

Anchorage School District
21st Century Community Learning Centers
School Year 2024-2025

SECTION I: INTRODUCTION

Grantee

Evaluation Report for Anchorage School District 21st Century Community
Learning Centers
School year 2024-2025

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Assessment / Survey work

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Years of grant cycle

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

Executive Summary

There are two 21st Century Community Learning Center grants covered in this report, both targeting populations of at-risk students in ten Title I schools. The three major grant goals include:

- academic improvement in math and literacy
- reduction in absenteeism
- strengthening connectedness to school

This report evaluates the Anchorage School District 21st Century Program. The FY 19 grant has one additional year while this is the final year for the FY 21 grant.

The 21st CCLC program recruit's students through multiple sources and supports and retains them by providing a variety of interventions and engaging activities. The program provides engaging learning activities that are developmentally appropriate and supports AK Reads Act as well as content being taught during the school day. The program allows for authentic hands-on, real-world enrichment experiences in STEM/Robotics, personal participation in interest-based Clubs and physical activities, and a more intense focus on observations by coordinators on Social and Emotional Learning. Students are kept within grade level groups or in some cases grade level spans. The program curriculum is closely aligned with the school day program and delivered by certificated teachers and numerous community partners. The program recognizes and supports Family Event Nights which enhance the consistent effort to garner parent and community participation and understanding of the 21st CCLC program's mission and goals.

The program starts as soon as school ends and all sites transition to snack and physical activity and then move in their academic times. Three days a week there is academic time, while one day a week is club day and/or teacher choice.

Adjustments needed to be made in some accountability tables due to change in measurements of students' achievement and monitoring of academics. At a time where the district and state are updating summative and formative evaluation tools/tests it is important that we do so in this grant reporting as well. This is one way to continue to report accurately on how students in this program are progressing. The evidence presented in this evaluation report provides concrete examples of the 21st CCLC program's resilience, adaptability and methodology which maintains a focus on its primary grant goals and principles.

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

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

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SECTION II: PROGRAM OVERVIEW

PROGRAM DESCRIPTION

Site locations, hours of operation, target populations and recruitment

Table 1: Site locations and grant years, 2024-2025

Grant FY19 (Expires 2026)	Grant FY 21 (Expires 2025)
Mt. View Elementary (MV)	Muldoon Elementary (MD)
William Tyson Elementary (WT)*	Ptarmigan Elementary (PT)
Fairview Elementary (FV)	Lake Otis Elementary (LO)
Russian Jack Elementary (RJ)	Wonder Park Elementary (WP)
Alaska Native Culture Charter School (ANCCS)	Creekside Park February 18, 2025 (Willow Crest closed)

The targeted population is K-8/K5-6 students at high academic risk in ten Title I schools. Students are recommended to the program by their classroom teachers using a combination of attendance, standardized test scores, other district assessments, universal screening data, grades and Grade Point Average (GPA) for 7/8 grades, classroom performance evidence and behavior including in-school suspensions from the previous year. Additional participation criteria include English Language Learning (ELL), high absenteeism, homelessness, those with insufficient social/emotional skills and teacher survey data. Program hours of operation at all sites were 2:30-4:30 PM. When budgetary allowances exist, they are utilized to fund an annual enrichment summer program. Willow Crest closed, and Creekside began program to replace that site on February 18th, 2025. Russian Jack began program on March 17, 2025.

Program Enrollment

Table 2. Participation numbers and regular attendees, 2024-2025

Sites	Number Participants	Attendance Target	Regular Attendees	Average Attending %	Average Absent %	Enrollment Average %
Mt. View	93	84	84	100	0	110.71
ANCCS	84	84	78	92.86	7.14	100
Tyson	90	84	79	94.04	5.96	107.14
Fairview	72	84	40	73.81	26.19	85.71
Russian Jack	56	84	0	47.62	52.38	66.67
Muldoon	75	84	38	45.24	35.71	89.29
Lake Otis	92	84	74	88.10	11.90	109.52
Ptarmigan	45	84	44	52.83	47.17	53.57
Wonder Park	91	84	84	100	0	108.33
Willow Crest/Creekside Park	78	84	37	44.05	55.95	92.86
Department	776	840	558	66.43	33.57	92.38

Program approach, rationale and support

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

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

Key community partners and support

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

- Bureau of Land Management (BLM) Campbell Creek Science Center, located in the Chugach National Forest within Anchorage city limits provides site presentations and visits to outdoor classrooms.
- Alaska Botanical Garden (ABG) staff visits provide horticultural presentations/projects
- The Anchorage Alaska Public Lands Information Center provides education and outreach staff
- The Ozobot program provides teacher professional development
- Juneau Economic Development Center (JEDC) First Lego League provides training, registration fees
- Code.org provides professional development
- Anchorage Youth Development Coalition (AYDC) provides professional development
- Alaska Junior Theater: Artist in Residence program, participated at five program sites
- Alaska Afterschool Network provides SEL focused training, SAPQA site assessments and analysis
- Anchorage Museum 5 sites approved for Mission to Mars and Planetarium
- Alaska Public Media
- AK Civil Air Patrol

Student impact and retention

There exists a strong expectation that grant implementation will positively impact chronic absenteeism. Outcome measures are embedded within the grants' Logic Models (Figure 1) and (Figure2) and align with the ESSA Statewide Accountability System.

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

Certificated teaching staff

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

Figure 1. Logic Model Grant FY19 (Fred)

