized during the 2013 school year. Access to technology was removed by the district during all afterschool programming due to inappropriate use of computer/technology not associated with the SERRC’s 21st CCLC Teachers used their classroom knowledge of student performance to ensure students were participating in learning activities that supported their academic needs.
SURVEY DATA

Kotzebue - 21st Century 2013 Spring Survey Results

The teacher surveys were in two different forms labeled Form 1, for the required Annual Performance Report (APR) online teacher survey and Form 2, for the Kotzebue 21st CCLC After-School Program Teacher survey designed by the SERRC 21st CCLC administration.

In response to Proposed Performance Measure 4.c): 90% of SERRC’s 21st CCLC participants will demonstrate growth over 1 year in social and cooperative skills, as reported by LSPs the actual results were as follows:

**Form 1: Teacher Results  N= 52 responses**

On average, thirty-four percent (34 %) of the students demonstrated slight to significant improvement in the ten categorical areas of changes in a particular student’s behavior during the school year, according to teacher’s perceptions. On average, thirty-five percent (35%) of the student’s demonstrated no change, and twenty-four percent (24%) did not need to improve according to teachers perceptions. There was no significance in the decline perceived in the ten categorical areas. Note: There appeared to be higher than average percentages in “did not need to improve” in the categories of participating in class, volunteering, and attendance. These percentages do not align with the proposed and actual performance measures of attendance and participation of students in the after-school program.

<table>
<thead>
<tr>
<th></th>
<th>Significant Improvement</th>
<th>Moderate Improvement</th>
<th>Slight Improvement</th>
<th>No Change</th>
<th>Slight Decline</th>
<th>Moderate Decline</th>
<th>Significant Decline</th>
<th>Did Not Need to Improve</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Homework on time</strong></td>
<td>12%</td>
<td>13%</td>
<td>15%</td>
<td>40%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>19%</td>
</tr>
</tbody>
</table>


Form 2: Teacher Results N= 52 responses

Proposed Performance Measure 4.c): 90% of SERRC’s 21st CCLC participants will demonstrate growth over one year in social and cooperative skills, as reported by LSPs. Actual: Thirty percent (30%) of the students showed slight to significant improvement in the ten categorical areas of 1) student’s social and cooperative skills during the school year. Most of the students showed improvement in the first four indicators: Understands Rules, Participates in Team Games, Aware of Right and Wrong, and Increasing Circle of
Friends. In the remaining six indicators, there was a high percentage labeled with “Did not need to improve”. Again, there was a higher than average percentage (above 57%) and higher than the improvement averages of the students that “did not need to improve”.

---

- **Understands Rules**
- **Participates in Team Games**
- **Aware of Right and Wrong**
- **Increasing Circle of Friends**
- **Aware of Hurtful Words**
- **Works out Differences**
- **Shares Things and Friends**
- **Other Point of View**
- **Initiates Conversations**
- **Willing to Help Others**

---

*Note*: The bar charts show the percentage improvement or decline in each category.
This poses the question; “are these indicators and performance measures of social and cooperative skills, necessary to measure if no improvement is needed?” It is recommended by the evaluator that in school year 2014, a pre/post system of measurement be conducted; early fall = pre-testing and late spring = post-testing. If the results continue to measure “did not need to improve”, it is recommended that the performance measure be revised.

The teachers were also asked to rate the following:

**To what extent are parents involved in their child's learning in terms of:**

<table>
<thead>
<tr>
<th></th>
<th>Significant Improvement</th>
<th>Moderate Improvement</th>
<th>Slight Improvement</th>
<th>No Change</th>
<th>Slight Decline</th>
<th>Moderate Decline</th>
<th>Significant Decline</th>
<th>Did Not Need to Improve</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children come prepared</td>
<td>7%</td>
<td>22%</td>
<td>22%</td>
<td>15%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>33%</td>
</tr>
<tr>
<td>Volunteering in school programs</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Supporting after-school club attendance</td>
<td>33%</td>
<td>19%</td>
<td>7%</td>
<td>11%</td>
<td>0%</td>
<td>7%</td>
<td>7%</td>
<td>15%</td>
</tr>
<tr>
<td>Regular communication with the teacher</td>
<td>11%</td>
<td>19%</td>
<td>15%</td>
<td>37%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>19%</td>
</tr>
<tr>
<td>Supporting educational goals</td>
<td>7%</td>
<td>11%</td>
<td>7%</td>
<td>56%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>19%</td>
</tr>
</tbody>
</table>

