



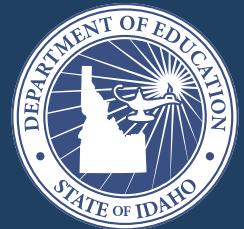
21ST CENTURY COMMUNITY LEARNING CENTERS PROGRAM

2009 - 2010 Final Report



PROGRAM MISSION: ALL 21ST CENTURY COMMUNITY LEARNING CENTER PARTICIPANTS THRIVE EMOTIONALLY, ACADEMICALLY AND SOCIALLY.

PREPARED BY CREATING CHANGE, INC. FOR THE IDAHO STATE DEPARTMENT OF EDUCATION



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Introduction

Since 2002, the Idaho State Department of Education (SDE) has administered the federally-funded 21st Century Community Learning Centers (21st CCLC) program. Competitive grants are awarded to applicants

identified for improvement or failing to make adequate yearly progress (AYP) according to standardized test scores.

Program services include tutoring, direct instruction, or highly targeted academic enrichment activities in reading and math. In addition to academic enrichment and support, 21st CCLC programs are charged with providing an array of social, cultural, recreational and arts-based activities. The SDE views this program as a critical strategy to close achievement gaps among subsets of Idaho students. Current and historic performance measures indicate that Idaho's 21st CCLC is realizing its intended purpose as evidenced by the data presented in this report.

The 2009-10 school year marks the seventh academic year in which the SDE has awarded 21st CCLC funds. This report reflects the activity of the 75 centers which served 17,585 students and enrolled 6,505 students in courses offered by 21st CCLC programs. The average award amount for the first year of operation of an ID 21st CCLC program is \$157,012.88. The data contained in this report were submitted by OSTLMS, the data collection system utilized in Idaho for 21st CCLC programs to record and manage their data on a daily basis.



Homedale School District Program

proposing to implement programs conducted when school is not in session, in schools with high concentrations of students with academic and/or social need, that are in alignment with the Mission and Vision of the Idaho 21st CCLC program. Priority is given to applicants proposing to serve students from schools

Demographics for Students Enrolled in Classes

Male:	3,328 (51.2%)
Female:	3,152 (48.4%)
Gender Unspecified:	25 (0.4%)
Asian:	49 (0.7%)
African American:	89 (1.3%)
Caucasian:	4,385 (63.9%)
Hispanic:	1,829 (26.7%)
Native American:	464 (6.7%)
Other:	46 (0.7%)
Non-Subsidized:	3,302 (50.8%)
Reduced:	529 (8.1%)
Free:	2,605 (40.0%)
Lunch Status Unspecified:	69 (1.1%)

“My son is more outgoing and social. He has learned the joy of reading. He listens better at home and is more responsible. The afterschool program has helped us so much and we appreciate the time and commitment of the teachers... Thank you!”

– Pocatello School District Program Parent

Number of Awards:	34
Number of Centers:	75
Number of Students Served (may include duplicates):	17,585
Number of Students Enrolled in Classes:	6,505
Number of Adults Enrolled in Classes:	110
Number of Regular Attendees (attending 50% or more):	5,560 (85.5%)
Number of Adult Family Members Served (may include duplicates):	8,029
Number of Community Members Served (may include duplicates):	8,105
Number of Individuals Served Total (may include duplicates):	33,719
Number of Partners:	310
Number of Staff:	1,653 (51.5% volunteers)

State Vision: Idaho’s 21st CCLC programs are high quality and demonstrate safety, creativity and authentic youth engagement.

Objective 1. Targeted academic enrichment meets students where they are and gives them the skills and encouragement to excel.

Each regular program participant in Idaho is assigned an individualized academic target which provides direction for the academic program for both students and staff. The majority of academic targets selected for students are from the state standardized evaluation know as the Idaho Standard Achievement Test (ISAT), given to all students grades 3 - 8 each Spring. Chart #1 provides comparison values of students who are enrolled as program participants versus those students not enrolled in the 21st CCLC program at the same schools and grade levels. The 2009-10 data demonstrates that students enrolled in the 21st CCLC program showed

considerably greater growth in Math and Language than their counterparts not involved in the program. 21st CCLC participants are provided an average of 4 hours of programming time per week in reading/literacy and 2 hours/week in math.

An additional measure used in Idaho for 2009-10 was the Idaho Reading Indicator (IRI), given to students K - 3. The same process of targeted academic enrichment is employed. Chart #2 demonstrates that students enrolled as full time participants in Idaho 21st CCLC programs are gaining the fundamental skills needed for learning to become proficient readers. This level of data available for each student provides guidance to program staff who know and understand how to use the data provided to design learning programs for their students.