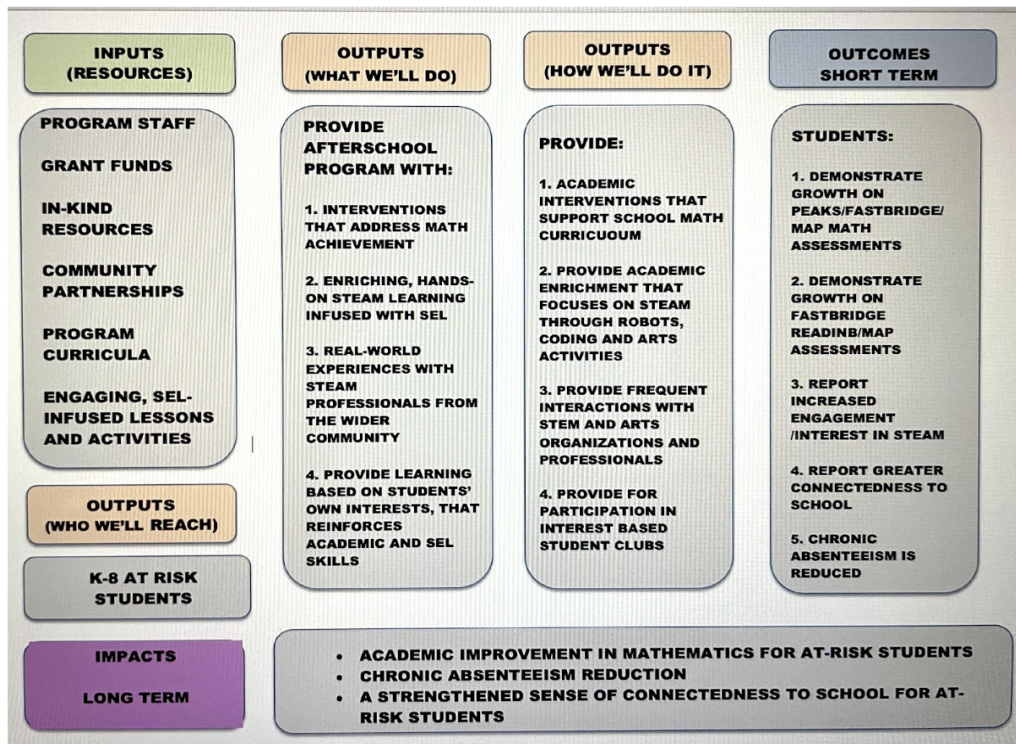
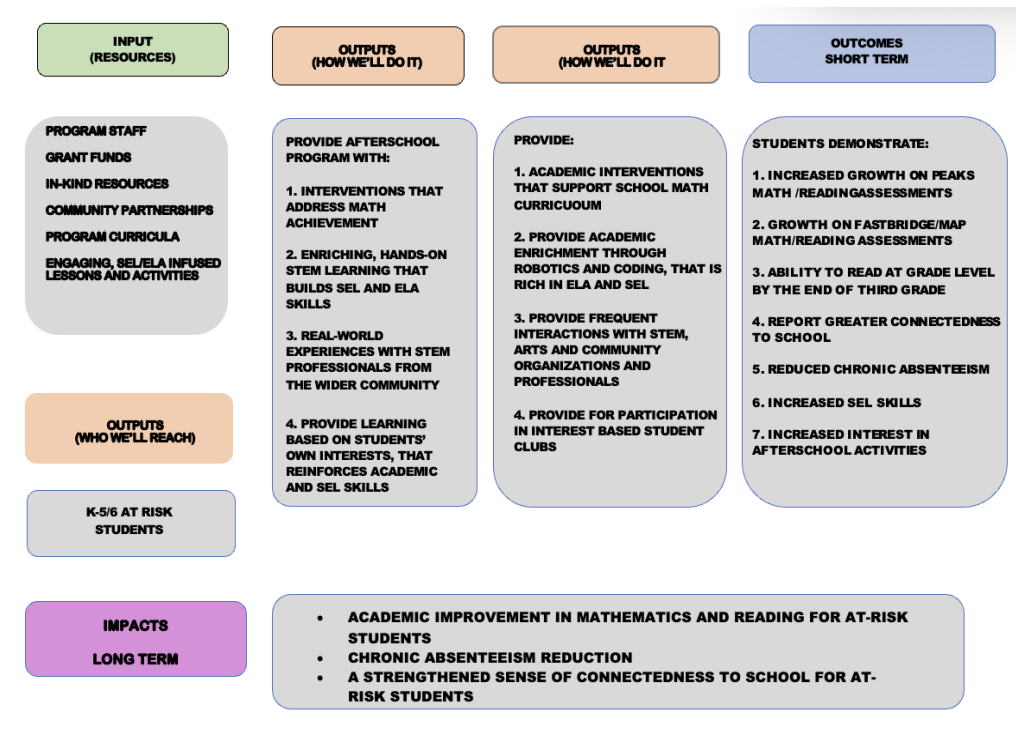


Figure 2. Logic Model Grant FY 21 (Ginger)



Project goals, performance measures, interventions and research base

Short-term outcomes and long-term impacts are the project goals. Correlated performance measures and interventions are articulated and based on a careful analysis of student data and trends. Our performance measures for student outcomes address anticipated increases in proficiency levels on the AK Star, MClass Reading Assessment grades k-2, iReady Math grades k-8, GPAs of students in grades 6, 7 and 8*, MAP Growth Reading and Math grades 3-8 assessment as well as reductions in chronic absenteeism and in-school suspensions. Teacher and student surveys measure increases STEAM engagement and connectedness to school and provide additional important trackable information. These measures are directly aligned to our implementation strategies that address the provision of major programmatic activities; math interventions, literacy interventions, enrichment activities for STEM/STEAM, community partnerships with STEM and Arts organizations, student participation in interest-based Clubs, and directly addressing SEL skill building through the SAPQA assessment process.

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

SECTION III: EVALUATION APPROACH

Evaluation Questions

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

Evaluation Methods

Approach to data collection and analysis

Data collection for this report was drawn from instructional observations performed by the local evaluator, ASD assessment data, information from teacher and student surveys and Communication and Classroom, SAPQA assessment data and exit survey data. Anecdotal responses were gathered from site coordinators, Program Manager, partners, the ASD District website, Observation Tool (Appendix B) and analyses of site coordinator Communication log sheets (Appendix C). One visit to each 21st CCLC site was scheduled during November-December 2024 to observe academic programming. The 21st CCLC program has a four-day per week schedule, comprised of one 30-minute period of Snack/Physical Activities daily, three 30-minute periods of Math/Math Pre-teaching weekly, three 30-minute periods of Coding/Robotics (provided alternatively for 2-week sessions) and fourth grade and up did three 30-minute Teacher Choice (Table A) sessions including Literacy. K-3 did AKReads Students participated on the fourth weekday in interest-based Clubs for 1.5 hours.

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

After each round of site visits, the evaluator prepared a detailed feedback narrative to clarify observation information for each site coordinator. This narrative was specifically formatted to contain anecdotal information based on each classroom observed and tailored to the individual school site. This provided the 21st Program Manager the opportunity to share this feedback with each site coordinator with specific suggestions to guide planning for the second semester. Additionally, the Program Manager reviewed each narrative with the corresponding site coordinator at a scheduled conference. Biannually, all coordinators received a site-specific data analysis of Communication and Classroom data. Summaries of overall program trends, strengths and recommendations for improvement are included in observation reports and this final evaluation report.

The site coordinator is the driver of instructional improvement and program progress at each particular site. The data collected via the Communication and Classroom Visitations log sheets during 2024-2025 demonstrated a high level of accountability at most sites and provided targeted areas to focus on data collection in the fall of 2025.

Table 3. Site instructional observation data collection dates

Site	Observation Date
Mt. View	12/2/24
ANCCS*	12/12/2024
Tyson	12/4/2024
Fairview	1/29/25
Russian Jack	4/22/25
Muldoon	12/11/2024
Lake Otis*	12/3/24
Ptarmigan	12/18/24
Wonder Park*	12/20/2024
Willow Crest*/Creekside	3/27/25

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

In order to gather necessary program evaluation report information unavailable through observations, site coordinators responded to a series of specifically designed questions to gather qualitative data. Most all of the coordinators provided the requested input in a detailed and thorough manner. Sites that were lacking data will be receiving training in Fall of 2025. Ongoing interviews with the Program Manager kept the evaluator updated on changes, adaptations and an assortment of variables that occurred during the year.

Survey data compiled through entry/exit student surveys provided information on perseverance, getting along with others, connectedness to school and community, class participation and self-awareness among others. Information tabulated from teacher surveys provided data on student work completion, participation, behavior, ability to work collaboratively, academic performance, perseverance and expressing need for help.

VARIABLES IMPACTING THE PROGRAM

Site variables and coordinators

Things feel like they are stabilizing, and more staff is willing to help with 21st Century Programs. Creekside Park and Russian Jack even were able to start towards the end of the year but still had a very strong program and dedicated staff.