**To what extent have you reached out to parents and the community in terms of:**

<table>
<thead>
<tr>
<th></th>
<th>Significant Improvement</th>
<th>Moderate Improvement</th>
<th>Slight Improvement</th>
<th>No Change</th>
<th>Slight Decline</th>
<th>Moderate Decline</th>
<th>Significant Decline</th>
<th>Did Not Need to Improve</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inviting to share</td>
<td>4%</td>
<td>63%</td>
<td>15%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>19%</td>
</tr>
<tr>
<td>Activity</td>
<td>7%</td>
<td>48%</td>
<td>22%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>22%</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td>Notifying parents of student progress</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Celebrating student achievements</td>
<td>19%</td>
<td>26%</td>
<td>19%</td>
<td>11%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>26%</td>
</tr>
<tr>
<td>Building a common focus on education and health</td>
<td>0%</td>
<td>26%</td>
<td>15%</td>
<td>33%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>26%</td>
</tr>
<tr>
<td>Sharing learning strategies and activities</td>
<td>15%</td>
<td>27%</td>
<td>31%</td>
<td>4%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>23%</td>
</tr>
</tbody>
</table>

Synopsis: Significant improvement has been noted in supporting after-school club attendance, and moderate improvement has been made (by 63%) through inviting to share knowledge and participate. Also significant are the percentages of “did not need to improve” in the areas of: 1) Children come prepared, 2) Celebrating student achievements, and 3) Building a common focus on education and health. Again, by utilizing a pre-test survey in school year 2014, the respondents may more readily identify areas of improvement needed (more near the beginning of the program than the end).
PARENT COMMENTS

The following are the comments gathered from an interview with parent-helpers during the site observation in May 2013:

1) Cultural part of the after-school program is the best. Taught dance and feel it should be a weekly part of the program. It would be great to do inclusive dance with all the grades combined together along with elders joining in.
2) This is the place we see the children happiest. Even after a long day of school, kids are still excited to come here.
3) This program is the BEST thing for Kotz Kids. Of this mother’s 8 children, four of them attend. She loves that they are individually challenged with excellent activities.
4) Kids seem to love the after-school program.
5) Teachers are committed.
6) Wish more parents could have this experience. How do we open our arms to other parents to join in on the fun here?

Parent Café

On May 9, 2013, between 3:30 pm and 5:00 pm, a Parent Café was held for the parents of children enrolled in the SERRC 21st CCLC program. Facilitated by the External Evaluator (trained in conducting Parent Cafés), the Café process is a way of gathering information and guidance from families through the use of meaningful and thoughtful questions. In a sense, it is the process of having a conversation that matters, for the children of the SERRC 21st CCLC. The following are the questions and thoughts, ideas and guidance parents brought to us on this day.

Café Question #1

When your child is grown up, what kind of person do you want them to be?

