



## **Introduction**

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The Highlands Middle School hosted a 21<sup>st</sup> Century Community Learning Center (21<sup>st</sup> CCLC) – After School Program in the 2009-2010 school year. This was the second year of the OSPI administered 21<sup>st</sup> CCLC Program. The program opened its doors to students on September 23, 2009 and operated until the end of the school year on June 3, 2010. In addition to serving students, the program included an educational component for parents. The program's goal is to provide extended day academic enrichment activities for 85 students annually. The program proposed to provide parent education courses/ literacy activities for 25 parents annually.

## **Program Description**

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The 21<sup>st</sup> CCLC Program operated from September 2009 to June 2010. The after school program operated a total of 29 weeks from 2:20 to 4:00 p.m., Monday, Tuesday and Thursday and from 1:15 to 3:20 p.m. on Wednesday. Students were enrolled into the program based on open enrollment.

The program offered a Homework Zone Program to provide homework help in reading, math and other subject areas. Students began their homework zone time by writing in a homework journal what they planned on completing during that time and their high and low points of their day. At the end of homework time, they evaluated themselves in their journal on how effectively they used their time that day. A variety of educational games and Graffiti Wall activities were also available to reinforce math and reading skills. The program offered a variety of enrichment activities including:

- Chick Chat – read and discussed multiple books, did fun activities that related to the books, collaborated with Silverwood Theme Park for students to receive free passes once they read a certain amount of time;
- Lego Robotics – learned engineering concepts through problem solving methods, constructed towers, motorized vehicles and robots;
- Computer Class – utilized the Math Whizz Program, took pre-assessments to determine individual “math age,” worked through activities to learn new math skills and as they progressed, able to view new math age;
- Destination Imagination – formed a team that worked collectively to problem solve and come up with solutions, performed “instant” challenges;
- Cooking – learned kitchen safety, proper food handling, nutrition basics and incorporated math while making variety of foods and treats;
- Drama – learned aspects of drama and theatre including characterization, improvisation, costuming, vocal performance and basic acting techniques, performed for family and friends;
- Variety of other activities including Uniquely Me, art, knitting, team sports, hip hop dance, photography and computer technology, jewelry making, chess and much more were also offered.

## **Staffing**

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Leadership and supervision was provided at the site by a Site Coordinator paid for by the 21<sup>st</sup> CCLC grant. They worked closely with building administration to provide appropriate services at the site. They were able to hire 3 certificated teachers, 4 youth development workers, 2 non-school day staff, 2 college students and 4 high school students with grant funds. Staffing was also provided by 2 non-teaching school staff, 2 parents, 1 college student, 2 high school students and 4 community members. The program did an excellent job in recruiting qualified individuals to staff the center.

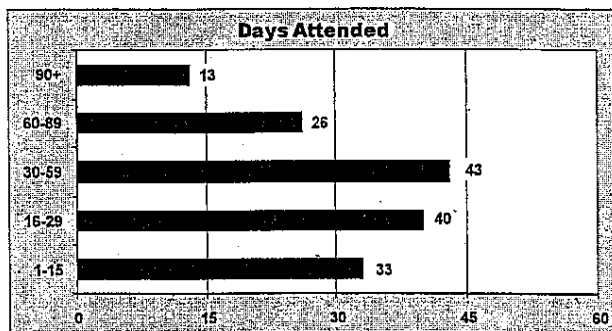
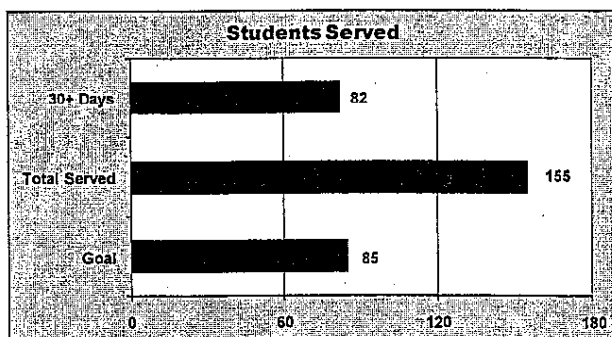