21st Century Spring Break Program 2024-2025

This year, the 21st Century Community Learning Centers (21st CCLC) after-school program had the opportunity to host a Spring Break Camp for all enrolled students from the ten participating schools. The camp took place at Lake Otis from March 10 to 14, 2025, where I served as the site coordinator. We worked closely with all site coordinators to ensure that parents and guardians were informed about this spring break opportunity. Flyers containing all the relevant details about the camp were distributed to staff and families.

A total of 125 students participated in the Spring Break Camp. Our students enjoyed activities such as ice fishing at Jewel Lake, facilitated by Glen Hart from Alaska Public Lands. They also engaged in a program with the Campbell Creek Science Center, where students explored new concepts through hands-on activities. Additionally, our intermediate students participated in PYDAP (Positive Youth Development After-school Program) sessions, which took place for one hour each day throughout the week, where they engaged in various team-building activities.

We received positive feedback from families and students about our Spring Camp and the ongoing learning experiences provided. One student shared with me her excitement about ice fishing, mentioning that it was her first time trying it.

21st Century Summer Program 2024-2025

21st Century held their eighth summer school program in June of 2025. The program ran Monday-Friday from June 2-27, 2025, at Lake Otis Elementary. Enrollment was for students entering grades first through ninth grade. Feeder schools included Mountain View, Alaska Native Cultural Charter School, Fairview, Russian Jack, Tyson, Creekside Park, Ptarmigan, Willow Crest, Muldoon and Lake Otis. There were fourteen groups with an approximate ratio of fifteen students to one adult. Approximately one hundred and eighty students were in attendance each day. Groups were broken up into primary and intermediate grades. Primary focus was on peer mentorship and collaboration. The external evaluator did visit this program and visited all classrooms.

STEM with a focus on Environmental Education. Groups were expected to collaborate and be outside. Themes include:

▪ Week 1: Out of this World

- Moon sand experiment
- Alien spaceships
- Constellations
- Milk galaxy
- Cooking-Paletwa

▪ Week 2: Wonderous Wildlife

- Alaska Animals
- Animal stickers
- Sugar cookie animals
- Pork Somai
- Smoked salmon and mac and cheese
- Smoked salmon chowder
- Shrinky dinks
- Animal Adaptions
- Gardening
- Totem poles

▪ Week 3: Blast from the Past

- Tie Dye shirts
- Apple volcanos
- Paleontology
- Bead Bracelets
- Pyramid Catapults

▪ Week 4: Into the Deep Blue

- Baking Soda Art
- Ocean Life
- Titanic
- Ocean Key Chain
- Ocean Cup experiment
- Gardening
- Pop up booklet
- Filipino style spaghetti
- Boat Making
- Morse code
- Icer bergs
- Jelly flan
- Volcano explosions
- Squid dissention
- Cup stacking

There was also a family engagement block party. The program supplied hot dogs and groups made food to share.

The program was also aligned to support the AK Reads Act. There was reading for one hour in the morning and forty-five minutes of journaling. PYDAP programming with a focus on resilience and creating webs of connections within a school community. There was a counselor on site for SEP time and available for individual support. Breakfast and lunch were included as well as transportation.

Community partners included: PBS Kids twice a week with one-hour sessions, Campbell Creek Science Center two times per week at one-hour sessions, Anchorage Park Foundation three of the four weeks at three times per week with each student receiving three hours total programming, National Parks Service with a week of fishing at Reflection Lake and two forty-minute lessons, as well as AK Fish and Game. They did a guest presentation on Artemis the Owl.

The program also included field trips to the following locations:

- Musk Ox Farm
- Reflection Lake
- Anchorage Museum
- Downtown Anchorage
- Swimming at East High School
- Walking field trips to Goose Lake, UAA swimming and David Green Park

This concluded a successful summer program. As the external evaluator I did a site visit this year to see the summer program to be able to report on what was happening and how things were running.

Attendance and Enhanced School Engagement/SEL

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

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

IV: EVALUATION FINDINGS

Overall summary and progress on performance indicators

Overall summary and progress on performance indicators by grant group

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

Program Implementation Findings

Activities provided under Grant FY 19

- Math interventions provided for three 30-minute periods per week
- Robotics, Coding and Arts enrichment activities provided for three 30-minute periods per week
- STEM and Arts activities with community partners take place according to the schedule, MOAs
- Interest Based Clubs offered for one 90-minute session per week
- Teacher Choice sessions provided for three 30-minute periods per week
- Activities provided under Grant FY 21
- Math/Reading interventions provided for three 30-minute periods per week
- 30 minutes of snack/physical activity 4 days per week
- 30 minutes of Robotics three times per week
- 30 minutes of Teacher's Choice three times per week
- One 90-minute Club Day per week

Table 4. Key findings

Grant, Goals and Performance Indicators		24-25
FY 1 Fre	Goals 1.Improve academic outcomes in mathematics for at-risk students 2.Reduce chronic absenteeism 3.Build a strong sense of connectedness to school for at-risk students	
	Performance Indicator Math interventions provided for K-8 students for 3 45-minute sessions/week 101 days/year *Switched to 30-minute sessions to align with FY 21 grant	M
1, 3	Performance Indicator Robotics, Coding, and Arts enrichment activities provided for K-8 students during 3, 45-minute sessions/week, 101 days/year *Switched to 30-minute sessions to align with FY 21 grant	M
3	Performance Indicator STEM and Arts activities with community partners take place according to schedule, MOAs	M
3	Performance Indicator 100% of CLC students participate in interest-based Clubs during 1, 90- minute session/week	
2	Performance Indicator In a year-to-year comparison, at least 30% of regular attendees in grades 3-8 will advance at least one proficiency level on the PEAKS assessment (Baseline = 2018 PEAKS scores) *PEAKS was replaced with AK Star in 2021	NM 17.92%
1	Performance Indicator AIMS web Math: Each year,the percentage of CLC students in grades K-2 who transition from Tier 3 (High Risk) to Tier 2 (Moderate Risk) or Tier 1 (Low Risk), and the percentage of K-2 students who transition from Tier 2 (Moderate Risk) to Tier 1 (Low Risk) will Increase by at least 50%.MAP Growth, Math: Each year, at least 80% of CLC students in grades 3-8 will exceed typical growth by the end of the school year.	K-2 MET* N/M
2	Performance Indicator The rate of CLC students who are chronically absent will decrease by at least 10% annually	NM
3	Performance Indicator At least 90% of K-8 CLC students will report increased levels of engagement/confidence in STEAM related activities as measured by entry and exit student surveys	Met
3	Performance Indicator In a comparison of pre & post responses, at least 90% of students will respond positively to questions about school connectedness as measured by entry and exit student surveys	Met