<table>
<thead>
<tr>
<th>Kind</th>
<th>Adventurous</th>
<th>Take your child and watch and learn i.e.: hunting, fishing, food preservation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respectful</td>
<td>Successful hunter, gatherer, fisher</td>
<td>Set positive example NOW Work on our own issues that hurt us from childhood</td>
</tr>
<tr>
<td>Self-absorbent</td>
<td>Culture barrier</td>
<td></td>
</tr>
<tr>
<td>Self-reliant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reliable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Open-minded</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Seek help NOW to heal from past
Learn ways to communicate
Verbal vs. physical
Stop the cycle of abuse
Talk about ACCEPTABLE behavior
Talk, teach, and show
Responsible successful living
Lead by example
Happy healthy smart
Traditional
Goal oriented
Independent
The best they can be
Productive
Sociable
Caring
Creative
Outgoing
Loving
Trustworthy
Substance knowledge
Talk to her
Let her know you are there for her
Participate
Encouraging
A respectable person
within this community

(being interacting with their up-bring)
Teach them right from wrong
Empathetic to others, generous, helpful, cultural ties, hunting, speaking own language, pride in heritage, education
To assist them in getting there by example, attending events with them, by reading stories of people they could admire, emulate
Talk to them early about college or what they need to achieve their goals
Successful
Smart
A leader
Respectful of elders
Healthy
Courteous to others
Helpful to others
Knows and follows and respects the values
Keep children in school
Teach them the values and right and wrongs
Lead by example

Help them learn by joining in on projects and get in the action of activities
Not only teach but learn along with them
A healthy successful individual
Someone who is respectful, kind and considerate
Instilled with values that will help her become an adult with all the skills and knowledge
Not only with education but with a subsistence background
Happy being herself
Guide her, be there
Read and listen
Be a role model
Subject her to new and old things
Teach her ways to become successful
Help with homework
Teach her the subsistent ways
Show her values by example

What do you need to do to assist them in getting there?

Confident – be encouraging; praised; not afraid
Successful – have self-discipline; be disciplined
Social – show by example
Respectful – show by example and show self-respect too

Show support
Take trips and travel
To go “outside” home and see what they could do – go elsewhere for work/training
Educated – be involved
Sports and active in sports
Talk, play with them

Responsible – positive example: give chores
Daring – try new thing to learn
Honest
Share (to be ‘giving’)
**Café Question #2**

**What do you teach your children about making friends?**

<table>
<thead>
<tr>
<th>Greet; play with; be a good friend/person</th>
<th>How to make good and healthy decisions</th>
<th>Stick up for them</th>
</tr>
</thead>
<tbody>
<tr>
<td>Take turns please/share</td>
<td>Give just as much as you get</td>
<td>Know when to tell an adult</td>
</tr>
<tr>
<td>Be careful/respectful of others</td>
<td>Be nice, loyal</td>
<td>when it is dangerous</td>
</tr>
<tr>
<td>Keep in touch</td>
<td>Be there</td>
<td>secrets</td>
</tr>
<tr>
<td>Visit</td>
<td>Share</td>
<td>To be nice</td>
</tr>
<tr>
<td>Make time for each other</td>
<td>Be safe</td>
<td>Treat others the way you</td>
</tr>
<tr>
<td>Listen to what they have to say…and vice versa</td>
<td>Have fun</td>
<td>want to be treated</td>
</tr>
<tr>
<td>Do things together</td>
<td>Listen</td>
<td>If wrong, don’t follow</td>
</tr>
<tr>
<td>Model the same….friendship</td>
<td>Give good advice</td>
<td>Sharing</td>
</tr>
<tr>
<td></td>
<td>Trustworthy</td>
<td>Don’t hit</td>
</tr>
<tr>
<td></td>
<td>Nice, helpful</td>
<td>Talk and listen when they</td>
</tr>
<tr>
<td></td>
<td></td>
<td>need you</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Be there for them</td>
</tr>
</tbody>
</table>

