

ANCHORAGE SCHOOL DISTRICT
ANCHORAGE, ALASKA

ASD MEMORANDUM #72 (2004-2005)

November 15, 2004

TO: SCHOOL BOARD

FROM: OFFICE OF THE SUPERINTENDENT

SUBJECT: 21ST CENTURY COMMUNITY LEARNING CENTER 2003-2004
YEAR END REPORT

PERTINENT FACTS:

The 21st Century Community Learning Center (CCLC) 2003-2004 Year End Report is the Anchorage School District (ASD) report to the School Board and the community on the achievement of the afterschool program. The 21st CCLC programs were held in the following elementary schools: Chester Valley, Creekside Park, Fairview, Government Hill, Mountain View, Muldoon, North Star, Northwood, Ptarmigan, Russian Jack, Taku, Tudor, Ursa Major, Williwaw, Willow Crest, and Wonder Park. Programs were also held at Clark and Romig middle schools.

21st CCLC DEMOGRAPHICS:

Enrollment in the afterschool program is by teacher/staff referral with each school having the capacity to serve 100 students from 3:30-5:30 p.m. daily during the school year. Bus transportation home is provided for students who normally ride the bus home after school. A partnership with the Children In Transition/Homeless (CIT/H) program provides cab or other transportation to the CIT/H students.

Students served by the 21st CCLC program

2000-2001	17 sites	Total students:	1,631	30 days or more:	998
2001-2002	17 sites	Total students:	2,125	30 days or more:	1,484
2002-2003	17 sites	Total students:	3,027	30 days or more:	1,925
2003-2004	18 sites	Total students:	3,006	30 days or more:	2,028

Ethnicity of students served in the 21st CCLC program:

	<u>Black</u>	<u>Ak Native</u>	<u>Hispanic</u>	<u>Asian</u>	<u>Hawaiian</u>	<u>White</u>
2000-2001	24%	16%	8%	8%	6%	39%
2001-2002	24%	19%	10%	8%	6%	33%
2002-2003	21%	20%	13%	10%	6%	30%
2003-2004	19%	21%	15%	12%	6%	27%

From the total number of students served 30 days or more, 19 percent were identified as special education and 168 participated in the CIT/H program.

PROGRESS TOWARD GOALS:

The 21st CCLC program operated under two federal U. S. Department of Education and two state Department of Education and Early Childhood Education grants. Each grant has a separate and very similar set of goals and objectives. By providing supporting data tables and summary statements related to the objectives, this report is intended to show where ASD made progress toward the combined goals.

In addition to the internal data collection and analysis, program evaluation was conducted by the Northwest Regional Educational Lab under the guidance of Dr. Eve McDermott, Senior Director, Center for School, Family and Community; State Department of Education, and Terri Campbell, Education Specialist;.

Goal #1: Enrolled students will improve their academic performance in reading, writing, and math.

Objective A - Over the five years, aggregate 21st CCLC student state benchmark scores will rise each year, to help close the achievement gap.

- The ASD Assessment and Evaluation Department has compiled a database of regular students attending the 21st CCLC program. That data will be used for baseline information for each consecutive year.
- The pupil/teacher ratio is maintained at 10:1, or lower, allowing for individualized instruction. Afterschool staff include certificated teachers (70 percent) and paraprofessionals, including bilingual, Indian Education, multicultural, and special education staff, and members from the various community partners.
- The afterschool program incorporates a variety of reading, writing and math curriculum designed as an extension of the school curriculum including Reading Mastery, Everyday Mathematics, Fast ForWord. All afterschool activities are tied to the state standards.

- Cooperative partnerships with Elementary Education, Title 1, Indian Education, Special Education, Safe and Drug Free Schools, Health and Physical Education, Student Transportation, Student Nutrition, and CIT/H have contributed to the development and delivery of a balanced academic enrichment afterschool program through curriculum planning, staff development and program management

Objective B - At least 50 percent of students enrolled full time will improve in turning in homework on time.

- Teachers report that 69.5 percent of elementary students and 63.2 percent of middle students have improved in turning in their homework.
- Teachers report that 70.8 percent of elementary students and 65.4 percent of middle school students have completed their homework to their satisfaction.

Objective C - At least 60 percent of students enrolled full time will improve overall grade averages.

Elementary	Improved	Maintained	Combined
Math	34.3%	38.5%	72.7%
Reading	36.7%	38.4%	75.1%

Middle School	Improved	Maintained	Combined
Math	34.3%	32.6%	66.9%
Reading	29.4%	39.5%	68.9%

Objective D - Classroom teachers and curriculum specialists are involved in developing specific academic and enrichment activities at each site.

