



BOISE STATE UNIVERSITY
COLLEGE OF EDUCATION

**Idaho State Department of Education
21 CCLC Statewide Program Evaluation
2017-2018**

This report presents findings from Boise State's Leads Learning Network team's evaluation of the Idaho State Department of Education's 21st CCLC statewide program grant. It is a result of onsite observations and interviews, as well as data analysis that included achievement data, artifacts, survey and interview data, as well as perceptual data from various stakeholders – students, parents, teachers, staff, and leaders. The report reflects the study by team member Dr. Heather Williams to comprehend the many efforts under way to improve academic outcomes for students participating in Idaho's 21st CCLC programs.

EXECUTIVE SUMMARY

On behalf of the Network at Boise State University, we would like to extend our gratitude to the administration, educators, parents, students, and staff of the various programs who shared their voices for inclusion in this report. Their commitment to the children of their community was clearly evident in their cooperation during the interview and observation process.

The primary purpose of our work with the SDE was to understand the degree current efforts are effective in implementing the 21st Century Community Learning Center SEA grant and supporting LEA grantees. The SDE program, under the direction of Andrew Fletcher, wanted to engage in the process of having an outside evaluator review and assess the program, practices, and progress in order to validate the program is performing within the grant goals. In addition, the outside evaluation provides suggestions for improvement or ideas to overcome challenges.

Idaho has made great strides in improving outcomes for students participating in 21st Century Community Learning Centers. This study highlights some of the strengths as well as ideas for possible next steps.

SECTION 1: BACKGROUND

Evaluator:

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Boise State's Leads Learning Network is an established organization experienced in program evaluation. Faculty member, Dr. Heather Williams directed this program evaluation. She is a faculty member and program coordinator for the Executive Educational Leadership program at Boise State University. She teaches courses for superintendent certification, as well as courses for aspiring principals. Williams performs program evaluations and directs the Leads Learning Network, a professional development team from Boise State University. Williams has spent over twenty-five years in public education serving as a teacher, coach, principal, district administrator, professor in teacher education and educational leadership, educational consultant and as a district superintendent. Williams holds a Ph.D. in education from the University of Idaho; a master's degree in educational leadership from University of Idaho; and a Bachelor of Science degree in secondary education from Idaho State University.

Year of Evaluation: 2017-2018

Overview of the 21st Century Community Learning Centers Program:

The 21st Century Community Learning Centers (CCLC) program is authorized under Title IV, Part B, of the Elementary and Secondary Education Act (ESEA), as amended by Every Student Succeeds Act (ESSA) of 2015.

The program supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, primarily those who attend high-poverty and low-performing schools. The program is designed to provide academic enrichment opportunities, art, music, recreation, sports, drug and violence prevention, and youth development activities to students during non-school hours. The program also offers families of students served by community learning centers opportunities for educational development. Federal money to states for this program is determined by population.

The 21st CCLC program supports community efforts to:

(1) Provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet the challenging State academic standards;

(2) Offer students a broad array of additional services, programs, and activities, such as youth development activities, service learning, nutrition and health education, drug and violence prevention programs, counseling programs, arts, music, physical fitness and wellness programs, technology education programs, financial literacy programs, environmental literacy programs, mathematics, science, career and technical programs, internship or apprenticeship programs, and other ties to an in-demand industry sector or occupation for high school students that are designed to reinforce and complement the regular academic program of participating students; and

(3) Offer families of students served by community learning centers opportunities for active and meaningful engagement in their children’s education, including opportunities for literacy and related educational development.

In order to maximize federal funds and ensure quality programs with a high need are funded, the SDE hosts a grant competition for eligible entities (ESSA, Sec. 4204(b)). The SDE selects eligible grants through a rigorous peer review process, which consists of stakeholders from all regions of Idaho with experience in youth development, education, grant reviewing, and/or similar programming (ESSA, Sec. 4204(e)). Since 2003, Idaho has participated in a national program funded by the U.S. Department of Education: the 21st Century Community Learning Centers (21st CCLCs). In Idaho, this program is administered by the Idaho State Department of Education (SDE), which provides sub-grants to support out-of-school-time programs, referred to as “grantees,” across the state. Individual grantees in turn operate “centers” that provide academic enrichment and other support services or activities for K–12 students and their parents or guardians. Most grantees are school districts and some are community organizations or nonprofit agencies.

Since 2003, the U.S. Department of Education has provided funding for 21st CCLC grantees in “rounds;” each round of funding lasts for five years. In 2017-18, the Idaho State Department of Education awarded \$6,744,303 for 21st CCLC grants, with funding coming from two fiscal years: FY16 (\$1,944,640) and FY17 (\$4,799,663). Flow through funds provide funding for 53 grants, operating in 96 centers, and serving 7,653 students.

