

2014-15
Annual Evaluation of the
Fairbanks North Star Borough School District
21st CCLC After School Programs

FY13 AWARD AT ANNE WIEN ELEMENTARY, JOY ELEMENTARY AND
NORDALE ELEMENTARY SCHOOLS

FY14 AWARD AT DENALI AND HUNTER ELEMENTARY SCHOOLS

FY15 AWARD AT NORTH POLE ELEMENTARY, TICASUK BROWN
ELEMENTARY, AND LATHROP HIGH SCHOOL

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This report follows the Guidance for 21st ACLC Local Evaluations provided by the State of Alaska Department of Education and Early Development 21st Century ACLC statewide office.

Executive Summary

This report presents results from the 2014-15 annual evaluation of the 21st Century Community Learning Center After School Program (ASP) grant awards at eight schools in the Fairbanks North Star Borough School District. Schools funded by an FY13 grant award are Anne Wien, Joy, and Nordale Elementary Schools. Schools funded by the FY14 grant award are Denali and Hunter Elementary Schools. The FY15 grant award funds programs at North Pole Elementary, Ticasuk Brown Elementary, and Lathrop High School. During the 2014-15 school year the programs served a total of 762 students including 634 of whom were enrolled in the program for 30 days or more.

The After School Program gives priority to students showing an academic need. The program provides homework help / tutoring four days per week. Homework help generally focuses on the core academic areas of reading, writing, and math. Enrichment offerings included cooking, baking, arts and crafts, jewelry making, drawing, yoga, robotics, music, iPad technology, Zumba, soccer, woodworking, circuit makers, videography, young scientists, snow-shoeing, math games, book club, Athabascan beadwork, statistics, gardening, PowerPoint, tinkering lab, field trips, team building, coding, and engineering.

The annual evaluation addresses each goal and objective specified in the grant. Measures include student grades, AMP results, GPAs, attendance, improvements in homework turn in and completion, improvements in quarterly grades, and student engagement. The evaluation includes input from teachers, ASP staff, students, and parents. Data was also collected during site visits and observations.

Key Findings from the evaluation are:

- More than 83% of students in the After School Programs across eight schools were enrolled for 30 days or more, and nearly half were in the program for 90+ days;
- The programs benefit from competent and reliable site coordinators and ongoing professional development for ASP staff;
- More certified staff are stepping into the ASPs, bringing a range of teaching strategies and consistency for homework help;
- All programs are offering both academic assistance and enrichment opportunities;
- Homework help/tutoring allows for one on one assistance when needed;
- A broad range of enrichment activities are being offered as intended by the grants, including physical activities at three schools who schedule every child into two PE sessions each week as intended by the grant, and within five schools with STEAM-focused programs;
- More STEAM activities are being offered in the ASPs, and professional development opportunities are planned based on staff needs in technology areas;
- ASP students at four schools met the objective to have half or more regular attendees improve their grade in Reading, and one school met the objective in Math;
- State of Alaska AMP results indicate fewer than 25% of ASP students met standards in English Language Arts and Math, and this data provides baseline from which to measure academic growth in the coming years;
- 50% of high school students at Lathrop improved their overall GPA;
- 56% of high school students who had registered for *Success Skills* earned credit through the ASP, and 94% who signed up for credit recovery in English completed the course through the ASP;

- Teachers reported improvements in ASP students turning in homework on time (78%), completing homework to the teachers' satisfaction (also 78%) and an overall improvement in academic performance (79%) for their students attending the ASP;
- Overall, 66% of ASP students who had attendance rates below the district average in the prior school year, increased their school attendance in 2015-16;
- A majority of students showed improvement in attentiveness (65%), motivation (68%), behaving well in class (58%), and class participation (75%) according to their teachers;
- Parents reported an increase in parent involvement in their child's education since their child enrolled in the ASP, with 68% indicating they are more comfortable at their child's school, 64% feel more involved in their child's education, 58% feel more informed about their child's progress in school and 50% say they attend more school events;
- Parents also indicated their child is receiving the academic help they need from the ASP (78%), that their student is more motivated to learn (70%), and completes their homework more than before (69%). A majority of parents (75%) say their child has a more positive attitude about school.
- More than 80% of students involved in the ASP say the After School Program has helped them do better in school;
- A large majority (over 80%) of ASP students say they like being part of the after school program *almost always or most of the time* compared to about 60% who say they like school *almost always or most of the time*. Most students (85%) say they are able to get their homework done in the ASP *almost always or most of the time*, and more than 80% of students say they like the choices of classes and activities offered.

The After School Programs are highly valued assets to their school communities. Evaluation outcomes show effectiveness in the academic help students receive as shown by grades earned, GPA, credits completed in the high school program, and teacher-reported improvements in homework completion. Student input indicates a high level of satisfaction with the variety of enrichment activities being offered. While there are areas to work on, the programs are meeting the needs of students and provide safe and secure environments with caring and reliable staff to carry out program goals.

Areas to be addressed in the coming year:

- Increase the number of students meeting standards on the State of Alaska AMP tests in English Language Arts and Math, and using 2015 data as baseline, track the growth of ASP students;
- Increase the number of students who show growth in their quarter grades in Reading, Writing and Math;
- Continue to work with classroom teachers to identify areas of need, and implement strategies that make the best use of after school tutoring time;
- Include practice and reinforcement in core academic skills during as many activities as possible by having students compute, recite, read, spell, write, and problem solve in fun and innovative ways;
- Continue to offer a wide range of enrichment activities including physical activities, STEAM, art, and hands on project based learning that encourages creativity, and continue to provide ASP staff training in areas such as use of various technology.

Table of Contents

	Page
Executive Summary	iii-iv
Table of Contents	v-vi
Summary of Findings in 2014-15	vii-ix
Section 1: Background Information	
1a. Local External Evaluator Information	1
1b. Year of grant cycle being evaluated	1
1c. Program Description	1
Site locations and target populations	1
Activities provided, how often, and extent to which this matches what was proposed in the original grant agreement	2
Participation numbers and percent of regular attendees	3
1d. Program Rationale	3
Logic Model	4
Program goals and performance indicators	4
Section 2: Evaluation Methods	
2a. Evaluation Questions	6
2b. Types and Sources of Evaluation Data	6
Section 3: Evaluation Findings	
3a. Data Presentation	7
Objective 1.1 Percent of ASP students showing growth on the Spring 2015 AMP in English Language Arts and Math	8
Objective 1.2 Percent of ASP students scoring at Performance Level 3 or above on the Spring 2015 AMP in Language Arts and Math	8
Objective 1.3 Percent of elementary students with improved grades in reading, writing, and math	11
Objective 1.4 High school students with improved GPA	13
Objective 1.5 High school students who earned <i>Success Skills</i> credit	13
Objective 1.6 High school students who earned credit in Credit Recovery	13
Objective 1.7 Teacher-reported improvements in homework	14
Objective 2.1 Percent of students with increased school attendance	16
Objective 2.2 Teacher reported improvements in student engagement: attentiveness and motivation	17
Objective 2.3 Teacher reported improvements in student engagement: behaving well in class and class participation	17
Objective 3.1 Percent of Increase in Parent Involvement	18
Results from Student Surveys	20

3b. Conclusions and Recommendations	23
Review of Alaska Key Quality Indicators	24
Section 4: Using the Evaluation (provided by Program Director)	
4a. Program Planning	25
4b. Reflection	26
Section 5: Appendices	
Appendix A – Tables of Results	28-56
Appendix B – Data Collection Tools	57-71
List of Tables	
Table 1: Summary of ASP Enrollments in 2014-15	3
Tables 2-4: ASP Enrollments for FY13, FY14, and FY15 Grant Awards	30-32
Table 5: Spring 2015 English Language Arts AMP Results for ASP Students	34
Table 6: Spring 2015 Math AMP Results for ASP Students	35
Table 7: Percent of ASP Students with Improved Grades in Reading, Writing, and Math	36
Table 8: ASP students with Improved Homework Turn In and Completion	37
Table 9: Percent of Students with Increased Attendance over the Prior Year	38
Table 10: Percent of Students with Improved School Engagement	39
Tables 11-13: Results from Teacher Surveys	41-43
Tables 14-16: Results from Parent Surveys	46-48
Tables 17-27: Results from Student Surveys	50-56
List of Figures	
Figure 1: 2015 English Language Arts AMP Results for ASP Students By School	9
Figure 2: 2015 Math AMP Results for ASP Students by School	10
Figure 3: Percent of Students Meeting Standards in ELA and Math	11
Figure 4: Percent of Students with Improved Quarter Grades in Reading, Writing, Math	12
Figure 5: Percent of H.S. Students with Improved GPA and Credits Earned	14
Figure 6: Teacher-reported Improvements in Homework Turn in and Completion	15
Figure 7: Attendance Increases for Students with Below-average Attendance the Prior Year	16
Figure 8: Teacher-reported Improvements in ASP Students' School Engagement	17
Figure 9: Parent-reported Increase in School Involvement	19
Figure 10: Parent-reported Ways the ASP Has Helped Their Student	19
Figure 11: Reasons Students Say They Attend the ASP	20
Figure 12: Student Responses to Statements about School and the ASP	21
Figure 13: Percent of Students Who Say the ASP Has Helped Them Do Better in School and Get Along Better with Others	22

Summary of Findings in 2014-15

Progress toward Meeting Goals and Objectives in the 2014-15 School Year Alaska 21st ACLC Annual Evaluation Report

Goals and Objectives	Measure	FY13 Grant				FY14 Grant			FY15 Grant			
		AWE	JOY	NDL	Overall	DEN	HUN	Overall	NPE	TIC	LHS	Overall
Goal #1: Participating students will improve their academic performance.												
Objective 1.1: Annually, at least 10% of those regularly attending ASP participants who did not meet standards in English Language Arts and/or Math in the year prior will show growth toward meeting the standards.	AMP Scores Language Arts Math	To be reported beginning in 2016 when two years of AMP data are available for the analysis.										
Objective 1.2: Annually, at least 25% of regularly attending ASP participants will meet standards by scoring at Performance Level 3 or above in English Language Arts and Math on the State AMP tests.	AMP Scores Language Arts Math	N 7% N 11%	N 20% N 20%	N 19% N 16%	N 16% N 16%	N 11% N 9%	N 10% N 17%	N 11% N 14%	N 22% N 11%	N 5% N 7%	N 14% N 12%	N 14% N 14%
Objective 1.3: Annually, at least 50% of regular elementary ASP participants will improve their grades in Reading, Writing, and Math measured by district records.	Improved Grades: Reading Writing Math	Y 56% Y 50% N 37%	Y 50% N 49% N 42%	Y 52% N 49% N 42%	Y 52% N 44% N 41%	N 42% N 33% N 38%	N 47% N 37% N 41%	N 44% N 35% N 40%	Y 51% N 43% N 44%	N 30% N 35% Y 50%	n/a	N 43% N 39% N 46%
Objective 1.4: Annually, at least 35% of regularly attending high school ASP participants will improve their GPA, measured by district records.	Improved GPA (h.s. only)								n/a	n/a	Y 50%	Y 50%

Objective 1.5: Annually, at least 40% of 9 th grade ASP participants will earn high school credit through their ASP participation measured by district records.	% who earned hs credit (h.s. only)									n/a	n/a	Y 56%	Y 56%
Objective 1.6: Annually, 75% of students who sign up for credit recovery through the ASP will successfully complete the course.										n/a	n/a	Y 94%	Y 94%
Objective 1.7: Annually, 50% of regular ASP participants who need to improve in academic areas will show improvement in academic performance, will improve turning in homework on time, and improve completing homework to the teacher's satisfaction, measured by teacher surveys.	Homework Turn In	Y 81%	Y 72%	Y 83%	Y 79%	Y 82%	Y 59%	Y 70%	Y 89%	Y 89%	<u>Engl Math</u> Y 77% 72%	Y 82%	
	Homework completion	Y 73%	Y 74%	Y 85%	Y 78%	Y 82%	Y 63%	Y 72%	Y 88%	Y 89%	Y 76% 80%	Y 83%	
	Academic Performance	Y 77%	Y 74%	Y 84%	Y 79%	Y 83%	Y 67%	Y 75%	Y 89%	Y 85%	Y 79% 75%	Y 82%	
Goal #2: Participating students will gain protective factors that foster resiliency to high-risk behaviors and encourage academic success.													
		FY13 Grant				FY14 Grant			FY15 Grant				
		AWE	JOY	NDL	Overall	DEN	HUN	Overall	NPE	TIC	LHS	Overall	
Objective 2.1: Annually, at least 50% of ASP participants' teachers will report an increase in student engagement and participation in the regular school day measure by teacher surveys.	Attentiveness	Y 59%	Y 57%	Y 70%	Y 63%	Y 69%	Y 66%	Y 68%	Y 73%	Y 62%	<u>Engl Math</u> Y 64% 67%	Y 67%	
	Motivation	Y 59%	Y 54%	Y 75%	Y 64%	Y 74%	Y 61%	Y 67%	Y 76%	Y 79%	Y 74% 72%	Y 75%	
	Behaving well	Y 52%	Y 56%	Y 57%	Y 55%	Y 68%	Y 51%	Y 59%	Y 64%	Y 61%	Y 66% 53%	Y 61%	
	Participation	Y 72%	Y 67%	Y 78%	Y 73%	Y 75%	Y 71%	Y 73%	Y 88%	Y 78%	Y 73% 74%	Y 78%	
Objective 2.2: Annually, at least 75% of participating students will report they are doing better in school as a	Students report doing better in school	Y 85%	Y 80%	Y 92%	Y 86%	Y 94%	Y 87%	91%	Y 97%	Y 94%	Y 100%	Y 97%	

result of attending the ASP, measured by student surveys.												
Objective 2.3: Annually, at least 50% of regular ASP participants whose school attendance was below average in the prior year will increase their attendance, measured by district records.	Increased school attendance	Y 71%	Y 59%	Y 71%	Y 67%	Y 58%	Y 74%	Y 65%	Y 67%	Y 64%	Y 67%	Y 66%
Goal #3: Increase parent involvement in school and in their student's education as measured by parents' self-reporting on surveys.												
		FY13 Grant				FY14 Grant			FY15 Grant			
		AWE	JOY	NDL	Overall	DEN	HUN	Overall	NPE	TIC	LHS	Overall
Objective 3.1: Annually, at least 30% of parents with students in the After School Program will experience an increase in parent involvement, measured by parents' self-reporting on surveys.	More comfortable	Y 72%	Y 65%	Y 72%	Y 70%	Y 71%	Y 78%	Y 76%	Y 66%	Y 63%	Y 47%	Y 58%
	Attend more events	Y 58%	Y 48%	Y 48%	Y 51%	Y 44%	Y 71%	Y 62%	Y 52%	Y 43%	N 23%	Y 39%
	More involved	Y 64%	Y 58%	Y 68%	Y 68%	Y 71%	Y 78%	Y 76%	Y 66%	Y 63%	Y 40%	Y 56%
	Feel more informed	61%	Y 58%	Y 58%	Y 59%	Y 61%	Y 67%	Y 65%	Y 46%	Y 59%	Y 40%	Y 48%
Objective 3.2: Annually, at least 50% of parents with students in the After School Program will report their child is receiving more academic help, completes homework, is more motivated, and has a more positive attitude about school, measured by parents' self-reporting on surveys.	Receives more academic help	Y 82%	Y 84%	Y 80%	Y 82%	Y 79%	Y 75%	Y 76%	Y 70%	Y 87%	Y 59%	Y 72%
	Completes homework on time	Y 78%	Y 75%	Y 73%	Y 75%	Y 61%	Y 69%	Y 66%	Y 54%	Y 83%	N 43%	Y 60%
	Motivated to do well in school	Y 70%	Y 73%	Y 73%	Y 72%	Y 75%	Y 71%	Y 72%	Y 66%	Y 67%	Y 59%	Y 63%
	Has a positive attitude about school	Y 72%	Y 68%	Y 75%	Y 72%	Y 89%	Y 82%	Y 85%	Y 69%	Y 77%	Y 70%	Y 72%

Section 1 – Background Information

The Fairbanks North Star Borough has provided after school programs for nearly 16 years through the 21st Century Alaska Community Learning Centers (ACLCL) After School Programs (ASP). This report presents an evaluation of the three Fairbanks North Star Borough School District grant-based programs operating at eight schools in 2014-15.