**Being a good friend?**

<table>
<thead>
<tr>
<th>Treat everybody the same</th>
<th>Honest</th>
<th>Trustworthy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Socialize</td>
<td>Able to take good criticism</td>
<td>Treat others the way you</td>
</tr>
<tr>
<td>Share</td>
<td>Loyal</td>
<td>want to be treated</td>
</tr>
<tr>
<td>Give love with all your heart</td>
<td>Keep in contact with friends</td>
<td>Honesty</td>
</tr>
<tr>
<td>Get involved</td>
<td>Play nicely</td>
<td>Build a relationship</td>
</tr>
<tr>
<td>Respectful</td>
<td>Be respectful</td>
<td>Love from the heart</td>
</tr>
<tr>
<td>Positive influence on peers</td>
<td>A good listener</td>
<td>Kindness to others</td>
</tr>
<tr>
<td>Setting boundaries</td>
<td>Choose wisely</td>
<td>Keep an open mind to</td>
</tr>
<tr>
<td>Being there in every aspect</td>
<td>Be conversations</td>
<td>show respect</td>
</tr>
<tr>
<td>Not being judgmental</td>
<td>Be involved</td>
<td>Being open</td>
</tr>
<tr>
<td>A friend loves at all times</td>
<td>Honest and reliable</td>
<td>Ask questions</td>
</tr>
<tr>
<td>Being cooperative</td>
<td>Pay attention</td>
<td>Giving</td>
</tr>
<tr>
<td>My little boy that he has to treat his friend like he would like to be treated!</td>
<td>Visit</td>
<td>Time together</td>
</tr>
<tr>
<td>U – as a friend?</td>
<td>Quality time</td>
<td>Help show right direction</td>
</tr>
<tr>
<td>Good listener</td>
<td>Know your boundaries</td>
<td>Show positive attitude</td>
</tr>
<tr>
<td></td>
<td>Encouragement!</td>
<td>Be prepared</td>
</tr>
<tr>
<td></td>
<td>Don’t be shy</td>
<td></td>
</tr>
</tbody>
</table>
Café Question #3

What is “family time” like in your family?

Have dinner together  Sharing  Subsistence
Gathering for holidays,  Brings family together  Camping
birthdays, etc.  Strong family values  Hunting
Baking  Respect each other  Berry picking
Projects  Love  Fishing
Start with kid’s homework  Showing a loving family  Vacation
after school  Instilling sharing values  Beach picnics
Cook dinner together  and guidance to become a
Homework time  person to be remembered
Bead together  Subsistence lifestyle  Movies
Dinner, movies, games  Bake things together  Baking
walks  Snack, movie, relax, quiet
Bike rides  time together  Cleaning
Family vacations  Going out to camp together  Cooking
Bake, cook, clean together  Boat rides  Family game night
Eating together  Four wheel rides  Biking
Walking  Family gathers-holidays  Homework
Camping-hunting; berry  Eat together  Reading
picking; fishing  Do outside activities/play
Watch movies  outside  Eating dinner with family
Reading time  Spend holidays together  Eskimo dancing
Visiting  Movie time  Monthly visit with teachers
Swimming  Biking  Birthdays
Working together-  Shows love  Holidays
teamwork  Brings every together  Community events
Talking with  Sports  Teaches values
each other  

How is it important?

Bonding  Responsibility
Belonging  Respect
Goal setting  Wide range of values
Fun  
Building Tradition
Café Question #4

When asked, “What would you like to see in the after-school program”, parents responded:

- more native projects
- more traditional things (Eskimo dancing)
- more movies
- more snacks
- more educational movies, parent involvement, sign language
- art, theatre, healthy snacks, outdoor activities
- more room for exercise, inform parents of weekly activities
- end of year play
- teach them their native language
- great program, keep it up
- develop vocabulary and reading skills, community support
- extra help with a subject the student is struggling with
- more theatre
- more cultural activities, animal skinning
- glad her kids are part of the club
**PARENT SURVEY RESULTS**

**Proposed Performance Measure 2.c):** 100% of parents of SERRC’s 21st CCLC students will express satisfaction with the program, in response to survey and interview questions.