	Grant, Goals and Performance Indicators	2024-25
	Goals 1.Improve academic outcomes in mathematics and reading for at-risk students 2.Reduce chronic absenteeism 3.build strong sense of connectedness to school for at-risk students	
1	Performance Indicator Math interventions provided for K-5/6 students during 3,30-minute sessions/week,101 days/year	M
1,3	Performance Indicator Robotics, Coding, gardening, outdoor education, and arts enrichment activities with integrated ELA and SEL provided for K-5/6 students during 3, 30-minute sessions /week, 101 days/year	M
3	Performance Indicator STEM, Arts and other enrichment activities with community partners take place according to schedule, MOAs	M
3	Performance Indicator 100% of CLC students participate in interest-based Clubs during 190-minute session, 1 day/week, 101 days/year	M
1	Performance Indicator <u>PEAKS Math:</u> In a year-to-year comparison, at least 30%of regular attendees in grades 3-5/6 will advance at least one proficiency level. *PEAKS was replaced with AK Star in 2021	NM 14.44%
1	Performance Indicator <u>FastBridge Math:</u> Each year, the percentage of CLC students (grades K-2) who transition from High Risk to Moderate/Low Risk categories, and the percentage transition from Moderate Risk to Low Risk will increase by at least 50% <u>MAP Growth, Math:</u> Each year, at least 80% of CLC students in grades 3-6 will achieve catch-up growth or exceed typical growth by the end of the school year	M 51.46% NM
1	Performance Indicator <u>FastBridge Reading:</u> At least 50% of grades 1-2 CLC students will move from High Risk to Low/No Risk categories on the FastBridge CBM-R assessment and at least 80% of CLC Kindergarten students will move from High Risk to Low/No Risk on the FastBridge Phonemic Segmentation assessment. <u>MAP Growth Reading:</u> At least 80% of grade 3-6 CLC students will make a minimum 3-point RIT Score gain in the MAP Growth Goal Performance Area: Informational Text ; Key Ideas and Details	NM* 77.36 gained 3 Rit Scores
2	Performance Indicator The rate of CLC students who are chronically absent will decrease by at least 10%	
3	Performance Indicator Classroom observations will show an increase in the number of staff-student and student-student interactions showing positive SELskills	Met
3	Performance Indicator At least 90% of K-5/6 CLC students will report increased levels of engagement/confidence in afterschool activities	Met
3	Performance Indicator In a comparison of pre & post responses, at least 90 % of students will respond positively to survey questions about school connectedness	Met

Recruitment and retention strategies

Evidence-Data presented in Tables 5 and 6 reveal concrete practices designed to “invite” student participation in the 21st CCLC program, gather information on students who would benefit from the strategies and interventions offered, and once enrolled, strengthen SEL skills and engagement in/connectedness to school. The information presented in Table 7, Family engagement strategies, shows recognition that a strong, positive home-school relationship increases the likelihood that students’ achievements and attitudes will improve. Table 7 presents a partial list, with many more strategies presented in Table 25, of strategies to encourage family engagement.

Table 5. Student recruitment strategies summary

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

Table 6. Student Retention strategies summary

Retention Strategies	In place
Student survey/input from students	X
Attending parent/teacher conferences and special meetings regarding 21st CCLC students	X
Delivering high quality program with lots of embedded SEL, developing rapport with students, daily consistent engagement with students	X
Emphasizing the social aspect of afterschool learning, creating time to talk and share	X
Creating an ability to stay connected to the school community	X
Greater flexibility to address exact academic/individual needs	X
Attendance participation tracking	X
Consistent, frequent personalized communication with/ outreach to families	X
Use of the SAPQA to identify the areas of student planning and reflection to improve behavior, student focus, expand student choice, etc.	X
Frequently checking in with students/teachers/parents about students' needs and progress	X
Teachers' extensive efforts to keep students interested	X
Give students a voice	X
Conferencing with students/parents	X
Field trips	X
Creating a relaxed, positive and fun environment	X
Partner presentations/interactive activities	X
SEL focus on classroom community	X
Hands-on learning	X
Focus on Robotics/STEM/STEAM	X
Consistent effort to align school day with afterschool program	X
Frequent contacts with school day teacher	X
Greet students consistently and know what is going on in their lives	X
Engaging with students and being seen as an engaged, positive school day staff member makes students want to attend	X
Attending sports and choral activities, field trips, PTA movie nights, etc. builds relationships with students/families	X
Maintain positive communication and interaction with parents gains and sustains their support	X
Provide consistent boundaries for performance and behavior	X
Choice of participation in interest-based clubs	X
SAPQA training and initiative strengthened focus on SEL	X

Family engagement strategies*

Table 7. Family engagement strategies summary

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

*Additional strategies are listed in Table 25 and evidence cited in the Program encourages family engagement section.

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

1. Program Design

Program has a clear mission and goals

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

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

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

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

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

Evidence – The Observation Tool used correlated observed classroom activities with designated SAPQA criterion. Data presented and demonstrate consistency in SEL lessons observed outside the evaluator's observation window, as does Table 26 which details the number and types of recorded SEL traits in lessons. The following charts show the number, types and distribution of activities observed during the fall visitation period by site.

Table 9. Numbers and types of activities distribution

	Fall 2024-2025										
Types of activity observed	PT	WP	LO	CP**	ANCCS	MD*	RJ**	FV	MV	WT	Totals
Math/Academic Interventions	5	34	34	10	11	0	17	20	31	50	212
****PE	daily	daily	daily	daily	daily	daily	daily	daily	daily	daily	daily
SEL	0	0	0	0	0	0	0	0	11	12	23
STEM/coding/robotics	0	19	15	6	8	0	2	13	13	13	89
Literacy	2	43	20	10	9	0	4	20	18	48	174
Partner Activity	5	26	11	0	7	0	2	5	11	13	80
Teacher Choice	5	20	15	1	9	0	12	13	6	30	111
Clubs	11	23	16	5	11	0	20	12	19	30	147
Totals	28	165	111	32	55	0	57	83	109	196	836

*No data collected

**Some spring data only

***Each activity was counted once per classroom observed

****At each site there is PE activity daily. Those numbers are not calculated in this document since it was observed daily

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

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

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

2. Program Management

Staff understands program goals and has appropriate tools to accomplish them

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

Table 10. Staff understanding/communication of program goals

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

Table 11. Tools to facilitate goal achievement

Evidence	In Place
Student, parent, teacher surveys	X
Club options	X
Accountability via Classroom Visitation and Communication log sheets	X
Materials (newly adopted Math for example) correlated with interventions and strategies; Assets (game kits) distributed, and training provided	X
Consistent assessment/offering of trainings	X
Alignment of extracurricular activities with program goals (field trips, partner activities, etc.)	X
Partner and community member participation	X
Coordination with school day staff to update learning targets and communicate progress	X
Emphasis on pre-teaching math, STEM/STEAM, SEL strands	X
Trainings on strategies aligned with goal objectives	X
Authentic and hands-on experiential learning opportunities	X
Incorporating strategies developed during virtual programming such as the Ozobot program into in-person learning instruction	X
Teacher Choice Menu	X
Completion of Communication and Classroom Visitation log sheets, analysis of log sheet data provides site evidence of accountability	X
Initiative with partner Alaska Afterschool Network added reliability and validity of SAPQA to SEL initiative and progress towards alignment with DEED goal to standardize observation methodology across the state	X
Ozobot training, robotics (WeDo, EZ3) training provided. By JEDC	X