1a. Local External Evaluator Information

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1b. Year of the grant cycle being evaluated:

Year 3 of the FY13 award at Anne Wien, Joy, and Nordale Elementary Schools
 Year 2 of the FY14 award at Denali and Hunter Elementary Schools
 Year 1 of the FY15 award at North Pole and Ticasuk Brown Elementary Schools and Lathrop HS

1c. Program Descriptions

Program/Site	Targeted Populations	Grades Served	Total # Served	# and % Regular Attendees		Students Served from targeted subgroups
FY13 Grant Award						
Program Focus: Homework help, tutoring, academic enrichment, physical activities Offered Monday – Thursday for approximately 2 hours beyond the school day						
Anne Wien Elem	Academically at risk; students with disabilities	1-6	82	70	86%	* 64% low income students
Joy Elem	Academically at risk; AK Nat/Am Ind students	1-6	121	97	80%	* 32% students with disabilities
Nordale Elem	Students academically at risk; Gr 3-6	1-6	109	103	95%	* 25% Alaska Native or Am Indian students
FY13 total			312	270	87%	* 69% in grades 3-6 (Nordale)
FY14 Grant Award						
Program Focus: Homework help, tutoring, academic enrichment, STEAM Offered Monday – Thursday for approximately two hours beyond the school day						
Denali Elem	Academically at risk; AK Nat/Am Ind students;	1-6	90	83	92%	* 86% low income students

	students with disabilities					* 28% Alaska Native / Am Indian students
Hunter Elem	Academically at risk; AK Nat/Am Ind students; students with disabilities	2-6	120	97	81%	* 29% students with disabilities
FY14 total			210	180	86%	
FY15 Grant Award						
Program Focus: Homework help, tutoring, academic assistance, STEAM, credit recovery Meeting Time: Monday – Thursday for approximately two hours beyond the school day						
North Pole Elem	Academically at risk; Gr 3-5 ; AK Nat/Am Ind students	1-5	81	76	94%	* Nearly half of the students are from low income families;
Ticasuk Brown	Academically at risk; Gr 3-5 ; AK Nat/Am Ind students	2-5	73	46	63%	* Nearly 3/4 th of elementary students are in grades 3-5;
Lathrop HS	Students in grades 9 and 10; Students falling behind in course completion	9-12	86	62	72%	* 85% of high school students are in grades 9 and 10; * 12% are Alaska Native / Am Ind students
FY15 Total			240	184	77%	
All Programs in 2014-15			761	634	83%	

Activities provided. The programs being offered provide academic support in the core areas of reading, writing and math through homework help and tutoring. Certified staff provide homework help and enrichment for many of the sessions. Additionally, students are offered enrichment activities, some directed at providing physical activities, others with a STEAM focus, and still others that provide opportunities for additional subject area practice, creativity, hands-on learning, and fun.

Outcome: Information gathered through site visits, interviews, and a review of program documents indicate the programs largely match the activities proposed in the original grant agreement, and include the targeted subgroups as described.

Participation numbers and percent of regular attendees. A summary of ASP enrollments is presented in Table 1 below. Tables 2-4 in Appendix A present the number of students enrolled in the three grant funded programs by grade level.

As shown in the table, 634 out of 762 students, or 83%, were regular attendees (meaning they were enrolled in the program for 30 days or more) and many students were enrolled for 90+ days.

Table 1
2014-15 Summary of ASP Enrollments

School	Students enrolled less than 30 days	Number of <i>Regular Attendees</i> Enrolled in the After School Programs by Enrollment Category				All students enrolled during the school year
		30 – 59 days	60-89 days	90+ days	Total Regular Attendees	
FY13 Award: Anne Wien Elementary Joy Elementary Nordale Elementary	42	54	53	163	270 (86.5%)	312
FY14 Award: Denali Elementary Hunter Elementary	30	37	54	89	180 (85.7%)	210
FY15 Award: North Pole Elementary Ticasuk Brown Elementary Lathrop High School	56	90	57	37	184 (76.7%)	240
Total Enrollments	128	181	164	289	634 (83.2%)	762

1d. Program Rationale

The After School Program is intentional in planning and delivering services to its students. Program components reflect an approach that builds relationships with the students along with meeting academic needs. Student choice is incorporated in planning enrichment activities to increase student engagement. Staffing levels often provide a lower ratio of students to teachers and helpers, ensuring students have adequate access to staff who can assist with homework and projects. Teachers and classroom helpers are key to the homework help/tutoring component that helps students in core areas and supports the regular school day. Students engage in enrichment opportunities that go beyond the offerings of the regular school day. Site visits occurred two times this year at each location. Each time, students were engaged in activities that help meet the goals of the program. The combination of skills reinforcement balanced with hands-on activities provided students with effective and engaging supplemental learning opportunities.

The Logic Model below describes the goals, activities, and intended outcomes of the program.

Goals	Input	Outputs	Outcomes	Performance Measures
Improve the attendance, engagement, confidence, and academic performance of at-risk students	<p>Students who are at-risk academically</p> <p>Program staff in committed partnership with regular school day teachers</p> <p>Grant funding and coordination of district, federal, and local funding</p> <p>School, community, and parent partnerships</p>	<p>Activities:</p> <ul style="list-style-type: none"> -Homework help -Tutoring -Academic enrichment -STEAM explorations -Opportunities to earn credit (h.s.) <p>Target populations:</p> <p>Students in 3 targeted schools who are identified as at-risk academically, and low-income students.</p> <p>Priority at Joy:</p> <p>Alaska Native/American Indian students</p> <p>Priority at Anne Wien:</p> <p>Students with disabilities</p> <p>Priority at Nordale:</p> <p>Students in grades 3-6</p> <p>Priority at Denali and Hunter:</p> <p>AK Native/Am Ind students/special education students</p> <p>Priority at NPE&TIC:</p> <p>Students in grades 3-5</p> <p>Alaska Native/American Indian students</p> <p>Priority at Lathrop HS:</p> <p>Students in grades 9 and 10</p> <p>Students falling behind in course completion</p>	<p>Short term:</p> <ul style="list-style-type: none"> -Increased school engagement -Improved attendance -Increased learning experiences in core subject areas <p>Intermediate:</p> <ul style="list-style-type: none"> -Improved academic skills and test scores -Increased homework completion and submission -Successful course completion <p>Long-term:</p> <ul style="list-style-type: none"> -Closing achievement gaps between under-performing groups and the school-wide population -High school students graduating on time 	<p>Measures of effort:</p> <ul style="list-style-type: none"> -number of students served -number of days in session -parent and teacher satisfaction ratings (from surveys) -Program ratings from student surveys <p>Measures of effect:</p> <ul style="list-style-type: none"> -number of students who increase their academic performance reflected in grades and assessments -number of students who increase attendance rates -number of students reporting school engagement -number of students who receive course credit (high school)

Program Goals and Performance Indicators

Goal #1: Participating students will improve their academic performance.

- Performance indicators used to track this goal are:
 - Results from State Alaska Measures of Progress (AMP) annual assessment in English Language Arts (ELA) and Math;

- Analysis of grades earned in Reading, Writing, and Math in Quarters 1 and 4 for elementary students;
- Analysis of grade point average (GPA) for high school students;
- Credits earned in *Success Skills* course and through credit recovery (high school);
- Teacher-reported improvements in homework turn-in, completion of homework to the teachers' satisfaction and overall improvement in academic performance (from teacher surveys).

Goal #2: Participating students will gain protective factors that foster resiliency to high-risk behaviors and encourage academic success.

- Performance indicators used to track this goal are:
 - Increases in student attendance (from school district records);
 - Teacher-reported improvements in attentiveness, motivation, behaving well in class, and class participation (from teacher surveys);
 - Student perception of program benefits (from student surveys).

Goal #3: Increase parent involvement as measured by parents' self-reporting on surveys.

- Performance indicators used to track this goal are:
 - Parent reported results from surveys that measure increases in feeling more comfortable at their child's school, feeling more informed about their child's progress in school, feeling more involved with their child's education, and attending more school events;
 - Parent reported improvements in their child's access to academic help, homework completion, motivation, and attitude towards school.

Site Visits: Two site visits were completed at each school in the 2014-15 school year. Detailed reports were provided to the Fairbank North Star Borough's Director of After School Programs. The State of Alaska Site Observation Tool was used to record observations and provide feedback to the program. Areas assessed were Transitions, Homework Help, Enrichment activities, Relationship building, Youth and Staff Engagement and Participation, and Strategies for skill building and social emotional learning. The Alaska Observation Tool can be found in Appendix B.

Input from Teachers, Parents, and Students: Teachers completed an online survey regarding the academic and social/emotional growth of each of their students who attended the ACLC after school program for 30 days or more. Parents of ASP students were provided an opportunity to respond to a brief survey given during the fourth quarter of the school year. Students completed written surveys in April and May 2015. Additionally, two focus groups were held at Lathrop High School to gather more in-depth information from the high school students.

Input from Program Administrators and Coordinators: Interviews were completed each semester with the site coordinators at each of the eight schools. Insights regarding program goals, student population, school characteristics, successes and challenges were collected and included as part of the site visit

narratives provided to the ASP Director. Interviews with the Program Director were also completed during the year.

Section 2 – Evaluation Methods

2a. Evaluation Questions.

The evaluation questions for the evaluation are presented below. The evaluation findings will follow in Section 3.

1. *Is the program delivering the services and content it said it would deliver?*
2. *Is the program accomplishing what it said it would accomplish in terms of program impact?*
3. *What are the strengths and weaknesses of the program at each site?*
4. *How can the program be improved?*

Evaluation methods: Site observations, ASP enrollment and student demographic data, academic outcomes as measured by student grades, GPA, attendance, AMP results, teacher survey responses regarding improvements in homework and student engagement, results from parent and student surveys, staff interviews and site visits. Detailed evaluation results are presented in the Evaluation Findings section.

2b. Types and Sources of Evaluation Data

Type of Evaluation Data Used	Data Source	# in analysis
Academic performance in Language Arts and Math	State of Alaska AMP	438
Change in quarterly grades – elementary students (Comparison of grades earned in Reading, Writing, and Math from Q 1 and Q 4 of the 2014-15 school year)	District records	FY 13: 248 FY14: 171 FY15: 119
Change in grade point average (GPA) for HS students	District records	48
Student attendance	District records	FY13: 251 FY14: 167 FY15: 164
Teacher-reported improvement in homework completion and turn in	Teacher survey	FY14: 274 FY14: 180 FY15: 240*
Teacher reported improvements in classroom behaviors/engagement	Teacher survey	FY13: 274 FY14: 180 FY15: 240*
Increase in parent involvement and student engagement	Parent surveys	FY13: 193 FY14: 80 FY15: 89
Student perceptions of the ASP	Student surveys	FY13: 167 FY14: 225 FY15: 165
School-level program documents (schedules, classes, lessons, brochures, flyers)	Program records	n/a

Site visits and observations	AK Statewide Tool	n/a
*includes surveys received from both English and Math teachers for most of the Lathrop HS students		

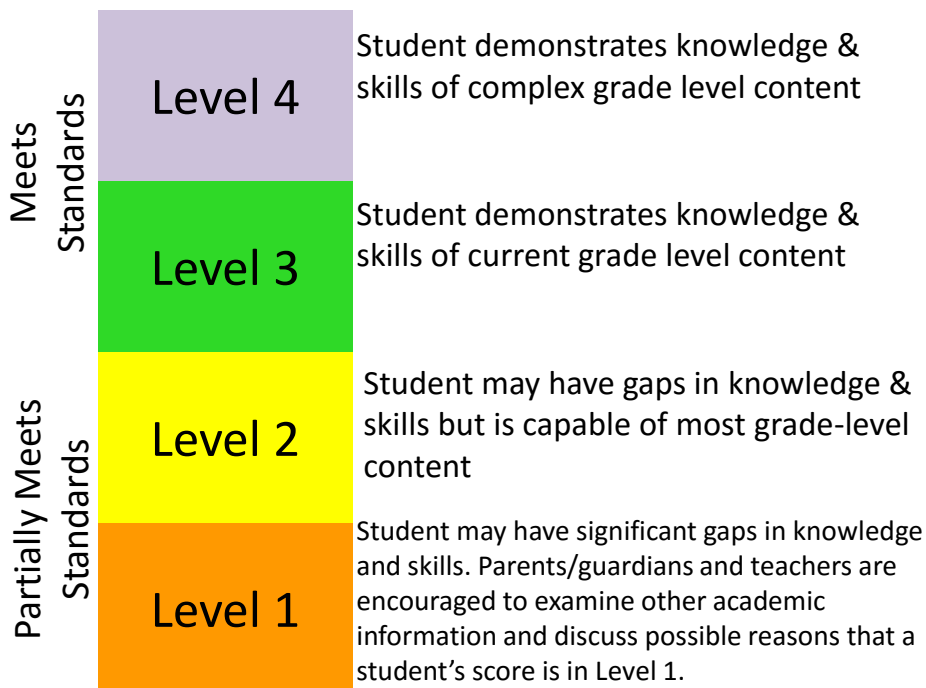
Section 3 - Evaluation Findings

Regular Attendees. The overall enrollment numbers in the ACLC were previously presented in Tables 1-3 and included counts of all students ever enrolled in the ASP during the 2014-15 school year, no matter how short or long a time. Evaluation results presented in this section include **only those students who meet the criteria of “regular attendee” meaning they were enrolled in the program for 30 days or more.**

3a. Data Presentation: Addressing Goals and Objectives

Goal 1: Participating students will improve their academic performance.

The evaluation looked at measures of academic performance of the regular attendees in the ASP during 2014-15 to determine progress toward improving academic achievement. Students took the State of Alaska Measures of Progress (AMP) for the first time in Spring 2015. The AMP provides a measure of student achievement toward meeting the new State standards in English Language Arts (ELA) and Math. Brief descriptions of the four levels of achievement is shown below.



Source: State of Alaska Department of Education and Early Development website.

The State of Alaska Department of Education and Early Development website states *The AMP scoring and reporting design emphasizes growth and progress towards meeting the standards.* For this reason, the ASP will report the number of students showing growth over the prior year once data becomes available in 2016 (Objective 1.1). Additionally, the After School Programs will strive to provide academic assistance and support that will result in having at least one-quarter of the students meet standards each year (Objective 1.2).

Objective 1.1: Each year, at least 10% of the students regularly attending ASPs will show growth toward meeting standards in English/Language Arts and Math over the previous year, measured by the annual State of Alaska AMP assessments.

Data will be reported when two years of AMP data are available for analysis.

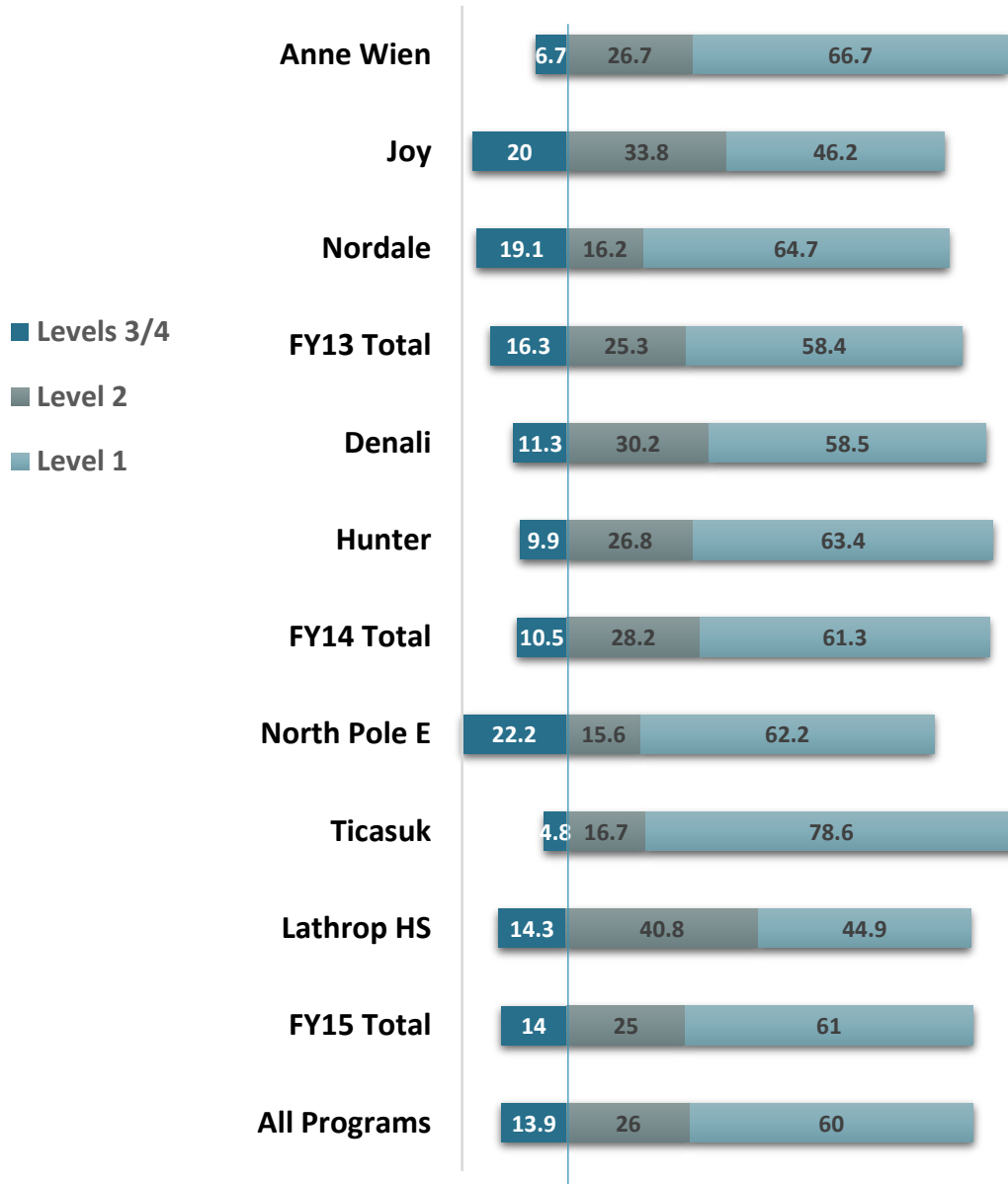
Objective 1.2: Each year, at least 25% of students regularly attending ASPs will meet state standards in English/Language Arts and Math as measured on the annual State of Alaska AMP assessments.