Overall awards to Idaho that impact the 2017-2018 school year services:

- FY16 Award Amount - \$5,716,698
 - 2% Administration - \$114,334
 - 3% State Activity – 171,502
 - 95% Grantee Flow Through - \$5,430,863 (\$1,944,640 allocated to the 2017-18 year)
- FY17 Award Amount - \$5,839,198
 - 93% Grantee Flow Through - \$5,430,454 (\$4,799,663 allocated to the 2017-18 year)

In accordance with NCLB, Sec. 4203(c)(2), the Idaho State Department of Education utilizes the 2% Administration Funds (\$114,334) for carrying out the responsibilities of implementing and administering the 21st CCLC grant application, which includes:

- Personnel costs (\$71,115) director (4% FTE), state coordinator (47% FTE), program specialist (43% FTE), and administrative assistant (10% FTE);
- Travel costs (\$7,847) associated for regional “Requests for Application Workshops” (grant application training for interested parties) and to attend federal mandated trainings and conferences (two per year);
- Purchase services (\$9,135) for implementing a rigorous peer review process for the grant application.
- Supply and equipment costs to operate grant administration (\$5,117);
- Indirect rate costs (\$11,670).
- Remaining allocated funds (\$9,435) are typically pushed out to current 21st CCLC grantees as part of a supplemental grant opportunity (i.e. professional development, travel, innovative projects, equipment purchases, transportation costs).

In accordance with NCLB, Sec. 4203(c)(3), the Idaho State Department of Education utilizes the 3% State Activity Funds* (\$171,502) for carrying out the responsibilities of monitoring, evaluating, providing training and technical assistance for current 21st CCLC grantees, which includes:

- Personnel costs (\$76,650): director (3% FTE), state coordinator (40% FTE), program specialist (35% FTE), and administrative assistant (12% FTE);
- Travel costs (\$9,887) associated for monitoring, capacity building, training, and technical assistance for 21st CCLC grantees;
- Purchase services (\$43,888) of which (\$18,500) is for a comprehensive statewide evaluation, OST Specialist Contractor (\$8,888) for additional support and monitoring for 21st CCLC grantees, and Idaho Out-of-School Network (\$30,000) for additional support in advocacy, awareness, training, quality development, and support for afterschool programs in the state.
- Supply and equipment costs (\$5,175) to provide monitoring, capacity building, training, and technical assistance for 21st CCLC grantees;
- Indirect rate costs (\$12,605).
- Remaining allocated funds (\$23,297) are typically pushed out to current 21st CCLC grantees as part of a supplemental grant opportunity (i.e. professional development, travel, innovative projects, equipment purchases, transportation costs).

Program Description: Idaho's Context

According to statistical data compiled by statisticalatlas.com the state of Idaho consists of 1.6 million people living in 596,107 households. Population density is highest around the metro area of Boise, however the state averages 20 people per square mile (ranking 44th in the nation). It is also interesting to note that of all the households within the state, about 30 percent have children under the age of 18 in the household. Of these 182,000 homes with children, about 73 percent are in married households, 19 percent are single mother homes, and about 8 percent are single father homes. The median household income in Idaho of \$49,200 is much lower than the national average of \$55,300. Further, of married households with children over 61 percent have both parents working outside of the home. Idaho averages 12.2% of the total population receiving food stamps which is lower than the national average of 12.4%.

Idaho public schools enroll approximately 300,000 students, in grades PK through 12. The student population is predominately White, with about 12 percent Hispanic, and about 1 percent other categories.

SECTION 2: EVALUATION METHODS

The evaluation focused on 2017-18 the current program year, although trends over the three years of the grant were also reviewed. It is based on quantitative data, as well as qualitative data collected through site-based interviews and observations.

We used a collaborative study design, which is the approach of choice in evaluating comprehensive community-based services that address multiple client needs and include site variations. Hence the study included input from program staff and district stakeholders. We identified several research questions in collaboration with the State Department of Education:

1. What are the primary characteristics associated of 21st CCLC grantees and centers? How are 21st CCLC centers targeting students for enrollment (ESSA, Sec. 4204(i)(1)(A))?
2. What are the primary characteristics associated of the student population served by the program?
3. To what extent is the effectiveness of the SDE in supporting 21st CCLC grantees in operating afterschool programs?
4. To what extent are centers aligning with the regular academic program and needs of participating students?
5. To what extent are grantees meeting the established measures of effectiveness (statewide objectives)?
6. What barriers exist for student participation (recruitment and retention)?
7. What is the level of student, parent, staff, and administration satisfaction concerning the implementation and impact of afterschool programs?
8. What is the impact of after school programs on the academic performance of participating students? Does participation in after school programs appear to contribute to improved academic achievement?

The first part involved reviewing historical and current data on participation rates; attendance rates; standardized test scores; staffing data; program data and other district measures being targeted by the program. We obtained contextual, demographic, achievement and historical data through relevant documents and interviews with selected individuals.

In addition a perceptual study of the state's processes and programs, based primarily on qualitative interviews with LEA's and sub-grantee program directors.

Finally, the evaluation included multiple face to face and phone interviews with Andrew Fletcher of the SDE.

Data sources:

1. 21APR Tactile Group Data Collection System
2. SDE Data Management System
 - a. Student Participation & Demographics
 - b. Family & Parent Engagement
 - c. Staff Professional Development
 - d. Center Activities Offered
 - e. State Assessment Results
 - f. Teacher Surveys
3. Grantee Annual Performance Reports
4. Student, Parent, Staff, and Administration Survey
5. Director SDE Effectiveness Survey
6. Applicant Survey
7. Peer Reviewer Survey
8. Director Characteristic Survey

SECTION 3: EVALUATION FINDINGS AND RECOMMENDATIONS

Student Characteristics: The information below characterizes the students served by the 21st CCLC out of school program across all sites in Idaho. Data regarding program enrollment and attendance, as well as the demographics of the students served are provided. Students served by the program in Idaho are 63 percent White; 21 percent Hispanic; 5 percent American Indian/ Alaska Native; 4 percent two or more races; and less than 1 percent Asian, Black, Pacific Islander. Note that race and ethnicity data was not available for 5 percent of the students served.