Program management and staff communicate effectively at all levels

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

Table 12. Fall numbers of communication recipients by site

Fall Site Coordinator Communication Recipients													
	A	B	C	D	E	F	G	H	I	J	Total	A-School Admin	
ANCC	26	21	15	22	27	0	126	107	6	0	350	B-Program Admin	
LO	15	20	0	55	17	0	48	11	10	1	177	C-Coordination	
MV	21	15	12	76	64	8	125	95	15	16	447	D-Program site staff	
PT	15	13	0	48	14	0	150	3	0	0	243	E-Other School Staff	
TY	42	7	4	159	129	207	109	12	12	0	681	F-ASD Svs	
WP	43	9	13	45	45	3	122	87	11	0	378	G-Parents/Guardians	
FV	4	9	0	4	2	0	5	7	3	0	34	H-Students	
Totals	166	94	44	409	298	218	685	322	57	17	2310	H-Students	
												I-Partners	
												J-Other	

Table 13. Spring numbers of communication recipients by site

Spring Site Coordinator Communication Recipients													
	A	B	C	D	E	F	G	H	I	J	Total	A-School Admin	
ANCC	36	62	11	90	49	0	207	106	9	9	579	B-Program Admin	
LO	7	0	0	3	0	0	13	6	0	0	29	C-Coordination	
MV	7	0	3	34	4	4	37	8	5	3	105	D-Program site staff	
PT	1	3	0	15	0	0	0	3	1	0	23	E-Other School Staff	
TY	58	1	9	129	135	0	117	68	12	0	529	F-ASD Svs	
WP	20	0	9	52	40	8	48	99	5	0	281	G-Parents/Guardians	
FV	11	12	0	40	0	0	35	30	5	0	133	H-Students	
RJ	17	15	13	14	19	2	76	57	4	2	219	I-Partners	
CS	44	19	23	75	5	4	240	83	7	0	500	J-Other	
MD	21	19	18	80	55	8	96	69	11	10	387		
S BR	2	0	10	9	0	0	129	0	2	0	152		
SUM	0	0	0	2	0	0	31	0	0	0	33		
Totals	224	131	96	543	307	26	1029	529	61	24	2970		

Key:

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

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

3. Staffing and Professional Development

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

Evidence – During the 2018-19 school year a shift was made to solely employ certificated teachers as 21st CCLC instructional staff. This practice has remained in place since, with some modifications. Efforts to recruit and retain quality personnel for the 21st CCLC staff can be seen in Table 16.

Table 14. Strategies to recruit and retain quality program staff

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

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

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

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

Table 15. Assessing/meeting training needs

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

Site coordinators maintained a consistent and accurate inventory of their site's training needs and instructional integrity by monitoring classrooms and recording observations on a standardized Classroom Visitation log sheet. This practice provided numerous opportunities to observe the staff's instructional and management practices and to solicit, and then address training needs. An analysis of these recordings is seen in Table 18 and Table 19. It is important to note that coordinators kept notes detailing SEL traits infused into lessons.

Table 16. Fall classroom visitation log sheet data

Site	Math/Pre-teaching Math	Coding Robotics	Teacher Choice	Grant Partner	Clubs	ELA	Partner Activity	Site Totals
ANCCS	3	2	4	3	3	2	0	17
LO	11	9	12	5	11	16	0	64
MV	11	6	4	7	12	14	7	61
PT	3	5	5	2	5	6	0	26
TY	25	5	20	5	15	25	12	107
WP	15	9	7	6	9	8	8	62
FV	13	6	6	3	5	13	0	46
Totals	81	42	58	31	60	84	27	383

Table 17. Spring classroom visitation log sheet data

Site	Math/Pre-teaching Math	Coding Robotics	Teacher Choice	Grant Partner	Clubs	ELA	Partner Activity	Site Totals
ANCCS	8	6	5	4	8	6	4	41
LO	23	6	3	6	5	4	0	47
MV	20	7	2	4	7	4	4	48
PT	0	2	2	4	6	0	0	14
TY	25	8	10	7	15	23	0	88
WP	19	10	13	20	14	35	0	111
FV	0	0	0	0	0	0	0	0
RJ	17	2	12	1	20	14	0	67
CP	19	6	1	0	5	10	0	41
MD	0	0	0	0	0	0	0	0
S BR	0	2	0	2	0	4	2	10
Totals	131	49	48	49	80	100	10	467

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

Table 18. 21st CCLC staff trainings

Training	Date	Topics
21 st CCLC training/site coordinators	8/24	PQA training, Partners, Curriculum drive, Team calendar, Team drive, Student start/end surveys, teacher surveys, Staffing , Program aides, Observation sign up dates, New addenda procedures, Robotics (Americorps), FLL Explore, FLL Challenge, Mandatories, SN training, New Data collection tool, Non-workdays submission, Staff meeting dates, Review non-workday spreadsheets and calendars, Rentals, State conference, Nov 16-18, P-cards, Take P-card test , 3-D printers, PE assets at Homestead, New cell phones, New math curriculum games/kits,
21 st CCLC Training/ New coordinators		Leadership team-grade level meetings, Coordinator Google calendar. Coordinator work day. Archiving materials, Cell phones, Registration process, Field Trip form, Program store, Supervisor (principal and manager), Attendance and discipline, TIC, SN Training, First Aid Training, Partners), Attendance, Program Overview, CIT, EmpCenter, Addenda, Referrals, Staffing, Field Trips, Code, Robotics, Pre-teaching math, Teacher selection, Clubs, Program aides, FLL, Robot Olympics, Evaluations, Reporting, Discipline, Mandatories, Surveys
Program overall		Update emergency contact info, 101 program days, Working in the school, Tracking time for .25 FTE, (Marcy, Principal, student nutrition) Re-referral process at semester, Surveys (student begin/end, teacher), New dept email address, Staffing (teachers/teen aide), New department email address, Staffing; Teachers, Teen aide, Consider making a 21 st CCLC staff email group for your site, Academic intervention, Enrichment, Coding, Clubs, Other activities, Lego tournaments, Family Engagement, Partners, Grant C changes, Nutrition reporting, New data collection tool, Activities, Feeder schools, Staffing, Family communication, Club possibilities
Student Nutrition	8/24	MHSS Division training, 8-11am Coord. Training 12-5
Individually	8/24	Grant specifics and implementation
	12/24	School Business Partnerships