The objective was not met.

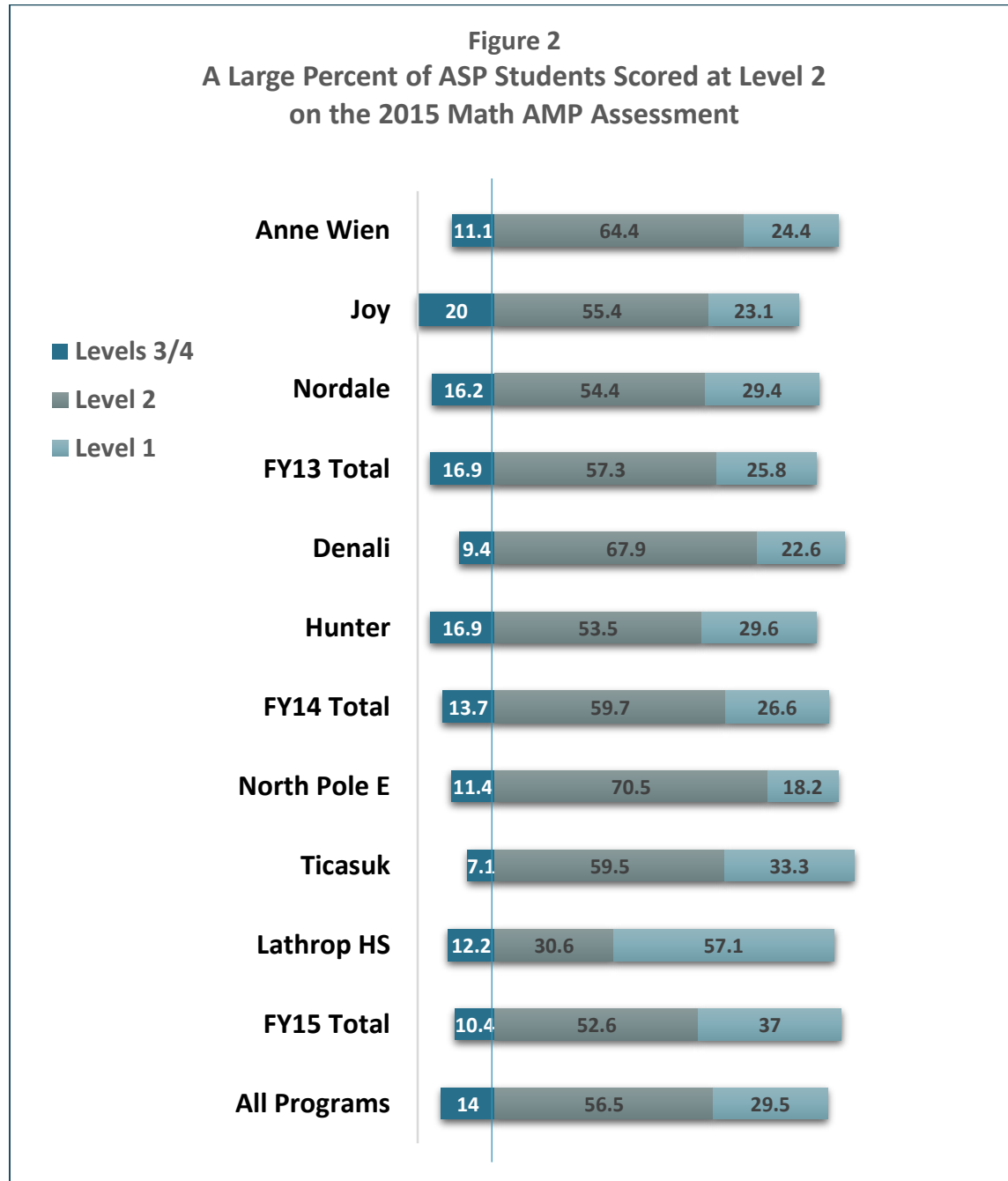
Language Arts: Overall, 61 ASP students met State standards in English Language Arts, or about 14%. Figure 1 shows 16.3% of students met standards at the FY13 schools, 10.5% at FY14 schools, and 14% met standards at the FY15 schools. The goal for the program is to have at least 25% of regularly attending students meet the standards. Table 5 in Appendix A provides more detail on the number of students scoring at each level.

In Figure 1, Levels 3 and 4 indicate the percent of ASP students at each school who met State standards in ELA. Results appear for each school and program. Levels 1 and 2 indicate students who partially met the standards. Overall, 14% of ASP students (n=61) met the ELA standards on the Spring 2015 AMP. As shown in Figure 1, most students scored at Level 1.

Figure 1
A Large Percent of ASP Students Scored at Level 1
on the 2015 English Language Arts AMP Assessment



Mathematics: Results from the AMP data analysis in Math are shown in Figure 2 where 14% of ASP students met standards. By grant year, 16.9% of students met standards at the FY13 schools, 13.7% met standards at the FY14 schools, and 10.4% met standards at the FY15 schools. Table 6 in Appendix A provides greater detail on the number of students scoring at each level.



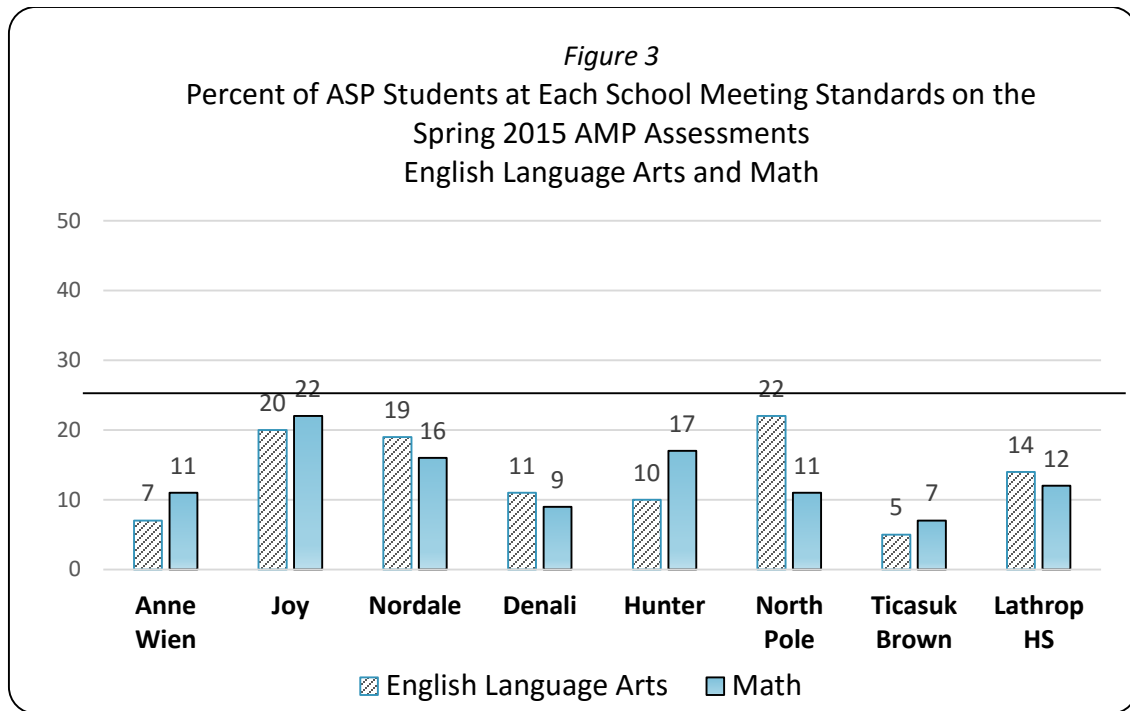


Figure 3 shows the percent of ASP regular attendees who met standards at each school in ELA and Math as indicated by achieving at level 3 or 4. This is the first year AMP results are being used as an evaluation measure for the program. Results create a baseline from which growth can be measured. Many students show a continued need for academic assistance, and the After School Programs provide structured, well-established environments where students can receive tutoring and small group homework help.

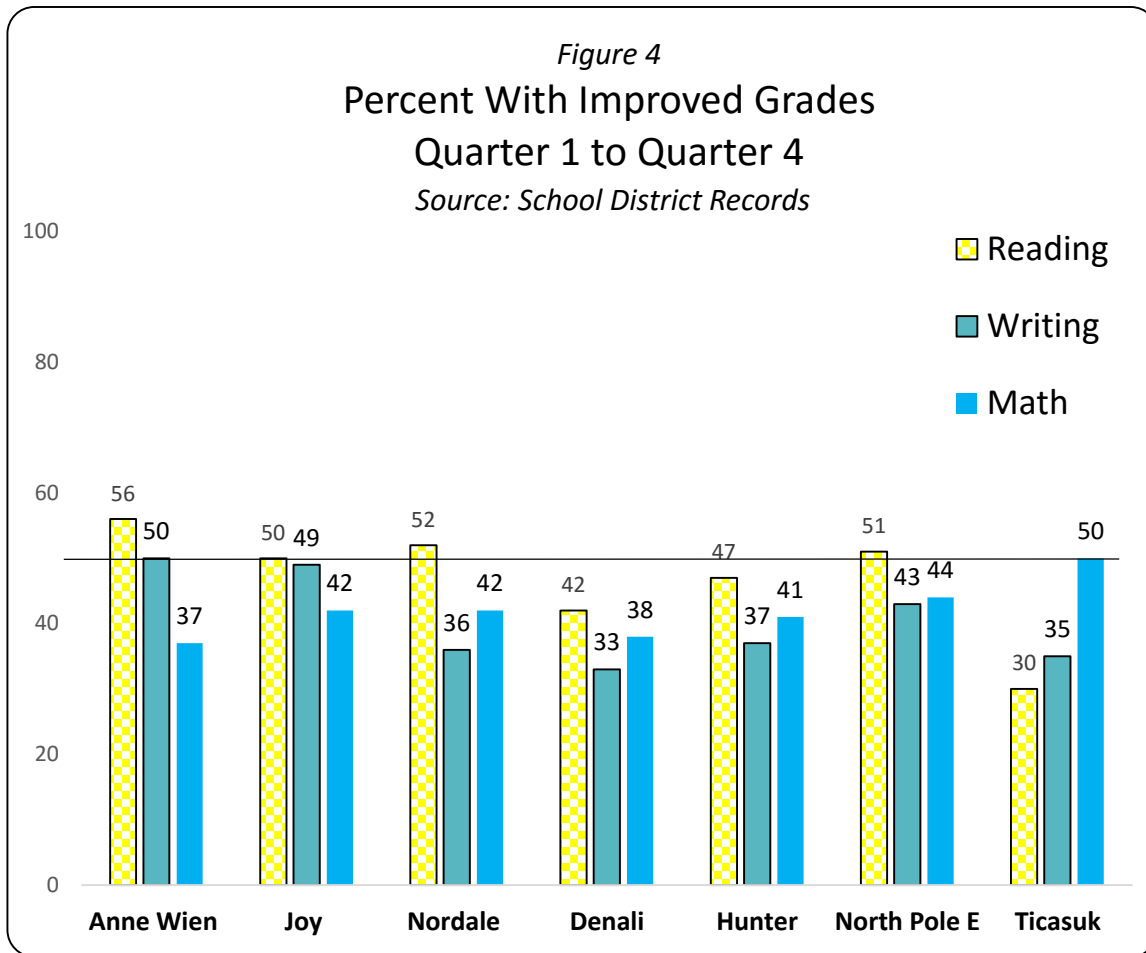
Objective 1.3: Annually, 50% of regular elementary ASP participants will improve their grades in Reading, Writing, and Math from Quarter 1 to Quarter 4, measured by school district records.

Elementary Reading Grades

FY13 (AWE, Joy, Nordale): The objective was met. 56% of students improved their grades from Quarter 1 to Quarter 4 at Anne Wien, 50% improved at Joy, and 52% improved at Nordale. Overall improvement was 52% across all three schools.

FY14 (Denali and Hunter): The objective was not met. Overall, 44% of students in the ASP improved their grades in Reading, 42% at Denali and 47% at Hunter.

FY15 (NPE and Ticasuk): The objective was partially met. 51% of students at North Pole Elementary School improved their quarter grades in Reading. At Ticasuk Brown, 30% of ASP students improved their Reading grade. The combined overall improvement was 43%.



Elementary Writing Grades

FY13: The objective was partially met. 50% of students at Anne Wien improved their writing grade. 49% of students improved at Joy and 36% of students improved at Nordale. Across all three schools 44% of ASP students improved their writing grades.

FY14: The objective was not met. 33% of ASP students at Denali and 37% of ASP students at Hunter improved their grades in writing. Overall, 35% improved their grades in writing.

FY15: The objective was not met. 43% of students at North Pole Elementary improved their writing grade as did 35% of students at Ticasuk. 39% of ASP students overall improved their writing grades.

Elementary Math Grades

FY13: The objective was not met, with 37% of students improving their math grade at Anne Wien, 42% at Joy, and 42% at Nordale. Overall, 41% of students across all three schools improved their math grades.

FY14: The objective was not met. Overall, 40% of students improved their Math grades. 38% of students at Denali and 41% of students at Hunter showed improvement.

FY15: The objective was partially met. 50% of students at Ticasuk Brown improved their quarter grades in Math, meeting the program’s objective. 44% of students at North Pole Elementary improved their Math grades. Overall, 46% of ASP students improved their math grades.

Table 6 in Appendix A presents the number and percent of elementary students who improved their quarter grades at each school and overall. A total of 257 students (48%) raised their quarter grade in Reading, 217 students (40%) improved their quarter grades in Writing, and 224 students (42%) improved their quarter grades in Math.

Objective 1.4: Annually, at least 35% of regularly attending high school students will improve their GPA, measured by school district records.

The objective was met. Of the 48 students at Lathrop High School who regularly attended the ASP and had data for both the 2013-14 and 2014-15 school years, 24 students showed an increase in their GPA, or 50%. Results for objectives 1.4, 1.5, and 1.6 are summarized in Figure 5.

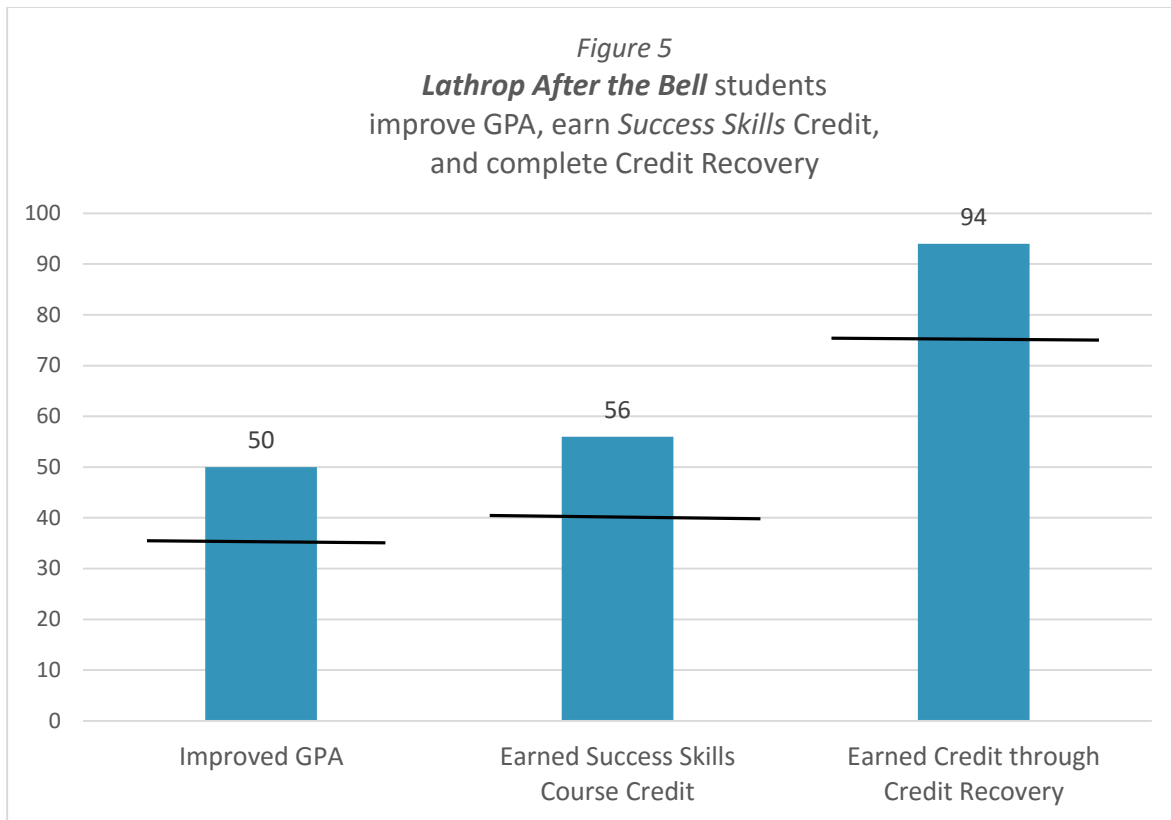
Objectives 1.4, 1.5, and 1.6 refer to high school academic performance measures and apply to the ASP students at Lathrop High School who attend Lathrop After the Bell (LAB).