CHART 1

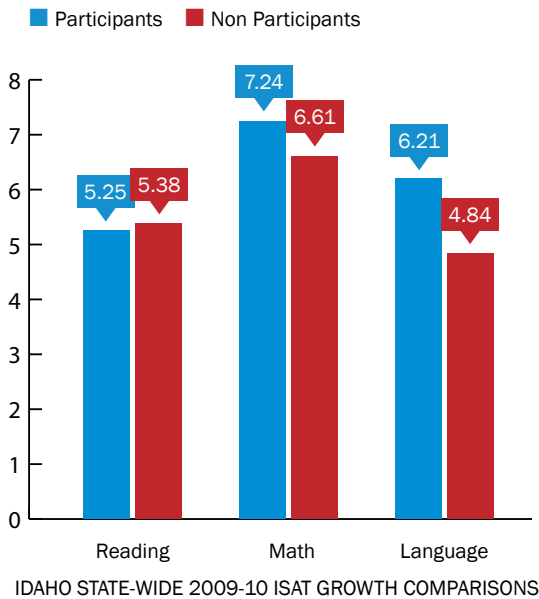
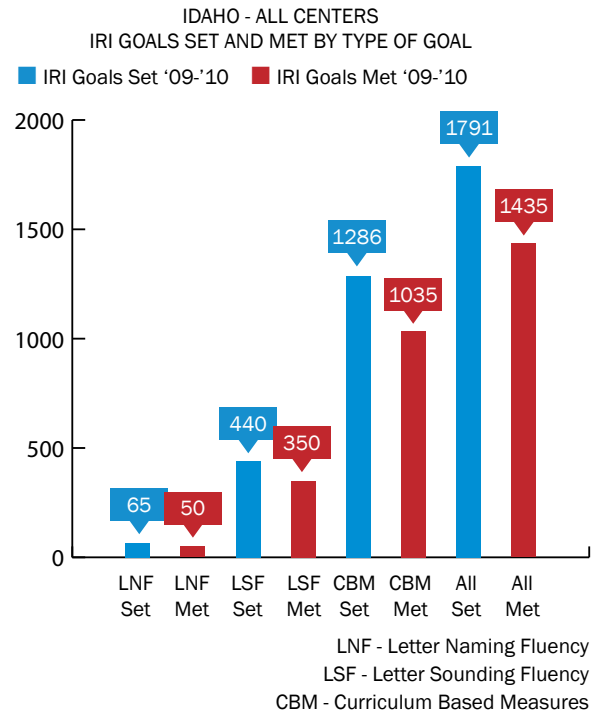
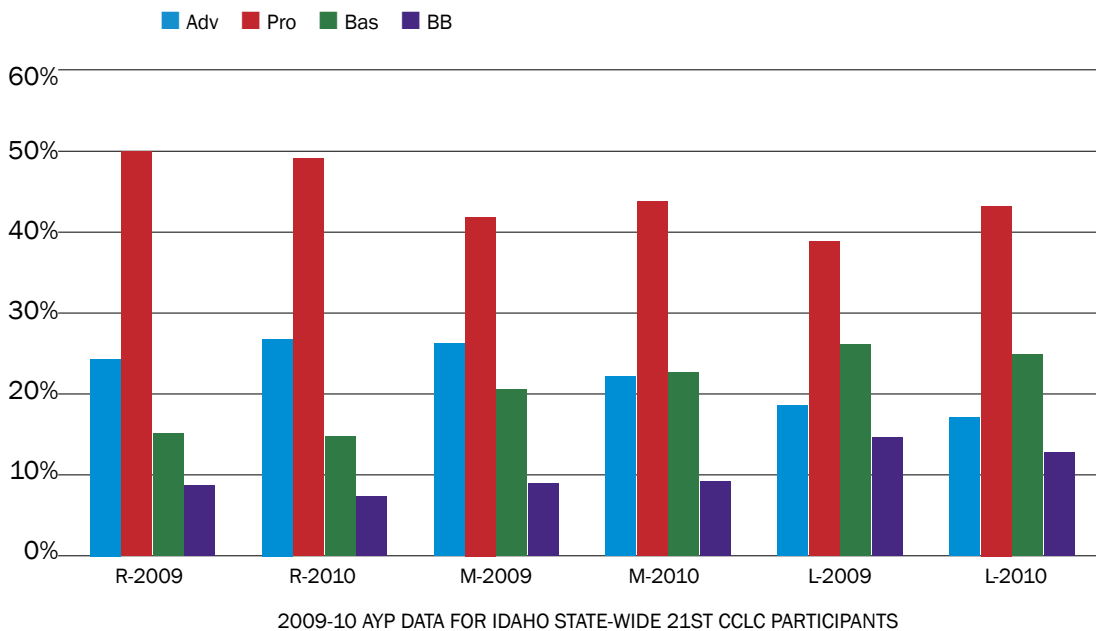