21 st CCLC staff meetings	9/16/24	Lights On, Elevator Speech, Hiring Practices, Ozbots, Future Staff Meetings, Blackboard, Clubs
	10/11/24	Lights On, Conflicting Programming, SN reporting and mandatory reporters, Pcard, planning time, enrollment vs, referral, chrome books, logs and program calendars, CIT
	11/1/24	Student Nutrition, Record Keeping, PYDAP, Site evaluations and observations, Schedule and mandatory reporter certs, Students Aides, Walking Students Home, November 5th inservice day, Logs drills, pcards, 2 by 2
	12/6/24	Mid Year Report Due, Travel, Pcards, PYDAP, Drills, Mandatory Reporting, Microsoft Training, Conference Recap, Calendars, Spring Break Camp, Rentals, FLL Symposium, Choir Concert.
	1/10/25	RFA Update, PYDAP, CCLC Enrollment, Talk Moves, Robotics, Audit, Warehouse, Pcard, Mid Year Report, Environmental Educational Summit, 21st Century get together,
	2/7/25	Communications though payroll, talent & student nutrition, Trainings and Certificates, student nutrition, training and certificates, student nutrition audits, student behavior, parent supports, FERPA, staffing and closure days
	3/7/25	Meeting norms, BSH recap, 2nd order change, outdoor enrollment symposium, RFA, student/teacher survey, PBIS snapshot, Financial process, summer enrollment, quarterly addenda
	4/4/25	Deadlines, pcards, rentals, cellphones, curriculum drives, surveys, student handbook/homework, summer enrollment
	5/2/25	Timesheets, CDW, Narrative, End of Year Checklist, Warehouse Transfers, Certificates
Conferences	09/21-24/24	Alaska After School Network Conference
	1/ 25-26/25	MTSS?RTI
	02/13-16/25	BSH 2025
	05/ 2-4/25	Reading Symposium
Mandatory Trainings	August 2024	First Aid/CPR Alice Food Handlers-November 2024 CHAMPS

4. Partnerships and Relationships

Program actively recruits partners who are motivated and equipped to participate

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

Table 19. Indicators that partners are equipped and motivated to participate

Evidence	In Place
Partners' presentations, field trips, visits and activities are regularly and consistently scheduled by all sites.	X
Partners provided numerous opportunities for students to participate and become engaged using hands-on materials, project-based activities and real-world applications.	X
Lessons are aligned with program and partner goals	X
All partners reported positive experiences with students, site staff and the program's manager	X
ABG's growing shelves displayed in site hallways involve other non-enrolled 21 st CCLC students making it a whole school/community project and create interest in the program	X
All partners provide STEM activities	X
The partnership with the BLM is a strong one with effective leadership. Instructors and site coordinators are organized, professional and helpful during the programs.	X
All partners specifically expressed a desire to continue with the program partnership	X
In the AGB program, students become the teachers showing their parents how to plant seeds, how to harvest and how to prepare recipes from the ingredients.	X
Coordinators at each site are key to making the programs successful by preparing students and providing safe indoor/outdoor spaces to conduct lessons.	X
21 st CCLC participation in the statewide Youth Program Quality Initiative contributes to statewide data that allows. AK Afterschool Network to understand program needs so it can support policy and resource development	X
Partnerships mentioned the importance of the continued relationships they have cultivated with students	X
All partners declared their goals and mission statements rigorously align with providing educational outreach and experiences to at-risk youth	X
Many regions in AK use the after school FLL program as an incentive for kids to come to school; 21 st CCLC links FLL to its increasing attendance goal	X
FIRST LEGO League experiences are designed to create team identities which are fun and creative which strengthens students' sense of connectedness to school	X
JEDC sees the value of building skills and traits through STEM (creative problem-solving, teamwork communication, perseverance in working through complex problems) into Alaska's kids and is working toward making a FIRST LEGO league team available to every student at every school in the state; 21 st CCLC is critical to our ability to get the benefits into the hands of students in Anchorage	X
Alaska Botanical Garden provides education and outreach staff that visited each site several times per year	X

Bureau of Land Management's Campbell Creek Science Center provides hands-on education and outreach at each of the sites	X
JEDC made efforts to reach younger students, reconfigured the Challenge and Explore teams which made for smaller teams that are easier to coach and created a hybrid Festival	X
New partner relationships formed, (e.g., Civil Air Patrol, Drug Enforcement Administration)	X
Individually, ASD's 21 st CCLC sites have developed other community and business partnerships that demonstrate support in various ways.	X

Responses to these questions are listed in part as evidence to the previous evaluation statement; *Program actively recruits partners who are motivated and equipped to participate* and to provide evidence for *Partners to understand program goals and culture* in Tables 22.

Table 20. Positive influences from partner visits

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

*The Rotary Readers program is only implemented at one site

School district officials consider the program goals a high priority

Evidence – School administrators were contacted and asked how 21st CCLC program goals helped the district further its goals and their particular experiences with the program at their sites. Two site principals responded contributing to the evidential data in Tables 23 and 24.

Table 21. School district administration prioritizes program's goals

Evidence	In Place
Students who attend the after school 21 st CCLC program are more likely to feel a part of a community and parents are more likely to report that the school supports their family's needs	X
21 st CCLC program adds another carrot to encourage students to attend school everyday	X
The rich STEM focus correlates and aligns with the district's goal of K-8 math and reading proficiency goals	X
Deep connections to individual schools and staff support students' sense of safety and connectedness which are precursors to risk taking in an academic environment	X
Math curriculum has component that lends itself to pre-teaching and re-teaching which dovetails with 21 st CCLC efforts to provide these strategies	X
District's goal of increasing the percentage of students who feel safe at, and connected to, school is increased by providing students with safe, nurturing after school alternatives	X
Afterschool programming promotes student discourse and provides support for individual student academic needs and project -based collaborative learning opportunities	X
IReady computer-based component provides remediation and/or enrichment that is often underutilized during the school day, after school program is able to use this during math/pre-teaching	X
The program is free for families	X
Provides more opportunities for students to connect positively with staff and peers, connect positively with different adults, deepen positive connections to increase the circle of school supports; all which make students feel safe and love attending school	X
21 st CCLC grant goals support and further ASD's goals and guardrails by adding opportunity and support for targeted students who attend the 21 st CCLC program. This support aligns with ASD Goals of <i>the percentage of third grade students proficient in reading on the state summative test will increase from <u>40%</u> to <u>80%</u> by May 2026. And <u>the percentage of students in grades 3-9 proficient in mathematics on the state summative assessment will increase from <u>40%</u> to <u>55%</u> by May 2026.</u></i>	X
The 21 st CCLC program prioritizes engaging and academically entertaining students and extending the day's learning. This causes students to experience a deeper connection to school and their place in it	X
Exposure to highly engaging STEAM opportunities and Club days provided by program, results in greater student enjoyment which results in increased attendance	X
Program provides opportunities to do activities and learn skills that are not included with the regular school day, i.e., robotics, Ozobots, gardening	X
Lower numbers of students in the afterschool program facilitate greater connections between students and other students and their teachers and a greater sense of classroom identity leading to more positive attitudes and greater self-esteem (SEL skillbuilding)	X

21 st Century programming will be critical to our school's recovery (from the pandemic) especially in the area of math and literacy	X
Students are able to connect with additional adults to connect with and trust	X
Students who are provided with safe, supportive afterschool programs are more likely to be engaged and engagement in school promotes attendance	X

Table 22. Administrators' 2024-25 experiences with site programs

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

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

Program encourages family engagement

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

Table 23. Strategies to encourage family engagement

Evidence	In Place
PD session on family engagement during August in-service	X
21 st CCLC website	X
Open door policy with regards to parents visiting	X
Encourage parents to attend open house to talk about 21 st CCLC and encourage enrollment	X
A minimum of 3 Family Event nights for students and their families per site per year; agendas are engaging, interesting and include sharing information about program/school, incorporate games, storytelling, STEM activities, hands-on, promote literacy and SEL, community speakers, etc. to increase connectedness between home and school	X
Invitations to attend presentations, concerts, performances	X
Hold program Open House	X
Consistent communication extended to assist in problem solving, encourage enrollment, attendance and maintain home school-bond	X
Collaborated with community organizations to host family events	X
Provide food at Family Event nights	X
Provide input via parent surveys regarding summer program	X
Organizing a community garden	X
Frequent and consistent invitations to parents to communicate their child's needs and interests	X
Presentation to coordinators with suggestions for parent involvement	X
Providing coordinators with a script for an initial check in conversation with parents	X

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

*Due to new external evaluator items that were in place were marked as observed but ones not in place were left blank.