Objective 1.5: Annually, at least 40% of 9th grade ASP participants who signed up to earn high school credit through the ASP will earn high school credit.

The objective was met. Of the nine 9th graders who signed up for *Success Skills* credit through the ASP, five students received credit, or 56%.

Objective 1.6: Annually, 75% of students who sign up for credit recovery through the ASP will successfully complete the course.

The objective was met. Fifteen of the 16 students (94%) successfully completed their English 9 or English 10 course through the After School Program.

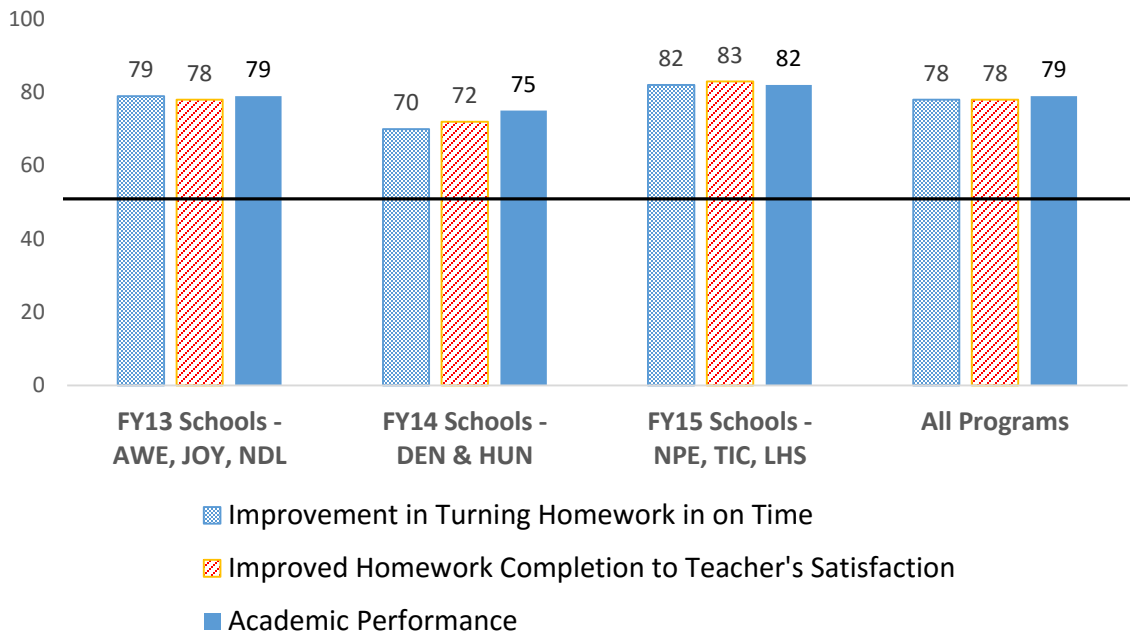


Objective 1.7: Annually, 50% of regular ASP participants (whose behavior warranted improvement at the beginning of the year) will have teacher-reported improvement in timely homework completion, completing homework to the teacher’s satisfaction, and academic performance measured by a teacher survey.

The objective was met at all schools.

Overall, teachers reported that for those students who needed to improve in these areas, 78% of students involved in programs across all eight schools showed improvement in *turning in homework on time* (either slightly, moderately or significantly) and *completing homework to their teacher’s satisfaction*. Results appear in Figure 6 below and in Table 8 in Appendix A.

Figure 6
Students in the After School Program
Show Improvements in Homework Turn-In, Satisfactory
Homework Completion and Academic Performance
Source: Teacher Surveys from Spring 2015



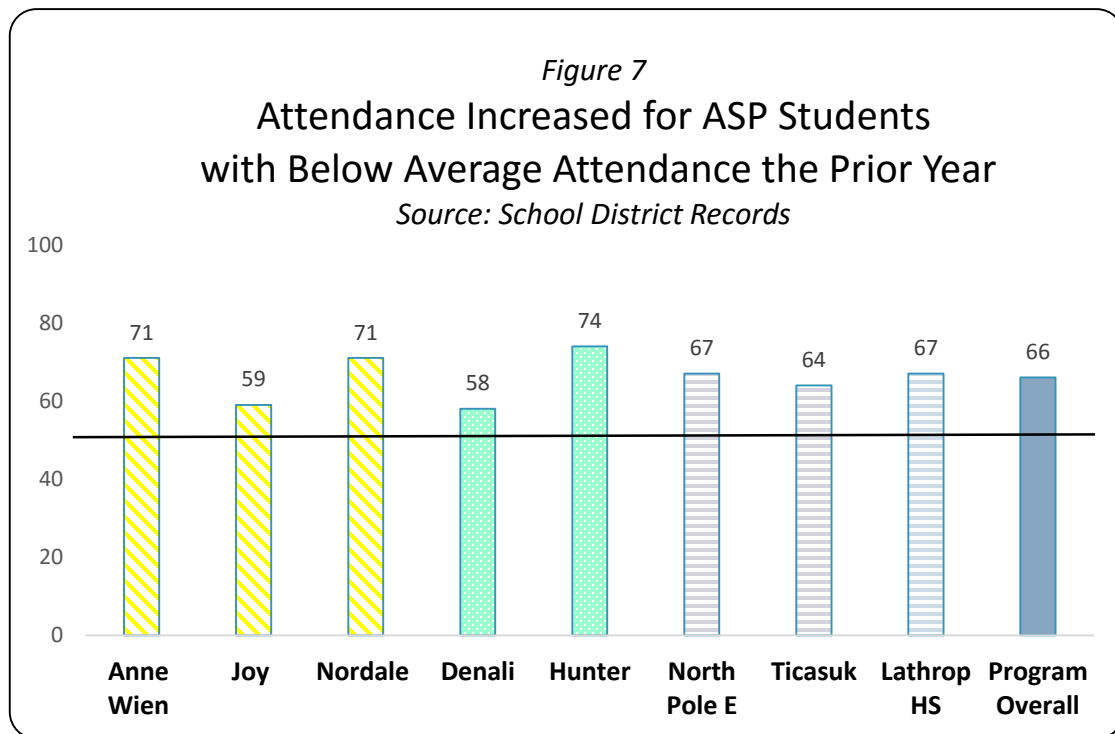
Goal 2: Participating students will increase their school attendance and school engagement.

In addition to academic achievement measures, the program also has a goal to increase positive behaviors that foster resiliency and build student success – factors such as school attendance and student engagement. This section presents evaluation findings that address the objectives toward meeting Goal 2.

Objective 2.1: Annually, 50% of regular ASP participants whose daily classroom attendance was below the district average in the prior year will increase their school attendance, measured by district records.

The objective was met. Across all schools, 66% of students who had below average attendance in the prior year increased their school attendance. Every school met the goal of having 50% of students with below average attendance the prior year improve in 2014-15.

Figure 7 presents a summary of the percent of ASP students who increased their school attendance. Table 9 in Appendix A presents a more detailed analysis of the number and percent of students at each school who increased their school attendance.



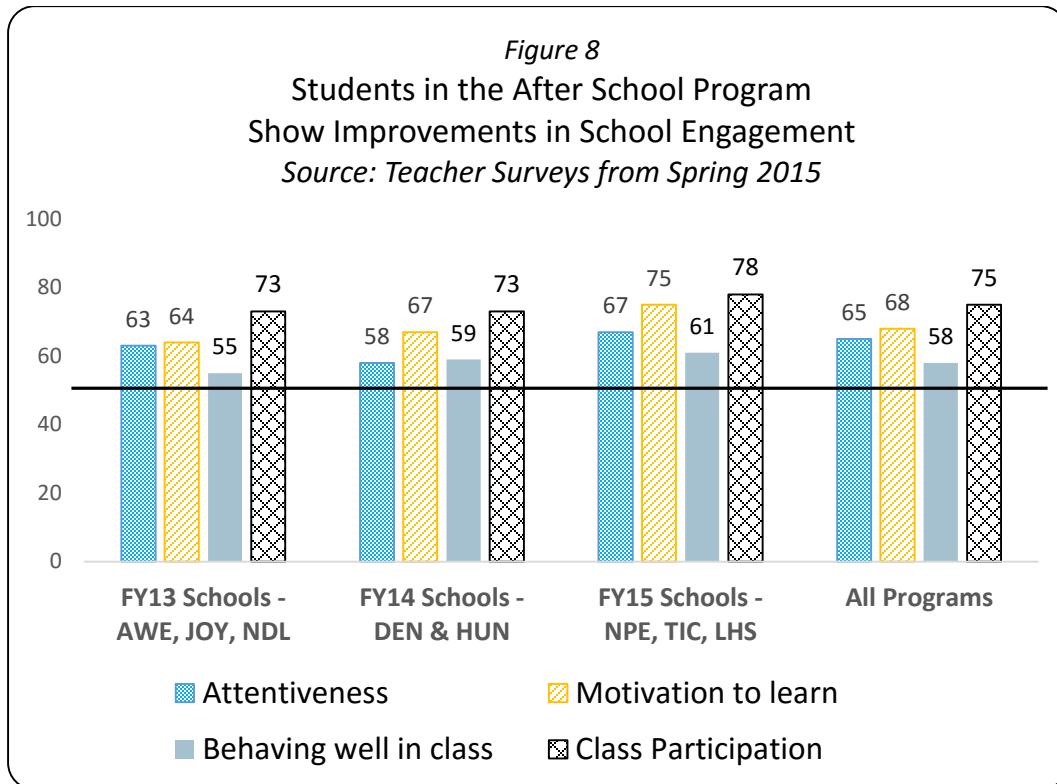
Objective 2.2: Annually, 50% of regular ASP participants whose behavior warranted improvement at the beginning of the year will have improved teacher-reported attentiveness and motivation, measured by a teacher survey.

The objective was met. Results from teacher surveys are summarized in Figure 8 and presented in greater detail by school in Table 10 in Appendix A.

Overall, 65% of ASP students improved in the area of *being attentive in class* and 68% of ASP students improved in the area of *motivation to learn*.

Objective 2.3: Annually, 50% of regular ASP participants whose behavior warranted improvement at the beginning of the year will have improved teacher-reported school behaviors such as behaving well in class and class participation, measured by a teacher survey.

The objective was met at all schools. Across all programs, 58% of regularly attending ASP students improved in the area of *behaving well in class* and 75% in the area of *class participation*. (Figure 8 and Table 10).



Detailed results from teacher surveys appear in Tables 11-13 in Appendix A for all attributes that teachers rated for their ASP students. The teacher survey is a required component of the ASP

evaluation. Teachers of the students enrolled in the After School Program are contacted each year for their input as to how the students are doing academically and socially in regular school-day classrooms.

This information is valuable in determining the number of students who show significant improvements in their classrooms. A total of 694 teacher surveys were returned this year. A copy of the Teacher Survey can be found in Appendix B.

Goal 3: Increase in parental involvement, measured by parents' self-reporting on surveys.

Each year parents are asked to complete a brief survey regarding the services provided by the After School Program for their child and what effect the program has had on parent involvement and student attributes. This year, 362 parent surveys were completed. A copy of the Parent Survey can be found in Appendix B.

Parent involvement is measured by using four items from the parent survey. These items are the extent to which parents feel *more comfortable at their child's school*, report more frequent *attendance at school events*, feel they are *more involved in their child's education*, and feel *more informed about their child's progress in school*. Results appear in Figure 9. Tables 14-16 in Appendix A present all parent survey results by school.

Objective 3.1: At least 30% of regularly participating students will experience an increase in parental involvement, measured by parents' self-reporting on surveys.

This objective was met at all schools. Nearly 70% of parents overall indicate they feel more comfortable at their child's school and 64% feel more involved. Half of the parents indicated they attend more school events. A majority of parents say they feel more informed about their child's progress in school.

The parent survey was also used to measure the extent to which parents felt their students were benefitting from the ASP in areas such as receiving the academic help they need and whether their child is more able to complete their homework. Results in Figure 10 show that a majority of parents say their child benefits from the ASP in academic ways.

In addition to reporting increases in the amount of academic help their children receive, parents report increases in two other key areas: motivation and having a positive attitude towards school. These attributes have been shown to be important indicators of school engagement and school success.

Figure 9
Parent-reported increases in school involvement
Source: Parent Surveys from Spring 2015

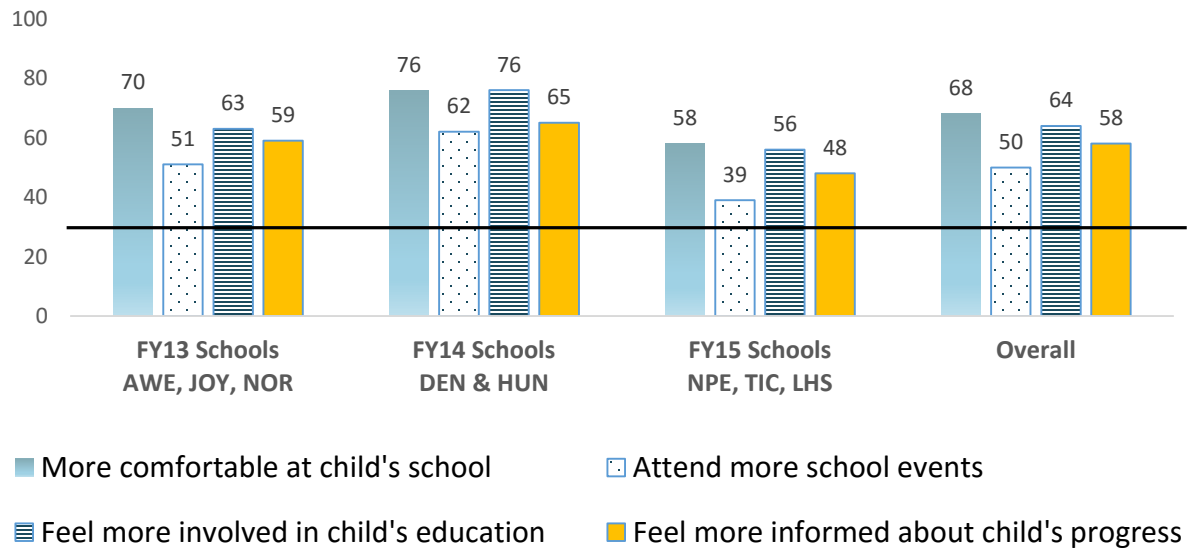
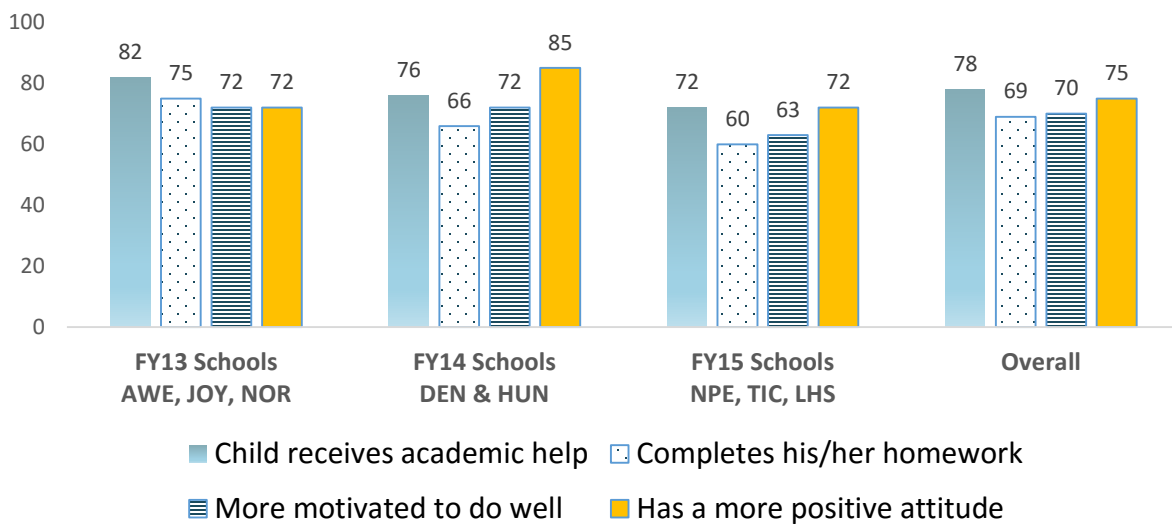