- 21st CCLC Coordinators attend school staff meetings on a regular basis and participate in schoolwide site improvement discussions.
- The afterschool staff communicate with the regular classroom teachers in an effort to loop the school day with the afterschool curriculum and ensure quality.
- The afterschool staff attends twice yearly staff development workshops that focus on academics relating to school achievement in core curricular areas. Workshops provided included: Oral Language Development for Primary Grades, Literacy and Math Activities, Discovering Math Through Art, Kagan Cooperative Learning Structures, STARBASE Alaska, Cross-Curricular Physical Education Activities, Learning to Read Activities, Making Spelling Fun, Pulling It All Together with Literacy, Hands on Banking, Disabilities of

Discovery: Insights into Brain Base Disorders, and Educational Adventures from the National Park Service.

Objective E - Annual five-day “jump start” programs will be held to reverse summer regression, orient students back to learning and forge bonding for transient students new to a school.

- Summer programs were held August 18-22, 2003 at each of the 18 sites. Programs were held Monday-Friday from 9am-noon for 50 students. All sites operated at or near capacity. Bus transportation was provided each way for the middle school students.
- Certified teachers provided the summer program each school, with support from the administrative staff.

Goal#2: The 21st Century Community Learning Center will enable students to develop positive attitudes, skills, and behaviors.

Objective A - Each school will have better average daily attendance than in the previous year.

- School average daily attendance for FY2004 will be used as the baseline.
- Numbers of regular students attending the 21st CCLC (30 days or more) during FY2004 will be used as the baseline.

Objective B - Teachers will indicate a reduction in behavior problems in classrooms with 21st CCLC students.

- Elementary School Teacher survey results

	Improved	No Change	Total
Being attentive in class	56.3%	38.6%	94.9%
Behaving well in class	65.5%	27.9%	93.4%
Getting along with others	69.2%	26.5%	95.7%

- Middle School Teacher Survey results

	Improved	No Change	Total
Being attentive in class	53.1%	43.9%	97.0%
Behaving well in class	41.2%	52.2%	93.4%
Getting along with others	40.8%	56.1%	96.9%

Objective C - Students will show improved attitudes toward school and will believe they are doing better in school since attending the 21st CCLC.

- Elementary School Teacher survey results

	Improved	No Change	Total
Academic performance	73.2%	23.5%	96.7
Motivated to learn	59.4%	36.6%	96.0%

- Middle School Teacher survey results

	Improved	No Change	Total
Academic performance	62.7%	29.8%	92.5%
Motivated to learn	52.2%	43.4%	95.6%

Goal #3: The 21st Century Community Learning Centers will enhance student learning through cooperative community partnerships, recreation, and cultural enrichment.

Objective A - Students will be involved in career exploration and/or neighborhood projects that build citizenship and connect academic learning.

- 100% of the students participated in career exploration and/or neighborhood projects through community partnerships such as Read Across America, SPCA, Volunteers of America, Risk Watch, Food Bank of Alaska, Big Brother/Big Sister, Red Cross, Reed to Feed, College Exploration, Junior Achievement, Boy and Girl Scouts and various other community projects.
- Field trips are designed to connect student academic learning to the community and to provide career exploration. Examples include Alaska Performing Arts, UAA Aviation Technology Building, Alaska Native Heritage Center, Anchorage Museum, and Bookstores.

Objective B - Recreation, art, community activities, cultural enrichment, and all other components are integrated with academic elements.

- A partnership with the ASD Physical Education Department and a \$23,190 grant awarded by the Municipality of Anchorage, Parks and Recreation Department provided students with a "Healthy Kids, Healthy Minds" Curriculum.
- A partnership, along with a grant award, with the Western Alaska Boy Scouts provided students at three sites with a Cub Scout program and character education, Learning For Life.
- The University of Alaska Child Psychology Department schedules college students to work in the afterschool program as tutors and aides as part of their Child Development Lab requirement.

Goal #4: The 21st Century Community Learning Centers will strengthen parents as partners in their children’s education through parent literacy and other educational development.

Objective A - An increasing number of parents will attend family literacy activities, baseline 75 parents at each site in FY 2004.

- Parents attending Parent/Family Literacy activities:

2000-2001	17 sites	Total parents	686
2001-2002	17 sites	Total parents	1,335
2002-2003	17 sites	Total parents	3,089
2003-2004	18 sites	Total parents	4,399

Objective B - An increasing number of parents will attend GED/ELL and parenting classes each year.

- GED/ELL and parenting classes were not provided during the FY04 program. This phase of strengthening parent literacy will be implemented in FY05 through community partnerships with the Anchorage Literacy Project and Nine Star Enterprises.

Objective C - An increasing number of parents will be become more supportive of their child’s education (baseline established in April 2004 parent survey).