Incorporating SEL skill building into instructions and infusing staff-student and student-student interactions are major emphases embedded in FY 19 and FY 21. Table 26 summarizes SEL skills/behaviors recorded by site coordinators on their Classroom Visitation log sheets the year 2024-2025

Table 24. Number and types of recorded SEL traits in lessons

Collaborative with peers	145	Prioritizing	57
Cooperation with peers/or adults	127	Problem solving	99
Empathy/caring	85	Realizes expectations	75
Encouragement/cheering	66	Respecting self/others' personal space, boundaries	69
Fairness	62	Respects/understands differences (perspectives in others/diversity)	45
Focus on task	161	Responsibility	77
Friendly	156	Risk taking/learning to fail	37
Generous	64	Self/peer empowerment	44
Golden Rule	48	Self-analysis	16
Gratitude/thankful	121	Self-expression	53
Healthy body/healthy mind	34	Self-management/feelings check	43
Helpful	151	Sharing	99
Honesty	64	Sportsmanship	60
Inclusive	65	Standing up for self/others	42
Kindness/thoughtfulness/considerate	81	Supportive	51
Leadership/role model	64	Taking Turns	108
Making good choices/decisions	98	Teamwork/collaboration/participating	118
Meditation/Mindfulness	37	Time management	73
Negotiation/leadership	62	Volunteering	103
Patience	67		
TOTAL	4217		
Fall: Alaska Native, Lake Otis, Mountain View, Ptarmigan, Tyson, Wonder Park, Fairview			
Spring: Alaska Native, Lake Otis, Mountain View, Ptarmigan, Tyson, Wonder Park, Fairview, Russell Jack, Creekside, Muldoon, Spring Break			

Table 25. Positive impacts of SAPQA initiative participation

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

Program pursues an active attendance strategy

Evidence – Reducing chronic absenteeism and increasing attendance is one of the major three goals of the grants. Observations made by the evaluator and examinations of the Communication log sheets, staff training, etc. provide support for adherence to attendance protocol by each site. There are overlaps to encourage student attendance that can be cross referenced in Table 5, Recruitment strategies summary and Table 6, Retention strategies summary. Support can also be seen in Table 28, Physical environment is safe and conducive to learning.

Table 26. Attendance protocol

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

Physical environment is safe and conducive to learning

Evidence –adherence to safety protocols can be seen in Table 29

Table 27. Physical environment is safe and conducive to learning

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

5. Program Self-Assessment

Local evaluations are rigorous and performed consistently

Evidence – An independent evaluator was contracted as part of the program evaluation plan to perform the 2024-2025 evaluation. Data gathered from Fall observations were analyzed to provide information supporting alignment between program activities and instruction with stated grant goals and initiatives. Information was also collected and analyzed from Fall and Spring site coordinator communication and classroom visitation log sheets, as well as anecdotal responses collected from site coordinators' responses to questionnaires and interviews with the Program Manager.

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

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

Program staff uses assessment results for continuous improvement

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

2024-2025 Improvement Plan Model



- Site coordinators received professional development in August, 2024 reviewing the components of the evaluation cycle; the Alaska Key Quality Indicators; Observation Tool; evaluation report data tables, SAPQA alignment, highlights and recommendations; 2025-26 initiatives
- Each site coordinator received an analysis of Fall and Spring Communication Recipients and Topics, and Classroom Visitation log sheet data pertinent to their respective sites.
- After Fall 2024 observations, each site coordinator received a detailed narrative of observed activities and lessons, recommendations for areas needing improvement, strengths and suggestions to help improve site program components. The Program Supervisor reviewed each of these documents personally with each site coordinator.

This cycle will continue to provide useful information for future program revisions, goal setting, budgeting, supporting materials, professional development and staffing. Program planning for the 2025-2026 school year includes using the report in these particular ways:

- Teacher/student survey results shared with coordinators
- Statistics shared with partners as needed for their reports
- Information on status of alignment between key partners' goals and initiatives with those of the 21st CCLC program gathered from partners
- Program Manager and evaluator will design staff development for site coordinators/staff to address recommendations that were delivered in the 2024-2025 final evaluation support
- Budget funds set aside to address areas of concern and needed materials
- Community partners recruited to meet program needs whenever possible
- Re-envisioning/readjusting of robotics, math/math pre-teaching and other trainings schedule available for staff
- Changes in delivery method for PD for program staff; PD was offered multiple times which ensured program staff's access and attendance
- August professional development session will focus on appropriate support needed in 2025-26
- Program Manager's consistent visibility in classrooms, maintenance of sharing evaluator's individual narratives with coordinators and evaluation of site coordinators, increase credibility of accountability and consistent monitoring of program
- Community partners continue to maintain a strong presence in addressing program goals which results in maintaining student interest and strengthened partner relationships
- ASD administration is also surveyed to ensure close alignment between district and 21st CCLC program goals

Program outcomes findings

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

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

Many of the performance indicators were based on a year-to-year comparison of the same test. In addition, research conducted about learning deficits incurred by students due to the pandemic must also be taken into account. Student survey data, however, reflects student increases in levels of engagement and confidence in STEAM activities and a positive response to questions regarding school connectedness.

Instructional observation data collected by the program evaluator, data collected from log sheets and information provided by site coordinators and Program Manager provide further evidence of commitment to support major grant goals; for example, efforts to enhance parent engagement, sustained focus on SEL in staff-student and student-student interactions and participation in the SAPQA initiative. In Fall, 2024 partners returned to normal SOP procedures to maintain partner site support. Data analyses of fall and spring Communication Recipients and Topics log sheets, and Classroom Visitation log sheets recorded by individual site coordinators provided robust proof of implementation of program initiatives, curriculum integrity and alignment with program goals. Narratives provided by site coordinators in response to specific questions related to program goals and initiatives provided supplemental information.

As was stated earlier in the report, items in the SAPQA assessment were compared to each criterion on the Observation Tool used by the evaluator (Appendix B). This alignment (Appendix E) shows a high correlation between the ASD Observation Tool and the correlated SAPQA's items. During the formal evaluation periods, there is evidence provided in Tables 9 and 26. Classroom Visitation log sheet data substantiates that SEL skillbuilding was in place at each of the sites. Data collected during lessons observed in the late Fall and analyses of both Fall and Spring Classroom Visitation log sheets.