Figure 10
Parent-reported ways the ASP has helped their student with academics and school engagement
Source: Parent Surveys from Spring 2015

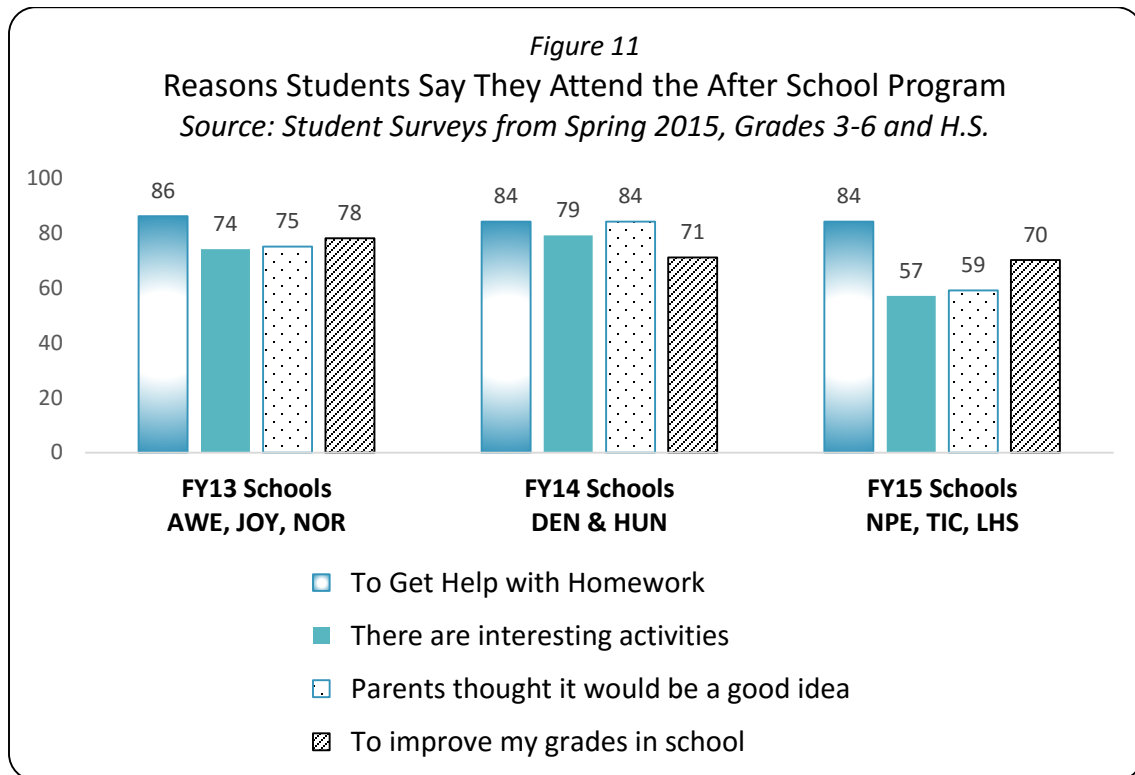


Results from Student Surveys

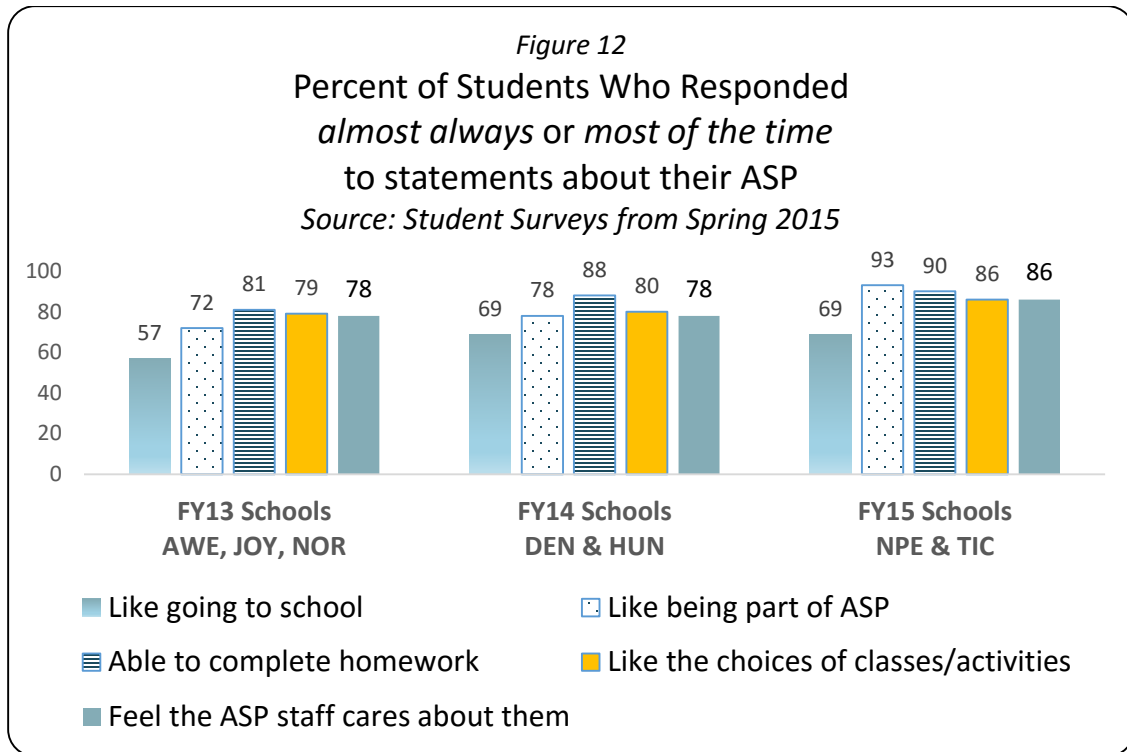
Three surveys were developed to gather student input for the after school programs in 2014-15. One survey was developed for students in grades 1 and 2, another for students in grades 3-6, and another survey for students at Lathrop High School. Additionally, two focus groups were held at Lathrop High School where students shared their thoughts about Lathrop After the Bell.

Student surveys were distributed in April and May 2015. The purpose of the surveys was to gather student opinion about the activities offered in the ASP, homework help, relationships with the ASP staff and other students, reasons student attend the ASP, and whether the students see themselves as doing better in school since attending the ASP. Results in Figure 11 are based on 557 student surveys received from students in the FY13 grant (n=167), the FY14 grant (n=225) and the FY15 grant (165). Tables of results from student surveys can be found in Tables 17-27 in Appendix A. Copies of the student surveys and focus group questions can be found in Appendix B.

Students in grades 3-6 and at the high school level were asked why they attend the ASP, and they could pick as many reasons as applied to them. Several responses appear in Figure 11 below. Across all schools, the majority of students said they attend the ASP *to get help with homework*. Other reasons cited most often are *to improve my grades in school* and especially at the elementary level, because *there are interesting activities*.

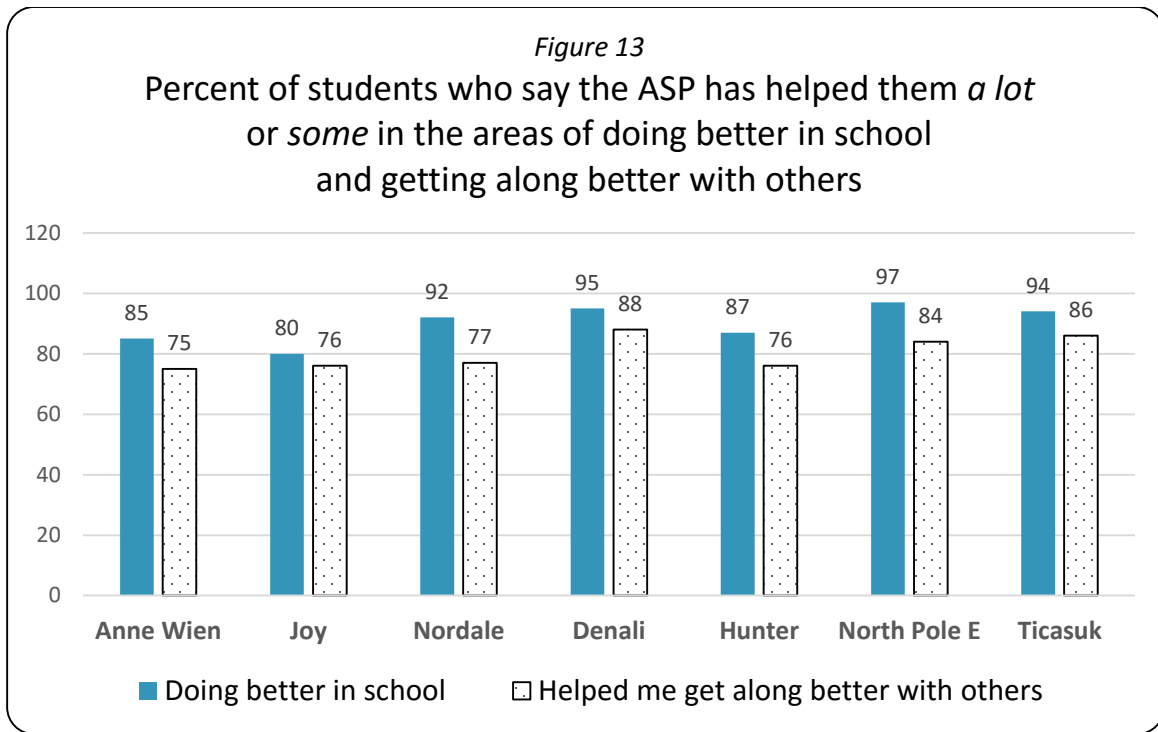


ASP students in all elementary grades were asked to what extent they enjoy coming to school, being part of the After School Program, like the choices of classes offered in the ASP, are able to get their homework done, and if they feel the ASP staff care about them. Results for the seven elementary schools with ASPs are summarized in Figure 12. In all cases, students express a high level of satisfaction with their After School Program.



While a majority of students say they *like going to school almost always or most of the time*, that percent increases when students are asked if they *like being part of the After School Program*. Most students say they are *able to get their homework done in the ASP almost always or most of the time, like the choices of classes/activities offered in the ASP, and feel the ASP staff care about them*.

Primary goals of the After School Program are to support academic success through tutoring and homework help, and also to foster protective factors for students by building positive relationships with peers and staff. In an effort to address these goals from the students’ perspectives, students were asked to what extent they feel the After School Program is helping them *do better in school and helping them get along better with others*. Results are summarized in Figure 13.



As shown in Figure 13, a large majority of students (ranging from 80-97%) say their participation in the After School Program has *helped them do better in school*. Three-fourths or more say the program has helped them in the area of *getting along better with others*.

Elementary students were invited to list the things they like about their After School Program and to give ideas on what would make the After School Program even better. Results were compiled and reported to the Director in the spring site visit reports in April/May 2015.

High school students at Lathrop participated in both a written survey and in focus groups to say what they liked about the LAB program. Students most frequently listed *the teachers and staff who work in the program, snacks, the site coordinator, having a place to get homework done, use of computers, quiet time, the mellow atmosphere, and doing homework along with friends*. Students also provided ideas for how the program could be better, such as by having *more activities* (specifically mentioned were a Black studies club, book club, cooking class, sewing, dance, and more art). Students also would like to see *more teachers be a part of the program who teach other subjects such as social studies or science*. All comments were provided to the program Director.

3b. Conclusions and Recommendations

Quantitative and qualitative data analyzed for this evaluation indicate that programs implemented the 21st Century After School Learning Programs as intended. Programs were successful in meeting many of the goals and objectives specified in the grants. The success of the programs are a combination of competent site coordinators, certified teachers who dedicated to providing homework help and tutoring, high school staff who come over to the elementary schools to help with student check-in, helping supervise students on the playground, handing out snacks, and leading student groups to their classes. Community partners play an important role in providing STEAM and other activities. All programs have established routines and structure that helps the programs operate smoothly.

Schedules collected for the evaluation provide evidence of a wide variety of activities and opportunities for students, from sports skills to art, cooking, engineering, robotics and more. Students have expressed a high level of satisfaction with the after school program. Responses from students and parents were included in the Spring site visit reports. Site coordinators have used the feedback for program planning and improvement.

The programs can improve by looking at areas where objectives were not met in 2014-15, by becoming aware of new district curriculum materials to strengthen ties to the regular school day, and by continuing to recruit teachers, staff, and community members to the ASP who have expertise to share with school age students to provide enrichment activities, particularly STEAM activities.

It is recommended the ASP program staff work with regular school day teachers to provide a strong homework help and practice component that will be reflected in improved classroom outcomes for students. Small group homework help, continued regular communication with teachers, and training in the use of the district's math instructional resources will help address student needs.

Strategies that balance academic assistance with high-interest, hands-on learning projects should be continued and expanded;

Continue to emphasize student voice and involvement in After School Program offerings;

The ASP and school staff should work together to determine how students can be supported in meeting State standards as measured on the AMP, and provide targeted assistance based on formative and summative assessments and teacher recommendations;

Continue the on-going high quality professional development to ASP staff to support efforts to offer meaningful STEAM learning activities;

Continue and expand effective behavior management strategies that allow the program to function smoothly and in an organized manner, especially during large group transition times.

Alaska Key Quality Indicators

The following is a summary of the Alaska Key Quality Indicators as specified in the guidance received from the Alaska Statewide office for After School Programs.

Program Design	
Program has a clear mission and goals.	The mission of serving students with academic needs is clear, and the schools offer the program to the targeted, intended populations and priority subgroups. The programs all offer a balance of homework help and enrichment activities. The FY13 schools incorporate physical activities for students each week as intended by the grant. The FY14 and FY15 grants incorporate STEAM activities as intended by the grants.
Activities address academic, physical, and social-emotional needs of students within the context of program mission and focus.	Each day, students receive a snack, physical activity (at the elementary schools), homework help in core academic areas, enrichment, and opportunities to build relationships and social skills through the program. The programs all have established routines that provide safe and relaxed learning environments.
Program fosters meaningful connections to the broader curriculum and to local communities.	The ASP clearly supports the regular school day learning goals for students through homework help and tutoring, and involves both certified classroom teachers and other staff from within the schools and outside of the schools. Community partners such as Fairbanks Soil and Water Conservation and 4H Cooperative Extension are active in the programs. There has been increased outreach to the community and additional community – program interactions this year.
Program promotes positive youth development through experiential activities and constructive staff/student interactions.	Programs encourage students to provide input regarding classes and activities they would like to see offered in the ASP. Students have opportunities to work in pairs, small groups, individual one-on-one settings, and larger group settings. Observations from site visits documented many hands-on, project-based, STEAM-based, active learning opportunities that encouraged each child’s involvement and promoted student and staff interactions.
Program Management	The Program Director provides excellent program oversight, communication, and support. Site coordinators clearly articulate the goals and philosophy of the program. During site visits the site coordinators managed staff and volunteers, ensured students were where they needed to be, and had the materials and resources needed to carry out program activities. Schedules provided evidence of academic and enrichment offerings.
Staffing and Professional Development	There are adequate and effective methods for recruiting staff and providing training for new site coordinators and new ASP staff. ASP participation in some district level trainings have occurred, and regular PLC meetings with the Director and site coordinators have covered all areas pertinent to operating the programs. Attendance at conferences ensures ongoing networking and professional development.
Partnerships and Relationships	The ASP Director has built positive relationships with the school principals and ASP staff. The Director leads a community group who meet several times a year to discuss the needs of students in

	after school settings, and opportunities that can be provided to support those needs. Partners understand the program goals and structures. The program shows outreach to families for recruiting students and for offering Family Nights to promote family involvement.
Center Operations	The center operations are being offered as described in the original grant proposals, Monday through Thursday for approximately 2 hours each day. The programs are well-organized, well supervised, and effectively meet the needs of the students and school communities. Follow-up with absent students occurs regularly and attendance is both encouraged and expected, especially in light of the waiting lists at some schools. The physical environment is safe and spaces are conducive to learning. There are adequate resources to provide materials, technology, and staffing.
Program Self-Assessment	Local evaluations are rigorous. The ASP Director is interested in using the evaluation findings for program improvement. Each program receives two site visits each year from the external evaluator and written reports are thoughtfully reviewed. Ongoing program self-assessment occurs on a regular basis with frequent input from the ASP staff. The ASP Director uses results from the site visits in a thoughtful and effective way to address any areas where improvements can be made. Site coordinators use evaluation data when setting program goals and making program improvements.