Table 1: Race and Ethnicity of Participants

American Indian/Alaska Native	377 students
Asian	42
Black/African American	79
Hispanic/Latino	1575
Native Hawaiian/Pacific Islander	38
White	4841
Two or More Races	322
Data not provided	379
TOTAL	7653

Source: 21APR

Thirty percent of the students have been identified as being economically disadvantaged; with eleven percent of the students receiving English Language Learners (ELL) services; and eleven percent of the students qualifying for an IEP for Special Education services. More boys than girls are served by after school programs at 46 percent compared to 44 percent (note gender data was not provided for approximately 10 percent of the students served).

Table 2: Other Student Characteristics

English Language Learners	842 students
Qualifying for free and/or reduced lunch	2318
Special needs/IEP	885
Number of family members that participated in programming this year	15,713
Males	3542
Females	3420
Gender data not provided	691

Source: 21APR

Of the 7,653 total students served by 21st CCLC programs in 2017-2018, over 59 percent are regular program participants (RPP) meaning they attended at least 30 or more days of programming, with over a third of the RPP attending more than 90 days a year.

Table 3: Attendees and attendance patterns

Proposed Participants to be served	5329
Total Participants served	7653
Average Daily Attendance across all centers	3229

Source: 21APR

Table 4: Attendance patterns of Regular Program Participants

Total Days Attended	Number of Students
30-59	1426
60-89	1414
90+	1708
Total Regular Program Participants (RPP)	4548

Source: 21APR

Over 42 percent of students served are early elementary (grades PK-3) and less than four (4) percent are high school aged. Table 5. (below) identifies students served by grade level

Table 5: Total Students Served by Grade Level

Pre-kindergarten	106
Kindergarten	744
1 st grade	693
2 nd grade	828
3 rd grade	887
4 th grade	873
5 th grade	767
6 th grade	815
7 th grade	809
8 th grade	700
9 th grade	71
10 th grade	96
11 th grade	55
12 th grade	66
Grade level not provided	143

Source: 21APR

21st CCLC Grantee & Center Characteristics: The information below characterizes the grantees for Idaho’s 21st CCLC program in Idaho. This year there are 41 grantees under the state’s program, with 90 percent being under the direction of a Local Educational Agency (LEA), one program is under the direction of a college or university, and three programs are under the direction of a city.

These 41 grantees operate 96 centers to provide services to students and families in their local communities and 98 percent of these centers are located in a public school, 1 center operates in a community center, and 1 center operates in a faith-based center. Of the 96 centers operating 21st CCLC programs, 55 percent operate elementary programs (grades K-5); 23 percent operate middle school programs (grades 6-8); 10 percent operated blended programs across multiple grades (PK-12); 7 centers operate kindergarten only programs; 4 centers operate high school only programs; and 1 center operates a pre-kindergarten only program.

Grantee maturity is described here because it is hypothesized that more mature grantees have the experience necessary for providing high-quality programming, adapting to budget reductions, and sustaining program operations. Idaho grantees were classified into three possible maturity categories:

- *New*—grantees in their first year of 21st CCLC funding
- *Maturing*—grantees not in their first year, but also not in their last year of funding
- *Sustaining*—grantees in their last year of 21st CCLC funding

Of the 41 grantees, 15 are sustaining grants; 17 are maturing grants (in years 2-4); and 9 are new grants.

Table 6: Grants by Maturity

Grant Maturity	N Grant Centers	Percent of Total Grants
New	16	16.7 %
Maturing	57	59.3
Sustaining	23	24.0
Total Centers	96	100.0 %

Source: Idaho SDE

See Table 7. below for more information about grantee and center characteristics.

Table 7: Grantees and Centers Active in FY 18

Grantee	Centers	Grades served	Funding Rounds	Total Award amounts
American Falls School District	2	2-8	New sites	\$165,000
ASK, Inc.	2	PK-12	Sustaining sites	95,377
Blackfoot School District	9	K-12	Sustaining and maturing sites	498,430
Caldwell School District	2	1-5	Sustaining sites	67,140
Cassia School District	6	K-8	Maturing sites	296,913
Coeur d'Alene School District	6	K-8	Sustaining and maturing sites	247,392
City of Dubois	3	PK-8	Maturing sites	142,800
Emmett School District	3	K-5	New and Maturing sites	294,302
Hansen School District	2	K-8	New sites	205,000
Horseshoe Bend School District	1	K-7	Sustaining site	97,650
Idaho Falls School District	1	K-6	New site	188,960
Kamiah School District	2	K-8	Sustaining sites	75,219
Kellogg School District	2	K-8	New and maturing sites	336,706
Kendrick School District	2	PK-7	Maturing sites	133,457
Kootenai School District	1	1-5	New site	99,000
Kuna School District	2	K and 7-8	Maturing and sustaining sites	240,908
Lapwai School District	1	1-5	New site	132,329
Madison School District	2	PK-12	Maturing sites	142,992
Marsing School District	4	K-12	Maturing sites	268,031
Middleton School District	1	6-8	Sustaining site	97,650