**Actual:** The parents indicated substantial improvement in these indicators:

<table>
<thead>
<tr>
<th>Indicator</th>
<th>0%</th>
<th>20%</th>
<th>40%</th>
<th>60%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understands Rules</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participates in Team Games</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aware of Right and Wrong</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increasing Circle of...</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aware of Hurtful Words</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

0% 20% 40% 60% 0% 20% 40% 60%

- **Significant Improvement**
- **Moderate Improvement**
- **Slight Improvement**
- **No Change**
- **Slight Decline**
- **Moderate Decline**

![Image of a library with children engaged in activities]
Proposed Performance Measure 3.c): Students and parents will express satisfaction with community/cultural activities offered during SERRC’s 21st CCLC sessions, in response to an annual survey.

Actual: According to the Parent Survey conducted May 2013, fifty-two parents responded favorably to the questions regarding their child’s progress and attendance at school functions. The questions regarding preparing their child for the school daily, support for the after-school program, and supporting learning at home and at school, the parental responses were significant and scored “always” at a rate of 75% or more.
OBSERVATION DATA

Site Observation Tool: Alaska 21st CCLC Observation Tool (revised 11/13/11). This tool, designed by the State of Alaska Evaluation team (McDowell Group), was used as a guided observation tool by the evaluator to get a sense of how daily operations/processes affect program quality. In order to quantify the observations, there were eight indicators of quality practices observed, scored on a scale of 1-7; 1=Indicator is not evident, 3=Indicator is occasionally evident, 5=Indicator is moderately evident or implicit, 7=Indicator is highly evident and consistent. Average scores were assessed and percentages calculated to how closely the indicator matched quality of the practice.

**Observed**: SERRC 21st CCLC after-school program’s open room, snack, reading and literacy activity, banner development, word games and group activity games, and physical activity on May 8 and 9, 2013.

<table>
<thead>
<tr>
<th>Indicator</th>
<th># of Items / Possible Score</th>
<th>Average Score / %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arrival, Snack, Pickup</td>
<td>5 / 35</td>
<td>31 / 88%</td>
</tr>
<tr>
<td>Homework Time</td>
<td>3 / 21</td>
<td>19 / 90%</td>
</tr>
<tr>
<td>Activity Content and Structure (a) 2-3 Classroom</td>
<td>5 / 35</td>
<td>35 / 100%</td>
</tr>
<tr>
<td>Activity Content and Structure (b) PA</td>
<td>5 / 35</td>
<td>32 / 91%</td>
</tr>
<tr>
<td>Youth Directed Relationship-Building</td>
<td>5 / 35</td>
<td>35 / 100%</td>
</tr>
<tr>
<td>Youth Participation</td>
<td>5 / 35</td>
<td>28.5 / 81%</td>
</tr>
<tr>
<td>Self-Directed Relationship-Building</td>
<td>7 / 49</td>
<td>43 / 87%</td>
</tr>
<tr>
<td>Strategies for Skill-Building and Mastery</td>
<td>7 / 49</td>
<td>35 / 71%</td>
</tr>
</tbody>
</table>
Observational Notes:

Setting: K-1 classroom, Teacher: Tanya. Number of Students: 21.

Activity: Students were participating in a video/readers experience. Students followed along with their books and the video gave them instructions and questions to answer. Other students were engaged in personal reading/self-choice reading activity. This activity was not as monitored as the video activity and some students tended to stray during this time. Snack time was 15 minutes into the activity and students were provided a quick snack for the afternoon while they were reading. Limited interaction between students to teacher and students to students was observed as most students were independently engaged in the video or reading. Teacher Tanya was engaged in logging attendance some of the time during this time. Observation lasted 25 minutes.


Activity: Observed the students and teacher engaged in a Language Arts game called “Shark Attack”. All the students were sitting in a circle and were fully and excitedly engaged in the game. Words created by the game were used in sentences and a story was developed from the sentences. This was an excellent game/story creation. Snack was next served and students were “snacking” while they were planning and creating the banners for the gathering for the next day’s events. A lot of recycled materials were used and the students were free to CHOOSE what they wanted to say, draw, create on the banner. Sadie allowed open space for group dialogue. The observation lasted 30 minutes.