CHART 2



While AYP is not an academic measure of success for Idaho's 21st CCLC programs, it is reported as a federal measure. Chart #3 shows that most of Idaho's regular program participants are proficient in Reading, Math & Language.

CHART 3



"My daughter looks forward to going to school everyday just so she can go to the afterschool program." – Nampa School District Program Parent



West Side School District

Objective 2. Social, Cultural and Recreational enrichment is informed by participants and ignites imagination, play and creative problem solving.

Social, cultural, recreational and arts-based enrichment activities create dynamic and compelling programs. These components provide the settings in which creativity and teamwork thrive. 21st CCLC programs aim to serve the whole child.

While academic activities are provided on an average of 4 hours per week, enrichment offerings more than double that rate. The ‘fun’ factor is a critical piece of program success.

Social Data

In addition to academic measures of success, Idaho collects and analyzes social data related to the whole development concepts of students enrolled in 21st CCLC programs.

A review of this data provides an understanding of the social statistics surrounding students enrolled in 21st CCLC programs against those not enrolled. Although not consistently reported across all programs, this data provides compelling evidence that 21st CCLC programs reduce delinquency. Student substance abuse, bullying and violence are of concern to all education stakeholders. Data collected in this area shows the low number of juvenile offenses and discipline referrals by enrolled students, which represents a lower prevalence than students not participating in the program.

Social Data - Reported Incidences for the months of: September 2009 through June 2010

Number of students in school(s) and grade levels associated to Center(s): 21,049

Number of Enrolled 21st Students: 4,665 (22.2%)

Junvenile Offenses

	(% of Total Reported)
Behavior Related	
Number of Non 21st students:	560 (86.0%)
Number of Enrolled 21st students:	91 (14.0%)
Substance Related	
Number of Non 21st students:	71 (98.6%)
Number of Enrolled 21st students:	1 (1.4%)

Discipline Referrals

	(% of Total Reported)
Number of Non 21st students:	8,667 (84.5%)
Number of Enrolled 21st students:	1,587 (15.5%)



Objective 3. Ongoing Professional Development and meaningful involvement of all staff in program strategies lead to high retention and professionalism.

Program staff in Idaho 21st CCLC programs remain stable, experiencing limited turn-over among program directors. Data has been collected concerning program staff with self assessments to be used in Spring 2011 that will inform this portion of the Vision. Program quality assessments will be implemented in the near future to further expand staff training and ongoing professional development.

Objective 4. Families of participants are invested in, and actively support the program.

Adult family members of program participants exceeded 8,000 for 2009-10. The impact of this information is not possible to empirically measure, however current research clearly indicates that the family - school connection is critical in both the academic and social

development of children. Anecdotal records of program directors have very positive stories to tell around the effect the program has on families.

Objective 5. 21st CCLC Communities are engaged in the program and recognize the value of structured afterschool activities which leads to sustainability.

Idaho programs are located in areas where communities are small and centered around the activities of the school as well as in larger population centers. Programs have actively engaged more than 8,000 community volunteers in program activities. Beyond this encouraging rate of participation, Idaho 21st CCLC programs have engaged more than 300 partners (community based organizations, faith based organizations, municipalities, etc...) among the 34 grantees, averaging approximately 9 partners/grantee. These community members and partners provide a valuable element in both 21st CCLC support and programming.



Objective 6. 21st CCLC programs efficiently and effectively manage their federal grant with high levels of fidelity and transparency and meet or exceed grant requirements.

Program directors are responsible for the daily maintenance of their programs and spend significant amounts of time and energy ensuring that the proper data is collected, reviewed and applied to the programming decisions that ultimately affect students. Using OSTLMS on a daily basis, program data is recorded and reported regularly. This data is reviewed monthly at minimum and feedback is provided to each director on the status of the data reflecting their program. This level of effort is expended for the sole purpose of program improvement and increased student improvement. As a result of this data/program review, directors strengthen positive program directions and change course where needed.