Sub-grantee	Centers	Grades served	Funding Rounds	Award amounts
City of Montpelier	2	1-8	Sustaining sites	97,650
Mountain View School District	4	PK-8	Sustaining sites	97,650
Murtaugh School District	1	1-8	Sustaining site	97,650
Nampa School District	4	K-5	Maturing sites	141,300
Notus School District	1	K-9	Maturing site	173,699
Oneida School District	2	K-8	New sites	142,125
Parma School District	1	1-6	Sustaining site	97,650
Payette School District	3	K-5	Maturing and sustaining sites	257,650
Plummer-Worley School District	1	2-5	Maturing site	101,402
Pocatello/Chubbuck School District	8	K-8	New and maturing sites	291,050
City of Potlatch	1	6-11	Maturing site	112,425
Preston School District	1	5-8	Maturing site	79,091
Salmon School District	2	1-8	Maturing sites	93,858
Teton School District	1	1-6	Sustaining site	97,650
Twin Falls School District	1	K-5	Maturing site	143,301
University of Idaho	1	1-5	Maturing site	148,683
Weiser School District	3	2-8	Maturing sites	141,300
Wendell School District	1	K-8	Maturing site	179,550
West Ada School District	1	K-5	Sustaining site	87,615
West Bonner School District	1	7-12	Maturing site	118,960
West Side School District	2	K-6	Maturing sites	218,789

Source: Idaho SDE

Most services were provided during the school year (September through May) outside regular school hours, typically after school but occasionally in the morning and on weekends. A total of 65 centers— provided programming sometime in the summer (June through August) in addition to during the school year.

Staffing: Idaho’s 21st CCLC programs employ a variety of program staff with a wide spectrum of professional and educational backgrounds (e.g., administrators, academic teachers, nonacademic teachers, college and high school students, community members, paraprofessionals from the school day). A total of 1097 staff members were reported for FY 2018 (37 percent volunteer). Of the staff, 21 percent were school-day teachers. Another 20 percent were community members.

Table 8: Type of Center Staffing

Type of Staff	N	Percent of total staffing
Administrator	84	7.6%
College Student	91	8.2
Community Member	225	20.5
High School Student	156	14.3
Parent	37	3.4
School Day Teacher	231	21.2
Other School Day Staff	210	19.1
Subcontracted Staff	63	5.7
TOTAL	1097	100.0%

Source: Idaho SDE

Center Activities: Both the staff working at a given 21st CCLC and the activities offered to participants are critical to participants’ program experiences and potential benefits gained from participation in 21st CCLC programming. According to the U.S. Department of Education guidelines, each eligible entity that receives an award may use the award funds to carry out a broad array of before and after school activities (including during summer recess periods) that advance student academic achievement, including the following:

- (1) remedial education activities and academic enrichment learning programs, including providing additional assistance to students to allow the students to improve their academic achievement;
- (2) mathematics and science education activities;
- (3) arts and music education activities;
- (4) entrepreneurial education programs;
- (5) tutoring services (including those provided by senior citizen volunteers) and mentoring programs;
- (6) programs that provide after school activities for limited English proficient students that

emphasize language skills and academic achievement;

(7) recreational activities;

(8) telecommunications and technology education programs;

(9) expanded library service hours;

(10) programs that promote parental involvement and family literacy;

(11) programs that provide assistance to students who have been truant, suspended, or expelled to allow the students to improve their academic achievement; and

(12) drug and violence prevention programs, counseling programs, and character education programs.

In addition to the above allowable activities, under ESSA two additional activities were added but currently data is not collected from centers on the following allowable activities:

(13) well-rounded education activities, including such activities that enable students to be eligible for credit recovery or attainment; and

(14) programs that partner with in-demand fields of the local workforce or build career competencies and career readiness and ensure that local workforce and career readiness skills are aligned with Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) and the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.) (ESSA, Sec. 4205 (a)).

All centers in Idaho this year offered physical activities to participants, followed by 98 percent of centers offering some type of arts or music activity, and 95 percent of centers offering STEM activities. See Table 9. for more information about the types of activities offered across all centers.

Table 9: Activities and Services by Number of Centers Providing

Activity or Service	# of Centers Providing on Weekly basis	# of Centers Providing on a Monthly basis
STEM	77	14
Literacy	75	6
Tutoring	50	3
Homework Help	85	2

Activity or Service	# of Centers Providing on Weekly basis	# of Centers Providing on a Monthly basis
English Language Learner	15	2
College and Career	1	6
Entrepreneurship	2	16
Arts and Music	79	15
Physical Activity	95	1
Community/Service Learning	7	38
Mentoring	17	13
Drug Prevention	1	24
Counseling Program	2	14
Violence Prevention Program	1	18
Truancy Prevention Program	0	3
Youth Leadership	10	29

Source: Idaho SDE – Statewide APR

Center Recruitment & Retention Strategies

Recruiting students to participate regularly in after-school programs can be a challenge. A critical first step for centers in marketing after-school programs is helping students and their families understand the benefits of frequent participation. Benefits of after-school programs for elementary and middle school-age children include not only a safe, supervised environment, but also a chance for them to receive homework help from teachers and to participate in enrichment activities.