Note: The students fully respected Teacher Sadie and even though she was new, they were attentive and responsive to all of her requests. Most notable was the honor of CHOICE placed as a classroom rule. Students were very much a part of the classroom activity choices. When analyzed alongside the social/emotional performance measure, it appeared that students who are given choice of activity, choice of response and choice in their daily routine, there exists a classroom environment of calm and confidence. Teacher Sadie also used the “brainstorm” technique when working on the banner which demonstrated student collaboration and the excitement of creating something “bigger” than their individual art.
Note: It was impressive to see Adrianna, the snack helper, assisting the teacher with the students during snack and after. She is a young adolescent whose goal is to become a teacher. She stayed on to help Sadie with the student banner work and was extremely helpful and provided that extra guidance needed for twenty-one creative and active students.

**Setting: Physical Activity. Teacher: Dawn. Number of Students: 17.**

Activity: Observed physical activities for 45 minutes. Teacher Dawn has a background in personal training therefore the games and activities were focused on overall fitness and sustainability of exercise outside the school environment. Initially, the students spent 15 minutes journaling their activities and fitness goals. This documentation served as an indicator for the individual student’s time spent on fitness activities and goal setting for the week. Three games were played during the 30 minutes of the active games observation. Each of the games encouraged team-building, rulemaking and physical stamina. The games were: “Catch the Bacon”, “Team Run” and “Freeze”. According to the lesson plans, the 30 minutes physical activity was organized, sequential, and plenty of opportunities existed for age appropriate games and fun. Many social and emotional interactions were displayed as the students competed in the races. However, all the students seemed to come to an understanding that these were fitness games to increase their movement and develop lifetime habits around healthy physical activity.
**STRENGTHS**- shared with evaluator from staff, administration, and parents;

- Kids are involved; there can be well up to 56+ students that attend the after-school program on any given day. It took a bit of time (four months of start-up) to get going but now the program is on a roll.
- Kids who attend regularly are filled with excitement; they just don’t want to miss any days!
- Parents are depending on the 21st CCLC program.
- Core staff has fostered leadership and have created diversified activities such as dance, literacy, language to assist with the gaps in language development, using outside the regular day to move them (the students) toward reading.
- The balance of activities and the freedom to design what the teachers want to design.
- The goal is for this place to be a “happening place”. Not repetitive of the daily routine for the students.
- Teachers are still teaching after-school, but doing it differently through art, music, and cultural dance.
- Snack is consistent.
- Strong coordination at the local level.
- Split/rotational scheduling with teachers where teacher’s strengths and skills are targeted for specific activities; rather than assigned.
- Physical education is based on fitness and health.
- Cultural dance, bread making, and other cultural activities provided by Helen Allen an Inupiat community member.
- Supplemental activities such as cooking, sports, wrestling, basketball, and running are very popular.
- Intra-school partnerships are honored and utilized. Since the elementary school is part of the middle and high school, teachers cross-over to each other’s areas frequently and are therefore more aware of what is occurring at each level. The 21st CCLC after-school program is supported as a school-wide endeavor.
- The core value and focus on attendance is not only school-wide but also has impacted the community. The community members and families are behind meeting the
school’s attendance goals. Because of this there has been a 2.5% increase in attendance over last year.

**CHALLENGES**- shared from staff, administration, and parents;

- Consistency and rigor of literacy.
- Lack of quality and consistent planning time – For every 1.5 hours worked .22 was added to their time for a total of 33 minutes of planning time each day. The problem was that there was no time between the time school was let out and the time the students arrived for after-school.
- Consistent parent involvement – school would like to require each parent to volunteer once during the year. Perhaps that would inspire parents to get involved a bit more.
- Technology and computers often shut down after school; there have been incidences that have occurred in which computers were not allowed in the after-school program. (Not after-school related incidences.) Students are unable to use I Pads therefore discovery and learning apps are not available. Individual Learning Plans are not available via technology either.
- After-school orientation needed to articulate the meaningfulness of the program and how progress is measured, and the impact of the daily activities on the children’s growth and development.
- Some teachers had a difficult time scheduling and working on Super Saturdays, even though there was compensation given.
- Snack appears a bit on the slim side compared to what has been requested, however, the principal(s) and students appear to enjoy the snack and are grateful for the service through NANA.
- End of year surveying indicated a need to conduct pre-testing at the beginning of the school for teachers, students, and parents.
RECOMMENDATIONS

1) Create a VISION that is shared by all.