Section 4: Using the Evaluation

This section has been provided by Julie Wild-Curry, Director of 21st Century After School Learning Communities at the Fairbanks North Star Borough School District.

4a. Program Planning

Evaluation results are used to assess the progress being made each year in attaining the goals and objectives of the After School Programs. The evaluation is shared with site coordinators and ASP staff, building principals, and is used to plan professional development throughout the school year.

The philosophy of the programs is that we are always trying to improve on what we do. With new staff every year and the need for on-going training, we look to the evaluation to see areas where we have improved over the prior year, to what extent we are reaching our targeted populations, and to what extent we meet or exceed the specific goals and objectives of the program.

4b. Reflection

Site coordinators and ASP staff are always invited to provide input and ideas. The annual evaluation provides a way to structure our thinking to meet our goals creatively and be accountable to our students, teachers, funding agents, and school communities.

Appendices

Appendix A – Tables of Results

Appendix B – Data Collection Instruments

Appendix A – Tables of Results

- Tables 2-4
 - ASP enrollments by grade level at each school

- Table 5-10
 - Student achievement, attendance, and school engagement results by school

- Tables 11-13
 - Results from Teacher Surveys for FY13, FY14, and FY15 Grant Awards

- Tables 14-16
 - Results from Parent Surveys for FY13, FY14, and FY15 Grant Awards

- Tables 17-27
 - Results from Student Surveys for FY13, FY14, and FY15 Grant Awards

ASP ENROLLMENTS
BY SCHOOL, GRADE,
AND ATTENDANCE CATEGORY
FY13, FY14, AND FY15 PROGRAMS
Tables 2-4

Table 2
Students Attending the FY13 After School Programs by Grade Level
at Anne Wien, Joy, and Nordale Elementary Schools in 2014-15

School	Grade	Students enrolled less than 30 days	Number of <i>Regular Attendees</i> Enrolled in the After School Programs by Enrollment Category				All students enrolled during the school year
			30 – 59 days	60-89 days	90+ days	Total Regular Attendees	
Anne Wien Elementary	1	2	3	5	4	12	14
	2	2	3	1	8	12	14
	3	1	2	1	12	15	16
	4	3	3	3	5	11	14
	5	2	0	3	7	10	12
	6	2	0	2	8	10	12
	Total	12	11	15	44	70	82
Joy Elementary	1	4	2	2	10	14	18
	2	0	5	2	7	14	14
	3	9	2	6	6	14	23
	4	1	2	3	10	15	16
	5	6	7	3	8	18	24
	6	4	6	8	8	22	26
	Total	24	24	24	49	97	121
Nordale Elementary	K	0	1	1	0	2	2
	1	1	3	1	11	15	16
	2	0	4	2	9	15	15
	3	1	4	3	13	20	21
	4	2	4	5	19	28	30
	5	1	2	2	6	10	11
	6	1	1	0	12	13	14
Total	6	19	14	70	103	109	
Total Enrollments	K	0	1	1	0	2	2
	1	7	8	8	25	41	48
	2	2	12	5	24	41	43
	3	11	8	10	31	49	60
	4	6	9	11	34	54	60
	5	9	9	8	21	38	47
	6	7	7	10	28	45	52
Total	42	54	53	163	270	312	

Table 3
 Students Attending the FY14 Awarded After School Programs by Grade Level
 at Denali and Hunter Elementary Schools in 2014-15

School	Grade	Students enrolled less than 30 days	Number of <i>Regular Attendees</i> Enrolled in the After School Programs by Enrollment Category				All students enrolled during the school year
			30 – 59 days	60-89 days	90+ days	Total Regular Attendees	
Denali Elementary	1	0	3	5	7	15	15
	2	3	2	6	4	12	15
	3	0	3	5	7	15	15
	4	1	3	9	5	17	18
	5	1	0	3	9	12	13
	6	2	6	2	4	12	14
	Total	7	17	30	36	83	90
Hunter Elementary	2	5	6	7	11	24	29
	3	4	8	3	5	16	20
	4	6	2	7	9	18	24
	5	7	3	6	17	26	33
	6	1	1	1	11	13	14
	Total	23	20	24	53	97	120
Total Enrollments	1	0	3	5	7	15	15
	2	8	8	13	15	36	44
	3	4	11	8	12	31	35
	4	7	5	16	14	35	42
	5	8	3	9	26	38	46
	6	3	7	3	15	25	28
	Total	30	37	54	89	180	210

Table 4

Students Attending the FY15 Grant Funded After School Programs by Grade Level
at North Pole Elementary, Ticasuk-Brown Elementary, and Lathrop High School in 2014-15

School	Grade	Students enrolled less than 30 days	Number of Regular Attendees Enrolled in the After School Programs by Enrollment Category				All students enrolled in ASPs during the school year
			30 – 59 days	60-89 days	90+ days	Total Regular Attendees	
North Pole Elementary	1	0	6	5	6	17	17
	2	1	2	2	8	12	13
	3	3	4	5	5	14	17
	4	0	4	5	12	21	21
	5	1	2	6	4	12	13
	Total	5	18	23	35	76	81
Ticasuk Brown Elementary	1	3	0	0	0	0	3
	2	3	4	0	0	4	7
	3	7	4	5	0	9	16
	4	10	5	6	1	12	22
	5	4	7	13	1	21	25
	Total	27	20	24	2	46	73
Lathrop High School	9	10	21	7	0	28	38
	10	10	22	2	0	24	34
	11	3	4	0	0	4	7
	12	1	5	1	0	6	7
	Total	24	52	10	0	62	86
Combined Enrollments	1	3	6	5	6	17	20
	2	4	6	2	8	16	20
	3	10	8	10	5	23	33
	4	10	9	11	13	33	43
	5	5	9	19	5	33	38
	9	10	21	7	0	28	38
	10	10	22	2	0	24	34
	11	3	4	0	0	4	7
	12	1	5	1	0	6	7
	Total	56	90	57	37	184	240

TABLES OF RESULTS:
ACADEMIC ACHIEVEMENT, SCHOOL
ATTENDANCE, AND ENGAGEMENT
BY SCHOOL AND PROGRAM
Tables 5-10

Table 5
Spring 2015 Language Arts AMP Results

Language Arts	ASP Regular Attendees				ASP Regular Attendees			
	# of students in analysis	Average Scale Score Earned	# and % meeting standards		Meeting		Partially meeting	
			N	%	4	3	2	1
Anne Wien	45	673.8	3	6.7%	3*		12	30
Joy Elem	65	683.0	13	20.0%	13*		22	30
Nordale Elem	68	678.5	13	19.1%	13*		11	44
FY13 Total	178	679.0	29	16.3%	3	26	45	104
Denali Elem	53	678.8	6	11.3%	6*		16	31
Hunter Elem	71	675.0	7	9.9%	7*		19	45
FY14 Total	124	676.6	13	10.5%	13*		35	76
North Pole E	45	681.3	10	22.2%	10*		7	28
Ticasuk Brown	42	673.2	2	4.8%	2*		7	33
Lathrop HS	49	675.5	7	14.3%	4	6	20	22
FY15 Total	136	676.7	19	14.0%	19*		34	83
All Programs Total	438	677.6	61	13.9%	6	55	114	263

*=numbers in cells were combined when there was 0 or 1 student in a category

Table 6
Spring 2015 **MATH AMP Results**

MATH	ASP Regular Attendees				ASP Regular Attendees			
	# of students in analysis	Average Scale Score Earned	# and % meeting standards		Meeting		Partially meeting	
			N	%				
Anne Wien	45	682.2	5	11.1%	4	3	2	1
Joy Elem	65	685.8	14	21.5%	5*		29	11
Nordale Elem	68	682.8	11	16.2%	3	11	36	15
FY13 Total	178	683.7	30	16.9%	11*		37	20
Denali Elem	53	683.0	5	9.4%	4	26	102	46
Hunter Elem	71	681.9	12	16.9%	5*		36	12
FY14 Total	124	682.4	17	13.7%	12*		38	21
North Pole E	44	682.4	5	11.4%	17*		74	33
Ticasuk Brown	42	677.8	3	7.4%	5*		31	8
Lathrop HS	49	680.2	6	12.2%	3*		25	14
FY15 Total	135	685.3	14	10.4%	6*		15	28
All Programs Total	437	683.8	61	14.0%	14*		71	50
					6	55	247	129

*=numbers in cells were combined when there was 0 or 1 student in a category

Table 7
 Number and Percent of ASP Elementary Students with Improved Grades
 Quarter 1 to Quarter 4 of the 2014-15 School Year

School	# students in analysis*	<i>Improved Reading Grade</i>		<i>Improved Writing Grade</i>		<i>Improved Math Grade</i>	
		N	%	N	%	N	%
Anne Wien Elem	68	38	56%	34	50%	25	37%
Joy Elem	90	45	50%	44	49%	38	42%
Nordale Elem	90	47	52%	32	36%	38	42%
FY13 Total	248	130	52%	110	44%	101	41%
Denali Elem	81	34	42%	27	33%	31	38%
Hunter Elem	90	42	47%	33	37%	37	41%
FY14 Total	171	76	44%	60	35%	68	40%
North Pole Elem	73	37	51%	31	43%	32	44%
Ticasuk Brown	46	14	30%	16	35%	23	50%
FY15 Total	119	51	43%	47	39%	55	46%
All Programs Total	538	257	48%	217	40%	224	42%

Table 8
 Number and Percent of ASP Students Showing Improvements in
Turning in Homework on Time and Completing Homework to Teacher's Satisfaction
 2014-15 School Year

School	Homework Turn-In			Completion of Homework to Teacher's Satisfaction		
	# needing improvement	# improved	%	# needing improvement	# improved	%
Anne Wien Elem	58	47	81%	63	46	73%
Joy Elem	83	60	72%	85	63	74%
Nordale Elem	98	81	83%	98	83	85%
FY13 Total	239	188	79%	246	192	78%
Denali Elem	68	56	82%	71	58	82%
Hunter Elem	75	44	59%	80	50	63%
FY14 Total	143	100	70%	151	108	72%
North Pole Elem	55	49	89%	58	51	88%
Ticasuk Brown	44	39	89%	47	42	89%
Lathrop- ENGL	52	40	77%	55	42	76%
Lathrop - MATH	50	36	72%	49	39	80%
FY15 Total	201	164	82%	209	174	83%
All Programs Total	583	452	78%	606	474	78%

Table 9
 ASP Students with Increased Attendance in 2014-15
 who had below-average attendance the prior year

School	# students in analysis*	Number and Percent Who Increased Their Attendance	
		N	%
Anne Wien Elementary	21	15	71%
Joy Elementary	32	19	59%
Nordale Elementary	38	27	71%
FY13 Total	91	61	67%
Denali Elementary	40	23	58%
Hunter Elementary	34	25	74%
FY14 Total	74	48	65%
North Pole Elementary	12	8	67%
Ticasuk Brown Elementary	22	14	64%
Lathrop High School	27	18	67%
FY15 Total	61	40	66%
All Programs	226	149	66%

Table 10
 Number and Percent of Students Showing Improvements
 In School Engagement

School	<i>Attentiveness</i>		<i>Motivation to Learn</i>		<i>Behaving Well in Class</i>		<i>Class Participation</i>	
	N	%	N	%	N	%	N	%
Anne Wien Elem	34	59%	35	59%	28	52%	44	72%
Joy Elem	49	57%	43	54%	38	56%	55	67%
Nordale Elem	66	70%	64	75%	41	57%	76	78%
FY13 Total	149	63%	142	64%	107	55%	175	73%
Denali Elem	50	69%	50	74%	39	68%	55	75%
Hunter Elem	49	66%	48	61%	35	51%	52	71%
FY14 Total	99	58%	98	67%	74	59%	107	73%
North Pole Elem	38	73%	37	76%	25	64%	49	88%
Ticasuk Brown	24	62%	34	79%	17	61%	35	78%
Lathrop HS ENGL	27	64%	32	74%	25	66%	37	73%
Lathrop HS MATH	31	67%	36	72%	19	53%	36	74%
FY15 Total	120	67%	139	75%	86	61%	157	78%
All Programs Total	368	65%	379	68%	267	58%	439	75%

RESULTS FROM
TEACHER SURVEYS
2014-15 School Year
Tables 11-13

Table 11

Results from Teacher Surveys on Student Improvements: FY13 Grant Award: AWE, JOY, NDL

Source: Teacher Surveys from the 2014-15 School Year

	School	# students in need of improvement	Level of Improvement Shown				
			Slight	Moderate	Signif	Total	
						N	%
Turning in his/her homework on time	Anne Wien Elem	58	18	12	17	47	81%
	Joy Elem	83	23	18	19	60	72%
	Nordale Elem	98	16	26	39	81	83%
	Total	239	57	56	75	188	79%
Completing homework to your satisfaction	Anne Wien Elem	63	14	14	18	46	73%
	Joy Elem	85	25	18	20	63	74%
	Nordale Elem	98	15	26	42	83	85%
	Total	246	54	58	80	192	78%
Participating in class	Anne Wien Elem	61	12	21	11	44	72%
	Joy Elem	82	16	15	24	55	67%
	Nordale Elem	97	16	32	28	76	78%
	Total	240	44	68	63	175	73%
Volunteering (e.g. for extra credit or more responsibilities)	Anne Wien Elem	60	12	13	11	36	60%
	Joy Elem	81	6	17	17	40	49%
	Nordale Elem	65	12	11	6	29	45%
	Total	206	30	41	34	105	51%
Attending class regularly	Anne Wien Elem	40	8	6	3	17	43%
	Joy Elem	58	4	5	14	23	40%
	Nordale Elem	65	12	11	6	29	45%
	Total	163	24	22	23	69	42%
Being attentive in class	Anne Wien Elem	58	16	10	8	34	59%
	Joy Elem	86	22	7	20	49	57%
	Nordale Elem	94	20	26	20	66	70%
	Total	238	58	43	48	149	63%
Behaving well in class	Anne Wien Elem	54	9	12	7	28	52%
	Joy Elem	68	15	4	19	38	56%
	Nordale Elem	72	15	15	11	41	57%
	Total	194	39	31	37	107	55%
Academic performance	Anne Wien Elem	65	22	17	11	50	77%
	Joy Elem	89	28	17	21	66	74%
	Nordale Elem	98	18	35	29	82	84%
	Total	252	68	69	61	198	79%
Coming to school motivated to learn	Anne Wien Elem	59	9	17	9	35	59%
	Joy Elem	79	14	9	20	43	54%
	Nordale Elem	85	20	22	22	64	75%
	Total	223	43	48	51	142	64%
Getting along with other students	Anne Wien Elem	52	9	13	6	28	54%
	Joy Elem	66	14	9	16	39	59%
	Nordale Elem	62	20	13	7	40	65%
	Total	180	43	35	29	107	59%

Table 12

Teacher-Reported Student Improvements for FY14 Grant Awards: Denali and Hunter

Source: Teacher Surveys from the 2014-15 School Year

	School	# students in need of improvement	Level of Improvement Shown				
			Slight	Moderate	Signif	Total	
						N	%
Turning in his/her homework on time	Denali	68	19	12	25	56	82%
	Hunter	75	9	19	16	44	59%
	Total	143	28	31	41	100	70%
Completing homework to your satisfaction	Denali	71	16	16	26	58	82%
	Hunter	80	10	17	23	50	63%
	Total	151	26	33	49	108	72%
Participating in class	Denali	73	19	21	15	55	75%
	Hunter	73	17	21	14	52	71%
	Total	146	36	42	29	107	73%
Volunteering (e.g. for extra credit or more responsibilities)	Denali	64	9	19	9	37	58%
	Hunter	71	12	15	15	42	59%
	Total	135	21	34	24	79	59%
Attending class regularly	Denali	42	9	3	2	14	33%
	Hunter	59	11	5	9	25	42%
	Total	101	20	8	11	39	39%
Being attentive in class	Denali	72	20	19	11	50	69%
	Hunter	74	19	17	13	49	66%
	Total	146	39	36	24	99	68%
Behaving well in class	Denali	57	19	16	4	39	68%
	Hunter	69	9	14	12	35	51%
	Total	126	28	30	16	74	59%
Academic performance	Denali	82	24	21	23	68	83%
	Hunter	86	22	16	20	58	67%
	Total	168	46	37	43	126	75%
Coming to school motivated to learn	Denali	68	24	13	13	50	74%
	Hunter	79	19	15	14	48	61%
	Total	147	43	28	27	98	67%
Getting along with other students	Denali	42	15	7	4	26	62%
	Hunter	65	13	12	9	34	52%
	Total	107	28	19	13	60	56%