Grantees can increase and sustain participation in after-school programs by helping the program staff develop buy-in from and relationships with school-day teachers and parents. Also, students already participating in after-school programs are often the most effective recruiters or ambassadors for the program. A solid relationship between school personnel, parents and community members is also essential to encourage student participation in after-school programs.

The barriers for student participation have been identified as:

- Resource related issues: lack of staff, transportation, space, cost, target population
- Student related issues: parent, interest, other activities, supervise other siblings, work

Aligning with the Regular Academic Program

Quality centers communicate frequently with building leadership and site coordinators to discuss program implementation and objectives, and establish action plans based on individual student goals to address issues and achieve objectives. It is important for 21st CCLC program leaders and building leaders to develop and implement procedures to ensure consistency and quality of program services to ensure the after school program is a supplement to the academic goals students are working on in their classes.

Effectiveness of the State Department of Education in Monitoring and Supporting Grantees

The State Department of Education (SDE) 21st CCLC team has the responsibility to review compliance of local education agencies (LEAs) within the federal Every Student Succeeds Act (ESSA) consolidated programs. All Title IV, Part B 21st Century Community Learning Centers (CCLC) sub-grantees are monitored for compliance with applicable laws and regulations. Monitoring activities include a review of the originally funded application and any subsequent amendments. The purpose of monitoring is to ensure grantees are in compliance with federal and state regulations both programmatically and fiscally.

The monitoring process also includes supporting districts in the implementation of this program through the following:

- Approval of the Annual Program Budget & Performance Reports
- On-site Technical Assistance
- Auditing of reimbursement claims
- Review of program implementation evidence through Desk and Onsite Monitoring (during year 2 and 4)
- Requirement for all sub-grantees to have an outside evaluation in year 3

In addition, SDE staff also seeks to identify local programs to serve as best practice models in meeting student, family, staff, schools and communities within the various programs being monitored. Program strategies and best practices are shared and the SDE supports regional meetings of program directors to further support the spread of good ideas.

The SDE performs Site Monitoring Visits in years two and four of the five-year grant. The purposes of these visits are to:

- Ensure compliance with federal and state requirements;
- Ensure high-quality programs for children, youth and their families;
- Ensure that proposed program goals are implemented;
- Identify technical assistance, professional development and improvement areas of subgrantees; and
- Gain a better understanding of 21st CCLC programming in Idaho.

Effectiveness of the SDE in Awarding Grants

The State Department of Education (SDE) 21st CCLC team has worked diligently to provide grant guidance to any interested parties that may consider applying for 21st CCLC funding. The SDE guidance helps LEAs and other community-based organizations identify and coordinate efforts to support quality out of school programs. The SDE guidance helps to maximize the use of dollars and ensure that the dollars are getting to the programs most ready to benefit at-risk youth in Idaho. The SDE uses a variety of methods to inform others about the grant opportunities including a program manual for grant application guidance which includes timelines, criteria, priority and target populations, partnerships, and other program requirements; multiple announcements in various formats; multiple webinars and informational meetings. The SDE used a peer reviewer process to actually score and award grants this past spring. The peer review process consisted of individuals

with diverse expertise, organizations, geographic location, gender, and racial and ethnic representation. Thirty-four organizations submitted letters of intent to apply for funding, thirty of these actually submitted complete grants (88%), and ten (10) were funded.

Insight on SDE Effectiveness from the field

A sample of program directors were interviewed as part of the evaluation cycle (n=9) regarding the SDE's effectiveness of monitoring and supporting grantees.

The data from program directors indicated the following overall trends:

- Feeling that decisions are often made with the students' best interests in mind.
- There have been a lot of changes from/ within the SDE's program over the past two years. The changes overall have been seen as positive: better communication, better support, and a general spirit of trying to help grantees and allow for innovation.
- The webinars have improved and overall training provided by the SDE has gotten much better.
- Changes to SDE reporting documents (Excel sheet) have been well received and appreciated by grantees.
- Appreciation for the guidance documents created by the SDE and follow up emails with clear timelines and objectives.
- Appreciation for SDE's role in partnering sites and promoting regional networks of improvement and support.
- Funding issues are still a challenge. This includes reimbursement claims and budget changes, as well as concerns over sustainability of programs, and how reviewers are selected. Multiple directors indicated feeling micromanaged, restricted, and held up by the SDE's role in budget revisions and decision making related to expenditures. There is some concern that other program directors should not be reviewing grants rather outside reviewers (university, business, or research) should be used.
- There is a need for better guidance for assessing academic achievement in the programs.
- There is a need for better guidance related to afterschool snacks and meals. Program directors lack the time and bandwidth to be child nutrition experts too. Can the SDE provide allowable menus and easier avenues to reimbursement or expenditures for food costs?
- Finally, there is a general feeling among sampled directors that the SDE needs to have more awareness of the time constraints of program directors serving multiple roles (director, administrator, teacher) or multiple sites when asking them to complete tasks. Along these lines, there are questions about the need for extra reporting or reporting of data in excess of what the federal regulations require.