2) An August Orientation conducted by the Education Specialist and Site Coordinator to reconnect with the vision and values of an after-school program, set up lesson planning activities, calendar of events, schedule cultural and community events/activities and provide a review of the recommendations for the new year. Agree upon a collaborative vision and direction for the year.

3) Pre-testing is a MUST. Conduct the teacher and parent surveys at the beginning of the year. Then post-test at the end of the year. Evaluator will conduct a comparative analysis.

4) Lesson plans revised on a quarterly basis; developed together, as an after-school team.

5) Use of thematic units for the teachers, suggested activities that are shared and therefore the supplies may go a lot further. Joint ordering on a quarterly basis. Balance of engaging activity that makes kids want to be here. What would INVITE them to come? What would be meaningful for them?

6) JNES has achieved a 2.5% increase in attendance this year because of their commitment to “being here”. You can’t learn if you’re not here! Continue to support this goal through the after-school program.

7) Increase parental engagement by inviting parents to assist in the after-school program. Build in volunteer incentives.

1) Principal and Assistant Principal would like to research possibility of pre-planned science activities for the K-2 after-school program. Native ways of science.
   - Build fish and game into science curriculum and field trips.
   - Collaboration with the medical programs in the community.
   - Build in a science component – Legos, robotics for younger children, perhaps video games that encourage responses and action on the part of the students.

8) Cultural emphasis all year round. Annual Plan would help with language, dance, drumming, and cultural identity (which enhances social/emotional development).
SECTION 4: USING THE EVALUATION

4 a. Program Planning

The data collected over the year through various forms including Youth Services Data Base, PPICS, surveys, Community Café, teacher professional development sessions and site observations are considered as information useful in evaluating the progress of the program. Evaluation findings will be shared with the local or regional school board, partners, school administration, and 21st Century staff and summaries posted on the 21CCLC website. The Program Director and Coordinator will meet with the Local Evaluator after the completion of the report to discuss findings and recommendations. This data will be used to develop plans of action for the FY 14 school year. The on-site lead teacher will meet with the Program Director and Coordinator to review findings and recommendations and discuss plans of action. This meeting may occur via teleconference or while at a state or national conference.

4 b. Reflection

All that was identified in the “Lessons Learned” section of the preliminary APR remains applicable. As per the local evaluation recommendations; staff are working on identifying the cultural activities that will follow cultural dance; ice fishing is planned. Staff continues to work on attendance and strategies to count those students who leave 21CCLC to attend wrestling or little dribblers club for short periods of time. Children will be receiving t-shirts as an incentive after 30 days of attendance to create a club atmosphere and a wanting to belong and attend. Staff is working to reach out and build the limited partner and volunteer base.
### Appendix A: Site Activity Schedule

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<th>Tuesday</th>
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<th>Thursday</th>
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<tr>
<td>3:30-4:15</td>
<td>Matt Literacy</td>
<td>Helen Cultural/PA</td>
<td>Matt PA/Nutrition</td>
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<tr>
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<td>Tanya Literacy/PA</td>
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<td>Tanya Literacy</td>
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<tr>
<td>4:15-5:00</td>
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<td>Helen Cultural/PA</td>
<td>Matt PA</td>
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<tr>
<td>3:30-4:15</td>
<td>Sam Literacy</td>
<td>Kris PA</td>
<td>Sam Literacy</td>
</tr>
<tr>
<td>4:15-5:00</td>
<td>Helen Cultural/PA</td>
<td>Emily Literacy</td>
<td>Cindy Literacy/PA</td>
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<tr>
<td>3:30-4:15</td>
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<td>Kris PA</td>
<td>Sam Literacy/PA</td>
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Kotzebue kids boost culture, academics after school

BY HANNAH HEIMBUCH
Arctic Sounder

This weekend, students and parents are welcomed to the June Nelson Elementary School in Kotzebue for a Super Saturday event. The special two-hour session is a part of a new afterschool program at JNES that provides literacy support, cultural learning opportunities, physical activity and community involvement.