## Students Served

155  
students  
served

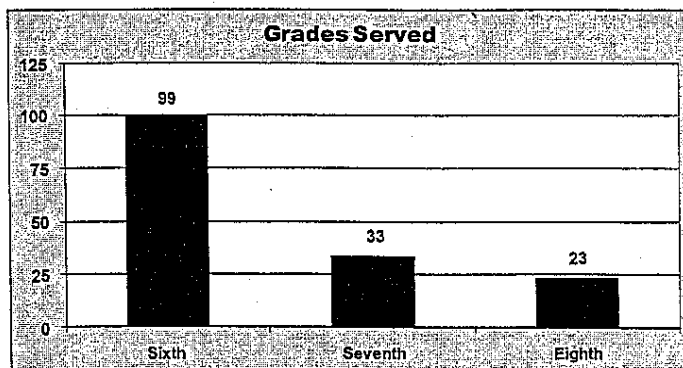
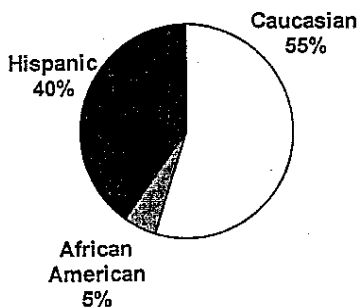
The goal of the 21<sup>st</sup> CCLC Program was to serve 85 students for 30 days or more. The program served a total of 155 students with 82 of these students attending 30 days or more. The goal of serving 85 students for 30 or more days was 96% accomplished. Of the 155 students served, 83 were males, 72 were females, 40% were Hispanic and 70% were eligible for free/reduced lunch. A total of 30 students were identified as being limited English proficient and 28 students were identified as Special Education.

70% of  
students  
were  
eligible for  
Free or  
Reduced  
Lunch



19% of  
students  
were  
considered  
limited  
English  
proficient

## Student Ethnicity



## Principal Surveys

The school building principal completed a survey requested by RGI to assess their level of involvement and support of the after school program. The survey results identified that the building principal is involved in the after school program. The program is indeed impacting academic achievement in the school building. Survey findings indicate that there is at times regular communication between teachers and other building staff about the activities of the after school program.



4 parents served

Ten collaborations estimating a value of \$39,737

76.8% of students increased or maintained Math scores

73.1% of students increased or maintained Reading scores

### Parent Programs

The parent education programs consisted of offering a workshop for parents on dealing with Adolescent Stress and Depression. This activity was offered in the evening. A total of 4 parents participated in the activity. The 21<sup>st</sup> CCLC Program did not meet it's goal of offering and providing educational services to 25 parents/ families this program year.

### Community Collaborations

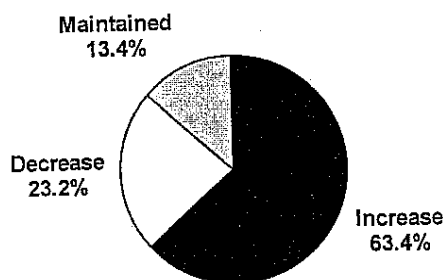
The 21<sup>st</sup> CCLC Program collaborated with various community organizations. These included Highlands Middle School, 4-H, a state Intervention Specialist, USDA After School Snack Program, Battelle, Cosmo Prof Beauty Supply, Franki & Company, Maley's Beauty Supply and multiple community members and volunteers. These organizations provided a range of services from volunteer staffing to providing programming/ activity-related services and goods and materials. The total value of services contribution was estimated to be at \$39,737.

### Student Achievement

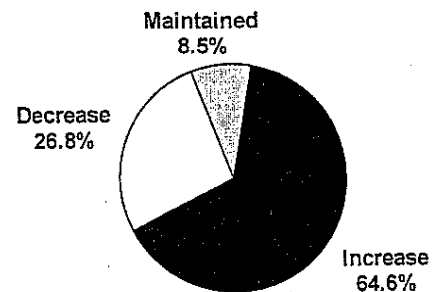
Student achievement was measured by using MAPS scores for reading and mathematics. Centers assess students before they began the after school program and at the end of the school year. Assessment data is only reported for students attending the after school program for 30 days or more. The 21<sup>st</sup> CCLC reported assessment data for 82 students.