Program Satisfaction by Program Participants

Student Satisfaction

A sample of students participating in the 21st CCLC programs from across all geographic regions of Idaho was surveyed regarding their perspectives about the 21st CCLC they participate in. They were asked to respond to statements with yes, no, or sometimes. A total of 482 students responded to surveys. The students were from nine different programs across Idaho and all in year three of the grant cycle. Overall, students viewed the program positively with eighty-two (82) percent agreeing they feel safe in the 21st CCLC program (Fig. 1); Seventy-two (72) percent agreeing they like how they learn things in the 21st CCLC program (Fig. 2) and eighty-four (84) percent agreeing that the adults in the 21st CCLC care about them (Fig. 3).

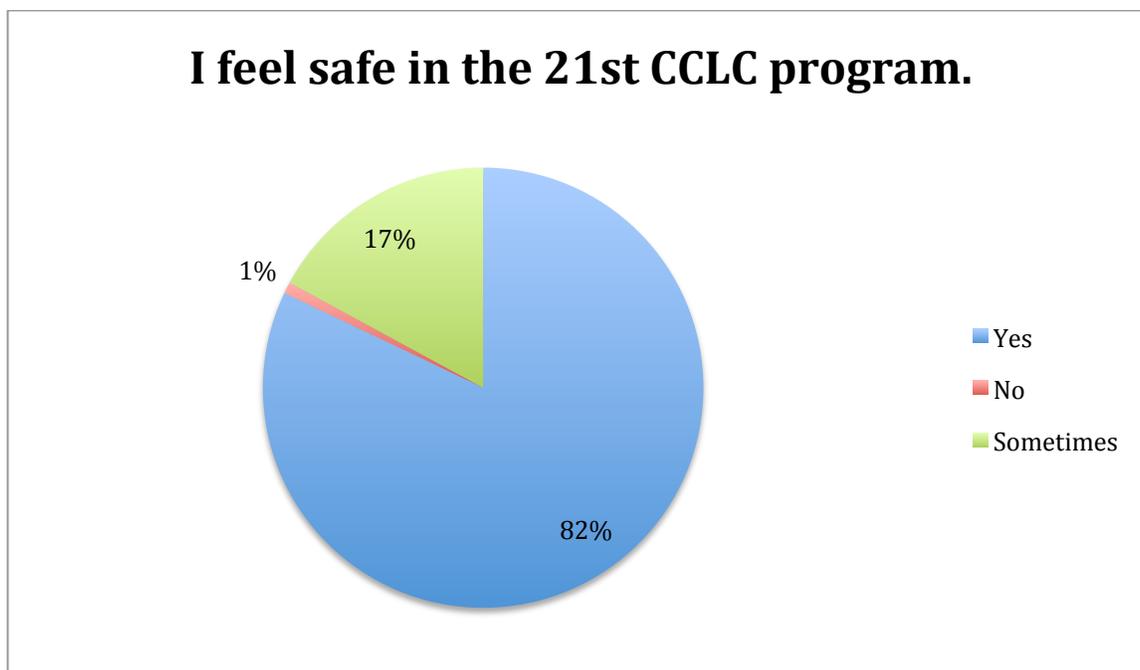


Figure 1: Sample of statewide students (n=482)

I like how we learn things in the 21st CCLC program.

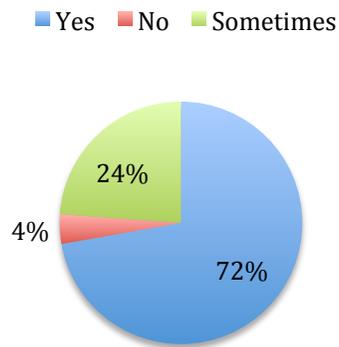


Figure 2: Sample of statewide students (n=482)

The adults in the 21st CCLC program care about me.

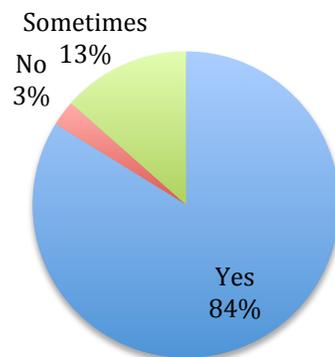


Figure 3: Sample of statewide students (n=482)

Parent Satisfaction

A sample of parents from across all geographic regions of Idaho were surveyed regarding their perspective on the quality of services provided for their children. They were asked to respond to statements with agree; neutral; or disagree. A total of 183 surveys were received from nine different programs across Idaho. Overall, parents viewed the program positively with ninety-one (91) percent agreeing the 21st CCLC program is a benefit to their child (Fig. 4); Seventy-six (76) percent agreeing

the program addresses their child's specific needs (Fig. 5) and the parent activities also met their needs (Fig. 6).