Objective 7. Grantees cultivate a vibrant, meaningful learning community with each other and the State Department of Education in which best practices are shared and common problem solving occurs.

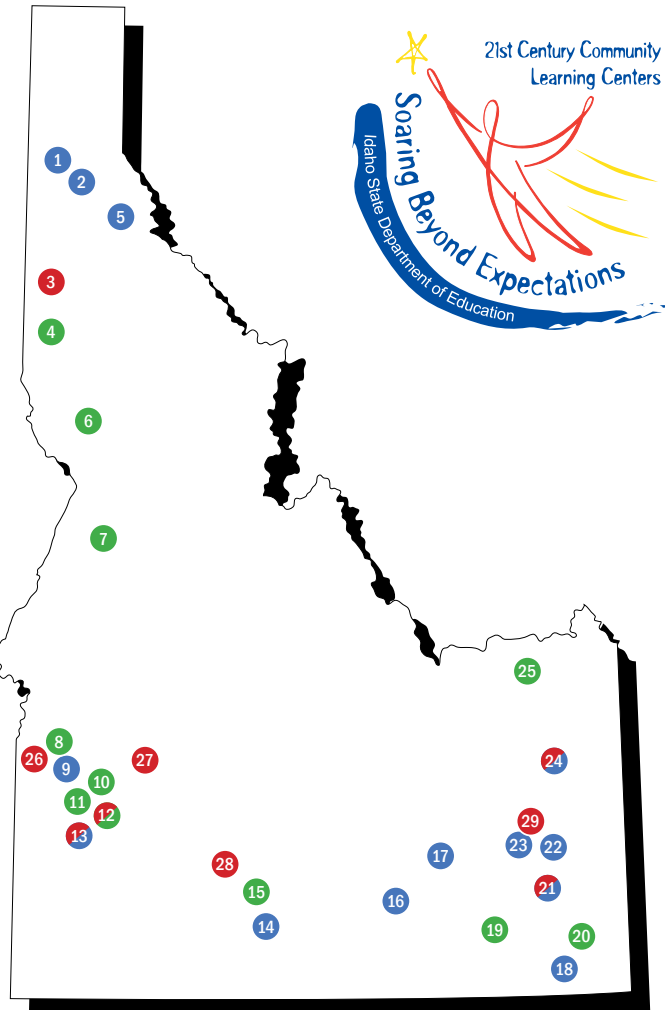
The SDE encourages collaborative activities, conducted semi-annual directors meetings and continually invites program staff to trainings recognized by the SDE as potentially beneficial. Additionally, staff are invited to the Idaho Prevention conference offered annually that has recently included sessions specifically for 21st CCLC program staff. Idaho has also organized consortiums of programs regionally around the state and consortium activities are carried out in an effort to further support 21st CCLC activities.





2009-2010 21ST CENTURY COMMUNITY LEARNING CENTER GRANTEES

- 1 POST FALLS (S.D.)
- 2 COEUR D'ALENE (S.D.)
- 3 PLUMMER - WORLEY (S.D.)
- 4 LAPWAI (S.D.)
- 5 KELLOGG (S.D.)
- 6 MTN. VIEW (GRANGEVILLE) (S.D.)
- 7 ASK INC (RIGGINS)
- 8 PARMA (S.D.)
- 9 WILDER (S.D.)
- 10 MIDDLETON (S.D.)
- 11 CALDWELL (S.D.)
- 12 NAMPA (S.D.)
- 13 MARSING (S.D.)
- 14 TWIN FALLS (S.D.)
- 15 JEROME (S.D.)
- 16 MINIDOKA (S.D.)
- 17 AMERICAN FALLS (S.D.)
- 18 WEST SIDE (S.D.)
- 19 ONEIDA (S.D.)
- 20 MONTPELIER, CITY OF
- 21 POCATELLO (S.D.)
- 22 SNAKE RIVER (S.D.)
- 23 BLACKFOOT (S.D.)
- 24 MADISON (S.D.)
- 25 CLARK COUNTY (S.D.)
- 26 HOMEDALE (S.D.)
- 27 EMMETT (S.D.)
- 28 GLENNS FERRY (S.D.)
- 29 BLACKFOOT COMMUNITY CENTER



	Round 3 - (5th year)
	Round 4 - (2nd year)
	Round 5 - (1st year)
(S.D.) School District	

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 Matt McCarter, Program Director
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