Table 13

Teacher-Reported Student Improvements for FY15 Grant Awards: NPE, Ticasuk, and Lathrop

Source: Teacher Surveys from the 2014-15 School Year

		# students in need of improvement	Level of Improvement Shown					Total	
			Slight	Moderate	Significant	N	%		
Turning in his/her homework on time	North Pole E	55	19	15	15	49	89%		
	Ticasuk Brown	44	7	14	18	39	89%		
	Total	99	26	29	33	88	89%		
	Lathrop HS ENGL	52	16	16	8	40	77%		
	Lathrop HS MATH	50	15	17	4	36	72%		
Completing homework to your satisfaction	North Pole E	58	13	22	16	51	88%		
	Ticasuk Brown	47	6	15	21	42	89%		
	Total	105	19	37	37	93	89%		
	Lathrop HS ENGL	55	11	20	11	42	76%		
	Lathrop HS MATH	49	17	17	5	39	80%		
Participating in class	North Pole E	57	19	20	11	49	88%		
	Ticasuk Brown	45	15	13	7	35	78%		
	Total	102	34	33	18	84	82%		
	Lathrop HS ENGL	51	5	14	18	37	73%		
	Lathrop HS MATH	49	18	13	5	36	74%		
Volunteering (e.g. extra credit / more responsibilities)	North Pole E	51	11	15	8	34	67%		
	Ticasuk Brown	43	11	8	7	26	61%		
	Total	94	22	23	15	60	64%		
	Lathrop HS ENGL	51	11	15	11	37	73%		
	Lathrop HS MATH	47	17	7	2	26	55%		
Attending class regularly	North Pole E	35	4	7	2	13	37%		
	Ticasuk Brown	19	2	1	0	3	16%		
	Total	54	6	8	2	16	30%		
	Lathrop HS ENGL	30	6	6	3	15	50%		
	Lathrop HS MATH	27	6	5	2	13	48%		
Being attentive in class	North Pole E	52	17	13	8	38	73%		
	Ticasuk Brown	39	14	7	3	24	62%		
	Total	91	31	20	11	62	68%		

	Lathrop HS ENGL	42	8	12	7	27	64%
	Lathrop HS MATH	46	17	11	3	31	67%
Behaving well in class	North Pole E	39	10	12	3	25	64%
	Ticasuk Brown	28	10	5	2	17	61%
	Total	67	20	17	5	42	63%
	Lathrop HS ENGL	38	9	11	5	25	66%
	Lathrop HS MATH	36	10	7	2	19	53%
Academic performance	North Pole E	61	28	13	13	54	89%
	Ticasuk Brown	47	18	18	4	40	85%
	Total	108	46	31	17	94	87%
	Lathrop HS ENGL	56	13	18	13	44	79%
	Lathrop HS MATH	51	20	17	1	38	75%
Coming to school motivated to learn	North Pole E	49	18	12	7	37	76%
	Ticasuk Brown	43	13	16	5	34	79%
	Total	92	31	28	12	71	77%
	Lathrop HS ENGL	43	11	12	9	32	74%
	Lathrop HS MATH	50	20	14	2	36	72%
Getting along with other students	North Pole E	37	18	10	3	31	84%
	Ticasuk Brown	30	5	11	2	18	60%
	Total	67	23	21	5	49	73%
	Lathrop HS ENGL	35	6	9	10	25	71%
	Lathrop HS MATH	32	7	7	2	16	50%

**RESULTS FROM
PARENT SURVEYS
2014-15 School Year
Tables 14-16**

Table 14
 Results from Parent Surveys for FY13 Grant Award: Anne Wien, Joy, Nordale
 Source: Parent Surveys from 2014-15

	School	# responses in analysis	More So Now		About the Same		Less than Before	
			N	%	N	%	N	%
1. My child receives the academic help he/she needs.	Anne Wien	50	41	82%	9	18%	0	0
	Joy	63	53	84%	9	14%	1	2%
	Nordale	76	61	80%	14	18%	1	1%
	Total	189	155	82%	32	17%	2	1%
2. My student completes his/her homework on time.	Anne Wien	50	39	78%	11	22%	0	0
	Joy	65	49	75%	14	22%	2	3%
	Nordale	77	56	73%	18	23%	3	4%
	Total	192	144	75%	43	22%	5	3%
3. I feel informed about my child's educational progress.	Anne Wien	49	30	61%	19	39%	0	0
	Joy	66	38	58%	27	41%	1	2%
	Nordale	77	45	58%	28	36%	4	5%
	Total	192	113	59%	74	39%	5	3%
4. The school staff and I communicate about my child's education.	Anne Wien	50	28	56%	22	44%	0	0
	Joy	66	34	52%	27	41%	5	8%
	Nordale	77	44	57%	28	36%	5	6%
	Total	193	106	55%	77	40%	10	5%
5. I feel comfortable at my child's school.	Anne Wien	50	36	72%	14	28%	0	0
	Joy	66	43	65%	22	33%	1	2%
	Nordale	76	55	72%	21	28%	0	0
	Total	192	134	70%	57	30%	1	.5%
6. Our family attends school events.	Anne Wien	48	28	58%	20	42%	0	0
	Joy	65	31	48%	26	40%	8	12%
	Nordale	77	37	48%	37	48%	3	4%
	Total	190	96	51%	83	44%	11	6%
7. My child is motivated to do well in school.	Anne Wien	50	35	70%	15	30%	0	0
	Joy	66	48	73%	16	24%	2	3%
	Nordale	77	56	73%	21	27%	0	0
	Total	193	139	72%	52	27%	2	1%
8. I am involved in my child's education.	Anne Wien	50	32	64%	18	36%	0	0
	Joy	66	38	58%	27	41%	1	2%
	Nordale	77	52	68%	23	30%	2	3%
	Total	193	122	63%	68	35%	3	2%
9. My child has a positive attitude about his/her school experience.	Anne Wien	50	36	72%	14	28%	0	0
	Joy	66	45	68%	17	26%	4	6%
	Nordale	77	58	75%	19	25%	0	0
	Total	193	139	72%	50	26%	4	2%

Table 15
Results from Parent Surveys for FY14 Grant Award: Denali and Hunter
Source: Parent Surveys from 2014-15

	School	# responses in analysis	More So Now		About the Same		Less than Before	
			N	%	N	%	N	%
1. My child receives the academic help he/she needs.	Denali	28	22	79%	6	21%	0	0
	Hunter	51	38	75%	13	25%	0	0
	Total	79	60	76%	19	24%	0	0
2. My student completes his/her homework on time.	Denali	28	17	61%	11	39%	0	0
	Hunter	51	35	69%	14	27%	2	4%
	Total	79	52	66%	25	32%	2	3%
3. I feel informed about my child's educational progress.	Denali	28	17	61%	10	36%	1	4%
	Hunter	51	34	67%	16	31%	1	2%
	Total	79	51	65%	26	33%	2	3%
4. The school staff and I communicate about my child's education.	Denali	28	17	61%	10	36%	1	4%
	Hunter	51	34	67%	16	31%	1	2%
	Total	79	51	65%	26	33%	2	3%
5. I feel comfortable at my child's school.	Denali	28	20	71%	8	29%	0	0
	Hunter	51	40	78%	11	22%	0	0
	Total	79	60	76%	19	24%	0	0
6. Our family attends school events.	Denali	27	12	44%	7	26%	8	30%
	Hunter	51	36	71%	10	20%	5	10%
	Total	78	48	62%	17	22%	13	17%
7. My child is motivated to do well in school.	Denali	28	21	75%	7	25%	0	0
	Hunter	51	36	71%	13	25%	2	4%
	Total	79	57	72%	20	25%	2	3%
8. I am involved in my child's education.	Denali	28	20	71%	8	29%	0	0
	Hunter	51	40	78%	10	20%	1	2%
	Total	79	60	76%	18	23%	1	1%
9. My child has a positive attitude about his/her school experience.	Denali	28	25	89%	3	11%	0	0
	Hunter	51	42	82%	8	16%	1	2%
	Total	79	67	85%	11	14%	1	1%

Table 16
Results from Parent Surveys for FY15 Grant Award: NPE, Ticasuk and Lathrop
Source: Parent Surveys from 2014-15

	School	# responses in analysis	More So Now		About the Same		Less than Before	
			N	%	N	%	N	%
1. My child receives the academic help he/she needs.	North Pole E	27	19	70	8	30	0	0
	Ticasuk	30	26	87	4	13	0	0
	Lathrop	29	17	59	11	38	1	3
	Total	86	62	72	23	27	1	1
2. My student completes his/her homework on time.	North Pole E	28	15	54	12	43	1	4
	Ticasuk	30	25	83	4	13	1	3
	Lathrop	30	13	43	13	43	4	13
	Total	88	53	60	29	33	6	7
3. I feel informed about my child's educational progress.	North Pole E	28	13	46	15	54	0	0
	Ticasuk	29	17	59	12	41	0	0
	Lathrop	30	12	40	16	53	2	7
	Total	87	42	48	43	49	2	2
4. The school staff and I communicate about my child's education.	North Pole E	27	15	56	12	44	0	0
	Ticasuk	29	18	62	11	38	0	0
	Lathrop	30	10	33	13	43	7	23
	Total	86	43	50	36	42	7	8
5. I feel comfortable at my child's school.	North Pole E	29	19	66	10	34	0	0
	Ticasuk	30	19	63	11	37	0	0
	Lathrop	30	14	47	15	50	1	3
	Total	89	52	58	36	40	1	1
6. Our family attends school events.	North Pole E	29	15	52	13	45	1	3
	Ticasuk	30	13	43	17	57	0	0
	Lathrop	30	7	23	19	63	4	13
	Total	89	35	39	49	55	5	6
7. My child is motivated to do well in school.	North Pole E	29	19	66	10	34	0	0
	Ticasuk	30	20	67	10	33	0	0
	Lathrop	30	17	59	9	31	3	10
	Total	89	56	63	29	34	3	4
8. I am involved in my child's education.	North Pole E	29	19	66	10	34	0	0
	Ticasuk	30	19	63	11	37	0	0
	Lathrop	30	12	40	16	53	2	7
	Total	89	50	56	37	42	2	2
9. My child has a positive attitude about his/her school experience.	North Pole E	29	20	69	9	31	0	0
	Ticasuk	30	23	77	7	23	0	0
	Lathrop	30	21	70	7	23	2	7
	Total	89	64	72	23	26	2	2

RESULTS FROM
STUDENT SURVEYS
2014-15 School Year
Tables 17-27

Table 17
Reasons Students Say They Participate in the ASP
Source: Student Surveys from Grades 3-6 in 2014-15

	Anne Wien		Joy		Nordale		Overall	
	N	%	N	%	N	%	N	%
To get help with my homework	35	83%	47	81%	55	93%	137	86%
My friends are attending	16	38%	29	50%	24	41%	69	43%
There are interesting activities	25	60%	48	83%	44	75%	117	74%
My parents thought it would be good for me	34	81%	38	66%	48	81%	120	75%
My teacher recommended it	14	33%	6	10%	12	20%	32	20%
To improve my grades in school	33	79%	38	66%	53	90%	124	78%
So I don't have to be home alone after school	10	24%	16	28%	23	39%	49	31%

Note: Students could select more than one reason for why they attend the After School Program.

Table 18
Students report the extent to which the ASP has helped in school and in relationships
Source: Student Surveys from Grades 1-6 in 2014-15

	Anne Wien		Joy		Nordale		Overall	
	N	%	N	%	N	%	N	%
How much has the After School Program helped you do better in school? (n=220)								
A lot	33	54%	38	49%	54	66%	125	57%
Some	19	31%	24	31%	21	26%	64	29%
Little/not at all	9	15%	15	19%	7	9%	31	14%
How much has the After School Program helped you get along better with others? (n=219)								
A lot	33	54%	39	51%	54	66%	126	58%
Some	13	21%	19	25%	9	11%	41	19%
Little/not at all	15	25%	19	25%	18	22%	52	24%

Table 19
 Student Survey Results on Characteristics of the After School Program
 FY13 Grant Award at Anne Wien, Joy, and Nordale
 Source: Student Surveys from Grades 1-6 in 2014-15 School Year

		Almost always		Most of the time		Some-times		Not very often	
		N	%	N	%	N	%	N	%
I like going to school.	Anne Wien	24	39%	11	18%	23	38%	3	5%
	Joy	38	48%	22	28%	15	19%	5	6%
	Nordale	40	48%	19	23%	22	26%	3	4%
	Overall	102	45%	52	23%	60	27%	11	5%
I like being part of the After School Program.	Anne Wien	30	49%	14	23%	10	16%	7	11%
	Joy	55	69%	11	14%	13	16%	1	1%
	Nordale	54	64%	16	19%	8	10%	6	7%
	Overall	139	62%	41	18%	31	14%	14	6%
I am able to get my homework done in the After School Program.	Anne Wien	37	61%	12	20%	11	18%	1	2%
	Joy	53	66%	12	15%	10	13%	5	6%
	Nordale	54	64%	15	18%	10	12%	5	6%
	Overall	144	64%	39	17%	31	14%	11	5%
I like the choices of classes and activities offered in the After School Program.	Anne Wien	30	49%	18	30%	8	13%	5	8%
	Joy	54	68%	17	21%	6	8%	3	4%
	Nordale	54	64%	16	19%	9	11%	5	6%
	Overall	138	61%	51	23%	23	10%	13	6%
I feel safe at the After School Program.	Anne Wien	34	56%	9	15%	13	21%	5	8%
	Joy	48	60%	14	18%	12	15%	6	8%
	Nordale	64	76%	7	8%	10	12%	3	4%
	Overall	146	65%	30	13%	35	16%	14	6%
I feel the After School Program staff care about me.	Anne Wien	38	62%	10	16%	9	15%	4	7%
	Joy	47	59%	17	21%	10	13%	6	8%
	Nordale	58	69%	12	14%	9	11%	5	6%
	Overall	143	64%	39	17%	28	12%	15	7%

Table 20
Reasons Students Say They Participate in the ASP
FY14 Award at Denali and Hunter
Source: Student Surveys from Grades 3-6 in 2014-15

	Denali (n=49)		Hunter (n=63)		Overall (n=112)	
	N	%	N	%	N	%
To get help with my homework	40	82%	54	86%	94	84%
My friends are attending	13	27%	19	30%	32	29%
There are interesting activities	37	76%	52	83%	89	79%
My parents thought it would be good for me	43	88%	51	81%	94	84%
My teacher recommended it	10	20%	10	16%	20	18%
To improve my grades in school	34	69%	46	73%	80	71%
So I don't have to be home alone after school	17	35%	25	40%	42	38%

Note: Students could select more than one reason for why they attend the After School Program.