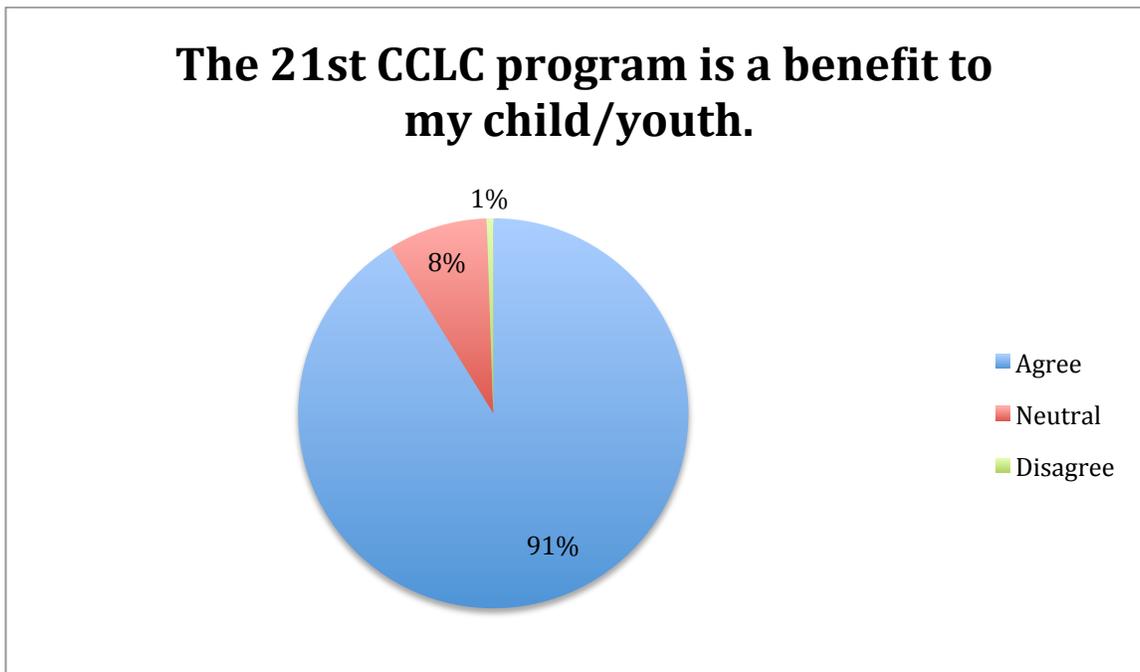


Figure 4: Sample of statewide parents (n=183)

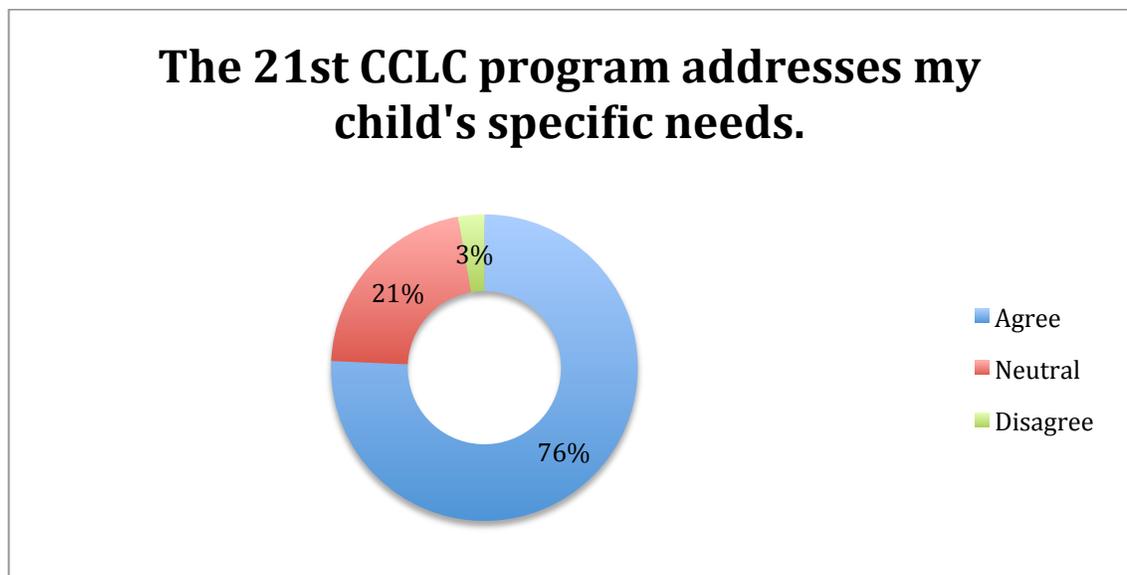


Figure 5: Sample of statewide parents (n=183)