Those elements cover the four basic goals of the grant-funded program, said Alberta Demantle of Alaska Learning Labs.

"Teachers brainstorm ways to get all those in," Demantle said. "We've been able to hire about eight staff."

The program is fueled by a five-year 21st Century Grant, one awarded to Alaska's non-profit educational resource center SERRC — Special Education Regional Resource Center.

All in all about 60 of JNES's kindergarten to second grade students have enrolled, Demantle said, since the program got up and running in October.

Community members are able to participate by teaching cultural activities, sharing stories and spending time with kids during specific activities.

"They try to get as many people from the community in to help with storytelling, or whatever talents they may have," Demantle said.

This weekend's Super Saturday will run from 10 a.m. to noon. For the last hour, parents are welcomed in for either a presenta-

Tina Shrader strikes a pose during an afterschool session at June Nelson Elementary School in Kotzebue.

A parent event in April will introduce a variety of literacy strategies for families to use at home, helping prepare kids for a successful school year. The program will also be looking for input and ideas for the program from parents at that time.

"It's going really well," Demantle said. "Kids seem to really enjoy it. The teachers are awesome with their creativity and making afterschool time unique and fun. Kids feel safe, they can learn and have fun."
This was the community adventure field trip the students in SERRC’s 21CCLC after school program made on Saturday March 9th. Another Super Saturday is planned for April 6th with more fun activities and books for kids to take home.

The 21st Century after-school program at June Nelson aims to strengthen the connection between the school and community. An April 6 field trip took students to Maniilaq Heath Center. Roberta Gastineau, LCSW, a hospital social worker and patient advocate, welcomed the students.
Appendix C: Notification of 21st CCLC Events

21st Century Afterschool Club’s
Super Saturday
Saturday, March 9th
10am to Noon
We are taking a field trip
to the
Fire Department!
We will be walking
so make sure you are
dressed warm enough!
21st Century After School Club's

Last Day Event!

Thursday, May 9th, 2013
3:30pm to 6:00pm

Students will meet as usual for club.

3:30 - 5:00 pm
Parent meeting in library with door prizes.

5:00 - 6:00 pm
A slideshow, dinner, and prizes for parents and their students.
Appendix D: Sample of Information Sent Home to Parents.

June Nelson Elementary School

THE IMPORTANCE OF READING

Dear Parents,

The reading patterns you establish at home directly influence your child’s ability to do well in school.

Here are a few suggestions:

Listen, Talk and Read with Your Child

Studies show that most parents spend as little as fifteen minutes a day talking, listening and reading to their children. Yet, it is exactly these activities that encourage a child to read. The very best way to; help your child become a good reader is to read to and with them at home. The more children read, or are read to, the better. Books are not the only materials they can read. Encourage your child to read cereal boxes, street signs, catalogs and magazines. Make sure that you take time out each day to read and communicate with your child.

Reading and Writing

Teaching a child to write helps them to read. Keep pencils, paper, chalk and crayons on hand. Young children can learn to form letters and then words. This gives them the opportunity to recognize the relationship between letters and sounds. Very young children can dictate to you or to an older child. It is also fun to have children write letters to friends and family.

Quiet Time

The work done in school is typically reinforced with homework. This gives children time to study and practice what they have learned in the classroom. It is very important to set a time for homework and to provide a quiet place where they can do their work. Remember to keep on top of child’s work and stay in touch with your child’s teacher.