Table 21
Extent to which the ASP has helped students in school and in relationships
FY14 Award at Denali and Hunter
Grades 1-6

	Denali		Hunter		Overall	
	N	%	N	%	N	%
How much has the After School Program helped you <i>do better in school</i>?						
A lot	63	85%	56	68%	119	76%
Some	7	9%	16	19%	23	15%
Little/not at all	4	5%	11	13%	15	10%
Total	74		83		157	
How much has the After School Program helped you <i>get along better with others</i>?						
A lot	50	69%	39	47%	89	57%
Some	13	18%	24	29%	37	24%
Little/not at all	9	13%	20	24%	29	19%
Total	72		83		155	

Table 22
 Survey Results from Students in the After School Program
 FY14 Award at Denali and Hunter
 Grades 1-6
 2014-15 School Year

		Almost always/most of the time		Some-times		Not very often	
		N	%	N	%	N	%
I like going to school.	Denali	51	69%	13	18%	10	13%
	Hunter	62	75%	14	17%	7	8%
	Total	113	72%	27	17%	17	11%
I like being part of the After School Program.	Denali	58	78%	14	19%	2	3%
	Hunter	76	92%	9	5%	3	4%
	Total	134	83%	23	14%	5	3%
I am able to get my homework done in the After School Program.	Denali	65	88%	7	9%	2	3%
	Hunter	72	87%	11	13%	0	0
	Total	137	87%	18	12%	2	1%
I like the choices of classes and activities offered in the After School Program.	Denali	59	80%	12	16%	3	4%
	Hunter	70	84%	10	12%	3	4%
	Total	129	82%	22	14%	6	4%
I feel safe at the After School Program.	Denali	57	79%	9	13%	6	8%
	Hunter	74	89%	7	8%	2	2%
	Total	131	85%	16	10%	8	5%
I feel the After School Program staff care about me.	Denali	57	78%	10	14%	6	8%
	Hunter	76	92%	5	6%	2	2%
	Total	133	85%	15	10%	8	5%
The activities are fun and challenge me to learn. (Gr 3-6 only)	Denali	27	56%	19	40%	2	4%
	Hunter	50	79%	9	14%	4	6%
	Total	77	69%	28	25%	6	5%

Table 23
Reasons Students in Grades 3-6 Say They Participate in the ASP
FY15 Grant Award at North Pole E, Ticasuk, and Lathrop
Source: Student Surveys in 2014-15

	North Pole E		Ticasuk		Lathrop HS		Overall	
	N	%	N	%	N	%	N	%
To get help with my homework	33	81%	39	91%	37	82%	109	84%
My friends are attending	14	34%	17	40%	Not asked on h.s. survey		31	37%
There are interesting activities	27	66%	37	86%	10	22%	74	57%
So I don't have to be home alone after school	21	51%	9	21%	11	24%	41	32%
To improve my grades in school	28	68%	38	88%	24	53%	90	70%
My parents thought it would be a good idea.	34	83%	34	79%	8	18%	76	59%
My teacher recommended it	7	17%	19	44%	Not asked on h.s. survey		26	31%

Note: Students could select more than one reason for why they attend the After School Program

Table 24
Students report the extent to which the ASP has helped in school and in relationships
FY53 Grant Award at North Pole E and Ticasuk Brown
Source: Student Surveys from Grades 1-5 in 2014-15

	North Pole E		Ticasuk		Overall	
	N	%	N	%	N	%
How much has the After School Program helped you do better in school? (n=116)						
A lot	52	79%	44	88%	96	83%
Some	12	18%	3	6%	15	13%
Little/not at all	2	3%	3	6%	5	4%
How much has the After School Program helped you get along better with others? (n=119)						
A lot	44	64%	37	74%	81	68%
Some	14	20%	6	12%	20	17%
Little/not at all	11	16%	7	14%	18	15%

Table 25
 Student Survey Results on Characteristics of the After School Program
 FY15 Grant Award at North Pole E and Ticasuk Brown
 Source: Student Surveys from Grades 1-5 in 2014-15 School Year

		Almost always/ Most of the time		Some- times		Not very often	
		N	%	N	%	N	%
I like going to school.	North Pole E	49	70%	16	23%	5	7%
	Ticasuk	34	68%	12	24%	4	8%
	Overall	83	69%	28	23%	9	8%
I like being part of the After School Program.	North Pole E	63	90%	6	9%	1	1%
	Ticasuk	48	96%	2	4%	0	0
	Overall	111	93%	8	7%	1	.8%
I am able to get my homework done in the After School Program.	North Pole E	59	89%	6	9%	2	3%
	Ticasuk	46	92%	3	6%	1	2%
	Overall	105	90%	9	8%	3	3%
I like the choices of classes and activities offered in the After School Program.	North Pole E	59	84%	8	11%	3	4%
	Ticasuk	44	88%	6	12%	0	0
	Overall	103	86%	14	12%	3	3%
I feel safe at the After School Program.	North Pole E	61	87%	6	9%	3	4%
	Ticasuk	45	90%	4	8%	1	2%
	Overall	106	88%	10	8%	4	3%
I feel the After School Program staff care about me.	North Pole E	61	87%	5	7%	4	6%
	Ticasuk	42	84%	7	14%	1	2%
	Overall	103	86%	12	10%	5	4%
The activities are fun and challenge me to learn. (Grades 3-5 only)	North Pole E	30	73%	9	22%	2	5%
	Ticasuk	36	83%	5	12%	2	5%
	Overall	66	79%	14	17%	4	5%

Table 26

Student Survey Results Regarding Ways the ASP Helps with School Success

FY15 Grant Award at Lathrop High School

Source: Student Surveys from Grades 9-12 in the 2014-15 School Year

High school student responses to statements about **how the ASP has helped with school success**

	Agree		Disagree		Not sure	
	N	%	N	%	N	%
Helping me get homework done	44	98%	0	0	1	2%
Explaining things I don't understand	40	90%	0	0	4	9%
Helping prepare me for tests and/or quizzes	41	93%	2	4%	1	2%
Giving me an opportunity to make new friends	36	80%	4	9%	5	11%
Offering activities I don't get to take during the regular school day	28	65%	6	14%	9	21%

Table 27

Student Survey Results on Characteristics of the After School Program

Source: Student Surveys from Grades 9-12 in the 2014-15 School Year

	Agree		Disagree		Not sure	
	N	%	N	%	N	%
The ASP teachers and staff care about me.	41	91%	2	4%	2	4%
The program provides extra help for students who need it.	45	100%	0	0	0	0
The program is an important part of Lathrop High School.	42	96%	0	0	2	4%
I would like to come back to the program next year.	37	88%	3	6%	2	4%

Appendix B – Data Collection Instruments

Data Collection Instruments Used for the Evaluation

- Teacher Survey
- Parent Survey
- Student Surveys (Grades 1-2, Grades 3-6, High School)
- Lathrop After the Bell (LAB) Focus Group Questions
- Site Coordinator Interview questions
- Alaska Observation Tool Used for Site Visits

21st CCLC Annual Performance Report (APR) - Teacher Survey

Teacher Survey--21st Century Community Learning Centers (21st CCLCs)

*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. Please note that survey response options are divided into two primary groups: (1) **Did Not Need to Improve**, which suggests that the student had already obtained an acceptable level of functioning and no improvement was needed during the course of the school year; and (2) **Acceptable Level of Functioning Not Demonstrated Early in School Year--Improvement Warranted**, which suggests that the student was not functioning at a desirable level of performance on the behavior being described. If the student warranted improvement on a given behavior, please indicate the extent to which the student did or did not improve on that behavior during the course of the school year by indicating if they demonstrated **Significant Improvement, Moderate Improvement, or one of the other levels listed below. If you believe the behavior described in a given question is not applicable for the student for whom you are completing the survey (e.g., homework is not given in your classroom because of the age of the student), please do not provide a response for that question.***

Name of student: _____

Grade/school: _____

Subject taught (if middle or high school): _____

To what extent has your student changed their behavior in terms of:	Did Not Need to Improve	Acceptable Level of Functioning Not Demonstrated Early in School Year – Improvement Warranted						
		Significant Improvement	Moderate Improvement	Slight Improvement	No Change	Slight Decline	Moderate Decline	Significant Decline
Turning in his/her homework on time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Completing homework to your satisfaction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participating in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Volunteering (e.g., for extra credit or more responsibilities).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attending class regularly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Being attentive in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Behaving well in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coming to school motivated to learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Getting along well with other students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Parent Survey
2014-15 School Year

<i>Your Help is Needed for Our Community After School Programs</i>			
<p>We need your help in evaluating the effectiveness of our Community After School programs. Please take a few minutes to answer the questions in the survey below. Please call the After School Coordinator (type your name and phone number here) if you have any questions.</p>			
Since my child began participating in the Community After School Program, I have experienced or noticed the following changes related to my child's education:	More So Now	About the Same	Less Than Before
1. My child receives the academic help he/she needs.			
2. My student completes his/her homework on time.			
3. I feel informed about my child's educational progress.			
4. The school staff and I communicate about my child's education.			
5. I feel comfortable at my child's school.			
6. Our family attends school events.			
7. My child is motivated to do well in school.			
8. I am involved in my child's education.			
9. My child has a positive attitude about his/her school experience.			
10. What have you liked about the After School Program this year? Please list one or two things.			
11. How can the After School Program be improved?			



Fairbanks North Star Borough School District

After School Program Survey for Grades 1 and 2

Your School: _____ Your Grade: _____

Directions: Please circle the face that shows how you feel about each item.

	Almost Always	Sometimes	Hardly Ever
1. I like going to school.			
2. I like going to the After School Program.			
3. I feel safe at the After School Program.			
4. I can get all my homework done in the After School Program.			
5. I enjoy the classes and activities in the After School Program.			
6. I am doing better in school since I started coming to the After School Program.			
7. Being in the After School Program helps me get along better with others.			
8. The After School Program teachers and helpers care about me.			
9. I would like to come to the After School Program next year.	Yes	Maybe	No
10. What is something you really like about the After School Program?			
11. What idea do you have for helping make the After School Program even better?			

Thank you!



Fairbanks North Star Borough School District
 After School Program (ASP) – Spring 2015
 Student Survey for Grades 3-6

School: _____ **Grade:** _____

1. Why do you attend the After School Program? Please check Yes or No to each of the following reasons.

<i>I attend the After School Program....</i>	Yes	No
to get help with my homework.		
because my friends are attending.		
because there are interesting activities.		
so I don't have to be home alone after school.		
to improve my grades in school.		
because my parents thought it would be a good idea.		
because my teacher recommended it.		

Directions: For these questions, please check only one box.

	<i>Almost always</i>	<i>Most of the time</i>	<i>Some- times</i>	<i>Hardly ever</i>
2. I like going to school.				
3. I like being part of the After School Program.				
4. I am able to get my homework done in the After School Program.				
5. I like the choices of classes and activities offered in the ASP.				
6. The activities are fun and challenge me to learn.				
7. I feel safe in the After School Program.				
8. I feel that the ASP staff care about me.				

	<i>A lot</i>	<i>Some</i>	<i>A little</i>	<i>Not at all</i>
9. How much has the ASP helped you do better in school?				
10. How much has the ASP helped you get along with others?				

	<i>Yes</i>	<i>No</i>	
11. Is this your first year in the After School Program?			
	<i>Yes, definitely</i>	<i>Maybe</i>	<i>Probably Not</i>
12. If you have a chance to come back to the After School Program next year, would you want to sign up?			
13. What are one or two things you really like about the After School Program?			
1.			
2.			
14. What is something you would change to make the After School Program even better? Please write one or two of your ideas.			
1.			
2.			

Thank you for completing the survey!

Lathrop After the Bell (LAB) Student Survey

Dear LAB Students, We would like your input on the After School Program at Lathrop. Please take a few minutes to fill out this brief survey and return it to Ms. Courtney for a treat! THANK YOU for your help.

What grade are you in? (check one)	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>	12 <input type="checkbox"/>	
How long have you attended LAB?	Just this year <input type="checkbox"/> About how many months? _____ OR I attended LAB in previous years, too <input type="checkbox"/>				
Why do you attend LAB? (you may check more than one answer)	<input type="checkbox"/> To get help with my homework <input type="checkbox"/> To pass a class/earn credit <input type="checkbox"/> So I can be more successful in school <input type="checkbox"/> I like the teachers in LAB <input type="checkbox"/> It gives me a safe to be after school <input type="checkbox"/> For activities like art, computer lab, yoga, videography, etc. <input type="checkbox"/> My parent/guardian wanted me to go <input type="checkbox"/> Other: (write in) _____				
Please tell us how much you agree or disagree with the following statements by putting a check in the column that indicates how you feel. Thank you!					
	Strongly agree	Agree	Disagree	Strongly Disagree	Not sure
LAB has helped me be more successful in school in the following ways:					
helping me get my homework done					
explaining things I don't understand					
helping prepare me for tests or quizzes					
giving me an opportunity to make new friends					
offering activities such as art that I don't get to take during the regular school day					
The teachers and staff care about me in the LAB program.					
I would like to come back to LAB next year.					
The LAB program provides extra help for students who need it.					
LAB is an important part of Lathrop High School.					
What is something you <u>really</u> like about LAB? Write it in the space to the right					
What is something you would change about LAB to <u>make it better</u> ?					

I participated in one of the focus groups (Pizza in Ms. Kelly's Room or in Room 118 with Ms. Barb and Ms. Kendra) Yes No

LAB Student Focus Group Questions

1. Thinking about school in general, would you say you like school?
2. Thinking about the LAB program, do you like attending? What do you like about it?
3. Do you feel comfortable talking with the program staff?
4. If you need help with your homework, is there someone at LAB who can help you?
5. Besides getting help with homework, how has the after school program been helpful to you?
6. In what ways do you think you're doing better in school since you started coming to the program?
7. What kinds of things are you working on right now in LAB?
8. Do you think it's important to have a program like LAB at Lathrop?
9. What would you be doing after school if you weren't coming to the after school program?
10. If you didn't have the LAB program, where would you get help with your school work?
11. If another student asked you about the program, what would you say? Would you recommend it?
12. What ideas do you have for making LAB better?

Interview Questions for Site Coordinators at Visit 2:

Tell me about your program. What does it look like? What is the selection or identification process and priorities for who to serve in the After School Program? Tell me about your school community.

What sorts of activities will I see going on today during the site visit?

What have you identified as an area to work on in your ASP this year? Have you made any changes based on feedback from the first site visit?

What successes have you or your program experienced this year? What are you particularly proud of?

What about challenges? Were there difficulties you had to overcome?

What kinds of things impact your program – in both good and bad ways? And how have you adapted? (coverage on PLC days, staffing, absenteeism, etc.) As the site coordinator, what has been most helpful to you this year?

What do you and/or your staff need (if anything?) for the program to best meet the needs of the ASP students, and to ensure the program's success? (ex: training, supplies, staff expertise, etc.)

Is there anything else you would like to add?

Alaska 21st CCLC Observation Tool

Date:

Grantee:

Site:

Site Coordinator:

Arrival, Snack, Pickup and Homework

Arrival, Snack, Pickup		Homework Time	
		<i># STAFF:</i>	<i># STUDENTS:</i>
		<i>LOCATION:</i>	<i>DURATION:</i>
	The procedures are well organized and overseen.		Space is appropriate, with minimal distractions.
	Staff is available for questions from students or parents.		Youth have access to needed supplies and equipment.
	Staff talks informally with students and parents.		There are learning activities available for youth who finish their assignments.
	Students interact positively with each other and with staff.		Staff responds promptly when youth ask for help.
	Transitions are smooth and wait-time is minimized.		When providing assistance, staff helps students think through problems.
	Notes:		Notes:

Enrichment Activities

Activity _____ <i># STAFF:</i> _____ <i># STUDENTS:</i> _____ <i>LOCATION:</i> _____ <i>DURATION:</i> _____		Activity _____ <i># STAFF:</i> _____ <i># STUDENTS:</i> _____ <i>LOCATION:</i> _____ <i>DURATION:</i> _____	
	The activity and space are well organized.		The activity and space are well organized.
	The activity involves the practice of, or a progression of, skills.		The activity involves the practice of, or a progression of, skills.
	The activity challenges students cognitively and creatively.		The activity challenges students cognitively and creatively.
	Youth are engaged and on-task.		Youth are engaged and on-task.
	The activity involves small-group and large group components		The activity involves small-group and large group components
	Transitions between activities are handled smoothly		Transitions between activities are handled smoothly
	Notes:		Notes:

For All Activities

Activity _____ <i># STAFF:</i> _____ <i># STUDENTS:</i> _____ <i>LOCATION:</i> _____ <i>DURATION:</i> _____		Physical Education: _____ <i># STAFF:</i> _____ <i># STUDENTS:</i> _____ <i>LOCATION:</i> _____ <i>DURATION:</i> _____	
	The activity and space are well organized.		The space is appropriate.
	The activity involves the practice of, or a progression of, skills.		The activity is well organized.
	The activity challenges students cognitively and creatively.		Level of physical challenge is appropriate.
	Youth are engaged and on-task.		Youth are engaged and participating.
	The activity involves small-group and large group components		The activity goes beyond exercise to include problem-solving, goal-setting, teamwork, skill-building, or other intellectual or social-emotional learning.
	Transitions between activities are handled smoothly.		
Notes:		Notes:	

For All Activities

Youth-directed Relationship-building		Staff-directed Relationship-building	
	Youth are friendly and relaxed with each other.		Staff uses positive behavior management techniques.
	Youth show respect for one another.		Staff present positively and are fair and inclusive.
	Youth present positively to staff.		Staff plan for/ask youth to work together
	Youth work well together when appropriate.		Staff attentively listen to and/or observe youth.
	Youth listen actively and attentively to peers and staff.		Staff encourages youth to share their ideas, opinions, and concerns.
	Youth take leadership responsibility/roles.		Staff engages personally with youth beyond task-related conversation.
			Staff verbally recognize youth's efforts and accomplishments
Notes:		Notes:	

Other Strategies for Skill-building and Social Emotional Learning

	Staff communicates goals, purposes, and expectations for activities.
	Staff uses varied teaching strategies to address different learning styles.
	Staff assists youth without taking control.
	Staff asks youth to expand upon their answers and ideas.
	Staff challenges youth to move beyond their current level of competency.
	Youth are encouraged to contribute opinions, ideas, and/or concerns to discussions.
	Youth have opportunities to make meaningful choices.
Notes:	

Program Partner Involvement (if applicable)		Parent Involvement (if applicable)	
<i>DESCRIPTION:</i>		<i>DESCRIPTION:</i>	
	Partner representative(s) feels welcome and valued.		Parents feel welcome and comfortable.

	Partner representative understands the purpose of the activity.		Parents understand the purpose of the activity.
	Partner representative understands own role in the activity.		Parents understand their roles in the activity.
	Partner representative interacts appropriately with staff.		Parents interact appropriately with each other and with staff.
	Partner representative interact appropriately with students.		Parents interact appropriately with students.
	Staff engages personally with youth beyond task-related conversation.		Staff acknowledges parent contribution.
Notes:		Notes:	