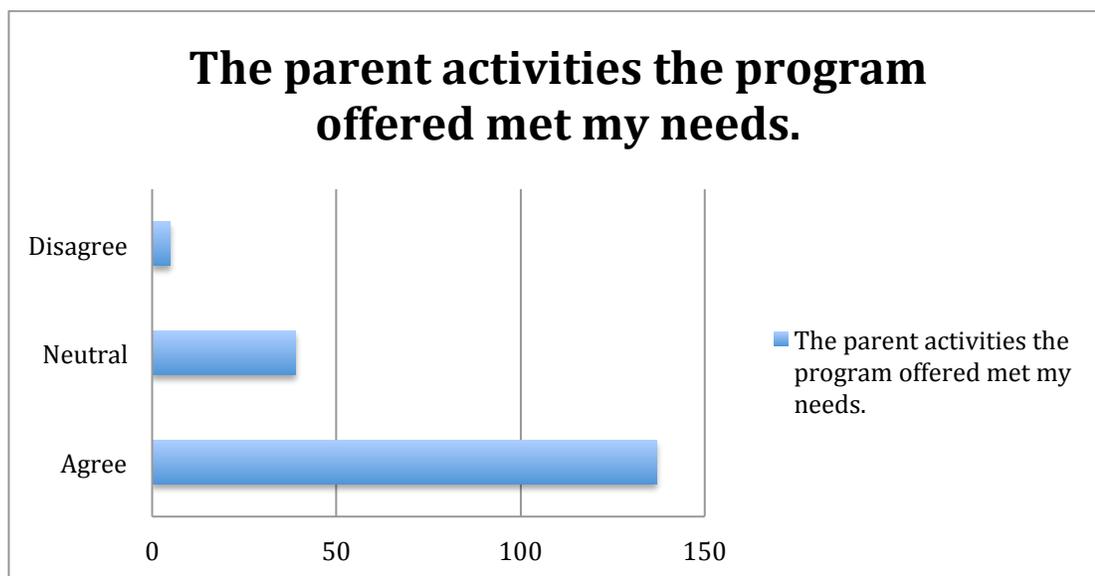


Figure 6: Sample of statewide parents (n=183)

Meeting Measures of Effectiveness: Student Achievement Results

The effectiveness of the statewide 21st CCLC programs was assessed based on the percentage of program participants who moved from not meeting proficiency to meeting or exceeding proficiency while attending 21st CCLC programs. One problem involved in determining the effectiveness of programs is a lack of consistency in what gauge is used to measure effectiveness. Is it growth? Is it achievement? Is it maintaining proficiency? Does it matter how many days a student attended the program?

It is also important to note that the data points below are strictly descriptive data points and not inferential statistics (which would allow us to make generalizations about the 21st CCLC student population). Due to the number of students missing EDUID numbers, lack of either pre or post data, and incomplete data sets the data below may or may not accurately represent the population. It also may not be a representative sample of all students served by the 21st CCLC programs based on race, ethnicity, gender, or socioeconomic status.

State assessment data from the IRI and ISAT for students show improvement to proficiency across all tests (ISAT – ELA and Math; and IRI) for students who participate in 21st CCLC programs. Students that had a pre test (either spring 2017 score for ISAT or fall 2018 score for IRI) and who also had a post test (spring 2018 for both ISAT and IRI) were examined to see how many made growth from not proficient on the pre test to meets or exceeds proficiency on the post test (See Table 10 on the next page for more information).

Table 10. Percentages of 21st CCLC Students showing growth pre to post testing

Exam	Total students not proficient on pre test	Total # of same student population proficient or higher on post test	Percent of change
Reading/ELA (4 th – 11 th grade)	2,277	307	13.5%
Mathematics	2,445	124	5%
IRI (K-3 rd grade)	1761	693	39.4%

Source: Idaho SDE

Conclusions

Key trends and accomplishments noted during the 2017-2018 school year:

- Across the state, 21st CCLC programs continued to meet the vast majority of their program objectives, which is key to validating the programs’ positive impact and value to the communities served.
- Based on the survey responses, overwhelmingly parents and students are satisfied with the programs in their communities and see 21st CCLC programs as a positive support for students.
- Programs reported a variety of activities and family/ community engagement events, which is an indication of both the level and diverse types of support offered to students and families.
- Statewide, a total of 27,203 parents and other adults attended 1,189 distinct family and community engagement events that were offered to provide families with meaningful opportunities to be actively engaged in their child’s education.

General recommendations for 2018-2019:

- Student attendance remains a high priority and focus area to ensure that programs are regularly serving as many students as possible according to their funding. In addition to regularly and closely monitoring average daily attendance, SDE may want to work with programs to provide support and identify strategies and resources that will help with recruitment and retention of students so all programs achieve their attendance goals.
- As grantees enter the final year of the grant award cycle, the SDE should consider ways to provide high quality support and maintain high-level expectations to enable these programs to continue providing impactful programming for students.
- Support for professional development in working with regular day staff to ensure that 21st CCLC programs are an enrichment to help the assist students in meeting challenging State academic standards; to reinforce and complement the regular academic programs of the schools attended by students served; targeted to students’ academic needs and aligned with instruction students receive during the day; and offer families of students served opportunities for active and meaningful engagement in their children’s education.
- Consider working on improvement areas through your regional networks that the SDE supported in 2017-18. Many directors were excited about partnering with other directors in their area. The SDE may consider establishing a “networked improvement community (NIC)”. Improvement work involves purposeful dialogue, inquiry, and analysis to understand preparation programs’ contexts, strengths, theories of action, and articulated steps to advance

improvement efforts. Based on a framework devised by the Carnegie Foundation for launching a viable networked improvement community, NICs begin their work with the following areas of activity:

- Identifying an improved future state with clear unambiguous and measureable goals;
- Learning the philosophy and practices of Design Thinking and Improvement Science;
- Developing a theory of improvement that specifies high-leverage drivers hypothesized to help make progress toward a clear, unambiguous, and measurable aim;
- Using improvement research methods that specify a concrete approach to disciplined experimentation through iterative testing of new routines and practices related to the high-leverage drivers; and
- Building a measurement and analytic infrastructure that enables the network to formatively track progress and learn from efforts to experiment with process improvements. (Russell, 2016, p. 3)