In our analysis, we concluded that in Math, 63.4% of students increased their academic skills, 13.4% maintained their academic level and 23.2% experienced a decrease in their academic skills. In Reading, 64.6% of students increased their academic skills, 8.5% maintained their academic level and 26.8% experienced a decrease in their academic skills. The following charts illustrate these percentages:

**Math Scores**



**Reading Scores**



**Measurement of Student Progress (MSP) Test Data** – OSPI collects and reports MSP test data for the 21<sup>st</sup> CCLC students. This is accomplished by the schools/ RGI Corporation submitting student identification numbers directly to OSPI from the database.



**Teacher Surveys** – The U.S. Department of Education requires that regular classroom teachers complete a survey at the end of the school year for each of their students that participated in the after school program for 30 days or more. The survey asks the teachers to indicate the level of improvement or decline demonstrated by each student from the beginning of the school year. The following scale was used.

No improvement needed	Significant Improvement	Moderate Improvement	Slight Improvement	No Change	Slight Decline	Moderate Decline	Significant Decline
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

In order to better illustrate the results of these surveys, we compiled data into four categories as shown below. The following table illustrates the results of the Teacher Surveys. The survey response rate was 84.1% (N=69).

Question	No Improvement Needed	Improved	No Change	Declined
Turning in homework on time	25.0%	44.1%	20.6%	10.3%
Completing homework to your satisfaction	26.4%	47.1%	20.6%	5.9%
Participating in class	30.9%	36.8%	29.4%	2.9%
Volunteering (e.g. extra credit, more responsibilities)	34.5%	13.8%	51.7%	0.0%
Attending class regularly	66.7%	14.5%	15.9%	2.9%
Being attentive in class	24.6%	36.3%	27.5%	11.6%
Behaving well in class	39.1%	32.0%	18.8%	10.1%
Improving academically	26.9%	41.8%	23.9%	7.4%
Coming to school motivated to learn	31.3%	29.9%	29.9%	8.9%
Getting along well with other students	56.5%	17.4%	21.7%	4.4%

As a result of the after school program, 41.8% of students improved their academic performance, 44.1% improved in turning in their homework on time and improvements were made in other categories.



## Service Goals Accomplishments

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The center's goals were to provide extended day academic enrichment activities for 85 students for 30 days or more. This goal was 96% accomplished; 82 students were served for 30 days or more and the program served an additional 73 students for less than 30 days. Additionally, the program proposed to provide parent education courses/activities for 25 parents. The program served 4 parents with education courses. The program did not meet parent service goals during its second year.

## Recommendations

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Based on evaluation findings, the following recommendations are suggested for consideration.

**Attendance** – Regular attendance in the after school program is important in order to increase the impact the program can have on a student academically and socially. Of the 82 students that regularly attended the program, 39 of them attended for 60 days or more. This is a great accomplishment! Continue to work to increase the number of students regularly attending the program to meet the grant goal. Explore other proven practices and strategies being used by other successful programs including practices based on Youth Work Methods trainings.

**Parent Programs** – The program did not meet the parent service goal for this year. Going forward into year three of the program, continue to offer classes and educational opportunities that are in line with parents' needs and interests in order to meet the grant goal. Ensure that activities offered continue to make a lasting impact on parents and their children.

**Community Collaborations** – The program has developed a strong community-support base as evidenced by the number of agencies, organizations and community members that volunteer time, services and goods/materials. Continue to develop and strengthen these relationships as this will help with program sustainability.

**Student Achievement** – Of the students that regularly attended the after school program, 63.4% and 64.6% increased their math and reading scores respectively. The goal of the grant is to increase the academic achievement of 80% of students in math and 85% in reading, as measured by local assessment scores. In order to increase these rates to meet the grant goal, the program should explore proven practices and other strategies to incorporate into their after school program in the areas of math and reading including practices based on Youth Work Methods trainings.

**Teacher Student Surveys** – Efforts should be made to ensure that as many Teacher Surveys are completed each year as possible for those students attending the program 30 or more days. The target is to obtain 100% completion and 84.1% were completed. These results are valuable information that can help identify program areas of strength and those areas needed for improvement. They are also a federal reporting requirement.

As a second year program, the center has experienced significant progress. Given these programmatic recommendations, staff should develop year three program offerings/activities that address student needs and focus on those program areas that can be improved.