- Responses from the Parent Survey indicate:
 - 8.3% volunteer in the afterschool program
 - 41.9% feel welcomed by the afterschool staff
 - 46.1% are comfortable talking with the afterschool staff
 - 37.4% feel informed about their child’s day in the afterschool program
 - 38.6% feel welcomed to observe the afterschool program

Goal #5: The 21st Century Community Learning Centers will develop mechanisms to sustain the centers beyond the federal and state funding cycle.

Operational Budgets:

2000-2001	Federal Grants (17 sites)	\$2,302,963
2001-2002	Federal Grants (17 sites)	\$2,294,824
2002-2003	Federal, State Grants (22 sites)	\$2,783,455
2003-2004	Federal, State Grants Carryover, State Grants Local Support (18 sites)	\$2,268,782
2004-2005	Projected: State Grants, ASD Title 1, Technical Assistance, Local Support (13 sites)	\$1,682,210

Objective A - A 21st CCLC advisory board will be established for the purpose of developing local funding and grants and to provide advocacy for the programs.

- In early 2004, the Anchorage 21st CCLC Advisory board was established, an interim board was elected and by-laws were adopted. The advisory board was awarded state non-profit status through their incorporation award in April, 2004 and established a Federal Tax ID number. Federal 501(c)3 non-profit paperwork has been submitted and is currently being processed. The advisory board meets the third Tuesday monthly throughout the school year.
- The purpose of the advisory board is to support and promote the 21st CCLC program within ASD, the community, state, federal and potential funders; to expand collaborations; to develop and implement a plan for sustainability; and to make recommendations regarding programs and methods which may improve the effectiveness of the program.
- Advisory board members represent the University of Alaska, Nine Star Enterprises, Boy Scouts of America, Faith Based Organizations, Foster Grandparents, ASD Teachers, Counselors, Principals, 21st CCLC staff and other community organizations. School Board member Mary Marks also serves as a member to the advisory board.

Objective B - Working with ASD Public Affairs, the Advisory Board and staff, and community collaborations a marketing plan will be developed to help promote the 21st CCLC programs.

- Through a collaboration with the University of Alaska Department of Journalism, a five minute video of the 21st CCLC program was produced.
- An annual newsletter was distributed to the administration, School Board members and community groups.
- Individual 21st CCLC sites post information to parents, send newsletters home to parents and present information at community or businesses within their service areas.

Source of data on file in the School Board office:

- Northwest Regional Educational Laboratory Evaluative Summary August 6, 2004
- Alaska Department of Education & Early Development Monitoring Visit March 10-11, 2004
- Alaska Department of Education & Early Development Annual Performance Report - five sites - June 2004
- Alaska Department of Education & Early Development Annual Performance Report - four sites - June 2004
- US Department of Education Final Performance Report - Elementary Schools August 30, 2004

- US Department of Education Final Performance Report - Middle Schools
August 30, 2004

Attachments

CC/JC/BH

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Northwest Regional Educational Laboratory

Anchorage School District
21st Century Community Learning Centers

Afterschool Program: Teacher Survey Summary

Elementary

Year of Surveys	2001	2002	2003	2004	2004	2004
Positive Response	Yes	Yes	Agree	Improved	No Change	Combined Improve No Change
Changed behavior in terms of:						
1. turning in her/his homework	59.2%	69.4%	71.9%	69.5%	25.8%	95.3%
2. completing homework to your satisfaction	59.3%	70.9%	74.3%	70.8%	24.6%	95.4%
3. participating in class	64.1%	77.7%	74.1%	68.4%	29.5%	97.9%
4. volunteering (e.g. for extra credit or more responsibilities)	50.7%	58.5%	55.6%	52.6%	45.6%	98.2%
5. attending class regularly	62.7%	74.3%	64.9%	41%	56.4%	97.4%
6. being attentive in class	58.6%	69.3%	65.3%	57.3%	37.6%	94.9%
7. behaving well in class	61.3%	73.4%	65.5%	52	41.4	93.4%
8. academic performance	70.6%	80.4%	74.1%	73.2	23.5	96.7%
9. coming to school motivated to learn	62.7%	74.0%	70.2%	59.4	36.6	96%
10. getting along well with other students	67.2%	74.1%	69.2%	57.1	38.6	95.7%

Middle School

Year of Surveys	2001	2002	2003	2004	2004	2004
Positive Response	Yes	Yes	Agree	Improved	No Change	Combined Improve/ no Change
Changed behavior in terms of:						
1. turning in her/his homework	54.7%	62.4%	57.6%	63.2%	33.8%	97%
2. completing homework to your satisfaction	55.6%	60.3%	55.6%	65.4%	28.5%	93.9%
3. participating in class	59.0%	62.8%	48.9%	62.7%	35.5%	98.2%
4. volunteering (e.g. for extra credit or more responsibilities)	38.9%	41.8%	37.6%	52.6%	46.5%	99.1%
5. attending class regularly	54.7%	48.7%	51.0%	35.1%	60.5%	95.6%
6. being attentive in class	47.4%	64.4%	50.6%	53.1%	43.9%	97%
7. behaving well in class	50.4%	59.4%	51.6%	41.2%	52.2%	93.4%
8. academic performance	60.3%	63.0%	60.4%	62.7%	29.8%	92.5%