SECTION V. CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Strengths

- Program staff used bulletin boards to communicate program mission and goals, activities, information to community/parents/caregivers, many who benefit from visual communication because of language barriers
- Correlation of the Weikart SAPQA and the Observational Tool was accomplished and utilized in the formal observation process
- Literacy interventions are aligned to the Alaska Reads Act and Program continues to refine after school activities that support schools in meeting the AK Reads Act Requirements
- Collaboration between partners that enhances the overall program quality and opportunities for students
- The initiative to employ certificated teachers in math and literacy initiatives enhanced instructional integrity and continuity
- Site coordinators continue to improve their caliber of data collection as presented in the Classroom Visitation Log Sheets For the 2024-2025 school year the way in which this data will be collected will be slightly changed.
- SEL data collection has been incrementally refined each year by scaffolding and elevating recording requirements on the Classroom Visitation log sheets additional refinement.
- Information gleaned from site coordinator questionnaire responses and interviews with the Program Manager, and site observation data, indicate the 22 Key Quality Indicators were consistently present in the 21st CCLC program during the 2024-2025 school year.
- Summer program is an asset
- Spring Break Program is an asset
- Relevant staff training was robust
- Student safety is prioritized
- Program self-assessment has remained rigorous, consistent and used for continuous improvement leading to action planning devoted to grant goals; several recommendations made last year in the evaluation report were realized in 2022-23
 - 1) Enhanced Teacher Choice Menu with accountable emphasis on explicit Literacy components (vocabulary, spelling, writing), Art, SEL, etc.
 - 2) Correlation was completed between the district's Observation Tool and the Weikart SAPQA, enhancing its use during the formal observation period
 - 3) Work was resumed with the Alaska Afterschool Network and training was provided to coordinators in use of the Weikart SAPQA in assessing sites' SEL skillbuilding status and addressing needs where present
- Implementation of the Teachers Choice menu is popular and positive with staff in terms of topic exploration, opportunities to incorporate Literacy, SEL, Art, student choice, ability to address specific needs of students and teacher creativity

- A huge benefit of this program is that local high school students can work in the program after school and they are paid, earn school credit and they earn a food handler card that is good for three years that can be used in other areas of food service. They are great peer mentors and many go back and work as alumni in their previous elementary schools. The change in school start times for 2024-2025 will pose problems in the future as students in high school will attend school longer than the elementary students.
- Alaska Botanical Garden, “Loves this partnership.”

Weaknesses

- In 2022-2023 average GPA for ANCC students was 3.0 while in 2023-2024 it went down to 2.87. The number of students in the program in these grades did more than double in 2023-2024 and in 2024-2025 it decreased to 2.72 for students in 6-8 and 2.64 for students in 7-8th grade
- Programs late start affects data collection and data outcomes

Recommendations

- Continue to maintain, expand and fine tune hard data collection on google docs from site coordinators, as it supports improved data collection, program initiatives/implementation and accountability of program/grant goals
- External evaluators and 21st Century Managers continue to monitor how and if appropriate data is being collected each quarter.
- Look for realistic and valid, reliable ways to measure student achievement for grant goal objectives that do not depend explicitly on state assessments
- Alaska Botanical Garden would like all schools to have grow shelves displayed for the entire school.
- Make sure to have enough flexibility in the grant to be able to modify the measurable outcomes based on data the District is already collecting. For example if they move away from one tool for measuring literacy we need to be able to have the flexibility to use that data for goal measurement within this grant.
- Formally integrate Literacy skills into STEM/STEAM activities
- Maintain Program Manager visibility via regular classroom visitations and biannual evaluation conferences.
- External evaluator trains the site coordinator each year on the tools used for collecting data.
- 21st Century Manager and External Evaluator work hand in hand with the Assessment Department to make sure accurate and reliable data is collected and used to make instructional decisions.
- Offer credit for high school students who are volunteering/working
- Decrease time students are on devices and increase teacher instruction and student interaction
- Continue to seek out additional opportunities and activities, lessons, and curricula that support these objectives
 1. Youth Leadership
 2. Career Education/College Readiness

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SECTION VI: APPENDICES

Teacher Choice Menu

APPENDIX
2024-25 School Year

Categories (with examples)

1.(Visual/Music/Theater)

- Art activities (painting, role play, dancing, beading, digital art, photography, origami, drawing)
- Movement activities (yoga, sports, nature walk, music & dance, fitness challenges)
- Offline coding (crochet, beading)
- Music enrichment
- Theater enrichment

2. Science/Social Studies Topics

- Science enrichment (experiments, hands-on)
- Social Studies enrichment (civics, history, geography)
- Cultural studies (current events)
- STEM(Ozbot)

3. Literacy/ELA

- Creative Writing enrichment
- Digital/Technology literacy
- Literacy enrichment (Read to Lead/Literacy/walk to read, cursive, typing/keyboarding, poetry)

4. SEL Activities

- SEL activities (team building, emotional intelligence)
- Social skills (free play, games, public speaking)
- SEL/STEM-Hands on Activity - implement Skillastics

5. Life Skills

- Community Service/Volunteering. Altruism
- Current events (Weekly Reader, CNN for Kids, presenting news articles, can practice reading, writing, public speaking, improve confidence, inspire conversations)
- Physical/Outdoor/Nature/Experiential Learning (gardening, exploration, nature walks, natural history, virtual field trips)
- Self-reliance activities
- Kindness activities (letters to teacher, favors for family)

6. Tutoring

- Tutoring or individualized remediation
- Homework help

Observation Tool

APPENDIX B
2024-25 school year

Observation Tool	School	Date
Class/Group/Teacher	Subject	Activity
		# of students
Snack		Notes/Evidence
Attendance/safety protocols in evidence		
Students interact positively with each other and staff		
CHAMPS procedures and expectations		
Nourishment		
Enrichment: Activity content and structure		
The activity is well organized, timely transitions, ample materials ready, appropriate time for all activities		
The activity requires problem solving and opportunities to explain thought processes		
Activity is hands on, project based, connected to real world		
Students are encouraged to try new skills (take risks)		
Teacher overtly and specifically acknowledges students' accomplishments		
Teacher asks open-ended questions		
Youth participation: Student engagement		
Youth are focused, engaged and participate		
Youth listen actively and attentively to peers and staff		
Students ask for and receive assistance		

Space is child-centered, interest-based areas, interest-based activities planned substantial periods of time, relevant and available materials, student selected product displays		
Youth-directed relationship building: Student-student		
Youth show respect for one another in personal space and language		
Youth share and are helpful		
Staff-directed relationship building: Staff-student		
Staff uses positive behavior management techniques		
There is independent, whole and small group management		
Staff respects all students, greets students, uses a warm tone of voice, and presents a friendly and positive manner		
Staff strategies for skill building/mastery		
Staff communicates goals, purposes and expectations for lessons and behavior		
Teacher models skills		
There are ways for students to demonstrate mastery/understanding		
Staff uses varied teaching strategies to address different learning styles		
Learning is scaffolded and connected to prior knowledge		

Communication Log Sheet

APPENDIX C 2024-25 school year

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

Classroom Visitation Log Sheet

APPENDIX D 2024-25 school year

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

SAPQA Alignment with Observation Tool

APPENDIX E 2024-25 school year

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

Staff uses varied teaching strategies to address different learning styles	SAP-1,SAP-2,SAP-3,SAC-1,SAC-2
Learning is scaffolded and connected to prior knowledge	ActiveE-3,SB-4,SB-5