Attachment A

9. coming to school motivated to learn	51.3%	67.1%	50.9%	52.2%	43.4%	95.6%
10. getting along well with other students	56.4%	65.2%	56.1%	40.8%	56.1%	96.9%

Northwest Regional Educational Laboratory

**Anchorage School District
21st Century Community Learning Centers**

After School Programs: Parent Survey Summary

Number of Surveys received: 805

How would you rate your child's After School program in the following areas?

Question	Poor	Fair	Good	Excellent	Don't Know	Blank
1. The safety of your child while he/she is at the After School program	.1%	2.7%	33.9%	60.9%	1.9%	.5%
2. The atmosphere and comfort of the of the facilities in which the After School program operates	.1%	3.6%	40.4%	51.7%	3.6%	.6%
3. The snacks that are served to your child on a daily basis	1.4%	11.9%	43%	32.9%	9.3%	1.5%
4. The hours of operation	.2%	5.1%	34.3%	58.5%	.7%	1.1%
5. The transportation provided, if any	4.3%	5.4%	26.8%	48.7%	14.8%	56.4%
6. The overall After School program	.4%	2.5%	33%	60.9%	1.7%	1.5%

To what extent do you agree or disagree with the following statements about the program?

Question	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know	Blank
7. I am satisfied with the kinds of programs and activities offered at the After School program.	.6%	1.0%	50.7%	45.5%	2.2%	.5%
8. The academic program has helped my child.	.6%	3.2%	40.9%	50.7%	3.5%	1.1%
9. There is adequate opportunity for physical activity.	.2%	3.6%	48.7%	39.4%	7.2%	.9%

To what extent do you agree or disagree with the following statements describing your child's experience in the After School Program?

Question	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know	Blank
10. Enjoys attending the After School program.	.7%	3.2%	45.1%	48.7%	1.1%	1.1%
11. Feels comfortable with the After School staff.		1.4%	43%	52.8%	1.7%	1.1%

12. Has improved social skills in the After School program.	.2%	4.5%	47%	41.1%	5.6%	1.6%
13. Completes homework.	3.1%	10.6%	42.9%	40.1%	1.9%	1.5%
14. Has a better attitude towards school.	.4%	6.7%	51.1%	36%	4.5%	1.4%

To what extent do you agree or disagree with the following statements about the After School staff?

Question	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know	Blank
15. I am comfortable talking with the staff.	.2%	1.1%	46.1%	47%	4.6%	1.0%
16. The staff welcomes suggestions from parents.	.1%	2.5%	41.9%	39.5%	14.4%	1.6%
17. The staff keeps me informed about my child's day at the After School program.	3.6%	19%	37.4%	33%	5%	2%
18. I am comfortable with how the staff handles discipline problems.	.5%	3.9%	43.5%	35.4%	15.2%	1.6%
19. The staff welcomes parents who wish to observe.	.2%	2.1%	38.6%	40.6%	16.8%	1.6%
20. I am satisfied with the manner adult staff interact with the students.	.1%	1.7%	46.2%	41.9%	8.7%	1.4%
21. Overall I think the After School staff does a good job.	.2%	.7%	38.4%	56.9%	2.1%	1.6%

Why does your child attend the After School Program?

Question	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know	Blank
22. Student is interested because of the activities offered	.9%	6%	53.3%	35%	3%	1.9%
23. Student is interested because friends are attending	2.2%	16.8%	45.2%	26.1%	7%	2.7%
24. Student needs after school supervision	7.7%	18.9%	36.9%	30.2%	3.4%	3%
25. Parent is interested in academic program	.9%	1.5%	44.1%	46.5%	3.6%	3.5%
26. Parent is interested in enrichment programs	.6%	.4%	41.7%	48.4%	5.2%	3.6%
27. Teacher recommended program	2.9%	9.3%	41.7%	33.3%	9.2%	3.6%

What would your child be doing after school if he/she were not attending this program?

Question	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know	Blank
28. Attending a private daycare center	27.6%	36.5%	10.6%	9.1%	9.1%	7.2%
29. Cared for by neighbors or relatives	18.6%	29.1%	26.6%	14.2%	4.8%	6.7%
30. Staying home with adult supervision	7.2%	12.2%	39.5%	30.7%	4.5%	6%
31. Staying home	15.2%	17.1%	32.9%	22.9%	3.9%	8.1%
32. Attending a variety of places over the week	22.9%	29.2%	21.7%	8.6%	7.8%	9.8